

STATE OF OREGON Children's Justice Act FFY2010



Program Performance Report and Grant Application

Due Date: May 28, 2010

Applicant Agency:



**Children, Adults and Families
500 Summer Street NE, E-68
Salem, Oregon 97301-1067**

Grant Coordinator:

**Heather Mowry
Family Based Services
Children, Adults and Families
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Agency EIN: 93-0592161

DUNS: 13-672-5301

Children's Bureau
Office on Child Abuse and Neglect
Portals Building, Room 8128
1250 Maryland Avenue, S.W.
Washington, D.C. 20024

Attention: Catherine Nolan
c/o Catherine Luby

Re: FFY 2008 Children's Justice Act Grants to States under the Child Abuse
Prevention and Treatment Act

Dear Ms. Nolan:

Enclosed is the original and one copy of State of Oregon Department of Human Service's 2010 application for funding under the Children's Justice Act to assist the state in responding to reports of child abuse cases in a manner that limits additional trauma to the child victim, enhances the investigation and prosecution of the case, and improves the handling of suspected abuse related child fatalities. The tentative fiscal year 2010 state allocation for Oregon is \$
The following compliance documents are included:

- Governor's letter signifying the State's continued compliance including the maintenance of a Children's Justice Act Task Force
- Certification Regarding Lobbying

If you have any questions, please contact Heather Mowry at (503) 945-6841.
Thank you for your prompt attention to this matter.

Sincerely,

Bruce Goldberg, M.D.
Director
Department of Human Services

Bryan Johnston
Interim Assistant Director
Children, Adults and Families
Department of Human Services

Attachments

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A. REQUIREMENTS FOR ALL STATES

1. Establishment/Maintenance of a Task Force

**Sections 107 (b) (2) and
107 (c) (1) of the Act**

Maintaining the Task Force

Oregon Department of Human Services (DHS) has sustained a Children's Justice Act Task Force since first established in 1987. By federal authorization and mandate, Oregon's initial Task Force served the goals of the Children's Justice Act. An interim legislative Task Force became an agency-appointed, ongoing Children's Justice Act Task Force in 1993. The Task Force maintains an expanded membership in accordance with federal guidelines. Three-year reports were issued in 1995, 1997, 2000, 2003, 2006 and 2009. These reports contained recommendations in each of the areas mandated by Section 107(e) of the Child Abuse Prevention and Treatment Act (CAPTA) as amended by The Keeping Children and Families Safe Act of 2003.

Task Force Membership

The Task Force generally meets on a quarterly basis to acquire information, identify issues, develop strategies for intervention, review progress of projects and network with state and community organizations. Task Force meetings provide an opportunity for statewide information gathering and collaboration. This process is supplemented by Task Force members' professional networking with various and multiple organizations throughout the state.

The Oregon Children's Justice Act Task Force serves as a subcommittee of the Children, Adults and Families (CAF) Child Welfare Advisory Committee (CWAC). CAF is the section within the Department of Human Services that is responsible for providing child services in Oregon. Two members of the Child Welfare Advisory Committee are also members of the CJA Task Force. This dual role provides direct access to leading policy makers regarding child protective service decisions.

The Oregon Children's Justice Act Task Force membership list is included on the following pages and is comprised of member name, title, agency and a brief description of the relevant professional experience of each member, and designation of which professional category the Task Force member represents.

Oregon Children's Justice Act Task Force

Membership

This list is sorted in order of CJA TF position

Member Name	Title	Agency	CJA Task Force Position
REQUIRED MEMBERSHIP			
Jeff Hershman	Lieutenant-Criminal Investigations Division – Major Crime Section	Oregon State Police	Law Enforcement
<ul style="list-style-type: none"> • Detective – Criminal Investigation Division Major Crime Section – General Headquarters, Salem (2009-Present) • Sergeant – Criminal Investigation Unit Major Crime Section, Portland (2008-2009) • Inspector – Office of Professional Standards, Salem (2004-2008) • Detective – Criminal Investigation Division – Major Crime Section Portland (1999-2004) • Detective – Criminal Investigation Division, Contractor Fraud Unit, Portland (1998-1999) • Detective – Criminal Investigation Division, Columbia County Narcotics Team, Columbia County (1997-1998) • Recruit/Trooper – Patrol Division, Scappoose/Portland Area Command (1994-1997) • Master of Public Administration Portland State University • BS (Criminology) Sothern Oregon State College 			
Suzanne Isham	Captain, Regional/Advanced Training Supervisor	Department of Public Safety Standards and Training	Law Enforcement
<ul style="list-style-type: none"> •Former Traffic Safety Training Lieutenant for Regional Training •Current instructor in S.F.S.T., Drug Recognition (D.R.E.), Intoxilyzer 5000, Intoxilyzer 8000, Mobile Video, Range 3000/MILO, Scenario/Evaluator, and Drug Impairment Training for Educational Professionals. (D.I.T.E.P.) •Current committee chair DPSST Child Abuse Training Committee •Former Deputy for the Marion County Sheriff's Office for ten years (general patrol, Detectives/M.A.G.N.E.T./ D.E.A. Task Force/Street Crimes, S.R.O., D.U.I.I. Enforcement Officer) •BA in Criminology from Southern Oregon State College •Certificate of Public Management from the Willamette Atkinson Graduate School of Management 			
Honorable Lorenzo Mejia	Circuit Court Judge	Jackson County Circuit Court	Judge Civil/Criminal Court - related to child abuse/neglect
<ul style="list-style-type: none"> •Born in Chihuahua, Mexico 1953 •Migrated to Oregon at three years of age •North Bend High School Diploma 1972 •University of Oregon BS History 1981 •University of Oregon, School of Law JD 1986 •Law Clerk for The Honorable James Hargreaves, Lane County Circuit Court Judge 1986-1987 •Attorney, Oregon Department of Transportation, Contract Compliance 1987-1988 •Staff Attorney Southern Oregon Public Defenders 1988-2001 •Circuit Court Judge, First Judicial District, Position 1, 2002 to present •Carry a Juvenile Delinquency, domestic relations and general civil case load. Back up for our Juvenile Dependency Judge and have heard a great number of Dependency cases. Will be one of two Dependency Judges in 2009 			
Steve Atchison	District Attorney	Columbia County District Attorney's Office	Prosecuting Attorney

