The Child Welfare Landscape and Child Care Policies for Families Involved in Your State’s Child Welfare System
Welcome.

Lisa Klein
Executive Director, Alliance for Early Success
Today’s Webinar

- **Housekeeping and Reminders**
  Karen Howard, *Alliance for Early Success*

- **Introduction**
  Deb Stein, *Partnership for America’s Children*

- **Moving Toward Prevention in the Child Welfare System**
  Hope Cooper, *True North Group*
  Cathy Palm, *Center for Children’s Justice (Pennsylvania)*

- **Child Care and the Child Welfare System**
  Christine Johnson Staub, *Center for Law and Social Policy (CLASP)*

- **The High Quality Early Education for Dependent Youth (HQEEDEY) Collaborative**
  Kristen Lang, *HQEEDEY (Florida)*

- **Federal Update**
  Danielle Ewen, *Education Counsel*

- **Questions and Wrap-Up**
  Karen Howard, *Alliance for Early Success*
Introduction
Moving Toward Prevention in the Child Welfare System

Cathy Palm
Founder,
Center for Children’s Justice (Pennsylvania)

Hope Cooper,
Partner,
True North Group
Child Welfare Continuum: Safety, Well-Being, Permanency

Prevent child abuse
- Housing
- Job & income assistance,
- Child care & early learning
- Mental health & substance use treatment,
- Crisis services,
- Parent support & education

Identify and investigate maltreatment
- Child care staff are mandatory reporters
- Child abuse hotlines (7.8 million children)
- Domestic abuse investigations
- Safety & family assessments,
- Child advocacy centers

In-home services
- Home visiting,
  - Respite care & child care
  - Substance use treatment,
  - Mental health services,
  - Parent support, mentoring, education

Foster care & out of home services
- Foster care
  - Kinship care
  - Shared parenting
  - Respite care & child care for foster, kin, birth families
- Parent-child visitation
- Residential foster care (group care)

Reunification, adoption, guardianship,
- Family reunification services,
- Guardianship support,
- Adoption assistance,
- Independent living (for older youth)

Family First Prevention Services Act shifts federal funding to prevention and early intervention

$29 billion/year in federal, state, local spending
Effects of Child Maltreatment

- Physical injuries as well as emotional and psychological problems, such as impaired social-emotional skills or anxiety.
- Impact on lifelong health and wellbeing if left untreated.
  - Exposure to violence in childhood increases the risks of injury, future violence victimization and perpetration, substance abuse, sexually transmitted infections, delayed brain development, lower educational attainment, and limited employment opportunities.
- Chronic abuse associated with toxic stress, which can change brain development and increase the risk for problems like post-traumatic stress disorder and learning, attention, and memory difficulties.
- Child maltreatment is costly. The total lifetime economic burden associated with child abuse and neglect was approximately $428 billion in 2015 (similar to cost of other public health problems, such as stroke and type 2 diabetes).
COVID-19: A Perfect Storm

• New and increased risk factors of child maltreatment:
  • Greater financial strain on families; job and income instability
  • Reduced access to schools and child care, and connections to professionals who are trained to identify signs of maltreatment
  • Social isolation increases concern about risk for domestic violence, parental substance use including fatal overdoses, and untreated acute and chronic physical and behavioral health challenges.
  • Lack of access to critical services

• Children going long periods without visiting their birth families.
• Court closures and delays are prolonging stays in foster care.
• Youth and young adults who are aging out of foster care struggling to meet basic needs such as housing, food, transportation and child care.
• Child welfare workforce: remote work, access to PPE/testing, child care needs, new training needs.
High quality child-care is essential to:

Keep children safe and supervised while parents work, pursue education, or engage in substance use treatment.

Ensure teen parents who are in foster care can remain engaged in school or work.

Facilitate a child staying connected to family/kinship caregivers (e.g., grandparents) by providing person(s) unexpectedly caring for a child with options for regular and respite care.

Provide stability and safety for children. Without stable and safe child-care, parents are between a rock and hard place and the wrong choice could trigger a report to the child welfare agency related to neglect.
Resources

Racial Disproportionality and Disparity in Child Welfare
- Report by the Child Welfare Information Gateway

Major Federal Legislation Concerned With Child Protection, Child Welfare, and Adoption
- Report by Child Welfare Information Gateway

Child Maltreatment Report
- Annual report by HHS

Survey of child welfare policies for infants and toddlers and other resources
- Resources by ZERO to THREE

Child welfare financing survey and other data
- Child Trends reports on child welfare

Resources on toxic stress, neglect & resilience
- Center on the Developing Child

Exhibit S-2 Statistics at a Glance, 2018

- 4.3 million* REFERRALS alleging maltreatment to CPS involving 7.8 million CHILDREN*1
- 56.0% referrals SCREENED IN2 (become reports)
- 44.0% referrals SCREENED OUT2
- 2.4 million REPORTS1 received a disposition (finding)
- Submitted by 67.3% professionals, 16.6% nonprofessionals, 16.1% unclassified
- 3.5 million CHILDREN* received either an investigation or alternative response
- 678,000 VICTIMS* includes 1,770 Fatalities*
- 2,822,000 NONVICTIMS3,4
- 391,661 VICTIMS5 received foster care services (on or after the report date)
- 951,678 NONVICTIMS4,5 received foster care services
- 146,706 VICTIMS received foster care services (on or after the report date)
- 60,354 NONVICTIMS4,6 received foster care services (on or after the report date)
Child Care and the Child Welfare System

