



DEPARTMENT OF HEALTH & HUMAN SERVICES

ADMINISTRATION FOR CHILDREN AND FAMILIES
Administration on Children, Youth and Families
1250 Maryland Avenue, S.W.
Washington, D.C. 20024

OCT 27 2015

Lois Day
Child Welfare Director
Department of Human Services
500 Summer St NE, E69
Salem, Oregon 97301

Dear Director Day:

Thank you for submitting Oregon's Annual Progress and Services Report (APSR), including the annual report on the use of funds under the Child Abuse Prevention and Treatment Act, and the CFS-101 forms requesting funding for fiscal year (FY) 2016 to address the following programs:

- Title IV-B, subpart 1 (Stephanie Tubbs Jones Child Welfare Services) of the Social Security Act (the Act);
- Title IV-B, subpart 2 (Promoting Safe and Stable Families Program and Monthly Caseworker Visit Grant) of the Act;
- Child Abuse Prevention and Treatment Act (CAPTA);
- Chafee Foster Care Independence Program (CFCIP); and
- Education and Training Vouchers (ETV) Program.

These programs provide important funding to help state child welfare agencies ensure safety, permanency, and well-being for children, youth and their families. The APSR facilitates continued assessment, development, and implementation of a comprehensive continuum of services for children and families. It provides an opportunity to integrate more fully each state's strategic planning around use of federal funds with its work relating to the Child and Family Services Reviews and continuous program improvement activities.

The Children's Bureau (CB) has reviewed your APSR for FY 2016 and the annual report on the use of CAPTA funds and finds them to be in compliance with applicable federal statutory and regulatory requirements. Therefore, we approve FY 2016 funding under the title IV-B, subpart 1; title IV-B, subpart 2; CAPTA; CFCIP; and ETV programs.

Counter-signed copies of the CFS-101 forms are enclosed for your records. CB may ask for a revised CFS-101, Part I, should the final allotment for any of the approved programs be more than that requested in the Annual Budget Request.

The Administration for Children and Families' (ACF) Office of Grants Management (OGM) will issue a grant notification award letter with pertinent grant information. Please note that OGM requires grantees to submit additional financial reports, using the SF-425, at the close of the expenditure period according to the terms and conditions of the award.

Training Plan

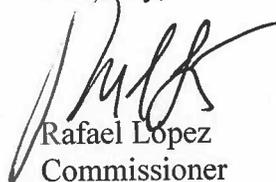
This approval for the FY 2016 funding for title IV-B, subpart 1; title IV-B, subpart 2; CAPTA; CFCIP; and ETV programs does not release the state from ensuring that training costs included in the training plan and charged to title IV-E comply with the requirements at 45 CFR 1356.60(b) and (c) and 45 CFR 235.63 through 235.66(a), including properly allocating costs to all benefiting programs in accordance with the state's approved cost allocation plan.

Additional Information Required

Pursuant to Section 424(f) of the Social Security Act, states are required to collect and report on caseworker visits with children in foster care. The FY 2015 caseworker visit data must be submitted to the Regional Office by December 15, 2015 and states that wish to sample must obtain prior approval from the Regional Office.

The CB looks forward to working with you and your staff. Should you have any questions or concerns, please contact Tina Naugler, Child Welfare Regional Program Manager in Region 10, at (206) 615-3657 or by e-mail tina.naugler@acf.hhs.gov. You also may contact Nadia Nijim, Children and Families Program Specialist, at (206) 615-3682 or by e-mail nadia.nijim@acf.hhs.gov.

Sincerely,



Rafael Lopez
Commissioner

Administration on Children, Youth and Families

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

Annual Progress & Service Report 2015

**Lois Ann Day, Director
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Department of Human Services
500 Summer Street NE, E67
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Submitted in June 2015

ACKNOWLEDGEMENTS

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The APS Report is available on the Oregon Department of Human Services, Data and Publication site. The link is:

<http://www.oregon.gov/dhs/children/Pages/publications/index.aspx>

Questions regarding this report should be directed to Aj Goins (503) 945-6897 or Sherril Kuhns, (503) 945-6679.

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1. General Information

Introduction

Mission: Oregon's child welfare services are embedded in the greater mission of the Department of Human Services: to improve family capacity to provide safe and permanent living environments.

Goal: The Department of Human Services also has one overarching goal: The Safe and Equitable Reduction in the number of children who experience Foster Care.

Strategies: The Department seeks to achieve this goal through the following major strategies:

- Protect children and promote children's safety in their homes.
- Help children who are unable to live safely in their homes live in settings that provide safety, stability and continuity with their families and begin the healing process.
- Secure safe, nurturing and legally permanent families for children who cannot be raised by their families.
- Expand program partnerships and increase the cultural competency of DHS staff and partners to better serve Oregon's diverse communities.

Inside the mission, goal and strategies of the Department, Oregon's child welfare services are further delineated in specific child welfare goals, objectives, interventions and strategies in Oregon's state plan update (Section 4, Plans for Improvement and Progress Made to Improve Outcomes.)

Child Welfare is an interdependent system within the Department, working with both Self-Sufficiency, the Office of Vocational Rehabilitation Services (OVRs), and with the Office of Developmental Disability Services (ODDS). Additionally, the Department and its local offices work with the Oregon Judicial Department, the Oregon Department of Education, the Oregon Health Authority, the Oregon Housing Authority, Oregon tribes, juvenile justice programs, advocacy organizations, law enforcement, faith, business and community partners.

Over the past 12 months, Child Welfare has implemented local services using the Strengthening, Preserving and Reunifying Families (SPRF) resources provided through the Legislature in all 36 counties throughout Oregon. These additional resources (see page 55) have increased the Department's capacity to meet the identified needs of families and children. We have begun the staged implementation of Differential Response, and to date have implemented in four Districts (seven counties) in Oregon through a strategic effort of focused training and support prior to and through each implementation period.

Work is currently underway to implement the provisions of P.L. 113-183. Several workgroups, involving a number of child welfare staff and community partners are developing rules, procedures, forms and implementation strategies are meeting regularly to meet the October 1 implementation dates.

The Department continues to address the use of the OR-Kids system, addressing the identified financial issues resulting from conversion in 2011, developing and providing ongoing training to system users, systematically addressing data inconsistencies, and system re-design and update to making the dynamic changes in child welfare practice and policy implementation. The Department is preparing for the 2016 SACWIS review.

Child Welfare has completed the Oregon Safety Model (OSM) refresher training throughout the state, has developed a series of Computer Based Training modules for ready access to refresher information for staff when needed, and has incorporated the refreshed OSM curriculum into the training provided to all new and ongoing caseworkers and supervisors.

Child Welfare is continuing the preparation work for the 2016 Child and Family Services Review (CFSR), both in terms of preparing materials for submission to ACF and with expansion of resources to participate in case reviews. By the end of calendar year 2015, Oregon will have trained up to 85 potential case reviewers for the 2016 Round 3 CFSR. Oregon will select up to 48 individuals (24 two-person teams) for the case review process during Round 3.

Child Welfare is continuing its development of a Quality Assurance/Continuous Quality Improvement system that will use both quantitative and qualitative information to inform decisions and focus efforts on continuous improvement in child welfare practice and positive outcomes for the children and families served.

Oregon anticipates posting the Annual Progress and Services Report on its website upon approval. Although the DHS website is undergoing reconstruction, the anticipated location at this time is: <http://oregon.gov//dhs/children/Pages/publications/index.aspx>

Questions regarding this report should be directed to Annajean Goins (503) 945-6897, or a.j.goins@state.or.us or Sherril Kuhns, (503) 945-6679 or Sherril.kuhns@state.or.us

2. Collaboration

Oregon Child Welfare practice is built upon collaboration with other governmental entities and a variety of community partners. Key collaborations include, but are not limited to:

- Juvenile Court Improvement Program (JCIP)
- Citizen Review Boards (CRB)
- Oregon's nine federally recognized Native American Tribes
- Indian Child Welfare Advisory Committee
- Children's Justice Act Task Force (CJA Task Force)
- Domestic Violence Advisory Committee (DVAC)
- Child Welfare Advisory Committee (CWAC)
- Educational Stability Advisory Committee
- Child Welfare Parent Advisory Committee
- Critical Incident Review Teams (CIRT)

- Coalition of Adoptions Agencies
- Court Appointed Special Advocates (CASA)
- Communities of color and representative organizations
- Commercial Exploitation of Children (CSEC) Steering Committee
- Service Providers
- BRS Comprehensive Review Committee
- LGBTQQ Equity and Inclusion Collaboration Team
- Oregon Foster Youth Connection (OFYC)
- Other state agencies, such as the Oregon Health Authority and Department of Education
- Locally District Managers, Program Managers who meet regularly with their community partners and stakeholders to address issues specific to the local community, its families and children

These partner agencies and agency staff have and will continue to dedicate routine time on meeting agendas to review and provide input on Oregon's state plan. These discussions and the recommendations resulting from these collaborative efforts are analyzed in workgroups, and advisory groups and committees. Changes in practice, the service array, or program implementation strategies may result from this collaborative process. Specific measures and interventions are incorporated into Oregon's plan as appropriate.

Community Partners

Oregon sent out a stakeholder satisfaction survey in late April, 2015. The survey is posted on the Department website and available to anyone who provides services to the Department. Because we wanted to have a targeted response from child welfare providers, additional emails were sent with the link to the survey, along with a special request for response. This targeted request was sent to DHS contracted providers (318), partners through the Juvenile Court Improvement Project (Courts, CRB managers and CASA directors), and to the membership of all Child Welfare Advisory Committees. Due to the Department-wide nature of the survey, the responses were not reported by type of stakeholder. Overall, stakeholders are satisfied with the working relationship with the Department. Please find survey results in Attachment 1. These results are reported to Child Welfare Administration through the Quarterly Business Review meetings, and compared annually to the responses among the divisions within DHS. The survey is administered by Central Operations in the Department of Human Services and sent to stakeholders for all divisions within the Department; child welfare is unable to provide individual responses to the survey respondents. While the results of this survey are a positive reflection of stakeholders' relationship with the Department, future surveys with more specific questions for types of stakeholders would yield additional information child welfare could use to further strengthen collaborative efforts with stakeholders.

Oregon is jointly examining the behavior rehabilitation service array provided to some of the most complex children and youth in substitute care. The purpose of the comprehensive review is to examine whether the service array and system design is meeting the needs of the children and youth served, and to recommend changes to the three Departments that fund this service. Through a 21-member committee, the Oregon Health Authority, through the Addictions and Mental Health Division, Oregon Youth Authority, the Oregon Alliance of Children's Programs, and youth advocates are conducting a comprehensive review of Behavior Rehabilitation Services

to this population. Currently, there are three subcommittees: Standards and Design, Rate Methodology, and Eligibility. The Committee meets monthly, subcommittees meet more frequently. Recommendations are expected by the end of 2015, and ongoing committee work is posted at the following website. <http://www.oregon.gov/OHA/healthplan/pages/brs-review.aspx>

Community partners are members of the Department Advisory Committees. Additionally, in local efforts around the state, community partners were involved in the community needs assessments when the 16 Districts developed the array of services provided through Strengthening, Preserving and Reunifying Families (SPRF) resources provided through the Legislature. Additional information regarding SPRF can be found in Section 5, Time Limited Family Reunification. Each District or county has developed their individualized service array through either facilitated meetings with county partners and program staff or surveys or focus groups. The intent was to identify gaps in current service provision and capacity issues in services already being rendered. Once the gaps were identified, proposals were written regarding the specific services identified in the community meetings. A variety of community partners had representatives at meetings in the Districts or counties and provided valuable input and planning of the service array for the individual Districts or counties including: Judicial Department, Tribes, law enforcement, county employees, faith-based organizations, school districts/education, drug and alcohol and mental health programs, parent programs, etc. Final decisions about the priority of gaps and needs were made by district management who also utilized data related to reasons children come into foster care in their Districts or counties.

There was broad community partner involvement in the development of the Chafee Foster Care Independence Program (CFCIP) plan. An initial convening was held in November, 2014. Approximately 50 community partners attended the “kick off” meeting. DHS determined the six domains to be addressed; transitions, education, employment, housing, health, and permanency. The community partners were then invited to these six workgroup planning meetings based on the particular domain they could provide expertise. The groups identified others to be invited to participate. Over the next six months the workgroups convened, met at least monthly, led planning discussions and created recommendations for DHS. The workgroups each presented their recommendations at a convening on March 31, 2015, to over 150 attendees. Please see Section 12, Chafee Foster Care Independence Program and Education and Training Vouchers for detailed information on the process and outcomes of this effort.

The Domestic and Sexual Violence Advisory Committee advises the Department, advocates for survivors of domestic and/or sexual violence advocates for programs and services for survivors, and collaborates with other funding agencies and statewide groups. Representatives are appointed by the Oregon Coalition Against Domestic and Sexual Violence (OCADSV) and include non-OCADSV members, community members, a representative from the OCADSV office, a representative from the Sexual Assault Task Force, and DHS staff. The committee assists in general oversight of the Domestic and Sexual Violence fund allocation and monitoring process, including participation in site visits of funded programs. It generally meets monthly by webinar, with two in-person meetings per year.

The Educational Stability Matters time limited grant project was a joint collaboration between the Department of Education, the Oregon Judicial Department and Child Welfare. The Advisory

Committee, which met quarterly, included additional community partners and youth advocates and included representatives from local child welfare offices in each of the four target Districts, representatives from each of the representative schools, youth advocates, the court, children's attorneys, Department of Education and Child Welfare staff. As the grant is nearing completion, the Advisory Committee at its upcoming meeting, will determine the necessity to continue quarterly meetings. Additional information on the outcomes of this project can be found on page 27.

Child Welfare representatives have worked with Commercial Sexual Exploitation of Children Steering Committee (CSEC). This group meets monthly. Through the work of this committee, and in conjunction with the allocation of resources during the 2013 legislative session, Addictions and Mental Health Division of the Oregon Health Authority, has contracted with a community provider to provide residential treatment services to sex trafficking victims. This program has capacity for 12 beds, serves mostly girls and transgender youth who identify as girls. The age range is from 11-16 with an average age being around 15.

The Child Welfare Parent Advisory Committee meets quarterly and has met the following dates during the past year: October 1, 2014. January 29, 2015 and April 23, 2015. The membership is a group of current and former child welfare clients who advise the Director on common issues of interest. The Parent Advisory Committee is responsible to the Child Welfare Director, who seeks input from the membership on family and community engagement strategies. The membership has been instructive in the development of Differential Response and the family engagement work developed through that initiative. More recently, members of the Advisory Committee also advised and provided input into the development of the Waiver intervention services specific to the development of the specifics of the family meetings; strategies to engage families, approach to meetings, and the strategies to give families a voice in the decision-making processes during meetings. Members of the Advisory Committee also participate in planning and rule writing workgroups, and parent panels during various training sessions.

During the course of this past year, Child Welfare transferred the responsibility of the Child and Adolescent Needs and Strengths (CANS) screening to the Oregon Health Authority. The initial screening is now conducted through local mental health providers in conjunction with scheduling a child's initial mental health assessment, eliminating the need for multiple referrals on a child's initial placement. This collaborative partnership is intended to both streamline referrals and provide timely access to services. Data collection (see state plan goals) efforts are currently underway and work will continue in this area (see Well Being Outcome 3 in Assessment of performance). All mental health clinicians conducting CANS screenings are required to complete the training and certification process through the Praed Foundation, and all must pass an initial certification test with a minimum of 0.70 reliability score and an annual recertification test with a 0.70 reliability score. Oregon Health Authority has also contracted with a consultant to ensure shared understanding between clinicians and the Department on each of the CANS items.

The LGBTQQ Equity and Inclusion Collaboration Team meets monthly and subcommittees meet in addition to the entire group. The group seeks to positively impact the quality of services for clients and the working conditions for staff. The group shares resource information,

advocates for improvement within the Department, serves as a networking arm for staff and community partners around this issue, and provides resources and information to staff seeking assistance with providing culturally competent services to LGBTQ clients. The services, supports and consultation remains limited across the state but through this group Oregon anticipates building capacity through additional training and education.

The Portland Leadership Foundation and Embrace Oregon continue their ongoing partnership with Child Welfare by connecting caring community members with vulnerable children and families. (Please see Attachment 2 for an Overview and Highlights of their work.)

Courts

Oregon's Child Welfare Director is a member and active participant in the Juvenile Court Improvement Program (JCIP) Advisory Committee. The Advisory Committee provides oversight of the work of JCIP, and meets quarterly throughout the year. One of the forthcoming products from the work of this committee is a uniform court report format for child welfare cases that is scheduled for implementation in October, 2015. As this planning is underway and the courts begin utilization of the report, both JCIP and the Department will monitor usage, and make adjustments as necessary. This collaborative project between the courts and Child Welfare will provide for a uniform reporting structure to courts across the state. Anticipating the implementation of P.L. 133-183, the new reporting provisions of federal law are also being incorporated into the uniform court report. In conjunction with JCIP and representation from children's attorneys, legislation was recently passed in Oregon to address the statutory changes required to implement P.L. 133-183. HB 2908 was signed by the Governor on June 4, 2015, Chapter 254, (2015 laws) with an effective date of October 1, 2015.

A Task Force was established by the Chief Justice in January, 2015. The Juvenile Justice Mental Health Task Force includes representatives from the court, district attorney offices, Child Welfare, Education, Oregon Health Authority, community providers, youth advocates, Oregon Youth Authority, County Juvenile Departments, and health care providers. The task force was established by the Chief Justice for the following purposes:

- Review and assess the adequacy of mental health services provided to youth involved in the juvenile delinquency system in light of current best practices;
- Identify whether any inadequacies exist; and if so, whether these are due to gaps in services, or underutilization of existing community services;
- Develop and provide a report to the Chief Justice of the Oregon Supreme Court containing Task Force finding and recommendations by December 31, 2015.

The committee meets bi-monthly and has, to date, met on January 16, March 20, and May 15, 2015.

Oregon Child Welfare meets regularly with the nine federally recognized Oregon tribes through the Indian Child Welfare Advisory Committee (ICWA). The purpose of ICWA Advisory is to advise, consult with, and make recommendations to Child Welfare leadership on policy, programs, practice and data that impact Indian children who are members of or eligible for tribal

membership in an Indian tribe. The ICWA Advisory Committee meets quarterly. In addition, over the course of the past year, additional collaborative efforts include the following:

- Tribal representatives have been asked to participate in the rule writing process subsequent to implementation of P.L. 133-183.
- The ICWA Tribal Affairs Director has actively participated in the development of the Oregon CFSP in the initial stages of development and participated in meetings in December, and in May representing the tribal interests as the Department finalized measures and benchmarks.
- The ICWA Advisory Committee held a listening session in May to solicit further feedback on the CFSP goals, and to seek input on the CFSR process, both for the Round 3 review period, as well as Oregon's ongoing quarterly CFSR. The input of the tribal representatives was incorporated into the CFSP.
- The ICWA Tribal Affairs Director has worked jointly with JCIP in training courts and Child Welfare staff on the recent BIA guidelines. Netlink training to all child welfare staff will be provided before the end of June, 2015.
- There has been regular collaborative work with the tribes in the use of OR-Kids.
- Oregon is updating the tribal IV-E agreements.

Over the course of the next year, Oregon will continue to regularly include progress on implementation of the Oregon state plan in stakeholder and community meetings for ongoing input and feedback, increasing the collaborative process in successfully achieving positive outcomes for children and families.

Development of the CFCIP Plan

As indicated in last year's five year plan, the Department used year one of the 2015 – 2019 CFSP to determine a delivery model and program design leading to successful pathways to adulthood for all youth in care age 14 and older. The Department engaged community partners and stakeholders in six Youth Transitions 5 Year Planning Workgroups over the past seven months (Nov. – Apr.). The goal was to create recommendations and provide strategies for improving transition services by increasing partnerships with community agencies and other stakeholders, with an emphasis on those youth expected to remain in care to age 18 or older, as well as those who re-enter foster care as young adults (when that option becomes available in Oregon). See Attachment 11 for the list of Workgroup members. More details regarding the Chafee state plan can be located in Section 4 and in the Chafee section of this report.

Implementation of Oregon's CFSP

Oregon has engaged with partners, tribes, courts and other stakeholders in the development and implementation of the Child and Family Services Plan (CFSP). When the CFSP was submitted in 2014, Oregon committed to determine the specific measures for each of the goals and interventions and to develop benchmarks for the measures. This ongoing work has occurred through the following meetings and update reports:

- A two and one half day convening in Eugene, Oregon, December 17-19, sponsored in part through Casey, to determine appropriate measures that have a logical connection to achieving one or more of the five goals.

- An ongoing analysis of the state’s Key Performance Measures (KPM) and the Quarterly Business Review (QBR) measures to determine which measures also are an indication of goal achievement with Office of Business Intelligence (OBI) researchers and Office of Child Welfare Program (OCWP) staff
- A review of program specific performance measures with OCWP managers, the weeks of April 6, 13, and 20.
- A review of each item of the CFSR and how specific items may provide qualitative analysis of performance (December 17-19 and April 29 with the Stakeholder group)
- Review of CFSP goals at Child Welfare Program Manager meeting on January 15, 2015
- Review of the CFSP goals at Child Welfare Governance on March 5, 2015
- Review of the CFSP goals at CWAC on March 11, 2015
- Review of the CFSP goals at the Juvenile Justice Task force on March 11, 2015
- Review of the CFSP goals at the Child Welfare BRS Provider Meeting in the fall, 2014
- Comprehensive review of the goals, measures, and benchmarks by all advisory groups, Child Welfare administrative and field staff, and community partners in June, 2015.

Subsequent to each of the meetings and requests for review and input, recommendations were received during the meetings or through correspondence with those identified above. For example, over the course of the past year, Oregon reviewed many options and proposed the data measures for each of the 5 state plan goals. Throughout the course of the reviews listed above, Oregon identified those specific measures that could most clearly reflect changes in practice as the identified activities are implemented. Oregon also made critical decisions on the identified data sources to ensure there will be consistent data measures over time primarily through the use of OR-Kids and ROM reports as well as the data from the Oregon CFSR process. Once the identified measures were selected, current data was reported at meetings and the identified targets were selected. Once these processes were completed, the 5 year plan and the measures were again submitted for review prior to submission of the APSR. All feedback was considered and revisions have been incorporated into the goals, objectives, identified activities and selected data measures in Oregon’s plan as well as applicable sections of the Annual Progress Report. Final revisions were approved by Child Welfare administration.

At this time, as reported below, Oregon continues to review the quantitative and qualitative measures selected for the 5 year plan. Over the course of the next year, Oregon anticipates standardizing these measures and reviewing quarterly with stakeholders at regularly scheduled advisory and planning meetings, through the Quarterly Business Review and regularly scheduled management meetings, and at the District level as continuous quality improvement efforts further solidify. Through this effort, Oregon anticipates further alignment of Key Performance Measures, Quarterly Business Review measures and state plan measures.

3. Assessment of Performance.

Over the course of the last year, Oregon has continued the transformation of child welfare practice. This ongoing work has been strengthened over the last fiscal year with several key agency-wide strategies:

- Development and delivery of OSM Refresh training for all child welfare staff. This effort, started in 2013, began with the analysis of the OSM framework, technical assistance from Action for Child Protection to refine several aspects of Oregon practice, and design and delivery of training to all child welfare staff. This training and the additional resources invested in coaching supervisory staff in fidelity to the model comes in conjunction with the implementation of Differential Response.
- Transitioning the ongoing Safe and Equitable Reduction of Foster Care strategy from specific counties to a statewide effort in both reduction of children in foster care, reduction of the disproportionate number of children of color and tribal children in foster care, and a deepening understanding of the meaning of provision of equitable services across the spectrum of families served.
- Ongoing use of the Permanency Roundtable process as a systematic intervention identifying additional actions the Department should consider to achieve lasting permanency. This work has focused on children who have remained in foster care for extended periods of time and has helped identify systemic issues, which, if resolved, could result in greater capacity to achieve permanency. See page 67 for additional information.
- Achieving statewide implementation of the SPRF funded service array, providing a broader array of services for families.
- Successful negotiation of a IV-E Waiver demonstration project, which will begin July, 2015, targeting services, through predictive analytic modeling, to a target population of children coming into care who are likely to remain in care for extended periods of time.
- A comprehensive review of the Behavior Rehabilitation Services (BRS) provided to some of Oregon's most complex children in care.
- Development of a new five year plan for the Chafee Foster Care Independence Program (CFCIP).
- Developing strategic actions and training to eliminate the abuse of children in substitute care.
- Ongoing actions to increase the transparency of the work of child welfare through broad collaborations with other state agencies, tribes, communities of color, and the private sector.
- Ongoing development of Oregon's case review system and continuous quality improvement strategies.

In developing the annual progress report, the state is using several sources of data. The quantitative report data is all generated through OR-Kids as the data source. These include:

- National Child Abuse and Neglect Data System (Please see additional data sources for child deaths in the CAPTA section of this report.) (NCANDS)
- Adoption and Foster Care Analysis and Reporting System (AFCARS)
- National Youth in Transition Database (NYTD)
- OR-Kids Reports
- Results Oriented Management (ROM)
- Ad-Hoc reports created through the Office of Business Intelligence or the OR-Kids business and technical teams (until ongoing reports are created in OR-Kids Reports or ROM).

Oregon also used the Child Welfare Case Review information for more of the qualitative information in this report.

Oregon child welfare also collaborated and utilized data from the Juvenile Court Improvement Program for specific judicial information in this annual report.

Oregon's data reporting mechanisms have improved during the course of this year, and ongoing work is continuing. Some of the data reporting challenges have involved the redesign of the OR-Kids architecture to facilitate timely and accurate reports. The OBI has continued to work with Kansas University on ROM and is close to implementation of an upgraded ROM reporting structure with several additional features and functionality that allows for greater capacity for data analysis. Child Welfare has invested in a research team of four staff to support data analysis and strategic planning for the child welfare district offices.

The Chafee ILP was able to create several interventions, key activities and measures as a result of the work conducted by the Youth Transitions 5 Year Planning Workgroups. See Section 4 of this report for specific interventions and measures related to youth transition services in Oregon's state plan goals. Additional baseline measures are also listed in the Chafee portion of this report.

Oregon is using 2015 to build its internal case review process through training and supporting additional staff to conduct case reviews. Oregon intends to submit the request for a state conducted Child and Family Services Review during the federal Round 3 CFSR. Over the course of the past year, the CFSR team has completed quarterly reviews (Please refer to Attachment 3 for results.) for each quarter. The ongoing development of the quarterly case review process has further informed both administrative and field staff on the quality of child welfare practice as well as identified the specific areas where improvement is needed. The Oregon CFSR team participated with federal partners in the Quarter 1 review in 2015. Oregon has also fully incorporated the use of the federal Onsite Review Instrument. The federal partners provided technical assistance and additional feedback and input on the parameters of the review process, the need for understanding of federal and state child welfare requirements and provided recommendations for additional development of quality assurance processes. The team has submitted a draft of the CFSR Procedure Manual and is incorporating feedback received from Region 10. Work is almost completed on a revised sampling framework in order to ensure compliance with all federal requirements for an adequate case sample. During the second quarter of 2015, the CFSR team initiated training for child welfare staff who then participated in the Quarter 2 CFSR reviews. With additional input and feedback from these additional staff, the training curriculum is being further refined, and in Quarter 3 additional administrative and field staff will be trained and participate in the case review process. During the final quarter of 2015 and Quarter 1 of 2016, the Department will train additional administrative and field staff, and will also include community partners in the training and case review process. Oregon anticipates having up to 48 qualified case reviewers available for the two-person case reviewer teams for Round 3 review.

Oregon also continues to build and refine statewide and local business processes through the Lean Daily Management System (LDMS) structure, and uses Continuous Improvement (CI)

sheets to bring recommendations for improvement to individual work units, branches, districts, and the administrative offices. A significant effort during this past year was focused on improving the invoicing and payment processing for all of the child welfare contracted providers, resulting in increased timeliness in payment processing, and an increase in accurate and timely validation of provider invoices. This collaborative effort, including representatives from the provider community, financial staff, branch offices, and contract staff led to an improved and standardized invoicing format, as well as a venue to measure successful outcomes for families through performance based contracting service closure reasons adding to the invoicing process.

Child and Family Outcomes

Safety Outcomes 1 and 2: (a) Children are first and foremost protected from abuse and neglect; and (b) children are safely maintained in their own homes whenever possible.

Child and Family Service Reviews

Over the course of 2014, in the Oregon case review process, Oregon used a prior version of the CFSR tool. Beginning in April, 2015, Oregon transitioned to the use of the full federal Onsite Review Instrument (OSRI) tool. Previously safety items 3 and 4 were measured. Data collection on the full instrument started in the first quarter of this year. Results of 2014 and the first quarter 2015 reviews can be viewed in Attachment 3.

As indicated on the chart on page 4 of the attachment, Oregon improved in its rating on safety management in Item 4, and on the narrative summary on page 1 indicates that only 9 of the 164 cases reviewed rated as needing improvement.

However, during the first quarter of this year, as indicated by the summary data on page 5 of the appendix, Oregon's ratings have decreased since 2014. This is due in part from the technical assistance and onsite partnership with the federal staff who participated in the first quarter review process. Because Oregon had not fully incorporated the federal review tool until 2015, it is too early to assess whether this is a potential area for practice change. Oregon will continue to monitor the data. Over the course of the case review and onsite visits, the Oregon case review team was able to observe and learn additional tools and standards in the application of ratings. This opportunity for Oregon's team was a unique learning opportunity to learn more about the case review process, appropriate application of the rating process, and increasing capacity for quality assurance. Equally important, the federal partnership provided insight for the case review team on its role in point in time learning for field staff, as well as the critical importance of a full understanding of federal and state requirements for child welfare services.

The federal standards on safety outcomes, as reported in the May 13, 2015 updated State Performance workbook indicate the following:

Federal Standards (FFY 2012-2013)¹

¹ All Federal Standards data are taken from the Workbook on State Performance for CFSR 3 Revised may2015 sent by Region X.

Recurrence of Maltreatment

Observed Performance 8.3%

Risk Standard Performance (RSP) with a lower CI of 9.9% and an upper CI of 11.3%, indicates an RSP of 10 %. With a national standard of 9.1%, this data indicates that Oregon is not meeting this standard and needs improvement. The observed performance needed to have avoided a program improvement plan is 7.6%, a -0.7% improvement.

Reentry to foster care in 12 months

Observed Performance 8.3%

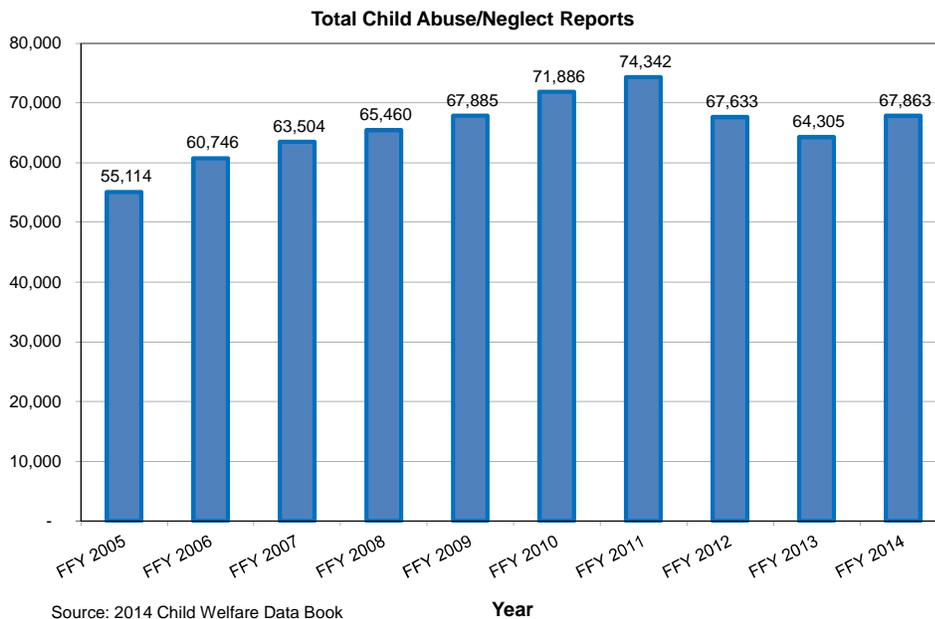
Risk Standard Performance (RSP) with a lower CI of 7.4% and an upper CI of 10.0%, indicates an RSP of 8.6%. With a national standard of 8.3%, this data indicates that Oregon is meeting this standard.

Oregon Data Measures

The Department measures several components that are indicators of achieving safety outcomes. Oregon is currently using the Quarterly Business Review (QBR) process and release of several ad hoc monthly reports (until full reporting capacity is built into the reporting systems).

Abuse and Neglect Reports and Investigations

During FFY 2014, Oregon received 67,863 reports of suspected abuse or neglect, an increase of 3,558 reports from the prior year, and a reversal of the prior two year decline in the number of reports received. The rate of reports referred for investigation increased by 5.5% to 43.3% in FFY 2014 (the rate was 42.9% in FFY 2013).



The analysis into the increase in reports in the last year revealed several possible factors for this increase in reports.

1. There has been a growing awareness of abuse and neglect in most communities through an increase in child welfare contracted services and community services.

2. The increase in contracted services has increased the number of service providers who have contact with families and are mandatory reporters.
3. There has been an increase in hotline screeners and hotline supervisors resulting in more efficient screening, and quality of interaction and information gathering from reporters.

The Department will continue routine monitoring of this report to assess whether this trend continues and continue further analysis on possible causal factors.

Response Time and Time to Initial Contact

CPS.03 Time to Initial Contact

Report Period	Oct 2011 - Sep 2012		Oct 2012 - Sep 2013		Oct 2013 - Sep 2014	
Met	24,490	71.6%	22,283	70.5%	23,804	70.5%
Not met	9,737	28.5%	9,329	29.5%	9,974	29.5%
Total	34,227	100%	31,612	100%	33,778	100%

This data measure, generated through ROM, tracks the timeliness to initial contact. Oregon is using this measure with the belief that timely contact ensures children are safe and provides timely intervention when needed. One cause likely to impact this measure is the increase in the number of reports referred for investigation in 2014, causing the additional workload without additional workforce resources. Although the rate has remained constant for a two year period, with a target of 100%, Oregon performance needs to improve (Please see Section 4 for additional information.). The increases in number of open assessments are likely related to concurrent increases in new workers and new supervisors which have impacted progress on this measure. The Department has convened a workgroup of field program managers, a Safety Program Manager and a Field Administrator. After initial analysis of the data and related information, the preliminary recommendations of the workgroup have resulted in the following actions: (1) training the workforce and setting expectations of workers to document first contacts in a timely manner, and within the assessment module of OR-Kids (where the data can be captured for reporting purposes); (2) development of a monthly ad hoc report created through OBI that tracks the timeliness to initial contact and overdue assessment cases; and (3) training and use of the report by supervisors who can assist workers in meeting response timelines and documentation requirements.

This data is consistent, though percentages differ, with the results indicated in Attachment 3 (2015) CFSR review for Item 1 timeliness to investigation, indicating Oregon needs improvement in this performance measure.

Abuse and Neglect Reports by County

Total Child Abuse/Neglect Reports by County

County of Origin	FFY2013	FFY2014	Percent Change
Baker	325	314	-3.4%
Benton	711	803	12.9%
Clackamas	4,968	5,333	7.3%
Clatsop	666	619	-7.1%
Columbia	951	781	-17.9%
Coos	750	1,016	35.5%
Crook	314	465	48.1%
Curry	170	160	-5.9%
Deschutes	1,749	2,588	48.0%
Douglas	1,465	1,842	25.7%
Gilliam	67	33	-50.7%
Grant	73	72	-1.4%
Harney	130	127	-2.3%
Hood River	223	220	-1.3%
Jackson	4,147	4,124	-0.6%
Jefferson	372	462	24.2%
Josephine	1,122	1,307	16.5%
Klamath	1,897	2,113	11.4%
Lake	184	219	19.0%
Lane	4,298	4,270	-0.7%
Lincoln	1,094	1,074	-1.8%
Linn	2,647	2,596	-1.9%
Malheur	491	585	19.1%
Marion	8,456	10,544	24.7%
Morrow	182	206	13.2%
Multnomah	15,018	15,968	6.3%
Polk	895	363	-59.4%
Sherman	20	16	-20.0%
Tillamook	686	461	-32.8%
Umatilla	1,163	1,191	2.4%
Union	523	564	7.8%
Wallowa	102	93	-8.8%
Wasco	402	419	4.2%
Washington	5,770	5,646	-2.1%
Wheeler	12	14	16.7%
Yamhill	1,452	504	-65.3%
Central Office	7	15	114.3%
Not Applicable	58	20	-65.5%
Out of Country	6	37	516.7%
Out of State	640	632	-1.3%
Unknown	99	47	-52.5%
Statewide	64,305	67,863	5.5%

*County of Origin is the county where the report of child abuse/neglect originated.

Source: Oregon Child Welfare Data Book

The report of abuse rate by county indicates the changes in various areas of the state. Of significant interest is the increase in the number of reports in Marion county, 2088 (25%) more than in 2013. This, in itself accounts for 59% of the total increase in abuse reports in the state. Additionally, although individual county numbers have less impact in Oregon numbers overall, is the percentage increase or decrease in individual counties. Deschutes (48% increase), Crook (48% increase), and Jefferson (24% increase) report their child abuse and Neglect through one hotline for the entire district and Local Managers increased supervision and screeners to keep up with the influx. Daily metrics are kept by this district to ensure all reports have been written the same day they are received. District and Branch leadership and multidisciplinary teams are discussing the causes or drivers resulting in the increases. Theories such as an increase in population that outpaces available services and supports for families are being examined to better understand the increase in child abuse reports reported in the table above.

Within this total population of reports, there are 10,010 unduplicated child abuse/neglect victims in 2014, a 5.8% decrease from FFY 2013, so while there is an increase in reports, the total number of children has decreased.

Children in Foster Care

During FFY 2014, total of 11,443 children spent at least one day in some kind of foster care. Of those, 87.8% (10,043 children) were served in a family foster care setting. A total of 7,811 children were served on an average daily basis. This is a 7.5% reduction of the average number of children in care in FFY 2013 (8,447).

As a subgroup of this statewide number for all foster care settings, during FFY 2014, a total of 5,526 children were in family foster care on an average daily basis. This is an 8.4% reduction of the number of children served in family foster care in FFY 2013 (6,035). During FFY 2014, 44.3% of children in family foster care were placed with relatives, an increase from FFY 2013 of 43.1%.

Oregon surmises there are several contributing factors to the reduction of the numbers of children in care. The additional training provided to casework staff on the application of the Oregon Safety Model may have initiated relooking at conditions for return criteria, leading to return home. The ongoing work of Safe and Equitable Reduction in Foster Care with the support of Casey in identified counties may contribute to return home. And the initiation of the SPRF service array may be increasing capacity to keep children safely at home with additional supports.

Ongoing analysis of causal factors will be included in the University of Illinois evaluation of Differential Response implementation, as well as ongoing internal review and analysis of data and case review information.

Recurrence of Maltreatment

G4 I2.4 Number and Percent of Children Reabused within Six Months

Outcome Monthly	FFY 2012		FFY 2013		FFY 2014		Total All Years	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Met (Safe)	11,960	95.13%	10,233	95.69%	9,751	95.39%	31,944	95.39%
Recurrence in < 1 month	49	0.39%	40	0.37%	38	0.37%	127	0.38%
Recurrence in 1 up to 3 months	215	1.71%	154	1.44%	167	1.63%	536	1.60%
Recurrence in 3-6 months	348	2.77%	267	2.50%	266	2.60%	881	2.63%
Grand Total	12,572	100.00%	10,694	100.00%	10,222	100.00%	33,488	100.00%

This date measure, reported through ROM, shows the recurrence of maltreatment for children who are victims of founded maltreatment who were not re-victimized with a six month period following the initial victimization. Oregon's QBR and state plan target for this measure is <4.1% (refer to Section 4). Results for 2014 were 4.6% in increase from 4.31% in 2013

A quality assurance analysis was conducted on Re-abuse on all cases that that occurred in the month of November and indicated the first founded assessment for that child did not reflect a comprehensive assessment consistent with the Oregon Safety Model. Four Consultants have been assigned throughout the state to increase the ability of staff to complete assessments consistent with Oregon's practice model. Additional quality assurance analysis is currently occurring to measure progress. Consultants are also providing targeted efforts to Supervisors to provide education and support in order to improve their ability to manage to Oregon's practice model. Program managers from each district develop a plan with their supervisors each month to use consultant time to improve their proficiency in the Oregon Safety Model.

Consistent with the Federal Standard indicating a need for improvement, Oregon must have continued diligence in improving practice captured by this measure.

Children Served in Home

Oregon is currently developing a consistent data methodology to measure the number of children who can safely remain at home with an in home safety plan. In order to fully identify this unique population of children served in their family home, Oregon is currently building capacity changes in the OR-Kids system to identify the children who remain safely in their homes during the CPS assessment with an in-home safety plan. This technical enhancement, originally scheduled by the end of calendar year 2014, is now scheduled to move to production within the next three months. Oregon is no longer relying or reporting from data queries for the in home measure and will wait for more reliable and tested data measures can be produced through routine reports.

Oregon is also developing a Key Performance Measure (KPM) which will be reported annually in the child welfare data book and biannually to the Legislature. Although the functionality of the OR-Kids system does not yet allow for measurement, a preliminary target has been set at 25%. Once Oregon has a minimum of one year of data, this target may be revised. Oregon is working on aligning the in home measure across all program areas of the Department.

During FFY 2014, a total of 6,453 children were served in their homes, exclusive of children post substitute care that were in their home during the trial home visit period. Of all children served in home in FFY 2014, 38.3% received services while in their home.

Oregon is beginning the work of identifying and analyzing those specific services that assist in maintaining children in their homes. Part of the IV-E waiver project will also involve further analysis of this work for children identified as at risk for an extended period in out-of-home care.

Permanency Outcomes 1 and 2: (a) children have permanency and stability in their living situations; and (b) the continuity of family relationships is preserved for children.

Child and Family Service Reviews

Over the course of 2014, in the Oregon case review process, permanency items 6, 7, 10, 14, and 15 were measured. Item 14 was added this past year. Oregon has transitioned to the use of the full federal Onsite Review Instrument (OSRI) tool. Data collection on the full instrument started in the first quarter of this year. Results of these reviews can be viewed in Attachment 3.

As indicated on the chart on page 4 of Attachment 3, Oregon improved in its rating on permanency planning in Items 6 and 7. However, even with this improvement, Oregon needs to target more effort on placement stability and appropriateness of the permanency plan for the child. Item 6, rating placement stability, indicates that 27% of the cases rate as an area needing improvement. Item 10 was rated only and specifically to APPLA cases in 2014 and comparable measurements will not be continued into 2015. With the full implementation of the federal review items, Oregon will continue to gain insight into barriers to permanency. Concurrently, ongoing efforts will continue in Oregon to reduce the number of children on APPLA plans. Oregon continues to achieve high ratings on Items 14 and 15.

However, during the first quarter of this year, as indicated by the summary data of Attachment 3, Oregon's ratings have decreased since 2014. This is due in large part from the technical assistance and onsite partnership with the federal staff who participated in the first quarter review process and indicates the need for ongoing analysis of performance results. Over the course of the case review and onsite visits, the Oregon case review team was able to observe and learn additional tools and standards in the application of ratings. This opportunity for Oregon's team was a unique learning opportunity to learn more about the case review process, appropriate application of the rating process, and increasing capacity for quality assurance. Equally important, the federal partnership provided insight for the case review team regarding its role in point in time learning for field staff, as well as the critical importance of a full understanding of federal and state requirements for child welfare services. Additional information provided through the Exit Conferences provides the Oregon Quality Assurance Unit with the opportunity to identify practice areas where improvement is needed.

The federal standards on permanency outcomes, as reported in the May 13, 2015 updated State Performance workbook indicate the following:

Federal Standards (FFY 2012-2013)

Permanency in 12 months for children entering Foster Care

Observed Performance 43.9%

Risk Standard Performance (RSP) with a lower CI of 39.5%, and an upper CI of 42.3%, indicates an RSP of 40.9%. With a national standard of 40.5%, this data indicates that Oregon is meeting this standard.

Permanency in 12 months for children in foster care 12-23 months

Observed Performance 40.3%

Risk Standard Performance (RSP) with a lower CI of 36.5% and an upper CI of 40.5%, indicates an RSP of 38.5%. With a national standard of 43.6%, this data indicates that Oregon is not meeting this standard and needs improvement. The observed performance needed to have avoided a program improvement plan is 40.3%, a 3.3% improvement.

Permanency in 12 months for children in foster care 24 months or more

Observed Performance 29.5%

Risk Standard Performance (RSP) with a lower CI of 24.4% and an upper CI of 27.1%, indicates an RSP of 25.8%. With a national standard of 30.3%, this data indicates that Oregon is not meeting this standard and needs improvement. The observed performance needed to have avoided a program improvement plan is 33.2%, a 3.7% improvement.

Oregon Data Measures

As could be predicted, those children who remain in care longer are more likely to experience additional placement moves. Oregon is undertaking several efforts to reverse this trend, including the ongoing work occurring through the GRACE (Growing Resources and Alliances through Collaborative Efforts) Districts, continued use of the PRT process, and the work currently underway in revising Oregon administrative rule regarding the permanency option of placement with a fit and willing relative, and given the enactment of P.L. 113-183, prohibiting APPLA as a permanency plan for children under the age of 16. This combination of efforts is intended to drive child welfare practice towards earlier permanency decisions and decreasing the number of placements for children in care. The Title IV-E waiver demonstration project, scheduled to begin in July of 2015, will also target specific services to children entering care who are predicted to stay in care longer than usual. Please reference the description of the Waiver Demonstration project in Section 10 of this report.

Foster Care Exits

FFY2014 Foster Care Exits

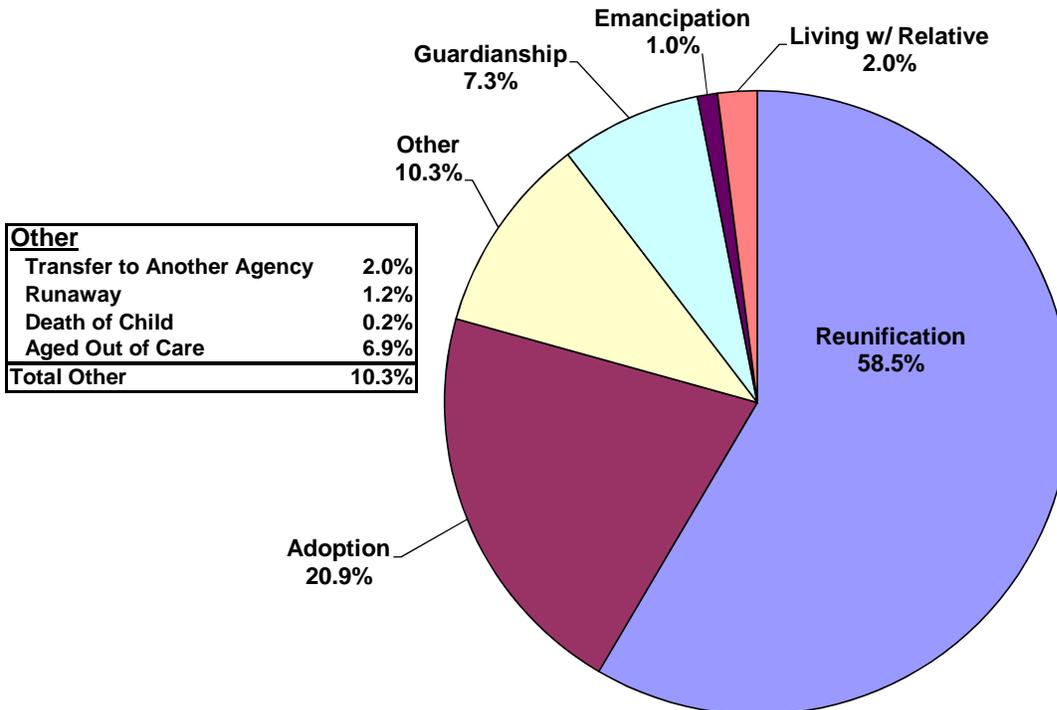
Exit Type	Number	Percent
Reunification	2,347	58.5%
Adoption	838	20.9%
Guardianship	293	7.3%
Emancipation	41	1.0%
Death of Child	9	0.2%
Living With Other Relatives	82	2.0%
Other	275	6.8%
Runaway	48	1.2%
Transfer to Another Agency	82	2.0%
Total Exits	4,015	100.0%

Source: Oregon Child Welfare Data Book

Of the Transfer to Another Agency category, 20 youth were transferred to the Oregon Youth Authority. This time period is the same FFY reported in the chart describing Where Children Went after Foster Care.

Oregon anticipates an increase in exits over the next 12 month period with the implementation of both the permanency plan of placement with a fit and willing relative, and the success of the waiver demonstration services noted above. Oregon currently makes guardianship assistance available only to those children who are Title IV-E eligible. The Oregon legislature has authorized Oregon’s use of general funds for guardianship assistance to non-eligible children beginning in 2015 and anticipates, the numbers of children exiting to guardianship will increase over the course of the next year.

Where Children Went After Foster Care



The chart on page 24, from the 2014 Child Welfare Data Book indicates where children went when leaving substitute care. As noted earlier, Oregon anticipates additional changes in the distribution of permanency with the implementation of new provisions for permanency with a fit and willing relative as a permanency option. Please note that the chart above calculates the categories of exit from care reasons in a slightly different manner than the table.

Timeliness to Adoption after a child is legally free

ROM FO.02.5 Adopted in Less Than 12 Months of TPR

Report Period End	9/30/2012		9/30/2013		9/30/2014	
Met	283	33.1%	354	40.5%	350	44.3%
Not met	572	66.9%	519	59.5%	440	55.7%
Total	855	100.0%	873	100.0%	790	100.0%
Dates of TPR	Oct 2011 - Sep 2012		Oct 2012 - Sep 2013		Oct 2013 - Sep 2014	

Oregon has established a QBR and state plan benchmark of 53.7% for this measure. Although Oregon overall is underperforming on this measure, there are areas of the state that are doing well, and those Districts who are underperforming will have focused plans for improvement. Oregon will examine further local practices regarding adoption selection, as well as any business processes that may influence delay in achieving permanency. Oregon focuses on this particular measure because, after analysis, it was determined that the Department has greater impact timeliness to adoption as soon as TPR is achieved. Oregon has less influence on external factors that influence timeliness to adoption such as judges delaying the TPR, TPR appeals, or delays in recruitment success.

ROM FO.02.1 Adopted in Less Than 24 months of Those Adopted

Report Period End	9/30/2012		9/30/2013		9/30/2014	
Met	94	13.80%	106	12.70%	133	15.90%
Not met	589	86.20%	727	87.30%	705	84.10%
Total	683	100.00%	833	100.00%	838	100.00%
Dates Adopted	Oct 2011 - Sep 2012		Oct 2012 - Sep 2013		Oct 2013 - Sep 2014	

Performance in this area has improved over the past year. Additional resources for targeted recruitment for adoptive homes is likely to further improve Oregon’s efforts in the next year.

Oregon does not perform well in achieving permanency by age 18 for those children who are in care over 24 months. The PRTs have resulted in permanency for some children, but there has not been a statistically significant difference. The Department does anticipate changes over the course of the next 15 months, with the implementation of the permanency plan of placement with a fit and willing relative, as well as the statewide change prohibiting the use of APPLA for children under 16 years of age.

Placement with Relatives

Oregon places priority on placing a child with relatives should substitute care be required to keep the child safe. Over the past several years, initial placement with relatives has remained stable

between 29-30% of all initial placements. Oregon’s goal is to have a minimum of 30% of all children placed initially with focused work on those Districts who are currently under the 30% of all initial placements. Please refer to state plan information in Section 4 of this report.

G2.1 I1.1 PERCENT OF CHILDREN ENTERING FOSTER CARE INITIALLY PLACED WITH RELATIVES

	FFY2012		FFY 2013		FFY 2014		Total Count	Total Percent
	Count	Percent	Count	Percent	Count	Percent		
Met	1,310	29.25%	1,156	30.53%	1,064	30.31%	3,530	29.98%
Not Met	3,168	70.75%	2,630	69.45%	2,446	69.69%	8,244	70.01%
Unable to Calculate	-	0.00%	1	0.03%	-	0.00%	1	0.01%
Grand Total	4,478	100.00%	3,787	100.00%	3,510	100.00%	11,775	100.00%

Placement with Siblings

Oregon also places a priority on placing siblings together whenever possible. Increasingly, Oregon is using ROM as the standard data reporting mechanism for reports. However, some of the ROM reports are not fully developed, and Oregon continues to rely on data queries for the annual Data Book for some information. Sibling placement is one such measure that will likely be reported differently in subsequent years.

Statewide Children in Out of Home Foster Care Placed Together, Partly Together, Not Together September 30, 2013							
Sibling Group Size	Number of Cases	Count			Percentage		
		All Siblings Together	Partly Together	Not Together	All Siblings Together	Partly Together	Not Together
2	1,022	742		280	72.6%	n/a	27.4%
3	384	221	121	42	57.6%	31.5%	10.9%
4	136	60	72	4	44.1%	52.9%	2.9%
5	44	10	33	1	22.7%	75.0%	2.3%
6	20	3	17		15.0%	85.0%	0.0%
7	4	1	3		na	75.0%	0.0%
8	3		3		na	100.0%	0.0%
Total Number of Sibling Groups	1,613	1,037	249	327	64.3%	15.4%	20.3%

**Note does not include IV-E eligible children served by the tribes*

Source: Oregon Data Book, AFCARS

Statewide Children in Out of Home Foster Care Placed Together, Partly Together, Not Together September 30, 2014							
Sibling Group Size	Number of Cases	Count			Percentage		
		All Siblings Together	Partly Together	Not Together	All Siblings Together	Partly Together	Not Together
2	958	697	1	260	72.8%	n/a	27.1%
3	355	195	112	48	54.9%	31.5%	13.5%
4	127	55	68	4	43.3%	53.5%	3.1%
5	39	13	26		33.3%	66.7%	0.0%
6	16	3	18		18.8%	112.5%	0.0%
7	3	1	2		33.3%	66.7%	0.0%
8	2		2		na	100.0%	0.0%
Total Number of Sibling Groups	1,500	964	229	327	64.3%	15.3%	21.8%

**Note does not include IV-E eligible children served by the tribes*
Source: Oregon Data Book, AFCARS

This data reflects what is known to be true. The greater the number of siblings who come into care from a family, the less likely it is that all children will be placed together. This is due to substitute care resources as well as sometimes complex families whose children are not best served in one placement. Additional information on keeping sibling connections is reported in the Well Being Outcomes.

Adoption Promotion and Support Services

Adoption Support Services are provided through two contractual agreements with Boys and Girls Aid Society and the Northwest Resource Associates, and one training project agreement with Portland State University.

The following adoption promotion and support services are provided by the Boys and Girls Aid Society.

Foster and Adoptive Parent Inquiry Line. The inquiry line is live answered during the 40 hour work week, and takes messages outside of regular business hours. This toll free number is a centralized inquiry line used as a recruitment service to potential foster and adoptive families and is a single point of entry for those interested in fostering or adopting in Oregon. BGAID mails requesters an information packet on fostering and adopting in Oregon and refers the family to the appropriate local DHS office for follow up. In the past 12 months, 1,116 callers to the inquiry line received information regarding fostering or adopting in Oregon.

Child specific recruitment and Permanency Preparedness. Child specific recruitment will be covered in detail in the diligent recruitment section in this report. Child specific recruitment services for finding permanent families for children also includes permanency preparedness work using Darla Henry & Associates 3-5-7 Model. This model is a promising practice that supports the work of children, youth and families in grieving their losses and rebuilding their relationships towards the goals of well-being, safety and permanency. It is a relational practice that explores with children and youth their feelings about the events of their lives and empowers the children and youth to engage in grieving and integrating significant relationships. It is not a clinical model but supports clinical work around issues of separation and loss, identity formation, attachment and relationship building and creating feelings of belongingness.

Training. In the past 12 months, BGAID provided Foundations (Oregon’s foster and adoptive curriculum) to 191 individuals and provided adoption orientation (two hours) to an additional 154 individuals.

Home Study Preparation. This is a service performed for the Department when out of state families are being considered at adoption committee for Oregon children. BGAID works with the out of state adoption workers to prepare for the presentation of the family at committee. In addition, they work with the out of state agency to help clarify Oregon’s contractual requirements to determine whether the agency will accept the terms. In the past 12 months, this service was performed for 56 adoptive families.

Special Needs Adoption Coalition meetings. Twelve private adoption agencies in Oregon contract with the Department to provide home studies and supervision services for families who wish to adopt from the Child Welfare system, but have chosen to have their services provided by a private agency rather than the Department. The SNAC agencies are required to receive monthly training, and this training is organized and provided by BGAID under the contract. The Department contracts with SNAC agencies to provide post placement supervision.

The second contract for adoption promotion and support services with Northwest Adoption Associates is the Oregon Post Adoption Resource Center. ORPARC provides services to adoptive and guardianship families who provide permanent homes for DHS children. These services enhance the stability and functioning of Oregon adoptive and guardianship families and their children through the provision of a support network that includes information and referral services, consultation, advocacy, response to imminent family crises, support groups, and training. In the past 12 months, 436 post adoptive and guardianship families used ORPARC services. These services were crisis/disruption related 46 times. Library resources were used by 220 persons, and 13 trainings were provided to 547 individuals.

Well Being Outcomes 1, 2, and 3: a) families have enhanced capacity to provide for their children’s needs; b) children receive appropriate services to meet their educational needs; and c) children receive adequate services to meet their physical and mental health needs.

Child and Family Service Reviews

Over the course of 2014, in the Oregon case review process, well being items 17-23 were measured. Oregon has transitioned to the use of the full federal Onsite Review Instrument (OSRI) tool with well being now items 12-18. Data collection on the full instrument started in the first quarter of this year. Results of these reviews can be viewed in Attachment 3.

As indicated on the chart on page 4 of the Attachment, Oregon improved in its rating on all Well Being items except for Item 22. However, even with this improvement, Oregon needs to target more effort on contact with parents and contact with children in care. This is a targeted strategy in the state plan. Additionally, as noted on page 6 of Attachment 3, as Oregon transitioned to the use of the federal review tool and with the technical assistance of the federal team on site in the first quarter of 2015, the ratings overall went down indicating that Oregon needs to continue to

improve not only practice, but in the Well Being outcomes generally. This opportunity for Oregon’s team was a unique learning opportunity to learn more about the case review process, appropriate application of the rating process, and increasing capacity for quality assurance. Equally important, the federal partnership provided insight for the case review team on its role in point in time learning for field staff, as well as the critical importance of a full understanding of federal and state requirements for child welfare services.

The federal standards on Well Being outcomes, as reported in the May 13, 2015, updated State Performance workbook indicate the following:

Federal Standards (FFY 2012-2013)

Maltreatment in Foster Care

Observed Performance 9.85%

Risk Standard Performance (RSP) with a lower CI of 12.15%, and an upper CI of 15.28%, indicates an RSP of 13.63%. With a national standard of 8.50%, this data indicates that Oregon is not meeting this standard and needs improvement. The observed performance needed to have avoided an improvement plan is, 6.86, a -2.98% point improvement program.

Placement Stability for children entering care in a 12 month period

Observed Performance 3.44%

Risk Standard Performance (RSP) with a lower CI of 3.41% and an upper CI of 3.72%, indicates an RSP of 3.56%. With a national standard of 4.12%, this data indicates that Oregon is meeting this standard.

Oregon Data Measures

Availability of Foster Care

Number of Certified Foster Homes by Certification Type

2012			2013			2014		
Regular	Special	Total	Regular	Special	Total	Regular	Special	Total
2,627	1,672	4,299	2,349	1,880	4,229	2,079	1,927	4,006

Source: Oregon Child Welfare Data Book

This data continues to reflect Oregon practice of placing children with relatives whenever possible. This is indicated by the increased number of special certifications each year over the three year period. The shift in practice over several years with an emphasis on placing a child with relatives has had the negative impact of fewer resources to recruit, train, and support regular foster parents. To some degree, this pattern mirrors the decrease in entries into foster care (2013, 3,737 entries; 2014, 3,510 entries). However, the number of regular foster home experienced another decline over the three year period, which resulted in an overall decrease in the number of foster homes available to children. Additional analysis, after reviewing some of the data regarding length of time certified (within the past 12 months) compared to total numbers of regular foster parents certified in each District indicates that the Department is certifying new

homes at a lower rate than foster parents who choose to no longer foster parent children. This is an area in which Oregon needs improvement.

Additionally, with staffing shortfalls around the state over the past several years, workforce resources were utilized primarily for CPS assessment and ongoing caseworker, with fewer resources available for certification. This trend is changing with workforce investments during the last legislative session, and Department hiring of new casework staff over the past 18 months. With increase staff resources, the Department expects changes in capacity to certify regular foster homes.

Oregon is engaging with Embrace Oregon for technical support and community engagement strategic planning and mobilization following the excellent results that organization has achieved in Multnomah, Washington, and Clackamas counties.

Oregon is engaging in conversations with KEEP, a program developed through the Oregon Social Learning Center, that has shown that foster parents who participate in KEEP have fewer placement disruptions, fewer children with behavioral and emotional problems, and provided foster care for longer periods of time that the control group of foster parents who did not receive KEEP services. <http://www.oslc.org/projects/keep/>

Through the GRACE (Growing Resources through Alliances and Collaborative Efforts) cooperative agreement, Oregon is beginning work to engage community and business partnerships in GRACE Districts to take ownership of community responsibility for children in their areas and develop greater understanding of how a community can support children in care and their caregivers. Finally, there is additional work occurring through GRACE to further the customer service approach with caregivers.

Stability in Foster Care

Oregon has changed to a new standardized ROM measure, ROM FO.04.1 for this measure in the table below. This measures children who experience two or fewer placements (of those in care under 12 months). Previously, Oregon measured placement stability at a point in time, which is a less accurate reflection of what is occurring for children in care. Oregon has identified improvement is needed on this area as a focused area of work in the state plan Oregon's state plan target for this measure is <86% (Please refer to Section 4 of this report for additional information). This standardized measure which can be disaggregated and the information gathered through the case review process will provide additional insight into focused strategies that will improve this outcome.

Oregon tracks through the ROM system the placement stability of children in care during the 12-23 month period, and for those in care over 24 months. (See tables below.) Children who remain in care are less likely to remain in stable placements due to their complexity.

Further analysis of the needs of these complex children is likely to come through the comprehensive review of the Department's BRS programs. The comprehensive review is

occurring through a committee composed of DHS, Youth Authority and Health Authority staff, BRS therapeutic and foster care providers, advocacy organizations and youth. The Committee meets monthly, and several sub-committees meet throughout the month to inform the monthly agenda. The work of this committee is continuing to the end of 2015 at which time recommendations for program changes will be presented to the administrative staff of the three Oregon agencies funding Oregon's BRS services.

Given that Oregon has a high number of children on APPLA plans, this data indicates that targeted focus on the strategy of PRT is likely to assist in identifying permanency options for some of these children. As permanency is achieved, the placement stability rates are likely to improve.

PLACEMENT STABILITY FOR THOSE IN CARE LESS THAN 12 MONTHS						
Dates in Care	Oct 2011 - Sep 2012		Oct 2012 - Sep 2013		Oct 2013 - Sep 2014	
Met: 2 or fewer placements	2,952	85.0%	2,534	83.6%	2,387	84.5%
Not met: 3 or more placements	522	15.0%	497	16.4%	438	15.5%
Total	3,474	100.0%	3,031	100.0%	2,825	100.0%

Data downloaded 4/23/15 from ROM FO.04.01 Placement Stability report.

PLACEMENT STABILITY FOR THOSE IN CARE 12-23 MONTHS						
Dates in Care	Oct 2011 - Sep 2012		Oct 2012 - Sep 2013		Oct 2013 - Sep 2014	
Met: 2 or fewer placements	1,343	68.1%	1,450	67.6%	1,195	64.1%
Not met: 3 or more placements	690	33.9%	694	32.4%	670	35.9%
Total	2,033	100.0%	2,144	100.0%	1,865	100.0%

Data downloaded 5/20/15 from ROM FO.04.02 Placement Stability report.

PLACEMENT STABILITY FOR THOSE IN CARE 24 MONTHS OR LONGER						
Dates in Care	Oct 2011 - Sep 2012		Oct 2012 - Sep 2013		Oct 2013 - Sep 2014	
Met: 2 or fewer placements	1,157	35.4%	1,141	35.6%	1,135	36.1%
Not met: 3 or more placements	2,108	64.8%	2,066	64.4%	2,008	63.9%
Total	3,265	100.0%	3,207	100.0%	3,143	100.0%

Data downloaded 5/20/15 from ROM FO.04.03 Placement Stability report.

