

**DIFFERENTIAL RESPONSE:
A RACIAL EQUITY ANALYSIS**

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Annette Semanchin Jones, PhD, MSW
Center for Advanced Studies in Child Welfare
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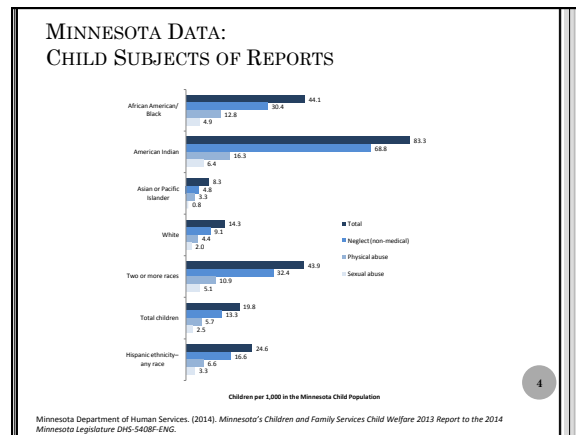
OVERVIEW

- Context
 - Racial Disparities
 - Differential Response
 - Culturally Responsive Practice
- Recent Research Projects
 - Racial equity analysis
 - Comparative case study
- Implications for Policy and Practice

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**RACIAL DISPARITIES AND
DISPROPORTIONALITY**

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**RACIAL DISPARITIES AND
DISPROPORTIONALITY IN CHILD WELFARE**

- Causes are complex and varied:
 - Social factors related to poverty and neighborhood effects
 - Systematic bias at key decision-making points in child welfare
 - Disparities in services
 - Impact of child welfare and social policies

(Ards, Myers, Malkis & Zhou, 2003; Hill, 2006; Coulton, Korbin & Su, 1999; Hines, Lemon, Wyatt, & Merdinger, 2004).

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DIFFERENTIAL RESPONSE

- Family Assessment Response
- Alternative Response
- Multiple-Response

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NATIONAL LANDSCAPE OF DIFFERENTIAL RESPONSE

- Shifts in values and philosophies: **From forensic investigation to more holistic engaging approach**
- Ecological models of child development: **Child well-being linked to the family and community systems**
- Minnesota: **Forerunner and leader**

Updated September 2, 2014

THE KEMPE CENTER FOR THE PROFESSIONAL PROMOTION OF CHILD WELFARE

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(Coleman, 1988; Putnam, 1995; Brofenbrenner, 1979; Kempe Center QIC-DR, 2015)

PREVIOUS RESEARCH: DIFFERENTIAL RESPONSE

- Process:
 - Increased family and worker satisfaction
 - Increased family engagement
- Outcomes:
 - Children in family assessment response are as safe or safer than in the traditional track
 - Families in family assessment response were more likely to receive services earlier and services deemed important by the family
- DR as one strategy to keep children safely at home and reduce numbers in foster care

(Huebner, Durbin & Brock, 2009; Institute of Applied Research, 2006; Loman, Filonow, & Siegel, 2010; Merkel-Holguin, Kaplan & Kwak, 2006).

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PREVIOUS RESEARCH: DIFFERENTIAL RESPONSE

- Critiques and concerns
- Gaps:
 - Lack of studies and evaluations that explored how family assessment impacts families across racial and ethnic groups
 - Lack of understanding about which elements of family assessment response are most effective
 - Studies and research have so far focused on initial pilot phase of implementation

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Core Components of Differential Response: Potential Impact on Disparities

Differential Response Core Components	Process	Potential Impact on Disparities	
Engage family in decision-making	From fault-finding to engagement	Meet needs that family identifies as most important	Reduce racial bias by including the family in making key decisions
Address families' basic needs	Assist more low-income families	More likely to receive concrete support	Intersection of socio-economic and racial disparities
Shift to prevention	Assist more "low-risk" families	Help families that may otherwise be turned away.	Prevention and early intervention are key.
Identify networks of support	Identify existing assets and resources	Build social capital of parents and families.	Engaging and supporting extended families linked to positive outcomes for families of color.
Partner with community organizations	Families are facing increasingly complex challenges.	Child welfare systems need to collaborate.	Opportunity to build community capacity to address neighborhood effects on child welfare.

(Framework by Jones, A. S.; based on literature: Hill, 2006; Rivaux, et al., 2008; U.S. GAO, 2007).

