

Supporting the Use of Culturally Based Practices in Tribal Child Welfare

NATIONAL
CHILD WELFARE
RESOURCE
CENTER FOR TRIBES



A Service of the Children's Bureau, a member of the National T/TA Network

Presented By

Joseph J. Walker, MMgt

National Resource Center for Tribes

Maria Scannapieco, Ph.D.

Professor and Director of the Center for Child Welfare

The Mountains and Plains Child Welfare Implementation Center

University of Texas - Arlington

Mary Iannone, MSW

Implementation Manager

The Mountains and Plains Child Welfare Implementation Center

University of Texas - Arlington

Jhon Goes In Center

Senior Analyst

Face-to-Face Integrated Technologies

Purpose of Webinar

- ◆ Series of recommendations informed by the findings of the NRC4Tribes Needs Assessment
- ◆ Not less than one webinar per recommendation
- ◆ This webinar:
 - **Recommendation 2:** Support the use of culturally based practices in tribal child welfare

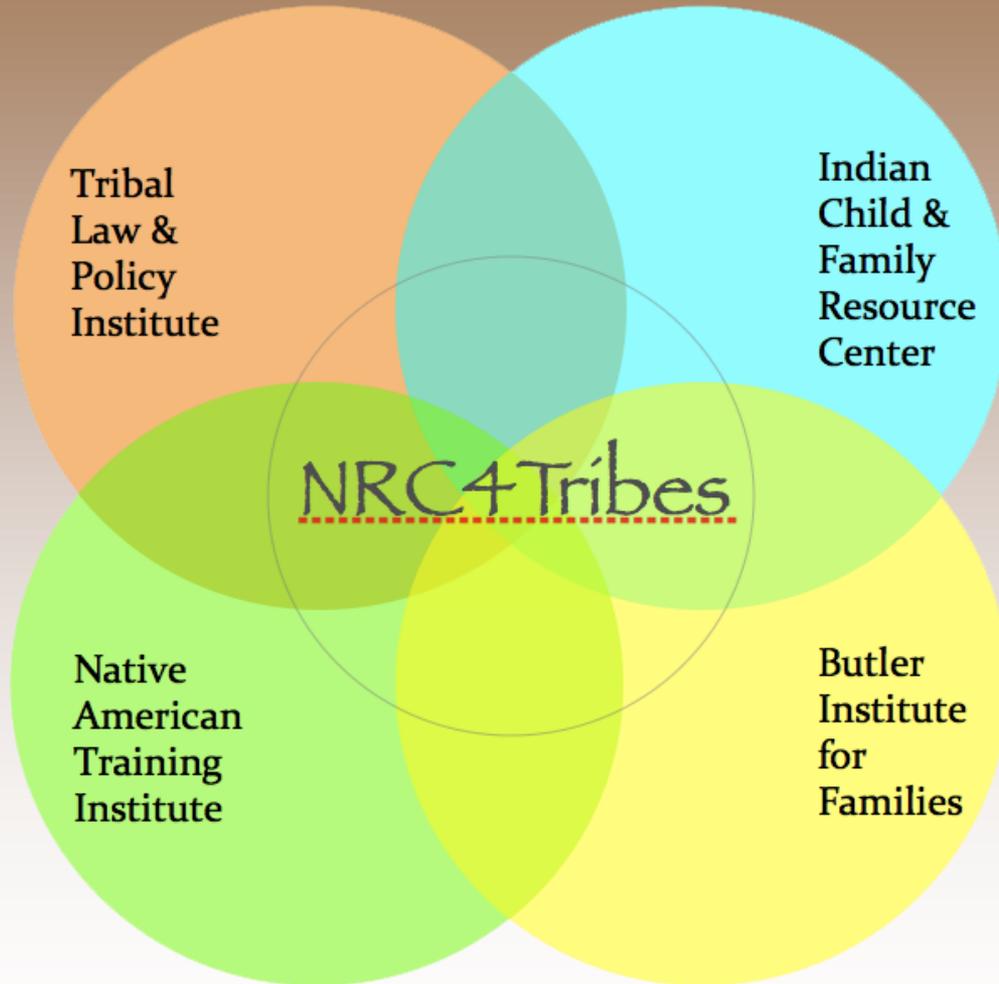
The National Resource Center for Tribes (NRC4Tribes) is part of the Children's Bureau Training and Technical Assistance (T/TA) Network and provides training and technical assistance to support the enhancement of Tribal child welfare systems.

www.NRC4Tribes.org



A Service of the Children's Bureau
A Member of the T/TA Network

The Partnership



National Leadership

A National Advisory Council, comprised of twenty five tribal child welfare professionals, tribal leaders, and community stakeholders from around the country reviews plans and activities of the NRC4Tribes and the larger T/TA Network, provide recommendations regarding the Networks approach to serving Title IV-B funded tribal child welfare systems and improving practices with American Indians and Alaska Native children and families.