Abuse in Foster Care

G3.214.1 COUNT OF CHILDREN IN OUT-OF-HOME CARE WHO WERE NOT MALTREATED BY FOSTER PROVIDERS

	FFY2012		FFY2013		FFY2014	
	Count	Percent	Count	Percent	Count	Percent
Met(Safe)	12,288	98.87%	12,024	99.13%	11,314	99.02%
Not met	141	1.13%	105	0.87%	112	0.98%
Total In Care	12,429	100.00%	12,129	100.00%	11,426	100.00%

This data measure, reported through ROM, show the percentage of children in substitute care experiencing maltreatment while in care during the previous 12 months. This is an area of significant concern for Oregon. Oregon’s QBR and state plan target for this measure is <.33% (Please also see Section 4 of this report for additional information). Oregon is currently undertaking several actions to address this issue. Oregon has begun a comprehensive review of every assessment resulting in a founded abuse finding, examining the decisions made during the assessment process, looking for patterns of previous indications of concern for children in the home, types and numbers of children placed in the home, the quality of the home study, and the quantity and quality of the face to face contacts with the family and with the children placed in the home. Oregon is obtaining technical assistance from the Consortium for Children who is reviewing 50 Oregon home studies and will provide focused training to all Department certification and adoption staff and their supervisors over the course of the next three months based on the findings of their review. Oregon is developing a series of training venues for casework and certification staff in confirming the safety of the environment for children in substitute care. Oregon is also undertaking a review of our current practices around out of home care assessments and is seeking additional support through Casey in that effort. Oregon is analyzing several aspects of the work including the impact of Oregon’s threat of harm type of child abuse, the impact and relevance of the OSM assessment during an out of home care investigation, and the fidelity of the SAFE Home Study model. These efforts began in April, 2015, and further analysis is not available at this time.

Educational needs

The following outcomes were achieved through Educational Stability Matters (ESM) over the course of the past year:

- Developed a strong collaboration between DHS and Oregon Department of Education (ODE), which has helped identify future goals of both agencies regarding education stability for children in foster care.
- Provided more than 20 foster care and education trainings which included child welfare staff, school administrators, school teachers and counselors, McKinney-Vento homeless liaisons, and community partners.
- DHS and ODE have laid the groundwork, to improve information systems that will one day lead to data sharing.
- DHS is improving education data integrity by working with local Office Managers to create processes to ensure education information is updated on a regular basis.
- A joint interpretation of the Uninterrupted Scholars Act was agreed upon by DHS and ODE, making release of education records to caseworkers an easier process. Because

schools no longer needed parental consent to release school records under FERPA, DHS caseworkers have been able to obtain records in a more timely and consistent manner.

- A joint interpretation of Fostering Connections is being written to ensure that both agencies are interpreting federal laws the same way, which will make it easier for child welfare and school staff to create education stability and better outcomes for children in foster care.
- ESM aligned goals with the ILP five-year plan to increase education outcomes for youth transitioning into adulthood.

Child Level Outcomes

Child welfare outcomes, which reflect the focus of the ESM Initiative on Education Stability, centered largely on measures of child educational outcomes and permanency. Data on long-term educational stability and permanency outcomes for children were obtained from OR-Kids.

Challenges

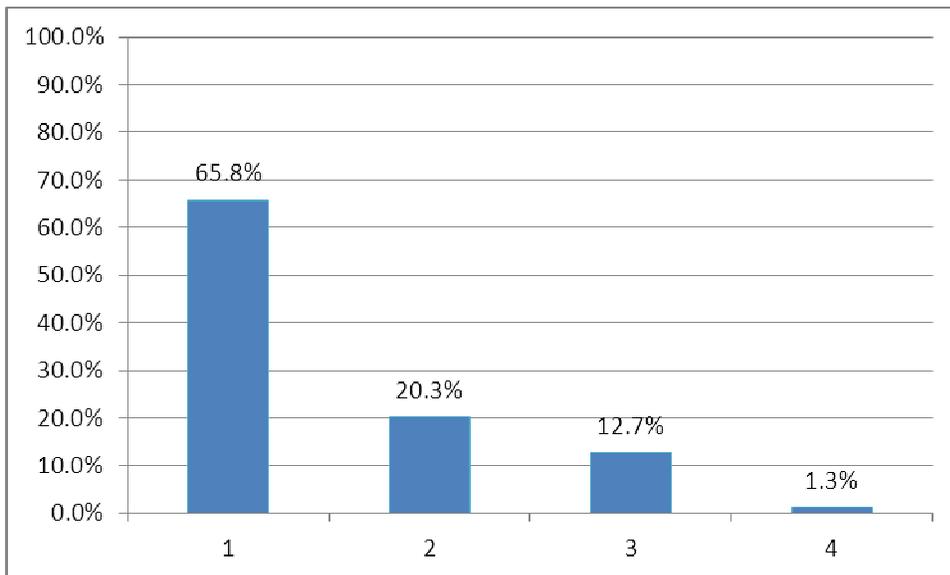
There were two substantive challenges in using the education data available through this demonstration grant to evaluate the long-term outcomes for children: data sufficiency and quality.

- Data Sufficiency – Data entry has improved, however, there continues to be significant lag in timely entry of educational data into the child’s person record in the OR-Kids system.
- Data Quality – in addition to the sufficiency, data completeness, validity, and internal integrity have been identified as areas where Oregon needs to continue as an area needing improvement.

Long Term Outcomes

Long term Outcome No.1: Increase the percent of the Target Population who do not change schools during a placement change (Figure 3).

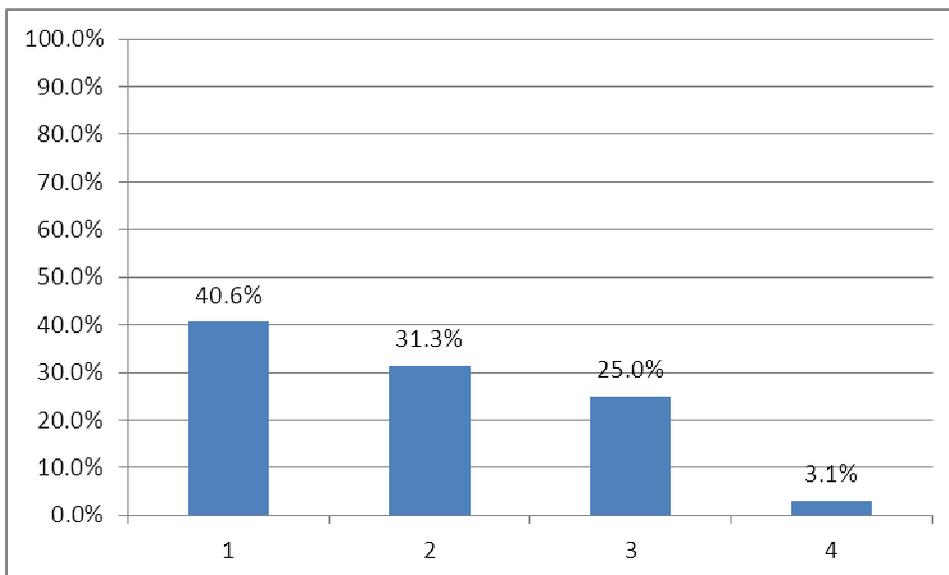
Figure 3. Percent of All Foster Children in the Target Population by Count of Schools Attended



65.8% of all foster children in the participating schools attended one school during the period of the grant. 86.1% of foster children in participating schools attended two or less schools. The data is reflective of all foster children in participating schools regardless of foster care placement change.

* Transition from elementary to middle school or high school is reflected in the data as a two-school experience. Because the Oregon schools transition to middle or high schools at different grade levels depending upon the District, it is not currently possible to minimize this over representation. Additional analysis of data entry, or development of a cross reference for Districts may allow such analysis in the future.

Figure 4. Percent of Foster Children who have more than one Foster Care Placement by Count of Schools Attended



On the other hand, for foster children in the participating schools who had more than one foster care placement, 40.6% attended only one school during the period of the grant. 71.9% of the foster children who have more than one foster care placement in participating schools attended two or less schools (Figure 4).

Long term Outcome No.2: Increase the percent of the Target Population who are eligible for promotion.

Because of the challenges identified above related to data validity and quality in the child welfare system, the available data was insufficient to evaluate this outcome through data analysis alone. Case file reviews were not conducted as a part of ESM.

Long term Outcome No.3: Increase the number of foster youth exiting the foster care system in Oregon with a high school diploma or on track to attain one.

Because of the challenges identified above related to data validity and quality in the child welfare system, the available data was insufficient to evaluate this outcome through data analysis alone. Case file reviews were not conducted as a part of ESM.

Long term Outcome No.4: Increase the number of foster youth taking advantage of the tuition waivers for post-secondary education.

Office of Student Access and Completion (OSAC) administers nearly 500 privately funded scholarships, the Oregon Opportunity Grant, and a variety of government-funded programs including the federal Chafee Education and Training Grant for former foster youth in collaboration with Oregon's Department of Human Services. Oregon also utilizes ASPIRE (Access to Student Assistance Programs In Reach of Everyone), a mentoring program that matches trained, supportive adult volunteer mentors with middle and high school students to develop a plan to meet their education goals beyond high school.

Oregon has the capacity to provide tuition waivers to eligible current and former foster children and youth who enroll in a 2- or 4-year public institution of higher education as an undergraduate student prior to the age of 25. The youth must have been in the care and custody of Oregon DHS or Tribe at the age of 16 or older, and had at least 180 days of substitute care after the age of 14. Youth must also engage in 30 hours of volunteer activity in order to qualify for the Waiver in year 2 and all subsequent years. Within three years after the date the student ages out of foster care, graduates from high school, or receives the equivalent of a high school diploma. Please also refer to Section 12 for additional information on the Tuition and Fee Waiver.

The Department provides OSAC with a list of potentially eligible youth. When one of those youth files a FAFSA, OSAC provides the Department with the names of the Oregon colleges students identified on the FAFSA. DHS notifies the institutions of those youth who are enrolled or planning to enroll that the student may be eligible for tuition waiver.

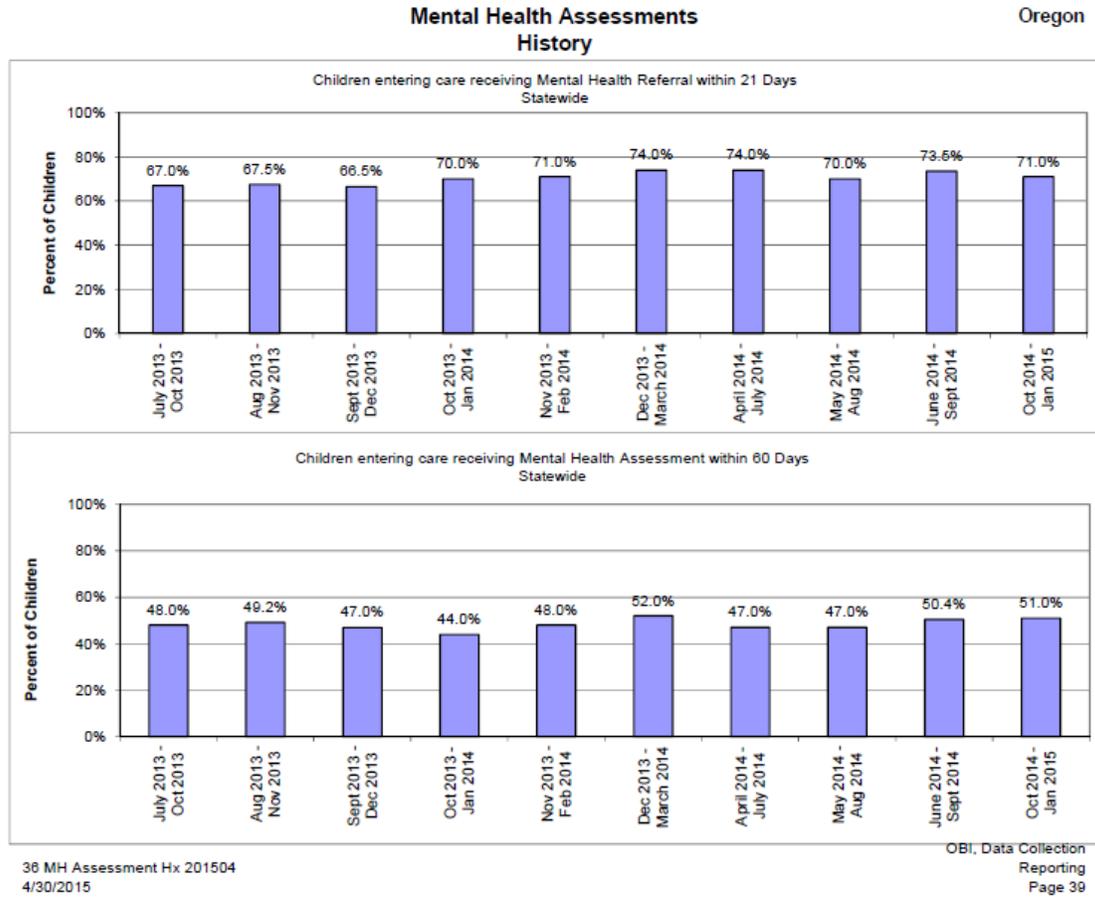
The financial aid directors at each of the 24 community colleges and public universities in Oregon were contacted to provide the following preliminary data about the foster youth tuition waiver program. For the 2013-14 academic year, 18 foster youth received a total of \$27,791 in tuition waivers from community colleges in Oregon, and 66 foster youth received a total of \$83,146 in tuition waivers from public universities in Oregon – in all, a total of 84 foster youth received \$110,937 in tuition waivers. The combination of Federal Pell Grants and Oregon Opportunity Grants covered most tuition and fees for students attending Oregon public institutions in 2013-14. Also in 2013-14, 401 of 1120 eligible foster youth received Opportunity Grants totaling \$528,810 at an eligible Oregon college or university – approximately 36 percent. For 2014-15 to date, 847 foster youth have been awarded Opportunity Grants, including 404 who have prioritized awards.

Long term Outcome No.5: Increase the percent of children who achieve permanency.

20.3% of the foster children in the participating schools reunited with parents or primary caretakers during the grant. When compared with all kids served in foster care from 1/1/13 to 3/31/15, about 20.5% of that population achieved permanency (reunification, adoption, and guardianship); the ESM grant does not seem to increase the rate the percent of foster children who achieve permanency.

Health and Mental Health Needs

The Department currently does a hand count of timeliness of mental health referrals.



Over the course of the past 12 months, the Department has developed greater capacity to draw from data in the OR-Kids data warehouse. To date, the work done to assess timeliness of health and mental health assessments shows the following:

	FFY2012	FFY2013	FFY2014
Total Children Entering Foster Care	4385	3806	3469
Total in care >30 Days	4042	3575	3270
Total with Physical Assessment while in care >30 days	3653	3301	2956
Percent with Physical Assessment of those in care >30 days	90.38%	92.34%	90.40%
Total with Physical Assessment within 30 days of entering care	1831	1798	1664
Percent with Physical Assessment within 30 days of entering care	45.3%	50.3%	50.9%

Source: ORKIDS Query

Mental Health Assessments

	FFY2012	FFY2013	FFY2014
Total Children Entering Foster Care	4385	3806	3469
Total in care >60 Days	3889	3439	3163
Total with Mental Assessment while in care	2347	2287	1889
Percent with Mental Assessment of those in care >60 days	60.35%	66.50%	59.72%
Total with Mental Assessment within 60 days of entering care		1300	1241
Percent with Mental Assessment within 60 days of entering care	0.00%	37.80%	39.23%

DRAFT

More research needs to be done to confirm the data queries as these numbers are not reflective generally of what is found in the CFSR review process. Some of this may simply be coding discrepancies; some may be timeliness to enrollment and the automated processes of the Department’s and the Oregon Health Authority’s separate database systems, but it is too early for conclusive answers. There is currently work underway in partnership with the Oregon Health Authority to further analyze this data, and develop targeted strategies to assure timely medical and mental health care for children. Additionally, Oregon is working to ensure Oregon’s policy, procedure and agreements for service provision with identified timelines all align.

The Department measures timely review of medications for children on psychotropic medications as described in Oregon law. Oregon completed the review for 83% of children eligible for such review in the first quarter of 2015. Prior quarters achieved an 89 and 83 percent target rate. The target for this measure is 91%, and has not yet been met. Item 18 in the case review process will provide additional insight into potential strategies for improvement.

Child welfare foster children who are being administered psychotropic medications. Number of children eligible for an annual review of psychotropic medication who have the review completed. Data Source: Child Well Being Psychotropic Medication tracking data base	%	82.0	89.0	83.0
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The timeliness of the completion of the review is sometimes complicated by getting information back from a caseworker or a medical provider during the periodic review process. Efforts to improve are underway with targeted use of support staff to aid in information gathering.

Systemic Factors

Information System

Since August 26, 2011, all Department staff has been required to use the OR-Kids State Automated Child Welfare Information System (SACWIS) to document all information related to children, families, providers and payments from the report of abuse or neglect through to

adoption. OR-Kids supports Hotline intake, assessment/investigation, alternative response/differential response, disposition appeals, worker management, case management, providers, certification, eligibility, adoption and payment management. OR-Kids includes links to online guides, training documents, known issues and ticket submission.

The status of any child in OR-Kids is identified in a report whenever the report logic determines the child is eligible for inclusion. For example, if a IV-E eligible child is in a IV-E eligible foster care placement during the period, the child is included in the AFCARS report. If the child has a finalized adoption, the child is included in the Adoption AFCARS report. There are specific program reports indicating whether a child is in substitute care or served in home, which can be sorted by child welfare branch or by District. There are masked and unmasked (for specific users) emergency locator reports available for emergency location of children.

In addition to reports, an OR-Kids user can determine the status of a child through the legal module in the system.

- OR-Kids users can determine demographic information on a child through the values on demographic characteristics on the basic tab in the child's person record.
- A user can determine the location of the child in any case by viewing the child's current placement and the details on the placement for the specific child. Aggregated demographic information is provided through a variety of reports created by either ROM or OR-Kids and can be sorted in various ways.
- A child's location is located on the address tab of the child's person record. The address is updated with the placement address when a child is in substitute care.
- The placement goals for the child are located in the narrative field of the Permanency Plan in OR-Kids, and can be seen in the Child Specific Case Plan.

Oregon does not currently have an established, formal data validation protocol to ensure all the information is accurate. Data errors are identified as District and local offices routinely review their reports for caseload management and supervisory oversight.

OR-Kids is available to all Department staff and partner agencies with access agreements. The Department utilizes role-based access, meaning Department staff and partner agencies are only granted access for those areas directly related to their positions. There is an ongoing Access Committee to monitor access and make decisions related to access, considering roles, access agreements, policy and procedures.

OR-Kids has two governing bodies, Operational Leadership Council (OLC) and Executive Steering Committee (ESC). OLC monitors all system issues, progress and prioritizes all system work, based on audit findings, legislation, financial implications, policy and procedures. All decisions are presented to ESC, and if OLC needs an executive recommendation, recommendations are sent to ESC for a decision.

OR-Kids is supported by the OR-Kids Business Team, composed of one manager, one assistant, two access administrators, one person management worker, one test lead and thirteen analysts, a

total of nineteen. The business team works closely with the OR-Kids Technical Team, responsible for making all code changes to the system. That team has two managers and 32 staff.

In 2014, there were nine Production releases:

<p>April 14, 2014:</p> <ul style="list-style-type: none"> Two financial JIRA bug fixes regarding the One Time Payment page and the Payment Search Utility. 	<p>April 30, 2014:</p> <ul style="list-style-type: none"> Differential Response changes which included eight specific changes. 	<p>May 7, 2014:</p> <ul style="list-style-type: none"> NCANDS Report changes to accommodate Differential Response changes.
<p>July 30, 2014:</p> <ul style="list-style-type: none"> Ten system changes which included bug fixes, adding Permanency Round Table as a meeting type, added a new service ending reason, adding character limits in invoices, re-design of the Provider Remittance Advice, Medical Eligibility rule change, AFCARS, Title IV-E AA case adopt batch and overpayment calculation bug and created the automated CI Merge process. 	<p>August 5, 2014:</p> <ul style="list-style-type: none"> Remittance Advice bug fix. 	<p>August 19, 2014:</p> <ul style="list-style-type: none"> Two fixes related to overpayments not showing up in the system after creation and freezing the status and approval of IV-E Eligibility on Initial and redetermination eligibility types.
<p>October 8, 2014:</p> <ul style="list-style-type: none"> Financial change to enable the system to process negative payment amounts. 	<p>October 20, 2014:</p> <ul style="list-style-type: none"> Three changes to enable counties to input Juvenile Justice information and claim IV-E through our SACWIS system. 	<p>November 12, 2014:</p> <ul style="list-style-type: none"> Two JIRA related to the NYTD federal report, fixing Elements 20 and 18.

In 2014, there were 115 Data Fix builds (274 data fixes) released to Production.

<p>Audit File fixes:</p> <ul style="list-style-type: none"> 41 	<p>Person Management fixes:</p> <ul style="list-style-type: none"> 30 	<p>Payment Record fixes:</p> <ul style="list-style-type: none"> 21 	<p>Overtured Disposition fixes:</p> <ul style="list-style-type: none"> 9
<p>Financial Data Fixes related to data remediation:</p> <ul style="list-style-type: none"> 14 	<p>Legal Status corrections:</p> <ul style="list-style-type: none"> 12 	<p>Link/Delink Screening Reports:</p> <ul style="list-style-type: none"> 27 	<p>Screening Reports and/or Assessments linked to incorrect case or duplicated:</p> <ul style="list-style-type: none"> 13
<p>Incorrect Perpetrator, Assessment Narrative, case information:</p> <ul style="list-style-type: none"> 31 	<p>Correction to Disposition:</p> <ul style="list-style-type: none"> 7 	<p>Provider/Certification fixes:</p> <ul style="list-style-type: none"> 18 	<p>Differential Response fixes:</p> <ul style="list-style-type: none"> 11
<p>Placement/Service fixes:</p> <ul style="list-style-type: none"> 9 	<p>Case Merge fixes</p> <ul style="list-style-type: none"> 9 	<p>307's not launching:</p> <ul style="list-style-type: none"> 3 	<p>AA/GA fixes:</p> <ul style="list-style-type: none"> 5

Insert archive numbers into case notes related to data remediation: • 1	Eligibility fixes: • 4	Federal Report fixes: • 2	School data fixes: • 1
Case closure fixes: • 2	Fatal Application Error fixes: • 2	Biennium date fix: • 1	Generic log in ID's deletion: • 1

In 2014, the OR-Kids Business Team resolved a total of 5449 end user tickets. A large majority of these tickets are related to user training needs, data fixes and system bugs.

To address the user training needs issues, the OR-Kids team works closely with the OR-Kids Training Team. These two teams developed a communication system to transfer user training issues to the OR-Kids Training Team.

OR-Kids has anomalies occurring that cause the need for end user data fixes, where the root cause has yet to be identified or resolved. Ongoing research on these issues is a part of the joint work of the OR-Kids Business and Technical Teams.

In 2014, the State of Oregon, OR-Kids system financial and security modules were audited by the Secretary of State. The Secretary of State's recommendations and the State's responses were as follows:

- Closely review OR-Kids transactions and financial reports to ensure accuracy and appropriateness, and return any amounts owed for federal overcharges.
 - In June 2014, the agency implemented a final permanent data fix on the remaining "untouched" converted cases thereby permanently fixing this data conversion issue.
 - Prior to the data fix, the Department made financial adjustments to correct the funding errors.
- Made changes to the financial module to prevent claiming federal funding outside the two year period.
 - There is a documented system change to resolve this issue and this change has been prioritized.
- Took steps to ensure a more robust supervisory review of transactions.
 - Monetary caps were added to approved expenditures by service category to prevent processing of large payment errors.
 - The Office of Financial Services implemented a review of large transactions to ensure accuracy.
 - Communication with supervisors regarding the importance of work review prior to approval, along with additional training for workers involved in the creation and approval of payments.
- Addressed the security recommendations included in the confidential management letter.
 - End user random access audit reports have been developed to review cases and case work being viewed by end users.
 - An ongoing random audit report is under development to randomly view cases and case work end users are accessing.

In 2014, OR-Kids received an AFCARS Improvement Plan (AIP) which is updated every six months. In order to complete the AIP, federal report work is ongoing. The OR-Kids staff works with assigned Technical Team staff on the AFCARS code to ensure compliance with the AIP. In addition, updated screen shots, source code and training plans have been sent to our federal partners. The current status of AIP actions is maintained by the OR-Kids Business Team in the Department and in ACF by Angelina Palmiero.

Additionally, the Department is working on a project to replace the OR-Kids forms platforms. The current technology is based on an old version of Word Templates that present a number of business and technical problems that include poor forms version control, forms that do not function properly, and lack of a tool set to design and develop new forms.

A consultant experienced in document management and eForms technology was engaged to examine the OR-Kids forms system, document the issues, and to make recommendations with cost estimates. Based on the recommendations the Department is targeting an eForms solution using Adobe Experience Manager (AEM). The Department is engaging with Adobe to do a proof of concept that will develop three OR-Kids forms using Adobe technology, and integrate those forms with the OR-Kids application. The Department is currently working on a contract vehicle that will allow work with Adobe to complete the proof of concept by the end of the calendar year.

Upon successful completion of the proof of concept, project planning will begin for a full scale forms replacement project.

Please also see Staff and Provider Training section for additional information regarding ongoing, planned support for the use of OR-Kids.

Case Review System

The Department's policies require written case plans for all children in substitute care for a case open over 60 days. The Department is implementing a tracking mechanism to ensure timely completion of the case plan (Please refer to Section 4 of this report for the specific data measure.) Child Safety Meetings, Family Decision Meetings, and Oregon Family Decision Meetings all provide opportunities for family engagement in decision-making and other aspects of case planning.

The Department's child specific case plan includes sections on the child's health, mental health and educational needs, and the opportunity to describe the services and supports available to the child to meet those needs. In conjunction with the JCIP, the Department is developing a uniform court report, to be implemented in October, 2015 that all Oregon courts have agreed will suffice for the court reporting format. With the anticipated enhanced functionality in form development in OR-Kids (Please see Statewide Information System above), the Department anticipates having interactive functionality sometime in 2016.

Periodic review requirements are met through juvenile court hearings and through Citizen Review Board (CRB) hearings. CRB collects data on the number of reviews conducted monthly, the number of reviews that occur within 60 days of a court hearing, and the number of "no papers" received monthly. A "no-paper" is when the CRB requests case material to conduct a review, and there is not a response from the local branch. When case materials are not received, CRB immediately follows up with local supervisors or local administrators if necessary. The Department and CRB each track the completion of these periodic reviews. Once all of the trial courts are on Odyssey, the new court case management system, the data integrations between DHS and OJD will be updated, and the Department anticipates getting data transfers from the OJD. OJD has received nightly data transfers from DHS since 2003. This data is used by the CRB for scheduling periodic reviews, and JCIP uses the data for statewide reporting. CRB regularly audits the timeliness of periodic reviews conducted by the CRB and the trial courts. This past fall, CRB identified a gap in its case management system (JOIN) of children re-entering care. Because their JOIN system is being retired soon, it was OJD's preference to request a report rather than try to fix the JOIN interface files that are sent over daily. DHS concurs that it would be very costly to work on fixing the interface for an outdated system in the process of being replaced. DHS is currently working on giving select CRB staff access to a report that is available online in Oregon's Results Oriented Management (ROM) internal reporting system, which is populated with data from OR-Kids and is the same data used to report AFCARS. For the use of ROM, OBI would limit the OJD view to one report, called Report CM06 No Re-Entry into Custody, where the detail view is available through a drill-down, and would include the person-specific elements necessary for the CRB to audit JOIN, and ensure all children are receiving timely periodic reviews either by the court or CRB. The data is reviewed monthly.

During the case review process in Q1 of 2015, case reviewers heard in several of the reviews the problems in jurisdictional issues which resulted in subsequent delays in family engagement, case planning, and provision of services. This matter will be discussed further with the Juvenile Court Improvement Program staff.

Permanency Hearings

Oregon provides that each child in substitute care has a permanency hearing no later than 12 months from the date the child entered foster care and annually thereafter. Due to the challenges in jurisdictional issues mentioned above, this may hinder decisions and permanency hearing scheduling. The Department is unable, at this time, to generate reports that sufficiently track the hearing process, other than review on a case by case basis. These types of reports are on a schedule for development, but not yet in a timeline for production. The lack of this type of quantitative data makes Oregon's reliance on the JCIP data and the child welfare case review system even more critical to ensure timely permanency hearings.

JCIP tracks three different permanency hearing measures. Two of the measures are the national measures that all CIP programs gather and report. JCIP began tracking these two measures in 2012, and beginning with the April-June 2012 period, has issued quarterly reports on the measures to judges and court staff. Judges share this data with their multidisciplinary local model court teams.

It is important to note that the Oregon Judicial Department is transitioning between case management systems, so data for the past two years and next two years will not include all cases in the state. The staged roll-out of the new Odyssey case management system began on June 2, 2012, and a total of 11 of Oregon's 36 counties had transitioned to the new system by the end of FFY2014. Due to data migration issues when OJIN data was converted to Odyssey, these reports do not include cases that were filed in OJIN and the first permanency hearing occurred on Odyssey. JCIP continues to work on reproducing its CIP timeliness reports in Odyssey, and recently finalized the two CIP permanency hearing measure reports with Odyssey data. JCIP will have combined data for OJIN and Odyssey courts for its FFY2015 JCIP Data Report.

FFY2014 Data

Time to First Permanency Hearing

- OJIN Courts – 1,112 first permanency hearings were held in 2014 – the average number of days from date of petition filing to first permanency hearing was 363 days; the median was 366 days. The petition file date is used as a proxy for the date the child entered care on the OJIN courts data. In most cases there is a one or two day difference, at most, between the date the child entered care and the petition file date.
- Odyssey courts – 425 first permanency hearings held in 2014 on cases that were filed after the court went live on Odyssey – the average number of days from date of petition filing to first permanency hearing was 328 days; the median was 357 days.

Time to Subsequent Permanency Hearing

- OJIN Courts – 2,077 subsequent permanency hearings were held in 2014 – the average number of days between the permanency hearings held in 2014 and the previous permanency hearings was 244 days; the median was 223 days.
- Odyssey Courts – JCIP has not yet published this report because of issues with Odyssey data entry on hearings that pertain to multiple siblings and hearings that span multiple days. JCIP has established data entry protocols and Odyssey Business Process Documentation to improve data quality. JCIP also monitors this report quarterly for data quality and works with court administrators and court staff in those courts where data entry may be an issue. JCIP hopes to have this report finalized by August 2015.

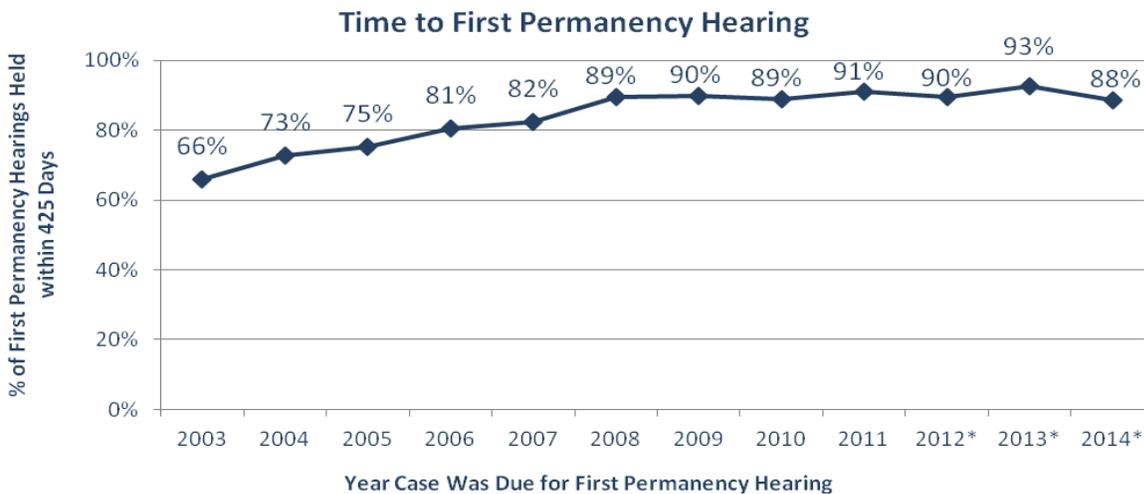
The third Permanency Hearing measure that JCIP tracks is Oregon's original **Time to First Permanency Hearing measure**. This report shows the percent of first permanency hearings held within 425 days of the petition file date. The JCIP performance measure target is 95%.

The data reported has the following limitations which may impact a court's statistics:

- The date the petition was filed is used as a proxy for entry into substitute care, regardless of whether the child is in care or not.
- This report does not capture those dependency cases that did not have a permanency hearing, but should have. Consequently, permanency hearings that are reported as late may not really be late because the child could have had some time out of care.
- The 425 day time frame is used as a proxy for the 14 month compliance timeline to capture most cases meeting the statutory requirement to hold a permanency hearing.

Due to these limitations, JCIP developed the **Time to First Permanency Hearing Exception Report**. This report shows cases with dependency petitions filed within the reporting period that did NOT have a first permanency hearing held. It also identifies whether or not a child is currently in care. This report is a tool to help courts identify those children who are currently in substitute care and did not have a first permanency hearing held.

Since 2011, Oregon Courts have consistently conducted first permanency hearing within 425 days of the petition file date on 90-95% of petitions filed. 2014 is the exception; however, this report excludes cases that started in OJIN and had the permanency hearing after the court transitioned to Odyssey. If those cases were included, JCIP staff believe that at least 90% of the petitions that were due to have their first permanency hearing in 2014 would have had a timely permanency hearing.



*The statistics for 2012, 2013, and 2014 include data for both OJIN and eCourt. Numbers for the fourteen eCourt courts, however, do not include OJIN cases that were due for their first permanency hearing on or after January 1 of the year that the court implemented the eCourt system.

Permanency plans are reviewed for each child in foster care at every six month period by the CRB or a court hearing. Unless a qualified exception is granted, the Department must file a petition to terminate the parental rights of the parent when the child has been in foster care 15 out of the most recent 22 months. The permanency hearing scheduled 12 months after jurisdiction or 14 months after removal, whichever is sooner, must include the Department’s plan to file for TPR or provide a showing of good cause as to why TPR is not in the best interest of the child. If the Department will not be filing a TPR petition at 15 months, the permanency hearing order must reflect that a good cause exception was granted.

Filing for Termination of Parental Rights

Oregon currently measures whether TPR proceedings are occurring according to the law through the CFSR process, Item 5. However, due to the data gathering process, the isolated measure of timeliness to filing is not captured in the overall rating of the item (Please see Attachment 1).

Beginning in Quarter 2 of 2015, Oregon has fully incorporated all the items of the federal CFSP review tool and is utilizing the Online Monitoring System. Initial reports from the OMS system will be available to Oregon at the end of Quarter 2. Oregon will report annual results in its annual report beginning in 2015.

Notice of Hearings and Reviews to Caregivers

Oregon requires notice is provided to caregivers and informing them of the right to be heard. As reported last year in the CFSP, Oregon does not have a mechanism to ensure timely notice is provided although last year it was reported that 11 of the 16 Districts have a documented process for timely notification. There is the capacity to run a query of OR-Kids data, however because the report would be based on a checkbox rather than a specific date or evidence that notice was sent, the data may not be reliable.

This past year, Oregon implanted a bi-annual survey of sampling of foster care providers. One of the questions in the survey asks whether the caregiver has input into the Permanency Plan. Survey results indicated that 64.3% of respondents (556 total) Agree or Strongly Agree to the statement. Other responders were neutral or non-responsive to the particular question. This question does not specifically ask about provision of notice to hearings, and subsequent surveys will further clarify the statement for a more accurate reflection of this specific item in systemic factors. The results of the foster parent survey are a part of the QBR measures. The Well Being program met with each District and shared the results specific to their District as well as the statewide data. This survey will have additional inquiries from time to time. For example, in the fall, 2015 survey Oregon is adding additional questions regarding foster parent training.

Quality Assurance System

Oregon is engaged in an ongoing process of standardizing quality assurance and continuous quality improvement strategies. In addition to this section, please reference state plan goals in Section 4 of this report. The strategies, to date, are categorized under the five CQI functional components described in ACYF-CB-IM-12-07.

Foundational Administrative Structure. Administrative oversight to program practice is provided through the Office of Child Welfare Programs (OCWP). Through the Safety, Permanency, and Well Being Units within OCWP, program consultants, coordinators, and policy analysts provide consultation and expertise in consistent application of Oregon's policies and procedures. Throughout the state, consultants and coordinators are assigned to specific regions to provide such support. Targeted practice support is currently being provided during the implementation of Differential Response (DR), where additional consultant and coaching resources support each region prior to, during, and immediately following DR implementation. In addition to the additional resources provided to Districts in the implementation of Differential Response, consultants respond to requests for support around issues such as certification, permanency and child protective services. These requests come directly to OCWP Managers who deploy consultants and coordinators to branch offices to address specific needs. The Federal Policy, Planning and Resources unit is responsible for providing consultation and advising staff on

appropriate use of all federal resources, interpretation of federal policy, OR-Kids business practice and OR-Kids training.

The Oregon Administrative Rules related to child welfare practice and the Child Welfare Procedure Manual are available to all staff through the Department's website. Revisions and updates to policy and procedure are announced to staff through Policy Transmittals, Information Memorandums and Action Requests, sent to all staff and posted on the website.

The Child Welfare Training Partnership with Portland State University communicate with OCWP staff regularly to discuss current trends and training needs, and to identify strategies to improve practice (also refer to Staff and Provider Training for more information). Regular monthly meetings between CWP and Department staff are held to ensure practice standards are correctly interpreted and communicated consistently during staff training. The Governing Board for the Child Welfare Partnership meets quarterly.

Child Welfare Field Administrative provides the leadership oversight of all District offices. The Chief Operating Officer meets monthly with all District Managers to provide direction and management oversight of child welfare practice. Additionally, the COO meets bimonthly with each District Manager to review dashboard measures, action plans, develop strategic actions for improvement and review overall program performance.

Child Welfare Governance (CWG) serves as an oversight body to ensure integrated practice through representative membership from each of the following staff functions within child welfare: Child Welfare Administration (Director, Chief Operating Officer, Deputy Director, Field Operations Administrator, Field Operation Analyst, representatives from each of the OCWP Programs (Safety, Permanency, and Well Being, ICPC and Post-Guardianship/Adoption, FPPR), Office of Continuous Improvement, SEIU (Union), Office of Business Intelligence, Office of Equity and Multicultural services, Tribal Affairs Director, OR-Kids Business Team, Communications, and the following branch office positions: District Manager, Program Manager, Office Manager, Supervisors, CPS caseworkers (CPS, Permanency ICWA, and Certification), Social Service Assistant, and Office Specialist. CWG meets monthly to review program updates and provides recommendations for each Continuous Improvement topic brought to the group. The Continuous Improvement process also happens at the branch and District level to improve local practice protocols, but this data is not centrally monitored or analyzed. CWG reviews the Continuous Improvement suggestions (CI sheets) which have Department-wide impact and the process for submission of a CI sheet is available to all Department staff. Since July, 2014, 22 CI sheets have been reviewed to determine the appropriate follow up actions. Currently, CWG monitors whether actions are completed on a CI recommendation. In future years, CWG will track implementation and monitoring of system changes.

- Field staff are reliant on the consultant and coordinator staff resources to support consistent practice. Oregon has included a policy option package in this legislative session to increase the support available to field staff in consistent practice implementation.

- Field Administration supports management oversight of practice improvements through routine consultation with District Managers in the development and oversight of District practice improvement efforts.

While this administrative structure has provided foundational support for the process of improvement and efficiency across the state, administrative staff are in continuous discussion regarding ways to continue to enhance CQI support. Recent discussions have included ways to formalize the CQI process to more systematically approach the review, modification, and implementation of the most effective practices through the state.

Quality Data Collection. Administrative data is collected through OR-Kids. Instructions for data entry are posted on OR-Kids Online in the user guides. The OR-Kids database includes edits and notifications to prevent data entry errors, and the OR-Kids BA team, is readily available to answer user questions and respond to user tickets, and correct data errors.

The Office of Business Intelligence (OBI) supports report development and dissemination. Currently, there are two major data report sources: Results Oriented Management (ROM) reports developed through an agreement with the University of Kansas; and OR-Kids reports developed through the OR-Kids Technical Team staff. Requests for new reports come to the Child Welfare Data Governance Committee, composed of OBI, OCWP, OR-Kids BA and OR-Kids Technical Team staff, and Field administration staff. This team meets monthly.

With the infusion of readily available data through ROM and OR-Kids reports, Oregon is now in the process of more fully utilizing available reporting resources. Oregon is expanding the research staff assigned to field offices to better inform data analysis in implementing practice improvements. Additionally, ongoing work is occurring to align the multiple data reports available into a consistent set of analytics for program improvement.

- Oregon has invested significant effort over the past year in data remediation in the OR-Kids system. For example, design flaws resulted in incorrect eligibility and financing errors. Remediation efforts have successfully corrected those errors.
- Oregon has invested significant time through the OR-Kids BA team to conduct end to end testing prior to any new build being moved forward to production.
- Oregon's OR-Kids Technical Team re-wrote the code for the AFCARS reporting in order to successfully submit AFCARS, NCANDS, and NYTD reports timely with successful submission.
- Oregon is focusing the Child Welfare Training Unit responsibilities almost exclusively to support OR-Kids training and resource development.

Staff trainings are centrally maintained through an internal site called the Learning Center. This allows efficient collection of all child welfare staff training data through the Learning Center, and accuracy is reviewed and maintained by the Child Welfare Training Unit.

The Department is using an annual Stakeholder survey to gather additional information on stakeholder satisfaction, and a foster parent survey to gather information about caregiver

perception of relationships with and support from the Department. (Attachment 1 for Stakeholder information and Attachment 12 for the foster parent survey results.)

As a part of the comprehensive review of BRS services, the Department gathered data on utilization of BRS services and conducted a survey of all BRS providers statewide to solicit input on the administrative rules made effective January 1, 2014.

Case Record Review Data and Process. Oregon supports a case record review team in the Department's Office of Program Integrity. This team conducts case reviews that draw localized samples across specific areas on a quarterly basis, which when taken together over the course of a 12 month period, reviews cases throughout the entire state. The reviews included a selection of both substitute care and in-home cases, with a specified number of APPLA cases included in the sampling due to the significant number of cases in which a child has the permanency plan of APPLA. Beginning in March, 2015 Oregon changed its sampling methodology to align with the federal requirements for a valid sampling methodology.

The actual case review process includes a review of the case record in the OR-Kids system, a review of the hard copy record, and interviews with the caseworker, supervisor and significant participants in the case, including the target child. Each reviewed case receives secondary review by one of the members of the case review team to provide inter-rater reliability and quality assurance in the case review process.

Oregon is in the process of several developmental processes to strengthen the case review process.

- In April, 2015, Oregon transitioned to the use of the Onsite Review Instrument (OSRI), and fully implemented all items included in the federal care review. The Region X federal partners participated in this review to provide additional technical assistance and feedback to strengthen the case review process.
- Over the course of the past nine months, Oregon has begun preparation for the Round 3 CFSR, and has developed a training curriculum and CFSR Procedure Manual. The training curriculum has been submitted for review; the Training Manual is in final stages of completion.
- Oregon has developed a training curriculum for new reviewers, and is using this training opportunity to further develop critical thinking skills during the review process, to review each case with an eye towards best practice, and to partner with others during the case review process to ensure the case review is an objective process. The QA team is also making electronic links available to all reviewers for federal policy manuals, Oregon Administrative Rules, and the Child Welfare Procedure Manual.
- Oregon acknowledges and appreciates the feedback and recommendations subsequent to the federal participation in the Quarter 1 case review process, and is incorporating the recommendations to ensure a thorough and complete review of each of the items during the review process.
- During Quarter 2, the QA reviewers are ensuring narrative text boxes are used consistently.
- The Department is beginning a series of Director's messages regarding the CFSR process, the preparation for Round 3 reviews, and the importance of this process as a part of the Department's ongoing QA/CQI processes.

- Oregon has developed a planned implementation schedule for training additional case reviewers. Begun in April, 2015, in each of the following three quarters, the case record review team will train additional child welfare staff and community partners in the case review process. This implementation schedule will allow for up to 70 individuals to be trained in the case review process and from which Oregon will select 48 individuals to be used in two-person case review teams by April, 2016.
- Oregon is strengthening the case review process by clarifying the federal requirements, and Oregon policy and procedure requirements through which reviewers must rate each item during the case review process. This, in part, is indicated by the changes in ratings overall in the first quarter of 2015 (Attachment 1.)

Fundamentally, quality case review relies on the work between caseworkers and families. To support quality casework, the Department has invested in developing supervisory oversight of every caseworker's caseload. Supervisors develop regular clinical supervision schedules for all staff in their respective units. The Department supports the clinical supervision model with regular supervisory cohort training (Please refer to Staff and Provider Training for training data). Additionally, the Department schedules quarterly supervisor meetings in regional locations throughout the state. Supervisor quarterlies were held on July 7, 8, 22, and 24, 2014; January 12, 14, 15, and 20, 2015; and April 8, 9, 13, 16, and 28, 2015. The Supervisor conference was held on September 23-24, 2014. Over the course of the last year, the following subjects were presented to supervisors to further the supervision/oversight of child welfare practice.

July 2014 Quarterly – Listed Trainings/Clinical Supervision

Safe and Together Tools and Coaching Strategies – Shelly Field & Dan Garris (PSU)
 Coaching Discussion – Dan Garris and Safety Team Consultants
 Group Supervision Tool and OSM Practice – Safety Team Consultants

September/October 2014 Supervisor Conference – Note that most of the workshops were informational but included elements of supervision.

Elements for Broadening the Foundation of Coaching in Supervision – Dan Garris (PSU)
 Trauma Informed Practice for Supervisors
 Strengths Based Consultation and Case Presentation (this one was focused at SS but anyone was invited)
 Motivational Interviewing

January 2015 Quarterly –

Group Supervision Tool and OSM Practice – Safety Team

April 2015 Quarterly –

Group Supervision Tool and OSM Practice – Safety Team
 Safe and Together Model Mapping Perpetrator Patterns – Shelly Field (PSU)

Analysis and Dissemination of Quality Data. District and Central Office staff maintain administrative data reports relevant to Oregon's Safety, Permanency, and Well Being goals. The Department maintains a Dashboard report available on the Department's website. OR-Kids and ROM data reports are available to all staff within the Department. Data in these reports is

typically available at the District, branch, supervisor, and worker level. These pre-designed reports are available to track results over time, where applicable. The OBI maintains the instructions and user guides for all the ROM reports, available on the secure online site. Instructions on the OR-Kids reports are available within the OR-Kids report itself, with links available on each report's design and usage. A list of all current ROM and OR-Kids reports is listed in Attachment 4.

Oregon reviews all Quarterly Business Review measures each quarter and develops action plans, with teams of Central and local office staff for any measure that is not meeting the targeted outcome for more than one quarter. Additionally, the child welfare QBR measures are built into the Department-wide business review process and reviewed through the administrative structure of the Department.

Oregon is investing in data analytics and data usage to guide practice improvement. A lead researcher in OBI has been with the Department for the past six months and the Department is currently in the hiring process for 4 data researchers to support the development of consistent data review and analysis in the District and branch offices.

OBI, in partnership with OCWP and OR-Kids BA staff submit the AFCARS, NCANDS, and NYTD files according to federal requirements and timelines.

OBI produces reports requests by the Legislature and produces the annual Child Welfare Databook (<http://www.oregon.gov/dhs/children/child-abuse/Documents/2014%20Data%20Book.pdf>).

OBI staff have also been responsive to program requests for production of ad hoc reports, particularly as data related to DR implementation has been a need. These reports are scheduled for development and production in either OR-Kids reports or ROM updates later this year.

Feedback to stakeholders and decision-makers. In the case review process, de-brief meetings are conducted with District and Program managers subsequent to the completion of each quarterly review and individualized reports are provided to management staff identifying the practice strengths identified during the review as well as areas needing improvement. These reports are also provided to OCWP program staff and distributed to consultants and coordinators assigned to the areas in which they serve. Over the course of the past year, these reviews and debrief meetings have occurred in all areas throughout the state and are used to focus efforts on program improvement when indicated.

Results from reports are distributed widely and agency leadership continues to encourage and support statewide use of data for informed decision making. As described above, reports are available to all staff through multiple reporting tools. Branch leadership is encouraged to update visual displays to include branch-level data related to stated goals and to have conversations about the data related to their daily work.

Additionally, Oregon's ROM database is available to the public through a public site. The ROM Public Site was made public in July of 2014. Several partners tested the site prior to implementation and submitted questions to the CW Research-Reporting email address. Community partners were invited to a training on the ROM database system, which included how to use the system to gather data for use in their various roles. There were also few follow up questions from those that attended the ROM Training when Terry Moore came from Kansas and trained our staff and partners in November of 2014. The Public Site was also presented at last year's Juvenile Court Improvement Project annual meeting in Bend.

The information available publically is protected and limited to aggregate data to protect the confidentiality of families and children.

The state plan goals, measures, and benchmarks are shared with the Department's Advisory Groups for input and feedback. The state plan and annual report are posted on the Department's website.

The annually published Child Welfare Databook is provided to the Governor, legislators, and members of the advisory committees.

The annual progress report is submitted to the Child Welfare Advisory Committee and to the Indian Child Welfare Advisory Committee for review and input prior to submission.

Oregon's quality assurance and continuous quality improvement processes are an ongoing developmental process. Oregon continues to align the data measures to specific outcomes and has identified the measures and benchmarks for each of the goals of the state plan. Measures selected are, for the most part, built from existing reports or processes that are available not only for statewide measurement, but can be used in Districts and branches to focus targeted strategies for practice improvement.

Staff and Provider Training

Staff Training Description

The Department's Child Welfare Partnership (CWP) with Portland State University offers a child welfare training program in support of Oregon's commitment to quality child welfare practice. All PSU training staff has at least the minimum qualifications for the Training Specialist position, which includes a minimum of a Bachelor degree, Master degree preferred, and at least two years of training experience. The CWP hiring process also requires that applicants have had direct child welfare experience.

What is described in this report is a description of training for child welfare and caregiver staff as it exists today. Oregon has contracted with CWP to conduct an in depth evaluation of effectiveness of CORE training for new staff in the coming year. The development of this evaluation process is currently underway. Additionally, the Department, in conjunction with

CWP is reviewing other aspects of the training provided through CWP, including caregiver training.

Initial and ongoing training for child welfare staff are provided through a variety of opportunities and methodologies including:

- Core Training for all Social Service Specialists provided through CWP – CORE training is provided in a classroom setting to new or rehired social service specialists. CORE is currently a four week curriculum providing the basis for and requirements of all of child welfare practice and includes within the four week curriculum the statutory requirements of ORS 418.749 for all CPS staff investigating allegations of child abuse and neglect.

In the 2014-2015 fiscal year, six sessions of Fundamentals of Engaging Families and six sessions of Preserving Families throughout the Life of a Case were offered by Portland State University.

A total of 242 participants attended these sessions; of those, four were BSW or MSW students in the CWEP program, eight were from tribal child welfare, and two were audits. 205 participants were given a status of Complete or Complete/Modified, and 37 were given a status of incomplete.

The June session of Life of a Case currently has 30 in class, with a possibility of 13 completing Core training in its entirety and 12 continuing into July; five participants will need to return in July to make up missed sessions.

- Pathways to Permanency for all Social Service Specialists provided through CWP – This classroom training trains on the practice of the development and implementation of a concurrent plan, and is completed within one year of employment.

Three sessions of Pathways to Permanency were offered in this time period, with 119 participants registered; 116 were in attendance for any part or all of the training, while three did not attend. 99 participants completed Pathways to Permanency.

Not included in the information above is the June 15-19, 2015 session of Pathways. As of this date, there are currently 41 participants registered to attend this session.

- Oregon Safety Model Computer Based Training provided through the Department's Learning Center – This seven-session series is required for all Supervisors, Social Service Specialists, Social Service Assistants. Completion rates for each module at the time of this report are included in the table below.

Module Number	Statewide Completion Rate
1	93%
2	92%
3	92%
4	89%

5	87%
6	82%
7	80%

- Training modules, both classroom and computer based, required within one year of hire for all Social Service Specialists
 - Adoption and Safe Families Act

Between July 1, 2014 and March 1, 2015 – 253 participants took all or a portion of the ASFA Computer Based Training, with 201 completing the training. The Adoption and Safe Families Act Computer Based Training underwent updates to reflect new policy information. Since the updated course was updated in March 2015, 137 participants have taken the training, with 88 completing the course.
 - Multi Ethnic Placement Act

The Multi-Ethnic Placement Act computer based training has been taken by 340 participants in this time period, with 317 completing the course.
 - Advocating for Educational Services

Advocating for Educational Services is a mandatory training offered every other month in efforts to accommodate new hires in a timely fashion. 181 participants signed up for this Netlink training and 124 attended. With an average of one staff Netlink per month, 11 have already been offered with another one taking place in June 2015. These trainings are most often developed as an extension of topics offered in live trainings. To date, 255 participants were registered to attend trainings; with another 12 registered for June’s session.
 - Trauma Informed Practice (newly designed as a required training for all new hires and will begin in July)

o OR-Kids Basic

OR-Kids Basics Training Data

Data measured from June 1st, 2014 to June 30th, 2015

The data was derived from the Learning Center Database: Business Objects

Total Number of Employees Hired:

Classification	SSS1	SSA	PE/M C	OS2	Total
Number Hired	212	24	25	73	334

This table represents the total number of new hires per classification in the reporting period.

Total Number of Completed/Started Trainings:

Classification	SSS1	SSA	PE/M C	OS2	Total
Online	823	38	14	169	1044
Classroom	247	0	20	4	271

This table measures the total number of completed and started trainings in the reporting period. The Learning Center is currently experiencing technical issues with marking employees complete for Online trainings. We have included those employees with a status of "started" in this table to account for this issue. The number of started trainings vs. the number of completed trainings is around 5%.

Total Number of Employees that took at least 1 Online/Classroom Training

Classification	SSS1	SSA	PE/M C	OS2	Total
At least 1	159	10	7	39	215
None	53	14	18	34	119

This table combines both the Online trainings and the Classroom trainings and measures the number of employees that have taken at least one of the offered trainings.

Percent of New Employees that took at least 1 training:

Classification	SSS1	SSA	PE/M C	OS2	Total
Percent	75%	42%	28%	53%	64%

This table measures the percent of employees from the table listed directly above. The total percent of employees that have taken at least one training was calculated as follows:
 Total # of employees that have taken at least one training / (Total # of employees): (215/334)

- Other course offerings which are not required include:
 - o Interstate Compact on Placement of Children – was offered three times in the previous year as a Netlink course. A total of 53 participants were registered for the training, with 45 completing the course.

- Youth Transitions Planning – was offered four times in the previous year as a Netlink course. A total of 80 participants were registered for the training, with 52 completing the course.
- Independent Living Program Services – was offered three times in the previous year as a Netlink course. A total of 61 participants were registered for the training, with 37 completing the course.
- Disclosure Analysis Guidelines – is offered year round as a computer based training. During the previous year, a total of 172 participants have started the training, with 146 completing the training.
- Fathers in Dependency Cases – is offered year round as a computer based training. During the previous year, a total of 10 participants have started the training, with 10 completing the training.
- Knowing Who You Are – was offered two times in the previous year as an instructor lead training. During the previous year, a total of 36 participants were registered for the training, with 36 completing the course.
- Sharing Information between Child Welfare and Self Sufficiency staff – is offered year round as a computer based training. During the previous year, a total of 471 participants have started the training, with 462 completing the training.
- Confidentiality in Child Welfare – is offered year round as a computer based training. During the previous year, a total of 476 participants have started the training, with 425 completing the training.
- OR-Kids classroom training – 63 classes have been offered, thus far this year with a total of 278 staff completing training.
 - Assessment for New workers – 37
 - CORE OR-Kids Basics – 30
 - Court Packet for New Workers – 55
 - Documenting to Safety – Assessment – 18
 - OR-Kids Coaching – 71
 - OR-Kids Screening 7
 - OR-Kids Search Training – 59
 - Zone 6 OR-Kids Assessment – Revised Curriculum - 1
- Social Service Assistant CORE training provided through CWP – A six-day classroom training focusing on the essential skills and knowledge needed to support safety, permanency, and well being of children served by the Department, required within six months of hire.

Two sessions of Social Service Assistants Core Training were offered, one in October 2014 and one in April 2015. 25 participants registered for these trainings, and 23 completed the training.

The Partnership also provided four on-location one-day SSA Summits, entitled “The Evolving Role of SSAs,” to allow more SSAs the opportunity to attend a training in their area. The locations selected by Central Office were Grants Pass, Pendleton, Salem, and Hillsboro. 163 participants registered for the SSA Summits, and only eight were unable to attend.

- Supervisor Training provided through CWP – This cohort training is offered over a period of time for all new supervisors. Enrollment in a Supervisory cohort is required to be completed within one year of hire into a supervisory position. The training includes 12 days of training on the principles of clinical supervision of casework staff. Newly hired supervisory staff are also required to attend Department-wide management training including:
 - New Manager Orientation
 - Essential of HR Management
 - Creating a Legal Work Environment
 - Managing Resources: Budgets, Contracts, Risks
 - Ethics
 - Delivering Communications that Get Results
 - Cultivating a Diverse Workforce
 - Domestic Violence, sexual Assault and Stalking

Supervisory Core Training is a six-month cohort offered twice a year to those who supervise workers in the child welfare agency; while attendees are largely supervisors of SSS1s, recently SSA supervisors have started attending the training. Cohort R began in July 2014, with 23 registered; 13 completed the training, and three were unable to attend any part of the training.

Cohort S began in January 2015, with 11 registered. While this cohort has not yet complete, 8 participants have attended some or all of the training.

- Certification and Adoption Worker Training – This two week curriculum focuses on the assessment of prospective relative, foster, and adoptive families through the use of the SAFE home study, and the related responsibilities of assessing, certifying and supporting substitute caregivers.

The two-week Certification and Adoption Worker training was offered in October 2014 and April 2015. A total of 41 participants were registered for the training, with 38 in attendance. Of those, 24 completed the training.

SAFE Training is a two day classroom training provided by the Consortium for Children and facilitated as part of the Certifier and Adoption Worker training offered by PSU. In two sessions, 38 child welfare workers attended and completed the SAFE Training.

- **Adoption Tools and Techniques** – This three-day curriculum focuses on the practices and processes for adoption as a permanency plan.

Adoption Tools & Techniques was offered in May 2014, October 2014, and March 2015. A total of 63 participants were registered for the training, with 52 in attendance. Of those, 46 completed the training.

- **Foundations – Train the Trainer** provided through CWP – This four-day training provides staff the skills and resources to conduct the Foundations training curriculum required for all certified families.

Foundations Training of Trainers evolved from an annual three-day training to a four-day training in order to allow participants to practice their personal training styles in front of an audience of peers. 22 participants were registered to attend the session offered in February 2015; of those, 17 completed the training, three did not attend, and two did not complete the training.

- **Specialized and Ongoing Professional Development**

Oregon used resources to support the roll-out of the Differential Response model in Oregon. A comprehensive skill-based two-day training was developed and delivered for coaches.

A facilitator’s guide, including a video presentation, facilitator tips, participant handouts, a video viewing worksheet, introductory and closing activities, sample agenda, evaluation form, and supplemental facilitator material was also developed for use with community partners.

In response to the implementation of Differential Response, the CWP developed curriculum which consultants provide in the implementation schedule around the state. A 4.5 day curriculum for Differential Response has been developed. The rollout of this training continues to be regional. The DR training in D5 and D11 (April-August 2014) included 413 Child Welfare and Self Sufficiency staff and 61 contracted service providers (ISRS and SPRF) = 474 total. The next trainings started in April of 2015 in Linn, Benton, and Lincoln Counties (D4) and Washington County (D16). This training is included in the Training Matrix.

In 2011, the Oregon Legislature passed legislation that led to Oregon Revised Statute (ORS) 419B.021 which requires any new CPS worker to have a degree.

The table below identifies the number Social Services Specialists 1 (caseworkers) who have degrees and the types of degrees. This information is a reflection of all caseworkers (CPS, On-Going, Permanency, Adoption Worker, Certifier, etc.). Job classification narratives for each Child Welfare position posting specify the degree and/or certificate requirement for that position.

Number of Employees	Degree Descriptor
3	Associates in a Non-Related Field
3	Associates in a Related Field
138	Bachelors in a Non-Related Field
950	Bachelors in a Related Field
16	Masters in a Non-Related Field
97	Masters in a Related Field
116	Masters in Social Work
32	No Degree
35	Degree Code Unknown
1390	Total

Data from Human Resources

In 2014 and 2015, there were 58 promotions of SSSIs to Caseworker Supervisor. The minimum qualification of a Caseworker Supervisor is "five years of experience in supervision, staff-technical or professional-level work." As of May 2015, the Child Welfare Supervisor to Non-Supervisor ratio is 6.8 to 1, and includes all Child Welfare employee types (i.e., support staff).

BSW and MSW Programs – The Department supports up to 45 students per year in this program. Tuition support is available to Department staff or students who agree to work for the Department subsequent to graduation commensurate to the scholarship. Currently, there are 36 active students in the program, 31 MSW students and five BSW students. 15 students are scheduled for graduation in June, ten MSW students and five BSW students. The Department received 41 applications for the 2015-2016 academic year, 36 MSW and five BSW students. The interview process for those candidates began in April.

Foster and Adoptive Parent Training Description –

- Foundations training is a 24 hour curriculum required for all newly certified foster and adoptive parents. For families who go through an expedited certification process (usually a child's relatives) and are not fully certified at the time of placement, the completion of Foundations is required within one year of the initial certification date.
- During the 2-year certification period, each certified provider is required to attend 30 hours of training.
- The Caregiver Training Unit at CWP offered a total of 26 distance training sessions, and 202 classroom training sessions. Of these, two distance and four classroom training sessions were provided for Spanish-speaking caregivers. Translation equipment is also available to provide English language training translation for other language speaking caregivers.
- The Caregiver Training Unit at CWP currently have in the available inventory 66 sessions, and 16 of those available in Spanish. New topics are under development to accommodate the growing needs and interests of caregivers in Oregon.

- The Department utilized the on line courses available through Northwest Media through their Foster Parent College. The following breakdown of course usage reflects the July, 2014 through June 2015 time period:

- Enrolled: 292
- Started: 288
- Completed: 283
- Expired: 5
- Certified Hours: 816
- Individuals: 140
- Topics Selected: 42

- **Foster Parent Training Website**

The Department has updated Foster Parent Training Website in early 2015 that allows regular update of information. It includes relevant articles related to foster parenting, and a resource page for foster parents to access Oregon specific resources. This new page has increased access of information that is supportive to foster parents.

<http://www.oregon.gov/dhs/children/fosterparent/pages/training-map.aspx>

- **Foster Parent Lending Library**

The Foster Parent Lending Library continues to be a valuable resource for Foster Parents with increased usage in the last six months, as it is now linked to our Foster Parent Website. The Department is assessing other ways to utilize and expand use of this resource.

Quarter/Year	Active Patrons	Items Checked Out
Q3 2014	19	46
Q4 2014	30	62
Q1 2015	37	91
Apr – May 26, 2015	24	61
Total	110	260

Data from Atrium Book System

Oregon is underutilizing the training resources for the workforce and for the caregiver population. Both through non completion of class sessions and overall use of foster parent training resources, additional strategies will need to be implemented to maximize the use of these limited resources.

The Department is currently evaluating all curriculum and is in the process of submitting the initial plans for using the enhanced IV-E claiming rate for certain elements of the CORE curriculum. This is an initial step to re-evaluate the enhanced claiming available to the Department.

The Department is focusing the training supported by the Child Welfare Training Unit almost exclusively to development of OR-Kids training. The Department has identified the issues related to worker understanding of the OR-Kids functionality, and the impact that knowledge has on data integrity and reporting accuracy. Child Welfare training specialists are working to improve on-line instructions, and develop subject specific computer based trainings that are readily available to staff.

The Department is developing an OR-Kids training environment exclusively for training. While current details of the development are still underway, the Department anticipates having this training resource available no later than the 4th quarter of 2015.

The Department is in the initial phase of child welfare training redesign with the goal of enhancing the child welfare workforce with a comprehensive learning system that would blend policy, process, culture, values, and practice in preparing staff to work in the child welfare program. The Department also wants to maximize cross-program and cross-agency training opportunities to maximize resource utilization and further cross-program business processes. Through this training redesign, the Department has the opportunity to utilize allowable federal reimbursement with the implementation of a re-designed Title IV-E cost allocation model. Equally as important in this redesign, is the Department's intent to provide clear focus on workforce development. The information presented here is an indication that developing and implementing strategies for better utilization of our training resources is timely.

The Department is currently developing the membership of a Child Welfare Training Re-Design Committee to do the following over the course of the next year:

1. Complete an analysis of available child welfare staff training, by whom the training is provided and analysis of training content including:
 - a. PSU provided training
 - b. CW Training Unit
 - c. OCWP Consultants/Coordinators
 - d. Local Child Welfare Academies
 - e. Statewide Conferences supported by the Department
 - f. Other local training events
2. Conduct a needs and gap analysis from the following perspectives
 - a. District Managers
 - b. Program Managers
 - c. Supervisors
 - d. New Workers
 - e. Foster Parent
 - f. Stakeholders and families
3. Recommendations for Re-Design to increase
 - a. New workforce/caregiver preparedness
 - b. Existing workforce/caregiver opportunities for advanced training
 - c. Cross system training opportunities
 - d. Maximize allowable IV-E reimbursement

Service Array and Resource Development

Oregon has a growing array of services available to support promoting safe and stable families and to support permanency for children and families. Services are available during the safety assessment and throughout the life of a child welfare case. Services are provided to prevent removal and achieve reunification or to achieve permanency through adoption, guardianship, placement with a fit and willing relative (beginning in October, 2015) or another planned permanency living arrangement.

- **Strengthening Preserving and Reunifying Families**

The Oregon legislature continues to support the strengthening of the service array available to families and children. Over the course of the past 12 months, the Department has implemented SPRF services in all Districts around the state after the completion of the service gap assessments conducted in the District sites. Community partners, state and local officials participated in these assessments prior to contracting for needed services. The following SPRF funded services are now available in Districts.

