



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

**FY 2008 Annual Progress and Service Report
10/1/07 – 9/30/08**

**Michael Serice, Deputy Assistant Director
Department of Human Services
500 Summer Street NE, E69
Salem, OR 97301-1067**

Submitted 6/30/08



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

**CHILD AND FAMILY
SERVICES PLAN (CFSP)**

Annual Progress and Service Report (APSR)

FFY 2008

**Contact: Sherril Kuhns, Manager
DHS CAF Federal Planning and Reporting
500 Summer Street NE, E69
Salem, OR 97301-1067
503-945-6679**



Oregon

Theodore R. Kulongoski, Governor

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

500 Summer Street NE, E_____

Salem, OR 97301-1066

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June 30, 2008

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 Service Report for FFY 2008. This plan includes an overview of the progress and accomplishments made towards the Child and family Services Plan for FFY 2005-2009, 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 2009 for Title IV-B, Subparts 1 and 2, the CFCIP and CAPTA program funds, as well as a revised budget request for FFY 2008.

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

Sincerely,

Michael Serice
Deputy Assistant Director for Program and Policy
Department Of Human Services
Children, Adults and Families

CC: Candace Kato-Nogaki, Region X



Certification Statement

Per Carol Overbeck, Region X, it is not necessary for the State of Oregon to re-authorize the CFSP Certification Statement at this time.

CFS-101, Part I: Annual Budget Request For Title IV-B, Subpart 1 & 2 Funds, CAPTA, CFCIP, and ETV
 Fiscal Year 2009, October 1, 2008 through September 30, 2009

1. State or ITO: State of Oregon	2. EIN: 1-93-6001958-A3
3. Address: Department of Human Services 500 Summer St. NE, E69 Salem, Oregon 97301	4. Submission: [X] New [] Revision
5. Estimated Federal title IV-B, Subpart 1 Funds.	\$ 3,304,856
(a) Total administration (not to exceed 10% of estimated allotment)	\$ 330,485
6. Total Estimated title IV-B, Subpart 2 Funds. (FOR STATES: This amount should equal the sum of lines a – g.)	\$ 5,050,255
a) Total Family Preservation Services	\$ 1,100,162.70
b) Total Family Support Services	\$ 1,100,162.70
c) Total Time-Limited Family Reunification Services	\$ 1,100,162.70
d) Total Adoption Promotion and Support Services	\$ 1,100,162.70
e) Total for Other Service Related Activities (e.g. planning)	\$ 0
f) Monthly Caseworker Visits (STATES ONLY)	\$ 144,579
g) Total Administration (FOR STATES: not to exceed 10% of estimated allotment).	\$ 505,025
7. Re-allotment of Title IV-B, Subpart 2 funds for State and Indian Tribal Organizations	
a) Indicate the amount of the State's/Tribe's allotment that will not be required to carry out the Promoting Safe and Stable Families program. \$ 0	
b) If additional funds become available to States and ITOs, specify the amount of additional funds the State or Tribe is requesting. \$ 600,000	
8. Child Abuse Prevention and Treatment Act (CAPTA) State Grant (no State match required) Estimated Amount \$ 318,993, plus additional allocation, as available.	
9. Estimated Chafee Foster Care Independence Program (CFCIP) funds. (FOR STATES ONLY)	\$ 3,044,000.00
a) Indicate the amount of State's allotment to be spent on room and board for eligible youth (not to exceed 30% of CFCIP allotment).	\$ 250,000.00
10. Estimated Education and Training Voucher (ETV) funds.	\$ 1,025,400.00
11. Re-allotment of CFCIP and ETV Program Funds:	
a) Indicate the amount of the State's allotment that will not be required to carry out CFCIP \$ N/A	
b) Indicate the amount of the State's allotment that will not be required to carry out ETV \$ N/A	
c) If additional funds become available to States, specify the amount of additional funds the State is requesting for CFCIP \$ 500,000.00 for ETV program \$ 400,000.00.	
12. Certification by State Agency and/or Indian Tribal Organization.	
The State agency or Indian Tribe submits the above estimates and request for funds under title IV-B, subpart 1 and/or 2, of the Social Security Act, CAPTA State Grant, CFCIP and ETV programs, and agrees that expenditures will be made in accordance with the Child and Family Services Plan, which has been jointly developed with, and approved by, the ACF Regional Office, for the Fiscal Year ending September 30, 2009.	
Signature and Title of State/Tribal Agency Official <i>Michael Serice</i> Michael Serice, DHS Deputy Asst. Director, CAF	Signature and Title of Regional Office Official
Date <i>6-30-08</i>	Date

SERVICES/ACTIVITIES	TITLE IV-B		(c) CAPTA*	(d) CFCIP*	(e) ETV**	(f) TITLE IV-E	(g) State Local Donated Funds	(h) NUMBER TO BE SERVED		(i) POPULATION TO BE SERVED	(j) GEOG. AREA TO BE SERVED
	(a) LCWS	(b) II-PSSF						Individuals	Families		
1) PREVENTION & SUPPORT SERVICES (FAMILY SUPPORT)		1,100					275	5,700	3,312	FAMILIES IN CRISIS	STATEWIDE
2) PROTECTIVE SERVICES	1,091		319				273	7,772	3,462	ALL CHILDREN IN NEED	STATEWIDE
3) CRISIS INTERVENTION (FAMILY PRESERVATION)	1,107	1,100					552	5,687	3,564	FAMILIES IN CRISIS	STATEWIDE
4) TIME-LIMITED FAMILY REUNIFICATION SERVICES		1,100					275	5,069	3,625	FAMILIES IN CRISIS	STATEWIDE
5) ADOPTION PROMOTION AND SUPPORT SERVICES		1,100					275	15,549	9,633	ALL ELIGIBLE CHILDREN/FAMILIES	STATEWIDE
6) FOSTER CARE MAINTENANCE: (a) FOSTER FAMILY & RELATIVE FOSTER CARE						16,883		12,699	7,665	ALL ELIGIBLE CHILDREN	STATEWIDE
(b) GROUP/INST CARE						703		1,708	1,519	ALL ELIGIBLE CHILDREN	STATEWIDE
7) ADOPTION SUBSIDY PMTS.						22,042		11,364	6,921	ALL ELIGIBLE CHILDREN/FAMILIES	STATEWIDE
8) INDEPENDENT LIVING SERVICES				2,767				1,869	1576	ALL ELIGIBLE YOUTH	
9) EDUCATION AND TRAINING VOUCHERS					932			225		ALL ELIGIBLE YOUTH	
10) ADMINISTRATIVE COSTS		505				4,689					
11) STAFF TRAINING						1,841					
12) FOSTER PARENT RECRUITMENT & TRAINING						470					
13) ADOPTIVE PARENT RECRUITMENT & TRAINING	1,107					470					
14) CHILD CARE RELATED TO EMPLOYMENT/TRAINING										ALL ELIGIBLE FOSTER PARENTS	STATEWIDE
15) MONTHLY CASEWORKER VISITS		144								ALL ELIGIBLE FOSTER CHILDREN	
16) TOTAL	3,305	5,050	319	2,767	932	46,898	1,650				

* States Only, Indian Tribes are not required to include information on these programs

CFS-101, Part I: Annual Budget Request For Title IV-B, Subpart 1 & 2 Funds, CAPTA, CFCIP, and ETV
 Fiscal Year 2008, October 1, 2007 through September 30, 2008

1. State or ITO: State of Oregon	2. EIN: 1-93-6001958-A3
3. Address: Department of Human Services 500 Summer St. NE, E69 Salem, Oregon 97301	4. Submission: <input type="checkbox"/> New <input checked="" type="checkbox"/> Revision
5. Estimated Federal title IV-B, Subpart 1 Funds.	\$ 3,304,856
(a) Total administration (not to exceed 10% of estimated allotment)	\$ 330,485
6. Total Estimated title IV-B, Subpart 2 Funds. (FOR STATES: This amount should equal the sum of lines a – g.)	\$ 5,050,255
a) Total Family Preservation Services	\$ 1,118,235
b) Total Family Support Services	\$ 1,118,235
c) Total Time-Limited Family Reunification Services	\$ 1,118,235
d) Total Adoption Promotion and Support Services	\$ 1,118,235
e) Total for Other Service Related Activities (e.g. planning)	\$ 0
f) Monthly Caseworker Visits (STATES ONLY)	\$ 72,290
g) Total Administration (FOR STATES: not to exceed 10% of estimated allotment).	\$ 505,025
7. Re-allotment of Title IV-B, Subpart 2 funds for State and Indian Tribal Organizations	
a) Indicate the amount of the State's/Tribe's allotment that will not be required to carry out the Promoting Safe and Stable Families program. \$ 0	
b) If additional funds become available to States and ITOs, specify the amount of additional funds the State or Tribe is requesting. \$ 600,000	
8. Child Abuse Prevention and Treatment Act (CAPTA) State Grant (no State match required) Estimated Amount \$ 318,993, plus additional allocation, as available.	
9. Estimated Chafee Foster Care Independence Program (CFCIP) funds. (FOR STATES ONLY)	\$ 2,767,342.00
a) Indicate the amount of State's allotment to be spent on room and board for eligible youth (not to exceed 30% of CFCIP allotment).	\$ 250,000.00
10. Estimated Education and Training Voucher (ETV) funds.	\$ 932,170.00
11. Re-allotment of CFCIP and ETV Program Funds:	
a) Indicate the amount of the State's allotment that will not be required to carry out CFCIP \$ N/A	
b) Indicate the amount of the State's allotment that will not be required to carry out ETV \$ N/A	
c) If additional funds become available to States, specify the amount of additional funds the State is requesting for CFCIP \$ 0 for ETV program \$ 300,000.00.	
12. Certification by State Agency and/or Indian Tribal Organization.	
The State agency or Indian Tribe submits the above estimates and request for funds under title IV-B, subpart 1 and/or 2, of the Social Security Act, CAPTA State Grant, CFCIP and ETV programs, and agrees that expenditures will be made in accordance with the Child and Family Services Plan, which has been jointly developed with, and approved by, the ACF Regional Office, for the Fiscal Year ending September 30, 2008.	
Signature and Title of State/Tribal Agency Official <i>Michael Serice</i> Michael Serice, DHS Deputy Asst. Director, CAF	Signature and Title of Regional Office Official
Date <i>6-30-08</i>	Date

CFS-101, PART II: ANNUAL SUMMARY OF CHILD AND FAMILY SERVICES
 State or ITO: OREGON For FFY 2008 OCTOBER 1, 2007 TO SEPTEMBER 30, 2008

SERVICES/ACTIVITIES	TITLE IV-B		(c) CAPTA*	(d) CFCIP*	(e) ETV**	(f) TITLE IV-E	(g) State Local Donated Funds	(h) NUMBER TO BE SERVED		(i) POPULATION TO BE SERVED	(j) GEOG. AREA TO BE SERVED
	(a) ICWS	(b) II-PSSF						Individuals	Families		
1) PREVENTION & SUPPORT SERVICES (FAMILY SUPPORT)		1,118					280	5,700	3,312	FAMILIES IN CRISIS	STATEWIDE
2) PROTECTIVE SERVICES	2,082		319				521	7,772	4,816	ALL CHILDREN IN NEED	STATEWIDE
3) CRISIS INTERVENTION (FAMILY PRESERVATION)	628	1,118					437	5,687	3,564	FAMILIES IN CRISIS	STATEWIDE
4) TIME-LIMITED FAMILY REUNIFICATION SERVICES		1,118					280	5,069	3,825	FAMILIES IN CRISIS	STATEWIDE
5) ADOPTION PROMOTION AND SUPPORT SERVICES		1,118					280	15,549	9,633	ALL ELIGIBLE CHILDREN/FAMILIES	STATEWIDE
6) FOSTER CARE MAINTENANCE: (a) FOSTER FAMILY & RELATIVE FOSTER CARE						16,883		12,699	7,865	ALL ELIGIBLE CHILDREN	STATEWIDE
(b) GROUP/INST CARE						703		1,708	1,519	ALL ELIGIBLE CHILDREN	STATEWIDE
7) ADOPTION SUBSIDY PMTS.						22,042		10,756	6,550	ALL ELIGIBLE CHILDREN/FAMILIES	STATEWIDE
8) INDEPENDENT LIVING SERVICES				2,697				1,869	1576	ALL ELIGIBLE YOUTH	
9) EDUCATION AND TRAINING VOUCHERS					926			202		ALL ELIGIBLE YOUTH	
10) ADMINISTRATIVE COSTS		505				4,689					
11) STAFF TRAINING						1,841					
12) FOSTER PARENT RECRUITMENT & TRAINING	595					470					
13) ADOPTIVE PARENT RECRUITMENT & TRAINING						470					
14) CHILD CARE RELATED TO EMPLOYMENT/TRAINING											
15) MONTHLY CASEWORKER VISITS		72									
16) TOTAL	3,305	5,050	319	2,697	926	46,898	1,798				

* States Only, Indian Tribes are not required to include information on these programs

Assurances

Per Carol Overbeck, Region X, it is not necessary for the State of Oregon to re-authorize the CFSP Assurances at this time.

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 2008.

Children, Adults and Families (CAF)

Michael Serice, Deputy Assistant Director, Children, Adults and Families
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Nancy Keeling, Administrator, CAF Safety and Permanency for Children
Irvin Minten, Assistant Administrator, CAF OSPC
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Ted Keys, CAF FBS Program Coordinator
Mary McNevins, CAF ICWA Manager
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Oregon Commission on Children and Families

Marsha Clark
Matthew Tschabold

Region X, DHHS

Carol Overbeck, Child Welfare Specialist

Members of the Child Welfare Advisory Committee

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

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- Certification Statement
- 2009 CFS-101, Parts I and II
- 2008 CFS-101, Parts I and II
- Assurances
- Acknowledgements

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SECTION I. SERVICE DESCRIPTIONS

Child Welfare Services

A report on the specific accomplishments and progress achieved.

The Department of Human Services (DHS) Child Welfare has made progress in the following areas to manage child safety and improve child welfare services since our last APSR:

- The Interstate Compact on the Placement of Children (ICPC) program has redesigned the home study process for interstate placement of children. Regional caseworkers have been assigned throughout the state assigned to complete home studies requested from other states in order to expedite the completion of the home study within the ninety day time frame.
- The ICPC program successfully shepherded legislation during the 2007 session to include the interstate placement of children as a consideration during case planning and case review. (HB 2190)
- The Department successfully shepherded legislation during the 2007 session to allow criminal history checks during a CPS investigation prior to notification of the individual. (HB 2179)
- The Department implemented Karly's Law (HB 3328), which provides for photographing physical injuries of a child during a child abuse investigation, and medical assessment by a designated medical professional within 48 hours or sooner if the child's medical needs dictate, or a medical professional if the designated medical professional is not available. Further the Department convenes the Critical Incident Response Team within 24 hours after the department determines that a child fatality was likely the result of child abuse or neglect if the child was in the custody of the department at the time of death; or the child was the subject of a child protective services assessment by the department within the 12 months preceding the fatality.
- The Department implemented legislation (SB 282) to provide for the payment of the foster care reimbursement to a relative caregiver with

state funds when the child is not IV-E eligible, enabling the Department to pay all relatives providing substitute care for children.

- The Department has revised administrative rules and enhanced the child welfare database (FACIS) capacity to implement the requirements of SB 414. This legislation requires diligent efforts to place a child with relatives or with siblings who are already in foster care. The legislation also includes requirement to report to the court all visits between a child and his or her parents and siblings when in substitute care, a child's placement history and number of placements, educational services and educational history, number of high school credits earned, and whether or not the child is on target to graduate before the age of 19. The FACIS database has been enhanced to capture additional data elements and to provide automated entry of the information into a child's case plan. Administrative rule sets have been revised to incorporate these requirements (I-E.5.1, Maintenance and Treatment Payments, I-E.6.1, Title IV-E Foster Care and General Assistance, I-E.3.1, Placement Matching, I-E.3.5.1, Visits and Other Types of Contact, and I-E.8, Educational Services).
- The Department implemented administrative rules describing responsibilities during the assessment of an allegation of abuse in out of home care, and the requirement to inform certain parties of the report and the outcomes of the assessment (I-B.2.2.3, Department Responsibilities During Screening and Assessment of a Child Abuse or Neglect Report Involving the Home of a Department Certified Foster Parent or Relative Caregiver).
- The Department has added to its responsibilities the investigation of child abuse allegations in child care facilities. Administrative rules (I-AB.4.1, Day Care Facility Investigations) have been revised and database (FACIS) capacity has been enhanced to manage this change.
- The Department has enhanced Child Welfare Casework CORE training capacity, and has added two specialized training components to the contract agreement with the Child Welfare Partnership at Portland State University. The CWP has added Supervisor training in a cohort model, which will be delivered to all child welfare supervisory staff over an 18 month period, and has added Engagement Training, which will be

delivered to all casework staff throughout the state. The Department redesigned the training program for certified foster parents and relative caregivers, providing each District with designated resources to design a District foster parent training plan for each of the 16 Districts.

- The Department has published and issued the Child Welfare Procedure Manual, providing guidance to all casework staff and supervisors on procedures to follow throughout the life of a child's case. The Procedure Manual incorporates the practice changes implemented through the Oregon Safety Model, and references administrative rule appropriate to the procedure. The Procedure Manual was made available in hard copy to all child welfare staff, and is available online at the Department's website.

The steps the State agency will take to expand and strengthen the range of existing services and develop and implement services to improve child outcomes.

- The Department has taken initiative on many fronts to reduce the number of children in foster care. The Department is participating in a National Policy Academy with a focus on reduction of the number of children in foster care, and is participating with the Casey Foundation on the same issue. The Department is working collaboratively with key stakeholders in this effort, among them, the Governor's Policy Advisor, the Commission on Children and Families, Citizen Review Board, Juvenile Rights Project, and representation from the court.
- The Department is participating in the application for another National Policy Academy with a focus on addressing youth with mental health issues during the transition to adulthood. Initial focus of this multi-agency group is the identification of barriers due to multiple service providers with unique eligibility criteria, identifying successful advocacy and support services, and addressing state or federal policy barriers to successful transition for these special needs youth.
- The Department is taking proactive approach to addressing disproportionality of children in foster care, especially Indian

- children. The Department is including this issue in the work with the National Policy Academy and with the Casey Foundation.
- The Department has convened a statewide Child Safety Workgroup to examine the Department's practice in assuring child safety. The workgroup will report their recommendations to the Assistant Director of the Department.
 - The Department has worked with the National Resource Center on a review of Oregon's Adoption process. The legislature had also convened a Sensitive Review Committee on an adoption that received much public scrutiny. Recommendations from these groups will be considered in the revision of adoption processes.
 - The Department is making revisions to administrative rule regarding the placement of children with relatives to provide consistent guidance to casework staff in making decisions on relative placement.
 - Child Welfare is part of a Department-wide initiative to transform the organization into a world-class organization. The Department contracted with an external organization, McKinsey & Company, to examine process inefficiencies and conduct a staff workload study. Next steps in this effort are selection of staff to work as "Lean Leaders." These staff will address the specific initiatives identified in the McKinsey study, to increase efficiency in Department processes.
 - The Foster Care Program has begun work with the Consortium For Children on the implementation of the SAFE (Structured Analysis Family Evaluation) home study. The SAFE home study is the only home study process that is supported by research. Implementation of this model is intended to increase placement stability and reduce abuse in out of home care.
 - The Residential Treatment Program has revised administrative rules and has recently accepted proposals from providers to more effectively provide placement and treatment services to children with specialized needs in substitute care.

Explain any revisions to existing goals and objectives.

There are no revisions to existing goals and objectives.

Updated goals and objectives to incorporate areas needing improvement.

The goals of Children, Adults and Families (CAF) continue to be:

- Help individuals find and keep jobs, and advance to better employment.
- Help protect children and promote children's safety in their homes.
- Increase competitive job placements and increase wages earned for persons with disabilities.
- Help children who are unable to live safely in their homes live in settings that provide safety, stability and continuity with their families.
- Provide accurate, timely benefits that support Oregonians as they work toward family stability and economic independence.
- Help prevent the need for public assistance in future generations.
- Expand program partnerships and increase the cultural competency of DHS staff and partners to better serve Oregon's diverse communities.

Description of the services to be provided in FY2009.

The Department will continue the implementation of the Oregon Safety Model. To that end, the Department will do the following.

- Ensure the least intrusive intervention into the family to manage child safety, including the provision of safety services and safety service providers in the child's home when an in-home safety plan can be supported.

The Department is redesigning contracts with service providers to focus safety and intervention services on identified family needs.

- Child Welfare casework staff review the safety plan every 30 days in order to ensure the ongoing safety plan is always the least intrusive intervention available to manage child safety.
- Child Welfare casework staff will focus services to families to address the diminished protective capacity that is directly related to the family's inability to keep the child safe. Focused intervention both increases likelihood of success and provides greater likelihood of the child's timely return home.
- Child Welfare casework staff will review the child's case plan every 90 days to ensure continued progress on the child's primary permanency plan or, if progress is not being made, ensure a concurrent permanency plan is realistic for the child.

The Department has completed the Child and Family Services Review (CSFR) and has completed the draft of the Program Improvement Plan (PIP). The Department is in the process of implementing the PIP, and is aligning much of the work with other initiatives noted in the steps the agency will take to improve services and child outcomes.

The population and geographic areas to be served and the estimated number of individuals and/or families to be served.

Child Welfare services are intended to be available statewide, however, there have been some challenges in some of the rural areas of Oregon. As the Department enters into the activities of the PIP and realigns contractual agreements with service providers, it is anticipated that there will be improvement in this area.

Check if there are no planned changes to the program.

Promoting Safe and Stable Families

A report on the specific accomplishments and progress achieved.

The recent Oregon Child and Family Services Review Statewide Assessment listed the following outcomes for Item 3: Services to family to protect child(ren) in the home and prevent removal or re-entry into foster care:

The 2001 rating for Item 3 was 75% compliance. Since then the Branch CFSR reviews conducted between 2003 and 2006 resulted in an average rating of 85%, and the two quarterly Branch reviews in 2006 and 2007 scored 97.1% and 94.5% respectively.

The Oregon Safety Model was implemented on March 20, 2007 to further improve safety outcomes for children. Family Based Services (Parent Training, Intensive Family Services, Intensive Home-based Services and Family Sex Abuse Treatment Services) will include an improved focus on safety throughout the life of the case by improving parental protective capacity and thereby reducing recurrence of maltreatment. The following outcome expectations and standards for program evaluation are now included in contracts for Family Based Services. These standards are consistent with the Oregon Safety Model practices and procedures.

OUTCOME EXPECTATIONS/PROGRAM EVALUATION

1. Family Based Services focus on expected outcomes identified during the Protective Capacity Assessment completed by the child welfare worker. The specific services within this contract focus on goals to achieve these outcomes, utilize family strengths to change behaviors, include the family in assessing change over time, and document change to resolve the following areas of concern:
 - a) Safety: The child will remain safe in child's own home. Re-abuse of a child will be reduced due to the effects of Family Based Services. Recommendations to reunify or maintain a child with the child's parents should be based upon evidence of substantial improvement of parenting protective capacity or reduction of identified safety threats.

- b) Permanence: The child will have safer and more stable home through improvement and stability of their caregiver's parental function, whether in the home of the child's parents or in an alternate placement.
- c) Well-being: Families will demonstrate enhanced capacity to provide for the child's educational, physical and mental health needs. Families will receive culturally competent services.

FBS currently has a contracted capacity of 4,265 families or groups per year. This capacity decreased from 4,640 in 2003 as a result of budget reductions in the last two biennia. During that same time, the growth in the child welfare caseloads has resulted in services being diluted to meet the additional demand.

The steps the State agency will take to expand and strengthen the range of existing services and develop and implement services to improve child outcomes.

The review of FBS contracted services continues in 2008 with community focus groups to review recent evidence-based, or research informed, models and to solicit community ideas for program improvement. Program information from sources such as the California Evidence based Clearinghouse; The Children's Bureau and Caliber Associates, "Emerging Practices in the prevention of child abuse and neglect"; and the Washington State Institute for Public Policy report, "Evidence-based Programs to Prevent Children from Entering and Remaining in the Child Welfare System" have been reviewed.

Stakeholder input from judges, district attorneys, service providers, Citizen Review Board members and CASAs indicate that the services most helpful to maintain children in their homes and prevent removal are those associated with drug treatment, parenting, mental health services, and caseworker support. Community input has also highlighted the need to select and integrate services within existing systems of care for children and families in each community.

A secondary outcome of the review is to determine the ability to obtain evidence-based services within available funds. The Department of Human Services expects to collaborate with community partners to incorporate research based service models in the next round of contracted services beginning in 2009.

Explain any revisions to existing goals and objectives.

Our goals and objectives remain the same. However, we expect a current review of Family Based Services to result in improvement of current program designs.

Updated goals and objectives to incorporate areas needing improvement.

The most recent CFSR data indicates Item 3 (Services to family to protect child(ren) in the home and prevent removal or re-entry into foster care) is not an area needing improvement.

Description of the services to be provided in FY2009.

Describe the services provided in FY2008:

INTENSIVE FAMILY SERVICES (IFS):

IFS services are systemic, time-limited, family therapy services provided to assist referred families in strengthening the parent-child relationship and discovering solutions to the challenges and dilemmas that brought them in contact with DHS. Some IFS services will be provided to children in out-of-home placements and may include the child's family as well as the foster parents as necessary. IFS providers work in cooperation with extended family members, interested neighborhood and community members, interested public and professional agencies such as schools and social service agencies, and DHS staff. Services are designed to meet the identified needs of the children and their families so variances from the recommended IFS model shall be agreed upon between Contractor and DHS to allow for more intensified or varied IFS services.

INTENSIVE HOME-BASED SERVICES (IHS)

IHS Services (“Homebuilder” model) are crisis services provided to families/parents in the home when the safety, permanence or well-being of a child or children is threatened. The crisis may be due to unsafe housing, inappropriate discipline and child care, deficits in parenting skills and knowledge, or because a child has been neglected or abused. Some of the children may have been placed in DHS foster homes because the family is experiencing a crisis. Services build upon family strengths to increase safety and stability in the home and promote family independence.

FAMILY DECISION MEETING FACILITATION (FDM)

Family Decision Meetings are held to help DHS referred families create a plan for children who have been placed in protective custody. The FDM Facilitator will gather families and other interested parties and assist in development of the plan. Some FDM services will be provided to children in out-of-home placements and may include the child’s family as well as the foster parents as necessary. Facilitators are expected to work in cooperation with extended family members, interested neighborhood and community members, interested public and professional agencies, such as schools and social service agencies, and DHS staff.

FAMILY SEX ABUSE TREATMENT (FSAT)

FSAT services provide treatment to victims of intra-familial sexual abuse and to the victim’s non-offending parent and siblings. The goals of treatment are to: 1) help the victim resolve the trauma of the incest so it does not cause lifelong problems; and 2) help the non-offending parent protect the victim and siblings from further abuse, support the victim’s recovery, make cogent, informed decisions about the offender, and understand the role the parent’s own victimization played in putting their children at risk of abuse.

PARENT TRAINING SERVICES (PTS)

PTS services enable care givers to learn and practice effective and appropriate parenting skills. As a result, the child’s attachment to their parents or care givers is maintained.

Anticipated changes to Oregon Family Preservation and Support programs in 2009

Family Based Services Redesign:

The population to be served are families receiving child welfare services as a result of documented child abuse and neglect. See program descriptions above for the specific population to be served in each service. It is estimated that a total of 4,265 families or groups will be served per year in Family based Services.

Proposed changes will focus specifically on contracted services. A Family Based Services, Development Work Group has been established in May 2008 to make recommendations to the Department about possible new models or approaches in provision of FBS services. The current mix of services include:

- Intensive Family Services (IFS) - Brief family therapy and family decision meeting facilitation;
- Parent Training Services (PTS) - Group and individual, education and skill building parenting services;
- Family Sex Abuse Treatment (FSAT) - Psycho-educational group treatment for incest victims and non-offending parents; and
- Intensive Home-based Services (IHS) - Brief crisis intervention services to prevent out of home placements available in 13 counties.

The recommendations will include the following:

1. Best practices and methods to provide FBS services, so parents and children involved with child welfare have the best services to meet child safety, permanency and well-being needs in their family.
2. A process to review use of FBS services.
3. Determine whether service supports such as the following are needed.
 - Transportation

- Improved coordination of service providers
- Expert consultation for difficult cases

FBS Program representative are currently collecting feedback about FBS services at 15 regionally based focus groups. Responses compiled from these groups and research about evidence based and promising practices will be used by the Development Work Group as a basis for developing recommendations. Possible Policy Option Packages to improve services to children is under consideration by the Oregon Department of Human Services for the 2009-2011 State Budget period.

The population and geographic areas to be served and the estimated number of individuals and/or families to be served.

The population to be served through Family Based Services are families and children eligible for child welfare services due to documented child abuse and neglect. Services may be provided to prevent out of home placement or to successfully reunify children with their families after a protective removal. Family Based Services currently have a contracted capacity of 4,265 families or groups per year and services are available throughout the State.

Check if there are no planned changes to the program.

Child Abuse Protection and Treatment Act (CAPTA) State Grant

DHS has chosen to focus on eight (8) of fourteen (14) areas during the first two years of the plan (CAPTA State Plan FFY 2005-2009).

The areas were (1, 3, 5, 6, 7, 12, 13 and 14).

DHS has chosen to focus on the following areas during the next year (3, 4, 6, 7, 13 and 14). One of the Children's Justice Act Task Force Projects will fulfill area 13. Please see Section VIII for more details.

Chafee Foster Care Independence Program (CFCIP)

Service Description – Chafee Foster Care Independence

The following information is a summary of accomplishments, steps taken to expand/strengthen programming, updated goals, and services. Complete details are located in Section IX, Chafee Foster Care Independent Living Services Program (CFCIP), of this report.

A report on the specific accomplishments and progress achieved.

Transition Services:

- a. DHS was able to increase the number of contracted slots by 75 statewide during FFY07. This has helped to lower the number of youth on a wait list for services by 52 percent.
- b. During FFY07 (10/06 – 9/07), DHS and ILP Contractors provided life skills training to 1,397 teens and young adults. This is a twelve percent increase of the youth served in FFY06.
- c. DHS contracted with Human Services Research Inc. (HSRI) to complete a review of all contracted independent living programs. The Program Reviews began in April 2007 and were completed in March 2008.
- d. The ILP was successful in implementing a standardized reporting format for the Contractor's annual report.
- e. Expanding Housing Options - The State ILP Advisory Committee (SAC) Housing Options sub-committee has drafted definitions of various housing options that the Department plans to use to help youth, caseworkers, and community partners understand the housing needs of and options for foster youth and young adults.
- f. The Independent Living Subsidy Program (housing assistance for youth in DHS care and custody) served 77 youth during FFY07. The Subsidy Program is currently serving an average of 31.8 youth per month.

- g. The first meeting of Oregon's youth advisory council was held February 9, 2008. The group has selected O-YAC (Oregon Youth Advisory Council) as their name.

Employment:

- ILP Contractors provided 121 classes to assist youth with employment skills, retention, careers, and entrepreneurship. This is an increase of 72.9 percent in employment related classes.
- Several foster youth applied and were accepted into the Northwest Youth Corps summer crew positions available in the Portland and Eugene areas.
- DHS continues to partner with various Workforce Investment Act agencies and other youth serving organizations to bring employment related trainings and workshops to foster youth. See Section IX, Chafee Foster Care Independence Program, Training, for more details.

Post-Secondary Training & Education Preparation:

- The ILP Contractors provided 127 classes to assist youth with educational skills, financial aid, and postsecondary options, including vocational training. ILP Contractors provided an additional 1,272 individual sessions related to education.
- The ILP Desk contracts with the ASPIRE Program to conduct regional trainings, and to incorporate the ETV information into the ASPIRE training curriculum.
- DHS obtained copies of the *Opportunities 2007 – 2008 Oregon guide to education after high school* and distributed to the ILP Contractors, Tribes, and SOC Education Experts.

Mentors and Interactions with Dedicated Adults:

- Four of the ILP Contractors indicate they connect youth with mentor activities and programs.

- ILP Contactors increased the number of classes relating to supportive relationships and community connections by 66 percent over last year.
- The Residential Treatment Programs Unit has approximately 20 contracts for mentors with residential treatment programs.
- DHS continues to partner with Powerhouse Mentors (Multnomah County) and the Heart Gallery Mentors (Lane County) to provide mentors for foster teens.

Services for Former Foster Youth:

- Of the 389 youth who aged out of the foster care system in FFY07, 74 youth returned for life skills training services (YILP service code).
- The Chafee Housing program provided services to 83 former foster youth.
- System of Care and Family Based Services also provided services to a small number of former foster youth.
- It is important to note that eligible former foster youth can access any ILP service (life skills training, Discretionary funds, housing services and ETV).

The steps the State agency will take to expand and strengthen the range of existing services and develop and implement services to improve child outcomes.

- a) Several recommendations were suggested in the final ILP Program Review report submitted by HSRI. Of primary concern is contract compliance. The ILP Desk will work with Contractors to gain a better understanding of the barriers to meeting contract requirements and benchmarks.
- b) The OR Kids implementation team will take the National Youth in Transition Database (NYTD) requirements into consideration as they progress toward implementation of the new SACWIS.

- c) Assessment/T1, T2 Transition Plan and Service Flow – The ILP Coordinator will work with the National Child Welfare Resource Center for Youth Development and Casey Family Programs to explore potential training options to demonstrate the ILP tools’ benefits and value when used in tandem.
- d) Research and catalog current housing options available for youth in the local areas.
- e) Policy revisions to include a youth services section – not just ILP services.
- f) Continue to support the O-YAC in its infancy and as it transitions to a self-supporting entity.
- g) Improved data collection will allow Oregon to obtain statistics on graduation and employment rates for foster youth. Knowing these statistics will help to direct where improvements are needed.
- h) Increase participation and access to college fairs, tours and ASPIRE Conferences.
- i) Increase awareness and emphasis regarding the T1 and T2 sections relating to supportive adults during all ILP trainings.

Explain any revisions to existing goals and objectives.

Several goals listed last year have been accomplished. Therefore, the updated goals listed below reflect the on-going goals and objectives to incorporate areas needing improvement.

A new goal is to begin the process of implementing the technical requirements of the National Youth in Transition Database (NYTD). This goal will also need to include planning for how to meet the reporting requirements for outcomes achieved. The last revision to DHS’ goals for the ILP will be to begin coordinating the five year strategic planning process for next year.

Updated goals and objectives to incorporate areas needing improvement.

Transition Services:

- Provide services that are based on a youth development approach, which emphasizes youth involvement and accountability.
- Increase knowledge of DHS caseworkers of the option to provide non-paid ILP services (services provided directly by DHS, caregivers, or community partners).
- Improved integration of the life skills assessment, service/transition plans, and life skills instruction or activities.
- Expand housing options for foster teens and former foster youth.

Employment:

- Expand opportunities for youth to participate in job shadows, internships, and paid employment.
- Expand awareness of youth regarding career options.

Post-Secondary Training & Education Preparation:

- Increase knowledge of System of Care (SOC) Education Experts regarding needs of teens and ILP services available.
 - a) Ensure DHS staff are aware of slots available at the annual ASPIRE Fall Conference and ASPIRE Foster Youth Trainings.
 - b) Contact branches where ASPIRE is active in their schools to expand awareness.
 - c) Promote attendance of DHS staff at the annual Building Bridges Conference to increase awareness and support to students with special needs.

- d) Continue working with JRP and PSU Child Welfare Partnership to increase training to caseworkers and caregivers regarding working with school staff and understanding Individual Education Plans (IEP).
- e) Continue e-mail listserv (ILP Contractors, SOC Teen and Education Experts, CETs, Oregon Foster Parent Association, Transitional Living Programs, Foster Care Coordinators, Tribes, CRB, CASA, and other community partners) regarding scholarships, supportive programs, and other useful postsecondary education and training information.
- f) Continue partnerships with the Oregon Student Assistance Commission, ASPIRE and the Education Credit Management Corporation to distribute the *Opportunities: Oregon guide to education after high school*.

Mentors and Interactions with Dedicated Adults:

- Increase interactions and access to mentors and dedicated adults:
 - a) Continue working with the SAC sub-committee to determine methods to improve permanent connections with supportive adults for teens.
 - b) Research creative methods for cultivating the supportive adult connections youth list on the T2 Transition Plan.

Services for Former Foster Youth:

Former foster youth are included in the above goals and objectives. Oregon does not view services to former foster youth as a separate category (with the exception of Chafee Housing). Oregon's ILP has always provided life skills training, Discretionary funds, housing, and ETV services to former foster youth as allowed by the federal grant.

Description of the services to be provided in FY2009.

DHS will continue to provide current services available through Oregon's ILP.

- DHS will continue contracting for life skills training.
- DHS will continue providing a small amount of Discretionary funds to assist youth with items or services necessary to achieve their goals for transition.
- DHS will continue providing Independent Living Subsidy Program services for youth in DHS care and custody.
- DHS will continue providing Chafee Housing services to former foster youth.

DHS will attempt to expand the housing services by revising policy to allow for one-time payments for housing related expenses, including room and board. We anticipate this change to significantly increase the number of youth accessing housing assistance.

The population and geographic areas to be served and the estimated number of individuals and/or families to be served.

The ILP will continue to serve youth in all areas of the state, including Tribal communities. The ILP anticipates serving approximately 1,869 youth during the next year. This would represent a 10 percent increase in the number of youth served.

Check if there are no planned changes to the program.

Education and Training Vouchers

The following information is a summary of accomplishments, steps taken to expand/strengthen programming, updated goals, and services. Complete details are located in Section X, Chafee Education and Training Vouchers (ETV), of this report.

A report on the specific accomplishments and progress achieved.

To-date, DHS has issued 202 (+ 11%) ETV awards for the 07-08 academic year, for a total of \$851,009. This is not a final figure as there are still awards being issued for the Spring and Summer terms.

To-date for the 07-08 academic year, the retention rate is 51 percent (of the 202 recipients, 103 were returning students).

Continued collaboration with OSAC and the ASPIRE Program:

- ASPIRE Fall Kick-Off Conference
- ASPIRE Regional Foster Youth Training
- Special training as requested or required

Continual review and streamlining of ETV processes:

- Application process is now completely electronic.
- Awarding process is also electronic – including notification to the schools regarding youth's eligibility to receive an award.
- OSAC has also provided DHS the ability to access ETG applicant/award database via an electronic, web based portal system. This will greatly reduce the time spent leaving voice messages or typing emails to request information.

DHS continues to partner with a variety of entities to provide access to postsecondary education and training workshops and conferences for foster

youth, foster parents, ILP Contractors, caseworkers, and other supportive adults working with teens.

Continue our partnership with OSAC. This has proven to be very beneficial for foster youth and DHS staff. Continue to work with OSAC to streamline processes.

Conduct outreach to ETV recipients to determine needed supports and services.

Begin preparations for the five year strategic planning process for next year.

The steps the State agency will take to expand and strengthen the range of existing services and develop and implement services to improve child outcomes.

See below.

Explain any revisions to existing goals and objectives.

