



STATE FISCAL YEAR  
**2025**  
ANNUAL REPORT

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POSTADJUDICATION  
REVIEW BOARDS



OKLAHOMA  
COMMISSION ON  
CHILDREN AND  
YOUTH

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## History and Purpose of Postadjudication Review Boards

The Postadjudication Review Boards (PARB) support child safety, access to services, and timely permanency for children in state custody through regular case reviews and independent recommendations to the court and other stakeholders. Although PARB does not provide direct services or make legal decisions, it serves an important role by reviewing case progress, documenting key findings, and offering recommendations intended to identify concerns and support actions in the best interests of children and families.

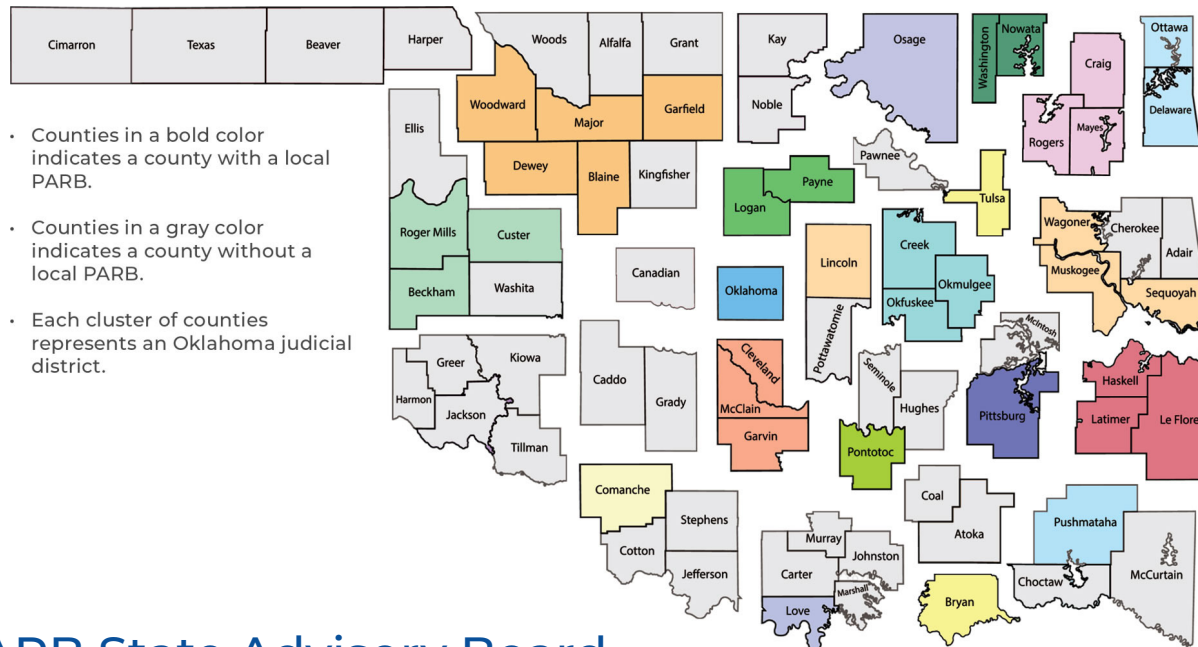
The Oklahoma Commission on Children and Youth (OCCY) was created in 1982 as a result of litigation brought by seven teenage plaintiffs in state custody against the Oklahoma Department of Human Services (OKDHS). The case brought attention to unacceptable living conditions experienced by many children in custody and contributed to broader reforms in Oklahoma's child welfare system. Since that time, OCCY has supported accountability efforts designed to help ensure that children in state custody receive the protections, supports, and services necessary for their well-being (OCCY, 2023). PARB is a special project supported and funded by OCCY.

PARB members are appointed volunteers who serve as community representatives within their judicial districts. Individuals must complete an

application, sign a commitment statement, and pass a background check before being appointed by OCCY in collaboration with local juvenile court judges. Once appointed, members review cases involving children in the child welfare system and provide recommendations intended to support those children's best interests. Currently, 43 local PARBs serve 22 judicial districts across Oklahoma, with each board composed of at least 5 members and meeting at least twice per year.

PARB members routinely review active deprived docket cases involving the abuse or neglect of a minor and provide recommendations to the assigned judge. These recommendations are intended to support the court in promoting child safety, encouraging best practices, and identifying information relevant to permanency planning for children in state custody.

By statute, PARB is required to review the case of every adjudicated deprived child at least once every six months. Following each review, PARB members enter findings and recommendations into the PARB database. These findings are then distributed to the court, the child's attorney, the parent's attorney, the Assistant District Attorney, and OKDHS. PARB members review case information in advance of each proceeding and base their recommendations on that review (Oklahoma Statutes, 2023).



## PARB State Advisory Board

As established by statute (10 O.S. § 1116.6), the State Postadjudication Review Advisory Board consists of 23 members appointed by the Governor, including judges, local PARB members, representatives from the foster care community, and members of the public. In addition, the heads of relevant divisions within the Oklahoma Department of Human Services and the Office of Juvenile Affairs, or their designees, serve as ex officio members. Board meetings are open to the public, and local PARB members are welcome to attend and are encouraged to share ideas or concerns with the PARB program manager or any Board member (Oklahoma Statutes, 2023). See Appendix A for a full description of State Statute 10 O.S. § 1116.6.

## Educational Training, Evaluation, Assessment, and Measurement (E-Team) Department

The Educational Training, Evaluation, Assessment, and Measurement (E-TEAM) department at the University of Oklahoma conducts research and evaluation to help organizations use data to improve programs, services, and outcomes. E-TEAM partnered with OCCY in 2020 to evaluate the PARB review and recommendation process.

Since then, E-TEAM has collaborated with OCCY and PARB staff to develop and maintain the PARB database, which collects, stores, and reports PARB review and recommendation data. The database supports ongoing monitoring of case activity and helps identify patterns and trends over time. It includes both quantitative and qualitative data and captures information on child and case demographics, placement history, review and recommendation details, and other relevant case characteristics, including tribal, worker, attorney, and court information.

In addition to database development and maintenance, E-TEAM provides technical assistance and training to PARB members across Oklahoma and works with PARB staff to strengthen data collection through system enhancements and user feedback. E-TEAM also supports analysis and reporting efforts designed to help OCCY and PARB staff better understand program activities, member experiences, and opportunities for improvement.

## About the Data

Findings presented in this report are drawn from multiple FY25 data sources, including PARB database records, training documentation, annual survey responses, credentialing results, and focus group feedback. These sources are used collectively to describe PARB processes, member engagement, case review activity, and emerging strengths and needs across the program. Because the report includes several distinct data sources, denominators may vary across sections, tables, or figures. In some cases, percentages may not total 100 due to rounding, missing data, or questions that permitted multiple responses.

## What to Expect in this Report

This report provides an overview of PARB activities and related findings for FY25 (July 1, 2024–June 30, 2025). It includes information on PARB membership, training and engagement, case review activity, review findings and recommendations, closed case outcomes, annual survey results, and FY25 credentialing efforts. It also summarizes focus group feedback more effectively, helping better understand members' experiences with the credentialing process and informing future refinements. Together, these sections provide insight into PARB implementation, member perspectives, and areas for continued improvement.

## PARB Members and Review Process

PARBs are citizen review boards composed of volunteers who live or work in the judicial district they serve. Members bring a range of professional backgrounds, personal experiences, and, in some cases, lived experience related to child welfare. Each board includes designated chairs and general members. Individuals interested in serving must complete an application and commitment-to-serve statement and are also subject to a background check (see Appendix B for the PARB volunteer application).



Although the review process may vary slightly across boards, PARB members typically meet in person monthly at the county courthouse or another designated location. Cases are selected for review by the PARB chair or PARB staff, and juvenile court case files are pulled by the court clerk or uploaded to a secure file-sharing system by PARB staff. Once case files are assembled, they are distributed among members, who are assigned both new and follow-up cases for review. Members examine the case materials and prepare notes in advance of board discussion. Child welfare staff attend meetings or speak by phone to provide relevant case updates and contextual information to support an informed review and recommendations. Court Appointed Special Advocates (CASA) may also participate, offering additional insight into the child's circumstances and services to help inform recommendations to the court.

During FY25, 290 PARB members served across 43 boards (see Appendix C for a list of board members by board). Collectively, members logged 2,817 volunteer hours and completed 625 training hours (See Table 1 for Total Hours by Training).

**Table 1. PARB Trainings for Members FY25**

| Training                                                                                                 | Hours      |
|----------------------------------------------------------------------------------------------------------|------------|
| Big Brothers and Big Sisters                                                                             | 13         |
| Bi-Monthly PARB Bio Parent Voice Series:<br>"Breaking the Cycle: Navigating Substance Use and Treatment" | 19         |
| Lunch and Learn Series: Court Appointed Special Advocate (CASA) Training                                 | 5          |
| Children's Behavioral Health Conference                                                                  | 16         |
| Dragonfly Home Training: Sex Trafficking 201                                                             | 24         |
| Holiday Hurdles: Parent Panel                                                                            | 6          |
| ICWA Training Series: Active Efforts                                                                     | 12         |
| Leadership Training                                                                                      | 22         |
| Legacy Training                                                                                          | 2          |
| New Member Training                                                                                      | 54         |
| OKSA Overview Lunch and Learn                                                                            | 20         |
| OMA and Credentialing                                                                                    | 42         |
| Open Meeting and Credentialing                                                                           | 14         |
| PARB Database Lunch and Learn                                                                            | 5          |
| PARB Pre-Institute/Conference: ICWA and PARB, Judges Panel. New ISP Format                               | 360        |
| Parent Child Center of Tulsa Lunch and Learn                                                             | 3          |
| Sibshop Resource Training                                                                                | 8          |
| <b>Total Training Hours</b>                                                                              | <b>625</b> |

## Training Highlight: PARB Lunch and Learns and Specialized Trainings

PARB also collected post-training feedback from 11 participants across three FY25 learning events focused on CASA, Parent Cafés, and ICWA Active Efforts. Feedback was highly positive. All respondents agreed or strongly agreed that the trainings would help improve their work as PARB volunteers, and 91% agreed or strongly agreed that they gained a new resource or perspective. Among the 10 participants who rated their understanding both before and after the training, 70% reported increased understanding, and all reported the same or higher understanding after the session. By the end of the training, all respondents rated their understanding of the topic as high or advanced. Open-ended comments indicated that members planned to use the information to strengthen case reviews, make more informed recommendations, connect families to resources, and better assess active efforts in applicable cases.



## Training Highlight: 2025 PARB Pre-Institute

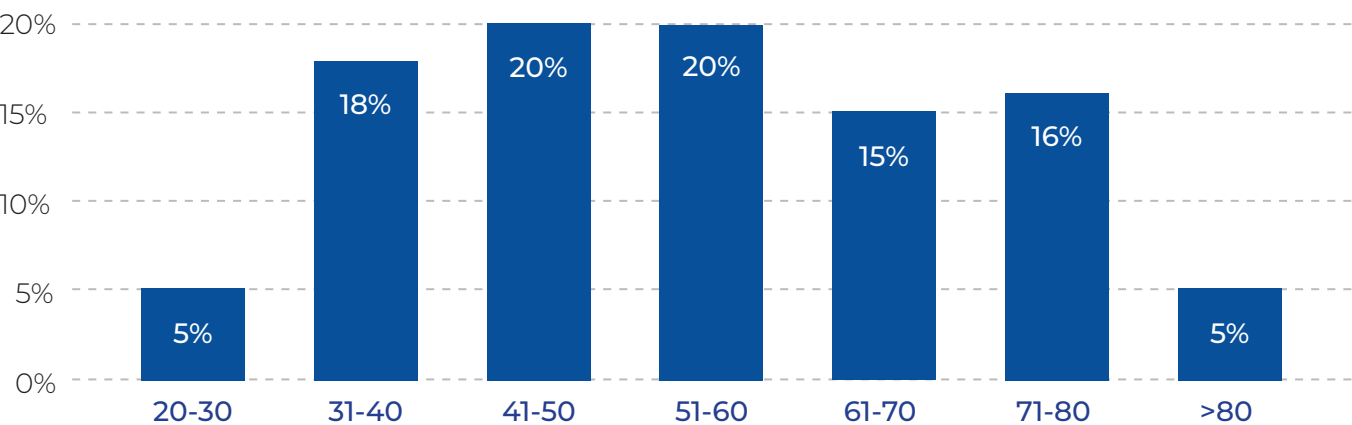
The 2025 PARB Pre-Institute is a statewide training event that brings PARB members together for a day of learning, discussion, and sharing. Among the trainings offered in FY25, the Pre-Institute also provided an opportunity to gather more detailed feedback on PARB members' experiences and perceived learning through an evaluation survey. Evaluation findings were positive, with at least 90% of respondents agreeing or strongly agreeing with satisfaction, quality, and usefulness items. Participants especially valued the judges' panel, peer discussion, and information related to Individual Service Plan (ISP) updates. The event also appeared to strengthen members' understanding of the Indian Child Welfare Act (ICWA) as it relates to PARB. Full evaluation findings are provided in Appendix D.



## PARB Member Demographics

In FY25, PARB members were predominantly female, with women making up 83% of the total membership. Members ranged in age from 21 to 91 years, with the 41-50 and 51-60 age groups most represented. The least represented were members ages 20–30, who accounted for 5% of the total age-reported membership (Figure 1).

