NCWWI National Webinar Series Session #8

Building a Culturally Responsive Workforce: The Texas Model for Undoing Disproportionality & Disparities in Child Welfare

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Wednesday, May 8, 2013
Technology Orientation

- Use Q/A window for questions and comments
- If you cannot hear us talking, please use this alternate phone number for audio:
  - (866) 394-2346
  - Conference code: 6518772413#
  - Please keep your line on mute
- If you need further web support, please call WebEx at 1-800-508-8758 or email skollar@albany.edu
Session Agenda

1. Context
2. Texas Background & History
3. The Texas Model
4. Applying the Texas Model to Texas Child Protective Services
5. Q & A via web platform
6. Continuing the Conversation & Closing
NCWWI Leadership Model

- Accountability
- Capacity-building
- Service Orientation
- Decisiveness
- Entrepreneurship
- Financial Management
- Planning & Organizing
- Problem Solving
- Technical Credibility

- Conflict Management
- Developing Others
- Team Building
- Cultural Responsiveness
- Leveraging Diversity

- Creativity & Innovation
- External Awareness
- Flexibility
- Strategic Thinking
- Vision

- Partnering
- Political Savvy
- Influencing
- Negotiating

- Leading in Context
- Leading People
- Leading Change
- Leading for Results
Significance

Building a culturally responsive child welfare workforce:

1. Reduces disproportionality and disparity of case outcomes, services and treatment.
   - Improves case practice by increasing caseworker knowledge, appreciation of and sensitivity to different cultures. Helps workers more fully engage with families, better understand family actions/interactions, and make culturally appropriate case decisions.

2. Strengthens program, organizational and cross-systems functioning.

3. Improve public perceptions of child welfare.

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BACKGROUND & HISTORY
Many different terms are used to describe racial inequity in outcomes across systems:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Most commonly used in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disproportionality</td>
<td>The fact that some racial or ethnic groups of families and children are represented in various child welfare services populations at levels that are disproportionate to their numbers in the overall family or child population.</td>
<td>Child welfare</td>
</tr>
<tr>
<td>Health Disparity</td>
<td>Differences in health outcomes and their determinants between segments of the population, as defined by social, demographic, environmental, and geographic attributes.</td>
<td>Health &amp; mental health</td>
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<tr>
<td>Disproportionate Minority Contact (DMC)</td>
<td>The disproportionate number of minority youth that come into contact with the juvenile justice system.</td>
<td>Juvenile justice</td>
</tr>
<tr>
<td>Achievement Gap</td>
<td>The difference in the performance between each Elementary and Secondary Education Act (ESEA) subgroup (Overall, Asian, Black, Hispanic, White, Free or Reduced Price Meals, Limited English Proficient Students, and Special Education Students) within a participating Local Education Authority (LEA) or school and the statewide average performance of the LEA's or State's highest achieving subgroups in reading/language arts and mathematics as measured by the assessments required under the ESEA.</td>
<td>Education</td>
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</tbody>
</table>
Term: Disproportionality

Definition: The fact that some racial or ethnic groups of families and children are represented in various child welfare services populations at levels that are disproportionate to their numbers in the overall family or child population.

Most Commonly Used: Child welfare

Term: Health Disparity

Definition: Differences in health outcomes and their determinants between segments of the population, as defined by social, demographic, environmental, and geographic attributes.

Most Commonly Used: Health and mental health

Term: Disproportionate Minority Contact

Term: Disproportionate minority contact (DMC)

Definition: The disproportionate number of minority youth that come into contact with the juvenile justice system.

Most Commonly Used: Juvenile justice

Term: Achievement Gap

Definition: The difference in the performance between each Elementary and Secondary Education Act (ESEA) subgroup (Overall, Asian, Black, Hispanic, White, Free or Reduced Price Meals, Limited English Proficient Students, and Special Education Students) within a participating Local Education Authority (LEA) or school and the statewide average performance of the LEA's or State's highest achieving subgroups in reading/language arts and mathematics as measured by the assessments required under the ESEA.

