



GOOD IDEA LIBRARY—Model Court Teams

Improving Quality Shelter Hearings

Shelter Hearing Improvement Project Idea

JCIP's Improving Hearing Quality Subcommittee, which is comprised of stakeholders and partners from across the state, is currently focused on developing projects to improve the quality of shelter hearings. Model Court Teams understand local challenges and strengths best, making them best equipped to identify and adapt improvements to these hearings. As such, **JCIP is asking model court teams to develop a local project focused at implementing at least two recommended practice changes at the local court level to improve shelter hearings.**

JCIP encourages model court teams to evaluate their current shelter hearing practices, local and statewide juvenile data, other resources, and discuss changes that they can implement to improve the quality of these preliminary hearings. What the team creates as a project can be big or small—even small changes and innovations can have big impact. Picking a project within the team's control and resources will increase its likelihood of success.

While Model Court Teams know best what their local needs are, JCIP can assist with identifying promising practices, guiding teams through the CQI change management framework, providing support in building collaboration and partnership with other districts, and providing other assistance as needed.

Using the attached resources, look at your district's current practices and find 2-3 areas where you have opportunities for improvement. Use the change management model and exercises to create projects.

Plan of Action for a Shelter Hearing Improvement Project:

1. Assess local needs
2. Look at the data—do you need to gather more?
3. Prioritize areas of opportunity—Which areas make sense to focus on?, What capacity does the team have?, What degree is there for improvement?
4. Develop a theory of change—be concrete about what you hope to achieve
5. Create a plan to implement changes

Resources to Improve the Quality of Shelter Hearings

Below and attached, you will find resources that may be helpful as your Model Court Team begins to evaluate your current shelter hearing practices and explore areas for improvement:

JCIP Model Court
Form for Shelter
Hearings

NCJFCJ's Enhanced
Resource
Guidelines Shelter
Hearing Best
Practices

Courts Catalyzing
Change
Preliminary
Protective Hearing
Benchcard

CQI: Change
Management
Resources



GOOD IDEA LIBRARY—Model Court Teams

Improving Quality Shelter Hearings

Why focus on Shelter Hearings?

Juvenile court experts agree that the most important hearing in the juvenile court process is the shelter care hearing— “once a child is removed it becomes logistically and practically more difficult to help a family resolve its problems.”¹ The shelter care hearing and the court’s attention to the “reasonable efforts to prevent removal” is a critical point in the case. Despite this, most judges, attorneys, and court improvement leaders report that attorneys and judges do not discuss reasonable efforts early in the case.²

In 2009, the National Council of Juvenile and Family Court Judges (NCJFCJ) conducted an experiment in three juvenile courts in different states – Omaha, Nebraska, Portland, Oregon, and Los Angeles, California. They asked the judges to use a Preliminary Protective Hearing (PPH) Benchcard during the initial hearing.

COURTS WHO USED THE BENCHCARD³

✓ **Discussed more key topics** during the shelter hearings, substantially increasing the quantity and quality of discussion in these hearings

✓ Resulted in **more family placements** and fewer children placed in non-relative

✓ Led to **greater reunification** with the parent at the initial hearing and at the adjudication hearing

ADDITIONAL RESOURCES

- Reasonable Efforts: A Judicial Perspective by Judge Leonard Edwards (2014) <http://www.judgeleonardedwards.com/docs/reasonableefforts.pdf>
- NCJFCJ Enhanced Resource Guidelines: [NCJFCJ Enhanced Judicial Guidelines](#)
- JCIP Shelter Hearing Benchcard: [Shelter Hearing Benchcard](#)
- JCIP Shelter Hearing Benchbook: [Shelter Hearing Benchbook](#)
- OJD’s Juvenile Data Dashboard: [OJD Juvenile Data Dashboard](#)
- ODHS Child Welfare Federal Performance Measures Dashboard: [Federal Performance Measures](#)
- ODHS Child Welfare Data Set: [ODHS Child Welfare Data](#)
- NCJFCJ Courts Catalyzing Change Preliminary Protective Hearing Benchcard Study Report: [Publication 3](#)
- NCJFCJ Courts Catalyzing Change (CCC) Preliminary Protective Hearing (PPH) Benchcard: [Publication 2](#)
- NCJFCJ CCC PPH Benchcard Technical Assistance Bulletin [Publication 1](#)

¹ “ Resource Guidelines: Improving Court Practice in Child Abuse & Neglect Cases, National Council of Juvenile and Family Court Judges, Reno, NV, (1995) at p. 30

² Reasonable Efforts: A Judicial Perspective, Judge Leonard Edwards, (2014) at p.43

**IN THE CIRCUIT COURT OF THE STATE OF OREGON
FOR _____ COUNTY**

In the Matter of: _____) Case Number: _____
 _____)
 _____) **SHELTER ORDER**
 A Child. _____) (ORS 419B.180 et seq.)

This matter came before the Court on: _____, 20__ .

Persons appearing:

Check box if person appeared by video or telephone (optional).

Legal Father <input type="checkbox"/> :	Attorney <input type="checkbox"/> :
Putative Father <input type="checkbox"/> :	Attorney <input type="checkbox"/> :
Mother <input type="checkbox"/> :	Attorney <input type="checkbox"/> :
Child <input type="checkbox"/> :	Attorney <input type="checkbox"/> :
Tribe <input type="checkbox"/> :	Tribal Atty/Rep <input type="checkbox"/> :

CASA <input type="checkbox"/> :	Assist. Atty Gen'l <input type="checkbox"/> :
Guardian <input type="checkbox"/> :	Other <input type="checkbox"/> :
ODHS Caseworker <input type="checkbox"/> :	Other <input type="checkbox"/> :
Guardian Ad Litem <input type="checkbox"/> :	

ODHS Documentation: The Oregon Department of Human Services (ODHS) **did** **did not** provide the Court with the documentation required by ORS 419B.185.

