Recruitment and Retention of Resource Families in Rural and Tribal Communities

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The Goal

To develop actionable plans together for your children and families



Introductions

Tell us about yourself and your interest.....

Center for States NRCDR

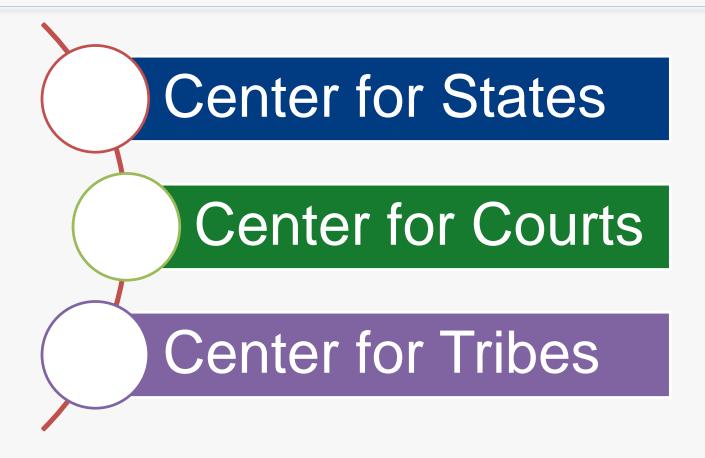


Center for States Overview





Capacity Building Collaborative





Center for States

Helps States and territorial public child welfare agencies and title IV-E waiver demonstration jurisdictions build capacity to improve child welfare practices and achieve better outcomes for children, youth, and families



Service Areas

Universal Services

Constituency Services

Tailored Services



Building Capacity

Resources

Infrastructure

Knowledge and Skills

Culture and Climate

Engagement and Partnerships





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DILIGENT RECRUITMENT PLACEMENT STABILITY
AND PERMANENCY

DIVERSE POPULATIONS DEVELOP AND SUPPORT FAMILIES

CONTINUOUS QUALITY
IMPROVEMENT

FOR TRIBES



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Get monthly tips, tools, and resources for recruiting and retaining foster, adoptive, and kinship parents

STAY CONNECTED

Our work is to assist States, Tribes, and Territories in developing and implementing comprehensive, multi-faceted diligent recruitment programs in order to achieve improved outcomes, including permanency and placement stability for children and youth in foster care. We provide free technical assistance, publications, and other support to help you recruit, support and develop foster, adoptive and kinship families.

We can help you

- Build data-driven recruitment and retention plans
- . Develop and implement comprehensive diligent recruitment plans and programs
- · Improve retention of foster, adoptive, and kinship families
- · Learn about effective recruitment and retention practices from your peers
- · Partner with community stakeholders to strengthen your recruitment and retention efforts

Overview Day 1: First, Challenges and Strengths

- Quick look at rural challenges and strengths
- Overview of California's strengths and challenges related to rural and tribal children in foster care: systems, agencies communities
- Social capital as a rural and tribal strength/asset
- Importance and Challenges of ICWA for all children in California
- Social capital as a means for developing cultural competence and recruiting rural and tribal families



Overview Day 1: Next, Identifying Your Challenge for Work

- Choosing a challenge; importance of the challenge; ability to address the challenge
- Social capital as a rural and tribal strength/asset to address challenge: Who is rich in social capital?
- What partnerships can you identify and/or form to address the challenge?
- What will you pick to work on to develop goals, objectives and strategies to address the needs of your children and families?



So what is rural?

Census: urbanized areas, urban clusters, everything else

UA's: 50,000 +

• UC's: 2,500 – 50,000

Rural: less than 2,500

ERS, by county

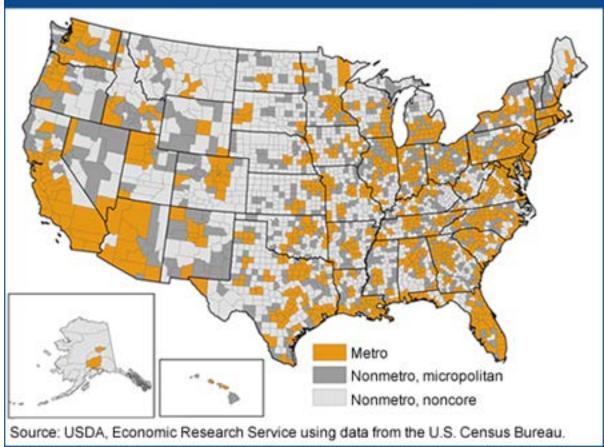
- Metropolitan: Counties with one or more urbanized areas (50,000 +) and areas generally with 25% commuting to the urbanized areas (suburbs)
- Micropolitan: 10,000 49,000
- Non-core: less than 10,000



U.S. Census Bureau's urban and rural areas, 2012 Urbanized areas Urban clusters Rural Source: USDA, Economic Research Service using data from the U.S. Census Bureau.



