April - June 2017

# Quarterly Report

# Child Welfare Partnership
# School of Social Work
# Portland State University

Katharine Cahn, PhD, *Executive Director*
Marty Lowrey, LCSW, *Director of Workforce Development*
Noor Delaughn, MBA, *Director of Finance & Operations*
Brooke Rizor, LCSW, *Director of System of Care Institute*
Beth Green, PhD, *Director of Early Childhood & Family Support Research*

*http://cwpsalem.pdx.edu*

# Executive Director Overview

*Katharine Cahn, PhD, Executive Director*

## Overview

2015-2017 Biennium

The future of Oregon rests on the safety, stability, and well-being of all our children and families.  Oregon DHS holds a major stewardship role in this future through programs in child welfare, self-sufficiency, and the system of care partnership with the Oregon Health Authority.   PSU's School of Social work also holds a stewardship role by developing the professional workforce, and professional knowledge necessary to meet these goals.  Since our founding in 1993, the Child Welfare Partnership has worked with the support of the shared resources of the School of Social Work and of Oregon's Department of Human Services to implement training, research, and professional education.   The following pages capture the work of the summer quarter of the 2015-17 Biennium, showing that we have met or exceeded program goals, and have made accountable use of the trust and the public funds invested in this important Partnership.

The report demonstrates a solid track record of workforce development, professional education, and research/program evaluation that assured the quality of our safety net for Oregon's vulnerable children, youth and their parents, and our support as Oregon implements new policies and practices.

The following pages document things that can be counted – numbers of people trained, numbers of days of trainings, and the programs and products developed and delivered.  These efforts are all designed to contribute to family stability, safety, and well-being across Oregon's communities. What can't be counted is the passion, dedication, and ongoing learning as we work to promote agency's goals related to the safe reduction of children in care, improving the equity of agency outcomes and services, developing of diverse professional leadership at all levels in the agency, a focus on integrated community and professional services and tapping family, community, and service user voice to build safe and self-sufficient families.

# Child Welfare Education and Training Director Overview
*Marty Lowrey, LCSW, Director of Workforce Development*

This quarter marks the end of the 2015 – 2017 biennium. Extensive work was done by both DHS and PSU to negotiate the 2017 – 2019 work orders and indirect rate. These were ultimately signed and in place for the July 1, 2017 start date. It is necessary to amend language on the work orders, per the Department of Justice, by January 1, 2018. DHS contracts is taking the lead on this body of work and a schedule and process has been developed. It is with intentionality that we are continuing to jointly discuss an effective and timely process for these negotiations for next biennium.

Due to the State's fiscal limitations, the Child Welfare Education Program (CWEP) was reduced for the 2017 – 2019 biennium. The number of stipend students supported each year went from 45 to 25, the Assistant Director FTE was reduced from full time to half time and the budget line for adjunct faculty to support instruction regarding Child Welfare practice in the School of Social Work was eliminated. Child Welfare leadership at the time, indicated that they hoped this reduction would be temporary and remain invested in strengthening their workforce through the provision of a Social Work education.

The Child Welfare Education Program graduated 15 students this spring. 33 applications were received for next academic year and we admitted 8 students to get us to the reduced number of 25. Seven applicants are going into the MSW program, one is going into the BSW program and one was admitted to the Culturally Responsive Leaders program. The retention issues within Child Welfare continues to also impact the retention of the students graduating from the CWEP and we are in active discussion regarding strategies to improve retention in both areas.

The Training Unit has been in the final leg of an eighteen-month new worker training redesign process during this quarter. The new training design will go live in September 2018 and regional Supervisor Workshops began in June and will continue into September. The new training design is competency based, spreads training out of the first year, includes pre and post training activities to strengthen classroom instruction and transfer of learning post classroom instruction, incorporates assessments of new worker knowledge and skill acquisition into a learning portfolio for each new worker and provides Supervisory Supports that assist with the transfer of learning activities. This redesign process was a strong example of community, stakeholder and client engagement with voice being provided from all perspectives.

This quarter, the training unit has been developing the training and writing the curriculum for the new model while maintaining and delivering on all current training and deliverables. This biennium the Partnership Training Program delivered 546 training events under its contract with the Department. 7,679 staff participated in at least one of these events. 2,899 caregivers attended training and 488 community partners participated. The Adoption Therapy Certificate program is serving 62 Mental Health Therapists in its current cohort. Overall evaluation findings

remained high although we do see a dip in evaluations when required to increase the class size to 45 to meet the Department's needs. Turnover has remained high and this has been necessary during this quarter. In addition to the training delivered under the DHS contract, the training unit has delivered 18 extra events at the Departments request or with their support. These have included trainings on coaching, trauma, intimate partner violence, motivational interviewing to name a few.  We are pleased to successfully close the chapter on this biennium and lean into the work of next biennium.

# Child Welfare Training

**Project Agreement Component A:**

**Child Welfare Core Principles: Ensuring Child Safety through Family Preservation and Engagement (CORE)**

| Training Title (Number of Hours) | Delivery Type | Number of Times Offered | | | Number of Participants | | |
|---|---|---|---|---|---|---|---|
| | | This Quarter | To Date | 15-17 Project Agreement | Staff | Other | Total |
| Fundamentals of Child Welfare (65 hrs) | Classroom | 2 | 17 | 16 | 71 | 0 | **71** |
| Life of a Case (62 hrs) | Classroom | 2 | 18 | 16 | 81 | 0 | **81** |
| Classroom Total | | **4** | **35** | **32** | **152** | **0** | **152** |
| Advocating for Educational Services (3 hrs) | Distance | 1 | 12 | 12 | 8 | 0 | **8** |
| Multi-Ethnic Placement Act | Distance CBT | Ongoing | Ongoing | Ongoing | 49 | 0 | **49** |
| Adoption & Safe Families Act | Distance CBT | Ongoing | Ongoing | Ongoing | 0 | 0 | **0** |
| Distance Total | | **1** | **12** | **12** | **57** | **0** | **57** |
| Overall Total | | **5** | **47** | **44** | **209** | **0** | **209** |

| Other Deliverables | Activities | |
|---|---|---|
| CPS Field Follow Up Observations | Number of Observations Completed by CWP Staff | |
| | This Quarter:          1 | To Date (15-17 Biennium):          58 |
| Field Activity Guide | Available on-line at: http://cwpsalem.pdx.edu/activityguide/index.html | |

| Evaluation Summary |
|---|
| The overall average rating of <u>Fundamentals</u> training was 3.9, on a scale of 1-5 with 5 as the highest possible rating. The average rating of the usefulness of the content presented was 4.4, also on a scale of 1-5. Respondents agreed that the trainers were knowledgeable (99.4%) and that the learning objectives were met (98.5%). There was a high level of agreement that the content presented was applicable to their work (99.8%). Respondents self-assessed their knowledge gained as a result of the training. The average pre-training rating was 2.7, which increased to 4.2 post-training (scale of 1-5, with 5 as the highest rating possible).<br><br>The overall average rating of <u>Life of a Case</u> training was 3.7, on a scale of 1-5 with 5 as the highest possible rating. The average rating of the usefulness of the content presented was 4.1, also on a scale of 1-5. Respondents also reported that they felt the content was applicable to their jobs (98.0%). The trainers were knowledgeable (98.7%) and the learning objectives were met (97.4%) according to respondents. Respondents self-assessed their knowledge gained as a result of the training. The average pre-training rating was 2.5 which increased to 4.2 post-training (scale of 1-5, with 5 as the highest possible rating).<br><br>The overall average rating of the <u>Advocating for Educational Services NetLink</u> was 4.3, on a scale of 1-5 with 5 as the highest rating. Respondents rated the usefulness of the content presented as 5.0, also on a scale of 1-5. The average self-assessed pre-training knowledge rating of respondents was 3.9 which increased to 4.4 post-training. Respondents agreed that the trainer was knowledgeable (100%) and the learning objectives were achieved (85.7%). |

**Project Agreement Component B:**
**Pathways to Permanency: Implementing the Alternate Plan**

| Training Title (Number of Hours) | Delivery Type | Number of Times Offered | | | Number of Participants | | |
|---|---|---|---|---|---|---|---|
| | | This Quarter | To Date | 15-17 Project Agreement | Staff | Others | Total |
| Pathways to Permanency (32.5 hrs) | Classroom | 2 | 12 | 12 | 60 | 0 | **60** |
| Guardianship as a Permanency Option Part 1 | Distance CBT | Ongoing | Ongoing | Ongoing | 6 | 1 | **7** |
| Guardianship as a Permanency Option Part 2 | Distance CBT | Ongoing | Ongoing | Ongoing | 0 | 0 | **0** |
| **Overall Total** | | **2** | **12** | **12** | **66** | **1** | **67** |

**Evaluation Summary**

The average overall rating respondents gave the Pathways to Permanency training was 3.5, on a scale of 1-5 with 5 as the highest score. The usefulness of the content average rating by respondents was 3.8, also on a scale of 1-5. All respondents perceived the trainers as knowledgeable (97.6%) and reported that the learning objectives were achieved (96.1%). A reflective self-assessment of knowledge gained as a result of the training revealed an average pre-training rating of knowledge at 3.0 which increased to 4.2 post-training.

**Project Agreement Component C:**
**Trauma Informed Practice Strategies for Child Welfare Professionals**

| Training Title (Number of Hours) | Delivery Type | Number of Times Offered | | | Number of Participants | | |
|---|---|---|---|---|---|---|---|
| | | This Quarter | To Date | 15-17 Project Agreement | Staff | Others | Total |
| Trauma Informed Practice Strategies for Child Welfare Professionals (14 hrs) | Classroom | 3 | 25 | 24 | 55 | 0 | **55** |
| **Overall Total** | | **3** | **25** | **24** | **55** | **0** | **55** |

| Evaluation Summary |
|---|
| The average overall rating for TIPS training was '3.7 on a scale of 1-5. Respondents reported that the usefulness of the content presented was 4.3, also on a scale of 1-5. Respondents viewed the trainers as knowledgeable (98.1%) and reported that the learning objectives were met (94.3%). A reflective self-assessment of trainee knowledge revealed an average pre-knowledge rating of 2.9, which increased to 4.2 post training (scale of 1-5). |

**Project Agreement Core Addendum:**

**Confirming Safe Environments**

| Training Title (Number of Hours) | Delivery Type | Number of Times Offered | | | Number of Participants | | |
|---|---|---|---|---|---|---|---|
| | | This Quarter | To Date | 15-17 Project Agreement | Staff | Others | Total |
| Confirming Safe Environments (7 hrs) | Classroom | 3 | 82 | 48 | 68 | 0 | **68** |
| Overall Total | | **3** | **82** | **48** | **68** | **0** | **68** |

| Evaluation Summary |
|---|
| The average overall rating for Confirming Safe Environments training was 3.8 on a scale of 1-5. The average overall rating of the usefulness of its content was 4.1, also on a scale of 1-5. Respondents agreed that the trainers were knowledgeable (98.1%) and the learning objectives were achieved (100%). A reflective self-assessment of knowledge gained as a result of the training revealed an average pre-training rating of knowledge at 3.0 and post-training average of 4.4. |

**Project Agreement Component D:**

**Supervisory Training**

| Training Title (Number of Hours) | Delivery Type | Number of Times Offered | | | Number of Participants | | |
|---|---|---|---|---|---|---|---|
| | | This Quarter | To Date | 15-17 Project Agreement | Staff | Other | Total |
| Supervisory Cohort Training (68.5 hrs) | Classroom | .5 | 4 | 4 | 10 | 1 | **11** |
| Train the Coach (12 hrs) | Classroom | 0 | 2 | By Request | 0 | 0 | **0** |
| Supervisory Quarterly Meeting (1.5 hrs) | Classroom | 0 | 6 | 8 | 0 | 0 | **0** |
| Supervisory Quarterly Meeting (1.5 hrs) | Classroom | 0 | 6 | 8 | 0 | 0 | **0** |
| Supervisory Quarterly Meeting (1.5 hrs) | Classroom | 0 | 6 | 8 | 0 | 0 | **0** |
| Supervisory Quarterly Meeting (1.5 hrs) | Classroom | 0 | 6 | 8 | 0 | 0 | **0** |
| Supervisory Quarterly Meeting (1.5 hrs) | Classroom | 0 | 2 | 8 | 0 | 0 | **0** |
| **Total** | | **.5** | **32** | **44** | **10** | **1** | **11** |

| Other Deliverables | This Quarter | To Date | 15-17 Project Agreement |
|---|---|---|---|
| Coaching & Mentoring | 5 | 37 | As requested & as time/resources allow |
| Provide support for the Supervisor's Conference | N/A | N/A | As requested & as time/resources allow |

**Evaluation Summary**

The overall average rating of Supervisory training (modules 4-6) this quarter was 4.2, on a scale of 1-5. The average rating of the usefulness of the content presented was 4.4, also on a scale of 1-5. Respondents agreed that the trainers were knowledgeable (100%), the learning objectives were achieved (100%), the materials were helpful (100%), and that there were enough opportunities for interaction provided (95.0%). Participants self-assessed their knowledge gained as a result of the training. The average pre-training rating was 2.5, which increased to 4.1 post-training.