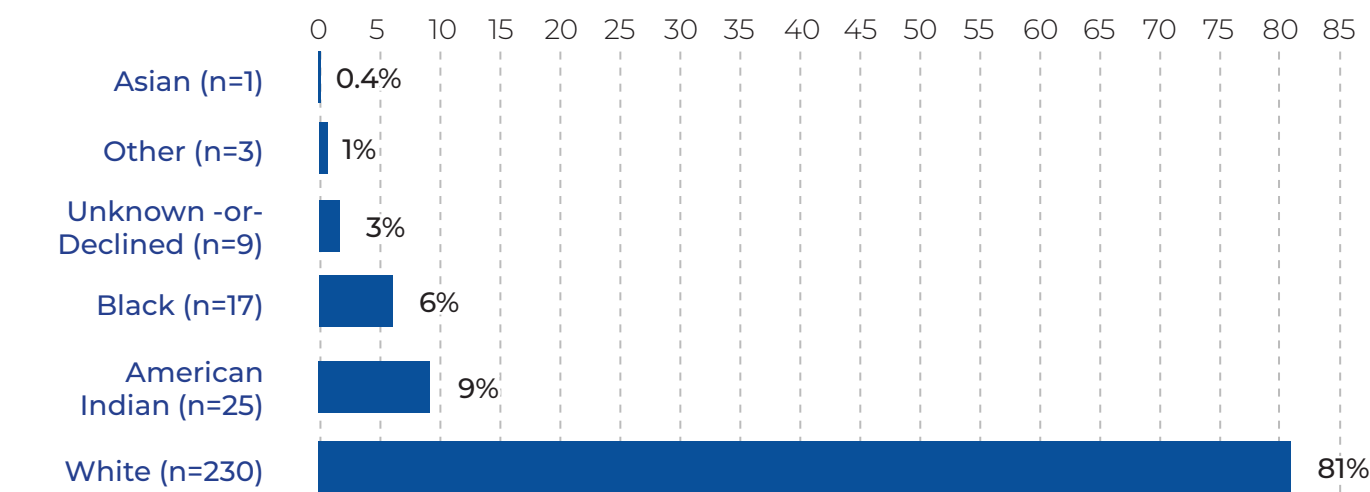
Figure 1. PARB Members' Age (n=284)



Note: Data are reported by age group. Age information was unavailable for six members. Percentages may not sum to 100% due to rounding.

Most members with reported race information were White (81%), followed by American Indian (9%) and Black (6%) (Figure 2). Other and Asian categories each represented 1% or less. Compared with FY24, the overall racial profile was similar, though the shares of members identifying as American Indian and Black were modestly higher.

Figure 2. PARB Members' Race (n = 285)



Note: Race information was unavailable for five members. Percentages may not sum to 100% due to rounding.



## PARB Case Reviews

In FY25, PARB conducted **2,550 reviews** of **1,453 cases** involving **2,470 children**. Oklahoma County had the most case reviews at 289, followed by Comanche County at 253 (See Appendix E for all reviews by board and county). Cases were most frequently reviewed once or twice, yet 20% of cases were reviewed multiple times (Table 2).

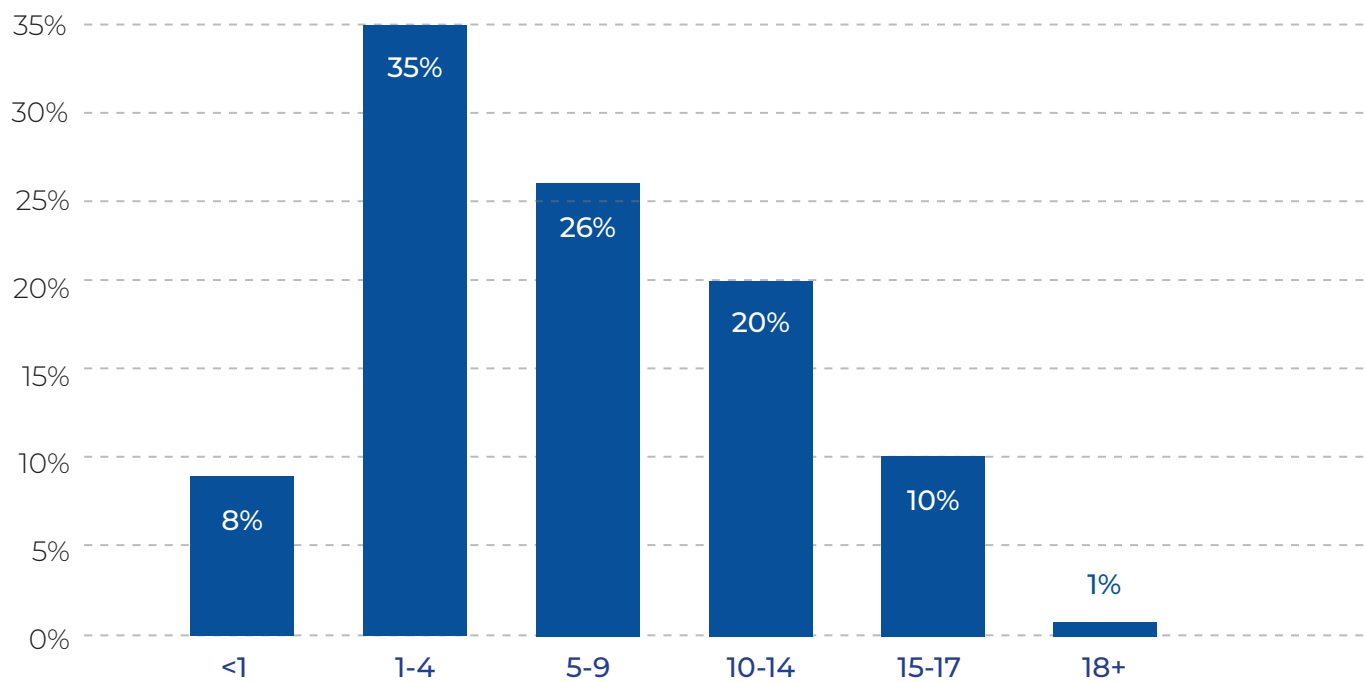
Table 2. Frequency of Reviews by Case

| Times Reviewed | Cases        | Percent of Total |
|----------------|--------------|------------------|
| One            | 736          | 50.7%            |
| Two            | 456          | 31.4%            |
| Three          | 172          | 11.8%            |
| Four           | 64           | 4.4%             |
| Five           | 21           | 1.4%             |
| Six            | 3            | 0.2%             |
| Seven          | 1            | 0.1%             |
| <b>Total</b>   | <b>1,453</b> | <b>100%</b>      |

# Child Demographics

Most children reviewed by PARB were in the younger age groups, particularly those aged 1-4 (35%) and 5-9 (26%), accounting for 61% of all cases. The percentage steadily declined with increased age, with only 10% of cases involving teenagers aged 15-17 (Figure 3).

Figure 3. Age of Children Under PARB Review (n= 2,470)



The distribution between male and female children was nearly equal, with males slightly outnumbering females (44% and 42%, respectively; Figure 4).

Figure 4. Child Sex Distribution (n = 2,470)



Note: Percentages may not sum to 100% due to rounding.

## Indian Child Welfare Act (ICWA)

The Indian Child Welfare Act (ICWA) is a federal law enacted in 1978 to protect the rights of Indian children, families, and tribes during child welfare proceedings. The law was developed in response to a long history of Indian children being unnecessarily removed from their homes and placed in non-Indian foster or adoptive placements. ICWA sets minimum federal standards for child custody cases involving Indian children, with the goal of preserving tribal connections and family integrity (Oklahoma Human Services [OKDHS], 2025).

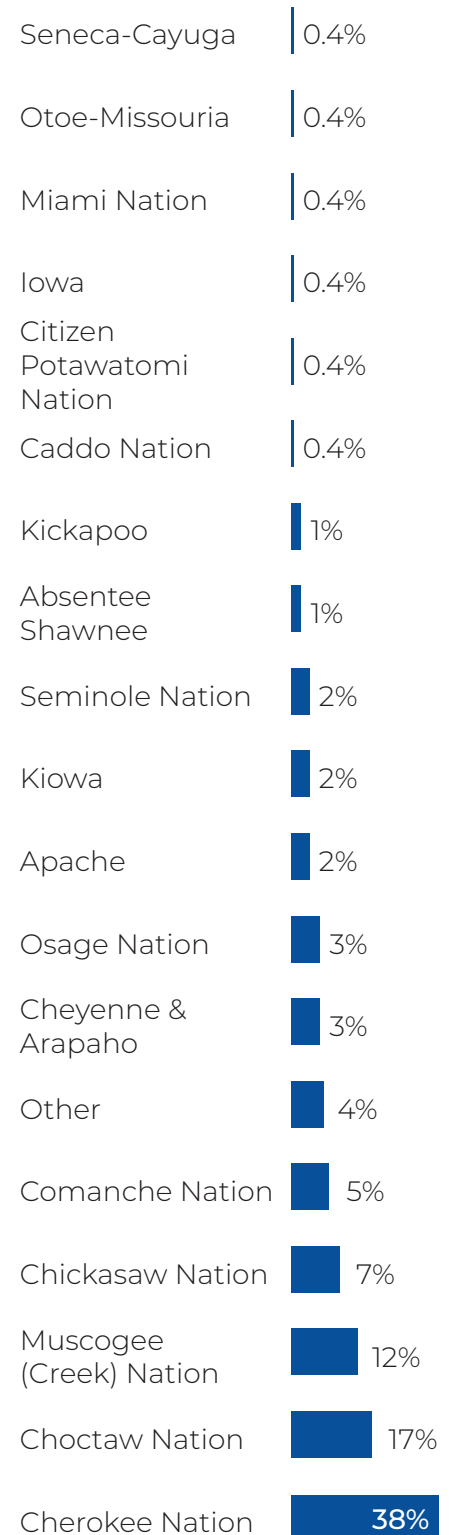
ICWA applies to involuntary state custody proceedings involving an Indian child – defined as an unmarried person under age 18 who is either a member of a federally recognized tribe or eligible for membership and the biological child of a tribal member. It does not apply to divorce, juvenile delinquency, or cases handled in tribal courts. In ICWA cases, parents have specific rights, including involvement in case planning, input into service decisions, and the ability to request a transfer to tribal court (OKDHS, 2025).

One key component of ICWA is the requirement of active efforts, meaning caseworkers must go beyond “reasonable efforts” to help families stay together or be reunified. Active efforts may involve directly helping families access services, not just providing referrals. Placement preferences under ICWA prioritize the child’s family and tribe, followed by other members of the child’s tribe or other tribes when family is not available. Tribes have the right to intervene in any ICWA case, regardless of whether they choose to do so; ICWA protections still apply throughout the process (OKDHS, 2025).

PARB applies the principles of ICWA during its case reviews by recognizing the unique legal protections afforded to Indian children and families. While PARB does not enforce ICWA directly, members document whether ICWA applies in each case and assess whether active efforts have been made to preserve family connections and support reunification. When gaps are identified – such as lack of culturally appropriate services, placement with non-relative caregivers, or insufficient coordination with tribes – PARB may include these observations in its recommendations to the court and child welfare professionals, helping to promote compliance with ICWA and protect the rights of Indian children and families.

For FY25, 29 percent of children (n=725) were identified as subject to ICWA, and 70 tribal workers were assigned to FY25 cases. Two hundred thirty cases documented tribal membership. Cherokee Nation, Choctaw Nation, and Muscogee (Creek) tribes accounted for 67% of all tribal memberships by case (Figure 5). It should be noted that if a child is identified as subject to ICWA, tribal representatives may be part of the review process, helping ensure compliance with ICWA guidelines and the consideration of tribal customs and traditions.

Figure 5. Tribal Affiliation by Case (n=230)



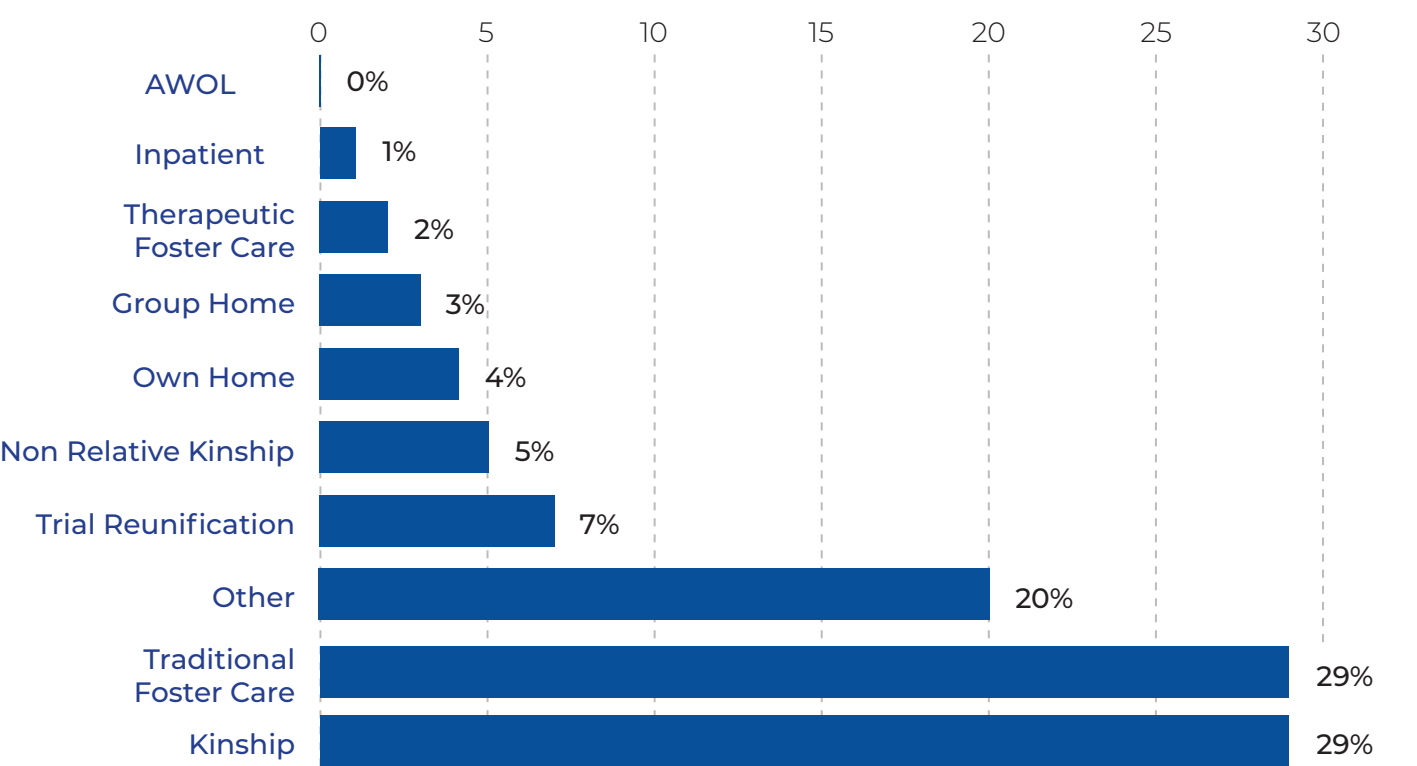
Note: Percentages may not sum to 100% due to rounding.