The NRC4Tribes role in the T/TA Network

- The NRC4Tribes is not intended to be the *only* source of TA for Tribes.
- Tribes may access training and technical assistance through any of the national resources centers and implementation centers within the Children's Bureau national T/TA Network.
- The NRC4Tribes is the Network's focal point for coordinated and culturally competent child welfare training and technical assistance to Tribes.

Technical Assistance Needs Assessment

Reports are downloadable at:

WWW.NRC4Tribes.org

Needs Assessment Purpose

- **Listen** to tribal child welfare program staff, families and community stakeholders talk about program strengths, gaps and challenges.
- **Gather** relevant information, which can then be distilled into an accurate profile of the tribal child welfare system.
- **Inform Decisions** about types of services, administrative functions, data and information collection, program management and reporting.
- **Provide Information** about the training and technical assistance available to tribes.

Needs Assessment Methods

General Online Survey

- 85-items; checklists, multiple choice, open-ended
- 262 surveys completed by representatives of more than 100 tribes

Tribal Director Telephone Interviews

- 31 tribal child welfare directors across 6 Children's Bureau regions (7 BIA regions)

Tribal Stakeholder On-site Interviews

- 20 IV-B funded tribes were invited; 16 accepted
- 149 in-person interviews were conducted

A stratified random sampling process based on geographic region and size was used to select tribes to participate in on-site and telephone interviews.

Needs Assessment Respondents

- 400+ individuals representing 127 federally-recognized tribes
- General Online Survey respondents: 42.8% involved with the tribal child welfare agency
- Interviewees:
 - 45.6% tribal child welfare staff
 - 17.4% foster parents and youth
 - 37% were other stakeholders

Tribal Child Welfare Program Strengths

- Approach to working with families

“I would say just our knowledge of the local people is a strength. That would be a prevention in itself. And being able to find relatives in a timely manner.”

- Characteristics of child welfare staff

“We have a well educated and well trained staff who interact very well with the target population.”



Tribal Child Welfare Program Strengths

- **Available tribal services or resources**

“We work collaboratively with state agencies and services agencies to ensure appropriate culturally based services.”

- **Cultural understanding**

“Obviously, child welfare is very important no matter what walk of life you are, but for the Native American folks, it’s about us re-establishing traditions and language and the family togetherness. It’s more about trying to stop genocide, if you will, and I think that’s the greatest strength of all the tribal programs, is what we’re actually trying to accomplish. That is what we fight for every day.”

Tribal Child Welfare Program Challenges

- **Lack of funding for operations and services**

“I think money is a downfall and staffing and resources. Those are all of our bad areas. Foster care payments are hard, and our funds are limited so we can’t offer a lot of things that we want to make this a better program.”

- **Lack of staff**

“You might hear a lot of times, ‘we’ve only got one person.’ You have no idea what that is like, the impact of what that is like. I think it’s a barrier toward a better communication and any child welfare procedure, whether it’s strengthening from the beginning and working on a prevention road or if it’s working with a family that has children in custody. If you don’t have the staff then you’re limited.”

Tribal Child Welfare Program Challenges

- **Lack of prevention services**
- **Technology for data tracking and case management**
- **Collaborating with state or county child welfare departments**

“Well, we try to work with the state but they seem to have their own agenda and it’s hard, it’s really hard to work with them because, I mean for various reasons, but it’s kind of a contentious relationship.”

