



# LEARNING FROM OUR PAST & PRESENT TO CREATE A MORE PROMISING FUTURE

20 YEARS OF REI WORK IN CALIFORNIA  
CHILD WELFARE AGENCIES

**APRIL 27, 2021**



# WELCOME AND REVIEW OF THE DAY

BY EMBRACING THE VALUES AND BELIEFS OF THE CPM I CAN RESPOND TO RACE EQUITY ISSUES THAT ARE EVIDENT IN THE EXPERIENCE OF OUR FAMILIES, COMMUNITIES, WORKFORCE AND PARTNERS.



- Agenda overview
- Personal 5 year vision for REI in your county

## Embedding Race, Equity & Inclusion into the Core Practice Model A SUPPORTED JOURNEY IN PHASES



# 20 YEARS OF REI STRATEGIES

Race, Equity and Inclusion Initiatives and  
Strategies Enacted between 2000 and  
2020 in Child Welfare Agencies Across  
California

ANITA BARBEE, CPM FACULTY  
GARY TAYLOR, CPM FACULTY  
DANNA FABELLA, CFPIC

# REI STUDY

Anita Barbee, U of Louisville, KY

- **3** members of the CFPIC team conducted interviews with county personnel between October 2020 and January 2021 regarding REI initiatives
- **81%** of counties had participated in one or more of three previous REI initiatives.
  - **69%** had participated in the **Family-to-Family Program** - 2000-2010 (**44% of the FtF counties**)
  - **63%** had participated in the **California Disproportionality Project-** 2008 to 2010 in 12 counties (**83% of those counties**)
  - **25%** had participated in the **CAPP** Program - 4 counties (**100%**)
- **71%** of 16 counties were represented by the child welfare director
- In **29%** of counties, the Assistant Director or Deputy Director took the lead in the interview process
- Top leaders were sometimes joined by additional leaders (N = 11)- PMs (64%) Division Managers (18%), Analysts and Administrative Assistants (18%).
- Participants' time with the child welfare agency ranged from 5 - 26 years with an average of 14 years and their time in their leadership positions ranged from 2 months to 15 years with an average of 3.5 years

# INQUIRY - 5 MAIN AREAS OF INTEREST

- What led the county to join one of the initiatives or launch their own REI efforts and the goals of such efforts?
- What strategies were utilized during the REI initiation?
- What implementation strategies were utilized in the execution of the overall initiative?
  - What were strengths of the implementation?
  - What were barriers to implementation?
- What impact did the REI initiative yield?
- What strategies were sustained or not and why?



# WHY ADDRESS DISPROPORTIONALITY & DISPARITY WORK?

- **Awareness** of the problem by child welfare leaders and the workforce led to a desire to reduce disproportionalities of BIPOC children at every point in the system
- **Awareness** of the problem by community members led to a push to reduce disproportionalities and disparities
- **Commitment** by child welfare leaders to change the paradigm in their approach to BIPOC communities from one of “*doing to*” to one of “*honoring the cultures from which many families originated and to harness the support of community members to ensure family success and positive outcomes for children and youth.*”
- **Recognition** that systemic racism both was facilitated by and affected the child welfare workforce