## Child Placement

Placement type provides important context for understanding whether children in out-of-home care are placed in settings that support stability, reduce trauma, and maintain family and cultural continuity. Research suggests that kinship care, which involves placement with relatives or close family connections, may help lessen the stress of separation, preserve sibling and community relationships, and support more positive emotional and behavioral outcomes than non-relative foster care placements (Annie E. Casey Foundation, 2020).

In FY25, kinship and traditional foster care accounted for 58% of all placements. Less common placement types included trial reunification (7%), in which children return to their own homes on a trial basis while their cases remain open. Non-relative kinship and the child's own home accounted for 5% and 4%, respectively. All other categorized placement types (group home, therapeutic foster care, inpatient, and AWOL) accounted for 3% or less. Notably, 20% of placements were labeled as “other” (Figure 6), suggesting a need for clearer data classification, perhaps via an open-text field for more precise placement reporting.

Figure 6. Placement Type per PARB Child (n = 2,470)



Note: Percentages may not sum to 100% due to rounding.

## PARB Review Findings and Member Recommendations

During each case review, PARB members document observations and recommendations designed to support child safety, strengthen family stability, and inform permanency planning. In addition to narrative comments, members select predefined recommendation categories from the database, enabling the examination of common themes across reviews. These categories are aligned with child welfare best practices and help identify areas where additional support, action, or system attention may be warranted. The following are the findings from these data regarding child safety, sibling placement, prior adjudications, and permanency recommendations.

### Child Safety

Promoting children's safety is a central function of PARB. Safety information was documented for 1,269 children during FY25 reviews. Based on the information available at the time of review, PARB members determined that 97% of those children were safe in their current placement (Figure 7).

Figure 7. Perceived Safety Level of Child in Current Placement (n = 1,269)

#### Safe in Current Placement

Nearly all children were reported to be safe in their current placement.



97%

### Sibling Placement

Placing siblings together is important because it preserves critical family bonds, reduces trauma and improves emotional well-being. According to child welfare research, siblings who remain together are more likely to experience stability and a sense of continuity in care (Children's Home Society of North Carolina, 2025).

Sibling placement data were available in 779 reviews involving children with siblings. In 58% of those reviews, siblings were placed together (Figure 8).

Figure 8. Sibling Placement (n = 779)



42% Not Placed Together



58% Placed Together

## Previous Adjudications

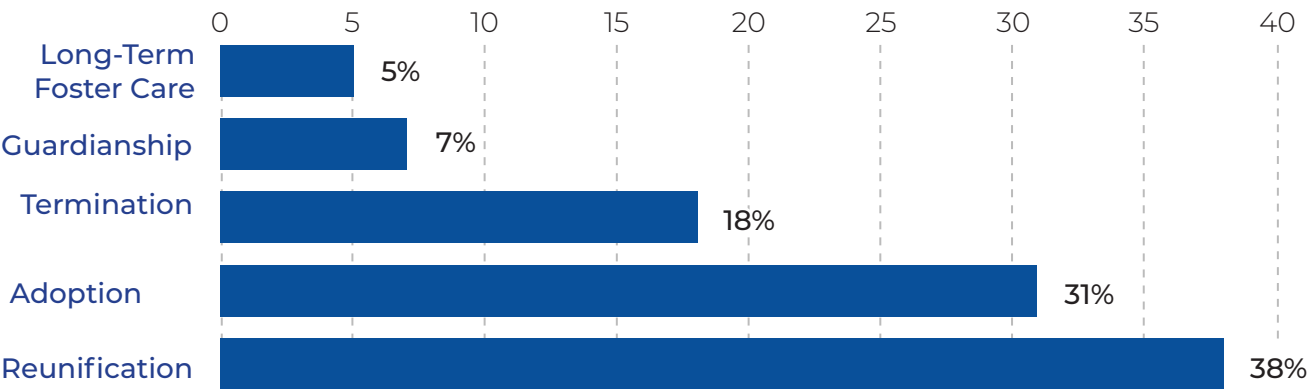
When the information is available, PARB members document whether children involved in reviews have previous adjudications. This information can help identify risk factors, inform early interventions, improve case planning, and evaluate whether services are addressing the root causes of repeated system involvement.

During this reporting period, previous adjudication data was available for 32% of reviews. Among those with data (n = 824), 18% involved children with prior adjudications, 50% involved children without prior adjudications, and in 32% of reviews, it was unclear whether prior adjudications had occurred.

## Recommendations Related to Permanency Planning

PARB supports progress toward permanency for children under review and uses available case information to identify the permanency direction that appears most appropriate for each case. In FY25, 46% of reviews documented a permanency-related recommendation. Within this subset, the most common recommendations were reunification (38%) and adoption (31%). Termination of parental rights was documented in 18% of reviews and reflects a legal step toward adoption rather than a permanency outcome itself. Guardianship (7%) and long-term foster care (5%) were also documented in a smaller share of reviews. Still, these are better understood as part of the broader permanency pathway rather than primary permanency recommendations (Figure 9).

Figure 9. Recommendations Related to Permanency Planning (n = 1,184)



## Jury Trial Timelines in Termination Proceedings

FY25 marked the first year PARB collected milestone data related to termination-of-parental-rights proceedings. Because several key milestone dates were not consistently documented, these findings should be interpreted as preliminary. In particular, the date of the jury trial request, which is necessary to evaluate whether proceedings were completed within the statutory six-month timeframe, was frequently unavailable.

Despite these limitations, the FY25 data provide an initial baseline for understanding termination proceedings. Among 37 children reviewed during FY25 with a documented assistant district attorney filing for termination of parental rights, a trial was requested for 14 children, including 12 jury trials and two bench trials. By the end of FY25, termination-of-parental-rights trials had been conducted for nine children.

Because jury trial request dates were not consistently recorded, PARB could not calculate the time between a trial request and the completion of the trial or assess compliance with the statutory timeline. Improving the completeness of milestone data will allow future reports to evaluate these timelines and better monitor the progress of termination proceedings.

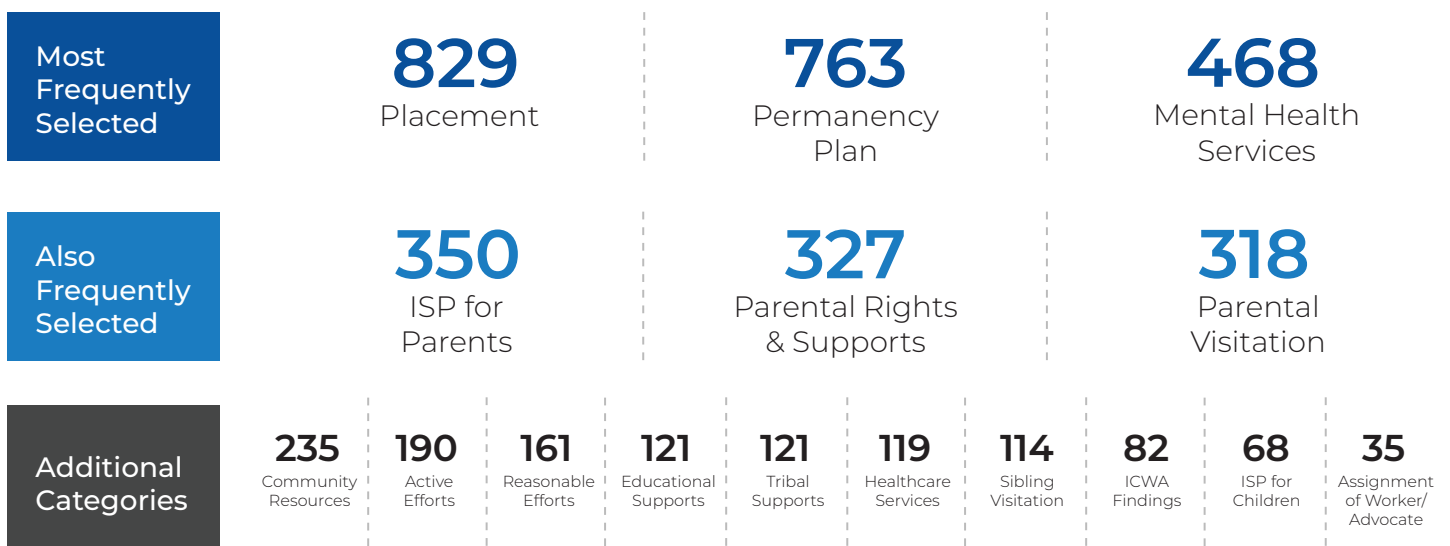
## PARB Recommendation Trends by Category

After documenting recommendations, PARB members also select relevant categories that align with the focus of their review. These checkable categories help organize recommendation trends across key domains such as placement, sibling visitation, parental rights and supports, and mental health services (see Appendix F for category definitions):

- Placement
- Parental Rights and Supports
- Visitation (Parental)
- Tribal Supports
- Educational Supports
- Healthcare Services
- Individual Service Plan (ISP) for Children
- ICWA Findings
- Reasonable Efforts
- Mental Health Services
- Visitation (Sibling)
- Community Resources
- Individual Service Plan (ISP) for Parents
- Assignment of Worker/Advocate
- Active Efforts
- Permanency Plan

In FY25, Placement (n = 829), Permanency Plan (n = 763), and Mental Health Services (n = 468) were the most frequently selected recommendation categories, reinforcing PARB's dedication to ensuring long-term stability and to addressing mental health needs as primary concerns in cases reviewed. Individual Service Plan (ISP) for Parents (n = 350), Parental Rights and Supports (n = 327), and Parental Visitation (n = 318) were also frequently checked recommendation categories, emphasizing the importance of structured plans and resources to support parental involvement and reunification efforts when possible (See Figure 10 for the frequency of all recommendation categories).

Figure 10. Frequency of Recommendation Categories per Review (n = 2,550)<sup>1</sup>



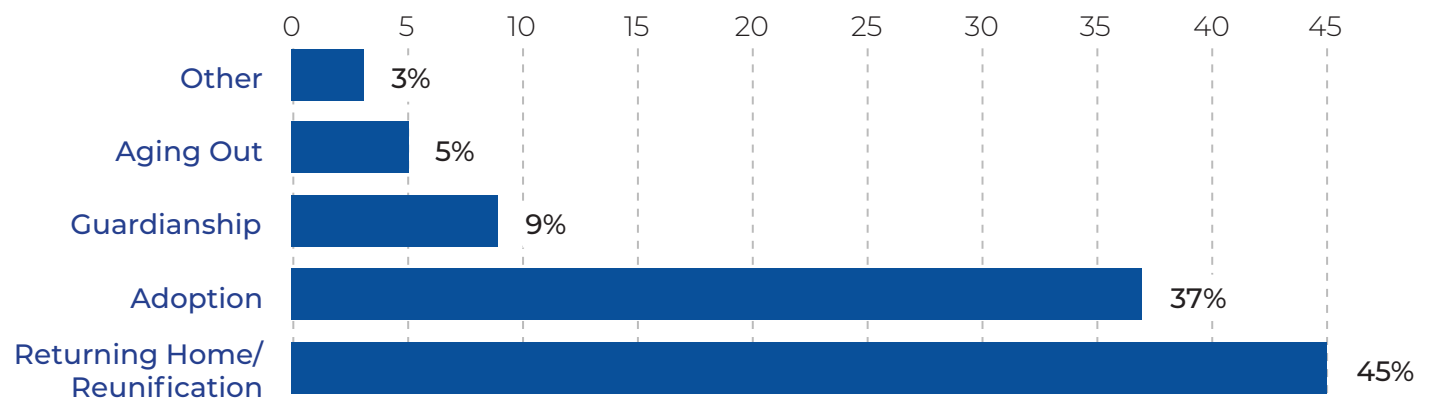
<sup>1</sup> PARB members may choose as many recommendation categories as applicable to a review.



## Closed Cases and Time Out of Home

Cases are considered closed when a child reaches permanency through reunification/returning home, adoption, guardianship placement or aging out, which occurs when a child reaches adulthood. Tracking the number and closing circumstances provides insight into whether the system is helping children achieve stable, long-term placements. In FY25, 385 children’s cases were closed. Forty-five percent of these children were reunified with their families, making reunification the most common reason for case closure, followed by adoption, which accounted for 37% of case closures (Figure 11).