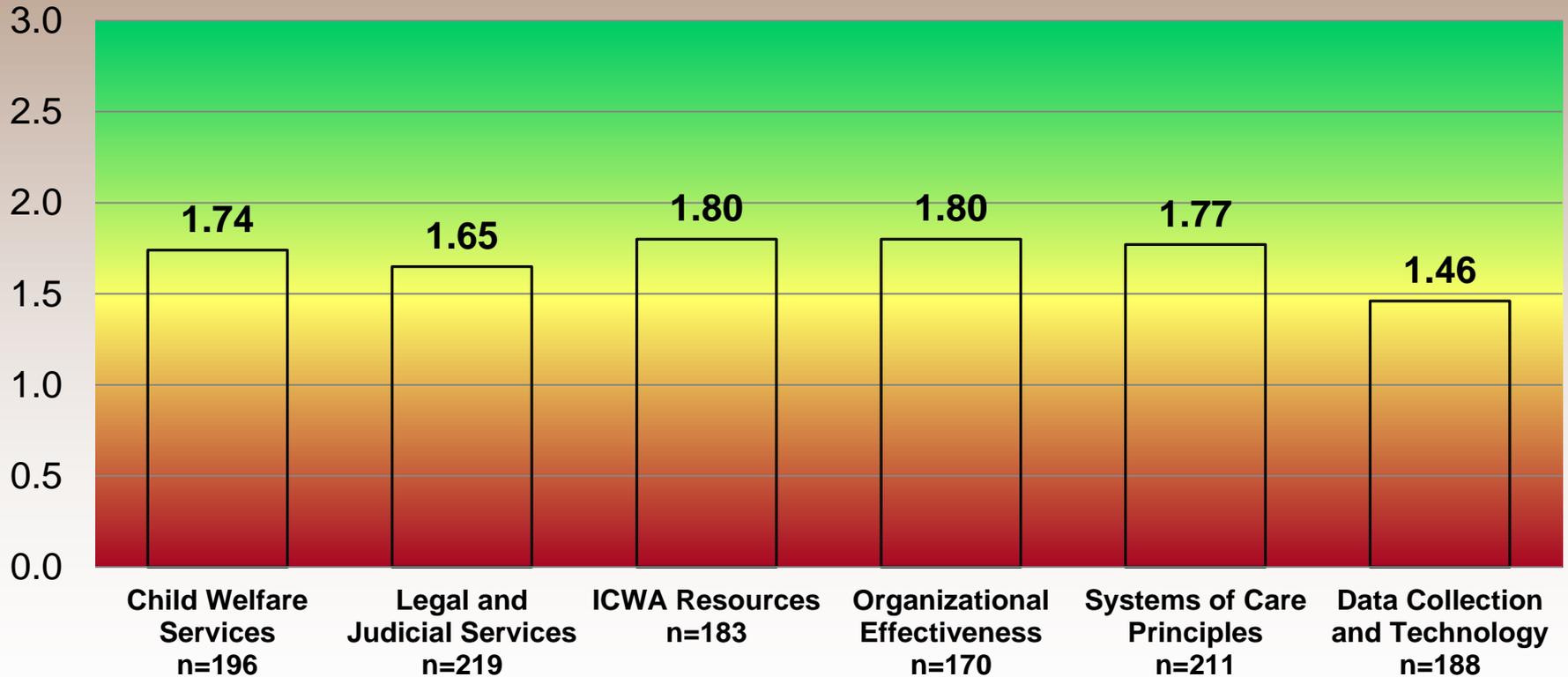
- **Accessing services and working with service providers**

“We do live in a very rural area so I think that transportation is a huge barrier for us as far as our families having access to those services.”

TA Need Areas from Survey Respondents

1	2	3
Critical T/TA Needs Area	Moderate T/TA Needs Area	Strength Area (little need for T/TA)