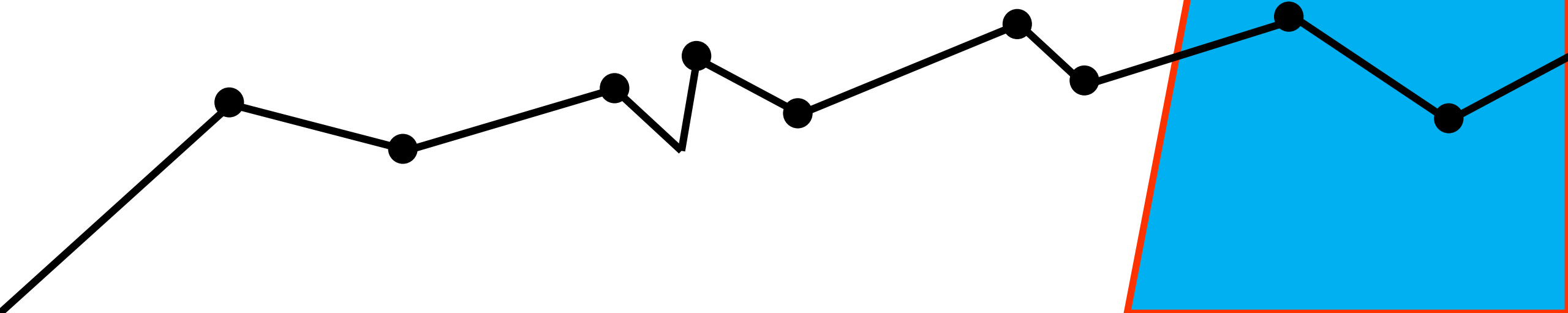
# LEADERSHIP

## ORGANIZATIONAL READINESS STRATEGIES

- Created internal committee to plan, examine policies, practices and make changes
- Decentralized agency structures or capitalized on existing decentralized structure to ensure embeddedness in specific BIPOC communities
- Created Affinity Groups to create more safety
- Facilitated Courageous Conversations and other staff discussions on difficult topics such as micro-aggressions
- Created Restorative Justice Healing Circles to deal with past and ongoing hurts

# GROUNDING IN DATA & INFO

- Examined and monitored data on disproportionality and disparities including creation and execution of CQI/PDSA processes
- Developed and utilized Disproportionality Diagnostic Tool
- Utilized staff surveys or listening sessions regarding REI issues within the workforce





# ENGAGEMENT IN PARTNERSHIPS

## ENGAGEMENT IN REI EFFORTS BEYOND THE CHILD WELFARE AGENCY

- Executed a system wide initiative or took a Systems of Care approach
- Engaged in community-wide initiatives like defund police and reallocate funds to social services



## COMMUNITY ENGAGEMENT & PARTNERSHIPS FOR REI

- Developed community-wide task force, committees, advisory group
- Developed formal community partnerships with community-based organizations in African American, Latinx and Tribal communities
- Held Town Hall meetings/Listening Sessions with community members
- Created support groups for Native American and African American youth in foster care and for Native American and African American parents
- Created Parent to Parent Orientation to Child Welfare in English and Spanish
- Engaged in special efforts to recruit African American Foster Parents

An illustration on the left side of the slide shows a group of diverse people in profile, facing right. The individuals are rendered in various colors and styles, representing different ethnicities and ages. The background behind them is a mix of light blue and dark blue shapes.

# WORKFORCE INTERVENTIONS

## HIRING, PROMOTIONS, CREATION OF SPECIAL TEAMS

- Modified staff recruitment and hiring processes to diversify staff and reduce bias
- Modified leadership hiring and promotions to diversify and reduce bias
- Hired bi-lingual workers or created bi-lingual task force
- Created specialized unit focused on Native Americans

## TRAINING, COACHING AND TECHNICAL ASSISTANCE

- Created videos posted to website for engagement, training
- Created long term programming (e.g., integrated information into ongoing training)
- Trained staff in particular curricula (focused on such topics as implicit bias, micro-aggressions, racial sobriety)
- Breakthrough Series Collaborative

# STRATEGIES THAT IMPACT DIRECT PRACTICE WITH FAMILIES, YOUNG ADULTS, YOUTH AND CHILDREN

## EXAMINING DAILY PRACTICE WITH AN REI LENS

- Changed hotline, intake, investigative processes to reduce bias
- Examine casework differences to ensure bias not entering into work with families, young adults, youth and children
- Use of blind reviews to help with decision making and reduce individual bias at all 6 points in the decision-making process
- Coaching on practice using an REI lens
- Engage practicum students in REI projects

## ADOPT SPECIFIC REI PRACTICES

- Parent Partners or Family Advocates
- Youth Partners or Youth Supports
- Cultural Brokers

# REI STRATEGIES & PRACTICES

- Leadership Programs
- Prevention Services
- Differential Response
- Structured Decision Making (SDM)
- TDM/CFTs
- Family Team Meetings (FTMs)
- Kinship Care Centers
- Family Finding or Father Engagement
- Practice models such as CAPP, SOP, CPM, ICPM

# LESSONS LEARNED

## 4 MAIN FACTORS FACILITATING REI SUCCESS

Gary Taylor, CPM Faculty

1. Having the commitment and buy-in of leaders throughout the organization and those on the front-line).
2. Being data driven, monitoring and communicating success
3. Investing in efforts to develop leadership and staff
4. Partnering with other entities



# LESSONS LEARNED

## 3 MAJOR BARRIERS TO REI SUCCESS

1. Lacking the commitment and buy-in of leaders and the workforce
2. Lack of organizational readiness and capacity
3. Challenges in partnerships



# LESSONS LEARNED

## REI IMPACT

**1. OVERALL OUTCOMES WERE POSITIVELY IMPACTED-** REI initiative sustained or improved efforts.

**2. PARTICULAR STRATEGIES SEEMED TO WORK WELL-** Programs, strategies and partnerships make a difference.

**3. THERE WERE POSITIVE WORKFORCE OUTCOMES-** increase in diversity in the workforce and leadership in many counties.

**4. CHANGES IN MOST COUNTIES WERE SHORT-LIVED-** These changes were largely short-lived, although a few counties showed sustained changes.