Figure 11. Case Closure Reasons for Children with Cases Closed in FY25 (n = 385)



The length of time a child remains in out-of-home care can also be an important indicator of system performance and flag cases that may need attention. For children whose cases closed in FY25, the average time in out-of-home care was 30 months. Children with open cases at the end of the fiscal year had been in care for an average of 23 months.<sup>2</sup> While time in care can vary by case complexity and legal requirements, extended stays in out-of-home placements may increase a child’s exposure to instability, underscoring the need to monitor these trends and promote timely pathways to permanency.

<sup>2</sup> Only the closed cases with both removal data and closing data entered (345 cases) were used to calculate average length of time closed cases remained open; likewise, of those cases that remained open, only those cases with a 'date of removal' date entered into the database (1,522 cases) were used to calculate average length of time placed out of home.

## Annual PARB Member Survey

To identify systemic barriers within the juvenile court system, gather member feedback on FY25 experiences and identify opportunities for program improvement, the PARB program manager distributed an annual survey to PARB members at the end of calendar year 2025. Twenty-eight members responded. The survey primarily included open-ended questions, allowing members to share detailed feedback in their own words.

Topics included:

- Information sources used during case reviews
- Systemic barriers within the juvenile court system
- Relationship-building with court partners
- Efforts to strengthen understanding of PARB's purpose and value
- Volunteer recruitment and retention strategies
- Training needs and future topics
- Additional support needed from PARB staff and the State PARB Advisory Board

## Survey Findings

Survey responses provided insight into member perspectives on current challenges, board practices, and future support needs. Members identified several ongoing concerns within the juvenile court and child welfare systems, including workforce instability, communication challenges, service gaps, and delays that affect case progress and permanency.

At the same time, members described continued efforts to strengthen collaboration with judges, child welfare staff, Court Appointed Special Advocates (CASAs), and other partners through relationship-building, communication, and timely sharing of case information. Responses also indicated that boards actively recruit and retain volunteers through word-of-mouth outreach, partnerships with community organizations, outreach to civic and faith-based groups, and retention strategies such as fostering a strong team culture, maintaining regular communication, offering flexibility, and emphasizing the value of PARB service.

Despite these efforts, members identified several persistent challenges to recruitment and retention, including the time commitment required, report-writing expectations, the volunteer nature of the position, conflicts of interest, and limited public awareness of PARB. Members also consistently described training as valuable, particularly for improving their understanding of court processes, statutory requirements, case review practices, and recommendation writing.

## PARB Credentialing Process

The PARB credentialing process was developed to strengthen accountability, promote statewide consistency, and provide benchmarks for quality board practices. This process establishes a checks-and-balances system, ensuring that boards operate effectively and consistently across the state. By using site reviews, scoring criteria, and feedback, the process creates a structured way to recognize strong performance while also identifying boards that need additional support or improvement. The process was formally adopted by State PARB in January 2025 and implemented during FY25, so it remains a work in progress. Revisions made to the credentialing form in October 2025 further suggest that the process is still being refined as PARB leadership works to improve its fairness, clarity, and usefulness over time.

During FY25, 11 local boards participated in an initial credentialing site visit conducted between November 2024 and June 2025. These visits provided an early assessment of board practices under the newly adopted process and helped identify areas of strength and growth. Boards received a credential score based on the proportion of scored assessment items they met. Scores were converted to percentages, with 100% indicating that all items were met. A higher score indicates strong compliance with best practices, while a lower score highlights areas needing improvement. This scoring system helps identify strengths and weaknesses, guiding Boards in refining their processes and enhancing their effectiveness. For FY25, scores ranged from 50% to 93%, with an average score of approximately 81%. Most boards scored in the 70% to 90% range, suggesting that many were meeting several key expectations while still having opportunities for improvement. At the time of this report, no boards have yet completed the full credentialing process, and boards that have been reviewed are provided up to six months to address areas of concern before final determinations are made.

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### *Judges value PARB's role and view local boards as knowledgeable, attentive, and helpful to the court process.*

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Following credentialing visits, the PARB Program Manager also meets with judges when possible to gather feedback on local board performance and the usefulness of PARB recommendations. Feedback from these conversations suggests that judges value PARB's role and view local boards as knowledgeable, attentive, and helpful to the court process. Several judges noted that PARB reports and recommendations help clarify case circumstances, identify concerns that might otherwise be missed, and support judicial decision-making. Some also described gaining a greater appreciation for the reports over time as they became more familiar with how to use them. Overall, these conversations suggest that judges see PARB as an important part of the juvenile court process. As one judge noted, the board helps the court "understand what is going on better," while another described PARB as an "important part of the process."

## PARB Credentialing Focus Group

To help inform ongoing refinement of the credentialing process, E-TEAM facilitated three virtual focus groups with PARB volunteers in July 2025. The purpose of the focus groups was to gather members' perspectives on their experiences with credentialing, identify what was working well, and collect suggestions for improving both the process and its communication. This effort was also intended to ensure that volunteer voices were included in the development of a process that is still evolving.

Overall, focus group findings suggest that members felt generally positive about the credentialing process and viewed it as a useful tool for strengthening accountability, clarifying expectations, and supporting board growth. Participants described the process as straightforward, helpful, and encouraging once its purpose was explained. At the same time, they identified several opportunities for improvement, particularly around communication, scoring flexibility, and preparation. Members emphasized the importance of clearly framing credentialing as a developmental, growth-focused process rather than a punitive evaluation. They also recommended clearer definitions for some items, more flexibility for criteria that may not apply equally across all boards, better materials in advance of site visits, and timely feedback or debriefing after reviews. Overall, findings suggest that members see value in credentialing and believe it can strengthen board practice. Still, they also want the process to remain supportive, transparent, and responsive to differences in local board context.

## Strengthening the State PARB Recommendation Process

As required by statute, State PARB submits annual recommendations to OCCY. In FY25-FY26, PARB began shifting to a more structured recommendation development process that more closely aligns with OCCY's reporting expectations. This change was made to strengthen the quality and usefulness of recommendations by moving beyond broad issue statements and toward recommendations that more clearly define the problem, explain why it matters, incorporate supporting data and research, and identify the expected outcomes of a proposed statute, policy, or practice change.

Under this updated approach, recommendations are organized around a common format that includes a background and problem statement, national context and comparison, explanation of why the issue matters, a specific recommendation, and the expected impact of the proposed change. PARB leadership identified the need to begin with one issue that could be clearly defined and supported within this new framework, resulting in a more focused recommendation process for 2026. This year's recommendation, which supports Oklahoma Senate Bill 1806 (SB 1806) and the extension of foster care services to age 21, reflects that shift toward a more research-informed and clearly articulated model. The following is the PARB document submitted to OCCY in 2026.

## FY25 Report Conclusion

FY25 findings suggest that PARB continues to play an important oversight and accountability role within Oklahoma's child welfare system. Across 43 local boards, 290 volunteers contributed 2,817 hours of service and completed 625 hours of training. Together, PARB members conducted 2,550 reviews of 1,453 cases involving 2,470 children. These reviews generated recommendations that most often focused on placement, permanency planning, and mental health services, indicating that PARB's work remains closely tied to core issues affecting child safety, stability, and long-term outcomes.

Findings related to permanency further reflect the relevance of this work. Among children whose cases closed in FY25, reunification was the most common reason for closure, followed by adoption. These outcomes suggest that many children are ultimately returning to their families or achieving permanency through adoptive placements, both of which align with the purpose of PARB. At the same time, the recommendation data, survey findings, and time-in-care patterns point to continued challenges related to service access, communication, delays in case progress, and the complexity of achieving timely permanency. Taken together, these findings suggest that PARB continues to serve as an important mechanism for identifying needs, documenting concerns, and raising awareness of issues that may affect case progress and child outcomes.

FY25 findings also show that PARB is continuing to strengthen its organizational practice. Training feedback was consistently positive; members described training as useful for their work, and the newly implemented credentialing process provided an initial framework for promoting accountability and consistency across boards. Although credentialing remains under development, both site review findings and focus group feedback suggest that it has the potential to support quality improvement over time. Overall, FY25 findings suggest that PARB continues to make a meaningful contribution through case review, recommendations, and collaboration with system partners focused on child safety, service access, and timely permanency.

# PARB Recommendation to OCCY, 2026

Adopted During the State PARB Meeting on February 27, 2026

## Recommendation

Support SB 1806. SB 1806 directs the Oklahoma Department of Human Services to implement an extension of foster care services to support certain youth who are transitioning into adulthood and sets eligibility criteria for participation.

### I

## Background and Problem Statement

Young people who are legally adults at 18 often still need housing, case management, educational support, and practical guidance to move safely into adulthood. An average of 192 young people per year turned 18 while in foster care in Oklahoma. Oklahoma does not extend foster care placement beyond age 18, though some “successful adulthood services” are available until age 21. SB 1806 would direct DHS to implement an extended foster care option for eligible young adults up to age 21, aligning Oklahoma more closely with the federal Title IV-E framework and with states that already offer this support.

### II

## National Context and Comparison

Nationally, Oklahoma is behind many peer states in this area. Child Welfare Information Gateway reports that numerous states allow foster care to continue through age 21. The broader national trend is toward offering more transition-age support, not less. A 2024 national child welfare policy statement noted that 28 states, the District of Columbia, and nine Tribes had extended Title IV-E foster care beyond age 18.

Youth emancipated from foster care are typically those who are in care longer and enter care at a later age (Jones, 2019). Longer stays in foster care may lead to more disruptions in their lives, including family, living situations, school, and support systems (Pecora & Washington, 2007).

In Federal Fiscal Year 2024, 15,379 youth, or approximately 9% of those exiting foster care, were emancipated (ACF, 2025). Oklahoma fell slightly under this average at 186, or 5% (ACF, 2025). The percentage of youth aging out of foster care was higher in surrounding states; 16% (428) of youth in Kansas, 9% (821) of youth in Texas, 8% (182) of youth in Arkansas, and 8% of youth in Missouri were emancipated in FFY 2024 (ACF, 2025).

While there has been support for emancipated youth for decades, in 2008 President Bush signed the Fostering Connections to Success Act (FCSA), which allowed states to extend foster care to age 21. Now, all states provide independent living services (ILS) to support emancipating youth, and most allow youth to remain in (or return to) foster care after age 18 to help with education, employment, housing, health care, and social support (Jones et al., 2019).

Currently, Oklahoma is the only state in the region without some form of extended foster care. Texas and Arkansas both have extended foster care up to age 21 for those who meet the qualifications and also allow re-entry into care (Juvenile Law Center, n.d.). The qualifications to remain in extended foster care in Texas and Arkansas are the same as those proposed in SB 1806 (JLC, n.d.). Kansas and Missouri both provide State-Initiated Extended Care up to age 21 (JLC, n.d.). Kansas' criteria for extended care does not allow for re-entry and reads: "The court may also retain jurisdiction if there is no court-approved transition plan, in which event jurisdiction may continue until a transition plan is approved by the court or until the child reaches the age of 21" (JLC, n.d.). In Missouri "the children's division or the youth may petition the court to return custody of such youth to the division until the youth is twenty-one years of age" and does allow for re-entry into extended foster care (JLC, n.d.).



### Why This is a Problem

Aging out of care at 18 without the option to remain connected to services creates serious risk for youth who are not ready to live independently. National research continues to show that youth leaving foster care face much higher rates of homelessness, instability, and interrupted education than their peers. Annie E. Casey reports that 22% to 30% of former foster youth who age out become homeless during the transition to adulthood, and one in four surveyed at age 21 reported homelessness at some point in the prior two years. The core reality is many young adults exiting care are not asking for dependency; they are asking for a bridge.

Youth who age out of foster care often enter adulthood without the financial, emotional, and practical supports that many of their peers rely on during the transition to independence. Research consistently shows poorer outcomes for youth aging out of foster care, including:

- Less likely to graduate high school than peers never in foster care (Clemens et al., 2017)
- Those who go to college are less likely to graduate than peers never in foster care (Avant et al., 2021)
- More likely to be unemployed (Courtney et al., 2007)
- Often find lower-wage, unskilled work (Hook & Courtney, 2011)
- 28% received TANF or general relief after exiting care (Byrne et al., 2014)
- Between 31% and 46% of foster care alumni were homeless at least once by age 26 (compared to approximately 4% of the general population; Dworsky et al., 2013)
- 28% experienced homelessness in the 12 months following their exit (Shah et al., 2017)
- More likely to be a parent, approximately 32% (Courtney et al., 2018)
- More likely to have ever been arrested and spent time in jail or prison (Courtney et al., 2018)

Taken together, these findings demonstrate that youth exiting foster care face substantial barriers during a critical transition to adulthood.

## IV

**Recommendation: Statute, Policy, or Practice Change**

The recommendation is to support SB1806 and implement extended foster care in Oklahoma through statute, with corresponding DHS policy and practice changes. Senate Bill 1806 allows eligible individuals currently receiving services through the Oklahoma Department of Human Services (OKDHS) to remain in care until age 21 voluntarily. The bill also permits certain young adults who previously aged out of foster care to opt back into services if they are under 21. The bill would apply to youths aged 18 to 21 who remain in DHS custody, as well as certain young adults who achieved permanency through guardianship or adoption after age 16 but no longer have caregiver support.

To qualify, youth must be:

- Completing secondary education,
- Enrolled in college or a career technology program,
- Participating in employment-readiness or workforce programs,
- Working at least 80 hours per month, or
- Unable to participate due to a documented medical condition.

Participation in extended foster care services would be voluntary.