- Navigator/Parent Mentors: Specialists to help navigate social service agencies available in 15 counties.
- Parent Mentoring: Specialists to reinforce parenting behaviors, supportive services available in 13 counties.
- Relief Nursery: Daycare, parenting, support services available in eight counties.
- Alcohol and Drug Treatment: Inpatient/Outpatient services that focus on multi-dimensional issues such as parenting, DV services, and a relief nursery available in nine counties.
- Housing: Short-term and Emergency Housing services available in 16 counties.
- Front End Interventions: Specialists (Alcohol and Drug, Mental Health, Domestic Violence, and human service generalists) responding with CPS workers available in 17 counties.
- Trauma Services and therapeutic services: Intensive services to trauma affected families and children available in 10 counties.

The Department also utilizes System of Care resources to meet the individualized needs of a child in accordance with the specifics of the child's case plan. These services are tailored to those specialized needs.

Children's educational services are provided through the Oregon public school system operated through the Department of Education. Placement of children in Early Head Start and Head Start programs is also coordinated through the Department of Education. Referrals for early intervention screening for all children with founded abuse under the age of three are coordinated through interagency agreements in each local child welfare office and the local early intervention system in the respective county. Children's health, mental health and dental services are

provided through the Coordinated Care Organizations operated under the Oregon Health Authority.

With the staged implementation of Differential Response, community providers are more often involved in jointly responding to families with child welfare during child protective service assessments.

In certain cases, in consultation with a CPS supervisor, the CPS worker must coordinate assessment activities with local law enforcement. Some examples include:

- the CPS worker has information that indicates that the child is unsafe right now;
- when the CPS worker and the LEA officer must each interview a child, it is preferable to coordinate the interviews to reduce the number of interactions with the child; or
- when the CPS worker has information that indicates the family behaviors, conditions, or circumstances could pose a danger to the CPS worker.

Children's complex behavioral health needs are provided through contracts with Behavior Rehabilitation Service providers.

Oregon is currently conducting a comprehensive review of behavior rehabilitation services. As a part of a settlement agreement with contracted BRS providers, the Department, jointly with the Oregon Health Authority and Oregon Youth Authority, agreed to enter into a comprehensive review of the BRS model developed in Oregon. Subcommittees are currently examining eligibility and transition requirements, standards and design, and rate methodology.

- ***CFCIP and ETV*** (Please also see Section 12.)

The Independent Living Program (five FTE) and Young Adult Program (two FTE) staff compose the DHS Youth Transitions team. The Youth Transitions team is responsible for program oversight, improvement and evaluation of transition services for youth ages 14 through 20 (up to 23 for Chafee ETV). During the next several months, the Youth Transitions Team will finalize strategies for implementation and outcome analysis of the recommendations submitted by the Youth Transitions 5-Year Planning Workgroups. While gaps have been identified and changes to existing services have been recommended, those changes will be implemented over the next two to three years. Further details regarding the gaps, recommendations and activities planned are in the Chafee section of this report. Current Youth Transition Services are available statewide as follows:

Transition Planning – For youth ages 14 and older, the Department is responsible for assisting youth create a transition plan addressing the following domains: education, employment, health, housing, community connections, supportive relationships, transportation and miscellaneous life skills. The department provides services to assist youth accomplish their goals and achieve a successful transition to adulthood.

Life Skills Training – Youth eligible for contracted ILP services are in DHS or Tribal foster care, age 16 and older, or former foster youth who exited care at age 16 and had at least six months of substitute care after the age of 14. For foster youth ages 14 and 15, and youth who may be on a

wait list for contracted ILP services, the Department will work with foster parents, community based organizations, clubs, and schools to provide the necessary life skills training.

ILP Discretionary Funds – Each District and Tribe, with the exception of the Confederated Tribes of Warm Springs (which receives direct federal funding), has access to ILP Discretionary Funds. The funds are to be used to assist a youth with achieving their goals as listed on the transition plan and to allow youth to engage in age or developmentally appropriate activities for promoting the youth’s successful transition to adulthood. Funds may be accessed for youth age 14 and older in foster care or former foster youth enrolled in contracted ILP services. Last year, Oregon increased the ILP Discretionary fund by \$30,000 to allocate \$100,000 per year.

Chafee ETV – Youth age 14 and older in DHS or Tribal foster care or former foster youth eligible for contracted ILP services are eligible to access the ETV awards. Each school will determine a youth’s financial need, up to the maximum \$3,000 per academic year.

Chafee Housing – Youth must leave DHS or Tribal custody at age 18 or older to qualify for Chafee Housing funds (up to \$600 per month based on need). There are several recommendations for adjustments to the productive time requirements for both ILP housing programs. Additional details will be provided in the Chafee section of this report.

Independent Living Housing Subsidy – per Oregon Policy (based on Oregon Revised Statute 418.475), a youth must be in the care and custody of DHS in order to be eligible for Independent Living Housing Subsidy services. This service is primarily funded with State General funds – no Chafee funds are expended on Subsidy housing stipends. At this time, the program provides up to \$600 per month (based on need) to assist a youth with monthly living expenses. Changes have been recommended and will require legislative action.

Summer ILP Events – The ILP sponsors various summer events: Teen Conference (focus is well-being), DREAM Conference (focus is post-secondary education & career/employment), and the Native Teen Gathering (focus is to provide Native American youth with culturally appropriate life skills workshops and activities). The ILP also sponsors 20 youth to attend Camp to Belong each summer. These events also allow foster youth to create connections amid youth and siblings with similar backgrounds, experiences and needs; thereby providing normalizing events where youth can be accepted for who they are.

Tuition and Fee Waiver – Youth must be in, or had been in, the care and custody of DHS Child Welfare at age 16 or older and had at least 180 days of substitute care after age 14 to qualify. If the post-secondary institution determines a youth has a need for the Waiver (after accessing the Pell, SEOG, Oregon Opportunity Grant and any institution aid), the institution will waive the tuition and fees. Youth can receive the Waiver for the equivalent of four years of undergraduate studies. Students must complete 30 hours of volunteerism in order to receive the Waiver for the second and all subsequent years. Foster youth have also been prioritized for the Oregon Opportunity Grant.

Credit Reports – DHS holds contracts with each of the three credit bureaus for the purposes of checking credit reports for youth in care. Currently, credit reports are requested using a “birthday batch.” Reports are obtained for 16 and 17 year olds. The 18 – 20 year-olds must sign an

authorization sheet before a report can be requested. See the Chafee section of this report for more details.

Homeless & Runaway Programs (HRY) – The HRY at DHS receives \$1.5 million (primarily State General Funds and some SSBG funds) to support youth serving organizations around the state who work with youth not in the custody of DHS. The Program does this by supplying grants for shelter services and job development/mentorship programs. Currently, 13 organizations around Oregon receive this funding. The Program also offers technical assistance opportunities to front line staff who work with youth who may be homeless or runaway. These opportunities enable front line staff from a variety of service areas to meet and network.

Further information regarding additional steps the state will take to expand and strengthen youth transition services is provided in the Chafee portion of the report.

- **Individualizing services.**

The Department provides a wide array of services to children and families which can be individualized to meet the unique needs of the children and families serviced by the Department. The services are provided based on the protective capacity assessment of the family, and the Child and Adolescent Strengths and Needs screening, educational, health, mental health, developmental and social needs of the child.

Agency Responsiveness to the Community

Oregon works with community partners in each District. Plans for the development of SPRF services were developed through local gap and needs analysis. Services to families are provided through these partnerships with community agencies, as well as the working relationships the Department maintains with other statewide Departments.

During the development of the CFSP and in implementing the provisions of the CFSP, Oregon engages in ongoing communication with the Child Welfare Advisory Committee and the juvenile court, consumers, community providers, and other public and private child and family serving agencies. There is an ongoing effort to solicit and include ideas and feedback from these entities in the going work of child welfare. This year, Oregon implemented stakeholder, foster parent, and BRS provider surveys, and surveys of consumers, parents, and youth are in development. The results of the stakeholder survey are reported to the Department (Enterprize) QBR measures. The information from the foster parent survey is being utilized to improve practice with Oregon's certified families and with interventions planned through the work of the GRACE collaborative agreement. The BRS provider surveys are being used in the BRS comprehensive review to inform options for system design and delivery.

In addition, the Youth Transitions Team/Chafee ILP provides updates on progress and outcome data with the following partners and stakeholders: youth (via summer ILP teen events, FosterClub website, and email updates), Oregon Foster Youth Connection, ILP Providers, secondary and post-secondary education and training institutions/agencies, workforce agencies, Oregon Health Authority, Vocational Rehabilitation Services, Aging and People with

Disabilities, Self Sufficiency Programs/TANF, and Runaway and Homeless Youth (RHY) programs.

The Department also measures workforce diversity. The workforce is measured compared to the Oregon population, and any measure equal to or more than 100% is desirable. Overall, Child Welfare as a program area needs to improve representation of Asian/Pacific Islanders and People with Disabilities. The most recent quarterly report indicates the following diversity measure:

Current DHS Employees Compared to Oregon Population	Total	% White NH In locality	% Black NH In locality	% Native American NH In locality	% Asian/Pacific Islander NH In locality	% Hispanic NH In locality	% People with Disabilities
Child Welfare	2,412	9.83%	77.26%	100.00%	73.78%	96.25%	12.53%

Foster and Adoptive Parent Licensing, Recruitment, and Retention

Oregon continues to place a focus on placing a child with his or her relatives and placing with siblings whenever possible. Please reference the data on number of foster homes, number of children placed with relatives and number of children placed with siblings in this assessment for quantitative data. In Oregon Administrative Rules 413-200-0301 through 413-200-0396 and 413-200-0270 through 413-200-0296 describe the requirements for both relative and non-related caregiver certification including the requirements for criminal background checks OAR 413-200-0274(2)(h). Also, please refer to page 97 for Oregon’s IV-E PIP goals. Oregon requires a child’s relatives to become certified under the same set of administrative rules as foster parents prior to consideration as a substitute care placement for children.

The table below reports the race of Parent 1 in the OR-Kids provider records. This is a self-reported data element. Oregon does not currently have a distinct report or a combined report for the race designation of Parent 2, in two-parent certified families. This report, of itself, does not provide the level of detail needed to do further analysis on whether Oregon has an adequate resources for the children coming into care.

Race	Percent of Provider
Native American/American Indian	1.6%
Asian	1.0%
African American	4.8%
Caucasian	70%
Hispanic	5.6%
Pacific Islander	>1%
Unknown/Declined	17%

Oregon’s total number of regular foster homes is decreasing, and the Department has identified the need to increase capacity for recruitment, training, and support of certified caregivers. Reasons for this decline are unclear, although it is likely that the staffing resources described below may have some impact on timely certification of new foster parents. Please see narrative section in Goal 3 of the state plan regarding foster parent recruitment. The Department has shifted the staff resources over the last few years to focus on relative placements for children. These are the same staff who also bring new families into foster care so the time and attention for ongoing recruitment of non-relative families has waned. The Department needs to complete further analysis on an appropriate staffing mix of relative and non-relative recruitment and certification efforts.

Oregon is engaging in a comprehensive review of the BRS system, which is the placement resource for the most complex and challenging children in care. While it is too early to predict results of this review, the Department, along with Oregon Youth Authority, Oregon Health

Timeliness of Completion	10/1/2012 to 9/30/2013		10/1/2013 to 9/30/2014		10/1/2014 to 5/31/2015	
	Number	Percentage	Number	Percentage	Number	Percentage
Timely (≤60 days)	123	60.3	203	67.2	155	80.3

Authority and the provider network, is examining all aspects of the current system with a goal of improving services and outcomes for children who experience care with a BRS provider.

Incoming ICPC home study requests:

Oregon has a dedicated unit of workers in the centralized ICPC program whose only duty is to complete home studies for incoming ICPC placement requests. Two additional FTE staff were added to the unit in Spring 2014. The Oregon ICPC program office tracks home study assignments, monitors how well workers are meeting their deadlines, and provides training and individualized feedback to the ICPC workers. The Oregon ICPC office also reaches out to field supervisors and builds collaborative relationships to ensure that the supervisors understand the deadlines and prioritize the home studies accordingly. These strategies have resulted in a significant improvement in the timely completion of ICPC home studies over a period of time when incoming requests have increased by 50 percent per year.

Late (>60 days)	81	39.7	99	32.8	38	19.7
Total	204	100.0	302	100.0	193	100.0

Oregon has several recruitment strategies for Adoptive parents as well. For detailed information on the services in this area, refer to Section 5 of this report.

4. Plans for Improvement and Progress Made to Improve Outcomes.

Over the course of the past year, Oregon has worked in conjunction with the courts, tribes, youth advisors and management teams to design the measures and benchmarks for the goals of Oregon’s 5 year plan. This yearlong effort is reflected in the information presented below, as well as in the information presented in Section 3, Update on Performance. As Oregon continues to refine the use of data and works to consistently utilize these measures, there will be further alignment of specific measures used to track progress.

Goal 1: Safety: Children in Oregon who come to the attention of child welfare will be protected from abuse and neglect and will be safely maintained in their homes whenever possible and appropriate.

Objective 1: Oregon will increase the number of children with identified safety threats who safely remain in their own homes (decrease in removals) through safety planning (fidelity to the Oregon Safety Model practice).

Intervention #1: Implement the Differential Response in all counties in Oregon.

Key Activities:

- Ongoing staff and supervisor training and coaching.
- Use of family engagement strategies.
- Provision of services to high and moderate need families.
- Independent evaluation through University of Illinois.

Measure: Decrease the number of children entering foster care (regardless of the assessment track) in counties who have implemented DR for 12 or more months.
Benchmark: Since this is a new measure, the benchmark will be established over the next year.

Measure: (Key Performance Measure): Children served by Child Welfare Residing in Parental Home (remain in the family home with an in-home safety plan and trial reunification.)²
Benchmark: Since this is a new measure, the benchmark will be established over the next

² In conjunction with Oregon’s measure to decrease the overall number of children in foster care, by identifying the numbers of children who care remain home with an in-home plan, Oregon will track the increased ability to avoid the trauma of a substitute care experience.

year.

Narrative:

Oregon is investing personnel and monetary resources over the course of the next several years in the staged implementation of Differential Response. To date, DR has been implemented in 7 counties (4 Districts). Districts who have been in the implementation phase for over a year are close to or over the benchmark of 50% alternative track response. Over the course of the next year, as more Districts are staged for implementation, there will be additional data to evaluate the track assignment.

Curriculum development and training for Differential Response consultants and initial implementing counties was completed May 2014. Portland State University helped develop the curriculum; Differential Response consultants conducted the training. The DR training in D5 and 11 (April-August 2014) included **413** Child Welfare and Self Sufficiency staff and **61** contracted service providers (ISRS and SPRF) = **474** total. This is all seven training modules (Differential Response Overview, Advanced Engagement and Trauma Informed Practice, Collaboration in Differential Response, Strengths and Needs Tool, Key Components of the Oregon Safety Model (OSM), Screening and Assessment). An interactive video Community presentation has also been developed and staff in the DR counties have been trained to facilitate the training in their community. Many more community partners and stakeholders have received the DR Orientation (video) however we have not tracked the number of participants.

Oregon conducts bi-weekly huddles prior to implementation and weekly huddles about one month after implementation.

Intervention #2: Improve practice in safety assessment and safety planning through fidelity to the Oregon Safety Model.

Key Activities:

- Ongoing staff and supervisor training and coaching.
- Use of family engagement strategies.

Measure: QBR measure 02 a: Children who experience reentry

Benchmark: *Half of all Districts will have a re-entry rate of 8.6% or less.*

Outcome:	O2a 4 People living as Independently as Possible, In Home Service				
Program Indicator:	Percent of children who re-enter care within 12 months of a prior Foster care episode...				
Calculation specifications:	Children in Oregon who experience a single re-entry into care within 12 months subsequent to a prior foster care episode. Children who enter substitute care in Oregon earlier than 12 months of a prior Foster care episode. 2014 Q3 Source: DCRU Foster Care episode ** 2014 Q4 and forward Source: ROM CM06 No Re-entry in Custody of those discharged 12 months ago ***				
Program population	ROM Operational Definition: Percent of children discharged 12 months ago who did not re-enter foster care during the 12 months observation period following discharge. Observation Period – An observation period is the 12 months following the time each child was discharged. These child cases are grouped for reporting by when the observation period ended and provided in different views (below). Criteria for meeting outcome - The measure then looks at the percentage of children who did not re-enter foster care during the 12 month observation period following their discharge. Calculation: Numerator: (Of children in the denominator) Number of children who did not re-enter custody within the 12 month observation period following discharge Divided by Denominator: Number of children discharged and whose 12 month observation period ended				
Calculation					
Outcome Colors	RED	Yellow	Green	Tier 1 Owner: Jerry Waybrant/ Trisha Baxter	
	>8.4%	>8.6%-9.4%	<8.6%	Tier 2 Owner: Kevin George/ Laurie Price	
Period	Administrative Data				
QBR Reporting Period	Period	Re-Entries During Period	Entries to Foster Care During Period	Percent of children re-entering care During Period	Outcome Color
QBR 2013_Q3 *	07/01/2013 to 09/30/2013	69	934	7.39%	Green
QBR 2013_Q4 *	10/1/2013 to 12/31/2013	67	768	8.72%	Yellow
QBR 2014_Q1 *	01/01/2014 to 03/31/2014	65	869	7.48%	Green
QBR 2014_Q2 *	04/01/2014 to 6/30/2014	71	886	8.01%	Green
QBR 2014_Q3 *	7/01/2014 to 9/30/2014	72	926	7.8%	Green
QBR Reporting Period	Period	Re-Entries within 12 months of Discharge	Discharges from Foster Care 12 months prior to Period	Percent of children re-entering within 12 months of Discharge	Outcome Color
QBR 2014_Q4 **	7/01/2014 to 9/30/2014 ***	64	995	6.4%	Green

*** Repeated period to allow for data entry to occur prior to submission.

Measure: Re-abuse of children (Data Source: ROM CS01)

Benchmark: QBR Target: <5.4%

G4 I2.4 Number and Percent of Children Reabused within Six Months

	FFY 2012		FFY 2013		FFY 2014		Total All Years	
Outcome Monthly	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Met (Safe)	11,960	95.13%	10,233	95.69%	9,751	95.39%	31,944	95.39%
Recurrence in < 1 month	49	0.39%	40	0.37%	38	0.37%	127	0.38%
Recurrence in 1 up to 3 months	215	1.71%	154	1.44%	167	1.63%	536	1.60%
Recurrence in 3-6 months	348	2.77%	267	2.50%	266	2.60%	881	2.63%
Grand Total	12,572	100.00%	10,694	100.00%	10,222	100.00%	33,488	100.00%

Measure: Timeliness of Initial Contact (Data Source: ROM CPS.03)

Benchmark: QBR Target: 100%

CPS.03 Time to Initial Contact

Report Period	Oct 2011 - Sep 2012		Oct 2012 - Sep 2013		Oct 2013 - Sep 2014	
Met	24,490	71.6%	22,283	70.5%	23,804	70.5%
Not met	9,737	28.5%	9,329	29.5%	9,974	29.5%
Total	34,227	100%	31,612	100%	33,778	100%

Measure: Number of unsafe children who can remain safely in their home with an in-home safety plan

Benchmark: Functionality is currently being built in OR-Kids. Once developed, Oregon will establish the baseline and benchmark for the measure.

Measure: Child and Family Services Reviews, Items 1,2, and 3

Benchmark: All measures rated as a Strength

Please refer to Attachment 1 for results.

Narrative:

Oregon is reviewing these measures quarterly. As stated above, Oregon is currently redefining the In-Home population to more accurately capture those children who are served in home. Part of the challenge has been the inability to capture the children served in home during the initial assessment period with an in-home safety plan. Re-design of the OR-Kids database scheduled for production within the next two months will resolve this issue. The Key Performance Measure is a new statewide measure to be reported to the Legislature as one of several KPMs. The calculation of this measure is also currently underway. Once the data measure is finalized, the Department will be able to set a baseline after a year of data collection, and determine a benchmark.

Oregon is not meeting its set target of >50% of children served in home. With the ongoing implementation of Differential Response and the continued coaching to fidelity of the Oregon Safety Model provided in the implementation counties, movement toward the benchmark is anticipated in the next few years.

Oregon has exceeded its current QBR target reducing the number of children reentering care and is increasing the benchmark target for the upcoming year.

Oregon remains within the target of children re-abused within six months of leaving care, although there was a slight increase this past year. Oregon will continue to monitor this measure. The 5.4% target was selected in the initial work in Oregon to develop QBR measures somewhat consistent with other Department programs who also measure re-abuse rates. Some of our measures are not yet well aligned with federal measures. This is an area of focus for Oregon in Goal 5, Quality Assurance and Continuous Quality Improvement. Oregon is currently consulting with Casey staff for technical assistance.

Oregon is underperforming on time to initial contact. This has been an ongoing issue for the state. Currently, there is a dedicated team of field and administrative staff doing further analytics to assess causes. Some of the initial analysis determined that staff were not documenting appropriately in OR-Kids, and although contact was made, the staff were not documenting this contact correctly in the system. Other causes may likely be discovered as the team continues their analysis of this issue.

On the Safety Outcomes in the Oregon case review, the average was 95.5% in 2014 and 84% in the first quarter of 2015. The 2015 measures are a reflection of both the technical assistance

provided by Region X resulting in a more accurate analysis of case information as well as the full implementation of the federal review measures. This work provides Oregon with additional information to address the causal factors leading to a drop in the safety items during the exit interviews with Districts and branches, and strategies for improved practice. Additional analysis of the case review process is in Section 3 of this report.

Supervisors in the state have completed the Oregon Safety Model refresh that began with a pilot in six counties in early 2013. Now all supervisors received the OSM refresh and the accompanying Intensive Field Consultation that followed. In 2014, computer based training modules were created for all child welfare staff to complete to further infuse the safety model concepts and deepen the learning. Four OSM consultants were hired to help the districts create and work OSM sustainability plans. All safety consultants, including Differential Response (DR) consultants, are helping the districts with these efforts. As part of the DR readiness activities, action plans are created that may include further work on OSM sustainability if it is found to be an issue requiring more work prior to DR start. DR consultants continue to coach on the OSM after DR start while they are also coaching around the new DR concepts. Because OSM is Oregon's practice model and DR is an enhancement of that model, it is impossible to coach to one without including the other. This makes for a more cohesive coaching model.

As a part of the OSM refresh and preparation throughout the state for the implementation of DR, Oregon is using the Family Engagement Tool developed in the preparation for DR implementation. This tool is being utilized in all the Districts in which DR is implemented and the strategies have been taught and are available for use throughout the state. In the DR Districts, the Safety Program is conducting Screening and Assessment fidelity reviews (it is too early for analysis of results), which includes some measures of engagement strategies. Over the course of the next year, as DR is implemented in additional counties and additional fidelity reviews are completed, more information will be available on the implementation of engagement strategies throughout the state.

Additionally, for a targeted population of families Intensive Family Engagement is a multi-pronged strategy in the waiver intervention. As the waiver is implemented over the course of this next year, additional information will be available for a targeted population of families.

Intervention #3: Increase access to and effectiveness of culturally appropriate services designed to meet the needs of children and the family.

Key Activities:

- **Collaboration with community partners.**
- **Contracts for culturally appropriate, evidenced based, trauma informed services executed through Oregon.**
- **Increased use of health, family, and child screenings to inform service needs**

Measure: Number and type of SPRF contracts (Data Source: Contract OPA 2 SPRF Contracts)

Benchmark:

May, 2015: 127 SPRF Contracts. The following services are provided through these contracts (some contracts have more than 1 service)

Child care - 10
 Emergency Housing and Intensive Day Treatment - 3
 Front End Intervention - 19
 Inpatient A&D Treatment – Family - 3
 Intensive In-Home Services - 2
 Mentoring - 4
 Navigators - 22
 Parent Education and Coaching - 22
 Parent Employment Related Services - 4
 Parenting & Family Strengthening - 6
 Reconnecting Families - 4
 Relief Nursery - 4
 Short Term Housing, Assistance and Education - 16
 Transportation-Travel Reimbursement - 1
 Visitation Support and Coaching – 5

Measure: Number of clients who achieve or partially achieve the intended outcome on performance based contracts.
 Measure will begin July, 2015. The first six months of data will provide the baseline information for this measure.
Benchmark: TBA

Measure: SPRF services utilized by race
Benchmark: None at this time. This year will establish the baseline.

G1 I3- Count of SPRF Services Received on In Home Cases by Primary Race

Primary Race	FFY 2013				FFY 2014				Two-Year Totals			
	Total In Home Population	Percent Race Total	Count Rcvg SPRF Svcs	Percent of Race Rcvg SPRF Svcs	Total In Home Population	Percent Race Total	Count Rcvg SPRF Svcs	Percent of Race Rcvg SPRF Svcs	Total In Home Population	Percent Race Total	Count Rcvg SPRF Svcs	Percent of Race Rcvg SPRF Svcs
American Indian or Alaskan Native	339	3.98%	15	3.28%	339	4.86%	13	1.89%	678	4.38%	28	2.44%
Asian/Pac Islander	81	0.95%	-	0.00%	82	1.18%	9	1.31%	163	1.05%	9	0.78%
Black or African American	433	5.08%	21	4.59%	365	5.23%	25	3.63%	798	5.15%	46	4.01%
Hispanic (any race)	1,407	16.52%	169	36.90%	1,160	16.63%	195	28.30%	2,567	16.57%	364	31.73%
Unable to Determine	748	8.78%	11	2.40%	445	6.38%	32	4.64%	1,193	7.70%	43	3.75%
White	5,508	64.68%	242	52.84%	4,585	65.73%	415	60.23%	10,093	65.15%	657	57.28%
Statewide Total	8,516	100.00%	458	100.00%	6,976	100.00%	689	100.00%	15,492	100.00%	1,147	100.00%

Note: There may be multiple SPRF services received on a case and services are not always linked to the child on a case.
 Data downloaded 3/6/15

G1 I3- Count of SPRF Services Received for Total Served in Foster Care by Primary Race

Primary Race	FFY 2013				FFY 2014				Two-Year Totals			
	Total Foster Care Served	Percent Race Total Population	Count Rcvg SPRF Svcs	Percent of Race Rcvg SPRF Svcs	Total Foster Care Served	Percent Race Total Population	Count Rcvg SPRF Svcs	Percent of Race Rcvg SPRF Svcs	Total Foster Care Served	Percent Race Total Population	Count Rcvg SPRF Svcs	Percent of Race Rcvg SPRF Svcs
American Indian or Alaska Native	678	5.48%	88	3.57%	686	5.90%	158	4.55%	1,364	5.69%	246	4.15%
Asian/Pac Islander	151	1.22%	28	1.14%	141	1.21%	36	1.04%	292	1.22%	64	1.08%
Black or African American	875	7.07%	198	8.04%	776	6.68%	233	6.71%	1,651	6.88%	431	7.27%
Hispanic (any race)	2,067	16.71%	500	20.31%	1,884	16.21%	606	17.46%	3,951	16.47%	1,106	18.64%
Unable to Determine	208	1.68%	14	0.57%	73	0.63%	11	0.32%	281	1.17%	25	0.42%
White	8,390	67.83%	1,634	66.37%	8,061	69.37%	2,426	69.91%	16,451	68.57%	4,060	68.44%
Statewide Total	12,369	100.00%	2,462	100.00%	11,621	100.00%	3,470	100.00%	23,990	100.00%	5,932	100.00%

Note: There may be multiple SPRF services received on a case and services are not always linked to the child on a case.

Data downloaded 3/6/15

Measure: Child and Family Services Reviews, Items 12 and 13

Benchmark: All measures rated as Strengths

Please refer to Attachment 1 for results.

Narrative:

Oregon conducted needs assessments in each District prior to the implementation of SPRF services around the state. There are currently 127 SPRF contracts being implemented throughout Oregon, and with the implementation of outcome measures on the contract invoicing process in July of this year, Oregon will be able to establish measures of successful intervention using these services.

Although it may be too early to draw any conclusions or make programmatic changes to SPRF services after analysis of the use by race either in home or in substitute care, the data does indicate that these services are filling some of the gaps in the service array identified for American Indian or Alaskan Native families. Please reference attachment 13 for the courts of children receiving SPRF, ISRS and SOC services. Oregon needs to continue to monitor the use of SPRF services.

In the 2015 Q1 case reviews, Oregon scored 72% and 76% respectively on these measures. These measures were not included prior to 2015. During the Listening Session with Tribal Administrators in May, 2015, the administrators advised that conducting the family interviews with sensitivity to the family and with a thorough explanation of the intent of the review would likely increase the quality of information received during the interview process.

Goal 2: Permanency: Children in Oregon have permanency and stability in their living situations:

Objective 2.1: Oregon will increase stability of children in foster care settings in order to achieve permanency.

Intervention #1: Continue to increase the number of children placed with relatives and persons known to the family.

Key Activities:

• **Focused intervention on relative search processes for targeted areas in the state to improve statewide consistency**

Measure: Percent of Children Entering Foster Care Initially placed with a relative (includes kith/kin)

Benchmark: Between 29-30% of all initial placements with relatives.

ROM CM08 Initial Placement with Relatives Report

G2.1 I1.1 PERCENT OF CHILDREN ENTERING FOSTER CARE INITIALLY PLACED WITH RELATIVES

	FFY2012		FFY 2013		FFY 2014		Total Count	Total Percent
	Count	Percent	Count	Percent	Count	Percent		
Met	1,310	29.25%	1,156	30.53%	1,064	30.31%	3,530	29.98%
Not Met	3,168	70.75%	2,630	69.45%	2,446	69.69%	8,244	70.01%
Unable to Calculate	-	0.00%	1	0.03%	-	0.00%	1	0.01%
Grand Total	4,478	100.00%	3,787	100.00%	3,510	100.00%	11,775	100.00%

Narrative:

Oregon has averaged between 29 and 30% of children are initially placed with relatives over several years, and this seems to be an overall average. However, there are some Districts who are underperforming in this measure. As Oregon continues to build the continuous quality improvement framework, those Districts who are underperforming in this measure will develop targeted plans for improvement on this measure which may increase the overall percentage of children placed with a relative.

Intervention #2: Improve recruitment, training, support and retention of substitute care providers

Key Activities:

- Review and update training opportunities for caregivers.
- Implementation of a customer service approach to caregiver support. (Staff in six Districts will be trained this year.)
- GRACE cooperative agreement activities (Outside of ORKIDS Data Collection)

Measures: Number of Placements a child experiences during the foster care episode.

Benchmark: 86% of children will have two or fewer placements.

Data: ROM FO.04.1 Placement Stability: Two or fewer placements (of those in care under 12 mos.)

Dates in Care	Oct 2011 - Sep 2012		Oct 2012 - Sep 2013		Oct 2013 - Sep 2014	
Met: 2 or fewer placements	2952	85.00%	2534	83.60%	2387	84.50%
Not met: 3 or more placements	522	15.00%	497	16.40%	438	15.50%
Total	3474	100.00%	3031	100.00%	2825	100.00%

³Number of Placements a child experiences during the foster care episode, by ICWA Status.

³ No Record means no record was found in OR-Kids indicating an ICWA search was applicable. Expired means the child is now 18 years old.

9/30/2014														
ICWA Status	Eligible		Search Underway		Not Eligible		No Response		Expired		No Record		Total	
Met: 2 or fewer placements	145	83.30%	89	86.40%	654	82.80%	3	100.00%	11	68.80%	1485	85.40%	2387	84.50%
Not met: 3 or more placements	29	16.70%	14	13.60%	136	17.20%	0	0.00%	5	31.30%	254	14.60%	438	15.50%
Total Children in FC on 9/30/2014	174	100.00%	103	100.00%	790	100.00%	3	100.00%	16	100.00%	1739	100.00%	2825	100.00%

9/30/2013														
ICWA Status	Eligible		Search Underway		Not Eligible		No Response		Expired		No Record		Total	
Met: 2 or fewer placements	124	86.10%	96	80.00%	674	80.70%	9	100.00%	40	76.90%	1591	85.00%	2534	83.60%
Not met: 3 or more placements	20	13.90%	24	20.00%	161	19.30%	0	0.00%	12	23.10%	280	15.00%	497	16.40%
Total Children in FC on 9/30/2013	144	100.00%	120	100.00%	835	100.00%	9	100.00%	52	100.00%	1871	100.00%	3031	100.00%

Number of Certified Foster Homes by Certification Type

2012			2013			2014		
Regular	Special	Total	Regular	Special	Total	Regular	Special	Total
2,627	1,672	4,299	2,349	1,880	4,229	2,079	1,927	4,006

Source: Oregon Child Welfare Data Book

Narrative:

Oregon believes that recruiting, training, and supporting caregivers is one primary method for reducing placement moves. Oregon will continue to measure placement stability with the goals of reaching the benchmark of 86% of children in care under 12 months having two or fewer placements.

With the ongoing work in Oregon around the safe and equitable reduction of children in foster care, Oregon believes that sustains regularly certified foster care resources of between 2,000-2,400 homes in addition to the ongoing ability to certify relatives and persons known to the family/child, Oregon will maintain an adequate resource pool. Please see additional information in *Systemic Factors, Foster and Adoptive Parent Licensing, Recruitment, and Retention*.

The first 18 months of the GRACE cooperative agreement have been focused on planning and the hiring and training of local staff in the designated Districts. There has been some staff turnover, including the GRACE Coordinator for the grant itself. It is anticipated that activities will resume quickly with the new Coordinator now in place and results of additional supports for families reported in the next report.

Intervention #3: Improve efforts to increase Oregon's current sibling placement rate and increase sibling connections.

Key Activities:

- Targeted search for relatives and recruitment of foster parents for large sibling groups.
- Focused intervention on sibling placement for targeted areas in the state to improve statewide consistency

Measure: Increase in the number of siblings placed together

Benchmark: >83 % of children will be placed with at least one sibling

Data: Current Source: Databook FFY2013, Siblings Placed Together. Future Source: ROM CM10 Siblings Placed Together

**Statewide Children in Out of Home Foster Care
Percent of Siblings Placed with One or More Sibling
September 30, 2013**

Sibling Group Size	Total Children	Total With >=1 Sibl	Total NOT with Any Sibling	% of Children Placed with >=1 sibling
2	2,044	1,484	560	72.6%
3	1,152	1,026	126	89.1%
4	544	528	16	97.1%
5	220	215	5	97.7%
6	120	120	-	100.0%
7	28	28	-	100.0%
Total Children	4,108	3,401	707	82.8%

**Note does not include IV-E eligible children served by the tribes*

Source: Oregon Data Book, AFCARS

**Statewide Children in Out of Home Foster Care
Percent of Siblings Placed with One or More Sibling
September 30, 2014**

Sibling Group Size	Total Children	Total With >=1 Sibl	Total NOT with Any Sibling	% of Children Placed with >=1 sibling
2	1,916	1,396	520	72.9%
3	1,065	921	144	86.5%
4	508	492	16	96.9%
5	195	195	-	100.0%
6	96	96	-	100.0%
7	21	21	-	100.0%
8	16	16	-	
Total Children	3,817	3,137	680	82.2%

**Note does not include IV-E eligible children served by the tribes*

Source: Oregon Data Book, AFCARS

Statewide Children in Out of Home Foster Care Placed Together, Partly Together, Not Together September 30, 2013							
Sibling Group Size	Number of Cases	Count			Percentage		
		All Siblings Together	Partly Together	Not Together	All Siblings Together	Partly Together	Not Together
2	1,022	742		280	72.6%	n/a	27.4%
3	384	221	121	42	57.6%	31.5%	10.9%
4	136	60	72	4	44.1%	52.9%	2.9%
5	44	10	33	1	22.7%	75.0%	2.3%
6	20	3	17		15.0%	85.0%	0.0%
7	4	1	3		na	75.0%	0.0%
8	3		3		na	100.0%	0.0%
Total Number of Sibling Groups	1,613	1,037	249	327	64.3%	15.4%	20.3%

**Note does not include IV-E eligible children served by the tribes*
Source: Oregon Data Book, AFCARS

Statewide Children in Out of Home Foster Care Placed Together, Partly Together, Not Together September 30, 2014							
Sibling Group Size	Number of Cases	Count			Percentage		
		All Siblings Together	Partly Together	Not Together	All Siblings Together	Partly Together	Not Together
2	958	697	1	260	72.8%	n/a	27.1%
3	355	195	112	48	54.9%	31.5%	13.5%
4	127	55	68	4	43.3%	53.5%	3.1%
5	39	13	26		33.3%	66.7%	0.0%
6	16	3	18		18.8%	112.5%	0.0%
7	3	1	2		33.3%	66.7%	0.0%
8	2		2		na	100.0%	0.0%
Total Number of Sibling Groups	1,500	964	229	327	64.3%	15.3%	21.8%

**Note does not include IV-E eligible children served by the tribes*
Source: Oregon Data Book, AFCARS

Measure: CFSR items 7, 8, 9, 10

Benchmark: All areas rated as strength

Please refer to Attachment 1 for results.

Narrative:

Oregon is currently using Databook measures; however, as soon as ROM measures are available, the state will switch to those measures. For now, Oregon's target is that 83% of children in care are placed with at least one sibling, and will work with individual Districts who are under performing on this measure. For those families with sibling groups of over three children, the focused intervention will be relative search for family members and foster parents who are available to care for two or more of the children in the family.

In the 2014 case reviews, Oregon rated 97% on Item 7, 91% on Item 10. In Q1 of 2015, the ratings were as follows: Item 7 – 91%, Item 8 – 87%, Item 9 – 92%, and Item 10 – 87%.

These reviews indicate that Oregon needs to continue focus on these areas in order for improvement to occur. It is anticipated with focused efforts in those areas of Oregon where

improvement is needed, these ratings will improve over the next year.

Goal 2: Permanency: Children in Oregon have permanency and stability in their living situations

Objective 2.2: Oregon will decrease the length of stay in foster care.

Intervention #1: Targeted use of Permanency Round Tables (PRTs) and case reviews to pursue permanency options for children in care 2+ years

Key Activities:

- Ongoing schedule of PRTs throughout the state.
- Ongoing case review of PRT cases

Measures: Number and percent of children under age 18 and in care over two years receiving a PRT.

Measures: Number of children receiving a PRT who achieve legal permanency.

Benchmarks: Please see narrative below regarding available outcome measures.

Narrative:

With technical assistance from Casey Family Programs, Oregon began implementation planning for Permanency Roundtables in 2013, and kicked off the first Roundtables in February of 2014. The criteria for selection to receive a Permanency Roundtable include youth in the same placement 2+ years, or legally free and living with a relative. This population was selected based on the assumption that these youth have some stability in their placement, and therefore barriers to reaching legal permanency may be most easily mitigated. To date, 417 youth in Oregon have received a Permanency Roundtable. The first round will be completed by the end of the year, and after an evaluation of the success, a decision will be made whether to continue this initiative. Because the state is using existing resources to implement PRT's, it is taking two years to reach each branch and implement the fairly intensive follow up to each Roundtable case. The first metrics regarding the outcomes of PRT's will not be available until sometime this summer.

As the new IV-E waiver program is implemented, Oregon is developing and will report on specific measures for the population of families served through the Waiver intervention.

Additionally, with the September 29, 2015 changes in federal law around the use of APPLA and the work currently underway in Oregon to expand Guardianship Assistance to non IV-E eligible children and implementing a permanency plan option of permanent placement with a fit and willing relative, Oregon anticipates reporting on new measures in subsequent annual reporting periods.

Intervention #2: Routine case review at 90 day intervals monitoring child safety and conditions for return.

Key Activities:

- Improve the use of the 90 day case review process developed during the PIP in 2008.

- Monitor compliance with CRB or court reviews held every six months.
- Develop a measure for use of the 90 day review.

Measure: Number of case plans developed within 60 days of entry into substitute care, or already open at entry.

Benchmark: > 90% case plans developed within 60 days

The data algorithm for this measure is currently under development. Data will be available by the 2016 annual report.

Measure: CFSR Items 3, 11 and 13

Benchmark: All Items rated as a Strength.

Narrative:

Oregon does not currently have a data metric to analyze whether or not case plans are developed within 60 days of a child’s entry into substitute care. This data measure will be developed in the Department’s reporting matrix over the next 12 months.

In the case reviews, Oregon rated as follows in 2014: Item 3 – 96%, Item 14 – 99%. Oregon did not measure item 11 prior to 2015. In Q1 of 2015 Oregon rated as follows: Item 3 – 86%, Item 11 – 75%.

Oregon believes that active involvement with the family will lead to timely permanency. Oregon is currently underperforming in this area and will need to closely monitor these metrics.

Intervention #3: Implement targeted plans with field offices to improve timeliness of adoption.

Key Activities:

- Implement targeted case plans with field offices.
- Increase child specific recruitment services for harder to place children.

Measure: Number and percent of adoption finalized within 12 months of the date a child is legally free.

BENCHMARK: QBR Target of 53.7%

Data Source: ROM FO.02.5 Adopted in Less Than 12 Months of TPR

ROM FO.02.5 Adopted in Less Than 12 Months of TPR

Report Period End	9/30/2012		9/30/2013		9/30/2014	
Met	283	33.1%	354	40.5%	350	44.3%
Not met	572	66.9%	519	59.5%	440	55.7%
Total	855	100.0%	873	100.0%	790	100.0%
Dates of TPR	Oct 2011 - Sep 2012		Oct 2012 - Sep 2013		Oct 2013 - Sep 2014	

Data Downloaded 5/18/2015 - Trend View

Measure: Report on the child specific recruitment outcomes from the contract with BGAID, and recruitment websites.

Benchmark: 80% of children referred matched with a permanent family.

Measure: Research specific outcomes measured through the GRACE grant in specified districts in Oregon.

Benchmark: Baseline will be determined in 2015.

Narrative:

Although Oregon has not reached the target, there has been steady progress over the past three year period. With ongoing focus on timeliness to adoption, it is anticipated that this measure will

be within target in two years. Although Oregon’s primary adoptive resources are relatives and foster parents, about 20% of the children free for adoption do not have those prior connections and are a primary barrier for the harder to place children. Oregon is not achieving at the desired pace because there were no child specific recruiters for this population of children. There are sometimes additional delays due to court or other external factors delaying TPR.

In the past 12 months, 197 children were placed on the OARE website, and 180 children were placed in adoptive homes. This targeted recruitment effort continues to be a successful strategy for finding adoptive homes for children.

Oregon and the Dave Thomas Foundation recently invested in four additional recruiters and there has been a significant number of referrals for targeted recruitment in the past several months. Oregon anticipates that these additional, focused resources for the harder to place children will have positive outcomes on the adoption measure. Outcomes will be reported in the next 12 month reporting period.

Please see the GRACE Logic Model in Attachment 10.

Goal 3: Well Being: Children in foster care are well cared for, remain connected to their family, siblings and support networks and receive services appropriate to their identified needs, and older youth in care are involved in youth driven, comprehensive transition planning.

Objective 3.1: Improve caseworker involvement with families and children in care.

Intervention #1: Implement routine review of quality and quantity of caseworker contact with parents and children.

Key Activities:

- Provide active family involvement in all family meetings.
- Provide active family involvement in safety planning.
- Provide ongoing, quality contact with parents and children in substitute care.

Measure: Number of face to face contacts with Children in Foster Care on active child welfare cases.⁴

BENCHMARK: QBR Target: >95%

Data Source: F2F Contact for Children Served in Foster Care QBR from 2013Q3 to 2014Q4 (6 periods).

⁴ The foster care table is one of Oregon’s QBR measures. This is not the same data reported annually on face to face as Oregon measures face to face contact for youth over 18 as well. Oregon also does not limit the face to face to in care during the entire month. The In-home report is an OR-Kids Report as there is not yet a ROM report for children in home. Oregon is considering changing the QBR data measure to align with the IV-B face to face criteria.

QBR 2013_Q3	Sept 2013	8,146	5,229	64.2%
QBR 2013_Q4	Dec 2013	7,899	4,987	63.1%
QBR 2014_Q1	Mar 2014	7,752	5,833	75.2%
QBR 2014_Q2	June 2014	7,728	5,331	69.0%
QBR 2014_Q3	Sept 2014	7,610	6,260	82.3%
QBR 2014_Q4	Dec 2014	7,572	5,963	78.8%

Data Source: F2F Contact for Children Served In Home QBR from 2013Q3 to 2014Q4 (6 periods).

QBR Reporting Period	Report Date	Number of In Home Children	Number of In Home Children with Contact	Percent of In Home Children with Contact
QBR 2013_Q3	Sept 2013	1,541	646	41.9%
QBR 2013_Q4	Dec 2013	1,531	633	41.3%
QBR 2014_Q1	Mar 2014	1,392	761	54.7%
QBR 2014_Q2	June 2014	1,203	612	50.9%
QBR 2014_Q3	Sept 2014	1,164	718	61.7%
QBR 2014_Q4	Dec 2014	1,200	757	63.1%

Measures: Number of family meetings and number of family members involved
a. Waiver evaluation
b. CFSR Item 13 measured as a strength

Narrative:

Although data is generally improving, Oregon has been underperforming in the face to face contact with children for several years. This is a targeted intervention for Oregon, as routine and quality contact with children ensures consistent review that the child's well being needs are met. There is a strategic plan underway (also see Section 2) also related to safety of children in out of home care, that will focus on training and supporting staff to confirm safe environments for children in care.

The Title IV-E waiver intervention of increase in family meetings will begin in July, 2015. Data will be available during the next annual reporting period. For the waiver implementation sites, Oregon will track the number and type of attendees for each meeting, and the attendees perceived level of preparation and involvement.

Oregon began measuring Item 13 on the CFSR in January, 2015. The Q1 measure rating was 76% and Oregon will continue to monitor this Item.

Intervention #2: Implement comprehensive youth involvement in transition planning.

Key Activities:

- Develop practice tools and approaches to actively involve youth in all transition planning activities.
- Create a youth driven support and training system to serve 16 – 20 year olds
- Establish a youth committee (consisting of current and former foster youth) to advise the Department on policies and forms relating 14 – 20 year olds.
- Policy recognizing 18 – 20 year olds in foster care as decision making adults in their plans and placements.
- Youth Decision Meetings are true to the model of youth empowerment.
- Developmentally appropriate mentorship model to promote support networks and permanency for youth and young adults.

Measure: Number of youth actively involved in family and youth transition meetings and Case Plan Development (measure by Age for ILP) Item 13 of CFSR, (record youth and parents separately)

Benchmark: Item 13 is measured as a strength for youth involvement.
Please see Attachment 1 for data.

Measure: Youth members are included on Department Rules Advisory Committee (RAC) and assist with updating or creating policies and forms related to teens and young adults in foster care.

Benchmark: Number of RACs in which youth are members <50%.
Baseline from 2013-2014 RAC minutes is 10% of all RAC meetings.

Measure: Increase in Foster Parent Training Attendance (specific to homes serving older youth for ILP Measure)

Benchmark: Baseline will be determined from 2015 data.

Measure: Youth are involved in transition activities which are documented in the case record.

Benchmark: Baseline will be established in 2015. (OR-Kids Transition Tab.)

Measure: Increase the number of foster youth and young adults receiving Mentoring services.

Benchmark: % of youth in care receives Mentoring services. (OR-Kids Mentoring service, all types)

Data Source: OR-Kids services

Children Age 14 and over Receiving Mentoring Services	FFY 2013	FFY 2014
Children in Foster Care age 14 or older at start of FFY period and served by one or more Mentoring Services during the period	142	109
Total Children in Foster Care age 14 or older at start of FFY period	2,620	2,487
Percent of Children in Foster Care age 14 or older at start of FFY period and served by one or more Mentoring Services during the period	5.4%	4.4%

Data downloaded 6/16/2015

Narrative:

This is a new intervention for Oregon, in part a result of the comprehensive planning done during the ILP 5 year planning sessions. Since this is the first year to even gather this specific data, Oregon will use 2015-2016 to monitor the impact of this intervention strategy.

Goal 3: Well Being: Children in foster care are well cared for, remain connected to their family, siblings and support networks and receive services appropriate to their identified needs, and older youth in care are involved in youth driven, comprehensive transition planning.

Objective 3.2: Children in foster care will receive educational, health and dental care, mental health care, and social services appropriate to meet their needs and ensure children are well cared for.

Intervention #1: Each school age child receives appropriate educational and employment services.

Key Activities:

- Routine review for each child 0-21 years of enrollment and progress in school.
- Routine review for each youth during his/her junior year of high school of enrollment and progress in career prep and employment training.
- Routine review of any active IEP.
- Collaborate with agency and community partners in Behavior Rehabilitation Services program review.
- Data sharing agreement with Dept. of Education.
- Child welfare staff and educational staff (McKinney-Vento Liaisons ASPIRE, Post-Secondary) are trained on foster youth barriers to, and resources for, educational success.

Measure: CFSR Item 16.

Benchmark: Item rated as strength on CFSR.

Please refer to results in Attachment 1.

Measure: The number and percentage of youth completing high school having completed an NCRC assessment collected by the Employment Department.

<p>Benchmark: Baseline will be established in 2015.</p>
<p>Measure: The number and percentage of youth completing high school having employment, work experience or have participated in career exploration activities (job shadow, internship, apprenticeship, community service project, etc.) collected through the NYTD Survey.</p> <p>Benchmark: 27% is the Baseline, this is based off the NYTD data for Element 39 (both Baseline and Follow-Up at 19)</p>
<p>Measure: The percentage of Chafee ETV awardees that have completed post-secondary education.</p> <p>Benchmark: 17.2% is the Baseline for overall completions (average completion rate using the past four OSAC reports) 7.35% is the Baseline for 2 year community college completion rate for foster youth (average of past seven reports) (Reporting source: OSCA)</p>
<p>Measure: OR-Kids education tab accurately reflects student's school and educational status as collected through CFSR reviews.</p> <p>Benchmark: >90% accuracy</p>
<p>Narrative: Oregon seeks to have educational stability and positive educational outcomes for children in care. During the course of the Educational Stability Matters grant, Oregon identified the challenges field staff were experiencing in using the OR-Kids system as casework documentation transitioned from the former database. Several actions were taken during the course of the demonstration grant to improve data entry.</p> <p>Additionally, Oregon is specifically focusing review of data entry during the case review process. Since these case reviews are also an opportunity for learning, targeted focus on the specific item during the review process is taken to increase data accuracy.</p> <p>These measures are all currently under development, and will be reported in the next annual review period.</p>

<p>Intervention #2: Each child under four appropriate for referral to Early Intervention is referred for assessment.</p>
<p>Key Activities:</p> <ul style="list-style-type: none"> • Implement a routine review of children 0-3 who are referred for Early Intervention assessment.
<p>Measure: Number and percentage of children under three with a founded disposition who have been referred for Early Intervention.</p> <p>BENCHMARK: <90%</p> <p>Data source: to be developed in 2015.</p>
<p>Measure: Number and percentage of children under three with a founded disposition who are receiving Early Intervention or early childhood educational services.</p> <p>BENCHMARK: To be determined. Currently looking at baseline data.</p>
<p>Narrative: Oregon wants to ensure that all children under three with a founded disposition have been referred for an early intervention screening. The interagency agreements with local education</p>

agencies have not had attention for a few years, and will be reviewed and updated during the next 12 months.

Intervention #3: Implement a standardized system to ensure each child and young adult in substitute care receives timely health, dental and mental health assessments, and developmentally appropriate services.

Key Activities:

- Timely health, dental and mental health screenings for each child entering substitute care.
- Well child medical visits according to established schedule authorized by the Medicaid State Plan.
- Timely dental visits according to established schedule authorized by the Medicaid State Plan.
- Timely review of any child required to have an annual psychotropic medication review.
- Prompt caseworkers at age 17 of child to begin health and mental health transition planning to adult services.
- Begin transition planning to adult health and mental health services at age 17.5. (Add language to the T2)
- Develop Department policies for transition of youth to adult health/mental health services.
- Develop trauma informed sexual health training for foster parents, youth, ILP and BRS programs, and caseworkers.
- Promote healthy lifestyle through utilization of national campaigns-myplate.gov, 5210 campaign, access to extracurricular activities.

Measure: Number of children in substitute care who receive timely mental health screenings.

BENCHMARK: >95%

Measure: Number of children in substitute care who receive timely physical health screenings.

BENCHMARK: >95%

Measure: Number of children in substitute care who receive timely dental screenings.

BENCHMARK: >95%

Measure: Number of children in substitute care using psychotropic medication receiving required annual psychotropic medication reviews.

BENCHMARK: >95%

Narrative:

Please refer to measures in Section 3 for current data on these measures. Oregon is currently working with our partners in the Oregon Health Authority to further analyze data and develop a fuller understanding of any barriers or challenges in either access to care or communication issues with the Coordinated Care Organizations. The link to the list of covered health care benefits authorized under Medicaid is (Pages 7, 8 and 11 provide the clearest descriptions): <http://www.oregon.gov/oha/healthplan/tools/DMAP%20Worker%20Guide.pdf>

Oregon believes with further data analysis, and additional system corrections, this data will not only indicate timely services, but will assist in focusing the health care community on meeting the needs of this vulnerable population.

Oregon currently has a protocol in place for annual review of a child's psychotropic medications. Each month the Department produces a report of any child whose birthdate falls within the month and the child is on psychotropic medications which qualify for review under Oregon's

administrative rules. Each child's medications are reviewed by medical personnel, and if any irregularities are evident, a child psychiatrist consults with the prescribing physician.

Intervention #4: Implement standard review that children in care are in safe environments appropriate to meet their individualized needs.

Key Activities:

- Provide training to all child welfare staff in confirming safe environments.
- Provide training to all child welfare staff in confirming youth in care have access to environments appropriate to meet their individualized needs in preparation for transition to adulthood.
- Create a template for written agreements between foster parents & young adults (ages 18 – 20) to aid in the matching process.
- Pursue statutory and administrative rule changes to increase access to a continuum of housing options for older teens and young adults in foster care.
- Create a housing training for caseworkers, supervisors, and ILP providers.
- Create an electronic resource guide for foster parents, youth and ILP providers.
- Policy I-B.2.3.5 and ORS 418.475 are updated to allow for developmentally appropriate housing supports.

Measure: Number and percentage of children abused while in foster care.

Benchmark: 100% of children in care are free from abuse

Data Source: ROM CS02 Safe from Maltreatment by Foster Providers

G3.2 14.1 COUNT OF CHILDREN IN OUT-OF-HOME CARE WHO WERE NOT MALTREATED BY FOSTER PROVIDERS

	FFY2012		FFY2013		FFY2014	
	Count	Percent	Count	Percent	Count	Percent
Met/Safe	12,288	98.87%	12,024	99.19%	11,314	99.02%
Not met	141	1.13%	105	0.87%	112	0.98%
Total In Care	12,429	100.00%	12,129	100.00%	11,426	100.00%

Measure: CFSR Items 17 and 18

Benchmark: Items measured as Strength

Please refer to Attachment 1.

Measure: CFSR measures (Items 3 and 14)

Benchmark: Items measured as Strength

Please refer to Attachment 1.

Measure: Number and percent of caseworker contacts occur in the child's residence

Benchmark: Face to face contact in the child's residence at least every other month.

Data source will be established in 2015.

Measure: Number of young adults (ages 18 -20) in foster care with a written agreement between caregiver and young adult. (Instruct on template, Housing Agreement Service)

Benchmark: Baseline will be established in 2016.

Measure: Number of young adults in Supported Housing as a Service in OR-Kids. (Need to create service)

Benchmark: Baseline will be established in 2017.

Narrative:

As previously indicated in Section 3 of this report, Oregon is taking strategic actions to reduce the number of children abused in out of home care. In addition to the specific actions outlined earlier, Oregon is establishing an additional face to face measure of contact in the child's home at least every other month.

Additionally, as Oregon expands housing options for transition age youth, new measures will be established to track the progress towards this transition toward successful adulthood.

Goal 3: Permanency: Children in Oregon have permanency and stability in their living situations: family and sibling connections are preserved during the course of a child welfare intervention in the family and children achieve timely permanency.

Objective 3.3: Improve access to employment services for older youth and young adults.

Intervention #1: Collaborate with public and private workforce systems to allow foster youth to experience developmentally appropriate approach to employment services.

Key Activities:

- Implement a team to identify needs of and resources for foster youth.
- Implement a team (field, central office, Vocation Rehabilitation, Local Workforce Investment Boards, contractors/partners, etc.) to determine standard performance measures.
- Implement a data sharing agreement with DHS and CCWD (Community Colleges and Workforce Development)/HECC (Higher Education Coordinating Council).
- Oregon has a standard plan for integrating the key populations into developmentally appropriate
- DHS will hold quarterly employment resource alignment meetings.

Measure:

Increase percentage of foster youth participating in paid employment

Increase percentage of foster youth participating in apprenticeship/internship programs

Benchmark: Baseline will be determined in 2015. (Data source is NYTD data.)

Measure:

Participants are increasing their salary if employed. (This requires an MOU or data sharing agreement with Employment Dept. for data).

Benchmark: Baseline will be determined in 2015.

Measure:

Increase the number of foster youth who are enrolled in WIOA (Workforce Innovations and Opportunities Act) funded programming

Benchmark: Baseline will be determined in 2015.

Intervention #2: DHS caseworkers, ILP Providers, Foster Parents and other key partners are aware of employment resources.

Key Activities:

- Develop and implement methods to disseminate information regarding available resources and referral process.

Measure: Learning Center: Track the number of participants at training regarding employment resources available to youth

Benchmark: Baseline established in 2015.

Measure: Track the number of websites and/or web pages specific to foster youth employment resources and services.

Benchmark: Baseline established in 2015.

Narrative:

This is a new objective for Oregon and baseline measures will be established in 2015.

Goal 4: Service Equity: Oregon will provide equal access, excellent service and equitable treatment for all children in Oregon

Objective: Oregon will reduce the disproportionate numbers of children of color in substitute care

Intervention #1: Improve practice in safety assessment and safety planning through fidelity to the Oregon Safety Model.

Key Activities:

- Ongoing staff and supervisor training and coaching.
- Use of family engagement strategies.

Measure: QBR measure 5.a Representation of children of color served in home.

Benchmark: Disproportionality ratio between 0.75-1.25

Data Source: QBR Measures

Outcome:	O5: Service Equity - O5a, Access		
Program Indicator:	CW_1: Disproportionate representation of children of color served In Home.		
Calculation specifications:			
Program population	Distinct count of children in foster care on last day of the quarter. Non-Hispanics of unknown race or of two or more races should be excluded from all calculations, including total number served by the program. Also exclude those of races/ethnicities not listed below. Source: Administrative Data		
State Population for Comparison	Oregonians under the age of 21. To be consistent with the way the administrative data are pulled, the total Oregon population excludes non-Hispanics of 'Some Other Race' and of 'More than One Race'. Source: 2011 American Community Survey PUMS file, DHS Office of Business Intelligence calculations.		
Calculation	% of distinct children served In Home of each raceðnicity / % of Oregon population under age 21 of each raceðnicity = Disproportionality Ratio. The race/ethnicity with the greatest disproportionality ratio is entered into the QBR.		
Outcome Range	Red <0.5 OR >1.5	Yellow 0.5-0.74 OR 1.26-1.5	Green 0.75-1.25

Period	Administrative Data			Population Data			Disproportionality Ratio
	Total children served In Home (of races/ethnicities below)	Number of children served In Home of each race/ethnicity	% In Home served population of each race/ethnicity	Total Oregon population (under age 21) (of races/ethnicities below)	Number of each race/ethnicity (under age 21)	% Oregonians (under age 21) of each race/ethnicity	
QBR 2014_Q4							
Non-Hispanic African American	1,157	87	7.5%	961,298	22,286	2.3%	3.2
Non-Hispanic Asian		12	1.0%		38,571	4.0%	0.3
Non-Hispanic White		797	68.9%		675,281	70.2%	1.0
Hispanic (all races)		195	16.9%		208,165	21.7%	0.8
Non-Hispanic Native American/Alaskan Native		65	5.6%		11,922	1.2%	4.5
Non-Hispanic Pacific Islander		1	0.1%		5,073	0.5%	0.2

Measure: QBR measures 5.a Representation of children of color in foster care.

Benchmark: Disproportionality ratio between 0.75-1.25

Data Source: QBR Measure

Outcome:	O5: Service Equity - O5a, Access						
Program Indicator:	CW_2: Disproportionate representation of children of color in foster care.						
Calculation specifications:							
Program population	Distinct count of children in foster care on last day of the quarter. Non-Hispanics of unknown race or of two or more races should be excluded from all calculations, including total number served by the program. Also exclude those of races/ethnicities not listed below. Source: Administrative Data						
State Population for Comparison	Oregonians under the age of 21. To be consistent with the way the administrative data are pulled, the total Oregon population excludes non-Hispanics of 'Some Other Race' and of 'More than One Race'. Source: 2011 American Community Survey PUMS file, DHS Office of Business Intelligence calculations						
Calculation	% of distinct children in foster care of each raceðnicity / % of Oregon population under age 21 of each raceðnicity = Disproportionality Ratio. The race/ethnicity with the greatest disproportionality ratio is entered into the QBR.						
Outcome Range	Red <0.5 OR >1.5	Yellow 0.5-0.74 OR 1.26-1.5	Green 0.75-1.25				
Period	Administrative Data			Population Data			Disproportionality Ratio
	Total children in foster care (of races/ethnicities below)	Number of children in foster care of each race/ethnicity	% foster care population of each race/ethnicity	Total Oregon population (under age 21) (of races/ethnicities below)	Number of each race/ethnicity (under age 21)	% Oregonians (under age 21) of each race/ethnicity	Ratio (indicator for QBR)
QBR 2014_Q4							
Non-Hispanic African American	6,767	389	5.7%	961,298	22,286	2.3%	2.5
Non-Hispanic Asian		37	0.5%		38,571	4.0%	0.1
Non-Hispanic White		4,899	72.4%		675,281	70.2%	1.0
Hispanic (all races)		1,082	16.0%		208,165	21.7%	0.7
Non-Hispanic Native American/Alaskan Native		339	5.0%		11,922	1.2%	4.0
Non-Hispanic Pacific Islander		21	0.3%		5,073	0.5%	0.6

Measure: Number and percent of children re-abused within six months by race.

Benchmark: Zero

Data Source: ROM CS01

G4 I2.4 Number and Percent of Children Safe from Reabuse within Six Months by Primary Race

Race	Outcome	FFY2013		FFY2014	
		Count	Percent	Count	Percent
American Indian or Alaska Native	Met (Safe)	276	93.88%	331	91.94%
	Not Met	18	6.12%	29	8.06%
	American Indian or Alaska Native Total	294	100.00%	360	100.00%
Asian/Pac Islander	Met (Safe)	116	93.55%	147	99.32%
	Not Met	8	6.45%	1	0.68%
	Asian/Pac Islander Total	124	100.00%	148	100.00%
Black or African American	Met (Safe)	581	95.09%	513	96.98%
	Not Met	30	4.91%	16	3.02%
	Black or African American Total	611	100.00%	529	100.00%
Hispanic (any race)	Met (Safe)	1,631	94.66%	1,398	94.72%
	Not Met	92	5.34%	78	5.28%
	Hispanic (any race) Total	1,723	100.00%	1,476	100.00%
Unable to Determine	Met (Safe)	1,422	98.41%	1,390	97.48%
	Not Met	23	1.59%	36	2.52%
	Unable to Determine Total	1,445	100.00%	1,426	100.00%
White	Met (Safe)	6,205	95.54%	5,970	95.05%
	Not Met	290	4.46%	311	4.95%
	White Total	6,495	100.00%	6,281	100.00%
Statewide Total		10,692		10,220	

Data downloaded 2/18/2015

Measure: CFSR measures 1, 2, and 3 in quarterly review reports
Benchmark: Measures 1,2, and 3 measured as strengths
 Please see data in Attachment 1.

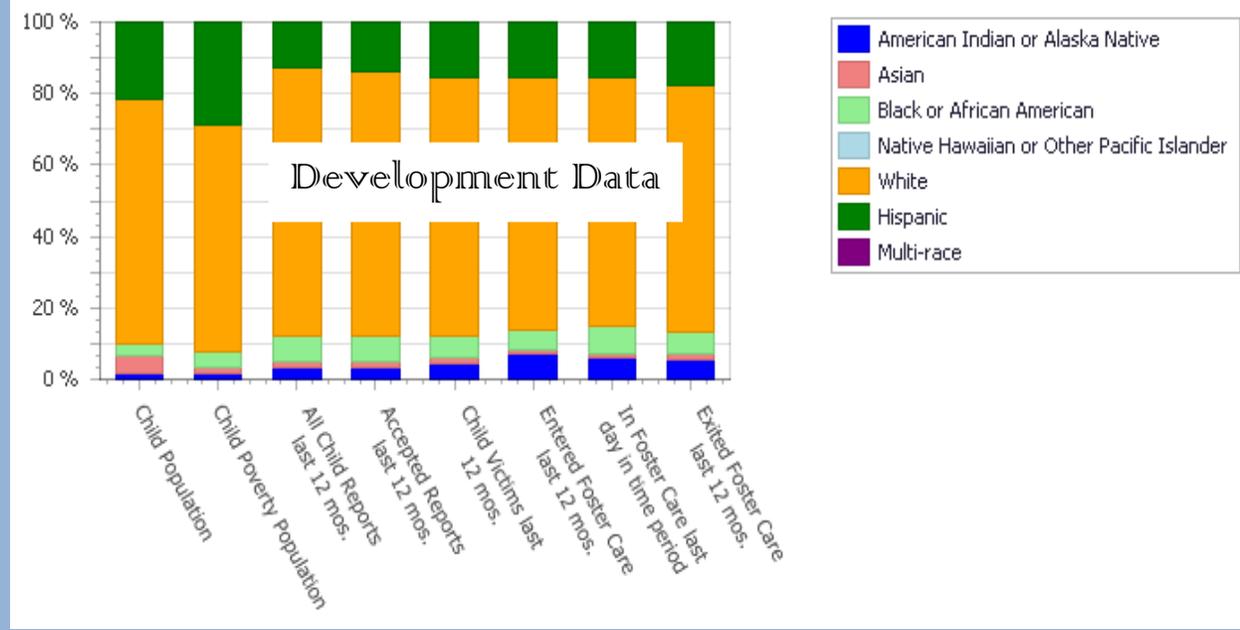
Measure: Representation of children and young adults of color receiving independent living services (contracted ILP or other IL type service).