Evidence Considered:

- Stipulations by the parties.
- The exhibits admitted by the Court.
- The testimony of the witness(es) at the hearing.
- The following facts and/or law, of which the Court has taken judicial notice:

Other: _____

The findings made below are based on a preponderance of the evidence.

1. INDIAN CHILD WELFARE ACT (ICWA/ORICWA) FINDINGS

- ODHS made a good faith effort under ORICWA to determine whether the child is an Indian child.
- ODHS **did not** make a good faith effort under ORICWA to determine whether the child is an Indian child and therefore the court does not have authority to enter a protective custody order.

At this time, the Court does not have reason to know that ICWA/ORICWA applies. No individual present at the hearing knows or has reason to know the child is an Indian child under ICWA/ORICWA, and there is no additional information that has been presented that provides the court reason to know that ICWA/ORICWA applies. Or Laws 2021, ch. 398, §14.

2. NOTICE FINDINGS

► Parties:

All parties were were not notified, and DHS shall make diligent efforts to notify the following of all future hearings:

Mother Father Guardian(s) was provided the notice of obligations and rights required by ORS 419B.117.

► Foster Parent(s)/Care Provider(s)

The child is in substitute care, and ODHS did did not give the foster parent(s)/current care provider(s) notice of the hearing.

The foster parent(s)/current care provider(s) **did not attend** the hearing.

The foster parent(s)/current care provider(s) **attended** the hearing and had an opportunity to be heard.

► Grandparent(s):

ODHS made did not make diligent efforts to identify, obtain contact information for, and notify all grandparents of the hearing.

No grandparents attended the hearing, *or*.

The following grandparents attended the hearing and had an opportunity to be heard:

Maternal:

grandmother grandfather

Paternal

grandmother grandfather

The grandparents who attended the hearing were informed of the date of a future hearing.

ODHS **did not** give the grandparents notice of the hearing because: a prior order relieved ODHS of the notice requirement; other:

For good cause shown, the court relieves ODHS of the responsibility to provide notice of this hearing to all grandparents, to the following grandparents:

3. UCCJEA DETERMINATION

This Court has does not have jurisdiction under the UCCJEA (ORS 109.701 to 109.834) to make “a child custody determination.”

4. REASONABLE EFFORTS FINDINGS

In light of the circumstances of the child and the parent(s), having considered the child’s health and safety to be the paramount concerns, and having considered whether placement of the child and referral to the Strengthening, Preserving and Reunifying Families Program is in the child’s best interest (ORS 418.595) the Court finds that:

► ODHS **has made reasonable efforts** to provide services and/or other support to prevent or eliminate the need for removal of the child from the home and to make it possible for the child to safely return home. ORS 419B.185. The efforts to prevent removal/to safely return the child home include the following:

Description of reasonable efforts is attached as Exhibit _____ and is adopted as the Court’s written findings.

▶ The Court considers ODHS to have made reasonable efforts to prevent or eliminate the need for protective custody even though no services were provided because no services would have eliminated the need for protective custody. ORS 419B.185.

▶ ODHS has not made reasonable efforts, to provide services and/or other support to prevent or eliminate the need for removal and make it possible for the child to safely return home. ORS 419B.185.

5. IN-HOME PLACEMENT

The Court has considered the child's health and safety and whether the provision of reasonable services can prevent or eliminate the need to separate the family and finds that placement in the child's home is in the child's best interest and for the child's welfare.

6. PLACEMENT IN SUBSTITUTE CARE

▶ Substitute Care Determination

The Court has considered the child's health and safety and whether the provision of reasonable services can prevent or eliminate the need to separate the family and finds that the child cannot be safely returned home/maintained in the home without further danger of suffering physical injury or emotional harm endangering or harming others not remaining within the reach of the court process prior to adjudication.

THEREFORE, placement or continuation in substitute care is in the child's best interest and for the child's welfare:

. ORS 419B.185.

The Court further finds that the selected placement is is not the least restrictive, most family-like setting that meets the health and safety needs of the child and in reasonable proximity to the child's home. Additional findings: _____

▶ Diligent Efforts

Relative Placement

The child is in substitute care, and ODHS has has not made diligent efforts to place the child with a relative/person who has a caregiver relationship with the child, as required by ORS 419B.192.

ODHS has decided to place the child with a relative/person who has a caregiver relationship with the child, but that placement is not in the child's best interest, because:

Sibling Placement

The child has one or more siblings and is in substitute care. ODHS has made has not made diligent efforts to place the child with a sibling, as required by ORS 419B.192. Placement together is not in the best interest of the child or sibling.

▶ Visitation Findings:

7. RESTRAINING ORDER FINDINGS

The Court finds that the requirements for entry of a restraining order under ORS 419B.845 are satisfied in this case and that entry of a restraining order against: _____ is for the child's welfare and in the child's best interest.

The restraining order is attached.

8. **SCHOOL OF ORIGIN.**

- The Court finds it is in the child's best interest to attend the child's school of origin.
- The Court finds it is **not** in the child's best interest to attend the child's school of origin or any other school in the child's district of origin.

THE COURT ORDERS:

▶ **CASA:** CASA is appointed to represent the child.