<ul style="list-style-type: none"> •District Attorney for Columbia County since 1998 (Elected to 3rd term in 2006) •Vice President of Oregon District Attorneys Association •Appointed Deputy District Attorney in Columbia County in 1980 •Practiced law in Portland for three years •Law Degree from Lewis and Clark 1976 •4 years in U.S. Navy •BS from University of Oregon •Educated in Portland Public Schools •Born and raised in Portland, Oregon 			
Carrie Rasmussen	Deputy District Attorney	Hood River County District Attorney's Office	Prosecuting Attorney
<ul style="list-style-type: none"> •Deputy District Attorney for Hood River County since April 2005 •Assistant City Attorney for City of St. Helens from May 2004 to April 2005 •Deputy District Attorney for Marion County from October 2002 to May 2004 •Juris Doctor from University of Oregon, School of Law •Bachelor of Science from Portland State University 			
Robin Wright	Defense Attorney	Gervurtz, Menashe Larson and Howe, PC	Defense Attorney/Representing Parents
<ul style="list-style-type: none"> •Bachelor of Arts, Reed College, Portland, Oregon, 1979, Phi Beta Kappa •Juris Doctorate, Columbia University School of Law, New York, NY, 1984 •Member, Executive Committee Juvenile Law Section •Member, Family Law Section, Oregon State Bar •Member, Multnomah Bar Association •Member, Washington County Bar Association •Member, Oregon Women Lawyers •Board of Trustees, Old McDonald's Farm, Inc. •Troop Leader, Girl Scouts of America 			
Under Recruitment			Defense Attorney/Child Advocate Attorney for Children
Becky Smith, Vice Chair	CASA State Program Coordinator	Oregon Commission on Children and Families	Court Appointed Special Advocate Representative
<ul style="list-style-type: none"> •CASA State Program Coordinator, Oregon Commission on Children and Families 1998-present •Oregon Child Welfare Advisory Committee National CASA Association – NCJFCJ Judicial Liaison Committee •Juvenile Court Improvement Project Advisory Committee •Masters Degree in Organizational Development •BS: Community Services and Public Affairs and Certificate: Program Evaluation and Development (1974) 			
Under Recruitment		Oregon Department of Human Services	Health Professional

Matthew Pearl, LCSW	Child & Adolescent Program Specialist	Office of Mental Health & Addiction Services, Oregon Department of Human Services	Mental Health Professional
<ul style="list-style-type: none"> •Masters Degree in Social Welfare from UCLA, licensed clinical social worker in Oregon since 2000 •Clinical experience providing mental health services to children & families in residential, day treatment, and outpatient settings •Administrative experience coordinating intensive treatment services in the managed care environment and implementing legislative initiatives through policy development and administrative rules •Liaison for community-based services to mental health organizations, community mental health programs, and mental health providers 			
Stacey Ayers	Child Protective Services Program Manager	Children, Adults and Families, Oregon Department of Human Services	Child Protective Services Agency
<ul style="list-style-type: none"> •Psychology degree - Oregon State University •Began career with DHS as Permanency Worker •Consultant Educator and Trainer •Protective Service Worker •Child Abuse Hotline Supervisor •Adolescent/Permanency Supervisor •Law Enforcement as a Reserve Police Officer and as a sworn Police Officer 			
Margaret Semple	Deputy Director, Office of Investigations and Training	Department of Human Services	Child Abuse Investigation and Advocacy/Legal Representation of Children and Families
<ul style="list-style-type: none"> • University of Maine School of Law Juris Doctor 1982 • University of Maryland Bachelor of Arts • Mediation Training International, Inc Certification in Conflict Resolution 2003 • Law Office of Margaret Semple, Saco, Me 1984-1987 • Assistant and Senior Assistant AG: Maine Department of Attorney General Sept. 1987-May 1992 • Sole owner: Spring Point Group (Consulting organization involved in Writing, Research, Education and Training, Advocacy, with a focus on representing children in family law matters) May 1992-June 1997 • Director, Maine Court Appointed Special Advocate (CASA) Program June 1997-January 1998 • Chief Hearings Officer, DHS Administrative Hearings Unit, Maine Dept of Human Services January 1998-July 1998 • Director, Bureau of Child & Family Services, Maine Dept of Human Services July 1998-October 2000 • Special Counsel to the Commissioner, Maine Dept of Behavioral & Developmental Services October 2000-May 2002 • Assistant AG, Maine Dept of Attorney General November 2003-June 2006 • Oregon Judicial Dept, Citizen Review Board June 2006-May 2007 • Office of Investigations & Training, Oregon DHS June 1, 2007-present 			
Don Darland	President	Oregon Foster Parent Association	Foster Parent Representative
<ul style="list-style-type: none"> •13 years as a foster parent •Served as President of Linn County Foster Parent Association •7 years consultant trainer for foster parents •Served on diverse boards concerning the prevention of child abuse •Served 8 years on the Linn County Commission on Children and Families 			
BENEFICIAL, NOT REQUIRED BY SECTION 107(c)			
David Cummings	Foster Care Coordinator	Children, Adults and Families, Oregon Department of Human Services	Foster Care

<ul style="list-style-type: none"> •Bachelor's degree from Utah State University •Masters Degree in Social Work from Arizona State University •Licensed Clinical Social Worker •Mental health therapist since 2005 •Have worked for Oregon Department of Human Services since 1998 in the capacity of CPS worker, foster and adoption worker, supervisor and currently as a foster care coordinator •1994: Program manager with the Devereux foundation in California •1995: Emergency Response worker with Santa Barbara County, CA child welfare •1987: Worked with Los Angeles County, CA juvenile probation department 			
Tonia Hunt	Executive Director	The Children's Center of Clackamas County	Oregon Network of Child Abuse Intervention Centers
<ul style="list-style-type: none"> •Executive Director of The Children's Center of Clackamas County (January 2004 to present) •Research Analyst and Public Policy Director/Assoc for Children First for Oregon (October 1996 to December 2003) •Policy Research Analyst for Oregon State Representative Dave Hunt (January 2003 to June 2003) •Office Manager for American Baptist Churches of the Rochester/Genesee Region, Rochester, NY (November 1995 to August 1996) •Summer Programs Coordinator/Senior Counselor for Center for Work and Career Development, University of Rochester, Rochester, NY (January 1994 to October 1995) 			
Mike Maryanov	Child Abuse Multidisciplinary Intervention (CAMI) Program Coordinator	Crime Victim's Assistant Section, Department of Justice	Represents County-Based Child Abuse Multidisciplinary Teams
<ul style="list-style-type: none"> •BA in English/Americana Literature from Northern Illinois University •MSW with a focus on Community Organizing and Social Administration from the University of Maryland. • CAMI Coordinator (April 2010 to present) • Juvenile and Family Treatment Court Coordinator for the Oregon Judicial Department and the Marion county Court • Intake and Service Coordinator for the Child and Family Network of New England (1997-2000) 			
Debourah Rau	Parent Mentor	Parents Anonymous of Oregon	Representative of Oregon Parents
<ul style="list-style-type: none"> Bachelors in Social Work – Concordia University • Associate Degree in Mental Health and Human Services • CADCI – Certified Alcohol and Drug Counselor • Parent Mentor Program – Parents Anonymous of Oregon (2006 to present) • Central City Concern (1998 – 2006) 			
Shary Mason, Chair	Community Outreach and Training Manager	Citizen Review Board, Oregon Judicial Department	Juvenile Court Improvement Program / Oregon Judicial Department
<ul style="list-style-type: none"> •Program Manager, Citizen Review Board 1993-2006 •Board Member, Tillamook County CASA Program •Member, Tillamook County Commission on Children and Families •Member, Emerging Issues Committee, Oregon Commission on Children and Families •Member, Tillamook County Citizen Review Board, 1987-1993 •Past Chair, Citizen Review Board State Advisory Council •Director, Teen Parent Program, Tillamook Bay Community College, 1987-1993 •Former Oregon Department of Human Resources Volunteer Services Supervisor •Juvenile Court Improvement Project Advisory Committee 			
Under Recruitment			Tribal Representation
NON MEMBERS: TASK FORCE STAFF			