Measure: ROM RD11 Disparity: Entered Foster Care (This is in ROM Development at this time.)

BENCHMARK: within 0.2 of 1 (≥ 0.80 and ≤ 1.2)

Data Source: ROM RD.01 (This data is currently preliminary data.)

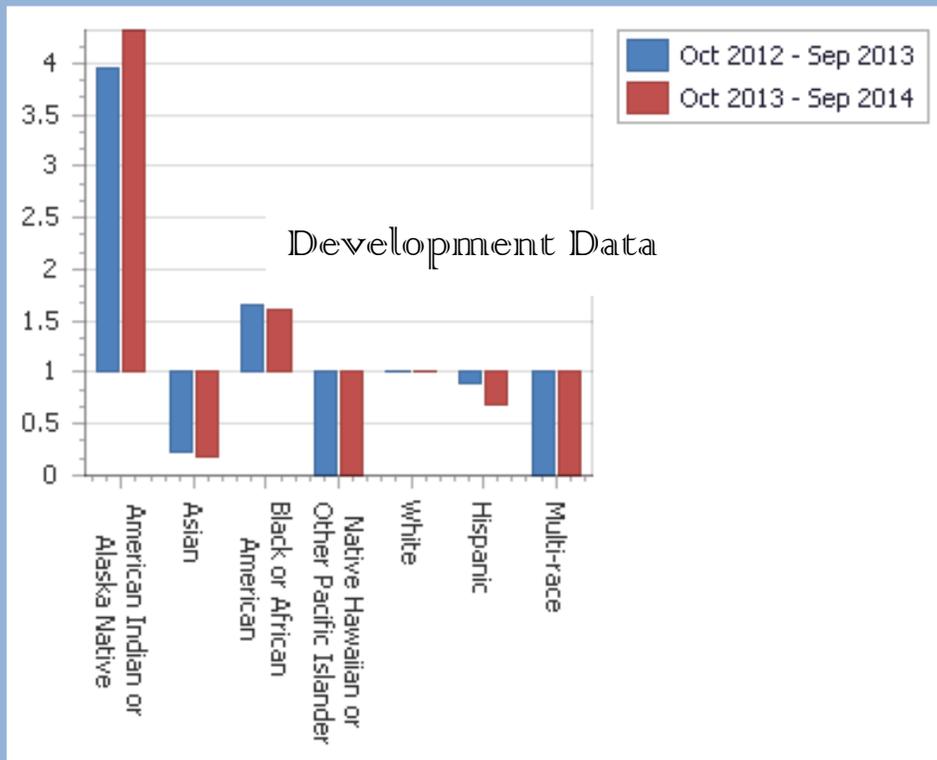
Comparison of race group percentages across selected child populations and decision points
 Report Time Period: September 1, 2014 – September 30, 2014



Decision Point	Child Population		Child Poverty Population		All Child Reports last 12 mos.		Accepted Reports last 12 mos.		Child Victims last 12 mos.		Entered Foster Care last 12 mos.		In Foster Care last day in time period		Exited Foster Care last 12 mos.	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Total Children with Identified Race	857,606	100.00%	151,531	100.00%	79,021	100.00%	38,925	100.00%	8,396	100.00%	3,646	100.00%	6,699	100.00%	3,941	100.00%
American Indian or Alaska Native	13,928	1.60%	2,620	1.70%	2,548	3.20%	1,269	3.30%	348	4.10%	235	6.40%	376	5.60%	208	5.30%
Asian	44,825	5.20%	2,500	1.65%							33	0.90%	73	1.10%	46	1.20%
Black or African American	28,563	3.30%	6,589	4.35%							186	5.10%	492	7.30%	253	6.40%
Native Hawaiian or Other Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White	585,135	68.20%	96,375	63.60%	59,576	75.40%	28,863	74.20%	6,114	72.80%	2,636	72.30%	4,732	70.60%	2,750	69.80%
Hispanic	185,155	21.60%	43,447	28.70%	10,071	12.70%	5,305	13.60%	1,295	15.40%	556	15.20%	1,026	15.30%	684	17.40%
Multi-race	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Children Unable to Determine race	0	0.00%	0	0.00%	21,636	100.00%	9,100	100.00%	1,384	100.00%	133	100.00%	66	100.00%	38	100.00%

Rate of the disproportionality of each race group to white children entering foster care (the decision point)
 Report time period: November 1, 2014 – March 31, 2015.
 Disparity Ratio (DR) is the ratio of Disproportionality Index (DI) of the race to white children at same decision

point

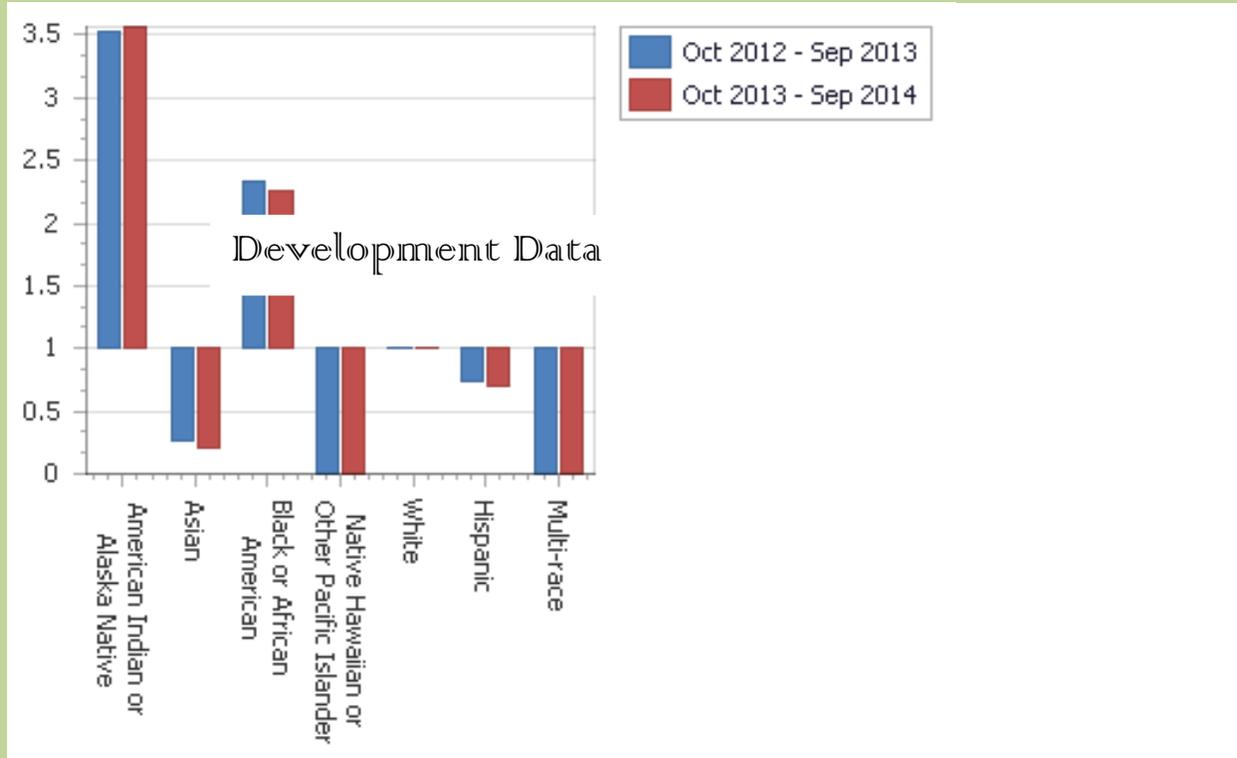


Report Period	Oct 2012 - Sep 2013			Oct 2013 - Sep 2014		
	Count	DR	%	Count	DR	%
Total Children with Identified Race	3757	0	100.0%	3516	0	100.0%
American Indian or Alaska Native	240	4	6.4%	256	4.3	7.3%
Asian	43	0.2	1.1%	33	0.2	0.9%
Black or African American	297	1.7	5.5%	196	1.6	5.6%
Native Hawaiian or Other Pacific Islander				0	0	0.0%
White	2546	1	67.8%	2489	1	70.8%
Hispanic	721	0.9	19.2%	542	0.7	15.4%
Multi-race	0	0	0.0%	0	0	0.0%
Children Unable to Determine race	66	0	100.0%	32	0	100.0%
Dates in placement	Oct 2012 - Sep 2013			Oct 2013 - Sep 2014		

Measures: ROM RD.12 Disparity: In Foster Care (This is in ROM Development at this time.)
BENCHMARK: within 0.2 of 1 (≥ 0.80 and ≤ 1.2)

Disparity: In Foster Care

Disparity Ratio (DR) is the ratio of Disproportionality Index (DI) of the race to white children at same decision point
 Report Time Period: October 1, 2012 - September 30, 2014



Report Period	Oct 2012 - Sep 2013			Oct 2013 - Sep 2014		
	Count	DR	%	Count	DR	%
Total Children with Identified Race	7241	0	100.0%	6743	0	100.0%
American Indian or Alaska Native	417	3.5	5.8%	399	3.6	5.9%
Asian	103				0.2	1.1%
Black or African American	566				2.3	7.7%
Native Hawaiian or Other Pacific Islander	0	0	0.0%	0	0	0.0%
White	4978	1	68.7%	4703	1	69.7%
Hispanic	1177	0.7	16.3%	1046	0.7	15.5%
Multi-race	0	0	0.0%	0	0	0.0%
Children Unable to Determine race	17	0	100.0%	6	0	100.0%
Dates in placement	Oct 2012 - Sep 2013			Oct 2013 - Sep 2014		

Measures: ROM RD.13 Disparity: Exit Foster Care (This is in ROM Development at this time.)

BENCHMARK: within 0.2 of 1 (≥ 0.80 and ≤ 1.2)

Disparity Ratio (DR) is the ratio of Disproportionality Index (DI) of the race to white children at same decision point
 Report Time Period: October 1, 2012 - September 30, 2014



Report Period	Oct 2012 - Sep 2013			Oct 2013 - Sep 2014		
	Count	DR	%	Count	DR	%
Total Children with Identified Race	4051	0	100.0%	3979	0	100.0%
American Indian or Alaska Native	175	2.6	4.3%	223	3.4	5.6%
Asian	42	0.2	1.0%	55	0.3	1.4%
Black or African American	290	2.1	7.2%	239	1.8	6.0%
Native Hawaiian or Other Pacific Islander	0	0	0.0%	0	0	0.0%
White	2821	1	69.6%	2751	1	69.1%
Hispanic	723	0.8	17.8%	711	0.8	17.9%
Multi-race	0	0	0.0%	0	0	0.0%
Children Unable to Determine race	183	0	100.0%	50	0	100.0%
Dates in placement	Oct 2012 - Sep 2013			Oct 2013 - Sep 2014		

Narrative:

Oregon has been attempting to address the disproportionality of children of color in foster care

for a number of years. This is the first time; however, Oregon will be able to monitor the course of a child's placement through decision point analysis through the child's case. This data is not currently available in the production ROM data, but is scheduled to be released within the next several months. This data holds great promise for Oregon to better understand how decisions made during the course of a child welfare case are impacting children in care.

Intervention #2: Increase access to services designed to meet the needs of the family.

Key Activities:

- Collaboration with community partners.
- Contracts for culturally appropriate, evidenced based, trauma informed services executed through Oregon.

Measure: CFSR measure 12

Benchmark: Item 12 measured as a strength

Please see Attachment 1 for data.

Measure: QBR OP.4.f: % of active efforts findings in ICWA cases.

Benchmark: >90%

Data Source: Oregon is not yet able to capture this data.

Narrative:

Item 17 was rated at 92% in the 2014 reviews and 72% in Q1, 2015. As has been mentioned previously, with input from federal partners and closer adherence to the federal instructions for appropriate ratings, Oregon's 2015 ratings are generally declining. While this may seem discouraging, it provides for an accurate reflection of the federal and state standards to which practice should adhere.

Oregon is not yet able to accurately measure the percentage of active effort findings on ICWA eligible cases. The data elements for this measure are currently being developed through OR-Kids design work. In the recent Listening Session with tribal administrators, the need for this measure was also reconfirmed.

Intervention #3: Continue to improve staff casework practice in service equity.

Key Activities:

- Training to casework staff in Knowing Who You Are.
- Development of a Racial Equality Framework.

Measure: Number of staff trained in Knowing Who You Are.

Benchmark: This measure may be changing with the development of a racial equity framework.

Narrative:

Oregon is developing a framework to increase staff awareness and knowledge specific to racial equity in child welfare. The department has supported over 180 staff, community partners and Tribal representatives in completing Knowing Who You Are learning sessions. More recently, the department has also supported over 30 staff and Tribal representatives in completing Undoing Racism.

In the next year, Oregon's priority will be to complete the racial equity framework and begin to

roll out to staff across the state. The framework will include messaging, leadership support, in-person learning sessions and on-going support to staff.

Goal 5: Quality Assurance/Continuous Quality Improvement: Oregon will continue development of integrated practice of comprehensive quality assurance and continuous quality improvement.

Objective 1: Oregon will develop standard performance measures for new and revised goals and objectives in the 5 year plan.

Activities:

- Develop workgroup and committee processes to develop standard measures
- Provide opportunities for stakeholder and community partner review of measures

Measure: Each goal is supported by one or more measures of progress.

Benchmark: 100% of goals will be supported by qualitative and or quantitative measures.

Data Source: State Plan measure development.

Objective 2: Oregon will revise the state's Child and Family Services Review tool to reflect both federal measures outlined by the Children's Bureau and measures established to track the progress on Oregon's state plan.

Activities:

- Incorporate specific CFSR items as a measure of the 4 Oregon child welfare services goals.
- Develop consistent methodology to review quarterly CFSR findings.

Measure: CFSR items incorporated into the annual progress report.

Benchmark: 100% of federal CFSR items are reported in the annual progress report.

Data Source: CFSR quarterly reports

Narrative:

As mentioned earlier in this report, Oregon is incrementally developing the QA/CQI system. During this year, Oregon established measures for each of the goals. Over the course of the next six months, Oregon will develop methods in which these statewide measures can also be reviewed by Districts and branches, allowing local management teams to focus efforts on areas that need attention or elements in which they are underperforming.

This data analysis will also allow consultants and coordinators to focus the work on the identified areas that need attention in the areas they serve.

IV-E Program Improvement Plan

Oregon participated in a federal primary review of the Title IV-E Foster Care Program in July 2014. Oregon was found not to be in substantial compliance with federal Title IV-E eligibility criteria because six of the 80 cases had an eligibility error during the period under review. All six of the errors were due to a foster care home not being fully certified due to safety background checks not being completed and approved prior to claiming federal Title IV-E funds. The Department has an approved Title IV-E Foster Care Eligibility Program Improvement Plan (IVE-PIP). Oregon has one year to implement the IVE-PIP.

Goal 1: Ensure that all foster home certification safety requirements have been met and the foster home is fully certified before Title IV-E foster care maintenance claiming begins.

Strategy 1.1: DHS will work with Tribal partners to update Title IV-E Tribal Agreements and Indian Child Welfare Act Intergovernmental Agreements to ensure compliance with Title IV-E federal regulations.

Strategy 1.2: Update Oregon Administrative Rules and DHS procedures to ensure Child Welfare Program in compliance with safety requirements established by IV-E regulations.

Strategy 1.3: Review and update Oregon ICPC procedures to confirm that homes certified by other states are in compliance with safety requirements established by IV-E regulations.

Strategy 1.4: Review and update rules for placement of children with residential programs and other contracted child caring agencies to ensure compliance with safety requirements established by IV-E regulations.

Strategy 1.5: Design and implement changes to the OR-Kids (SACWIS) system to improve eligibility and financial data.

Goal 2: Ensure that AFCARS element 59 is reported correctly.

Strategy 2.1: Identify issues with accurate reporting of AFCARS element 59.

Reporting dates for the PIP are:

Title IV-E PIP Quarterly Report Schedule		
Quarter	Quarter End Date	Due Date
1 st Quarter Report	August 22, 2015	September 22, 2015
2 nd Quarter Report	December 22, 2015	January, 21 2016
3 rd Quarter Report	March 22, 2016	April 21, 2016
Final Report	June 22, 2016	July 22, 2016

5. Promoting Safe and Stable Families, Title IV-B, Subpart 2) Service Description

Family Preservation and Family Support

One hundred percent of Title IV-B2 Family Preservation and Support Services funds administered by the Oregon Early Learning Division (ELD) were allocated to Oregon counties, Oregon's nine federal recognized Tribes, early learning hubs and direct service providers, which includes relief nurseries.

The IV-B2 funds administered by these entities are used to provide community-based family support services in four goal areas: Early Childhood Development/Early Learning; Child Abuse and Neglect Prevention; Adolescent Risk Factors; and Child Poverty. All programs are required to report their results, outcomes and data, which is monitored and analyzed by state staff.

In Fiscal Year 2014, counties, early learning hubs and direct service providers spent these funds on parent engagement and classes, home visiting programs for parents of infants, foster care reduction activities, relief nurseries' respite care early literacy supports, and kindergarten readiness. Relief nursery services providers spent these funds on family engagement, parent education, respite care, therapeutic early childhood classrooms, and home visiting.

Tribes use Title IV-B(2) funds to serve the needs of their communities by investing in services, systems change, community development and capacity building that targets child maltreatment, adult substance abuse, poverty, kindergarten readiness, parent engagement and foster care reduction. Tribes also use these funds for transportation to alleviate barriers to accessing services, improving family management and life skills.

As part of the Early Learning Division, these funds will continue to support services designed to improve parenting skills; respite care of children; structured activities involving parents and children to strengthen the parent-child relationship; drop-in centers to afford families opportunities for information interaction with other families and program staff; transportation, information and referral services; and early developmental screening of children. In the future many of these services will be delivered through Oregon's new regional service delivery model, Early Learning Hubs, instead of each individual county. Any relief nursery service funding will continue to be allocated to directly to service providers.

Time-Limited Family Reunification

As described in the previous APSR, ISRS services are targeted towards families with identified Safety Threats, and may be used to prevent child placements or return children home when an In-home Safety Plan or Protective Action Plan can be safely established. Criteria for In-home Safety Plans are included in the Oregon Safety Model (OSM) that was refined with consultation from the National Resource Center for Child Protective Services (NRCCPS).

This is a critical practice to determine when ISRS may be safely utilized as an in-home service to prevent further child abuse or neglect. ISRS is only available when safety threats have been identified and the home is calm and stable enough for services to be applied.

Only 7 out of 35 ISRS contracts are fee for service. The Oregon data for ISRS continues to be difficult to extract due to inconsistent data entry into the OR-Kids system. When a parent is entered into the system for a service entry, it generates the start of the service, however, it does not capture the children as well unless they are entered separately, which can be overlooked. Many of the contracts continue to be a fixed monthly payment.

The Department is in the process of implementing Performance-Based Contracting which is a results-oriented contracting method that focuses on the outputs, quality, or outcomes that may tie at least a portion of a contractor's payment, contract extensions, or contract renewals to the achievement of specific, measurable performance standards and requirements. This work is in process and is foundational for our overall ability to report on outcomes associated with the ISRS program.

As the first step toward a system of Performance-Based Contracting, in collaboration with our ISRS contractors, the Department is creating definitions of client-focused outcomes. We are in the beginning stages of conversation regarding new ISRS contracts to include new performance-based contract language and outcomes. Upon execution of the contracts, the contractor will begin submitting reports through the invoicing process which will identify one of three outcomes for each client:

- 1) Achieved
- 2) Partially Achieved
- 3) Not Achieved

A Statewide request for proposals has been initiated with the Office of Contracts and Procurement to include new Performance-Based Contracting language, outcomes, reporting, invoicing and data tracking changes. The target completion date for all ISRS performance based contracts to be completed in September 30, 2015.

In addition to the ISRS work, Oregon has been working on a staged implementation of Differential Response which involves a three prong approach: (1) DR model and implementation; (2) Senate Bill 964 Strengthening, Preserving, Reunifying Families program; and (3) Oregon Safety Model fidelity work.

Differential Response

On May 1, 2014, the Department began a phased implementation of Differential Response in three Oregon counties (Lane, Klamath and Lake). And in April 2015 the Department expanded to seven Oregon counties (adding Linn, Benton, Lincoln and Washington). There is now a tentative schedule for the remainder of statewide Differential Response implementation:

D7-Coos, Curry	
D8-Josephine, Jackson	
D15-Clackamas	11/15
D1-Clatsop, Columbia, Tillamook	
D2-Multnomah	8/16
D9-Hood River, Wasco, Gilliam, Sherman, Wheeler	
D12-Umatilla, Morrow	
D13-Union, Wallowa, Baker	
D14-Grant, Harney, Malheur	4/17
D3-Marion, Polk, Yamhill	

Senate Bill 964/Strengthening, Preserving, Reunifying Families Program (State funded services)

Senate Bill 964/Strengthening, Preserving, Reunifying Families program is integral to Differential Response implementation as it provides an enhanced service array to serve families identified as having moderate to high needs. The Department has now executed contracts with county partners in all 36 Oregon counties, and has developed and implemented services consistent with those outlined in ORS 418.580. As of April 21, 2015 there were 135 active SPRF contracts statewide.

Each county has developed their individualized service array through facilitated meetings with county partners and program staff. The intent of the meetings was to identify gaps in current service provision and capacity issues in services already being rendered. Once the gaps were identified, proposals were written regarding the specific services identified in the community meetings. A variety of community partners had representatives at meetings in the counties and provided valuable input and planning of the service array for the individual counties including: Judicial Department, Tribes, law enforcement, county employees, faith-based organizations, school districts/education, drug and alcohol and mental health programs, parent programs, etc.

Oregon Safety Model Fidelity Work

Oregon Child Welfare received Technical Assistance from the National Resource Center for Child Protective Services to assist in ensuring fidelity in the application of Oregon's Safety Model. Oregon Child Welfare embarked on refreshing supervisors and program managers statewide on the Oregon Safety Model through training and intensive field consultation beginning prior to Differential Response beginning. It is vital to child safety that our practice model is applied both accurately and consistently around the state prior to the implementation of Differential Response in Oregon. Work with field staff continues in the area of fidelity and sustainability of the Oregon Safety Model.

The Children and Family Research Center (CFRC) at the University of Illinois at Urbana-Champaign will be conducting an evaluation of Differential Response in Oregon. A comprehensive evaluation plan was been completed which includes the following: The evaluation of DR will be comprised of three main components: an outcomes evaluation, a process evaluation, and a cost analysis.

The process evaluation will include several components, including: 1) an implementation evaluation of the DR program that will document and describe the program implementation process; 2) a fidelity assessments of the DR model; and 3) a fidelity assessment of the Oregon Safety Model within counties that have implemented DR. Strategies for collection of information include: site visits, staff and stakeholder surveys, and case reviews.

The **outcomes evaluation** will determine the extent to which DR was effective in achieving its goals, including short-term, intermediate, and distal outcomes.

Short-term outcomes include:

- Parent emotional responses
- Parent feeling of respect
- Parent engagement in assessment and decision making
- Parent satisfied with their caseworker and services
- Parent informal and formal supports
- Family functioning

Intermediate outcomes include:

- Subsequent screened in maltreatment reports
- Subsequent substantiated maltreatment reports
- Subsequent child removals

Distal outcomes include:

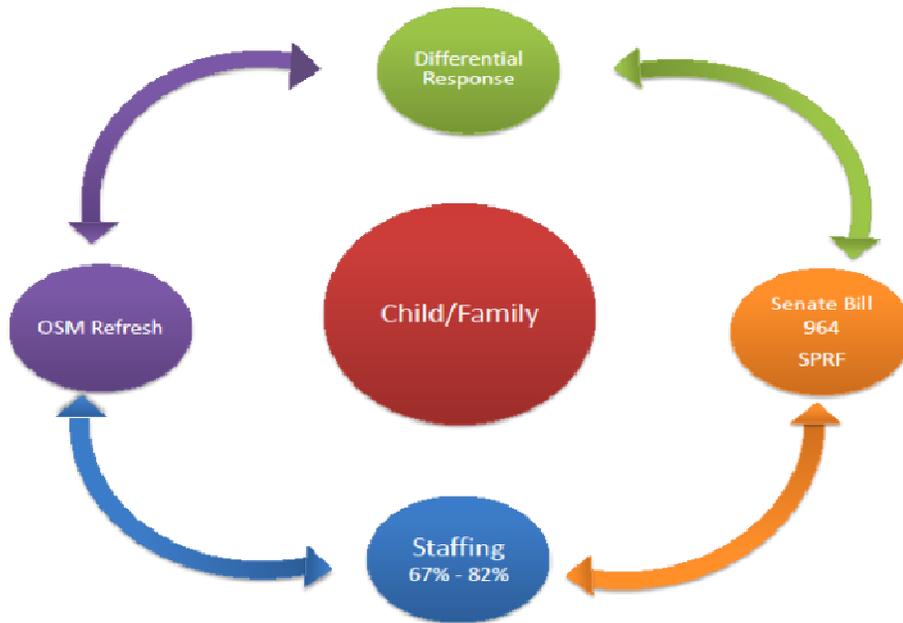
- Fewer children living in substitute care
- Reduced disproportionate representation of child of color in child welfare
- Strengthened relationships between community partners and child welfare
- Decreased time to permanency for children taken into foster care

Strategies for collection of information include: parent survey, parent interviews, and data analysis.

Lastly, Oregon DHS is interested in a **cost analysis** that includes an accounting of the resources necessary to implement and maintain DR, as well as an analysis showing the benefits provided. CFRC proposes a two-pronged approach to the cost analysis that includes:

- an analysis of the resources (types and amounts) necessary to implement and maintain DR in each of the three counties Round 1 counties and four Round 2 counties,
- a comparison of the average total cost-per-family of serving a family through AR and a similar family in a non-DR county, and
- a comparison of the average total cost per-family of serving a family through TR and a similar family in a non-DR county.

The diagram below demonstrates visually how Differential Response, SB964-Strengthening, Preserving and Reunifying Families and Oregon Safety Model work together to provide better outcomes for Oregon's children and families:



Adoption Promotion and Support Services

Adoption Support Services are provided through two contractual agreements with Boys and Girls Aid Society (BGAID) and the Northwest Resource Associates (NRA), and one training project agreement with Portland State University.

The following adoption promotion and support services are provided by the Boys and Girls Aid Society.

Foster and Adoptive Parent Inquiry Line: The inquiry line is live answered during the 40 hour work week, and takes messages during off hours. This toll free number is a centralized inquiry line used as a recruitment service to potential foster and adoptive families and is a single point of entry for those interested in fostering or adopting in Oregon. BGAID mails requesters an information packet on fostering and adopting in Oregon and refers the family to the appropriate local DHS office for follow up. In the past 12 months, 1,116 callers to the inquiry line received information regarding fostering or adopting in Oregon.

Child Specific Recruitment and Permanency Preparedness: Child specific recruitment will be covered in detail in the diligent recruitment section in this report. Child specific recruitment services for finding permanent families for children also includes permanency preparedness work using Darla Henry & Associates 3-5-7 Model. This model is a promising practice that

supports the work of children, youth and families in grieving their losses and rebuilding their relationships towards the goals of well-being, safety and permanency. It is a relational practice that explores with children and youth their feelings about the events of their lives and empowers the children and youth to engage in grieving and integrating significant relationships. It is not a clinical model but supports clinical work around issues of separation and loss, identity formation, attachment and relationship building and creating feelings of belongingness.

Training: In the past 12 months, BGAID provided Foundations (Oregon's foster and adoptive curriculum) to 191 individuals and provided adoption orientation (two hours) to an additional 154 individual.

Home Study Preparation: This is a service performed for the Department when out of state families are being considered at adoption committee for Oregon children. BGAID works with the out of state adoption workers to prepare for the presentation of the family at committee. In addition, they work with the out of state agency to help clarify Oregon's contractual requirements to determine whether the agency will accept the terms. In the past 12 months, this service was performed for 56 adoptive families.

Special Needs Adoption Coalition (SNAC) meetings: Twelve private adoption agencies in Oregon contract with the Department to provide home studies and supervision services for families who wish to adopt from the Child Welfare system, but have chosen to have their services provided by a private agency rather than the Department. The SNAC agencies are required to receive monthly training, and this training is organized and provided by BGAID under the contract. The Department contracts with SNAC agencies to provide post placement supervision.

The second contract for adoption promotion and support services with Northwest Adoption Associates is the Oregon Post Adoption Resource Center. ORPARC provides services to adoptive and guardianship families who provide permanent homes for DHS children. These services enhance the stability and functioning of Oregon adoptive and guardianship families and their children through the provision of a support network that includes information and referral services, consultation, advocacy, response to imminent family crises, support groups, and training. In the past 12 months, 436 post adoptive and guardianship families used ORPARC services. These services were crisis/disruption related 46 times. Library resources were used by 220 persons, and 13 trainings were provided to 547 individuals.

The ORPARC services are only provided to families permanently caring for DHS children.

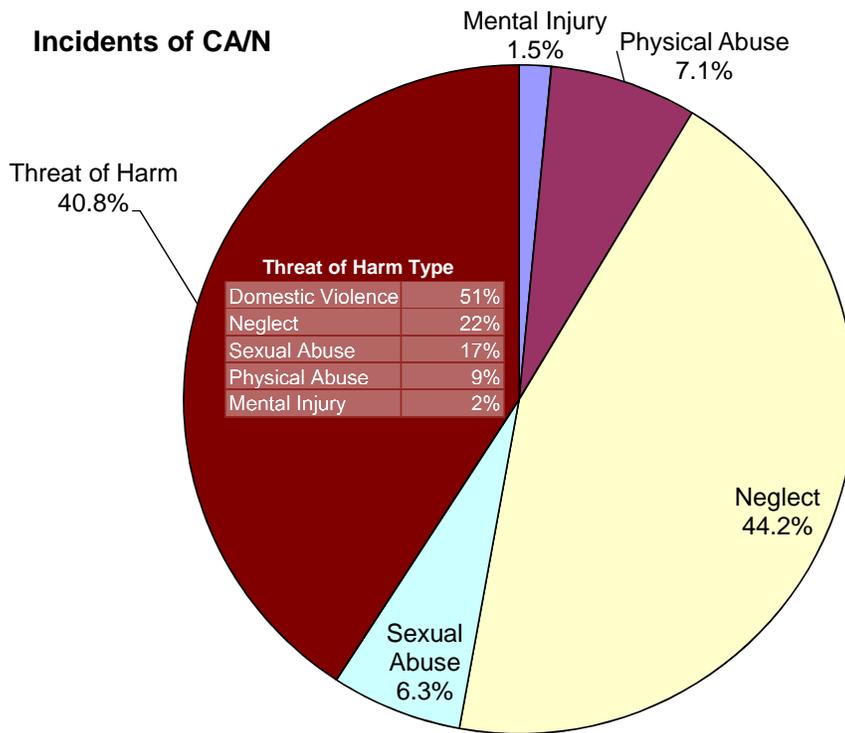
Oregon does not serve families who have adopted internationally.

The third program for adoption promotion and support services is the Advanced Training in Therapy with Adoptive and Foster Families. This program provided by Portland State University and supported in part by the Department is a series of advanced evidence-based courses on specialized theories and practices for treating adopted and foster children and their families. The purpose is to increase effective, accessible, and affordable mental health support by preparing clinicians and other professionals with strategies for the emotional, behavioral, and mental health

issues of children with histories of abuse, trauma, and neglect. 11 courses are offered throughout an academic year, and clinicians completing the entire program receive a Certificate in Advanced Training with Adoptive and Foster Families. The Department keeps a directory of all clinicians in the state who have received the Certificate and helps families connect with resources in their area. The department provides FTE for a program director and also funds individual courses for caseworkers throughout the year. When incentive money has been available, the department has also funded full scholarships for clinicians who are employed with Oregon’s county mental health programs.

Population at Greatest Risk of Maltreatment

Major problems facing families whose children are reported for neglect and abuse are reflected in the pie chart below. Neglect is the largest category of child abuse and neglect at 44.2%, followed by threat of harm at 40.8%.



Mental injury and neglect increased from the previous year, whereas physical buse, sexual abuse and threat of harm all decreased from the previous year.

FFY 2013 - FFY 2014 Incidents of Child Abuse/Neglect

Abuse/Neglect type	FFY 2013	FFY 2014	Percent Change From Last Year
Mental Injury	179	191	6.7%
Physical Abuse	987	882	-10.6%
Neglect	5,330	5,502	3.2%
Sexual Abuse	860	786	-8.6%
Threat of Harm	5,788	5,079	-12.2%
Total Incidents	13,144	12,440	-5.4%

Part of the ongoing focus of collaborative service delivery with the Department's Self-Sufficiency program and the focus on family stability within TANF. These two programs within the Department receive monthly reports on screened in reports that are also TANF recipients. Additionally, the Department has engaged designated Self Sufficiency Intensive Case Coordinators through access to child welfare data in OR-Kids.

Services for Children Under the Age of Five

Oregon is taking specific actions to address the needs of this population while in foster care settings.

- Over the course of the past year, the Department revised the Personal Care administrative rules and assessment tools to more accurately capture the personal care needs of our youngest children. This has resulted in approximately 20 additional children utilizing personal care services during the year. Please refer to the Policy Transmittal for detailed information. (http://www.dhs.state.or.us/policy/childwelfare/pt/2015/cw_pt_15_002.pdf)
- The Department is currently in the process of reviewing and updating each Interagency Agreement between child welfare offices and their Educational Service Districts regarding the referral process for children under three who have experienced abuse or neglect. Several of these agreements were found to be outdated, and the Department is taking the initiative to update each of them to ensure appropriate services are available to this population of children in care.
- The Department is reaching out to the Early Learning Division to better coordinate the services provided through the ELD with a focus on availability for children who have experienced abuse or neglect wherever appropriate. Additionally the Department is participating in a statewide Child % Family Well-Being Measures Workgroup, a cross-disciplinary consortium of health, education, developmental disability, social services private and public providers. This Workgroup is developing common metrics across all systems, and attempting to develop common goals and common definitions for those goals. The primary focus of the Workgroup to date has been the 0-6 population, which holds promise for a more coordinated approach to services to families with young children in the future.

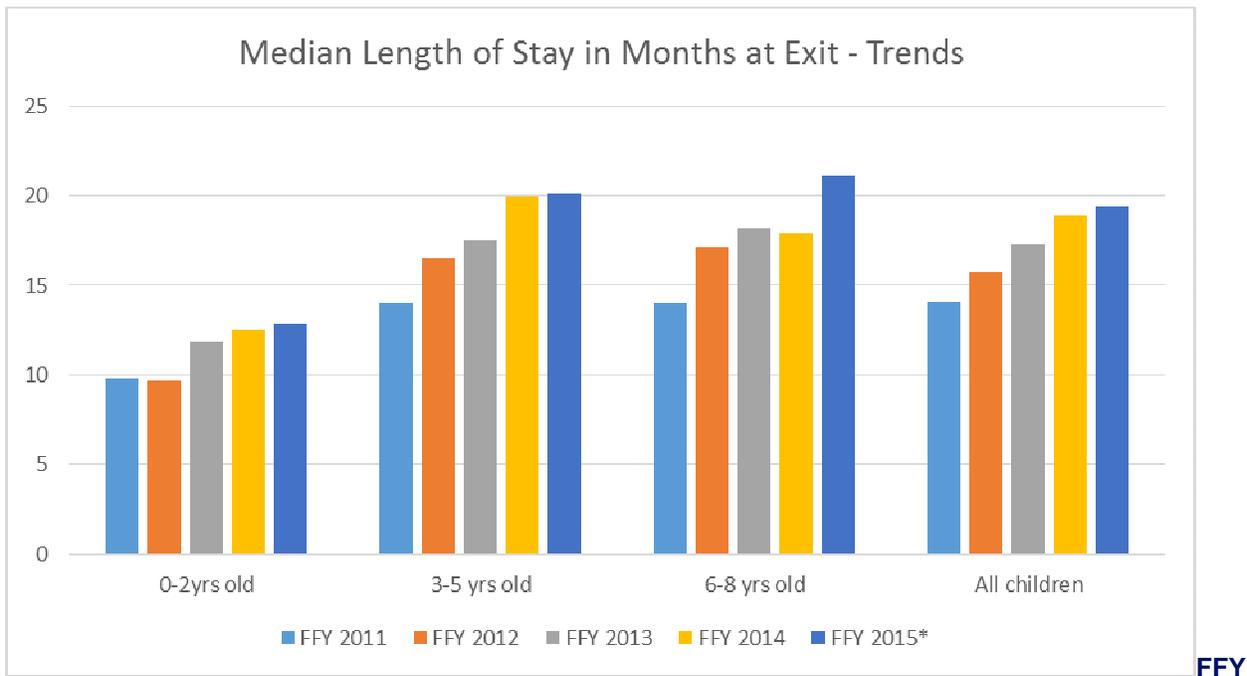
- Oregon is also resourcing Relief Nurseries, Parent Training and Parent Mentoring through the SPRF service array. Although the Department has not seen a significant drop in children under six entering foster care, as the Differential Response practice expands and matures, Oregon anticipates these services will result in a reduction in the length of foster care placement for this population.

The former waiver project of relationship based visitation identified cases that had at least one child age 13 or younger and in out of home placement as the target population. The waiver is completed, but the final analysis on outcomes for this targeted intervention is not yet complete and the Department does not have analysis on the success of the intervention at this time.

The Department has experienced a continued decline in the number of children under age 2 entering foster care. The early number for FFY 2015 reflects this number trending toward an increase this year. Please see Age of Children Entering Foster care table.

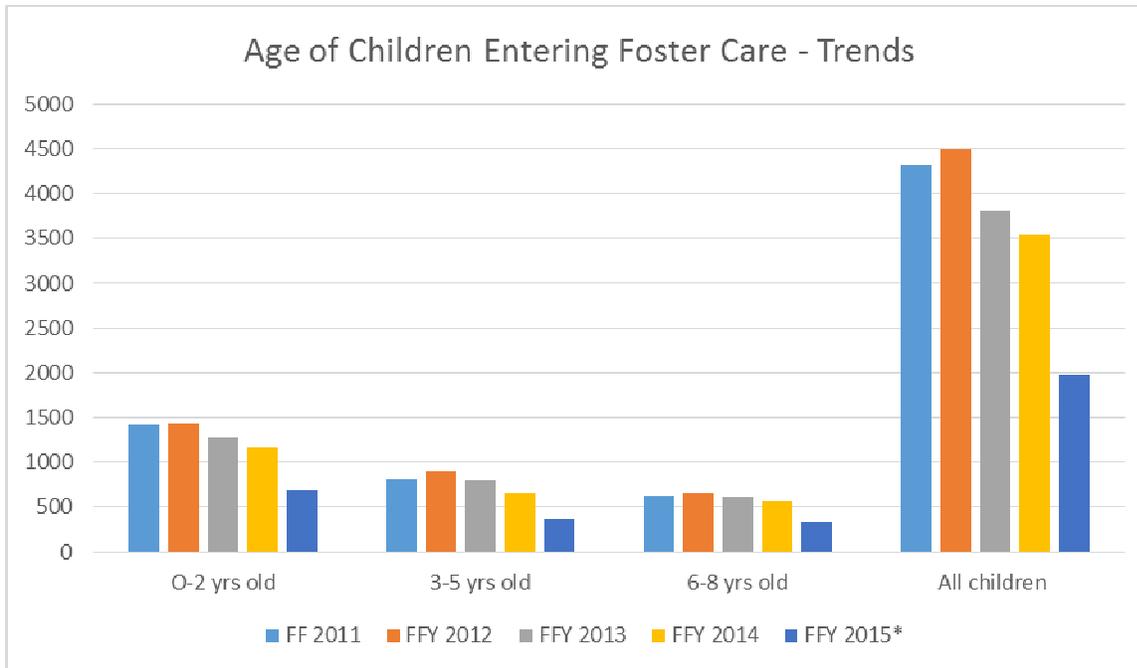
The Median Length of Stay in Months at Exit table represents a consistent increase across age groups as to the length of stay in foster care settings. Those children that come into the foster care settings are staying in care longer. The Department has not fully analyzed this trend but the reduction in the overall move to Adoption or Guardianship permanency is reflected in this data.

The Department recognizes the need for analysis of this issue and will complete a thorough analysis as to the barriers and challenges toward timely permanency with this age group this year. The Department’s strategies to improve permanency outcomes for this age group will be reflected in the 2016 annual report.



2015* only represents Oct. 2014 – March 2015.

Source: ROM Public Report - Oregon Child Welfare Data Set



FFY 2015* only represents Oct. 2014 – March 2015.
Source: ROM Public Report - Oregon Child Welfare Data Set

Services for Children Adopted from Other Countries

Oregon does not provide additional services to children from other countries.

6. Program Support

Please see page 11 regarding implementation of the CFSP/APSR goals and objectives over the course of the past year. Also please refer to sections of the annual report on the Department’s use of OCWP consultants to support the implementation of Differential Response.

Please see the information beginning on page 41 regarding Oregon’s Quality Assurance and Continuous Quality Improvement efforts. Additionally, both Differential Response and the GRACE grant are conducting independent evaluations regarding the implementation of the programs using logic models.

There are two areas the Department has identified for technical assistance and capacity building in FY2016. The first area is enhanced training and coaching to support the ongoing work of permanency using the Oregon Safety Model:

- The Protective Capacity Assessment – identifying appropriate diminished and enhanced capacities, and writing suitable and thorough case plans that correctly correlate services to diminished protective capacities
- Expected Outcomes – identifying accurate expected outcomes

- Monitoring and Documenting Case Progress – monitoring changes in protective capacity, understanding the impact of those changes on the ongoing safety plan, changing or modifying the PCA when an additional pending safety threat is identified, and using changes in protective capacities to assess progress toward conditions for return &/or expected outcomes

The second area of technical assistance is training and coaching for promising practices in family engagement and meeting facilitation:

- How knowledge of best practice in trauma-informed child welfare work should guide family meeting facilitation
- Engaging parents and extended family in case planning in a culturally responsive and developmentally informed way
- Recognizing and understanding the dynamics of complex family systems, and how that impacts facilitating meetings and facilitating meetings
- Including youth with complex behavioral and mental health needs in their case planning

Enhancing and strengthening these two areas of practice will assist in achieving the state’s overall goal of safe and equitable reduction in the number of children who experience foster care. A deeper understanding of the ongoing use of the Oregon Safety Model in permanency work has the potential to promote timely and safe reunification. Trauma-informed, family driven, developmentally appropriate and culturally responsive family meetings will strengthen the stability and safety of children while in foster care, and facilitate planning that identifies nurturing and legally permanent families concurrently.

7. Consultation and Coordination Between States and Tribes

The ICWA Advisory Committee meetings are the venue where tribes and the state share report information, progress on ICWA compliance projects, and develop strategies to improve ICWA policy and practice. The exchange of CFSR reports, APSR reports, IV-E updates, and five year planning are standing agenda items and are discussed at length and in depth by the state with the tribes. Sufficient time is planned and provided for dialogue and the creation of next steps and progress on goals. Topical experts on state practice models and state child welfare initiatives are provided regularly. When the PL 113-182 was becoming law, the Tribal Affairs Unit reached out to tribes in Oregon in 2014 individually to ascertain level of need and interest in providing information and resources. Work continues to be provided to keep tribes informed and engaged.

The Tribal Affairs Unit participated in numerous activities during the course of the past year, including;

Tribal Consultations = 62
 DHS Consults = 70
 1270 Trainings = 7

Regional ICWA Quarterlies = 5
 Child Welfare Policy Council = 6
 Permanency Round Tables = 7

District Trainings = 5
Active Effort Position Meetings = 8
SB 770 = 4
Tribal Prevention Coordinators = 4

Expert Witness Training = 4
Tribal on site Trainings - 6
CORE Trainings = 5
ICWA Search Specialist Quarterly = 5

There are nine federally recognized tribes in Oregon. The formalization and active engagement of the Indian Child Welfare Advisory committee is the key to promoting a collaborative and coordinated approach to addressing child welfare along the service continuum of policy to practice improvement. The ICWA advisory membership is comprised of tribal child welfare directors, and DHS program management.

The Oregon tribal representatives of the ICWA advisory recommend goals and objectives for Oregon's five-year plan; which are actively worked on throughout the year. This work is done through specific quarterly meetings scheduled in addition to monthly consultation conference calls and onsite tribal visits. The purpose of the Indian Child Welfare Advisory Committee (ICWAC) is to advise, consult with, and make recommendations to the leadership of the Oregon Department of Human Services on policy, programs, practice, and data that impact Indian children who are members of eligible for membership in one or more of the nine federally recognized tribes in Oregon and Indian children, who are placed in Oregon who are members of or eligible for membership in tribes outside of Oregon, and who are involved or at risk of involvement in the child welfare system in the State.

Projects and goals submitted as part of the work of the committee include the Title IV-E Plan, Title IV-E agreements, tribal engagement in policy and procedure for ICWA compliance. The charter sets the progress and key considerations for the implementation and assessment of the CSFP and the monitoring of compliance with ICWA. The ICWAC meets quarterly and serves two main functions:

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

The OCWP and ICWAC continue to work on outstanding issues and develop stronger consultation and collaboration between the State and the Oregon tribes.

In addition to the work on the ICWAC, Tribal participation on rule revisions occurred. as well specifically, on updating DHS adoption rules.

In May 2014, DHS Child Welfare Program began the statewide rollout of Differential Response, a new child protection system designed to keep more children safely at home, rather than enter state foster care. Differential Response is a redesign of the child welfare system's initial response for families with a screened in report of abuse or neglect. In the new system, all families involved with child welfare will continue to receive a comprehensive child safety assessment by child welfare staff. However, some families, where they are able to keep their children safe, will be offered services without opening a case with child welfare.

Lane, Lake and Klamath were the first counties to implement this program. Linn, Benton, Lincoln and Washington counties began roll out in April of 2015. The schedule for DR implementation is drafted and posted to the [DR Communications website](#). According to the plan, DR will be implemented statewide by the end of 2017.

Countless staff, community partners, and stakeholders, including our local tribes collaborated throughout the implementation process. Ten subcommittees were formed to assist with the development of DR. One example is the Family Engagement Subcommittee, which comprised of community members, DHS staff, as well as a member from our local tribe, Confederated Tribes of Grand Ronde.

DHS recognizes that we are not the first to recognize the values imbedded in this model. In fact, there are aspects of the model that have been in practice in many parts of the state and in Tribal child welfare systems. One example is in the Confederated Tribes of the Umatilla Indian Reservation (CTUIR) who made a historic change from an investigative approach to a DR approach that involved an earlier intervention. Since then, the Tribe has been successful reducing by 80% the number of children in foster care and the length of stay in foster care has been reduced from more than three years (2008) to just nine months.

There is a great deal DHS has learned about DR practice from Tribal successes and is building on those lessons:

The Tribe engages with families and extended families as early as possible. In fact, they are now implementing some pre-natal visits into their assessment of family strengths and needs. While this is earlier than the state Child Welfare system can intervene, this approach has value in our collaboration with community partners that have early intervention programs.

The Tribe uses family group conferencing, if needed, to encourage cooperation and support. In partnership with the Child Welfare Partnership Program at Portland State University, we are working to insure every family has a voice in planning for their services. This will be an important element of our implementation of DR.

Tribal case workers have access to a rich array of wraparound services to address the needs of the adults and children – teachers, counselors, therapists, housing services and more. Through Strengthening, Preserving and Reunifying Families Programs, established by legislation in 2011, we are in the process of implementing services to fill the gaps in the current service array in counties in anticipation of DR implementation. It is important to our success that families have access to services they believe will meet their needs.

Tribal case workers work hand-in-hand with judges and law enforcement with the shared goal of safety and stability for families. Our Districts have been working on their collaborative relationships with other entities in the child welfare system, such as courts, law enforcement, and community stakeholders, toward the goal of better serving families.

Even though the Tribes began with a shared culture of interdependence, they also worked to reinforce that culture in the way they implemented their program enhancements. They built on

the cultural strengths of the community to respond to family needs. Child Welfare's efforts to engage culturally specific programs is expanding the service array available for our families, and through that expansion, enhancing the possibility of families connecting with cultural communities that can build family strength.

Tribal involvement in the design for implementation of HR 4980 Preventing Sex Trafficking and Protecting Children Act is being conducted at the advisory and work group levels. There is participation from the Siletz Tribe, and the Grand Ronde tribe. The ICWA advisory, as a whole, have requested regular updates on the progress and how they can be responsive to the children that will be affected. DHS is actively engaged with tribes individually with children in APPLA that will need alternate planning after October 2015. DHS has invited tribes to attend webinars on the subject, and are convening workgroups regularly to keep tribes informed.

In 2014, the two consultants conducted case reviews of ALL identified ICWA cases throughout the State and reviewed case files for ICWA compliance. The ICWA case staffing are provided with onsite visits to all 16 districts. This review includes monitoring of how to identify a child for ICWA eligibility through established 1270 form reports, as well as electronic file review. The consultants partner with individual child welfare branch staff to encourage support and compliance under ICWA guidelines. Compliance review includes monitoring for active efforts findings on ICWA cases post removal and training direct line staff on how active efforts activities prior to removal of children from the home is also ICWA compliance.

Case review summary findings from 2014 reveal 268 ICWA eligible children in DHS care. Out of state tribes are represented at twice the frequency of Oregon tribal children. 210 Tribes were represented. The individual case review process across all 16 districts provided a profile of relationships with tribes that range from well-established roles and processes to initial relationship building opportunities. The tribal affairs unit visited each of the nine tribes of Oregon individually for case consultation, training, and technical assistance.

DHS Tribal Affairs provided an inter-office memorandum to all child welfare staff on a training plan for adaption of DHS procedure and practice to the 2015 BIA ICWA guidelines. On February 24, 2015, the Department of Interior - Bureau of Indian Affairs released revised guidelines specific to the Indian Child Welfare Act of 1978 (Public Law 95-608) and have been incorporated into the Federal Register effective February 25, 2015. The revised guidelines provide additional clarity on the requirements of state courts and child welfare agencies with regard to ICWA. The link to the revised guidelines in the Federal Register is: <http://www.indianaffairs.gov/cs/groups/public/documents/text/idc1-029637.pdf>

The updated guidelines help ensure tribal children are not removed from their communities, cultures and extended families. The guidelines further clarify the procedures for determining whether a child is an Indian child. They also identify the child's tribe, and notify the parent and tribe as early as possible prior to determining placement. These guidelines also provide comprehensive guidance on the application of Active Efforts to prevent the breakup of the Indian family, and clarification that ICWA's provision carry the presumption that tribal placement preferences are in the best interests of Indian children.

The Department is taking the following actions to provide this updated guidance to all staff.

1. This Informational Memorandum is notice that these guidelines are effective immediately.
2. Prior to July 1, 2015, Nadja Jones, Tribal Affairs Director and Senior ICWA Manager, in conjunction with the Child Welfare Training Unit is hosting educational webinars for ICWA case carrying staff to further describe and explain the responsibilities new guidelines convey.
3. The Department has initiated the process of updating current Department Administrative Rules related to the implementation of ICWA. This process will be completed by January 1, 2016. Concurrently, the Child Welfare Procedure Manual will be updated.
4. Subject matter experts identified by the Tribal Affairs Unit will be asked to participate in the process to ensure a balanced perspective as practice and policy adaptations are made.

A webinar is currently being developed in partnership with Portland State University. A July implementation date is being targeted. This online webinar will help DHS staff to understand the recently released Bureau of Indian Affairs Indian Child Welfare Act Guidelines. The guidelines are specific to state child placing agencies and state dependency courts.

The course outlines the relevant sections of the DHS child welfare manual that pertains to ICWA, how those sections are applicable to the guidelines, and offer direct practice tips for case carrying workers and their supervisors. Specific areas of focus for the participant are details on how to document identification of an Indian child, compliance in providing notice to tribes, and detailing of active efforts. Additional branch trainings will be provided on a needed basis, along with ongoing consultation by the Tribal Affairs Unit.

The Tribal Affairs Unit provides ongoing case consultation, as well as investigates issues of non-compliance through individual interviews, case file review, and data collection. The ICWA advisory provides guidance to the ICWA data subcommittee to create a baseline for foster care disproportionality and length of stay in foster care. Data collected reflects six months of information and a baseline being established is pending. The Tribal Affairs Unit will continue to partner with the local Child Welfare branches and Tribal representatives around case specific plans and data collection.

The ICWAC has requested an adaptation of an obsolete DHS ICWA checklist for current use. The tribal affairs unit will be examining the areas of the form that remain relevant and how to revise for current needs.

Contained within each branch are ICWA liaisons. In addition, several new positions have been developed to look specifically around "Active Efforts". Each of these new positions is being utilized based on identified district need. The consultants meet with the ICWA liaisons, on a quarterly basis and the regional ICWA case specialist positions, on a monthly basis. District managers and program managers are updated by the Tribal Affairs Unit as needed. Reports of non-compliance from other non-DHS sources are investigated as well.

DHS has convened in collaboration with tribes an ICWA data subcommittee. The subcommittee examines specific data points in time to describe disproportionality as it relates to ICWA eligible

and Indian self-report cases. The ICWA data subcommittee is actively engaged with the OR-Kids Business Analysts to refine the ability to search and create reports specific to:

- The number of notifications of Indian parents and tribes of state proceedings involving Indian children and their right to intervene.
- If placement preferences of Indian children are in compliance with ICWA and if the tribe is in agreement with the placement.
- The ability to collect data specific to Active Efforts provided by the worker prior to and if removed from the home.
- Data specific to a tribe intervening in state proceedings or to transfer proceedings to the jurisdiction of the tribe.

In 2014 the Tribal Affairs Unit undertook a review process for ALL ICWA eligible cases and search underway cases. A review protocol was developed and adhered to for the branch visits. The search and eligibility process is initiated by the completion of the DHS 1270 form. If a parent marks “yes” to American Indian/Alaska Native heritage then DHS sends notice to the named Tribe/s or begins the Tribal search process. Under the 2014 review over 1,850 letters were sent to 210 separate and distinct Federally Recognized Tribes. The initial 1270 process is the beginning of the notice process to the Tribes as well as parents and grandparents.

Under the new BIA guidelines published in Feb. 2015, section B of the new guidelines outlines in detail notice to the tribe and the tribes right to intervene in the court process as early as in the process as possible. Section B also outlines the tribe’s ability to intervene at any time during the court process. Additionally under the new guidelines section F outlines when and if placement preferences are in compliance with ICWA. The tribes retain the right to switch placement preference, but only if a tribal resolution has been reestablished.

During the 2015 ICWA review, an additional review item was focused on, specifically Active Efforts findings. The determination of Active Efforts is made by the courts. Currently, the Juvenile Court Improvement Project (JCIP) is working with Oregon courts to adopt “model court forms”. The model court forms separate ICWA and non-ICWA shelter cases. The ICWA shelter forms list parties appearing before the court and allows tribes to be listed along with other legal parties. The new forms track and monitor the standard of proof, ICWA findings being based on “clear and convincing evidence”, a higher standard of proof than non-ICWA cases. The model forms have a section specific to Active Efforts findings as well. Additionally, the model forms list compliance with placement preferences. These new model court forms allow for better tracking and monitoring of compliance for ICWA cases.

The DHS Tribal Affairs unit is working with the OR-Kids system redesign group in order to institute changes to the electronic record related to ICWA cases. Some of the proposed changes include tracking whether the tribes are in agreement with active efforts to prevent the removal and the efforts to achieve permanency. Additionally, a request has been made to expand the current types of hearings to more adequately reflect current field practice. This improvement in tracking over time will allow for a trend of practice on ICWA compliance to be gathered and used to determine priority training areas, develop tribally involved strategies, and to facilitate improved practice over time.

Anticipated design of these data collection features onto the OR-Kids site is to be determined in the next year. The ICWA data subcommittee is aware and informed that the pending ICWA regulations will be released in early 2015 and subsequent design refinements will reflect rule promulgations.

The 2015 ICWA data hand count did prompt the improvement of activities that validate ICWA eligibility. The 2015 ICWA hand count process began at the instigation of the Tribal Affairs Unit recognizing how gaps in ICWA compliance would best be found in actual file review and worker interviews. Tribal Affairs engaged the leadership of field operations, assembled a process that could be duplicated district by district, and ran a point in time (April 1, 2014) report from the data reporting system known as OR-Kids. Our inquiry identified both, confirmed ICWA eligible cases, as well as search underway cases. The two ICWA consultants then contacted branch offices and provided a list of cases to each branch that was missing information specific to ICWA, and that could be reviewed in person. Relationship with each of the districts was critical to remain strength based, and solution oriented. On-site file reviews were completed May through September 2014. Quantitative information was gathered at the file reviews that included worker input, potential areas of vulnerability and how ICWA practice could be better supported. Summary findings were used to build training topics, issue Inter agency memorandums, select potential data collection points, and inform tribes. Planning is underway to conduct a 2015 hand count to compare progress. As the DHS ROM system becomes more fully integrated with ICWA compliance measures, the hand counts after 2015 may not be necessary.

Systematic changes in the data gathering and reporting process are actively being sought and improvements are actively being created. The Tribal Affairs Unit has invited the ICWAC to guide the work in progress and works in collaboration with the DHS data groups to gather and disseminate quarterly ICWA compliance information.

DHS provides state and federal funds, through different agreements, to all nine of Oregon's federally recognized Tribes. These agreements provide additional resources for the Tribe's Child Welfare Program. The Office of Child Welfare, Federal Policy, Planning and Resources (FPPR) unit is responsible for administering Title IV-E, Title XX and System of Care agreements with all nine Tribes. These agreements provide additional funds that assist each Tribe in providing services to tribal children and families. These agreements help support the Department's goal to safely reduce the number of children into foster care, by helping Tribes provide services to children and families in the tribal communities.

FPPR has developed trust with the Tribes, which has led to a positive relationship with all nine Tribes. This did not happen overnight. FPPR has had the same manager and Tribal Liaison for eight years which has been the key to our success in working with the Tribes. The FPPR unit has a dedicated Federal Tribal Liaison whose sole responsibility is to provide training, technical assistance, consultation and quality assurance and process all administrative reimbursement requests for the Title IV-E agreements described below. The liaison provides daily assistance to ensure the children in Tribal custody have eligibility determinations completed and the data is accurately input into OR-Kids. The Department hosts a conference call with each Tribe once

every two months. The conference calls, responding timely to requests and meeting at the Tribal offices has been essential for developing the positive relationship.

Following is more information on the different agreements the Department has with the Tribes:

Title IV-E Agreements

The Department maintains six Title IV-E Agreements with the following tribes:

- Confederated Tribes of the Warm Springs Reservation;
- The Klamath Tribe;
- Confederated Tribes of the Umatilla Indian Reservation;
- Confederated Tribes of Siletz Indians;
- Confederated Tribes of the Grande Ronde Community of Oregon; and
- The Coquille Indian Tribe.

All six agreements are identical and closely follow Title IV-E requirements. The agreements provide administration, training, and maintenance costs reimbursement. Oregon pays the tribes' non-federal match for maintenance costs for any child in Tribal custody that is eligible for Title IV-E. The Tribal Liaison position mentioned above has been critical to ensure timely and accurate reimbursement to the Tribes. FPPR has met with each Title IV-E Tribe at least once to discuss upcoming changes to the Title IV-E agreements in the last year. Ongoing discussions about the necessary changes to the IV-E agreements will continue in the ICWA Quarterly Advisory Committee. The changes to the IV-E agreement will be required for the IV-E Program Improvement Plan, as well as the implementation of the Sex Trafficking and Preserving Families Act.

The most significant struggle in administering the IV-E agreements is staff turnover within the Tribal Child Welfare programs. Casework staff changes are inevitable, however leadership changes can take at least a year before the program can recover and get back on track. This will cause a delay in Title IV-E administrative reimbursement because the new manager/program director has to learn everything that must be documented and submitted prior to reimbursement. Three of the six Tribes with Title IV-E agreements have had turnover in management positions; therefore, FPPR provides additional training and technical assistance by increasing the number of visits to the Tribal office.

The Confederated Tribes of Siletz Indians received a grant to prepare for direct funding in 2009, and continues to plan to transition to direct funding. The department continues to provide technical assistance upon request.

For information regarding the CFCIP/ETV outreach to tribes, please see Tribal Goals on page 112 of this report.

System of Care Agreements

The Department has System of Care agreements with all nine Oregon federally recognized Tribes. Oregon's System of Care (SOC) child welfare model was initiated as a result of a collaborative agreement between the department, the Juvenile Rights Project and the National Center for Youth Law. The agreement was in response to the concern that child welfare failed to meet the individual needs of children in the foster care system. The SOC funds are flexible funds

to meet the individual needs of children and their families in order to promote safety, permanency and well-being, and to employ a Strength/Needs based philosophy and practice relative to child welfare. SOC is a state funded program and every biennium the Department allocates a portion of the SOC budget to the Tribes. The current SOC agreements end June 30, 2015. Renewals to these agreements are executed after the Department receives the final approved budget from the Governor. The Department uses each Tribe's population to evenly distribute the funds between the nine Tribes. The Department provides technical assistance to each tribe's Child Welfare Program director, workers and financial offices on the appropriate use of these funds. The Tribes use these funds to provide services to families to prevent removal or to provide services to parents in order to help children return home. In 2014, the Tribes used these funds to 417 clients and the most common services provided to children and families were:

- CHSE – Housing, cleaning services, home repairs;
- CWEL – Well-being and developmental needs; and
- CTRP – Therapeutic and rehabilitative services.

Social Services Block Grant Agreements

Oregon has chosen to use Title XX, Social Services Block Grant (SSBG) funds within the Child Welfare program only. This allows the Department to allocate some of the SSBG funds to all nine Tribes. The Department uses each Tribe's population to evenly distribute the funds between the nine Tribes. The Department has agreements with all nine Tribes. The Tribes use these funds to provide social services to develop, plan and deliver services to target populations within their Tribes with the assistance of DHS. Services include youth advocacy; delinquency prevention; intervention in family dysfunction and distress; alcohol and drug abuse, family and mental health counseling; day care services; comprehensive support services to families; parent and foster parent training; community awareness on child welfare status; child protective services and emergency placements; short-term, intensive residential care; and provision of culturally relevant child welfare related employee training.

In 2014 the Tribes used SSBG funds to provide services to 365 clients.

8. Monthly Caseworker Visit Formula Grants

Oregon is utilizing the Monthly Caseworker Visit Grant to further support casework, supervisory and social service assistant staff in ensuring the safety of the child, and reviewing the permanency and well being of the child during the face to face contact each month.

As a part of supporting this effort, a specific session at the Social Service Assistant Summit this past spring was dedicated to monitoring child safety during a face to face contact and the requirements for the documentation of that contact. The development and delivery of this session was supported through the grant funds.

Over the course of the past several months, Oregon has focused targeted efforts on reducing abuse of children in out of home care. This includes development and delivery of a full day training to all child welfare supervisors, caseworkers and social service assistants which will include the following topics:

1. A brief introduction to the SAFE home study process,
2. Assessment skills utilized in confirming a safe environment through the three elements of safety, permanency, and well being, and
3. Documentation of the assessment after a face to face contact.

This training throughout the state will be supported through grant funds.

Oregon has developed a standardized report format for monthly contacts in the OR-Kids Reports functionality. This data is readily available throughout the state and is used by Program Managers and casework supervisors to manage to monthly caseworker contact. These reports are also used by supervisors in their clinical supervision to speak to the quality of the visits and the case planning which occurs during and between these contacts. Please see page 72 for Oregon's QBR measure on face to face contacts. Oregon reviews the face to face contact report at the monthly statewide Program Manager meetings.

Oregon is still significantly underperforming on the 95% of total visits should the child be visited monthly. However, except for a small decline in the most recent quarter, the quarterly reports reflect consistent improvement in contact with children. The workforce is growing to approximately 86% of the workload model, and as new staff are becoming more comfortable as workers, we are seeing improvements in this measure. The monthly report for August 2015 was just released, with 9 out of 16 Districts (and 27 of 36 Counties) reaching over 90% Face to Face for children in foster care. 3 Districts were over 95%, and 4 Districts were at 93%. 3 Counties reported 100% Face to Face contact for children in foster care.

Oregon anticipates continued improvement in this measure, and, along with the increased skill acquisition in the above mentioned Confirming Safe Environments training, anticipates an increase in the quality of face to face contacts as measured through the case review process. Oregon has typically had face to face contact rated as a strength in most case reviews. However, with the technical assistance provided through our federal partners earlier this year, the case review results declined somewhat. The case review process has now completed incorporated the federal case review tool, and Oregon has increased the quality assurance reviews on these reviews. Oregon will continue to monitor this measure each quarter in those Districts in which the case reviews occur, and will provide additional training and support, when needed to increase the quality of face to face contacts with children in substitute care.

9. Adoption and Legal Guardianship Incentive Payments

Oregon has not received adoption or legal guardianship payments since the 2010 federal fiscal year.

10. Child Welfare Waiver Demonstration Activities.

Oregon's new waiver demonstration project will begin July 1, 2015. We are planning a staged implementation in three areas of the state:

7/1/15: Two Child Welfare branches in Multnomah County, and Clackamas County

1/1/16: Jackson and Josephine Counties

7/1/16: Marion County

In selecting the counties for implementation, Oregon looked at factors such as the county's placement in the Differential Response roll out plan, the number of children within the county who fit the target population for the intervention, and the potential for impacting the disproportionate number of children of color in foster care. The target population will be selected using a predictive analytic data model that determines, shortly after removal, which children are more likely to stay in foster care for longer than three years. The goal of the intervention is to shorten their length of stay by safely reunifying them with a parent, or finalizing a plan of guardianship or adoption for them in a timely way.