Metro, nonmetro micropolitan, and nonmetro noncore counties, 2013





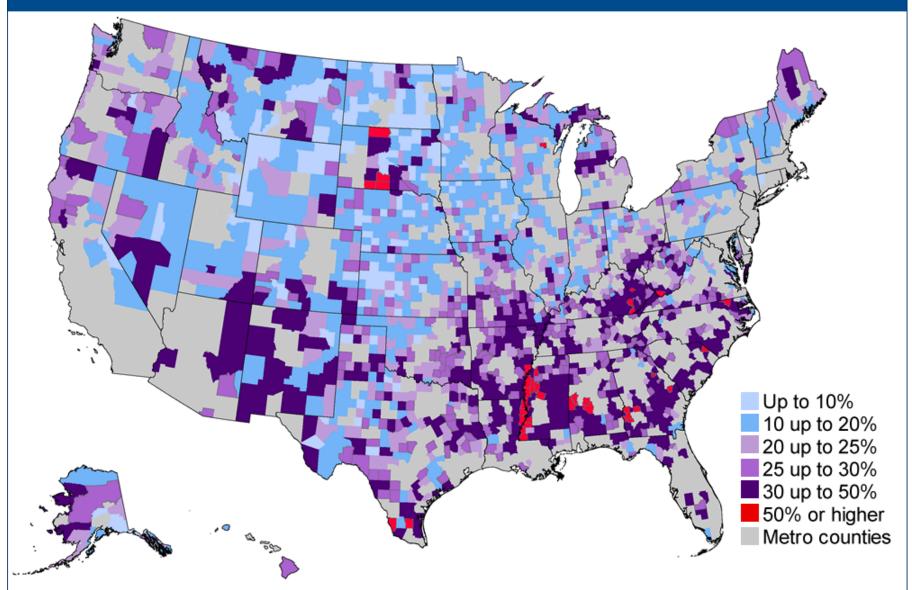


Challenges for Rural Human Services: Income/Economic Capital

- Poverty rates are higher in rural areas.
- Child poverty is higher in rural areas (24.3% vs. 20.1%)
- Reliance on food stamps, social security, disability (transfer payments).
- Rural counties often suffer long-term poverty.
- Economic base continues to erode.



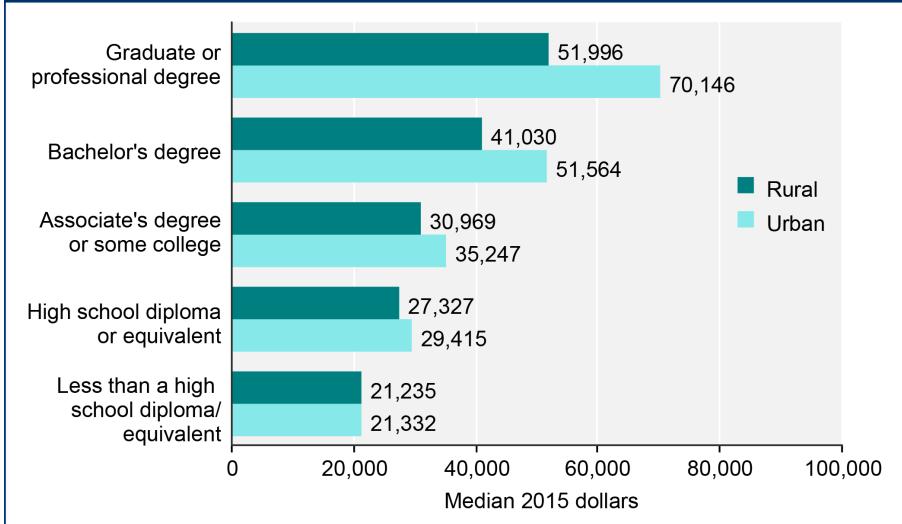
Nonmetro related child poverty rates by county, 2011-2015 average



Note: Related children are defined as any child under 18 years old who is related to the householder by birth, marriage, or adoption.