Janvier Slick	Program Manager, Family Based Services	Children, Adults and Families, Oregon Department of Human Services	Staff
<ul style="list-style-type: none"> •Worked for Department of Human Services in child welfare for 28 years in the following positions: •Family Based Services Program Manager since 2003 •CPS Coordinator for 2 years •Child Abuse Multi-disciplinary Account Coordinator for 8 years •Family Sexual Abuse Treatment Specialist for 8 years •CPS worker 3 years •Ongoing caseworker for 3 years 			
Heather Mowry	Grants Coordinator, Family Based Services	Children, Adults and Families, Oregon Department of Human Services	Staff
<ul style="list-style-type: none"> •Have worked for Department of Human Services/Children, Adults and Families (DHS/CAF) for eight years in the capacity of Contracts Specialist, providing technical assistance and liaison services between the DHS Office of Contracts and Procurement Unit and various CAF programs. Education includes degrees from Portland State University in Business Management and Psychology, and a Masters in Public Administration. 			
Michelle Weber	Grants Assistant, Family Based Services	Children, Adults and Families, Oregon Department of Human Services	Staff
<ul style="list-style-type: none"> •Provided support for self-sufficiency programs from September 1975 to September 1978 • Since November 1979, has provided support to a variety of child welfare programs, including Maclaren School for Boys, Hillcrest School, central office administration, Indian Child Welfare Act, Target Planning and Consultation, Children's Trust Fund of Oregon, System of Care, Casey Family to Family Grant Project and program and policy. 			

***Members are appointed by the Department of Human Services, Children, Adults and Families Assistant Director.**

2. Governor's Letter



THEODORE R. KULONGOSKI
Governor

June 22, 2010

Commissioner Bryan Samuels
Administration on Children, Youth and Families
1250 Maryland Avenue, SW, 8th Floor
Washington, DC 20024

Re: Certificate of Continuing Compliance

Dear Commissioner Bryan Samuels:

This letter confirms that Oregon remains in compliance with the eligibility requirements for receipt of grant funding under the Child Abuse Prevention and Treatment Act.

- Oregon has received the FFY 2009 child abuse and neglect Basic State Grant and continues to comply with the requirements stipulated in Section 106(b) of the Act.
- Oregon has maintained and will continue to maintain a state multidisciplinary task force on children's justice, the Children's Justice Act Task Force.
- Oregon continues to make progress on the recommendations of the Children's Justice Act Task Force. This process is detailed in the States FFY 1988 through 2009 applications for project funding and in the 2010 Task Force Report.
- Oregon will make such reports to the Secretary as may reasonably be required, including an annual report on the manner in which assistance received under this program was expended throughout the State, with particular attention focused on the areas described in paragraphs (1) and (3) of Section 107(a) of the Child Abuse Prevention and Treatment Act.
- Oregon will maintain and provide access to records relating to activities under the Children's Justice Act.

STATE CAPITOL, 900 COURT STREET NE, SALEM OR 97301-4047 (503) 378-3111 FAX (503) 378-6827
WWW.GOVERNOR.OREGON.GOV

Commissioner, Bryan Samuels
June 22, 2010
Page Two

- Oregon will participate in at least one federally initiated CJA meeting each year that the grant is in effect and is authorized to use grant funds to cover travel and per diem expenses for two (2) CJA representatives (CJA Grants Coordinator and Task Force Chairperson) to attend the conference.

Sincerely,



THEODORE R. KULONGOSKI
Governor

TRK:db:bg:ab

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3. Certifications

(a) Certification Regarding Lobbying

Pursuant to 45 CFR Part 93, this certification is signed and submitted with this application.



CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, ``Disclosure Form to Report Lobbying," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Signature

Director

Title

Oregon Department of Human Services

Organization

(b) Certification Regarding Drug-Free Work Place

(c) Debarment Certification

(d) Certification Regarding Environmental Tobacco Smoke

Signature on this application by the authorized individual attests to the applicant's intent to comply with Drug Free Work Place, Debarment and Environmental Tobacco Smoke requirements. Signed forms do not have to be submitted with this application.

ADDITIONAL REQUIREMENTS FOR STATES

Not required for Oregon until 2012.

C. PROGRAM PERFORMANCE REPORTING REQUIREMENTS AND PROGRAM CONTENT

The Oregon Children's Justice Act (CJA) Task Force supported the following projects with CJA grant funds during the past twelve months. Each project description contains impact and/or progress in the following areas listed in Section 107(e) of the Child Abuse Prevention and Treatment Act (CAPTA) as amended by The Keeping Children and Families Safe Act of 2003.

- A. investigative, administrative, and judicial handling of cases of child abuse and neglect, particularly child sexual abuse and exploitation, as well as cases involving suspected child maltreatment related fatalities and cases involving a potential combination of jurisdictions, such as interstate, Federal-State, and State-Tribal, in a manner which reduces the additional trauma to the child victim and the victim's family and which also ensures procedural fairness to the accused;
- B. experimental, model and demonstration programs for testing innovative approaches and techniques which may improve the prompt and successful resolution of civil and criminal court proceedings or enhance the effectiveness of judicial and administrative action in child abuse and neglect cases, particularly child sexual abuse and exploitation cases, including the enhancement of performance of court appointed attorneys and guardians ad litem for children, and which also ensure procedural fairness to the accused; and
- C. reform of State laws, ordinances, regulations, protocols and procedures to provide comprehensive protection for children from abuse, particularly child sexual abuse and exploitation, while ensuring fairness to all affected persons.

CHILDREN'S JUSTICE ACT RECOMMENDED PROJECTS

The following entails a description of the projects including current status, project objectives, proposed funding, characteristics of targeted individuals, approaches, results/outcomes expected and extent to which these activities contributes to the reform of State systems handling cases of child abuse and neglect.

CHILD ABUSE AND NEGLECT: THE HIDDEN COST OF METHAMPHETAMINE AND SUBSTANCE

<p>a. Child Abuse and Neglect: The Hidden Cost of Meth' and Other Drug Summits: Develop a strategic planning process used to mobilize communities in developing local community-based solutions that will address child safety issues related to parental use of methamphetamines.</p>	<p>CJA Area (A) & (B)</p>
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<p>Phase I</p>	<p>Phase II</p>	<p>Phase III</p>
<p>\$45,000</p>	<p>\$51,612</p>	<p>\$51,500</p>

GOALS AND PROJECT OBJECTIVES:

- a. Increase community awareness to raise attention to child neglect caused by parental use of methamphetamine and other addictive substances (i.e., alcohol, marijuana, etc.) and increase the sense of urgency concerning the child neglect problem.
- b. Educate the child-serving community about interventions that support neglectful families due to parental use of methamphetamine and other addictive substances.
- c. Engage a wide variety of community stakeholders in action planning for vulnerable children and families resulting from parental use of methamphetamine and other addictive substances.
- d. Mobilize communities in developing local community-based solutions that will address child neglect issues related to parental use of methamphetamines and other addictive substances.