▶ **Attorneys:** Attorneys are appointed as follows: Mother:

Father:

Child/ren:

▶ **ICWA/ORICWA:** Each party is required to inform the Court immediately if the party receives information that provides reason to know the child is an Indian child. ODHS is ordered to continue its inquiry into whether the child is an Indian Child and report the results of the inquiry to the Court.

▶ **Temporary custody:**

The child is placed in the temporary custody of ODHS for care, placement and supervision, pursuant to ORS 419B.809(5) in substitute care in home, subject to the following conditions:

The child is placed in the custody of mother father guardian, subject to the following conditions:

The child is placed in the temporary custody of:

▶ **Visitation:** The first visit must occur within one week 48 hours other: _____

Additional requirements:

Visits not appropriate at this time

▶ **ODHS Disclosure of Records and Reports**

Under ORS 419A.255(4)(a)(C), the Court consents to the use and disclosure of records, reports, materials or documents in the record of the case or the supplemental confidential file by ODHS if such use and disclosure is reasonably necessary to perform its official duties related to the involvement of the child with the juvenile court.

THIS CASE WILL NEXT BE REVIEWED:

APPEARANCE TYPE:	DATE:	TIME:
By the court for initial appearance on:		
By the court for settlement conference on:		
By the court for pre trial conference on:		
By the court for trial on:		
Readiness Appearance Set For:		
Other:		

▶ The 60-day deadline for resolving the petition in this case is: _____, 20____. ORS 419B.305(1).

All parties in attendance were notified of these court dates and are ordered to appear.



RECOMMENDED BEST PRACTICES

Shelter Hearings (Adapted from NCJFCJ Guidelines)

TIMING AND SCHEDULING:

- Schedule shelter hearings at a consistent time each day that allows enough time for parties to meet before the set time
- Use individual and time-certain calendaring
- Use “One family-One judge” case assignment and calendaring
- Ensuring that petitions are filed with enough advance notice to allow for early appointment of counsel and CASA and for all parties to review the petition
- Develop strict no-continuance policies and establish a “disciplined culture” so that the court, agency, and attorneys accept that hearings will occur when scheduled
- Using second shelter hearings as needed
- Set the date/time of the next hearing at the end of the current hearing
- Disseminating copies of shelter hearing orders to all parties at the end of the hearing

MAKING SHELTER HEARINGS AS THOROUGH AND MEANINGFUL AS POSSIBLE:

- Request all parties arrive to court prior to the scheduled notice time so that attorneys have time to meet with their clients, review the facts of the case, and explain the process to the parents
- Develop and use family group conferencing, settlement conferences, and/or child protection mediation at the beginning of a case
- Invite children and encourage their attendance at the initial hearing
- Include parent navigators or other supports in the initial shelter hearing process
- Front-load the preliminary hearings so that they are thorough and substantive: ensure there is enough time to make necessary findings related to immediate safety, reasonable efforts, family time, and whether the child is an Indian child (suggested time for this is a two hour initial hearing)
- Establish a process that encourages cooperation and problem-solving from the outset of court proceedings in order to: identify extended family members for placement, increase the quality of safety and case planning, reduce the amount of time needed for cases to complete the pre-adjudicatory and dispositional phases of court processing, reduce the number of contested trials, and reduce the length of time children remain in temporary placements
- At the end of the shelter hearing, summarize what has been accomplished and identify what still needs to be done- by whom and when. Ensure that the parents understand what has happened and what is expected of them
- Ensure that families have their first family time within 72 hours of the shelter hearing and ongoing meaningful family contact; explore whether a sufficient safety concern exists to require supervised parent-child contact

PERSONS WHO SHOULD BE PRESENT AT THE PPH²

- Judge or judicial officer
- Parents of each child whose rights have not been terminated
 - Mothers, fathers (legal, biological, alleged, putative, named), non-custodial parents – all possible parents
- Parent partners, parent mentors if assigned/available, substance abuse coach, DV advocate
- Relatives – relatives with legal standing or other custodial adults, including adult half-siblings
 - Paternal and maternal relatives
- Non-related extended family, fictive kin (someone who is known and trusted by the families; godparents)
- Assigned caseworker
- Agency attorney
- Attorney for each parent (if conflict exists)
- Legal advocate for the child
- Guardian ad Litem (GAL)
- Court Appointed Special Advocate (CASA)
- ICWA expert (if ICWA applies)
- Tribal representative/tribal liaison
- Treatment and/or service providers
- All age-appropriate children
- Foster parents
- Cultural leaders, cultural liaisons, religious leaders
- Court-certified interpreters or court-certified language services
- Education liaison/school representative
- Court reporter
- Court security

COURTS CAN MAKE SURE THAT PARTIES AND KEY WITNESSES ARE PRESENT BY:³

- Ensuring that the judge, not the bailiff or court staff, makes the determination about who is allowed to be in the courtroom.
- Asking the youth/family if there is someone else who should be present.
- Requiring quick and diligent notification efforts by the agency.
- Requiring both oral and written notification in a language understandable to each party and witness.
- Requiring service/tribal notice to include the reason for removal, purpose of the hearing, availability of legal assistance in a language and form that is understandable to each party and witness.
- Requiring caseworkers and/or protective service investigators to facilitate attendance of children, parents, relatives (paternal and maternal), fictive kin and other parties.
- Facilitating telephonic or video conferencing appearance at hearings.

CONTINUE TO BACK

¹ The preliminary protective hearing is the first court hearing in juvenile abuse and neglect cases. In some jurisdictions this may be called a “shelter care,” “detention,” “emergency removal,” or “temporary custody” hearing.

