

# Recruitment and Retention of Resource Families in Rural and Tribal Communities (3)

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## Day 2: Developing a Simple Plan (or... Firing the Pot)

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- Review of rural strengths and potential partnerships
- What is a plan? Example planning format
- Goals and SMART objectives
- Revisiting the challenge/choices for actionable plans
- Developing objectives and strategies
- Identifying persons responsible (tentatively)
- Identifying time frames
- How will you know that you did what you said you were going to do?
- How will you know that you achieved what you set out to achieve?
- Next steps

# Let's get started....

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- Thoughts from yesterday
- Strengths you identified
- Challenges you identified
- People you identified as rich in social capital
- Possible engagement and collaboration with those rich in social capital
- Potential partnerships
- Hopeful partnerships and collaborations you want to explore
- Gaps in your plan that you might want to address

# The Cycle of Progress....

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# What do we need to develop actionable plans?

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- What is actionable? What you can accomplish reasonably.
  - Can include work with others
  - Can be short term
  - Can be long term
  - Balance chance of success with importance
  - Can be tried before with or without success
  - Can require totally new strategies
- Data so that you can see if you got there!
- Creativity: Not just one right answer, but choosing from several, making music!
- Identifying goals, measurable objectives, strategies and tasks: who will do what and when....

# Who can be part of actionable plans?

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What do we mean by collaborative planning and partnering in planning?

- Thinking about stakeholders
- Including their perspectives
- Engaging in planning
- Collaborating in planning
- Partnering in planning: These are our children. Let's do this together!

# One example of a planning format

## Example Planning Guide

### VISION:

<u>GOAL 1:</u> ←	<u>OBJECTIVE 1:</u> ←
<u>STRATEGY 1:</u> ←	

#	Action	Responsible	Start Date	End Date	Complete Date
1	<input type="checkbox"/> ←				
2				Ongoing	Ongoing

### STRATEGY 2:

#	Action	Responsible	Start Date	End Date	Complete Date
1					
2					

<u>GOAL 2:</u>	<u>OBJECTIVE 1:</u>
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# Changing Challenges to Goals and Objectives

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- For the 4 challenges that you have chosen to tackle, try to put numbers/data to the challenge and to the change you want to see.
- If you have a good guess, go ahead and provide it, but note that you want to check it when you get back to the office.
- If you don't have the data, how can you get it?
  - Do you have it available from another source?
  - Can you get this data collaboratively?
- Could getting the data, or working with others to get it, be one of your challenges, and part of your plan?



# Goals and SMART objectives

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- A note about terminology (goals vs. objectives)
- But it needs to be SMART
  - Specific
  - Measurable
  - Achievable
  - Realistic
  - Time-bound

# Step 1: Pick your goals and objectives that address the challenges you chose.

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- Is it specific? Would I interpret it the same way you will?
- Is it something you really want to accomplish?
- If you accomplish it, will it help your children and families?
- Does it move a number? Can you place a bet on it? Does it challenge everyone to work together?
- Come back and bring this to the group.....

# Strategies that demonstrate awareness of place

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- Utilize what is beautiful about the community/tribe in materials
- Understanding why people choose to live here and showing that in recruitment materials and events
- Demonstrating what is beautiful about fostering/adopting in gatherings, awards, newspaper articles
- Showing why people choose to foster/adopt *here*.
- Valuing the community and help them value foster care/adoption.
- Showing that you value them: take calls at all times (if possible); go to community events; don't abandon them once adoption is finalized or child placed in foster care.
- Expect long-term relationships with the agency.

# Examples of recruitment and support strategies in rural and tribal communities utilizing social capital

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- Engaging current families in helping their own community; provide needed tools
- Helping bridge communities
- Working with persons with social capital to select strategies
- Supporting local efforts; helping to remove barriers
- Establishing incremental foster care and adoptions: supporting with goods, respite, foster care, then adoption.
- Helping the community/tribe create the “campaign” in their own language and in their own terms.

# Examples of building connections

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- Examine largest bridging groups : Churches? Businesses? Schools? Health care delivery systems?
- Ask around -
  - Who has a good contact? Who is trusted by both communities?
  - Who doesn't mind sharing their capital?
- Meet: the person(s) in the agency responsible, the joint contact, and the end contact... share stories, make connections; build a relationship.
- If at all possible, seal the connection with a fairly formal partnership.
- Honor the partnership with announcement, media, etc. if appropriate.

# Building Bonds and Building Bridges: Rural and Tribal

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- Spending time
  - Coffee, meals, visits, when invited---not just once but over a period of months, years
- Non-essential visits are essential.
  - Call to ask how everything is.
  - Show concern when you hear someone is sick, read something in the paper.
- Friendships are not oppositional to professionalism.
- Most families want the help offered to them.
- People are more than willing to share information.
- Provide opportunities to cross-engage, and cross-trust.