**Project Agreement Component E:**
**Social Services Assistant Training**

| Training Title (Number of Hours) | Delivery Type | Number of Times Offered | | | Number of Participants | | |
|---|---|---|---|---|---|---|---|
| | | This Quarter | To Date | 15-17 Project Agreement | Staff | Other | Total |
| SSA Core Training (39 hrs) | Classroom | 1 | 4 | 4 | 8 | 1 | **9** |
| SSA CORE Total | | 1 | 4 | 4 | 8 | 1 | **9** |
| SSA Summit-East (6.5 hrs) | Classroom | 1 | 1 | 1 | 65 | 0 | **65** |
| SSA Summit-LaGrande (6.5 hrs) | Classroom | 1 | 1 | 1 | 14 | 0 | **14** |
| SSA Summit-Grants Pass (6.5 hrs) | Classroom | 1 | 1 | 1 | 28 | 0 | **28** |
| SSA Summit-Salem (6.5 hrs) | Classroom | 1 | 1 | 1 | 66 | 0 | **66** |
| Summit Total | | 4 | 4 | 4 | 173 | 0 | **173** |
| Overall Total | | **5** | **8** | **8** | **181** | **1** | **182** |

**Evaluation Summary**

Overall, respondents rated SSA training as 'very good' (4.2 on a scale of 1-5). The content was rated as 'very useful' (5.0 on a scale of 1-5). All respondents perceived the trainers as knowledgeable and reported that the learning objectives were achieved (100%). Respondents self-assessed an average increase in knowledge from 'fair' (3.2) to 'good' (4.7) in the content covered.

The overall average rating for the SSA Summits was 3.8, on a scale of 1-5. Respondents agreed that the summits were well organized (91.4%) and the facilities where the trainings were held were adequate (93.1%). SSAs also reported that the summits were engaging and interactive (90.5%) and that they felt appreciated and valued (87.7%).

**Project Agreement Component F:**

**Certifier and Adoption Worker Training: Essential Skills in Assessing and Supporting Caregivers in the Safety, Stability and Well Being of Children**

| Training Title (Number of Hours) | Delivery Type | Number of Times Offered | | | Number of Participants | | |
|---|---|---|---|---|---|---|---|
| | | This Quarter | To Date | 15-17 Project Agreement | Staff | Other | Total |
| Certifier and Adoption Worker Training (65 hrs) | Classroom | 0 | 4 | 4 | 0 | 0 | **0** |
| SAFE Supervisors Training (6.5 hrs) | Classroom | 0 | 4 | 4 | 0 | 0 | **0** |

| Other Deliverables | This Quarter | To Date | 15-17 Project Agreement |
|---|---|---|---|
| Participation in Quality Assurance Reviews | 0 | 0 | As requested |

| Evaluation Summary |
|---|
| Not offered this quarter. |

**Project Agreement Component G:**
**Foundations Training of Regional Trainers**

| Training Title (Number of Hours) | Delivery Type | Number of Times Offered | | | Number of Participants | | |
|---|---|---|---|---|---|---|---|
| | | This Quarter | To Date | 15-17 Project Agreement | Staff | Other | Total |
| Foundations Training of Regional Trainers (25 hrs) | Classroom | 0 | 2 | 2 | 0 | 0 | **0** |
| Foundations Professional Development (6 hrs) | Classroom | 1 | 3 | 4 | 7 | 0 | **7** |
| | **TOTAL:** | **1** | **5** | **6** | **7** | **0** | **7** |

| Other Deliverables | This Quarter | To Date | 15-17 Project Agreement |
|---|---|---|---|
| Delivery of comprehensive curriculum | 0 | 0 | -- |
| Individual consultation for new trainers | 2 | 7 | Up to 10 |

**Evaluation Summary**

The overall average rating of the <u>Foundations Professional Development</u> training was 4.5, on a scale of 1-5. The average rating for the usefulness of the content was 4.8, also on a scale of 1-5. Respondents all agreed that the trainers were knowledgeable, the learning objectives were achieved, the content was applicable and the activities were valuable (100%).

**Project Agreement Component H:**

## Adoption Tools and Techniques

| Training Title (Number of Hours) | Delivery Type | Number of Times Offered | | | Number of Participants | | |
|---|---|---|---|---|---|---|---|
| | | This Quarter | To Date | 15-17 Project Agreement | Staff | Other | Total |
| Adoption Tools and Techniques (19.5 hrs) | Classroom | 1 | 4 | 4 | 15 | 0 | **15** |
| Adoption Assistance (45 mins) | Distance CBT | Ongoing | Ongoing | -- | 0 | 0 | **0** |

| Other Deliverables | This Quarter | To Date | 15-17 Project Agreement |
|---|---|---|---|
| Develop computer-based training on Adoption Assistance | 0 | 1 | 1 |

| Evaluation Summary |
|---|
| Overall, respondents rated the Adoption Tools & Techniques training as 'very good' (4.1 average, on a scale of 1-5). The content was rated as 'very useful' (4.7 average, on a scale of 1-5). All respondents perceived the trainers as knowledgeable (100%) and reported that the learning objectives were achieved (98.3%). Respondents self-assessed an average increase in knowledge from 2.9 to 4.4 in the content covered, on a scale of 1-5. |

## Project Agreement Component I:
## Adoption Committee Training

| Training Title (Number of Hours) | Delivery Type | Number of Times Offered | | | Number of Participants | | |
|---|---|---|---|---|---|---|---|
| | | This Quarter | To Date | 15-17 Project Agreement | Staff | Other | Total |
| Adoption Committee Member Training-Part 1 (3 hrs) | Distance | 2 | 11 | 16 | 16 | 0 | **16** |
| Adoption Committee Member Training-Part 2 (3 hrs) | Distance | 2 | 10 | 16 | 11 | 0 | **11** |
| **TOTAL:** | | **4** | **21** | **32** | **27** | **0** | **27** |

**Evaluation Summary**

The average overall rating of the <u>Adoption Committee Member Training-Part 1</u> was 3.8 on a scale of 1-5, with 5 as the highest possible rating. Respondents on average rated the usefulness of the training as 4.3, also on a scale of 1-5. Respondents self-assessed their knowledge gained as a result of the training. The average reflective pre-training level of knowledge was 2.4, which increased to 3.7 post-training. Respondents agreed that the trainers were knowledgeable in the content presented (100%) and that the learning objectives were achieved (100%).

The overall average rating of the <u>Adoption Committee Member Training-Part 2</u> was 3.6 on a 1-5 scale, with 5 as the highest possible rating. The usefulness of the content provided was rated as 4.7, also on a scale of 1-5. Respondents self-assessed their knowledge gained as a result of the training. The average reflective pre-training rating was 2.7, which increased to 4.4 post-training. All respondents agreed that the trainers were knowledgeable and the learning objectives were achieved (100%).

**Project Agreement Component J:**
**On-going Professional Development**

| Training Title (Number of Hours) | Delivery Type | Number of Times Offered | | | Number of Participants | | | |
|---|---|---|---|---|---|---|---|---|
| | | This Quarter | To Date | 15-17 Project Agreement | Staff | Comm. Partner | Other | Total |
| Trauma Informed Practice Strategies for Child Welfare Professionals (14 hrs) | Classroom Regionally | 1 | 8 | 9 | 32 | 0 | 0 | **32** |
| Classroom Total | | **1** | **8** | **9** | **32** | **0** | **0** | **32** |
| Assessing and Ensuring Child Safety (3 hrs) | Distance | 1 | 1 | -- | 18 | 0 | 0 | 18 |
| Coaching Foster Parents on Collaborative Problem Solving (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 |
| Enhancing Teen Attachment (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 |
| Ethics for SSAs (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 |
| Interviewing Children with Disabilities (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 |
| Involving Fathers in Case Planning (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 |
| Living Under the Influence of Addiction (3 hrs) | Distance | 1 | 1 | -- | 30 | 0 | 0 | 30 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Nurturing Your Most Precious Resource – A Caseworker Guide to Supporting Caregivers (3 hrs) | Distance | 0 | 2 | -- | 0 | 0 | 0 | 0 |
| Parenting from the Heart and Brain for Child Welfare Staff (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 |
| Parenting in the Digital Age for Child Welfare Staff (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 |
| Preparing for and Presenting in Court (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 |
| Secondary Traumatic Stress In Child Welfare (3 hrs) | Distance | 0 | 2 | -- | 0 | 0 | 0 | 0 |
| Sexual Behaviors of Youth (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 |
| Siblings: Why Bother? (3 hrs) | Distance | 1 | 1 | -- | 5 | 0 | 0 | 5 |
| Talking to Caregivers about Discipline (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 |
| What You Need to Know About SAD (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 |
| Working with Sexual & Gender Minority Youth (3 hrs) | Distance | 0 | 2 | -- | 0 | 0 | 0 | 0 |
| Young Adults in the Child Welfare System (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 |
| **Distance Total** | | **3** | **21** | **24** | **53** | **0** | **0** | **53** |
| **Overall Total** | | **3** | **29** | **33** | **85** | **0** | **0** | **85** |

**Evaluation Summary**

The average overall rating for the ongoing professional development TIPS training this quarter was 3.4, on a scale of 1-5 with 5 as the highest possible rating. The average rating of the usefulness of the training was 4.1. All respondents agreed that the trainers were knowledgeable (100%) and the learning objectives were achieved (100%). The respondent average for reflective self-assessment of pre training knowledge was 3.1, which rose to 4.4 post training (scale of 1-5).

The average overall rating for all staff NetLinks this quarter was 4.0, on a scale of 1-5 with 5 as the highest possible rating. Respondents rated the usefulness of the trainings as 'mostly useful' (4.4) on average. The average self-assessed pre-training knowledge rating of respondents was 4.2 which increased to 4.7 post-training. Respondents all agreed that the trainers were knowledgeable. Respondents also agreed that the learning objectives were achieved (95.6%).