Goals listed last year have been partially accomplished. Due to recent collaborations and considerations additional efforts are underway to increase support to foster youth accessing ETV funds. Therefore, the updated goals listed below reflect these new and on-going goals and objectives to incorporate areas needing improvement.

An additional new goal is to begin the process of implementing the technical requirements of the National Youth in Transition Database (NYTD). This goal will also need to include planning for how to meet the reporting requirements for outcomes achieved. The last revision to DHS' goals for the ILP will be to begin coordinating the five year strategic planning process for next year.

Updated goals and objectives to incorporate areas needing improvement.

Increase support to youth enrolled in postsecondary education or training programs:

- Conduct survey to ETV recipients to obtain feedback regarding services youth consider beneficial (800 line, Resource Staff, etc.).
- Work with OSAC to fund an ETV Resource staff – someone who can conduct outreach to ETV recipients and provide support, information and referral.
- Revisit the Chafee Medicaid option.
- Conduct outreach to increase public awareness regarding the need for additional financial support for foster youth's postsecondary education and training costs.

Increase collaborations and relationships with financial aid administrators:

- Continue participation at the OAFAA annual conference.
- Research additional avenues to increase financial aid officers' knowledge of foster youth needs and funding options.
- Reinstate annual ETG informational mailings to school districts, colleges, universities, and vocational/training schools
- Reinstate outreach and informational mailings to organizations that former foster youth may frequent (Self Sufficiency Program, Employment Department, Transitional Living Programs, etc.).

Description of the services to be provided in FY2009.

DHS anticipates continuing the many partnerships to help train and support youth as they transition to postsecondary education or training:

- DHS workers and ILP Contractors will continue assisting youth with completing necessary paperwork for enrollment in postsecondary education or training programs, financial aid, and scholarship applications.
- DHS will continue contracting with OSAC to award ETG to eligible youth.
- DHS will continue funding the voucher process for accessing ETV funds (requests submitted by the DHS worker).
- DHS will continue contracting with OSAC to sponsor the ASPIRE Regional Training, Fall Kick-off Conference and Road Map to College pocket calendars.
- The ILP Coordinator and ILP Liaison will continue training DHS staff and community partners regarding the ETV and other postsecondary financial aid options available to foster youth.

Due to the rising demand for ETV funds, we have made a decision to lower awards to a maximum of \$4,000 per student in an attempt to continue serving as many students as possible. This may result in some students being denied ETG awards. It is our hope that through continued training regarding access to other scholarships and grants, this decrease in assistance will not have a negative impact on our foster youth.

The population and geographic areas to be served and the estimated number of individuals and/or families to be served.

Oregon will continue to serve all youth that meet Oregon's ETV eligibility criteria. The ILP will also continue providing services to Oregon's eligible former foster youth who are denied ETV assistance in other states. The ILP anticipates providing ETV funds and services to approximately 225 youth during the 08-09 academic year. This would represent an approximate increase of 10 to 15 percent.

Check if there are no planned changes to the program.

As mentioned above, maximum ETV/ETG awards will be lowered to \$4,000 per academic year.

DHS and OSAC are hopeful that an ETG Resource Staff will be created.

SECTION II. COLLABORATION

Description of activities in the ongoing process of coordination and collaboration efforts.

The Department program staff consult 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);
- 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.

The Departments collaboration is not clearly identified. In response to our CFSR, the Department will be instituting quarterly work groups and other mechanisms (not yet defined) to improve ongoing collaboration with key central office program staff, stakeholders and community partners to review the progress and services delivered, while focusing on documenting outcomes for the annual progress reports and five year plan. These quarterly work groups will be instituted for the development of next years five year plan. The Department will also improve the documentation of said collaboration processes and procedures.

Update of the State's description of substantial, ongoing and meaningful collaboration between the State child welfare agency and the courts.

CAF Administrator of Safety and Permanency is 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).

Board members are currently participating in federal Conference Calls related to increased federal grants for JCIP. These grants will focus on training and data collection for evaluation.

Distribution of these funds will be done through the recommendation of the board.

CAF staff also participate on the JCIP Data and Training grants Sub-Committees, which included (but was not limited to) joint training presented to prepare local stakeholders for participation in the 2007 Child and Family Services Review (CFSR), a new website to share child welfare data with judges, and joint participation during Legislative Roadshows and the Annual Judges Conference.

Teen Services

The ILP continues to collaborate with the Oregon Student Assistance Commission, ASPIRE Program, Oregon Workforce Investment Board, Workforce Investment Act providers, Transitional Living Programs, Job Corps, Portland State University Research Institute, FosterClub, Juvenile Rights Project, various National Resource Centers, various non-profit agencies across the state and other DHS agencies (Self Sufficiency Programs, Office of Vocational Rehabilitation Services, Seniors and People with Disabilities). See Section IX, Chafee Foster Care Independence Program (CFCIP) for further details regarding ILP collaborative efforts.

Other collaborations:

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

Child Welfare staff is participating in a workgroup initiated by the Chief Judge of the Court of Appeals to look at options to reduce the length of time to a finding on a TPR Appeal.

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

JCIP staff and CAF staff continue to work in partnership throughout the CFSR process with participation from judges, CASAs, CRB, DAs, and other court staff in the state's self assessment workgroups, on-site stakeholder interviews, and now the Program Improvement Plan workgroups.

Child Welfare Training Collaboration

- **Child Welfare Training Committee**

In March 2008 the decision was made to discontinue the Child Welfare Training Committee. This decision was based on the focus of the implementation of the Oregon Safety Model, completing the Child Welfare Procedure Manual and developing the Program Improvement Plan based on the results of the recent CFSR. It was, however, decided to continue the Foster Parent Training Committee. This committee came together in April 2008 under a new name, Statewide Caregiver Training Advisory Committee.

- **Statewide Caregiver Training Advisory Committee**

The purpose of this committee is to advise the Foster Care Services program area on the development and administration of foster parent orientation and training requirements, programs, and training and support services to families interested in certification or who are certified as foster parents in Oregon. Membership includes one representative from each of the 16 districts, 1 representative of the Oregon Foster Parent Association, 2 to 3 foster and relative caregiver representatives, 2 Child Welfare Partnership representatives, 1 CAF training staff and a minimum of 2 foster care program staff. This committee will meet once quarterly.

- **Learning Center Registration System**

The CAF Training Services Unit continues to work collaboratively with the DHS Training Unit in the administration of the online Learning Center registration system. Representatives from both the CAF Training Services Unit and the DHS Training Unit meet regularly to provide status updates and progress reports. In May 2008 it was reported that the next upgrade due to the Learning Center this summer will allow for tracking daily attendance.

- **CAF Training Newsletter**

The bi-monthly CAF Newsletter continues to be an excellent source of coordination and collaboration of training offered statewide. Solicitation of information and articles for the CAF Training Newsletter is obtained from the Training Services Unit staff, field staff, Portland State University, and the Child Welfare Partnership. The purpose of the CAF Training Newsletter is to educate and inform Child Welfare Professionals and announce training opportunities. Web links for course registration and other training options are included in the Newsletter.

- ✓ <https://dhslearn.hr.state.or.us> (Learning Center course registration)
- ✓ <http://www.cwpsalem.pdx.edu> (Child Welfare Partnership, click on the Training Directory)

- **Statewide Foster Parent Lending Library**

In July 2007 a collaborative decision was made to centralize a Foster Parent Lending Library. In the past, individual Child Welfare branches housed their own Foster Parent Lending Library. All Child Welfare branches were offered the opportunity to send their books to a centralized location in Portland, Oregon. The purpose was to create an on-line statewide Foster Parent material lending library that would allow better management and accessibility of educational material for all Foster/Adoptive/Relative parents. The library material will be available on a check out basis and can be returned to the department with postage paid.

After the sampling and trial of a variety of lending library software packages, a software package was selected in May 2008. Books and material from across the state have already been gathered and currently are

being housed in the new library location in Portland. In July 2008, the cataloging of all books and material into the new software system will begin. Plans are for the on-line Statewide Foster Parent Lending Library to be fully operational by August 2008. Usage training will be provided for both Child Welfare staff and Foster/Adoptive/Relative parents. The training methodology is still to be determined.

Update of the State's description of substantial, ongoing and meaningful collaboration between the State child welfare agency and the courts.

Teen Services: The ILP Coordinator continues to partner with the Juvenile Rights Project attorneys to present permanency and ILP training to Judges, CRB, and CASA's. The ILP Coordinator assisted with providing a teen panel for the Spring 2008 CRB Conference. The ILP is partnering with a CRB member to present a workshop at the Regional Teen Retreats for foster youth (ages 14 – 16) regarding their rights and what to expect at a CRB review. The O-YAC (Oregon Youth Advisory Council) is beginning discussions regarding creating a youth friendly brochure or video for the CRB. The materials will help inform children and teens about the purpose of CRB meetings and the importance of the child and teens participation.

Description of services provided toward Healthy Marriages, Fatherhood, Youth Development, Rural and Faith-Based and Community Initiatives.

- a. Describe the services the State provided, using only title IV-B funds, during FFY 2008 that support the above initiatives.
- b. Discuss how these initiatives are improving outcomes for children.
- c. Identify who is providing the service (i.e. contractor or county).
- d. Describe services the State plans to provide, using only title IV-B funds, in FFY 2009 that support the above initiatives.

Teen Services Provided in coordination with Title IV-B Funds:

While the following services are not directly funded by Title IV-B funds, much of the training and curriculum is based on the Positive Youth Development (PYD) materials provided by the Oregon Commission on Children and Families (OCCF). The OCCF has shared information regarding trainings and resources related to youth development, healthy marriages, and fatherhood.

ILP Contractors provided 40 classes on safe and healthy relationships. These classes included the basics of safe and healthy relationships with family, friends, partners, children and spouses. ILP Contractors also provided 114 individual meetings with participants, covering the issue of safe and healthy relationships. Contractors are aware of and supportive of youth learning the skills needed to have a healthy marriage. Youth who have left foster care but are returning for voluntary services can be married and/or parents thus able to access all ILP classes. Fathers are included in classes on safe and healthy relationships. Some contractors talk about relationships in their gender specific workshops. The Baby Think It Over experience is available to male youth, as well as females.

The Oregon Youth Advisory Council (O-YAC) is a group of current and former foster youth who are motivated, educated, and dedicated to improving outcomes for foster children and youth. The group is still drafting a Mission Statement. However, following is their current draft language, “To change the Oregon foster care system through role modeling,

advocacy, activism, and leadership." The O-YAC members are planning on attending the OCCF/State Youth Leadership Summit on April 10, 2008. This training will help the youth prepare for taking a leadership role in improving the foster care system.

A Positive Youth Development training was provided to attendees at the Fifth Annual DHS Teen Stakeholder Kickoff Event held at North Clackamas DHS. Presenters were Connie Carley, Oregon Commission on Children & Families (OCCF) PYD Manager, and Lawrence Piper, CAF Prevention Services. The event was well received. Attendees included local DHS child welfare staff, several Clackamas County high school staff, and other youth service providers.

The ILP Liaison and ILP Coordinator developed a training using the PYD Power Point presentation. The ILP Coordinator and the ILP Liaison facilitated PYD training with all members of the ILP Desk in October, 2007. The plan is to provide PYD training to ILP Contractors and DHS staff in 2008. The ILP Coordinator does incorporate the PYD philosophy into existing ILP trainings.

The OSU Extension 4-H Youth Development and OregonASK (After school for Kids) teamed up to present Positive Youth Development with 4-H After School Resources and Service Learning 101. These trainings were made available to ILP Contractors, DHS workers, and the community in general. The training was well received and several requests for repeat sessions, and advanced sessions were made.

Planned for FFY09:

Using the PYD Power Point presentation, the ILP Coordinator and/or the ILP Liaison will conduct training for Contractors in order to enhance the integration of PYD concepts into the foundation of Contractor programs, classes, and one-on-one work with clients. The same training will be made available to Child Welfare workers. The PowerPoint presentation will be made available to participants. The ILP Coordinator will remain involved with the PYD efforts in Oregon. Training notices will continue to be shared with field staff and community partners.

For a report on Rural Community Initiatives, please see Section III, Rural Training Grant, page 44.

Section III. Program Support

Child Welfare Training

CAF Child Welfare Training Services Unit has accomplished a great deal in this past year in staff development and training. The Department has listened to the critical training needs of the field and has responded accordingly. The primary training focus has been and continues to be the full implementation of the Oregon Safety Model. The Oregon Safety Model emphasizes safety through the life of the case. The initial two day Oregon Safety Model concept training was conducted across the state in the fall of 2006. A total of 1,491 Child Welfare Professionals were trained. A web site was developed to capture frequently asked questions. Additional trainings were developed and conducted specifically for supervisors to assist them as they worked through cases with their units and staff to fully implement the Oregon Safety Model. In 2007, the Department completed the process of revising all policy and developing procedures to implement the Oregon Safety Model.

Planned updates to the training plan.

Oregon Safety Model

The full implementation of the Oregon Safety Model has been challenging for Supervisors and all other Child Welfare Professionals. The Model is well accepted and embraced, but it has been determined over this past year that additional, more comprehensive training is needed for all Child Welfare Professionals. The feedback to the Department from the Child Welfare Supervisors is more specific Oregon Safety Model training is needed and that the Supervisors need to be trained along side the other Child Welfare Professionals.

As a result, 13 Oregon Safety Model trainers were hired. The Department recruited for these positions, ensuring staff representation from every aspect of the life of a Child Welfare case. The positions were designed as a one year rotation. Over the next year, these trainers will work as four teams of three trainers on each team. There is one alternate trainer. The teams will be assigned to specific geographic areas and visit each of the 53 Child Welfare branches across the state. At each branch they will conduct a

preliminary overview training of the Oregon Safety Model followed up by smaller training sessions with each specific unit. There will be no more than 25 Child Welfare Professionals at any one training session. All Child Welfare Professionals will be required to attend.

In order to prepare these 13 Oregon Safety Model trainers, a 45 day, extensive, comprehensive training was conducted. During this period of time, the trainers worked with the Child Welfare Program Consultants, current Oregon Safety Model trainers and other professional trainers to gain the best and most consistent methodology for a more comprehensive Oregon Safety Model training needed across the state. The Oregon Safety Model trainers will begin their statewide training in June 2008.

Oregon Safety Model Procedure Manual

Over this past year as rules and procedures are finalized for the Oregon Safety Model, additional chapters of the Oregon Safety Model Procedure Manual are created and distributed to Child Welfare Professionals statewide. In June 2008 the chapter on “Adoption, Guardianship and Other Permanency Plans” will be distributed to all Child Welfare Professionals. Soon following that chapter will be the chapter on “Indian Child Welfare and Working with Native Families”. This section of the Procedure Manual was developed in consultation with Oregon Tribes and the National Resource Center on Child Protective Services. June 2008 will conclude the completion of the first addition of the Oregon Safety Model Procedure Manual.

Clinical Supervision Training Cohort

During our last biennium, it was identified that supervisory training needs to be implemented into our Child Welfare curriculum. Clinical Supervision Training Cohorts were developed and implemented in February 2008. A cohort is a group of approximately 25 supervisors. Each cohort attends 6 two day training module sessions over a six month period of time. These cohorts are scheduled in regional areas across the state and will be over an 18 month period of time. 161 Child Welfare Supervisors will be trained. The 6 training modules are:

- 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

In addition to these required modules, the CAF Training Services Unit is offering a one day advanced technical training for each cohort. The technical training includes advanced GroupWise, FACIS and the Learning Center system.

Supervisory Learning Circles- Preparing Youth for Adulthood: Supervising for Success

The National Resource Center for Family Centered Practice and Permanency Planning at the Hunter College of Social Work in New York awarded Oregon, along with Mississippi and New York, a three year training grant to develop and implement a competency-based training curriculum for child welfare supervisors. 2008 is the third and final year of this grant. In the spring of 2007 and again in the spring of 2008, 15 supervisors, for a total of 30 supervisors, were given the opportunity to participate in Supervisory Learning Circles. Learning Circles are small, facilitated focused discussion groups designed to increase knowledge, skills and abilities needed by child welfare supervisors to support the successful preparation of youth in foster care for adulthood. To sustain this project beyond the life of the grant, the final project in this grant will be to offer a train-the-trainer opportunity for 10-12 selected supervisors to learn the techniques of conducting Learning Circles. They in turn will be able to bring and expand this learning technique back to their child welfare offices and communities. This training session will occur in September 2008.

An additional outcome of this training grant was the development of digital stories. In August 2007 Oregon participated in the production of 7 digital stories focused on children aging out of foster care. These stories were told by the youth in their own words and voice. Each story is 3-4 minutes in length. These powerful stories are excellent training tools and have already been used to demonstrate the facts and realities of children living in and aging out of the child welfare system.

Rural Training Grant

With the support of a five year grant from the Federal Children's Bureau, Portland State University has partnered with CAF/DHS and the Family & Youth Services Training Academy at the University of Alaska at Anchorage to create a plan and curricula to train over the life of the grant 418 rural child welfare workers and 400 foster parents and community partners. The objective is to better understand and implement effective practice to provide for the safety, permanency and well-being of rural children and families.

Project objectives included training rural child welfare workers in rural Oregon and Alaska in:

- ✓ Practice adaptations for implementation in rural communities;
- ✓ Practice skills necessary to implement key elements of their state's Program Improvement Plan (PIP) to meet the goals of the CFSR in a rural setting;
- ✓ Strategies and skills necessary to build and support community involvement in rural child welfare practice and policy development;
- ✓ Strategies and skills to build and/or enhance effective training relationships and communication with the Tribes and native communities in rural areas of Oregon and Alaska.

This grant concludes September 30, 2008. All project activities have been evaluated and discussions are in place to sustain training specific to Child Welfare in rural communities. More information on the Rural Training Grant is available at <http://www/rtg.pdx.edu>

Training Conferences

- **Statewide Child Welfare Supervisor Conference**

May 2008, 161 supervisors attended a Statewide Child Welfare Supervisor Conference. The conference was an opportunity for Child Welfare Supervisors from across the state to come together for training, consultation, sharing around practice issues and networking. Portland State University Child Welfare Partnership, DHS program consultants and Oregon Safety Model trainers conducted a variety of workshops.

- **Child Welfare Support Staff Forums**

Plans are underway for statewide forums for Child Welfare support staff. The role of support staff is critical to Child Welfare work. This has been identified as a critical need and CAF Administration has responded very positively. There will be 8 forums, geographically dispersed across the state to ensure the opportunity for good participation. The current time frame for these forums is August 2008.

Video Conferencing (VCon)

Over the past year, DHS has seen an increase in the use of video conferencing for statewide training rollouts. In the last six months it has been used for the National Voter Registration Act training, Title IV-E training, and the Oregon Health Plan Standard Reservation training. DHS has also used this technology for international events. A video conference was conducted with Mexico to discuss Childhood Immunization and also a series of video conferences with Guam to assist them in improving their Food Stamp program.

Oregon currently has 41 video conferencing sets installed across the state. In March 2008 targeted training toward DHS staff began to familiarize them with video conference technology and help them to understand how to access and use this equipment for their events, such as:

- ✓ Department wide informational broadcasts
- ✓ Interest trainings, and other informational events
- ✓ Service Delivery Area leadership team meetings
- ✓ Staff, Unit, Line manager, Committee meetings
- ✓ Training for new staff and/or new programs
- ✓ Mandatory Reporter trainings
- ✓ Hearings and various other proceedings

Usage from Nov 2007 – Apr 2008:

VCON Type	Nov 07	Dec 07	Jan 08	Feb 08	Mar 08	Apr 08
MP	41	31	48	39	37	36
STS	40	25	40	35	30	30
Total Events:	81	56	88	74	67	66

In the above table, MP=Multipoint Events and STS=Site to Site events.

Portland State University Child Welfare Partnership

The CAF Administration and the CAF Training Services Unit have continued to maintain a strong partnership with Portland State University Child Welfare Education Program to develop and deliver a variety of trainings for our Child Welfare Professionals. One person has been identified as the liaison between CAF/DHS and the Portland State University Child Welfare Program. The liaison continues to participate in quarterly CAF/PSU meetings, maintains consistency and follow up on training topics as they arise, attend informational meetings throughout the year, and continue to participate in the interview process for the MSW stipend program. Current training program includes:

- **Core Training (Classroom)**

The Child Welfare Partnership offers Core Training to our Child Welfare Caseworkers every 2 months. The fall of 2007 the class was redesigned to be a five week training. Students attend Core 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.

In order to accommodate the increase of Caseworkers that needed Core Training, and as a result of the request from CAF Administration, the Child Welfare Partnership moved forward the February 2008 Core class to January 2008. From October 2007 to March 2008, 138 Caseworkers have received their Core training.

The Core training curriculum is continually being adapted to represent the Oregon Safety Model. The sessions continue to evolve as knowledge is acquired about the Oregon Safety Model policy and practice and how the changes are implemented. For example, Conditions for Return is now part of the Child Safety Meeting rather than established later on in the case management process.

- **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
- ✓ Multi-Ethnic Placement Act
- ✓ Adoption and Safe Families Act (ASFA) (new March 2008)
- ✓ Independent Living Program (ILP) (new April 2008)
- ✓ Interstate Compact Placement of a Child (ICPC) (new April 2008)
- ✓ Behavioral Rehabilitation Services (BRS) (new July 2008)
 - Initial design taken new out of Core
 - Redesign of program for experienced workers

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.

- **Engagement Training**

One factor in the success of the Oregon Safety Model relies heavily on the Child Welfare Professional's ability to effectively engage and interview clients. A one-day training on advanced interviewing skills has been developed. This training is titled Engagement Training and will begin in June 2008. It will be offered three to four times each month with a class size of 25. This training will be delivered by Portland State University Child Welfare Partnership. They will deliver 38 sessions in this biennium serving 950 Caseworkers. The offering will continue in the next biennium until all current Caseworkers have been trained. This training will be offered across the state. The training is mandatory for all Caseworkers.

- **Foster Adopt Relative Parent Training**

In July 2007 CAF began the redesign of the Foster, Adopt, Relative Parent Training Program. The redesign was completed in December 2007. The Foster Care Unit Assistant Manager and the Partnership Training Director traveled to each district across the state to present the new design. The redesign was due to a budget cut during the last Legislative session. Two Foster Adoptive Relative parent trainer positions were cut from the Child Welfare Partnership budget. With the new design, CAF Foster Care Program consultants are conducting some of the foster parent training.

Also in July 2007 a workgroup of all CAF Foster Parent Certifiers came together to upgrade the Foster/Adoptive/Relative Parent Foundation Participants manual. This was a collaborative effort in which all certifiers were able to take the basic Foundation curriculum and review for consistency and add and/or delete information. The participant's manual is now complete and has been submitted to DHS Forms and Documentation for printing. This manual will also be translated into Spanish to meet the demands of training our Spanish speaking Foster/Adoptive/Relative parents.

- **Portland State University MSW and BSW Stipend Program**

The Masters of Social Work (MSW) program through Portland State University continues to be well received. The total number of students currently enrolled in the campus and distance programs is 42 (26 DHS employees and 16 recruits). 21 students graduated with their MSW in June 2008, including 14 DHS employees and 7 recruits. In May 2008 3 CAF

Child Welfare supervisors and the CAF training liaison participated in the interviews for the stipend program (campus and distance). Portland State University continues to provide ongoing advising and field placement direction for all Child Welfare Education Program students.

Portland State University Administration is working to complete the remaining documentation for accreditation and finalize the Bachelors of Social Work (BSW) program for the 2008 academic year. The program is being designed for the junior and senior years. A cohort of 30 students will be accepted into the program each year. The BSW program will offer stipend assistance for the senior year.

State technical assistance provided to counties and other entities which operate state programs.

DHS works collaboratively with the Oregon tribes to provide critical training for their tribal members working in public Child Welfare. CAF reserves training space for tribal members for each Core classroom session. In addition, CAF provides advanced FACIS training for our tribal members.

Technical assistance that the State anticipates receiving as it implements current or new Federal requirements.

Oregon anticipates asking for Technical Assistance in three areas, to assist DHS in implementing our Program Improvement Plan.

The first area, Family Decision Meetings, will be an extension of our work with Wayne Holder of the National Resource Center for Protective Services (NRCCPS). We will be asking for help to develop a format for a Family Decision Meeting that will occur prior to the Initial Shelter Hearing. The meeting will focus on a formal review of the Protective Action that was taken by DHS or Law Enforcement, and just prior to the initial shelter hearing. The second Family Decision Meeting we will be asking for help with, will be merging the elements of the legislatively mandated Oregon Family Decision Meeting, with the elements of the Oregon Safety Model. Finally, we will be asking for help to structure and incorporate regular, worker conducted Family Decision Meetings, that are safety focused, and occur throughout the life of a case.

The second area of Technical Assistance we will be seeking is in the area of Concurrent Planning. We would like help with making systematic changes, and to develop tools, that will support Concurrent Planning in Oregon.

Finally, we will be seeking Technical Assistance in the area of APPLA planning for children in our legal custody. We would like the assistance of NCWRCA, and to use the findings to connect racial disparity of children in APPLA plans with the work of the National MALDI projects. We would also like to use the MALDI project findings to improve worker knowledge of how culture could impact permanency outcomes.

Planned updates to the child and family programs research, evaluation, management information systems and quality assurance systems. Specify additions or changes in services or program design that have been found to be particularly effective or ineffective based on the State's evaluation of programs.

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 review as both a Quality Assurance process and a training tool, the branch-by-branch case review process being used was deemed unsustainable 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, 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, in consultation with NRC-OI, has pulled together workgroups to identify case review needs and search for existing review tools in use by other states. The work of these groups has resulted in the decision for Oregon to contract with Human Systems and Outcomes to develop a case review tool for use in Oregon.

Because case review is an important part of both Oregon's Quality Assurance and PIP reporting schema, the timeline for development of the new tool is rapid as possible:

- July 7-11: Leadership Orientation Meetings
- July – September: Design Preparation Process
- September 2-5: Design Team Meetings/Process
- October 13-17: Technical Review of the Draft Protocol
- November 11-14: Training Local Participants for the Pilot Review
- November 16-21: Pilot test of the Oregon QSR instrument and QSR process
- December 8-12: Revision of Oregon QSR protocol and working papers; preparation of pilot test report.

Once the pilot is completed, Oregon will continue to develop its capacity to train reviewers and ensure inter-rater reliability.

Despite this aggressive development timeline, it is expected that Oregon will need to establish a PIP baseline and initiate PIP reporting before the new case review process is completed. As a result, we are already in the process of creating an abbreviated CFSR tool that will address those Oregon PIP elements not otherwise covered by performance measure reports based on SACWIS data. The goal is to have the abbreviated case-review process ready for implementation by mid August 2008.

Similarly, with the shift to Federal Composite measures, Oregon is also having to up-grade its performance measure reports. Oregon's intra-net based ORBIT reports, developed thanks to grants obtained by the Child

Welfare Partnership at Portland State University, use administrative (SACWIS) data to provide performance measure data for Oregon's continuous system improvement and PIP reporting. ORBIT was built in an application (BRIO) that is no longer supported by the DHS Office of Information Services. As a result, means of reporting the existing measures and the new Federal composites are being developed on a new AlphaBlox application as an interim step while Oregon's new SACWIS system (ORKids) is being developed.

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

Management Information Systems

The OR-Kids Project

Oregon History

Oregon uses the Integrated Information System (IIS), the Family and Children Information System (FACIS), and various ancillary applications to manage its child welfare program. FACIS and associated systems track clients, providers and services statewide, and produce management and federal reports. IIS was developed in phases from 1979 to 1984 and FACIS development began in 1994.

Although FACIS is considered Oregon's primary SACWIS, it does not meet many existing business needs. While multiple functional areas were originally planned for FACIS, only the intake and assessment modules were actually completed, leaving Oregon workers with a partial solution to meet their day-to-day business and case management needs. Additional work has been done in other areas, such as eligibility, court reporting, and adoptions, but has not been completed.

Many adjunct systems, that were either in existence prior to FACIS or have been developed by the user community since FACIS, assist with managing Oregon's child welfare business for those specific areas. Having multiple systems means users must sometimes re-key information, manage multiple security access passwords, and follow convoluted business processes based on fragmented systems.

Subsequent research and analysis have revealed that building on the current system as it exists today would not be cost effective or provide for a viable SACWIS

Replacing Existing Child Welfare Systems

Developing and implementing a new SACWIS is a large and complex project.

- DHS will continue to support child welfare business through existing technologies during the SACWIS project.
- During initial project planning for Oregon's SACWIS Project (Statewide Automated Child Welfare Information System), ten major activity tracks were identified. Each of these activity tracks will be coordinated within the overall plan, but will be managed individually as sub-projects:
 1. Project Management
 2. Federal Approval of APDs and Procurements
 3. Oregon Child Welfare Practice Model
 4. Organizational Change Management
 5. Budget and Funding
 6. Recruitments and Contracts
 7. Planning and Oversight
 8. Data Migration (Conversion)
 9. Interfaces
 10. Implementation

Benefits of the new SACWIS

The new SACWIS will support many of the themes under development in the DHS strategic plan. In addition to cost savings and cost avoidance a new SACWIS will bring the following benefits:

- Align technology systems and support with needs of the Children, Adults and Families Cluster (CAF) - The new approach will provide a system that is better aligned with CAF needs.
- Reduce the complexity of systems and procedures - The current multiple platform environments in the FACIS system are very

- complex and difficult to maintain. A new system will reduce the number of technology platforms and simplify maintenance.
- Modernize - Many of the technology components of FACIS are obsolete or un-supported. The new approach will implement modern technologies that will have continued technical support through the life of the new system.
 - Standardize Processes - The new approach will standardize child welfare practices within Oregon and will bring Oregon practices into alignment with other state and federal standards.
 - Transform Skills - The new approach includes transition planning and training to transform the skills of current maintenance and development staff from obsolete technologies to current technology skill sets.

Accomplishments

- The Planning & Quality control RFP (Request for Procurement) process has been completed and Walter R. McDonald and Associates has been awarded the contract.
- A Request for Information was posted and five vendors completed system presentations during March 2006.
- The Quality Assurance RFP process has been completed and Maximus has been awarded the contract.
- The Implementation RFP process has been completed and CGI has been awarded the contract.
- Requirements Validation Sessions were completed in June 2008.

Next Steps

- Gap Analysis sessions will begin in early July
- “To-Be” Processes analysis sessions will begin in late July
- Design sessions are scheduled to begin in August
- Development of Communication Plan is in progress
- Interfaces and Data Conversion activities are beginning
- System testing is scheduled to start in February 2009
- Full implementation of the new system is set for February 2010.

Section IV. Tribal Consultation

Specific measures taken by the State in the past year to improve or maintain compliance with the Indian Child Welfare Act (ICWA).

Tribal Consultation

Participation and consultation of Tribal representatives is an important process of the Title IV-B plan development. Tribal consultation is considered an on-going process with statutory and agency policy. Numerous opportunities are in effect that provides for consultation and collaboration with Oregon Tribes. Some of the structured involvement is through Title IV-B child welfare plan development, 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 the five-year plan and those goals and objectives are worked on throughout each year. Outcome measures and progress are discussed at the ICWA Tribal/State advisory meeting. Small work groups are organized depending upon the project.

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.

Senate Bill 770 Health Services Cluster Meetings

The SB 770 meeting allows 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 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 2006-2007, the Federal Compliance Manager who has primary responsibility for the Title IV-E agreements and staff provided numerous training sessions with the Tribes. The department developed a manual for the Tribes that provide information on policy/compliance, funding and financial updates and process for the Tribes. Technical assistance and training is essential to the current Title IV-E Tribes and is an on-going process utilizing DHS staff expertise.

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 through out the state network and discuss issues. This has proven very beneficial and is being 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. Administration 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 65 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.

Tribal Agreements

DHS/CAF currently has six intergovernmental Title IV-E Agreements. These agreements include the opportunity for the Tribes to receive Title IV-E administration, training and foster care maintenance resources. The administrative and training resources require implementation of a time study for two weeks out of each quarter. There are also five intergovernmental ICWA Agreements in place. DHS is currently working with all the nine Oregon Tribes to update signed ICWA agreements. Access to other state and federal resources are also in place and accessible by all of the Oregon Tribes, including: System of Care (SOC), IV-E waiver, Title IV-B and Title XX and ILP. The agency provides technical assistance to the Tribes for all agreements and contracts.

Outcomes

- Increased communication and collaboration between the State and the Tribes.
- The Tribes are better informed about significant policy, program and staff changes in CAF.
- Tribes benefit from increased federal funding, with the State providing general fund match.
- Better services and outcomes for Indian children and families.
- Current and up-to-date ICWA agreements.

Measurement

- State and Tribal participation in CAF ICWA Advisory Committee and statewide Child Welfare Advisory Meetings
- State and Tribal participation in SB770 Meetings.
- Status reports and feedback from the Tribes on their perception of improvements in consultation with CAF.
- Tribes participate in DHS work groups that effect state policy.
- Appointment of the Co-chair ICWA Tribal/State advisory to the legislative statewide Child Welfare Advisory Committee.

ICWA Compliance

The federal Indian Child Welfare Act (ICWA) and Oregon statutes, administrative rules and policy establish the requirements for provision of services to eligible Native American children and families. ICWA applies to all eligible Indian children from the point of initial involvement with DHS. When children who are being assessed and/or served by Tribal welfare services, the federal Indian Child Protection and Family Violence Prevention Act (PL 1-1-630) applies. Outlined below is a summary of DHS and Oregon Tribe's efforts to comply with ICWA.

A Tribal survey was conducted in the Spring 2007, to request Tribal representatives to evaluate DHS workers' knowledge and training around ICWA and cultural issues; 60% of respondents reported it was at least acceptable. When asked what areas of caseworker training they felt should be enhanced to improve outcomes for children and families, the responses were; ICWA compliance of early identification and notification, caseload management, emotional intelligence workshops, net link opportunities around best practice standards, stressing contact with Tribal workers when any questions arise and morale building.

Access to Services/Resources

CAF continues to work with Tribes to improve compliance with the Indian Child Welfare Act of 1978. While significant progress has been made in many areas, barriers remain in Tribes' ability to serve their own children in foster care and other out-of-home care. For example, in some situations, transfer of jurisdiction or establishing jurisdiction in Tribal court is the preferred course of action and in the child and Tribe's best interests. For Tribes that have Tribal courts, a barrier has been lack of funding and resources to effectively serve children in foster or other out-of-home care. The State has a responsibility to comply with the ICWA. When issues arise, they are usually due to staff not following the state rules and an attitude by local managers that it does not rise to a priority of importance. The managers also know that there is no accountability or consequences for failure to adhere to the federal mandate.

The State and Tribes have identified the recruitment and retention of Native American foster homes as a challenge. Disproportionality is also a significant issue of Native American children in care at a higher percentage than other children based on the state Native American population. The ICWA Manager and the Oregon Tribes are working on these issues and will implement changes in order to better serve Indian children in state custody. In May 2008, several tribal representatives met with the DHS ICWA Program Manager and the Foster Care Manager to help craft a grant proposal that will help address the issue of recruitment and retention of native foster homes. In addition to these issue and grant application the agency is working on the issue through other mechanisms in consultation with the OR Tribes. Meetings with the OR Tribes on recruitment and retention have been held to implement a statewide initiative.

ICWA Case Review

ICWA notification and case consultation by the state is strong but continued improvement can always be made. The Oregon Tribes have identified “non-active efforts findings” as an on-going issue that concerns them. While some of the assumptions were subjective, processes have been put into place to address their concerns. Non-active efforts findings are reported to the District Managers and the information is sent to central office management. The monthly ICWA case reviews conducted in the Multnomah County area (District 02) continues to be of benefit to caseworkers. These reviews have also been expanded to include invitations to Clackamas and Washington counties. Recommendations of culturally competent resources and compliance are identified for caseworkers and supervisors. The review team is made up of experienced and knowledgeable ICWA liaisons; Tribes of their respective cases are invited to participate in the reviews.

Access to Information

Processes and accessibility to information have been identified as issues for the Oregon Tribes. Many of the programs in CAF have added the Tribal Directors to list-serves that provide extensive information regarding policy, resources, training and meetings.

SACWIS Access

Tribal access to the state SACWIS system has been implemented at all of the Tribal sites that requested access. Group and on-site training is on-going for the Tribes. Access to the SACWIS system provides the Tribes with information and screens that will meet their needs and reduce the need to develop a data system that is a stand-alone. Access to SACWIS had been identified as high priority for DHS and the Tribes; meeting this goal has been a major accomplishment. As the State continues to update and change the SACWIS system, the Oregon Tribes will be consulted. The ICWA Manager has also developed critical data elements for the team that is updating the system. Once the system is updated it is anticipated that the State will have more accurate data of Native American children.

Oregon Tribal Child Safety & Risk Assessment Curriculum

The resource center on Child Maltreatment “Action for Children” has developed a Tribal training curriculum and provided a consultant to Oregon to implement changes in the curriculum for the Oregon Tribes. The Tribal child safety and risk assessment curriculum is similar to the Oregon child Safety Model which was rolled out last year. The enhancement of the curriculum fits within the Oregon Tribal communities with an emphasis on the culture, traditions and resources of the Oregon Tribes. Subsequent trainings have been provided.

Independent Living

Tribal Consultation

The ILP Coordinator continues to work on building relationships with Oregon’s nine federally recognized Tribes. The ILP Coordinator is a participant at the ICWA Quarterly Meetings between DHS and the Tribes. The ILP has allocated each Tribe \$1,400 in ILP Discretionary funds each year to assist any Native American teens with items or services necessary to achieve their goals for transition. The ILP Coordinator routinely notifies the Tribes of the amounts remaining and how to expend the funds. Each Tribe has also been informed that eligible youth may be referred directly to the local ILP Contractor for services.

Native Teen Gathering – August 15-18, 2007, Warm Springs Reservation
The Confederated Tribes of Warm Springs hosted the Native Teen Gathering. There were a total of 66 participants throughout the Gathering. Fifteen youth were ILP enrolled or eligible and 32 youth were not ILP members. There were 19 adult chaperones or volunteers who also attend or assisted with the Gathering. Workshops included: “Love Yourself” – youth learned about personal hygiene, self-love, sexuality, and safety; “Go with the Flow” – money management, controlling your finances; “Huffing” – what it is and dangers of doing it; “Hip, Cool, Violence Free” – a powerful teen video was shown relating to risk factors that promote violence, protective factors that prevent violence; “A does of Good Medicine” – diabetes education and awareness, why exercise is important, “It’s a Guy Thing” – rites of passage (males); “Oops! I left my childhood behind!” – rites of passage (females); “Job Hunting for the Beginner”; “Preppy really means preparation” – college information; “Beep! Beep! Driver’s

Education” – interactive trust building activity to learn about driving; “Meth Prevention”; “Small steps today, good life for tomorrow” – taking care of yourself; “Grief/Loss” – coping with loss, cycle of grief, moving on. Youth also participated in crafts and recreational activities. A highlight of the Gathering was the Weycha! Pow-wow! A drumming group and singers kept the group entertained. Hoop dancers also performed amazing feats. All were welcome and included in a group dance. The workshop evaluations ranged from excellent to mediocre. The one session that was rated on the poor side was the money management workshop – comments suggested more interaction or hands-on activities for the youth, not just lecture. Overall the Gathering received high marks from youth participants.