# The Role of Spiritual Communities in Rural Relationships

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- Spiritual communities are often the center of the social community.
- They are places to meet, to celebrate, for sacraments—coming into and leaving life.
- Be there for community; learn the community.
- Appreciate the community's spiritual diversity.
- Social capital involves giving; when you give to others, they give to you. Everyone wins. Becoming engaged...



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# Tribal and County Partnerships: How can we partner together?

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- **Counties and Tribes working together to assist with:**
  - Identifying relative/family resource placements for the children
  - Providing culturally relevant services when meeting the needs of children who are in placement
  - Developing resource homes
  - Keeping siblings together or reunited when separated in care
- **Partnerships among Counties and Tribes is beneficial to both:**
  - More inclusive
  - Reduces barriers
  - Strives to continue building relationships
  - Develop and foster cultural competency and awareness



# Collaboration and Partnerships: Breakout Group Session

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What is your best thinking on how we can partner together to identify and support potential foster and adoptive families where children are from?

## Things to consider:

- Families and children who are domiciled on the reservation
- Families and children who are not domiciled on the reservation
- Not all tribes are the same and have different cultural values and beliefs.
- Tribes each have different governing infrastructures, each are unique

## Step 2: Pick at least three strategies to accomplish each of your objectives.

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- A strategy is the way you want to go about reaching your goal.
- You may think of several strategies, even in categories.
- For example, creating a formal partnership may be your first strategy.
- Establishing a foster parent advisory group could be a strategy.
- Analyzing your past recruitment campaigns for successes may be a strategy.
- Holding frequent community gatherings....

## Step 2: More strategies

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- Develop a shared recruitment calendar with tribal partners.
- Partner with the Chamber of Commerce to hold resource family appreciation events twice a year.
- Establish MOU's with each tribe with a presence in the county; tribes establish MOU's with each county.
- Strategies for recruitment... retention... development... support..
- Determine your strategies and report back to the group.

## Step 3: Making your plan realistic---Choose action steps, and persons responsible (a).

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- Look at each strategy. What are the specific steps you need to take to accomplish this strategy?
- Be as specific as possible so that you know if you did it or not.
- You don't need to get too far into the weeds, but far enough so that everyone is on the same page and everyone knows their responsibilities.

## Step 3: Making your plan realistic---Choose action steps, and persons responsible (b).

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- Back to engagement, collaboration and partnerships...
- Who will do which things?
- Can you take the plan back to the community and ask for partners (knowing you may need to revise the plan, or do a new one...)?
- Do you have people sitting in the room who will work with you?
- Are you thinking of people or positions? Which do you need?
- Give it your best effort!! Choose at least five action steps and identify people responsible.

## Step 4: Identify your time frames.

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- Look at action step. What is a reasonable end or target date?
- Now look at when you need to start it... think about calendars, holidays, times that might be best to do this....
- Are there activities that would coincide? Health fairs, gatherings (tribal, county, etc.)
- Try to be realistic. Can you put it on a calendar?
- Which things are ongoing, and can you put a date to check that it's still happening, or some sort of report (simple, oral, written....)
- Put time frames to each action step.

## Step 5: Solidify the plan.

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- How will this become a real living plan?
- How will you revise or update it?
- Will you want to work to have a complete plan, or will this do for now?
- Who gets copies? Who will you deliver it to, show, report to?
- How will YOU make sure it works? Team meetings? Team publicity? Reports to leadership?
- Next steps...

## Next steps

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- What will you do immediately to integrate this plan into your work?
- How might counties and tribes working together help with recruitment, development, support and retention of all families?
- How can this plan be incorporated into other reports?
- How can it be used to obtain other resources?



# NRCDR Resources and Tools:

- Our Diligent Recruitment Navigator is a tool that helps guide States, Tribes, and Territories through their own process of developing a comprehensive, multi-faceted diligent recruitment program. The Diligent Recruitment Navigator provides suggested discussion questions and people to include in the process of developing a diligent recruitment program. You can customize the Diligent Recruitment Navigator so that you receive suggestions that are specifically tailored to your child welfare system. <http://www.nrcdr.org/diligent-recruitment/dr-navigator>
- Tips on Using Data <http://www.nrcdr.org/diligent-recruitment/using-data/tips-on-using-data>
- Is your response system family friendly  
<http://www.nrcdr.org/assets/files/NRCRRFAP/resources/is-your-response-system-family-friendly.pdf>
- Using customer service concepts to enhance recruitment and retention practices  
<http://www.nrcdr.org/assets/files/using-customer-service-concepts-to-enhance-recruitment-and-retention-practices.pdf#page=11>

## If you'd like more information:

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## Web Sites and References

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- Moving Toward Cultural Competence: Key Considerations to Explore (NRCDR) can be found at [http://www.nrcdr.org/\\_assets/files/NRCRRFAP/resources/moving-toward-cultural-competence.pdf](http://www.nrcdr.org/_assets/files/NRCRRFAP/resources/moving-toward-cultural-competence.pdf)
- The NRCDR website, with a wealth of resources: <http://www.nrcdr.org/>
- Other detailed references available upon request.



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