**Project Agreement Component K:**
**Caregiver Training Unit**

| Training Title (Number of Hours) | Delivery Type | Number of Times Offered | | | Number of Participants | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | This Quarter | To Date | 15-17 Project Agreement Total | Foster Parent | Relative | Adoptive Parent | Staff | Community Partner | Total |
| BCMT (12 hrs) | Classroom | 3 | 15 | 24 | 10 | 4 | 9 | 0 | 0 | **23** |
| CPR/First Aid (3.5 – 5.5 hrs) | Classroom | 4 | 34 | 50 | 19 | 6 | 18 | 1 | 0 | **44** |
| Behavior: Pouting to Punching (3 hrs) | Classroom | 1 | 4 | -- | 20 | 0 | 0 | 0 | 0 | **20** |
| Building Resilience for Children in Care (3 hrs) | Classroom | 1 | 1 | -- | 0 | 0 | 6 | 0 | 0 | **6** |
| Caregivers and Caseworkers Teaming: The Heart of Child Welfare (3 hrs) | Classroom | 3 | 6 | -- | 19 | 1 | 6 | 58 | 1 | **85** |
| Caregivers Guide to Adolescent Sexuality (3 hrs) | Classroom | 0 | 2 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| Caring for Children of Incarcerated Parents (3 hrs) | Classroom | 1 | 1 | -- | 5 | 1 | 2 | 0 | 1 | **9** |
| Caring for Sexual and Gender Minority Youth (3 hrs) | Classroom | 0 | 2 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| Caring for the Sexually Abused Child (3 hrs) | Classroom | 1 | 5 | -- | 0 | 5 | 7 | 0 | 0 | **12** |
| Children Can Hear (3 hrs) | Classroom | 1 | 4 | -- | 7 | 4 | 0 | 0 | 0 | **11** |
| Collaborative Problem Solving (3 hrs) | Classroom | 2 | 6 | -- | 7 | 0 | 2 | 1 | 0 | **10** |
| Common Mental Health Issues for Teens in Care (3 hrs) | Classroom | 0 | 2 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| Confidentiality: Not just a good idea, it's the law! (3 hrs) | Classroom | 1 | 1 | -- | 1 | 0 | 6 | 1 | 5 | **13** |
| Connections: Children, Birth Families & Caregivers (3 hrs) | Classroom | 1 | 4 | -- | 3 | 0 | 3 | 0 | 0 | **6** |
| Creating Positive Behaviors in Teens (6 hrs) | Classroom | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| Early Childhood and Brain Development (3 hrs) | Classroom | 0 | 3 | -- | 0 | 0 | 0 | 0 | 0 | **0** |

| Training Title (Number of Hours) | Delivery Type | Number of Times Offered | | | Number of Participants | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | This Quarter | To Date | 15-17 Project Agreement Total | Foster Parent | Relative | Adoptive Parent | Staff | Community Partner | Total |
| Educational Rights of Children (3 hrs) | Classroom | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| Effective Communication (3 hrs) | Classroom | 2 | 3 | -- | 6 | 2 | 7 | 1 | 0 | **16** |
| Effects of Trauma on Learning in Children 0 to 18 (3 hrs) | Classroom | 2 | 11 | -- | 13 | 3 | 7 | 0 | 6 | **29** |
| Emotional Intelligence – What it is, Why we need it and How can we get more of it (3 hrs) | Classroom | 2 | 6 | -- | 16 | 0 | 5 | 0 | 10 | **31** |
| Executive Functions: Stop, Look and Listen (3 hrs) | Classroom | 1 | 1 | -- | 8 | 0 | 1 | 0 | 0 | **9** |
| Facilitating Developmental Attachment (3 hrs) | Classroom | 1 | 4 | -- | 0 | 1 | 6 | 0 | 0 | **7** |
| Fetal Alcohol Spectrum Disorder Advanced (3 hrs) | Classroom | 0 | 2 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| Fetal Alcohol Spectrum Disorder Fundamentals (3 hrs) | Classroom | 1 | 2 | -- | 10 | 2 | 2 | 0 | 0 | **14** |
| Foster Parents and the Juvenile Court (3 hrs) | Classroom | 1 | 2 | -- | 7 | 3 | 2 | 0 | 0 | **12** |
| Good Times for Tweens & Teens (3 hrs) | Classroom | 1 | 1 | -- | 3 | 0 | 2 | 3 | 0 | **8** |
| Helping Children with Visitation (3 hrs) | Classroom | 0 | 2 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| It's a Brain Thing! (3 hrs) | Classroom | 1 | 1 | -- | 6 | 0 | 1 | 0 | 0 | **7** |
| Keep Your Teen on Track (3 hrs) | Classroom | 1 | 2 | -- | 8 | 3 | 0 | 1 | 0 | **12** |
| Living Under the Influence of Addiction (3 hrs) | Classroom | 1 | 10 | -- | 4 | 0 | 1 | 3 | 4 | **12** |
| Loss & Grief (3 hrs) | Classroom | 1 | 8 | -- | 2 | 0 | 0 | 0 | 3 | **5** |
| Loving & Letting Go (3 hrs) | Classroom | 2 | 13 | -- | 12 | 1 | 1 | 0 | 2 | **16** |
| Managing Difficult Behaviors in Young Children (3 hrs) | Classroom | 0 | 4 | -- | 0 | 0 | 0 | 0 | 0 | **0** |

| Training Title (Number of Hours) | Delivery Type | Number of Times Offered | | | Number of Participants | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | This Quarter | To Date | 15-17 Project Agreement Total | Foster Parent | Relative | Adoptive Parent | Staff | Community Partner | Total |
| Methamphetamine Endangered Children (3 hrs) | Classroom | 0 | 4 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| Motivating Youth to Make Positive Changes (3 hrs) | Classroom | 1 | 1 | -- | 2 | 0 | 1 | 0 | 1 | **4** |
| Nurturing the Infant in Care (3 hrs) | Classroom | 0 | 4 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| Parenting a Child with Special Needs (3 hrs) | Classroom | 1 | 4 | -- | 6 | 0 | 3 | 0 | 0 | **9** |
| Parenting Children with ADD/ADHD Advanced (3 hrs) | Classroom | 1 | 2 | -- | 4 | 0 | 0 | 0 | 2 | **6** |
| Parenting Children with ADD/ADHD Fundamentals (3 hrs) | Classroom | 1 | 3 | -- | 5 | 1 | 1 | 0 | 0 | **7** |
| Parenting from the Heart and the Brain (3 hrs) | Classroom | 0 | 5 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| Parenting in the Digital Age (3 hrs) | Classroom | 0 | 2 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| Parenting Methamphetamine Exposed Children (3 hrs) | Classroom | 1 | 1 | -- | 7 | 3 | 4 | 0 | 0 | **14** |
| Parenting to a Child's Temperament (3 hrs) | Classroom | 1 | 3 | -- | 3 | 2 | 3 | 0 | 0 | **8** |
| Permanency Options for Caregivers (3 hrs) | Classroom | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| Positive Behavior Management (6 hrs) | Classroom | 1 | 4 | -- | 5 | 0 | 2 | 0 | 0 | **7** |
| Promoting and Maintaining Cultural Identities of Youth (3 hrs) | Classroom | 0 | 2 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| Relative Caregivers (3 hrs) | Classroom | 0 | 6 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| School, Homework and Success (3 hrs) | Classroom | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| Self-Harm: Putting the Puzzle Pieces Together (3 hrs) | Classroom | 1 | 3 | -- | 5 | 0 | 0 | 0 | 0 | **5** |
| Strategies in Successful Fostering (3 hrs) | Classroom | 0 | 3 | -- | 0 | 0 | 0 | 0 | 0 | **0** |

| Training Title (Number of Hours) | Delivery Type | Number of Times Offered | | | Number of Participants | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | This Quarter | To Date | 15-17 Project Agreement Total | Foster Parent | Relative | Adoptive Parent | Staff | Community Partner | Total |
| Strong Parents/Strong Children (3 hrs) | Classroom | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| Supporting Children Exposed to Domestic Violence (3 hrs) | Classroom | 2 | 7 | -- | 9 | 0 | 1 | 2 | 20 | **32** |
| Taking Note of Your Work with DHS (3 hrs) | Classroom | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| Talking with Children about Difficult Issues (3 hrs) | Classroom | 1 | 7 | -- | 5 | 1 | 2 | 1 | 0 | **9** |
| Ten Tips for Parenting Teens (3 hrs) | Classroom | 0 | 2 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| The Foster to Adoption Shift (3 hrs) | Classroom | 1 | 6 | -- | 1 | 4 | 14 | 0 | 1 | **20** |
| The Important Role of Dads (3 hrs) | Classroom | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| The Significance of Siblings (3 hrs) | Classroom | 0 | 2 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| Thriving in Stressful Times (3 hrs) | Classroom | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| Transitioning Children with Sensitivity (3 hrs) | Classroom | 0 | 4 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| Trauma Informed Parenting (6 hrs) | Classroom | 1 | 9 | -- | 4 | 3 | 8 | 0 | 0 | **15** |
| Vicarious Trauma: Surviving & Thriving as a Caregiver (3 hrs) | Classroom | 0 | 5 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| Understanding & Responding to the Sexual Behaviors of Children (3 hrs) | Classroom | 1 | 7 | -- | 5 | 0 | 0 | 0 | 0 | **5** |
| What Your Mother Said: (3 hrs) | Classroom | 0 | 2 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| Apoyando a Los Niños Expuestos a La Violencia Domestica (3 hrs) | Classroom | 0 | 2 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| Ayudando a los Ninos con las Visitas (3 hrs) | Classroom | 1 | 1 | -- | 2 | 3 | 0 | 0 | 0 | **5** |
| Comunicacion Efectiva (3 hrs) | Classroom | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| Criando de acuerdo al Temperamento de los Ninos (3 hrs) | Classroom | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| Criando el Nino con ADD/TDHD (3 hrs) | Classroom | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | **0** |

| Training Title (Number of Hours) | Delivery Type | Number of Times Offered | | | Number of Participants | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | This Quarter | To Date | 15-17 Project Agreement Total | Foster Parent | Relative | Adoptive Parent | Staff | Community Partner | Total |
| Desarrollar Infantil: Del Nino Pequeno al Preadolescente (3 hrs) | Classroom | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| Desarrollar la Capacidad de Recuperacion de Los Ninos en Cuidado (3 hrs) | Classroom | 1 | 2 | -- | 2 | 1 | 1 | 1 | 0 | **5** |
| Diaz Consejos Para Criar a Adolescentes (3 hrs) | Classroom | 0 | 2 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| Los Parientes Como Cuidadores (3 hrs) | Classroom | 1 | 2 | -- | 0 | 5 | 0 | 0 | 0 | **5** |
| Perdida y dolor (3 hrs) | Classroom | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| Resolviendo Problemas En Una Forma Cooperativa (3 hrs) | Classroom | 1 | 3 | -- | 5 | 0 | 0 | 0 | 0 | **5** |
| Classroom Total | | **54** | **285** | **366** | **256** | **59** | **134** | **73** | **56** | **578** |
| A Caregivers Guide to Bullies, Victims & Bystanders (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| Building Resilience for Children in Care (3 hrs) | Distance | 0 | 2 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| Caregivers and Caseworkers Teaming: The Heart of Child Welfare (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| Caring for Sexual and Gender Minority Youth (3 hrs) | Distance | 1 | 2 | -- | 2 | 0 | 0 | 2 | 2 | **6** |
| Caring for the Sexually Abused Child (3 hrs) | Distance | 1 | 2 | -- | 4 | 0 | 0 | 0 | 8 | **12** |
| Children Can Hear (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| Common Mental Health Issues in Teens (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| Educational Rights of Children & Youth (3 hrs) | Distance | 0 | 2 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| Emotional Intelligence – What It Is, Why We Need It and How We Can Get More Of It (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| Enhancing Teen Attachment (3 hrs) | Distance | 0 | 2 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| Facilitating Developmental Attachment (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | 0 |

| Training Title (Number of Hours) | Delivery Type | Number of Times Offered | | | Number of Participants | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | This Quarter | To Date | 15-17 Project Agreement Total | Foster Parent | Relative | Adoptive Parent | Staff | Community Partner | Total |
| Foster Parents and the Juvenile Court (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| Helping Children with Visitation (3 hrs) | Distance | 0 | 2 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| Important Role of Dads (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| Living Under the Influence of Addiction (3 hrs) | Distance | 0 | 2 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| Loss & Grief (3 hrs) | Distance | 0 | 2 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| Loving & Letting Go (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| Making the Most of Caseworker Monthly Visits (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| Managing Difficult Behaviors in Young Children (3 hrs) | Distance | 1 | 1 | -- | 4 | 0 | 1 | 0 | 5 | **10** |
| On the Move – Aging Out of Foster Care (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| Parenting in the Digital Age (3 hrs) | Distance | 1 | 2 | -- | 7 | 0 | 0 | 0 | 5 | **12** |
| Permanency Options for Caregivers (3 hrs) | Distance | 0 | 2 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| Promoting and Maintaining Cultural Identities of Youth (3 hrs) | Distance | 0 | 2 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Relative Caregivers (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| Self-Harm: Putting the Puzzle Pieces Together (3 hrs) | Distance | 0 | 2 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| Strong Parents/Strong Children (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| Supporting Children Exposed to Domestic Violence (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| Vicarious Trauma: Surviving and Thriving as a Caregiver (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | 0 |
| What Your Mother Said (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | 0 |

| Training Title (Number of Hours) | Delivery Type | Number of Times Offered | | | Number of Participants | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | This Quarter | To Date | 15-17 Project Agreement Total | Foster Parent | Relative | Adoptive Parent | Staff | Community Partner | Total |
| Wishing for a peaceful mealtime? Learn how to set your family up for success (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| Criando de acuerdo al Temperamento de los Ninos (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| Los Parientes Como Cuidadores (3 hrs) | Distance | 1 | 1 | -- | 1 | 4 | 2 | 0 | 0 | **7** |
| Tu y Yo (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| Viviendo Bajo la Influencia de Adiccion (3 hrs) | Distance | 0 | 1 | -- | 0 | 0 | 0 | 0 | 0 | **0** |
| Distance Total | | 5 | 46 | 56 | 18 | 4 | 3 | 2 | 20 | 47 |
| Overall Total | | 59 | 331 | 422 | 274 | 63 | 137 | 75 | 76 | 625 |