During debriefing discussions, the following areas were identified as needing consideration during planning for the next Native Teen Gathering:

- Supervision was difficult given the location. The Gathering was held in Warm Springs at the Agency Longhouse. While this was conducive to increasing local youth attendance, it made it more difficult to supervise as local youth could come and go while teens spending the night were required to remain on Longhouse grounds.
- Warm Springs Coordinators were difficult to keep track of. Warm Springs had excellent participation from their Tribal members. However, the Warm Springs staff did not always inform the group when key contacts changed, i.e.: initial group leader was not there on the second night and none of the visiting adults were made aware of the switch in staff.
- Lodging lacked adequate showering facilities. Only one shower for approximately 15 people.
- As noted by the number of participants above, there appeared to be large numbers of non-ILP eligible youth in attendance. This is a potential cost sharing concern as ILP dollars should fund only the costs for eligible youth. Tribes were to pay a fee for non-ILP youth to participate. A process needs to be implemented to ensure this is occurring.

09/26 - 27/07 - Indian Child Welfare Act Conference: Empowering Families Through a Circle of Tradition and Culture, Kan-Nee-Tah High Desert Resort and Casino. The ILP Coordinator has also become a regular presenter and participant at the Annual ICWA Conference. The ILP Coordinator makes herself available during the “cracker barrel” sessions to assist the presenter(s) should technical questions arise. This year’s conference included a Pre-Conference Gathering titled: Papasamxnash, Wichatkgma and Nanumedooe (Communication, Listening & Relationships). The training was located at The Museum at Warm Springs. As determined by the ICWA Representatives several years ago, the DHS contracts with the Confederated Tribes of Warm Springs and the Native American Youth and Family Center (NAYA) for Native American specific ILP services. All other ILP eligible Native American teens are served by the local ILP Contractors.

Planned for FFY09:

Involve each Tribe in the five year strategic planning process this next year. Notices will be sent and a personal invitation will be made via telephone to each Tribe. Obtain input from the nine federally recognized tribes on how to improve relationships with the ILP Contractors.

Identification Process

Oregon law, rules and policy require an inquiry for Indian ancestry of every parent or custodian and child at the beginning of DHS Child Welfare intervention or assessment. This applies to voluntary and involuntary cases, regardless of whether a child is taken into protective custody. CAF Form 1270 is the instrument for gathering and documenting DHS efforts to obtain required information, and, when applicable, to initiate a diligent search process to determine ICWA eligibility. ICWA search clerks were implemented at local offices to assist caseworkers in identifying Indian children more timely. A desk reference manual has been developed for the search clerks for consistency and compliance with ICWA identification and process. Search clerks throughout the state receive training and technical assistance and the Multnomah County area search clerks are meeting quarterly. Periodic meetings with search staff in other parts of the state are being implemented due to the success of the Multnomah County area meetings. The Multnomah County area has a higher percentage of identified

Native American children than other areas of the state. Case practice guidelines and HB2611 establish that a suspected ICWA case be treated as an ICWA case until and unless it is determined that a child is not ICWA eligible.

Timely notification to the child's Tribe regarding DHS intervention is mandated. DHS workers are also required to identify an expert witness, preferably from the child's Tribe or in consultation with the Tribe, to testify at the initial jurisdictional hearing. Expert witness identification by Tribes out-of-state is an issue, since the Tribes don't always respond and provide an expert witness to testify. This creates an issue requiring the agency and the courts to have a professional testify as an expert witness. A committee of tribal representatives and DHS staff has been formed to implement a plan to identify and maintain an accurate up to date listing of expert witnesses both for in state and out-of-state tribes.

Notification and the search process training are provided to DHS staff regarding the policies, procedures and practices. ICWA training is also incorporated into CORE training/orientation and provided to field staff, judicial officers, Court appointed Special Advocates (CASA) and the Citizen Review Board (CRB). The ICWA manager provides ICWA training statewide as requested by agency offices.

Resource materials, including updated Tribal listings, Tribal contact persons, DHS field ICWA liaisons and management staff, and other ICWA related resources are posted on the DHS Policy Website, allowing more immediate access to information for workers and supervisors. In addition, an annual ICWA conference, co-sponsored by DHS and Oregon Tribes, is held every fall to promote collaboration, relationship building, provide additional training, and to increase awareness of ICWA compliance procedures. The ICWA Manager provides on-going consultation on ICWA issues and consultation on complex ICWA cases, CAF policy, procedures and training. The ICWA Manager also provides consultation with the Attorney General's office. The ICWA Manager is the Tribal liaison in CAF for all Tribal issues and communication between the State and the Oregon Tribes.

Field Office ICWA Liaisons

There are currently 65 ICWA liaisons statewide, who are a resource for local staff regarding ICWA requirements, compliance and Tribal issues. The ICWA liaison is an initial contact for local Tribal child welfare staff and local DHS staff to consult on cases and resolve issues. In addition, District 02 (Multnomah County) and District 03 (Marion, Polk and Yamhill Counties) have ICWA units responsible for on-going services for Native American families. Statewide ICWA training and meetings are held throughout the year. In an effort to reduce travel costs, teleconferencing is utilized for liaisons to participate by phone, but attendance continues to be an issue. The ICWA Manager has the overall responsibility regarding statewide policy and compliance, but it is important for all of CAF to be responsible and accountable for ICWA compliance.

Our goal is to enhance access to culturally specific resources for Indian children and their families.

Method of Measurement

- Activities/training by the ICWA Manager.
- Child and Family Services Review (CFSR- ICWA- related data).
- Other Data Sources.

Notification Process

DHS Policy identifies a process in compliance with the ICWA to ensure timely notification to Tribes of a potential Tribal child in custody. ICWA agreements address the need to increase the efficiency and speed of notification.

DHS continues to work toward an expedited process for identifying ICWA cases and identifying culturally appropriate services and resources. Within the context of “a child’s safety is the paramount concern,” the initial and desired goal is to prevent the removal of Indian children whenever possible. For Indian children who do come into care, the goal is to provide active efforts to reunify Indian families. If these active efforts and services do not result in reunification, other permanency goals are established, in

consultation with the child's Tribe to the extent possible, to identify an alternative permanency plan within the federal Adoption and Safe Family ACT (ASFA) and ICWA laws and guidelines.

ICWA Child and Family Service Review (CFSR)

The Oregon Tribes are included in the CFSR consultation meetings that have been held through out the year for the 2nd review which will be held in September 2008. Representation of Tribal staff through surveys was completed earlier this year. The Oregon Tribes have been solicited to participate in workgroups.

Method of Measurement

Review Permanency outcome data for Indian children.

Assess data elements and implement changes that will measure ICWA compliance.

- ICWA CFSR review.
- Quality assurance ICWA case review.
- Case findings reported within 24 hours to CAF Administrator.

Placement Preferences

DHS statutes and policy list the placement preferences for ICWA children as mandated in the ICWA. DHS/CAF recognizes the need to improve the availability of Indian foster homes throughout the state. A Native American agency in Portland contracted with DHS in the development of strategies to improve the agency's recruitment and retention of Indian foster homes in the Multnomah County area. Oregon honors Tribally licensed, certified or designated foster homes. CAF's more recent foster home licensing standards were developed with Tribal representation and input included as part of the process. The ICWA Manager participated in a work group with the Child Welfare League of America (CWLA) and the National Resource Center on Foster Care and Permanency Planning for the Recruitment and Retention of Native American Foster/Adopt Providers tool kit developed for States, Tribes and private child placing agencies.

Outcome

Tribal consultation to help identify other specific measures for improving compliance.

Method of Measurement

- Number of Indian children in Indian Foster Homes.
- Number of Available Indian Foster Homes.
- Number of Indian children in Relative Homes.

Active Efforts

ICWA requires that “Any party seeking to effect a foster care placement of, or termination of parental rights to, an Indian child under State law shall satisfy the court that active efforts have been made to provide remedial services and rehabilitative programs designed to prevent the breakup of the Indian family and that these efforts have proved unsuccessful.” This means DHS must make active efforts to provide appropriate services subsequent to a CPS assessment and before a decision is made to place an Indian child out of home. This does not preclude the need for emergency removal to prevent imminent physical damage or harm to a child. Active efforts must also be made, when a child is taken into custody, for the life of the case. Case records should document what active efforts have been made, as well as court and CRB active effort findings.

An “Active Efforts Guiding Principles and Expectations” document was developed in a cooperative effort between the federally recognized Tribes of Oregon, the Department of Human Services, and the Citizen Review Board. Training for the use of this document and guidelines continues to be provided throughout the state. The ICWA manager is asked to provide training on active efforts at various venues. This document is posted on the ICWA Worker’s tools website for easy access.

Outcomes

Provision of “active efforts” helps to focus attention on preventing placement, reuniting Indian families and/or helping to achieve permanency for Indian children.

Method of Measurement

- Permanency data for Indian children.
- Statewide training.
- Quality assurance of ICWA compliance.

ICWA Procedures Manual

After a year long process of writing, review and revisions the ICWA procedures manual was completed earlier this year and has been integrated into the CAF Procedures Manual. The draft ICWA Procedures Manual was distributed for review to the Oregon Tribal/State Advisory Committee for comment. In addition to the ICWA procedures manual, notification letters and tools were updated and posted to the website. A stand-alone ICWA procedure manual will be distributed to the Oregon Tribes, ICWA liaisons, ICWA search staff and the Child Welfare Program Managers. The ICWA procedures manual training will be held at the liaison meetings to ensure practice consistency and compliance throughout the state. This is the first ICWA procedures manual that leads a worker from a Child Protection Service to permanency. The ICWA Procedures Manual is posted on the Oregon State DHS website along with tools and letters of notification.

Description of the understanding, gathered from State consultation with Tribes, as to who is responsible for providing the assurances for Tribal children delineated at section 422(b)(8) of the Act, whether children are in State or Tribal custody, for each Tribe in the State.

The federal Indian Child Welfare Act (ICWA) and Oregon statutes, administrative rules and policies establish the requirements for provision of services to eligible Native American children and families. ICWA applies to all eligible Indian children from the point of initial involvement with DHS. When children who are being assessed and/or served by tribal welfare

services, the federal Indian Child Protection and Family Violence Prevention Act (PL 1-1-630) applies. Outlined below is a summary of DHS and Oregon tribe's efforts to comply with ICWA.

In addition, consultation with the Oregon Tribes about coordination with Tribes regarding the Section 422 Protections for Indian Children, whether in State or Tribal custody, has been addressed through a number of processes. The "Guiding Principles of Active Efforts Expectations" document, quarterly ICWA liaison tribal/state meetings, pilot Quality Assurance for ICWA compliance, local Tribe and District protocol and process of cross reporting, case consultation of children in state or tribal custody. The Tribal/State Advisory committee is responsible for identifying the protocol and process through ICWA and Title IV-E government to government agreements. Consultation with the Oregon Tribes occurred in a number of forums throughout 2007, including Quarterly Advisory meetings, District/Tribal monthly meetings, ICWA liaison tribal/state quarterly meetings, the Title IV-B plan is reviewed and identified goals updated at the Tribal/State Quarterly Advisory meetings and teleconference consultation meetings.

The value of consultation with the Oregon Tribes is not a one time occurrence but a process of on-going consultation throughout the year which is inclusive of Tribal representation through numerous forums.

The Tribal child welfare agency takes responsibility for care and placement of children in the custody of the Tribe; the State child welfare agency takes responsibility for placement and care of Tribal children in the custody of the State.

The State maintains an information system with all of these capabilities for all children in the custody of the State, including Tribal children. When a child in the custody of a Tribe with an approved Title IV-E agreement is determined Title IV-E eligible, that child is also entered into the State's information system. Tribal children in the custody of a Tribe with an approved Title IV-E agreement who are found ineligible for Title IV-E are tracked in the Tribe's own information system.

The State maintains a case review system for all children in the custody of the State, including Tribal children. Title IV-E eligible children in the custody of a Tribe with an approved Title IV-E agreement are also tracked through the State's case review system, however, the administrative reviews and permanency hearings are conducted through a Tribal Court.

The State child welfare program provides a full range of services designed to reunite children with their families, when it is possible to do so. When reunification is not possible, services are geared towards locating and implementing an alternate permanent placement plan for the child. For Tribal children in the custody of the State, the State takes responsibility, in full consultation with the Tribe, for providing these services, developing and implementing a permanency plan for the child. When the child is in the custody of a Tribe, the Tribe is responsible for providing these services.

The Tribal child welfare agency is responsible for providing pre-placement preventive services to Tribal members. The state agency is responsible in providing "active efforts" to prevent the removal of Indian children and reunification with family if possible. Volunteer services are also provided by the State and Tribes.

Consultations with Indian Tribes specifically relating to determining eligibility for benefits and services, ensuring fair and equitable treatment for Indian youth in care under the Chafee Foster Care Independence Act.

The tribes' use of Title IV-B (2) funds differs from county uses in a few significant ways. Supporting families in poverty is a much higher priority. It is also common to need support in overcoming transportation barriers to accessing services. Improving family management and life skills is another recurring theme.

The ILP Coordinator attends the ICWA Quarterly Meetings in an attempt to stay connected with Oregon's federally recognized Tribes. The ILP continues to allocate each Tribe \$1,400 in ILP Discretionary funds to assist the Tribes with providing Native American teens with items or services necessary to achieve their goals for transition. The ILP Coordinator routinely notifies the Tribes of the amount remaining and how to expend the funds.

DHS also continues to contract with the Confederated Tribes of Warm Springs and the Native American Youth and Family Center (NAYA) for Native American specific ILP services. During the recent Request for Proposal issued by the ILP, which required the Native American specific contract in Portland to be re-solicited, only NAYA submitted a proposal. Therefore, once the proposal has been reviewed and determined meeting all RFP requirements, NAYA will be awarded the contract for the next five years. NAYA is currently serving six more youth than contracted. ILP eligible Native American teens are able to receive services from their local ILP Contractor on the same basis as all other youth in the state.

The ILP Coordinator worked with the Tribes to select The Confederated Tribes of Warm Springs as the 2007 Native Teen Gathering Contractor. The ILP Coordinator worked closely with Warm Springs throughout the planning process. The Tribes help to select the 2008 Native Teen Gathering Contractor, the Confederated Tribes of Siletz Indians. Planning is currently underway. This year's Gathering is scheduled for two days, August 2-3, 2008.

The ILP Coordinator also attended and presented at the 2007 Indian Child Welfare Act Conference in September 2007. Liz Hisatake, Confederated Tribes of Warm Springs was the main presenter for the "N8V Teen Services" Cracker Barrel session. The ILP Coordinator offered to assist Liz should any questions arise that Liz was unable to answer. The offer was graciously accepted.

Planned for FFY09:

Involve each Tribe in the five year strategic planning session(s) this next year. Notices will be sent and a personal invitation will be made via telephone to each Tribe. Additional details regarding activities with Oregon's nine federally recognized Tribes can be located in Section IX., Chafee Foster Care Independence Program (CFCIP), Tribal Consultation.

Section V. Consultations with Physicians or Appropriate Medical Professionals

Provide an update regarding ongoing efforts by the State agency to actively involve and consult physicians or other appropriate medical professionals in assessing the health and well-being of foster children and determining appropriate medical treatment.

The following excerpt from Child Welfare Policy I-AB.4 CPS Assessments outlines how the State consults with and involves medical professionals in assessing the health and well-being of foster children and determining appropriate medical treatment. This policy was updated on April 1, 2008.

OAR 413-015-0415 CPS Assessment Activities

(10) Obtain Medical Assessment.

The CPS worker must, during the CPS assessment as required in this section, facilitate a medical assessment of the child and obtain the child's medical history when necessary to assure child safety, determine treatment needs, reassure the child and family, or assist in analyzing safety threats.

(a) When the CPS worker determines that the child is in need of a medical assessment as part of a CPS assessment, the CPS worker must consult with a CPS supervisor as soon as possible, but not at the expense of delaying medical treatment.

(b) If a person conducting an assessment under ORS 419B.020 observes a child who has suffered suspicious physical injury and the person has a reasonable suspicion that the injury may be the result of abuse, the person must, in accordance with the protocols and procedures of the county multi-disciplinary team described in ORS 418.747, ensure that –

(A) A designated medical professional conducts a medical assessment within 48 hours of the observation of the suspicious physical injury, or sooner if dictated by the child's medical needs; or

(B) An available physician conducts a medical assessment if, after reasonable efforts to locate, a designated medical professional is not available to conduct a medical assessment within 48 hours. The CPS worker is required to document in FACIS efforts to locate the designated medical professional when an available physician is used.

(c) The CPS worker must facilitate an assessment by a medical professional if the alleged child abuse or neglect involves injury to the anal or genital region.

(d) When there are indications of severe physical trauma to the child, the CPS worker must make arrangements to immediately transport the child to a medical facility, which may include calling 911. The CPS worker must also make arrangements for medical examination of a child for mild or moderate physical trauma.

(e) To make arrangements for the medical examination of a child, the CPS worker must do the following, unless completing the action would delay medical treatment for the child:

(A) Discuss with the parent or caregiver the need for medical examination or treatment.

(B) Ask the parent or caregiver to take the child to a medical facility for a medical examination or treatment.

(C) Request that the parent sign a form DHS 2099, "Authorization for Use and Disclosure of Information."

(D) Contact an LEA immediately and seek a juvenile court order to obtain protective custody of the child for the purpose of obtaining a medical examination or treatment when:

(i) The parent or caregiver refuses to obtain needed medical examination or treatment;

(ii) The parent or caregiver may flee with the child;

(iii) Delaying medical examination or treatment could harm the child; Or

(iv) The CPS worker has reason to believe medical examination will reveal evidence of child abuse or neglect.

(E) Immediately seek medical care and consultation when the child may have a life-threatening condition, or a deteriorating condition that may become life-threatening.

(F) As soon as possible and not later than 24 hours after learning of the exposure, make arrangements to have the child tested for chemical exposure to harmful substances when there is reason to believe a child has been exposed to dangerous chemicals such as those found in a chemical drug lab.

(f) When a report of suspected medical neglect of an infant with a disability and with life-threatening conditions is referred for CPS assessment, the assigned CPS worker must comply with Child Welfare Policy I-B.2.2.2, "Investigation of Suspected Medical Neglect-Infants", OAR 413-030-0600 to 413-030-0650.

(g) When it is medically indicated to subject a child in the custody of the Department to HIV testing, the CPS worker must comply with Child Welfare

(h) As provided in ORS 147.425, a child who is the victim of a person crime and is at least 15 years of age at the time of the abuse may have a personal representative present during a medical examination. If a CPS worker believes that a personal representative would compromise the CPS assessment, a CPS worker may prohibit a personal representative from being present during the medical examination.

(i) When the CPS worker is assessing a CPS allegation of medical neglect, the CPS worker must consult with a health care professional as part of the assessment.

Additionally, HB 3328 (Karly's Law) was passed during the 2007 legislative session. The act modified multiple existing statutes dealing with the investigation and assessment of allegations of child abuse. Karly's Law outlines and defines how the investigation of specific high risk cases will take place including the photo documentation of injuries and how cases will be reviewed by medical professionals. Specifically, this law identifies types of physical injuries that are suspicious in nature and how they should be dealt with by the Department of Human Services or the Law Enforcement Agency. Of particular relevance is the following excerpt from Karly's Law:

(2) If a person conducting an investigation under ORS 419B.020 observes a child who has suffered suspicious physical injury and the person has a reasonable suspicion that the injury may be the result of abuse, the person shall, in accordance with the protocols and procedures of the county multidisciplinary child abuse team described in ORS 418.747:

(a) Immediately photograph or cause to have photographed the suspicious physical injuries in accordance with ORS 419B.028; and

(b) Ensure that a designated medical professional conducts a medical assessment within 48 hours, or sooner if dictated by the child's medical needs.

(3) The requirement of subsection (2) of this section shall apply:

(a) Each time suspicious physical injury is observed by Department of Human Services or law enforcement personnel:

(A) During the investigation of a new allegation of abuse; or

(B) If the injury was not previously observed by a person conducting an investigation under ORS 419B.020; and

(b) Regardless of whether the child has previously been photographed or assessed during an investigation of an allegation of abuse.

(4)(a) Department or law enforcement personnel shall make a reasonable effort to locate a designated medical professional. If after reasonable efforts a designated medical professional is not available to conduct a medical assessment within 48 hours, the child shall be evaluated by an available physician.

(b) If the child is evaluated by a physician, physician assistant or nurse practitioner other than a designated medical professional, the evaluating physician, physician assistant or nurse practitioner shall make photographs, clinical notes, diagnostic and testing results and any other relevant materials available to the designated medical professional for consultation within 72 hours following evaluation of the child.

Section VI. Disaster Plans

Provide an updated State Disaster Plan, highlighting any significant revisions made in the past year.

Oregon's Disaster Plan, with attachments, may be found on the following pages. There have been revisions to the Disaster Plan and attachments since our last submission to Region X.

May 21, 2008

Region X
Blanchard Plaza
2201 Sixth Avenue, Room 300, M/S RX-70
Seattle, WA 98121
Attn: Carol Overbeck

Dear Carol:

Attached you will find the latest copy of the State of Oregon's, Department of Human Services, Children, Adults and Families, Emergency Preparedness and Management Plan. Also enclosed are the following attachments to the plan:

1. Attachment A: CAF Central Office and District Manager Contact List;
2. Attachment B: Local Emergency Manager Contact Information;
3. Attachment C: District Emergency Planning Guide;
4. Attachment D: Emergency Preparedness Information for Certified Families

In the past two months, a significant amount of work has taken place including the following:

1. The toll free Child Welfare Emergency Contact number has been put in place and will be activated by the DHS Director in the event of a major emergency or disaster.
2. District Managers have been given the District Emergency Planning Guide and asked to; a) establish a working relationship with their local county emergency managers; b) ensure they have contact information on all child welfare staff in their district; and c) asked to assemble their District Emergency Management Team. Over the next

- couple months, Sandra Weddle, CAF's Emergency Preparedness Coordinator, will be following up with all District and Program Managers.
3. Attachment D, which provides certified families with the toll free Child Welfare Emergency Contact Number and other basic emergency preparedness information, was inserted into both the Certified Family Orientation Training and the packet given to all certified families.
 4. A form completed by all certified families at the time of their initial certification/2-year recertification has been revised to give certified families the opportunity to list their emergency contact information and address to which they would relocate, if needed. This form will be kept in the certification file at the branch office.

In the upcoming months, Child welfare staff and group and residential treatment personnel throughout the State will continue to participate in regionally based workshops on emergency preparedness. Attachment D, described in #3 above, will also be mailed to all certified families across the state. Included in this mailing will be a pamphlet prepared by U.S. Department of Homeland Security that includes basic emergency preparedness information. We also continue our efforts to create a certified family identification card which will be used on a state-wide basis and which will list the Child Welfare Emergency Contact Number. In addition, it is anticipated that within the next six months, all child welfare staff will receive training on emergency preparedness.

If you have any questions, feel free to contact me at 503/945-6661. Your support and assistance in this matter is greatly appreciated.

Sincerely,

Irvin Minten, M.S.W.
Assistant Administrator
Office of Safety and Permanency for Children
Children, Adults and Families



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
Children, Adults and Families Division
500 Summer Street NE
Salem, Oregon 97301
Phone: 503-945-5944 ♦ Fax: 503-378-2897

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- C. District Emergency Planning Guide**
- D. Emergency Preparedness Information for Certified Families**

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

Attachment A:

CAF CENTRAL OFFICE AND DISTRICT MANAGER CONTACT LIST

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Attachment B



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

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REVISED: March 9, 2007

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Duvall, Gillien	gduvall	22250
Finseth, Ian	ifinseth	22252
Hall, Bev	bhall	22223
Jimenez, Doug	djimenez	22248
Keim, Ken	kkeim	22242
Kershaw, Abby	akershaw	22227
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Marheine, Shannon	smarhein	22230
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Attachment C



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

Child Welfare
District Emergency Planning Guide

May 2, 2008

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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. Monthly Caseworker Visit Data and State Plan Requirements

How Oregon will use the additional funds under Title IV-B, subpart 2 to support monthly caseworker visits with children in foster care. Includes: the procedures to track and report caseworker visit data and the State standards for content and frequency of caseworker visits.

Additional Funding to Support Monthly Caseworker Visits

Oregon has been discussing the most appropriate use of the additional funds to support monthly caseworker visits with children in foster care. The majority of the funding will be used to pilot various technology enhancements for front-line staff with a goal of increased efficiency and therefore additional time available for face-to-face meetings with children. The pilots will be evaluated over a six to nine month timeframe and then additional “proven” technology will be purchased statewide. A portion of the funding will also be used in support of a new Quality Assurance instrument and training, which will allow us to determine the quality and frequency of face-to-face visits and report any concerns back to our field structure.

Procedures to Track and Report Caseworker Visit Data.

Child Welfare workers and managers use our case management system (FACIS) to track and report caseworker visit data. In early 2007, the FACIS system for recording caseworker visits was enhanced to require data entry of a location for all “face-to-face” visits, which gave us the ability to track the percentage of face-to-face contacts occurring in the child’s residence.

State Standards for Content and Frequency of Caseworker Visits

Oregon’s Child Welfare Procedure Manual, in Chapter II, section 18 -- Visitation, lists the following information:

The CPS worker ensures that parent or caregiver-child contact and interaction is maintained appropriate to the circumstances of the case when a protective action or an ongoing safety plan involves any kind of out-of-home placement. A visitation plan should ensure that caregiver-child face-to-face

contact is as frequent as possible, but no less than once a week unless case circumstances (e.g., geographic obstacles) indicate otherwise.

The CPS worker must refer to Child Welfare Policy I-E.3.5, “Visits and Other Types of Child and Family Contact,” OAR 413-070-0800 to 413-070-0880, and Chapter 4, Family Visitation and Contact.

State standards for content and frequency of caseworker visits are defined in Child Welfare Policy I-B.1, OAR 413-080-0059, shown below:

413-080-0059: Monitoring the Safety and Well-Being of the Child or Young Adult in Substitute Care

(1) To monitor the safety and well-being of the child or young adult when the parent or legal guardian is unable or unwilling to protect the child or young adult from the identified safety threats and substitute care is necessary to assure child safety, the caseworker must make the following contacts:

- (a) Face-to-face contact with the child or young adult every 30 days;
- (b) Contact with the relative caregiver, foster parent, or provider every 30 days; and
- (c) Face-to-face contact with the relative caregiver, foster parent, or provider in the home or facility a minimum of once every 60 days. The face-to-face contact must include at least one of the certified or licensed adults who provide direct care for the child or young adult.

(2) Monitor and assess the child or young adult's safety and well-being in substitute care with a relative caregiver or foster parent.

- (a) Within each 30-day period, the caseworker must complete all of the following activities:
 - (A) Have a conversation with a verbal child or young adult.
 - (B) Assess the child or young adult's progress in and adjustment to the placement.

- (C) Receive updates from the child or young adult and from the relative caregiver or foster parent.
- (D) Assess the safety and well-being of the child or young adult in the home by determining whether each of the following conditions exists in the home:
 - (i) The child or young adult is comfortable and the environment of the home is supportive and safe.
 - (ii) Adults in the home take an active role in caring for and supervising the child or young adult in the home.
 - (iii) Adult family members possess the physical, emotional, and cognitive capacity to sufficiently care for the child or young adult.
 - (iv) Family members and the child or young adult have formal and informal contact with others in the community.
 - (v) The child or young adult is accepted as part of the household.
 - (vi) The relative caregiver or foster family understands and is attentive to the vulnerability and need for protection of the child or young adult.
 - (vi) The relative caregiver or foster family is amenable to Department oversight and willing to partner with the Department.
 - (vii) When the child or young adult is placed with a relative caregiver, the child or young adult's parents and other family members understand the role of the relative caregiver in managing safety as a substitute care resource.

- (ix) The child has a sufficiently positive relationship with the relative caregiver or foster family's own children who live in the home.
 - (x) The relative caregiver or foster family is caring for children matching the preferences and experience of the family.
 - (xi) The interactions between the child or young adult and other children placed in the home are sufficient to assure safety.
 - (xii) The present demands of the home do not exceed the ability of the relative caregiver or foster parent to provide safe and protective care.
- (E) Document the date, time, location, and observations of the conditions that exist in the home in FACIS case notes.
- (b) If one or more of the conditions described in paragraph (a)(D) of this section do not exist in the home, and the caseworker cannot confirm safety and well-being of the child or young adult in the home of the relative caregiver or foster parent, the caseworker must –
- (A) Assess child safety immediately and determine if there is a safety threat as described in OAR 413-015-0420(1)(f)(A)(i) and (ii).
 - (B) If a safety threat is identified, immediately:
 - (i) Consult with the caseworker's supervisor to determine any immediate protective action required to assure the child's safety or any action required to assure the safety of the young adult; and
 - (ii) Contact a CPS screener and report the identified safety threat to the child.

- (C) Document the behaviors, conditions, or circumstances observed in the home and any immediate protective actions in FACIS.
- (c) When the child or young adult is currently safe in the home, but the conditions described in this rule or Child Welfare Policy II-B.1, "Certification Standards for Foster Parents, Relative Caregivers, and Pre-Adoptive Parents", (OAR 413- 200-0301 to 413-200-0396) are not fully met, the caseworker must:
- (A) Document date, time, location, and current behaviors, conditions, or circumstances observed in the home in FACIS notes and notify the certifier or certifier's supervisor within one working day.
 - (B) The caseworker must have face-to-face contact with the relative caregiver or foster parent within the next 30 days and the visit must occur in the home. The caseworker must observe the behaviors, conditions, or circumstances of the foster parent or relative caregiver, the child, and other children in the home, and conditions in the home.
 - (i) When the caseworker can confirm that current conditions in the home provide safety and well-being for the child or young adult, the caseworker must:
 - (I) Document the date, time, location, and observations of the condition of the environment in FACIS notes; and
 - (II) Notify the certifier of the improved behaviors, conditions, or circumstances in the home.
 - (ii) When the caseworker cannot confirm that current conditions in the home provide safety and well-being for the child or young adult, the caseworker must:
 - (I) Consult with the supervisor to determine whether to recommend to the certifier implementation of a Placement Support Plan to

assist the relative caregiver or foster parent, or whether the child or young adult should no longer remain in the home because the conditions necessary to provide safety and well-being cannot be sustained in this home.

(II) Send written notification to the certifier of the behaviors, conditions, or circumstances in the home.

(III) Document the date, time, location, and the behaviors, conditions, or circumstances in the home in FACIS notes.

(3) Monitoring and assessing safety when the child or young adult is in a provider placement.

(a) During each 30-day period, the caseworker must:

(A) Assess the progress in and adjustment to the placement of the child or young adult;

(B) Have a conversation with a verbal child or young adult;

(C) Receive updates from the child or young adult and from the provider;

(D) Assess the safety of the child or young adult in the home or facility by determining whether each of the following conditions exists:

(i) The child or young adult is comfortable and the environment is supportive and safe.

(ii) Adults take an active role in caring for and supervising the child or young adult.

(iii) Adults possess the physical, emotional, and cognitive capacity to sufficiently care for the child or young adult.

- (iv) The child or young adult has formal and informal contact with others in the community.
 - (v) The child or young adult is accepted as part of the household or facility.
 - (vi) The provider understands and is attentive to the vulnerability and need for protection of the child or young adult.
 - (vii) The provider is amenable to Department oversight and willing to partner with the Department.
 - (viii) The child or young adult has a sufficiently positive relationship with other children in the home or facility of the provider.
 - (ix) The provider is caring for children matching the preferences and experience of the provider.
 - (x) The interactions between the child or young adult and other children placed in the home or facility is sufficient to assure safety.
 - (xi) The present demands of the home or facility do not exceed the ability of the provider to provide safe and protective care.
- (E) Document the date, time, location, and observations of the condition of the environment in FACIS.
- (b) If one or more of the conditions described in paragraph (a)(D) of this section do not exist in the home or facility, and the caseworker cannot confirm safety and well-being of the child or young adult, the caseworker must:
- (A) Assess child safety immediately and determine if there is a safety threat as described in OAR 413-015-0420(1)(f)(A)(i) and (ii).

- (B) If a safety threat is identified, immediately:
 - (i) Consult with the caseworker's supervisor to determine any immediate protective action required to assure the child's safety or any action required to assure the safety of the young adult; and
 - (ii) Contact a CPS screener and report the identified safety threat to the child.
 - (C) Document the behaviors, conditions, or circumstances observed in the home or facility and any immediate actions in FACIS case notes.
- (c) If the caseworker does not identify a safety threat but the conditions described in paragraph (a)(D) of this section are not fully met, the caseworker must complete the following activities:
- (A) Contact the child-caring agency's management and the Department's Child Caring Agency Licensing Program to report the conditions in the home or facility and request additional supportive resources for the provider.
 - (B) Document in FACIS the contact required in paragraph (A) of this subsection.
 - (C) Have face-to-face contact with the provider within the next 30 days in the home or facility of the provider, and:
 - (i) Observe the actions and behaviors of the provider, the child or young adult, and other children in the home or facility, and conditions in the home or facility.
 - (ii) Confirm that current conditions in the home or facility provide safety and well-being for the child or young adult.
 - (iii) Contact the child-caring agency's management and the Department's Child Caring Agency Licensing Program to confirm the conditions in the home or

facility provide safety and well-being for the child or young adult.

- (D) After the contact required in paragraph (C) of this subsection, when the caseworker cannot confirm that current conditions in the home or facility provide safety and well-being for the child or young adult, the caseworker must consult with the supervisor to determine:
 - (i) Whether an immediate protective action is required to assure the child's safety or any other action is required to assure the safety of the young adult; or
 - (ii) Whether consultation with the child-caring agency's management is necessary to determine what additional support is necessary to assure the safety of the child or young adult in the home or facility of the provider.
- (E) After the actions required in paragraph (D) of this subsection, the caseworker or caseworker's supervisor must contact the Department's Child Caring Agency Licensing Program. The caseworker must report the date, time, location, observations of the conditions of the home or facility, and any actions taken by the caseworker during or after the visit.
- (F) Document the date, time, location, observations of the condition of the home or facility, and any actions in FACIS case notes.

Based on the clarification regarding how States calculate the baseline data for FFY 2007, Oregon has chosen to revise its baseline data.

Fiscal year 2007 data on the percentage of children in foster care visited on a monthly basis and the percentage of visits that occurred in the residence of the child:

Title IV-B Monthly Caseworker Face-to-Face Visit Reporting FFY 2007		
	Count	Percent
Children with 1 to 12 complete months in care	12,722	
Children that were not visited in ALL complete months in care	7,220	
Children that were visited in ALL complete months in care	5,502	43.25%
The total Visit Months in the population of children with 1 to 12 complete months in care	86,085	
Visit Months at child's residence in the total population	30,294	35.19%
Visit Months at child's residence in the population of children that were visited in ALL complete months in care	33,629	
The total Visit Months at child's residence in the population of children that were visited in ALL complete months in care	11,742	34.92%

Children in Foster Care Visited on a Monthly Basis

Federal findings for Oregon's 2001 PIP on this measure were 68.0%. Branch reviews in 2003 showed an increase to 77%. The statewide review in fall, 2006, was down to 62.3% but the Statewide review in January, 2007, recorded an increase to 76.4%. In the 2007 federal review, Oregon showed only a 55% strength rating for cases reviewed. Changes made in an effort to improve caseworker visitation included (but are not limited to):

The Department instituted policy and training of staff on the 30 day face-to-face requirement which in Oregon was required for any child the department has an "open case plan" on regardless of their legal custody or placement setting.

- Training has been provided to department staff in an effort to increase the quantity and quality of visitation and discuss techniques that may aid in the more frequent visits.
- Oregon developed an ORBIT information reporting system (see Section I.F) to be used as a case management tracking, supervisory and management tool.
- During spring 2006, the Citizen Review Board conducted a survey during their reviews to ascertain face-to-face compliance. In this survey the board identified 68% of the contact between child and caseworker to be within the 30-day requirements.
- A Youth Survey completed statewide in March 2007 for the purposes of the CFSR State Self Assessment resulted in 65% of the youth responding (223 responders) that they always or usually see their caseworker every 30 days.

Future plans

The following action items are proposed in the draft PIP to the CFSR:

- Respond to the Transformation Initiative Phase 1 Report findings to equalize the workload.
- Use of Clinical supervision in prioritizing work for workers so face-to-face contact with children is prioritized.

- Use of Clinical supervision, specifically during the 90 day staffings, to review the quality of face-to-face contacts with children.
- Use of caseworker Engagement Training to assist workers in engaging children in planning during face-to-face contacts.
- Update Oregon Child Welfare Procedure Manual to make expectations for face-to-face frequency and content clear and adding tips for caseworker time-savers (e.g. scheduling visits geographically)
- Pilot efficiency recommendations of the 2008 child welfare workload report
- Pilot technology to improve the more timely input of face-to-face contacts

Targets

	2008	2009	2010	2011
Percent visited during each and every calendar month	45%	55%	70%	90%

Section VIII. CAPTA State Grant

Program Updates

Based on input received during the planning process, Oregon will develop and implement projects that support and improve the state's child protective services system in several of the fourteen areas over the next five years. DHS chose to focus on eight (8) of fourteen (14) areas during the first two years of the plan (CAPTA State Plan FFY2005-2009). The areas were (1, 3, 5, 6, 7, 12, 13 and 14).

DHS has chosen to focus on the following areas during the next year (3, 4, 6, 7, and 13 and 14) noted in bold. One of the Children's Justice Act Task Force projects will fulfill area 13.

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 a brief overview of the service description of the activities, projects and training funded by the CAPTA grant.

Future Activities/Projects

CAPTA Statewide Meeting

Section 106 (c)	CPS Areas All	CFSR Items N/A
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DHS, Family Based Services (FBS) is planning a statewide CAPTA (Citizen Review Panel) conference in 2008. The meeting will include five members from each of the three CAPTA panels*, interested members of the Oregon Children's Justice Act Task Force and CAPTA Advisory Committee members.

*This includes members from the following groups who serve on the local panels: CARES Northwest, DHS staff, County Health Department, Law Enforcement, School Health Services, Behavioral Health, Parents Anonymous, District Attorney's office, Domestic Violence Programs, CASA, Commission on Children and Families, Child Advocacy Centers, Early Childhood Partnership, Victim Witness Services, Community Safety Net and others.

The conference will benefit CAPTA Panel members in the following ways:

- Learn how other Oregon panels are managed
 - How other panels work?
 - How often they meet?
 - Who coordinates/facilitates?
 - Who are panel members?
 - How do members contribute?

- Collaboration - explore the possibility that all panels focus at least a portion of their time/efforts on a common issue (i.e., neglect)

- Increase member types to follow CAPTA guidelines (*children’s attorneys, child advocates, CASA volunteers, parent/consumer representatives and health/mental health professionals who are familiar with the intricacies of the CPS system*)
- Discuss CAPTA Panel Annual Report, Recommendations and DHS’ Response
- Recognition of efforts
- Panels are seeking opportunities to collaborate and share information between groups working on child maltreatment or to combine groups and efforts when appropriate.

Projects and Activities

The Department of Human services in conjunction with the Refugee Child Welfare Advisory Committee will provide training to child welfare staff about working with refugee children and families that become involved with child protective services. A one day training will be presented to protective services workers and supervisors. It will be in Portland on June 27, 2008.

