



Child Welfare and Early Childhood: Cross-Systems Collaboration to Improve Outcomes for Young Children and Their Families

Kick-Off Webinar

Wednesday, January 19, 2022



Objectives of the Series

Raise awareness about young children and their families encountering or involved with the child welfare system.

Educate participants about the racial disparities in family separation from child welfare involvement.

Promote opportunities and strategies for prevention for families and communities.

Provide examples of cross-systems collaboration on behalf of our youngest children.

Objectives of the Kick-Off Session

- To provide a rationale and demonstrate the need for alignment of early childhood and child welfare systems.
- To bring awareness of significant racial disparities for Black, Latino, and Native American children in child welfare systems and outcomes for children and families.

Presenters

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Dr. Cynthia L. Tate

BUILD Initiative
Moderator

Why should we talk about child-welfare-involved families in an early childhood context?

- from family can negatively affect young children's ability to form close, secure interpersonal attachment relationships.
- Brain science tells us that 85% of the brain's architecture is established by age 3.



What does the data tell us about young children in child welfare?



About 40% of children who are confirmed by Child Protective Services as victims of child maltreatment are ages 0-4.

Infants and toddlers are removed from their homes at a rate more than double that of children ages 4-17.

There were 30,687 infants under the age of 1 in foster care in 2019; and 145,468 children between 1-5.

Children of color are disproportionately represented in foster care.

Disproportionality: Higher percentages of children of a particular group are found in the Child Welfare system than in the general population.

Race	Percent in Child Welfare	Percent in Population
Latino	21%	26%
American Indian/Alaskan Native	2%	1%
Black/African American	23%	14%
White/Non-Hispanic	44%	48%



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We are in an extraordinary historic period in which critical fault lines in society have been exposed

- Economic depression is deep or deeper than the 1929 “Great” Depression.
 - Disproportionately affects Black, Brown, and American Indian communities: loss of jobs, wealth, housing, health, etc.
 - Recovery may take years.
 - Widespread racial, social, and economic justice movement lead by Black Lives Matter and Native American activists; multi-racial; and in all 50 states.
 - Sparked by the murders of Black, Brown, and American Indian men, women and children at the hands of the police and armed vigilantes
- Pandemic:**
- 800,000+ Americans have died & millions are infected.
 - 1 in 1000 of those who have died are Black.
 - 75% of children who have died are Black and Brown.*

The US Prenatal-to-3 Racial and Economic Equity Challenge

Every American Indian, Black, Latinx, Asian, Pacific Islander family and young child (PN-3) marginalized by racial and economic inequality has everything they need so that they develop optimally.

Resources, rewards, and burdens are fairly distributed across groups and communities so that those with the greatest challenges are adequately supported and not further disadvantaged.

Policies designed to support families and children PN-3 are fair and just (Falk et al. 1993).



Deep systemic challenges in systems serving the most marginalized families and children.



Child Welfare and Early Care and Learning systems have common challenges:

- Not enough high-quality programs, professionals, availability, accountability, and access for Black, Indigenous, and others in poverty and vulnerable.
- Seriously underpaid workers – especially at point of service
- Most children in poverty and children of color are not in high-quality early childhood programs and they and their parents do not receive comprehensive early childhood supports.
- Limited funding

Implications of child development science for child and family serving systems

- Brains are built during the first years of life through experiences that shape neurological architecture.
- Neurological development can be affected by adversity, trauma, and toxic stress – especially if it is prolonged.
- Children develop through their relationships with others (e.g., family members, caregivers) who engage in reciprocal interactions with them.
- These interactions with the environment help infants and toddlers develop skills and strengthen neurological development.
- The absence of consistent responsive care (e.g., severe maternal depression) can threaten early development.

Child development science: Young children who experience adversity need:

1

At least one consistent stable relationship with a caring adult able to consistently build a responsive relationship with the child overtime. This type of relationship is essential for the child to thrive and heal from adversity.

Implications for child-serving systems: Removal from the family and multiple foster placements during the first 3 years of life may cause trauma and toxic stress and impact development.

2

Children who have experienced adversity need adults who are able to self-regulate (e.g., manage their emotions) and who have executive-function capacities (e.g., set goals, solve problems, follow rules).

Implications for systems: Those who serve as foster care givers must have the capacities needed to effectively care for very young children who have experienced caregiver loss and removal.

Toxic stress in adults who interact with the Child Welfare system

For many families living in poverty and in historically and currently under-resourced communities the circumstances of daily living may contribute to stress responses.