## V

**Expected Outcomes**

Supporting SB1806 should lead to better outcomes for young people and a more responsible transition system for Oklahoma.

Extended foster care is consistently linked in research to improved outcomes in education, employment, and housing. Those outcomes are achieved by reducing sudden exits from care, thereby allowing young adults crucial time to establish stable housing, finish schooling, and develop adult support networks.

It would also strengthen permanency by giving older youth and families confidence that turning 18 does not mean all support disappears.

If SB 1806 is supported and passed, research suggests that almost half of youth eligible for extended foster care would remain in care until 21, on average staying in care up to 16 months longer than youth who did not previously have the option of extended foster care (Park et al., 2020). With higher rates of youth remaining in foster care, research suggests improved outcomes for those youth. Research has found that extending foster care is associated with a 23% reduction in the total rate of youth homelessness four years later, and that the effect persists years after states adopt the policy change (Spindle-Jackson et al., 2024). Benefits extend to education as well. One study found that extended foster care increases high school graduation and college entry (Okpych and Courtney, 2019), while another found that each additional year in extended foster care increased the chance of a youth continuing their education by 46% (Courtney and Hook, 2017). There is also some evidence that extending foster care may increase employment rates for youth exiting care (Farina, 2019).

## VI

## Conclusion

SB1806 is a practical and overdue step for Oklahoma. Young people in foster care do not suddenly become fully prepared for adulthood on their 18th birthday. It closes a known gap in Oklahoma's child welfare system, aligns the state with national best practice, and gives vulnerable young adults a safer and more successful path into adulthood.



## Strategies to Optimize PARBs: Recommendations from E-TEAM

Findings across FY25 data sources point to several opportunities to further strengthen PARB processes and effectiveness. Drawing on training feedback, annual survey responses, credentialing results, focus group input, and database findings, E-TEAM identified several strategies to optimize board functioning, strengthen member support, improve consistency across boards, and enhance the usefulness of PARB data for ongoing program improvement.

### **Continue *and* expand targeted training and technical assistance.**

Training should remain a central strategy for supporting PARB members. Feedback collected in FY25 suggests that members view training as highly valuable, particularly when it strengthens their understanding of court processes, statutes, case review practices, recommendation writing, and available resources for children and families. In addition to the highly positive feedback received from the 2025 Pre-Institute, post-training survey results from FY25 learning events showed that all respondents believed the trainings would improve their work as PARB volunteers, and nearly all reported gaining a new resource or perspective. Continued training efforts should build on this momentum by offering both foundational training for new members and more targeted learning opportunities focused on recurring issues in PARB reviews, such as permanency planning, mental health services, ICWA, active efforts, ISPs, and communication with system partners.

### **Strengthen recruitment, onboarding, and retention supports for volunteers.**

Annual survey findings suggest that local boards are making intentional efforts to recruit and retain volunteers, but continue to face barriers related to time commitment, report-writing expectations, conflicts of interest, the unpaid nature of the role, and limited public awareness of PARB. Additional supports may help reduce these barriers and strengthen board stability over time. Potential strategies include clearer onboarding materials, mentorship or peer support for new members, practical guidance on preparing for reviews and writing recommendations, and recruitment tools that local boards can use in community outreach. Strengthening early orientation efforts may help members feel more confident in their roles, improve retention, and reduce the burden of joining and serving on a board.

### **Refine credentialing as a continuous quality improvement process.**

FY25 marked the initial implementation of the PARB credentialing process, and both site review findings and focus group feedback suggest that the process has value but would benefit from continued refinement. Members generally viewed credentialing as a useful way to clarify expectations, promote accountability, and support board growth. At the same time, they emphasized the importance of framing the process as supportive and developmental rather than punitive. Continued refinement should focus on clarifying criteria, improving consistency in scoring, increasing flexibility for items that may not apply equally across all boards, and providing clear materials before and after site visits. Used in this way, credentialing can serve not only as a benchmark for quality practice but also as a practical tool for coaching, reflection, and continuous improvement across boards.

### **Improve data quality and use findings to guide system improvement.**

The PARB database provides important insight into child, case, and recommendation trends, but some FY25 findings also suggest opportunities to strengthen data completeness and consistency. Continued attention to field definitions, data entry expectations, and database enhancements may improve the reliability and interpretability of PARB data over time. At the same time, PARB should continue using available findings to identify priority areas for training, technical assistance, and system-level discussion. For example, frequent recommendation categories such as placement, permanency planning, mental health services, parental supports, and ISPs may help guide future learning priorities and statewide conversations. Strengthening both the quality of the data and the ways it is used can help PARB better document its work, identify emerging needs, and support informed decision-making.

### **Increase awareness of State PARB and opportunities to observe its work.**

Helping local PARB members better understand the purpose and responsibilities of the State Postadjudication Review Advisory Board, which is separate from the local PARBs, may strengthen their understanding of the broader PARB structure and how statewide priorities and recommendations are developed. Greater visibility of State PARB meetings, including when they occur and that they are open to attendance, may encourage engagement, promote transparency, and strengthen connections between local boards and state-level PARB leadership.

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## Appendix A

### State Statute 10 O.S. § 1116.6

The State Postadjudication Review Advisory Board is established to oversee the state post -adjudication review program in coordination with the Oklahoma Commission on Children and Youth (OCCY). The board must meet at least twice a year.

#### Board Composition

The board consists of 23 members appointed by the Governor, including:

- 8 members from local review boards
- 5 district court judges
- 5 members at large (may include foster parents)
- 3 foster parents representing different foster care stakeholders
- 2 agency representatives

Additionally, the heads of DHS and OJA divisions responsible for foster care (or their designees) serve as ex officio members.

#### Duties of the Advisory Board

The Board is responsible for:

1. Overseeing the PARB Program in partnership with OCCY
2. Training review Board members
3. Serving as a clearinghouse for foster care review reports and information
4. Making policy recommendations to courts, agencies, and government officials regarding child welfare, foster care, and permanency planning
5. Promoting public awareness about the need for foster and adoptive homes
6. Identifying and solving issues within the foster care system
7. Encouraging foster parent involvement in child welfare planning
8. Developing foster care training recommendations

The board may also create local multidisciplinary committees to advocate for foster parents and resolve complaints.

#### Training & Reporting

- Training Development: OCCY, with the Board's help, develops and administers training and rules for the postadjudication review system.
- Annual Report: By May 1 each year, the board submits a report to OCCY detailing:
  - Review board locations
  - Members
  - Number of cases reviewed
  - Categories of recommendations made

OCCY incorporates these findings into its annual report as required by law.

# Appendix B

PARB Form 2

POST ADJUDICATION REVIEW BOARD  
VOLUNTEER APPLICATION



Name \_\_\_\_\_ Applying for what board? (County Name) \_\_\_\_\_

How did you become aware of PARB? \_\_\_\_\_

ADDRESS \_\_\_\_\_ (CITY) \_\_\_\_\_ (ZIP) \_\_\_\_\_ (COUNTY) \_\_\_\_\_

HOME PHONE \_\_\_\_\_ E-MAIL \_\_\_\_\_

|                |               |            |           |
|----------------|---------------|------------|-----------|
| EMPLOYER _____ | ADDRESS _____ | CITY _____ | ZIP _____ |
|----------------|---------------|------------|-----------|

WORK PHONE \_\_\_\_\_ May we call you at work? \_\_\_\_\_ How long have you worked for this employer? \_\_\_\_\_

Position: \_\_\_\_\_ Work hours: \_\_\_\_\_

PROFESSIONAL/CIVIC ORGANIZATIONS YOU BELONG TO: \_\_\_\_\_

EDUCATION AND LIFE EXPERIENCE THAT WOULD AID YOU IN REVIEWING CASES: \_\_\_\_\_

REFERENCES: \_\_\_\_\_

|            |                    |               |            |           |             |
|------------|--------------------|---------------|------------|-----------|-------------|
| NAME _____ | RELATIONSHIP _____ | ADDRESS _____ | CITY _____ | ZIP _____ | PHONE _____ |
| NAME _____ | RELATIONSHIP _____ | ADDRESS _____ | CITY _____ | ZIP _____ | PHONE _____ |

Revised October 2025

POST ADJUDICATION REVIEW BOARD  
COMMITMENT TO PARTICIPATE



I agree to serve as a member of the Post Adjudication Review Board (PARB). In doing so, I make the following assertions:

- I will serve a five-year term;
- I will participate in at least one training session per year as designated by the Commission on Children and Youth
- I understand that information contained in case records as well as that which is conveyed during the review is confidential; and
- My participation will be guided by my understanding of the best interest of the child, in accordance with Oklahoma law.

I agree not to disclose any of the information I receive in connection with my participation in a Case Review to any person not a member of the Review Board. I further acknowledge that a violation of this part of the agreement may result in a civil or criminal action against me for unlawful disclosure of confidential information.

Finally, I understand that my board membership may be terminated if there is reason to believe that:

- My participation during a review is inappropriate or insensitive to clients or service providers; or
- I have breached the confidentiality regulations, as specified above.

I have read the above and agree to abide by all provisions.

\_\_\_\_\_  
Review Board Member                      Date

This agreement will expire three years from the date of appointment.

PLEASE RETURN ONE SIGNED COPY  
TO: Keith Pirtle, PARB Program Manager  
Oklahoma Commission on Children and Youth  
2915 North Classen Blvd, Suite 300  
Oklahoma City, OK 73106

Office: (405) 606-4922  
Cell: (405) 885-5806  
Fax: (405) 528-0455

Revised October 2025

THE REVIEW BOARD MAY MEET DURING THE DAY AT THE COURTHOUSE. ARE YOU WILLING AND ABLE TO ATTEND REVIEW BOARD MEETINGS AND CARRY OUT ASSIGNED DUTIES AS A BOARD MEMBER? \_\_\_\_\_

ARE YOU WILLING TO ATTEND TWO HOURS OF TRAINING ANNUALLY? \_\_\_\_\_

DO YOU UNDERSTAND THAT ALL INFORMATION CONCERNING CASE REVIEWS AND CHILDREN INVOLVED WITH THE COURT IS CONFIDENTIAL? \_\_\_\_\_

ARE YOU WILLING AND ABLE TO ABIDE BY THE LAWS REGARDING CONFIDENTIALITY? \_\_\_\_\_

HAVE YOU OR ANY MEMBER OF YOUR HOUSEHOLD BEEN INVOLVED IN A SUBSTANTIATED CHILD WELFARE CASE? YES \_\_\_\_\_ NO \_\_\_\_\_

HAVE YOU EVER BEEN CHARGED AND/OR PLEAD GUILTY/NO CONTEST/CONVICTED OF A CRIME? \_\_\_\_\_ IF YES, PLEASE EXPLAIN: \_\_\_\_\_

\_\_\_\_\_

ARE YOU WILLING TO CONSENT TO A BACKGROUND CHECK? \_\_\_\_\_

WHY ARE YOU INTERESTED IN SERVING ON THE REVIEW BOARD? \_\_\_\_\_

\_\_\_\_\_

|                             |                         |
|-----------------------------|-------------------------|
| APPLICANT'S SIGNATURE _____ | JUDGE'S SIGNATURE _____ |
| DATE _____                  | DATE _____              |

PLEASE RETURN ONE SIGNED COPY TO:  
Keith Pirtle, PARB Program Manager  
Oklahoma Commission on Children and Youth  
2915 North Classen Blvd, Suite 300 Oklahoma City, OK 73106  
Fax: (405) 528-0455

All applications are subject to the approval of the Commission on Children and Youth

Revised October 2025

POST ADJUDICATION REVIEW BOARD  
CONSENT FOR RELEASE OF  
BACKGROUND CHECK INFORMATION



I hereby authorize the Oklahoma State Bureau of Investigation and its duly authorized agents and employees to receive and/or furnish to the **Oklahoma Commission on Children and Youth** for the purpose of becoming or renewing membership on the **Post Adjudication Review Board** information obtained from a criminal background check.

I understand that my records cannot be disclosed without my written consent and that information obtained under this release may not be re-disclosed.

This consent expires six (6) months from date of signature.