² State and federal law determine who must be present for any hearing to proceed. Noted participants may or may not be required by law; however, as many as possible should be encouraged to attend the initial hearing.

³ State and federal law determine who must be present for any hearing to proceed.

REVIEWING THE PETITION

- A sworn petition or complaint should be filed prior to the preliminary protective hearing and served/provided to the parents.
- The petition should be specific about the facts that bring the child before the court.
- The petition should not be conclusory without relevant facts to explain and support the conclusions.
- Petitions need to include allegations specific to each legal parent or legal guardian if appropriate.
- If the petition does not contain allegations against a legal parent or legal guardian, the child should be placed with or returned to that parent or legal guardian unless it is determined that there is a safety threat to the child.
- Petitions/removal affidavits need to include specific language clearly articulating the current threat to the child's safety.

REFLECTIONS ON THE DECISION-MAKING PROCESS THAT PROTECT AGAINST INSTITUTIONAL BIAS:

ASK YOURSELF, AS A JUDGE:

- What assumptions have I made about the cultural identity, genders, and background of this family?
- What is my understanding of this family's unique culture and circumstances?
- How is my decision specific to this child and this family?
- How has the court's past contact and involvement with this family influenced (or how might it influence) my decision-making process and findings?
- What evidence has supported every conclusion I have drawn, and how have I challenged unsupported assumptions?
- Am I convinced that reasonable efforts (or active efforts in ICWA cases) have been made in an individualized way to match the needs of the family?
- Am I considering relatives as preferred placement options as long as they can protect the child and support the permanency plan?

KEY INQUIRIES, ANALYSES AND DECISIONS THE COURT SHOULD MAKE AT THE PRELIMINARY PROTECTIVE HEARING

INDIAN CHILD WELFARE ACT (ICWA) DETERMINATION

The court should require that the applicability of the ICWA be determined before proceeding with the preliminary protective hearing. If the court has reason to believe ICWA applies, the court should proceed accordingly.

- If Yes – different standards apply, refer to the ICWA Checklist.
- If Yes – determine whether there was clear and convincing evidence, including testimony of a qualified expert witness, that continued custody of the child by the parent or Indian custodian is likely to result in serious emotional or physical damage to the child. 25 U.S.C. § 1912(e).

ENGAGE PARENTS

- What language are you most comfortable speaking and reading?
- Do you understand what this hearing is about?
- What family members and/or other important people should be involved in this process with us?
- Do you understand the petition? (review petition with parties)

DUE PROCESS

- Who are the child's parents and/or guardians?
- How was paternity determined?
- What were the diligent search efforts for all parents?
- Have efforts to identify and locate fathers been sufficient? What has been done?
- How were the parents notified for this hearing?
 - Was the notice in a language and form understandable to parents and/or guardians?
- Do the parents understand the allegations?
- Are the parents entitled to representation? Are there language issues to consider when appointing attorneys?
- Are there issues in the case that are covered by the Americans with Disabilities Act?

LEGAL THRESHOLD FOR REMOVAL

- Has the agency made a prima facie case or probable cause showing that supports the removal of the child?
- Have the family's cultural background, customs and traditions been taken into account in evaluating the event and circumstances that led to the removal? Have the parent(s) cultural or tribal liaison/relevant other(s) been asked if there is a culturally-based explanation for the allegations in the petition?

REASONABLE EFFORTS (TO PREVENT REMOVAL)

- Were there any pre-hearing conferences or meetings that included the family?
 - Who was present?
 - What was the outcome?
- What services were considered and offered to allow the child to remain at home? Were these services culturally appropriate? How are these services rationally related to the safety threat?
- What was done to create a safety plan to allow the child to remain at home or in the home of another without court involvement?
 - Have non-custodial parents, paternal and maternal relatives been identified and explored? What is the plan to do so?
- How has the agency intervened with this family in the past? Has the agency's previous contact with the family influenced its response to this family now?

CONTINUE TO BACK

KEY INQUIRIES, ANALYSES AND DECISIONS THE COURT SHOULD MAKE AT THE PRELIMINARY PROTECTIVE HEARING

WHAT IS PREVENTING THE CHILD FROM RETURNING HOME TODAY?

- What is the current and immediate safety threat? Has the threat diminished? How do you know that? Specifically, how can the risk be ameliorated or removed?
- What is preventing the child from returning home today? What type of safety plan could be developed and implemented in order for the child to return home today?
 - What specifically prevents the parents from being able to provide the minimally adequate standard of care to protect the child?
 - Will the removal or addition of any person from or in the home allow the child to be safe and be placed back in the home?
- If the safety threat is too high to return the child home, how have the conditions for return been conveyed to the parents, family and child, and are you satisfied that they understand these conditions?

APPROPRIATENESS OF PLACEMENT

- If child is placed in foster care/shelter, have kinship care options been fully explored? If not, what is being done to explore relatives? If so, why were the relatives deemed inappropriate?
- If child is placed in kinship care, what steps have been taken to ensure the relative is linked with all available training, services, and financial support?
- How is the placement culturally and linguistically appropriate?
 - From the family and child's perspective, is the current placement culturally and linguistically appropriate?
- How does the placement support the child's cultural identity? In what way does the placement support the child's connection to the family and community?
- How does the placement support the family/child's involvement in the initial plan?
- What are the terms of meaningful family time with parents, siblings and extended family members?
 - Do the terms of family time match the safety concerns? Is it supervised? Specifically, why must it be supervised?
 - Is the time and location of family time logistically possible for the family, and supportive of the child's needs?