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RESEARCH QUESTIONS & METHODOLOGY

Minnesota Child Welfare: County Administered System

Family Assessment Response

What is the impact of FA on racial equity outcomes?

Racial Equity Outcomes

Which aspects of FA implementation can help account for differences in these outcomes?

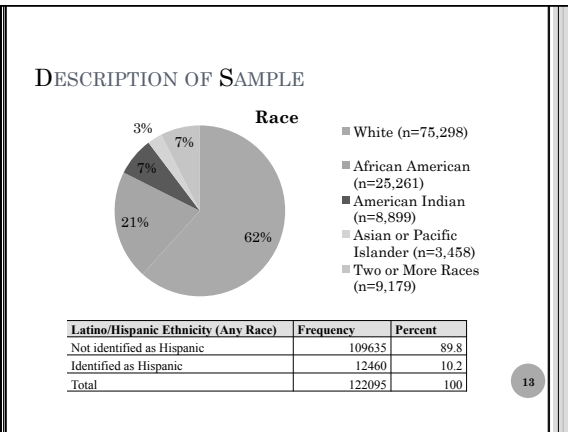
Family Assessment Implementation

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ANALYSIS OF ADMINISTRATIVE DATA: SAMPLE

- Minnesota's statewide child welfare data (SSIS)
- Access to data: Minn-LInK at CASCW collaborative project with the University of Minnesota
- Total sample of unduplicated cases:
 - Administrative child welfare data from all 87 counties in Minnesota
 - All accepted reports to child protective services from January 1, 2003 through December 31, 2010 (n=122,095)

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Analysis of Administrative Data

After controlling for other risk factors, does race predict outcomes for the following decision-making points:

- (1) Initial pathway assignment
- (2) Switching pathway assignment from FA to FI
- (3) Removal of children to out-of-home placement
- (4) Re-reporting of families within 12 months of case closing

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DATA ANALYSIS

- o Analysis by year: Explore trends in racial disparities
- o Unique cases: Examine questions of re-reporting
- o Logistic regression model to examine the effect of race on decision-points, controlling for:
 - Poverty (food support)
 - Risk (SDM score)
 - Age of child (at time of report)
 - Family structure (at time of report)
 - Mandatory investigation
 - Hispanic ethnicity
 - County participation in the family assessment pilot
 - Urban, suburban, or rural location
 - Percentage of minority population in county

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Table 1. Logistic regression analysis. Odds of being assigned to Family Assessment compared to White children.

	B	SE	p	Odds Ratio	C.I. Lower	C.I. Upper
2003						
African American	-0.137	0.065	0.036*	0.872	0.767	0.991
American Indian	-0.187	0.087	0.03*	0.829	0.7	0.982
Multi-racial	-0.337	0.095	0.000*	0.714	0.593	0.859
Hispanic	-0.043	0.074	0.557	0.958	0.829	1.107
2004						
African American	-0.122	0.062	0.048*	0.885	0.784	0.999
American Indian	-0.146	0.08	0.069	0.865	0.739	1.012
Multi-racial	-0.302	0.086	0.000*	0.739	0.624	0.875
Hispanic	0.176	0.072	0.014*	1.193	1.037	1.372
2005						
African American	0.048	0.058	0.406	1.049	0.937	1.176
American Indian	-0.058	0.079	0.465	0.944	0.809	1.102
Multi-racial	0.018	0.08	0.821	1.018	0.871	1.19
Hispanic	0.174	0.068	0.01*	1.19	1.043	1.359
2006						
African American	-0.077	0.06	0.205	0.926	0.823	1.043
American Indian	-0.279	0.083	0.001*	0.757	0.643	0.891
Multi-racial	-0.304	0.081	0.000*	0.738	0.63	0.864
Hispanic	0.166	0.072	0.021*	1.18	1.025	1.359

*Statistically significant at p<.05.

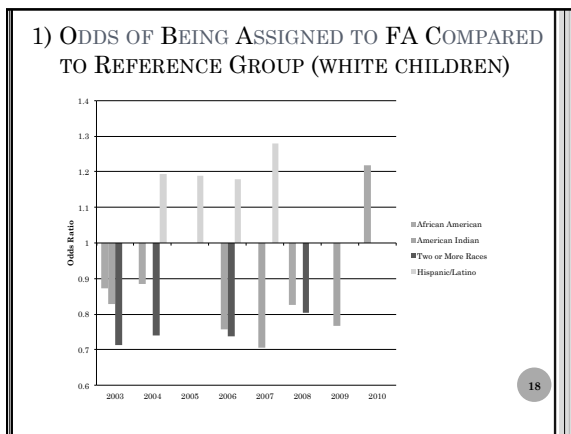
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Table 1. Logistic regression analysis. (continued) Odds of being assigned to Family Assessment compared to White children.