The training will address 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 does that impact service outcomes.

CAPTA grant funds are being used to assist with the training.

Ongoing Activities/Projects

CAPTA Advisory Committee

Section 106	CPS Areas All	CFSR Items N/A
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DHS, Family Based Services (FBS) formed a CAPTA Advisory Committee during 2007. The committee met several times to discuss projects and activities associated with the CAPTA OCAN Basic state grant funds and to review the annual reports and recommendations submitted by the CAPTA panels. The committee includes the following DHS staff:

CAPTA Advisory Committee Members

A. J. Goins, Assistant Manager of Foster Care

Janvier Slick, Family Based Services Program Manager

Judy Helstrom, Child Welfare Training Coordinator

Julie Rahsaan, District 2 Human Service Manager

Karla Carlson, District 8 Child Protective Services Supervisor

Stacey Daeschner, Child Protective Services Coordinator

Heather Mowry, Family Based Services Grants Coordinator

Wendy Hill, District 14 Manager

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 Data Collection Information System. The coordinators also work to support changes in administrative rule and CPS procedure. These efforts will increase consistency in practice across the state in screening and assessment.

The areas addressed in administrative rule and procedures include direction and guidance on identifying and establishing services to maintain child safety. Obtaining medical examinations, as well as psychological, psychiatric and mental health evaluations are also addressed. 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 SACWIS project, including attending vendor demonstrations and developing requirements for the development of a data collection system that would support case management and increase efficiency.

Consultants assist in development and delivery of training related to administrative rules, practice changes and technical changes.

Providing support to management, coordinating field consultants provide support to supervisors and managers, meeting with supervisors to illicit feedback on the Oregon Safety Model (OSM) and identifying needed support for caseworkers will result in more effective reports of child abuse and neglect and better decisions about child safety.

Implementation of the OSM will encourage better case management, including more appropriate and better reviews of child safety leading to safer children. It allows more thorough assessments of services and treatment needs of children and parents. The goal is the development and decisions about the provision of services in collaboration with parents.

Child Protective Service Coordinator - Position 1

Section	CPS Areas	CFSR Items
106(b)(2)(C)(ii),(iii)	1, 2, 3, 4, 6, 7, 8, 11, 13, 14	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 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 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 for this position is involvement in the 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 CPS/Child Welfare practice, procedure and performance.

Summary of Activities

- 2007 Legislation: Analysis of introduced legislative bills. When bills pass, convene workgroups to incorporate legislative changes into current CPS rules. Once rules were written, developed and

implemented training plans to adequately train all staff on new legislative changes. 2007 legislative bills included: 279, 412, 379, 3113 and 3328.

- Oregon Safety Model Implementation (OSM): Coordinators continue to train (practice forums, supervisor quarterlies and worker quarterlies) on the OSM concepts.
- Participated in the Department of Human Services team development of the Program Improvement Plan.

Child Protective Services Program Coordinator - Position 2

Section	CPS Areas	CFSR Items
106(b)(2)(C)(ii)(iii)	1, 2, 3, 4, 6, 7, 8, 11, 13, 14	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

The person in this position received the Director’s Excellence Award for their work in the development of the Critical Incident Response Team (CIRT) Protocol and development of the policy and process for Child Welfare staff to access the Law Enforcement Data System. The CIRT protocol guides the Department of Human Services’ response to fatality or serious injury cases or other highly concerning events where child abuse or neglect is suspected and there is emerging media or public interest. This position has been very successful in providing more 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:

- CPS Rules for CPS in general (which includes definitions), screening, assessment (which includes safety analysis), DHS and law enforcement cross reporting, child abuse assessment dispositions,

daycare facility investigations and access to the law enforcement data system in local offices.

- Develop mandatory reporting curriculum and statewide tracking system.
- Protocols for child fatality review and critical incident response.
- Procedures for all aspects of CPS, including the creation and revision of forms.

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:

- Governor's Council on Domestic Violence
- Juvenile Code Revision Workgroup
- Medical Polices Workgroup
- Mental Health Workgroup
- Methamphetamine Workgroup
- DHS Privacy Workgroup
- State Child Fatality Review Team

Summary of Activities

- Updated Chapter 2 (Screening and Assessment) of the Child Welfare Procedure Model.
- Wrote Day Care Facilities investigation procedures and rules.
- Incorporated Karly's Law and Legislative Bill # 379, 412 and 3113 into Child Protective Services rules.

Over 50% of yearly CAPTA OCAN Basic state grant funds are allocated for the two CPS Program Coordinator positions.

Grants Coordinator

Section 106 (b)(2)(A)(xxi)	CPS Area	CFSR Items N/A
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The Grants Program Coordinator position is funded with CJA and CAPTA grant funds. This staff position is responsible for program management, staff support for the CJA Task Force, Child Abuse Prevention and Treatment Act (CAPTA) and administrative oversight for CJA and CAPTA projects.

Description

- Coordinate and support the CJA Task Force.
- Prepare and provide mandated reports and other written materials.
- Provide support and technical assistance to the Task Force in the development of the three-year report and recommendations.
- Provide technical assistance in the implementation of CJA projects, monitor progress of project development to ensure goals and objectives are being met, and coordinate evaluation of the projects.
- Prepare and provide regular reports and updates about the CJA program to state administration.
- Prepare and provide mandated reports and other written materials to the Office on Child Abuse and Neglect.
- Coordinate the preparation of the yearly CAPTA and CJA application process.
- Develop and maintain multidisciplinary linkages with community partners and other state/federal agencies and programs.
- Prepare budgets and monitor expenditure of CAPTA and CJA funds.
- Staff participates in at least one federally initiated CJA meeting each year that the grant is in effect. Coordinate attendance of Task Force Chairperson.

- Coordinate CAPTA panels.
- Attend Task Force meetings and subcommittee meetings.
- Update Task Force on grant activities and annual federal CJA grant application content.
- Develop, monitor and track contracts.

Summary of Activities

The grants coordinator supports all contracts and projects created with CAPTA funds, including the Baby Doe (Public Law 98-457) Early Intervention Referrals, and Karly’s Law.

Baby Doe – Public Law 98-457

Section 106	CPS Area 1, 3	CFSR Items N/A
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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 shall always be provided to the infant, and that the effectiveness of treatment shall not be based on subjective opinions about the future ‘quality of life’ of an infant. The parents are decision makers concerning treatment for 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, will be 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.

DHS solicited six hospitals with Neonatology Intensive Care Units (NICU) to secure another neonatologist group to provide these services. Two neonatologist groups expressed interest in providing these services. Due to liability issues in terms of practice, contract language submitted to the Department of Justice resulted in physician requested indemnification language. Risk Management was consulted and discussions concerning Torte Liability are in progress.

As of May 2008, funding has not been necessary for these services but funding 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) requires –

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.

The Child Welfare (CW) 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 FACIS database. This will provide DHS with a better method for tracking how well child welfare is making referrals.

Each Child Welfare office and county Early Intervention (EI) program are required to have an interagency agreement that prescribes referral procedures used for each child 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 supervisors to discuss the need to increase referrals in their counties and statewide. Data 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 21% of referrals made. It is recognized that low referral rates could be 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 watch for increased referral rates.

DHS created a website for CAPTA resources which includes 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)

**Citizen Review Panels (CAPTA panels):
Jackson, Multnomah and Malheur Counties**

Section 106 (c)	CPS Area All (Panels Option)	CFSR Items N/A
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Citizen Review Panels or CAPTA Panels, as they are known in Oregon, 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 Citizen Review Panels (CAPTA) in Oregon. All three CAPTA panels held Community Child Neglect Summits sponsored by the Children’s Justice Act (CJA) Task Force during July 2007. More information on the Citizen Review Panels (CAPTA panels) is included in the section titled Citizen Review Panel Annual Reports.

Completed Projects

CFSR Review

Youth clients of Independent Living Programs were invited to attend as Stakeholders in Marion county, Multnomah county and Deschutes county. In Marion county, one person attended; in Multnomah, a few attended; in Deschutes county a broadly based group of teens in independent living programs and in long-term foster care, aged 14-19, including some tribal members spent an hour and a half being interviewed by CFSR review team co-leads who asked about the type and quality of services and family contact they received from DHS.

A youth from a part of the state not being reviewed was hired to explain to the youth clients what questions would be raised in the interviews and to familiarize them with the process. She was present at each site for an hour before the interview to answer questions and help youth feel comfortable. She was also available after the interview to answer any questions.

Mandatory Reporter Video

The “The Role of Mandatory Reporters in Child Abuse Cases” (A video guide for mandatory reporters) was revised in 2007 and DVD copies were distributed to the superintendent of all school districts in Oregon. Copies of the “What you can do about child abuse” booklet were provided with the video.

The video of “The Role of Mandatory Reporters in Child Abuse Cases” (A video guide for mandatory reporters) is also available at the following website

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

“What you can do about child abuse?” Booklets

Oregon’s ‘What you can do about child abuse?’ booklet was revised and 20,000 copies were printed in English. Translated copies in Spanish, Russian and Vietnamese will be available in the future. Contact Juanita Raymond at 503-945-6624 to request English version copies.

SERVICES AND TRAINING

Ongoing and New Training

Child Welfare Alcohol and Drug Addiction Education and Training

Section 106	CPS Area Alcohol Recovery Teams	CFSR Items 17
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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. Eight one-day training sessions will be provided to DHS CW staff on Best Practices in Case Planning: 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

Seven four-hour Marijuana education classes will be taught in the Portland-metro 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 will share experiences of addiction, recovery process and working with staff from state agencies.

Completed Training

Karly's Law Training Days (HB3328)

DHS Child Protective Services program, District Attorney offices and multidisciplinary teams (MDT) in Oregon partnered together to offer "Karly's Law" (House Bill 3328) training from February to April 2008. Seven trainings were funded by CAPTA grant funds and focused on House Bill 3328 definitions, practice and implementation of the law, forensic photography training by Jennifer Schindell communicating with the non-designated medical professionals and networking with MDT partners to strengthen local protocols. The trainings were located geographically throughout Oregon and held in Eugene, Salem, Coos Bay, Medford, Bend, Pendleton and Portland. MDT members and Child Protective Services (CPS) staff were encouraged to attend the trainings.

Staff from Child Welfare, Law Enforcement, Medical Examiners, District Attorneys, Designated Medical Professionals and Juvenile Departments attended the trainings. Approximately 65 attendees in Eugene, 20 in Salem, 30 in Coos Bay, 25 in Medford, 60 in Bend, 23 in Pendleton and 60 in Portland attended the training.

DHS provided "L-shaped" photo scales to participants who attended the "Karly's Law" training. Jennifer Schindell provided instructions on use of the photo scales to attendees. Photo scales are used for measuring the size of injuries while photographing children. CAPTA grant funds were used to purchase the photo scales.

Jennifer Schindell, RN BSN CCRN D-ABMDI, is an experienced critical care nurse who serves as deputy medical examiner and forensic nurse for Linn and Benton Counties in Oregon. She is a Registered Diplomat with the American Board of Medicolegal Death Investigators (D-ABMDI) and is Co-Chair of the International Association of Forensic Nurses Death Investigation Council. Jennifer is an instructor for the UC Riverside Forensic Nursing Certificate program, the Linn-Benton Community College Criminal Justice program, and for the Oregon State Medicolegal Death Investigator program. She teaches on topics including forensic photography, criminalistics and death investigation.

Substantive Changes in State Law

There were no substantive changes in Oregon law.

Citizen Review Panel Overview

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. CAPTA panel members are to be volunteers who broadly represent the community in which the panels were established. The mandate of the citizen review panels is to “evaluate the extent to which the agencies (state and local) are effectively discharging their child protection responsibilities.” The panels are required to examine policies, procedures, and where appropriate, specific cases handled by state and local agencies providing child protective services. The panels were also mandated to “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 signed by the President. The law reauthorized CAPTA through federal fiscal year 2008. Public Law 108-36 revised citizen review panel duties to include: 1) requiring each panel to examine the practices (in addition to policies and procedures) of the state and local child welfare agencies, 2) providing for public outreach and comment in order to assess the impact of current procedures and practices upon children and families in the community, and 3) requiring each panel to make recommendations to the state and public on improving the child protective services system. In addition, 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

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
Jackson County 2007 Annual Report
April 1, 2007 through September 30, 2007

(Please see Eighth Annual Report submitted by Jackson County, for the time period covering October 1, 2006 – March 31, 2007)

Panel Members

Dr. Curtis Oddo (Chair)	Medical Director, Children’s Advocacy Center (CAC)
Tracy Thompson	Administrative Secretary, CAC
Karla Carlson	Supervisor, DHS
Karen Doolen	Community Volunteer, CAC Board Member
Marlene Mish	Executive Director, CAC
Diana Hamilton	Director, Victims’ Assistance Program
Roxann Jones	Project Coordinator, Commission on Children and Families
Doug Mares	Jackson County Branch Manger, DHS
Michelle Pauly	Deputy District Attorney
Rainy Olsen	Child Welfare Program Manager, DHS
Penny Esser	Foster Family Recruitment & Retention Specialist, DHS
Thomas Price, PhD	Family Based Services Consultant, DHS
Linda Vanbuskirk	Medical Coordinator, CAC
Mary Curtis Gramley	Director, Family Nurturing Center
Other Attendees:	
Mary Chambers	Supervisor, DHS
Pam Bergreen	Supervisor, DHS
Stephanie Stafford	Grants Coordinator, CAPTA at DHS

Meetings

Date	Time	Location
Monday, December 19, 2006	3:30 pm - 5:00 pm	CAC
Monday, March 19, 2007	3:30 pm - 5:00 pm	CAC
Tuesday, June 19, 2007	3:30 pm - 5:00 pm	CAC
Monday, September 17, 2007	3:30 pm - 5:00 pm	CAC

Activities

1. The Jackson County CAPTA Panel was a co-sponsor of the “Focus on the Child” child abuse symposium on May 18th, 2007. One hundred and thirty participants, representing a broad spectrum of agencies, programs and counties committed to improving the evaluations of child victims of abuse attended the symposium. The keynote speaker was internationally acclaimed child abuse and child sexuality expert Toni Cavanagh-Johnson. The presentation focused on various sexual behaviors that raise concern; in addition there was a focus on “victimization”. Dr. Oddo presented on ways in which law enforcement officials might confuse physical abuse with mimicking conditions as well as an overall presentation on signs of physical abuse. He also emphasized that physical abuse and neglect have longer lasting effects than sex abuse, according to research. Local law enforcement officials presented on how to conduct an appropriate investigation, as well as training regarding how to photograph injuries to assist with the evidence gathering to substantiate cases. Twenty-six digital cameras were purchased with CAPTA funds and distributed to local law enforcement and DHS child welfare staff to insure agencies provide responsible child abuse investigations with adequate equipment for documenting injuries.

2. The panel distributed over 30,000 Life Saver flyers to local schools and daycare centers to publish the results of fatality reviews during the last year. Co-sleeping and aboveground pools were the main cause of death.

3. The Jackson County CAPTA Panel was awarded a Children’s Justice Act (CJA) grant to host a community-wide Child Neglect Summit on July 27, 2007. The summit was attended by 85 individuals representing 18 different community organizations that are committed to increasing the awareness and response to child neglect in Jackson County. Dee Wilson, Director of the Northwest Institute for Children and Families, provided a comprehensive picture of child neglect and its impact on children and ultimately our communities. In addition to the formal presentation, we had a multidisciplinary panel made up of local experts from the following fields: early childhood; substance abuse; affordable housing; health care; and child welfare. Our community engaged in developing ten innovative Action Plans to impact child neglect covering topics ranging from: a public awareness campaign; increased coordination and knowledge of resources between child welfare system partners; quality childcare; foster parent recruitment and training; and parent education and support. The Jackson County

Commission on Children and Families will utilize the Action Plans during their comprehensive planning process as potential strategies during planning for the focus area of Child Abuse and Neglect. The Jackson County CAPTA Panel forwarded the results of the community-wide summit to all registered participants, and will be connecting with the key contact for each Action Plan to track results of the plan.

4. CAPTA provided a dunk tank, tee shirts and distributed 1,000 Life Saver flyers at Channel 10's Kids' Day in the Park. Law Enforcement and staff from the Children's Advocacy Center were on hand to discuss child safety issues, as well as to answer questions regarding child abuse. The community turnout for the event was amazing, providing a wonderful opportunity to engage the community in conversation regarding serious child safety issues that have been a concern for the Jackson County Fatality Review Panel and CAPTA.

Future Plans/Next Steps

1. Explore options for providing training for foster parents, to insure that they have the skills and supports to provide safe and nurturing homes to the children placed in their care.
2. Recruit new members to participate in CAPTA to insure that our panel is a broad representation of the community, and that expertise in prevention, intervention and treatment of Child Abuse and Neglect is represented. Additionally, provide training opportunities for CAPTA Panel members to guarantee they are prepared to meet the responsibility of assisting the State in improving the child protective system.
3. Continue to support training and the importance of collaboration and communication in the investigation of child abuse.
4. Explore which Action Plans created at the Child Neglect Summit, would be appropriate for CAPTA to endorse.
5. Review cases from DHS.

Subcommittees

The Jackson County Child Neglect Summit sub-committee was formed to pursue the Children's Justice Act grant to host a community-wide Child Neglect Summit. The Jackson County CAPTA Panel applied and was awarded the grant. The subcommittee worked with Dr. Katharine Cahn and Kellie Herold to plan for our local summit. The subcommittee did the following: secured an appropriate location, recruited local community experts and service providers to serve on the multidisciplinary panel, recruited key stakeholders and other community members to participate in the summit, provided each participant with a packet of information regarding the impact of neglect; and provided support on the day of the event. Subcommittee members were Michelle Pauly, Dr. Curtis Oddo, Mary Curtis Gramley, Libby McDaniel, Roxann Jones, and Linda Vanbuskirk.

Recommendations

The Jackson County CAPTA Panel strongly recommends the following:

1. Oregon seeks ways to develop cooperative agreements with states for the sharing of confidential Child Welfare information. The efforts of prosecutors and child welfare professionals to protect children are often hampered by the various states and federal laws governing the sharing of information regarding children and families who have been involved in the system.
2. Increase team building with an emphasis on strong partnerships among community-based organizations and public systems to provide support and effective services. Develop state-wide/regional trainings inclusive of the partners in the child welfare system (i.e.; Child Welfare, Local Enforcement Agencies (LEA), MDT's, Child Abuse Prevention Programs) incorporating the development of trust and respect necessary for collaborative partnerships.
3. Provide statewide/regional trainings on appropriate investigation and documentation of injuries. Insure that LEA and Child Welfare have the training, and appropriate equipment to document injuries to comply with Karly's Law.

4. Target trainings to medical professionals, to better equip the medical profession in identifying child abuse traumas.

In addition the Jackson County CAPTA Panel encourages the state to:

1. To explore tougher state legislation and modification to federal laws regarding the protection of children from sexual predators including online predators. The focus needs to be on child safety issues and on protecting children from online sexual abuse, as well developing prevention and deterrence tools (e.g. education and awareness campaigns, filtering solutions, anti-grooming tools, etc.). Additionally, effective law enforcement responses to hold accountable those who exploit children via the internet.

Looking Ahead

We look forward to being informed of DHS's responses to our local CAPTA Panel recommendations in a written report at least quarterly, or more frequently if 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 2007 Annual Report

October 1, 2006 – September 30, 2007

Panel Members

Jeana Critchfield	Executive Director, Project DOVE
Roberta Donovan	Former Executive Director, Project DOVE
Keely Ponce	STAR Center Coordinator
Christina Bautista	STAR Advocate, STAR Center
Marivel Jimenez	Project DOVE
Myrna Anderson	CASA
Wendy Hill	DHS
Wendy Bristol	DHS
Linda Beal	Malheur Co. Sheriff's Office
Kelly Poe	Executive Director Malheur Commission on Children and Families
Jeannette Buck	Project DOVE
Suzi Douglas Sapp	Ontario Middle School
Ed Galdabini	DHS

Meetings

December 6, 2006 5:30 PM @ Fiesta Guadalajara; January 24, 2007 @ DOVE office 5:30 PM; March 7th, 2007 @ Sizzler 5:30 PM; May 29, 2007 @ Fiesta Guadalajara 5:30 PM; September 6, 2007 @ DHS 11:00 AM

Activities

For the **2007 April Child Abuse Awareness Month**, CAPTA focused on an awareness campaign in partnership with Walmart in Ontario, OR. Members of CAPTA handed out packets of information and activity books to parents and children. Balloons, bracelets, suckers, and stickers were provided to children and parents. Panel members were available to answer any questions from the public regarding child abuse and or neglect.

July 2007 CAPTA co-sponsored and assisted Malheur Commission on Children and Families in planning the **Child Neglect Summit**. The Summit consisted of speakers from Northwest Institute for Children and Families. There were 118 attendees and Malheur County was well represented in all

aspects of our community from Social Workers from DHS to officers from the Ontario Police Department and Sheriff's Department. Representatives from the District Attorney's office also participated. There were many community action agencies participating and learning about child abuse prevention. In addition to the educational speakers, a parents' voice was heard by all as she spoke about her own dealings with community agencies, police department and DHS especially due to her own negative choices and the impact that her choices had on her children and herself. She spoke about how she and her children benefited from the close working relationships of multi-agencies and therefore they did not "fall through the cracks" in the system and have since been returned together as a family.

The Summit concluded with participants forming small focus groups in which ten different action plans were developed to address child abuse and neglect within our community. The CAPTA Panel continues to follow up with the action groups each month at CAPTA meetings and they continue to stay on the forefront of discussion at many multi-agency meetings. To date we continue to see progress and success in the building of the *Boys and Girls Club/ Our Kids- Our Future*, a grant has been written to fund a coordinator who will continue to oversee fundraising and further development of this action plan; *Networking for Youth* continues to move forward with youth topics being discussed or presentations made in public forums as well as multi-community based meetings; *Pater Later/ S.P.E.R.M.* (Sexual Promotion through Education from Responsible Mentors) has moved forward with their action plan and will be entering the schools at the first of the year 2008. The lead worker in this action group attended a conference where information and curriculum was discussed for young men's groups within school systems. A curriculum has been purchased and will be used for the boy's process group. Currently recruitment is being done for male mentors to assist with this group; *Malheur County Relief Nursery* continues to be an ongoing project that is seeing progress and fruition. This group has recently organized a Board of Directors and is working on a non-profit status. The official name has now become "Treasure Valley Children's Relief Nursery"; with a community "visioning" meeting to be held on November 15, 2007.

CAPTA's primary focus this year has been "**Train the Trainer: Advice from Child Molesters**" presented by Cory Jewel Jensen. The goal of this training is for CAPTA and trained community members to present trainings to parents within the Malheur County 8C School District. Our hope is that

parents will become educated and informed and take back the responsibility of providing safety to their children from child sexual abusers. It is the intent of CAPTA to present several community forums during the month of April 2008 in Malheur County for the purpose of informing and educating parents about child abuse awareness, specifically child sexual abuse awareness.

Subcommittees

None for this period.

Future Plans/Next Steps

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.

CAPTA looks forward to activities in April 2008 for Child Abuse Awareness Month. The planning will begin in January and we hope to form new partnerships 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

Malheur CAPTA Panel makes the following recommendations in the areas of number 7 and 8 in the CAPTA 14 Program Areas.

#7- Surveying workers who have been in the child welfare system for five or more years and identify coping strategies, trainings and personal self-care practices that allow them to continue working in a difficult population and field is key. There are those workers who have maintained in the child welfare system for many years and who continue to work tirelessly to assist children and families. What makes these individuals different from those who burn out quickly and how can DHS recruit workers that will be able to sustain and maintain in a high stress career and make the difference needed?

#8- We recommend that at both the County and State level more trainings 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 and that protocols are more “spelled” out for reporting child abuse or neglect.

Looking Ahead

We would request that our recommendations and feedback come in the form of written or oral reports quarterly from our local County DHS agency.

Acknowledgments

We have several that deserve to be recognized for their contributions in our efforts to educate and prevent child abuse and neglect. Our local Walmart in Ontario has been a consistent partner in assisting us with space to educate patrons in our community. Malheur Commission on Children and Families assisted greatly in attaining a grant and organizing the Child Neglect Summit. The Malheur District Attorney’s office partnered with CAPTA to bring Cory Jewel Jensen to Malheur County for training. CAPTA and CAMI funds were used to provide this training to professionals in our community. Malheur Department of Human Services allows us to meet for CAPTA meetings in their building as needed. We also appreciate our CAPTA Panel members who continue to give of their time and assist in our efforts to prevent child abuse and neglect.

Multnomah 2007 Annual Report

October 1, 2006 – September 30, 2007

Panel Members

Judy Brandel	Multnomah County Health Dept.
Kevin Dowling (facilitator)	CARES Northwest
Karen Gibbs	DHS
Miriam Green	DHS
Maggy Khilnani	Retired (Bradley-Angle House)
Shelley O'Brian (coordinator)	CARES Northwest
Sara Perkins	Multnomah ESD
Suzie Rush	Cascadia BHC
Christine Stoleberger	Parent Mentor
Ruth Taylor	Parents Anonymous, Morrison Center
Rod Underhill	Multnomah County DAs Office
Matt Wagenknecht	Portland Police

Meetings

October 10, 2007; January 26, 2007; April 27, 2007; May 24, 2007; June 28, 2007; September 20, 2007. All meetings were held at Emanuel Hospital from 11:00 am – 1:00 pm.

Activities

Community Neglect Summit (July 23, 2007). The purpose of this interactive training was to increase community awareness of child neglect, educate the child-serving community about interventions that support families identified for concerns of neglect, and engage a wide variety of community stakeholders in action planning for vulnerable children and families.

Evaluations were collected from attendees to determine if the following learning objectives related to child neglect were met: to increase knowledge, to learn about impact on children, to learn about programs that work and to make action plans for Multnomah county. Based on a scale of 1-5 (1= not at all, 3=somewhat, 5=completely), the training received an average score of 4.0. Approximately 86 people attended, including: Commissioner Dan Saltzman and Warren Fish from Commissioner Jeff Cogan's Office, Judge Paula Kurshner and Char Woods (DA's Office), 23 attendees from DHS, 2

parent mentors, 7 attendees from the Health Department, 7 attendees from CARES Northwest, 7 from the Health Department, 3 from Head Start, and approximately 16 other community organizations were represented.

Approximately 75% of attendees participated in the afternoon “action planning” session.

Groups were asked to consider the parents’ voice as well as the issues of linguistic/cultural diversity and poverty as they generated their plans. Seven action plans were developed around the following topics:

- Community collaboration to identify families at risk of neglect before involvement with DHS.
- Improved communication and shared information between CYFC (including the Poverty Advisory Committee), Child Welfare Advisory Committee, CAPTA Panel and Self Sufficiency Advisory Group.
- Community collection of best strategies for Wrap Around Family Driven Services.
- Multidisciplinary teams for families at risk of or experiencing neglect.
- Starting with DHS data, determine characteristics of chronic neglect in Multnomah County to explore more population-based assessment options
- Community partners will help provide trainings to caseworkers and DHS will reciprocate.
- Increase preventative services to families receiving TANF.

Subcommittees

N/A

Future Plans/Next Steps

The Multnomah County CAPTA Panel will monitor progress made on the action plans developed at the Community Neglect Summit and report back to the community stakeholders.

Recommendations

1. We recommend DHS establish a working definition of “chronic neglect”. Efforts to identify, understand and successfully intervene in cases of chronic neglect are hampered by the lack of a clear definition.
2. We recommend DHS improve practice and outcomes regarding chronic neglect cases by utilizing the principles in the Oregon Safety Model such as identifying protective and diminished parental capacity, child vulnerability, and the impending danger inherent in chronic neglect cases.
3. We recommend DHS involve community partners in addressing cases of chronic neglect to facilitate sustained change for families with the acknowledgment that efforts involve a substantial commitment of time and resources.

Looking Ahead

At their first meeting in 2008, Panel members plan to review the past year’s activities focusing on child neglect, hear updates from the various subcommittees formed after the July 2007 Neglect Summit, and discuss our focus for the next year.

Acknowledgements

The CAPTA Panel would like to thank Commissioner Dan Saltzman for his time and commitment to the Community Child Neglect Summit.

CITIZEN REVIEW (CAPTA) PANEL RECOMMENDATIONS AND DHS RESPONSES

From CAPTA Panel Reports 10/06-09/07

These are all excellent recommendations and areas in which the Oregon Department of Human Services staff strives to create the best possible situation for children and youth.

Jackson County CAPTA Panel

Recommendation 1

Oregon seeks ways to develop cooperative agreements with states for the sharing of confidential Child Welfare Information. The efforts of prosecutors and child welfare professionals to protect children are often hampered by the various states and federal laws governing the sharing of information regarding children and families who have been involved in the system.

Clarification: Families move from state to state and can stay 'under the radar'. Thus, their histories with the Child Protective Services (CPS) in other states is often undiscovered. Once they do come to the attention of Oregon Department of Human Services (DHS), Oregon may not be able to discover the family's involvement with the CPS of other states because of confidentiality issues.

The states inability to obtain records from other states is a huge and ongoing obstacle to fully litigating a case and advising the dependency court of a child's situation. Because the state cannot obtain complete child welfare records from other states, the child remains at risk. We cannot adequately protect children. This is true of all child welfare cases.

A release of information is not the answer. The state is not able to obtain a release of information because it is generally the parent(s) whose records the state is seeking. Since they are an adverse party, they are generally uncooperative in acceding to a request for a release of information. The state does not have subpoena power nor can the state utilize any other force of law which would permit Oregon to obtain records that another sovereign state has deemed confidential or otherwise protected.

The CAPTA Panel realizes that it will take federal legislation to remedy this problem; the obstacles to obtaining CPS records from other states is still a concern to the CAPTA Panel.

DHS Response 1

DHS appreciates this recommendation to develop information sharing between States, however, this recommendation requires federal legislation and is beyond the scope of DHS.

Recommendation 2

Increase team building with an emphasis on strong partnerships among community-based organizations and public systems to provide support and effective services. Develop state-wide/regional trainings inclusive of the partners in the child welfare system (i.e.; Child Welfare, Local Enforcement Agencies (LEA), MDT's, Child Abuse Prevention Programs) incorporating the development of trust and respect necessary for collaborative partnerships.

DHS Response 2

As a local issue, the Jackson CAPTA Panel has partnered with Jackson County Health and Human Services and the Commission on Children and Families to bring "Stewards of Children", an evidenced based Child Sexual Abuse Prevention program developed by Darkness of Light, a grass-roots national non-profit organization, to Jackson County. The program is designed to place the responsibility squarely on adult shoulders to prevent, recognize and react responsibly to child sexual abuse.

The Jackson County CAPTA Panel held a train the trainer workshop and trained ten facilitators representing eight different organizations in the county: Community Works; Job Council; Girl Scouts; Commission on Children and Families; Children's Advocacy Center; Family Nurturing Center (Crisis Relief Nursery); Neighborhood Watch and a privately licensed counselor. There are 11 trained facilitators to date and the training is also available in Spanish.

The Commission on Children and Families plan on taking the lead to get the word out to the community and scheduling presentations. Each partner has agreed to present the training a minimum of four times in the next year to a variety of community-based groups. The CAPTA Panel and the Jackson County Health and Human Services provided the funding for facilitator training and for purchase of the notebooks for the classes. The CAPTA Panel hopes to obtain another grant from Jackson County Health and Human Services to train additional community trainers.

Child Abuse Multidisciplinary Intervention (CAMI) presented a team-building event at the Multidisciplinary Team (MDT) Training Day in Medford during June 2007. MDTs may be better served by focusing on new member orientation for MDTs. Klamath County developed a MDT orientation manual available from CAMI. The CAMI Program Coordinator is Stacy Liskey. She can be reached at 503-378-5344 ext. 238. The CAMI Grant Assistant, Mackenzie Gray, can be reached at 503-378-5344 ext. 239.

DHS Child Welfare (CW), District Attorney Offices and MDTs in Oregon partnered together to offer "Karly's Law" (House Bill 3328) Training Days from February to April 2008. The trainings were funded by CAPTA grant funds and focused on House Bill 3328 definitions, practice and implementation of the law, forensic photography training by Jennifer Schindell, communicating with the non-designated medical professionals and networking with MDT partners to strengthen local protocols. The trainings were located geographically throughout Oregon and held in Eugene, Salem, Coos Bay, Medford, Bend, Pendleton and Portland. MDT members and Child Protective Services (CPS) staff were encouraged to attend the trainings.

Recommendation 3

Provide statewide/regional trainings on appropriate investigation and documentation of injuries. Insure that LEA and Child Welfare have the training, and appropriate equipment to document injuries to comply with Karly's Law.

DHS Response 3

DHS Child Welfare (CW), District Attorney Offices and MDTs in Oregon partnered together to offer "Karly's Law" (House Bill 3328) Training Days from February to April 2008. The trainings were funded by CAPTA grant funds and focused on House Bill 3328 definitions, practice and implementation of the law, forensic photography training by Jennifer Schindell, communicating with the non-designated medical professionals and networking with MDT partners to strengthen local protocols. The trainings were located geographically throughout Oregon and held in Eugene, Salem, Coos Bay, Medford, Bend, Pendleton and Portland. MDT members and Child Protective Services (CPS) staff were encouraged to attend the trainings. DHS provided "L-shaped" photo scales to participants who attended the "Karly's Law" Training Days.

DHS provides CPS workers with one (1) digital camera per two (2) workers. Additional cameras have been purchased and provided to DHS CW offices for CPS workers with funding from local MDTs.

Karly's Law was covered during Department of Public Safety Standards and Training's (DPSST) February 2008 Child Abuse Training Conference, as well as the Basic Detectives Academy in March 2008. Last year's Child Abuse Training Conference (Jan 24-25, 2007), DPSST provided appropriate investigation and documentation of injuries training, as well as case studies, to attendees.

Recommendation 4

Target trainings to medical professionals, to better equip the medical profession in identifying child abuse traumas.

DHS Response 4

Information was provided at the "Karly's Law" Training Days on communicating with the non-designated medical professionals.

DHS worked in collaboration with CARES NW, a Regional Child Abuse Medical Assessment Center and CAMI, the Child Abuse Multidisciplinary Intervention Program at the Department of Justice in the Crime Victim Assistance section to provide training to the local medical professionals.

Malheur County CAPTA Panel

Recommendation 5

CAPTA Area #7- Surveying workers who have been in the child welfare system for five or more years and identify coping strategies, trainings and personal self-care practices that allow them to continue working in a difficult population and field is key. There are those workers who have maintained in the child welfare system for many years and who continue to work tirelessly to assist children and families. What makes these individuals different from those who burn out quickly and how can DHS recruit workers that will be able to sustain and maintain in a high stress career and make the difference needed?

DHS Response 5

The McKenzie Group was hired by DHS to study and make recommendations about changes to the Departments organizational structures including child welfare. McKenzie was specifically charged with examining the workload of child welfare caseworkers and staff turnover. Their work includes a survey of child welfare staff and an examination of the percentage of time that caseworkers spent in accomplishing required duties. They also examined factors that assist in retaining staff. They are providing DHS administrators with finalized recommendations in June of this year.

Recommendation 6

#8- We recommend that at the County and State levels more trainings 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. These groups would be required to have additional trainings in the area of mandated reporting and that protocols are more “spelled” out for reporting child abuse or neglect.

DHS Response 6

The “The Role of Mandatory Reporters in Child Abuse Cases” (A video guide for mandatory reporters) was revised in 2007 and DVD copies were distributed to the superintendent all school districts in Oregon.

Copies of the “What you can do about child abuse” booklet are available by calling DHS, Juanita Raymond at (503) 945-6624 or Lisa Zacharias at (503) 945-5683. The first five (5) copies are available at no cost; additional copies are available for one dollar each.

The video of “The Role of Mandatory Reporters in Child Abuse Cases” (A video guide for mandatory reporters) is available at the following website <http://www.oregon.gov/DHS/children/committees/capta/capta.shtml>

MDTs routinely provide training in their counties concerning the responsibilities of Mandatory Reporters.

Multnomah County CAPTA Panel

Recommendation 7

We recommend DHS establish a working definition of “chronic neglect”. Efforts to identify, understand and successfully intervene in cases of chronic neglect are hampered by the lack of a clear definition.

DHS Response 7

DHS Child Welfare developed a workgroup to review the definition of “chronic neglect.” A workgroup member attended a training presentation by Dee Wilson concerning chronic neglect. Currently, the workgroup is exploring various definitions of chronic neglect and the surrounding issues involved with identifying, understanding and successfully intervening in cases of chronic neglect.

Recommendation 8

We recommend DHS improve practice and outcomes regarding chronic neglect cases by utilizing the principles in the Oregon Safety Model such as identifying protective and diminished parental capacity, child vulnerability, and the impending danger inherent in chronic neglect cases.

Clarification: Some members of the community and CAPTA Panel expressed concern that the Oregon Safety Model would lead to neglect cases not being assigned or followed up on by DHS. In looking more closely at the model, however, we recognized it provided very helpful questions and guidelines to assist caseworkers in evaluating the safety of children exposed to chronic neglect. It also provided a useful framework to generate recommendations for follow-up. Recommendation #2 arose from our understanding that training on the Oregon Safety Model was just beginning, and did not necessarily highlight the model’s usefulness in working through the complicated and sometimes overwhelming nature of chronic neglect assessments. We wanted to emphasize the model’s applicability in addressing chronic neglect, and encourage DHS to emphasize this as well.

DHS Response 8

DHS continues to provide training and consultation to the CAPTA panels to clarify how the Oregon Safety Model and CPS assessment are more comprehensive and more responsive to child neglect issues.

Recommendation 9

We recommend DHS involve community partners in addressing cases of chronic neglect to facilitate sustained change for families with the acknowledgment that efforts involve a substantial commitment of time and resources.

Clarification: Discussion from CAPTA meetings and the Neglect Summit consistently highlighted the chronic and pervasive nature of neglect. It was clear through case examples that collaboration and coordination with various community agencies was essential to sustained change, and that successful intervention often took years. This recommendation grew out of the realization that, for chronic neglect cases involving DHS, caseworkers often do not have the time needed to accomplish these goals. We support any efforts by DHS to provide the time and resources necessary to help caseworkers address these complicated cases. For example, one idea generated from our meetings was for a DHS branch to establish a team of caseworkers, and perhaps include multidisciplinary partners and representatives from community agencies, who specialized in cases of chronic neglect.

DHS Response 9

DHS is working with other state agencies to develop a wraparound and process for providing services that would provide a more comprehensive response to neglect cases.

It is the goal of DHS to reduce the risk of exploitation and/or abuse of children entrusted in the care of or receiving services from DHS. Therefore, DHS conducts criminal offender information background checks as described in DHS Oregon Administrative Rules (OAR: 413-120-0400 thru 0470) dated July 25, 2005. The rules can be found at the following URL: (http://www.dhs.state.or.us/policy/childwelfare/manual_1/i-g14.pdf).

The rules establish procedures by which DHS obtains criminal offender information on subject individuals who are seeking to provide relative, foster or adoptive care to children in DHS custody under rules of CAF program and policy administration, and how DHS uses criminal offender information to determine the suitability of the subject individual to provide relative, foster or adoptive care.