The intervention is a three-tiered approach to case planning for the identified youth and their families. The three tiers are:

1. Intensive family find and family engagement
2. Structured, facilitated, and ongoing case planning meetings
3. Peer-based parent mentor service

The demonstration supports and enhances the other work happening in child welfare throughout the state. A core component of the demonstration is ongoing intentional youth, parent and family engagement in their case planning. The peer-based parent mentor service is both evidence-based and trauma-informed, allowing for parents to have a higher likelihood of engaging in their case planning, and engaging with services and supports to reunify with their children safely and more quickly. The structured case planning meeting facilitators will agenda and facilitate meetings using the Oregon Safety Model components as the guide for conversation and planning. The meetings will also bring together all the partners working with a family to have comprehensive and collaborative case plans, that ensure that children experiencing out-of-home care receive the services and supports that meet their needs, and keeps them connected to their families and culture.

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

State Liaison Officer

Stacey Ayers, Safety Manager
Department of Human Services

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Substantive Changes to State Law or Regulations

There were no substantive changes in Oregon’s laws or regulations during the past year that affected the State’s eligibility for continued CAPTA funding.

Juvenile Justice Transfers

Twenty youth were transferred to the Oregon Youth Authority during the FFY.

Sources of Data on Child Maltreatment Deaths

Child maltreatment fatality information in Oregon is gathered from multiple sources including:

- Child Abuse reports from mandatory and voluntary reporters
- Child Protective Services Assessment (including interviews of parents, children and others familiar with the family as well as observations)
- Child Protective Services history
- Law Enforcement Investigations (collaboration and reports)
- Medical Examiner reports
- Medical documentation if related doctor or hospital visit
- Oregon Health Authority, Division of Public Health (Vital Statistics is within Public Health, but the information gathering is from multiple sources within the Division)
- State Child Fatality Review Team (a multi-disciplinary team including state level representation)
- Local Child Fatality Review Teams (a multi-disciplinary team including local representation from the community where the death occurred)
- Child Death Review Data System

Child Protective Services Workforce Data

Number of Employees	Degree Descriptor
3	Associates in a Non-Related Field
3	Associates in a Related Field
138	Bachelors in a Non-Related Field
950	Bachelors in a Related Field
16	Masters in a Non-Related Field
97	Masters in a Related Field
116	Masters in Social Work
32	No Degree

35	Degree Code Unknown
1390	Total

Minimum Qualifications

Social Service Specialist 1

A Bachelor's or higher level degree in Social Work/Human Services or a closely related field;

OR

A Bachelor's degree in a field not closely related (to Social Work/Human Services) and one year of human services related experience (i.e., work providing assistance to individuals and groups with issues such as economically disadvantaged, employment, abuse and neglect, substance abuse, aging, disabilities, prevention, health, cultural competencies, inadequate housing).

Principal Executive Manager C (Supervisory position)

Five years of experience in supervision, staff-technical, or professional-level work in social work human services or related field. One year of this experience must have included supervision and management of a program, section, or unit which included one or more of the following areas: a) development of program rules and policies, b) development of long- and short-range goals and plans, c) program evaluation, or d) budget preparation.

(NOTE: A Bachelor's degree or equivalent course work (144 quarter or 96 semester hours) in a field related to management, such as Business or Public Administration, or a field related to the program of the employing agency, may be substituted for three years of the required experience, but will not substitute for the one year of specialized experience.)

Requested Skills for Protective Services Staff:

- Engagement skills
- Observations skills
- Self-awareness
- Cultural diversity
- Problem solving
- Critical thinking skills

Workload Staffing Model:

The Department earns and assigns staff on a workload staffing model and earns staff through the following methodology:

- Number of screenings per month for screening staff
- One Protective Services Caseworker staff per every 6.9 assessments per month
- Permanency staff by the number children in foster care, number of in-home cases
- Certification staff by number of certified families and pre-adoptive homes.

The Oregon Legislature has currently funded the Department at approximately 87% of a fully funded workload model and the Department manages to the current budget, adjusting throughout the biennium for caseload changes and staff vacancies.

Oregon does not currently have a clean process or reporting mechanism for identifying individual casework practice roles. Or-Kids has role based access, which helps distinguish some roles, but doesn't clearly distinguish between CPS and other roles. Our statewide model is such that all new workers get the full complement of CORE training, making them eligible to do CPS assessments. Oregon also recognizes the role of understanding safety and confirming safety in all roles of caseworkers. In order to distinctly report out on those workers whose regular role is to conduct CPS assessments is an area of needed development which the Department is exploring this year. The Office of Child Welfare Programs will work together with Human Resources and Child Welfare Field Administration to determine how we can capture and report this information.

Training Requirements:

ORS 418.702 Training and continuing education for mandatory reporters; notice to persons required to report child abuse. (1) The Department of Human Services shall implement a training and continuing education curriculum for persons other than law enforcement officers required by law to investigate allegations of child abuse. The curriculum shall address the areas of training and education necessary to facilitate the skills necessary to investigate reports of child abuse and shall include but not be limited to:

- (a) Assessment of risk to the child;
- (b) Dynamics of child abuse, child sexual abuse and rape of children; and
- (c) Legally sound and age appropriate interview and investigatory techniques.

Required Courses for CPS Staff:

CORE-Fundamentals of Child Welfare * (Two week course that covers all fundamentals of child welfare work)
CORE-Life of a Case * (Two week course that includes Assessment of risk and assessment tools, screening, child interviewing, All aspects of Oregon Safety Model, engagement skills, etc)
CORE - Pathways to Permanency * (1 week class)
CORE - Advocating Educational Services * (on line class)
CORE - Confidentiality in Child Welfare * (on line class)
CORE - Multi Ethnic Placement Act * (on line class)
CORE - Adoption and Safe Families Act * (on line class)
Disclosure Analysis Guidelines (DAG) (on line class)
Trauma Informed Practice Strategies (TIPS)* 4 hour class currently
CW Practices for Cases w/Domestic Violence
Mandatory Reporters training (3 hours)
DV 101 (3 hours)
Confirming Safe Environments
Sharing of Information between Child Welfare and Self-Sufficiency * (on line class)

*****7 on-line courses for Oregon Safety Model**

Information Gathering in the Six Domains
Present Danger and Protective Action Plans
Impending Danger and Initial Safety Plans
Moderate to High Needs
Safety Planning
Conditions for Return
Expected Outcomes

Oregon does not have an average or minimum/maximum number of cases per child protective services worker. The number of cases per worker is currently being examined with the implementation of Differential Response and the implementing Districts are reporting monthly on the strategies for assigning and managing protective services caseloads.

Oregon does not currently have a process or reporting mechanism for identifying individual casework practice roles. This is an area of needed development and personnel management which the Department is exploring this year. The Office of Child Welfare Programs will work together with Human Resources and Child Welfare Field Administration to determine whether there are data systems that can capture and report this information.

Changes to Oregon's CAPTA Plan

Oregon's Department of Human Services (DHS) entered into an agreement with the Oregon Judicial Department's Citizen Review Board (CRB) to establish at least three citizen review panels, as required by CAPTA (September, 2012). These boards evaluate state and local child welfare practices and make recommendations for improvement.

CRB work is a natural complement to the requirements of CAPTA. The CRB already has 67 boards composed of citizen volunteers in 33 of Oregon's 36 counties. These citizen volunteers have the benefit of already having a detailed understanding of local child welfare practices from monthly case reviews. Additionally, the CRB has access to statewide statistical data through a computer system that integrates data from Oregon's state courts and the DHS child welfare program.

Under this agreement in the 2014-2015 fiscal year

1. The CRB established three citizen review panels in Douglas, Lane, and Multnomah counties.
 - a. Volunteer board members from the CRB come together with child welfare staff, attorneys, CASAs, and other local stakeholders to form each panel.
2. Each year, these panels prepare a report summarizing the activities of the panel and provide recommendations to improve the child protection services system at the state and local levels.

USE OF CAPTA STATE GRANT FUNDS

Child Protective Service (CPS) Coordinators – 2 FTE

CAPTA Sections 106(a)(1), (3), (4), (5), and 106(b)(C)(ii), (iii)	CPS Areas All 16 areas
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Child Protective Service (CPS) Coordinators play a critical role in the intake, assessment, screening and investigation of reports of child abuse or neglect. CPS Coordinators develop policies and procedures and provide training and consultation to program administration and staff to assure consistent and appropriate CPS response. This consultation and training also extends to the public and community partners.

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

These positions work in partnership, under supervision and direction of the CPS Program Manager. The CPS Coordinators develop and implement strategies for more effective communication between the State's central program office and child welfare field offices on policy and practice issues. In addition, they focus on providing greater statewide consistency in child welfare practice through child welfare policies, administrative rules, procedures, forms, and guidelines. Both positions participate in quality reviews of CPS practice and performance.

Responsibilities:

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

A. Child Protective Service Coordinator – Position 1

Summary of Activities from June 2014 through May 2015

- 1) Collaborated with the National Resource Center for Child Protective Services (NRCCPS) to develop and write curriculum for an Oregon Safety Model (OSM) Refresh training that specifically targeted for Child Welfare Line Supervisors and Program Managers. This was part of Oregon's Technical Assistance on the Oregon Safety Model. The curriculum consisted of five intensive classroom sessions (that started with pilot program counties in April 2013), and concluded with all Child Welfare Supervisors and Program Managers trained by end of September 2014.

- 2) Coordinated training schedules and training assignments for the “OSM Refresh” training for all CPS and Differential Response Consultants.
- 3) Provided training on the Oregon Safety Model Curriculum to Child Welfare Supervisors and other program consultants from Well Being (foster care) and Permanency programs, and regional field staff who had assisted with previous training
- 4) Individually matched CPS, DR, Well Being, Permanency, and Field Program consultants to all line supervisors (who supervise caseworkers) for Intensive Field Consultation (IFC). Provided these coaching sessions weekly to ensure Supervisors built on the OSM concepts they learned in the classroom sessions.
- 5) Provided weekly debrief sessions for all trainers following the classroom sessions/IFC for ongoing support.
- 6) Participated in a review of comprehensive safety assessments in Round 1 (pilot counties) to determine application of the OSM concepts.
- 7) Developed a 3.5 hour OSM training curriculum for the Differential Response Implementation for three counties.
- 8) Participated in ongoing design sessions for Oregon’s statewide-automated computer system, OR-Kids, to insure adherence to CPS policies and best practice in the system.
- 9) Completed sensitive case and CIRT reviews to identify systemic issues.
- 10) Reviewed and edited curriculum on Domestic Violence training for Portland State University’s Child Welfare Partnership. Reviewed Portland State University Child Welfare training curriculum and sessions to ensure compliance with OSM and policy.
- 11) Participated in the ongoing Founded Child Protective Services (CPS) Assessment Disposition Review Committee (appeal process).
- 12) Developed OSM Protective Capacity Assessment Training for stateside Permanency Quarterly meetings.
- 13) Coordinated and facilitated three workgroups in partnership with the NRCCPS for Technical Assistance - foster care investigations, conditions for return, OSM Quality Assurance.
- 14) Coordinated a case file review of Conditions for Return and Expected Outcomes for the Oregon Safety Model Round 1 (pilot counties) to determine application of concepts learned in the “OSM Refresh Training.”
- 15) Continued to participate in the Multnomah County Court’s Urgency Workgroup. Developed curriculum with legal parties to train all legal community partners in the fall of 2015.
- 16) Provided training and support to DHS Districts 9, 12, and 13.
- 17) Developed training session on OSM concepts for annual Supervisor Conference.
- 18) Developed review tool and facilitated Re-abuse Review Team of select cases.
- 19) Participated in Office of Child Care rulemakings.
- 20) Coordinated pilot training on Confirming Safe Environments Tool in Multnomah County/Portland. Attended all post staffing meetings to facilitate the use and scoring of the tool.
- 21) Completed practice/policy compliance file review for District 9 (Gilliam, Wheeler, Wasco, Hood River, and Sherman Counties).
- 22) Provided three-hour training on Oregon Safety Model practice to M.S.W. candidates at Portland State University.

- 23) Participated in Differential Response work group for “Developing interviewing strategies for alternative response (AR) cases.”
- 24) Provided monthly training to permanency supervisors in Multnomah County, focusing on the Protective Capacity Assessments and Expected Outcomes.
- 25) Developed and facilitated ongoing peer-to-peer consultation on permanency cases in Multnomah County.
- 26) Provided consultation to fourteen field and central office staff on out of home care cases.
- 27) Participated in committee to enhance OSM practice with David Mandel domestic violence model.
- 28) Developed in-depth review tool for Foster Home Abuse review for all 2014 cases where abuse/neglect occurred. Led team of 15 cross program staff to participate in the Foster Home Abuse Review.

This position also works on a variety of workgroups and committees, including:

- Oregon Child Welfare Governance Committee
- Oregon Child Welfare Training Advisory Committee
- Oregon Child Welfare Refugee Committee
- Mandatory Reporter Training Q&A follow up
- OR-Kids Design Team
- Visitation Workgroup
- Interstate Compact on the Placement of Children (ICPC) Workgroup
- Employee Assessment Workgroup
- Consultant Quarterly Facilitator

B. Child Protective Service Coordinator – Position 2

Summary of Activities from April 2014 through May 2015

- 1) Drafted amendments to Oregon Administrative Rules (OAR), including definitions related to child protective services rules, screening, assessment, notice, and review of founded dispositions, DHS and law enforcement cross reporting, child abuse assessment dispositions, daycare facility investigations, accessing Oregon’s Law Enforcement Data System (LEDS) in local Child Welfare offices, and assessing safety service providers.
- 2) Modified OARs to improve use of Oregon’s new Differential Response system.
- 3) Revised the Child Welfare Procedure Manual to address changes in the Oregon Safety Model and to reflect the new Differential Response system.
- 5) Created and revised forms and pamphlets, including a form for documenting protective action plans, providing notice to perpetrators of child abuse or neglect and all the forms related to the review/appeal process for perpetrators of child abuse or neglect.
- 6) Coordinated Founded Dispositions reviews.
- 7) Facilitated various administrative rule advisory committees.
- 8) Served as policy expert in trials.
- 9) Assisted with reviews of critical cases.
- 10) Facilitated CPS case reviews for quality assurance.
- 11) Reviewed child abuse and neglect fatalities.

- 12) Analyzed legislation, as needed.
- 13) Trained staff and community partners on mandatory reporting of child abuse, as well as trained staff on how to train on mandatory reporting of child abuse.
- 14) Developed and began what is to be statewide-facilitated training on the documentation of founded dispositions and the founded disposition review process.
- 15) Began work on implementing federal legislation related to commercially sexually exploited children and young adults.
- 16) Developed and implemented training and communication plan for changes to the SACWIS system related to the Oregon Safety Model

This position works on a variety of workgroups and committees, including:

- Administrative Rule Advisory Committees
- Rule writing workgroups
- CPS Assessment Disposition Review Committee
- CPS and Office of Investigations and Trainings meetings
- Forms Committees
- Policy Councils
- Law Enforcement Data Systems meetings
- State Child Fatality Review Teams
- Child Welfare, Office of Child Care, Self Sufficiency, and Background Check Unit cross communication meeting

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

The Oregon Department of Human Services (DHS) contracts with nationally recognized trainer, Eric Martin, to deliver alcohol and drug education, and training modules for DHS child welfare caseworkers. In addition, legal advocates and DHS partners who refer, and work with, clients involved with Oregon’s child welfare system, receive this training. As drug trends change from time to time, marijuana has evolved as one of the most needed subjects for training. Washington, adjacent to Oregon, legalized recreational use of marijuana in 2012. Oregon followed suit and approved recreational marijuana in November 2014. (Oregon legalized medical marijuana in 1998.) With the increasing use of medical marijuana, and legal recreational use decriminalized, Oregon has looked at practice and policy changes and the challenge of another new drug that may affect children through the marijuana edibles.

Despite Oregon’s decriminalization of marijuana, and the potential for increased use, opiates present a much larger abuse problem and Martin will continue to emphasize opiate abuse in his Oregon trainings. Over the past four years, Oregonians have continued to increase their use of illicit drugs, including opiates, prescription pills, and heroin. Methamphetamine remains a primary drug of abuse in Oregon, and Martin continues to provide trainings on issues related to the use of methamphetamine.

Mr. Martin also delivers education and intervention classes to parents in the child welfare system about the chronic use of marijuana. Martin has tracked these trainings and participants report a very positive response in terms of how they think about their use of marijuana, what they know about the dangers of this drug, and how they will consider it in their future

From July 01, 2014, through June 30, 2015, Mr. Martin will complete 20 one-day training sessions:

- Fourteen (14) training sessions on addiction and drug specific topics; and
- Six (6) parent education/intervention classes on chronic marijuana abuse.

Parents, who have recovered from their addiction and had their child welfare cases successfully closed, often participate in these training sessions.

These training strategies not only allow caseworkers to talk directly with clients who have come through the system, but also empower parents to understand the part they play in the training of workers who will be dealing with addiction in the future.

CAPTA Fatality and Near Fatality Public Disclosure Policy	
CAPTA Section 106(b)(2)(B)(x)	CPS Areas All 16 areas

The DHS policy on confidentiality – I-A.3.2, Confidentiality of Client Information – broadly discusses disclosure and touches upon the major statutes. If the fatality or serious injury is determined to be abuse or neglect, or founded for abuse or neglect, the statute mandates specific information must be disclosed if requested.

The full policy can be found at:

http://www.dhs.state.or.us/policy/childwelfare/manual_1/i-a32.pdf

Per Oregon Revised Statute (ORS) 419B.035, Confidentiality of Records, section 1(i):

(1) Notwithstanding the provisions of ORS [192.001](#) (Policy concerning public records) to [192.170](#) (Disposition of materials without authorization), [192.210](#) (Definitions for ORS 192.210 and 192.220) to [192.505](#) (Exempt and nonexempt public record to be separated) and [192.610](#) (Definitions for ORS 192.610 to 192.690) to [192.990](#) (Penalties) relating to confidentiality and accessibility for public inspection of public records and public documents, reports and records compiled under the provisions of ORS [419B.010](#) (Duty of officials to report child abuse) to [419B.050](#) (Authority of health care provider to disclose information) are confidential and may not be disclosed except as provided in this section. The Department of Human Services shall make the records available to:

... (i) Any person, upon request to the Department of Human Services, if the reports or records requested regard an incident in which a child, as the result of abuse, died or suffered serious physical injury as defined in ORS [161.015](#) (General definitions). Reports or records disclosed

under this paragraph must be disclosed in accordance with ORS [192.410](#) (Definitions for ORS 192.410 to 192.505) to [192.505](#) (Exempt and nonexempt public record to be separated).

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

The Oregon Department of Human Services (DHS) contracts with the Juvenile Court Program of the Oregon Judicial Department to manage the Oregon’s Citizen Review Board and Panels.

CAPTA requires each state to create at least three citizen review panels (CRPs) to evaluate the extent to which state and local child protection system agencies are effectively discharging their child protection responsibilities. In September 2012, the Oregon Department of Human Services (DHS) transferred responsibility for ensuring compliance with this requirement to the CRB. The law requires that panels prepare, on an annual basis, a report containing a summary of panel activities and recommendations to improve the child protection services system.

Oregon’s Citizen Review Board provided the following information to DHS Office of Child Welfare Program on May 18, 2015. Please see Attachment 5 for the full report. The agency will review the findings and recommendations set forth in this report and address any concerns raised by the individual counties. The agency will also evaluate the information provided to determine if larger systemic issues are present that would require larger scale changes or improvements throughout the State. The Department’s response to the May 18, 2015 report can be found in Attachment 14.

The Panels identify issues to explore, review of DHS policies, collect data and information, and make recommendations for system improvements. Panels do not implement the recommendations or establish policies or programs.

12. Chafee Foster Care Independence Program

Oregon has, and will continue to use year one of the five year plan (FY15) to conduct activities to inform and define the overall Youth Transitions 5 Year Plan. The following outlines the process used to obtain input from stakeholders:

- **Workgroups:** The six Youth Transition workgroups met from November 2014, through April 2015, to identify gaps, needs and provide recommendations in six areas: transitions, education, employment, health, housing, and permanency. The recommendations are included in Attachment 6.

- State Plan: The Youth Transitions Team and Workgroup members identified best fit for the workgroup recommendations in the existing State Plan goals (Section 4 of this report). One new Objective was created to accommodate the Employment Workgroups recommendations. Several new key actions and measures were added to the State Plan. The bulk of the recommendations are included within Goal 3, Well Being, under the following Objectives and Interventions:
 - Objective 3.1, Improve caseworker involvement with families and children in care. Intervention #2: Implement comprehensive youth involvement in transition planning.
 - Objective 3.2, Children in foster care will receive educational, health and dental care, mental health care, and social services appropriate to meet their needs and ensure children are well cared for. Intervention #1: Each school age child receives appropriate educational and employment services.
 - Objective 3.2, Intervention #3: Implement a standardized system to ensure each child and young adult in substitute care receives timely health, dental and mental health assessments, and developmentally appropriate services.
 - Objective 3.2, Intervention #4: Implement standard review that children in care are in safe environments appropriate to meet their individualized needs.
 - Objective 3.3: Improve access to employment services for older youth and young adults. Intervention #1: Collaborate with workforce systems to allow for a developmentally appropriate approach to employment services for foster youth.
 - Objective 3.3, Intervention #2: DHS caseworkers, ILP Providers, Foster Parents and other key partners are aware of employment resources.

- Youth Transitions Convening: Approximately 150 participants attended the Convening to hear the workgroup recommendations and provide feedback on additional needs. Participants included Workgroup members, youth, ILP Providers, DHS supervisors and caseworkers, Central Office Managers, CASA, youth serving organizations and private citizens. In an attempt to ensure youth were prepared to participate in the Convening, a pre-Convening preparation day was offered. Ten youth attended the Monday preparation session. In the morning, youth received training in advocacy and sharing their stories. The afternoon consisted of discussing the six topic areas, allowing youth to hear the recommendations, and discuss if other supports/services may be needed. Youth also voiced their opinions at the Convening on Tuesday.

- Surveys and Focus Groups:
 - Convening participants provided additional feedback via Survey. Suggestions submitted on the surveys were reviewed by each Youth Transition Workgroup prior to finalizing the recommendations.
 - The Youth Transitions team anticipates additional surveys to be sent to youth and to hold focus groups with youth, foster parents, ILP Providers, Tribes and other stakeholders as we move forward with identifying strategies, implementing pilot projects, policy updates, tracking progress and outcomes.

Additional accomplishments over the past year include:

- 211info is Oregon’s hotline for low income basic needs services. A 211info staff participated in one of the workgroups to improve services for older youth in care. As part of a workgroup, the staff member was also able to attend events to promote the services offered by 211info. In addition, the RHY program has entered into a grant agreement with 211info to develop a mobile app geared specifically at young people who may be experiencing homelessness. This app will be developed with a youth voice and will offer the ability to disseminate a variety of services and opportunities to young people in a youth friendly platform. It will also enable front line staff to be able to guide youth to assistance, saving time and resources. Finally, it will assist program development staff to identify gaps in services.
- Finalization of a Request for Proposals (RFP) for contracted ILP life skills training. The RFP resulted in five service areas obtaining new ILP contractors as follows: New Avenues for Youth now serves Multnomah County; LifeWorks NW now serves Clackamas County; Polk Youth Services now serves Polk County; Bob Belloni Ranch now serves Douglas County; and Kairos NW now serves Jackson and Josephine Counties. There were some significant adjustments in allocations for a few service areas. The adjustments have eliminated the large wait lists that had been experienced in Lane County and Jackson/Josephine Counties. However, a new wait list now exists in Clackamas County, a county that had historically been under-utilized. Further adjustments to allocations may be necessary.
- A recent round of amendments [IR1] to the Youth Served Per Month (YSM) for five ILP Contractors has in significantly lower wait lists; only two, Josephine and Clackamas Counties. The number of youth on the wait lists has fallen from an average of 80 youth waiting an average of 3 months for services (per the ILP Provider’s Annual Report), to the current 16 youth being reported by ILP Providers. The ILP Providers are serving 45 percent of the overall eligible population (ages 16 – 20).
- Foster Children’s Bill of Rights (FCBOR): Oregon was already creating a Bill of Rights for all foster children and young adults prior to the federal requirement in P.L. 113-183. The FCBOR has been finalized, printed in poster format, and 95 percent of the state has received training. Approximately 1,500 people have received training since August 2014 through May, including DHS staff, Foster Parents, Community Partners (i.e.: CASA, CRB, Developmental Disability Providers, and BRS Residential Programs). A few branches in Multnomah, Yamhill and Clackamas Counties have yet to receive training. Trainings are scheduled to occur by mid-June. A younger children’s version of the poster has also been finalized (in English and Spanish) and is ready for distribution. Once the FCBOR packets are complete, plans are to send each branch a letter identifying each form number and copies of all the materials, including each poster. The posters are various sizes in both English and Spanish (total of six). Additional materials will include the Important Contact Information Sheet and the “How To” brochure (to eventually be translated into Spanish).

Following are statistics showing youth served during FFY14 and outcomes achieved by the ILP Contractors (see Appendix 5 for full ILP Provider Annual Report):

The chart below outlines the number of youth who received services from a Contracted ILP Provider (1,484), non-paid Provider (e.g. My Life Project)/service (106), and those youth who also participated in the Independent Living Housing Subsidy Program (133). The Subsidy youth would have also been served by either a Contracted ILP Provider or the My Life Project. The count of paid and non-paid services is also duplicative, as youth who received services from the My Life Project may have also been served by a contracted ILP Provider within the same report period. The second chart below shows the unduplicated count of youth served by race.

Count of children served in ILP by Service Type for FFY 2014

SERVICE AREA	Numbers	Percent
ILP Life Skills - Paid	1484	86.1%
ILP Life Skills - Unpaid	106	6.2%
ILP Subsidy Placement	133	7.7%
Total (<i>count contains duplicates</i>)	1723	100.0%

FFY 2014 Youth Served in ILP by Race

Primary Race Label	Number	Percent
African American	148	9.8%
Asian	18	1.2%
Caucasian	1062	70.1%
Hispanic(Any Race)	178	11.8%
Native American	95	6.3%
Pac. Islander	9	0.6%
Unable to Determine	4	0.3%
Total (<i>unduplicated counts</i>)	1514	100.0%

FFY2014 Youth Eligible [IR2] for ILP and ETV

Youth Eligible	Numbers	Percent	Excluding 21 and over Percentage
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In Foster Care	1834	50%	56%
Out of Care	1437	39%	44%
Age 21 – 23 ETV only	420	11%	
Totals	3691	100%	3271

FFY 2014 amount paid on services that had
a transaction date and service date in the period

Housing Service	Count of Children	Amount	
Chafee Housing - Monthly	41	\$ 94,838.00	
CHAFEE Housing Emergency/Start-Up	12	\$ 4,852.00	
One-time Housing - Chafee	11	\$ 8,417.00	\$ 108,107.00
One-time Housing - Subsidy	4	\$ 3,922.99	
Subsidy Emergency/Start-Up	66	\$ 39,940.26	
Youth on Housing Subsidy - Monthly Payment	133	\$415,720.00	\$ 459,583.25
Total Expended on housing related services:			\$ 567,690.25

FFY 2014 Youth Exiting Foster Care on/after Turning 18, by Age

Age:	18	19	20	21	TOTAL
FFY2014	159	88	65	45	357

ILP Outcomes – Youth served by an ILP Contractor between July 1, 2013 – June 30, 2014

225	Graduating with regular diploma
41	Obtaining a GED
34	Graduating with Modified Diploma
166	Accessing ILP housing
442	Employed
1159	With improved daily living skills

298	Participating in post-secondary education / training
11	Post-secondary degree / certificate obtained
270	Youth who obtained own housing
206	Youth living without agency maintenance

This data may change or be reported elsewhere in the future. There are several data pieces that will now be captured in the State Plan as Measures and reported in the Update to the Plan for Improvement and Progress Made to Improve Outcomes section of this report next year.

Activities planned for FY2016 are listed by category as follows:

Updates and programs to meet the new requirements of the Preventing Sex Trafficking and Strengthening Families Act:

- Foster Children’s Bill of Rights: Next steps may be to develop a web-based training available to DHS staff, community partners, foster parents, and youth to access at their convenience. DHS is in the process of writing administrative rule requiring signature receipt of the Bill of Rights information.
- Credit Reports: Updating reports to include data on youth ages 14 and 15 years old by September 29, 2015. The Youth Transitions Team currently receives a regularly prepared report for youth ages 16 through 20 during their birth month. Cases are verified for DHS custody. Once the custody is verified, information is entered electronically, for the 16 and 17 year-olds, to each of the three credit bureaus and the generated reports are sent to the youth’s caseworker. DHS Caseworkers are notified of those youth turning 18-20 year-old and the ability to run reports for those youth who have completed and signed an authorization form. The Youth Transitions team also discusses this process at trainings and events involving staff working with older foster youth.
- Transition Planning: Policy is being updated to require transition planning occur with all 14 and 15 year olds in foster care. Currently, this is only required if the youth have a permanency plan of APPLA.
- The Department is collaborating with community partners and the Multnomah County workgroup in planning for services and supports for victims of sex trafficking. Additionally, the Juvenile Court Improvement Program Advisory Committee has made the subject of sex-trafficking a focus of the efforts for the next year. There is a specific child welfare unit in the Portland area focused on addressing programs and services for this population and the Department of Medicaid Services, Children’s Mental Health program received funding from the state legislature to support a residential facility. Opened late in 2014 after an RFP and contracting process, the SAGE program is now operational and serving teen girls who have been sex trafficked and need residential services.

Oregon’s Department of Human Services (DHS) has created a specialized unit to address CSEC cases, recognizing the child as a victim of sexual abuse and/or exploitation. This unit has been in operation since May 2011, and since that time there have been 379 referrals to the unit for assessment (as of yearend 2014). There are approximately 65 youth served in this unit at any given time on cases opened after assessment. The unit is comprised of six DHS workers and one supervisor. Of the six workers, one is a child protective services (CPS) worker who assesses allegations of abuse and neglect. After assessment, the case may be opened for services if needed due to an active safety threat to a youth, either with voluntary cooperation by a parent/guardian, by juvenile court involvement, or through a voluntary Family Support Services (FSS) case. If the case is opened, it is transferred to one of five permanency workers who continue to work with the youth and family. One of the five permanency positions is currently funded through a Child Abuse Multidisciplinary Intervention (CAMI) grant. This position is currently funded for the 2015-2017 fiscal year. DHS has developed strong partnerships with law enforcement, advocates and designated medical professionals, such as Portland Police Bureau (PPB), CARES NW, the Federal Bureau of Investigation (FBI), Sexual Assault Recovery Center (SARC), Janus Youth Program, SAGE and Lifeworks NW in order to gather information and work with youth. The collaborative approach benefits DHS but more importantly provides the child with a continuity of care.”

DHS staff are a part of the various committee in the Multnomah County collaboration such as Victim Services, CSEC Executive and Steering Committee, Legislative Work Group and subcommittee of Victim Services regarding the medical needs of this population. We have participated in trainings including presenting at the Child Abuse Summit, panel presentations at PSU, presentations for Portland Community College, and a national conference for homeless and runaway youth.

Expansion efforts similar to the identified best practices currently occurring in Multnomah County to address the CSEC population will occur throughout the next year.

- In addition to the ILP summer events (listed below), support for youth to engage in age or developmentally appropriate activities will be provided as follows:
 - ILP Discretionary Funds – \$100,000 has been allocated to the Districts and Tribes to allow caseworkers and ILP Providers to assist youth, age 14 and older, with accessing and participating in activities.
 - Driver’s Education Course fees – up to \$50,000 is available through an Oregon Department of Transportation grant to pay for a youth’s driver’s education course fees. The ILP has also set aside \$25,000 for youth who do not meet the ODOT eligibility criteria (over age 18 or former foster youth). Youth are also able to access the ILP Discretionary Funds to purchase a permit and driver’s license.
 - Oregon Foster Youth Connection – DHS will continue to support OFYC. The amount of financial support is currently being negotiated with Children First for Oregon (CFFO), the parent organization. Currently, \$4,000 per year is provided to assist with monthly meetings held by the OFYC Chapters. There are three chapters (Multnomah, Marion, Lane counties). Following is a chart showing the membership:

OFYC Members	2011	2012	2013	2014	2015
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Active Members	38	30	47	29	31
Interested/Inactive Members	35	60	67	145	52
Adult Advisors	10	8	9	9	13
Interested/Inactive Advisors	5	2	4	14	7
Active Community Supporters	2	27	38	32	24

Activities planned in 2016 to carry out the recommendations of the Workgroups:

- Surveys and Focus Groups: The Youth Transitions team anticipates surveys to be sent to youth and to hold focus groups with youth, foster parents, ILP Providers, Tribes and other stakeholders as we move forward with identifying strategies, implementing pilot projects, policy updates, tracking progress and outcomes.
- While a legislative change is not expected until 2017. The Youth Transitions team will determine needed changes to Oregon Revised Statute and Administrative Rules to allow for expanded and developmentally appropriate housing options, as well as appropriate rules for maternity leave while accessing the ILP housing programs.
- Develop practice tools and approaches to actively involve youth in all transition planning activities.
- Establish a youth committee (consisting of current and former foster youth/young adults) to advise the Department on policies and forms relating to 14 – 20 year olds.
- Create a template for written agreements between foster parents and young adults (ages 18 – 20) to aid in the placement process.
- Continue discussions with public and private workforce systems to improve access to employment services for older youth and young adults, including those with disabilities.

Additional activities planned in 2016 to support and administer the grant:

- Performance based contracting discussions began in 2015 and will continue into 2016. The Department will work with the ILP Contactors on three areas: outcomes tracking, reporting/paper flow, and operationalizing the new system/reporting process. The goal is to have a method to determine whether services are providing youth the knowledge and ability to transition to a successful adulthood. Service outcomes will be tracked as Achieved, Partially Achieved, or Not Achieved. The Department anticipates implementing the new outcomes tracking by July 1, 2016.
- Continued support for the following summer events:
 - Annual Teen Conference – allows up to 100 current and former foster youth to participate in a four-day wellness event at Camp Arrah Wanna (remote Mt. Hood area). Youth discuss healthy relationships, learn methods for managing stress, as well as participate in the Youth Speak activity. Youth will select one of the following topics

to participate in discussions and brainstorming sessions: Transitions, Education, Employment, Health, Housing, and Permanency. They will first identify barriers or issues they have faced. They will brainstorm recommendations and compare those to the recommendations the Youth Transitions Workgroups created. Finally, the youth will present their recommendations to a group of decision makers (VIP Panel).

- DREAM Conference – allows up to 100 current and former foster youth to engage in workshops related to financial aid, campus resources, money management, career planning, employment options, and a two-hour College, Career and Resource Fair. The four-day event is hosted on the campus of Western Oregon University (WOU). Youth stay in the dorms, eat at the cafeteria, and attend workshops in university classrooms.
- Native Teen Gathering – allows up to 50 Native American foster youth to attend a four-day event allowing youth to connect to Native American culture, activities, and teachings. New this year is a horse therapy component. This event is being co-hosted by the Confederated Tribes of the Umatilla Indian Reservation and the Native Wellness Institute. The event will be held at the Westminster Camp, east of Pendleton.

National Youth In Transition Database (NYTD)

The NYTD data has been shared with stakeholders in the following manner:

- Youth Transition Workgroups – the NYTD data provided each workgroup with a snapshot of services provided and outcomes achieved for Oregon’s foster youth. The data will be used as a baseline for several of the State Plan measures.
- Youth Transitions Convening – Each participant received a copy of the NYTD summary sheet as part of the packet of information handed out. The NYTD data sheet was explained as was the process for gathering the data.
- Teen Conference – Youth are informed of the purpose of the data collection and discuss the outcomes youth are reporting. Youth also use the data as they discuss various topics for the Youth Speak activity.
- ILP Provider Retreat – The ILP Contractors are provided an in-depth review of the NYTD data. FosterClub provided a presentation and Providers had an opportunity to discuss how their services affect the outcomes youth are achieving.
- The NYTD data is referenced in both the Youth Transition Planning NetLink and the ILP Services NetLink on a quarterly basis.
- The NYTD summary sheet is posted on the DHS ILP website.
- The NYTD data is also being discussed during all trainings the Youth Transition Team conducts and has been shared at the following events:
 - Juvenile Law 2015: Children at the Crossroads – the Intersection Between Delinquency and Dependency.
 - 2015 Citizen Review Board Annual Training Conference
 - Youth Transitions 5 Year Planning Kick-Off

- Training for new ILP Provider staff and included in the ILP Contractor’s Binder
- Branch ILP trainings (on-site)
- Child Well-Being Unit meetings
- ICWA Conference (display table)
- DHS Supervisor’s Conference (display table)
- Shoulder to Shoulder Conference (display table)
- OrCAN Conference (college access network, presentation)
- CRB Training – Marion County

NYTD data collection has significantly improved over the past three years. This was shown with the significant increase in the survey submissions for Cohort 2 versus Cohort 1:

Cohort:	Baseline Population:	Surveys Submitted	%
1 – 2011	477	116	24.3
2 - 2014	412	285	69.1

The main reason for the improvement is the partnership with FosterClub and the Dedicated Outreach Representatives (DOR). FosterClub’s DOR maintains contact with the DHS caseworkers, ILP Providers, and with youth. FosterClub attempts to build a rapport with the youth. Not only does FosterClub obtain the survey information, but also provides youth with links to resources if needed. The DOR have assisted youth to re-engage with ILP services, informed youth of the medical coverage they may be eligible to receive, and contacted partners in the youth’s area to obtain needed services. This relationship has allowed FosterClub to also be viewed more favorably when contacting youth for follow-up surveys at age 19 and 21.

Another issue that has been addressed was the lack of education data. Previously, the ILP Coordinator would need to reach out to caseworkers to obtain the highest grade completed data. The Department has made it a priority to ensure OR-Kids is being updated every six months. This has resulted in less blank records and more current information.

NYTD assessment review: Per the NYTD 2013 Compliance Plan (Attachment 7) all areas requiring action have been adjusted. However, it appears there may need to be further review of the mapping and appropriate values for Data Elements 6 – 12 (race elements). While we do meet the compliance standard, the NYTD Portal continues to indicate there are inconsistencies with the data. The OR-Kids Technical Team will continue to refine the mapping to attempt to gain 100 percent compliance.

○ *Consultation with Tribes*

Consultation with Indian tribes in Oregon happens on both an individual and collective level. Oregon DHS holds monthly ICWA calls and holds quarterly ICWA meetings. The Youth Transitions team continually participates in these meetings to ask for opinions, solicit participation, and report on the status of programs and services.

In addition, each Indian tribe in Oregon has been contacted to discuss recent efforts around improving services for older youth in the custody of DHS. Three meetings have been held so far (with Confederated Tribes of Grand Ronde, Confederated Tribes of the Umatilla Indian Reservation, and Klamath Tribes). These meetings have allowed DHS staff to hear concerns of

tribal staff working with tribal member youth. It also allowed DHS to learn about services tribes provide to youth who are transitioning out of care into adulthood. It is the hope more meetings will happen with the other tribes in the near future.

During the Youth Transitions Workgroup planning process, a staff and tribal member of the Confederated Tribes of Grand Ronde participated in one of the workgroups, although she was not representing the tribe in an official capacity. She was a representative of the Oregon Court Appointed Special Advocates (CASA) Network.

The workgroup process and recommendations were shared (as part of a larger presentation around youth transitioning out of substituted care) at the recent annual National Indian Child Welfare Association (NICWA) conference in Portland. The Young Adult Program Coordinator co-facilitated a workshop with the DHS Tribal Affairs Director. The workshop was attended by about 30 people who represented at least three of Oregon's tribes.

All Native American youth, whether under tribal or state custody, are given the same opportunity and access to Independent Living services, with one exception. The Warm Springs Tribe receives funding directly from the Federal Government and while youth are in the custody of the tribe, Oregon does not provide access to Independent Living Services. However, if the youth leaves tribal care at age 16 or older, and spent at least 180 days in foster care after age 14, the youth could access ILP services through DHS (life skills training, Discretionary Funds, ETV, Chafee housing if left custody at age 18 or older). Warm Springs youth are welcome to attend the ILP summer events at no cost. The ILP continues to serve Native American youth at a slightly higher rate (6.3%) than the overall percentage of Native American youth in foster care (5.6%).

One of the concerns raised by the tribes during individual tribal meetings is that youth often go into guardianships and are therefore ineligible for Chafee services. Another concern is the lack of employment opportunities and housing options for youth in the surrounding area. One tribe asked about the availability of resources for youth who move to more urban areas such as Portland.

As mentioned previously in the report, work will continue around employment. We will work to bring members of Oregon's federally recognized Tribes into the planning process as we move forward. The ILP Coordinator and Young Adult Program Coordinator will take the opportunity to share resources with Tribes as we meet over the next year to discuss services for older teens and young adults in care.

o Education and Training Voucher Program

Oregon continues to have a streamlined system for obtaining ETV applications electronically, determining eligibility, notifying the schools of a student's eligibility status, schools to identify the amount of the ETV award, transfer of payments to the schools by the Office of Student Access and Completion (OSAC) and reimbursement to OSAC by the ETV. However, the goal of defining Oregon's methodology and creating an automated report to provide an unduplicated count of ETVs awarded each school year and the number of first time ETV recipients was not achieved. Work will continue in this area in 2016.

In 2015, the Department met with various constituents and post-secondary stakeholders to establish goals and outcome measures for post-secondary supports for foster youth (in general, not specific to ETV). See the Education Workgroup's Recommendations in Attachment 6. As a result, Portland Community College (PCC) is in the process of creating a Foster Youth Network to help foster youth navigate the PCC experience and help PCC staff as a whole, become more foster care informed. Neal Naigus, with PCC's CLIMB Center, is the catalyst for the project. Neal participated in the Education workgroup and was very interested in creating supports on campus for foster youth. The goal is to implement the Foster Youth Network by Fall Term 2015.

DHS continues to partner with OSAC to obtain data on completion rates. The Department saw an increase in number of first time Chafee ETV recipients' completion rate; from 4.7 for the 2010-2011 academic year to 9.2% for the 2011-2012 academic year. Students seemed to complete public four-year institutions at an identical rate as last year, 50%. However, four-year private institutions have been seeing significant swings in completion from a high of 100% to a recent low of 33.3%. Schools with the lowest completion rates are the proprietary schools with less than 1% completing over the past two years. See Attachments 8 and 9 for the full OSAC report and analysis and ETV award detail.

Planned for 2016:

The Education Workgroup recommendations related to post-secondary education are listed below.

- Have a contact at the college to support foster youth with academic concerns, as well as things like food and housing during school breaks
- Include youth in programs that bring admitted students to campus early to get settled before the school year begins.
- Have a peer mentor program available for current and former foster youth

However, the recommendations did not make it into the State Plan with the above specificity. The State Plan will track NYTD Data Element 22, Post-Secondary Educational Support. However, we anticipate the bulk of that data to be services provided by the ILP Contractors. The Youth Transitions Team will continue working with post-secondary institutions to implement the recommendations listed above. There are some schools which have already implemented supports and have designated staff who youth can contact. A list of those schools and staff will be reported in next year's APSR.

13. Targeted Plans within the 2015-2019 CFSP

Foster and Adoptive Parent Diligent Recruitment Plan

The Department continues to make focused efforts to increase the number of placements with relatives and persons known to the family and child. Oregon was recently recognized for these efforts in an Annie E. Casey Foundation report, and highlighted in an article published by the Public News Service, titled "Report Touts Oregon's Progress in Foster and Kinship Care", which can be found at: <http://www.publicnewsservice.org/2015-05-20/childrens-issues/report-touts->

[oregons-progress-in-foster-and-kinship-care/a46160-1](#). These placements are child specific and designed to match the ethnic, racial and cultural placement needs of the individual child.

The three-year trend shown in the chart below continues to reflect Oregon’s practice toward placing children with relatives or families known to the child whenever possible. In Oregon, these are considered *Special Certification* homes because they are certified only to care for the specific child or sibling group placed in their care. *Regular Certification* is the term used for families coming forward to serve children in foster care who are not known to them ahead of time.

Number of Certified Foster Homes by Certification Type

2012			2013			2014		
Regular	Special	Total	Regular	Special	Total	Regular	Special	Total
2,627	1,672	4,299	2,349	1,880	4,229	2,079	1,927	4,006

Source: Oregon Child Welfare Data Book

For additional information on demographic breakdowns and comparison with children in care, please see Section 4.Goal 2, Intervention 2, Narrative.

Fast Facts:

The number of children entering foster care during FFY 2014 declined by 7.0% from the FFY 2013 level.

The number of children leaving foster care has increased by 5.4% in the same time-frame.

The number of children in foster care on September 30, 2014, decreased by 8.5% from the number of children in foster care on September 30, 2013.

There are several focused actions planned in Oregon for 2015-2016.

1. Oregon is continuing the work of the GRACE grant, using a customer service approach to recruitment, training, and support of caregivers in the GRACE Districts throughout the state. In year one of the GRACE grant, staff were hired and trained, and infrastructure built to support these next four years of the grant.
2. Oregon is taking a more focused approach to partnership with Embrace Oregon and working with the organization to expand the approach to building community partnerships beyond the Portland metropolitan area. The approach used in Embrace Oregon, which is enriched with expertise from the business, higher education, and faith communities, will be expanded to additional areas of the state.
3. Oregon is in the process of a comprehensive review of its Behavior Rehabilitation Services array. These placement services are intended to serve Oregon’s most complex youth that often have both mental health and behavioral issues to address. The review process will continue through the remainder of 2015.
4. Oregon has reached out to the Consortium for Children to receive additional technical assistance in assuring quality implementation of the SAFE home study. Oregon believes using SAFE with fidelity will result in an increase in certified foster parents who are likely to remain caregivers.

Oregon provides adoptive parent recruitment through its Oregon Adoption Exchange, and for harder to place children, the Northwest Adoption Exchange, Adopt USKids exchange, two Wednesday's Child programs, Heart Galleries, and a Child Specific Recruitment contract. Oregon places 75-80% of its children for adoption with their relatives or current caretakers, leaving 20%-25% of placements in need of adoptive recruitment. During the past 12 months, open recruitment cases have ranged between 88 and 116 at any one time. Historically, Oregon has had more families waiting for adoption than there are children. The exception is for Oregon's harder to place children who are generally older or have higher medical, behavioral, or emotional needs. For that reason, Oregon has put much of its recruitment resources into child specific recruitment rather than generalized or targeted recruitment strategies.

The Oregon Adoption Exchange is operated through a contract with Northwest Resource Associates. All children receiving recruitment have bulletins on the exchange which is password protected and available for use by DHS caseworkers, private adoption agencies, and families with an approved home study. In the past 12 months, 197 children were placed on the OARE website, and 180 children were placed in adoptive homes. The median length of time children remain on Oregon's exchange is approximately 125 days.

The Northwest Adoption Exchange (NWAE) also operated through a contract with Northwest Resource Associates serves children for whom adoption recruitment may be more difficult. Once children are placed on the NWAE website, permission is given for other public websites to use the bulletins and photo listings for their own websites; Adopt US Kids is one example. In addition to photo listing services, NWAE provides a permanency focused training each year to DHS caseworkers on topics mutually identified by NWAE and the Department. This year, we are putting on two trainings. Richard Rose, *Life Story Work: A Model of Recovery for Youth*, and Heather Forbes, *Beyond Consequences: Understanding the Traumatized Child*.

Oregon has three nationally recognized Heart Galleries operated by three private adoption agencies. When a child is approved for expanded recruitment outside the Oregon Exchange, each Heart Gallery has the opportunity to feature Oregon child in community venues and on their Heart Gallery websites. Two of the three Heart Galleries also offer Oregon foster children free professionally produced recruitment photos.

Oregon has two Wednesday's Child television recruitment programs; one is provided for free by Portland's KOIN station, and the other is operated from Boise Idaho via a small recruitment contract with an agency called Special Needs Adoption and Permanency Services. Both programs film recruitment segments with a news anchor and feature the segments on Wednesday evening news. In addition, the SNAPS program puts the children on an additional recruitment website and in Idaho newspapers. SNAPS does two photo shoots per year. During the last photo shoot, nine children were filmed for upcoming news segments.

Oregon currently has seven Child Specific Recruiters that are part of the Boys and Girls Aid Contract. Oregon funds three of these recruiters, and the other four are funded by a Dave Thomas Foundations Grant. Because BGAID is both the DTF grantee and the Departments contractor for recruitment, the Department's receives substantial in-kind services from DTF. These include

training, ongoing technical assistance, and statewide metrics. At the end of March, 2015, more than 100 children were receiving a combination of child specific recruitment and/or permanency preparedness services discussed in another section of this report. Child specific recruitment focuses on the unique placement needs and challenges of a specific referred child or sibling group. A specific recruitment plan is developed and includes, but is not limited to, file mining, family find, permanency preparedness and life story work, and specific plans for advertising and other recruitment activities unique to each case.

Health Care Oversight and Coordination Plan

Psychiatric Medication Monitoring

Oregon monitors psychotropic medication use for children in care annually; please refer to page 34.

In addition, Oregon was the recipient of a three-year technical assistance grant opportunity with the Centers for Health Care Strategies (CHCS) for: Improving the Use of Psychotropic Medication among Children and Youth in Foster Care.

Through this grant, Oregon strengthened policies and practices that were identified as cumbersome to community providers and foster parents; expanded cross agency collaboration to include community care providers, primary care physicians, Coordinated Care Organizations for mental health, and the Oregon Psychiatric Access Line about Kids (OPAL K); and developed tools to be shared with person-centered primary care homes so that medication is not the first and only answer.

Monitoring Medical, Dental and Mental Health Care

Over the course of the past 12 months, the Department has developed greater capacity to draw from data in its data warehouse. This new capacity will enable the Department to better monitor timeliness of medical, dental and mental health assessments for children in care. More research needs to be done to confirm the accuracy of the data as it does not reflect what has been found through the Child and Family Services Review process.

There is currently work underway in partnership with the Oregon Health Authority to further analyze this data, and develop targeted strategies to assure timely medical, dental and mental health care for children.

Disaster Plan

The Disaster Plan is in the process of revision, but completion is not expected until later this summer. The Department is working with the Emergency Preparedness & Business Continuity Program Office to update the Plan and develop provisions for testing the plan on an annual basis.

Please see Attachment of the Emergency Preparedness & Management Plan, the Local Emergency Managers List and DHS Child Welfare Program Managers Contact List.

Training Plan

Please see Attachment – 2015 Training Matrix.

14. Financial Information

- *Payment Limitation: Title IV-B, Subpart 1*
- *Payment Limitation: Title IV-B, Subpart 2*
- *CFS101, Part I*
- *CFS101, Part II*
- *CFS101, Part III*

Office of Child Welfare
PROPOSED DRAFT Organizational Structure
 LAST UPDATED 06/7/2015

Lois Day
 Director
 Child Welfare

Jason Walling
 Deputy Director
 Child Welfare

Jerry Waybrant
 CW/SS
 Chief Operating Officer

ADMINISTRATION

- Melissa Simpson-Grier
 Cross Systems & Equity Coordinator
- VACANT
 Senior Federal Policy Analyst
- VACANT
 Research Analyst 4
- Tim Grier
 CW Project Manager
- Gleyola Chase
 Executive Support

OFFICE SUPPORT

- Jeffer Goodwin
 Office Manager
- Anna Ivanov
 Permanency/ICPC Support
- Patricia Haller
 OCWP support
- Maria Anaco
 DR Support
- Willa Stryker
 CPS Support
- Sarah Hackett
 CIA Support
- Gina Scott
 PPR Support
- Adam Barcelona
 Title IV-E Support

INTERSTATE COMPACT

- VACANT
 Manager
- Vera Jones
 ICPC Lead Coordinator
- Teresa Anderson
 ICPC Administrator
- Shila Ann Henderson
 ICPC Worker
- Lucille Goss
 ICPC Worker
- Sonya Sullivan
 ICPC Worker
- Lois Horowitz
 ICPC Worker
- Angela Sories
 ICPC Worker
- Sandra Alberts
 ICPC Worker
- Matt Vegas
 ICPC Worker
- Thomas Price
 ICPC Worker
- Kathryn Wyland
 ICPC Worker
- Nancy Stark
 ICPC Worker
- Karl Hildei
 ICPC Worker
- Amy Hinkle
 ICPC Administrator
- Suzanna Whelan
 SPRC Contracts Coordinator
- Jamie Easter
 SPRC Contracts Support
- Patricia Simpson
 ICPC Support
- Jennifer Raleigh
 ICPC Worker
- Field Funded

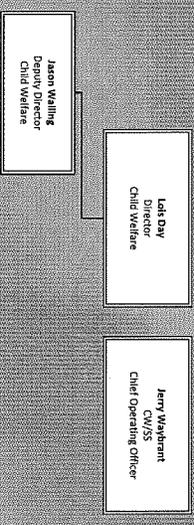
FEDERAL POLICY, PLANNING AND RESOURCES

- Annaleen Golins
 Manager
- Rule Writing
- Gregory Jolkwitz
 Rule Writer Manager
- Provider Support
- Iris Cota
 Policy Analyst
- Bridget Miranda
 Admin Support
- Field Funded
- Adriana Torres
 Admin Support
- Field Funded
- Annabeth Stohng
 Manager
- Michael Payne
 Business Analyst
- Tommy Freeman
 Business Analyst
- Amanda Koos
 Business Analyst
- Sabriel Kleifer
 Business Analyst
- Liz Bartlett
 Business Analyst
- Glenn Ashford
 Business Analyst
- Sharrice Fyfe
 Business Analyst
- Daniel Brennan
 Test/Lead
- Raquel Perez
 Administrative Assistant

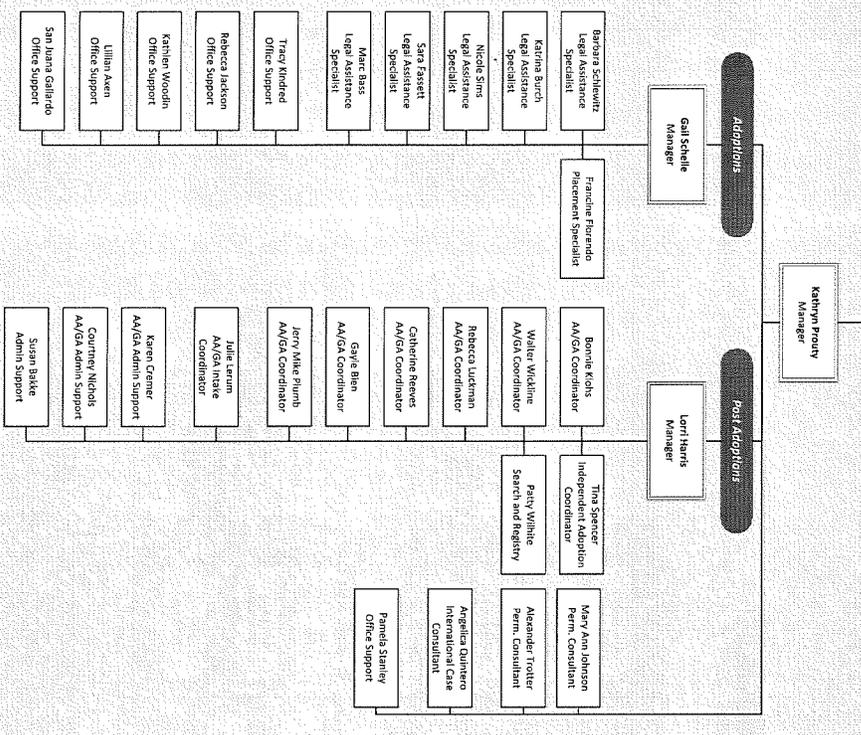
TITLE IV-E WAIVER

- Sherri Kuhns
 Manager
- Lacey Anderson
 Manager

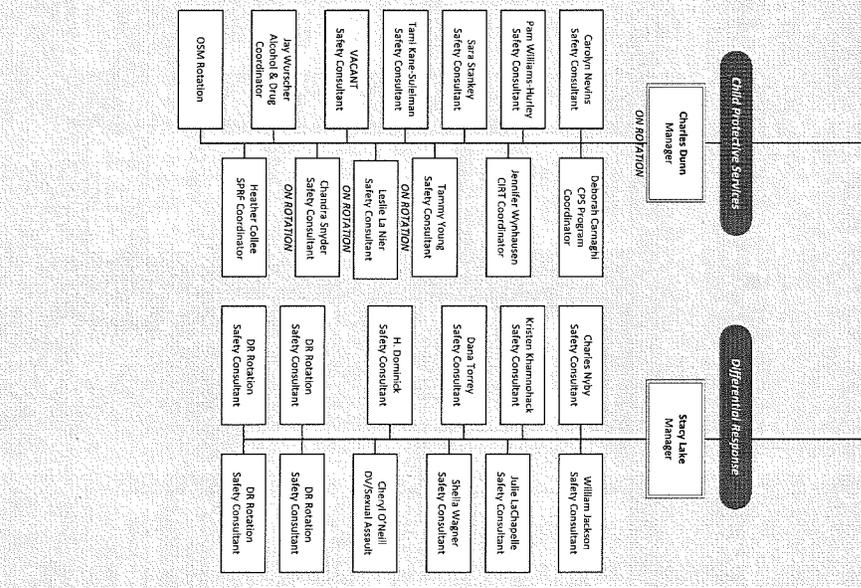
- Sonya Olson-Haskx
 Senior Federal Financial Policy Analyst
- Tamara Hammark Ryan
 Child Support Program Analyst
- Dianna Olson
 Child Support Coordinator
- Ramona Kline
 Child Support Coordinator
- Rosilyn Simmons
 Expunction Coordinator
- Katherine Steiner
 IV-E Program Analyst
- Katherine Biggs
 IV-E Program Specialist
- Chris Whitwell
 Federal Report & Payment Coordinator
- Valerie Rux
 Medicaid & TANF Program Analyst
- Ginny Kennedy-Smith
 TANF Program Specialist
- Alana Grier
 Medicaid Program Specialist
- Leslee Star
 Children's Medical Specialist
- Margaret Roberts
 Children's Medical Specialist
- Madeline Lujacki
 Tribal Federal Compliance Liaison
- Elizabeth Lair
 Juvenile Justice IV-E Program Analyst
- Nanette Jessmer
 CW RMS Program Analyst



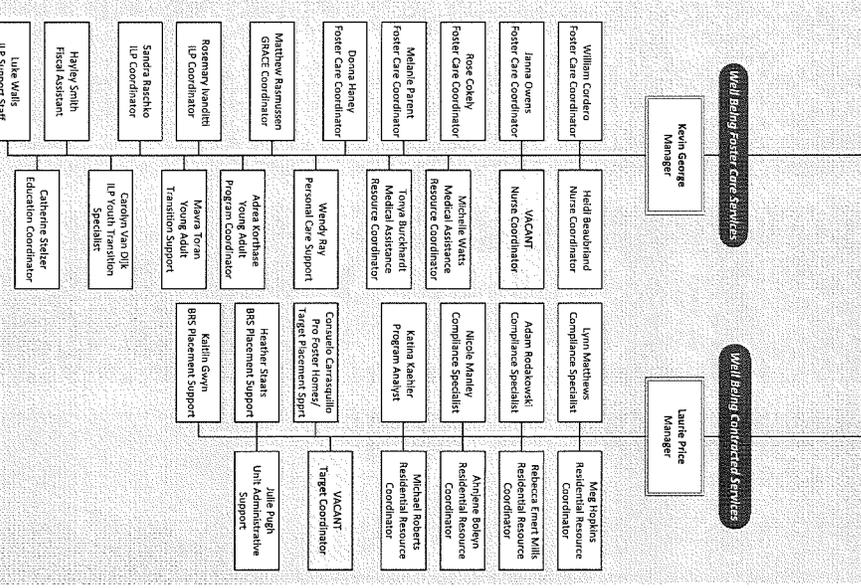
CHILD PERMANENCY



CHILD SAFETY



CHILD WELL-BEING



Oregon Department DHS CW Stakeholder Satisfaction Survey

Survey Sponsors: Mike McCormick (DHS/APD), AnnaJean Goins (DHS/CW)
 Completed Responses = 88
 Survey Period: April 20, 2015 – May 6, 2015

Q1. Within the last year our organization has felt positive changes from DHS.		
Scale	Respondents	
Agree	54	
Disagree	13	
N/A	6	
Strongly Agree	11	
Strongly Disagree	4	
(blank)	29	
Grand Total	117	
Agree/ Strongly Agree	65	79.27%
Disagree/ Strongly Disagree	17	20.73%
Total Answered	82	

Q2. DHS is transparent in its communication.		
Scale	Respondents	
Agree	52	
Disagree	23	
N/A	1	
Strongly Agree	4	
Strongly Disagree	7	
(blank)	30	
Grand Total	117	
Agree/ Strongly Agree	56	65%
Disagree/ Strongly Disagree	30	35%
Total Answered	86	

June 29, 2015

<u>Q3. DHS collaborates with the stakeholder or advocate community regarding program performance, priorities and changes.</u>		
Row Labels	Count of StartDate	
Agree	45	
Disagree	24	
N/A	7	
Strongly Agree	9	
Strongly Disagree	2	
(blank)	30	
Grand Total	117	
Agree/ Strongly Agree	54	67.50%
Disagree/ Strongly Agree	26	32.50%
Total Answered	80	

<u>Q4. DHS includes a broad and diverse range of community members and organizations when proposing changes to services or programs.</u>		
Row Labels	Count of StartDate	
Agree	39	
Disagree	18	
N/A	15	
Strongly Agree	11	
Strongly Disagree	3	
(blank)	31	
Grand Total	117	
Agree/ Strongly Agree	50	70.42%
Disagree/ Strongly Agree	21	29.58%
Total Answered	71	

June 29, 2015

Q5. DHS demonstrates its commitment to providing culturally competent and linguistically appropriate services.		
Scale	Respondents	Totals
Agree	44	
Disagree	13	
N/A	13	
Strongly Agree	11	
Strongly Disagree	4	
(blank)	32	
Grand Total	117	
Agree/ Strongly Agree	55	76.39%
Disagree/ Strongly Agree	17	23.61%
Total Answered	72	

Q6. DHS demonstrates its commitment to employing a diverse workforce that is representative of the community it serves.		
Scale	Responses	Totals
Agree	44	
Disagree	15	
N/A	19	
Strongly Agree	8	
Strongly Disagree	2	
(blank)	29	
Grand Total	117	
Agree/ Strongly Agree	52	75.36%
Disagree/ Strongly Agree	17	24.64%
Total Answered	69	

June 29, 2015

Q7. Overall, DHS is meeting your expectations in terms of your stakeholder or advocacy role.		
Row Labels	Responses	Totals
Agree	53	
Disagree	19	
N/A	2	
Strongly Agree	9	
Strongly Disagree	5	
(blank)	29	
Grand Total	117	
Agree/ Strongly Agree	62	72.09%
Disagree/ Strongly Disagree	24	27.91%
Total Answered	86	

Q8. Please share one specific suggestion for DHS to consider when engaging with its stakeholder and advocate community.
Increase communication
Billing faster
To ask ALL community agencies that they call onto the table to discuss upcoming changes or potential funding opportunities to help the populations receiving services.
None
Reach out to rural areas for involvement
DHS should provide more information to mediators
Sometimes it is difficult to understand who the point person is especially when an SSA is assigned to cases. More clarity regarding policy/roles of SSA.
Continue to support volunteers, youth and foster parents with stipends and mileage reimbursements. Continue to share information in a universally understandable way.
Each organization's agenda
Child Welfare project development, particularly around decision making for funding, could use more transparency. In our collaboration with DHS, we often do not know what programs or services will be funded in the upcoming funding cycle. Yet, we are asked (or expected) to generate plans and processes that can be implemented immediately once decision making is made.

June 29, 2015

Timely notice of meetings (not one week prior to a two-day meeting that is out of town). A clear diversity plan with announced goals, action plans, and metrics that is developed with and engages the community. Training for supervisors and managers so that staff of color or providers from communities of color are not "punished" (in various ways such as negative performance reviews, dropping in referrals, gossip) for presenting their own cultural opinions when those opinions are different from the white caseworkers. Timely release of performance metrics (has the 2014 Status of Children been released? Has the 2013 Status of Children been released?) Accounting for progress on goals and gaps vis. a vis. goals (such as disproportionality).
Be more responsive to communication.
More direct contact with stakeholders
Reach out and outline any service delivery changes to stakeholders prior to those service delivery changes taking place.
Notification of change in CSEC caseworker information would be helpful to us.
Openness to all - be aware of succumbing to politics.
Communicate more often when focus groups, workgroups, beginning stages of programs are being developed to have a broader base of interest from stakeholders.
More programs for children to deal with loosed and grief. The children have a better chance at succeeding if they accept the help with life issues. As the children are our future, we need a component that helps these misplaced children organize their thoughts and feelings when the parent doesn't succeed.
Referrals to various services in an appropriate order. Increased understanding of services and increased collaboration across the continuum of providers.
I know state agencies are under a lot of pressures, but this form of survey is full of unintelligible buzzwords. Also, the survey demands positive or negative comments as no neutral is allowed. To me, this is not easy to answer.
Work with us, not against us
Pay more attention to the impossible job that you require of your staff. Admit that you are so dramatically understaffed that you are spinning your wheels and creating a vicious cycle of losing too many staff & wasting too much money on training more who cannot be successful either. The only way to see the top of the hole you have dug due to insufficient funding is to off load or figure out things that you simply cannot afford to even try to accomplish until your funding stream reaches a healthy tipping point.
That services from partners cost money. We all are working towards similar outcomes, and the work is critical and often expensive. Strong Human capital plus financial resources = effective work with families and children.
I feel we are truly part of a collaborative effort, but in some cases, our role as contractor is seen as an afterthought or peripheral to casework. I think this is in the process of changing however.
Create opportunities for DHS staff to collaborate with community partners in a meaningful way. To do that, you will have to create the time for DHS staff to allow for that collaboration.
Continue to contract services with organizations that can enhance the work of DHS such as relief nurseries.