REASONABLE EFFORTS TO ALLOW THE CHILD TO SAFELY RETURN HOME

- What services can be arranged to allow the child to safely return home today?
- How are these services rationally related to the specific safety threat?
- How are the parents, extended family and children being engaged in the development and implementation of a plan for services, interventions, and supports?
- How will the agency assist the family to access the services?
 - Does the family believe that these services, interventions and supports will meet their current needs and build upon strengths?
 - Has the family been given the opportunity to ask for additional or alternate services?
- How are the services, interventions and supports specifically tailored to the culture and needs of this child and family?
 - How do they build on family strengths?
 - How is the agency determining that the services, interventions and supports are culturally appropriate?
- What evidence has been provided by the agency to demonstrate that the services/interventions for this family have effectively met the needs and produced positive outcomes for families with similar presenting issues and demographic characteristics?

CLOSING QUESTIONS TO ASK PARENTS, CHILDREN AND FAMILY MEMBERS

- **Do you understand what happened here today?**
- **Do you understand what are the next steps?**
- **Do you have any questions for the court?**



MODEL COURT TEAMS

TOOLS FOR PROJECTS (Quick Sheet)

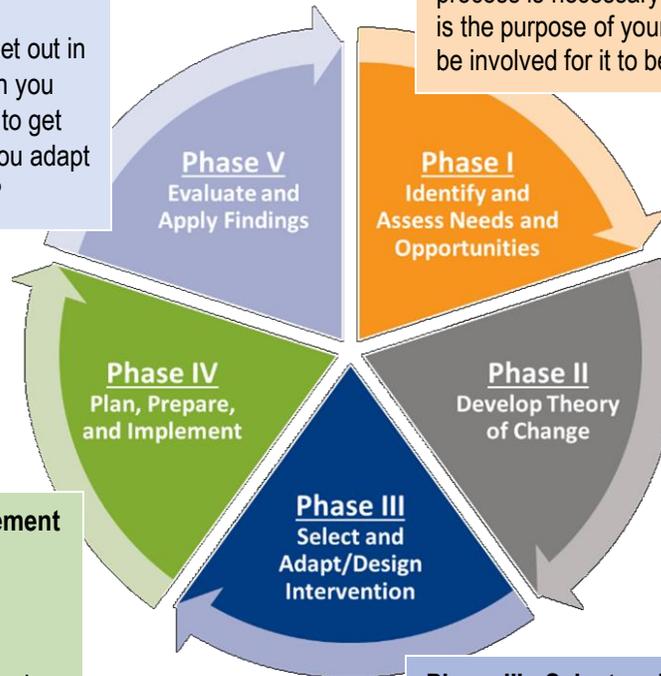
CQI: CHANGE MANAGEMENT

Phase V: Evaluate and refine your approach

Consider whether the purpose you set out in Phase I has been met. Was the plan you crafted in Phases II and III sufficient to get the result you sought? How might you adapt or adjust your work moving forward?

Phase I: Identify and Assess Needs

Clarify what you want to work on as well as who and what process is necessary to further understand the problem. What is the purpose of your project or initiative and who will need to be involved for it to be successful?



Phase II: Develop a Theory of Change Develop a Theory of Change to understand how you will make the change you seek. It will also be a powerful tool to help you know if you succeed and a way to assess where things might have gone wrong.

Phase IV: Plan, Prepare, and Implement

This stage may involve, among other things, preparing a workplace for the change you are seeking to make, developing pilot program strategies, and building capacity to implement.

Phase III: Select and Adapt / Design and Intervention

This stage may involve searching for a solution in evidence informed literature and considering ways in which you might evaluate your efforts among other things.

CQI: KEY QUESTIONS AT PHASES

Phase	Questions
I	Who should be at the table? What issues can we impact and what we cannot impact - scope of control / authority / influence? How can you make time for this work?
II	Can you transition from Phase I to Phase II? Do you have enough info? What do you want to see happen—what is the mechanism that will get you there?
III	At what level of the system will we implement change? How do we communicate at scale? What are some scaling up interventions? Have we considered alternative solutions—what's the next best idea?
IV	Do we have the budget / resources? What needs to be created? Psychological needs - how do you end the old way of doing things well?
V	Was the plan you crafted in Phases II and III sufficient to get the result you sought? How might you adapt or adjust your work moving forward?



MODEL COURT TEAMS

TOOLS FOR PROJECTS (Quick Sheet)

CQI: CHANGE MANAGEMENT & EXERCISES

Phase V: Evaluate and refine your approach

- Be clear what you are evaluating and why.
- Go back to expected outcomes from theory of change.
- What went well? What are areas of opportunity to refine?
- What does the data show?

NOTE: This is a cycle. At times you will need to go backward. You may even start the process over again. Remember, this is time well spent and results in more lasting change.

Phase I: Exercises to get there

- Liberating Structures: [Nine Whys](#)
- Root cause analysis: [Fishbone Exercise](#)
- [Eco cycle Planning](#)

Phase IV: Plan, Prepare, and Implement

- Task/sub tasks + person responsible + deadline
- Risks + Resources required + communication plan
- Regardless of model, remember to build in milestones to celebrate and identify data you are collecting.

Phase II: Develop a Theory of Change (Model)

We will do the following intervention / strategy

So that...

Direct change you expect to see from intervention (outcome)

So that...

Change that will happen as a result of the direct change above (outcome)

So that...