OUTCOMES AND TARGETED AUDIENCES

- 1. In 2009 four additional counties were selected to host summits focusing on Methamphetamine and substance abuse and how the abuse contributes to child abuse and neglect. In 2010 five additional counties were chosen to host these summits and are currently underway.
- 2. Most counties have at least 80-120 attendees. The summits brought together many community partners to discuss a community issue of importance to all and were successful in cross-training professionals including police officers, social workers, substance abuse counselors, judges, CASAs, Citizen Review Board members, officials, members of the medical and educational communities, mental health providers and other community workers.
- 3. The summits consisted of a morning presentation discussing research and best practices and presenting community data. An afternoon session followed with a community panel of providers and clients who discussed

methamphetamine and other substance abuse issues and networking opportunities. Following the panel discussion, a series of afternoon breakout sessions engaged participants in action planning.

4. After the summits are held Portland State University (PSU) develops summary reports that include information from each summit. They review the strategies identified in action plans across counties and determined which were successful and why. (See CJA 2009-2012 Report and Grant Application)
5. DHS Child Welfare attendees reported renewed enthusiasm and hope in working with children of drug affected families. Several people remarked how much they enjoyed the summit and learned from it. They have already begun working on the group's ideas and action plans.

BACKGROUND AND APPROACHES USED

In 2005-06 the Neglect Subcommittee of the CJA Task Force requested a study of child neglect from PSU. Dean Dr. Kristine Nelson, national expert on child neglect and child welfare, served as consultant for the work, later joined by Dr. Diane Yatchmenoff. Drs. Nelson and Yatchmenoff presented reports that were discussed with the Neglect Subcommittee and the larger CJA Task Force. The desired outcome was to, "develop a strategic plan with recommendations for action steps to implement a coordinated statewide effort to reduce the incidence of child neglect in Oregon." During May 2006-2009 Dr. Katharine Cahn, Executive Director of the Child Welfare Partnership at PSU facilitated a strategic planning process. The CJA Neglect Subcommittee recognized there is generally a low level of local knowledge about and response to parental use of methamphetamines and other substance abuses and the effects on child neglect accompanied by a low level of understanding regarding effective interventions. Therefore, it reached consensus to use CJA funds to educate and promote local action planning summits on the effects of parental substance abuse and child neglect in Oregon.

The CJA Task Force selected PSU/CWP to facilitate and coordinate 'Child Neglect: The Hidden Cost of Meth' Summits with nine counties located geographically throughout Oregon for 2009 (four counties) and 2010 (five counties). Preference was given to counties who showed interest and had not previously hosted a summit.

Role of Portland State University, Child Welfare Partnership

Dr. Katharine Cahn and Jennifer Clarke provided statewide oversight with support and technical assistance for each of the 2009 and 2010 local jurisdictions selected to host a Community Methamphetamine and Substance Abuse Child Abuse and Neglect Summit. In addition, Dr. Katharine Cahn brought expertise to the interdisciplinary action planning process.

PSU's oversight included the following:

- Assisting each community with the planning and design of their local summit.
- Providing technical assistance, developing a standardized planning format, agenda and handouts.
- Providing state statistics and community data regarding child neglect.
- Identifying and providing a subject matter expert as a speaker.
- Facilitating the Summits.
- Providing a final report on the implementation of action plans and effective strategies.

The Community Child Neglect Summits had two important design components:

- Education (presentation by a subject matter expert and use of a local panel).
- Action planning to engage the community in developing a local response to parental methamphetamine use, substance abuse and child abuse and neglect.

2009 and 2010 Summits

Education

2009 Summits - During morning sessions, child neglect expert Dee Wilson, MSW provided a comprehensive picture of child neglect and its impact on children and ultimately our communities. Dee Wilson, MSW is the Director of the Northwest Institute for Children and Families, at the School of Social Work at the University of Washington. Mr. Wilson has published a number of articles on child welfare subjects, including, most recently, "Chronic Neglect: Needed Developments in Theory and Practice," in the November/December 2005 issue of Families in Society.

Mr. Wilson's presentation covered the following topic areas:

- Definition and incidence of child neglect.
- Why child neglect is a problem calling for urgent action.
- The difference between chronic and situational neglect.
- Present on how methamphetamine and other addictive substances (i.e., alcohol, marijuana, etc.) use by parents can affect the development of children.
- Present on how methamphetamine and other addictive substances (i.e., alcohol, marijuana, etc.) use by parents may lead to child neglect or abuse.
- Local, state and national statistics.
- Best Practices/Innovative approaches to prevention, intervention, and community engagement that support neglectful families and increase child resilience.

Mary Ann Murphy, MS (2010 summits)

2010 Summits – The morning sessions consisted of Ms. Murphy discussing definitions of neglect and presenting information on the “Spectrum of Neglectful Parenting”. Ms. Murphy, Executive Director of Partners with Families and Children: Spokane, provides a continuum of comprehensive and culturally sensitive services for children and families including:

- Multidisciplinary diagnosis of child sexual and physical abuse, neglect, and exposure to drugs and violence
- Families with multiple needs
- Children's Legal Advocacy

Ms. Murphy's presentation covered the following topic areas:

- Oregon's definition of chronic neglect, the American Humane Association's conceptual definition of chronic neglect and an operational definition of chronic neglect.
- Spectrum of Neglectful Parenting including situational neglect, sporadic neglect, chronic neglect and chronic maltreatment.
- The connection between neglect and substance abuse, mental health, poverty/racism and trauma violence.
- Possible effects of substance abuse on parenting behaviors.
- Effects of chronic neglect/chronic maltreatment on children's development, emotional well being and mental health.
- Promising practices for addressing chronic neglect.

Panel

In addition to the formal presentation, each summit had a multidisciplinary panel of local community experts and service providers. Each panel member shared services they provide, what they see in terms of child neglect in the local community, how these families impact the local system, what is working well in the community and where are the gaps.

Panel Expectations

Panels expectations ranged from:

- Increasing awareness that child neglect as a result of amphetamine use and substance abuse is a local problem.
- Increasing urgency for action in the community.

The program was designed so later issues raised by panel members would likely be what the community would want to discuss (and find solutions for) when participating in the community action planning process in the afternoon.

Action Planning and Expectations

The afternoon consisted of Dr. Katharine Cahn and Jennifer Clark engaging a wide variety of community stakeholders in action planning, with goals and expectations of developing sustainable programs and collaborations or projects that will:

- Develop programs or funding that support neglectful families and increases child resilience.
- Increase community awareness to raise the profile of amphetamine use and substance abuse and child abuse and neglect.
- Increase community collaboration and remove barriers that exist across disciplines.

The action planning process began with a large group brainstorming session followed by the prioritization and selection of the projects or ideas that would result in a plan appropriate for that jurisdiction. Participants then worked in small groups to develop the project description and next steps for implementation. Each small group reported back to the full group. It was important to end the action planning session with closing comments by community leadership about what will happen to the plans developed.

CHILDREN'S JUSTICE ACT TASK FORCE EXPECTED RESULTS

1. A statewide strategic plan mobilizes communities to address safety issues related to methamphetamine addiction and substance abuse.
2. Factual information about the known effects of methamphetamine and substance abuse is provided to each involved county i.e., number of children in care, number of arrests, availability of treatment, etc.
3. Community education materials are developed and distributed including a public service video on the effects of methamphetamine and substance abuse or taped interviews with recovering addicts.
4. A resource list of trainers who can provide factual information on methamphetamine and substance abuse and is distributed for planned communities use.
5. Community engaged planning process is developed which results in bringing local resources to the table, particularly Mental Health and Alcohol and Drug services.
6. Communities engaged planning process which results in development and implementation for local actions plans. A template should address questions such as "What are we going to do around methamphetamine use and substance abuse in our community?", "What are our resources?", "How do we address child safety?" etc.