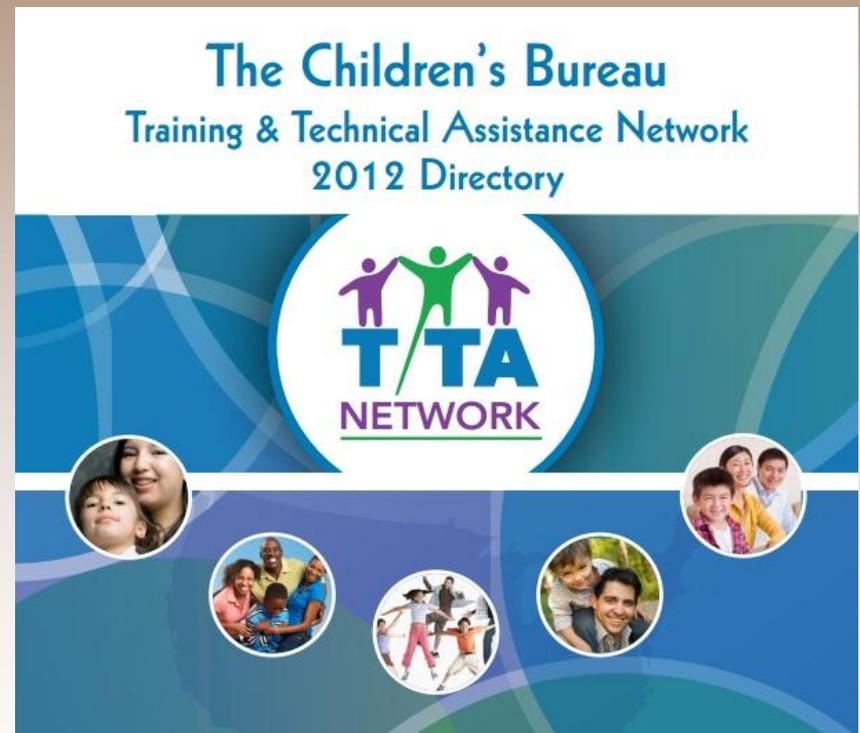
Overall Mean Scores for T/TA Areas



Accessing T/TA Through the T/TA Network

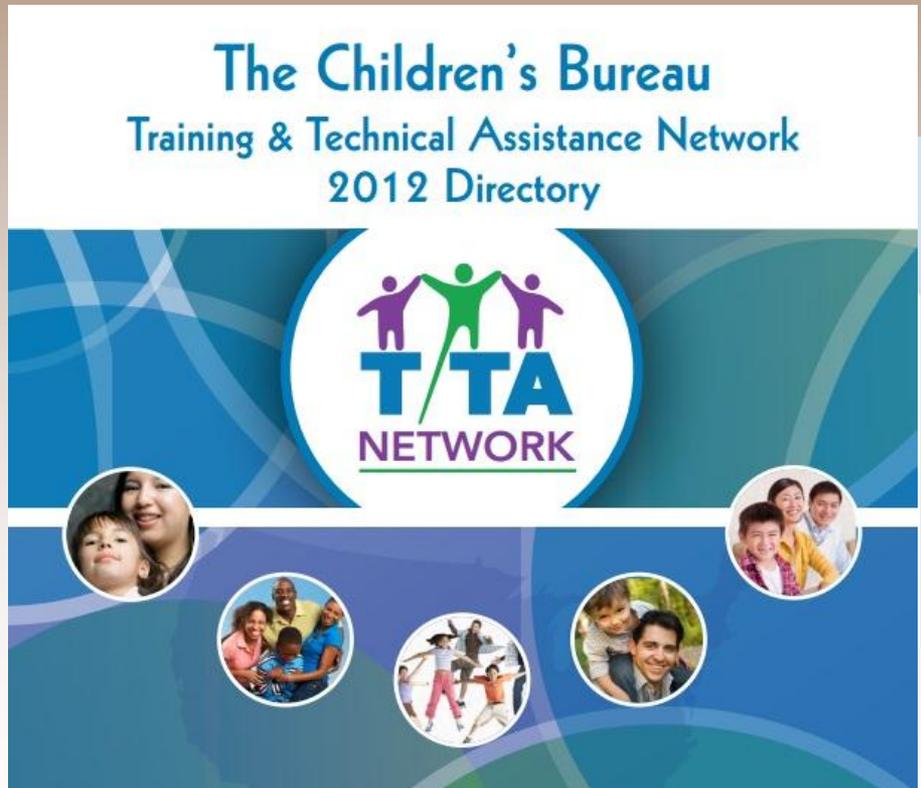
Accessing T/TA

- No wrong door!
- Contact information is available online at: <http://www.acf.hhs.gov/programs/cb/tta/>
- The Directory can also be downloaded at the web address above.



Accessing T/TA

- Call or email any of the contact numbers found in the Directory
- Go to www.ttaccportal.org and download the On-site T/TA Network Standard Request Initiation form - you only have to complete **the first 3 pages** -



On-Site T/TA Network Standard Request Initiation Form

On-site T/TA Network Standard Request Initiation

Instructions

This form begins with a State, Tribe, Territory or Court articulating their need for technical assistance. The information collected in this tool is intended to help the Training and Technical Assistance (T/TA) Network members understand the Technical Assistance (TA) need and determine how best to proceed.