Change that will happen as a result of the direct change above (ultimate goal)

Phase III: Select and Adapt / Design and Intervention tools

- [Panarchy](#): At what level of the system are we intervening?
- [Min Specs](#)
- [Liberating Structures: Purpose to Practice \(P2P\)](#)

Do I Have a "Good" Theory of Change?

Consider the following:

Plausible - Is it plausible? Does the logic of your pathway of change seem correct? If the causal links are completed, will you get the results you want?

Feasible - Do you have the human, political, and economic resources sufficient to complete the causal links?

Specific - Is it specific enough that you can identify each step and the outcome that should be associated with it?

Testable - Are there credible ways to measure whether the progress is happening as expected? Each immediate, short-term, and long-term outcome should be able to be measured in some way.

Meaningful - Is the desired outcome important? Is the magnitude of change worth the effort?

Note: You need not know all the answers when you begin this process. The theory of change and loci model can be used to identify what outstanding questions exist. They are both meant to evolve as the project evolves.

Juvenile Dependency Event Statistics

Oregon Judicial Department
 Juvenile Court Improvement Program
 Summary Report for Dependency Events between
 7/1/2021 and 7/1/2022

This report contains information on the number of dependency petitions entered, number of dependency hearings held, and the duration, in minutes, of those hearings. Due to implementation of Oregon's eCourt case management system, reports for date ranges beginning prior to June 1, 2016 will have only partial data for some courts.

Court	Petitions	Shelter Hearings		Pre-Trial Hearings		Jurisdiction Hearings		Prima Facie Hearings		Trials		Disposition Hearings		Permanency Hearings		Review Hearings		Appearances		Dependency Specialty Court Hearings		Other Dependency Hearings	
	Number of Events	Number of Hearings	Average Time (Minutes)	Number of Hearings	Average Time (Minutes)	Number of Hearings	Average Time (Minutes)	Number of Hearings	Average Time (Minutes)	Number of Hearings	Average Time (Minutes)	Number of Hearings	Average Time (Minutes)	Number of Hearings	Average Time (Minutes)	Number of Hearings	Average Time (Minutes)	Number of Hearings	Average Time (Minutes)	Number of Hearings	Average Time (Minutes)	Number of Hearings	Average Time (Minutes)
Baker	12	17	34	0	n/a	28	170	0	n/a	0	n/a	2	90	29	36	22	20	0	n/a	5	7	23	30
Benton	35	24	15	7	8	21	117	0	n/a	0	n/a	0	n/a	30	18	104	14	0	n/a	0	n/a	38	30
Clackamas	121	125	29	127	21	52	47	8	28	16	159	0	n/a	235	28	141	21	47	12	0	n/a	116	27
Clatsop	28	18	44	16	27	18	46	2	24	3	736	7	43	49	68	37	49	0	n/a	22	17	35	18
Columbia	43	34	31	40	25	5	155	4	20	2	54	0	n/a	63	44	38	35	14	5	524	3	59	20
Coos	54	35	49	67	9	14	22	0	n/a	5	244	15	21	123	18	87	20	0	n/a	0	n/a	73	21
Crook	20	9	17	10	7	11	24	0	n/a	3	467	6	19	10	32	34	10	0	n/a	0	n/a	8	12
Curry	32	23	13	23	8	5	14	0	n/a	1	152	8	11	32	8	27	8	0	n/a	0	n/a	9	16
Deschutes	104	65	56	190	11	42	39	4	25	10	253	5	30	104	58	202	24	0	n/a	0	n/a	33	45
Douglas	130	96	24	122	15	73	120	1	2	6	654	42	49	230	20	322	12	101	46	0	n/a	287	33
Gilliam	2	1	12	0	n/a	1	12	0	n/a	0	n/a	0	n/a	4	183	9	18	0	n/a	0	n/a	3	46
Grant	8	12	37	1	8	5	21	0	n/a	0	n/a	2	21	11	90	23	37	0	n/a	0	n/a	3	7
Harney	28	41	34	50	14	15	93	0	n/a	0	n/a	7	15	46	44	89	28	0	n/a	0	n/a	20	37
Hood River	13	18	51	2	6	17	30	0	n/a	4	51	0	n/a	21	142	51	19	0	n/a	0	n/a	27	30