# LESSONS LEARNED

## CONDITIONS THAT SUPPORTED SUSTAINABILITY

1. Leadership development of champions throughout the agency matters
2. Best if REI doesn't solely fall on the shoulders of BIPOC leaders and staff
3. Early engagement of unions and the workforce helped in sustaining efforts
4. Embedding REI strategies deep in the organization was key
5. California legislators did their part
6. Grounding the work in practice models helped
7. Attending to general and specific aspects of organizational culture and climate facilitated sustainability
8. Careful planning, staging and persistence was key. As one interviewee said, "This work is never done."



# CELEBRATING THE JOURNEY

County Spotlight Presentations

DANNA FABELLA, CFPIC



## IMPLEMENTATION DOMAINS

Data

Organizational  
Readiness

Workforce  
Development

Partnerships

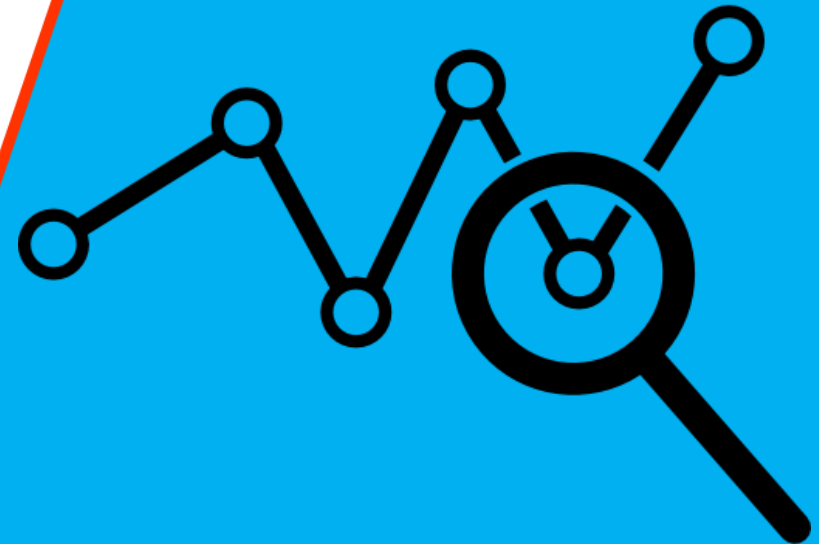
# SPOTLIGHT PRESENTATION

## USING DATA

- Provides baseline information to measure improvements
- Demonstrates trends and patterns that can be analyzed to improve outcomes
- Helps your organization to make data-driven decisions

Danny Morris, Deputy Director, Madera County  
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USING DATA TO MAKE THE CASE

John Fong, Interim Director, CFS San Mateo County  
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USING DATA TO TELL THE STORY



# SPOTLIGHT PRESENTATION

# ORGANIZATIONAL READINESS

- Create and nurture conditions and culture required for effective implementation
- Ensure clarity about the intervention, role of leadership, and of workforce
- Create or resource the structures, processes and supports

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RECONCILIATION/RESTORATIVE JUSTICE &  
ORGANIZATIONAL READINESS

Jessica Cabrillo, Program Manager, Fresno County

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BREAKING DOWN SILOS – BROADENING THE WORK  
AND USING EXISTING STRUCTURES



# BREAKOUT GROUPS

## DATA & ORGANIZATIONAL READINESS

- What resonated for you from the presentations you heard that inspires you to do something similar in your location?
- What are you willing to do to help bring this **inspiration to life**? Think about it in terms of CPM leadership behaviors, lessons learned, values/beliefs/attitudes – refer participants to handouts.
- **What collective efforts will it take to get there?** (Think in terms of supports, resources, partnerships, etc. to make it happen.)