Signed this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

Name: \_\_\_\_\_  
Last First Middle

Date of birth: \_\_\_\_\_ Sex: \_\_\_\_\_ Race: \_\_\_\_\_  
Month Day Year

Social Security Number: \_\_\_\_\_

Address: \_\_\_\_\_  
City, State, Zip code

\_\_\_\_\_  
Signature

PLEASE RETURN ONE SIGNED COPY  
TO: Keith Pirtle, PARB Program Manager  
Oklahoma Commission on Children and Youth  
2915 North Classen Blvd, Suite 300  
Oklahoma City, OK 73106

Office: (405) 606-4922  
Cell: (405) 885-5806  
Fax: (405) 528-0455

Revised October 2025

## Appendix C

| First Name | Last Name | Assigned Board(s)       |
|------------|-----------|-------------------------|
| Katie      | Jones     | Atoka                   |
| Laurie     | Melton    | Atoka                   |
| Jordan     | Scott     | Atoka                   |
| Chase      | Brooks    | Atoka                   |
| Darrell    | Melton    | Atoka                   |
| Ann        | Merritt   | Beckham and Roger Mills |
| Dianna     | Butler    | Beckham and Roger Mills |
| Becky      | Dugger    | Beckham and Roger Mills |
| Brenda     | Hawkins   | Beckham and Roger Mills |
| Glenna     | Kirk      | Beckham and Roger Mills |
| Margaret   | Roesch    | Beckham and Roger Mills |
| William    | Roesch    | Beckham and Roger Mills |
| Gwendolyn  | Winford   | Birth to 13 (Tulsa)     |
| Tianna     | Ellis     | Birth to 13 (Tulsa)     |
| Kay        | Leslie    | Birth to 13 (Tulsa)     |
| Susan      | Mensching | Birth to 13 (Tulsa)     |
| DeeAnn     | Paisley   | Birth to 13 (Tulsa)     |
| Kaysie     | Steele    | Birth to 13 (Tulsa)     |
| Paul       | Clark     | Birth to 13 (Tulsa)     |
| Jennifer   | McCain    | Board 13 (OKC)          |
| Christy    | Horn      | Board 13 (OKC)          |
| Brittany   | Brower    | Board 13 (OKC)          |
| Sherri     | Johnson   | Board 13 (OKC)          |
| Kaila      | Nickel    | Board 13 (OKC)          |
| Cady       | Strech    | Board 13 (OKC)          |
| Myel       | Sutton    | Board 13 (OKC)          |
| Tony       | Sellars   | Board 13 (OKC)          |
| Madison    | Welchel   | Board 2 (OKC)           |
| Ghezal     | Pitt      | Board 2 (OKC)           |
| Tricia     | Gardner   | Board 2 (OKC)           |
| Marcia     | Johnson   | Board 2 (OKC)           |
| Dawn       | Leemon    | Board 2 (OKC)           |

| First Name | Last Name   | Assigned Board(s) |
|------------|-------------|-------------------|
| Judy       | Icke        | Board 2 (OKC)     |
| Krystal    | Murer       | Board 7 (OKC)     |
| Nicole     | Chasteen    | Board 7 (OKC)     |
| Jennifer   | Maly        | Board 7 (OKC)     |
| Rebecca    | Mints       | Board 7 (OKC)     |
| Kristen    | Rader       | Board 7 (OKC)     |
| Jacki      | Jones       | Bryan             |
| Laura      | Caston      | Bryan             |
| Skylar     | Logan-Jones | Bryan             |
| Cheryl     | Jackson     | Bryan             |
| Leslie     | Jacox       | Bryan             |
| Kami       | Mitchell    | Bryan             |
| John       | Hoffpauir   | Bryan             |
| Chris      | Marcy       | Bryan             |
| Paige      | Lane        | Canadian          |
| Jeri       | Poplin      | Canadian          |
| Connor     | Reece       | Canadian          |
| Terrie     | Lane        | Choctaw           |
| Lisa       | Tomas       | Cleveland         |
| Millie     | Carpenter   | Cleveland         |
| Ellen      | Cole        | Cleveland         |
| Ann        | Fulks       | Cleveland         |
| Meranda    | Garrett     | Cleveland         |
| April      | Pinion      | Cleveland         |
| Jennifer   | Waggoner    | Cleveland         |
| Jason      | Smith       | Cleveland         |
| Aushlie    | Coles       | Comanche          |
| Jessica    | Grant       | Comanche          |
| Cindy      | Nocton      | Comanche          |
| Carol      | Dally       | Comanche          |
| Ruth       | Irving      | Craig             |
| Tamara     | Reheard     | Craig             |
| Holly      | Lankford    | Craig             |
| Irene      | Conine      | Craig             |
| Mary       | Gail Ruark  | Craig             |
| Deann      | Johnson     | Craig             |
| Ashley     | Morrison    | Craig             |

| First Name | Last Name  | Assigned Board(s) |
|------------|------------|-------------------|
| Cynthia    | Spurgeon   | Craig             |
| Kathy      | Sooter     | Craig             |
| Kenneth    | Bailey     | Craig             |
| Rusty      | Rankin     | Craig             |
| Melvin     | Taylor     | Creek             |
| Karen      | Sontag     | Creek             |
| Lee        | Inbody     | Creek             |
| Bridget    | Madden     | Creek             |
| Laureen    | McKenzie   | Creek             |
| Becky      | Pugmire    | Creek             |
| Cynthia    | Soares     | Creek             |
| Rhoda      | Thompson   | Creek             |
| Joe        | Hill       | Creek             |
| Amanda     | Hines      | Custer            |
| Canda      | Mueller    | Custer            |
| Melanie    | Benson     | Custer            |
| Shandi     | Coleman    | Custer            |
| Carolyn    | Heerwald   | Custer            |
| Rachel     | Hensley    | Custer            |
| Celeste    | Justice    | Custer            |
| Dawn       | Keller     | Custer            |
| Michelle   | Sorter     | Custer            |
| Sheryl     | Vandever   | Custer            |
| Torrey     | Curtis     | Custer            |
| Lynda      | Whitney    | Delaware          |
| Linda      | Foster     | Delaware          |
| Tanya      | Blessing   | Delaware          |
| Sara       | Foster     | Delaware          |
| Michelle   | Hooper     | Delaware          |
| Leigh-Anna | Miller     | Delaware          |
| Marijo     | Napier     | Delaware          |
| Alicia     | Ward       | Delaware          |
| Haley      | Hegwood    | DV Board (OKC)    |
| Geina      | Tharp      | DV Board (OKC)    |
| Lauren     | Black      | DV Board (OKC)    |
| Karen      | Cunningham | DV Board (OKC)    |
| Annie      | Gullo      | DV Board (OKC)    |
| Kristine   | Johnson    | DV Board (OKC)    |

| First Name | Last Name  | Assigned Board(s)   |
|------------|------------|---------------------|
| Kyndal     | Kleman     | DV Board (OKC)      |
| Sarah      | Samples    | DV Board (OKC)      |
| Melissa    | Van Duyne  | DV Board (OKC)      |
| Gail       | Stricklin  | DV Board (OKC)      |
| Loretta    | Ore        | Garfield and Grant  |
| Patricia   | Stevenson  | Garfield and Grant  |
| Cindy      | Humphrey   | Garfield and Grant  |
| Leslie     | Klamm      | Garfield and Grant  |
| Sheila     | McHenry    | Garfield and Grant  |
| Carole     | Wade       | Garfield and Grant  |
| Don        | Henderson  | Garfield and Grant  |
| Taylor     | Wingo      | Haskell County      |
| Traci      | Highfill   | Haskell County      |
| Lana       | Mayhall    | Haskell County      |
| LaNeil     | Price      | Haskell County      |
| Kim        | Rose       | Haskell County      |
| Lucinda    | Myers      | ICWA (OKC)          |
| Jonette    | Dunlap     | ICWA (OKC)          |
| Andrea     | Hill       | ICWA (OKC)          |
| Teresa     | Hyer       | ICWA (OKC)          |
| Myra       | Swager     | ICWA (OKC)          |
| Carly      | Dunn       | ICWA (OKC)          |
| Scott      | Drabenstot | ICWA (OKC)          |
| Cloee      | Graham     | ICWA Tulsa          |
| Jessica    | Hargrove   | ICWA Tulsa          |
| Barbara    | Sears      | ICWA Tulsa          |
| Amy        | Lovelle    | ICWA Tulsa          |
| Christina  | Tolomeo    | ICWA Tulsa          |
| Jason      | Melton     | ICWA Tulsa          |
| Deanna     | Chancellor | Latimer and Leflore |
| Jennifer   | Figari     | Latimer and Leflore |
| Laurie     | Bandy      | Latimer and Leflore |
| Bethany    | Black      | Latimer and Leflore |
| Kathy      | Fesperman  | Latimer and Leflore |
| Linda      | Lee        | Latimer and Leflore |
| Jeannie    | Thompson   | Latimer and Leflore |
| Cary       | Whitman    | Latimer and Leflore |
| First Name | Last Name  | Assigned Board(s)   |

|                   |                  |                          |
|-------------------|------------------|--------------------------|
| Greg              | Russell          | Latimer and Leflore      |
| Tamatha           | Mosier           | Lincoln                  |
| Jill              | Bashorun         | Lincoln                  |
| Kim               | Hyden            | Lincoln                  |
| Elizabeth         | Moore            | Lincoln                  |
| Brandi            | Perkins          | Lincoln                  |
| Trinity           | Tinsley          | Lincoln                  |
| Jenna             | Escobedo         | Love                     |
| Melinda           | Perkins          | Love                     |
| Stacy             | Sconce           | Love                     |
| Christine         | Perry            | Love                     |
| Ron               | Beach            | Love                     |
| Deborah           | Miller           | Love                     |
| Sharla            | Worley           | Major                    |
| Cynde Joy         | Hauser           | Major                    |
| Sheri             | Martens          | Major                    |
| Vicki             | Woods            | Major                    |
| Stefanie          | Mueller          | Major                    |
| Barbara           | Walton           | Major                    |
| Paula             | Cantrell         | Mayes                    |
| Becky             | Boston           | Mayes                    |
| Teresa            | Franklin         | Mayes                    |
| Kim               | Sisk             | Mayes                    |
| Alicia            | Osborne          | Mayes                    |
| Mandy             | Reed             | McClain and Garvin       |
| Brandi            | Copeland         | McClain and Garvin       |
| Tara              | Brown            | McClain and Garvin       |
| Liz               | Nelson           | McClain and Garvin       |
| Cierra            | White            | McClain and Garvin       |
| Clifford          | McManus          | McClain and Garvin       |
| Larry             | Winn             | McClain and Garvin       |
| Billie            | Thompson         | Mental Health (OKC)      |
| Leslie            | Hebert           | Mental Health (OKC)      |
| Melanie           | Johnson          | Mental Health (OKC)      |
| Amy               | Siress           | Mental Health (OKC)      |
| Hannah            | Worlitz          | Mental Health (OKC)      |
| Leigh             | Roberts          | Mental Health (OKC)      |
| Steven            | Fairclough       | Mental Health (OKC)      |
| <b>First Name</b> | <b>Last Name</b> | <b>Assigned Board(s)</b> |

|                   |                  |                          |
|-------------------|------------------|--------------------------|
| Andrew            | Kelly            | Mental Health (OKC)      |
| Taylor            | Mills            | Muskogee                 |
| Cindy             | Perkins          | Muskogee                 |
| Ronald            | Mayes            | Muskogee                 |
| Keri              | Spencer          | Muskogee                 |
| Leslie            | Arnold           | Muskogee                 |
| Michelle          | Garner           | Muskogee                 |
| Kim               | Jaquez           | Muskogee                 |
| Tess              | Swaim            | Muskogee                 |
| Nicholas          | Schornick        | Muskogee                 |
| Eric              | Wells            | Muskogee                 |
| Regina            | Thompson         | Okmulgee                 |
| Candy             | Sadler           | Okmulgee                 |
| Linda             | Sadler           | Okmulgee                 |
| Harvey            | Fields           | Okmulgee                 |
| Terry             | Hazen            | Osage                    |
| Criss             | Blackwood        | Osage                    |
| Fred              | Byers            | Osage                    |
| Carolyn           | Johnson          | Osage                    |
| Randa             | Bloomfield       | Osage                    |
| Tracy             | Easley           | Osage                    |
| Christi           | Rowland          | Osage                    |
| Eileen            | Halverson        | Osage                    |
| Shirley           | Roberts          | Osage                    |
| Terrie            | Kerr             | Payne                    |
| Lindsay           | McKee            | Payne                    |
| Carla             | Odom             | Payne                    |
| Jennifer          | Smith            | Payne                    |
| Brandi            | White            | Payne                    |
| Kelly             | Griffith         | Payne                    |
| Greg              | Miller           | Payne                    |
| Jesseka           | Whitman          | Pittsburg                |
| Kristi            | Thompson         | Pittsburg                |
| Carol             | Blansett         | Pittsburg                |
| Angela            | Opperman         | Pittsburg                |
| Kristy            | Cusher           | Pittsburg                |
| John              | Cotton           | Pittsburg                |
| Carol             | Bridges          | Pontotoc                 |
| <b>First Name</b> | <b>Last Name</b> | <b>Assigned Board(s)</b> |