June 29, 2015

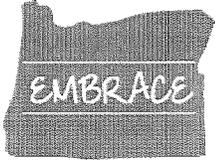
Better job at cross reporting abuse cases with law enforcement immediately
None
More direct contact with the child welfare case workers to gain more program referrals. Employment was added to the CW services last year and referrals have been very so as the CM are not used to having this option for their clients.
You should get your caseworkers the capacity to use 'text messages' to communicate with their clients. It would vastly improve their relationships with parents, relatives and other members of the community.
Don't ask for recommendations out of habit; only ask for them if you have some desire to follow them.
The ratings were a balance between Strongly Agree ratings for the local Child Welfare branch, and typically a Disagree rating for the State DHS. One suggestion for better community involvement is to stop using secure e-mail for surveys like this or other communications that don't need to be secure.
Timely communication with community partners is the key for every level of staff in the agency. Case workers and their supervisors are notorious for untimely communication and use this reputation to insulate themselves from expectations and group communication norms. When a case worker does not return phone calls or emails and then makes excuses for this error, it makes community partners feel like their time is not being valued. Everyone who works with DHS is just as busy; to have such widespread apathy for communication timelines is unprofessional and unbecoming of the agency as a whole and of the staff as individuals.
Listen and act on the feedback they are given.
My experience has been largely positive. I would suggest providing more time and dialogue regarding contract renewals when they come due.
Follow the law as well as OARs and other policies. Discovery needs to be provided in a more timely manner in compliance with 419B.881. Temporary and ongoing visits plans should be entered into in the timelines required. Assessments should also be completed in the time allowed by policy.
More Housing
Communication at the district level.
Asking for the parents' voice to be represented
To ensure that former child welfare clients voice is sought, listened to, and respected when implementing and designing services for families
Reach out specifically to those stakeholders with whom DHS works most closely to ensure that they are informed of relevant changes to DHS systems: e.g.: CASA, juvenile court Judges, juvenile attorneys.
It seems caseworkers are too overloaded / overwhelmed to engage appropriately with stakeholders or partners.
Continue to focus on diversity and cultural competency.
Follow through and commitment

June 29, 2015

Q9. Do you have any other comments or suggestions on how DHS can better partner with your organization?
No
Communicate with ALL community partners that DHS will be calling to assist with the clients they serve!
Continue as current interactions
It is sometimes difficult to understand the role of caseworker and/or mental health wraparound coordinator's role
Nope
In general, Oregon DHS Child Welfare is a joy to work with. Knowing more about DHS priorities earlier in the process and keeping routinely abreast of what projects will be chosen to pursue would help align workflow, staffing, and provide better services and products to Oregon.
It would be advisable for DHS to work with others in the community to build the capacity of community of color providers. Their expertise is needed, but they do not have the 100 year history to support the fiscal float, liability demands, and match to the DHS dollar it takes to be a service provider.
Be more realistic with regard to expectations from staff.
Put in the time to get to know the stakeholders in your smaller communities.
See above. Our organization has historically had a tremendous working relationship with our local DHS office and I look forward to maintaining this level of relationship in the future.
Notification of changes in email addresses and other changes that affect our working together would be helpful.
Sometimes calls or emails are not returned in a timely manner.
Change the 90 day cap to allow for more flexibility for the clients. It takes at least 90 days to get them to trust you, at least. Then the real work begins after that.
Since I am an individual, this question is confusing. Transparency sounds good but there is so much that has to be protected, it may not be possible. (These two statements are not related.)
They can treat us as professionals, not as someone they can boss around
No! I too cannot do it anymore and am retiring.
If all SDA Managers were as partnership oriented as Betty Albertson in SDA 7 - this state would see remarkable things happen.
We thoroughly enjoy our work with DHS and feel fortunate to have such a great partner.
More communication. There is still a lot of variation in caseworker expectations, involvement, and behavior. Would like to see clearer, more frequent communication.

June 29, 2015

Continued partnerships with organizations that support the DHS goals for children and families and can provide support for those families.
The follow up on reported cases of abuse vary by screener. Would appreciate consistent updates - thanks for all you do! It is a tough job!
Not really
Not at this time.
More work and support towards improving the morale of caseworkers.
Local Child Welfare and Self-Sufficiency (Linn) do a great job.
95% of the time I spend in communication with DHS caseworkers, BRS funding staff have been very positive.
More mentoring
No
Collaboration
I think we just need to get who we are out there and then just go from there.
We are happy to report that DHS at a local and state level has done an excellent job of partnering with our organization and our organizations providers.
Return phone calls!
I think Deferential Response could be and hopefully will be amazing.
We value our work with our DHS partners and support the work that we do together to keep children safe in our communities.



Overview and Highlights of Embrace Oregon in the Tri-County Area

Hospitality:

Embrace Oregon has spearheaded 7 community-led makeover efforts at DHS CW offices (All offices in D2, D15 have been recipients of a makeover and Embrace created new Tigard Visitation Center in D16). Since November 2012 to date, \$202,000 have been poured into these offices in cash and in-kind donations to make the spaces for children, families and staff communicate dignity, worth and value. Embrace Oregon is also currently in partnership with D15 and D16 in partnering the community with SSP for lobby makeovers to be completed by June 2015.

Nearly all DHS CW currently have Embrace Oregon Visitation Room Cleaning teams on weekly or bi-monthly basis.

Portland Leadership Foundation has gifted the use of our popular residential home, the Hillside House, to DHS to use for offsite and unit retreats over 60 times.

Nearly all DHS CW offices have Embrace Oregon Clothing Closet Organization and Maintenance teams.

Nearly all DHS CW in D2 and D15 have Embrace Oregon hospitality teams which bring in items on a monthly basis with notes of encouragement on behalf of Embrace Oregon for staff.

Embrace Oregon has given 8 Community Staff Appreciation luncheons hosted on-site for all DHS CW and SSP staff at that office location. This includes community volunteers serving and personally thanking DHS for their work in the community and raffle prizes donated by community businesses/organizations.

Embrace Oregon has met approximately 500 requested needs for children in foster care that have come as direct requests from caseworkers or the branch on behalf of serving children in care or children returning home with tangible needs. We have a DHS Embrace Oregon liaison at each branch that communicates needs of that branch to a designated Embrace Oregon community liaison for that branch. (We have been privileged to help an increasing amount of "in-home" cases in home preparation or assisting birth families with tangible items upon reunification with children).

Embrace Oregon has had a significant role in helping with Foster Parent Appreciation luncheons and the holiday parties at all the branches.

Direct On-Ramps to partnership:

We have had over 2,500 community members that have partnered with us on the Embrace Oregon makeovers/tours

Embrace Oregon has conducted over 50 tours at DHS CW offices of local community leaders meeting with their DHS CW leaders for the purpose of increased understanding and partnership at local offices. As “next steps” to the tour, we ask for the faith community/community organization for the opportunity for Embrace/DHS to do a volunteer orientation or Foster Parent Information session on site at their location.

Embrace Oregon has hosted an Embrace Oregon breakfast in D15 and D16 in which the District Manager has spoken to the group of executive pastors gathered about ways the DHS welcomes their community partnership (Embrace Oregon breakfast to be held in D2 in fall 2015).

Embrace Oregon works closely with each county’s volunteer program coordinator to host regularly scheduled Volunteer Orientations.

For those who choose to be fingerprinted and background checked, Embrace Oregon is emphasizing the following volunteer opportunities to serve with DHS:

- **Office Moms and Dads** (Volunteers that have come to DHS through Embrace Oregon have been able to respond to 90% of all requested calls from PS sups for volunteers to wait in the office when children are awaiting placement. In D15, this Embrace initiative is also used by SSP for clients doing employability assessments who need in-office childcare to complete paperwork).
- **Transportation** (Great feedback in D16 about committed volunteers helping with transport for increased family time).
- **Ice Breakers** (currently offered in D2 and D15). Positive feedback about these skilled volunteers and the positive bridge created between foster and birth parents.

Embrace Oregon offers numerous on-going tangible service projects to show dignity, worth and value to those DHS serves including:

- **Welcome Boxes** (Over 10,000 made and delivered monthly to all DHS CW and SSP offices in tri-county area to be used for children awaiting placement, teen parenting program, and for caseworkers to give to clients for any reason!)
- **Apartment Starter Kits** for kids aging out/ **Stocked diaper bags** for foster families picking up newborns in care
- **Boxes of Love Project** (66 quart tubs of *brand new* clothing given to children leaving 4 area hospitals entering state care) www.boxesofloveproject.org

Counter-Narrative:

Through use of social media and story site on Embrace Oregon website, Embrace Oregon desires to share positive stories with the community that are important and not often heard regarding volunteers, foster parenting and DHS.

Visit: www.facebook.com/EmbraceOregon
www.embraceoregon.org/stories (a new EO website is under construction)

Creating Community Awareness of need for Safe and Loving Foster Homes:

96 Certified families that have identified that they have become certified because of Embrace Oregon's efforts.

33% of families who identify as coming to DHS associated with Embrace Oregon have become certified.

Every Child Launch set for May 2015

Significant Community Investments of Note:

Trailblazer Foods has partnered with Embrace Oregon and has given 2,500 jars of jelly with an encouraging "Thank you" label for every DHS employee in tri-county area and CW at Central office the past two years.

Frugal Living Northwest has partnered with Embrace Oregon to give a \$10 Gift Card to EVERY teen in FC in the tri-county area for the holidays (Both years we had so many extra we extended this gift to Marion County as well). Over \$25K in gift cards by individuals and businesses have been given to the branches to support teens the last 2 years.

eROI Marketing Group has made a very generous investment in helping Embrace Oregon develop the Every Child Campaign to increase community awareness and action around foster care.

Metropolitan Land Group is partnering with Embrace Oregon by gifting 10 high quality apartment units to Embrace Oregon to work directly with SSP. SSP will identify families at risk of becoming CW involved with housing being of significant concern. Embrace Oregon to provide intentional, relational wrap around support to families who live in the units for 1 year.

Murdock Trust has recently awarded Portland Leadership Foundation a 3 year \$182,000 grant for our first *fulltime* Embrace Oregon employee, including \$25K to be used for recruitment purposes in the community.

Child and Family Services Review – 173 Cases 2014 Summary of Outcomes¹

A total of 173 Child Welfare cases were reviewed in 2014. The following Summary of outcomes includes three focus areas, with fourteen domains. Please note some review items are not applicable to all cases.

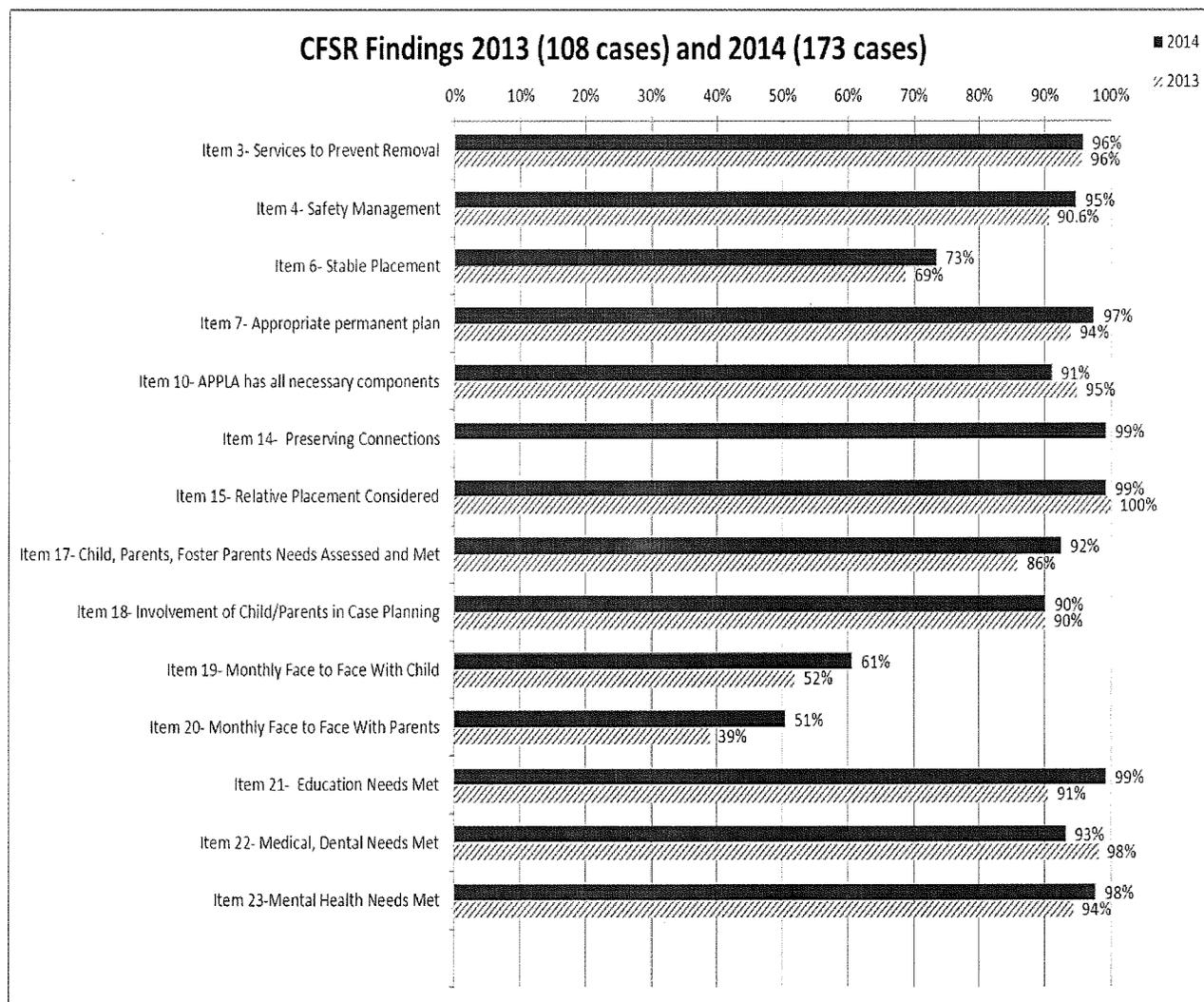
SAFETY OUTCOMES				
Children are safely maintained in their homes whenever possible and appropriate	PURPOSE OF ASSESSMENT	CASES RATED AS STRENGTH	RATED AS AREA NEEDING IMPROVEMENT	RATED AS N/A
Item 3: Services to family to protect children in the home and prevent removal or re-entry into foster care are assessed	To determine whether, during the period under review, the agency made concerted efforts to provide services to the family to prevent children's entry into foster care or re-entry after a reunification.	68 (96%)	3	102
Item 4: Risk assessment and safety management	To determine whether, during the period under review, the agency made concerted efforts to address and access the risk and safety concerns relating to children in their homes or while in foster care.	164 (95%)	9	
PERMANENCY OUTCOMES				
Children have permanency and stability in their living situations.	PURPOSE OF ASSESSMENT	CASES RATED AS STRENGTH	RATED AS AREA NEEDING IMPROVEMENT	RATED AS N/A
Item 6: Children have permanency and stability in their living situations	To determine if the child in foster care is in a stable placement at the time of the onsite review and that any changes in placement that occurred during the period under review were in the best interest of the child and consistent with achieving the child's permanency goals.	116 (73%)	42	15

¹ Oregon did not fully utilize federal case review measurements in 2014, and as a result the Item numbers for that year are not consistent with the items on the federal tool.

Item 7: Permanency goal for child	To determine whether appropriate permanency goals were established for the child in a timely manner.	155 (97%)	4	14
Item 10: Other planned permanent living arrangement (APPLA)	<p>To determine whether, during the period of review, the agency made concerted efforts to ensure the following:</p> <ul style="list-style-type: none"> • That the child is adequately prepared to make the transition from foster care to independent living. • That the child, even though remaining in foster care, is in a “permanent” living arrangement with a foster parent or relative caregiver and that there is a commitment on the part of all parties involved that the child remain in that placement until he or she reaches the age of majority or is emancipated. • That the child is in a long-term care facility and will remain in that facility until transition to an adult care facility. 	41 (91%)	4	128
Item 14: Preserving Connections	To determine whether during the period under review, concerted efforts were made to maintain the child’s connections to his or her neighborhood, community, faith, extended family, tribe, school and friends	128 (99%)	1	44
Item 15: Relative Placement	To determine whether during the period under review, concerted efforts were made to place the child with relatives when appropriate.	136 (99%)	1	36

CHILD AND FAMILY WELL-BEING OUTCOMES				
Families have enhanced capacity to provide for their children's needs	PURPOSE OF ASSESSMENT	CASES RATED AS STRENGTH	RATED AS AREA NEEDING IMPROVEMENT	RATED AS N/A
Item 17: Needs and services of child, parents, and foster parents	To determine whether, during the period of review, the agency made concerted efforts to assess the needs of children, parents and foster parents (both at the child's entry into foster care or on ongoing basis) to identify the services necessary to achieve case goals and adequately address the issues relevant to the agency's involvement with the family, and provided the appropriate services.	160 (92%)	13	
Item 18: Child and family involvement in case planning	To determine whether, during the period under review, concerted efforts were made (or are being made) to involve parents and children (if developmentally appropriate) in the case planning process on an ongoing basis.	129 (90%)	14	30
Item 19 - Caseworker visits with the child	To determine whether the frequency and quality of visits between caseworkers and the children in the case are sufficient to ensure the safety, permanency, and well-being of the child and promote achievement of case goals.	105 (61%)	68	
Item 20: Caseworker visits with parents	To determine whether, during the period of review, the frequency and quality of visits between caseworkers and the mothers and fathers of the children are sufficient to ensure the safety, permanency, and well-being of the children and promote achievement of case goals.	44 (51%)	43	86
Item 21: Educational needs of the child	To determine whether, during the period under review, the agency made concerted efforts to assess the children's educational needs,	138 (99%)	1	34

	and whether identified needs were appropriately addressed in case planning and case management activities.			
Item 22: Physical health of the child	To determine whether, during the period under review, the agency made concerted efforts to address the physical health needs of the child, including dental health needs.	152 (93%)	11	10
Item 23: Mental/behavioral health of the child	To determine whether, during the period under review, the agency made concerted efforts to address the mental/behavioral health needs of the child(ren).	128 (98%)	3	42



2015 CFSR Ratings		1st Quarter			
		District 4, 5, Alberta and East Branches			
		Reviewed	Applied	Strength	%
Safety Outcomes	1: Timeliness to Investigations	43	22	13	59%
	2: Services to prevent removal	43	29	29	100%
	3: Safety Management	43	43	37	86%
	Total Safety Outcomes		94	79	84%
Permanency Outcomes	4: Placement Stability	43	37	27	73%
	5: Appropriate Permanent Plans	43	37	31	84%
	6: Achieving Permanency Plan	43	37	26	70%
	7: Placement with Siblings	43	22	20	91%
	8: Visiting between Parents and Siblings in Foster Care	43	30	26	87%
	9: Preserving Connections	43	36	33	92%
	10: Relative Placements	43	30	26	87%
	11: Relationship of Child in Care With Parents	43	28	21	75%
	Total Permanency Outcomes		257	210	82%
Well-Being Outcomes	12: Child, Parents', Foster Parents Needs Assesed and Met	43	43	31	72%
	13: Involvement of Child/Parents in Case Planning	43	38	29	76%
	14: Monthly Face to Face With Child	43	43	30	70%
	15: Monthly Face to Face With Parent	43	34	11	32%
	16: Educational Needs Met	43	31	29	94%
	17: Medical, Dental Needs Met	43	40	34	85%
	18: Mental Health Needs Met	43	31	25	81%

	Well-Being Outcomes Total				260	189	73%
Out of 611 reviewed items 478 were rated as strength, for a total compliance of 78%							

Child Welfare Reports

SubCategory	Report Number	Internal ROM ReportName
Foster Care Reports	CM.1	Flow of Children in Foster Care
Foster Care Reports	CM.1.1	Flow of Children in Foster Care 17+ months
Foster Care Reports	CM.2	Count of Children in Foster Care by Placement Type (Last Day of Perio
Foster Care Reports	CM.3	Length of Stay (for those in care)
Foster Care Reports	CM.5	Discharge Reason (of those discharged)
Foster Care Reports	CM.7	Removal Rate per 1000
Foster Care Reports	CM.8	Initial placements with relatives (of those entering care)
Foster Care Reports	CM.9	Placement in same or adjoining county (of those in care)
Foster Care Reports	OR.3	Children entering and exiting foster care
Foster Care Reports	OR.4	Count of Children in Foster Care (Total Served during Period)
Foster Care Reports	OR.5	Median Length of Stay at Exit (of those exiting)
Foster Care Reports	OR.6	Removal Reasons for Children Entering Foster Care
Foster Care Reports	OR.7	Youth Exiting Foster Care on/after Turning 18
Foster Care Reports	OR.8	Number of Placements for Children in Foster Care
CPS Reports	CPS.01	Completed Assessments by Disposition
CPS Reports	CPS.02	Assessment Completed within Required time (of those due)
CPS Reports	CPS.03	Time to Initial Contact
CPS Reports	OR.01	Child Abuse/Neglect Reports by Screening Decision (of received reports)
CPS Reports	OR.02	Victim Rate per 1,000
Child Safety	CS.01	Safe from maltreatment recurrence for 6 mos. (of victims 6 mos. ago)
Child Safety	CS.02	Safe from Maltreatment by Foster Providers (of those in care prior 12 mos)

SubCategory	Report Number	Internal ROM ReportName
Composite 1: Reunification Timeliness/Permanenc	FO.1.1	Reunification in 12 months (of those reunified)
Composite 1: Reunification Timeliness/Permanenc	FO.1.2	Median months to reunification (of those reunified)
Composite 1: Reunification Timeliness/Permanenc	FO.1.3	Reunification in 12 months of entry (of 1st time removals 12 mos ago)
Composite 1: Reunification Timeliness/Permanenc	FO.1.4	Maintain Reunifications for 12 months (of those reunified 12 mos ago)
Composite 2: Timeliness of	FO.2.1	Adopted in less than 24 months (of those adopted)
Composite 2: Timeliness of	FO.2.2	Median months to adoption (of those adopted)
Composite 2: Timeliness of	FO.2.3	Adopted in 12 month target period (of those in care 17+ mos.)
Composite 2: Timeliness of	FO.2.4	Legally freed for adoption in 6 mos of target year (in care 17+ mos no TPR)
Composite 2: Timeliness of	FO.2.5	Adopted in less than 12 months of TPR (of those with TPR 12 mos ago)
Composite 3: Permanency for Long-term Children	FO.3.1	Permanency achieved before 18 years (of those in care 24 mos.)
Composite 3: Permanency for Long-term Children	FO.3.2	Permanency achieved (of those legally free for adoption and discharged)
Composite 3: Permanency for Long-term Children	FO.3.3	In Care Less than 3 Yrs (of those emancipated or turned 18)
Composite 4: Placement Stability	FO.4.1	Placement stability: 2 or fewer placements (of those in care under 12 mos.)
Composite 4: Placement Stability	FO.4.2	Placement stability: 2 or fewer placements (of those in care 12 - 23 mos.)
Composite 4: Placement Stability	FO.4.3	Placement stability: 2 or fewer placements (of those in care 24+ mos.)

SubCategory	Report Number	Internal ROM ReportName
Summary Reports	OR.09	SEFCR Metrics Summary
Federal Permanency Indicators	PO.1	Permanency in 12 mos (of those entering care 12 mos ago)
Federal Permanency Indicators	PO.2	Permanency in 24 mos (of those entered care 24 mos ago)
Federal Permanency Indicators	CM.4	Countdown to Permanency (of those entered care in last 24 months)
Federal Permanency Indicators	CM.4.1	Countdown to Adoption/other Permanency (those given TPR in last 24 mos)
Federal Permanency Indicators	CM.4.2	Countdown to TPR (of those starting 17th month in last 24 mos)
Federal Permanency Indicators	CM.6	No Re-entry into Custody (of those discharged 12 months ago)
Caseworker Contact Reports	CV.1	Months worker-child visit made (of months child in care entire month)
Caseworker Contact Reports	CV.2	Months with in-placement visit (of months in care entire month and visited)
Caseworker Contact Reports	CV.3	Worker-Child Visitation Pending/Completed (those in care start of cur mo)

Differential Response Monthly Reports (*manual reports, under development in ORKids Reports*)

Monthly SA 2012 DR Report: # of Admin Only Cases from TR vs. AR Track
Monthly SA 2013 DR Report: Number of Assessments with a Track Switch
Monthly SA2010 DR Scrn by Track & Time to Complete (I_384 and I_385))

ORKids Reports

Sub Folder	ORKids Report Number	Report Name
n/a	n/a	ORKIDs Viewer Case Search
n/a	n/a	ORKIDs Viewer Person Search
BRS	FC-1008-D	BRS Utilization Report Detail
BRS	FC-1008-S (a)	BRS Utilization Report Summary - Admin
BRS	FC-1008-S (p)	BRS Utilization Report Summary - Provider
Foster Care	FC-1001	Emergency Preparedness Child Contact List - Unmasked
Foster Care	FC-1002	Emergency Preparedness Child Contact List - Masked
Foster Care	FC-1005-D	Children in Foster Care by Duration Detail
Foster Care	FC-1005-S	Children in Foster Care by Duration Summary
Foster Care	FC-1006-D	Children in Foster Care Receiving Personal Care (Limited Access)
Foster Providers	FC-1004-D	Home Provider Current Status Detail
Foster Providers	FC-1004-S	Home Provider Current Status Summary
Foster Providers	FC-1009-D	Home Provider Patron File Detail
Assessment	SA-2001-D	Open Assessments Detail
Assessment	SA-2001-S	Open Assessments Summary

Sub Folder	ORKids Report Number	Report Name
Eligibility	EL-3008-D	TANF 20K Detail Report
Eligibility	EL-3008-S	TANF 20K Summary Report
OIS Run	EL-3009-D	Title IVE Programs Quarterly Financial Report
Eligibility	EL-3011-D	Foster Care Eligibility ADP Detail
Eligibility	EL-3011-S	Foster Care Eligibility ADP Summary
Eligibility	EL-3012-D	Adoption Assistance Eligibility ADP Detail
Eligibility	EL-3012-S	Adoption Assistance Eligibility ADP Summary
Eligibility	EL-3013-D	Guardianship Assistance Eligibility ADP Detail
Eligibility	EL-3013-S	Guardianship Assistance Eligibility ADP Summary
Eligibility	EL-3014-D	In Home Eligibility ADP Detail
Eligibility	EL-3014-S	In Home Eligibility ADP Summary
Eligibility	EL-3015-D	Foster Care TANF and XIX Eligibility Status Report Detail
Eligibility	EL-3015-S	Foster Care TANF and XIX Eligibility Status Report Summary
Eligibility	EL-3016-D	Foster Care IV-E Eligibility Status Report Detail
Eligibility	EL-3016-S	Foster Care IV-E Eligibility Status Report Summary
Eligibility	EL-3018-D	In Home Eligibility Status Detail
Eligibility	EL-3018-S	In Home Eligibility Status Summary

Sub Folder	ORKids Report Number	Report Name
Worker Face to Face Contact	WB-5001-D	Caseworker Family Face to Face Contact Detail
Worker Face to Face Contact	WB-5001-S	Caseworker Family Face to Face Contact Summary
AA-GA	AG-6001-D	Children in AA-GA Turning Age (Limited Access)
AA-GA	AG-6002-D	ORPARC (Oregon Post Adoption Research Center Reports and Files)
AA-GA	AG-6003-D	ORPARC Provider Address Change
Budget Expenditures	BU-8005-D	SFMA Program Expenditures
Budget Expenditures	BU-8015-D	Total Fund Program Expenditures
Enhanced Supervision	BU-8001	Enhanced Supervision Status
Enhanced Supervision	BU-8002	Enhanced Supervision Notice
Enhanced Supervision	BU-8003	Enhanced Supervision Notice LIST
External Reports	BU-8004-D	IV-E Waiver Relationship Based Visitation Data
OIS Run	BU-8008-D	Parent Mentor IV-E Waiver List
External Reports	BU-8014-D	ACF4125 Federal Education Report

Sub Folder	ORKids Report Number	Report Name
ILP	BU-8006-D	ILP Tuition and Fee Waiver (Limited Access)
ILP	BU-8007-D	National Youth in Transition Database
ILP	BU-8009-D	ILP Eligibility Search
ILP	BU-8010-D	Health Care Proxy
ILP	BU-8011-D	ILP Credit Report Alerts
ILP	BU-8013-D	ILP Eligibility History
ILP	BU-8016-D	NYTD Follow-Up 19 yr old Survey Population
ILP	BU-8017-D	NYTD Baseline 17 yr old Survey Population

2014-15 CAPTA CITIZEN REVIEW PANEL REPORT

In 1996, an amendment to the Child Abuse and Prevention Treatment Act (CAPTA) mandated that every state establish at least three Citizen Review Panels (CRPs) to review systemic issues within public child welfare and make recommendations to improve related policies, procedures, and practices. The Act requires panels to submit a report to the state child welfare agency annually and, within six months, the agency must respond to the report.

The Oregon Department of Human Services (DHS) transferred responsibility for administering the panels to the Oregon Judicial Department's Citizen Review Board (CRB) in 2012. This year, the CRB established three panels in Douglas, Lane, and Multnomah counties. Panel members included volunteer citizen review board members, judges, DHS staff, attorneys, court appointed special advocates and staff, foster parents, former foster youth, and other community stakeholders involved in the child welfare system.

Panels met at the Oregon Garden on July 14th and 15th, 2014 for a two-day kickoff session. Attendees

heard from Lois Day, Director of DHS' Office of Child Welfare Programs, about agency priorities and federal planning processes. Panels were then asked to brainstorm a list of system issues in each of their counties. Each panel prioritized those issues and selected one to explore throughout the year. Multnomah and Douglas counties initially chose placement with relatives as their area of focus and Lane County chose services and supports for older youth in foster care.

Between August 2014 and March 2015, each panel examined federal and state laws and policies, and reviewed data and resources. Panels also met with community stakeholders, including local juvenile court judges and staff, current and former foster youth, child welfare managers and staff, child advocates, attorneys, foster parents, service providers, educators, and business leaders to discuss system issues and review draft recommendations. In April 2015, each panel hosted a community forum to share their findings and draft recommendations, and solicit community input and recommendations.

The Citizen Review Panels would like to extend a warm thank you to all the community members who attended panel meetings. Your questions, comments, and support for the CAPTA work was greatly appreciated.



DOUGLAS COUNTY CITIZEN REVIEW PANEL

PANEL MEMBERS

Citizen Review Board

Volunteers

Maria Bianchi
Jennifer Doerner
Tom Nikirk
Jack Rone
Linda Wells
Robyn Widmann

Staff

Walt Gullett

CASA

Katherine Elisar
Susan Knight

Dept. of Human Services

Darlene D'Angelo
Sandy Henry
Lisa Lewis

Dept. of Justice

Summer Baranko

Public Defense

Warren Bruhn
Kathryn Kosstrin
Gina Stewart
Jason Thomas

FOCUS

Significantly reduce the number of children with a permanency goal of another planned permanent living arrangement and eliminate it entirely for children under the age of sixteen.

The Douglas County CRP identified increasing relative placements and relative connections immediately after a child is placed in foster care as a priority area to explore. As they began to evaluate data related to the county's children in foster care, the panel's attention was drawn to the concerning number of children with a permanency goal of Another Planned Permanent Living Arrangement (APPLA). Recent federal legislation has mandated the elimination of APPLA as a permanency goal for children under 16 years of age. The Douglas County panel strongly supports this shift.

Given that APPLA on its face is the least permanent option for children in foster care, the panel decided to narrow their focus to significantly reduce the number of children with APPLA as a permanency goal and eliminate it entirely for children under the age of 16. With strong support from DHS, the panel was able to collect detailed data on the county's 77 children in foster care with a permanency goal of APPLA.

The statistics paint a disturbing picture:

- Over the last five years, these 77 children have experienced 350 placements, with an average of over 4 placements per child;
- These children spent an average of 70.3 months in foster care; and
- Five children under the age of ten have a permanency goal of APPLA.

At the panel's meetings with child welfare stakeholders, conversation centered on court and child welfare agency processes within the county. Agreement was reached that things had been done in certain ways in Douglas County for many years and it was time to reevaluate how the system operates. A suggestion was made to reinvigorate the county's Model Court Team given that a new referee will soon be taking responsibility for the juvenile docket. Panel members and stakeholders agreed that this convening of the court, agency, attorneys, court appointed special advocates (CASA) and other stakeholders would be a good place to discuss how the

What does APPLA look like in Douglas County?

(point in time data from November 2014)

77 children in foster care (about 23%) had APPLA plans.

- ◆ Together, they had 350 placements in the last 5 years.
- ◆ They averaged about 6 years in foster care.
- ◆ 23 were placed with a relative.
- ◆ 26 (34%) were age 13 or younger.
- ◆ 5 were under age 10 (the youngest was 3).



system could be reconfigured to more effectively serve children and families, and to have a conversation about shared values to ensure that everyone is working toward a shared set of goals for systemic reform based on agreed principles.

Since the panel began its work, much progress has already been made. A CASA is now assigned to every child with an APPLA goal. DHS also conducted Permanency Round Tables on 17 children with APPLA goals and 12 of them now have goals that will lead to greater permanency.

At the panel's public forum in April, DHS reported that while the 17 Permanency Round Tables were conducted by DHS' Central Office with its own prescribed processes, future round tables could be administered locally. Douglas County DHS would then be able to tailor the process to meet local needs. For example, attorneys and CASA could be invited to participate. Panel members agreed with a local attorney at the public forum that attorney presence during round tables is critical given that they have been working so closely with the children, often over a period of years.

Also at the public forum, DHS reported that there has been a significant spike in the number of children in care. Last summer, there were approximately 271 children in care and there are now 400. This important change must be explored further by all system stakeholders, and the re-invigorated Model Court Team is a viable venue to have this conversation.

Panel Recommendations

1. DHS immediately eliminate APPLA as a permanency goal for all children aged 15 and under.
2. The court appoint a CASA for any child with an APPLA permanency goal, beginning immediately.
3. The court reinvigorate the Douglas County Model Court Team and convene the team in a strategic planning effort to:
 - a. Develop shared values to guide practice,
 - b. Identify and challenge the "way we've always done things in Douglas County" and develop and implement new methods and practices that better serve children and families,
 - c. Further define the systemic financial disincentives to permanency – developing methods to ensure the system pays for what children and families actually need, and
 - d. Define methods to create urgency for permanency when children are placed in a safe relative placement.
4. DHS adopt policy as soon as possible mandating that all verbal children be asked, throughout the life of the case, about possible relative placements and connections.
5. DHS develop its own local process and conduct permanency round tables on a regular basis for any child in care whose permanency goal is APPLA. As part of the permanency round tables, DHS invite other county agencies, like employment, health, and education, as there might be other resources available to children of which DHS may be unaware.

Lane County Citizen Review Panel

PANEL MEMBERS

Circuit Court

Hon. Eveleen Henry
Hon. Valerie Love

Citizen Review Board

Volunteers

Maria Bybee
James Horton
Bev Schenler
Roz Slovic

Staff

Lisa Romano

CASA

Jean Mestdagh

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Sydney Putnam
Julie Spencer
Bridget Byfield

Foster Youth

Michelle Palmer

Foster Parent

Tiffany Olsen

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Andrea Hansen-Miller

Private Attorney

Cathy Ouellette

Public Defense

Tricia Hedin

FOCUS

Increasing safety and permanent connections for older youth in foster care.

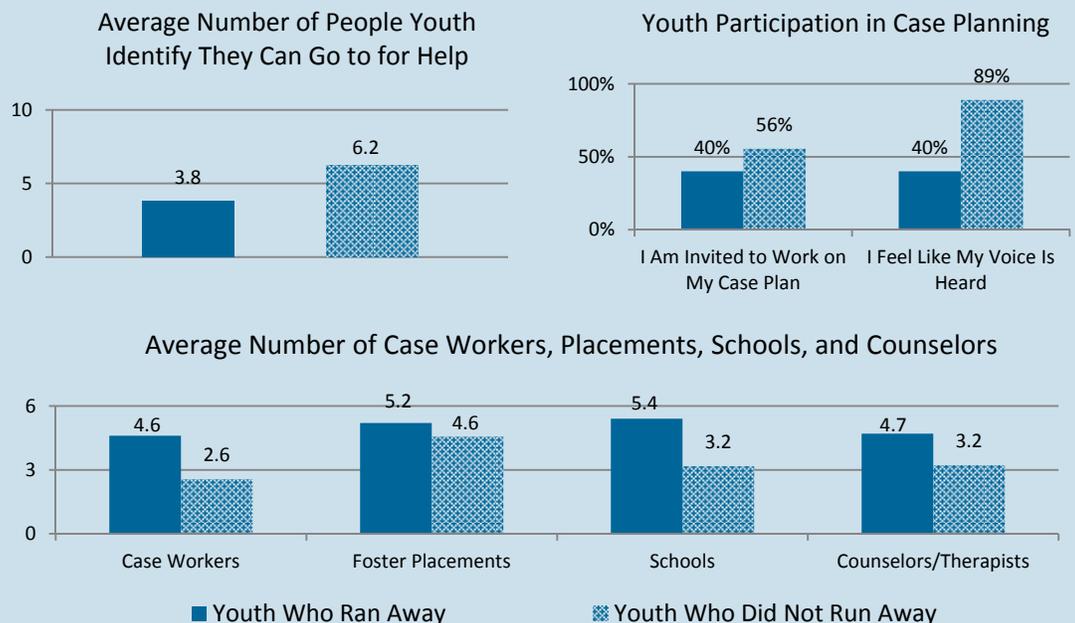
The Lane County CRP focused on increasing safety and permanent connections for older youth in the foster care system to ensure adequate services and supports are in place to help them become successful adults and productive members of the community. The panel was particularly interested in exploring ways in which the system could provide supports to prevent runaway behavior and lower the risk of commercial sexual exploitation of children in foster care. At their first stakeholder meeting on October 3, 2014, the panel chose to narrow their scope to a project focused on keeping youth connected by looking at what types of supports older youth need to remain in care successfully.

Early in their work, the panel identified a number of issues of concern including:

- Failure to identify victims or youth at risk of commercial sexual exploitation,
- Lack of skilled foster homes for older youth,
- Lack of a secure shelter and residential treatment facilities in Lane County,
- Re-entries into foster care,
- Need for better exit strategies for older youth,
- Need for ongoing relative searches,
- Barriers to participation in services and programs,
- Post-DHS involvement in services, and
- Foster parent retention and support.

The panel surveyed 30 foster youth age 14 or older. The majority of them were involved in the Independent Living Program (ILP) or Foster Youth Connections (an advocacy group of current and former foster youth) because the survey was administered at ILP and Foster Youth Connection meetings. Thirty-three percent of the foster youth surveyed had run away at some point and, when they did, most stayed with a friend or at a shelter.

Differences Between Foster Youth Who Ran and Those Who Did Not



Of youth who ran away, 70% said "cooling down" helped them return to foster care. Compared with youth who did not run away, youth who ran had fewer people they would go to for help; more changes in caseworkers, foster placements, schools, and counselors; and were less likely to feel like they had real power to make decisions in their case. The panel gathered additional information through a focus group of foster youth and by DHS conducting file reviews of youth who had run away.

The panel had a serious concern that there is no local shelter facility in Lane County. Historically, youth have been placed out of county when they need short term shelter care. After hearing from foster youth and community partners, the panel wrote a letter of support to the Oregon Legislature supporting funding for a local shelter facility.

The panel discussed many issues facing older foster youth in Lane County. While all of their important findings could not be included in the panel's final recommendations, the panel wishes to note the following:

The Foster Youth Bill of Rights

DHS policy requires that the Bill of Rights be posted in all foster homes. The panel discussed the importance of foster parents personally reviewing it with the foster youth in their homes.

Connections for Foster Youth

Given that the surveys and focus groups conducted by the panel illustrated that children are less likely to run away if they can reach their support people, the panel discussed the importance of each youth having a laminated wallet-sized contact card in their possession containing the names and after hours contact information for their worker, lawyer, therapist, and CASA. The panel also supported the idea of older foster youth serving as mentors for younger foster youth.

Youth Voice

Youth who felt empowered to participate in their case plans and believed that their voices were heard were less likely to run away. The panel discussed the idea of conducting a yearly meeting, to which foster youth could invite attendees, to discuss the overall plan for the youth and hear any recommendations or concerns the youth may have.

Panel Recommendations

1. DHS seek all public and private funding opportunities to establish a short term shelter facility in Lane County.
2. DHS develop additional transportation resources so foster youth can participate in extra-curricular activities, the Independent Living Program, Foster Youth Connection, jobs, and internships. The panel also recommends that DHS provide information to older foster youth about Foster Youth Connection and other opportunities to interact with other foster youth.
3. DHS develop specialized training and additional supports (e.g., foster parent mentor program, support groups) for foster parents who care for teens.
4. Fact sheets for each foster home outlining the rules of the home, family dynamics, etc. be developed by DHS to assist in better matching foster youth with foster families.
5. A protocol to identify youth at risk of or having been exposed to commercial sexual exploitation be developed by a workgroup of interested stakeholders representing the court, DHS, foster parents, CASA, and attorneys. Training and implementation should be accomplished within the next six months.
6. A task force be appointed by DHS within three months to follow up on the panel's recommendations.



Multnomah County Citizen Review Panel

PANEL MEMBERS

Citizen Review Board

Volunteers

Jean Cauthorn
 Donna Ching
 Charlotte Cook
 Diane Greenman
 Jason Wishert

Staff

Tiffany Lamberth
 David Smith

CASA

Betsy Stark Miller
 Lynn Travis

Dept. of Human Services

Kellie Barber
 Edgar Perez

Parent Mentor

Alicia Knox

Public Defense

Jennifer Meisberger

Service Provider

Leah Hall, Morrison Ctr.

The Multnomah County CRP chose relative placement and life-long connections as its area of focus. The panel explored whether law, policy, and practice relating to relative placements have a disproportionate impact on communities of color, with more relatives from those communities being ruled out as placement resources.

The panel reviewed DHS policies and procedures, surveyed DHS staff, and conducted focus groups with foster parents and DHS foster care certifiers. Foster parents and certifiers shared barriers that both relative and non-relative foster care providers must overcome in order to provide care.

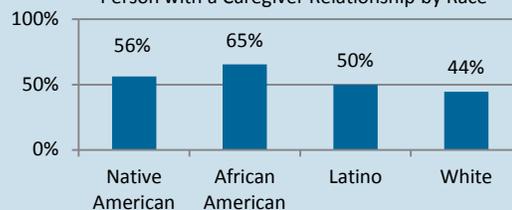
Most importantly, providers noted that the reimbursements for foster care are inadequate. They cannot afford to pay for day care for the children in their care so many foster parents are unable to work. This places even more financial pressure on foster families. Foster parents also noted that their first monthly payment is not received until a child has been in their care for a full month. This places a burden on foster families to “front” the cost of items and services needed by their foster children during the first month of placement.

Certifiers reported that criminal background checks and child welfare history are barriers to certifying more relatives. Adult children residing in the relative home may have had previous system contact that precludes certification of the relative home. The panel learned that DHS does not track denials and requests for non-safety waivers for eligible criminal records. Since the panel has begun its work, DHS has seen value in tracking this information to ensure consistency in the application of policy across waiver requests.

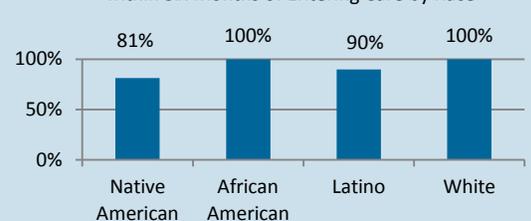
Both the certifiers and foster parents expressed concern about the lack of support groups for foster parents. The church groups through the Embrace Oregon program were noted as especially supportive. Foster parents were concerned that the home study process is very intrusive and they sometimes feel blamed for the problems in the family. Workers are concerned that the safe home study takes approximately three times longer to complete than the previous process.

Relative Search and Placement Statistics

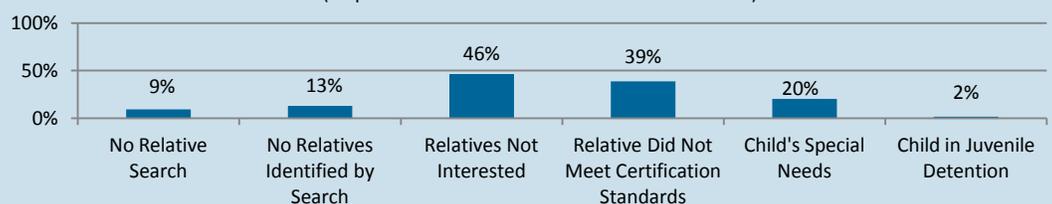
Percent of Children Placed with a Relative or Person with a Caregiver Relationship by Race



Percent of Children with Relative Searches within Six Months of Entering Care by Race



Reasons Why a Child was Not Placed with a Relative (respondents could choose more than one reason)



FOCUS

Relative placement and life-long connections.

Former foster youth attended the panel's second stakeholder meeting. They noted that they had never been asked whether they had relatives with whom they were connected. DHS policy states that the agency "must communicate with the following individuals to identify the child or young adult's relatives or persons with a caregiver relationship: (a) The child or young adult's parents or legal guardians; (b) the child or young adult, whenever possible[.]"

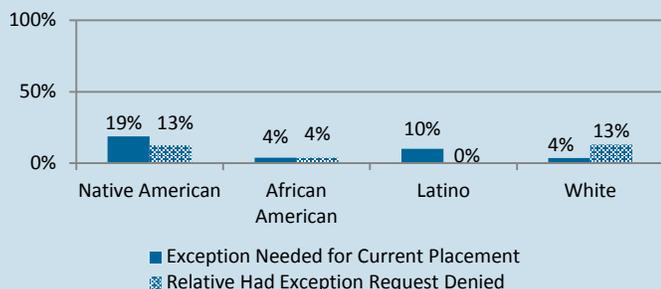
Stakeholders also expressed concern that the letter sent to relatives can be seen as unwelcoming. The panel was informed that there is no requirement that DHS follow up personally with relatives once the letter is sent. DHS procedures, however, do direct staff to make initial contact with relatives in person or by phone to assist relatives in working through emotions and answer any questions immediately. The procedures indicate the letter sent to relatives should be in follow-up to the initial contact in person or by phone. See [DHS Child Welfare Procedure Manual, Ch. IV, Sec. 3](#), Pgs. 5 - 8.

DHS assisted the panel by performing a case review of relative placement issues. No disparity was found by race in placement rates. It was noted, however, that most of the Latino families in the small sample did withdraw from consideration as placement resources. Further examination of these cases may illuminate patterns that cause this to happen. In 22% of the cases, either no relative search was done or no relatives were identified. The panel discussed the importance of DHS considering Family Decision Meetings as required by law as these meetings provide a helpful forum to identify relatives. ORS 417.368 requires the meeting to be held within 60 days of placement. If DHS elects not to conduct the meeting, they must document the reasons for that decision in the case plan.

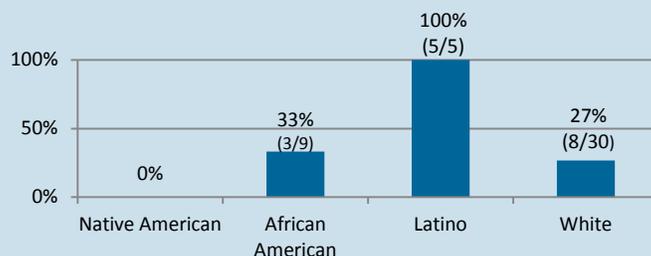
Panel Recommendations

1. DHS modify policy and practice, as soon as possible, requiring all verbal children be asked about their relatives to help aid and expand the relative search effort. Children need to be asked over time as new information becomes available. All attorneys and CASA should ask verbal children about relatives beginning immediately.
2. Foster parent support groups and mentoring program be re-initiated by DHS. The panel noted it would be helpful to have certifiers follow-up personally with foster parents to explore what types of support they need and to help them get connected with those supports.
3. DHS re-write the letter to relatives to make it more welcoming.
4. DHS ensure caseworkers are aware of procedures to make initial contact with relatives in person or by phone prior to sending them the letter.
5. DHS review and revise the relative inquiry form to include additional information to be reported. The form does not capture adequate information as written. Information needs to be captured about relatives who would be able to support the child in other ways if they cannot be a placement resource (respite, visits, support, hearing attendance, etc.).
6. Multnomah DHS follow-up immediately to ensure compliance with ORS 417.368 to consider Family Decision Meetings in every case and hold them within 60 days or document why a meeting is not appropriate in individual cases. The panel recommends that relative identification be incorporated into the Family Decision Meeting.

Exceptions to Foster Home Certification Requirements by Race



Relatives Who Withdrew their Request to be a Foster Placement by Race



Youth Transitions 5 Year Plan Workgroups Recommendations

Transitions

1. Foster Parent Training
 - a. Mandating a certain array of classes for those who foster youth over the 16+
 - i. Include training on CSEC, LGBTQ Youth.
 - ii. Utilize current trainings offered through PSU.
 - iii. Include a stipend portion that may allow foster parents and foster youth to work together toward a goal (like car repair, insurance, etc.).
 - b. Bringing in Foster Youth and Caseworkers at the same time to add a comprehensive value to the trainings.
 - c. Recruit foster parents who have successfully parented teens to aid in training.
 - d. Training around youth reconnecting with biological family in a safe and healthy way (since they will do it regardless).
2. Creating a system of support for older youth that is youth driven
 - a. Working in the schools and other places to recruit individuals to assist youth in mentorship, support, etc.
 - b. Recruit foster parents who have been foster parents for someone they knew, but might be reluctant to parent again.
 - c. Working with the natural supports to create safe, reliable environments.....
 - d. Coming up with a foster youth agreement to be negotiated between the foster parent, youth, and caseworker around rules and expectation.
 - i. Utilizing existing dispute resolution centers/programs to aid in drafting and administering the agreements.

Education

3. High School Completion and Pre-College/Career Preparation for Foster Youth
 - a. Supports for youth struggling with high school or GED completion.
 - b. Ability for youth to know what college is like and what to realistically expect.
 - c. Ability for youth to know if college is right for them and to learn about other options (like apprenticeships).
 - d. Someone who acts as a mentor to guide youth through education decisions
 - e. Better coordination in connecting youth with college prep type of programs that already exist.
 - f. Institute a consistent standard of internet access for all youth (for things like college and scholarship searches).
 - g. Provide more training to caseworkers as to the education component of the Transition Plan.
4. College

- a. Have a contact at the college to support foster youth with academic concerns as well as things like food and housing during school breaks.
- b. Include youth in programs that bring admitted students to campus early to get settled before the school year begins.
- c. Have a peer mentor program available for current and former foster youth.

Employment

1. Improve coordination/collaboration at a state and local level
 - d. Need to have a better communication plan to know when funds are becoming available and targeted population.
 - e. Establish an agreement to allow quick action when opportunity arises.
2. Braiding Funds
 - a. Need to better align funds to have a better flow and be more consistent.
 - f. How do we establish broad agreements or redistribute funds to allow youth to receive funds in real time.
 - g. Silo funding is leading to silo data reporting (this is noted as being a Federal barrier).
 - h. Find existing ILP Providers who receive youth transition funds from multiple funders. Use them to help evaluate barriers to braided funding for the foster care population.
3. Greater awareness of existing resources
 - a. DHS caseworkers and ILP Providers need better tools to assist with knowing the available resources in their communities.
 - b. Need agreement on when a youth should begin formal career and employment readiness program/instruction (i.e. OVRs begins 18 months prior to anticipated H.S. graduation – Junior year).
 - c. Identify best tools/resources (College & Career Readiness matrix, NCRC, IMatch Skills, CIS, peer mentors, etc.).
 - d. Need to understand more about each other's services provided – what are the basics provided?

Health

Sexual Health Services and Education

1. Provide online resources to youth, foster parents, and caseworkers – sexetc.org, planned parenthood (website).
2. Utilize community health, planned parenthood resources by county for sexual health services and education.
3. Training for foster parents.

Transitioning to adult physical and mental health providers

1. Add specific language to transition tool kit about mental health services.
2. Central office reminder at 17.5 to begin this transition.
3. Add language to T2 to strengthen the Health section and include a link to the T1 & T2 User's Guide.

Navigating healthcare

1. Create policy that supports youth learning to navigate healthcare system and self-advocacy (allowing youth to manage medications, make appointments, etc. when developmentally appropriate. Training for foster parents.
2. Create a NetLink (or other type of training) regarding “navigating health care” for caseworkers to take within the first year of employment.

Promoting physical health

1. Accessing extra- curricular activities.
2. Promoting physical exercise (including gym membership) 5210 campaign.
3. Promoting healthy diet -myplate.gov
4. Educate caseworkers, foster parents, foster youth about ACEs study.

Housing

1. Subsidy Housing Funds
 - a. Dedicate funds to case management (ORS 418.475 IL residence facilities counselors/staff, CW/SSP transition workers).
 - b. Change the ORS to align with the proposed changes to Chafee Housing requirements (20 hours of productive activity, time limits, etc.).
 - c. Allow funds to be paid directly to the youth on a gradual scale depending on the ability of the youth to manage funds (ability to use remaining funds to pay for rent or other bills directly to the vendor).
2. Chafee Housing Funds
 - a. Do away with time limits to serve the most needy youth and allow them the time they need to be independent – this may require limiting the number of youth able to access the program.
 - b. Look at using the self-sufficiency index (from Work Systems Inc.) when considering budgets.
<http://www.worksystems.org/sites/default/files/Self%20Sufficiency%20Standard%20for%20Oregon%20Counties%2C%202014.pdf>
 - c. Come up with more housing options for youth.
3. General Transitional Housing
 - a. Look at ways to spend foster care payments on youth who are in transitional housing/apartment type housing.
 - b. Consider that a foster parent could be a person who is more of a landlord or mentor in terms of relationship with the youth.

- c. Require specialized foster parent training when caring for teenagers, so more skills are taught in the home.
4. Maternity Leave
 - a. Develop a maternity/paternity policy for this population.

Permanency

Program Decision Recommendations

1. Implement a mentorship program for older youth
 - a. Use a cross-age model approach
 - i. Bring in programs like Foster Club or Oregon Foster Youth Connection to aid in this model.
 - b. Use a youth identifying model (similar to University of Virginia's model Celeste from Oregon Mentors talked about).
2. Increase family find process outreach to supportive adults for older youth (starting at age 15) in DHS care to establish possible permanent connections instead of possible placements – revisit connections that had been contacted when the youth was a child.

Policy Decision Recommendations

1. Change current DHS rules and require that foster parents of teens receive specialized training re: transitions and life skills.
2. Every DHS branch has designated teen worker(s) who has a close working relationship with ILP worker(s).
3. Look at funding guardianships at the same rate as foster care placements to allow cases to close.
4. Look at funding adoptions for young adults, age 18 and older, if still in DHS care and custody.
5. Track denied assisted guardianship cases – determine how many enter a guardianship anyway. If guardianship not achieved, staff (round table team) to ensure youth's needs and best interests are being met.

Chafee Graduation Rates

The Oregon Student Access Commission (OSAC) does data matches to determine graduation rates of Oregon Opportunity Grant recipients as part of the legislatively required Key Performance Measures. At the request of the Oregon Department of Human Services Independent Living Program, as of fall, 2011, similar data will be collected regarding Chafee Education and Training Grant recipients.

Criteria:

- Institution type- community college, proprietary, four year public, or four-year private
- First time Chafee recipient during the base year

Results:

Graduation Rates of First Time Chafee Recipients by Academic Year

Year	Community Colleges			Proprietary			4-Year Public (OUS)			4-Year Private			Total All Sectors		
	# 1st Time	# Degrees	%	# 1st Time	# Degrees	%	# 1st Time	# Degrees	%	# 1st Time	# Degrees	%	# 1st Time	# Degrees	%
2005-06	63	3	4.73	19	0	0	14	3	21.43	8	3	37.5	104	9	8.65
2006-07	65	8	12.31	10	0	0	24	15	62.5	4	4	100	103	28	27.18
2007-08	88	8	9.09	13	0	0	22	11	50	10	7	70	133	26	19.55
2008-09	138	10	7.25	24	1	4.17	26	13	50	6	2	33.3	194	26	13.40
2009-10	166	7	4.2	34	1	2.9	na	na	na	na	na	na	na	na	na
2010-11	149	7	4.7	9	1	.11	na	na	na	na	na	na	na	na	na
2011-12	131	12	9.2	13	1	.08	na	na	na	na	na	na	na	na	na

Conclusions:

- The graduation rate for community colleges has ranged from a low of 4.20% to a high of 12.31%. The rate dropped from 7.25% for the 2008-09 first time Chafee recipients to 4.20% for the 2009-10 first time recipients and then increased slightly for the 2010-11 first time recipients to 4.7%. For the most recent measurement, the rate rose from 4.70% in 2010-11 to 9.2% in 2011-12.
- For proprietary school attendees, the graduation rate dropped from 4.17% for 2008-09 first time recipients to 2.94% for 2009-10 first time recipients. **Correction from the previous year's report:** the rate was not 11%, but rather .11%, or less than 1%. 2011-12 again showed a rate of .08, less than 1%. This rate may very well represent the national trend of students who attend a

proprietary school for a short amount of time only to find the cost of attendance and reality of the programs do not meet the advertised promise.

- The graduation rate for four year public university attendees increased dramatically from 2005-06 first time recipients to 2006-07 (21.43% to 62.50), almost tripling. The same thing occurred for four-year private university attendees, increasing from 37.50 to 100% graduation rate. Both sectors dropped again for the 2007-08 first time recipients, to 50% and 70% respectively. For 2008-09, four year public schools remained steady at 50% while the private sector dropped to 33.30%.
- Data has now been gathered for community college and proprietary schools for a period of seven academic years and a period of four academic years at the four year public and private universities. The only conclusion that can be drawn at this point is that the rates are not consistent from year to year amongst any of the four sectors.

Methodology:

In keeping with the same methodology as OSAC uses for KPM data collection, graduation rates will be determined using:

- Four Year Institutions-a standard of six years
- Two Year (Community College) Institutions-a standard of three years
- The US Department of Education requires Title IV schools to report graduation rates for all full-time students who complete their undergraduate program of study within 150 percent of the programs published length (i.e. six years for four year institutions, 3 years for two year institutions). Proprietary (for-profit) institutions often offer accelerated programs ranging from approximately 9 to 22 or more months, or, may offer a four year degree. Because each institution is different and varying programs within each institution may have different completion times, data was pulled for proprietary institutions for the same years as two-year institutions.
- For this first report, prepared in May, 2015, graduation rates are checked for those receiving a degree during the 2014-15 academic year.
- For this fourth year of data match, the base year for four-year institutions, both public and private is the 2008-09 academic year. For the 2011 report, all years going back to 2005-06 were pulled for the community colleges and proprietary schools.
- To maintain a standard methodology, we look only at the first time Chafee recipients for each year. The graduation rates follow only that group for the year. However, those who received a Chafee in previous years but perhaps took more than one year off may have received a degree in a future year. It would be a difficult task to track all Chafee recipients to determine whether a degree was “eventually” received. As a whole, many of the youth tend to change schools, sometimes multiple times, as well as start and stop enrollment. They may go on to finally finish a degree well after the age where they would still be eligible for the Chafee ETG.

Annual Reporting of State Education and Training Vouchers Awarded

Name of State: Oregon

	Total ETVs Awarded	Number of New ETVs
<u>Final Number: 2013-2014 School Year</u> (July 1, 2013 to June 30, 2014)	243	130 (did not receive ETV 12-13)
2014-2015 School Year* (July 1, 2014 to June 30, 2015)	238	122 (did not receive ETV 13-14)

Comments:

Total payments of services that had a transaction date and service date between 10/1/2013 and 9/30/2014:

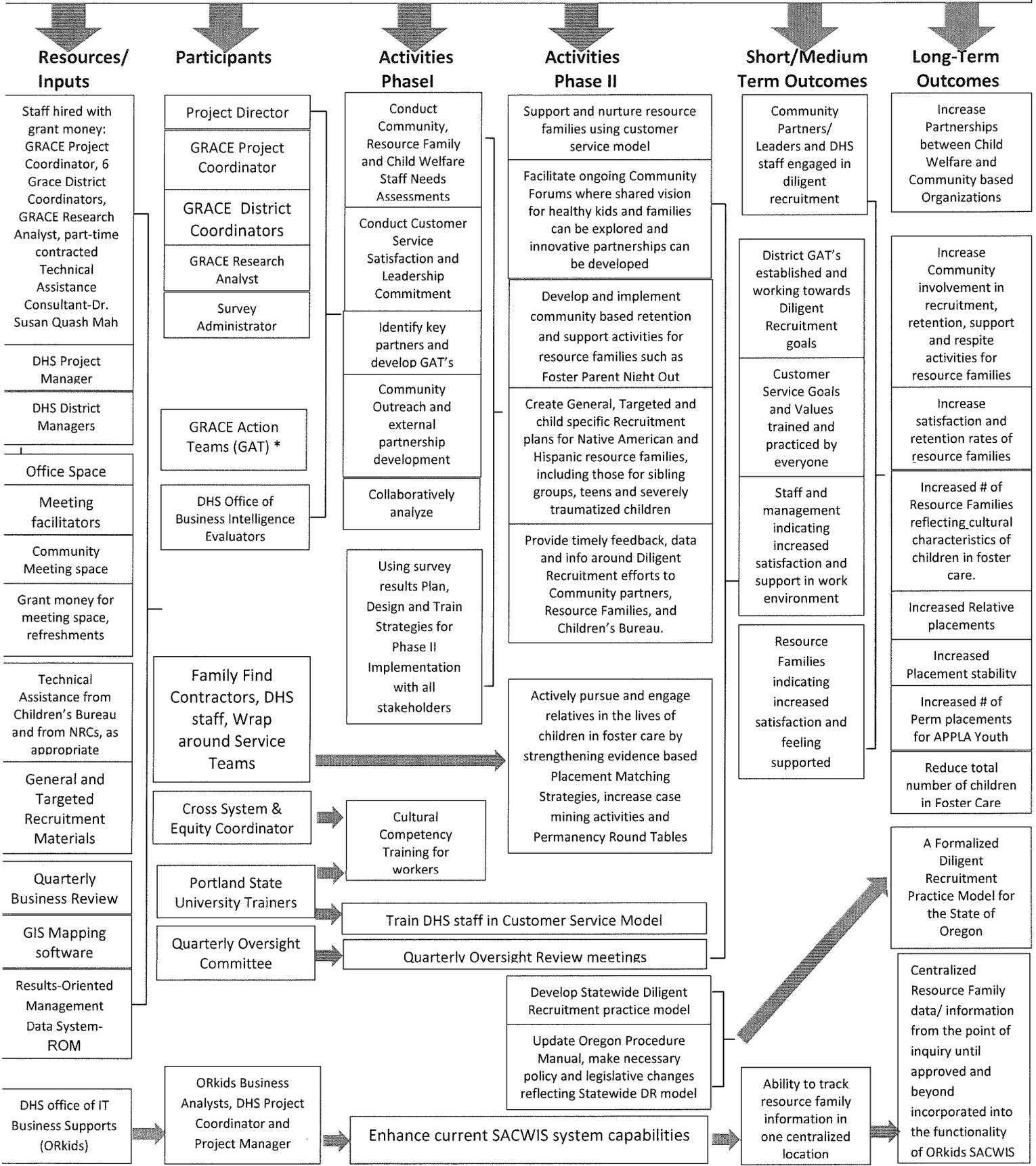
Service Type/Title	Total count of Children	TOTAL Amount Funded
Chafee Ed/Training Voucher	26	\$ 15,054.00
Chafee Ed/Training Grant OSAC ETV	275	\$ 832,178.00
Chafee ETG OSAC admin fee ETV	0	\$ 128,214.00

Note: There is some overlap of academic years. Therefore, the number of youth funded with FFY14 funds includes primarily the 2013-14 academic year, but does also include some early 2014-15 academic year awards.

*in some cases this might be an estimated number since the APSR is due June 30, 2015.