# SPOTLIGHT PRESENTATION

# WORKFORCE DEVELOPMENT

- Screening, selection and training staff who hold the values and bring the skill sets that will easily facilitate their use of practice behaviors.
- Modeling the leadership behaviors to support staff using CPM practice behaviors
- Provide opportunities for professional development of staff

Michelle Callejas, Director, Sacramento County

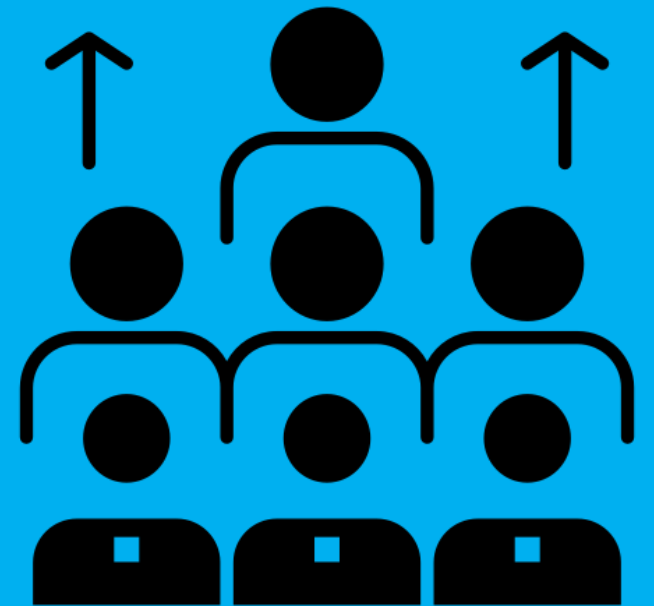
[callejas@countysac.org](mailto:callejas@countysac.org)

CULTURAL BROKERS & DEVELOPING THE  
WORKFORCE TO DO REI WORK

Michelle Love, Assistant Director, Alameda County

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FOCUS ON THE ACADEMY



# SPOTLIGHT PRESENTATION

# PARTNERSHIP

- Invite relevant partners to the table and orient to common interests and shared goals
- Co-create framework for collaboration
- Monitor and sustain healthy partnerships through open dialogue and accountability

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**ENGAGEMENT STRATEGIES**

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**HOW PREVIOUS WORK HAS PREPARED US FOR THE PRESENT**



# BREAKOUT GROUPS

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# **BREAK**

**Please return in  
10 minutes**



# A FRAMEWORK FOR ADDRESSING INSTITUTIONAL RACISM, GROUNDED IN CPM

ANDREA SOBRADO, CPM FACULTY

## START

Leadership engages workforce in active communication around organizational intent, alignment of mission, values, establish group agreements, supported facilitation & guidance if/when needed

## SHARE

Shared use data for understanding & guidance, external partners and stakeholders involved strategize collectively based on data, establish feedback cycles, define accountability system

Identify & initiate co-designed strategies to promote REI; use data & observation to guide adaptations

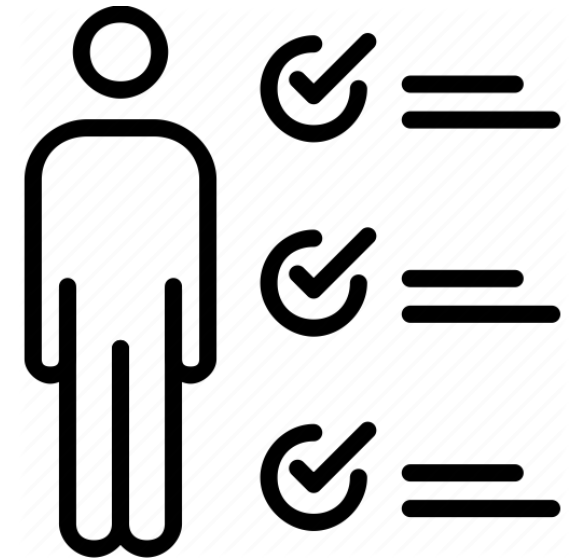
## ACTIVATE

Reinforce roles, continue to adapt based on dynamic context, ongoing feedback loops, secure strategic resources, maintain accountability structures that include community stakeholders

## SUSTAIN

# SELF ASSESSMENT

- How do you know where you are, if you do not know where you have been?
- How can you know where to go, if you are not clear about where you are?



# NEXT STEPS AND CLOSE

- Follow up email with survey

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