Stress responses, if activated consistently, can sap psychological, physical, and cognitive resources and increase a sense of hopelessness, poor health, and poor self-regulation.

Participation in the Child Welfare system, the removal of a child or threat of removal can exacerbate a parent's sense that they are inadequate and helpless, and increase stigma.

Child Welfare systems and Early Care and Education systems are dealing with individuals and communities that may have experienced BOTH historic and current trauma that is often unrecognized and unacknowledged.

Historic trauma

- Chattel slavery, Jim Crow, lynching, sterilization, incarceration, and violence
- Genocide; land, cultural and linguistic loss; boarding schools; incarceration; refusal to meet treaty obligations.
- Immigration experiences and discriminatory laws.
- Internment; refugee camps; generations of war.

Individual trauma

- Sexual abuse
- Physical abuse
- Psychological abuse
- Loss
- Foster care placement
- Homelessness
- Community-level violence

Systems of Child welfare or Child harm; or of family support or family regulation?

- Is state- and court-sanctioned removal of children birth to age 3 or 5 from their families an act of violence against children that causes developmental and psychological risks and injury, especially if the state cannot ensure developmentally appropriate care, that is, consistent caregivers with skills and dispositions necessary to support traumatized young children?
- If the state cannot guarantee a stable, safe, loving supportive placement for every child, birth to age 3 or 5, should it continue to remove children?
- What does a system of child support, nurturance, and family stability look like? What is the continuum of services and supports necessary for families, especially in poverty and traumatized by historic and or current factors, in order for them to meet the needs of their children and themselves?

Early care and learning systems: Welfare vs. Harm

- The majority of Black, Latinx, and American Indian preschool children in the US are not in high-quality early childhood settings.
- **Only** high-quality programs (e.g., highly trained teachers, rich curriculum, wrap around services, parent education) support optimal child and adult outcomes (e.g., school completion, marriage, workforce participation)
- Poor quality programs can harm poor children's development.



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Systems of Child welfare or Child harm, or of family support or family regulation?

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Equity Changes required to support Early Care and Education and Child Welfare systems

- Cross-systems leadership, alignment, and coordination, especially regarding equity and evidence-based models
- “Nothing about us without us” – Family, community, and tribal partnerships
- Compensate the workforce
- Support of the professional development of the workforce (CW, EHS, home visiting)
- Address the systemic challenges that families face (e.g., housing eviction, mental health)
- Cross-system assessment regarding the workforce, families, children, and systems coordination



MINNESOTA INDIAN CHILD WELFARE

Yvonne Goodsky, Deputy Director Prevention & Operations

Reanna Jacobs, Indian Child Welfare Supervisor

Disparities for Minnesota's American Indian Children

- American Indian children were 4.7 times more likely to be involved in completed maltreatment assessments/investigations than White children.
- American Indian children were 16.8 times more likely than White children to experience out-of-home placement.
- Nearly 11 percent of American Indian children experienced out-of-home care in 2019 compared with 1 percent of White children.

Source: DHS Child Maltreatment Report 2019; DHS Out of Home Care Report 2019.

Minnesota's young American Indian children

- Children under the age of 3 who entered out-of-home care were disproportionately likely to identify as American Indian.
- Almost 10% of American Indian infants in Minnesota are removed from home by age 1.

Source: Casey Family Programs

A history not talked about- what lead to the ICWA

- Removal of Indian children by CPS viewed by some as continuation of governmental oppression.
- Boarding school era still recent and remembered. Intergenerational trauma.
- Began with Carlisle in 1879; most closed by 1980s.
- Indian relocation era.



The importance of ICWA and MIFPA

- **Indian Child Welfare Act (ICWA)**
 - Preserve Indian families and their identity
- **Minnesota Indian Family Preservation Act (MIFPA)**
 - Supporting the preservation of tribal identity and strengthening preservation of Indian families
- **Tribal State Agreement**
 - How the tribes and counties work together to implement ICWA and MIFPA.

MIFPA Active Efforts

Active efforts includes acknowledging traditional helping and healing systems of an Indian child's tribe and using these systems as the core to help and heal the Indian child and family. Work with Indian child's tribe and family to develop an alternative plan to out-of-home placement.

[Minn. Stat § 260.762, subd. 1.]

How can you support American Indian children and families?

- History matters. Educate yourself and understand that historical context is critical to working with families, communities, and tribal nations.
- American Indians have a unique political status.
- Understand that each tribal community is distinct.
- Recognize that American Indian children in CPS are a part of multiple worlds.
- Recognize your biases- how you portray Indian children and families.
- Learn about tribal approaches to child welfare and prevention.