HOW ACTIVITY CONTRIBUTES TO THE REFORM OF STATE SYSTEMS HANDLING CASES OF CHILD ABUSE AND NEGLECT

Provides comprehensive, community-based protection for children.

FOSTER CARE: REDUCING THE TRAUMA OF INITIAL OUT-OF-HOME PLACEMENT AND INVESTIGATION

<p>b. Reducing the Trauma of Initial Out-of-Home Placement and Investigation: Develop curriculum and training resulting in conferences held statewide.</p>	<p>CJA Area (A) & (B)</p>
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Phase I	Phase II	Phase III
\$50,000	\$45,000	\$30,000

Project Objectives

1. Define and explain the nature of trauma to children, at different ages and developmental stages, associated with the investigation of suspected child abuse and neglect.
2. Define and understand the nature of trauma to children associated with initial out-of-home placement.
3. Identify effective practices to reduce trauma to children during investigation and initial out-of-home placement.
4. Disseminate this information to members of the various systems involved in investigation and initial placement through training, education, or other identified strategies.
5. Facilitate collaboration between the various systems to create a plan of action to provide information, education and training to implement effective practices to reduce trauma to children during investigation and initial out-of-home placement.

Phase I

TARGETED AUDIENCES

The audiences intended for this curriculum include those involved in investigation of child abuse and placement of child victims in foster care including law enforcement, foster parents, educators, caseworkers and others who would benefit from the curriculum.

APPROACHES

The Foster Care subcommittee of the Oregon CJA Task Force identified the need to address trauma to children associated with the investigation of suspected child abuse and neglect and the initial out-of-home placement. This project focuses on fulfilling this need by first developing an understanding of the nature of the trauma and then identifying approaches that can be taken by

professionals and caregivers to reduce its long term effects on children. Information was to be developed and shared with members of multiple systems involved in child welfare investigations and initial placements and used to engage them in a collaborative effort of planning for education, training and making necessary protocol changes to reduce the trauma to the child. The first phase of this project was completed in August 2008.

OUTCOMES

The Portland State University/Child Welfare Program (PSU/CWP) began work on Phase I of this project in January 2008. Completed activities include designing interview instruments and focus groups, applying for use of Human Subjects in Research and reviewing protocol and procedures for Multi Disciplinary Teams in Oregon. Ongoing activities concentrated on gathering information, knowledge and materials utilized in developing curriculum. Components of the curriculum include: Statistical Data, Roles and Players Involved in Investigation, Removal and Placement: Defining Trauma associated with Investigation, Removal and Placement: Understanding the Effects of Trauma and Current Policy, Protocols, and Procedures for investigation and Placement, and Reducing the Trauma of Investigations, Assessment and Placement.

RESULTS EXPECTED

A draft curriculum is developed using information garnered from focus groups and interviewing foster parents and community members.

Phase II

OBJECTIVES

Phase II Objectives focused on development and refinement of materials for use in a training curricula for professionals in the various systems that interact with children during investigation and removal of initial placement.

TARGET AUDIENCES

This includes those who not only play a direct role in the processes (e.g., law enforcement, caseworkers, foster parents) but who play a role in the case during these processes (e.g., educators). Consultation and assistance was provided to training directors and other delegates from the various professions regarding the materials and other resources available and relevant to each particular profession and to get the resources and suggestions for use.

The professions that were offered technical assistance included state level training directors and representatives of policy makers from the following prioritized groups:

- Foster Parents
- Law Enforcement

- Judges/Referees
- Parent Mentors
- FosterClub All Stars
- Educators
- Public Health Nurses
- Attorneys/Public Defenders
- Regional Training Network (for medical professionals)
- CPS Case Workers

Prioritized Groups Outcomes

- a. The Oregon Foster Parent Association (OFPA) trainer reviewed the curriculum and decided the OFPA will provide several trainings. Several child welfare branches expressed interest in training child welfare workers, foster parents and community partners. Plans were developed to present the training or the materials at a foster care training, a “Defensive Parenting” class in two counties. Sandra McIlhenny at the PSU Child Welfare Partnership developed a six hour presentation training for foster/adoptive/relative caregivers across the state titled “Trauma Informed Parenting Strategies” utilizing materials from this project. Target end date was August 2009.
- b. Law Enforcement requested curriculum materials, however, at the end of the project, the Department of Public Safety Standards and Training did not receive sufficient funding to deliver the full training. Captain Isham is working with the Department of Justice to develop a training on the trauma of removal for police officers for the future, but was uncertain when this would happen.
- c. Judges/Referees – In August 2009, a Juvenile Court Judges/Referee conference was in the planning stages. They were considering adding the curriculum to the conference, however were unable to succeed in getting on the agenda.
- d. The Parent Mentoring program through Parent’s Anonymous used the materials to train new parent mentors in Portland and Pendleton. The parent mentors appreciated the information which gave them the opportunity to understand their own and their children’s experiences regarding removal and placement. Parent mentors reported feeling empowered by having survived that difficult time and knowing more about how to continue helping their own children increase their protective factors as how to help the parents they mentor. They also feel they now have a better understanding of what good casework practice looks like and can guide parents regarding what to talk about with their caseworkers while their children are in foster care and how not to re-parent their children after they are clean and sober. In general they felt the training increased their skill set for working with parents who are child welfare clients. The plan is to continue to use the training materials and

- educating new mentors as they came into the program.
- e. The FosterClub All Stars as a summertime project developed online training for foster parents regarding the mental health needs of foster children and youth. PSU/CWP provided consultation with the following project materials: Handouts for foster parents about the effects of trauma and the signs of traumatic stress from the NCTSN website; the briefs on the trauma of removal and replacement and the TIPS for Foster Parents; slides and text from the curriculum about the effects of trauma on the brain. The Foster Club training was completed by August 10, 2009.
 - f. The Educator system wanted a link to a website for teachers and counselors to access a "Trauma Toolkit for Educators" that would include general information on trauma and its effects and project briefs. The link and material for educators was posted on the CJA website which referred educators to the PSU/CWF website.
 - g. Public Health Nurses as a profession did not attend the introductory summit and were not contacted. It was decided by the CJA Foster Care subcommittee to drop them as a target for dissemination because nurses are not usually involved until later in the case.
 - h. Defense attorneys and Public Defenders attended a 90 minute workshop at the Juvenile Law Seminar in April 2009. Comments from the evaluation noted that they had some difficulty seeing the relevance of the material as they often don't engage with child welfare clients until well after the removal has taken place.
 - i. Regional Assessment Centers and Multi-Disciplinary Teams provided information about availability of the materials and to contact PSU if interested in attending or preparing a training. Two Regional Assessment Centers requested information, however, by the end of the project had not contacted PSU for technical assistance.
 - j. Child Welfare program managers were interested in providing training at the Child Protective Services (CPS) quarterly meetings attended by CPS Workers and Supervisors. A representative from the PSU Child Welfare Partnership attended the quarterlies and delivered the workshops.

APPROACHES

PSU/CWP began work on Phase II of this project in January 2009.