Court	Petitions		Shelter Hearings		Pre-Trial Hearings		Jurisdiction Hearings		Prima Facie Hearings		Trials		Disposition Hearings		Permanency Hearings		Review Hearings		Appearances		Dependency Specialty Court Hearings		Other Dependency Hearings	
	Number of Events	Number of Hearings	Average Time (Minutes)	Number of Hearings	Average Time (Minutes)	Number of Hearings																		
Jackson	224	245	20	239	7	111	26	44	53	17	570	9	17	259	33	234	24	154	17	0	n/a	112	24	
Jefferson	11	7	18	17	14	1	38	0	n/a	1	1	5	18	26	21	50	15	0	n/a	0	n/a	0	n/a	
Josephine	84	110	26	79	8	44	42	9	19	0	n/a	11	29	155	24	13	18	0	n/a	0	n/a	55	40	
Klamath	94	72	34	106	4	13	97	60	17	0	n/a	1	15	62	16	13	69	4	10	24	7	726	6	
Lake	6	3	17	1	10	1	27	2	15	0	n/a	0	n/a	7	12	49	6	0	n/a	0	n/a	2	8	
Lane	346	294	16	125	17	101	74	2	16	0	n/a	3	34	460	18	723	13	0	n/a	0	n/a	57	41	
Lincoln	40	38	75	53	8	21	24	3	30	7	308	9	22	76	25	122	22	0	n/a	18	14	53	13	
Linn	92	95	36	152	17	24	52	8	25	46	203	71	26	181	19	96	21	1	1	0	n/a	118	21	
Malheur	62	44	36	17	9	44	17	8	27	5	146	2	60	122	17	31	19	4	6	0	n/a	78	13	
Marion	185	138	27	159	21	78	35	4	23	18	200	2	40	397	26	401	21	0	n/a	135	8	149	33	
Morrow	8	9	44	3	28	0	n/a	0	n/a	0	n/a	0	n/a	26	33	20	50	0	n/a	0	n/a	4	9	
Multnomah	325	225	41	392	27	134	36	14	27	13	315	5	47	750	36	1022	33	1	30	0	n/a	215	39	
Polk	55	48	19	77	13	22	23	1	40	3	277	4	82	43	28	76	16	0	n/a	0	n/a	11	14	
Sherman	0	0	n/a	1	11	7	34	0	n/a	0	n/a	1	42											
Tillamook	6	6	38	2	10	0	n/a	0	n/a	3	330	1	30	20	37	24	24	0	n/a	0	n/a	38	20	
Umatilla	95	84	54	59	18	76	43	0	n/a	0	n/a	2	44	161	34	64	29	0	n/a	0	n/a	16	30	
Union	10	14	37	1	3	10	47	0	n/a	0	n/a	0	n/a	16	34	6	37	0	n/a	0	n/a	3	180	
Wallowa	2	2	22	0	n/a	3	41	0	n/a	0	n/a	0	n/a	4	107	0	n/a	0	n/a	0	n/a	3	18	
Wasco	24	17	49	0	n/a	34	35	0	n/a	1	9	0	n/a	28	45	79	14	1	6	0	n/a	8	10	
Washington	210	167	19	217	12	83	49	0	n/a	38	156	2	29	554	21	109	19	8	11	0	n/a	54	16	

Court	Petitions	Shelter Hearings		Pre-Trial Hearings		Jurisdiction Hearings		Prima Facie Hearings		Trials		Disposition Hearings		Permanency Hearings		Review Hearings		Appearances		Dependency Specialty Court Hearings		Other Dependency Hearings	
	Number of Events	Number of Hearings	Average Time (Minutes)	Number of Hearings	Average Time (Minutes)	Number of Hearings	Average Time (Minutes)	Number of Hearings	Average Time (Minutes)	Number of Hearings	Average Time (Minutes)	Number of Hearings	Average Time (Minutes)	Number of Hearings	Average Time (Minutes)	Number of Hearings	Average Time (Minutes)	Number of Hearings	Average Time (Minutes)	Number of Hearings	Average Time (Minutes)	Number of Hearings	Average Time (Minutes)
Wheeler	1	1	21	0	n/a	6	20	0	n/a	0	n/a	0	n/a	1	30	5	14	0	n/a	0	n/a	0	n/a
Yamhill	61	47	43	228	14	32	22	0	n/a	6	74	3	77	47	22	21	22	33	31	0	n/a	31	33
Total	2571	2184	30	2582	15	1145	51	174	29	208	250	224	32	4383	28	4351	22	368	25	728	5	2468	22

Juvenile Time in Care

Oregon Judicial Department
 Juvenile Court Improvement Program
 Summary Report for Juvenile Time in Care between
 7/1/2021 and 7/1/2022

County	Reason Left Care	Total Left Care	Average Days in Care
Baker	Left Care - Returned to Parent	6	1344
	Left Care - Adoption	2	841
Benton	Left Care - Returned to Parent	16	357
	Left Care - Adoption	6	1206
	Left Care - Emancipation	1	1216
	Left Care - Transfer of Custody	2	698
	Left Care - Other	1	4596
Clackamas	Left Care - Returned to Parent	67	516
	Left Care - Adoption	13	1321
	Left Care - Guardianship	16	1160
	Left Care - Emancipation	6	2751
	Left Care - Transfer of Custody	21	943
	Left Care - Other	17	1677
Clatsop	Left Care - Returned to Parent	8	428
	Left Care - Adoption	10	923
	Left Care - Emancipation	1	1890
	Left Care - Transfer of Custody	3	1467
	Left Care - Other	3	1043
Columbia	Left Care - Returned to Parent	29	566
	Left Care - Emancipation	4	2971
	Left Care - Transfer of Custody	2	1242
Coos	Left Care - Returned to Parent	40	372
	Left Care - Adoption	6	1490

	Left Care - Guardianship	3	727
	Left Care - Emancipation	4	1709
	Left Care - Transfer of Custody	3	583
	Left Care - Other	8	2406
Crook	Left Care - Returned to Parent	16	391
	Left Care - Adoption	2	656
	Left Care - Guardianship	1	446
	Left Care - Transfer of Custody	1	78
Curry	Left Care - Returned to Parent	12	282
	Left Care - Adoption	2	915
	Left Care - Guardianship	2	994
	Left Care - Transfer of Custody	1	1519
	Left Care - Other	1	112
Deschutes	Left Care - Returned to Parent	38	540
	Left Care - Adoption	9	1347
	Left Care - Guardianship	3	1322
	Left Care - Emancipation	2	3779
	Left Care - Transfer of Custody	3	2143
	Left Care - Other	6	952
Douglas	Left Care - Returned to Parent	91	579
	Left Care - Adoption	36	1269
	Left Care - Guardianship	11	889
	Left Care - Emancipation	12	1204
	Left Care - Transfer of Custody	5	654
Grant	Left Care - Returned to Parent	4	461
	Left Care - Adoption	1	1083
Harney	Left Care - Returned to Parent	10	384
	Left Care - Adoption	1	1950
	Left Care - Guardianship	2	829

