

WOODBURY COUNTY MINORITY YOUTH AND FAMILIES PROJECT – 2004-2005

Problem Statement:

Native American children (0-18), as self-identified, are overrepresented within Woodbury County's foster care placements, terminations, and adoptive placements, resulting in a loss of:

- Culture
- Self-awareness
- Identity, and
- Tribal and family relationships

This is happening because of:

- Shortage of Native foster homes for children in crisis, and policies that present barriers to relative placement. Currently, there are only 3 Native foster homes in Woodbury Co.
- Lack of culturally competent providers in the community. There is currently 1 Native agency in Woodbury Co., few private provider agencies with Native staff, and only minimal training for non Native staff on cultural competency.

Goal Statement:

Native American children (0-18), self-identified as Native, are safely raised in the Native community as evidenced by:

- Increase in relative placements, even if Termination of Parental Rights has occurred
- Increase in reunification with parents
- Decrease in Termination of Parental Rights
- Increase of Native American foster homes
- Decrease in reabuse/neglect rates
- Decrease in entry into the foster care system
- Decrease in abuse/neglect rates overall
- Decrease in number of placements for Native children

| <u>Objectives</u> | <u>Methods</u> | <u>Short-term Outcomes (0-6 mo)</u> | <u>Long-Term Outcomes (6+ Months)</u> | <u>Evaluation Indicators/Methods</u> |
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| When in crisis, Native American children are placed in Native foster care homes, with a preference for relative placement. | <p>Review licensing standards, identify barriers to licensing Native homes, proposal to CO for change.</p> <p>Review ICPC issues, continue pursuit of State to State agreement on placement in border communities (SD & NE).</p> <p>Place children in on-reservation foster homes at time of crisis.</p> <p>Recruit and retain additional Native</p> | <p>Changes in policies/procedures to enable licensing</p> <p>Plan to change ICPC is established and underway.</p> <p>CPS workers know who to call to place a child in a reservation foster home.</p> <p>Increase in number of Native Americans who sign up to be</p> | <p>Increase Native foster homes from 3 to 6.</p> <p>Increase in access to Nebraska and South Dakota homes.</p> <p>All current Native foster homes retained.</p> <p>Increase in # of Native children placed in Native foster homes.</p> <p>Decrease in # of NA children</p> | <p>Count and compare # of foster homes from baseline to end of project.</p> <p>Document ease of access to NE and SD homes and placements there during project timeframe.</p> <p>See above.</p> <p>Compare percentage of NA children entering system 10/1/04 – 6/30/05 placed in NA foster homes during project period to that in 9 month period</p> |

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| | <p>foster parents through:</p> <ul style="list-style-type: none"> • Collaboration with IFAPA • Holding local PS-MAPP training. • Utilization of current Native foster care parents to recruit and train others. <p>DHS and members of Native Community create processes to identify and approve relatives as placement options with greater immediacy and speed.</p> | <p>foster care parents.</p> <p>DHS workers can identify Native community contacts.</p> <p>DHS and Native people collaborate to place children with relatives.</p> <p>Increase in # of approved home studies for relatives.</p> | <p>placed in non-Native homes.</p> <p>Decrease in # of placements Native kids experience.</p> <p>Decrease in # of NA children in system.</p> <p>Increase in # of NA children placed within relative networks</p> <p>Decrease in time NA children spend in out-of-home placement</p> | <p>(Feb – Sept 2004) prior to start of project.</p> <p>Compare # of placements NA children entering system 10/1/04 – 6/30/05 experience, vs. those who entered system 2/1/04 – 9/30/04.</p> <p>Calculate % of NA children placed within relative networks 10/1/04 – 6/30/05 and compare to x/xx/xx – x/xx/xx.</p> <p>Calculate time NA children entering system 10/1/04 – 6/30/05 spent in out-of-home placement vs. that spent by NA children during x/xx/xx – x/xx/xx.</p> |
| <p>Native children and families receive culturally appropriate services and supports.</p> | <p>Training for DHS, provider staff, and court community on:</p> <ul style="list-style-type: none"> • Cultural Competence and Application of Iowa ICWA • Advanced Cultural Competence (Terry Cross) <p>Utilization of resources (mental health, medical care, substance abuse services, etc.) that are on-reservation.</p> <p>Utilization of Native Family Team Meeting (FTM) Facilitators for Native families. This involves recruiting and training additional Native facilitators.</p> <p>FTMs are held with tribal involvement at the time the child is brought to the attention of the CPS workers – before the child is court-involved.</p> <p>Native representatives are included in</p> | <p>Coordinator Training</p> <p>Information on how to access tribal resources including after hours.</p> <p>Stipends</p> <p>Transportation support</p> <p>Enhanced cooperation between Native Community and CPS workers.</p> <p>Native consultants</p> | <p>Training attendees show advances in cultural competency. Indicators include an increase in scores from pre- to post-tests after trainings.</p> <p>Training attendees show advances in understanding how to correctly apply Iowa ICWA. Indicators include an increase in scores from pre- to post-tests after trainings.</p> <p>A method for cultural planning is chosen and implemented in new cases, and incorporated when case is up for review.</p> <p>Decrease in risk of and actual reabuse/neglect.</p> <p>Decrease in entry into fostercare for NA children.</p> <p>Increase in family functioning.</p> | <p>Compare pre- and post-test scores.</p> <p>Compare pre- and post-test scores. Case review or interviews</p> <p>Case notes are reviewed and analyzed.</p> <p>Colorado Risk Assessment and Reassessment tool, administered by CPS workers and then every 90 days by the ongoing worker, project coordinator, or “community care” provider shows a decrease in risk of reabuse/neglect for NA children coming</p> |

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| | <p>child planning reviews.</p> <p>Research and development on cultural plan formats and processes, and how to integrate this component into current permanency plans.</p> | | <p>For NA children that may come to the attention of the system where the abuse/neglect is not founded or considered to be an isolated, low-risk event, there will not be an instance of reabuse/neglect.</p> | <p>to the attention of DHS from 10/1/04 – 6/30/05.</p> <ul style="list-style-type: none"> • These NA children’s scores will show the same or better decrease in risk than will 50 non-Native new cases also coming to the attention of the system between 10/1/04 – 6/30/05. <p>The North Carolina Family Assessment Scale will be administered at the beginning of DHS involvement and six months later by the ongoing worker (when assigned), project coordinator, or “community care provider” with NA children coming to the attention of DHS from 10/1/04 – 6/30/05. Scores will show improved family functioning and reduced chance of abuse/neglect.</p> <ul style="list-style-type: none"> • These NA children’s scores will show the same or better increase in functioning than will 50 non-Native new cases also coming to the attention of the system between 10/1/04 – 6/30/05. <p>Track reports of abuse/neglect that are later unfounded or considered to be low-risk or isolated. Compare those with new reports.</p> |
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