*13 Classroom sessions were cancelled due to low enrollment during this quarter. 3 Classroom sessions and 1 net link session were cancelled due to trainer illness or emergency. 2 Classroom sessions were cancelled due to weather.*

| Foster Parent College | Units Used This Quarter | Units Expired This Quarter | Used/Expired To Date | 15-17 Project Agreement (units) | Number of Participants |
|---|---|---|---|---|---|
| | 87 | 6 | 701 | 2000 | **61** |

| Other Deliverables | This Quarter | To Date | 15-17 Project Agreement |
|---|---|---|---|
| CTU Training Curriculum Translated into Spanish | 0 | 6 | 3 |
| Develop 3 Brown Bag/CBT Topics for Support Groups | 0 | 2 | 3 |

| Evaluation Summary |
|---|
| The overall average rating for Classroom trainings offered to caregivers this quarter was 4.4, on a 1-5 scale with 5 as the highest possible rating. The average rating for the usefulness of the content presented was 4.6, also on a scale of 1-5. All respondents reported that the trainers were knowledgeable (100%). They also agreed that the learning objectives were achieved (99.4%). Participants self-assessed their knowledge gained as a result of the training. The average pre-training rating was 3.2, which increased to 4.5 post-training. |
| The overall average rating for NetLink trainings offered to caregivers this quarter was 4.3, on a 1-5 scale with 5 as the highest rating possible. The average rating of the usefulness of the content presented was 4.1. There was agreement that the trainers were knowledgeable (89.6%) and the learning objectives were achieved (93.1%). |

# Title IV-E Waiver Demonstration Project Training Program

**Project Agreement Component M:**

| Training Title (Number of Hours) | Delivery Type | Number of Times Offered | | | Number of Participants | | | |
|---|---|---|---|---|---|---|---|---|
| | | This Quarter | To Date | 15-17 Project Agreement | Staff | Comm. Partner | Other | Total |
| Facilitator's Training (24 hrs) | Classroom | 0 | 3 | 3 | 0 | 0 | 0 | 0 |
| LIFE Quarterlies (7 hrs) | Classroom | 1 | 5 | 5 | 24 | 30 | 0 | 54 |
| Kick-off Event | Classroom | 0 | 5 | 5 | 0 | 0 | 0 | 0 |
| LIFE Implementation Team Training (4 hrs) | Classroom | 0 | 4 | 4 | 0 | 0 | 0 | 0 |
| Overall Total | | 1 | 17 | 17 | 24 | 30 | 0 | 54 |

| Other Training Deliverables | This Quarter | To Date | 15-17 Project Agreement |
|---|---|---|---|
| Design Kickoff event | 0 | 1 | 1 |
| Produce LIFE video | N/A | 1 | 1 |
| Develop LIFE Implementation Team Training Curriculum | N/A | 1 | 1 |
| Develop Facilitator Training Curriculum | N/A | 1 | 1 |
| Develop Curriculum for LIFE Quarterly Training | 1 | 4 | 5 |

| Evaluation Summary |
|---|
| The LIFE Quarterly #5 was offered on June 6, 2017.  There were 54 participants (30 community partners and 24 DHS staff).  Overall, respondents rated the events very positively. They either 'agreed' or 'strongly agreed' to the following: The LIFE Model refresh presentation was helpful for my work on the LIFE project (95%); I have at least one new idea about my work on the LIFE project from the LIFE Model refresh presentation (92%); The Youth Advisory Board presentation was useful (100%); I have at least one new idea about my work on the LIFE project from the Youth Advisory Board presentation (97%); The breakout session was a useful way to apply the LIFE Model refresh information to my work (82%); and I felt welcome to share my thoughts and ideas with the group (90%). Most participants found the Youth Advisory Board presentation to be the most useful thing about the Quarterly. In terms of improvements, participants wanted more cross-role and cross-site discussions, more structured breakout sessions, and for caseworkers to attend the Quarterlies. Topics suggested for future trainings are: how to incorporate the Oregon Safety Model (OSM) into case planning meetings, more discussion around implementing the refreshed LIFE Model (especially in the face of apathy or pushback from the branch or caseworkers), and how to get caseworker buy-in. |

| CWP Training Unit Total Number of: | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Trainings Offered** | | **Staff Trained** | | **Caregivers Trained** | | **Community Partners/Others Trained** | |
| **This Quarter** | **To Date** | **This Quarter** | **To Date** | **This Quarter** | **To Date** | **This Quarter** | **To Date** |
| 87.5 | 546.5 | 822 | 7,679 | 474 | 2,899 | 109 | 488 |

**Trainings by Special Request**

| Training Title (Number of Hours) | Audience | Location | Number of Participants | |
|---|---|---|---|---|
| | | | **This Quarter** | **To Date** |
| Team Cohesiveness and Our Personal Style: The Connection Between Style and Team (3 hrs) | CW-SS Field Operations Unit | HSB Central Office | 0 | 16 |
| Coaching Curriculum Overview (3 hrs) | Consultant Leadership and Nebraska's Casey Family | HSB Central Office | 0 | 7 |
| Domestic Violence (1 hr) | DOJ Child Welfare Attorneys | DOJ Office South Salem | 0 | 26 |
| Ladder of Inference (2 hrs) | DHS Consultants Safety Meeting | HSB Central Office | 0 | 25 |
| Professionalism, Personal Safety and Proxemics for Child Protection Work (3 hrs) | Combined Unit | Employee's Residence | 0 | 24 |
| Domestic Violence | Multnomah County Court Domestic Violence Council | Multnomah County Court | 0 | 21 |
| Motivational Interviewing (8 hrs) | Hood River CW/SSP | | 0 | 30 |

| | | | | |
|---|---|---|---|---|
| Motivational Interviewing (8 hrs) | The Dalles CW/SSP | | 0 | 30 |
| Advanced Practice in Domestic Violence Cases (6.5 hrs) | CW Case Workers and Advocates | Oregon City CW Branch | 0 | 30 |
| Trauma Informed Practice with Survivors of Domestic Violence (1.5 hrs x 4) | DV Advocates/Case Workers/Self Sufficiency Workers | Keizer Conference Center | 0 | 80 |
| Vicarious Trauma (1.5 hrs) | Caregivers | Oregon Foster Parent Association | 0 | 20 |
| Overview of Child Welfare Implementation of the Safe and Together Model (1.5 hrs) | Multidisciplinary | Child Abuse Summit | 0 | 25 |
| Advanced Engagement of Perpetrators (1.5 hrs) | Multidisciplinary | Child Abuse Summit | 0 | 25 |
| Tactical Communication Skills (2.5 hrs) | | Office Managers Quarterly | 0 | 35 |
| Talking with Children About Difficult Issues/Permanency Plans/Visitation/Incarcerated Parents/Stress Management (5.5 hrs) | Permanency Unit | Waldport | 0 | 8 |
| Family Mapping (1 hr) | ICWA Conference | Seven Feathers Casino | 0 | 40 |
| Safe & Together (1 hr) | ICWA Conference | Seven Feathers Casino | 0 | 60 |
| Visitation (2.5 hrs x 4) | Permanency Quarterlies | Roseburg, Hillsboro, Pendleton, Midtown | 0 | 72 |

# Adoptive & Foster Family Therapy Certificate Program

**Project Agreement Component L:**

| Training Title (Number of Hours) | Delivery Type | Number of Times Offered | | | Number of Participants This Quarter | | | |
|---|---|---|---|---|---|---|---|---|
| | | This Quarter | To Date | 15-17 Project Agreement Total | Therapist | DHS CW Staff via scholarship | For academic credit | Total |
| **Building Resiliency & Support for Adop, Foster, Kinship Families (9 hours)** | Classroom and live video streaming | 0 | 2 | 2 | 0 | 0 | 0 | **0** |
| **The Impact of Abuse, Trauma and Neglect on Child Neurodevelopment (9 hours)** | Classroom and live video streaming | 0 | 2 | 2 | 0 | 0 | 0 | **0** |
| **FASD: Application of a Brain-Based Approach for Adoptive & Foster Families (9 hours)** | Classroom and live video streaming | 0 | 2 | 2 | 0 | 0 | 0 | **0** |
| **Family-Based Therapeutic Strategies for Adoptive and Foster Families (9 hours)** | Classroom and live video streaming | 0 | 2 | 2 | 0 | 0 | 0 | **0** |
| **Treating the Continuum of Attachment Difficulties 2 day course (16 Hours)** | Classroom and live video streaming | 1 | 2 | 2 | 62 | 5 | 0 | 67 |
| **Essential Clinical Interventions for Adoptive & Foster Families (9 hours)** | Classroom and live video streaming | 1 | 2 | 2 | 62 | 2 | 0 | 64 |
| **Life Story Work: A Model for Recovery for Youth (9 hours)** | Classroom and live video streaming | 1 | 2 | 2 | 62 | 5 | 0 | 67 |
| Overview of Adoption and the Child Welfare System (10 hours) | Online | 0 | 1 | 1 | 0 | 0 | 0 | **0** |
| Central Elements of Preserving Placements (7 hours) | Classroom and live video streaming | 0 | 1 | 1 | 0 | 0 | 0 | **0** |
| The Impact of Abuse, Trauma | Classroom | 0 | 1 | 1 | 0 | 0 | 0 | **0** |

| Training Title (Number of Hours) | Delivery Type | Number of Times Offered | | | Number of Participants This Quarter | | | |
|---|---|---|---|---|---|---|---|---|
| | | This Quarter | To Date | 15-17 Project Agreement Total | Therapist | DHS CW Staff via scholarship | For academic credit | Total |
| and Neglect on Child Neurodevelopment (7 hours) | and live video streaming | | | | | | | |
| Clinical Practice with Adoptive & Foster Families (10 hours) | Online | 0 | 1 | 1 | 0 | 0 | 0 | **0** |
| Attachment and Bonding in Adoptive and Foster Families (14 hours) 2-days [note: each person =2 scholarship spots] | Classroom and live video streaming | 0 | 1 | 1 | 0 | 0 | 0 | **0** |
| Kinship, Cultural Connections, and the Ever-Changing Family (10 hours) | Online | 0 | 1 | 1 | 0 | 0 | 0 | **0** |
| Fetal Alcohol Spectrum Disorders FASD and other Drug Effects on Adoptive & Foster Families (7 hours) | Classroom and live video streaming | 0 | 1 | 1 | 0 | 0 | 0 | **0** |
| From Hyperarousal to Dissociative Disorders: Working with Adoptive & Foster Families (7 hours) | Classroom and live video streaming | 0 | 1 | 1 | 0 | 0 | 0 | **0** |
| Family-Based Therapeutic Strategies: Coaching Adoptive & Foster Parents (10 hours) | Online | 0 | 1 | 1 | 0 | 0 | 0 | **0** |
| Promoting Positive Sexual Development Following Abuse (7 hours) | Classroom and live video streaming | 0 | 1 | 1 | 0 | 0 | 0 | **0** |
| Essential Clinical Interventions for Adoptive & Foster Families | Classroom and live video streaming | 0 | 1 | 1 | 0 | 0 | 0 | **0** |
| | **Overall Total** | **3** | **25** | **25** | **186** | **12** | **0** | **198** |

**Other Deliverables this Quarter**

- The Adoptive and Foster Family Therapy Certificate Program developed, in partnership with Oregon Department of Human Services Central Adoptions Unit, the new 80-hour program, which began in Fall of 2016.
- There were 62 Master's level mental health professionals in the Feb-June 2017 Cohort and characteristics of this cohort include:
    1. Therapists are from: Eastern OR 6%, Southern 10%, Costal 3%, Mid-Willamette 36%, Central OR 0%, Portland Metro/Tri-County 45%
    2. 88% accept Oregon Health Plan
    3. 89% of the therapists work for Community Mental Health Organizations
    4. 7% of the therapists are bilingual [Spanish]
    5. There are 107 Oregon Therapists in the Directory, which can be found on the Portland State University website: http://cwpsalem.pdx.edu/adoption/index.html and the Oregon Post Adoption Resource Center website http://www.orparc.org
- 118 Case Consultations sessions were provided to Cohort 1 (Sept 2016-Jan 2017) therapists at 5 CEU hours each. Cohort 2 (Feb-June 2017) will have an optional opportunity to participate in two final offerings of the case consultations
- The Advisory Board and DHS approved the programmatic change from 80 CEU hours to 70 CEUs hours as a result of discontinuing the case consultation portion of the program slated to begin with the 2017-2019 biennium.
- Recruitment and processing of applications for the Sept 2017 – Jan 2018 cohort

**Evaluation Summary**

The overall average rating of the courses offered this quarter was 4.5, on a scale of 1-5. The average rating of the usefulness of the content presented was 4.7. Respondents agreed that the trainers were knowledgeable (99.6%). Nearly all agreed that the learning objectives were achieved (98.1%), the materials were helpful (100%), and that content presented would be able to be used in their work (98.2%). Participants self-assessed their knowledge gained as a result of the training. The average pre-training rating was 3.0, which increased to 4.3 post-training.