GRACE – Growing Resources/Relationships and Alliances through Collaborative Efforts

Develop an Oregon Diligent Recruitment Practice Model driven by data with a Customer Service approach to recruit and retain resource families who reflect the culture & characteristics of the children in foster care, develop and sustain thriving Community Partnerships, and build on Oregon’s infrastructure of supporting early and active Permanency Planning to impact permanency outcomes



*GAT’s may include: Faith Community, DHS line staff, supervisors and District Managers, local area schools, community resource centers, Foster Parents , Foster Parent Associations Foster Youth, Business Intelligence Evaluators, Community Business leaders,

Youth Transitions 5 Year Planning Workgroups

Education

Evelyn Roth – Community Colleges & Workforce Development
Andrea Hansen – Looking Glass Youth & Family Services
Peggy Cooksey – Office of Student Access & Completion
Grant Gill – Southwestern Oregon Community College/TRIO
Melissa Glover, Department of Education
Dona Bolt, Department of Education, McKinney-Vento
Alecia, Foster Youth
Jacob, Foster Youth
Brenda Morton – George Fox University
Marilyn Stewart – Oregon State University
Neal Naigus – Portland Community College
Catherine Stelzer, DHS Education Coordinator
Sandy Raschko – DHS ILP Fiscal Assistant

Employment

Kathy Wilcox – Community Colleges & Workforce Development
Heather Ficht – Worksystems Inc.
Robin Brandt – DHS Office of Vocational Rehabilitation Services (OVRs)
Susie Struvland – CAPECO Independent Living Program
Jo-el Evans – DHS caseworker
Katie Stubblefield – Incite
Keith Ozols, DHS OVRs, Youth Transitions Program
Adah Rodriguez, New Avenues for Youth - PAVE

Health

Laramie Michaels – Kairos Independent Living Program
Heidi Beaubriand – Department of Human Services
Teresa Hausch – Department of Human Services
Dennis Leoutsakas – Community Member
Angel Petite – FosterClub
Desiree Mossberger – DHS Caseworker
Jean Lasater – Oregon Health Authority, Addictions and Mental Health
Brienne Condon – New Avenues for Youth Independent Living Program
Dana Spears-Talbert – Impact Northwest Independent Living Program
Sherri Alderman – Oregon Health Authority Public Health Physician
Alex Palm, Oregon Health Authority, Addictions & Mental Health

Housing

Debra Quintano-Walker, DHS Caseworker
Leah Breen, New Avenues for Youth
Marilyn Miller, Oregon Housing and Community Services
Marylee Stahl, LifeWorks Northwest, Independent Living Program
Meg Boylen, J Bar J, Independent Living Program
Omar Carrillo, Oregon Housing Alliance
Rachael Develin, Home Forward
Robert Lee, Oregon Housing and Community Services
Stacey Mahler, DHS District 2 Youth Transition Specialist

Permanency

Lori Simpson – Catholic Community Services
Christina Jagermath, Citizen Review Board – Oregon Judicial Department
Kari Rieck – Court Appointed Special Advocates (Oregon CASA Network)
Adrienne Clark, DHS Caseworker
Lisa Alvarez –DHS Caseworker
Cory D., Foster Youth
Star B., Foster Youth
Whitney S., Foster Youth
Kendra Johnson – Impact NW Independent Living Program
Meghan Perry – Institute for Youth Success
Jennifer McGowen – Youth, Rights & Justice
Celeste Janssen, Institute for Youth Success (formerly Oregon Mentors)

Transitions

Nettie (Nettie), Youth
Raina Daniels, 211 info
Jennifer Blakeslee, Portland State University
J.D. Devros, DHS Supervisor
Michelle Hardaway, Lifeworks Northwest Independent Living Program
Carrie Vandijk, DHS Youth Transition Specialist
Jenny Burt, Tillamook YMCA Independent Living Program
Ashlee Morse, FosterClub NYTD Dedicated Outreach Representative (former Foster Youth)
Angela Fasana, Oregon CASA Network and Confederated Tribes of Grand Ronde
David Matz, DHS Supervisor

2015 Foster Parent Survey Results

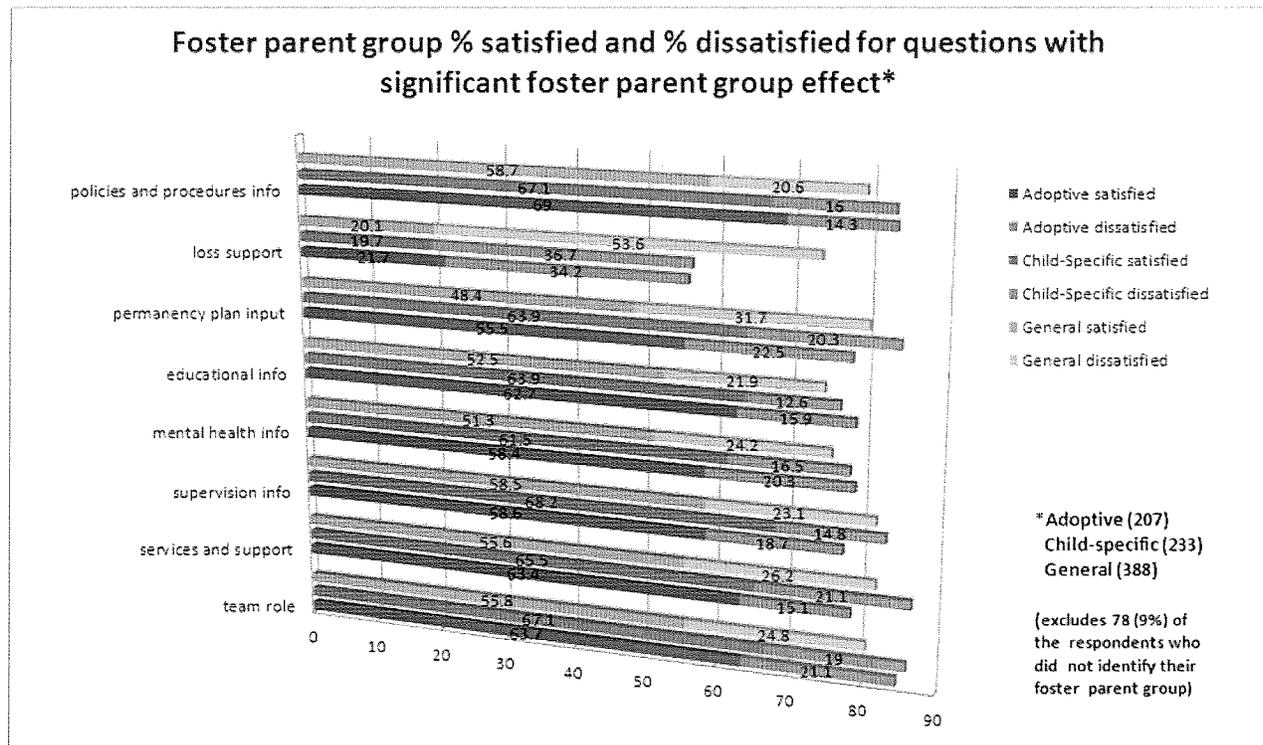
The survey asked foster parents to rate 18 questions from 1 (least satisfied/strongly disagree) to 5 (most satisfied/strongly agree).

Percentages of satisfied (rating 4-5) versus dissatisfied (rating 1-2) respondents (out of total respondents rating the question) for 896 Oregon foster parents active 06/13-05/14.

Fall 2014 and Spring 2015 surveys combined.

Satisfied %	Dissatisfied %	Index (% satisfied- % dissatisfied)	Question
70	20	50	When I interact with the agency, I am treated with dignity, respect, and trust.
70	18	52	The agency shows respect for my family values and routines.
60	25	35	I am included as a valued member of a team that provides care and planning for a foster child placed in my home.
59	25	34	I receive the services and support I need from DHS designed to assist in the care of the foster child placed in my home.
60	22	38	I am informed about the supervision needs of the child(ren) placed in my home by DHS in a timely manner.
62	20	42	I am informed about the medical needs of the child(ren) placed in my home by DHS in a timely manner.
55	23	32	I am informed about the mental health needs of the child(ren) placed in my home by DHS in a timely manner.
57	19	38	I am informed about the educational needs of the child(ren) placed in my home by DHS in a timely manner.
54	28	26	I have input into the Permanency Plan for foster child(ren) placed in my home.
20	41	-21	My family receives assistance from DHS in dealing with the loss and separation when a foster child leaves our home.
62	20	42	I am informed in a timely manner about DHS policies and procedures relating to my role as a foster parent.
45	34	11	I have access to DHS personnel or service providers 24 hours a day - 7days a week.
44	26	18	I can receive the services I need to care for a foster child(ren) from DHS 24 hours a day, 7days a week.
70	19	51	I have a respectful and supportive working relationship with the certifier of my home.
66	21	45	I have a respectful and supportive working relationship with the case worker for the foster child(ren) in my home.
54	27	27	I receive a timely response from DHS staff when I have questions or concerns.
67	16	51	The training I have received has adequately prepared me to foster the child(ren) placed in my home.
58	23	35	I have or would recommend others become foster parents for children who are in DHS' care.

Here is a graph for those questions which had significant foster parent group effects that might be interesting:



Count of Children Receiving SPRF, ISRS, or SOC Services on In Home Cases by Primary Race

Primary Race	FFY 2013				FFY 2014				Two-Year Totals			
	Total In Home Population	Percent Race Population	Count Rcvg Services	Percent of Race Rcvg Services	Total In Home Population	Percent Race Population	Count Rcvg Services	Percent of Race Rcvg Services	Total In Home Population	Percent Race Population	Count Rcvg Services	Percent of Race Rcvg Services
American Indian or Alaskan Native	324	3.81%	42	3.61%	334	4.79%	61	6.14%	658	4.25%	103	4.78%
Asian/Pac Islander	81	0.95%	14	1.20%	84	1.21%	9	0.91%	165	1.07%	23	1.07%
Black or African American	437	5.14%	86	7.39%	361	5.18%	70	7.05%	798	5.16%	156	7.23%
Hispanic (any race)	1,419	16.69%	250	21.48%	1,165	16.71%	172	17.32%	2,584	16.70%	422	19.56%
Unable to Determine	725	8.53%	62	5.33%	428	6.14%	28	2.82%	1,153	7.45%	90	4.17%
White	5,515	64.87%	710	61.00%	4,598	65.97%	653	65.76%	10,113	65.37%	1,363	63.19%
Statewide Total	8,501	100.00%	1,164	100.00%	6,970	100.00%	993	100.00%	15,471	100.00%	2,157	100.00%

Note: There may be multiple services received on a case and services are not always linked to the child on a case.
Data downloaded 6/12/15

Count of Children Children in Foster Care Receiving SPRF, ISRS, or SOC Services by Primary Race

Primary Race	FFY 2013				FFY 2014				Two-Year Totals			
	Total Foster Care Served	Percent Race Population	Count Rcvg Services	Percent of Race Rcvg Services	Total Foster Care Served	Percent Race Population	Count Rcvg Services	Percent of Race Rcvg Services	Total Foster Care Served	Percent Race Population	Count Rcvg Services	Percent of Race Rcvg Services
American Indian or Alaska Native	618	5.01%	249	6.09%	664	5.72%	272	5.92%	1,282	5.35%	521	6.00%
Asian/Pac Islander	154	1.25%	48	1.17%	142	1.22%	48	1.04%	296	1.24%	96	1.11%
Black or African American	874	7.09%	326	7.98%	781	6.72%	362	7.88%	1,655	6.91%	688	7.92%
Hispanic (any race)	2,085	16.91%	793	19.41%	1,895	16.32%	809	17.60%	3,980	16.62%	1,602	18.45%
Unable to Determine	206	1.67%	56	1.37%	56	0.48%	9	0.20%	262	1.09%	65	0.75%
White	8,396	68.08%	2,614	63.97%	8,076	69.54%	3,096	67.36%	16,472	68.79%	5,710	65.77%
Statewide Total	12,333	100.00%	4,086	100.00%	11,614	100.00%	4,596	100.00%	23,947	100.00%	8,682	100.00%

Note: There may be multiple services received on a case and services are not always linked to the child on a case.
Data downloaded 6/12/15

2014-2015 DISTRICT RESPONSES TO LOCAL CITIZEN REVIEW PANEL RECOMMENDATIONS

The following are the responses from the Counties to the recommendations of the local Citizen's Review Panels:

DOUGLAS COUNTY

Douglas County is in agreement with the recommendations and have begun the implementation process. As part of that implementation, Child Welfare management is meeting with the dependency team regularly and the court in an attempt to reinvigorate the Douglas County Model Court Team. Douglas County plans to include their neighboring county, Coos County, in the process of shared Roundtable process.

LANE COUNTY

Lane County agrees with the intent of the recommendations and is working to implement that intent. Lane is continuing their discussions with the Panel and had some suggestions for changes on some of the recommendations and a plan for the others. Their plan is to meet with the local CRP coordinator to discuss the Department responses. Below is a list of the areas where Lane County will be engaging the local CRP:

Recommendation 1: DHS will support community efforts to establish a short term BRS facility in Lane County, however, it is inconsistent with the design of the state program for the branch to seek other public and private funding.

Recommendation 2: DHS agrees with this recommendation and believes educating partners and foster parents about existing transportation resources will produce positive results. They will work on educating staff regarding opportunities for older youth and providing them with that information.

Recommendation 3: DHS agrees with this recommendation and will address this through certification and foster parent training.

Recommendation 4: DHS agrees with this recommendation and will address this through certification staff working with the foster homes and incorporating them in matching meetings.

Recommendation 5: DHS agrees to participate in statewide efforts to address the issue of youth who are at risk of, or have been exposed to commercial sexual exploitation. DHS does not agree with the six month timeline for implementation. The local branch will insure their efforts are congruent with the statewide implementation.

Recommendation 6: The local office is in agreement with this recommendation. Rather than appoint a separate task force, this effort will be directed to the already existing D5 Advisory Group.

MULTNOMAH COUNTY

Multnomah County is in agreement with the recommendations and had the following additional responses:

Recommendation 1: The Department currently has an administrative rule that requires caseworkers to ask children whenever possible about relatives. The district will continue to follow this rule.

Recommendation 2: The District will send out communications to both foster parents and DHS staff to remind them of the support group and mentor resources available to foster parents. The district additionally responded that District 2 has multiple supports groups including:

- 1) General Applicant foster parent group at Midtown that is neighborhood-based and focused on problem solving, facilitated by Midtown certifier.
- 2) Midtown also has a support group for foster parents who have infants and toddlers with medical needs. This group is facilitated by a specialized certifier who also coordinates training for the group.
- 3) Certifiers at Midtown and East coordinate the support group for foster parents who are waiting to adopt.
- 4) Greater Metro Foster Parent Association support group meets monthly and is facilitated by the Gresham certification supervisor who also coordinates training for this group.
- 5) The SB964 contractor who works with teens and foster parents to maintain placement also offers a support group and provides on-site respite.
- 6) East certifier does a support group for families recruited by Embrace.
- 7) LGBTQ Adoption Support Group
 - i. Provided by Adoption Mosaic, currently in transition as the Q Center is being incorporated into NAFY Programs.
- 8) Hispanic Foster and Adoptive Parents Training & Support Group (in Spanish) coordinated by foster parent trainer.
- 9) Talk It Over-support group for families with a child or teen with mental illness, substance abuse or serious behavior problem (sponsored by Providence).
- 10) Grandparents and other relatives raising and parenting children (sponsored by Impact NW).
- 11) Staff going to A Jesus Church to develop a support group for foster parents (May).
- 12) Forming foster support groups at Mt. Olivet and New Song (both in N/NE community).

The Foster Parent Mentor Program in Multnomah County continues to be robust. As of March 2015, there are 24 individuals and couples that are actively mentoring other foster parents.

Recommendation 3: Several District 2 staff participated on the workgroup that developed these relative letters that are used statewide. The workgroup endeavored to make the language of the letters sensitive and engaging to the relatives that would be receiving them. The recommendation from the CRP to make the letters more “welcoming” lacks sufficient specificity for the District to advocate that revisions be made. The District invites the CRP to suggest specific language that would improve the document. With specificity, the District could advocate with the DHS Central Office Child Welfare Policy Council. In additions, the District provided the following clarification regarding relative letters.

Depending on the child’s or young adult’s situation, staff have several options with regard to the letters they send out to relatives:

- 1) Generic Letter (CF 267)
 - a. Asks relatives if they want to be placement resource, connection, & provide additional relative information
- 2) When the Child is Already Placed with Relatives (CF 264)
 - a) One letter will be mailed to the relative caregiver thanking them for taking the child and asking for additional relative info. We are not planning to remove the child but are asking for additional relative info.
 - b) One letter mailed to the other relatives (we know the child is placed with relatives, etc.)
- 3) Connection Only Letter (CF 266)
 - a. NOT looking for placement, but asking for connection, family info, and other relatives
 - b. Exception not to mail the generic letter which asks about placement must be approved by the Branch Manager

Recommendation 4: The District agrees that the letter needs to include inquiry regarding ways other than placement to support the child in care. In addition, they offered the following information.

In addition to inquiring as to whether relatives want to be considered as placement resources, The Relative Response Form (CF 448) asks relatives if they would like to support the child by:

- Writing letters to the child
- Visiting with the child
- Provide transportation for visits with a parent
- Provide family contact information of other potential relatives
- Provide family history information which may include photos
- Having phone contact with the child
- Having the child visit me
- Provide family medical history

When relatives indicate they want to be considered for contact with children, DHS staff reach out to them to determine the type of involvement they are interested in. There are

innumerable ways in which relatives may play roles in children's lives. To list them all in a form may be not be feasible.

The District makes efforts to identify and engage both relatives and non-relatives that may offer support to children and families. Resources for the engagement of supportive people include the grant-funded Family Connections program, the CASA MOU program, and an auxiliary service proposal from County Mental Health to provide "Family Find" services for the children, which is currently under Central Office review.

Recommendation 5: The District has inquired with the DHS Data Collection and Reporting Unit about the possibility of capturing data regarding the use of OFDMs. Unfortunately, the DHS electronic data system does not have the capacity to do this at this time. The District will remind staff of the statutory requirement to consider holding OFDMs within 60 days, and that they document the reasons when it is decided that an OFDM should not be held. The District will not be able to track compliance.

The District does have multiple resources available to hold OFDMs and other Family Decision Meetings:

Non-case carrying staff (Reunification and Engagement Specialists and Family Support Specialists) are available in every office to facilitate family meetings. District 2 will be participating in the IV-E Waiver program that will bring additional staff to conduct meetings and these meeting will be tracked. The District also contracts with service providers to facilitate Family Group Conferences.

Relative search and engagement is routinely discussed at most, if not all, family decision meetings.



State of Oregon
Department of Human Services
Office of Child Welfare Programs

Emergency
Preparedness & Management
Plan

The emergency 24 hour toll-free number

1-866-610-2581

April 1, 2014

Oregon Department of Human Services
Office of Child Welfare Programs
500 Summer Street NE
Salem, Oregon 97301
Phone: 503-945-5944 ♦ Fax: 503-378-2897

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I. INTRODUCTION

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

A. Overview

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

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

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

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

B. Plan Background

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

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

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

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

impediments to service delivery and potential problems with communication and organizational issues.

Additional information was gathered by reviewing existing business continuity, information technology, and continuity of operations plans and reviewing existing state emergency procedures, guidelines and policies. These plans provided guidance for re-establishing program and services in the event of a disruption. It is understood that the effectiveness of the Emergency Preparedness and Management Plan is dependent on the compatibility and effective interface with these vital state plans.

1. Assessing potential disasters

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

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

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

| Implementation includes:

- Gathering and making emergency preparedness information available to all child welfare staff.
- Training child welfare staff about emergency procedures.
- Providing periodic reports of key client information to managers at all levels in child welfare.
- Establishing periodic reports of critical personnel or titles identified in this plan.
- Periodically reviewing and updating the plan.

| 2. Assumptions

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

| OCWP's plan was based on the following assumptions:

- The plan depends on timely communications and effective leadership.
- The plan applies to all hazards and not a specific event.
- Some emergencies or disasters will occur with sufficient warning that appropriate notification will be issued to ensure some level of preparation. Other situations will occur with no advanced warning.
- The continuity plans identify priority services for DHS and OCWP.
- DHS administration may be unable to satisfy all emergency resource requests during a major emergency or disaster.
- The plan describes only the general emergency procedures staff will need to follow. Managers at all levels of DHS will need to improvise to meet the specific conditions of an actual disaster.
- The plan assumes DHS will continue to provide food stamps, TANF grants and other services.
- The plan assumes that Medicaid services will continue to be provided through OHA.

- The plan assumes that community emergency services will be in place to provide basic necessities of shelter, rescue, evacuation, fire control, transportation, etc.
- The plan focuses on DHS and OCWP's unique responsibilities for child protective services and for children in foster care or group or residential care settings, both in-state and out-of-state.
- The plan assumes child welfare staff will be informed and trained on how to implement emergency procedures when a disasters strikes.
- Contracted residential and group care providers will develop and coordinate with DHS and OCWP their own agency or facility disaster response and recovery plans. This includes identification of, and resources for providing services to medically fragile or special needs children and youth who receive their services.
- Recognized Indian Tribes will develop and coordinate with DHS and OCWP their own agency or facility disaster response and recovery plans. This includes identification of, and resources for providing services to medically fragile or special needs children and youth who receive their services.
- The plan assumes all personnel will need some level of assistance before, during and after the disaster has passed.
- For catastrophic incidents with community social and economic consequences, federal assistance may be available for disaster response and recovery operations under the provision of the National Response Plan. DHS offices will coordinate with local county emergency operations centers, local emergency managers, and other state and federal agencies to develop the application for federal assistance.
- The plan assumes it will only be effective if it is reviewed and updated.

II. CONCEPT OF OPERATIONS

Emergency operations span three separate but contiguous phases: preparedness activities, response activities and recovery activities. The Emergency Preparedness and Management Plan is intended to support administrative, district and local offices in maintaining their critical services. The DHS Director is ultimately responsible for all operations and services. However planning, control and event analysis will occur at all levels of DHS administration. It is also anticipated that service delivery and resource

management will occur at the lowest level sufficient to meet the demands of the specific event and that command and control functions will be coordinated along existing lines of authority.

A. Preparedness activities

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

1. Designate managers

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

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

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

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

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

2. Assign other critical roles

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

- Maintaining the OCWP Emergency Preparedness and Management Plan and ensuring that the plan facilitates communication and coordination with district and local office emergency plans.
- Establishing:
 - A disaster-activated and dedicated toll-free number;
 - Communicating with and managing the press.

- Coordinating services and sharing information with other states.
- Communicating with federal partners.
- Facilitating the placement of children from other states.
- Preserving essential program records, both electronic and written documents.

The DHS district and local offices are responsible for:

- Locating and identifying children under state care and supervision who may be displaced.
- Coordinating services with Local Emergency Operation Centers.
- Identifying alternate service centers.
- Identifying staff 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 OCWP Emergency Preparedness and Management Plan will be provided as staffing and resources are available.

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

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

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

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

4. Locations of operations

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

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

5. Disaster supply kits

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

- Laptop computer with extra batteries
- 1 gigabyte USB thumb drive (with important documents loaded before a disaster)
- Staff contact information including district and central office management staff
- Cell phones, satellite phones, radios/walkie-talkies, wireless handheld devices
- Battery operated radios with extra batteries
- Disaster plans
- Maps, driving directions to alternate facilities
- Flashlight, lanterns, with extra batteries
- First aid kit
- Pocket knife or multi-tool
- Car chargers for laptop and cell phone
- Access to agency vehicles with full gas tanks

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

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

6. Flow of funds

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

7. Training and updating plans

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

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

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

8. Coordinate with essential partners

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

a. Work with emergency management agencies

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

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

b. Coordinate services with tribes

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

c. Coordinate with the court

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

d. Establish a liaison with federal partners

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

e. Identify potential volunteers and their tasks

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

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

9. Develop communication systems

During emergency operations some communication systems may be compromised or even unavailable. Effective and ongoing communication is essential and must be given high priority in planning. DHS administration provides the following tools and guidelines for district and local offices:

- *Toll-free number.* The emergency 24 hour toll-free number is **1-866-610-2581**. This number will be activated by the OCWP Director. All foster parents will be given this number at the time of their initial

certification or during their recertification. Foster parents, group, residential care providers and families with children under state supervision and custody will be directed to call this number in the event of a large scale disaster to report their location and the status of the children in their care. Individuals with disabilities will contact the toll-free number utilizing the Oregon Telecommunication Relay Service (OTRS).

- *Internal communication.* Each district and local office will be instructed to utilize an emergency communication network in the event of an emergency or disaster. This communication system will incorporate the use of staff contact lists and the use of cell phones, satellite phones, local radio stations, and public address systems.
- *Website.* The DHS website will be updated with critical information and links to community resources. Web information can also be expanded to include additional languages as needed. Web information will include local offices that are closed, the alternative site for a local office, road closures, contact information and community information regarding resources and services.
- *Prepare for media communication.* The Communications Director will contact pre-identified media outlets to distribute critical information. Distributed information will include toll-free numbers for clients, foster parents, group, residential care providers and staff and identifying a website where additional information and alternate service locations can be found.
- *Communication technology.* Critical DHS management staff will have access to phone and communication equipment that will enhance their ability to communicate with key personnel and emergency operation managers. They will receive training and information on the use of these tools as they receive them. These tools may include satellite phones, cell phones, laptops, wireless handheld devices, radio/walkie-talkies and GPS devices.

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

- Identifying what lines are available for outgoing calls (while power outages may effect certain phone systems, land lines will often still work with a standard hard wired phone).

- Identifying the equipment or methods they will use to maintain effective communications. This may include the use of satellite phones, cell phones, laptops, instant messaging, e-mails, pagers, cordless hand held devices, media, public address systems, intercom systems, runners and posting messages.
- Identifying communication resources with local emergency managers. (Radio frequency use, HAM radio operators).
- Drafting call scripts to facilitate the collection and distribution of specific information. Tailor such scripts for specific functions (such as contacting foster parents, staff, community partners and clients designated emergency contacts).
- Considering how to make information culturally appropriate.
- Considering how to make information accessible for clients with disabilities.

10. Strengthen information systems

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

- *Build on existing plans.* Business continuity plans mandate a regular schedule for maintaining, testing and backing-up state automated systems. These plans are based on best practice recommendations of information systems maintenance standards. Systems are updated with critical information on a daily basis.
- *Store critical information in statewide automated systems.* Critical information includes names, addresses, and phone numbers of providers and families caring for the children in state care and custody. The databases contain medical, educational and legal information specific to each child as well as employee, payroll and human resource information for all staff. Disaster recovery

- information, including command structure, essential service guidelines, and communication plans will be maintained in a database.
- *Provide access to automated systems.* Multiple database systems are accessible statewide. Crucial forms and guidelines for their use are available through a database. Plans are in place for reverting to paper systems for specific services as needed.
 - *Protect vital records (e.g., off-site back-up, protect computers).* Vital records are backed up daily and stored at separate locations. Computer systems are protected by regular maintenance of both hardware security components and software design and technology. Computer security and antivirus software are updated regularly and staff are given daily updates (as needed) from the Office of Information Services for computer system security and protection.
 - *Protect equipment.* Database services and other computer equipment are maintained to industry standards.
 - *Access paper records.* Critical paper records, files and documents that cannot be converted to electronic files, must be accessible and protected from environmental hazards, and inappropriate disclosure of confidential information.
 - *Coordinate with other essential partners.* DHS administration will require residential and group care facilities to provide central office with essential emergency plan information and updates.

11. Prepare staff and contractors

DHS must be able to continue the essential services of child protective services and foster care immediately following a disaster. In order to effectively do this it is critical to prepare staff and essential partners and group and residential care providers for emergency operations. This preparation will be done in multiple formats.

Training: DHS child welfare staff will be trained on their responsibilities during an emergency operation.

Personal disaster preparation. All staff will be given personal and family preparedness information and encouraged to develop an emergency plan for themselves and their families.

Office preparedness. Office safety committees will conduct regular drills, post exit routes, and determine what support might be needed to support the safety and security of staff and clients who may be in the office during an emergency event.

Establish support services for staff. DHS contracts with an Employee Assistance Program to provide a variety of counseling and assistance programs to staff and their families. Additionally staff have access to counseling and health service providers through their private insurance if they wish to access it.

Expectations and support for contracted group and residential care providers. Contracts will specify that contractors develop, implement and update disaster plans and provide these plans to DHS central office staff.

12. Prepare families, providers and youth

DHS will provide foster families, group and residential care providers, and youth receiving ILP transition services with information on how to prepare for an emergency and will maintain essential emergency contact information on foster families, group and residential care providers. This information will be gathered during the initial certification and two year re-certification of foster parents and during contract reviews with group and residential care providers. Items include:

- Where the family, provider or youth would go in an evacuation (identifying 2 possible locations—one nearby and one out of the area).
- Essential phone numbers and other contact information for them.
- The contact information for two people who will know where they are (e.g., out of area relative, friend).
- The essential equipment, supplies and documents they need to have with them if they evacuate, including medication and medical equipment.
- The OCWP toll-free emergency contact number that they are to call within 24 hours of the emergency.

Foster parents, group and residential care providers and youth will be instructed to contact DHS within 48 hours of an emergency event (if possible).

B. Response Activities

DHS administration will implement emergency protocols to ensure the continuity of services and provide for the physical support and relief of clients, staff, foster families and providers effected by an emergency event.

1. Manage

The DHS Director initiates the OCWP Emergency Preparedness and Response Plan by activating the OCWP Emergency Management Team. The DHS Director will make specific assignments to various team members to ensure essential operations are maintained and that critical activities are completed, including:

- Assigning a liaison with the State Emergency Coordination Center, who can deploy to the center (if possible) and maintain links with broader emergency management efforts.
- Ensuring media notifications for staff, clients, providers and family members are being provided.
- Coordinating support operations with existing resources
- Establishing communication channels with managers from district and affected local offices.

The OCWP Emergency Management Team, DHS administration and district management will meet regularly during the emergency to review service needs to determine the status and needs of districts and local offices.

a. Workload management

If necessary, operations will be established in near proximity to the emergency area (allowing for safety of staff and providers) to facilitate the needs of effected populations. Some support operations (such as making phone contacts) may be assigned to non-effected areas to facilitate effective use of available staff in critical areas. Workload management considerations will include:

- Assessing the availability of child welfare staff, including those affected by the disaster and their locations. A database will be maintained to account for all staff and their status.
- Identifying locations for essential operations.
- Identifying non-essential activities that can be suspended to deploy available staff to critical functions.
- Identifying special waivers that might go into effect during a crisis and communicate those to all parties needing the information.
- Ensuring staff have appropriate training and supervision to carry out critical functions (including those answering calls coming in to the toll-free phone number).
- Rotating local and non-local staff and volunteers as appropriate, to maintain an effective work force.

b. Assess and respond to clients' needs

Client needs will be prioritized in conjunction with available staffing and resources. Priority will be given to maintaining the critical functions of child protective services and foster care including:

- Coordinating with other systems that have child and family location information, if needed.
- Locating and verifying the well being of children in the custody of DHS who are placed in out of home care and those children placed with their parents or guardians.
- Maintaining a record to track foster parents, youth and clients who have called in and those who are in unknown circumstances.
- Implementing procedures to authorize, initiate and accomplish evacuation procedures if appropriate.
- Providing additional programs/services to children, youth and families affected by the disaster including trauma services for children, youth and families, assistance for medically fragile children and their caregivers, and more time for service visits.
- Identifying children in the community separated from their families, and providing services to them.
- Relocating services to alternate locations as required by the scale of the disaster.
- Locating Disaster Assistance Centers close to where families and children are and other service providers

- Assuring that services are culturally competent and available in the primary language of the client.

c. Support Staff

Staff support will emphasize safety and effective management of resources. All employees must obey all legal authorities regarding traveling and traffic movement during an emergency incident. District Managers should confirm with local emergency operation centers that conditions are safe for staff to return to work or for staff volunteers and foster parents to engage in any critical operations. After assuring their family's safety, staff will notify management of their work availability. Other staff support will include:

- Allowing staff scheduling flexibility
- Facilitating emergency assistance to staff stranded in the work place during an emergency event.
- Establishing a break area for staff at disaster service centers.

d. Managing volunteers

Available volunteers will be managed and assigned locally and the registration and management of the volunteers will comply with existing Volunteer Program requirements.

2. Communicate

DHS administration recognizes the importance of establishing and maintaining effective communication lines during all phases of an emergency operation. DHS administrative offices will assist District and local offices by:

- Ensuring that the state-wide toll-free number is activated as soon as possible.
- Posting critical information on the DHS website and keeping it updated.
- Implementing the media plan.
- Reviewing communication technology. Establish alternate communication networks to cover for those communication systems that are inoperative or unavailable.

3. Assess information systems

DHS administration will ensure the availability of statewide database information to district and local offices, emergency operations centers and key service partners to facilitate locating, identifying and serving the children and families affected by an emergency event. A record will be kept verifying the status of children, families and foster families as they are located.

During an emergency operation access to databases will be carefully monitored to ensure availability for critical services as well as the protection of confidential information. Off-site locations with backups of critical information systems will be contacted to ensure timely accessibility to back up systems if needed.

C. Recovery Activities

DHS administration will continue emergency support services while the event continues to impact the effected area and until normal support services are back in place and while coordination with local, state and federal jurisdictions are still necessary.

1. Manage

The OCWP Emergency Management Team will monitor office's service delivery during and after the disaster event. The information gathered will assist in identifying gaps, barriers, as well as best practices. Items to consider include:

- Assessing the need for new or modified services as a result of the disaster.
- Developing and providing additional programs and services to respond to the needs of staff, providers, children and families affected by the event.
- Providing services to children, youth and families arriving from other states. Making placement homes available to children coming from another site affected by a disaster.
- Continuing to provide services to unaccompanied children and work to reunite them with families.

- Ensuring service delivery is culturally specific and competent (e.g., audio messages, telephone hotlines and fliers should use local languages; use bilingual staff when necessary).
- Developing a list of frequently asked questions to help staff answering toll-free numbers to respond to common questions.
- Working with federal partners to explore which federal requirements are still in place and if there are any waivers that might reduce the demands on state staff focused on disaster recovery.
- Establishing a system for communicating with staff the extent and impact of the disaster and the status of agency offices and services. Establishing a consistent source for internal communication will cut down on conflicting messages.
- Continuing support services to help staff deal with the trauma and stress of child welfare work and disaster work.

2. After action review and analysis:

DHS and CAF administration team will:

- Hold debriefing sessions with managers, staff, stakeholders and partner agencies.
- Explore/identify strengths and challenges.
- Update plans based on debriefing sessions.
- Communicate revisions to the plan to staff, community partners, providers and foster families.
- Updating training.
- Recognizing staff efforts through awards, citations, and/or press coverage.

During the debriefing sessions the following critical areas will be reviewed:

- Collaboration with partners
- Effectiveness of contracted services providers
- Service delivery
- Communication networks/plans
- Communication systems/equipment
- Information systems
- Management of staff

III. ATTACHMENTS

- A. CAF Central Office and District Manager Contact Information
- B. Directory of Local Emergency Managers
- C. District Emergency Planning Guide
- D. Emergency Preparedness Information for Certified Families

ⁱ I:/CAF Child Welfare Emergency Response/Emergency Preparedness Plan 2014.doc

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June 16, 2015

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Renate Garrison, Emergency Mgmt. Officer

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WHEELER

Wheeler County Emergency Services
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 Fossil, OR 97830

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 E-mail: tignowski@co.wheeler.or.us

Sheriff Chris Humphreys, Director

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YAMHILL

Yamhill County Emergency Management
 414 NE Evans St.
 Mailing: 535 NE 5th St.
 McMinnville, OR 97128

Sue Lamb, Director

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Office Cell: (971) 241-1433

Office Fax: (503) 474-4909

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Ken Nygren, Assistant Emergency Mgr.

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Office Cell: (503) 437-5884

Email: nygren@co.yamhill.or.us

TRIBES ON NEXT PAGE

OREGON TRIBES**Burns Paiute Reservation**

100 Pasigo Street
Burns, OR 97720

Kenton Dick, Fire Chief/EM Coordinator

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Carmen Smith, Tribal Police Chief

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Office Fax: (541) 573-3854
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Confederated Tribes of the Coos, Lower Umpqua and Siuslaw Indians

1245 Fulton Ave.
Coos Bay, OR 97420

Alexis Barry, Tribal Administrator

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Bradley J. Kneaper, Chief Law Enforcement Officer/
Director of the Gaming

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Thomas A. Latta, Director of Operations

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Coquille Indian Tribe

3050 Tremont St
North Bend, OR 97459

Mark Johnston, Deputy Exec. Director

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Todd Tripp, Public Works Director

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Scott Lafevre, Chief of Police

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Confederated Tribes of Grand Ronde

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Confederated Tribes of Siletz Indians

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Jhana McCullum

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Confederated Tribes Of The Umatilla Indian Reservation

46411 Ti'Mine Way
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Warm Springs Indian Reservation

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Danny Martinez, Tribal Emergency Manager

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OREGON EMERGENCY MANAGEMENT
(503) 378-2911
Web site: www.oregon.gov/OMD/OEM

All e-mail addresses are followed with:
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Choin, Denise	denise.e.choin	22222
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Craig miles, Kelly Jo	kelly.jo.craigmiles	22246
Cunningham, Joseph	joseph.cunningham	22399
Dettwyler-Gwin, Sonja	sonja.dettwylergwin	22267
Duvall, Gillien	gillien.duvall	22250
Fella, Clint	clint.fella	22227
Grogan, Cory	cory.grogan	22283
Gurley, Michael	michael.gurley	22284
Gwin, Dan	dan.gwin	22290
Hall, Bev	bev.hall	22223
Holien, Laurie	laurie.holien	22225
Hutchinson, Kelsey	kelsey.hutchinson	22274
Jimenez, Doug	doug.jimenez	22255
Kleinbaum, Georges	georges.kleinbaum	22238
Lauritsen, Connie	connie.lauritsen	22249
Lustig, Pat	pat.lustig	22294
Marheine, Matt	matt.marheine	22239
Martin, Bill	bill.martin	22226
Metzger-Hines, Sidra	sidra.metzgerhines	22251
Murner, John	john.murner	22245
Murray, Joseph	joseph.murray	22240
Neet, Darrell	darrell.neet	22293
O'Day, Christine	christine.oday	22244
Ollis, Steve	steve.ollis	22289
Phelps, Andrew	andrew.phelps	22292
Pietras, Terry	terry.pietras	22258
Pope, Pat	pat.pope	22228
Rau, Erik	erik.rau	22252
Rizzo, Althea	althea.rizzo	22237
Sigrist, Dennis	dennis.sigrist	22247
Slevin, Julie	julie.slevin	22235
Stark, Jeanie	jeanie.stark	22274
Staub, Jennifer	jennifer.staub	22253
Stoelb, Daniel	daniel.stoelb	22234
Swick, Zach	zach.swick	22233
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Oregon Emergency Management
 P.O. Box 14370 (mailing)
 Salem, OR 97309-5062

3225 State Street, Rm. 115 (shipping/physical)
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OEM Staff by Section and Position

Andrew Phelps, Director
 Laurie Holien, Deputy Director
 Cory Grogan, Public Information Officer
 Vacant, Public/Private Community Affairs Liaison
 Genevieve Ziebell, Executive Assistant, Director's Office

Mitigation and Recovery Section

Clint Fella, Section Manager
 Denise Choin, Fiscal Coordinator
 Sonja Dettwyler-Gwin, Financial Services Team Lead
 Dan Gwin, Grants Accountant
 Connie Lauritsen, Disaster Grants Accountant
 Joseph Murray, Planner
 Darrell Neet, Special Projects Coordinator
 Christine O'Day, Grants Program Accountant
 Dennis Sigrist, State Hazard Mitigation Officer
 Julie Slevin, State Public Assistance Officer

Operations and Preparedness Section

Matt Marheine, Section Manager
 Jim Adams, State Training Officer
 Kelly Jo Craigmiles, Ops and Emergency Program Coordinator
 Bev Hall, Receptionist/Office Specialist
 Doug Jimenez, State Exercise Officer
 Georges Kleinbaum, Search and Rescue Coordinator
 Bill Martin, Program Analyst Team Lead
 Sidra Metzger-Hines, Grants Coordinator
 Karen Parmelee, GeoHazards Awareness Coordinator
 Terry Pietras, State Communications Officer
 Erik Rau, Domestic Preparedness Planner
 Althea Rizzo, Geologic Hazards Program Coordinator
 Jennifer Staub, Grants Assistant
 Daniel Stoelb, GIS Program Coordinator (RAPTOR)
 Zach Swick, Domestic Preparedness Planner

Technology and Response Section

Mark Tennyson, Section Manager
 Theresa Connell, Interim Next Generation 9-1-1 Deputy Project Manager
 Joseph Cunningham, Database Administrator/Application Web Developer
 Gillien Duvall, 9-1-1 Technical Operations Coordinator
 Michael Gurley, 9-1-1 GIS Coordinator
 Kelsey Hutchinson, 9-1-1 Office Specialist
 Pat Lustig, Next Generation 9-1-1 Project Manager
 John Murner, 9-1-1 GIS Database Analyst
 Steve Ollis, Systems Analyst
 Pat Pope, Systems Analyst
 Jeanie Stark, 9-1-1 Program Assistant
 Gordon Tiemeyer, Interim 9-1-1 Program Analyst

CHILD WELFARE PROGRAM MANAGER LIST

District 1 - Columbia, Clatsop, Tillamook			
Name	Position	Desk Phone	Cell
Alicia Meyers	CW Program Manager	Best to Contact on Cell	(503) 812-8211
			ALICIA.D.MEYERS@dhsosha.state.or.us
District 2 - Midtown, Alberta, East, Gresham			
Name	Position	Desk Phone	Cell
Stacey Ayers - Midtown	CW Program Manager	(971) 673-1854	(503) 449-3505
			Stacey.Ayers@dhsosha.state.or.us
Edgar Perez - Alberta	CW Program Manager	(971) 673-6725	(503) 961-2069
			Edgar.PEREZ@dhsosha.state.or.us
Cheryl Baldomaro-Lucas - East	CW Program Manager	(971) 673-2175	(503) 841-7616
			Cheryl.M.BALDOMAROLUCAS@dhsosha.state.or.us
John Richmond - Gresham	CW Program Manager	(503) 674-3619 x 384	(503) 961-5402
			JOHN.W.RICHMOND@dhsosha.state.or.us
Kellie Barber	CW Program Manager	(503) 872-5573	(503) 757-8581
			Kellie.Barber@dhsosha.state.or.us
Kirby Crawford	CW Program Manager	(503) 872-6968	(503) 754-2869
			KIRBY.L.CRAWFORD@dhsosha.state.or.us
District 3 - Marion, Polk, Yamhill			
Name	Position	Desk Phone	Cell
Desta Walsh - Marion	CW Program Manager	(503) 378-3990	(503) 931-3070
			DESTA.W.WALSH@dhsosha.state.or.us
Dawn Hunter - Marion	CW Program Manager	(503) 378-3655	(503) 559-9693
			Dawn.HUNTER@dhsosha.state.or.us
Stacey Daeschner - Polk/Yamhill	CW Program Manager	(503) 623-8118x268(Polk) (503) 474-5601	(503) 884-2948
			Stacey.DAESCHNER@dhsosha.state.or.us
District 4 - Linn, Benton, Lincoln			
Name	Position	Desk Phone	Cell
Mayrean Carter - Linn	CW Program Manager	(541) 791-5721	(541) 220-9858
			Mayrean.CARTER@dhsosha.state.or.us
Mary Moller - Lincoln/Benton	CW Program Manager	(541) 265-0918 Lincoln (541) 757-5190 Benton	503-421-5237
			MARY.M.MOLLER@dhsosha.state.or.us
District 5 - Lane			
Name	Position	Desk Phone	Cell
Sydney Putnam	CW Program Manager	(541) 684-2430	(541) 228-2996
			Sydney.PUTNAM@dhsosha.state.or.us
Julie Spencer	CW Program Manager	(541) 349-4415	(541) 913-0723
			Julie.SPENCER@dhsosha.state.or.us
District 6 - Douglas			
Name	Position	Desk Phone	Cell
Darlene D'Angelo	CW Program Manager	(541) 464-2082	(541) 643-2777
			Darlene.DANGELO@dhsosha.state.or.us
District 7 - Coos, Curry			
Name	Position	Desk Phone	Cell
Melinda Johnson	CW Program Manager	(541) 756-5500 x 555	(541) 404-6945
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District 8 - Jackson, Josephine

Name	Position	Desk Phone	Cell	Email
Kirsten Arreguin - Jackson	CW Program Manager	(541) 776-6120 x 222	(541) 973-7226	KIstEn.ARR@GIN@dhsosha.state.or.us
Nan Silver - Josephine	CW Program Manager	(541) 956-2986	(541) 944-4834	Nan.Silver@dhsosha.state.or.us

District 9 - Hood River, Wasco, Sherman, Gilliam, Wheeler

Name	Position	Desk Phone	Cell	Email
Linda Lawing	CW Program Manager	(541) 506-5202 (The Dalles) (541) 386-2962 (Hood River)	(541) 490-3213	Linda.Lawing@dhsosha.state.or.us

District 10 - Deschutes, Crook, Jefferson

Name	Position	Desk Phone	Cell	Email
April Munks	CW Program Manager	Best to Contact on Cell	(541) 280-2706	April.Munks@dhsosha.state.or.us

District 11 - Klamath, Lake

Name	Position	Desk Phone	Blackberry / Cell	Email
Geneva Maupin	CW Program Manager	(541) 850-3657	(541) 892-5598	Geneva.Maupin@dhsosha.state.or.us

District 12 - Umatilla, Morrow

Name	Position	Desk Phone	Cell	Email
Bonnie Hinton	CW Program Manager	(541) 966-0849 (Pendleton) (541) 564-4500 (Hermiston)	(541) 701-8677	Bonnie.Hinton@dhsosha.state.or.us

District 13 - Baker, Union, Wallowa

Name	Position	Desk Phone	Cell	Email
Chris Black	CW Program Manager	(541) 523-8403	(541) 805-9974	Chris.M.BLACK@dhsosha.state.or.us

District 14 - Harney, Grant, Malheur

Name	Position	Desk Phone	Cell	Email
Christine Phillips	CW Program Manager	(541) 889-9194 x 331	(541) 589-0006	Christine.Phillips@dhsosha.state.or.us

District 15 - Clackamas

Name	Position	Desk Phone	Cell	Email
Kim Keller - Oregon City	CW Program Manager	(971) 673-7257	(503) 975-2450	KIMBERLY.J.KELLER@dhsosha.state.or.us
Norene Owens - N. Clackamas	CW Program Manager	(503) 731-4516	(503) 720-3101	Norene.OWENS@dhsosha.state.or.us

District 16 - Washington

Name	Position	Desk Phone	Cell	Email
Tom Vlahos - Beaverton	CW Program Manager	(503) 277-6605	(503) 467-1295	Tom.P.VLAHOS@dhsosha.state.or.us
Shirley Vollmuller - Hillsboro	CW Program Manager	(503) 681-6970	(503) 793-9428	Shirley.L.VOLLMULLER@dhsosha.state.or.us

**2015
Training Matrix**

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
<p>CORE - Fundamentals of Child Welfare Child Welfare CORE Training is mandatory for all new child welfare staff classified as Social Services Specialists 1 and other employees who perform functions generally assigned to these classifications. Employees must complete CORE prior to having responsibility for a child welfare caseload. Newly hired employees must be attending or have completed training within three months. CORE meets the statutory requirements outlined in ORE 418.749 for all Child Protective Services staff that screen, assess and investigate allegations of child abuse and neglect.</p>	<p>This two week cluster introduces the participant to an array of social issues common in child welfare and provides strategies for implementing best practice standards when working with children and families. Topics include but are not limited to domestic violence, mental illness, substance abuse, child sexual abuse, drug endangered children, developmental issues of abused children, and child neglect. Sessions providing a foundation for child welfare practice include educational resources, working with relative and non-relative caregivers, cultural considerations, the Indian Child Welfare Act, engagement skills, self-sufficiency, and a caseworker's role in the courtroom.</p>	<p>2 weeks</p>	<p>PSU</p>	<p>Social Service Specialist 1 (SSS1) Case carrying workers</p>	<p>\$2,770,792 (per biennium)</p>	<p>Curriculum Analysis – Title IV-E 84.80% of topics reimbursable at 75% (See attachment titled: 2015-17.Curriculum Analysis for CW New Caseworkers.CORE.06.08.2015.pdf) *Phase 1 (workers excluded from RMS)</p>

**2015
Training Matrix**

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
<p>CORE – Life of a Case</p>	<p>This two week cluster introduces the participant to all aspects of the Oregon Performance Model, from initial contact to reunification and case closure, and sessions covering screening, mandatory reporting, interviewing children, visitation planning and vicarious traumatization. Sessions supporting legally sound casework practice and concurrent permanency planning are provided and include identifying fathers, diligent relative search, placement priorities, reasonable efforts, types of juvenile court hearings, and Citizen Review Boards.</p>	<p>2 weeks</p>	<p>PSU</p>	<p>Social Service Specialist 1 (SSSI) Case carrying workers</p>	<p>See cost above (this total cost includes this class)</p>	<p>Curriculum Analysis – Title IV-E 84.80% of topics reimbursable at 75% (See attachment titled: 2015-17.Curriculum Analysis for CW New Caseworkers.CORE.06.08.2015.5.pdf) *Phase 1 (workers excluded from RMS)</p>
<p>CORE – Pathways To Permanency: Implementing the Concurrent Plan</p>	<p>This one week training will introduce values and policies that provide a framework for case management responsibilities related to developing a concurrent permanency plan when children are unable to return home.</p>	<p>1 week</p>	<p>PSU</p>	<p>Social Service Specialist (SSSI) Case carrying workers</p>	<p>Included in CORE costs from PSU</p>	<p>Title IV-E Foster Care Eligibility *Phase 2 – Slated</p>

**2015
Training Matrix**

Courses

Training Activity

Duration **Provider** **Audience**

**Estimated
Total Cost**

**Cost
Allocation**

<p>Trauma Informed Practice Strategies (TIPS) for Child Welfare Workers</p>	<p>The goal of this course is to give Child Welfare workers additional tools to assist in working with traumatized individuals. Upon completion of this course, attendees will be able to understand the impact of trauma on development and behaviors of children and families. They will also be able to identify and address specific trauma-related needs of children and families, as well as integrate a trauma-informed approach to effectively engage, plan for, and serve children and families. This two-day training for Child Welfare caseworkers is highly recommended to be completed prior to attending CORE training and is required within a year of hire.</p>	<p>2 Days</p>	<p>PSU</p>	<p>Caseworkers</p>	<p>Included in CORE costs from PSU</p>	<p>07/2015 (workers excluded from RMS) Title IV-E Foster Care Eligibility *Phase 2 – Slated 07/2015 (workers excluded from RMS)</p>
<p>Adoption and Safe Families Act (ASFA)</p>	<p>The Adoption and Safe Families Act (ASFA) training is mandatory for new child welfare workers in Oregon. The purpose of this training is to orient participants to ASFA and its related timelines.</p>	<p>Computer Based Training (self-paced)</p>	<p>PSU</p>	<p>Caseworkers, complete within 3 months of hire</p>	<p>Included in CORE costs from PSU</p>	<p>RMS</p>
<p>Multi-Ethnic Placement Act (MEPA)</p>	<p>What is MEPA (Multi-Ethnic Placement Act)? What is at the heart of this federal law? Why does this law exist and how does it benefit children? This required course is designed to apply to all child welfare staff and supervisors placing children in substitute care, including foster care and adoptions.</p>	<p>Computer Based Training (self-paced)</p>	<p>PSU</p>	<p>Caseworkers, complete within 3 months of hire</p>	<p>Included in CORE costs from PSU</p>	<p>RMS</p>

**2015
Training Matrix**

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
Confidentiality in Child Welfare	This computer-based training will cover the laws and policies around confidentiality in the field of child welfare. The laws surrounding child welfare records are confusing and often legal advice will be necessary to determine which statute will prevail in a given circumstance.	Computer Based Training (self-paced)	PSU	Caseworkers, complete within 3 months of hire	Included in CORE costs from PSU	RMS
Advocating for Educational Services	This training will equip workers with information needed to advocate for the educational rights of children in care. Workers will learn how to promote the educational achievement of children and young adults through participation on teams that perform academic assessment, planning and goal setting. Strategies for working collaboratively with caregivers, school districts, and educational surrogates will be given.	3 hours (NetLink)	PSU	Caseworkers, complete within 3 months of hire	Included in CORE costs from PSU	RMS
Social Service Assistant (SSA)	Social Service Assistant Training is an interactive, professional development activity that focuses on the essential skills and knowledge SSAs need to support the safety and permanency of children and families served by Child Welfare. Social Service Assistants will learn about the valuable role they play in supporting child welfare caseworkers to engage families and keep children safe. This training provides entry level instruction on key practice and policy top areas related to the primary functions of the Social Services Assistant position. Topics	6 days	PSU	Social Service Assistants (SSA) complete within 6 months of hire	\$319,523	RMS *Phase 2 – Slated 07/2015 – Moving to Title IV-E Foster Care Eligibility Curriculum Analysis (workers excluded from

**2015
Training Matrix**

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
Certification and Adoption Worker Training Provides baseline instruction in key policy and best practice standards for new certifiers and adoption workers.	This two week training covers the most up to date information on policy and best practice in working with foster, adoptive and relative caregivers. Topics include: assessment using the SAFE home study model as the foundation, interviewing skills, expedited placements, relative placements, safety standards, criminal background checks, committee presentations, supporting caregivers, allegations in out of home care, caring for sexually reactive children, developmental challenges of adoption, disruption, supervision, finalization, financial assistance through permanency, transitions, mediation and openness.	10 days Offered 2 x a year	PSU	Adoption Workers, foster home certifiers, & staff who complete relative, foster care, & adoption home studies.	\$507,466 (per-biennium)	Title IV-E Foster Care Eligibility *Phase 2 – Slated 07/2015 (workers excluded from RMS)
Adoption Tools and Techniques Training	This three-day training is offered twice a year and builds upon the learning objectives from Pathways to Permanency Training. The in-depth content includes the legal, procedural, and therapeutic components needed to achieve a permanent home for children when that home will be an adoptive home. This training will focus on the importance of maintaining children's connections to important communities and individuals that are appropriate to continue to support their lifelong well being.	3 days	PSU	Social Service Specialist 1 (SSSI) Case carrying workers	Included in Certifier & Adoption Worker Training costs from PSU	Title IV-E Foster Care Eligibility *Phase 2 – Slated 07/2015 (workers excluded from RMS)
Foundations: Training of Trainers Training on the delivery of Foundations training for foster parents and adoptive parents. All staff who trains on this	Review of Oregon's Foundational Curriculum for training foster, relative and adoptive families. The training covers the entire 8 weeks of material staff will use to train families who wish to care for Oregon's children in foster/relative and adoptive care.	4 days	PSU	Staff who train Foundations for foster and adoptive parents	Included in Certifier & Adoption Worker costs from PSU	Title IV-E Foster Care Eligibility *Phase 2 – Slated 07/2015

**2015
Training Matrix**

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
<p>curriculum is expected to attend and are provided a participant handbook and receive instruction to both the curriculum and training delivery strategies.</p>						(workers excluded from RMS)
<p>Specialized and Ongoing Professional Development</p> <p>Resources allocated to support the roll-out of the Differential Response model in Oregon.</p>			PSU			
<p>Foster / Relative / Adoptive Parent Training</p>	<p><u>CATEGORIES & SAMPLE OF TRAININGS:</u></p> <p><u>Adolescence</u></p> <ul style="list-style-type: none"> • Caring for Sexual Minority Youth • A Caregiver’s Guide to Bullies, Victims & Bystanders • Common Mental Health Issues in Teens • Ten Tips for Parenting Teens • On the Move – Aging Out of Foster Care • Parenting in the Digital Age <p><u>Adoption</u></p> <ul style="list-style-type: none"> • Adoption Issues throughout Life • Loss and Grief (also available in Spanish) • The Foster to Adoption Shift <p><u>Behavior Management</u></p>	Varies	PSU	Foster Parents	\$1,267,496	Title IV-E Foster Care Eligibility

**2015
Training Matrix**

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
	<ul style="list-style-type: none"> • Fun and Creative Parenting • Managing Difficult Behaviors in Young Children • Putting to Punching • Parenting Children with ADD/ADHD Fundamentals (also available in Spanish) <p><u>Child Development</u></p> <ul style="list-style-type: none"> • Educational Rights of Children and Youth • Fetal Alcohol Spectrum Disorder Fundamentals • The Tween Puzzle <p><u>Communication</u></p> <ul style="list-style-type: none"> • Collaborative Problem Solving (also available in Spanish) • Confidentiality Issues for Caregivers • Taking Note of Your Work with DHS (also available in Spanish) <p><u>Families</u></p> <ul style="list-style-type: none"> • Foster Parents in Juvenile Court • Loss and Grief (also available in Spanish) • Supporting Children Exposed to Domestic Violence • Permanency Options for Caregivers <p><u>Health & Safety</u></p> <ul style="list-style-type: none"> • Caring for Sexual Minority Youth • Caring for the Sexually Abused child • Fetal Alcohol Spectrum Disorder Fundamentals 					

**2015
Training Matrix**

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
Differential Response (DR)	<p><u>Neglect & Abuse</u></p> <ul style="list-style-type: none"> • Effects of Trauma on Learning in Children 0 to 18 • Understanding & Responding to the Sexual Behaviors of Children <p><u>Self-Development</u></p> <ul style="list-style-type: none"> • Executive Functions: Stop, Look and Listen • Proper Hair and Skin Care of Ethnic and Biracial Children • Strategies for successful Fostering <p><u>Special Needs</u></p> <ul style="list-style-type: none"> • Methamphetamine Endangered Children • Parenting a Child with Special Needs 					
	<p><u>Day 1</u> Module 1: DR Overview Module 2: Advanced Engagement</p>	3 hours 3 hours	PSU & DHS	Select CW & SS TBD	\$286,521 (allocated \$\$ from Specialized and ongoing Professional Development)	RMS
	<p><u>Day 2</u> Module 3: Collaboration in DR & Strength Needs Tool Module 4 & 5: OSM and TIPS</p>	3 hours 3 hours 3 hours		Providers & Staff Providers Only Identified staff		
	<p><u>Day 3</u> Module 6: Screening</p>	6 hours 6 hours		Screeners & Mgmt SSSI workers		
	<p><u>Day 4</u> Module 7: Assessment</p>	1 hour		Community Partners		
	Other: Community Partners Overview					

**2015
Training Matrix**

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
Oregon Safety Model (OSM) Refresher Computer-based trainings are available in order to offer the refresher information for all workers.	Session 1 : Information Gathering in the 6 Domains Session 2: Present Danger and Protective Action Plans Session 3: Impending Danger and Initial Safety Plans Session 4: Moderate to High Needs Session 5: Safety Planning Session 6: Conditions for Return Session 7: Expected Outcomes	90 min each	DHS-CW	All CW Workers	\$2,060.40 (Salary cost estimate)	RMS
Interstate Compact on Placement of Children (ICPC)	This training will introduce you to the ICPC regulations and procedures. It will teach you which form(s) to use and how to complete them. It will give you insight about when and why the ICPC process is needed. Lastly, it will provide you with resources that will enable you to be successful with your ICPC cases.	2 hours (NetLink)	DHS-CW	All CW Caseworkers	\$2,060.40 (Salary cost estimate)	RMS
Youth Transition Planning	The training will focus on the preparation for transition to adulthood and out of care. Participants will gain an understanding of the Comprehensive Transition Plans, New Health Care policies/mandates, Credit Reports, vital documents, etc. Participants will learn more about DHS requirements for assisting foster youth (age 16 or older) with creating a transition plan and learn the role DHS must have in the planning process to help youth transition to adulthood.	3 hours (NetLink)	DHS-CW	All CW Caseworkers	\$2,060.40 (Salary cost estimate)	RMS
Independent Living Program (ILP) Services	The training will help to understand the array of services available through ILP contractors. You will learn how to secure services, understand the eligibility criteria for Housing, Chafee	3 hours (NetLink)	DHS-CW	All CW Caseworkers	Included with above	RMS

**2015
Training Matrix**

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
<p>Prerequisite: View video and complete on-line course at http://casey.org/Resources/Initiatives/.</p>	<p>In-Person Learning Event: (facilitated workshop)</p> <ul style="list-style-type: none"> • Identify personal and professional assumptions and biases that hinder respect & value of racial and ethnic differences • Understand how to support healthy racial and ethnic identity development • Engage in courageous conversations that demonstrate staying engaged, speaking our truth, experiencing discomfort and expecting/accepting non-closure <p>Apply practical opportunities-strategies incorporating racial-ethnic w/youth</p>					

**2015
Training Matrix**

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
<p>Knowing Who You Are In order for staff, volunteers and workers to help youth establish consistency in their lives with regard to how they view themselves, it is important they have an understanding of their own racial and ethnic identity, investigate their assumptions and biases related to race and ethnicity and examine personal comfort levels around these issues.</p> <p>The 'Knowing Who You Are' training is an important step toward incorporating inclusiveness in the lives of children & youth in the foster care system. The training offers individuals an opportunity to develop a healthy sense of racial and ethnic identity, as well as to enhance their psychological well-being and social competence. Staff, volunteers, workers and other allies who are more self-aware and equipped with these skills possess a greater ability to identify and advocate the best outcomes for all children.</p>	<p>Video: (accompanied with viewer study guide)</p> <ul style="list-style-type: none"> • Promote common framework for learning about racial and ethnic identity formation • Open a healthy dialogue about racial and ethnic identity formation • Illustrate overt and subtle ways that prejudice and racism undermine on individual's sense of self • Initiate discussion about the role that individuals and organizations can play in supporting the development of healthy racial and ethnic identity <p>Web-based: (approximate length 3-6 hours)</p> <ul style="list-style-type: none"> • Explore own racial and ethnic identity and group membership • Recognize influences and impacts on racial and ethnic identity • Increase awareness around stereotypes, prejudice and racism • Examine the realities of how race and ethnicity play out in our society • Begin to develop skills for talking about race and ethnicity, addressing racism and discrimination, and integrating new knowledge and skills into day-to-day practice 	2 day in-person learning event; video; web-based		All CW staff, volunteers, community partners	\$ 15,000	RMS

**2015
Training Matrix**

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
	<p>& order of preference. Recall APPLA requirements, procedures and timelines. Recall processes required to consider APPLA as a child's permanency plan. Determine actions and timelines when a proposed APPLA plan is not recommended. Recall the on-going department responsibilities when the court has approved APPLA as a child's permanency plan.</p>					

**2015
Training Matrix**

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
	Education, Tuition and Fee Waiver for foster youth, how to pay for driver's education and have a better idea of how to help youth who are not enrolled with an ILP Provider! The main goal of the ILP is to help youth transition into adulthood with knowledge and skills to be self-sufficient and contributing members of their community.					
Disclosure Analysis Guidelines (DAG)	Almost all Child Welfare documents contain confidential information that may need to be redacted prior to disclosure. Analyzing what information DHS may disclose requires critical thinking skills. A resource guide was developed that includes a summary diagram and appendices meant to provide information necessary to guide critical thinking for the majority of questions related to disclosure and confidentiality.	Computer Based Training (self-paced)	DHS-CW	Caseworkers, complete within 1 year of hire	No Ongoing Costs	RMS
Fathers in Dependency Cases	After completing this course you will have reviewed: Categories of fathers; Ways to identify, locate & notify fathers with rights; How to resolve possible paternity issues; How to facilitate parentage testing; and Resources for additional paternity information.	Computer Based training (self-paced)	DHS- CW	All CW Caseworkers	No Ongoing Costs	RMS
Another Planned Permanent Living Arrangement (APPLA)	The goal of this course is to provide child welfare professionals an overview of the appropriate use of APPLA and the requirements to thoroughly assess other permanency plans prior to recommending APPLA. There are six learning objectives for this course. They are: Define APPLA and recall the two types of APPLA plans. List the four permanency plans	Computer Based Training (self-paced)	DHS- CW	All CW Caseworkers	No Ongoing Costs	RMS

**2015
Training Matrix**

Training Activity		Courses		Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
<p>OR-Kids</p> <p>Training is provided in a variety of ways to appeal to all the different learning styles and to provide every individual with valuable resources to access as we prepare. Venues of training included webinars, conference calls and classroom trainings. Our OR-Kids On Line website is extensive and offers a wealth of information.</p>	<p>For more information on each course related to OR-Kids, please see the attached OR-Kids Curriculum spreadsheet attached below.</p>  <p>OR-Kids Curriculum-converte</p>	various	DHS CW Training and OR Kids system trainers	All CW staff, Tribes, Affected providers and community partners	\$1,653,467.16	Title IV-E Foster Care Eligibility		
<p>ICWA Conference</p>	<p>The ICWA Conference features in-depth training in the Indian Child Welfare Act. The main conference sessions, workshops and activities will provide participants a chance to learn about and come to understand the intent, purpose, practice and policy to provide best practices for Native American children and families and build upon Tribal/DHS relationships.</p>	2.5 Days	DHS	CW staff, tribes, providers and community partners	\$20,000	RMS		
<p>SSA Summit</p>	<p>The SSA Summits will focus on the increasing professional demands on Social Services Assistants in Oregon. The Summit is an opportunity for SSAs from across the state to come together, attend advanced workshops, and share ideas and resources.</p>	1 Day	DHS	SSA	Included in the cost of SSA Training	RMS		
<p>CW-SS Supervisor Conference</p>	<p>A joint session designed to give field supervisors from both Child Welfare and Self Sufficiency an opportunity to meet, learn about</p>	2 Days	DHS	CW and SSP Supervisors	\$50,000	RMS		

**2015
Training Matrix**

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
	mutually applicable topics related to supervision in their areas of expertise, training on policy and procedure, and learn and share best practices.					
CW Supervisor Quarterly	A quarterly meeting to learn about changes to policy and procedure, receive training on updates that affect branch staff, and to receive updates and information from field operations leadership.	1 Day	DHS	CW Supervisors	\$50,000	RMS
SSP-CW Overview	A regularly occurring course to educate Child Welfare workers about Self Sufficiency Programs, and Self Sufficiency workers about Child Welfare. They also leverage cross-functional opportunities and how to engage and interact with their partners in the other agency to best serve the families of Oregon.	2 Hours	DHS	CW and SSP staff	\$20,000 (Initial development and deployment) – being worked into Core and will be rolled into those costs from PSU	RMS