For more information about the T/TA Network, please see: <http://www.acf.hhs.gov/programs/cb/tta/>.

Certain persons are eligible and authorized to request T/TA in a State, Tribe, Territory, or Court. If the request is from a County, Region (within a State), Court, or other source not directly authorized to make such a request, this form should be submitted to your State's or Tribe's administrative/central child welfare office or Court Improvement Project for approval prior to submission. If you have any questions or need assistance completing this tool, please feel free to contact your ACF Regional Office directly. For more information on your Regional Office, please see: <http://www.acf.hhs.gov/programs/oro/index.html>.

Part A – Standard Request Initiation Information

Date of Request:		
Organization Requesting Assistance:		
Requestor's Contact Information	Name:	
	Title:	
	Address:	

- Where a Tribe, State, Territory or Court describes their need for technical assistance.
- You can download then complete it or we can walk you through it.

Maria Scannapieco, MSW, Ph.D.
Professor and Director
University of Texas at Arlington
Mountains and Plains Child Welfare
Implementation Center
msscannapieco@uta.edu

Implementation Centers and National Resource Centers

Funded by the Children's Bureau to provide States and Territories, Tribes, and Tribal Consortia individualized training and technical assistance (T/TA) to:

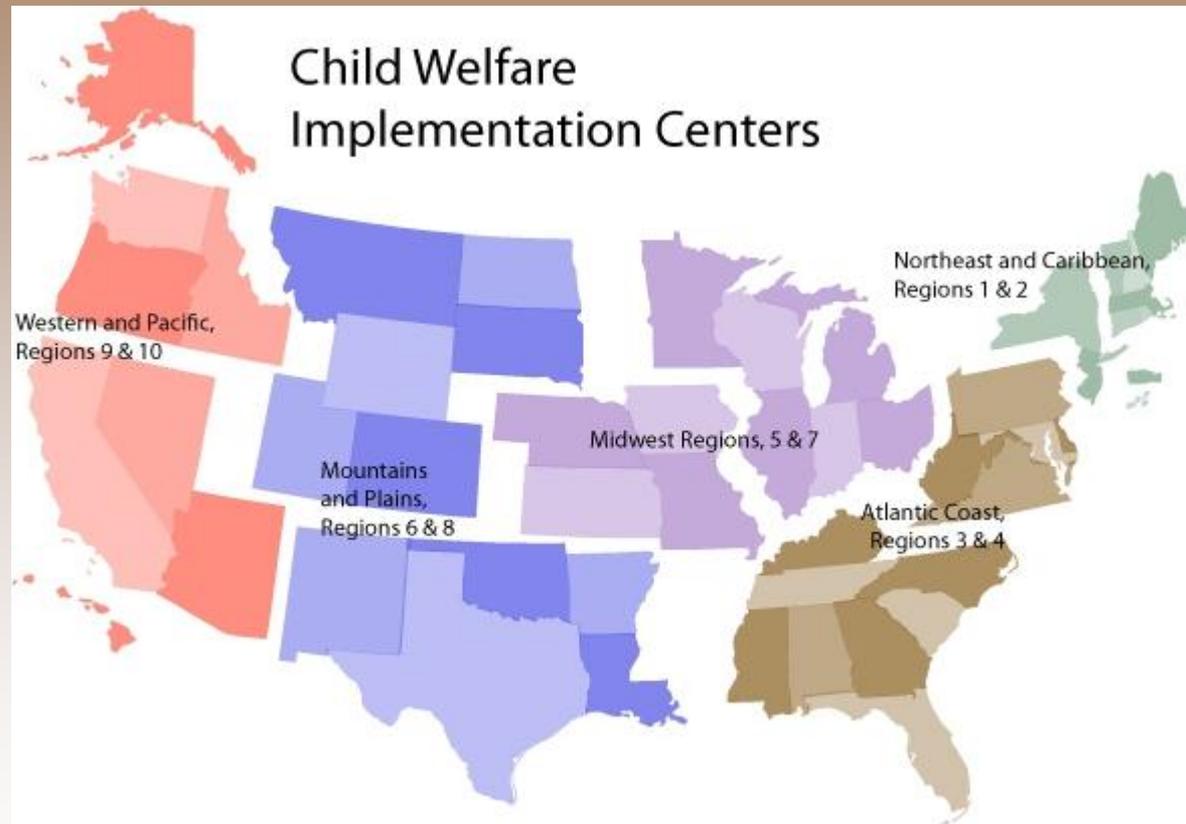
- ❑ Improve child welfare administration and practice
- ❑ Meet Federal performance standards and implement effective programs
- ❑ Pursue sustainable and positive systems change
- ❑ Improve outcomes for children, youth & families