RESULTS EXPECTED

Four work elements support implementation of training on trauma informed practices for each of the professions/paraprofessionals likely to be involved in initial removal of a child into out-of-home care. The elements include:

- a. Complete and package the curriculum resource book finalized in Phase I by preparing foundation material common across all disciplines, including for each:
 - Competencies

- Resources such as articles, videos, trainers and books.
 - How to obtain the resources such websites, ordering information, etc.
 - How to use resources most effectively in training.
 - Power Point presentation, handouts, or other materials prepared or located in Phase I.
- b. Complete lists of “Trauma Informed Practices Strategies (TIPS) for specific professions, drawing on focus group data and resources collected in Phase I.
 - c. Offer technical assistance to Training Directors and other state-level representatives of each system accountable for training to help them understand whether and how training materials could be incorporated in their system. Provide technical assistance when offer is accepted, up to ten sites.
- Technical assistances involved two parts:
- Initial meeting with a training representative to share data, competencies, resources and other additional information and to discuss the possibility of creating a training strategy.
 - Further consultation as needed to support the trainer from that system in implementation of a training strategy for these for these professions.

Phase II Curriculum Feedback

Workers in individual branches were also interested in the Briefs and TIPS and wanted them disseminated to all branch managers and Unit Supervisors who could utilize them in Unit meetings to initiate discussion of strategies to reduce trauma to children during removal and placement. The curriculum was extremely well received and appreciated. Feedback and comments included “Everyone in the state should have this training”, “Has the perfect mix of information, not too heavy on theory and brain development”, “Materials are relevant to everyday practice” and “It was well paced”.

Phase III

PROJECT OBJECTIVES

Phase III involved elements designed for further implementation and sustainability of training trauma informed practice of child welfare professionals and community partners likely to be involved in the initial removal. Phase III furthers the dissemination of this information to statewide audiences concentrating on counties involved in the Casey project. The learning objectives of the training are:

- a. Understand the nature of trauma and its impact on children; and
- b. Be able to describe in-home and placement strategies that reduce trauma to children during the investigation and assessment of child maltreatment.

APPROACHES

Phase III included modifications to the child welfare specific training on “Trauma Informed Practices Strategies: (TIPS) to meet the needs of a multidisciplinary audience by creating a 90-120 minute presentation. Phase III delivered TIPS training to Child Welfare Program Managers and Child Welfare Supervisors through state quarterly meetings and utilized this forum to gather feedback and information on content and delivery strategies.

TARGETED AUDIENCES

The TIPS training is being delivered, in conjunction with the 8 Casey Counties chosen for the project. The CJA Task Force in conjunction with the Casey project manager collaborated to incorporate the TIPS training and the Casey project goals as both dealt with foster care placements and the trauma of removal. Based on the Casey and TIPS training evaluations, a proposal will be developed for child welfare to sustain this training overtime.

CHILDREN’S JUSTICE ACT TASK FORCE EXPECTED RESULTS

A collaborative effort is developed to educate, train and make necessary protocol changes to reduce the trauma of removal. Segments of the child welfare system are aware of the trauma children experience when placed in foster care and are knowledgeable about ways to mitigate the potential damage to a child.

HOW ACTIVITY CONTRIBUTES TO THE REFORM OF STATE SYSTEMS HANDLING CASES OF CHILD ABUSE AND NEGLECT

Reduce trauma to children during investigation and initial placement.

c. Children with Disabilities: Effective Communication and Interviewing Skills for Children with Disabilities – Scott Modell	CJA Area (A) & (B)
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\$35,000 (Including travel scholarships for attendees)

PROJECT OBJECTIVES

The Children with Disabilities subcommittee of the Oregon CJA Task Force identified the need for training regarding interviewing children with disabilities during investigations of suspected child abuse and neglect. Dr. Scott Modell has been contracted to provide training to three geographically dispersed areas in Oregon.

TARGET AUDIENCE

Day 1 of the two-day training is designed for a broad audience of those who

work in the following areas: child protective services, law enforcement, child abuse assessment and advocacy centers, Developmental Disability (DD) community, Citizen Review Boards, Child Advocacy Special Advocates, foster parents, district attorneys, Oregon Youth Authority. The trainer will cover disability perceptions, disability abuse, and disability characteristics related to interviewing children who have developmental disabilities. It includes specific techniques and considerations for different types of disabilities. Participants will gain experience and knowledge by developing their own skills in interviewing child victims with disabilities.

Day 2 training is limited to child protective services, child abuse assessment and advocacy centers, DD community, as they frequently interview children facing removal from the home, Oregon Youth Authority, law enforcement officers who interview children about alleged abuse and neglect. Attendance at day 1 is required. Day 2 focuses on skill development (role playing, case scenarios video-taping).

APPROACH

Dr. Modell is a Professor and Director of the Autism Center for Excellence at California State University, Sacramento. He is an expert in disability etiology, characteristics, interview techniques, and abuse. He has over 100 refereed published articles and abstracts presented at state, national and international conferences on disability related issues.

The presentation will familiarize the audience with specific disabilities, their characteristics, and the most effective skills needed to appropriately interview a victim. Day 2 training will emphasize advanced knowledge and practice skills and is appropriate for child welfare and social workers, investigators, managers, supervisors, therapists and other law enforcement personnel.

Scholarships are available for overnight lodging for attendees who are pre-registered for the training.

RESULTS EXPECTED

Outcome 1: Participants will identify incidence of disability and the incidence of disability abuse and its impact.

Outcome 2: Participants will achieve a new attitude and perspective toward the disability culture.

Outcome 3: Participants will be able to identify the unique characteristics of individuals with disabilities that make them susceptible to abuse and use this information to assist in conducting effective interviews.

Outcome 4: Participants will develop and practice specific interviewing skills to effectively interview victims with autism, mental retardation, cerebral palsy and speech/language impairments.

HOW ACTIVITY CONTRIBUTES TO THE REFORM OF STATE SYSTEMS HANDLING CASES OF CHILD ABUSE AND NEGLECT

Interviewing children with disabilities cases of suspected child abuse.

CHILDREN'S JUSTICE ACT TASK FORCE EXPECTED RESULTS

Participants will develop specific techniques to effectively interview victims with disabilities. Unique characteristics of mental retardation, autism, cerebral palsy and speech/language impairments on how best to treat, interview, and accommodate victims with these types of disabilities.

d. FosterClub All Stars Coloring Book and Teen Magazine FosterClub All Stars will develop content and for final artwork for a coloring book and teen magazine intended to deliver to children and youth as they are being removed from home and are entering the foster care system.	CJA Area (A) & (B)
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\$25,000

PROJECT OBJECTIVES

Development of a Coloring Book for children and youth from ages

Content will target younger children and provide:

- An introduction to foster care
- Answers to questions children have about foster care
- Reassurances about their safety
- Conversation-starters to assist CPS staff and other supportive adults with communication during a traumatic time.
- Development of a FosterCub character to deliver the message with a goal of decreasing the fears resulting surrounding entering care.