Racial Justice in the Child Welfare System: Leadership Leaning into California's Core Practice Model (CPM) and Confronting Equity & Inclusion as a System

Presented by **Renée I. Boothroyd, PhD, MA, MPH, Advanced Implementation Specialist**
in partnership with and on behalf of the entire CA CPM Directors Institute and community & Tribal partners

at the Build Initiative's ***Child Welfare and Early Childhood:
Cross-Systems Collaboration to Improve Outcomes for Young Children
and Their Families Series***: KICK-OFF WEBINAR, January 19, 2022

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Aims & Context (with humility)

- Define the critical role of leadership in the process of implementing evidence into practice
 - *Using California Child Welfare's Core Practice Model (CPM)*, illustrate how leadership behaviors are powerful antidotes to institutionalized racism
 - Share the call to action across systems to more purposefully attend to aspects that make their environments inhospitable to change
- ❖ Implementation: Building capacities to support the use of effective programs, policies, and practices: [The IMPACT Center | The Impact Center \(unc.edu\)](#) and [Active Implementation Hub | NIRN \(unc.edu\)](#)
 - ❖ The Need for System Change in Child Welfare: A Family & Organizational-level Practice Model: [The California Child Welfare Core Practice Model \(CPM\) - Child and Family Policy Institute of California \(cfpic.org\)](#) and [California Child Welfare Core Practice Model \(CPM\) | CalSWEC \(berkeley.edu\)](#)
 - ❖ Racial Justice in the Child Welfare System: Leadership Leaning into a Core Practice Model: [Racial Justice In The Child Welfare System - Child and Family Policy Institute of California \(cfpic.org\)](#) and [The Implementeer | November-December 2020 \(mailchi.mp\)](#)

Implementation is a Process . . .



Effective
Prevention
and Wellbeing
Strategies

Local Capacity
for Successful
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Supportive and
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**This is where
Leadership fits!**

Team Structures & Processes

To Promote Leadership & Management Behaviors for Implementation

Why is this important?



Triple P Implementation Evaluation (TPIE), <http://ncic.fpg.unc.edu/lessons-learned> (see Reports)

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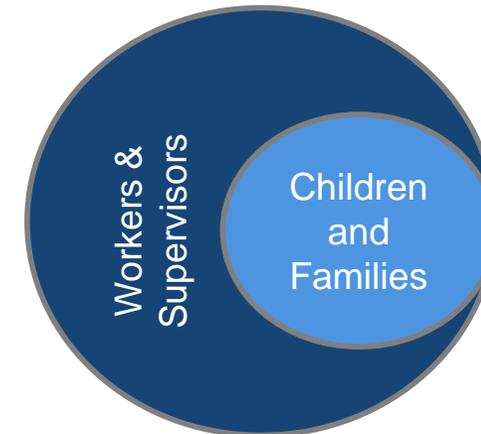


E.g., Workforce Development Systems, Using Data, Partnership & Engagement

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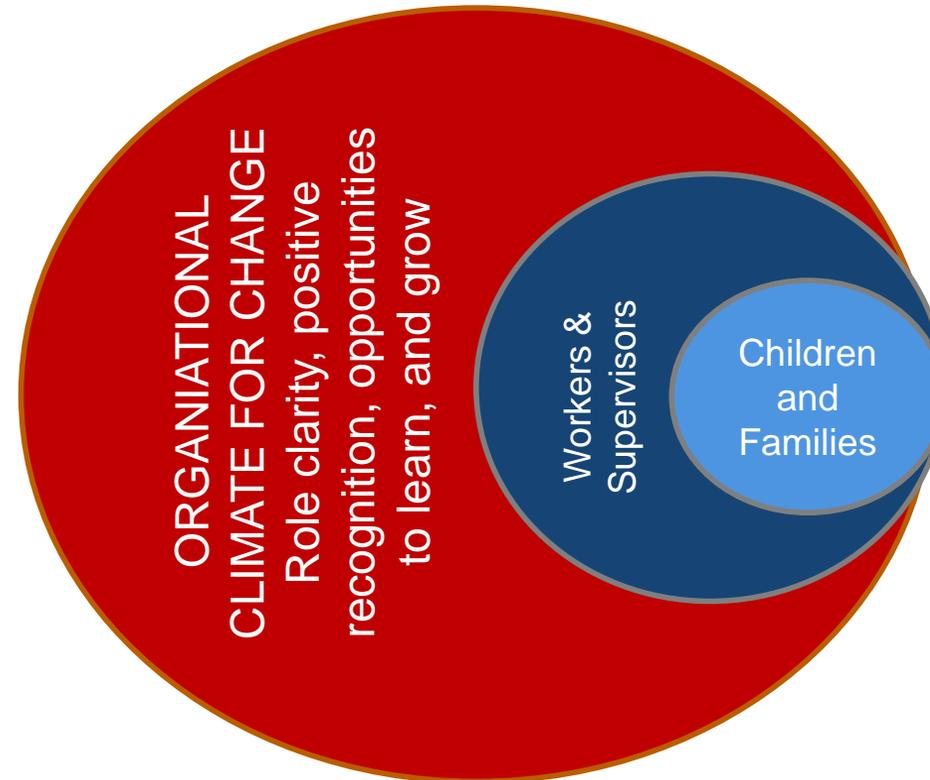
Paying Attention to “*What It Takes*”