# Child Welfare Education Program
**Project Agreement Component N:**

Child Welfare Education Program-Exhibit A

*Assistant Director of Child Welfare Education Program: Lea Ann Holder, MSW LCSW*

*Director of Workforce Development, Marty Lowrey*

Seventeen CWEP students graduated this spring. Our CWEP graduates' hiring meeting was held on May 3rd. Kelli Anne Rodrigues, Workforce Recruitment Consultant, and Kerry Cunningham from DHS/HR presented information regarding the DHS hiring process. Our CWEP graduation announcement will be sent in early July to Child Welfare branches, DHS central office and to tribal Child Welfare directors. Our CWEP Website has been updated.

We received 30 CWEP applications for the academic year 2017/2108 which includes 3 BSWs, 1 Advanced Standing 6 distance option and 5 online. The remainder are campus MSW applicants. We selected 18 applicants for interviews, 7 of those were recruits. Jeffrey Asprocolas revised the CWEP application matrix tool. The goal was to bring our CWEP student selection criteria process into better alignment with the actual CWEP applications. Due to budgetary constraints, it was decided by our DHS partners that the CWEP could only accept 8 new students for academic year 2017/2018, to sustain a total of 25 students, statewide going forward. Our 8 new CWEP students are all MSW students who are DHS /CW employees except for 1 BSW student. We are planning our CWEP student agreement meeting which will be held on July 26th.

Laurie Leasure and I selected a graduate assistant for our scanner position on April 3rd. Her name is Alexis Lawrence. She's an MSW student who will be scanning our CWEP student graduates' files starting from academic year 1994, into the "I" Drive.  We received 39 applications for this position. This position will be up to 20 hours per week and will end on June 30th.

Karen Moorhead and Lea Ann taught classes in spring term. Lea Ann and Karen M. completed all their spring term site visits, student evaluations and submitted grades. We are actively in the process of matching our continuing and newly accepted CWEP students for their fall, 2017 field placements. We are also assisting the field team with matching non CWEP students who are interested in doing field placements within Child Welfare.

We are planning to offer an Introduction to Child Welfare online class which will be taught by Karen Moorhead. This new BSW online program will begin in fall of 2018. Karen is currently receiving support and assistance on how to "flip" a traditional classroom into an online format.

Lea Ann's full time position will reduce to a .5 capacity starting on July 1st due to the decreased budgetary funding from DHS.

**<ins>Core Training Update:</ins>**

No students completed Core Training this quarter.

**Objectives for Next Quarter**

- Continue advising students academically and in field instruction – consisting of coordination and placement matching, oversight and evaluation.
- Participate in the statewide CWEP agreement meeting/process for our BSW/MSW CWEP students.
- Continue recruitment of non CW employed students into the CWEP program, BSW/MSW
- Continue supporting Field Instructors and Task Supervisors.
- Continue strengthening relationships with Child Welfare Program Managers and Supervisors
- Continue collaborating with Central Office, DHS Child Welfare Education Program partners
- Continue teach and coordinate the CWEP Seminar – Karen.  Lea Ann – continues to coordinate and teach the CRL Seminar.
- Continue all committee work, including MSW admissions and Children Youth and Families (CYF) concentration, curricula committees and the Social Justice committee.
- Continue to foster and strengthen relationships between CWEP, and Distance Coordinators and tribes in order to develop new field placements and to recruit students from diverse cultures, American Indian/Alaskan Natives into the BSW/MSW/CWEP/CRL.
- Review and make recommendations, as a committee member for student acceptance into the PSU MSW program.
- Continue working in collaboration with faculty and the Field Team.
- Continue working with Multnomah County and state wide ICWA Advisory Committees (Lea Ann).
- Continue to work with the Field Team in placing non CWEP students in DHS/CW internships.
- Continue to work with DHS/CWEP Advisory Team and DHS/CWEP Training Unit.
- Continue working in collaboration with the SDA-2 and Central office in identifying creative field placement opportunities for advanced CW employed CWEP students.
- Continue scheduled meetings with campus directors regarding updates and sharing of information to advance the CWEP program, i.e., growth and program development.
- Lead weekly CWEP staff meetings and supervision of staff.
- Consult weekly with Field Director, monthly.
- Participate in the BSW program CWEP orientations and recruitment Continue to serve as a liaison for DHS/Child Welfare, the PSU School of Social Work the Child Welfare Partnership and the Center for Improvement of Services to Children and Families (CISCF).
- Coordinate CWEP student review and selection process
- Continue to work closely with Jeffrey A. and Laurie to update and refine our specific CWEP data sets.
- Continue to update, refine and improve our CWEP/CRL website, its information and accessibility.
- Continue to update our CWEP recruitment and informational materials.
- Continue to be a member of the BSW program committee.
- Hire for the student scanner position
- Select CWEP prospective students for interviews
- Plan and hold CWEP Graduates' meeting.
- Continue work on the (EPIC) Equity Partnership and Inclusion Committee

- Recruit for CWEP - 2018/2019 academic year

*For a complete breakdown of student, information please refer to the Quarterly Report Student numbers.*

**Child Welfare Education Program**
Quarterly Report Student Numbers –April - June 2017

**2016-17 Students – Current Students**

| Program | # DHS Employees | # Recruits | Total |
|---|---|---|---|
| BSW | 0 | 3 | **3** |
| MSW-Campus | 10 | 6 | **16** |
| MSW-Ashland | 3 | 0 | **3** |
| MSW-Bend | 0 | 0 | **0** |
| MSW-Eugene | 1 | 1 | **2** |
| MSW-Salem | 3 | 1 | **4** |
| Online | 4 | 1 | **5** |
| **Total** | **21** | **12** | **33** |

Sabra Darcy is on LOA, and Amy Avino has decided not to come off deferment. Both student are not counted in the numbers.

**Number of Diverse Current Students**

| Program | # of Diverse Students | # of White | # Unknown | Total |
|---|---|---|---|---|
| BSW | 1 | 2 | 0 | **3** |
| MSW-Campus | 6 | 10 | 0 | **16** |
| MSW-Ashland | 2 | 1 | 0 | **3** |
| MSW-Bend | 0 | 0 | 0 | **0** |
| MSW-Eugene | 0 | 2 | 0 | **2** |
| MSW-Salem | 1 | 3 | 0 | **4** |
| MSW-Online | 1 | 3 | 1 | **5** |
| **Total** | **11** | **21** | **1** | **33** |

**Culturally Responsive Leadership Program (CRL)**

| | |
|---|---|
| **CRL, Employees** | 4 |
| **CRL, Recruits** | 3 |
| **Total** | **7** |

**Exiting Students - Graduates**

| Program | # DHS Employees | # Recruits | Total Graduating |
|---|---|---|---|
| BSW | 0 | 3 | **3** |
| MSW – Advanced Standing | 0 | 0 | **0** |
| MSW-Campus | 4 | 5 | **9** |
| MSW – Ashland | 0 | 0 | **0** |
| MSW – Bend | 0 | 0 | **0** |
| MSW-Eugene | 0 | 0 | **0** |
| MSW-Salem | 1 | 0 | **1** |
| MSW-Online | 2 | 0 | **2** |
| **Total** | **7** | **8** | **15** |

Juliet (campus, employee) and Shelley (online, employee) have not graduated yet.

**Number of Exiting CRL Students - Graduates**

| Program | # DHS Employees | # Recruits | Total Graduating |
|---|---|---|---|
| MSW-Campus | 1 | 2 | **3** |
| MSW – Ashland | 0 | 0 | **0** |
| MSW – Bend | 0 | 0 | **0** |
| MSW-Eugene | 0 | 0 | **0** |
| MSW-Salem | 0 | 0 | **0** |
| MSW-Online | 0 | 0 | **0** |
| **Total** | **1** | **2** | **3** |

These CRL students have already been counted in the table above.

**Exiting Student – Deferment**

| Program | # DHS Employees | # Recruits | Total Graduating |
|---------|-----------------|------------|------------------|
| MSW-Campus | 1 | 0 | **0** |
| **Total** | **1** | **0** | 1 |

Amy Avino has decided not to attend grad school. She never started the SSW program.

**Number of Continuing Students**

| Program | # DHS Employees | # Recruits | Total Continuing |
|---------|-----------------|------------|------------------|
| BSW | 0 | 0 | **0** |
| MSW – Advanced Standing | 0 | 0 | **0** |
| MSW-Campus | 5 | 1 | **6** |
| MSW – Ashland | 3 | 0 | **3** |
| MSW – Bend | 0 | 0 | **0** |
| MSW-Eugene | 1 | 1 | **2** |
| MSW-Salem | 2 | 1 | **3** |
| MSW-Online | 1 | 1 | **2** |
| **Total** | **12** | **4** | **16** |

Sabra Darcy is on a LOA and plans on coming back in the fall. There will be a total of 17 continuing students once this occurs. (I will show her exiting on the next report.)

**Number of Continuing Diverse Students into Fall Term 2017**

| Program | # of Diverse Students | # of White | Unknown | Total |
|---------|----------------------|-----------|---------|-------|
| BSW | 0 | 0 | 0 | **0** |
| MSW – Advanced Standing | 0 | 0 | 0 | **0** |
| MSW-Campus | 3 | 3 | 0 | **6** |
| MSW – Ashland | 2 | 1 | 0 | **3** |
| MSW – Bend | 0 | 0 | 0 | **0** |
| MSW-Eugene | 0 | 2 | 0 | **2** |
| MSW-Salem | 1 | 2 | 0 | **3** |
| MSW-Online | 0 | 1 | 1 | **2** |
| **Total** | **6** | **9** | **1** | **16** |

**Number of Applicants Selected for an Interview**

| Program | # DHS Employees | # Recruits | Total |
|---------|-----------------|------------|-------|
| BSW | 0 | 2 | **2** |
| MSW Advanced Standing | 1 | 0 | **1** |
| MSW-Campus | 8 | 1 | **9** |
| MSW-Ashland | 0 | 0 | **0** |
| MSW-Bend | 0 | 1 | **1** |
| MSW-Eugene | 2 | 2 | **4** |
| MSW-Salem | 0 | 0 | **0** |
| MSW-Online | 0 | 1 | **1** |
| **Total** | **11** | **7** | **18** |

Four of these CW employees were on the SSW Waitlist at time of interview.