TARGET AUDIENCE AND APPROACH

The FosterClub All Stars will develop content and final artwork for a coloring book intended for distribution to children and youth as they enter foster care. Each booklet is a 24 page publication. The coloring book is black and white and the teen "mag" is color. The Children's Justice Act ordered 10,000 of each contingent on satisfaction with the end product. The CJA Foster Care Subcommittee has offered and will continue to offer feedback and suggestions during development of the booklets. Children are defined as ages 5-9 and older youth as 10-18. The FosterClub All Stars are taking a low-cost approach to publication to ensure the booklets are "give-away" quality. To enhance

distribution the FosterClub All Stars will offer parts of each publication as a free download through FosterClub.com to broaden the impact of the project. The CJA Foster Care subcommittee through agencies will ensure distribution of the booklets within Oregon to include the Task Force and their constituents including DHS child welfare offices, law enforcement, foster parent associations, the Shoulder-to-Shoulder Conference, the Independent Living Program, CASAs and others.

FosterClub Background

FosterClub is a national network for young people in foster care. FosterClub helps open the way for these young people to transform their lives and provides a forum to raise their voice. Members engage with peers to regain control over their situation through support, skill building, and healing opportunities.

FosterClub's young leaders achieved impressive levels of success as they demonstrate remarkable resilience. FosterClub members are resilient young people determined to build a better future for themselves and for other kids coming up through the system behind them.

RESULTS EXPECTED

Coloring book for children

FosterClub All Stars will develop content and final artwork for a coloring book intended to deliver children as they enter foster care. Expected issues to be covered in the coloring book include:

What is foster care?

Why am I starting foster care?

Are there other kids in foster care?

Who will take care of me?

Where will I live?

Who lives in foster homes?

How can I tell my foster parents about me?

More tell foster parents about stuff I like to do?

More tell foster parents about what I like for breakfast?

How do I tell about the people in my family?

How do I keep in touch with my friends and family?

Can I visit my family? What will we do?

What will my family be doing while I'm gone?

Why am I sad and happy and mixed up?

Who can I talk to?

What if someone says to keep a secret?

How about going to school?

Who are all these people? Why are they talking to me?

What is a case worker?
What is court? Why am I going there?
More questions page....

In order to enhance distribution, FosterClub will offer PDF versions of parts of the publication as a free download through FosterClub.com to broaden the impact of the project.

Teen Magazine

FosterClub All Stars will develop content and final artwork for a teen “mag” intended for distribution to your entering foster care. Expected issues to be covered in the teen “mag” booklet include:

Inside content:

The guide is organized into 10 steps. The steps give a chapter-structure to the guide. There is also a “Quick Start Guide.” Content will incorporate comics and cartoons, factoids, real stories about real kids, questions and answers, etc. throughout.

Step 1: Power up

The first section provides an introduction to the guide and serves as a call-to-action to inspire young people to learn more about foster care and become an active participant in their foster care placement. Elements include a welcome letter from youth leaders of FosterClub, a “how to use this guide” overview.

Step 2: “The first 48”

Designed to provide an overview of what happens immediately when entering care. This section includes a comic-book style story about the first 48 hours of foster care and with real stories from young people about how they felt and what they experienced, and a checklist of belongings that a young person might want to bring or retrieve for their stay in foster care.

Step 3: Behind the scenes – understanding the system

Provides an overview of how the system works, definitions, and a listing of the professionals and supportive adults they interact with. The section includes common questions young people ask when they first enter care, such as “Where will I live?” and “When can I go home?” It also provides statistics about who is in foster care to provide young people with an understanding that they aren’t alone in foster care.

Step 4: Speaking up

Section will provide templates for youth to help introduce themselves to new foster parents and workers (such as likes and dislikes, goals and aspirations, etc.).

A listing of rights is intended to help young people feel empowered, and stories from other youth will provide examples about how to express their wants and needs. Scripts will also assist youth in figuring out what to say to teachers, friends, and strangers about being in foster care.

Step 5: How courts work

This section will provide illustrations showing what a courtroom looks like, introductions to people that might participate in a court hearing, and first-hand accounts from other young people about their difficult experience. In addition, a worksheet will help youth prepare what they want to say in court and tips will be provided about how to prepare.

Step 6: Family matters

Interaction with family members can be difficult, particularly when a young person first enters foster care. In addition, the health and safety of parents and siblings often worries older youth. The section addresses how visitation works (how to ask for it, and how to ask for limited contact), and provides ideas about what to do at a visit to help avoid awkwardness.

Step 7: People I count on

This section will walk youth through documenting their “circle of support.” This section should be particularly helpful for caseworkers looking for prospective resource families and mentors and will help ensure that youth maintain connections to important people in their lives. Young people will be encouraged to connect to a peer support network, such as a Youth Board or Council, FosterClub, or through their local Independent Living Program.

Step 8: School daze

School is often described by older youth as a “safe haven,” one place that can provide stability and dependability in their lives. Interactive worksheets will help youth document where they currently are in school, along with space to note where they might need additional help. Guidance will provide youth with knowledge and tools they need to self advocate for school stability and/or IEP services. Funding opportunities for higher education will also be noted, along with real stories about kids who have succeeded in their educational pursuits.

Step 9: Getting my feelings out

This section offers young people advice about how to cope with the mixed emotions they will likely experience in foster care. There will be discussion about how to make the most of therapy and counseling, healthy ways to express emotions, and strategies for dealing with anxiety.

Step 10: Looking forward

This section looks past the “introduction phase” of foster care, providing

guidance about where to find more information, advice about expanding their support system, where to get help, website resources, and an invitation to join the FosterClub community.

HOW ACTIVITY CONTRIBUTES TO THE REFORM OF STATE SYSTEMS HANDLING CASES OF CHILD ABUSE AND NEGLECT

Investigation in a manner which reduces the additional trauma to the child victim and the victim’s family and which also ensures procedural fairness to the accused.

CHILDREN’S JUSTICE ACT TASK FORCE EXPECTED RESULTS

FosterClub All Stars will develop content and final artwork for a coloring book and teen magazine intended to deliver to children and youth as they enter the foster care system. The Task Force anticipates the delivery of 10,000 coloring books for children ages 5-9 and delivery of 10,000 the teen magazine for youth 10-18 years.

<p>e. Relative Placement Assessment – Conduct an assessment of the role of Oregon juvenile courts in supporting relative placements.</p>	<p>CJA Area (A) & (C)</p>
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<p>\$35,500</p>

Project Objective

The Children's Justice Act Task Force (CJATF) has contracted with Travis Consulting Company to conduct an assessment of the role of Oregon juvenile courts in supporting relative placements. Results of the assessment with recommendations for best practices will be presented at the Juvenile Judge's sponsored by the Juvenile Court Improvement Project.

TARGET AUDIENCE

The assessment will gather information about efforts to identify, locate and support relatives who can be placements resources for children in foster care in Oregon.

Researchers will make site visits to 6 study counties in April and May 2010. Two counties from each of the 6 study counties were chosen between small, medium and large counties in Oregon. Each of the selected counties represents either the highest level of relative placement or the lowest level of relative placement in the study counties. Visits include brief interviews with judges and local stakeholders (DHS staff, attorneys, CASAs, CRB members and community service providers), court observation and file reviews. Site visits have

been conducted in Coos and Polk Counties. The remaining 4 counties are scheduled to occur in May. The Citizen Review Board has collected one month of data regarding relative participation in reviews and will collect a second month in May.