The Big Idea: Implementation is a process of *collective action* by people and organizations. Lack of attention to organizational behavior is often the major gap in the process of implementation.



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Leadership ensures structures, processes, policies, and resources in the organization to support use of the practice model

- How introduce CPM, create buy-in
- How adjust or incorporate CPM into work and case flow
- How listen, provide feedback, respond to needs
- How monitor change, problem solve, use information for improvement
- How partner with community and connect with other systems

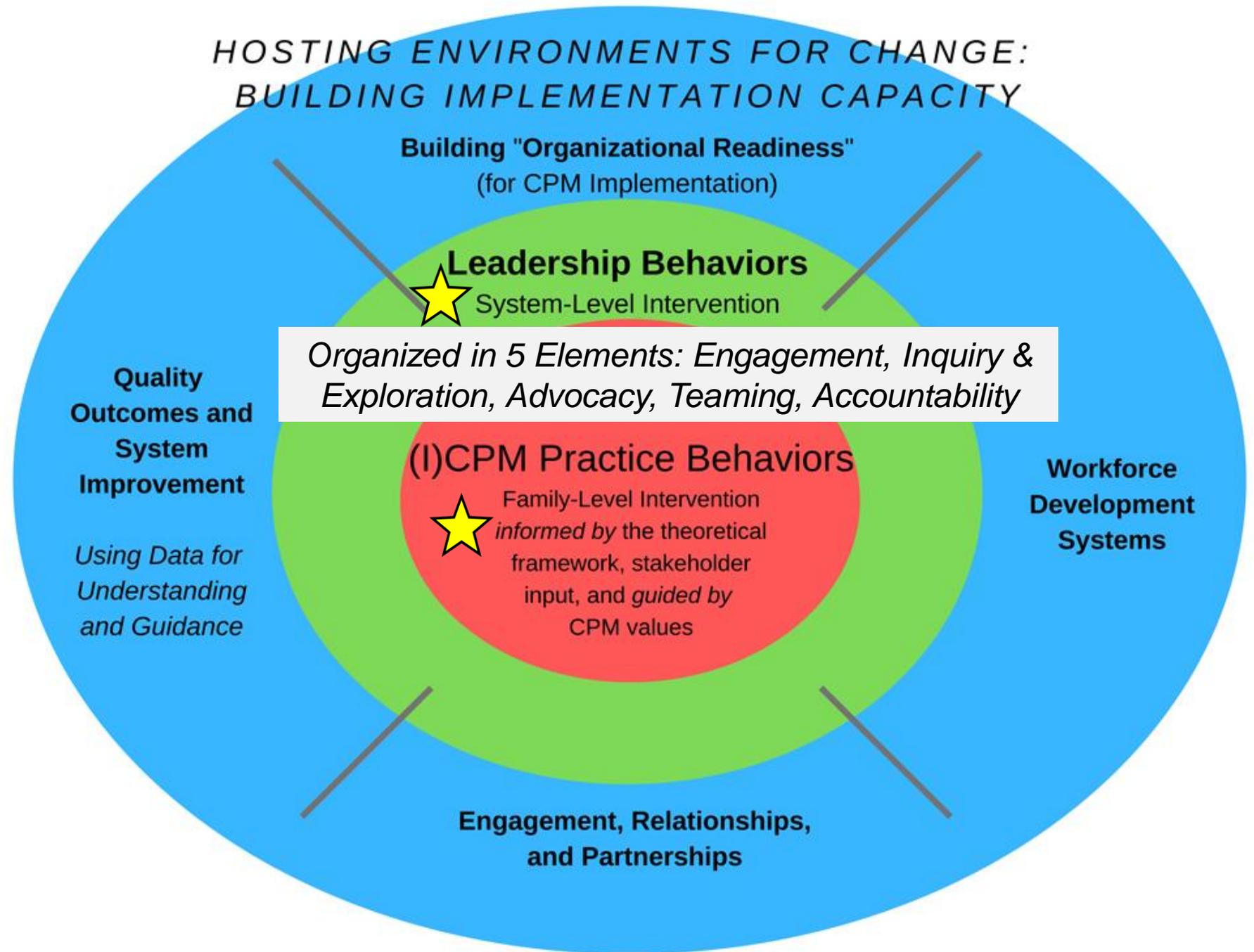
ORGANIZATIONAL
CLIMATE FOR CHANGE
Role clarity, positive
recognition, opportunities
to learn, and grow