Most Commonly Used: Education

The CEDD

Mission of the Center for Elimination of Disproportionality & Disparities:

The mission of the Center is to partner with health and human services agencies, external stakeholders, as well as other systems and communities to identify and eliminate disproportionality and disparities affecting children, families and vulnerable populations.
1. History
   – Project HOPE (Helping Our People Excel)

2. Legislation
   – Senate Bill 6
   – Senate Bill 758
   – Senate Bill 501

3. Interagency Council

4. Partners
SB501 Partners

1. HHSC, CEDD, DADS, DARS, DSHS, DFPS
2. Texas Juvenile Justice Department (TJJD)
3. Texas Education Association (TEA)
4. Office of Court Administration (OCA)
5. Office of Attorney General (OAG)
6. Supreme Court Permanent Judicial Commission for Children, Youth and Families
7. Community Based Representative
8. Faith-based Representative
9. Foster Care Youth Alumni
10. Two Medical Community Representatives
African Americans > 2x as likely to have poor outcomes in every system
Relative rate index for measures across child welfare, health, education, juvenile justice, and criminal justice


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Developing the Texas Model

1. Explored the Data
   – Tried to understand available data & dig deeper to look at “WHY”

2. Developed Partnerships & Feedback Loops
   – Engaged University partners to study the issue
   – Reached out to Juvenile Justice, Education and the Courts
   – Connected with local community members and leaders

3. Turned the Mirror Inwards
   – Informed child welfare leadership of preliminary findings
   – Asked “what is it about our system that contributes to these disparate outcomes we are seeing?”

4. Developed & Implemented Project HOPE
   – Created a 1-stop service center
   – Started at the county level, then expanded it statewide
THE TEXAS MODEL

The Texas Model of the Elimination of Disproportionality and Disparities

Best practices that have led to proven outcomes

History and lessons from work in Child Welfare

A natural process that makes sense to community, managers, and workers

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KEY COMPONENTS: THE TEXAS MODEL
1. Data-driven Strategies
   – Collect, research, analyze & proactively share data on system outcomes by race and ethnicity

2. Leadership Development
   – Grow both systems & community leaders that are courageous & grounded in C.E.D.D. approach

3. Culturally Competent Workforce
   – Develop workforce that reviews & examines its work through an anti-racist & humanistic lens

4. Community Engagement
   – Recognize strengths of grass roots community, hear its ideas & include it throughout process
5. Cross Systems Collaboration
   – *Share data, training & dialogue with systems, institutions & agencies that serve same populations*

6. Training Defined by Anti-Racist Principles
   – *Train staff & partners in principles that ensure we work at cultural & institutional levels*

7. An Understanding of the History of Institutional Racism & the Impact on Poor Communities & Communities of Color
   – *Develop common analysis of racism & history that led to current outcomes*
Examples

1. Courageous Conversations
2. Undoing Institutional Racism
3. Knowing Who You Are
Undoing Institutional Racism (UIR)

- Intensive 2.5-day workshop by The People’s Institute for Survival & Beyond designed to educate, challenge, and empower people to “undo” racist structures that hinder effective social change.

- Premise: Racism has been systematically erected and can be “undone” if people understand where it comes from, how it functions, and why it is perpetuated.

- Addresses the following areas:
  1. Analyzing Power
  2. Defining Racism
  3. Understanding the Manifestations of Racism
  4. Learning from History
  5. Sharing Culture
  6. Organizing to Undo Racism

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Knowing Who You Are (KWYA) (1)

- Developed by Casey Family Programs; incorporated into CPS.
- Texas DFPS expanded KWYA to include a course for all DFPS staff as well as a 1-day supervisors' course to better accommodate supervisors' needs.
- KWYA offers DFPS employees an opportunity to develop a healthy sense of racial and ethnic identity, as well as to enhance their psychological well-being and social competence.
- Based upon the knowledge that staff, volunteers, workers, and other allies who are more self-aware and equipped with these skills possess a greater ability to identify and advocate the best outcomes for all stakeholders.
Prior to attending a KWYA instructor-led course, staff must complete the E-Learning course, which helps develop a vocabulary for discussing race and ethnicity to be used as a tool for identity development and for addressing racism and discrimination. It also illustrates ways of integrating knowledge and skills into day-to-day practice.

KWYA “in-person learning” courses offered on a regular basis throughout the state include:

- *Supervisory Strategies to Support Knowing Who You Are* (1 day for Supervisors)
- *DFPS Version of Knowing Who You Are* (1.5 days for non-CPS staff)
- *CPS Version of Knowing Who You Are* (2 days for CPS staff)
IMPACT & OUTCOMES
Impact & Outcomes

- Improved use of data across systems
- Higher level of consciousness & shift in thinking
- Elevated outcomes for all – not just families of color
  – Ensured equity for all populations served by examining how we responded - or did not respond - to certain groups. When we were willing to examine our work at that level, we raised the bar for everyone - to good outcomes for all populations.
Impact: Removal Rates (1)

The Texas Model led to a statewide decrease in removal rates between 2005 and 2010:

Rate of Removal by Racial Group


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Impact: Removal Rates (2)

The decrease was most pronounced in counties where the Texas Model is most developed:

Focus counties (Harris, Tarrant, Dallas, Travis, Jefferson) began community engagement in 2005, 2 years before the rest of the state.