Christine Johnson Staub
Senior Policy Analyst,
Center for Law and Social Policy (CLASP)
Opportunities in Federal Child Care Policies

• CCDBG always supports children who may be at risk
• Federal eligibility rules include children in need of protective services
• Can include foster children, those in protective services, or those at risk for abuse and neglect
• Flexibility in federal rules and pandemic-related funding
State Policy Options and Levers

- States determine their definition of children in protective services
- For children in state definition of protective services, states can:
  - Waive work or education activity requirements
  - Waive income eligibility
  - Waive family co-payments
- Can include pandemic-related categories
Potential funding streams

• Regular CCDBG funds
• CARES CCDBG emergency funds
• TANF
• Head Start
• Other potential collaborative resources (consider with care!):
  – Social Services Block Grant
  – CAPTA/CBCAP
  – Title V – Maternal and Child Health
Considerations for Collaboration

- Federal funding is in high demand and not meeting all needs
- States are facing historic budget shortages due to the economic impacts of the pandemic
  - Center all decisions around the needs of parents and providers, prioritizing equity.
- Ensure that all stakeholders are at the table.
  - Identify shared goals
- Consider current use of funds – don’t create new gaps where legitimate needs are being met.
The High Quality Early Education for Dependent Youth (HQEEEDY) Collaborative in Florida

Kristen Lang
Founder and Former Leader, The High Quality Early Education for Dependent Youth (HQEEEDY) Collaborative
High Quality Early Education for Dependent Youth (HQEEDEY) Collaborative

• **Vision:** All zero- to five-year-old dependent youth in Hillsborough County will receive a high-quality early education.

• **Mission:** Through strategic collaboration, we will identify the barriers to achieving our vision, design solutions to overcome those barriers, and implement those solutions for our zero- to five-year-old dependent youth.
Collaborative Members

• L. David Shear Children’s Law Center of Bay Area Legal Services, Inc., Guardian ad Litem Program, Office of the Attorney General
• CHS Kinship Care Program, Florida’s Children First
• Eckerd Licensing, Eckerd’s Fostering Education Initiative, DCF, Children’s Board
• Early Learning Coalition, School Readiness, Head Start and Early Head Start
• Early Childhood Council, Early Steps
• USF-PWPBS, HCC Calm
HQEEDY Genesis

- HQEEDY = Yale Public Interest Fellowship + Community Support

- STEP 1: Identify key stakeholders
- STEP 2: Hold individual meetings
- STEP 3: Convene initial stakeholder meeting
  - Decide on vision and mission
  - Discuss barriers to achieving vision
- STEP 4: Design projects to overcoming barriers
  - Identify stakeholders affected
  - Determine steps necessary to complete projects
- STEP 5: Work on projects
- STEP 6: Implement final products

- December 2012 – February 2013
- March – April 2013
- Current stage: June 2013 - present

Donated time/services
Projects

- Raise awareness of the importance of quality early childhood education
- Enhance capacity of caregivers to support early learning for their dependent children
- Enhance capacity of caregivers, care managers, GALs, and AALs to assess the quality of a given day care
- Increase awareness about how to search for a quality day care placement for dependent youth in Hillsborough County
- Encourage providers serving dependent children to enhance their overall quality with a special focus on meeting the unique needs of our dependent children
- Bring the quality of a dependent child’s early education experience into the case discussion
- Decrease cost of quality early education enrollment to caregivers and community-based providers
- Enhance the stability of a quality early educational setting for a child

http://centerforchildwelfare.fmhi.usf.edu/Circuit13ESC.shtml
Early Education Addendums to Judicial Review Social Study Reports

1. Case manager completes addendum
2. Case manager files with JRSSR
3. Assistant Attorney General questions case manager during hearing
4. Judge makes findings and issues orders
CALM Plus Certification

**GOAL:** Encourage providers serving dependent children to enhance their overall quality with a special focus on meeting the unique needs of our dependent children.

**TWO TIERS:**
- Tier 1: Child care providers, not currently participating in quality program, serving the highest number of BG1 kids
- Tier 2: Child care providers, participating in quality program
# CALM Plus Certification, Tier 1

<table>
<thead>
<tr>
<th>Training</th>
<th>Trainer</th>
<th>Where</th>
<th>When</th>
<th>Cost</th>
<th>How</th>
<th>Training Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trauma-Informed Care Training</td>
<td>Early Childhood Council</td>
<td>At the center</td>
<td>Weekend AM</td>
<td>Free</td>
<td>A single 3 hour training</td>
<td>3 hours</td>
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<tr>
<td></td>
<td>Eckerd Fostering Education Initiative</td>
<td></td>
<td>Weekday PM</td>
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<tr>
<td></td>
<td>USF, PWPBS</td>
<td>Children’s Board</td>
<td>Year-round</td>
<td>Free</td>
<td>Director, one infant/toddler teacher, and one pre-k teacher attend 2 sessions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HCC CALM</td>
<td>At the centers</td>
<td>Year-round</td>
<td>Free</td>
<td>7 to 9 in-person boutique trainings; ongoing coaching; group sessions.</td>
<td>In-service = length of training.</td>
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Questions and Answers
Federal Update

Danielle Ewen
Principal,
*Education Counsel*
Thank you.