Project Partner Roles

Building Capacity to Implement Sustainable Systems Change

Implementation Center	Child Welfare Agency
Conduct organizational and readiness assessment to identify potential barriers to implementation	Develop and implement strategies to address organizational barriers and improve readiness for implementation
Guide planning process	Develop project plan
Provide and coordinate technical assistance resources to support organizational change and facilitate implementation	Provide and coordinate organizational/human resources to manage change and support implementation
Provide technical assistance to promote best practices in organizational and child welfare systems change	Utilize best practices to align people, process, structure, measurement/rewards, and technology around the desired systems change
Facilitate implementation	Implement plan
Develop methodology (e.g. benchmarks, tools) to monitor implementation progress	Collect project data; use data reports to monitor implementation and inform /refine implementation strategies
Evaluate project outcomes	Use findings and lessons learned to inform future implementation efforts

Geographic Assignments



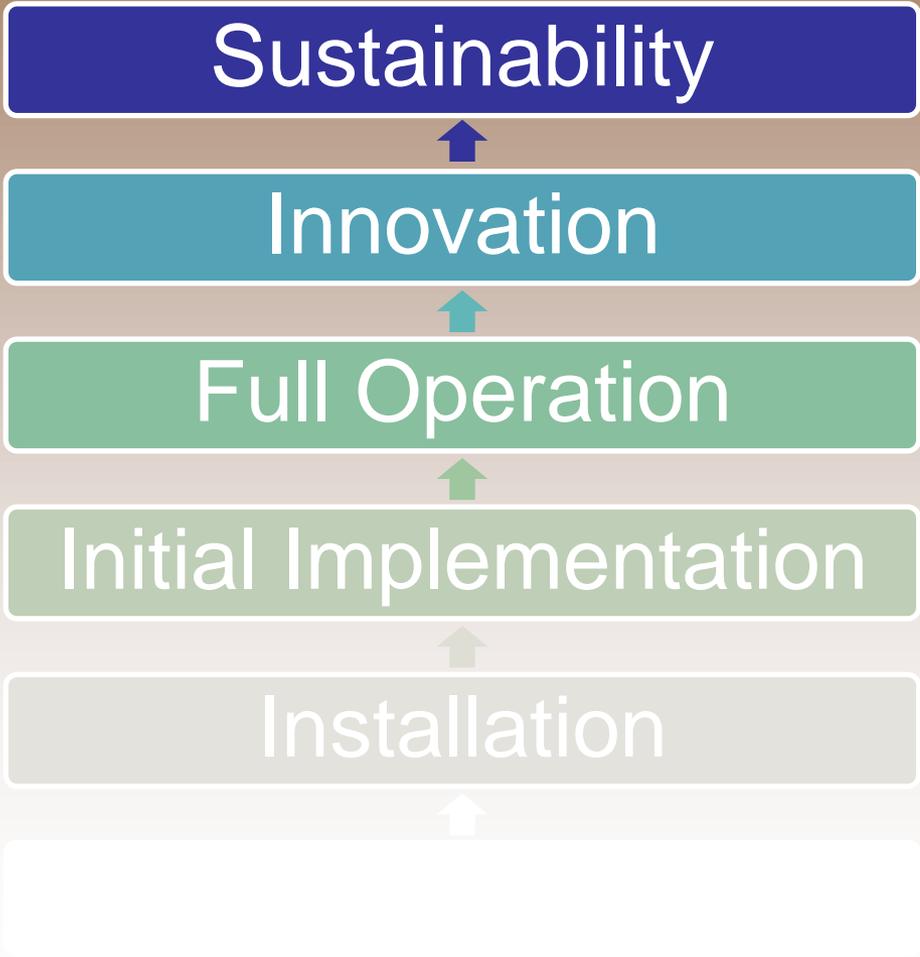
Mountains and Plains Child Welfare
Implementation Center
MPCWIC
Geographical Service Area