The rules provide guidelines on the procedures DHS will use when DHS receives requests to conduct criminal offender information record checks from licensed private agencies who are studying adoptive families for placement of children in the custody of DHS under rules of CAF program and policy administration.

The rules provide guidelines on the procedures DHS will use granting exceptions for subject individuals convicted of certain felony and misdemeanor crimes to provide relative, foster or adoptive care if an exception is permitted under these rules.

Oregon, an opt-out state, will comply with the Adam Walsh Child Protection and Safety Act by October 1, 2008.

Section IX. Chafee Foster Care Independent Living Services Program (CFCIP)

ACCOMPLISHMENTS AND PROGRESS ACHIEVED

As a requirement of the ILP contracts, Contractors must submit an annual report detailing services provided, youth involvement, collaborations, training, and special events. Unfortunately, the contract cycle does not correspond well with the federal annual reporting period. Therefore, Contractor information listed is for July 1, 2006 through June 30, 2007. DHS data will be for federal fiscal year 2007 (10/1/06 – 9/30/07) and the first five months of FFY 2008 (10/1/07 – 3/30/08). Information was compiled from the ILP Contractor reports, various CAF staff, the CAF Integrated Information System (IIS), and ILP databases.

DHS contracted with Human Services Research Inc. (HSRI) to complete a review of all contracted independent living programs. The Program Reviews began in April 2007 and were completed in March 2008. HSRI submitted a final report on April 4, 2008. HSRI conducted focus group interviews with Contractor management and ILP staff, DHS caseworkers, foster parents, youth, and community partners. HSRI also conduct a case audit review of at least 5 cases or ten percent of the youth served in the past year, whichever was more. Data and information submitted by HSRI will also be incorporated into this report.

The following information has been separated by the five purposes of the Chafee Foster Care Independence Program:

Chafee Area 1 – TRANSITION SERVICES:

For federal fiscal year 2007, an average of 823 youth per month received independent living services. This is a 7 percent increase over the previous year. To date for FFY 2008 (10/07 - 3/08), ILP Contractors are serving an average of 866 youth per month. This represents a six (6) percent increase for the same time period last year. Total youth served during FFY 2007 was 1,397 (a 12 percent increase from the previous year). Following are the referral and discharge statistics for the youth served:

660 youth began ILP services in a prior fiscal year (+2%)
729 youth started ILP services in FFY 2007 (+7%)
790 youth continued ILP services into the next fiscal year (+4%)
607 youth were discharged in FFY2007 (+6%)

DHS was able to increase the number of contracted slots by 75 statewide during FFY07. This has resulted in significantly lower numbers of youth on waiting lists. At this time last year, nine Contractors (representing 12 counties) were experiencing wait lists. In FFY07, ILP providers experienced a combined high of 215 on the wait list in May 2007, and a low of 60 in September/October 2006. The monthly average in FFY07 was 117 youth on wait lists for an average wait of six months before accessing services. In FFY08, ILP providers have experienced a combined high of 76 in December 2007, and a low of 36 in March 2008. Currently there are only four Contractors with a wait list. To-date in FFY08 the monthly average is 56, a decline of 52 percent.

Contracted ILP Services:

The ILP was successful in implementing a standardized reporting format for the Contractor's annual report. Unfortunately, three Contractors did not submit a report. Two of the providers, Woody Koenig and Inn-Roseburg, are no longer ILP Contractors. The third Provider, Confederated Tribes of Warm Springs, has had significant staff turnover during the past year and a half resulting in a lack of consistent documentation of services provided.

In general, the ILP Desk was able to capture improved information regarding services provided. However the data regarding the number of youth receiving services will need to be refined. The report does not lend itself to an unduplicated count of youth served by service category. This has resulted in the numbers of youth per category totaling a higher number than the total youth served for the year by all ILP Contractors. Following are outcomes and service statistics reported by ILP Contractors (7/1/06 – 6/30/07).

Youth Outcomes:

- 215 Graduated a Regular Diploma
- 23 Graduated with a Modified Diploma
- 31 Obtained a GED
- 110 Accessed ILP Housing
- 458 Employed
- 806 Improved Daily Living Skills

Life Skills Classes:

Following are the total classes offered and individual sessions provided by the ILP Contractors during the 2006 – 2007 contract year. The information is summarized by CAF’s six transition plan domains.

- Education: 127 classes; 1,272 one-on-one sessions
- Employment: 121 classes; 728 one-on-one sessions
- Health: 88 classes; 868 one-on-one sessions
- Housing: 104 classes; 926 one-on-one sessions
- Miscellaneous Skills: 425 classes; 1732 one-on-one sessions
- Supportive Relationships/Community Connections: 93 classes; 675 one-on-one

Seven Contractors reported providing monthly classes. The remaining eleven Contractors provide a mix of bi-weekly or weekly classes. All Contractors reported providing one-on-one skill building or planning sessions with youth. Nine Contractors reported that special outings or workshops are conducted on a quarterly or seasonal basis. Following is a list of those special outings/workshops:

SPECIAL ACTIVITIES, OUTING, CONFERENCECES					
# ILPs	# Youth		# ILPs	# Youth	
2	13	Raft trips	3	44	Sporting events
4	25	Weekend retreats	5	55	Graduation/Other Celebration
10	41	Teen conference	1	6	Postsecondary info./training
4	29	ASPIRE conference	5	120	Recreational outings
1	15	Appreciation events	6	45	Service learning projects
2	9	Consumer Skills Trip	3	12	Career Fairs / Tours
7	36	Teen retreat	2	8	College Tours
4	20	Job Corp tour	2	5	Native Teen Gathering
4	18	Youth leadership	1	23	Pregnancy prevention
3	30	Holiday events	5	45	Other

As indicated above, the ILP Contractors provide a wide array of educational and fun activities. The Contractors try to keep a level of fun in their skill building, a necessity when attempting to retain the interest of teens and young adults. For a full report on the ILP Contractor's services, see Attachment A: ILP Annual Report Summary.

Program Review Comments – ILP Services:

Presenters: The Review found a variance in who are used as instructors for life skills classes or workshops. Many Contractors used community or business members as presenters, some Contractors used staff as a skills trainer. However, few Contractors accessed foster care alumni or older adolescents to present workshops or classes. Youth voiced an interest in hearing from their peers who have already transitioned out of foster care. Youth also commented that they enjoy having community/business members teach life skills workshops. Youth “find these individuals engaging and view them as people they can connect with once on their own” (i.e. banker, car salesman, insurance company, Planned Parenthood, etc.).

Staff Turnover: The Review found that staff turnover has hindered ILP classes. For smaller agencies, new ILP staff's ability to quickly resume classes has been slowed by the lack of documentation regarding prior class schedules and presenters or guest speakers. HSRI issued a strong recommendation that Contractors maintain an active list of ILP workshop presenters. This will provide new staff with a history of community partners and workshops conducted.

Workshop Topics: The HSRI Review noted that ILP Contractors struggle to find topics they can cycle through and maintain interest of youth who have been in the program for an extended period of time. Youth prefer hands-on, ‘real world’ practice or role-playing. Topics youth indicated as most enjoyable were: relationships, cooking classes, and obtaining a driver's license. ILP Contractors provided 40 safe/healthy relationships classes, 34 cooking/nutrition classes, and 21 Transportation/driver's education classes. Youth also received one-on-one support in these areas.

Age-Specific Workgroups: Contractors are having difficulty finding a balanced curriculum that is engaging for all ages. This has been a struggle for Contractors since DHS lowered the eligibility age criteria to 14. HSRI reported that some Contractors are considering implementing a two-track

system of skill building geared to youth of different ages. It is believed that this model will result in better participation rates and engage youth who might otherwise not participate.

One-on-One Meetings with Youth: HSRI reported on the many benefits of individual sessions with youth – focus on individual goals, meet youth where comfortable (in-home, at school, in the community), assist youth with applications or tasks, and build rapport with the youth. While most found the ILP staff to be flexible and accommodating, the case audit indicated that one-on-one sessions are not occurring frequently enough. Only three of the ILP Contractors met the contract expectation that face-to-face contact will occur monthly for at least 80 percent of youth served each month. The Contractors as a whole only met with 64 percent of their clients face-to-face monthly. Reasons noted for the lack of contact were high caseloads, lack of engagement by youth, busy youth schedules, and geography.

Assessment, ILP Plan and Service Flow: The Program Reviews found that many Contractors view the ILP tools (Ansell-Casey Life Skills Assessment, T1, T2) as merely required ILP paperwork. Contractors do not consider the tools valuable in achieving their intended goal of assessing skills and developing a comprehensive plan. Most Contractors have youth complete the forms, but never really review the results and seldom refer back to the documents when providing services. The case audit also reflected this attitude:

- Only one Contractor met the contract expectation of completing the ACLSA and T1 within 30 working days (benchmark of 100 percent compliance),
- Five Contractors met the contract expectations of completing the comprehensive transition plan (T2) within 45 working days (benchmark of 90 percent compliance),
- Three Contractors met the contract expectation of updating the T1 within six months of initial or previous update (no compliance benchmark set),
- Five Contractors met the contract expectation of updating the T2 within six months of initial or previous update (benchmark of 80 percent compliance).

There were three Contractors that used the tools as intended – Training and Employment Consortium (TEC, Union/Baker/Wallowa) and Catholic Community Services (CCS, Marion, and CCS, Polk). TEC has created a process that allows the youth to complete the assessment, take time to think about his or her goals, research ideas, complete the T2 and then explore community resources that could be accessed to achieve the youth's goals. CCS has created a practice of referring back to the T2 when developing services and again prior to one-on-one meetings with youth. This allows workers to remind youth of their goals and planned tasks. Other ILP Contractors may reference the T2 Transition Plan during one-on-one meetings. However, only the three Contractors consistently use all three resources as intended.

Planned for FFY09:

Outcomes – DHS is in the early stages of planning regarding the recently released Chafee National Youth in Transition Database (NYTD) requirements. The Office of Information Services and OR-Kids teams have been informed of the federal requirements. The OR-Kids implementation team will take the NYTD requirements into consideration as they progress toward implementation of the new SACWIS. In the meantime, the ILP Desk will work to refine the annual ILP Provider Report and resulting data.

Contract Compliance – The ILP Desk will work with Contractors to gain a better understanding of the barriers to meeting contract requirements and benchmarks. The ILP Coordinator will craft a plan for providing support and training to Contractors to encourage and enhance contract compliance.

Assessment/T1, T2 Transition Plan and Service Flow – The ILP Coordinator will work with the National Child Welfare Resource Center for Youth Development and Casey Family Programs to explore potential training options to demonstrate the ILP tools' benefits and value when used in tandem.

Discretionary Funds:

DHS sets aside \$70,000 in ILP Discretionary funds for all DHS Districts and the Tribes. While this is not a large amount of funds, it does allow caseworkers with access to a flexible pot of funds to assist teens with items or services need to achieve their goals for transition. Attachment B, ILP

FFY 2007 Discretionary Fund Categories, lists the number of requests for funds by category (housing, education, health, personal). The two categories with the most requests were Education and Personal. The most requested sub-category was personal documents/photo ID. You will note that each Tribe has been allocated \$1,400. However the Tribes are not always expending those funds. Efforts to inform the Tribes about allowable expenses will need to be increased.

DHS ILP Housing Services:

Following are statistics on youth served by DHS’s Independent Living Subsidy Program (ILSP) for youth in DHS care and custody. Information for Chafee Housing (for youth who aged out of care at age 18 or older) will be listed below, in Chafee Area 5 – Services to Former Foster Youth.

ILSP:

The total number of youth served during FFY07 was 77, a 10.5 percent decrease from FFY06. The ILSP averaged 29.16 youth per month during FFY07, a decline of 14 percent from the previous year. The ILSP is currently averaging 31.83 youth per month, a nominal increase (.026) from the same time period in FFY06 (October-March). Additional information on those youth is as follows:

Age at time of ILSP enrollment

FFY 2007 (10/06- 9/07)	FFY 2008 (10/07- 3/08)
16 years old: 1 (+100%)	16 years old: 0 (no change)
17 years old: 8 (-20%)	17 years old: 2 (no change)
18 years old: 43 (+10%)	18 years old: 16 (+.07%)
19 years old: 22 (-26%)	19 years old: 3 (-70%)
20 years old: 3 (-50%)	20 years old: 2 (+100%)

FFY 2007: Median number of months on ILSP:	6.70 months
Least amount of time on ILSP:	1 month
Longest amount of time on ILSP:	13 months

The Subsidy Program experienced a decrease of 10 percent in FFY07. As the above numbers indicate, 20 year-olds reflect the most substantial decline at 50 percent. However, the 19 and 17 year-olds also experienced

significant declines at 26 and 20 percent respectively. Some of the hypothesis of the decline are; 1) youth are remaining in care delaying transitioning to living independently; 2) youth are accessing services for a shorter period of time (median of 6.7 months in FFY07 versus 8 months in FFY06); 3) youth are opting to access ETV funds instead of accessing the ILSP (no connection to DHS is needed to access ETV funds); and 4) our largest District has had a shift in philosophy and are holding youth more accountable for taking responsibility for meeting their goals and meeting ILSP expectations.

Contractors assisted youth with preparation for living independently by providing the following classes and one-on-one session:

- 22 classes/190 individual sessions – How to access your own housing
- 25 classes/97 sessions – Household maintenance
- 14 classes/89 sessions – Tenants rights/responsibilities, Ready to Rent
- 15 classes/326 session – ILP housing services (Subsidy/Chafee)
- 12 classes/202 sessions – Start-up costs (deposits, utilities, etc.)
- 76 classes/295 sessions – Money management
- 24 Classes/82 sessions – Consumerism, shopping
- 23 Classes/243 sessions – Community resources

Additional housing resources for current and former foster youth include:

The YWCA (Salem):

Built a complex that provides both apartment units for young women and office space for the YWCA. The housing program contains a mandatory “young women’s life skill and leadership program.” The program will provide an array of supports that address the pre-employability and relationship barriers to young women’s success in the workforce and the world. Twelve studio apartments are available for young women in this program

Catholic Community Services Foundation's Forever Home (Salem):

Provides youth in long term foster care a safe, nurturing and permanent place to call home. There are currently four such homes in place and a fifth one due to open in June 2008.

Oregon Trail Youth Transitional Housing (The Dalles):

The Next Door, Inc. purchased and remodeled a triplex that currently houses 4 youth (maximum capacity is 6 youth). The lower/basement level contains staff quarters and space for life skills classes. This housing is available to at-risk teens and current or former foster youth.

Planned for FFY09:

See the State Advisory Committee section below for planned activities for the next year.

ILP State Advisory Committee:

The ILP State Advisory Committee (SAC) made housing and a youth advisory committee a priority over the past year. Following are summaries for the sub-committees:

Housing Options: DHS's goal in this area is to increase housing options for youth in and out of care (former foster youth). The sub-committee submitted a recommendation last year for the creation of a multi-stage/multi-level housing program. The sub-committee has spent the past year working on defining the various housing options or stages. The sub-committee has agreed on 9 types of housing: specialized foster home; transition group home; supervised apartments; dorm setting (educational and non-educational); host home; boarding home; adult-peer roommate/mentor; scattered site apartment; and shared home.

Planned for FFY09:

The ILP Coordinator will work with the sub-committee to research and catalog current housing options available for youth in the local areas. This will require the assistance of local DHS staff, housing authority, community partners, and foster youth who have transitioned to living independently

(Subsidy and Chafee Housing youth). Once the sub-committee is able to catalog current options, we will also be able to determine the gaps that exist.

DHS hopes to publish the current list of defined housing options. This list will assist in achieving the goal listed above. The publication will aid the local areas in understanding the various types of housing as they move forward with their cataloging.

Housing Best Practices: Formal meetings of this sub-committee were discontinued by April 2006 as the overall content and information for the Best Practice Guides had been gathered. The ILP Coordinator and ILP Liaison worked on completing an original draft of the two documents which were then sent out to the field for comment and input. Feed back was that the youth found the entire Guide to be overwhelming and ILP providers were using it in sections as they worked with the youth. The consensus was to keep all the information in it, but not distribute the entire Guide to a youth all at once. The Adult Guide was sent out for review to all members of the sub-committee and other DHS caseworkers and supervisors involved in the housing program. No specific feedback was received.

August and September 2006 the ILP Liaison worked on formatting the Youth and Young Adult Guide so that it was more “youth friendly” in terms of layout and language. Scenarios were developed to provide another way for youth to learn/experience how the housing programs work.

At this point plans to print the full Best Practices Guides are not moving forward. However, sections of the Youth Guide are requested by Contractors and are sent to Child Welfare staffs who want assistance in preparing youth to transition to adulthood. In addition, sections of the Guides are being used in other training being conducted by the ILP Coordinator and ILP Liaison with Contractors and Child Welfare staffs.

Planned for FFY09:

Produce, in electronic and hardcopy form, certain sections of the Guides for use by DHS, ICW, ILP workers and other supportive adults who are involved with youth preparing for the Housing Programs or preparing to live independently. Sections of the Guides are currently being made available during ILP trainings. However, a more user friendly document is needed.

DHS is in the process of revising ILP policy. Currently, youth must enroll for on-going housing services. Under consideration is the suggestion that both ILP housing programs consider allowing one-time start-up payments. Many youth only need or want assistance getting into an apartment – not on-going services. This may also require an update to the payment process to allow payments to be issued to a landlord, instead of directly to the youth.

The policy revisions will also consider creating a youth services section – not just ILP services. This would encompass all youth services: permanency, face-to-face visits, supportive relationships, reconnecting youth to family of origin, transition planning, education, employment, housing, health (mental and physical), etc. The new policy should attempt to clarify the roles of supportive adults involved with a youth: caseworker, Tribe, foster parent, ILP, CASA, CRB, attorney, school personnel, etc.

Youth Advisory Committee: This past year has brought new life and energy to this subcommittee. Efforts to include the Oregon FosterClub All-Stars were successful. The first meeting of Oregon's youth advisory council was held February 9, 2008. The group has selected O-YAC (Oregon Youth Advisory Council) as their name. The O-YAC is in its infancy. The O-YAC meets the second Saturday of each month. Youth have stepped up in leadership positions. Currently, the ILP Coordinator and a couple of ILP Contractors provide the O-YAC with support. Suggestions have been made to contract with an outside entity to provide support to O-YAC (meeting logistics, travel reimbursements, arranging transportation, etc.). No decisions have been made on this topic.

Another option for conducting outreach to current and former foster youth has been the creation an email list of youth who applied for the Chafee Education and Training Grant. This was an option suggested by the Youth Advisory sub-committee last year. The ILP Coordinator partnered with the Oregon Student Assistance Commission (OSAC) to create and distribute a mini survey regarding post secondary issues via a SurveyMonkey. See Section X Chafee Education and Training Vouchers for further survey details.

Planned for FFY08:

O-YAC is currently working on increasing awareness of foster youth issues during foster care month (May). Plans include distributing rubber bracelets imprinted with the words, Think Foster Care. Youth plan to distribute the bracelets at local high schools and other venues.

Additional projects include:

- Finalizing O-YAC's mission statement

- Creating a youth friendly brochure or video regarding CRB Meetings

- Conducting outreach to youth at the annual ILP Teen Conference

- Increasing funds for and awareness of postsecondary needs for foster youth

Chafee Area 2 – EMPLOYMENT:

DHS continues to include Employment as part of the Comprehensive Transition Plan (T2-CF69A) forms. Per Oregon Revised Statute 419B.343 and 419B.476, every foster youth is to have a comprehensive transition plan completed by age 16 and the plan is to be review at least annually at the permanency hearing. The T2 should include details on the youth's long-term goals for Employment. The T2 should also include the short term goals or steps necessary to ensure successful attainment of the youth's long-term goals.

The ILP Contractors provided 121 classes to assist youth with employment skills, retention, careers, and entrepreneurship. This is an increase of 72.9 percent in employment related classes. ILP Contractors provided youth with an additional 728 individual sessions related to employment. Four ILP Contractors reported taking youth on Job Corp site visits as an option for vocational training. Three Contractors reported taking youth to career fairs.

The Northwest Youth Corp had several crew positions available in the Portland and Eugene areas. Several foster youth applied and were accepted into this program for 2007. Northwest Youth Corp staff also presented at a bi-monthly provider meeting regarding their program for the summer of 2008.

Oregon's minimum wage was increased to \$7.95 effective 01/01/08.

Planned for FFY09:

Improved data collection will allow DHS to obtain statistics on graduation and employment rates for foster youth. Knowing these statistics will help to direct where improvements are needed. This goal will be achieved by implementing the changes required by the National Youth in Transition Database. DHS is currently working on the OR Kids project to replace the current FACIS and Integrated Information Systems with a single system for tracking case work, provider, and payment information in order to comply with SACWIS requirements.

DHS will continue to participate in the Shared Youth Vision team meetings and discussions. Oregon's team is still in the early stages of planning. Foster youth continue to be a target population for this group. Members of the Shared Youth Vision team will be invited to participate in the five year strategic planning process for DHS Child Welfare and the ILP.

Chafee Area 3 – POSTSECONDARY PREPARATION:

The ILP Contractors provided 127 classes to assist youth with educational skills, financial aid, and postsecondary options, including vocational training. This is an increase of 91.4 percent in education related classes. ILP Contractors provided an additional 1,272 individual sessions related to education. The bulk of these individual sessions revolved around financial aid and postsecondary options. Nine Contractors also provided special workshops for high school seniors. Four ILP Contractors reported taking youth to an ASPIRE Foster Youth Training, two Contractors reported taking youth on college tours, and 10 Contractors reported taking youth to the Annual Teen Conference. As mentioned in the Training Section of this report, the Annual Teen Conference centers around employment, education and transition planning for teens age 17 through 20.

The ILP Desk continues to promote the ASPIRE Program (Assistance to Student assistance Programs In Reach of Everyone) during ILP trainings. For more information regarding the ASPIRE Program see their website at www.aspireoregon.org. ASPIRE was able to expand the program over the past year and is now in 150 schools across Oregon. The ILP Desk contracts with the ASPIRE Program to conduct regional trainings, and to incorporate the ETV information into the ASPIRE training curriculum. See Section X, Chafee Education and Training Vouchers for further details.

The Education Credit Management Corporation (ECMC) worked in partnership with OSAC to print the “Opportunities 2007 – 2008” Oregon guide to education after high school. The Opportunities guide is available free of charge. DHS obtained copies and distributed to the ILP Contractors, Tribes, and SOC Education Experts. Recipients were also advised how to order additional copies if needed. The guide contains the following information: high school requirements, community college transfer programs, college profiler, financial aid programs, choosing the right college, college application process, final decision (checklist, award letter, worksheet), and additional resources. The guide is available to any youth or family.

Planned for FFY09:

Increase participation and access to college fairs, tours and ASPIRE Conferences. This may be accomplished by improving awareness of foster parents, caseworkers, and other supportive adults regarding available opportunities. The Oregon Education Department, Community Colleges and Workforce Development, Job Corp, and other postsecondary institutions will be invited to participate in the five year strategic planning process.

See Section X Chafee Education and Training Vouchers for further details on projects for FFY09.

Chafee Area 4 – MENTORS/INTERACTIONS with DEDICATED ADULTS:

Four of the ILP Contractors indicate they connect youth with mentor activities and programs. This is a decrease of 55.4 percent from last year’s reports. However, Contractors increased the number of classes relating to supportive relationships and community connections by 66 percent over last year. Contractors reported providing 93 classes (safe/healthy relationships, support systems, community resources, etc.) and 868 individual sessions on these topics. Contractors also provided special activities to allow supportive adults to spend quality time with youth (6 provided graduation/other celebrations, and 3 provided holiday celebrations).

The Residential Treatment Programs Unit has approximately 20 contracts for mentors with residential treatment programs. These contracts total about \$70,000 annually. These programs provide mentors for teens who are

preparing to be reintegrated into the community. The youth in these programs are “Target designated youth” and are often inappropriate for a referral to the local ILP Contractor due to behavioral and supervision issues.

Powerhouse Mentors program continues to serve older teens in Multnomah County. Powerhouse Mentors meet monthly and training is a part of those monthly meetings. The local ILP Provider, The Inn, is working to improve collaborations between their Independent Living Program and their Powerhouse Mentors program. This was an area that the Program Review suggested could use improvement. Further details of the Inn’s success regarding their renewed emphasis on collaborating between ILP and Powerhouse Mentors will be reported next year.

The Heart Gallery of Lane County has initiated a mentor program. The Heart Gallery of Lane County works closely with businesses in the area and also seeks donations of services to support teens’ interests. The Heart Gallery has worked with the local DHS offices to locate youth in need of mentors. You can view the following website for more details regarding the Heart Gallery’s mentoring program: <http://www.lanecountyheartgallery.org/>. The Heart Gallery has made teens a priority for their mentoring program, as well as permanency for teens.

Planned for FFY09:

Increase awareness and emphasis regarding the T1 and T2 sections relating to supportive adults during all ILP trainings. This will include informing caseworkers and ILP Contractors of the benefits for youth when they can indicate at least five supportive adults on the T1. This will also be of benefit to the State as we move forward with implementing the NYTD data elements and reporting requirements. Being able to locate youth will be key for meeting NYTD tracking and follow-up compliance expectations. The list of supportive adults will be an excellent place to begin when needing to locate former foster youth.

The Oregon Mentors organization, Powerhouse and the Heart Gallery will be invited to participate in the five year strategic planning sessions.

Chafee Area 5 – SERVICES TO FORMER FOSTER YOUTH

Eligible former foster youth are able to access all Chafee funded ILP services to age 21. Once dismissed from DHS or Tribal child welfare care, a youth may request to receive voluntary ILP services and continue working with the ILP Contractors with no break in service. Youth requesting voluntary ILP services are required to have an open DHS Child Welfare case. Youth may also return at anytime prior to their 21st birthday to request services.

There were 389 youth who aged out of the foster care system in FFY07. These youth equal 6.9 percent of all children exiting foster care during FFY2007. Of those youth, 74 returned for life skills training services (YILP service code) or 19 percent, this is an increase over last year of 1.3 percent; 30 youth accessed Chafee Housing services or 7.7 percent, an increase of 0.7 percent; and 21 youth accessed ETV funds or 5.4 percent, this was a significant increase of 75 percent over last year. Note that these are statistics for only those youth who aged out in FFY07. As you will note below, a total of 83 former foster youth accessed the Chafee Housing Program. This indicates that youth may wait a period of time after leaving care before returning to access voluntary ILP services as a young adult, or former foster youth may have started receiving services in a prior year and continued into the current federal fiscal year.

In addition to ILP services, a few former foster youth also accessed other services through System of Care funds and Family Based Services. Per the chart below, these other services assisted less than one percent of former foster youth per category.

**Services Provided to Youth who Exited Foster Care On or After Turning 18
years Old, FFY 2007**

Service	Description	Service Type	Number of Youth
CSKL	Skills Training/Support	System of Care	1
CTRN	Transportation	System of Care	5
CTRP	Therapeutic & Rehabilitative Services	System of Care	2
IETV	ILP Education/training scholarship	ILP	21
ILPC	Chafee Housing	ILP	30
NHMR	Family Resource Worker	Family Based Services	2
NPED	Parent Training	Family Based Services	3
REFS	Referral for Services (Mental Health Assessments or D/A Assessment)	Other	2
YILP	ILP Training	ILP	74

Chafee Housing Services:

The only ILP service that is specifically for former foster youth is the Chafee Housing Program. DHS expended \$174,111 in FFY06 Chafee Housing funds between July 1, 2006 and June 30, 2007, or 6.7 percent of the total FFY06 ILP allotment (an 11.6 percent decrease from FFY05 funding). DHS has expended \$144,563 of FFY07 funds on Chafee Housing from July 1, 2007 through April 30, 2008. Note that DHS expends the bulk of CFCIP/ILP funds in the second year of the expenditure cycle as allowed by the CFCIP grant.

The total number of youth served during FFY07 through Chafee Housing was 83, a decrease of 21 percent from FFY06. A total of 31 Multnomah County youth were served, a decrease of 24 percent from FFY06. The rest of the state served 52 youth, a decrease of 18.75 percent from FFY06. The average number of youth served per month in FFY07 was 34.25 youth, a decrease of 25 percent from FFY06. Multnomah County's average was 13.58 youth per month (+.04%), and 20.83 youth were from other counties (-.01%). Additional information on the youth served is as follows:

Age at time of Chafee Housing enrollment

FFY 2007 (10/06 – 9/07)	FFY 2008 (10/07- 3/08)
18 years old: 22 (-18.5%)	18 years old: 8 (-42.8%)
19 years old: 42 (-.023%)	19 years old: 8 (-69%)
20 years old: 19 (-45%)	20 years old: 4 (-71%)

FFY 2007: Median number of months on Chafee: 7 months
Least amount of time on Chafee: 1 month
Longest amount of time on Chafee: 22 months

One lingering reason for the decline in youth served was the clarification that ETV youth could not also access Chafee Housing funds if the costs of attendance or ETV payment included room and board expenses. However, this does not explain the 21 percent decline Oregon has experienced. There has been a significant decline in District 2 (Multnomah) of 24 percent. Again, one hypothesis is that part of this decline may be due to a shift in philosophy. Youth are expected to take responsibility for achieving their goals for transition and for staying in compliance with program expectations. This philosophy has not always been strictly adhered to. Some youth have opted out of the program instead of attempting to regain compliance. Other youth have opted to access ETV funding with plans to return for Chafee Housing services over the summer when they don't have access to financial aid. This is an area we will continue to review over the next year. Similar to the Subsidy Program, this is another area that might benefit youth if policy revisions allow one-time payments for room and board/start-up costs.

The ILP has allocated \$250,000 of FFY07 funds for Chafee Housing for the current year (July 2007 – June 2008). The FFY07 allocation is equal to 8.8 percent of the federal allotment or 7 percent of the overall ILP budget (including match). The ILP Desk anticipates maintaining this level of funding through FFY09.

Planned for FFY09:

As mentioned previously, DHS is in the process of revising ILP policy. If policy updates allow one-time start-up or emergency payments, this could significantly increase the number of youth accessing Chafee Housing services. Many youth only need or want assistance getting into their housing

– not on-going services. This may require an update to the payment process to allow payments to be issued to a landlord, instead of directly to the youth. Homeless and runaway youth service providers will be invited to participate in the five year strategic planning process.

Also see the planned activities for Chafee Areas 1 – 4 above. Former foster youth will benefit from the planned activities in all other areas of the Chafee ILP program.

COLLABORATION

The ILP Coordinator continues to collaborate with multiple agencies on a state level. The ILP Coordinator is a member of Oregon’s Workforce Investment Board’s Youth and Education Committee. This Committee was recently restructured to contain a specific make up of private and public entities. The ILP Coordinator was selected for one of two slots available for public youth serving entities. This group is in the process of defining their goals for the year.

The ILP Coordinator had been a member of Oregon’s Shared Youth Vision team. However, due to other commitments and time constraints, DHS has assigned David Cummings, Foster Care Coordinator, as the foster care representative to the Shared Youth Vision Team. The ILP coordinator will serve as the back-up for this team. Oregon was selected as a mentee state for this federal initiative. The group is hopeful that with this new support the Team will be able to gain focus and momentum in moving this initiative forward.

The ILP Coordinator continues to remain involved with Oregon’s Homeless and Runaway Youth (OHR Y) Coalition. This involvement helps to further ILP and Transitional Living Program (TLP) coordination at the state level. This has also allowed the ILP Coordinator to remain connected and informed of issues facing the OHR Y population. The ILP Coordinator did inform the OHR Y Coalition of the opportunity to apply for ILP contracts in the recent Request for Proposal process. Unfortunately, no OHR Y/TLP’s submitted a proposal. However, Portland Impact did submit a proposal in collaboration with New Avenues for Youth (a homeless and runaway youth serving agency). An update will be provided next year on this collaboration to provide neighborhood specific ILP services in Multnomah County.

DHS also continues to participate as a member of the legislatively mandated workgroup working to address the needs of homeless and runaway youth. DHS is collaborating with New Avenues for Youth on a pilot project to serve foster youth at-risk of running away.

Due to scheduling conflicts, the ILP Coordinator's involvement with the Commission on Children and Families' (OCCF) Positive Youth Development (PYD) project has been sporadic over the past year. However, the Foster Care Unit remains committed to incorporating PYD practices into child welfare services. This is reflected in the Child Welfare Procedures Manual, Chapter IV, Section 29, Youth Transitions. This document provides DHS caseworkers with step by step instructions on how to work with youth to prepare for the transition to independent living and adulthood. The Foster Care Unit has received many complements for creating a user friendly section packed with helpful tips. A copy can be viewed on the DHS website:

http://www.dhs.state.or.us/caf/safety_model/procedure_manual/ch04/ch4toc.html

The Wednesday's Child Foundation (WCF) is a private foundation that provides scholarships for children and youth related to "activities in the community that provide children with developmental opportunities." The WCF has assisted the ILP in obtaining over \$33,000 in matching funds for FY06. The WCF has allowed many foster teens to experience activities that they may not have otherwise been able to afford, i.e.: sports camps, school activities, tutoring, musical instruments, summer camps, church groups/events, etc. We look forward to continued support from the WCF.

Clackamas County's DHS Teen Stakeholder group holds monthly meetings from October through June. The "Kick-off" event is held in October of each year. The 2007 Event focused on Positive Youth Development. This gathering continues to provide an excellent forum for community partners to discuss youth issues.

Lane County now has a designated DHS caseworker as the ILP Liaison for the District. The Liaison is working with the local ILP Contractor, Looking Glass, to plan a series of workshops and presentations for DHS case workers every three months. They've also provided training for their local Citizen Review Board. DHS Districts with a designated ILP Liaison include: District 2, 3, 4, 5, 6, and 7.

The ILP continues to collaborate with the Oregon Student Assistance Commission (OSAC), and ASPIRE Program to increase awareness of postsecondary scholarships and grants available to foster youth. For further details regarding this partnership, see Section X, Chafee Education and Training Voucher.

The ILP Desk and local DHS offices continue to build upon relations with:

- Workforce Investment Act providers – by conducting trainings and sharing information regarding services and supports available to current and former foster youth.
- Juvenile Rights Project – by partnering to conduct teen related trainings to the courts, CRB, CASA and DHS staff. The JRP is a member of the ILP State Advisory Committee.
- Portland State University Research Institute – by partnering on the My Life Project and Project Success, as well as the PSU Child Welfare Partnership.
- FosterClub – DHS continues to sponsor a FosterClub All-Star, contract with FosterClub for the annual Teen Conference, and various other projects.
- National Resource Centers – accessing services and technical assistance as needed, attending ILP related conferences and convening.
- Other DHS agencies (Self Sufficiency Programs, Office of Vocational Rehabilitation Services, Seniors and People with Disabilities)
- National Independent Living Association – as a board member representing Region X.
- State ILP Coordinators – by participating in the Region X conference calls held bi-monthly or quarterly.

Most ILP Contractors report regular contact with the following entities:

- Foster parents (18 Contractors)
- College/University Systems (17 Contractors)
- DHS Districts/Branches/ILP Liaison (16 Contractors)
- Public and Alternative Schools (14 Contractors)
- Scholarship Programs (14 Contractors)
- Employment Offices (13 Contractors)
- Job Corp (12 Contractors)
- Workforce Investment Act Providers (10 providers)

Of concern is the number of Contractors reporting infrequent or no contact with the following entities:

- Tribes/Indian Child Welfare (15 Contractors)
- Vocational Rehabilitation Svcs./Youth Transition Program (14 contractors)
- Local or State Housing Boards (18 Contractors)
- Physical Health Services (17 Contractors)
- Tutoring Programs (17 Contractors)
- Transitional Living Programs (13 Contractors)
- Teen Parent Programs (12 Contractors)

Housing appeared to be the category with the least amount of Contractors with regular or on-going relationships. Contact with Oregon's Tribes or Indian Child Welfare (ICW) workers is another area that needs attention. While DHS and the ILP Coordinator have made progress in building relationships with Oregon's Tribes, it does not appear to have had an impact at the local ILP Contractor level. A detailed report of ILP Contractor contacts with community partners can be found in the ILP Annual Report Summary, Attachment A.

The Program Review Findings report also indicated a need for better collaboration with community partners. However, given caseload size, many ILP Contractor staffs do not have time to spend building relationships with community partners. HSRI stressed the need for Contractor management to assist with building these relationships. Many of the community partners interviewed were not aware of the full array of ILP services available to youth. Considering these were community partners suggested by the Contractors, this finding was somewhat perplexing.

Planned for FFY09:

Include a broad array of community partners, particularly those partners lacking connections with their local ILP Contractors, at the five year strategic planning session. Include in the strategic planning a method for improved communication between community partners and ILP Contractors.

Obtain input from the nine federally recognized tribes on how to improve relationships with the ILP Contractors.

TRAINING

DHS provided or partnered with various community partners to sponsor and conduct the following trainings:

Annual Teen Conference:

June 25 – June 28, 2007; Southwestern Oregon Community College (SOCC) campus in Coos Bay, Oregon. Attendance dropped slightly this year to 85 youth between the ages of 17 to 20. The youth enjoyed experiencing dorm-style living, a small college campus and cafeteria food. SOCC is one of three Oregon community colleges that offer dorms for students. The focus of the Conference is transition planning, education, and employment. Activities began with the FosterClub All-Stars conducting a short skit to remind youth of the expectations and rules of the Conference. Workshops included: Getting Solid (permanency), T-Time (planner), Get Educated (postsecondary information) and Milestones. Other activities included: Newspaper Fashion Show, Building Bridges (team building), The Apprentice (employment skills), Youth Speak, All-Star Panel, Independence City, Exercise/free time, and Memory Books. Overall, youth rated the conference as great to excellent.

Teen Retreats:

July 2007 – August 2007; Two in Tillamook, one in Bend, and one in Coos Bay.

Regional Teen Retreats were held for the younger youth (ages 14 – 16) during the summer 2007. The Retreats are to focus on daily living skills, decision making, and healthy relationships. Between 4 and 6 FosterClub All-Stars attended each Retreat focusing their presentations on permanency and transition plans. Additional workshops included CPR/First Aid; Self Defense, Cooking, Advocacy, Hygiene, Decision Making, and Employment (toured the Tillamook Cheese Factory and the Candy Factory). The youth also had fun activities: boating, swimming, beach sand castles, candle making, sewing, and crafts. A total of 58 youth participated (37 males, 21 females). There were 18 counties represented: Benton, Clackamas, Clatsop, Coos, Deschutes, Gilliam, Hood River, Jefferson, Lane, Linn, Marion, Multnomah, Polk, Tillamook, Wasco, Washington, Yamhill and Union. The Teen Retreats are popular with youth, Contractors, and DHS workers. They are also more flexible and are now held at various times during the year instead of just during the summer months.

ASPIRE Fall Conferences:

October 12, 2007, Ashland, Oregon;

The ILP Coordinator continues to partner with OSAC/ASPIRE to allow up to 75 DHS/ILP staff to attend the Fall Conference. This conference was originally implemented to train the ASPIRE staff and volunteers. However, for the past 3 years, the conference has been available to DHS (caseworkers, Tribes, foster parents, CASA) and ILP. The ILP Coordinator conducts a workshop for ASPIRE volunteers providing information about foster youth as well as how to assist the youth to access the Education and Training Voucher funds.