Source: USĎA, Economic Research Service using data from U.S. Census Bureau, 2010-2015 American Community Survey, and 2013 Office of Management and Budget metro/nonmetro designations.

Rural-urban earnings gap by educational attainment, 2015



Note: Median earnings in 2015 dollars for all earners age 25 and older; urban/rural status is determined by 2015 metropolitan area definitions from the Office of Management and Budget.

Source: USDA, Economic Research Service using data from the U.S. Census Bureau, 2015 American Community Survey.



Overview

Unemployment continued to decline in rural areas in 2015, falling close to levels last seen before the Great Recession, as employment continued to grow. After declining for several years, rural population stabilized. Median annual earnings rose in rural areas and poverty fell markedly in 2015, as in urban areas; the rise in earnings occurred across most major industry sectors. Trends in poverty and median household income were similar across county economic types. While employment in recreation is associated with relatively low earnings, recreation counties overall had relatively high levels of household income and low levels of poverty in 2015.

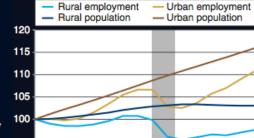
Little change in population and slow growth in employment in rural America

The total population in rural (nonmetro) counties stood at 46.2 million in July 2015, representing 14 percent of U.S. residents in 72 percent of the Nation's land area. The rural population declined by 136,000, or 0.3 percent, between 2010 and 2014, before leveling out in 2015. (Except where noted, all

data for metro and nonmetro areas reported here are based on the metropolitan area designations established by the Office of Management and Budget in 2013 based on 2010 Census results.)

The rural population trend was in marked contrast with urban (metro) trends. Urban areas have had moderate but consistent population growth of Rural employment has grown slowly in recent years while rural population has declined slightly

Indices (Level in 2000=100)





Less Human Capital

- Fewer rural physicians
- Fewer specialists
- Fewer behavioral health providers, specialty therapists
- Fewer persons with high school or college degrees





https://www.ruralhealthweb.org/about-nrha/about-rural-health-care

Rural	Urban
19.3%	80.7%
13.1	31.2
30	263
18%	12%
\$45,482	\$53,657
	19.3% 13.1 30 18%



Less Physical Capital

- Transportation and Roads
- Buildings, modern schools, infrastructure
- Internet Access
 - Reduced accessibility to information
- Community centers, hospital access



The Challenge of Distance

- Issues from the CFSR's
 - Distances to travel for training for caseworkers
 - Distances for training for foster/adoptive parents
 - Distances for child visits for all
 - Isolation from further professional development
 - Distances for linking children to specialists, medical assistance
 - Distances for consultation, collaboration, respite care
 - Financial costs for travel
 - Uncompensated time (no reduction in caseload size, etc.)



Belanger, K., Price-Mayo, B. & Espinosa, D. (2008). The plight of rural child welfare: Meeting standards without services. *Journal of Public Child Welfare*, 1(4).

With fewer resources available to them....

https://www.ruralhealthresearch.org/webinars/files/120914-rural-chartbook-webinar-ppt.pdf

Belanger, K., Price-Mayo, B. & Espinosa, D. (2008). The plight of rural child welfare: Meeting standards without services. *Journal of Public Child Welfare*, 1(4).

Belanger, K. & Stone, W. (2008). The social service divide: Service availability and accessibility in rural vs. urban counties and impact on child welfare outcomes. *Child Welfare*, 87(4).