Region 6: Arkansas, Louisiana, New Mexico,
Oklahoma, Texas

Region 8: Colorado, Montana,
Dakota, Utah, Wyoming



Stages of Implementation



MPCWIC Practice Model Projects

- ◆ The Skun-eyah (Garden) Project is a collaborative project to be implemented by two tribes, Three Affiliated Tribes (Mandan, Hidatsa and Arikara Nations) and Turtle Mountain Band of Chippewa
- ◆ The Osage Nation implementation project goal is three-fold: develop a business mapping model, develop and articulate a culturally based family centered practice model, and create a decision support data system to help facilitate the first two
- ◆ Colorado Department of Human Services, Division of Child Welfare—Child Welfare Practice Reform. This three-year project will explore, define and implement a Colorado practice model, inclusive of specific practice strategies, methods and tools to improve outcomes for children and families. Denver, Colorado
- ◆ Developing a New Mexico Child Welfare Practice Model will be focused on the development and implementation of a clearly articulated practice framework, inclusive of vision, mission, values and operating principles, to guide all of the change initiatives underway in the State

A Model of Practice

- ◆ Applies to everyone
- ◆ Defines relationships
- ◆ Guides thinking
- ◆ Structures beliefs about families

A Model of Practice

- ◆ Is a conceptual map and organizational ideology
 - How agency employees, families and stakeholders should partner in creating a physical and emotional environment that focuses on the safety, permanency, and well-being of children and their families.
 - Includes definitions and explanations regarding how staff partner with families, service providers, and other stakeholders in the delivery of services to achieve positive outcomes for youth and their families.

What does a Practice Model do?

- ◆ It describes the outcomes to be achieved.
- ◆ It is prescriptive in how services should be provided.
- ◆ It includes the practice activities and rationale that form the case opening to case closure process.
- ◆ It includes 'evidence-based' approaches, promising practices and/or approaches believe to be effective through practice based experience.
- ◆ It makes an explicit link connecting the agency's policy and practice with its mission, vision and core values.

Impact of a Practice Model

- ◆ Provides a Moral Authority for Practice.
- ◆ Promotes Consistency in Practice Across the Organization.
- Informs the Design of Training.
- Shapes the Design of the Quality Assurance Process.
- Provides the Opportunity to Reshape Employee Performance Expectations.
- ◆ Can Force Attention to How Children and their Families Should Experience the System.
- ◆ Provides Guidance When Thinking About How to Shape or Change the Organizational Design.

Recommended Elements

- ◆ Vision, mission and core guiding principles / agency values
- ◆ Standards of professional practice
- ◆ Strategies and functions to achieve the vision, mission, core principles / agency values, and standards of professional practice
- ◆ Plan for assessing service needs, engaging families and delivering services
- ◆ Strategies to measure family outcomes

Recommended Elements, *cont.*

- ◆ Strategies to measure agency and worker outcomes
- ◆ Plan for measuring and sustaining organizational success
- ◆ Plan for supporting organizational and practice change
 - Resource allocation
- ◆ Strategies for effective collaboration with other service systems / key stakeholders

Cultural Practice Model

A Cultural Practice Model

Respects the

- ◆ cultural values
- ◆ traditions of the families
- ◆ the community

...Of the People we serve

Together or Separate ?

- ◆ Define and document a complete Cultural Practice Model in addition to a Agency Practice Model
- ◆ Identify “connection points” in the Agency Practice Model that include ways in which to greet a family, assessing cultural/traditional values of the family, offering of traditional services for families and Agency staff.

Together or Separate ?

- ◆ Working from the Agency Practice Model while acknowledging that Culture is intrinsic to the community, the families we serve and the staff – this can include having team discussions, inviting community partners and tribal elders and tribal leaders to participate.

Challenges

- ◆ Getting Consensus from the Agency Staff that a Cultural Practice Model is a good idea
- ◆ Creating a Strategy to resolve or “agree to disagree” on some topics
- ◆ Defining “what” if anything, should be documented including; a cultural practice model, cultural services, categories or details, counts to report to the community



National Child Welfare Resource Center for Tribes

NRC4Tribes

For More Information:

Jerry Gardner

Executive Director, TLPI

Director, NRC4Tribes

Jerry@TLPI.org

323-650-5467

Kathy Deserly

Associate Director

NRC4Tribes

Kathy@NRC4Tribes.org

406-431-5941

Joseph J. Walker

Tribal Child Welfare Specialist

NRC4Tribes

Joe@NRC4Tribes.org

323-533-1171