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ACCELERATORS & DECELERATORS
Decelerators

- **Role Conflict**
  - We come to this work to help, not to hurt
  - We must become *critical lovers of our systems*, and elevate consciousness around these issues to see how we can contribute to sustaining equity.

- **Institutional Racism**
  - Well-meaning people find it difficult to understand that *outcomes are not just about individuals*: we must address underlying institutional context.

- **Resistance & Questioning the Data**
  - The more data/research we have, the more data people request.
  - It is difficult to own and accept that *racial disparities exist because of reasons that are different than what they always thought.*

- **Sustainability Concerns**
Accelerators

- Risk-taking & willingness to view issues through a new lens
- Leadership commitment
- Transparency & data-sharing beyond the agency
- Mutual ownership and accountability with community, stakeholders & other systems
- Legislation (Statutory Authority Requirement)
- Intensive training (Beyond cultural competence to racial equity)
- Partnership with Casey Family Programs
- Overall effectiveness of the Texas Model!
LESSONS LEARNED & TIPS FOR OTHER AGENCIES

Lessons Learned
recognize mistakes
observe what works
document them
share them
Lessons Learned

- **Start this work at the leadership level**
- **Attend to transfer of learning (TOL)/implementation supports**
  - Created a comprehensive day-long curriculum to accompany the Model. Developed a TA process and toolkit (implementation roadmap), which encouraged attention to each component of the model and offered participants a “how to” for implementing the Model, plus access to additional resources (e.g., videos, book recommendations, contacts).
- **Build internal TOL capacity**
  - Added KWYA coaches into agency to sustain it over time; will do the same with Courageous Conversations. Sough national expertise to help build the effort, but didn’t rely on external folks to do this work over time.
1. Have leadership give people permission to question and be courageous. Ensure leadership and accountability for the process.

2. Don’t approach this work in a way that places blame, points fingers, or assumes these are conscious acts. Frame it as bringing more information to the table, so that well-meaning people can SEE it and get in touch with how we all contribute to it.

3. Begin to engage families, youth, community, faith-based leaders, and other systems that touch the lives of children, youth and families.

4. Use data to start the conversation and guide the work. Ask why does the data look the way it does? See if you can just raise the question, and start a dialogue, which is a non-threatening way to start. We have to understand why and how it all came to be before we can undo it.

5. Start courageous conversations about the data at all levels of the agency to try and figure out what it is saying about the system.

6. Explore research partnerships to help examine it at a deeper level to locate root causes – “the cause of the cause or the cause…”

7. Use Texas Model, customize it, and request TA from CEDD.
APPLYING THE TEXAS MODEL TO TEXAS CPS
Texas CPS is committed to the Texas Model and all of the components. A critical component is the ongoing analysis of race/ethnicity data:

- The data is the visible indicator of possible disparities. The data indicates places where we need to unpack the “why.”
- Allow for multiple views. Information is pulled from the annual data book and DRITs (data request intake & tracking) are requested to examine data not in the annual data book.
- An essential component to data analysis is collaboration with the CPS Research and Evaluation Team and subject matter experts for each stage of service.
- It is important to determine exactly what you are looking for and to understand that you may have more questions than answers.
Stage Comparison

Texas: FY 2012 Comparison of Stages

- Population
- Confirmed Victims
- Children Removed
- Children Awaiting Adoption at the End of the Year

- African American
- Anglo
- Hispanic
- Other
- Native American
Median Time to Adoptions

![Bar chart showing median time to adoption in months for different races/ethnicities in Texas.](chart.png)
African American children have the

1. Highest rate of removal from their homes
2. Longest time to exit from the CPS system
3. Highest rate of exiting to emancipation (they reach age of majority without being reunified with their family, adopted or placed with a relative)
4. Lowest rate of adoption within twelve months of eligibility for legal adoption
5. Highest exit rate to adoption with relatives
6. Lowest rate of adoption to non-relatives
Texas CPS Workforce Development Goals

1. Develop a culturally responsive workforce that reviews and examines its work through an anti-racist and humanistic lens.