Workers &
Supervisors

Children
and
Families

California Child Welfare Core Practice Model (CPM):

A combination of practice & leadership behaviors with implementation capacities



Racial Justice in the Child Welfare System



LEVERAGING CPM TO BUILD A RACE EQUITY CULTURE

Child Welfare Directors and **CPM Faculty** are invited to join this virtual Zoom series to create learning organizations where leadership can promote a race equity culture for staff, families, youth and children in the Child Welfare system.

SERIES LEARNING OBJECTIVES

- Know the context and history of racism within the child welfare system in order to appreciate the impact that race has on decision-making within our field
- Understand the key principles that leaders can visibly practice to set the stage for addressing racial justice in their organizations
- Leverage CPM behaviors to initiate conversations about racial justice that allow for constructive discomfort, productive conflict and courageous advocacy
- Learn about strategies that counties and states are using to address racial injustice in the Child Welfare system

As race, racism, anti-racism, equity, and inclusion become front and center across multiple facets of American life, culture, politics, and institutions, directors across California say now is the time to work together as child welfare leaders to better understand and dismantle dominant and oppressive culture characteristics that exist in the system, both for the benefit of the workforce and for the children and families served.

Informational & Action sessions focused on African American, Native American, and Latinx (planned) communities.

CPM Directors Institute: Leadership Networking, Learning, and Taking Action

Embedding Race, Equity, & Inclusion in the CPM – A Supported Journey in Phases

1. Awakening to the need for REI to be explicit in CPM
2. Understanding oppression in the child welfare organization and system
3. Knowing what we can do to dismantle oppression
4. Ensuring CPM embodies REI principles

Work continues into 2022



Antidote	CPM Element ↓	CPM Leadership Behavior
<ul style="list-style-type: none"> Ensure that the organization is working toward shared goals and that people have a collective intention to learn from mistakes together. 	Engagement	Create a learning environment
<ul style="list-style-type: none"> Foster a culture of mutual support where people feel safe bringing problems to the group. 		Show that you care
<ul style="list-style-type: none"> Make sure that recognition is given to all those who participate in an effort, not just the leaders or the most public person. 		Recognize staff strengths and successes
<ul style="list-style-type: none"> Embed teamwork and collaboration in the organization's values, structures, policies, and ways of doing. Articulate that collaboration is a key skill you need in yourself and your team, and evaluate people based on their ability to work as part of a team and to accomplish shared goals. 	Teaming	Model teaming

Sample Strategy: Mapping White Supremacy Culture antidotes that connect to CPM Leadership Behaviors!

Equity in the Center's AWAKE to WOKE to WORK, Appendix A: Call to Action

<https://www.equityinthecenter.org/wp-content/uploads/2019/04/Equity-in-Center-Awake-Woke-Work-2019-final-1.pdf> ;

[WHITE SUPREMACY CULTURE - HOME](#)

Looking Ahead: A Call to Action for Leadership at Multiple Levels

- Share foundational knowledge about racial injustice at organizational and system levels affecting different populations.
- Monitor and use data disaggregated by race in an ongoing manner.
- Build the resources and abilities of people to be able to do so.
- Engage with youth, families, agencies, and other system partners and incorporate perspectives and feedback into next steps.
- Connect leaders at multiple levels on a regular basis for ongoing networking and learning about racial justice.

Some resources:

Child Welfare Information Gateway, [Racial Equity Resources for Child Welfare Systems - Child Welfare Information Gateway](#) and *Advancing Equitable Outcomes for Infants and Toddlers Involved in Child Welfare*, [QIC CT Race Equity Brief \(cssp.org\)](#)

Discussion