|                   |                  |                          |           |             |                                                                     |
|-------------------|------------------|--------------------------|-----------|-------------|---------------------------------------------------------------------|
| Khrystal          | Blankenship      | Pontotoc                 | John      | Weidman     | Transition (Tulsa)                                                  |
| Kimberly          | Melton           | Pontotoc                 | Tony      | Willis      | Transition (Tulsa), Tulsa Domestic Violence and Mental Health Board |
| David             | Gray             | Pontotoc                 |           |             |                                                                     |
| Yolanda           | Cummings         | Pontotoc                 | Marilyn   | Troupe      | Tulsa Domestic Violence and Mental Health Board                     |
| Candice           | Steele           | Pushmataha County        | Marquess  | Dennis      | Tulsa Domestic Violence and Mental Health Board                     |
| Alison            | Cannon           | Pushmataha County        | Bailey    | Hammitt     | Tulsa Domestic Violence and Mental Health Board                     |
| Taylor            | Dunn             | Pushmataha County        | Kristi    | Johnson     | Tulsa Domestic Violence and Mental Health Board                     |
| Dionne            | Frankum          | Pushmataha County        | Christine | Marsh       | Tulsa Domestic Violence and Mental Health Board                     |
| Sally             | Sutton           | Pushmataha County        | Kalyn     | O'Malley    | Tulsa Domestic Violence and Mental Health Board                     |
| Jessica           | Watts            | Pushmataha County        | Kristi    | Self        | Tulsa Domestic Violence and Mental Health Board                     |
| Kristi            | Beddo-Carswell   | Pushmataha County        | Scott     | Lowry       | Tulsa Domestic Violence and Mental Health Board                     |
| Deborah           | Butler           | Rogers                   | Jordan    | Ryan        | Tulsa Domestic Violence and Mental Health Board                     |
| Lou               | Truitt-Flanagan  | Rogers                   |           |             | Transition (Tulsa)                                                  |
| Lori              | Goldizen         | Rogers                   | Naomi     | Kelly-Bates | Wagoner                                                             |
| Angie             | Graves           | Rogers                   | Maryleta  | Ayers       | Wagoner                                                             |
| Caitlin           | Hendrex          | Rogers                   | Gloria    | Blankenship | Wagoner                                                             |
| James             | Anderson         | Rogers                   | Kristen   | Cook        | Wagoner                                                             |
| Micki             | Kimble           | Sequoyah                 | Jill      | Elliott     | Wagoner                                                             |
| Holly             | Dominguez        | Sequoyah                 | Rhea      | Hanover     | Wagoner                                                             |
| Amy               | Edwards          | Sequoyah                 | Barbara   | Harris      | Wagoner                                                             |
| Taylor            | Chadwell         | Sequoyah                 | Janelle   | Semore      | Wagoner                                                             |
| Summer            | McGarrah         | Sequoyah                 | Kristi    | Wann        | Wagoner                                                             |
| Holli             | Reherman         | Sequoyah                 | Jason     | Grewe       | Wagoner                                                             |
| Heather           | Silva            | Sequoyah                 | Michelle  | Miller      | Washington and Nowata                                               |
| Todd              | Long             | Sequoyah                 | Kattie    | Anderson    | Washington and Nowata                                               |
| Toni              | Berry-Travis     | Transition (OKC)         | Laura     | Dixon       | Washington and Nowata                                               |
| Cathy             | Young            | Transition (OKC)         | Rebecca   | Wright      | Washington and Nowata                                               |
| Alain             | Pumphrey         | Transition (OKC)         | John      | Foote       | Washington and Nowata                                               |
| Crystal           | Stewart          | Transition (OKC)         | David     | Hughes      | Woodward                                                            |
| Jeffrey           | Walls            | Transition (OKC)         | Audry     | Stewart     | Woodward                                                            |
| Alex              | Corbitt          | Transition (OKC)         | Bart      | Bouse       | Woodward                                                            |
| Robert            | Phillips         | Transition (OKC)         |           |             |                                                                     |
| Brenda            | Bertrand         | Transition (Tulsa)       |           |             |                                                                     |
| Cedrick           | McGee            | Transition (Tulsa)       |           |             |                                                                     |
| Chelsea           | Butler           | Transition (Tulsa)       |           |             |                                                                     |
| Ronna             | Eddins           | Transition (Tulsa)       |           |             |                                                                     |
| Sarah             | Espinosa         | Transition (Tulsa)       |           |             |                                                                     |
| Lacey             | Howell           | Transition (Tulsa)       |           |             |                                                                     |
| <b>First Name</b> | <b>Last Name</b> | <b>Assigned Board(s)</b> |           |             |                                                                     |
| Dylan             | Kinser           | Transition (Tulsa)       |           |             |                                                                     |

# Appendix D

## 31st Oklahoma Child Abuse and Neglect Conference (CCAN) Post Adjudication Review Board (PARB) 2025 Pre-Institute

April 21, 2025

### PARB Pre-Institute Overview

As part of the CCAN annual conference, OCCY hosted its 2025 PARB Pre-Institute on April 21, 2025. This event was held in person at the Embassy Suites in Norman, Oklahoma, and PARB volunteers gathered from all over the state to attend this day of learning.

During the meeting, PARB members had the opportunity to listen and respond to two panels: one consisting of child welfare workers and the other of juvenile judges. PARB members also engaged in peer discussions, sharing their processes, successes, challenges, and solutions with one another. The keynote speaker reviewed PARB issues in relation to ICWA, discussing resources and information to enhance members' knowledge of ICWA as it relates to PARB. Another presentation focused on the newly revised ISP format, which members found helpful.

### PARB Pre-Institute Evaluation

OCCY and PARB work with the Educational Training, Evaluation, Assessment, and Measurement (E-TEAM) Department of The University of Oklahoma to evaluate stakeholder engagement and capacity-building efforts. An evaluation survey was distributed to PARB participants following the meeting. This report summarizes the survey results; 49 individuals completed the survey.

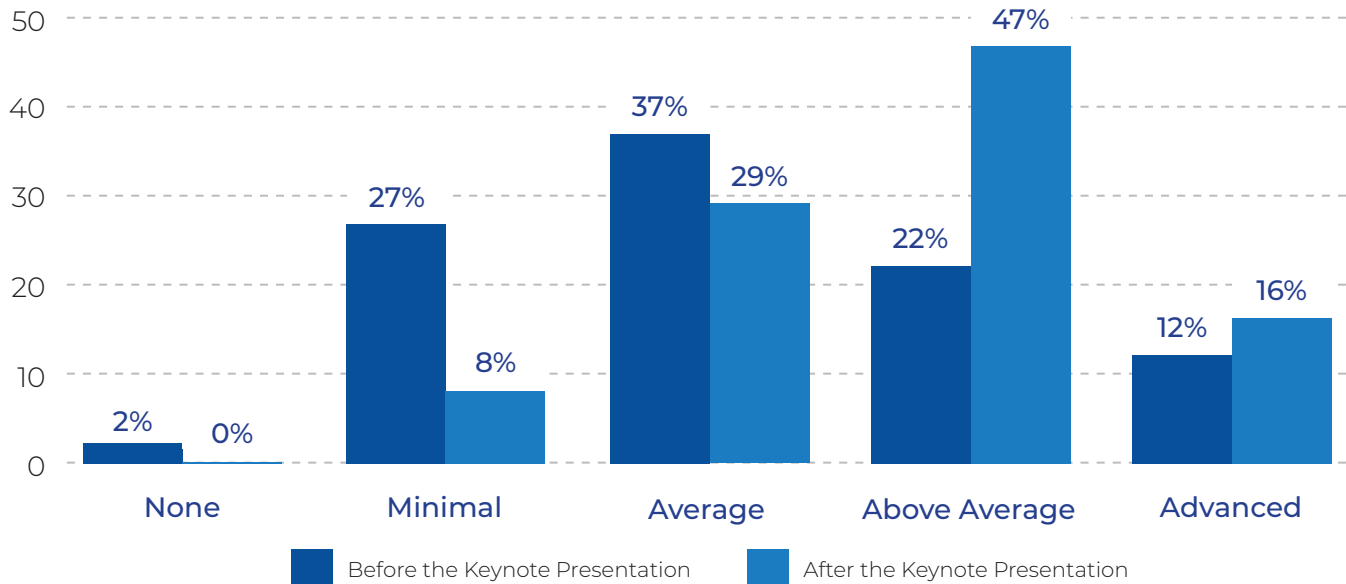
PARB volunteers were asked to indicate their level of agreement with various measures of satisfaction, quality, and usefulness of the PARB Pre-Institute (Table 1). At least 90% of respondents agreed or strongly agreed with all satisfaction, quality, and usefulness survey items, with 96% of respondents agreeing or strongly agreeing that they gained a new resource from the learning experience, and 98% agreeing or strongly agreeing that the PARB Pre-Institute will help them improve their work as a PARB volunteer.

Table 1. Satisfaction, Quality, and Usefulness (n = 49)

| Survey Item                                                              | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--------------------------------------------------------------------------|-------------------|----------|---------|-------|----------------|
| The PARB Pre-Institute will help me improve my work as a PARB volunteer. | 0%                | 2%       | 0%      | 33%   | 65%            |
| I gained a new resource or perspective from today's learning experience. | 0%                | 2%       | 2%      | 39%   | 57%            |
| I found the networking opportunities useful.                             | 0%                | 0%       | 6%      | 51%   | 43%            |
| I learned something new to take back to my board.                        | 0%                | 2%       | 4%      | 41%   | 53%            |
| I found the Peer Discussion activity useful to my work.                  | 0%                | 0%       | 6%      | 43%   | 51%            |
| I found the Child Welfare Panel useful to my work.                       | 0%                | 2%       | 8%      | 39%   | 51%            |
| I found the Judge's Panel useful to my work.                             | 0%                | 0%       | 6%      | 29%   | 65%            |

Prior to the keynote presentation, which focused on ICWA-related information, 35% of respondents rated their knowledge of ICWA as it relates to PARB as above average or advanced, compared to 63% of respondents who rated their knowledge as above average or advanced after the keynote presentation, reflecting a 28 percentage-point increase from pre-to-post keynote presentation (Figure 1).

**Figure 1. Changes in Knowledge (n = 49)**



### Open-Ended Comments

The PARB volunteers were asked three open-ended questions:

- What elements of today's learning experience were most useful?
- How will you use and/or share the information presented today?
- What, if anything, would you change about today's learning experience?

Overall, the comments were positive, with a few recommendations for improving the learning experience. Table 2 summarizes the responses, highlighting key themes. Verbatim comments are displayed on the page.

**Table 2. Summary of Open-Ended Responses**

| Most Useful Aspects<br>(n=32)                                                                                      | How Information Will Be Used<br>(n=32)                                                           | How to Improve the Learning Experience (n=31)                 |
|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| Judges Panel learning more about what judges look for in reports and how PARBs can optimize their recommendations. | Improving PARB recommendations by making detailed, clearer, and more meaningful recommendations. | Elevating the panel table and having it centered in the room. |

(Continued on next page.)

| Most Useful Aspects<br>(n=32)                                                  | How Information Will Be Used<br>(n=32)           | How to Improve the Learning Experience (n=31)                               |
|--------------------------------------------------------------------------------|--------------------------------------------------|-----------------------------------------------------------------------------|
| Child Welfare insights and recommendations.                                    | Share information with other PARB members.       | Focus more on best practices in writing a PARB recommendation.              |
| Peer discussions and hearing other PARB's review and recommendation processes. | Make more detailed recommendations.              | Consider a District Attorney Panel.                                         |
| Being able to network with other PARB members.                                 | Improve communication with caseworkers involved. | Remind panelists and audience speakers to speak directly in the microphone. |
| Learning about the updated ISP form and how it will impact PARBs.              | Invite judges to PARB meetings.                  | Include a session, panel, or speaker to include parent voices.              |
| Seeing State-level information and statistics.                                 | Improve PARB processes.                          | Provide a list of acronyms to aid in reading the case reports.              |

Recommendations

Based on the feedback gathered through this evaluation, some common recommendations emerged for PARB leadership to consider:

- Enhance Practical Training on PARB Recommendations: Include a refresh of best practices when writing recommendations. Consider incorporating a collaborative activity that allows PARB members to look at sample cases and practice writing recommendations or revise a sample recommendation together to improve the quality of the recommendation.
- Leverage Feedback: During the planning process for next year's PARB Pre-Institute, solicit recommendations from PARB volunteers for panels. While the judges panel was consistently cited as useful and important, respondents had suggestions for future panels, such as one composed of parents or district attorneys. Add a question to next year's evaluation asking participants which topics they would like to see covered in future PARB conferences and trainings.
- Continue Emphasizing Networking and Peer Learning: Peer discussion and networking were mentioned as highly valuable. Build in structured peer discussion time and encourage regional PARBs to share models or success stories. Consider a PARB Chair Panel of PARB Chairs that exemplify best practices.
- Enhance Visibility and Audio Quality for Panels and Speakers to Improve Accessibility for All Participants: Based on feedback from participants, consider elevating and centering panel tables to improve visibility. To address some reporting challenges with hearing panel discussions, remind speakers to consistently speak directly into the microphone.

## Summary

The 2025 PARB Pre-Institute, held on April 21, 2025, as part of the 31st Oklahoma Child Abuse and Neglect (CCAN) Conference, brought together PARB volunteers from across the state for a day of panels, peer discussions, and training sessions designed to strengthen their roles. Hosted by the Oklahoma Commission on Children and Youth (OCCY), the event featured panels with child welfare workers and juvenile judges, a keynote focused on the Indian Child Welfare Act (ICWA), and a presentation on the updated Individual Service Plan (ISP). Evaluation results from 49 participants indicated high satisfaction, with at least 90% agreeing or strongly agreeing with all quality, relevance, and usefulness survey items. Sixty-three percent of respondents reported above average or advanced knowledge of the Indian Child Welfare Act (ICWA) after the keynote presentation. Participants found the judge's panel, peer discussions, and ISP training particularly valuable. Some attendees suggested improvements such as enhancing panel visibility and sound, including more practical guidance on recommendation writing, and incorporating additional perspectives like parent voices or district attorneys. Overall, feedback on the Pre-Institute was overwhelmingly positive, with members coming away with new ideas, resources, and plans to enhance their Board's processes.

## Open-Ended Responses

### Verbatim Responses to "What elements of today's learning experience were most useful?"

- The ISP knowledge and training was very helpful.
- The judge's panel.
- All was very informative.
- Appreciate the judge's panel. Helpful information from all plus affirmation of what PARB does. Child welfare was okay. I would have liked more specific suggestions on how to communicate with case workers and how to work together.
- I thought that the suggestions from the Child Welfare workers and the judges on how PARB can help was very useful. I will keep them in mind when writing reports in the future.
- Today's learning was so great and so diverse.
- That there will be a list of acronyms for us to use as a reference to help reading reports.
- Judge panel.
- PARB peer table discussion.
- The peer discussion activity. It helps to get information about what other PARBs are doing.
- I really loved the roundtable discussions where we could talk with other boards. I also thought both panels were great.
- I enjoyed the peer table discussion.
- Table discussion to learn helpful tips on using my time more productively.
- Hearing different perspectives.
- Judges' advice and peer discussion helped give perspective.
- Networking. Learning how other boards do what they do.
- Child Welfare Panel.
- The panels were really great. I appreciate all of them being here. I suggest an ADA/PD panel next year.
- ISP changes.
- Panels. Peer discussion with other boards. I liked the assigned seats. ISP changes.
- The Peer Table Discussion was the most helpful. I am a newer PARB member, so it was helpful to learn the process of other PARBs.