**Number of Accepted CWEP Students 2017-18**

| Program | # DHS Employees | # Recruits | Total |
|---------|-----------------|------------|-------|
| BSW | 0 | 1 | **1** |
| MSW-Campus | 5 | 0 | **5** |
| MSW - Campus - CRL | 1 | 0 | **1** |
| MSW-Ashland | 0 | 0 | **0** |
| MSW-Bend | 0 | 0 | **0** |
| MSW-Eugene | 1 | 0 | **1** |
| MSW-Salem | 0 | 0 | **0** |
| MSW-Online | 0 | 0 | **0** |
| **Total** | **7** | **1** | **8** |

**Number of Accepted Diverse Students**

| Program | # of Diverse Students | | # of White | # Unknown | Total |
|---|---|---|---|---|---|
| BSW | 0 | | 1 | 0 | **1** |
| MSW-Campus | 1 | | 5 | 0 | **6** |
| MSW – Ashland | 0 | | 0 | 0 | **0** |
| MSW-Eugene | 0 | | 1 | 0 | **1** |
| MSW-Salem | 0 | | 0 | 0 | **0** |
| MSW-Online | 0 | | 0 | 0 | **0** |
| **Total** | **1** | | **7** | **0** | **8** |

**Number of Accepted CRL Applicants 2017-18**

| Program | # DHS Employees | # Recruits | Total Interested |
|---|---|---|---|
| MSW-Campus | 1 | 0 | **1** |
| MSW – Ashland | 0 | 0 | **0** |
| MSW – Bend | 0 | 0 | **0** |
| MSW-Eugene | 0 | 0 | **0** |
| MSW-Salem | 0 | 0 | **0** |
| MSW-Online | 0 | 0 | **0** |
| **Total** | **1** | **0** | **1** |

# Culturally Responsive Leaders Program

**Project Agreement Component N:**

Child Welfare Education Program-Exhibit A

*Assistant Director of Child Welfare Education Program: Lea Ann Holder, MSW LCSW*

*Director of Workforce Development, Marty Lowrey*

**Quarterly Activities and Overview:**

Three of our CRL students graduated this spring. One student is an employee, the remaining 2 students are recruits. We accepted 1 new CRL student for academic year 2017/2018. This student is a DHS/CW employee. We now have a total of 5 CRL students.

Our CRL graduation seminar was an eventful evening. As part of their last assignment, students were asked to bring a guest whom they identified as a long term mentor/leader. Looking through the lens of the NCWWI (National Child Welfare Workforce), students and their guests presented on what it means to be a culturally responsive leader, both from the student and the leader perspective. Graduating students remain committed to creating, growing and maintaining ongoing mentoring relationships with prospective CRL graduates.

**Objectives for Next quarter:**
- Lea Ann will continue to provide curriculum development and coordination of the monthly seminars.
- Lea Ann continues to be a field placement liaison along with the academic advising of students within her role as an Instructor/Advisor/Liaison.
- Lea Ann will continue to attend trainings and webinars in order to enhance her endeavors in educationally supporting the CRL students.
- Lea Ann will continue her responsibilities of being a member of the PSU School of Social Work Equity Partnership and Inclusion Council (EPIC).
- Lea Ann will continue to serve as a liaison for DHS/Child Welfare, the PSU School of Social Work, the Child Welfare Partnership and the Center for
- Improvement of Services to Children and Families (CISCF).
- Lea Ann will continue to provide facilitation and presentations regarding serving diverse populations within the School of Social Work and Child Welfare.

# System of Care Training and Technical Assistance

### Project Agreement Component O
*Director of Systems of Care Institute, Brooke Rizor, LCSW*

The partnership's System of Care Institute (SOCI) provides training, consultation, workforce development and system improvement to sites in Oregon to support the implementation of high fidelity Wraparound and System of Care development for children with multi-system involvement, as part of the Statewide Children's Wraparound Initiative (SCWI). SOCI provides training and technical assistance to Coordinated Care Organizations (CCOs), CMHPS, providers, and system partners serving all thirty-six Oregon counties.  In addition, the System of Care team offers training specific to the integration of the CANS into Wraparound and program work statewide.

The team is to provide a minimum of 125 training and consultation sessions over the biennium to system leaders and community stakeholders on subject matters including:
- Cross-system collaboration;
- SOC governance;
- Care coordination;
- Culturally responsive practice;
- Data driven practice; and
- CANS

Since last quarter, an amendment was added which increased the scope and FTE of Component O. This signaled a shift and preparation for the next phase of development that will start next biennium.

**Additional Deliverables for Amendment due by June 30, 2017:**
1. Establish website landing page by June 30, 2017 for Oregon Wraparound and System of Care.

2. Provide at least 4 consultation sessions with OHA in development of CANS analytic system.

3. Develop training plan in partnership with OHA for CANS for expanded implementation by June 30, 2017.

4. Conduct needs assessment and develop list of prioritize modules for online/digital format by June 30, 2017.

**Quarter's Activities**

PSU provided the following activities to realize these deliverables:
A. Community based trainings, technical assistance and consultation on Wraparound and System of Care.

B. Participation and/or facilitation of meetings at the local, regional and state level to advance System of Care governance structures and fidelity to the Wraparound Model.

C. Completion of amendment deliverables.

**A. Training Modules/Consultation on Wraparound/System of Care**

SOCI designed and delivered training sessions specific to the practice of Wraparound and development of System of Care. All training and consultation sessions were grounded in foundational Wraparound principles/values and tailored to reflect the local communities and specific system partners. This level of local customization accounts for how each individual community is operationalizing Wraparound and System of Care development. In most communities the entity providing Wraparound is not the CCO, rather it is a contracted Risk Accepting Entity or other provider. There is only one CCO that is the direct provider of Wraparound. Trainings have been adjusted to account for developmental shifts and identified needs in the participant cohorts. Training evaluations are closely monitored for quality and satisfied learning objectives and there is a continuous quality improvement strategy for all trainings.

SOCI has continued to meet with Coordinated Care Organizations (CCOs) and communities around the state to advance the installation of System of Care. There was a strong effort this quarter on System of Care governance structures and focus on group functioning and development. This area was essential in assisting communities moving from ideas to action and increasing community capacity. Frequency, location, and format of consultation and support were driven by local stakeholder engagement in the process and readiness. The progress of this task continues to be influenced by the overall functioning and developmental capacity of the local communities.

SOCI designed and delivered customized training sessions to support the implementation of high fidelity Wraparound. This includes a multi-day Wraparound Care Coordination training that provides specific training and guidance around the core Wraparound phases, philosophy, values and principles. This training is a foundational session for Care Coordinators, family partners, and youth partners and ensures all are receiving similar information. Supervisors and coaches are encouraged to attend the multi-day session to increase the quality of ongoing local

implementation. This foundation is further strengthened by the development of ongoing coaching capacity in the local communities.

SOCI continues to provide regular and as needed consultation to local CCO site leads and key stakeholders. SOCI consultants/trainers provide guidance on a number of topics including Wraparound policy, Wraparound practice and coaching, workforce development, state-level System of Care Development, Wraparound fidelity, principle-based decision making. SOCI has integrated the Child and Adolescent Needs/Strengths (CANS) tool within Wraparound training and support. Fully integrating this tool within training has been key in streamlining workflow and easing integration within Wraparound.

**Trainings**

| Dates | Title | Location | Hours | Attendees |
|---|---|---|---|---|
| 4/11/17-4/15/17 | PSU Systems of Care and Wraparound 4-day Training | Baker City | 28 | 22 |
| 6/2/17-6/29/17 | Systems of Care Training: Moving Ideas to Action | Medford | 21 | 16 |
| 5/17/2017 | PSU Cultural Responsive Symposium | Portland | 6 | 100 |
| 6/14/2017 | Wraparound Supervisors & Coaches Training | Portland | 3 | 5 |
| 6/14/2017 | Wraparound Supervisors & Coaches Training | Portland | 3 | 5 |

**Total Training Hours: 61**
**Total Training Attendees: 148**


**Coaching**

| Dates | Title | Location | Hours | Attendees |
|---|---|---|---|---|
| 4/4/2017 | P/C - Discuss Coaching - Coos Bay | Portland | 1 | 3 |
| 4/5/2017 | Wraparound Coaching for Coach- Clackamas | Portland | 2 | 2 |
| 4/11/2017 | Wraparound Coaching Crook County | Prineville | 3.5 | 4 |
| 4/13/2017 | Wraparound Coaching Mid-Columbia Gorge | Hood River | 1 | 2 |
| 4/18/2017 | CPCCO Tri-County Coaching Session | Tillamook | 3 | 15 |
| 4/19/2017 | Wraparound Coaching Mid-Columbia Gorge | Hood River | 3 | 5 |
| 4/20/2017 | Lincoln County Wraparound Coaching | Newport | 2 | 4 |
| 4/27/2017 | Wraparound Coaching Lane County | Eugene | 3 | 29 |
| 4/27/2017 | Wraparound Coaching Leadership - Lane County | Eugene | 1 | 12 |
| 4/28/2017 | Wraparound Lead Crook County | Portland | 0.5 | 2 |

| 5/2/2017 | Klamath Wraparound Coaching | Klamath Falls | 3 | 5 |
|---|---|---|---|---|
| 5/3/2017 | Yamhill Group Coaching | McMinnville | 1.5 | 15 |
| 5/4/2017 | Crook County Wraparound Care Coordinator | Portland | 0.5 | 2 |
| 5/5/2017 | Coaching for Coos Bay | Coos Bay | 3 | 6 |
| 5/9/2017 | Crook County Wraparound Team | Prineville | 4 | 7 |
| 5/11/2017 | Mid-Columbia Gorge Wrap Care Coordinator | Hood River | 1 | 2 |
| 5/17/2017 | Mid-Columbia Gorge Wraparound Team | Hood River | 3 | 6 |
| 5/18/2017 | Lincoln County Wraparound Team | Newport | 2 | 4 |
| 5/23/2017 | Pacific Source Region - Regional Wraparound Coaching | Bend | 3 | 15 |
| 5/24/2017 | Intro. To Wraparound Coaching/Supervision | Bend | 3 | 5 |
| 5/25/2017 | Lane County Wraparound | Eugene | 2 | 22 |
| 5/31/2017 | Clackamas County Wraparound Coach- Coaching | Oregon City | 2 | 2 |
| 6/6/2017 | Wraparound Coaching Klamath County | Klamath Falls | 3 | 5 |
| 6/13/2017 | Tri-County CPCCO Coaching Session | St. Helens | 3 | 15 |
| 6/13/2017 | Crook County Wraparound Coaching | Prineville | 4 | 6 |
| 6/15/2017 | Individual Wraparound Coaching the Coach Session: Clackamas | Portland | 2 | 2 |
| 6/15/2017 | Lincoln/Benton Counties Wraparound Coaching | Corvallis | 4 | 9 |
| 6/19/2017 | Wraparound Supervision/Coaching Session | Portland | 2 | 15 |
| 6/19/2017 | Wraparound Supervisors & Coaches Learning Collaborative | Portland | 3 | 22 |
| 6/19/2017 | Wraparound Supervisors & Coaches Learning Collaborative | Portland | 3 | 22 |