Rural Abuse and Neglect

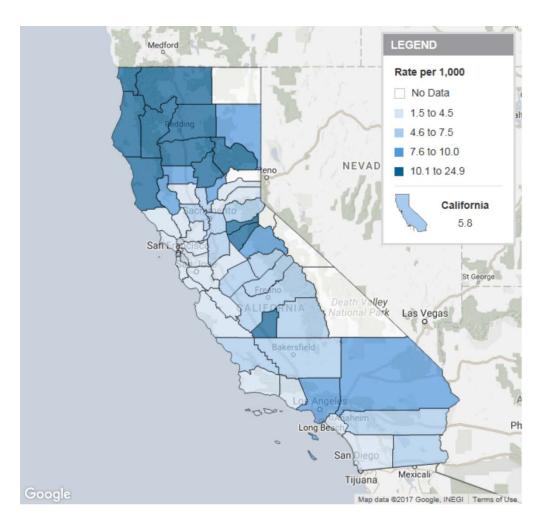
- Rural children 2x the rate of harm standard maltreatment vs. urban children
- Rural children 2x the rate of endangerment standard maltreatment vs. urban children
- And enter foster care at much higher rates

Sedlak, A.J., Mettenburg, J., Basena, M., Petta, I., McPherson, K., Greene, A., and Li, S. (2010). Fourth National Incidence Study of Child Abuse and Neglect (NIS–4): Report to Congress, Executive Summary. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families.

Mattingly M, Wells M, Dineen M. Out-of-home care by state and place: higher placement rates for children in some remote rural places. Carsey Institute. Spring 2010. Fact Sheet No 19.



Children in Foster Care: 2015; Showing Counties



Definition: Number of children and youth under age 21 in foster care per 1,000 on July 1 of each year (e.g., 5.8 per 1,000 California children/youth were in foster care on July 1, 2015).

Data Source: As cited on kidsdata.org, Webster, D., et al. Child Welfare Services Reports for California, U.C. Berkeley Center for Social Services Research (Jun. 2016); Annie E. Casey Foundation, KIDS COUNT Data Center (Jul. 2016).

Kidsdata.org

http://www.kidsdata.org/topic/20/fostercare/map#loct=3&fmt=2493&tf=84¢er=-13325098.893387,4509031.392449&zoom=1

Challenges in rural America

Opioid epidemic

Homelessness

Disability and employment

Health

Behavioral health

And many more.....





The National Advisory Committee on Rural Health and Human Services

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Publications

Policy Briefs

Social Determinants of Health, January 2017 (PDF - 383 KB)

Alternative Models to Preserving Access to Emergency Care, July 2016 (PDF - 523 KB)

Families in Crisis: The Human Service Implications of Rural Opioid Misuse, July 2016 (PDF - 948 KB)

Child Poverty in Rural American, December 2015 (PDF - 486 KB)

Delivery System Reform and Implications for Rural Communities, December 2015 (PDF - 247 KB)

Mortality and Life Expectancy in Rural America, December 2015 (PDF - 368 KB)

Telehealth in Rural America, March 2015 (PDF - 105 KB)

Intimate Partner Violence in Rural America, March 2015 (PDF - 131 KB)

Homelessness in Rural America, July 2014 (PDF - 302 KB)

Affordable Care Act Plans and Premiums in Rural America, July 2014 (PDF - 910 KB)

Rural Implications of the Affordable Care Act Outreach, Education, and Enrollment, January 2014 (PDF - 104 KB)

The Intersection of Rural Poverty and Federal Human Services Programs, January 2014 (PDF - 180 KB)

Rural Implications of Changes to the Medicare Hospice Benefit, August 2013 (PDF - 107 KB)

Challenges to Head Start and Early Childhood Development Programs in Rural Communities, December 2012 (PDF - 72 KB)

Which are your challenges, and how do they impact your work?

- a) Which of these challenges do you face as you try to care for the children and families in your county, tribe or jurisdiction?
- a) What solutions have you tried to help you?
- b) What would you like to be able to do?



Rural Assets

- Context for life
- History
- Continuity
- Many cultures view place as part of actual life and rural culture.
- What places mean something to you?
- What places are important to the children and families on your caseload? In your tribe?



Rural Assets: Importance of Place

- Place-based loyalty
- Potential voting power
- Manageable systems—we know each other
- Values: loyalty, family, initiative, self-sufficiency



How can "place" be incorporated into helping you address your challenges?

- What are the important places in your communities?
 Can you think of 3-5 places that people identify with?
- How could place help potential partners and potential resource families engage with the foster care system?



Ideas about "place"

- a) Schools are often places the community relates to... how can they be used for resource family recruitment, for assistance with some of the tasks related to recruitment, development and support of families?
- a) Churches.....
- b) Historic sites, rivers, mountains, fields
- d) Certain times of year, events connote belonging...