ASPIRE Foster Youth Training:

October 20, 2007, Eugene, Oregon; November 3, 2007, Portland, Oregon. ILP continues to partner with ASPIRE to provide foster youth, foster parents, Contractors and DHS/ICW workers with information about college. This year 62 youth attended the training. Due to staff turnover at ASPIRE, plans were somewhat last minute. While the information provided was good, youth found the day a bit overwhelming. Plans are underway to

revamp the training to include more hands-on activities and foster care alumni as presenters. "Save the Date: notices have already been issued. Our goal is to increase attendance by 40 percent in 2008.

ILP Specific Training

ILP and T1/T2 Transition Plan Training – provided upon request

The ILP Coordinator and ILP Liaison conducted T2/ILP trainings to assist field staff with transition planning and learning ILP eligibility and services available. Staff learned how to use the transition planning forms and involve youth in the planning process. In addition to learning what was available through the ILP, participants also learned about the expectations of youth who participate in program services. The ILP provided training as follows:

- 6/14/07 – Dist. 2 workers (in partnership with JRP)
- 11/7/07 – Dist. 5 workers with residential caseloads
- 11/16/07 – Dist. 2 Juvenile Court staff (in partnership with JRP)
- 2/5/08 – Marion/Polk Foster & Adoptive Parents, lunch training

ILP Display Booths

- 3/30/07 – Oregon Foster Parent Association Conference – Eugene
- 8/11/07 – Marion/Polk Foster Parent Picnic – Salem
- 11/8/07 – Shoulder to Shoulder Conference – Portland
- 11/29/07 – Governor's Youth Summit, Resource Fair – Portland

Provider Training – The ILP Providers continue to host a bi-monthly ILP Provider meeting. The meetings serve as a networking opportunity, training day, and include an update by the ILP Coordinator on current issues. The ILP Coordinator also conducted ten (10) trainings for new ILP provider staff. Training includes general ILP services, contract requirements (including match), referral process, ILP forms, branch contacts and an emphasis on positive youth development.

The ILP Liaison stopped providing support services to the four Contractors serving Clackamas, Multnomah, and Washington Counties. Unfortunately, when that support stopped, the meetings stopped. Recently the ILP Liaison has provided the support needed. One meeting has been held (March '08 and another one is scheduled for May '08). The Contractors have the opportunity to discuss issues specific to their urban service areas and

continue to consider these meetings useful and an appropriate use of their time.

Shoulder to Shoulder Conference: November 8, 2007, Portland

There were multiple teen related workshops offered during the conference: Saving F.A.C.E. Approach to Finding Permanent Homes for Every Teen in Our Care; What Parents Need to Know about the IEP Process; Seeing Through the Silence: Girls' Unique Pathways to Addiction; The "Decade of the Brain" Came and Went; Statewide Children's Wraparound Initiative; The Opportunity of Job Corps; Judges Panel; Recognizing Depression in Oregon Youth: A Key to Suicide Prevention and Good Health; Benefits & Risks of Mentoring for Vulnerable Youth; Homeless & Runaway Youth Panel – New Avenues for Youth. Plans for 2008 include having OSAC/ASPIRE present a workshop and staff a display table.

Supervisors

Oregon is participating in the Preparation for Adulthood – Supervising for Success project. The goal is to develop curriculum for supervisors that will strengthen staffs' interventions with older youth who are in foster care and/or independent living programs. As part of this project, three youth and four adults participated in creating Digital Stories in late August, 2007. The Digital Stories will be a component in the overall supervisory training. Oregon's Digital Stories made their debut on January 25, 2008, at a video conference across the state. Each storyteller was presented with a certificate of appreciation for sharing their stories with Oregon workers. Additional information regarding the Preparation for Adulthood – Supervising for Success project is located in Section III, Program Support.

District 2 Teen Worker Quarterly Meetings

Topics include: March 01, 2007: Oregon Safety Model: Accessing Mental Health Services for Adolescents; June 14, 2007: Oregon Safety Model: Application to Adolescent Caseloads; October 04, 2007: Oregon Safety Model: Application to Adolescent Caseloads; 02/28/08 Oregon Safety Model and ILP Updates from The INN Home.

Miscellaneous Training on Teens and Adolescents:

Training provided on teen/adolescent issues from October 1, 2006 through September 30 2007 and October 01, 2007 through March 30, 2008.

Transitioning Teens Conference – April 2007, Eugene

The ILP Coordinator and a Foster Care Coordinator attended the Conference on transitioning teens. Various topics were discussed, including ILP services. The ILP was able to pass out a document detailing ILP services and eligibility.

Building Futures Conference – May 15, 2007, Tigard

This conference provided information regarding disabilities services and inclusion of students with special needs. PSU presented on their My Life Project with a panel of foster teens. The ILP Liaison assisted with this presentation.

Marion County CRB Conference – May 19, 2007, Salem

The ILP Coordinator presented information regarding ILP services and transition planning requirements. Teri Shultz, Nurse – Foster Care Unit, presented on psychotropic drugs and the effects on children and teens.

Coalition for Equal Access for Girls - July 25, 2007 the ILP Liaison participated in a discussion on transition services and resources for girls leaving residential care.

PAVE: Career Training Program provides training in customer service, the hospitality industry, and business services. PAVE works with New Avenues for Youth a transitional living program for homeless and runaway youth in Portland. Orientations are held every Tuesday. Opportunity is open to foster youth.

2007 Legislative Road Show was held throughout the State during 2007. Oregon's 2006 FosterClub All-Star was a featured speaker. The "road show" focused on DHS' new responsibilities due to several new laws being passed.

Marion County Citizen Review Board Annual Conference: The ILP Coordinator presented a 1 1/2 hour workshop on the Independent Living Program and Comprehensive Transition Plans on May 19, 2007.

Hoffman Construction Company sponsored a 6 hour job fair recruiting men and women interested in starting a construction career on June 6, 2007. Notice of this job fair was sent to all ILP Contractors and DHS SOC Teen Experts.

OSU Extension 4-H Youth Development and Oregon ASK presented a series of three 1 day workshops in June, July, August, and September in various cities in Oregon on Positive Youth Development with 4-H After school Resources. Several ILP Contractors attended these trainings.

Oregon ASK presented two separate trainings on Service Learning 101 on June 12 and June 14, 2007. ILP Contractors also attended these trainings.

Latino Style Olympic Summer Camp 2007 was held July 24 – 28. While the Camp was focused on 6th – 8th graders, teens were invited to participate as Camp Counselors. Topics covered were Environmental Engineering, Engineering, Natural Resources, Culture, Health, Education, Technology, College Information and Sports. This opportunity was shared with all DHS Districts and ILP Contractors.

Supporting Adolescent Success Training Summit was sponsored by the Juvenile Rights Project and Portland State University and held on July 31, 2007 in Salem, Oregon. Topics covered included “Building Relationships”, “Unique Needs”, “Cultural Considerations”, “Transitions”, and “Brain Development”. A youth panel also presented at the end of the conference. For further details regarding the curriculum for this conference see the Children’s Justice Act Grant: Final Report at http://www.oregon.gov/DHS/children/committees/cja/teensproject_final.pdf.

No Such Thing as a Bad Kid was held on July 31 in Medford and August 3 in Coos Bay. Presenter was Charlie Appelstein, MSW. The workshop was sponsored by Rogue Valley Medical Center and Jefferson Behavioral Health.

Parenting classes specifically for parents of adolescents were offered by Host Youth and Family Program on September 28 and October 1, 3, and 5th 2007 in Salem, Oregon. Notice of this training opportunity was sent to District 3 staff and ILP Contractors.

Foster Children Support Group was held Tuesday and Thursday beginning October 1, 2007 in Marion and Polk County.

Transition Planning and ILP was a VCON training provided by the ILP Coordinator on November 15, 2007. This training was provided for DHS and ILP workers in Eastern Oregon. This was the first such training

conducted by the ILP Coordinator. This was found to be a good alternative for outreach during the winter months when travel can be hampered due to severe weather conditions.

Juvenile Law 2008: Eyes on the Child was sponsored by the Oregon State Bar Juvenile Law Section and held on February 8, 2008. The ILP Coordinator co-presented a workshop with a Juvenile Rights Project attorney on “Improving Planning for Youth Transitioning from Foster Care”.

Oregon Association of Vocational Special Needs Personnel 2008 Conference, February 22 – 23, 2008, Hood River, Oregon. This two day conference focused on youth who are eligible for services through the Office of Vocational Rehabilitation Services. The ILP Coordinator conducted a one hour workshop “Getting Ahead with Independent Living Program Services for Foster Youth”. This was a group that had never received ILP training. The workshop was well received and given high marks on evaluation forms. This is a connection the ILP Coordinator hopes to maintain. A goal will be to expand knowledge of this conference to ILP Contractors and DHS staff.

Women in Engineering Day sponsored by Oregon State University, April 3 and 4, 2008 provides young women in high school with an opportunity to learn more about the many opportunities in engineering. This opportunity was shared with ILP Contractors statewide.

ILP Netlink Classes will now be held for new DHS workers. Previously, the ILP Coordinator provided a 50 minute cracker barrel session during Core Training. However, when Core Training was adjusted to meet the needs of the Oregon Safety model, the ILP session was dropped. Therefore, the ILP training previously provided in-person, will now be available via a 90 minute netlink class. The first netlink was held April 17, 2008. The class will provide participants with information on making referrals to the ILP Contractor in their area, services the Contractor may provide, and the forms necessary to access services. In addition, participants will learn what their role is in the ILP process as well as their responsibility in creating a transition plan with youth on their caseloads.

“Fostering Hope” a film by Ralph Cunningham was shown on March 11, 2008 in Salem, OR. The film is described as “an appreciative inquiry into the hopes, dreams and challenges of our foster children and those who care

for them, focusing on foster youth and community leaders in Marion County.”

The **Clackamas County Teen Stakeholders** put together a list of youth activities for the summer of 2007. The group has also created a list of resources for youth with drug and alcohol issues and teen parents. The local ILP Contractor attends these monthly meetings on a regular basis. The ILP Liaison has also presented to the group on ILP services.

Portland State University Child Welfare Partnership Training (related to teens and teen issues):

Teens: Making a Connection

Teens and Depression

Raising Responsible Teens

Understanding Sexual Behaviors in Youth Ages 10 – 18 (2 sessions)

Adolescent Depression and Suicide Prevention (2 sessions)

Family Life Skills

Adult, Child and Infant CPR (6 sessions)

Infant to Adult First Aid/CPR (7 sessions)

Please review Section III, Program Support for further details regarding future plans for adolescent related training for caseworkers and foster/adoptive parents.

Camp-to-Belong Northwest:

June 18 – 22, 2007, Idaho

Each year the ILP provides \$500 per foster youth, between the ages of 14 – 20, for a maximum of \$10,000 to support sibling connections. The funds assist with registration and travel costs. The ILP also provides flyers and other resources for teens regarding Chafee ETV funding. These resources are used during the older teens’ transitions training day each year.

ILP Contractor Staff Training:

The two categories of training attended most frequently by ILP Contractor staff were cultural diversity and mental health/disabilities. Eight Contractors reported sending staff to national ILP conferences (Pathways, My Life, Daniel). Five Contractors sent staff to Oregon’s Shoulder to Shoulder

Conference. The Shoulder to Shoulder Conference is Oregon's largest child welfare conference. See the ILP Annual Report Summary, Attachment A, for further details regarding ILP Contractor staff training.

Planned for FFY09:

The ILP Desk plans to continue funding for the following annual conferences and trainings: Teen Conference, Teen Retreats, Native Teen Gathering, the ASPIRE Regional Training, and Camp-To-Belong. The ILP Coordinator will continue to work with community partners to collaborate on training opportunities whenever possible. The ILP would like to increase the opportunities for youth to serve as co-presenters or to participate in youth panels at trainings and conferences. This will require a plan for payment to youth for their time.

TRUST FUNDS

DHS does not use Chafee dollars to create trust funds.

YOUTH INVOLVEMENT

DHS involved youth in the **CFSR** in multiple ways. Primarily, youth were engaged as focus group participants. DHS also involved a youth to provide a pre-focus group orientation to the teen focus groups. A young lady from Klamath Falls was able to travel to each CFSR review site and provide a brief orientation to the youth. She explained why the CFSR review team was there, types of questions the reviewers would ask, and explained how important the teens input was to the CFSR process. All parties involved were pleased with the youth involvement.

The Human Services Research Institute's (HSRI) contract required youth to be included as part of the **Program Review Teams**. Each youth review team member was paid a stipend of \$100 per review plus per diem reimbursement. The first reviews were conducted in April, 2007. All reviews were completed by March 2008. HSRI felt that ILP clients were more willing to participate in the focus group because the youth reviewer led these discussions. Youth reviewers provided good comments during the review process and follow-up questions. Interviewees (teens and adults) appreciated the opportunity for youth involvement on the review team.

As mentioned above, a component of the program reviews were **youth focus groups**. For the most part, youth were satisfied with the services provided. Youth mentioned the following strengths of the ILP Contractors: they feel respected by ILP staff, they trust ILP staff, enjoy ILP activities, they have gained skills to make the transition from foster care, enjoy camaraderie of peers, are provided support while being held accountable for making progress, ILP staff are responsive to youth's needs and concerns. HSRI reported that a testament to the success of the program is that youth often come back for ILP services after they leave DHS custody. Youth may not have been engaged as younger teens, but are aware of the program and are interested in the benefits the program can offer.

Four ILP Contractors have "official" **youth advisory councils (YAC)** who help determine special activities and programming. All ILP Contractors ask youth for input either formally (survey) or informally (during classes or one-on-one discussions with youth). The HSRI Program Review Findings recommend the ILP consider developing a systematic client satisfaction survey for all ILP Contractors. HSRI further recommended that a satisfaction survey be distributed on a regular basis (annually or bi-annually) to all ILP clients and other stakeholders, including caseworkers and foster parents. This would provide each Contractor with insight into what is working well and what could be improved in their programs.

DHS has made a commitment to sponsor a **FosterClub All-Star** position each year. Oregon's All-Stars have made significant contributions to child welfare and ILP trainings. Oregon's All-Stars have been involved in presentations to the Oregon Legislature, the nation's capitol, and various conferences around the country and within Oregon.

Oregon's former All-Stars have been the driving force behind the newly formed **Oregon Youth Advisory Council (O-YAC)**. The O-YAC currently consists of 10 youth ranging in age from 17 to 24. The ILP Coordinator, two ILP Contractor staff (Diane Egger, Inn Home; Jenny Burt, Tillamook YMCA) and two other ILP State Advisory Committee members serve as the adult supports to the O-YAC. The group is currently working on their mission Statement and defining the projects they would like to implement. Several O-YAC members were to attend a youth leadership summit held May 10, 2008. Results of the summit will be discussed in next year's report. Additional leadership training is planned for the O-YAC. The O-YAC also plans to participate in the Annual ILP Teen Conference and share

information on the opportunity to participate in O-YAC with the youth in attendance. The O-YAC consists of a group of energetic, enthusiastic, educated youth and young adults who have a passion for improving the foster care system.

In March 2007, a survey regarding postsecondary educational needs was emailed to teens who had applied for the Chafee ETV grant. The survey was distributed to over 150 youth. See Attachment C, 2008 Survey of Chafee ETV Applicants/Recipients, for details of responses.

MEDICAID OPTION

DHS is not implementing the Chafee Medicaid option. Teens under the age of 18 are considered a child by the Oregon Health Plan (OHP). Depending on a parent's income, most former foster children are able to obtain OHP coverage.

While former foster youth/young adults have been designated as a special population for the Oregon Health Plan (OHP), former foster youth must still meet certain eligibility criteria and strict deadlines for enrollment. A former foster youth who is a young adult must apply within a month of their last substitute care placement to continue to receive a medical card. Youth must also meet all OHP eligibility requirements (including an income cap of approximately \$800). If a youth does not apply within the timelines stated, they will go on a waiting list with the general population. Currently the general population is being added through a lottery process for a limited number of slots.

Planned for FFY09:

As a result of the Survey outcomes provided by ETV applicants/recipients, the Foster Care Unit will ask DHS to revisit the decision to decline implementation of the Chafee Medicaid Option. Sixty-two percent of the youth responding to the survey indicated "help signing up for health insurance" as a service they hope foster youth will have access to in the future.

TRIBAL CONSULTATION

The ILP Coordinator continues to work on building relationships with Oregon's nine federally recognized Tribes. The ILP Coordinator is a participant at the ICWA Quarterly Meetings between DHS and the Tribes. The ILP has allocated each Tribe \$1,400 in ILP Discretionary funds each year to assist any Native American teens with items or services necessary to achieve their goals for transition. The ILP Coordinator routinely notifies the Tribes of the amounts remaining and how to expend the funds. Each Tribe has also been informed that eligible youth may be referred directly to the local ILP Contractor for services.

Native Teen Gathering – August 15-18, 2007, Warm Springs Reservation
The Confederated Tribes of Warm Springs hosted the Native Teen Gathering. There were a total of 66 participants throughout the Gathering. Fifteen youth were ILP enrolled or eligible and 32 youth were not ILP members. There were 19 adult chaperones or volunteers who also attend or assisted with the Gathering. Workshops included: “Love Yourself” – youth learned about personal hygiene, self-love, sexuality, and safety; “Go with the Flow” – money management, controlling your finances; “Huffing” – what it is and dangers of doing it; “Hip, Cool, Violence Free” – a powerful teen video was shown relating to risk factors that promote violence, protective factors that prevent violence; “A does of Good Medicine” – diabetes education and awareness, why exercise is important, “It’s a Guy Thing” – rites of passage (males); “Oops! I left my childhood behind!” – rites of passage (females); “Job Hunting for the Beginner”; “Preppy really means preparation” – college information; “Beep! Beep! Driver’s Education” – interactive trust building activity to learn about driving; “Meth Prevention”; “Small steps today, good life for tomorrow” – taking care of yourself; “Grief/Loss” – coping with loss, cycle of grief, moving on. Youth also participated in crafts and recreational activities. A highlight of the Gathering was the Weycha! Pow-wow! A drumming group and singers kept the group entertained. Hoop dancers also performed amazing feats. All were welcome and included in a group dance. The workshop evaluations ranged from excellent to mediocre. The one session that was rated on the poor side was the money management workshop – comments suggested more interaction or hands-on activities for the youth, not just lecture. Overall the Gathering received high marks from youth participants.

During debriefing discussions, the following areas were identified as needing consideration during planning for the next Native Teen Gathering:

- Supervision was difficult given the location. The Gathering was held in Warm Springs at the Agency Longhouse. While this was conducive to increasing local youth attendance, it made it more difficult to supervise as local youth could come and go while teens spending the night were required to remain on Longhouse grounds.
- Warm Springs Coordinators were difficult to keep track of. Warm Springs had excellent participation from their Tribal members. However, the Warm Springs staff did not always inform the group when key contacts changed, i.e.: initial group leader was not there on the second night and none of the visiting adults were made aware of the switch in staff.
- Lodging lacked adequate showering facilities. Only one shower for approximately 15 people.
- As noted by the number of participants above, there appeared to be large numbers of non-ILP eligible youth in attendance. This is a potential cost sharing concern as ILP dollars should fund only the costs for eligible youth. Tribes were to pay a fee for non-ILP youth to participate. A process needs to be implemented to ensure this is occurring.

09/26 - 27/07 - Indian Child Welfare Act Conference: Empowering Families Through a Circle of Tradition and Culture, Kan-Nee-Tah High Desert Resort and Casino. The ILP Coordinator has also become a regular presenter and participant at the Annual ICWA Conference. The ILP Coordinator makes herself available during the “cracker barrel” sessions to assist the presenter(s) should technical questions arise. This year’s conference included a Pre-Conference Gathering titled: Papasamxnash, Wichatkgma and Nanumedooe (Communication, Listening & Relationships). The training was located at The Museum at Warm Springs. As determined by the ICWA Representatives several years ago, the DHS contracts with the Confederated Tribes of Warm Springs and the Native American Youth and Family Center (NAYA) for Native American specific ILP services. All other ILP eligible Native American teens are served by the local ILP Contractors.

Planned for FFY09:

Involve each Tribe in the five year strategic planning process this next year. Notices will be sent and a personal invitation will be made via telephone to each Tribe. Obtain input from the nine federally recognized tribes on how to improve relationships with the ILP Contractors.

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 are being made 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.

FFY2006 – Final Expenditures

Following is Oregon's accounting of funds expended from July 2006, through September 30, 2007:

ILP Budget

FFY2006 HHS ILP Grant Funds (Basic Allocation)	\$2,595,316
FFY2006 ILP State Match (Contractors/DHS SOC/Other)	<u>\$ 648,829</u>
TOTAL SUPPORT/REVENUE	\$ 3,244,145
(1) ILP Desk Salaries and OPE	\$ 113,290
(2) Supplies & Equipment	\$ 213
(3) Travel, Training, Materials, and Publications	\$ 43,463
(4) Annual Teen Conferences	\$ 59,823
(5) State Advisory Board	\$ 1,853
(6) ILP Contractor Payments (includes Basic, Additional Match Funds, and value of Contractor Generated Match)	\$2,543,134
(7) DHS Match (System of Care, and other)	\$ 195,089
(8) ILP Discretionary Funds (including voluntaries)	\$ 48,847
(9) Chafee Housing (7% CFCIP allot., 5% of expenses)	\$ 174,111
(10) Program Reviews	\$ 44,440
(11) Special Projects (CTB, FC All-star, Pathways, NILA)	<u>\$ 19,882</u>
TOTAL EXPENDITURES	\$ 3,244,145

FFY2006 HHS ETV Grant Funds (Basic Allocation)	\$ 886,526
FFY2006 ETV State Match	<u>\$ 221,632</u>
TOTAL SUPPORT/REVENUE	\$ 1,108,158
(1) ETV Scholarship Awards via OSAC	\$ 758,141
(2) ETV Disbursements via DHS Service Delivery Areas	\$ 48,531
(3) Outreach and Other (including OSAC Admin)	\$ 32,036
(4) Staff, .5 FTE	\$ 47,818
(5) In-kind sacs./supplies	<u>\$ 221,632</u>
(OSAC/ASPIRE/FosterClub/FFC Scholarship)	
TOTAL EXPENDITURES	\$ 1,108,158

FFY2007 – Projected Expenditures

Following is Oregon’s current budget indicating the anticipated amount of ILP and ETV FFY2007 funds to be expended from July 2007 through September 30, 2008:

ILP Budget

FFY07 HHS ILP Grant Funds (Basic Allocation)	\$2,844,837
FFY07 ILP State Match (Contractors/DHS SOC/Other)	<u>\$ 711,209</u>
TOTAL SUPPORT/REVENUE	\$ 3,556,046

Expenditures:

(1) ILP Desk Salaries and OPE	\$ 132,000
(2) Supplies & Equipment	\$ 1,000
(3) Travel, Training, Materials, and Publications	\$ 108,000
(4) Annual Teen Conferences (Retreats/Gathering)	\$ 60,000
(5) State Advisory Board	\$ 2,000
(6) ILP Contractor Payments (includes Basic, Additional Match Funds, and value of Contractor Generated Match)	\$2,572,559
(7) DHS Match (System of Care, and other)	\$ 211,209
(8) ILP Discretionary Funds (including voluntaries)	\$ 70,000
(9) Chafee Housing Services	\$ 250,000
(10) Program Reviews	\$ 31,000
(11) Special Projects (CTB, YAC, All-Star, excess to ETV)	<u>\$ 118,278</u>
TOTAL EXPENDITURES	\$ 3,556,046

FFY07 HHS ETV Grant Funds (Basic Allocation)	\$ 975,521
FFY07 ETV State Match (* required to access full federal allotment)	<u>\$ 243,880*</u>
TOTAL SUPPORT/REVENUE	\$ 1,219,401

(1) ETV Scholarship Awards via OSAC & Admin. Fees	\$ 876,731
(2) ETV Disbursements via DHS Service Delivery Areas	\$ 36,790
(3) Outreach	\$ 40,000
(4) Staff, .5 FTE	\$ 22,000
(5) In-kind services/supplies (OSAC/ASPIRE/FosterClub)	<u>\$ 243,880</u>
TOTAL EXPENDITURES	\$ 1,219,401

Section X. Education and Training Vouchers (ETV)

PROGRAM ADMINISTRATION:

The CAF ILP Desk administers the ETV program, in collaboration with the Oregon Student Assistance Commission (OSAC). ETV grant applications are submitted to the ILP Desk. The ILP Desk determines eligibility and forwards all eligible applications to OSAC. OSAC works with the schools to determine need and issue the ETV funds to students. The bulk of the ETV funds are expended through the grant process.

Youth with an open DHS case are able to obtain a small amount of ETV funds through their DHS caseworker. The ETV funds available through a Voucher Request (CF78A) is considered a “gap-fill” process to hold the youth over until a grant application can be submitted and processed. A youth must complete the ETV application process to receive the remaining ETV funds available. Under no circumstances is a youth allowed to access more than \$5,000 per academic year.

ACCOMPLISHMENTS AND PROGRESS ACHIEVED:

The ILP continues to collaborate with the Oregon Student Assistance Commission (OSAC), and ASPIRE Program to increase awareness of the scholarships and grants available to foster youth. This has proven to be an excellent partnership. OSAC continually strives to streamline the process and increase access for Oregon’s foster youth.

Application Process:

The ILP Desk has worked with OSAC to draft a simplified two-page, electronic application. The entire application and awarding process has also been streamlined. Youth must now submit their application electronically. There is an option for youth to request a paper application. However, this will only be granted for cases where additional documentation may be required to verify eligibility (i.e.: out-of state youth now residing in Oregon). Electronic applications eliminate the need for manual entry into the OSAC database – eliminating errors, and cutting costs by eliminating staff required to manually enter data. An added change with this new application process

is the name of the program – now referred to as the Chafee Education and Training Grant (ETG).

Awarding Process:

The OSAC switched to electronic notification of eligibility to the schools for the 07-08 academic year. Schools have access to a Portal to view the names of students that have indicated, on the OSAC and ETG applications, that school as the institution they will be attending. The Portal contains information on Chafee, as well as FAFSA and Oregon Opportunity Grant eligibility. OSAC is able to update this Portal as soon as new information is available (new application is processed, adjustment is needed to award, etc.) Using the Portal, OSAC informs the school of the maximum amount a youth is eligible to receive. The school then takes this information into consideration when packaging a youth's financial aid. The ETG award is listed on the school's financial aid notice. As this was the first year of this process, some delays continued to plague youth waiting for their awards. We are hopeful that schools are now on board with the new procedures and delays will be minimal during the 08-09 academic year.

Information Sharing:

OSAC just implemented a shared data base that allows the ILP Desk to view and update a youth's eligibility status, ETG funds issued by DHS, and to view the amount of each student's ETG award issued by OSAC. We are uncertain if this will eliminate the need for a duplicate tracking system by the ILP Desk, as we have additional needs to manipulate the data for reporting purposes. However, it does allow ILP Desk staff to provide real time information to caseworkers, ILP Contractors, and the youth. The new process will save staff time for both OSAC and DHS by eliminating the need to call or email each other to request information on award status.

Contacting ETG Applicants:

The ILP Coordinator began collecting email addresses of youth who applied for the Chafee ETG. The ILP Desk is using the information in a variety of ways: to stay in contact with youth; provide youth information regarding new scholarships; advise youth of employment opportunities; and to ask youth for their assistance. OSAC and DHS created a survey to learn more about the struggles of youth attempting to continue their education. The ILP

Desk email a link to a 5 question survey (using SurveyMonkey) and asked youth to take just a few minutes to complete the survey. We were very pleased with this first attempt to tap into this population's knowledge. The survey is included as Attachment C (2008 Survey of Chafee ETV Applicants/Recipients).

The information from this survey is being used to formulate ideas for the ILP and OSAC/ASPIRE to improve services and supports to this population. OSAC has put forth a request to their board of directors to fund a position that would conduct outreach to every student receiving an ETG award. The position would provide useful tips, reminders about deadlines, provide the student assistance with locating needed services or supports, and be someone the youth could call with questions. We are hopeful that this position will be funded.

One area that was lacking this year due to ILP Support staff turnover was the annual ETG informational mailings to school districts, colleges, universities, and vocational/training schools. Outreach and informational mailings to organizations that former foster youth may frequent (Self Sufficiency Program, Employment Department, Vocational Rehabilitation Services, Transitional Living Programs, etc.) also suffered this year, due to support staff turnover.

DREAM Scholarship for Foster Youth:

The ILP Desk and OSAC continue to inform the public about the DREAM Scholarship which is funded by private donations. The DREAM scholarship is available for those foster youth and former foster youth who may not meet the criteria for the Chafee ETG. The ILP Coordinator worked with FosterClub to update the outreach materials to include a reference about the DREAM Scholarship. OSAC has also made a request to their funders group to consider making the DREAM Scholarship a priority. The DREAM Scholarship also received support from an unexpected source this year. The Advanced Leadership Program (ALP), Pendleton section, made increasing awareness of the DREAM Scholarship their class project. Further details will be provided in next year's report.

College Night in Oregon:

November 19, 2007

Six community colleges around the state participated in this event. College Night in Oregon was a collaborative effort between OSAC, ASPIRE, Oregon GEAR UP and the Education Credit Management Corporation (ECMC). Any student of any age could attend the event. Topics included choosing the right college; financial aid and scholarship programs; avoiding scams; and completing and filing your FAFSA application. All DHS offices, ILP Providers, Tribes, TLP's, CASA's, and other community partners were informed of this opportunity to receive assistance for their students.

Oregon Opportunity Guides:

The ILP Desk ordered copies of the 06-07 and 07-08 editions to distribute to ILP Contractors, DHS offices, and the Tribes. The Guide is a fact-filled repository of information about Oregon's postsecondary education institutions including community colleges, universities, vocational and trade school. Included are topics such as "Choosing the Right College for You"; "The College Application Process", "The Financial Aid Process", and "Resources". The Guide is Oregon specific and is available in Spanish.

The TRiO DSSS program is available through Oregon's postsecondary education institutions (2 and 4 year colleges). Many of Oregon's foster youth who go on to college are eligible for this program. The ILP Desk staff is providing information, as it becomes available, to DHS/ICW workers, ILP Contractors as well as directly to youth.

January 24, 2008, the DHS Foster Care Unit hosted a presentation by the **Oregon Opportunity Grant program** to inform DHS employees about the changes in this financial aid program. The neediest students will now receive more assistance than ever through this grant. Foster youth are expected to benefit from the new awarding methodology.

Oregon Association of Financial Aid Administrators (OAFAA) Conference: February 3 – 5, 2008

The Oregon Student Assistance Commission (OSAC) presented on the changes DHS had made in the ETG application process. OSAC also

reminded attendees of the availability of schools to view eligible students electronically via the OSAC Portal. This should decrease the amount of time it takes for a youth's financial aid package to be calculated and any refunds issued.

Oregon uses the academic year as the time frame to ensure no youth receives more than \$5,000 per year (varies by school; September – August, or July – June). This creates an issue when attempting to report statistics which are tied to the federal fiscal year (October – September), as the time frames overlap and dollars from two fiscal years may fund one academic year. Therefore, DHS will provide award details by academic year, as noted below.

06-07 Academic Year:

ETG OSAC Scholarships: 152 (+13%) for a total of \$666,123

ETG DHS Vouchers: 56 (-33%) for a total of \$50,610

(of the 56 vouchers issued, 26 youth also received scholarship funds)

Total ETG Awards: 182 (+3.4%) recipients for a total of \$716,733

First Time Recipients: 117 (did not receive 05-06 academic year funds)

Following is a breakdown of the \$50,610 in DHS Voucher funds issued:

Tuition: \$30,402 Room & Board: \$5,315 Lab Supplies: \$0

Fees: \$4,088 Housing Start-up: \$575 Spec. Equip: \$2,698

Books: \$5,390 Transportation: \$1,904 Tutor: \$0

Other: \$238 (may include day care, medical insurance, moving costs, loan repayment, etc.)

07-08 Academic Year:

(Data not final - additional Spring and Summer term awards may be made.)

ETG OSAC Grants: 178 (+17%) for a total of \$826,301

ETV DHS Vouchers: 43 (-23%) for a total of \$24,708

(of the 43 vouchers issued, 19 youth also received grant funds)

Total ETV/ETG Awards: 202 (+ 11%) recipients for a total of \$851,009

First Time Recipients: 99 (-15%) (did not receive 06-07 academic year funds)

Following is a breakdown of the \$24,708 in DHS Voucher funds issued:

Tuition: \$14,183 Room & Board: \$2,225 Lab Supplies: \$0

Fees: \$1,388 Housing Start-up: \$1,388 Spec. Equip: \$894

Books: \$4,283 Transportation: \$328 Tutor: \$0

Other: \$19 (may include day care, medical insurance, moving costs, loan repayment, etc.)

Note: Data for 07-08 Academic Year is as of 4/21/08. We will continue to finalize these numbers as we receive data from OSAC and process vouchers.

08-09 Academic Year: No scholarships have been issued for the 08-09 academic year. However as of April, we had received 280 ETG applications of which 237 are for eligible applicants. Five youth have accessed DHS Vouchers for tuition deposits (\$300), school application fee deposit (\$720), and dorm deposits (\$390) for the Fall of 2008.

In last year's report, Oregon set a goal that 60 percent of the eligible applications would complete the awarding process for the 06-07 academic year. We achieved a 55 percent awarding rate for the academic year. For the 07-08 academic year 434 applications were received through April 2008, of which 365 applications were for eligible youth. Of those 365 eligible applicants, we awarded 202 of them for a percentage of 55.35. However, that does not include new students receiving first time awards for Spring term. It is anticipated that Oregon will meet our goal of a 60 percent award rate for the 07-08 academic year.

Oregon was able to increase the overall number of youth receiving ETV funds by 33 percent for academic year 05-06, 3.4 percent in 06-07, and 11 percent so far for 07-08. It appears that the significant increases we have seen since 2003 are beginning to level off. There are a few reasons this may be occurring:

- Outreach has peaked and the majority of former foster youth wanting to access ETV/ETG have done so.
- Number of youth aging out of care is beginning to decline, therefore so are the number of new ETV/ETG recipients.
- Some youth are opting to access Chafee Housing first, before applying for ETV/ETG funds.

For academic year 07-08, the majority of the increase was due to more youth accessing ETG scholarships through OSAC, a 17 percent increase over the prior academic year. Youth accessing ETV funds through the DHS

Vouchers decreased by 23 percent for academic year 07-08. This indicates that more youth are planning ahead and submitting an OSAC application instead of making a last minute decision to continue their education and training. DHS was able to achieve the goal of decreasing the need to access ETV funds through the use of DHS Vouchers. While the ILP does not anticipate eliminating the Voucher process, the goal continues to be to decrease the need to access ETV funds via the Voucher process.

Oregon has also seen a significant increase in our retention rates this year. Retention for the 06-07 academic year was 36 percent (of the 182 recipients, only 65 were continuing students). To-date for 07-08, the retention rate is 51 percent (of the 202 recipients, 103 were returning students). This is a significant accomplishment. It would appear that the various outreach efforts, preparation provided by ILP Contractors, and training opportunities provided by OSAC/ASPIRE, DHS/ILP, ECMC, and GearUp are making a difference.

DHS anticipates awarding ETG funds to approximately 225 youth for academic year 08-09. While the increase in ETG recipients is good news, the bad news is that the ILP is no longer able to fund awards at the maximum of \$5,000. We have made a decision to lower awards to a maximum of \$4,000 per student in an attempt to continue serving as many students as possible. This may result in some students being denied ETG awards. It is our hope that through continued training regarding access to other scholarships and grants, this decrease in assistance will not have a negative impact on our foster youth.

DHS issued payment to OSAC for administrative fees for processing scholarship payments as follows: \$98,702.82 with FFY06 funds and \$80,538.22 with FFY07 funds (to date). OSAC continues to track non-federal dollars awarded to ETG scholarship recipients. These funds are used to help meet the ETG grant match requirement. In-kind services and supplies from the ASPIRE projects will also be used to meet the match requirement.

UPDATED GOAL AND OBJECTIVES:

Increase support to youth enrolled in postsecondary education or training programs:

- Work with OSAC to fund an ETV Resource staff – someone who can conduct outreach to ETV recipients and provide support, information and referral.
- Continue to survey ETV recipients to determine services most beneficial to them (800 line, Resource Staff, etc.).
- Revisit the Chafee Medicaid option.
- Locate additional funding for foster youth grants and scholarships.

Increase collaborations and relationships with financial aid administrators:

- Continue participation at the OAFAA annual conference.
- Research additional avenues to increase financial aid officers' knowledge of foster youth needs and funding options.
- Reinstate annual ETG informational mailings to school districts, colleges, universities, and vocational/training schools
- Reinstate outreach and informational mailings to organizations that former foster youth may frequent (Self Sufficiency Program, Employment Department, Transitional Living Programs, etc.).

SERVICES TO BE PROVIDED

ILP Contractors will continue assisting youth with completing necessary paperwork for enrollment in postsecondary education or training programs, financial aid, and scholarship applications. ILP Contractors will also provide college tours as needed.

DHS will continue contracting with OSAC to award ETG grants to eligible youth. DHS will continue to partner with OSAC and ASPIRE to continue

the ASPIRE Regional Training, Fall Kick-off Conference, Road Map to College pocket calendars, ASPIRE foster youth website, and compilation of other non-federal grants and scholarships awarded to Oregon's foster youth. DHS will continue funding the voucher process for accessing ETG funds (requests submitted by the DHS worker). This has been a valuable tool to assist youth with immediate postsecondary needs.

The ILP Coordinator and ILP Liaison will continue training DHS staff regarding the ETG and other postsecondary financial aid options available to foster youth. The ILP Desk Staff will continue to find creative ways to outreach to foster youth, foster parents, and community partners to expand the awareness of the services and funding available to foster youth pursuing postsecondary education or training.

The one new service we are hoping to implement is the ETV Resource staff. This will depend on the OSAC budget package that is approved by the legislature.

POPULATION AND GEOGRAPHIC AREAS TO BE SERVED:

All youth residing in Oregon who meet the following eligibility criteria are able to obtain ETG services:

Youth, age 14 or older, in foster care with DHS or a federally recognized Tribe;

Youth adopted from the foster care system at age 16 or older;

Youth who were in foster care with DHS or a federally recognized Tribe for at least 180 days after the age of 14.

Youth must be receiving ETG funds by their 21st birthday; if actively participating in the ETG at age 21, funding may continue through the term or semester the young adult turns age 23.

When necessary, Oregon will provide services to an Oregon eligible youth who is attending an out-of-state school. Youth are encouraged to obtain ETV from the state in which they are residing. If the local state is not willing to assist an Oregon former foster youth, Oregon will provide ETV services.

As noted above, the maximum amount of ETV/ETG funds now available to students is \$4,000 per academic year.