2. Develop a workforce where every employee has a knowledge of disproportionality, disparities, institutional racism, and the importance of healthy racial and ethnic identities for children, youth and families.
KEY STRATEGIES
**Goal-setting:** Developing a workforce that reviews & examines its work through an anti-racist & humanistic lens. Building an organization where every employee has a knowledge of disproportionality, disparities, institutional racism, and the importance of healthy racial and ethnic identities.
Key Strategies (2)

- **Training**: Exposing workforce and leadership to examining work through an anti-racist lens, using *Undoing Racism* workshops led by the People’s Institute for Survival and Beyond. Implementing *Knowing Who You Are* training, with support from Casey Family Programs. Developing capacity to provide training to entire workforce, and coaching to enhance learning transfer. Continually assessing need for additional trainings and learning supports.
Key Strategies (3)

- Engaging Community & Other Systems:
  Understanding disparities in other systems, and making the connection to serving CPS families and children. Recognizing community strengths, listening to ideas of others and including them in the process. Developing local disproportionality advisory committees. Engaging other systems and communities in *Knowing Who You Are* and *Undoing Racism* workshops. Continually reviewing range of partners to ensure representation of all groups at the table.

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IMPLEMENTATION PROCESS & STATUS
**Implementation Drivers (1)**

- **Mission/Vision:** Goal of reducing disproportionality and disparities is core value in our agency mission, vision, and values. Policies are examined to determine the impact on families of color.

- **Implementation Plan:** Texas has developed an agency *Disproportionality Implementation Plan* encompassing all DFPS Programs using the Texas Model.

- **Leadership:** You must find your champions in your management. These individuals will help in leading the cultural shift. Leadership must understands that this work is at the foundation of all of the work we do and be able to articulate this to staff and stakeholders.
**Implementation Drivers (2)**

- **Capacity-building:** TX recognized early on in the implementation model a need to hire dedicated disproportionality staff. Hired 12 Disproportionality Specialists located across the state. Specialists focus on cross-systems efforts, and are supervised by Ms. James. CPS has 2 dedicated disproportionality positions at state office level as well.

- **Training:** We have trained over 6,000 current DFPS employees in *Undoing Racism* and *Knowing Who You*. CPS employees begin discussing disproportionality/disparities on first day of child welfare training - *Basic Skills Development*. Supervisors discuss disproportionality and disparities in training - *Supervisor Basic Skills Development*. 
Implementation Drivers (3)

- **Coaching for Transfer of Learning:** Dedicated staff provide coaching from Commissioner-level to the frontline worker-level. Regional management provide coaching through Think Tanks, unit meetings, and conferences. With assistance of Casey Family Programs, Texas CPS developed *Knowing Who You Are* Supervisory Strategies Course to aid supervisors in TOL.

- **Expanding Reach:** We are developing and procuring training on working with African American families, Latino families, and impoverished families.

- **Data Analysis:** Annual disproportionality reports allow TX to continually assess our organization while being accountable to the community through public distribution on our website. Annual report on removals is required by legislative mandate.
IMPACT & OUTCOMES
Impact & Outcomes (1)

- Texas saw a decrease in disproportionality in 2010, and Texas is closing the removal gap for African American children and youth.
- Information on disproportionality, anti-racist principles, and institutional racism are imbedded in trainings at the supervisor and worker level.
- All **practice enhancements** include information related to the disparities and how those disparities impact families of color.
Impact & Outcomes (2)

- Increasing focus on areas with high disparities has led to a reduction at different decision points at regional and state level. Example: focused adoption efforts in 1 county led to an increase in adoptions of African American children, plus increase of adoptions overall.

- Increasing knowledge of data and trends at the Regional Director level has allowed Regional Directors to take ownership for improving outcomes at the regional level.
ACCELERATORS & DECELERATORS
Accelerators

What has helped implementation of the Texas Model to strengthen the Texas CPS Workforce?

- Commitment from leadership
- Community collaboration
- Legislation

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Decelerators

What has hindered implementation of the Texas Model to strengthen the Texas CPS Workforce? What kind of roadblocks have developed?

- Data collection by race and ethnicity
- Lack of roadmap to take frontline staff from concept to application
- Staff understanding of how this complex issue fits into the day-to-day practice activities.
LESSONS LEARNED & TIPS FOR OTHER AGENCIES
1. Base your efforts on people being at different points on their journey. Resistance is normal when embarking on a cultural shift, especially when discussing the racial foundations of “helping” systems.

2. You will need an infrastructure (including dedicated staff) whereby executive leadership agrees with and supports mission/goals of the work.