	B	SE	p	Odds Ratio	C.I. Lower	C.I. Upper
2007						
African American	0.071	0.074	0.338	1.074	0.928	1.242
American Indian	-0.349	0.099	0.000*	0.705	0.581	0.856
Multi-racial	-0.149	0.099	0.131	0.862	0.71	1.045
Hispanic	0.247	0.089	0.005*	1.28	1.076	1.523
2008						
African American	-0.19	0.079	0.015*	0.827	0.709	0.964
American Indian	0.055	0.108	0.612	1.057	0.854	1.306
Multi-racial	-0.218	0.098	0.036*	0.804	0.663	0.974
Hispanic	0.1	0.096	0.301	1.105	0.915	1.335
2009						
African American	-0.123	0.075	0.102	0.884	0.763	1.025
American Indian	-0.266	0.109	0.015*	0.767	0.62	0.949
Multi-racial	-0.179	0.092	0.052	0.836	0.698	1.001
Hispanic	0.119	0.092	0.199	1.126	0.94	1.349
2010						
African American	0.198	0.086	0.021*	1.219	1.03	1.441
American Indian	0.034	0.124	0.783	1.035	0.812	1.319
Multi-racial	0.055	0.105	0.597	1.057	0.86	1.299
Hispanic	0.194	0.105	0.065	1.215	0.988	1.493

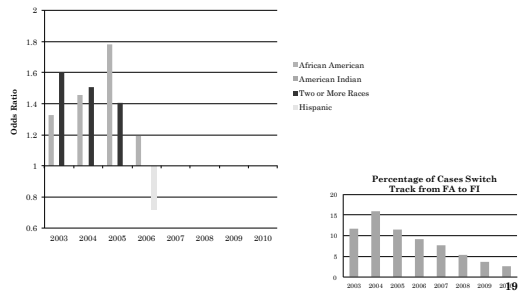
*Statistically significant at p<.05.

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2) ODDS OF PATHWAY SWITCH FROM FA TO FI COMPARED TO REFERENCE GROUP



3) EFFECT OF RACE ON REMOVAL TO OUT-OF-HOME PLACEMENT

- o African American, Native American, Multi-racial and Latino children were more likely to be removed from their home in BOTH tracks
- o Mixed findings – children of color in TI slightly more likely to be removed compared to FA
- o Latino children were more likely to be removed from their home in TI and less likely to be removed in FA

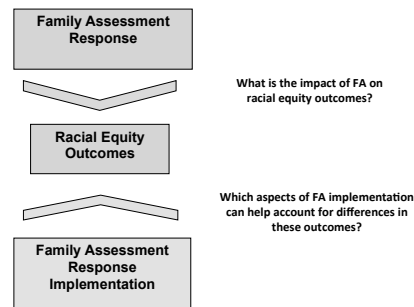
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4) EFFECT OF RACE ON RE-REPORTING OF CHILD WITHIN 12 MONTHS OF CASE CLOSING

- o Findings on racial disparities on re-reporting were inconsistent across the study timeframe
- o For each group, in some of the years there was NO EFFECT of race
- o Multi-cultural children tended to be more likely to be re-reported, particularly in the TI pathway

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MIXED METHODS STUDY



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COMPARATIVE CASE STUDY

- Sample Description:** Total of 9 counties
- o 3 counties in each category
 - o Selected based on county level analysis and outcomes