Attachment A

ILP Annual Report Summary Page

ILP Contractor Annual Reports: July 1, 2006 through June 30, 2007

Youth Served

816	Youth contracted to serve	3 Contractors did not report:
799	Youth currently being served	Inn (Douglas)
1384	Total youth served contract year	Woody Koenig Confid. Tribes of Warm Springs

Wait list

9	No	161	Average number of youth on list for past year
9	Yes		Average length of time a youth on the wait list before being served (in days)
		194 days	6.5 months

Outcomes

215	Graduating with regular diploma
31	Obtaining a GED
23	Graduating with Modified Diploma
110	Accessing ILP housing
458	Employed
806	With improved daily living skills
16	Participating in post secondary education / training

Accessing ILP Services

14	Individual orientations at time of referral
5	Group orientations at time of referral
1	Group orientations prior to referral
2	No orientations required

Youth Involvement / Youth Influence

2	Formal Youth Advisory Committee/Council
2	Informal Youth Advisory Group
13	Youth Surveys
15	Youth involvement / influenced activities

Class Schedule

7	Monthly	6	Weekly
7	ILP Office	5	ILP Office
1	DHS Office	1	DHS Office
3	Foster Parent Home	0	Foster Parent Home
1	High School	0	High School
1	Library	0	Library
1	Courthouse	0	Courthouse
1	Pizza Parlor/Restaurant	0	Pizza Parlor/Restaurant
5	Other	2	Other
9	Bi-Weekly	9	Other
6	ILP Office	3	ILP Office
2	DHS Office	0	DHS Office
0	Foster Parent Home	1	Foster Parent Home
0	High School	1	High School
1	Library	0	Library
0	Courthouse	0	Courthouse
0	Pizza Parlor/Restaurant	1	Pizza Parlor/Restaurant
2	Other	7	Other
0	Additional details not listed above		

ILP Annual Report Summary Page

EDUCATION

Type of class	# of Classes	# youth attending	# individual sessions	Total Attending
Study skills, homework help, tutoring, etc.	23	66	243	309
Financial Aide (FAFSA, OSA, ETV, scholarships, etc)	47	196	386	582
Post Secondary Education Options (college, vocational, trade, tours of schools, etc)	34	124	394	518
Millitary, Job Corp, AmeriCorp, etc	13	84	140	224
Other	10	21	109	130
Totals	127	491	1272	1763

EMPLOYMENT

Type of class	# of Classes	# youth attending	# individual sessions	Total Attending
Job search skills (resume, attire, application, etc)	65	275	377	652
Job versus career	16	94	118	212
Employment retention (keeping that job)	18	80	168	248
Food Handlers class / test	6	61	27	88
Entrepreneurship / Starting own business	8	20	10	30
Other	8	40	28	68
Totals	121	570	728	1298

HEALTH

Type of class	# of Classes	# youth attending	# individual sessions	Total Attending
Hygiene	9	71	95	166
Safe Sex / STI's / Pregnancy Prevention	19	127	58	185
Medication	3	27	116	143
Medical Insurance	4	30	165	195
Alcohol / Drug	11	75	43	118
Stress management / mental health	14	92	120	212
Physical fitness	15	105	64	169
Accessing Doctor, Dentist, etc.	11	57	198	255
Other	2	17	9	26
Totals	88	601	868	1469

SUPPORTIVE RELATIONSHIPS & COMMUNITY CONNECTIONS

Type of class	# of Classes	# youth attending	# individual sessions	Total Attending
Safe / healthy relationships (DV, etc.)	40	151	114	265
Community Resources	23	161	243	404
Support Systems	11	68	278	346
Gender Specific / Sexual Minority	3	30	18	48
Other	16	97	22	119
Totals	93	507	675	1182

HOUSING

Type of class	# of Classes	# youth attending	# individual sessions	Total Attending
How to access your own housing	22	136	190	326
Household maintenance	25	129	97	226
Tenants rights / Ready to Rent	14	126	89	215
ILP Housing (ILSP/Chafee)	15	88	326	414

ILP Annual Report Summary Page

Start-Up Costs (deposits, utilities, applications, etc)	12	55	202	257
Other	16	101	22	123
Totals	104	635	926	1561

MISCELLANEOUS SKILLS

Type of class	# of Classes	# youth attending	#individual sessions	Total Attending
Nurtrition / Cooking	34	183	41	224
Legal issues	16	109	95	204
Money Management	76	361	295	656
Transportation, driver's education	21	107	172	279
Recreation / Leisure	54	228	134	362
Interpersonal / Social Skills	126	359	241	600
Safety / Emergency Skills (CPR, etc.)	7	63	27	90
Leadership / Public Speaking	6	39	73	112
Goal Setting / Planning (Time Management)	26	173	318	491
Senior Workshop	9	49	36	85
Responsible Pet Owner	0	0	10	10
Public Assistance (food stamps, etc)	2	29	104	133
Consumerism, shopping	24	202	82	284
Other Daily Living Skills	6	31	75	106
Other	18	107	29	136
Totals	425	2040	1732	3772

SPECIAL ACTIVITIES, OUTING, CONFERENCES

# ILPs	# Youth		# ILPs	# Youth	
2	13	Raft trips	3	44	Sporting events
4	25	Weekend retreats	5	55	Graduation/Other Celebration
10	41	Teen conference	1	6	Postsecondary information / training
4	29	ASPIRE conference	5	120	Recreational outings
1	15	ILP Appreciation events	6	45	Service learning projects
2	9	Consumer / Shopping Skills Trip	3	12	Career Fairs / Tours
7	36	Teen retreat	2	8	College Tours
4	20	Job Core tour	2	5	Native Teen Gathering
4	18	Youth leadership	1	23	Pregnancy prevention activities
3	30	Holiday events	5	45	Other

Regularly available services

4	Mentor activities and/or program
4	Youth advisory council/committee
8	Classes for youth with developmental disabilities
5	Youth speakers bureau (youth trained to speak at conferences, to groups, etc about FC experiences)
15	Age specific services
5	Gender specific services
10	Cultural activities/classes

Staff Trainings

8	Cultural Diversity	4	Drug / Alcohol Prevention
1	Suicide prevention	3	Adolescent sexuality / Prenancy Prevention
4	Group Dynamics / Facilitation	1	IEP
3	PYD / Developmental assesses	5	Shoulder to Shoulder/other Child Welfare Training
3	Behavior management	8	National Pathways/other national IL conference
6	Quality leadership/Supervision	4	Mandatory Reporting
5	First AID / CPR	2	Motivational Interviewing
4	Gang awareness	2	Fraud & Ethics

ILP Annual Report Summary Page

<p>1 PTSD</p> <p>1 Working with youth offenders</p> <p>1 Domestic violence</p> <p>3 ILP Provider Meetings/Trainings</p>	<p>1 Professional Boundaries</p> <p>6 Mental health / disabilities</p> <p>5 ASPIRE</p> <p>10 Other</p>
---	--

Community Partner Contacts			
DHS & Tribal Contacts	Regular, ongoing contact / relationship	Infrequent contact	No Contact
District/Branch/ILP Liaison	16	0	2
SOC Teen experts	10	4	4
Foster Parents	18	0	0
Tribe / Indian child welfare	4	10	5
Self- Sufficiency Programs (TANF, OHP, Food Stamps, Teen Parent)	7	10	1
Mental health services	8	10	0
Physical health services	1	12	5
Seniors and People with disabilities	3	10	5
Health Department (city, county, state)	3	10	5
Other	3	0	0
Employment Contacts			
Workforce Investment Board (WIA)	10	8	0
Employment office	13	4	1
One stop centers	7	7	4
Vocational rehabilitation services	4	13	1
VRS's Youth Transition Programs	4	10	4
Job Corp	12	4	2
Goodwill Industries	2	9	7
Apprenticeships	3	10	5
Career/ Professional	7	6	5
Other	3	0	0
Education Contacts			
Public School system (counselors, IEP, etc)	14	4	0
Alternative schools	14	4	0
College / University system	17	0	1
Vocational / Trade Schools	8	7	3
Tutoring programs	1	13	4
Scholarship Programs	14	2	2
Other	3	0	0
Housing Contacts			
Transitional Living Programs	6	11	2
Local or state housing boards	0	12	6
Public housing authority	2	11	5
College housing	6	10	2
HUD / Community Housing planning	4	10	3
Teen Parent Programs	6	10	2
Other	2	0	0
Other Contacts			
4-H, Scouts, Other youth Leadership / activities	1	8	9
Mentors	4	7	7
Other	4	1	0

ILP Annual Report Summary Page

ADDITIONAL INFORMATION

- 2 Housing screen comittee
- 3 Provide ILP information to DHS or Community Partners
- 2 Sharing tree
- 1 Use of interns
- 1 Community Partner Meetings / Staffings
- 1 CRB Meeting
- 4 Paricipation Incentivies
- 2 Housing Start-up Items/kits
- 1 Businesses for work experience, job shadow, internships, etc.

Attachment B

ILP FFY07 DISCRETIONARY FUND CATEGORIES

	HOUSING			EDUCATION				Medical/ Dental	PERSONAL		
	start-up	rent/ security/ deposits	utilities/cel l phone/ misc. bills	appl. Fees	tution/book s/ equip/ Budgeting	senior/ graduation	yr. bk/proms / sports/ camps	doctor/ dentist/ eye exams	Photo ID/ Personal Documents	clothes for work or interview	Transportatio n bus pass/ drivers Ed./ Permits/fuel
Discretionary Break-Down											
DIST 1 16 vouchers	0	2	3	0	1	4	1	0	5	1	4
DIST 2 199 vouchers	26	8	2	29	11	20	1	1	55	15	20
DIST 3 40 vouchers	3	6	2	3	3	1	1	1	9	4	4
DIST 4 34 vouchers	3	2	1	4	1	4	5	0	6	1	6
DIST 5 38 vouchers	4	9	1	4	5	4	1	0	4	4	4
DIST 6 40 vouchers	1	2	0	2	5	3	3	0	1	3	19
DIST 7 12 vouchers	0	0	0	0	0	0	rafting (2 groups)	0	0	0	0
DIST 8 20 vouchers	3	2	2	4	0	2	1	0	1	0	5
DIST 9 15 vouchers	3	1	0	1	2	1	5	0	2	0	0
DIST 10 16 vouchers	2	3	1	2	4	1	1	0	1	3	1
DIST 11 17 vouchers	4	3	0	0	4	1	1	0	1	3	1

ILP FFY07 DISCRETIONARY FUND CATEGORIES

Discretionary Break-Down	HOUSING			EDUCATION				Medical/Dental	PERSONAL		
	start-up	rent/ security/ deposits	utilities/cell phone/ misc. bills	appl. Fees	tuition/books/ equip/ Budgeting	senior/ graduation	yr.bk/proms / sports/ camps	doctor/ dentist/ eye exams	Photo ID / Personal Documents	clothes for work or interview	Transportation bus pass/ drivers Ed./ Permits/fuel
DIST 12 6 vouchers	0	2	1	0	2	2	0	0	0	0	0
DIST 13 7 vouchers	2	0	1	1	2	0	0	0	0	0	1
DIST 14 3 vouchers	0	0	0	0	3	1	0	0	0	1	0
DIST 15 42 vouchers	2	1	0	0	13	9	4	0	1	7	1
DIST 16 47 vouchers	2	2	1	1	21	5	1	0	3	6	7
Burns/Paiute	0	0	0	0	0	0	0	0	0	0	0
Grand Ronde	0	0	0	0	0	0	0	0	0	0	0
Coos/Lower Umpqua	0	0	0	0	0	0	0	0	0	0	0
Klamath	0	0	0	0	0	0	0	0	0	0	0
Cow Creek	0	0	0	0	0	0	0	0	0	0	0
Siletz 2 vouchers	1	1	1	0	0	0	0	0	0	0	0
Coquille 1 voucher	0	0	0	0	budget kits	0	0	0	0	0	0
Umatilla 1 voucher	1	1	0	0	0	0	0	0	0	0	0
Springs 2 vouchers	0	0	0	0	0	0	teen gathering	0	0	0	1
Totals	57	45	16	51	77	58	25	2	89	48	74

Attachment C

2008 Survey of Chafee ETV Applicants/Recipients

How did you learn about financial aid? (Check all that apply.)		
Answer Options	Response Percent	Response Count
ILP worker	74.6%	47
Family	11.1%	7
Foster Family	23.8%	15
Friends	11.1%	7
School staff	44.4%	28
Mentor	9.5%	6
ASPIRE Program at my high school	7.9%	5
Other (please specify)		7
answered question		63
skipped question		2
Number	Other (please specify)	
1	Through the College	
2	searching the internet	
3	My CaseWorker through the Casey Family	
4	Private College Counselor	
5	Case Worker	
6	Upward Bound Program	
7	internet search	

What or who influenced your decision to go to college? (Check all that apply.)		
Answer Options	Response Percent	Response Count
ILP worker	40.6%	26
ILP Teen Conference or ILP/ASPIRE Training	4.7%	3
Family	32.8%	21
Foster Family	39.1%	25
Friends	35.9%	23
School staff	39.1%	25
Mentor	12.5%	8
Career Center information	4.7%	3
Information from TV	4.7%	3
Publications or posters at high school	3.1%	2
Finding out there was "free" money (not loans) to pay for college	23.4%	15
Other (please specify)	40.6%	26
answered question		64
skipped question		1
Number	Other (please specify)	
1	Aspired by successful women, scientists, and powerful leaders.	
2	Betty Campbell, my elementary school principal. She offered a scholarship to college to our fifth grade class on three conditions (she broke it down to our level). 1. We must keep good grades, C's or better. 2. We cannot do drugs. 3. We cannot get pregnant or have any babies. Of course at that age I had no idea what college costed but I knew this was my ticket! Since the 5th grade this stuck with me, and I remembered the offer she made. I received her scholarship for all my years in college, through the OSAC packet, the Janette Crawley Scholarship fund. I believe that inspiring and mentoring even very young kids about college is a good thing; it worked for me!	
3	husband	

4	Being in Fostercare and now raising my niece and Newpew and seeing the need for Special ED teachers
5	My decision, solely.
6	Because I wanted to be successful and rise above the background I grew up with.
7	I knew if I wanted to change my life, I would a solid education.
8	wanted to be the first of my mothers children to complete college.
9	Parents of Friends
10	myself was the main reason!!!
11	Having a child at such a young age.
12	My Ambition
13	the ability to overcome my past.
14	fosterclub teen conference, and my boyfriend
15	Myself, ILP encouraged me
16	My-self, wanting my son's future to be better than my own.
17	Myself
18	Self, and husband
19	Case Worker
20	Myself
21	Myself
22	i wanted to be the first in my family to do something with my life
23	I always knew it was my only way to have my own life...
24	me mostly
25	myself
26	I did

What information or resources do you wish you had had and/or would recommend that other students who were in foster care have in the future? (Check all that apply.)

Answer Options	Response Percent	Response Count
Better financial aid package with no loans	60.7%	37
Someone designated on campus who knows about issues that former foster youth face	50.8%	31
Help with where to live during breaks	37.7%	23
Help signing up for health insurance	62.3%	38
Transportation issues	42.6%	26
Other (please specify)	16.4%	10
<i>answered question</i>		61
<i>skipped question</i>		4

Number	Other (please specify)
1	New students should have an advocate or mentor to give them knowledge of the resources available such as scholarships, classes to become acquainted with the campus and resources. It's best if a student is accompanied with someone they trust and who will ask questions that may come up in the future when the student is applying.
2	A mentor in college. It's so tough to do it alone without family for support, especially when you see most of the other kids interacting and receiving help/guidance from their families.
3	When I was out of HS back in 1990, the push was Independent Living Program and going to work--Not College. Helping kids coming out of HS now in the system need more support on what college can do for them. I had no idea that I could of gotten FA.
4	Help with understanding the different programs, and how they differ in package awards and the requirements for each award.
5	Or just presernt these ideas to young adults that they will be hurdles to overcome so they can plan for them when the time comes.

6	Clear, simple, direct information
7	I'm going through all of this right now, and my caseworker and foster family are no help at all
8	Health insurance is a big one. I don't have any cause I can't afford it.
9	housing outside of oncampus living
10	I wish that some one had told me that the money spent on education (such as loans) shouldn't be looked at as debt. I would have gone to the university of my choice instead of community college if I had received that advice.

To whom or where do you go on campus to get help with problems such as housing, finances or class scheduling? (Check all that apply.)

Answer Options	Response Percent	Response Count
Financial Aid Office	46.9%	30
Student Services	37.5%	24
Resident Hall Staff	12.5%	8
Advisor	45.3%	29
Friends	35.9%	23
Family	26.6%	17
Former Foster Family	14.1%	9
ILP Worker	39.1%	25
Other (please specify)	14.1%	9
<i>answered question</i>		64
<i>skipped question</i>		1

Number	Other (please specify)
1	I also relied on my friends parents; they were usually more knowledgeable than my friends...but they always helped too.
2	I really try to figure it out myself, but any of these are great places to start.
3	Registrar Office
4	None
5	C-TEC Advisor
6	Educational opportunity program, diversirty scholarship advisor
7	Myself
8	Health and Counseling
9	I plan ahead so that those problems are rare, however, if I am in a tight financial situation I use my credit card. If I'm experiencing difficulty in scheduling, I have to work through it on my own because the advisors and councelors aren't very helpful.

If you thought about dropping out of school or you did drop out, what were the reasons? (Check all that apply).

Answer Options	Response Percent	Response Count
Too hard to balance work, school, and friends	40.0%	22
Too much reading and studying involved	14.5%	8
Needed help with tutoring for a subject that I was	18.2%	10
No one held me accountable to show up for class, so I didn't always go	14.5%	8
I was all alone	18.2%	10
Just couldn't handle the new setting	14.5%	8
Other (please specify)	56.4%	31
<i>answered question</i>		55
<i>skipped question</i>		10

Number	Other (please specify)
1	Mostly when I felt uncomfortable I would get depressed and think of all the bad things that happen to me in life, just adding more stress. It is helpful to have someone to talk to to alleviate the stress, someone that will listen and tell you that you can do anything you put your mind to, yes your life has been hard but if you put all your focus on school you will be successful and happier in the long run. No one can take your education away from you and knowledge means power.
2	Not having health insurance was extremely difficult. I missed class for medical reasons. I remember showing up to a midterm crying just to prove my tooth was bothering me so bad I wouldn't be able to take the exam, I knew that would be the only way I would be excused. I went over to the student health services and they couldn't do anything for me. I still have problems with my teeth, the same tooth! I also struggled with depression. Because I had no health insurance, I had no means to treating it. I often would sleep all day, not because I wanted to but because I was so depressed and lonely. I often feared that my grades were going to be so affected that they would kick me out of school. It was scary being in college with no health insurance. I literally did not participate in sport clubs because I feared injuring myself and being in debt from medical bills. Foster youth need health insurance while they are in school. Please.
3	Felt like you were not smart enough
4	I am 35 now and have finally taken the college leap; I would say daily I ask myself what the heck am I thinking. It is sooo difficult to balance the house, 4 kids 2w/special needs, a husband and HW along with all the worries of making ends meet.
5	Lack of funding to pay for items while in school
6	Still in school, and in Senior year. Obviously, there is need for 'N/A' button here.
7	I have not thought about seriously dropping out of school. Sometimes I get stressed with the load but never nothing that I don't push through
8	My ILP worker was really hard to get hold of, and I wasn't able to get my resources in time, so I would get stuck with all these classes and no way to pay for books or rent. It was very stressful
9	It was tough not growing up where academics were not shown to be important and it was a big wake up call. Stress the importance of studying.
10	dropping out of school is not an option even though it gets hard sometimes. I know in order to be successful I must continue my education.
11	Dropped out of OSU and PSU. Went to community college.
12	My child needed me more than school
13	Financial issues
14	Wasn't receiving enough to live.
15	Huge transition into an environment filled with people from "normal" upper-middle class families. Struggling at not having a real home base. Having to constantly advocate for yourself and repeatedly give/explain information to different university officials (financial aid, etc.) who are completely unfamiliar with the difficulties and limited resources available to foster care youth.
16	Haven't thought about dropping out of school
17	Did not get funds in time huge mess with ETV and School
18	am currently taking a difficult class and worrying about failing it. I've also been debating whether or not to drop the class but I'm concerned about not being eligible for financial aid next term!
19	would never drop out
20	None
21	I haven't
22	too many personal problems at home
23	would never drop out
24	I didn't
25	stressful at times, fear of losing apartment because financial aid or scholarships are late, so I can't pay my bills on time.
26	i had no money to pay for school.
27	understanding the material

28	When I was a sophomore, I considered dropping out because I was in Court School. The only reason I thought about doing that was because the court school system made me feel hopeless. Another thing that inhibited me was during my senior year when I was in the Rainbow school program for a while. I had been wanting to go to a normal high school for more than a year, yet my case worker and therapist and whomever else was involved would not allow it. It was one of the most frustrating things I've ever dealt with. - Not being able to go to a public high school because of someone else's decision. Someone needs to watch for kids that are successful and find out what they really want to do with their education, not dictate what happens. As a foster child, I felt that I had absolutely no freedom to explore my life or who I was. Everything was governed. I had put myself in that situation, but it took longer than it should have for me to get out of it.
29	Needed to pay bills, so I had to get a better job.
30	Scared about loans
31	Finance issues

Section XI. Financial and Statistical Information Reporting

Utilizing the CFS-101-Part III, the State must compare FFY 2006 actual expenditures with FFY 2006 estimated expenditures in each category for the title IV-B programs and, at State option, the CFCIP and ETV program. Provide an explanation for any differences in the APSR narrative.

Total Title IV-B, Subpart 1 Funds (line 5)

The remaining dollars will be spent in the second year of the award.

Total Administrative Costs (line 5a)

We reported \$0 because it was not applicable.

Total Title IV-B Subpart 2 Funds (line 6)

We spent the balance of FFY 2005 award, in addition to spending FFY 2006 award.

Total Administrative Costs (line 6g)

The remaining dollars will be spent in the second year of the award.

Total CFCIP funds (line 7)

The remaining dollars will be spent in the second year of the award.

Total ETV funds (line 8)

We spent the balance of FFY 2005 award, in addition to spending FFY 2006 award.

CFS 101, Part III: Annual Expenditures for Title IV-B, Subparts 1 & 2, Chafee Foster Care Independence (CFCIP) and Education and Training Voucher (ETV): Fiscal Year 2006; October 1, 2005 through September 30, 2006

1. State or TTO: State of Oregon
 2. EIN: 1-93-6001958-A3
 3. Address: 500 Summer Street NE, E-69 Salem, OR 97301-1067

4. Submission:	Description of Funds	Estimated Expenditures	Actual Expenditures	Number served		Population served	Geographic area served
				Individuals	Families		
<input checked="" type="checkbox"/> New	<input type="checkbox"/> Revision						
5. Total Title IV-B, Subpart 1 Funds		\$ 3,462,298	\$ 2,078,242	32,000	19,000	Families in Crisis	
a) Total Administrative Costs (not to exceed 10% of Federal allotment)		\$ 0	\$ 0				
6. Total Title IV-B, Subpart 2 Funds. (This amount should equal the sum of lines a - g).		\$ 5,793,575	\$ 6,128,698	31,950	19,112		
a) Family Preservation Services		\$ 1,186,283	\$ 1,430,098	8,029	4,487		
b) Family Support Services		\$ 1,654,369	\$ 1,158,493	7,221	4,036		
c) Time-Limited Family Reunification Services		\$ 1,213,317	\$ 2,491,205	5,553	3,743		
d) Adoption Promotion and Support Services		\$ 1,167,366	\$ 1,043,612	11,147	6,846	All Eligible Children	
e) Total for Other Service Related Activities (e.g. planning)		\$ 0	\$ 0				
f) Monthly Caseworker Visits (FOR STATES)		\$ 0	\$ 0				
g) Total Administrative Costs (FOR STATES; not to exceed 10% of total allotment after October 1, 2007)		\$ 572,240	\$ 10,290				
7. Total Chafee Foster Care Independence Program (CFCIP) Funds		\$ 2,597,503	\$ 2,304,178	86			
a) Indicate the amount of State's allotment spent on room and board for eligible youth (not to exceed 30% of CFCIP allotment)		\$ 450,000	\$ 201,387	86			
8. Total Education and Training Voucher (ETV) funds		\$ 873,755	\$ 902,598	159			
9. Certification by State Agency or Indian Tribal Organization (TTO). The State agency or TTO agrees that expenditures were made in accordance with the Child and Family Services Plan, which has been jointly developed with, and approved by, the Children's Bureau, for the Fiscal Year ending September 30, 2006.							
Signature and Title of State/Tribal Agency Official		Date	Signature and Title of Regional Office Official		Date		
<i>Michael Service</i> Michael Service, DHS Deputy Asst. Director, CAF		4-30-08					

*For the purpose of applying for FFY 2009 funds, States must indicate specific percentages of title IV-B, subpart 2 funds that the State will expend on planning and service coordination and on actual delivery of family preservation, community-based family support, time-limited family reunification, and adoption promotion and support services. **For each service category with a percentage of funds that does not approximate 20 percent, the State must provide a rationale for the disproportion.***

Category	Amount	Percentage
a. Total Family Preservation Services	1,100,162.70	22.5%
b. Total Family Support Services	1,100,162.70	22.5%
c. Total Time-Limited Family Reunification Services	1,100,162.70	22.5%
d. Total Adoption Promotion and Support Services	1,100,162.70	22.5%
e. Total Other Service Related Activities	0	0
f. Administration	505,025	10%
g. Caseworker visits	144,579	
TOTAL	5,050,255	

Funds to be expended on planning and service coordination for FFY 2009:

Estimated expenditures for each program area are allocated at 22.5% and 10% for administration. This represents an estimated allocation of \$1,100,162.70 for: Family Preservation, Family Support, Time-Limited Family Reunification and Adoption Promotion and Support Services. Administrative expenditures are limited to \$505,025.

Provide State and local share expenditure amounts for title IV-B, subpart 2 for FFY 2006 for comparison with the State's 1992 base year amount as required to meet the non-supplantation requirements.

The Oregon biennial budget for 1991-93 included \$118 million in State General Fund (GF) dollars and a Total Fund (TF) budget of \$225 million. This included \$7,193,756 from Title IV-B-CWS. The IM ACF-IM-92-16 lists the available Title IV-B funds available for Oregon for 1992 as \$3,283,022.

State Budget FFY 1992

\$59,196,600 GF

\$112,531,846 TF

\$3,283,022 Title IV-B

At that time Title IV-B funds made up 2.8% of the Child Welfare Total Fund Budget.

In 2006-2007, the Oregon biennial budget included \$186.6 million GF with a TF budget of \$567.6 million. Half of these amounts, approximating the federal fiscal period of FFY 2006, would be:

State Budget FFY 2006

\$ 93.3 GF

\$ 283.8 TF

The allotment of Title IV-B for 2006 is as follows:

Part II: \$ 5,793,575

The Title IV-B amount for 2006 is 2% of the Child Welfare Program budget versus 2.8% of the budget in 1992. This demonstrates that Title IV-B funds have not supplanted other program costs in the 2006 federal period.

At State option, provide actual expenditures of CFCIP allocated funds for FFY 2006 (final) and FFY 2007 (year-to-date). Identify the amount of CFCIP funds used to provide room and board for youth ages 18-21 in the last fully reportable year.

The FFY 2006 Independent Living Program final allocation was \$2,595,316, and Oregon expended \$ 2,304,178.

The ILP has allocated \$ 2,844,837 of FFY 2007 funds for Chafee Housing for the current year (July 2006-June 2007).

Identify the number of youth who received ETV awards. Identify number of youth who received an award for the first time.

182 youth received ETV funds during the 2006/2007 academic year. Total funds awarded were \$716,733.

As of April 2008, 202 youth had received ETV funds for the 2007-2008 academic year totaling \$851,009. The academic year runs through Summer term for some Oregon schools. A final count will not be known until after July 1, 2008. As of April, there were 99 first time recipients for the 2007-2008 academic year.

Identify the estimated number of youth the State plans to award ETV vouchers to in FFY 2009.

At this time, the ILP is projecting a decrease of 23 percent for ETV voucher requests. This is due to an increase of youth applying for ETV Grants in a timely manner, thus eliminating the need to access funds via the voucher process.

Section XII. Additional Required Supporting Information

Juvenile Justice Transfers

From June 1, 2007 – May 31, 2008 there were 37 transfers to the Oregon Youth Authority (OYA).

Note: This information was provided by CAF Research Unit.

Inter Country Adoptions:

During FFY 2007, one child entered into State custody who had been adopted from another country and the adoption dissolved. There were an additional six children during FFY 2006 who were adopted from other countries and their adoptions dissolved but they did not enter State custody.

The department has record of a disruption for one child who entered the US with the intent of being adopted but for whom adoption was not finalized. This child did not enter State custody.

The charts below outline the details of each of these adoptions.

Time period: October 1, 2007 to September 30, 2008.

Dissolved: Children from other countries who were adopted either in the country of origin or re-adopted in the United States after entry but the adoption subsequently failed.

A. Child entered into state custody.

<i>Child's Name</i>	Marian (aka Matthew)
<i>Country of Origin</i>	Romania
<i>Reason for Disruption</i>	Severe special needs that adoptive parents could not meet. Child diagnosed with RAD, Tourette's Syndrome, ADHD, ODD, and others resulting from years of institutionalization.
<i>Agency that Handled the Adoption</i>	Holt International Children's Services

<i>Permanency Plan</i>	Adoptive parents signed a voluntary relinquishment, requesting DHS for services and assistance to place child outside the family home; child currently in residential treatment, for he requires intensive mental health treatment. Child, 17 years of age now, is making good progress and is transitioning into the Community Placement Program, with the ultimate goal of independence and emancipation.
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B. Child did not enter into state custody.

<i>Child's Name</i>	Eliana
<i>Country of Origin</i>	China (Inner Mongolia)
<i>Reason for Dissolution</i>	Not a good fit; adoptive parents could not handle the psychological, emotional problems of the child who was raised in an orphanage; unmet adoptive parents' expectations.
<i>Agency that Handled the Adoption</i>	America World Adoption Association (Virginia); Red Thistle Adoption (OR), supervising agency.
<i>Permanency Plan</i>	Legal parents privately placed child for adoption with another Oregon family. Child is thriving in the new home. This independent adoption has not yet finalized.
<i>Child's Name</i>	Katerina
<i>Country of Origin</i>	Russia
<i>Reason for Dissolution</i>	Not a good fit; adoptive family and the teen-age child have numerous unresolved conflicts; special needs child; unmet legal parents' expectations.
<i>Agency that Handled the Adoption</i>	Dove Adoptions Int'l (OR)
<i>Permanency Plan</i>	Legal parents arranged for an independent adoption by another Oregon family; child is

	thriving in the new home. Court has not yet finalized the adoption.
<i>Child's Name</i>	Julie
<i>Country of Origin</i>	Russia
<i>Reason for Dissolution</i>	Dissolved in Wisconsin. Allegations of inappropriate sexual conduct involving the adoptive daughter and the legal parents' biological son (age 14).
<i>Agency that Handled the Adoption</i>	Heritage Adoptions, supervising agency in Oregon.
<i>Permanency Plan</i>	Legal parents "dropped off" child at the home of a woman known to an adoption agency they had consulted. This woman acted as "guardian" temporarily until she connected with a family who belonged to the same church and who was willing to adopt Julie. The Oregon family filed an independent adoption petition, which was granted in 4/2008.
<i>Child's Name</i>	Shalkar and Sabina (siblings)
<i>Country of Origin</i>	Kazakhstan
<i>Reason for Dissolution</i>	Two months after placement, adoptive parents realized that they could not parent the children. Children suffered from abuse and neglect, trauma, grief and other serious emotional and medical problems during their stay in an orphanage, requiring proper treatment; adoptive parents were unable to meet children's special needs (RAD, PTSD, Attachment disorders, etc).
<i>Agency that Handled the Adoption</i>	Heritage Adoption Services (OR)
<i>Permanency Plan</i>	Legal parents relinquished parental rights to Heritage Adoption Services. Heritage then placed children for adoption with an Oregon family. Children are thriving in the new home. Adoption was finalized in 12/2007.

<i>Child's Name</i>	Soslan
<i>Country of Origin</i>	Russia
<i>Reason for Dissolution</i>	Child did not make an attachment with the adoptive family and legal parents were concerned that they could not provide child's special needs.
<i>Agency that Handled the Adoption</i>	Holt International Children's Services, supervising agency.
<i>Permanency Plan</i>	The current adoptive family, residents of Wisconsin, learned about the child from A Child's Waiting, an adoption agency in Ohio; legal parents from Oregon visited with the prospective adoptive family to see if the placement was possible. The child made a good initial adjustment with the new family, resulting in the independent adoption of the child in 12/2007.

Disrupted: Children who entered the US with the intent of being adopted by the guardians (prospective adoptive parents) but the adoption failed prior to finalization.

A. Child did not enter into state custody.

<i>Child's Name</i>	Rajo
<i>Country of Origin</i>	India
<i>Reason for Disruption</i>	Disrupted while residing with guardians in Michigan. Co-guardian became pregnant during the pre-adoption planning phase and family was approved to adopt in spite of Holt's policy against adoption by pregnant women. Consequently, when child was placed with the family, adoptive mother did not want to proceed with the adoption although her husband wanted to keep the child.

<i>Agency that Handled the Adoption</i>	Holt International
<i>Permanency Plan</i>	Guardians surrendered child to Holt, which found an Oregon family to adopt the child. Court has not yet finalized the adoption.

The State provides support and assistance to Oregon families who have adopted internationally and whose health insurance or other support services require that they re-adopt the child in their U.S. state of residence to complete the legal process for re-adoption in Oregon. This includes providing families in electronic and paper formats with the Oregon statutes and administrative rules regarding adoption, as well as the required forms that must be submitted to the court.

Oregon families who adopt children internationally also have access to the Oregon Post Adoption Resource Center (ORPARC). ORPARC was created in 1999 utilizing Title IV-B (2) Family Preservation Funds. The primary focus of ORPARC is to provide services to support the adoptions of children from the public child welfare system. These services include information and referral, a lending library, organization of parent support groups and training on a wide variety of topics related to parenting adopted children. ORPARC also operates a free web site which can be accessed by anyone. The following ORPARC services have been, and continue to be, available to families of internationally adopted children:

- a) Access to the ORPARC web site.
- b) Attendance, on a space-available basis, at all trainings offered by ORPARC. Because these trainings are offered frequently and at multiple sites across the state, space is generally available. Non-child welfare adoptive families are charged a nominal fee (usually \$5) for attendance.
- c) Brief information and referral (I & R) calls. Although the ORPARC newsletter is not sent to Oregon families who have adopted internationally, they often contact ORPARC as the result of seeing information about ORPARC in the Northwest Adoptive Family Association (NAFA) newsletter or other media. ORPARC provides the callers with brief information,

such as the name of a therapist in the family's geographic area who has expertise in adoption-related issues.

d) Access to the ORPARC newsletter.

ORPARC also partners with the department and the Portland State University's Graduate School of Social Work and the Graduate School of Education. This collaboration has resulted in the development of the Post-Graduate Certificate Program in Therapy with Adoptive Families administered by the Portland State University's Graduate School of Social Work and the Graduate School of Education. The primary objective of the Certificate program is to increase therapeutic supports for adoptive families, including those who have adopted internationally, across the State of Oregon.

Subsidized Guardianship

Oregon implemented its Subsidized Guardianship program in year three of the demonstration. In order to be eligible for the Subsidized Guardianship program, children must have been in substitute care for more than 12 months, lived continuously in a safe and stable home with a prospective guardian for at least 6 months, and must be at least 12 years old if the prospective guardian is not a relative. As of May 31, 2008 there are 867 active Subsidized Guardianship cases.

Adoption Incentive Payments

Oregon has received no adoption incentive payments since FFY 2002. At that time, \$224,000 was received. It is not expected that adoption incentive payments will be earned for FFY 2008.

Child Welfare Demonstration Projects: The Title IV-E Waiver

Approved: March 24, 2004 – five-year extension granted through March 31, 2009

Final Evaluation Report Date: October 31, 2009 – Portland State University

During the extension period, the Waiver will:

1. Continue the demonstration of the flexible use of Title IV-E;
2. Continue the demonstration of Subsidized Guardianship;
3. Monitor CSFR measures targeted by flexible funding programs, perform special studies of enhanced visitation services and subsidized guardianship and undertake a statewide process evaluation.

Jurisdiction:

Oregon operates its flexible funding project statewide with the exception of Jackson and Clackamas counties, which compose the control group. Guardianship assistance is available statewide.

Target Population:

Children ages 0 to 18 who are at risk of out-of-home placement or children who are in out-of-home placement are eligible to participate in flexible funding demonstration projects. The target population subsidized guardianship is children between the ages of 4 and 17 who have been in substitute care for more than 12 months and have lived continuously in a safe and stable home with the prospective guardian for at least six months.

Objectives:

The state utilizes the Title IV-E Waiver Demonstration Project as an opportunity to enhance the agency's ongoing efforts to prevent family breakup and expediently establish safety, permanency and well-being for children through flexible services. The CSFR outcome measures used to

monitor the impact of flexible funding programs within local branches include:

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

Accomplishments and Progress:

In December 2007, the Title IV-E Waiver Program Manager was re-created in order to focus efforts on oversight and coordination of the Waiver. Additional emphasis has since been placed on assisting districts and tribes to develop Waiver programs and ensuring that programs meet the targeted objectives. Districts and tribes create individualized plans, tailoring them to improve areas of low performance in federal performance measures. The process for program development includes considerable coordination between districts or tribes and the program manager to design services which are based on best practices and also innovative. The evaluators from Portland State University work with the program manager to help guide districts and tribes in how to create plans that conform to a coherent logic model and meet short and long-term CFSR outcomes.

Flexible Funding Programs:

Most services are contracted to local community service provider agencies. The most notable examples include:

- Enhanced Visitation Program- Provides structured coaching and feedback to the parent regarding their interactions with the child to increase safety, improve the parent's relational capacities and enhance existing strengths. Visits are provided at times conducive to parents' work and treatment schedules and take place in family-friendly community settings and in the family's home when safe to do so. The

program also utilizes the expertise of foster parents by actively engaging them in the reunification plan.

- Parent Mentor Program- Mentoring and support to current clients provided by former child welfare parents, now in recovery. The parent mentors are provided with significant ongoing clinical training and supervision to assist them to motivate clients to complete their service agreements and treatment activities. Mentors are expected to actively continue their personal recovery efforts, and this is routinely addressed in supervision.
- Extended Family Engagement Program- Helps locate, motivate and organize members of the extended family to assume various caregiving tasks so that the child maintains connections to his/her family and community. Furthermore, relatives are actively enlisted to assist the parent to meet the goals of the service agreement.

Foster and Adoptive Parents Recruitment

Overview

The Oregon Department of Human Services (DHS) emphasizes targeted recruitment in neighborhoods with higher than average placement rates. This generates families who are culturally sensitive and reflective of the foster care population. Targeted recruitment also focuses on the great need for foster homes able to foster sibling groups, teens and children with special needs.

During FFY 2007 the number of children served in foster care dropped significantly from those served in FFY 2006. In FFY 2007 there were 12,045 children served in family foster care; in FFY 2006 a total of 13,213 children were served representing a 10% decrease. On an average daily basis there were 7,013 children in family foster care. In Oregon there were 4,893 certified foster homes in FFY 2007 which is a decrease of 400 homes as compared to FFY 2006. 30% of the children in foster care were placed with relatives. In FFY 2007, 64% of the children exiting foster care were reunited with their families, 18.3% were adopted and 6.1% were placed in a guardianship arrangement. (Reference section 9 for youth who “aged out” of foster care and went on to receive Independent Living Program services.) FFY 2007 as in FFY 2006 had fewer children enter care (4,626) than those children exiting foster care (5,531).