3. You will need to articulate why discussing race/ethnicity related to casework is foundational to providing effective child welfare services.
5. You can foresee resistance to change and develop a plan for addressing it prior to the manifestation of resistance as a serious roadblock.

6. Although it is difficult to isolate the primary cause of disparities when several practice enhancements are put in place to reduce disproportionality, a combined effort resulted in reducing disparities in Texas child welfare.
Frontline staff must understand this basic philosophy: If we do our very best with every family while acknowledging the existence of racial and ethnic disparities in the child welfare system and the impact of those disparities on families, then we can reduce disproportionality. Reducing disproportionality is not a separate task. It is in all of the work we do. We have the tools, and we must use them.

Understanding how all practice enhancements will impact disproportionality and making the connection for staff: You must connect the dots for staff. Every single time practice changes. Example: Fatherhood Initiative and Disproportionality.
Critical Elements for Success

1. Data
2. Transparency
3. Understanding that racial and ethnic disparities exist from the cradle to the grave and that CPS cannot reduce disproportionality working in isolation
4. A roadmap beyond the “ah-ha” moment of cultural competence training
Final Tips for Other Agencies (1)

- Use the basic foundation of the Texas Model.
- Start with data. The work begins with the data. We are all focused on “WIIFM” (What’s in it for me?).
- Evaluate your jurisdiction/agency and the culture of your jurisdiction/agency before implementing any trainings.
- Avoid starting the training process with frontline staff. All efforts should begin with agency leadership, and move through managers and directors and supervisors before the frontlines.
- Fund dedicated disproportionality staff.
- Be willing to be transparent with the community.
Final Tips for Other Agencies (2)

- Involve the Judiciary, CASA, Tribes, foster parents, bio-parents, youth, and Faith-Based community.
- Don’t shy away from opponents of the child welfare system. They can turn into your best advocates in this work!
- Develop and maintain relationships with all stakeholders to ensure sustainability.
- Remember that improving the outcomes for those with the most disparate outcomes actually improves outcomes for all.
- Don’t forget that this is long-term work. The problem was not created overnight and it won’t be fixed overnight.
QUESTIONS?
COMMENTS?
IDEAS?
1. Visit [http://www.ncwwi.org/events/archive.html](http://www.ncwwi.org/events/archive.html) for the webinar **RECORDING & PRESENTER HANDOUTS**

2. Participate in this webinar session’s follow-up **LEARNING LAB** on **5/17 from 2-3 pm ET** for discussion with your peers & the presenters (register at: [http://events.constantcontact.com/register/event?llr=pfnuq9dab&oeidk=a07e7a9ic8q5afa1eb7](http://events.constantcontact.com/register/event?llr=pfnuq9dab&oeidk=a07e7a9ic8q5afa1eb7)

3. Provide feedback to inform our webinar offerings by completing a quick **EVALUATION SURVEY** (via email from Robin Leake, Butler Institute for Families at the University of Denver)
Additional Web Links

1. NCWWI Disproportionality & Disparity Resource List
2. NCWWI Cultural Responsiveness Resource List
3. NCWWI 1-pg Summary #11: Cultural Competence
4. NCWWI 1-pg Summary #19: Culturally Competent Systems of Care
5. Center for Elimination of Disproportionality & Disparities
6. Interagency Council for Addressing Disproportionality: Report to the 83rd Legislature
7. Disproportionality in the CPS System
   1. Disproportionality in CPS: Updated Results of Statewide Reform Efforts (2011)
   2. Disproportionality in CPS: The Preliminary Results of Statewide Reform Efforts in Texas (2010)
8. The People’s Institute for Survival & Beyond: Undoing Racism
9. Casey Family Programs Knowing Who You Are

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To learn more about:

**Center for Elimination of Disproportionality & Disparities, Texas HHSC (including TA)** - contact Joyce James at Joyce.James@hhsc.state.tx.us

**Texas Department of Family & Protective Services** – contact Tanya Rollins at Tanya.Rollins@dfps.state.tx.us

**Culturally Responsive Workforce Development Learning Lab** – contact Sharon Kollar at skollar@albany.edu

**NCWWI National Webinars & other NCWWI products** – contact Sara Munson at smunson@albany.edu
UPCOMING SESSIONS

Friday, May 17, 2013, 2-3 pm ET
Building a Culturally Responsive Workforce Learning Lab

July 17, 2013 Session #9
Workforce Retention Strategies from Washington DC

September 11, 2013 Session #10
Professional Education & Training Strategies in Pennsylvania

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