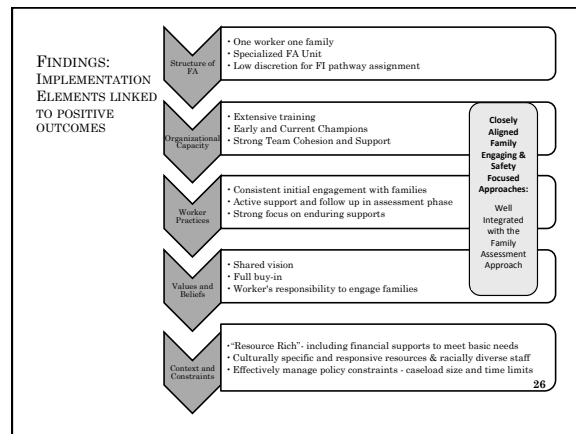
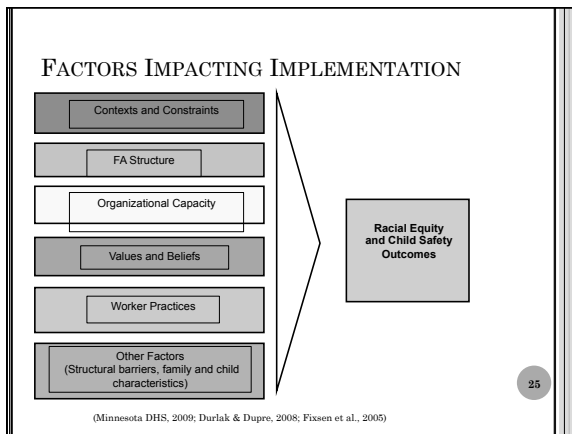
Category by Racial Equity and Child Safety Outcomes	Number of Workers	Number of Supervisors	Racial Diversity of Staff	Percentage of County Minority Population
Positive	28	4	0% 38% 60%	15 to 33%
Negative	24	4	0% 0% 28%	7 to 9%
Mixed or No Effect	18	5	0% 0% 22%	14 to 17%

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COMPARATIVE CASE STUDY

- o Data Collection
 - Focus groups with social workers using FA in each selected county
 - Semi-structured interviews with supervisor (s) from each county
 - Document analysis: review of written protocols, training materials, etc. from the counties and from Minnesota DHS
- o Data Analysis
 - Comparative case analysis (Miles & Huberman, 1994)
 - Modal narrative approach of hypothetical case scenario (Clark, et al., 2007)

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Enduring Supports:
 “I encourage them to have family and friends that are present as well as their child, because this is going to be about problem solving and finding a solution from the get go.” (*Worker*)

Family-Led Process:
 “We move families forward...by letting them define what is going on...Talking openly about what the concerns are, the risk factors...and the next step...the problem solving part...is being driven by the client with the support of the worker to really bring change for that family.” (*Worker*)

Findings: Culturally Responsive Practice
 •Enduring Supports
 •Family-led process

FA Keep Kids Safer: Holistic Approach vs. Focus on One Incident
 “We are just not really keeping kids safe when you focus more on the incident.” (*Supervisor*)
 Children are safer when “we support not punish.” (*Worker*)

“What makes the FA approach so different... is focusing less on ‘what did happen’ and more on ‘what can we do to make sure it doesn’t happen again?’ [Say a case comes in] for educational neglect...we address the educational neglect but we work on all these other issues, because we can see that so many other things are contributing the education issues.” (*Worker*)

Past mistrust or mistreatment by systems:
 “I think the advantage that FA brings is that it is ‘done with’ instead of ‘done to’ like in an investigation, where it can feel like a perpetuation of feeling put down, held down, that kind of system.” (*Worker*)

Findings: Culturally Responsive Practice
 •Overall Shift in Philosophy
 •Basic belief that FA is better approach for many families and keeps kids safer
 •Holistic – better than narrow approach
 •Past mistrust

In terms of the family assessment response, I think it is a good way to look at disparities, but it’s not the only way, because if it had been we’d be in a different spot by now. ... I think I would say across Minnesota that we tend to be pretty white middle class people, and how that comes across when we’re trying to engage other cultures is not helpful at times. I’m not saying that’s the only reason. I think there also are just cultural traumas that have occurred that can impact generation after generation after generation. And it takes a long time to have that be different and people are finding strength within their own culture and then hopefully bringing that forward to the other generations. But can we be part of that? Maybe a little bit, you know. I’m hoping we can.
 - *Supervisor*

Findings: FA and Racial Disparities

IMPLICATIONS: CHILD WELFARE POLICIES AND PRACTICE

- o Mixed racial equity findings: Importance of applying a racial equity lens
- o Reducing discretion at decision making points
- o Implementation
 - Strong supervision – on-going coaching and group consultation
 - Resource rich communities – culturally responsive services; meet financial needs of families
- o Collaboration with communities: mitigate risk factors and address potential bias of mandated reporters

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- o County Child Welfare Supervisors and Workers



THANK YOU.

Questions and Discussion.