At the end of FFY 2007 there were 4,260 children in foster care settings, of these children 3,423 (80%) were placed in care with one or more of their siblings. DHS understands the importance of siblings being placed together. Foster parents receive training in this area and branches engage in targeted recruitment of foster families who will care for sibling groups.

Oregon's data system provides a clearer understanding of the growing needs represented by the racial diversity among children experiencing foster care.

Children served in foster care, by race FFY 2007

Race	% of Children in Foster Care
Asian	0.8%
African American	6.8%
Caucasian	63.1%
Hispanic	8.7%
Native American	9.9%
Pacific Islander	0.3%

During FFY 2007 there were a total of 15,060 children who spent at least one day in some kind of foster care setting. The table shows the age breakdown for these children.

Age of Children Served in Foster Care

Age Group	Number	Percent
0-5	5,924	39.3%
6-12	4,935	32.8%
13+	4,201	27.9%
Total	15,060	100%

During FFY 2007, 59% of the children entering foster care had four or more reasons for removal resulting in many of these children having emotional, behavioral, mental or physical problems requiring special services and foster parents with more training and agency support.

DHS works to minimize the number of placements children in foster care experience. For children in care the last day of FFY 2007, 55% had two or fewer placements.

Children’s Moves in Foster Care

Number of Placements	Number of children	Percent
1	2,788	29.2%
2	2,529	26.5%
3	1,408	14.7%
4	849	8.9%
5	529	5.5%
6 or more	1,451	15.2%
Total in Care 9/20/07	9,554	100%

In March 2007 new certification standards for foster homes, relative care givers and adoptive homes became effective. These rules provided direction for expediting certification of a relative care giver or person(s) who have a care giving relationship or attachment to a child(ren) enabling children’s first placement to be with a relative or persons with whom they have a relationship rather than placement in stranger foster care.

The 2006-2007 Oregon legislative session passed legislation allowing Oregon to reimburse certified relatives. For the first time Oregon can now reimburse certified relative caregivers standard foster care rates.

DHS maintains a state Foster Parent Advisory Committee which is comprised of foster parents representing each District, the President of the State Foster Parents Association and the DHS Foster Care manager. The Advisory group meets quarterly. Members receive DHS updates and planning. Members share District needs and updates.

Oregon Foster Parents Association maintains a contract with DHS to organize foster parent training and support and continue to develop many successful partnerships.

Diligent Recruitment:

DHS has purchased services from Boys and Girls Aid Society (BGAS) for foster care and adoption recruitment. The department also collaborates with BGAS to participate in the national AdoptUSKids recruitment campaign and is the Recruitment Response Team for Oregon, responding to Oregon inquiries to the national centralized call center. The focus has continued to be child specific recruitment utilizing media, photo listing exchanges and publications. The department also continues to contract with the Special Needs Adoptive Parent Services Inc. (SNAPS) to present Oregon's children in Boise, Idaho on the local Wednesday's Child broadcast which airs in Idaho and Oregon.

BGAS, as a recipient of a Dave Thomas Wendy's Wonderful Kids recruitment grant continues to collaborate with the department to identify homes for hard to place children. Recently, the grant was expanded to include the Southern region of the State allowing the involvement of more children.

Many individual branches engage in ambitious recruitment campaigns most frequently targeting specific communities and neighborhoods. Local branch creative recruitment efforts abound, being too numerous to mention all of them. Foremost branches find good retention of foster parents is their best recruitment tool. The following provides an overview of some individual branch efforts:

- Public speaking events at city clubs, organizations and schools to familiarize the public with foster care. These speaking events developed connections with various organizations and frequently resulted in donated items and funds for foster children and foster parents such as back packs, coats and special items for foster parents in connection with National Foster Care Month in May.
- Foster care recruitment booths at community events.
- Partnering with community partners to develop targeted recruitment of foster families in neighborhoods with a high need for homes.
- Joining with community partners in fund raising to purchase special items for relative care givers thus enabling them to immediately assume temporary custody of their relative children who have entered care.

- Branch recruitment staff have been invited to speak about foster care needs on local radio programs and create PSA's for broadcast and taking advantage of all free advertisement and public education opportunities.
- Special interest stories in newspapers drawing attention to the need for foster families
- Monthly community based informational meetings about foster care + diligent efforts to notify public of the event.
- Involving teen foster youth in various ways to educate the public about the need for foster homes for teens.
- Recruitment packets developed and widely distributed by placing fliers in pizza boxes, open houses and public events, libraries, movie theater adds.
- Foster families hosting "Fosterware Parties" inviting friend to come and learn about foster care.
- Large street banners advertising the need for foster families.
- Traveling Heart Gallery Displays
- One branch developed a dedicated line for foster parent inquiries and developed a strong working philosophy of "screen in instead of screen out" by ensuring interested parties first contact with the agency is positive and responsive.
- This branch tracks where the callers learn about the need for foster families and uses this information to identify the more successful recruitment campaigns.
- Monthly open houses. The events are informal and welcoming, serving refreshments. A foster parents speaks about his/her experiences, staff answer questions related to foster parenting. These meetings are frequently held in the community or neighborhood with a high need for foster families.

- Two styles of foster care recruitment cards were developed – one style for foster parents to distribute while recruiting, and another for staff to distribute.
- Recruitment presentation packets and notebooks have been developed as a tool for foster parents and staff to use when they are asked to speak in public.
- Branches continue to use foster care data as an effective recruitment tool which identifies various needs such as sibling foster homes, homes in a specific school catchment's area, homes for teens etc.

Future Plans:

DHS recently awarded a two year contract to Boys and Girls Aid Society. The contract is for statewide general and targeted recruitment adding to the state's pool of foster and adoptive families. The success of the work will be outcome generated. Targeted recruitment will be based on district needs. An Advisory Board comprised of foster/adoptive parents, foster/adoptive youth, community members and department staff will monitor and review the contractors work as well as issue specific recruitment directives.

In addition, the department is in the process of soliciting Request for Proposals for child specific recruitment services. The intent is that the provider will identify foster and adoptive placements for children who are difficult to place. Referrals will typically be for children eight years or older, sibling groups, or who are from a specific race/ethnicity. Referrals may also include children who are placed in a congregant care facility and are in need of placement with in a family setting.

DHS has applied for a 5 year federal grant for the purpose of integrating a multifaceted process to ensure the diligent recruitment of families across ethnic and racial groups. Emphasis will be on removing barriers that discourage families and communities from involvement with the public child welfare system. By implementing a customer service model Oregon will create partnerships that enable us to identify and respond to the needs of children in foster care in a manner that vastly exceeds what would be accomplished by a lone effort.

Adoption Incentive Payments

Oregon has received no adoption incentive payments since FFY 2002. At that time, \$224,000 was received. It is not expected that adoption incentive payments will be earned for FFY 2008.

Section XIII. Family Preservation and Support Services

See information below.

**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 PRESERVATION AND
SUPPORT SERVICES PROGRAM**

**FOR FEDERAL FISCAL YEAR 2008
(October 1, 2007– September 30, 2008)**

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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 preservation and 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 2008

A. Specific Accomplishments and Progress

In the 5-year Child and Family Services Plan, the Oregon Commission on Children & Families describes five core areas to guide the system development and implementation work dedicated to promoting community-based family preservation and support services (See Attachment A). The five core areas include:

1. Implementation of county comprehensive community plans for children, youth and families
2. Coordination and support of children, youth and family programs and initiatives
3. Accountability and reporting
4. Policy development and promotion
5. Resource development

Implementation of community comprehensive plans

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 2007 Benchmark Report” online at www.oregon.gov/DAS/OPB)

Local commissions fund activities that are priorities for their community 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

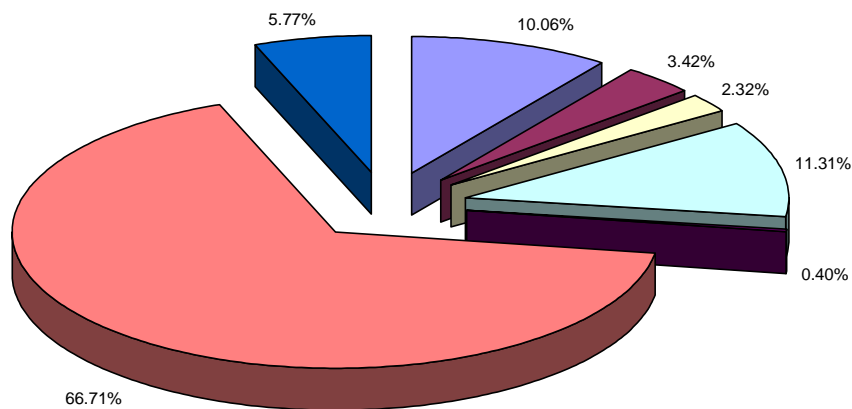
	<ul style="list-style-type: none"> • Reduce child neglect and/or maltreatment • Timely progress during out-of-home placement
Positive Youth Development	<ul style="list-style-type: none"> • Positive Relationships with Adults • Quality peer interactions • Pro-social skills and behavior • Academic progress • 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 2008, Family Preservation and Support funds are most commonly used to protect children from harm (67%) in the implementation of strategies intended to reduce child maltreatment. The remainder is applied to strategies that improve the success of children and youth (20%); strengthen at-risk families (10%); and strengthen the service delivery system (3%). (See chart below)

Implementation of High Level Outcomes



Families are strengthened through programs with outcomes associated with reduction of alcohol, tobacco, or other drug use; reducing poverty; improving prenatal care; and meeting the families' child care needs.

Children and youth participate in services that reduce risk factors and strengthen assets to ensure high school graduation; improve readiness for kindergarten; reduce youth suicide; and decrease juvenile arrests.

The service delivery system is strengthened through increased community participation as seen in the funding of community-based models such as family resource centers and school-based centers.

Coordination and support of programs and initiatives

The Oregon Commission on Children & Families continues to support key components of an effective service delivery system. In FFY 2008, 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 Families initiative.

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. Oregon Commission on Children & Families' staff provides technical assistance to programs and oversees credentialing of Healthy Start programs throughout the state.

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.

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 2008 the Oregon Commission on Children and Families will support the implementation of community schools in at least 4 communities and implement a technical support center for communities ready to develop community schools.

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. These rural and urban demonstration sites will test effective service delivery models for both populations and serve as the foundation for expanding these models statewide.

Reconnecting 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.

Policy development and promotion

The Oregon Commission on Children and Families takes the lead in building an infrastructure that supports continuing partnerships. This infrastructure includes the Partners for Children and Families, 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 (See Attachment B). Information from the

plans inform policy development, collaborative initiatives, system development and the development of a state plan for children and families. In FFY 2008, counties completed their next six-year planning process identifying key state policy issues and providing data on trends related to the 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. In FFY 2008, the Oregon Commission on Children and Families and the Partners for Children and Families will use information in the plans as the basis for a state plan for children and families to guide policy and funding.

The Oregon Commission on Children & 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 estimated \$2.50 is leveraged from non-federal sources. Leveraged resources for all programs and services funded with Title IV-B-2 in FFY 2008 are expected to exceed \$2.5 million.

In addition to monetary resources, local programs and services report tens of thousands of volunteer hours donated to community-based programs statewide. Donated hours are anticipated to exceed 50,000 in FFY 2008.

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 increasingly focus family preservation and support services resources to attain measurable results for specific populations most in need of services that will:

- Reduce child maltreatment,
- Reduce adult substance abuse,
- Reduce domestic violence, and
- Reduce poverty.

As a result, OCCF continues to pursue the same goals and objectives but anticipates changes to the service delivery system that reflect the changing demographics of the State of Oregon. This will require increased attention to effective services that are culturally relevant.

C. Family Preservation and Support Services

Family Preservation and Support Services funds are allocated to three purposes in the FFY 2008 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.

\$1,456,523 is allocated to the Local Commissions on Children and Families and tribes for community-based family preservation and support programs in all 36 counties and 9 federally recognized tribes. The counties are allowed the flexibility to use the funds in accordance with the priorities and strategies

of the local comprehensive plans for services, systems change, community development and capacity building that targets child maltreatment, domestic violence, adult substance abuse or poverty as long as the federal rules and regulations stipulating how the funds will be used are followed. Appendix A provides a description of each activity that the counties fund with the family preservation and support services grant stream in FFY 2008.

This year funds have been applied to three of the Title IV-B (2) service types:

- Prevention and Support Services (Family Support),
- Pre-placement, and
- Crisis Intervention.

Prevention and Support Services (Family Support) reach throughout the state. Programs in this category receive the largest share of Title IV-B funds in 2008. There is strong local support for these services. For every Title IV-B dollar used to fund these services, we anticipate an additional \$2.50 will be leveraged in FFY 2008. This includes 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

Oregon's Family Support and Connections programs (previously Community Safety Net) represent the Pre-placement Prevention category of services. They only received about 7% of the Title IV-B (2) funds in FFY 2008. Due mainly to the loss to counties of state resources provided from the Department of Human Services in past years. This program was funded by local commissions in six counties throughout the state. These programs typically generate community resources and volunteers. In FFY 2007, programs received over \$94,690 in private grants and donations and logged nearly 1000 volunteer hours.

Three types of Crisis Intervention (Family Preservation) services are funded: Relief Nurseries, homeless and emergency shelters, and domestic violence services. This group of services receives 35% of the FPS revenues. Traditionally these programs receive the most monetary support from community leverage. Past data show that for every federal dollar received, \$4.16 is leveraged. OCCF anticipates private grants and donations to exceed \$800,000 in FFY 2008.

Like the Local Commissions, the tribes are allowed the flexibility to use the funds in the best interest of their tribal program needs for services, systems change, community development and capacity building that targets child maltreatment, domestic violence, adult substance abuse or poverty as long as the federal rules and regulations stipulating how the funds will be used are followed. Appendix B shows each tribe's goal and strategies for family preservation and support funding for FFY 2008.

The tribes' use of Title IV-B (2) funds differs from county uses in a few significant ways. Supporting families in poverty is a much higher priority. It is also common for tribes to support transportation barriers to accessing services. Improving family management and life skills is another recurring theme.

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 recently launched the OCCF Web Based Data System, Local Resources Module. Counties are inputting backlogged data and results. The new 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 August 2008.

OCCF continues to work with key partners to develop and implement this coordinated reporting system. A number of modules were completed in the past twelve months 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 have undertaken a number of training, technical assistance, research and evaluation projects for services funded with family preservation and 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. Last biennium, 83% of the services and programs that local commissions funded 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 best practices 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 January 2008, the next 6 year county comprehensive community plans were received. The Partner's for Children & Family reviewed and analyzed the 36 county plans and reported to the State Commission the major issues of concern to local communities. Child maltreatment, families living in poverty, children's mental health services and access to health care remain at the top of the list. The results of the plans can help inform state and county budget allocation and validates community efforts to address their issues and develop needed resources.
- Homeless and Runaway Task Force report and recommendations to the Governor and the Legislative Assembly

Resource Development

As the State has been faced with continuing funding constraints, leveraging resources has become 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.

Attachments

- Appendix A: Family Preservation & Support Services, County Funded Activities
- Appendix B: Family Preservation & Support Services, Indian Tribe Activities
- Attachment A: OCCF System Development and Implementation Framework
- Attachment B: Partners for Children & Families State System

*Appendix A: Family Preservation & Support Services,
County Funded Strategies*

Prevention & Support Services (Family Support)

Arlington Child Care	This program takes all children between the ages of 6 weeks and 12 years old, no matter their race, sex, income levels of families or disabilities. This Program offers Respite Care and a Parent Education Training Component in addition to just straight Child Care.	<i>Increase child care availability</i> <ul style="list-style-type: none">• Adequate child care to meet family needs
Bethel Family Resource Centers of Lane County	Parenting resource and learning	<i>Reduce child maltreatment</i> <ul style="list-style-type: none">• Improve the quality of parent-child/youth interactions
Calling On Moms and Dads	Coordinates parenting classes	<i>Reduce child maltreatment</i> <ul style="list-style-type: none">• Improve the quality of parent-child/youth interactions
CAPECO / Girls Circle	Girls Circle is a skill building support group for girls that integrates relational theory, resiliency practices, and skills training using a specific format and guidelines. The format and guidelines create an atmosphere of safety, respect, and opportunity for participants to increase positive connection, personal and collective strengths, and competence.	<i>Decrease teen alcohol, drug and tobacco use</i> <ul style="list-style-type: none">• Improve life skills and problem solving skills

CASA	Advocacy for children and foster care to achieve permanency	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Increase effective supports for children during out-of-home placement
CASA of Douglas County	The CASA program recruits, trains and supervises volunteers who advocate for the best interests of children in juvenile court proceedings due to abuse or neglect.	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Increase effective supports for children during out-of-home placement
Child Care Resource and Referral Enhancement Project	Increase quality child care availability	<i>Increase child care availability</i> <ul style="list-style-type: none"> • Improve child care quality: meets national or other quality indicators
Churches as Neighborhood Centers	An after school program serving children ages 6-13 in churches located in key Salem-Keizer neighborhoods	<i>Increase child care availability</i> <ul style="list-style-type: none"> • Adequate child care to meet family needs
Condon Child Care, Inc	Condon Child Care provides care to the children of Gilliam County and surrounding areas ages 6 weeks - 12 years old. They are licensed child care center with the State of Oregon. Current programs consist of Infant/toddler care, Preschool, Afterschool Care, Respite Care and Bus Recess. They will include Parent Involved Activities program and continue with Community Collaboration efforts.	<i>Increase child care availability</i> <ul style="list-style-type: none"> • Adequate child care to meet family needs

Developmental Disabilities Respite

Provides vouchers for respite care to families who have children with developmental disabilities with very high care demands. The program seeks to reduce caregiver stress, reduce/ eliminate the incidents of burn out and violence in the lives of families who are overwhelmed with difficult care giving responsibilities, provides quality time for other family members to interact positively and to build family strengths and ensure that families are able to maintain their children in their own homes as long as it is safe and possible to do so. Clients reported as being served includes parents, children with developmental disabilities and siblings.

Reduce child maltreatment

- Improve stability of family life

Early Childhood Care and Education Consultant

Stabilize child care availability and improve the quality of child care in all settings and environments

Increase child care availability

- Increase knowledge and skills among care providers

Early Childhood Care and Education Health Consultant

Improve the quality of child care by insuring that staff are sufficiently trained to address issue of healthy and safety, improve fitness, nutrition and child welfare

Increase child care availability

- Adequate child care to meet family needs

Early Childhood Care and Education Mental Health Consultant	Improve the quality of child care by insuring that staff are sufficiently trained to address social and emotional behaviors of children in their care.	<i>Increase child care availability</i> <ul style="list-style-type: none"> • Increase knowledge and skills among care providers
Eugene Family Resource Centers	Parenting resource and learning	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Improve the quality of parent-child/youth interactions
Family Care Resource and Referral	Respite care for parents or caregivers of special needs children	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Improve adequacy of resource and referral system
Family Friends - Family Sense	Family Sense is supported by Family Preservation and Support Federal Funds. The program includes a child, parent connection by providing safe a safe and neutral environment for supervised and custody exchanges following divorce or family separation. Activities include providing parental education, parent/child intervention services when needed, and community resource information.	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Improve the quality of parent-child/youth interactions
Family Resource Center - Marion	The Family Resource Center will prevent children from entering the foster care system	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Improve stability of family life

Family Resource Center - Sherman	Family resource centers serve as clearinghouses to assist families to learn about and access a range of school and community based services and resources and serve as a foundation for community learning centers	<i>Reduce poverty</i> <ul style="list-style-type: none"> • Increase adequacy of basic resources: food, shelter, transportation
Family Resource Center of Junction City	Parenting resource and learning	<i>Decrease teen alcohol, drug and tobacco use</i> <ul style="list-style-type: none"> • Improve academic progress
Foster Care Action Teams	Community action and mobilization to leading to foster care home availability.	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Increase effective supports for children during out-of-home placement
Grant-Harney County CASA, Inc.	To recruit, train and support a sufficient number of CASA volunteers to ensure each child receives the attention and focus the child deserves, and to increase community awareness of CASA works and the needs of our most vulnerable children.	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Increase effective supports for children during out-of-home placement
Great Beginnings	Child care and education workforce development project.	<i>Increase child care availability</i> <ul style="list-style-type: none"> • Adequate child care to meet family needs <i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Adequate social support resources

Great Start

Great Start is a parent education program that increases the skills of parents through training and a mentoring program and also provides a preschool program for children who do not qualify for Head Start because of income. There are separate playgroups for infants, toddlers, and two preschool groups - one for three year olds and one for four year olds. In addition, program supports a preschool by mail program for rural families and daycare providers. This program targets parents and children who cannot afford regular preschool, but are at high risk of getting no services at all because their level of income is too high for Head Start.

Improve readiness to learn

- Improve normal growth and development

H.A.R.T. Family Resource Center

Provide services for support and information to families located in Harrisburg.

Reduce child maltreatment

- Improve quality of parent-child/youth interactions

Healthy Start

Voluntary Home Visiting program for high risk 1st birth families

Reduce child maltreatment

- Improve adequacy of social support resources

Healthy Start of Clackamas County

Home visiting services to first birth parents in Clackamas County

Reduce child maltreatment

- Improve quality of parent-child/youth interactions

Juvenile Treatment Court	Addressing issues within the participants family, to assist the participant in becoming drug and alcohol free	<i>Decrease teen alcohol, drug and tobacco use</i> <ul style="list-style-type: none"> • Reduce rates of ATOD use <i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Improve quality of parent-child/youth interactions
Life Skills for Healthy Families – Sable House	Support groups for parents-children skill building	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Improve quality of parent-child/youth interactions
Lifespan Respite	Lifespan Respite provides information, referral and assistance to families; identifies, recruits and screens providers; ensures that a list of providers is available to families; coordinates access to training and maintains info about community resources	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Improve stability of family life • Improve adequacy of social support resources
Los Ninos Bien Educados	Parenting Education in Spanish	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Improve constructive guidance and discipline
Maternal Child Health Home Visit Program	Provide prenatal care, comprehensive education and home visitation, and healthy birth outcomes	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Improve quality of parent-child/youth interactions
McKenzie Family Resource Center	Parenting resource and learning	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Improve quality of parent-child/youth interactions
Oakridge-Westfir Family Resource Center	Parenting resource and learning	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Improve effectiveness of social support resources • Improve quality of parent-child/youth interactions

Options Counseling, Inc.	Options Counseling Inc. is providing an intensive in-home therapy program for youth in grades 4-6 in Sutherlin, Winston, and Roseburg. The program is a family- and community-based treatment program for youth with complex clinical, social, and educational problems. The services are individualized to the family's strengths and weaknesses. Some of the services are designed to improve parenting skills and to provide parental support.	<i>Decrease teen alcohol, drug and tobacco use</i> <ul style="list-style-type: none"> • Improve academic progress <i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Improve quality of parent-child/youth interactions
Outreach Advocacy Project	Family Advocate will provide 1,024 hours of case management to 51 families at South Valley Integration site in Ashland. Case management services to include outreach, team meetings, advocacy, and coordination.	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Improve family problem-solving skills
Paisley Breakfast/Lunch Program	Breakfast and lunch for children between the grades of Kindergarten and 4th grade.	<i>Reduce poverty</i> Adequacy of basic resources: food, shelter, transportation
Parent Education	Participants in English speaking Parent Education classes will report an increase in quality of parent child interactions	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Improve quality of parent-child/youth interactions

PCCCF Community Outreach Activities	Teen ATOD prevention - Readiness to Learn - Connections to resources	<i>Decrease teen alcohol, drug and tobacco use</i> <ul style="list-style-type: none"> • Increase positive, informal interactions that link adults, children and youths.
Pleasant Hill Family Resource Center	Parenting resource and learning	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Increase adequacy of social support resources
POWER Program	After school program for middle-school age youth.	<i>Increase child care availability</i> <ul style="list-style-type: none"> • Adequate child care to meet family needs
Reconnecting Families	Reconnecting youth in the foster care system with their biological family members to expand and strengthen youths support system	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Improve effectiveness of social support resources • Improve quality of parent-child/youth interactions
Rural Parenting Initiative	Parent education classes	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Improve quality of parent-child/youth interactions
S.P.A.R.K.S.	This program assists parents with disabilities to be the best possible parents while assisting the entire family to effectively utilize skills training, education and peer support groups.	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Increase adequacy of social support resources
SAFE Court	Addressing issues within the participants family, to assist the participant in becoming drug and alcohol free	<i>Decrease teen alcohol, drug and tobacco use</i> <ul style="list-style-type: none"> • Reduce rates of ATOD use <i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Improve quality of parent-child/youth interactions

Sex Abuse Training	Outreach and community presentations on the importance of sex abuse prevention and how to report suspected abuse	<i>Reduce child maltreatment</i> Increase knowledge of safety rules
Skills Trainer	Provides voluntary intensive individualized mental health services including conflict resolution, managing daily interactions, and strengthening family infrastructure.	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Improve life skills and problem solving skills
South Lane Family Resource Center	Parenting resource and learning	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Improve quality of parent-child/youth interactions
Spray Community School Parenting Program	Providing parenting education for all families in the area	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • More opportunities for, and participation in, family-centered events and activities.
Springfield Family Resource Center	Parenting resource and learning	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Improve quality of parent-child/youth interactions
Youth Investment	Provide assessment, crisis intervention, family and individual counseling	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Improve family problem-solving skills

Crisis Intervention (Family Preservation)

<i>Activity</i>	<i>Description</i>	<i>High-level Planning Goal(s)</i> <i>--Activity Outcomes</i>
Adolescent Shelter Care	Adolescent shelter home	<i>Decrease teen alcohol, drug and tobacco use</i> <ul style="list-style-type: none"> • Improve life skills and problem solving skills
After the Storm	Individual/group psychotherapy by professionals for mothers and children affected by domestic violence. Children, primarily ages 4-18 and older, will learn about empowerment, self-efficacy, and appropriate family roles. Mothers, primarily 19 and older, will be able to practice new parenting skills and be able to debrief their experience in a safe environment.	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Increase stability of family life
Children’s Intervention Program	Education and skill building groups for child witnesses of domestic violence and their mothers	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Improve pro-social skills and behaviors
Domestic Violence Services	Crisis intervention to victims of domestic violence and sexual assault.	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Improve stress-coping skills
Domestic Violence Project	The Domestic Violence Intervention project works with women and children referred for child abuse and also identifies as experiencing domestic violence	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Improve stress-coping skills

Family Development Center - Outreach and Therapeutic Classroom	Relief Nursery programs provide therapeutic early childhood classrooms, intensive parenting education and home visitation for families with young children at risk of abuse.	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Quality parent-child/youth interactions • Adequate social support resources <i>Increase child care availability</i> <ul style="list-style-type: none"> • adequate child care to meet family needs
Lifespan Respite	Provides vouchers for short-term respite care to families identified as at-risk or in crisis who are caring for a family member and cannot afford to pay for a caregiver. The goal of the program is to reduce family stress and promote family strengths.	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Increase stability of family life
Rally Around Families Together CRN	The Relief Nursery Programs provide therapeutic early childhood classrooms, intensive parenting education and home visitation for families with young children at risk of abuse.	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Improve quality parent-child/youth interactions • Increase adequate social supports
Relief Nursery/Childrens Relief Nursery	The Relief Nursery Programs provide therapeutic early childhood classrooms, intensive parenting education and home visitation for families with young children at risk of abuse.	<i>Reduce child maltreatment</i> <ul style="list-style-type: none"> • Improve quality parent-child/youth interactions • Increase adequate social supports
Tonya's House	Tonya's house provides emergency, respite and transitional housing to youth. The outreach program provides positive youth development, support, mentoring and encouragement to improve school performance and job	<i>Decrease teen alcohol, drug and tobacco use</i> <ul style="list-style-type: none"> • Improve life skills and problem solving skills

readiness, drug and alcohol prevention, and runaway and homeless issues.

Pre-Placement Prevention

Community Safety Net	Assist families who are at risk for abuse and neglect by providing assistance in developing the necessary resources and connections in the community	<i>Reduce child maltreatment</i> <ul style="list-style-type: none">• Increase stability of family life
Community Safety Net / Family Center	Targeted case management including 2 visits per month over 3 month period to 20 high risk families.	<i>Reduce child maltreatment</i> <ul style="list-style-type: none">• Increase stability of family life
Community Safety Net / Project Listo	Provide targeted case management to 15 Spanish speaking high-risk families screened/referred to Addictions Recovery Center, On Track, DHS-Child Welfare and community partners.,	<i>Reduce child maltreatment</i> <ul style="list-style-type: none">• Increase stability of family life
Community Safety Net/Core Services	Outreach services including 2 visits per month over 3 month period to 15 high risk families referred by Addictions Recovery Center, OnTrack, DHS-Child Welfare and community partners. Design and coordinate referral system to Relief Nursery, Project Listo, and Rogue Family Center.	<i>Reduce child maltreatment</i> <ul style="list-style-type: none">• Increase stability of family life
Family Support and Connections	Information network and services for high risk families	<i>Reduce child maltreatment</i> <ul style="list-style-type: none">• Increase stability of family life

Appendix B: Family Preservation & Support Services, Indian Tribe Activities

NAME OF TRIBE Activity Description	Goal(s) • Activity Objective(s)
<p>BURNS PAIUTE TRIBE The tribe will provide funding for certified foster care persons to provide respite care for parents, and other caregivers. Trainings will be provided to parents, caregivers and other family members that focus on child development, behavioral issues, education and how to better handle stress. The tribe will also provide some classes on grief and loss. Staff assistance, victim advocacy and case management is provided to families in crisis. Additional supports to help families meet basic needs such as transportation, housing and utilities. Community-based prevention activities that encourage families to participate together will occur on the reservation.</p>	<p><i>Make respite care of children available</i></p> <ul style="list-style-type: none"> • Ensure certified foster care persons are available to those in need of respite care <p><i>Improve parenting skills</i></p> <ul style="list-style-type: none"> • Provide at least three trainings each year <p><i>Stabilize families in crisis</i></p> <ul style="list-style-type: none"> • Provide case management and wrap around supports
<p>COQUILLE INDIAN TRIBE Coquille Indian Tribe will help families in crisis 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 crisis maintain a safe and adequate home environment for children.</p>	<p><i>Stabilize families in crisis</i></p> <ul style="list-style-type: none"> • Provide case management and wrap around supports
<p>CONFEDERATED TRIBES OF COOS, LOWER UMPQUA AND SIUSLAW INDIANS Tribal families who qualify for the Oregon Health Plan or TANF will be surveyed to identify areas that need addressing within the household.</p>	<p><i>Reduce household risk factors</i> <i>Prevent foster care placements</i></p> <ul style="list-style-type: none"> • Identify new at risk children • Conduct need assessments through the Interest Survey and Family Partnership Agreement

<p>Family assessments that show the children are at risk for potential State involvement or removal will receive supports such as: parenting, budgeting, and nutrition education; and mental and physical health care. Family Services Caseworkers follow up and monitor goal compliance with program participants to help ensure successful completion of household and family goals.</p>	<ul style="list-style-type: none"> • Provide case management on 100% of program participants
<p>CONFEDERATED TRIBES OF THE GRAND RONDE COMMUNITY The tribe will continue to give in-home support to families identified as high risk, as well as foster parents, and guardians. Communication will also be provided to support foster parents. Grand Ronde will continue the new community-based programs that incorporate activities structured to involve children and families so that the interactions can be monitored and positive role modeling can take place. Examples of events include: will recreational events, motivational speakers, storytelling, culture camps and events that allow for processing between staff, children and families. In home assistance and intensive family structure development will be essential in working with high risk families to negate the need for or remove the risk of foster placement. An Intensive Family worker well-versed in budgeting, family dynamics and cultural approaches to incorporate the skills from a cultural basis will be employed. Also Positive Indian Parenting classes will continue.</p>	<p><i>Improve parenting skills</i></p> <ul style="list-style-type: none"> • Provide in-home support to high risk families <p><i>Strengthen the parent-child relationship</i></p> <ul style="list-style-type: none"> • Organize at least three family activities/gatherings during the year <p><i>Stabilize families in crisis</i></p> <ul style="list-style-type: none"> • Improve life skills of high risk families such as budgeting, family dynamics • Strengthen high risk families through tribal culture
<p>KLAMATH TRIBE</p>	<p><i>Improve parenting skills</i></p>

<p>This funding assists in the running of the ICWA program, as well as Child Protective Services and the Foster Care program. CPS and ICW Specialists continue to make in-home visits, provide necessary transportation, attend placement meetings, and enhance foster care recruitment efforts. Along with additional funding, Klamath strives to provide at-risk families with the necessities of life in times of crisis. The department will develop intervention and prevention programs targeting at-risk families, and providing culturally relevant, family strengthening education.</p> <p>Specialists also participate in meetings with various agencies and entities within the community at large, and have established referral procedures for services; participate in a community resource committee; and continue to nurture a community based service referral system.</p>	<ul style="list-style-type: none"> • Expand and enhance early intervention and prevention services <p><i>Increase accessibility to services</i></p> <ul style="list-style-type: none"> • Identify new at risk children • Conduct need assessments and • Provide referral and transportation to services as needed <p><i>Find permanent home placement for children</i></p> <ul style="list-style-type: none"> • Enhance foster care program and family reunification efforts <p><i>Stabilize families in crisis</i></p> <ul style="list-style-type: none"> • Improve life skills of high risk families • Strengthen high risk families through tribal culture • Provide case management and wrap around supports
<p>SILETZ TRIBE</p> <p>Siletz tribe will provide daily activities with ICW that include: providing voluntary services; working with the individual families to strengthen weaknesses that could result in removal; developing strengths that allow for reunification, facilitating communication meetings between providers and caseworkers to build positive non-threatening working relationships which reduce child risks within the home; conducting home visits to monitor care; and provide preventative planning to alleviate identified concerns and assist families</p>	<p><i>Improve parenting skills</i></p> <ul style="list-style-type: none"> • Provide preventative services to families • Increase the number of preventative services offered outside the reservation area but within the 11 county service area <p><i>Prevent foster care placements</i></p> <ul style="list-style-type: none"> • Conduct more informal resolutions child referrals

<p>by developing service plans in conjunction with family input to reduce child risk factors.</p>	
<p>CONFEDERATED TRIBES OF UMATILLA Nearly 100% of the DCFS child welfare case load is made up of low income families, usually with less than two parent households who have alcohol and drug issues. The pressures caused by low income are often compounded by poor coping mechanisms and low educational achievement. Returning children into home where a parent is unable to provide the most basic of needs for themselves or their children can cause a great deal of stress on a recovering parent in a reunification process. DCFS will assist the parent in providing for children’s basic needs and requirements that will assist in the transition into permanency placement. Case managers will provide services, assistance and required treatment and therapeutic efforts that will stabilize the family setting so children will be safe. Case managers will assist parents in re-establishing safe and sanitary housing, food, utilities, work clothing and basic transportation to services.</p>	<p><i>Find permanent home placement for children</i></p> <ul style="list-style-type: none"> • Provide case management and wrap around supports for reunification efforts <p><i>Stabilize families in crisis</i></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, Social Services Department will provide “Strengthening the Next Generation.” This program will conduct one-on-one in-home visits and group classes on child development, budgeting, stress reduction, health and nutrition as it relates to raising children. Cow Creek Health and Wellness Center</p>	<p><i>Improve parenting skills</i></p> <ul style="list-style-type: none"> • Provide parenting information that leads to improved knowledge and skills <p><i>Increase accessibility to services</i></p> <ul style="list-style-type: none"> • Provide transportation to services as needed <p><i>Stabilize families in crisis</i></p> <ul style="list-style-type: none"> • Provide developmental screenings

<p>will provide screening and services for qualifying clients and, if necessary, refer out for adequate health care that the clinic is unable to provide. Referrals will be made to outside facilities to conduct developmental screenings if the Tribal Clinic's staff psychologist is unable to provide the service.</p> <p>In the event that no personal transportation is available, the program will provide gas vouchers or bus pass for transportation to and from necessary medical/human services appointments. Assistance with meeting basic needs.</p>	<p>for children and</p> <ul style="list-style-type: none"> • Referral to needed services
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Attachment A: OCCF System Development and Implementation Framework

Mission

The Oregon Commission on Children and Families is a partnership of citizens and professionals working together to improve the lives of children and families in Oregon's local communities. The Commission facilitates and supports community comprehensive planning for all children and families, promotes system integration, and provides leadership for local and state efforts in early childhood.

Grass Roots • Collaboration • Positive Youth Development • Building Capacity before Commitment • Cultural Competency • Best Practices • Honesty, Safety, Consistency & Effectiveness in Communication • Stantory & Regulatory Requirements

Guiding Principles/Screens

CORE AREAS

Policy Development & Promotion

Accountability

Programs/Initiatives Coordination & Support

CCC Plan Development & Implementation

Resource Development

STRATEGIES

- a. Develop and sustain financial resources.
 - b. Develop expertise of state and local staff and engaged partners.
 - c. Develop and maintain information resources (e.g., data).
 - d. Continue policy development around distribution of grant monies across the state, and other related policies that may become necessary.
 - e. Maintain core infrastructures, including staff.
 - f. Administer grants/grantstreams (e.g., obtain request and spending limitation, RFP & appeal processes, grant management, compliance monitoring, evaluation).
 - g. Link and leverage resources.
- a. Identify common themes from plans to facilitate the development of state and local strategies.
 - b. Continue work between state and local commissions regarding advocacy for plans, systems sustainability, and legislative work.
 - c. Continue work of the CCF system in collaborating with formal and informal partners to explore and advocate for systemic changes.
 - d. Engage, convene and support diverse constituencies to:
 - Increase public involvement,
 - Design new initiatives,
 - Strengthen local systems, and
 - Achieve tangible results.
 - e. Identify, develop and adopt essential components, standards and outcomes.
- a. Implement effective support of essential components of a local service delivery system, including:
 - CASA
 - Healthy Start
 - Crisis/Relief/Nurseseries
 - Positive Youth Development
 - Childhood Care & Education
 - b. Identify, develop and adopt essential components, standards and outcomes.
- a. Develop, collect data on, and report on performance measures as required by DAS.
 - b. Develop and maintain reporting methodologies that capture results across partners.
 - c. Coordinate and maintain external evaluations of programs and systems.
 - d. Develop and conduct assessments and internal reviews of local commissions and local programs. (Database reviews, quality assurance reviews, and local commission assessments, including internal controls, etc. that assist in the development of successful local programs and systems and ensure quality information for statewide use).
 - e. Develop and maintain a web-based database for the collection of information from local commissions (FMORS).
- a. Support the State Commission in policy development (systems policy).
 - b. Support the State Commission in OAR development.
 - c. Support the State Commission in budget development.
 - d. Support the State Commission in member recruitment, development and support.
 - e. Facilitate the development of statewide policy informed by CCC plans, programs and initiatives.
 - f. Support State Commission advocacy efforts with the Governor, Legislature, agencies, media, and other public and private stakeholders.
 - g. Develop and implement internal administrative policies that support effective local programs and commissions.

Attachment B: Partners for Children & Families State System