- The Child Welfare and Judges Panels were also very informative.
- Table discussion.
- Judges panel. ISP modernization.
- The panels.
- The judges panel and the peer discussion.
- The networking with peers at the table was really helpful. I think a second networking session would be great too. The panel perspectives were very helpful in providing information to take back to my board.
- ISP revision.
- The panels were really great. I appreciate all of them being here. I suggest an ADA/PD panel next year.
- The judge's panel, the judges' perspectives, and the information shared during the peer discussion.
- Questions at the roundtable. Child Welfare updates. Conversation with judges about what they need in reports and their perspectives.
- I learned about the parent advocate with OFT, and the discussion led to the suggestion that PARB needs training from OFT on including parents in the development of PARB recommendations. I also learned more about the OHS redevelopment of the ISP format.
- Peer discussion.
- I appreciate the judge's panel.
- ISP changes.
- Talking with other PARB members and seeing how other boards work and function.
- Panels.

### Verbatim Responses to "How will you use and/or share the information presented today?"

- Always be open to success when reviewing cases.
- Communicate more with all involved with the children.
- Further discuss with other PARB members.
- I think there were multiple things to take back to the board. Ways to improve writing recommendations - making additional contacts.
- I will continue to try to get the county I work in to understand how important PARB can be to moving cases forward.
- I will discuss ideas with my local board members.
- I will use all info because I am new.
- I will use it as I write the case up on the computer. Judges seem to like bullet points.
- I will use this when receiving cases and making solid recommendations.
- Improve recommendations.
- In recreating reports.
- It will help me make meaningful recommendations.
- Keep all the feedback in mind when doing my recommendations.
- Look forward to discussion within my PARB group members and their take on the court information.
- Looking at changing how we get our PARB list.

- Make suggestions regarding some board procedural changes. Changes to how recs are written out. Try to attend court.
- PARB members not able to attend.
- Regularly.
- Repeat to my other board members. Use new knowledge to help recruit new members and to reach out and build relationships with other parties involved in the cases.
- Reserve new goals vs to do on ISP.
- Send judges an invite to meetings.
- Share ISP Changes. Judge's final words: patience, grace, empathy.
- Share with fellow members who could not attend. Change how to deal with case workers a bit differently.
- Some suggestions (bullet point reports, for example) will be recommended to be adopted.
- Take back to share and board a be persuasive on cases.
- Take to my PARB and implement it in reviewing cases. Request training by OFR Parent advocate from the State PARB director.
- Taking some of the judges' advice and takeaways.
- There are improvements that need to be made at my local PARB. We are not fulfilling the PARBs full potential.
- To expand my recommendation to the court.
- To make better recommendations. Provide better resources. Ask more questions to CW workers.
- Whole case approach - cause --> ISP – Goal.
- Will help me when making recommendations when reviewing cases.

#### Verbatim Responses to “What, if anything, would you change about today’s learning experience?”

- Add in a portion for parent voices.
- Afternoon coffee!
- Appreciation to Keith and Shelbi for providing a great and informative agenda! Great experience.
- Ask panel speakers to speak directly into mics. Remind them even when holding the mic, they have to speak into the mic (they are directional).
- Better photos for badges (I take terrible pics).
- Don't put the panel table in the corner - maybe elevate it.
- First time here. Enjoy the information.
- Good job!
- Great day! I have no changes.
- Great information received.
- Great sessions! Maybe more time for general Q and A for judges panel.
- I think writing a rec together at our tables would be helpful to see different styles/ suggestions.
- It was wonderful!
- Mix up the agenda - not the 'same thing' every year. Maybe a break out for experienced members and one for new members. 1 session, not the whole institute. More uniformity needed in the case review process with reinforce next of PARB's unique role in reviewing cases.
- More breaks in between speakers.

- More factual - laws, policy, what should we be doing.
- More 'men' judges.
- More training from Tricia Gardner!
- More training sessions directly related to being a PARB member.
- Morning restroom break.
- Nothing, it was great! I would love sessions on child welfare protocol practices and more details regarding active and reasonable efforts particularly for ICWA cases.
- Nothing needs to be changed. Appreciate DHS panel. Informative ISP revisions (love it). Judge's panel is always encouraging.
- Put the panels on a stage so we can see them from the back. You should ask for suggestions for future topics on this form.
- Satisfied of broad overview of ideas as next 2 days will be fresh.
- This was so awesome.
- Would love to see a training over 0-5 years old since that is the largest population in PARB.

## Appendix E

| PARB Board              | County    | Cases | Reviews |
|-------------------------|-----------|-------|---------|
| Atoka                   | Atoka     | 3     | 3       |
| Beckham and Roger Mills | Beckham   | 43    | 61      |
| Bryan                   | Bryan     | 76    | 187     |
| Cleveland               | Cleveland | 39    | 39      |
| Comanche                | Comanche  | 151   | 253     |
| Craig                   | Craig     | 13    | 20      |
| Creek                   | Creek     | 117   | 212     |
| Custer                  | Custer    | 43    | 88      |
| Delaware                | Delaware  | 14    | 29      |
| Garfield and Grant      | Garfield  | 80    | 193     |
| McClain and Garvin      | Garvin    | 13    | 21      |
| Haskell County          | Haskell   | 16    | 29      |
| Latimer and Leflore     | Latimer   | 4     | 7       |
| Latimer and Leflore     | LeFlore   | 25    | 33      |
| Lincoln                 | Lincoln   | 8     | 10      |
| Love                    | Love      | 16    | 35      |
| Major                   | Major     | 13    | 34      |
| Mayes                   | Mayes     | 38    | 83      |
| McClain and Garvin      | McClain   | 15    | 26      |
| Muskogee                | Muskogee  | 71    | 132     |
| Board 13 (OKC)          | Oklahoma  | 17    | 17      |
| Board 2 (OKC)           | Oklahoma  | 40    | 76      |
| Board 7 (OKC)           | Oklahoma  | 44    | 74      |
| DV Board (OKC)          | Oklahoma  | 36    | 40      |
| ICWA (OKC)              | Oklahoma  | 32    | 36      |
| Mental Health (OKC)     | Oklahoma  | 29    | 30      |
| Transition (OKC)        | Oklahoma  | 16    | 16      |
| Okmulgee                | Okmulgee  | 84    | 218     |
| Osage                   | Osage     | 31    | 50      |
| Payne                   | Payne     | 75    | 105     |
| Pittsburg               | Pittsburg | 34    | 97      |
| Pontotoc                | Pontotoc  | 39    | 47      |

| <b>PARB Board</b>                               | <b>County</b> | <b>Cases</b> | <b>Reviews</b> |
|-------------------------------------------------|---------------|--------------|----------------|
| Pushmataha County                               | Pushmataha    | 5            | 7              |
| Beckham and Roger Mills                         | Roger Mills   | 2            | 2              |
| Rogers                                          | Rogers        | 27           | 35             |
| Sequoyah                                        | Sequoyah      | 16           | 22             |
| Birth to 13 (Tulsa)                             | Tulsa         | 22           | 25             |
| ICWA Tulsa                                      | Tulsa         | 7            | 7              |
| Transition (Tulsa)                              | Tulsa         | 11           | 11             |
| Tulsa Domestic Violence and Mental Health Board | Tulsa         | 5            | 5              |
| Wagoner                                         | Wagoner       | 72           | 124            |
| Washington and Nowata                           | Washington    | 11           | 11             |
| Woodward                                        | Woodward      | 0            | 0              |
| <b>Totals</b>                                   |               | <b>1453</b>  | <b>2550</b>    |

## Appendix F

### Recommendation Category Definitions

#### Placement

The placement category should be selected if anything related to placement is mentioned in the recommendation. This can be a direct mention of placement, such as placing all siblings together, or less direct, such as trial reunification, which is a placement recommendation but does not mention the term placement. Examples include:

- Placing all siblings together
- Reunification
- Trial reunification
- Pursuing adoptive placement
- Pursuing adoptive placement
- Continuing with current placement
- Locating ICWA compliant placement
- Continuing with current placement

#### Parental Rights and Supports

The parental rights and supports category should be chosen if the PARB recommends anything regarding parental rights or parental supports. This includes recommendations in favor of advocating for parental rights and supports, as well as recommendations in favor of terminating parental rights and supports. Examples include:

- Termination of parental rights
- Delaying termination of parental rights
- Enforcing/collecting child support payments
- Issuing a protective order

#### Community Resources

The community resources category should be selected if the PARB recommendation provides guidance on resources available from a community organization. Examples include:

- Clothing resources
- Housing resources
- Mentoring services
- Financial resources

#### Educational Supports

The educational supports category should be selected if the PARB recommends any educational supports, such as an IEP, specific educational training for youth or parents, or extracurricular activities.

Examples include:

- Tutoring
- Individual Education Plan (IEP)/504 Plan
- Career planning/training
- Specialized program (i.e., parenting class, adult transition planning, OKSA)
- Extracurricular activities

### Individual Service Plan (ISP) for Parents

The ISP for parents category should be selected if the PARB recommends actions related to the parents' ISP plan, including updates on progress or engagement with the plan. Examples include:

- Documentation of parents' progress on ISP
- Proof of engagement in ISP
- Completion of ISP within a specified timeframe

### Individual Service Plan (ISP) for Children

The ISP for children category is similar to the ISP for parents and should be selected if the PARB recommends an ISP for a child. Examples include:

- Documentation of child's progress on ISP
- Proof of engagement in ISP
- Completion of ISP within a specified timeframe

### Assignment of Worker/Advocate

The worker/advocate category should be selected if the PARB recommends any action regarding the assignment of a worker or advocate. Although CASA workers and Guardian ad Litem are among the most common workers/advocates who may appear in this category, any formal advocate may appear in this category. Examples include:

- CASA worker
- Guardian ad Litem (GAL)
- Educational Guardian ad Litem (Ed GAL)

### Reasonable Efforts

The assignment of reasonable efforts should be made if the PARB volunteer's recommendation notes the presence or absence of reasonable efforts by the permanency worker to facilitate the court-ordered permanency plan. Reasonable efforts must be evaluated and determined by the court every six months while the child remains in an out-of-home placement. Reasonable efforts consist of available, accessible, and causally related services targeted to help a family provide a safe and stable home. A good indicator of reasonable efforts is whether DHS is assisting the family in removing the specific barriers preventing the child/ren from achieving the permanency plan.

### Active Efforts

The assignment of active efforts should be chosen if the PARB volunteer's recommendation notes the presence or absence of active efforts by the state to provide remedial services and rehabilitative programs designed to prevent the breakup of the Indian family, and that these efforts have

proved unsuccessful. This finding must be made prior to a party seeking a foster care placement or termination of parental rights. Active efforts consist of affirmative, active, timely, and culturally appropriate efforts to prevent the breakup of the Indian family. Active efforts are more than reasonable efforts.

### Healthcare Services

The healthcare services category should be assigned if the PARB recommends any healthcare services other than mental health services; otherwise, the mental health services category should be assigned. Healthcare services include:

- Medical checkups
- Specialized medical services
- Medical evaluations/assessments
- Dental services
- Vision screenings

### Mental Health Services

The mental health services category should be assigned if the PARB recommends any mental health services. This could include locating mental health services, recommending a specific type of mental health service or facility, or recommending certain types of mental health assessments. Examples include:

- Counseling/therapy
- Psychological evaluation
- Inpatient treatment
- Specialized program (Youth Villages, HOPE, Palomar)
- Trauma treatment/evaluation

### Sibling Visitation

The assignment of the sibling visitation category should be chosen if the PARB member recommends anything related to visitation between siblings. This could include scheduling a new visitation schedule so that siblings can spend time together. It could also include times in which a PARB member recommends that visits between siblings be stopped. Examples include:

- Sibling visitation
- Termination of sibling visitation

### Parental Visitation

The parental visitation category should be assigned if the PARB recommends any visitation between a parent and a child. This could be scheduling or establishing a new visitation schedule. It could also include times when the PARB recommends that visits between parents and children be stopped or delayed. Examples include:

- Therapeutic visitation
- Supervised visitation
- Delaying visitation
- Overnight visitation
- Termination of visitation
- Delaying termination of visitation

## Tribal Supports

The tribal supports category should be assigned if the PARB makes recommendations regarding tribal supports. This could be when PARB recommends that a child's enrollment into the tribe be verified or completed. It could also be chosen in instances where PARB recommends engagement in cultural activities. Examples include:

- Ensuring tribal enrollment
- Engagement in tribal activities

## ICWA Findings

ICWA findings are specific to cases in which the court has determined that the Indian Child Welfare Act (ICWA) applies. ICWA-specific findings include:

1. Active efforts (see above)
2. Notice
  - Should be chosen if the PARB volunteer can determine that notice to the parent, custodian, or tribe has not been provided. In a deprived case, where the court knows or has reason to know that an Indian child is involved, the party seeking the foster care placement of, or termination of parental rights for an Indian child shall notify the parent or Indian custodian and the Indian child's tribe, by registered mail with return receipt requested, of the pending proceedings and their right of intervention.
3. Good Cause
  - Pursuant to federal and state ICWA statutes, the state and courts are obligated to follow ICWA placement preferences for both foster care and adoptive placements. If a child is in a non-ICWA home, the court must find good cause to deviate from each placement preference level for both foster care and adoptive placements. If the volunteer is unable to clearly determine the court's good cause findings from the legal records, the volunteer should consider addressing them.

## Permanency Plan

The permanency plan category should be assigned if the PARB member makes recommendations regarding the permanency plan, including updating or establishing a plan. Examples include:

- Solidifying permanency plan
- Updating permanency plan
- Continuing with permanency plan
- Permanency planning with current foster family



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