**2015
Training Matrix**

Training Activity		Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
<p>Masters in Social Work (MSW)</p> <p>There are two major options</p> <ul style="list-style-type: none"> * Portland Option * Distance Option 	<p>Portland Option, classes provided on PSU campus, is a 78 credit program. Students in our tuition assistance program who have selected public child welfare as their advanced practice concentration. The curriculum combines concurrent on-campus coursework and field placements and practicum education in our department. Distance Option, is a three-year program with a combination of courses offered on intensive weekends, onsite instruction and web-enhanced course delivery instruction with field practice placements within DHS Child Welfare in the students' local communities.</p>	2 to 3 years	PSU	DHS CW employees and recruits	\$1,917,901	Title IV-E Foster Care Eligibility	
<p>Bachelors Social Work (BSW)</p>	<p>The BSW Program prepares graduates to become professional generalist entry-level social workers/caseworkers to work for DHS Child Welfare.</p>	1 year	PSU	DHS CW Employees and recruits	Combined with MSW	Title IV-E Foster Care Eligibility	
<p>CASA Memorandum of Understanding</p>	<p>An interagency agreement is currently in place; See detailed matrix below on page 15</p>	Various	CASA, DHS CW	CASA	See Matrix below for detailed costs.	Title IV-E Foster Care Eligibility	

**2015
Training Matrix**

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
Oregon CASA IV-E Training Report for FY 2013-14						
Courses						
Training Activity Est. Total Cost	Cost Allocation	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
CASA Advocate Pre-Service Training The CASA Advocate Pre-Service Training is mandatory prior to becoming a "party to the case" by the court and assigned a case/s for an abused/neglected child under the care of Child Welfare as outlined in ORS 419.B. In an effort to reach all audiences, including those in rural areas where travel to training sites is challenging, a hybrid on-line/in class version, titled "Flex Training", was also provided. Approximately 2,633 hours of pre-service training was delivered in 2013-14.	IV-E approved units included bonding and attachment, child abuse and neglect, cultural issues, domestic violence, communicating with children, conflict resolution, working with the Courts and more.	2013-14	Certified Local CASA Program directors and training staff	Prospective CASA volunteer advocates and Local CASA Program staff	\$22,981	

**2015
Training Matrix**

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
<p>CASA In-Service Training CASA volunteers participated in approximately 1,217 hours of in-service training for which Title IV-E claims were filed in 2013-14. CASA volunteers are required to participate in 12 hours of in-service annually in order to continue to serve as advocates.</p>	<p>Topics included the same as above in more depth and may have also included the culture of poverty, domestic abuse, forensic interviewing, human trafficking, sexual assault, impact on the child of an incarcerated parent, substance abuse and relapse, providing effective testimony, conflict resolution, IEP's and resources for children with special needs, adoption process, gang activity, foster teens transitioning to independent living, diversity and cultural competency</p>	<p>A minimum of 12 hours and as many as 20</p>	<p>Local CASA Program directors and training staff, contracted trainers, experienced CASA volunteers, professionals from the community</p>	<p>CASA volunteer advocates, CASA staff, Citizens Review Board members</p>	<p>Approximately \$6,265.00</p>	
<p>Oregon Volunteers Local CASA Program IV-E Training Trainings conducted by programs, both core and in-service as well as trainings attended by CASA staff and volunteers are eligible for reimbursement under the Title IV-E program. CASA</p>	<p>Oregon CASA directors and finance managers continue to be trained in the necessary record-keeping and processing to obtain IV-E reimbursement for their staff and volunteer training activities.</p>	<p>8-12 hours</p>	<p>Staff of Oregon Volunteers and DHS</p>	<p>Local CASA Program Directors and Finance Managers</p>	<p>Approximately \$3,406</p>	

**2015
Training Matrix**

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
<p>staff are being trained in the process of obtaining Title IV-E reimbursement on an on-going basis.</p> <p>Shoulder-to-Shoulder Conference CASA programs sent approximately 73 staff and volunteers to the 2013 Shoulder to Shoulder Conference.</p>	<p>The conference offered educational topics by speakers who addressed issues that impact children and youth in all parts of the child welfare system. Examples include trauma and resilience, family reunification, sexual exploitation of children, supporting connections between birth and bio families, supporting foster youth in special education, supporting LGBTQ youth and families in the foster care system, and others.</p>	8 hours	<p>DHS staff, professionals from the child welfare community, Juvenile Court staff</p>	<p>Local CASA Program staff and volunteer advocates</p>	<p>Approximate y \$4,420</p>	

**2015
Training Matrix**

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
<p>National CASA Conference Approximately half of Oregon CASA programs sent staff to the Annual 3-day national conference designed to strengthen volunteer voices, build skills and acquire tools that will enhance their ability to speak up for abused and neglected children in the role of volunteer advocate.</p>	<p>Topics included equity, inclusion and identity, best advocacy practices, topics in child welfare, and judicial processes.</p>	<p>24 hours</p>	<p>National CASA staff and child welfare professionals</p>	<p>Local CASA Program staff, board members and volunteer advocates</p>	<p>Approximately \$19,575</p>	
<p>CRB Conference Approximately 16 CASA staff attended the annual 2-day conference designed to provide in-service training for CRB volunteers and other community members working within the child welfare/juvenile justice system.</p>	<p>Topics included, but were not limited, to any of the following: communicating effectively with teens, navigating the legal landscape, conducting professional reviews of cases, DHS policies and programs, permanency, transition, adoption, and bias in decision-making.</p>	<p>16 hours</p>	<p>Juvenile court staff, judges, DHS staff, and other professionals</p>	<p>Local CASA Program staff and volunteer advocates</p>	<p>Approximately \$500</p>	

Attachment to the 2015 Training Matrix

<p>Assessment for New Workers (C04318) [Classroom]</p>	<p>2 hrs</p>	<p>The Assessment for New Workers course covers information about how a worker reviews, inputs and completes a CPS Assessment in OR-Kids. The course contains six modules all focusing on the required functions to finalize a CPS Assessment. Once the course is completed, the worker will know how to review a Screening Report and create/complete a Comprehensive Assessment. This course also includes instruction on how to create a Protective Action and complete a Safety Analysis. The final module focuses on completing /approving a CPS Assessment.</p>
<p>Court Packet for New Workers (C04317) [Classroom]</p>	<p>3.5 hours</p>	<p>The Court Packet for New Workers course covers information about how to input and complete all necessary functions which comprise a Court Report in OR-Kids. This course is comprised of 5 modules and advises the worker of the sequence in which information must be entered in order to create a Court Report which includes the most recent and pertinent information needed by the Court. Once the course is completed, the worker will know how to update a participant's personal information along with creating/updating the Ongoing Safety Plan, Case Plan and Case Progress Evaluation. The course also instructs on how to create a Permanency Case Plan/Child Specific Case Plan. Finally, the last module focuses on using the above actions to finalize and create a complete Court Report in OR-Kids.</p>
<p>WBT OR-Kids Adoption - Adoption Referral (C02453) [Online]</p>	<p>Self-paced (Avg 90 mins)</p>	<p>The Adoption Referral module describes the adoption referral process in OR-Kids. Adoption referral facilitates the adoption referral process by providing a central place for the compilation of information concerning a child's history, adoption preferences, and potential adoption matches. The process of referring a child for adoption could also potentially include the documentation of any special needs (for subsidized adoption cases). Case workers and adoption workers can complete adoption referrals either before or after a child is freed for adoption (e.g., for legal risk situations).</p>
<p>WBT OR-Kids AFCARS (C04211) [Online]</p>	<p>Self-paced (Avg 90 mins)</p>	<p>The AFCARS (Adoption and Foster Care Analysis and Reporting System) module describes the functionality and design specifications for federal reporting of children placed in Out-of-Home Care within OR-Kids. The Federal Government requires that each State provides a system for collecting data on children in foster care in the State. The State transmits AFCARS data to the Federal Government. States are required to submit AFCARS data semi-annually to the Administration for Children & Families (ACF). OR-Kids AFCARS provides two major pieces of functionality: an online page in which AFCARS exceptions (errors) can be viewed and updated and the generation of files that the State uses for submission of AFCARS data to the Federal Government.</p>

<p>WBT OR-Kids Approvals (C04197) [Online]</p>	<p>Self-paced (Avg 90 mins)</p>	<p>In OR-Kids, many work items, such as assessments, case plans, and case closure requests require approvals. Other examples of work needing approval are out-of-home placements, provider certifications, adoptions, and payment requests. OR-Kids manages three levels of approvals: worker, supervisor, and a higher management level. OR-Kids matches your login security level with the approval level assigned to the work. The system knows what level of approval is needed to allow the work to be approved. If you are a worker with a Level-1 approval and you approve a piece of work requiring Level-1, the process is complete. However, if you approve a piece of work requiring a Level-2 approval, the system automatically forwards the work to your supervisor for approval. When the work is forwarded to the supervisor, the supervisor reviews the work and edits or modifies it, as necessary, before final approval. The Approvals function consists of the Approval option, four pages and the Approvals expando, which displays on each worker's Desktop. Once you have completed this module you will know how to: Approve a work item. Cancel a work item. Reassign a work item. Recall or Return a work item.</p>
<p>WBT OR-Kids Assessment (C04228) [Online]</p>	<p>Self-paced (Avg 90 mins)</p>	<p>The Assessment module covers the documentation of the assessment of CPS reports of abuse and neglect and FSS reports requesting family support services. An assessment can only be conducted when a screening report has been created and assigned. The assessment process begins with information gathered during screening about participants identified in the report and individuals who become known during the assessment. The information is then used to either create a case from the report, or link the report to an existing case. Once the case is assigned, an assessment is created to address the report. The assessment worker's supervisor must then review the findings and approve the decision. This module also supports the documentation of contacts with case participants and collateral contacts. The assessment includes a: Comprehensive Assessment, Safety Analysis, and Protective Action to be used if needed. The assessment process ends when the assessor enters a disposition for each CPS allegation, or an after assessment category value for FSS Assessment, then documents an overall disposition for the entire assessment, and receives supervisory approval of the assessment findings and documentation.</p>

WBT OR-Kids Assessment - Assessment (C02436) [Online]	Self-paced (Avg 90 mins)	<p>The Assessment module covers the documentation of the assessment of CPS reports of abuse and neglect and FSS reports requesting family support services. An assessment can only be conducted when a screener has created a report that is subsequently accepted as appropriate to be assigned. 'Other' type of screening reports do not require assessments. The assessment process begins with information gathered during screening about participants identified in the report and individuals who become known during the assessment. The information is then used to either create a case from the report, or link the report to an existing case. Once the case is assigned, an assessment is created to address the report. The assessment worker's supervisor must then review the findings and approve the decision. This module also supports the documentation of contacts with case participants and collateral contacts. The assessment includes a: Comprehensive Assessment Safety Analysis Protective Action can be created, if needed The assessment process ends when the assessor enters a disposition for each CPS allegation, or an after assessment category value for FSS Assessment, then documents an overall disposition for the entire assessment, and receives supervisory approval of the assessment findings and documentation.</p>
WBT OR-Kids Assessment Ongoing Safety Plan (C02442) [Online]	Self-paced (Avg 90 mins)	<p>Learn to create, access, edit, and update an Ongoing Safety Plan. This includes documenting the type of plan, how it will be monitored, and how it is least intrusive. Also included is documentation of Conditions For Return.</p>
WBT OR-Kids Basics - Case Closure (C02439) [Online]	Self-paced (Avg 90 mins)	<p>Except for cases that are closed for reason of adoption, case closure occurs only when all services to all case participants are closed in OR-Kids. However, if the only participant in a case is a TPR child and the child is being adopted, the case may be closed with an open episode for a non-placement service. The adoptive child is automatically moved into a new case with a new case ID and a new person ID for the child in the new case. The child's records are copied over to the new case with the open services record. Case closure processes also perform a clean up of any remaining extraneous ticklers that do not inhibit closure of a case (non-AFCARS Ticklers). In addition to the case closure pages, the case closure process includes batch processes that check cases for which a closure request has been submitted to determine whether or not the closure should proceed, support the merging of two cases when duplicates are identified or after adoption (for sibling groups) and support the copying of critical eligibility and subsidy agreement records from a pre-adoption case into a newly created subsidized adoption case record. Objectives Once you have completed this module you will know how to: Submit a case closure request. View a pending case closure. View a closed case.</p>

<p>WBT OR-Kids Basics - Checklists (C02438) [Online]</p>	<p>Self-paced (Avg 90 mins)</p>	<p>The Checklist module describes the uses of checklists in OR-Kids. Checklists serve to remind workers of the appropriate steps needed to complete a task. A checklist may represent steps in a process or any grouping which promotes best business practices. For example, a checklist representing steps in a process is the Assessment Case Closure Checklist. This checklist will guide the worker through the Assessment case closure procedures. The Filing for Termination of Parental Rights (TPR) in Court Checklist is an example of a best business practice checklist. This checklist promotes standard DHS practices in preparing a TPR package and ensures that best efforts will be made in resolving and, as a result, preventing a potential TPR. Objectives Once you have completed this module you will know how to: Select a Checklist Template to view or edit Add new items or reorder items to a Checklist Template Add due dates to a Checklist Template Access various Checklist Templates through the Options list in OR-Kids and use them to ensure that you have completed the work associated with the Checklist task</p>
<p>WBT OR-Kids Basics - Desktop (C02437) [Online]</p>	<p>Self-paced (Avg 90 mins)</p>	<p>The Desktop module describes the OR-Kids Desktop and its various features. The OR-Kids Desktop is the main screen you will use after successfully logging into OR-Kids. The Desktop helps you to organize and retrieve your work by using icons that graphically represent the people and the work of DHS. The OR-Kids Desktop has two main areas. In the General Information area, system-wide and site-specific messages and hyperlinks display. In the Outliner area, the worker is presented with a 'Desktop' that shows the worker's specific work items based on the caseload assignments of those work items. Objectives Once you have completed this module you will know how to: Navigate using the Desktop expandos to see data that is specific to you in the different parts of OR-Kids. Navigate using the menus to access all parts of OR-Kids. Navigate using the menu buttons for quick access to frequently used items. Modify the properties of the expandos using the view options. View and add a news item to the Desktop.</p>

<p>WBT OR-Kids Basics - Forms (C02425) [Online]</p>	<p>Self-paced (Avg 90 mins)</p>	<p>The Forms module allows you to process and track DHS forms. You are able to activate the appropriate Microsoft Word text template for the subject area on the Create Case Work page or the Options list that is visible on many pages throughout OR-Kids. In general, forms incorporating data from primarily one page or requiring multiple participants to be selected will be on the Options list, while other forms will be in the Create Case Work menu. Forms launched (created) and saved via the Options list in a piece of work can be accessed in the same manner, whereas a form launched and saved via the Create Case Work page will appear in the Outliner under the appropriate Case and associated icon (Placement/Services, for example). Clicking the form's hyperlink in the Outliner launches the Forms page. Some forms have a copy function where subsequent iterations of the same type of form for the same case or provider give you the option of either copying the existing version or creating a new, blank version. It is important to remember that most casework forms have to be launched prior to the approval of a piece of work or they will not be available beyond that opportunity. Objectives Once you have completed this module you will know how to: Open a form from the Create Case Work page or the Options list. Complete and then send a form for approval. Access a form from the Desktop Outliner once it has been saved.</p>
<p>WBT OR-Kids Basics - Imaging (C02426) [Online]</p>	<p>Self-paced (Avg 90 mins)</p>	<p>The Imaging module allows you to store and categorize pictures and documents related to cases, case participants, and providers. If you have an assignment to a case or provider, you can store files related to that case or provider in the file cabinet. The files may be in picture (.bmp, .jpg, .jpeg, .tiff) or document (.rtf, .doc, .xls, .pdf) format. Once you have stored a file to the file cabinet for a case or provider, you can view it by opening the File Cabinet on the desktop outliner, clicking on the hyperlink, and selecting the view hyperlink from the imaging page. Each person's PC has settings that determine how it treats the different file types. For example, if the image is a Word document (.doc), then the PC will likely open the image in Microsoft Word. Note that stored files must be of one of the types mentioned above and cannot be larger than 10 Mb. Objectives Once you have completed this module you will know how to: Store picture files in the file cabinet for a case or provider. Navigate to the File Cabinet for a case or provider. View a picture file in your browser.</p>

<p>WBT OR-Kids Basics - Maintain Case (CO2427) [Online]</p>	<p>Self-paced (Avg 90 mins)</p>	<p>The Maintain Case module covers functions related to case maintenance, including adding, updating and removing or deactivating participants, address information, collateral contact information, and relationships. Generally, all cases in OR-Kids originate with a screening report (CPS, FSS or Other), except: a child whose parents' rights were terminated, and for whom a new case is created, and a participant who is adopted and for whom a new case must be created so that adoption subsidy payments can be made. This module focuses on those cases that originate with a screening report. Activities in this module shall be conducted throughout the life of the case, thereby ensuring that case information is up-to-date. Activities include: The viewing and maintenance of existing cases The creation of participants and maintenance of participant status The maintenance of participant information, including some AFCARS required values The creation and removal of collateral contacts and other case contacts The maintenance and update of address information The ability to establish and update interpersonal relationships between the participants in the case, participants and collaterals, and participants and persons external to the case The ability to designate a case as a sensitive case, and to update the information over time The ability to identify worker safety issues and update the information over time</p>
<p>WBT OR-Kids Basics - Merge Person (CO2440) [Online]</p>	<p>Self-paced (Avg 90 mins)</p>	<p>The Merge Person module describes the functionality for merging or deleting a person record in OR-Kids. A duplicate person record may be created when an individual already exists in the system. Although the existing business rules in OR-Kids will reduce the instances of the creation of duplicate person records, there may still be occasions when a duplicate record is created in error. When a user discovers that two different person IDs were created in OR-Kids for the same person, the user can correct this duplication by merging the two person records into a single record or by deleting the duplicate person from the OR-Kids system. In order to be deleted, if a person is a case participant or provider member, the person must first be taken out of any screenings, cases or provider records. Workers cannot be deleted from OR-Kids even if the worker was never associated with a piece of work in the system. Throughout the system, when a user is creating a person, OR-Kids will alert the user of potential duplicate persons. For example, duplicates are displayed on the Potential Person Match page, as well as on the Maintain Case page, Participants tab.</p>

WBT OR-Kids Basics - Notes (C02435) [Online]	Self-paced (Avg 90 mins)	<p>Notes Notes are associated with cases or providers, and provide a way to document activities as you go about your work. Notes display in the Desktop Outliner under many of the expandos, depending on the category of the note. Within each expando they are arranged in chronological order. You may search for notes based on category or other criteria. Retrieved notes may be viewed, printed, or inserted in a word processing document. You may attach files from the File Cabinet to notes. (Adding files to the File Cabinet is covered in the Imaging module.) Once a note is finalized, it cannot be edited and will automatically be finalized after 60 days, or immediately when added to a closed case. If a note is created by someone who is not assigned to the case, then it will not be editable. Correction notes may be added by the assigned worker or supervisor when a note is not editable. Case notes have two special categories, CPS and FSS Assessments, which have extra fields for collateral contacts. Provider note pages are the same for all categories. Objectives Once you have completed this module you will know how to: Create a case note from the Case Actions hyperlink, and navigate to it on the Desktop. Attach a file to a case note. Search for case notes based on search criteria. Add a collateral contact to a CPS Assessment note. Create a provider note from the Provider Work button.</p>
WBT OR-Kids Basics - Person Management (C02434) [Online]	Self-paced (Avg 90 mins)	<p>The person management page contains demographic, relationship, address, substance abuse, previous adoption history, education and medical/mental health data. You use this page to view, add, update or delete information about this person. Person Management is organized as a folder with seven tabs. To minimize duplication, OR-Kids does not allow you to create a new person record without first searching existing person records. Objectives After you have completed this module you will know how to use the: Basic tab to collect and display name and demographic data Parent/Caregiver tab to view, add or change relationship information Additional tab to view, add, change or delete data such as alternative names, background checks, armed forces information, and Critical Placement Factors Address tab to view, add, change or delete addresses and phone numbers Education tab collect current and historical educational data Characteristics tab to track substance use and disabilities and display child-specific data Medical/Mental Health tab to collect and display medical and mental health history</p>
WBT OR-Kids Basics - Search (C02433) [Online]	Self-paced (Avg 90 mins)	<p>Objectives Once you have completed this module you will know how to: Use Navigational searching for Cases, People, Providers, and Workers Use Root and Sounds Like searching Search for and return people to cases as participants Search for and return people and workers to meetings Search for and return providers based on services offered Search for and return cases and participants to recruitment events</p>
WBT OR-Kids Basics - System Help (C02430) [Online]	Self-paced (Avg 90 mins)	System Help

WBT OR-Kids Basics - Ticklers (C02429) [Online]	Self-paced (Avg 90 mins)	<p>Ticklers Module The Ticklers module describes the Ticklers function and its various features. Ticklers are a helpful feature that remind workers and supervisors of work that needs to be completed by a certain date. Ticklers are associated with either a case or a provider and display the tasks that need to be completed and the date they are due. In addition to reminding a worker of outstanding critical tasks, ticklers also provide notification to a worker's supervisor when the work is close to the due date. Ticklers are escalated to the supervisor's supervisor if the due date is passed. OR-Kids updates ticklers daily on the worker's desktop. Escalations also occur on a daily basis. Objectives Once you have completed this module you will know: What a Tickler is How to access the Tickler list What to do about Ticklers in your list What happens to Tickler tasks that are completed</p>
WBT OR-Kids Basics AFCARS (C02423) [Online]	Self-paced (Avg 90 mins)	<p>The AFCARS (Adoption and Foster Care Analysis and Reporting System) module describes the functionality and design specifications for federal reporting of children placed into Out-of-Home Care within OR-Kids. The Federal Government requires that each State provides a system for collecting data on children in foster care in the State. The State transmits AFCARS data to the Federal Government. States are required to submit AFCARS data semi-annually to the Administration for Children & Families (ACF). OR-Kids AFCARS provides two major pieces of functionality: an online page in which AFCARS exceptions (errors) can be viewed and updated and the generation of files that the State uses for submission of AFCARS data to the Federal Government.</p>
WBT OR-Kids Case Closure (C04202) [Online]	Self-paced (Avg 90 mins)	<p>Except for cases that are closed for reason of adoption, case closure occurs only when all services to all case participants are closed in OR-Kids. However, if the only participant in a case is a TPR child and the child is being adopted, the case may be closed with an open episode for a non-placement service. The adoptive child is automatically moved into a new case with a new case ID and a new person ID for the child in the new case. The child's records are copied over to the new case with the open services record. Case closure processes also perform a clean up of any remaining extraneous ticklers that do not inhibit closure of a case (non-AFCARS Ticklers). In addition to the case closure pages, the case closure process includes batch processes that check cases for which a closure request has been submitted to determine whether or not the closure should proceed, support the merging of two cases when duplicates are identified or after adoption (for sibling groups) and support the copying of critical eligibility and subsidy agreement records from a pre-adoption case into a newly created subsidized adoption case record. Once you have completed this module you will know how to: Submit a case closure request. View a pending case closure. View a closed case.</p>

WBT OR-Kids Case Plan (C04231) [Online]	Self-paced (Avg 90 mins)	In this module you will learn how to create a Case Plan for a family. You will learn how to add participants, services, and document the families plan developed in the Oregon Family Decision Meeting. In addition, you will learn where to document the Protective Capacity Assessment you complete on the family. Each family has an initial Case Plan, and each time it is reviewed, a Case Progress Evaluation is used. We will learn more about Case Progress Evaluations in another WBT.
WBT OR-Kids Case Progress Evaluation (C04233) [Online]	Self-paced (Avg 90 mins)	The Case Plan is the initial piece of work, and Case Progress Evaluations are completed on a regular basis as subsequent plans after the original Case Plan are approved. Case Plans are covered in another WBT. The Case Progress Evaluation copies all participants and goals/outcomes from the Case Plan and is used to document the progress and status of goals/outcomes relating to the Case Plan. The Case Progress Evaluation also is used to revise existing goals/outcomes and insert new goals/outcomes to the plan. The approved Case Progress Evaluation becomes the working, updated Case Plan. Case Progress Evaluations may be terminated by accessing the most recent plan and selecting Terminate under the Options list. A tickler will remind users to complete a Case Progress Evaluation.
WBT OR-Kids Certification - Licensing Private Provider Part 1 (C02523) [Online]	Self-paced (Avg 90 mins)	The Private Provider module shows you how to create a new private provider record and how to update an existing private provider record. It also shows you how to create and update a Private Provider License and/or contract. Private Providers consist of individuals or business entities whose service provision can span a broad spectrum; examples include but are not limited to attorneys, mediators, residential facilities, child-placing agencies, and transportation services.
WBT OR-Kids Certification - Certification/Licensing Issues (C02488) [Online]	Self-paced (Avg 90 mins)	The Certification and Licensing Issues module shows you how to document provider certification and licensing issues and document actions taken to resolve those issues. Users can record issues and actions taken to resolve those issues at any time. Once the issues are documented, they are sent to the supervisor for approval. Once approved, for issues with an Action Due date, OR-Kids generates a Tickler to remind the worker to follow up on the issue. If no due date is entered, OR-Kids enters a completed date when the supervisor completes the approval. The processes followed in this module are the same for home providers and private providers.
WBT OR-Kids Certification - Home Inquiry (C02471) [Online]	Self-paced (Avg 90 mins)	The Home Inquiry record module shows you how to document the initial inquiry of persons interested in becoming foster or adoptive parents. Once all information is documented, a decision to proceed (or not to proceed) is made by the family and documented by the worker. The proceed action "freezes" the Home Inquiry record and creates a Home Provider record, the first step in the certification process.
WBT OR-Kids Certification - Licensing Private Provider Part 2 (C02524) [Online]	Self-paced (Avg 90 mins)	Continuation of Private Provider Part 1

WBT OR-Kids Certification - Recruitment (C02477) [Online]	Self-paced (Avg 90 mins)	The Recruitment Event module is designed to aid in the tracking and monitoring of recruitment efforts being made to increase the number of people interested in becoming Foster Home Providers, Private Providers or Adoptive Homes. It allows for events to be child specific or targeted to specific types of individuals or groups, and allows you to enter the list of participants at each event. Having a list of interested persons makes it easy to follow up and gauge their interest in moving forward. You can create an export file that can be used for mail merges in conjunction with word processing and spreadsheet applications. From these exported files, you can generate mailing labels for future recruitment activities. Recruitment reports can be used to track and monitor monthly recruitment efforts and results.
WBT OR-Kids Checklists (C04216) [Online]	Self-paced (Avg 90 mins)	The Checklist module describes the uses of checklists in OR-Kids. Checklists serve to remind workers of the appropriate steps needed to complete a task. A checklist may represent steps in a process or any grouping which promotes best business practices. For example, a checklist representing steps in a process is the Assessment Case Closure Checklist. This checklist will guide the worker through the Assessment case closure procedures. The Filing for Termination of Parental Rights (TPR) in Court Checklist is an example of a best business practice checklist. This checklist promotes standard DHS practices in preparing a TPR package and ensures that best efforts will be made in resolving and, as a result, preventing a potential TPR. Once you have completed this module you will know how to: Select a Checklist Template to view; Access various Checklist Templates through the Options list in OR-Kids and use them to ensure that you have completed the work associated with the Checklist task
WBT OR-Kids Desktop (C04191) [Online]	Self-paced (Avg 90 mins)	The Desktop module describes the OR-Kids Desktop and its various features. The OR-Kids Desktop is the main screen you will use after successfully logging into OR-Kids. The Desktop helps you to organize and retrieve your work by using icons that graphically represent the people and the work of DHS. The OR-Kids Desktop has two main areas. In the General Information area, system-wide and site-specific messages and hyperlinks display. In the Outliner area, the worker is presented with a 'Desktop' that shows the worker's specific work items based on the caseload assignments of those work items. Once you have completed this module you will know how to: Navigate using the Desktop expandos to see data that is specific to you in the different parts of OR-Kids. Navigate using the menus to access all parts of OR-Kids. Navigate using the menu buttons for quick access to frequently used items. Modify the properties of the expandos using the view options. View and add a news item to the Desktop.
WBT OR-Kids Eligibility Adoption and Guardianship Assistance (C02532) [Online]	Self-paced (Avg 90 mins)	In this module, you will learn how to determine Adoption Assistance and Guardianship Assistance. You will learn how to complete a Certification of Special Needs that will launch an Adoption Assistance Determination, and you will begin a Guardianship Assistance Determination from the Create Case Work page. In this course we will be determining Jonah Watkins eligibility for Adoption Assistance and Guardianship Assistance.

WBT OR-Kids Eligibility Income and Resources (C02517) [Online]	Self-paced (Avg 90 mins)	Upon creation of a case, an Income and Resources page is created for each case participant. This page is used to view a case participant's earned and unearned income as well as financial resources and employment information. The Income and Resources page has two tabs, Income/Resources and Employment, and is accessed from the Desktop. Two pages are used to capture case participant income and resource information. The Income/Resources page is used to create or change the income/resource record, and the Employment page is used to create or change the employment record.
WBT OR-Kids Eligibility Initial Medical Determination (C02472) [Online]	Self-paced (Avg 90 mins)	The Eligibility - Initial Medical Determination module consists of pages designed for Federal Revenue Specialists (FRS) to perform their work as it relates to Title XIX (Medical Eligibility) determinations and redeterminations. OR-Kids creates the Initial Eligibility record for the child upon approval of an Out of Home Placement. OR-Kids generates determination rows that display on the FRS' desktop as hyperlinks. Once these rows are created, a tickler is generated to the Eligibility Specialist for review of the work. Only workers identified as Federal Revenue Specialists (FRS) can complete the Initial Medical Eligibility determination and redeterminations. Upon final approval, an automated message is sent to the Adoptions Unit to review for follow up.
WBT OR-Kids Eligibility IV-E Determination (C02465) [Online]	Self-paced (Avg 90 mins)	IV-E Determination module demonstrates the process for the initial IV-E Determination in OR-Kids.
WBT OR-Kids Eligibility IV-E Redetermination (C02469) [Online]	Self-paced (Avg 90 mins)	Title IV-E Eligibility Redetermination follows a process similar to the steps to determine IV-E eligibility. The Eligibility Specialist will receive a Tickler on the Desktop reminding the Specialist to complete a Redetermination of Title IV-E case. IV-E Eligibility Redeterminations display on the Redetermination tab of the Title IV-E Eligibility Determination page. The Title IV-E Eligibility Determination page includes three tabs: the Basic tab, the Initial Determination tab, and the Redeterminations tab. The Eligibility Specialist reviews and enters the child's information on the Basic tab. The Initial Determination tab is used to complete the first Title IV-E eligibility determination. After the initial eligibility determination is completed and the information is saved, this tab becomes read-only. The Redeterminations tab is used to perform subsequent eligibility determinations once the initial determination has been completed.
WBT OR-Kids Eligibility Medical Redetermination (C02476) [Online]	Self-paced (Avg 90 mins)	This module presents information on how to complete Medical Eligibility Redeterminations. Only workers identified as Federal Revenue Specialists (FRS) can complete the Initial Medical Eligibility determination and redeterminations. We will review all of the OR-Kids pages required to complete this task. The main page is the Medical Eligibility Determination page. Completed redeterminations can be viewed on the Redetermination tab.

WBT OR-Kids Eligibility TANF Determination (C02516) [Online]	Self-paced (Avg 90 mins)	The TANF-EA provides Eligibility Specialists with a method to determine if a member of the eligibility unit qualifies for TANF Emergency Assistance. There are two types of TANF-EA: In-home services and out of home placement. TANF-EA is generally the first determination made on a new case.
WBT OR-Kids Eligibility TCM (C02518) [Online]	Self-paced (Avg 90 mins)	The Create/Update TCM Claim Record module provides practice activities for creating and updating Targeted Case Management (TCM) claims on behalf of non-Title IV-E eligible children who are participants in active OR-Kids cases. Only TCM-certified workers or their supervisors have access to verify TCM activities on behalf of these children; however, any worker with appropriate security may create or update a TCM record. It is through the actual verification process that the record is submitted to MMIS and the billing status is updated.
WBT OR-Kids Financial Overpayment Adjustment (C02698) [Online]	Self-paced (Avg 90 mins)	The Overpayment Adjustment module addresses overpayments to a provider and how to manually adjust or correct these overpayments, as needed, and reduce future payments to providers.
WBT OR-Kids Financial Apply for Benefits (C02597) [Online]	Self-paced (Avg 90 mins)	Once you have finished this module you will know how to complete the OR-Kids pages for Children Potentially Eligible for Benefits, Benefit Application Search and Child Benefit Application Tracking.
WBT OR-Kids Financial Budget Management (C02627) [Online]	Self-paced (Avg 90 mins)	The Budget Management module describes the process for maintaining budget lines to which DHS expenditures are attributed. The established Budget Lines serve a key role in standardizing the budget used to pay for services across the organization. The budget sources available for service expenditures are defined on each service.
WBT OR-Kids Financial Bulk Item Management (C02624) [Online]	Self-paced (Avg 90 mins)	Bulk Item Management in OR-Kids maintains and records bulk items available for distribution to clients. It allows you to record bulk item stock purchases for your branch as well as individual details for each bulk item unit within your branch inventory. There are four pages for bulk item management in OR-Kids.
WBT OR-Kids Financial Enhanced Supervision (C02622) [Online]	Self-paced (Avg 90 mins)	The Learning Objectives for this course are: Navigate using the tabs to see statements contained in each; Complete the safety, strengths, and Well Being tabs by selecting radio buttons for the responses; Complete narrative descriptions on each of the tabs within this page; View the Results tab once it has been approved by a third level approver to see that the child required the supervision level and the amount that will be paid to the provider; and Copy an Enhanced Supervision.

WBT OR-Kids Financial Issue and Reconcile Checks (C02625) [Online]	Self-paced (Avg 90 mins)	The Issue and Reconcile Checks functions in OR-Kids are used in creating, issuing and reconciling checks and direct deposits (EFTs) to pay providers for services, support activities, and expenditures. The Issue and Reconcile Checks module shows you how to navigate to the various pages, run provider searches and use the Review Pending Check, Manual Check, Check Disposition, and Maintain Number Ranges pages.
WBT OR-Kids Financial Process Payment (C02628) [Online]	Self-paced (Avg 90 mins)	The Process Payment module shows you how to use the Payment Request, Maintain Payment Edits, Payment Search Utility, Payment Data Retrieval Search, and Maintain Batch Number pages in the OR-Kids system.
WBT OR-Kids Financial Reimbursement (C02629) [Online]	Self-paced (Avg 90 mins)	The Reimbursement module walks you through the OR-Kids process that maximizes the state's ability to be reimbursed for a child's placement and ongoing care costs with federal funding. The process of reimbursement looks first at child-specific resources as a source for payment and then looks at federal funds to meet those costs. There are four Reimbursement pages: Reimbursement Search, Payment Reimbursement History, Reimbursement Funding Sources, and Reimbursement Error Handling Search Page.
WBT OR-Kids Financial Trust Accounts (C02619) [Online]	Self-paced (Avg 90 mins)	The Trust Accounts module covers the creation and maintenance of a trust account on behalf of children who are wards of the state. Only the Trust Account Unit Workers will have access to maintain benefit money and each child may have only two Trust Accounts. Caseworkers and other assignees of the Case have view only access to the Trust Account page.
WBT OR-Kids Forms (C04215) [Online]	Self-paced (Avg 90 mins)	The Forms module allows you to process and track DHS forms. You are able to activate the appropriate Microsoft Word text template for the subject area on the Create Case Work page or the Options list that is visible on many pages throughout OR-Kids. In general, forms incorporating data from primarily one page or requiring multiple participants to be selected will be on the Options list, while other forms will be in the Create Case Work menu. Forms launched (created) and saved via the Options list in a piece of work can be accessed in the same manner, whereas a form launched and saved via the Create Case Work page will appear in the Outliner under the appropriate Case and associated icon (Placement/Services, for example). Clicking the form's hyperlink in the Outliner launches the Forms page. Some forms have a copy function where subsequent iterations of the same type of form for the same case or provider give you the option of either copying the existing version or creating a new, blank version. It is important to remember that most casework forms have to be launched prior to the approval of a piece of work or they will not be available beyond that opportunity. Once you have completed this module you will know how to: Open a form from the Create Case Work page or the Options list. Complete and then send a form for approval. Access a form from the Desktop Outliner once it has been saved.

WBT OR-Kids Imaging (C04201) [Online]	Self-paced (Avg 90 mins)	The Imaging module allows you to store and categorize pictures and documents related to cases, case participants, and providers. If you have an assignment to a case or provider, you can store files related to that case or provider in the file cabinet. The files may be in picture (.bmp, .jpg, .jpeg, .tiff) or document (.rtf, .doc, .xls, .pdf) format. Once you have stored a file to the file cabinet for a case or provider, you can view it by opening the File Cabinet on the desktop outline, clicking on the hyperlink, and selecting the view hyperlink from the imaging page. Each person's PC has settings that determine how it treats the different file types. For example, if the image is a Word document (.doc), then the PC will likely open the image in Microsoft Word. Note that stored files must be of one of the types mentioned above and cannot be larger than 10 Mb. Once you have completed this module you will know how to: Store picture files in the file cabinet for a case or provider. Navigate to the File Cabinet for a case or provider. View a picture file in your browser.
WBT OR-Kids Legal Record and Reports (C04218) [Online]	Self-paced (Avg 90 mins)	Once you have completed this module you will know how to: Create a Legal Record with a Legal Action. Create Allegations and Determinations for a Legal Action. Create a Legal Status for a Legal Action. Copy existing Legal pages to new ones.
WBT OR-Kids Legal Searches (C04220) [Online]	Self-paced (Avg 90 mins)	Once you have completed this module you will know how to: Search for and view Tribe information. Create and view Absent Parent search and Tribal Contact records. Create and view and track Relative search records.
WBT OR-Kids Maintain Case (C04192) [Online]	Self-paced (Avg 90 mins)	The Maintain Case module covers functions related to case maintenance, including adding, updating and removing or deactivating participants, address information, collateral contact information, and relationships. Generally, all cases in OR-Kids originate with a screening report (CPS, FSS or Other), except: a child whose parents' rights were terminated, and for whom a new case is created, and a participant who is adopted and for whom a new case must be created so that adoption subsidy payments can be made. This module focuses on those cases that originate with a screening report. Activities in this module shall be conducted throughout the life of the case, thereby ensuring that case information is up-to-date. Activities include: The viewing and maintenance of existing cases The creation of participants and maintenance of participant status The maintenance of participant information, including some AFCARS required values The creation and removal of collateral contacts and other case contacts The maintenance and update of address information The ability to establish and update interpersonal relationships between the participants in the case and collaterals, and participants and persons external to the case The ability to designate a case as a sensitive case, and to update the information over time. The ability to identify worker safety issues and update the information over time.
WBT OR-Kids Meetings (C04213) [Online]	Self-paced (Avg 90 mins)	The Meetings module shows you how to utilize various meetings pages within OR-Kids to show participant invitations and participant attendance. In addition, this module will show how to launch a Word document to be utilized in recording the meeting minutes.
WBT OR-Kids NA Expungement (C02526) [Online]	Self-paced (Avg 90 mins)	Once you have completed this module you will know how to: Navigate to the Maintain Expunction page, Create a new expunction record and record the appropriate information, Search for person records, Mark cases as expunged and View/maintain expunged cases.

WBT OR-Kids Notes (C04200) [Online]	Self-paced (Avg 90 mins)	Notes are associated with cases or providers, and provide a way to document activities as you go about your work. Notes display in the Desktop Outliner under many of the expandos, depending on the category of the note. Within each expando they are arranged in chronological order. You may search for notes based on category or other criteria. Retrieved notes may be viewed, printed, or inserted in a word processing document. You may attach files from the File Cabinet to notes. (Adding files to the File Cabinet is covered in the Imaging module.) Once a note is finalized, it cannot be edited and will automatically be finalized after 60 days, or immediately when added to a closed case. If a note is created by someone who is not assigned to the case, then it will not be editable. Correction notes may be added by the assigned worker or supervisor when a note is not editable. Case notes have two special categories, CPS and FSS Assessments, which have extra fields for collateral contacts. Provider note pages are the same for all categories. Once you have completed this module you will know how to: Create a case note from the Case Actions hyperlink, and navigate to it on the Desktop. Attach a file to a case note. Search for case notes based on search criteria. Add a collateral contact to a CPS Assessment note. Create a provider note from the Provider Work button.
WBT OR-Kids Ongoing Safety Plan (C04230) [Online]	Self-paced (Avg 90 mins)	Learn to create, access, edit, and update an Ongoing Safety Plan. This includes documenting the type of plan, how it will be monitored, and how it is least intrusive. Also included is documentation of Conditions For Return.
WBT OR-Kids Permanency - Legal (C02447) [Online]	Self-paced (Avg 90 mins)	Once you have completed this module you will know how to: Create a Legal Record with a Legal Action. Search for and view Tribe information. Create Allegations and Determinations for a Legal Action. Create a Legal Status for a Legal Action. Copy existing Legal pages to new ones. Redacting and Searching for Legal Documents. View Absent Parent search and Tribal Contact records. View and track Relative search records.
WBT OR-Kids Permanency - NYTD (C02452) [Online]	Self-paced (Avg 90 mins)	Once you have completed this module you will know how to: Access and complete the NYTD Survey page for the Baseline tab, the Age 19 Follow-Up tab, and the Age 21 Follow-Up tab. Use the ILP Unbundler page to search for a youth participant who has bundled services and view and edit those services. Add detailed descriptions to a bundled service. Create non-bundled services for a youth participant.
WBT OR-Kids Permanency - Placement (C02577) [Online]	Self-paced (Avg 90 mins)	The Placement module provides practice activities for requesting Placements for children on a case, recording the details of a placement, documenting the ending of a placement, and tracking financial information for placements to children by matching them with service providers. When you have completed this module you will know how to: Request a placement, Create a placement, Search for and retrieve potential providers, Document placement details of a child with a provider, and End a placement.
WBT OR-Kids Permanency - Waiver Program (C02468) [Online]	Self-paced (Avg 90 mins)	This module describes the functionality for waiver programs in OR-Kids. These pages allow Oregon to track a person's involvement and track Title IV-E waiver requests that are submitted to the federal government.

WBT OR-Kids Permanency ICPC (CO2446) [Online]	Self-paced (Avg 90 mins)	The ICPC module is the Interstate Compact on the Placement of Children (ICPC) process in OR-Kids that handles referrals of cases. ICPC cases/referrals can be received from or sent to another state. If the State of Oregon is the referring state, a paper referral packet is forwarded to the other state's ICPC central office. A 100A form and other documentation is initiated for each child referred. The State of Oregon is still responsible for AFCARS reporting, so all relevant case work (permanency, case plans, placement, etc.) is documented within OR-Kids. If the State of Oregon receives an ICPC request from another state, a Screening Report is created to document this referral in OR-Kids. After the report is assigned and a new case is created (or the report is linked to an existing case), OR-Kids generates an ICPC Record for each report participant.
WBT OR-Kids Permanency Permanency Plan (CO2641) [Online]	Self-paced (Avg 90 mins)	The Permanency Plan is used to document the child's primary and concurrent permanency plans, document information pertaining to the Adoption and Safe Families Act (ASFA) and the Termination of Parental Rights (TPR) processes, provide reasons why a decision has been made not to TPR a child, record information regarding the appropriateness, safety, and changes of placements, and to document information regarding youth transitions.
WBT OR-Kids Permanency Plan (CO4234) [Online]	Self-paced (Avg 90 mins)	The Permanency Plan is used to document the child's primary and concurrent permanency plans, information pertaining to the Adoption and Safe Families Act (ASFA) and the Termination of Parental Rights (TPR) processes, provide reasons why a decision has been made not to TPR a child, record information regarding the appropriateness, safety, and changes of placements, and to document information regarding youth transitions.
WBT OR-Kids Permanency Services (CO2459) [Online]	Self-paced (Avg 90 mins)	The Services module deals with opening and closing services for case participants.
WBT OR-Kids Permanency Special and Unmet Needs (CO2450) [Online]	Self-paced (Avg 90 mins)	Special Needs and Unmet Needs, describes the functionality for the Certification of Special Needs and the Register Unmet Needs pages in OR-Kids.
WBT OR-Kids Person Management (CO4194) [Online]	Self-paced (Avg 90 mins)	The person management page contains demographic, relationship, address, substance abuse, previous adoption history, education and medical/mental health data. You use this page to view, add, update or delete information about this person. Person Management is organized as a folder with seven tabs. To minimize duplication, OR-Kids does not allow you to create a new person record without first searching existing person records. After you have completed this module you will know how to use the: Basic tab to collect and display name and demographic data Parent/Caregiver tab to view, add or change relationship information Additional tab to view, add, change or delete data such as alternative names, background checks, armed forces information, and Critical Placement Factors Address tab to view, add, change or delete addresses and phone numbers Education tab collect current and historical educational data Characteristics tab to track substance use and disabilities and display child-specific data Medical/Mental Health tab to collect and display medical and mental health history.

WBT OR-Kids Placement (C04222) [Online]	Self-paced (Avg 90 mins)	The Placement module provides practice activities for requesting Placements for children on a case, recording the details of a placement, documenting the ending of a placement, and tracking financial information for placements to children by matching them with service providers. When you have completed this module you will know how to: Create a placement, Search for and retrieve potential providers, Document placement details of a child with a provider, and end a placement.
WBT OR-Kids Screening (C02444) [Online]	Self-paced (Avg 90 mins)	The Screening Reports course covers the documentation of screening reports in OR-Kids related to Child Protective Services (CPS), Family Support Services (FSS), and Other services and issues. Screenings can be linked to existing cases, or new ones can be created. CPS screening reports identify the participants in the report, the allegations, information about the alleged perpetrator, and the decisions made on the report. They also capture any historical information (prior involvement). After you conduct a screening and gather information regarding the reported incident of abuse/neglect of a child you will perform a number of activities to document the screening report in OR-Kids.
WBT OR-Kids Screening (C04227) [Online]	Self-paced (Avg 90 mins)	The Screening Reports course covers the documentation of screening reports in OR-Kids related to Child Protective Services (CPS) and Family Support Services (FSS). Screenings can be linked to existing cases, or new ones can be created. CPS screening reports identify the participants in the report, the allegations, information about the alleged perpetrator, and the decisions made on the report. They also capture any historical information (prior involvement). After you conduct a screening and gather information regarding the reported incident of abuse/neglect of a child you will perform a number of activities to document the screening report in OR-Kids.
WBT OR-Kids Search (C04196) [Online]	Self-paced (Avg 90 mins)	Once you have completed this module you will know how to: Use Navigational searching for Cases, People, Providers, and Workers Use Root and Sounds Like searching Search for and return people to cases as participants Search for and return people and workers to meetings Search for and return providers based on services offered Search for and return cases and participants to recruitment events.
WBT OR-Kids Services (C04224) [Online]	Self-paced (Avg 90 mins)	The Services module deals with opening and closing services for case participants.
WBT OR-Kids Supervisor - Approvals (C02424) [Online]	Self-paced (Avg 90 mins)	In OR-Kids, many work items, such as assessments, case plans, and case closure requests require approvals. Other examples of work needing approval are out-of-home placements, provider certifications, adoptions, and payment requests. OR-Kids manages three levels of approvals: worker, supervisor, and a higher management level. OR-Kids matches your login security level with the approval level assigned to the work. The system knows what level of approval is needed to allow the work to be approved. If you are a worker with a Level-1 approval and you approve a piece of work requiring Level-1, the process is complete. However, if you approve a piece of work requiring a Level-2 approval, the system automatically forwards the work to your supervisor for approval. When the work is forwarded to the supervisor, the supervisor reviews the work and edits or modifies it, as necessary, before final approval. The Approvals function consists of the Approval option, four pages and the Approvals expando, which displays on each worker's Desktop. Objectives Once you have completed this module you will know how to: Approve a work item. Cancel a work item. Reassign a work item. Recall or Return a work item.

WBT OR-Kids Supervisor Manage Worker (C02525) [Online]	Self-paced (Avg 90 mins)	The Manage Worker module is to show the learner how to create and maintain worker records in the OR-Kids system. Once you have completed this module you will know how to: Create a new worker from an existing person previously entered in Or-Kids and Modify the worker's record.
WBT OR-Kids Supervisor Worker Assignment (C02457) [Online]	Self-paced (Avg 90 mins)	In this module, you will learn how to view, create, reassign, and close worker assignments and how to reassign ticklers associated with assignments when necessary. Worker Assignment in OR-Kids allows the creation of case and provider related worker assignments. Authorized users have the ability to create assignments from the Cases, Providers, Workers, and Screening expandos on the Desktop. OR-Kids also allows the reassignment of existing work assignments. When work is reassigned, the initial worker's assignment is closed simultaneously with the new worker's assignment taking effect. Ticklers are automatically transferred to the new worker. The same category, function and role from the old assignment are used when work is reassigned.
WBT OR-Kids Ticklers (C04206) [Online]	Self-paced (Avg 90 mins)	The Ticklers module describes the Ticklers function and its various features. Ticklers are a helpful feature that remind workers and supervisors of work that needs to be completed by a certain date. Ticklers are associated with either a case or a provider and display the tasks that need to be completed and the date they are due. In addition to reminding a worker of outstanding critical tasks, ticklers also provide notification to a worker's supervisor when the work is close to the due date. Ticklers are escalated to the supervisor's supervisor if the due date is passed. OR-Kids updates ticklers daily on the worker's desktop. Escalations also occur on a daily basis. Once you have completed this module you will know: What a Tickler is; How to access the Tickler list; What to do about Ticklers in your list; What happens to Tickler tasks that are completed
WBT OR-Kids Worker Assignment (C04205) [Online]	Self-paced (Avg 90 mins)	In this module, you will learn how to view, create, reassign, and close worker assignments and how to reassign ticklers associated with assignments when necessary. Worker Assignment in OR-Kids allows the creation of case and provider related worker assignments. Authorized users have the ability to create assignments from the Cases, Providers, and Screening expandos on the Desktop. OR-Kids also allows the reassignment of existing work assignments. When work is reassigned, the initial worker's assignment is closed simultaneously with the new worker's assignment taking effect. Ticklers are automatically transferred to the new worker. The same category, function and role from the old assignment are used when work is reassigned.
WEBINAR - Maintain Case and Person Management (RECORDING) (C03517) [Online]	90 mins	This recorded webinar training is designed for any OR-Kids users who maintain/update case information, such as addresses, collaterals, relationships, status and closing history, etc. We will also cover how to maintain/update person management records such as red labeled AFCARS boxes, education information, medical information, etc.
Webinar - Searching IIS for OR-Kids Users (RECORDING) (C03515) [Online]	1 hr	This training is designed for any OR-Kids user who has access to the IIS system. Searching the IIS database is a critical function for Screeners, CPS workers, Certifiers, etc. This session will demonstrate how to use the IIS database to locate information from a variety of other programs/sources in Oregon. We will look at tools in IIS, including how to use WEBM, Find to obtain additional information including any prior DHS (CW, SS, Child Support, etc.) involvement, Birth Browse, etc. We will learn to navigate IIS and how to move from one screen/page to another, and return to the original list of possible matches. We will learn to read the information and codes displayed on these screens used by the different programs.

<p>WEBINAR: Advanced Screening Search in OR-Kids (RECORDING) (C03509) [Online]</p>	<p>30 mins</p>	<p>This recorded webinar will cover the business process for searching participants in both OR-Kids and Client Index with the intention of using them in a screening report. This training will cover what is needed when there are duplicate people in OR-Kids, and how to select the correct participant when more than one person record exists. This information is critical to ensuring that allegations of abuse and neglect are captured on the correct participant.</p>
<p>WEBINAR: Child Welfare Update for Oregon Vital Events Registration System (OVERS) (RECORDING) (C03726) [Online]</p>	<p>30 mins</p>	<p>The OVERS system was implemented on 1/28/2013 and is being upgraded in 4/2013. This upgrade brings changes to some screens and functionality. This recorded webinar is designed for staff who access OVERS during the course of their work to verify birth records and/or death records. Topics covered will include how to use the new OVERS screens to locate and view birth and death records in OVERS. We will also provide you with information on how to access helpful materials and contact OVERS with questions. This upgrade to OVERS will allow your agency management to generate reports of user activity. This webinar will be different than the initial training.</p>
<p>WEBINAR: Creating a Court Packet in OR-Kids (RECORDING) (C03511) [Online]</p>	<p>90 mins</p>	<p>This webinar recording covers the pieces of work required to complete a court packet. This includes updating the Ongoing Safety Plan, the Case Plan, the Child Specific Case Plan (Permanency Plan), and the Court Report. We will utilize the template to include additional information in the Other Category. We will also cover the order in which these need to be approved in order to fill in correctly.</p>
<p>Webinar: Child Safety Meeting : (RECORDING) (C03498) [Online]</p>	<p>30 mins</p>	<p>This webinar will cover the pieces of work required to complete the Child Safety Meeting in OR-Kids, including scheduling, notification, documenting the meeting notes, and documenting attendance. In addition, we will review how to add Collaterals to a case.</p>
<p>Webinar: Creating One-Time Payments in OR-Kids (RECORDING) (C03513) [Online]</p>	<p>1 hr</p>	<p>This recorded webinar is designed to assist users with the creation of One-Time Payment Requests within the OR-Kids system. The One-Time Payment Request page is used for many different types of payments. Choosing the correct Method of payment will determine how the payment is issued and documented within the system. In this recorded webinar, participants will view demonstrations of creating One-Time Payment Requests in the system and how to select the Method of payment. At http://tinyurl.com/9qbsjhb you will find a quick reference guide for creating a one-time payment.</p>
<p>Webinar: Keys for Adding the Correct Participant in OR-Kids (RECORDING) (C03585) [Online]</p>	<p>30 mins</p>	<p>This training will cover tips and tricks of the search functionality within OR-Kids. This will also cover the process that all workers need to use to ensure that they add the correct participant in OR-Kids. This training is meant for all workers. YOU WILL RECEIVE TRANSCRIPT CREDIT AUTOMATICALLY AFTER YOU COMPLETELY VIEW THE RECORDING.</p>
<p>Webinar: OR-Kids Bulk Item Processing (RECORDING) (C03512) [Online]</p>	<p>30 mins</p>	<p>This recorded webinar is scheduled for one hour and is designed to assist users with the Bulk Item process within the OR-Kids system. Bulk Items consist of bus passes and gas cards that are maintained within OR-Kids, from purchase to distribution. In this webinar, participants will view demonstrations of the Bulk process in the OR-Kids system.</p>

WEBINAR: OR-Kids Case Closure Process (RECORDING) (C03514) [Online]	30 mins	Closing a case is at least a 2 day process. This webinar will cover the steps to take when submitting a case for closure, whether that is after a CPS Assessment Only, or the end of the Permanency/On-going Case. We will review some of the common reason that keep a case from closing and how to address those issues.
Webinar: OR-Kids Legal Record (RECORDING) (C03489) [Online]	45 mins	This webinar will cover the process of creating a Legal Record for a Case Participant, including entering Legal Actions, Legal Results, Allegations and Determinations, and Amended Allegations.
Webinar: OR-Kids Legal Searches (RECORDING) (C03490) [Online]	20 mins	This webinar will cover the pieces of work required to complete the Diligent Relative Search, Absent Parent Search and Tribal Contacts.
Webinar: Placements and Services in OR-Kids (RECORDING) (C03586) [Online]	30 mins	This training will cover how to document and complete a variety of placements and services in OR-Kids. We will also take a look at completing contracted service entry and how to ensure that you select the correct contract number. YOU WILL RECEIVE CREDIT AFTER YOU COMPLETE THIS RECORDING. YOU DO NOT HAVE TO SEND IN YOUR NAME.
Webinar: Provisional Certification (RECORDING) (C03499) [Online]	30 mins	This webinar will cover the pieces of work required to complete the Provisional Certification in OR-Kids, including updating the Maintain Provider page, creating the Certification, and moving from a Provisional Certification to a Regular Certification. In addition, we will review the process to save the SAFE Home study in the OR-Kids file cabinet and entering a Provider Note.
WEBINAR: Supervisor Functionality in OR-Kids (RECORDING) (C03510) [Online]	90 mins	This webinar is being offered for Child Welfare Supervisors and will focus on supervisor functionality in the OR-Kids system.

CFS-101, Part I: Annual Budget Request for Title IV-B, Subpart 1 & 2 Funds, CAPTA, CFCIP, and ETV

Fiscal Year 2016, October 1, 2015 through September 30, 2016

1. State or Indian Tribal Organization (ITO): Oregon		2. EIN: 1-93-6001958-A3	
3. Address: Department of Human Services, 500 Summer Street NE, Salem, OR 97301		4. Submission: [X] New [] Revision	
5. Total estimated title IV-B Subpart 1, Child Welfare Services (CWS) Funds		\$ 3,302,116	
a) Total administration (not to exceed 10% of title IV-B Subpart 1 estimated allotment)		\$ 66,042	
6. Total estimated title IV-B Subpart 2, Provides Safe and Stable Families (PSSF) Funds. This amount should equal the sum of lines a - f.		\$ 4,093,734	
a) Total Family Preservation Services		\$ 859,685	
b) Total Family Support Services		\$ 941,559	
c) Total Time-Limited Family Reunification Services		\$ 900,621	
d) Total Adoption Promotion and Support Services		\$ 982,496	
e) Total for Other Service Related Activities (e.g. planning)		\$ -	
f) Total administration (FOR STATES ONLY: not to exceed 10% of title IV-Bsubpart 2 estimated allotment)		\$ 409,373	
7. Total estimated Monthly Caseworker Visit (MCV) Funds (FOR STATES ONLY)		\$ 257,611	
a) Total administration (FOR STATES ONLY: not to exceed 10% of estimated MCV allotment)		\$ -	
8. Re-allotment of title IV-B subparts 1 & 2 funds for States and Indian Tribal Organizations:			
a) Indicate the amount of the State's/Tribe's allotment that will not be required to carry out the following programs: CWS \$ _____, PSSF \$ _____, and/or MCV(States only) \$ _____.			
b) If additional funds become available to States and ITOs, specify the amount of additional funds the States or Tribes requesting: CWS \$330,212, PSSF \$409,373, and/or MCV(States only) \$25,761.			
9. Child Abuse Prevention and Treatment Act (CAPTA) State Grant (no State match required): Estimated Amount plus additional allocation, as available. (FOR STATES ONLY)		\$ 618,108	
10. Estimated Chafee Foster Care Independence Program (CFCIP) funds		\$ 2,650,475	
a) Indicate the amount of State's or Tribe's allotment to be spent on room and board for eligible youth (not to exceed 30% of CFCIP allotment)		\$ 150,000	
11. Estimated Education and Training Voucher (ETV) funds		\$ 856,449	
12. Re-allotment of CFCIP and ETV Program Funds:			
a) Indicate the amount of the State's or Tribe's allotment that will not be required to carry out CFCIP Program		\$ -	
b) Indicate the amount of the State's or Tribe's allotment that will not be required to carry out ETV Program		\$ -	
c) If additional funds become available to States or Tribes, specify the amount of additional funds the State or Tribe is requesting for CFCIP Program		\$ 350,000	
d) If additional funds become available to States or Tribes, specify the amount of additional funds the State or Tribe is requesting for ETV Program		\$ 125,000	
13. Certification by State Agency and/or Indian Tribal Organization.			
The State agency or Indian Tribe submits the above estimates and request for funds under title IV-B, subpart 1 and/or 2, of the Social Security Act, CAPTA State Grant, CFCIP and ETV programs, and agrees that expenditures will be made in accordance with the Child and Family Services Plan, which has been jointly developed with, and approved by, the Children's Bureau.			
Signature and Title of State/Tribal Agency Official		Signature and Title of Central Office Official	
 CWD Director			

CFS-101 Part II: Annual Estimated Expenditure Summary of Child and Family Services

State or Indian Tribal Organization (ITO): OREGON

For FFY OCTOBER 1, 2015 TO SEPTEMBER 30, 2016

SERVICES/ACTIVITIES	TITLE IV-B			(d) CAPTA*	(e) CFCIP	(f) ETV	(g) TITLE IV-E**	(h) STATE, LOCAL, & DONATED FUNDS	(i) NUMBER TO BE SERVED		(j) POPULATION TO BE SERVED	(k) GEOG. AREA TO BE SERVED
	(a) Subpart I- CWS	(b) Subpart II- PSSF	(c) Subpart II- MCV *						Individuals	Families		
1.) PREVENTION & SUPPORT SERVICES (FAMILY SUPPORT)	-	941,559	-	618,108	-	-	-	313,853	10,008	6,154	Families in crisis	Statewide
2.) PROTECTIVE SERVICES	-	-	-	-	-	-	-	-	10,010	5,888	All children in need	Statewide
3.) CRISIS INTERVENTION (FAMILY PRESERVATION)	3,004,926	859,685	-	-	-	-	10,704,679	7,541,066	12,613	5,967	Families in crisis	Statewide
4.) TIME-LIMITED FAMILY REUNIFICATION SERVICES	-	900,621	-	-	-	-	-	300,207	18,994	11,050	Families in crisis	Statewide
5.) ADOPTION PROMOTION AND SUPPORT SERVICES	-	982,496	-	-	-	-	-	327,499	17,893	17,875	All children in need	Statewide
6.) FOR OTHER SERVICE RELATED ACTIVITIES (e.g. planning)	-	-	-	-	-	-	-	-	-	-	-	-
7.) FOSTER CARE MAINTENANCE: (a) FOSTER FAMILY & RELATIVE FOSTER CARE	-	-	-	-	-	-	18,087,448	10,081,759	14,720	10,420	Children in foster care	Statewide
(b) GROUP/INST CARE	231,148	-	-	-	-	-	1,945,167	1,183,280	1,369	1,296	Children in foster care	Statewide
8.) ADOPTION SUBSIDY PMTS.	-	-	-	-	-	-	34,286,902	19,111,170	16,771	16,743	Adopted children	Statewide
9.) GUARDIANSHIP ASSIST. PMTS.	-	-	-	-	-	-	4,627,541	2,579,344	2,312	1,463	Children with legal guardianships	Statewide
10.) INDEPENDENT LIVING SERVICES	-	-	-	-	2,650,475	-	-	-	1,929	1,827	All eligible youth	Statewide
11.) EDUCATION AND TRAINING VOUCHERS	-	-	-	-	-	856,449	-	-	301	301	All eligible youth	Statewide
12.) ADMINISTRATIVE COSTS	66,042	409,373	-	-	-	-	73,470,801	73,635,563	-	-	-	-
13.) STAFF & EXTERNAL PARTNERS TRAINING	-	-	-	-	-	-	904,434	678,682	-	-	-	-
14.) FOSTER PARENT RECRUITMENT & TRAINING	-	-	-	-	-	-	758,523	569,191	-	-	-	-
15.) ADOPTIVE PARENT RECRUITMENT & TRAINING	-	-	-	-	-	-	758,523	569,191	-	-	-	-
16.) CHILD CARE RELATED TO EMPLOYMENT/TRAINING	-	-	-	-	-	-	-	-	-	-	-	-
17.) CASEWORKER RETENTION, RECRUITMENT & TRAINING	-	-	257,611	-	-	-	-	-	-	-	-	-
18.) TOTAL	3,302,116	4,093,734	257,611	618,108	2,650,475	856,449	145,544,018	116,978,341	-	-	-	-

* These columns are for States only; Indian Tribes are not required to include information on these programs.

** Only states or tribes operating an approved title IV-E waiver demonstration may enter information for rows 1-6 in column (g), indicating planned use of title IV-E funds for these purposes.

CFS-101, PART III: Annual Expenditures for Title IV-B, Subparts 1 and 2, Chafee Foster Care Independence (CFCIP) and Education And Training Voucher (ETV) : Fiscal Year 2013: October 1, 2012 through September 30, 2013

1. State or Indian Tribal Organization (ITO): OREGON		2. EIN: 1-93-6001958-A3		3. Address: DHS, 500 Summer Street NE, Salem, OR 97301	
4. Submission: [X] New [] Revision					
Description of Funds	Estimated Expenditures	Actual Expenditures	Number served		Geographic area served
			Individuals	Families	
5. Total title IV-B, subpart 1 funds	\$ 3,434,000	\$ 3,203,037			
a) Total Administrative Costs (not to exceed 10% of title IV-B, subpart 1 total allotment)	\$ -	\$ 18,768			
6. Total title IV-B, subpart 2 funds (This amount should equal the sum of lines a - f.)	\$ 4,706,000	\$ 4,231,384			
a) Family Preservation Services	\$ 1,307,000	\$ 901,189			
b) Family Support Services	\$ 1,515,000	\$ 989,997			
c) Time-Limited Family Reunification Services	\$ 942,000	\$ 914,300			
d) Adoption Promotion and Support Services	\$ 942,000	\$ 1,013,295			
e) Other Service Related Activities (e.g. planning)	\$ -	\$ -			
f) Administrative Costs (FOR STATES: not to exceed 10% of total title IV-B, subpart 2 allotment after October 1, 2007)	\$ -	\$ 412,603			
7. Total Monthly Caseworker Visit Funds (STATE ONLY)	\$ 281,098	\$ 136,563			
a) Administrative Costs (not to exceed 10% of MCV allotment)	\$ -	\$ -			
8. Total Chafee Foster Care Independence Program (CFCIP) funds	\$ 2,886,000	\$ 2,908,628			
a) Indicate the amount of allotment spent on room and board for eligible youth (not to exceed 30% of CFCIP allotment)	\$ 200,000	\$ 89,692			
9. Total Education and Training Voucher (ETV) funds	\$ 1,079,000	\$ 913,010			
10. Certification by State Agency or Indian Tribal Organization (ITO). The State agency or ITO agrees that expenditures were made in accordance with the Child and Family Services Plan, which has been jointly developed with, and approved by, the Children's Bureau.					
Signature and Title of State/Tribal Agency Official		Date		Signature and Title of Central Office Official	
		6/30/2015			
				Date	