APPROACH

The assessment has three parts:

1. National literature review of promising court practices that positively impact placements of children in foster care with relatives.
2. An analysis of statewide data related to working with relatives including DHS and OJD data on relative placement as well as judicial officer and stakeholder surveys.
3. An in depth analysis of stakeholder and court practices in 6 Oregon counties (Baker, Coos, Marion, Polk, Washington and Yamhill).

RESULTS EXPECTED

- Travis Consulting has completed 50 state review of statutes, administrative rules and court practices related to relative notification, placement preferences and certification requirements
- Identified Casey Family Program's social work and court best practices related to relative placements
- Researched possible constitutional implications of relative preference statutes and policies. Analysis of Oregon's new administrative rules about working with relatives and federal requirement will be completed after Oregon's rules are adopted (likely in June 2010). Initial data on relative placement has been gathered through published DHS sources and Casey Family Program staff.

Statewide surveys for judges and juvenile court participants are completed. Data collection closed at the end of May. Analysis will begin in May. The results of the assessment and recommendations for best practices, will be presented at the Juvenile Judge's Conference in August 2010.

HOW ACTIVITY CONTRIBUTES TO THE REFORM OF STATE SYSTEMS HANDLING CASES OF CHILD ABUSE AND NEGLECT

Reform of protocols and procedures to provide comprehensive protection for children from abuse.

CHILDREN'S JUSTICE ACT TASK FORCE EXPECTED RESULTS

Training and published guidelines (Bench Cards) for juvenile court judges. Improved juvenile court practices leading to increased placement of children in relative foster care.

2. Training and Support to be assisted with CJA Grant Funds

TRAINING

a. Shoulder to Shoulder Conference	CJA Area (A) & (B)
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The Shoulder-to-Shoulder Conference supports the goal of the Children's Justice Act to improve the handling of child abuse and neglect cases in a manner which limits additional trauma to child victims including cases involving children with disabilities or serious health related problems. This conference provides training to foster parents, relative caregivers, adoptive parents, and professionals in the child welfare, judicial and juvenile justice systems.

The Shoulder-to-Shoulder Conference began in 1998 with 138 attendees and In 2009 had over 900 in attendance. Today the conference is considered a major training opportunity for all those who work and volunteer on behalf of child and youth in Oregon's child welfare system. The original goal was to "develop a truly collaborative, professional training opportunity for foster parents, caseworkers, CASAs and other community partners," with the belief that cross-system training builds strong partnership on behalf of children in the child welfare system.

In its eleventh year, the Shoulder-to-Shoulder Conference provides training for adoptive and foster parents, attorneys, CASA, CRB members, DHS caseworkers, Oregon Youth Authority staff, educators, mental health therapists and social workers. Parents and professionals throughout Oregon attend this annual conference. The all day conference features morning and lunchtime keynote speakers and a comprehensive offering of approximately 24 workshops.

Outcomes

CJA funded full scholarships for 97 attendees to attend the 2009 Shoulder-to-Shoulder Conference held November 2009.

SUPPORT

d. CJA Task Force Maintenance	CJA Area (A) (B) (C)
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Description

This provides the coordination and support necessary for the Children's Justice Act Task Force to review Oregon's child welfare system and develop

recommendations to improve the state's response to child abuse.

The CJA Task Force is dedicated to improving Oregon's investigative, administrative, and judicial handling of cases of child abuse, testing innovative approaches with experimental, model and demonstration programs, and reforming state laws, ordinances, regulations, protocols and procedures to provide comprehensive protection for children from abuse.

Maintenance funds are used for services and supplies for travel, printing and meals required to administer the grant funds. This also funds travel to the annual CJA Grantee meeting for the Grants Coordinator and CJA Task Force Chair.

e. Grants Coordinator/Grants Assistant	CJA Area (A),(B) &(C)
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Grants Coordinator

The Grants Program Coordinator position is funded with CJA 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. Grants Management funds are also used for staff salary and benefits.

Grant coordination provides the support necessary for the CJA Task Force to function optimally. The evaluation of the state's service system for abused and neglected children and recommendations for changes creates an atmosphere that encourages productive changes in the child welfare and other coordinating systems.

Description (*Grants Coordinator staff responsibilities include*):

- 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 CJA application process.
- Develop and maintain multidisciplinary linkages with community partners and other state/federal agencies and programs.

- Staff participation in at least one federally initiated CJA meeting each year that the grant is in effect. Coordinate attendance of Task Force Chairperson.
- Attend Task Force and Task Force subcommittee meetings.
- Update Task Force on grant activities and annual federal CJA grant application content.
- Develop, monitor and track contracts.

Grants Assistant

The Grants Assistant position is funded with CJA funds. This staff position is responsible for providing clerical support to the CJA Task Force, Family Based Services and Child Protective Service program areas.

Description *(Grants Assistant staff responsibilities include)*

- Attend Task Force meetings, create agenda and draft Task Force meeting minutes.
- Gather and coordinate reports, Task Force notebooks, and other information and documents, as requested by Task Force Chair, for distribution prior to or at quarterly Task Force meetings.
- Update Task Force Chair on DHS/CAF Deputy Director's new appointments to Task Force and assist with orientation of new members.
- Prepare budgets and monitor expenditure of CJA funds.

The Grant Coordinator and Grant Staff positions are half-time.

Federal Fiscal Year Budgets – 2006, 2007, 2008, 2009, 2010

Grant Year	FFY2006	FFY2007	FFY2008	FFY 2009	FFY 2010
Grant Period	10/1/06- 9/30/08	10/1/07- 9/30/09	10/1/08- 9/30/10	10/1/09- 9/30/11	10/1/10- 9/30/12
Grant Award	\$225,384.00	\$218,645.00	\$220,192.00	\$219,867.00	
Expenditures:					
Task Force Services/Supplies (Includes travel to annual CJA Grantee meeting)	\$5,000	\$5,000	\$10,562	\$7,115	
Placement with Relative Assessment				\$35,500	
FosterClub Booklets				\$25,000	
Community Child Neglect Summit Facilitation	\$529				
Neglect Summits (7 Counties)	\$0	\$21,590			
Child Neglect: 'The Hidden Cost of Meth' summits	\$45,000	\$45,000	\$51,612	\$51,500	
Training Child Abuse Interviewers: Children with Disabilities	\$60,000	\$00.00	\$15,000	\$20,000	
Reducing the Trauma of Intitial Out-of-Home Placement & Investigation	\$50,000	\$50,000	\$45,000	\$30,000	
Shoulder to Shoulder Conference			\$4,747	\$5,000	
Salary/Fringe: Grants Coord./Assist.	\$64,855	97,055	\$91,724	\$46,077	
Total Expenditures	\$225,384.00	\$218,645.00	\$218,645.00	\$220,192.00	\$214,137

WEBSITES

Children's Justice Act Website

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

Strategic Planning for Children's Safety

[Promising Practices in Chronic Neglect
Substance Abuse and Chronic Neglect](#)

Reducing the Trauma of Initial Out-of-Home Placement and Investigation

[*Reducing the Trauma of Investigation, Removal, and Initial Out-of-Home Placement in Child Abuse Cases*](#)

Portland State University Website

www.ccf.pdx.edu/trauma_project/pgTrauma.php

Interviewing Children with Disabilities

[Scott Modell: Reducing Barriers to Interviewing Children with Disabilities](#)