Rural Assets: Social Capital

- Resources available by:
 - Membership in social network
 - Includes trust, shared norms/values
 - Results in outcomes that would otherwise not be possible

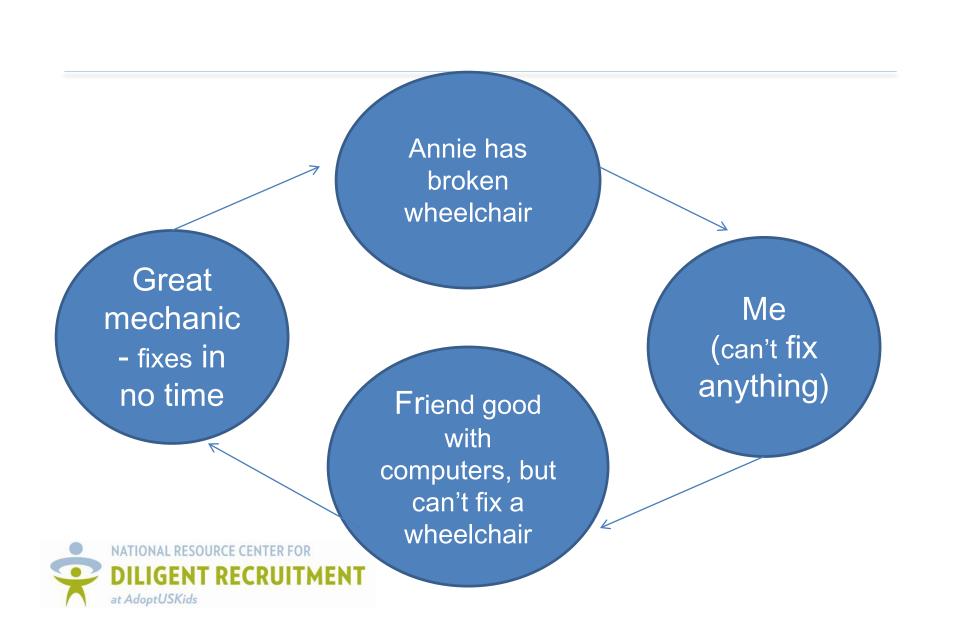
Child Welfare Information Gateway (2012). Rural Child Welfare Practice. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau.



Essential Concepts

- Relationships
- Reciprocity
- Trust
- Norms/Sanctions
- Groups/Belonging/Membership
- Earning/Spending/Saving/Storing
- May be symmetrical; often asymmetrical
- May accrue over place and/or time
- Transferable to others





Kinds of Social Capital

- Bonding--in group relationships
 - Clubs: Rotary, Optimist, Chamber of Commerce, Boys Scouts, Girl Scouts
 - Sororities, Junior League, Mothers' Club, Teams
 - Faith communities that have a somewhat closed membership and tight relationships



Kinds of Social Capital

- Bridging--between group relationships
 - Organizations that link others
 - People who are members of different groups (can link them)
 - Organizations that link people throughout the region (faith communities with larger structures—some churches and health systems have structures that cross geographical boundaries...which others?)



Rural Communities Are Rich in Social Capital

- Structures that facilitate social interactions
- Relatively closed systems (know each other; greater likelihood of reciprocity) (Coleman, 1990)
- Trust over time (history)
- Unbuffered relationships
 - "We (rural) deal with each other in several ways, at several times and in different roles."

Snow, 2001



We Might Predict

Because, like other rural communities, we have

- Limited funds (economic capital)
- Seriously limited staff (human capital)
- Great distances to travel
- We will have to rely on engaging local communities to share in the recruitment/retention of foster and adoptive families
- We will have to rely on place-based strategies and social capital



Based on This, We Might Predict

Because rural people tend to rely on close relationships and local/place-based influences

- We need to establish relationships with locally respected, trusted people.
- We might have to do this through others with the connections.
- We have to look for "bridgers" and "bonders"



Who in your community is rich in social capital

- a) Think about 3-5 people you work with who are rich in social capital... Who are they?
- b) Who in your office would you consider bonders? Who holds you all together, makes your office space a community?
- c) Who in your office would you consider bridgers? Who links you to other groups, other counties, tribes, state office, other states?
- d) Think about 3-5 people in your community, your tribe, your jurisdiction who don't already work with you, but who are rich in social capital.... Who are they? Bridgers, bonders, both?