**Total Training/Coaching Hours: 72**
**Total Training/Coaching Attendees: 265**

**Consultation**

| Dates | Title | Location | Hours | Attendees |
|---|---|---|---|---|
| 4/3/2017 | OSOC Call with Alfonso | Portland | 1 | 2 |
| 4/4/2017 | Marion County Wraparound Consultation | Salem | 2 | 6 |
| 4/5/2017 | OFSN Consultation-Yamhill | Portland | 1 | 2 |
| 4/5/2017 | Lane Co. SOC Executive Committee | Portland | 2 | 13 |
| 4/6/2017 | Lane Co. SOC Co-Chair Meeting | Portland | 1 | 6 |
| 4/7/2017 | State OSOC Meeting | Salem | 2 | 10 |
| 4/7/2017 | Hood River Advisory Planning | Portland | 1 | 4 |
| 4/13/2017 | Hood River Advisory Committee | Hood River | 2 | 12 |
| 4/18/2017 | GOBHI Call | Portland | 0.25 | 1 |
| 4/18/2017 | Deschutes Advisory Committee | Portland | 1.5 | 18 |
| 4/18/2017 | Central Oregon Consultants Meeting | Portland | 1 | 3 |
| 4/19/2017 | Tri-county Regional Advisory Meeting | Portland | 2 | 12 |
| 4/19/2017 | Tillamook Executive | Tillamook/Portland | 1 | 2 |
| 4/20/2017 | GOBHI Call | Portland | 1 | 1 |
| 4/20/2017 | Meeting - Project Yellowhawk | Portland | 1 | 2 |
| 4/20/2017 | Lincoln Co Wraparound Program Manager | Newport | 1 | 2 |
| 4/21/2017 | Yamhill CCO TA Meeting w/OHA, OFSN, and PSU | Portland | 1 | 5 |
| 4/21/2017 | Mid-Columbia Gorge Planning Meeting | Portland | 0.5 | 3 |
| 4/25/2017 | Yamhill CCO YMO TA | Portland | 1 | 2 |
| 4/25/2017 | P/C Coos Bay | Portland | 0.5 | 4 |
| 4/26/2017 | Tri-County PLWG Regionalization | Portland | 2 | 11 |
| 4/28/2017 | Clatsop Executive | Warrenton | 2 | 9 |
| 4/28/2017 | Wasco Advisory Committee | The Dalles | 1.5 | 9 |
| 5/2/2017 | Klamath SOCWI Consult | Klamath Falls | 1 | 8 |
| 5/3/2017 | Yamhill Consultant's meeting | McMinnville | 1.5 | 7 |
| 5/3/2017 | Lane Co. Site Lead Re: Options, Inc. Wraparound | Eugene | 1 | 2 |
| 5/3/2017 | Lane Co./IHN Region - OFSN Regional Director | Eugene | 1 | 2 |
| 5/5/2017 | Tri-County Planning Call | Portland | 0.5 | 2 |
| 5/5/2017 | Marion County Group Consultation | Salem | 2 | 8 |

| 5/5/2017 | OHA Consult and updates for Pacific Source region | Portland | 1 | 2 |
|---|---|---|---|---|
| 5/9/2017 | Planning Meeting with GOBHI | Portland | 2.5 | 1 |
| 5/10/2017 | Regional Practice Level Work Group Planning - Meeting #3 | Portland | 1.5 | 10 |
| 5/10/2017 | Yamhill SOCWI Assessment | Oregon City | 2 | 20 |
| 5/11/2017 | Hood River Advisory Committee | Hood River | 2 | 6 |
| 5/12/2017 | GOBHI Call | Portland | 1 | 1 |
| 5/12/2017 | Consultation phone call w/OFSN about Yamhill CCO | Portland | 1 | 2 |
| 5/16/2017 | Deschutes CYAA (Advisory) | Bend | 1.5 | 18 |
| 5/16/2017 | Deschutes Wraparound Leadership | Bend | 1.5 | 4 |
| 5/17/2017 | CSAC with Annette | Portland | 1 | 1 |
| 5/17/2017 | Tri County Executive regionalization meeting | Portland | 2 | 14 |
| 5/18/2017 | p/c with Josephine/Jackson County Wraparound Coaches | Portland | 0.5 | 3 |
| 5/18/2017 | OSOC Planning Call | Portland | 0.5 | 1 |
| 5/18/2017 | IHN CCO Site Leads Re: Wraparound Coaching | Corvallis | 1.5 | 3 |
| 5/19/2017 | OSOC Meeting | Salem | 1.5 | 9 |
| 5/22/2017 | Wasco County Wraparound Review Committee | Portland | 1 | 9 |
| 5/23/2017 | GOBHI Call | Portland | 2 | 1 |
| 5/23/2017 | Deschutes Wraparound Leadership | Bend | 1 | 2 |
| 5/24/2017 | Tri-County Regional Advisory | Portland | 2 | 8 |
| 5/24/2017 | Pacific Source CCO Re: SOCWI progress and expansion | Bend | 1 | 2 |
| 5/26/2017 | Lane Executive Planning | Eugene | 2 | 10 |
| 6/6/2017 | SOCWI Planning Klamath County | Klamath Falls | 1.5 | 6 |
| 6/7/2017 | Wraparound Family: Clackamas County Consultation | Oregon City | 2 | 7 |
| 6/7/2017 | SOCWI Planning Jefferson County | Eugene | 1 | 3 |
| 6/8/2017 | Clatsop Consultation Calls | Portland | 1 | 3 |
| 6/8/2017 | Hood River Advisory Committee | Hood River | 1 | 14 |
| 6/9/2017 | Consult with Mid-Columbia Gorge SOCWI Lead | Hood River | 1 | 2 |

| | | | | |
|---|---|---|---|---|
| 6/9/2017 | Facilitate Wasco Co Advisory Committee | The Dalles | 1.5 | 13 |
| 6/12/2017 | Lane Call | Portland | 1 | 2 |
| 6/12/2017 | Yamhill CCO Wraparound Review | McMinnville | 1.5 | 15 |
| 6/12/2017 | Crook Co Care Coordinator Interview | Prineville | 1 | 4 |
| 6/12/2017 | Crook Co Care Coordinator Interview | Prineville | 1 | 4 |
| 6/13/2017 | Lane Call | Portland | 1 | 2 |
| 6/16/2017 | Crook Co Care Coordinator Interview | Portland | 1 | 4 |
| 6/21/2017 | State Steering Committee | Salem | 2 | 10 |

**Total Consultation Hours: 83.75**
**Total Consultation Attendees: 384**

## B.  Local, regional, and state meetings

System of Care consultants attended and/or facilitated a number of meetings at the state, regional and local level.  The content and location of meetings varied based on attendees and overall objectives.  PSU staff provided ad hoc consultation and guidance to local and state project partners to address systemic and practice challenges, map out strategies and share updates on the project expansion. These activities supported both Wraparound practice as well as System of Care development.

The team attended and/or facilitated the following project and implementation related meetings:

**Meetings**

| Dates | Title | Location | Hours | Attendees |
|---|---|---|---|---|
| 4/10/2017 | Crook Co. Wraparound Review Committee | Prineville | 1.5 | 8 |
| 4/20/2017 | Cultural Considerations Workgroup | Portland | 3 | 10 |
| 4/20/2017 | Cultural Considerations Work Group | Portland | 3 | 9 |
| 4/25/2017 | Follow up p/ re CCWG | Portland | 0.5 | 2 |
| 4/27/2017 | Yamhill CCO WRC | McMinnville | 1 | 15 |
| 4/27/2017 | Yamhill CCO PLWG | McMinnville | 1 | 15 |
| 4/27/2017 | Yamhill CCO Advisory | McMinnville | 1 | 15 |
| 5/3/2017 | Lane Co. SOC Executive Council | Eugene | 2 | 12 |
| 5/5/2017 | Community Event | Coos Bay | 2 | 25 |
| 5/9/2017 | Clackamas Prep-Coaching Meeting | Oregon City | 1 | 4 |
| 5/9/2017 | Clackamas Wraparound Team Meeting with Care - Coordinators | Oregon City | 1 | 10 |

| 5/18/2017 | Cultural Considerations Work Group | Portland | 3 | 9 |
|---|---|---|---|---|
| 6/6/2017 | Yamhill County Strategy Debrief Meeting | Salem | 2.5 | 5 |
| 6/7/2017 | Lane Co. SOC Executive Council | Eugene | 2 | 15 |
| 6/8/2017 | Hood River County Wraparound Review Group | Hood River | 1 | 15 |
| 6/12/2017 | Crook Co Wraparound Review Committee | Prineville | 1 | 8 |
| 6/13/2017 | Columbia Immigration Work Group | St Helens | 1 | 6 |
| 6/15/2017 | GOBHI Call | Portland | 1 | 7 |
| 6/15/2017 | Cultural Considerations Work Group | Portland | 3 | 2 |
| 6/15/2017 | Cultural Considerations Work Group | Portland | 3 | 2 |

**Total Meeting Hours: 34.5**
**Total Meeting Attendees: 194**

**C. Progress toward Amendment deliverables**

1. Establish website landing page by June 30, 2017 for Oregon Wraparound and System of Care.

> *Completed.* Domains have been purchased and a landing page established for both webpages. The SOCI web designer is working on layout, functionality, and design.

2. Provide at least 4 consultation sessions with OHA in development of CANS analytic system.

> *Completed.* Consultation sessions included: 4/27/2017, 5/19/2017, and 6/9/2017.

3. Develop training plan in partnership with OHA for CANS for expanded implementation by June 30, 2017.

> *Completed.* Training plan has been completed.

4. Conduct needs assessment and develop list of prioritize modules for online/digital format by June 30, 2017.

> *Completed.* Prioritized modules and framework based on needs assessment have been completed. Plan has been integrated into the larger training and consultation plan. The website is being designed for optimal use with online/digital format training modules.

**Projected activities and priorities for next quarter:**
1. Ongoing support for the state-level System of Care governance structure.
2. Rollout of next phase of consultation, training, and support of Wraparound focused on increasing capacity and sustainability.
3. Rollout of developed Oregon System of Care and Oregon Wraparound website.
4. Continued alignment of SCWI project with related transformative initiatives.
5. Further development of culturally specific practice supports, materials, and curriculum for both Wraparound and System of Care.
6. Expansion of CANS usage across the provider network.

# Self-Sufficiency Program
## Project Agreement Component P
*Project Manager: Mollie Janssen, LCSW (oversight leadership by Katharine Cahn, PhD)*

The goal of this agreement is to support the fulfillment of the Self Sufficiency Strategic plan with workforce development and knowledge partnership activities. Specifically, PSU will enhance and expand training for staff within Self-Sufficiency Programs (SSP) across Oregon, provide targeted consultation to SSP leadership specific to the Training Redesign process and other program and policy changes, and work with the SSP Training Unit to design supported online learning approaches to maximize learning opportunities for all staff. PSU provided the following services over the past quarter:

- Developed and delivered Training Sessions
- Provided consultation to SSP leadership and Training Unit staff

**Develop and Deliver Training Sessions**

**Mental Health Training.** The first part of the quarter focused on mental health training. This series was developed and delivered statewide by PSU trainer Susie Barrios. The target audience for this training was Family Coaches and Eligibility Specialists although others attended as well. The training was very well received by attendees and requests quickly came for additional training dates, which are reflected in the work order for next fiscal year.

**Assessment Tool Development, Training, and Coaching.** In addition to those trainings a great deal of attention was focused on preparation and planning for the training and pilot for the new assessment. In June four locations were trained on the new assessment. Response by attendees was positive and energized as staff expressed excitement that the assessment reflected the philosophies and values that SSP holds. Coaching and support for those sites will continue through the next fiscal year with additional trainings for other sites to follow.

**Leadership Academy for Middle Managers.** In response to a request from the districts in southern Oregon one additional LAMM was delivered as well. This training was a mixed cohort of SSP and CW managers from those districts. Although this session was not part of the original plan and budget, it was made possible by a few areas of financial savings. For this cohort, the in-

house SSP LAMM trainer provided all of the coaching which greatly reduced cost; we limited the number of people who received the 360 evaluation to what the original budget allowed and hosted the training in the district where the SSP trainer lived, reducing travel expenses. Content, coaching and pre-work all stayed within fidelity of the LAMM curriculum providing continuity for SSP managers.

**Branch Operations Manager Training.**  Additional work on the BOM certification training series was a focus for this quarter. This large project was supported by SSP through Steering and Advisory Committee but did not have additional resource outside of PSU for planning and curriculum development. This four full day and four ½ days training series has gained significant momentum. A rollout proposal, including content topics, structure, pre-work and sustaining support has been developed and vetted through the Steering Committee, Advisory Committee, PM/DM quarterly and BOM quarterly. To Date, two full days and two half days of curriculum are complete and approved. The next quarter will focus on continued development of curriculum, roll out details planning, messaging and brining on additional SSP resources.