	Left Care - Transfer of Custody	4	939
	Left Care - Other	2	1413
Hood River	Left Care - Returned to Parent	2	27
	Left Care - Guardianship	1	534
	Left Care - Transfer of Custody	1	931
Jackson	Left Care - Returned to Parent	103	489
	Left Care - Adoption	48	983
	Left Care - Guardianship	20	1136
	Left Care - Emancipation	14	1270
	Left Care - Transfer of Custody	22	893
	Left Care - Other	7	2178
Jefferson	Left Care - Returned to Parent	10	516
	Left Care - Adoption	12	1559
	Left Care - Guardianship	2	952
	Left Care - Transfer of Custody	3	1068
Josephine	Left Care - Returned to Parent	40	938
	Left Care - Adoption	13	1343
	Left Care - Guardianship	11	1021
	Left Care - Emancipation	5	2527
	Left Care - Transfer of Custody	3	66
	Left Care - Other	5	862
Klamath	Left Care - Returned to Parent	33	407
	Left Care - Adoption	18	1032
	Left Care - Guardianship	11	687
	Left Care - Emancipation	6	1436
	Left Care - Transfer of Custody	9	366
	Left Care - Other	1	1798
Lake	Left Care - Returned to Parent	5	308
	Left Care - Emancipation	3	1836

	Left Care - Transfer of Custody	1	623
Lane	Left Care - Returned to Parent	118	688
	Left Care - Adoption	63	1203
	Left Care - Guardianship	20	1337
	Left Care - Emancipation	16	2991
	Left Care - Transfer of Custody	16	757
	Left Care - Other	16	1740
Lincoln	Left Care - Returned to Parent	18	366
	Left Care - Adoption	10	1063
	Left Care - Guardianship	6	1289
	Left Care - Emancipation	3	1261
	Left Care - Transfer of Custody	2	343
Linn	Left Care - Returned to Parent	27	611
	Left Care - Adoption	6	1058
	Left Care - Guardianship	3	1273
	Left Care - Emancipation	6	4106
	Left Care - Transfer of Custody	7	446
	Left Care - Other	3	3732
Malheur	Left Care - Returned to Parent	39	575
	Left Care - Adoption	28	1293
	Left Care - Guardianship	3	1212
	Left Care - Transfer of Custody	3	940
	Left Care - Other	6	1262
Marion	Left Care - Returned to Parent	103	536
	Left Care - Adoption	59	989
	Left Care - Guardianship	14	1146
	Left Care - Emancipation	10	3020
	Left Care - Transfer of Custody	26	811
	Left Care - Other	43	1381

Morrow	Left Care - Returned to Parent	10	535
	Left Care - Adoption	1	1224
	Left Care - Transfer of Custody	5	3
Multnomah	Left Care - Returned to Parent	174	721
	Left Care - Adoption	84	1220
	Left Care - Guardianship	22	1126
	Left Care - Emancipation	23	3089
	Left Care - Transfer of Custody	46	1166
	Left Care - Other	36	2485
Polk	Left Care - Returned to Parent	19	498
	Left Care - Adoption	1	486
	Left Care - Guardianship	1	699
	Left Care - Emancipation	1	1543
	Left Care - Transfer of Custody	2	766
	Left Care - Other	1	1388
Sherman	Left Care - Adoption	1	827
Tillamook	Left Care - Returned to Parent	10	377
	Left Care - Adoption	2	887
	Left Care - Emancipation	1	1042
	Left Care - Transfer of Custody	1	643
Umatilla	Left Care - Returned to Parent	43	464
	Left Care - Adoption	9	1497
	Left Care - Guardianship	1	1298
	Left Care - Emancipation	4	1024
	Left Care - Transfer of Custody	7	1102
	Left Care - Other	10	573
Union	Left Care - Returned to Parent	5	373
	Left Care - Adoption	1	802
	Left Care - Guardianship	1	482

	Left Care - Transfer of Custody	2	532
	Left Care - Other	1	2856
Wallowa	Left Care - Adoption	1	814
	Left Care - Emancipation	1	3527
	Left Care - Transfer of Custody	2	513
	Left Care - Other	2	1465
Wasco	Left Care - Returned to Parent	1	637
	Left Care - Adoption	1	955
	Left Care - Guardianship	1	846
	Left Care - Emancipation	2	1032
	Left Care - Transfer of Custody	3	1304
	Left Care - Other	2	1855
Washington	Left Care - Returned to Parent	90	485
	Left Care - Adoption	31	1158
	Left Care - Guardianship	22	998
	Left Care - Emancipation	11	1880
	Left Care - Transfer of Custody	25	833
	Left Care - Other	14	2186
Yamhill	Left Care - Returned to Parent	27	444
	Left Care - Adoption	7	1067
	Left Care - Guardianship	5	1617
	Left Care - Emancipation	2	2522
	Left Care - Transfer of Custody	3	2000
	Left Care - Other	1	253
Statewide Totals	Reason Left Care	Total Left Care	Average Days in Care
	Left Care - Returned to Parent	1214	563
	Left Care - Adoption	484	1165
	Left Care - Guardianship	182	1091
	Left Care - Emancipation	138	2322

	Left Care - Transfer of Custody	234	893
	Left Care - Other	186	1765