**Training** (Total Training Hours: 128, Total Training Attendees: 245)

| Dates | Title | Location | Hours | Attendees |
|---|---|---|---|---|
| 4/19/2017 | Mental Health for SSP | Bend | 8 | 25 |
| 5/10/2017 | Mental Health for SSP | Hermiston | 8 | 29 |
| 5/31/2017 | Mental Health for SSP | Salem | 8 | 22 |
| 6/5/2017 | Assessment | Tigard | 8 | 25 |
| 6/6/2017 | Assessment | Tigard | 8 | 25 |
| 6/13/2017 | Assessment | Grants Pass | 8 | 12 |
| 6/14/2017 | Assessment | Grants Pass | 8 | 12 |
| 6/15/2017 | Assessment | Grants Pass | 8 | 12 |
| 6/16/2017 | Assessment | Grants Pass | 8 | 12 |
| 6/20/2017 | Mental Health for SSP | Salem | 8 | 25 |
| 6/20-22 | LAMM | Medford | 24 | 17 |
| 6/22/2017 | Mental Health for SSP | LaGrande | 8 | 15 |
| 6/26/2017 | Assessment | Hood River | 8 | 7 |
| 6/27/2017 | Assessment | Hood River | 8 | 7 |

**SSP Meetings/Consultation**

**Consultation** (Total Consultation Hours: 81.5)

Consultation is often ongoing and takes place in a variety of settings, including: 1) informal, individual basis with staff, 2) email consults or independent curriculum/document reviews, and 3) in response to specific requests to consult on curriculum, training, policy, etc.  Specific dates are captured under the "Consultation" heading, but other work is part of the general work for each staff member and not specifically tracked or recorded. This quarter's consultation was more focused than previous quarters and centered on the assessment and the BOM training series. Due to the specific focus of consultation this quarter all meetings were part of consultation and consequently are also captured under this heading.

| Dates | Title | Location | Hours | Consultees |
|---|---|---|---|---|
| 4/5/2017 | Assessment Meeting | Salem | 3 | 10 |
| 4/6/2017 | BOM Workgroup | Salem | 1.5 | 4 |
| 4/13/2017 | BOM Workgroup | Salem | 2 | 4 |
| 4/18/2017 | BOM Steering Committee | Salem | 2.5 | 7 |
| 4/21/2017 | Assessment Meeting | Portland | 4 | 4 |
| 4/28/2017 | Assessment Meeting | Portland | 6 | 1 |
| 5/2/2017 | Assessment Meeting | Salem | 2 | 3 |
| 5/3/2017 | Assessment Meeting | Portland | 3 | 2 |
| 5/4/2017 | BOM Advisory | Salem | 3 | 25 |
| 5/92017 | BOM Workgroup | Salem | 2.5 | 4 |
| 5/15/2017 | Assessment Meeting | Portland | 6 | 5 |
| 5/18/2017 | Assessment Meeting | Porltand | 3 | 2 |
| 5/25/2017 | BOM work (Privilege Training) | Salem | 4 | 1 |
| 5/26/2017 | Assessment Meeting | Portland | 3.5 | 2 |
| 5/26/2017 | BOM consult/meeting | Portland | 1 | 2 |
| 5/27/2017 | Assessment Meeting | Portland | 6 | 2 |
| 6/1/2017 | BOM Steering Committee | Salem | 3 | 7 |
| 6/2/2017 | Interviews BOM training | Salem | 6 | 4 |
| 6/9/2017 | Assessment Planning | Portland | 6 | 2 |
| 6/9/2017 | BOM Workgroup | Phone | .5 | 2 |
| 6/14/17 | BOM Workgroup | Phone | .5 | 2 |
| 6/14/2017 | LAMM | Phone | 1 | 2 |
| 6/15/17 | PM/DM meeting presentation BOM certificate proposal | Salem | 1.5 | 45 |
| 6/19/2017 | LAMM prep | Medford | 6 | 2 |
| 6/29/2017 | Assessment Pilot Site Meeting | Salem | 4 | 30 |

# Research Title IV-E Waiver Evaluation

**Project Agreement Component Q:**
*Research Professor: Beth L. Green, Ph.D., Senior Research Associate: Anna Rockhill, MPP, MA and Carrie J. Furrer, PhD Assistant Research Professor*

This report includes progress on the LIFE evaluation.

| Objectives for this quarter (4/1/2017-6/30/2017) | Time Frame |
|---|---|
| Participate in planning committees (Steering, Program Design, Evaluation) | Ongoing |
| Plan and participate in monthly D2/15, D8, D3 LIFE Team meetings | Ongoing |
| Quarterly Youth Advisory Board meetings | Ongoing |
| Conduct observations of CPMs in D2/15, D8, D3 | Ongoing |
| Case study interviews with parents and service providers in D2/15 | Ongoing |
| Youth interviews in D2/15, D3 | Ongoing |
| Provide monthly data collection reports to Parent Mentors | Ongoing |
| Provide quarterly data collection reports to DHS branches | Ongoing |
| D2/15, D8, D3 case progress tracking (eligibility, referrals) | Ongoing |
| D2/15, D8, D3 family finding and relative search tracking, meeting preparation tracking and documentation | Ongoing |
| D2/15, D8, D3 PM outreach, participation decision and exit tracking, monthly contacts and service provision documentation, termination summary | Ongoing |
| On-demand evaluation training for new LIFE staff | Ongoing |
| Intensified recruitment and data collection for families of color (D2, D3) | Ongoing |
| Comparative case study on 10 case study cases | Ongoing |
| Finalize Parent Short-term Outcomes Survey | Done |
| Send final business protocol maps to D3 leadership | Done |
| Provide quarterly PM service navigation reports to each district | Done |
| Get final approval of LIFE Model/fidelity framework from Steering Committee | Done |
| Submit continuing review for IRB + amendments for parent and youth short-term outcome survey administration | Done |

| Objectives for this quarter (4/1/2017-6/30/2017) | Time Frame |
|---|---|
| Collect meeting feedback survey data in D2/15, D8, and D3 | Done |
| Develop plan for addressing implementation issues; document for semi-annual report | Done |
| Provide FEF- and branch-specific reports based on Meeting Feedback Surveys to D2/15, D8, D3 (Round 3) | Done |
| Present at & evaluate Quarterly #5 March 2017 | Done |
| Present at & evaluate Quarterly #6 June 2017 | Done |
| Prepare Children's Bureau semi-annual report for Jan-June '17 | Done |
| Begin developing new Meeting Observation tool (aligned with revised fidelity indicators) | Done |
| Share results from Quarterly Training Evaluations (March & June 2017) with Program Design Committee | Done |
| Update fidelity forms (Enhanced Family Finding, Meeting Preparation, Parent Mentor Casebooks, Monthly Service Navigation) | Done |
| Prepared youth to participate in June '17 Quarterly Training | Done |
| Presented "Meeting the Needs of Culturally Specific Populations" at the Annual Title IV-E Waiver Meeting | Done |
| Train/refresh LIFE Staff on new fidelity forms | Done |
| Train LIFE Staff on administering Parent Short-term Outcome Surveys | Done |

**Progress Notes**

- Research Partnerships. The Evaluation Team is involved in DHS workgroups (Program Design, Steering, Evaluation Committee) related to the program monitoring and improvement. We also participate in monthly meetings with the D2/15, D8, and D3 LIFE Teams (FEFs and their supervisors, consultant, PMs and their supervisors, LIFE Coordinators and their supervisors). During these meetings, we review and make meaning from findings, discuss implementation issues, and collect feedback on the evaluation processes. At every Quarterly Training, the Evaluation Team presents evaluation findings, administers and analyzes evaluation surveys, and provides evaluation results to various workgroups.

  The LIFE Youth Advisory Board has 5 active members, with sixth person coming on board in Sept '17. The purpose of the YAB is to advise/guide the evaluation, particularly around incorporating youth voice. The YAB presented to LIFE staff at the Quarterly Training in June '17, and are advising us on the recruitment process for youth surveys.

- Products. In the past quarter, we provided monthly data collection support reports for parent mentors, including referral and acceptance, and data collection progress. We prepared presentations for the Quarterly Trainings in March and June 2017, collected evaluation surveys, and reported findings. Meeting feedback surveys were collected in May '17 and 20 reports were completed and disseminated. We, along with LIFE staff and leaders, created LIFE Model/Fidelity indicators for all 4 components of the program (Family Finding, Meeting Preparation, Parent Mentoring, and Meeting Facilitation), as well as a plan for addressing challenges to implementation. The Evaluation Team also developed a presentation for the Title IV-E Waiver Meeting in June 2017 entitled "Meeting the Needs of Culturally Specific Populations." We also developed an initial version of the Meeting Observation Rubric based on fidelity indicators for meeting facilitation. Final business protocol maps sent to D3 leadership.

- Data Collection. Case study and case mapping processes continue to wind down in D2/15. We currently have 8 (of 12) active case study cases; interviews with parents, caseworkers and service providers are underway in D2/15 and D8. Caseworkers are being interviewed in D3. CPM observations are underway in all sites. We are actively compiling data about LIFE eligibility and referrals, family meeting preparation, and family finding. In May, we administered the third round of meeting feedback surveys at all branches. The LIFE Eligibility and Referral Database is up to date and being used at all branches. The Families of Color sub-study has 7 cases involved in meeting observations and interviews. Youth are being interviewed in D2/15 and D3.

**Waiver Evaluation Project: Products This Quarter**
- Parent Mentor: Monthly Service Navigation Tracking data collection report
- Meeting Feedback Survey reports (10 FEF-specific,  3 FEF-specific parent report, 5 branch-specific, 1 district-specific, 1 overall)
- Quarterly Training: PowerPoint, evaluation form, evaluation report – 2
- Title IV-E Waiver Presentation
- Meeting Observation Rubric – initial version
- Final D3 Business Protocol Maps


**Eligibility, Referral and Intake Process Accounting**

**LIFE Totals as of June 30, 2017**

- Cases initially eligible* for LIFE services (identified by algorithm): 432 (588 children)**
- Cases opened for LIFE services: 285 (405 children)***
- Cases participating in D2/D15 case study: 10
- Cases participating in D2/D15/D3 families of color study: 7
- Process evaluation/case study/Families of Color sub-study data collection in all 3 sites over the past 3 months included approximately 17 CPM observations; 7 interviews/group discussions with FEFs; interviews/discussions with 6 caseworkers, 5 attorneys, and 8 providers including a CASA, therapist and probation officer; interviews with 10 youth; and interviews with approximately 23 family members including parents, grandparents and spouses.
  *initially eligible case = at least one child on case scored 12+ (13+ starting 2/6/17) on risk algorithm

\*\*children associated with initially eligible case = a child placed in out-of-home care associated with a case in which at least one sibling scored 12+ on risk algorithm

\*\*\*116 cases/139 children currently missing eligibility information

| Objectives for next quarter (7/1/2017-9/30/2017) | Time Frame |
|---|---|
| Participate in planning committees (Steering, Program Design, Evaluation) | Ongoing |
| Plan and participate in monthly D2/15, D8, D3 LIFE Team meetings | Ongoing |
| Conduct observations of CPMs in D2/15, D8, D3 | Ongoing |
| Process evaluation interviews with parents, caseworkers, and service providers in D3 | Ongoing |
| Youth interviews in D2/15, D3 | Ongoing |
| Quarterly Youth Advisory Board meetings | Ongoing |
| Provide monthly data collection reports to Parent Mentors | Ongoing |
| Provide quarterly data collection reports to DHS branches | Ongoing |
| D2/15, D8, D3 case progress tracking (eligibility, referrals) | Ongoing |
| D2/15, D8, D3 family finding and relative search tracking, meeting preparation tracking and documentation | Ongoing |
| D2/15, D8 PM outreach, participation decision and exit tracking, monthly contacts and service provision documentation, termination summary | Ongoing |
| On-demand evaluation training for new LIFE staff | Ongoing |
| Intensified recruitment and data collection for families of color (D2, D3) | Ongoing |
| Using Y1 Entry Cohort, refine progress monitoring indicator calculations, comparison group selection | Ongoing |
| Finalize Youth Short-term Outcomes Survey | August '17 |
| Launch Parent Short-term Outcome Survey | August '17 |
| LIFE Database quality check report to branches | August '17 |
| Start to pilot Meeting Observation Rubric – initial version | August '17 |
| Finalize interview guide for Families of Color Sub-study | September '17 |
| Present, evaluate and report on Quarterly Training | September '17 |
| Branch-specific data collection support report | September '17 |
| Launch pilot of Youth Short-term Outcome Survey in D15 | September '17 |
| Share results of Round 5 Meeting Feedback Surveys (D2,D8,D3) | October '17 |

| Objectives for next quarter (7/1/2017-9/30/2017) | Time Frame |
|---|---|
| Train LIFE Staff on Youth Short-term Outcome administration protocols | October '17 |
| Finalize follow-up version of Parent Short-term Outcome Survey | November '17 |
| Launch Youth Short-term Outcome Survey in all sites | November '17 |
| Present, evaluate and report on Quarterly Training | December '17 |
| Prepare Round 6 Meeting Feedback Surveys (D3) | December '17 |
| Develop process for regularly reporting fidelity indicators | December '17 |
| Develop short-term outcome supplementary interview guide for parents/caregivers | December '17 |
| Start analysis of Families of Color and Youth interviews | December '17 |