

A Child and Family Well-Being System Built on HOPE

the Y | Partners in Prevention | COUNTY OF SAN DIEGO Health and Human Services Agency | LIVE WELL SAN DIEGO

Child and Family Well-Being and YMCA
September 29, 2023

1

Partners in Prevention Project Vision





- To cultivate a connected community that nurtures caring, strong, safe and healthy families


the Y | Partners in Prevention | COUNTY OF SAN DIEGO Health and Human Services Agency | LIVE WELL SAN DIEGO

2

Prevention Definition

Families thrive in a *connected community* that enhances and restores nurturing and responsive relationships and environments. It involves aligning impact on multiple levels so that all *children* are safe and cherished, all *families* are nurtured to build up protective factors, and *systems/structures* create equitable pathways to wellness. For Partners in Prevention, the focus is on primary prevention. Our shared approach will reflect the innovation required to meet the evolving priorities and needs of children, families and communities.



3



EQUITY: we will acknowledge, address and actively challenge historical and systemic inequities that disproportionately impact children and families of color and those living in poverty



IMPACT: we will catalyze culturally appropriate, strengths-based, evidence-informed and outcomes-driven efforts to increase child and family well-being



INCLUSION: we will seek out diverse voices and honor perspectives of those with lived experiences to inform our work and influence system change to better support all families to thrive



PARTNERSHIP & COLLABORATION: we will actively build trusting, authentic and productive relationships to improve outcomes for children and families



ACCOUNTABILITY: our work will align, leverage and expand partnerships to achieve shared goals for children and families in San Diego








Shared Values

4




The diagram features a blue rounded rectangle containing six icons in white rounded boxes. From left to right: a group of people icon, a handshake icon labeled 'RESPECTFUL', a puzzle pieces icon labeled 'STRENGTHS-BASED', a family group icon labeled 'FAMILY-CENTERED', a hand pointing to a bar chart icon labeled 'TRAUMA INFORMED', and a globe held in hands icon labeled 'CULTURALLY RESPONSIVE'. Above the rectangle is a horizontal orange line.

Logos at the top include 'the Y', 'Partners in Prevention', 'COUNTY OF SAN DIEGO Health and Human Services Agency', and 'LIVE WELL SAN DIEGO'.

Grounding Principles

5



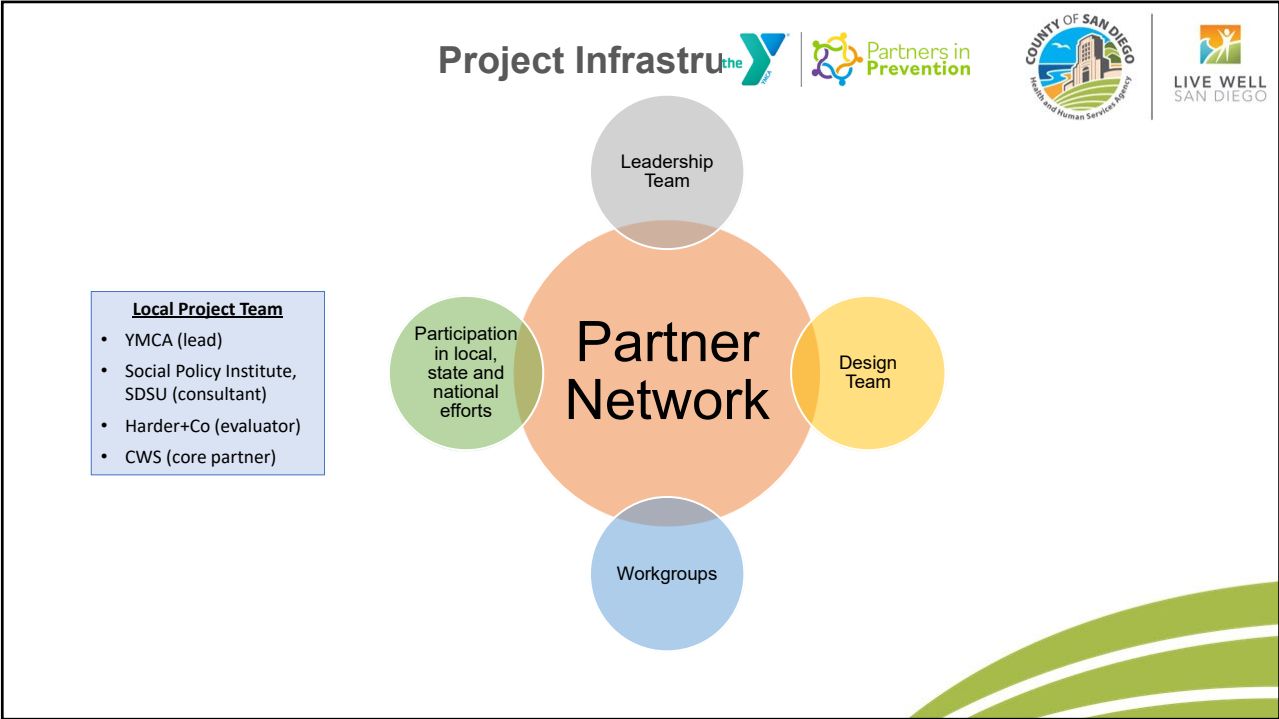
A circular diagram with 'COMMUNITY CHANGE' at the center. Six segments surround it, each with an icon and a question:

- Evaluating Impact** (Bar chart icon): How can we identify and amplify what works?
- Collective Impact** (Network icon): How can we mobilize collaboration across sectors for systems change?
- Community Engagement** (Speech bubbles icon): How can we bring the right people together in constructive ways?
- Collaborative Leadership** (Group of people icon): What approaches to leadership are required for community change?
- Community Innovation** (Lightbulb icon): How can we create, test, and scale new approaches?

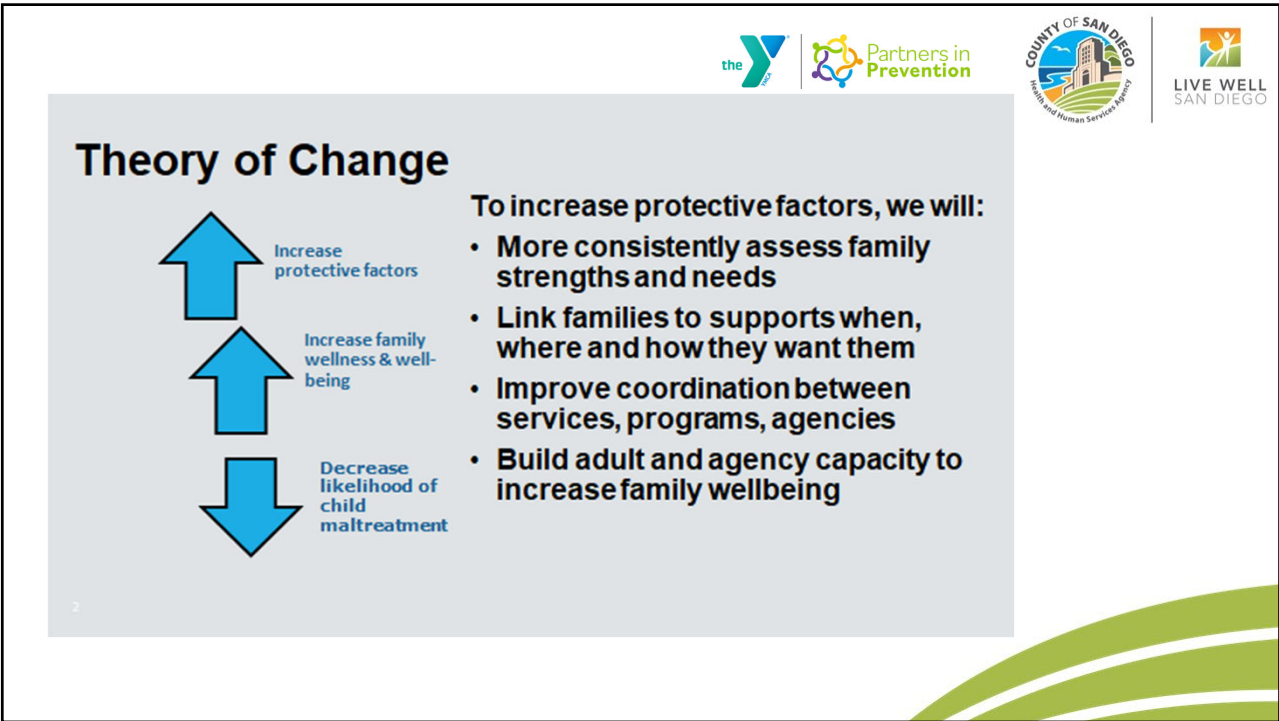
Logos at the top include 'COUNTY OF SAN DIEGO Health and Human Services Agency' and 'LIVE WELL SAN DIEGO'. The 'TAMARACK INSTITUTE' logo is at the bottom right.

Community & Systems Change

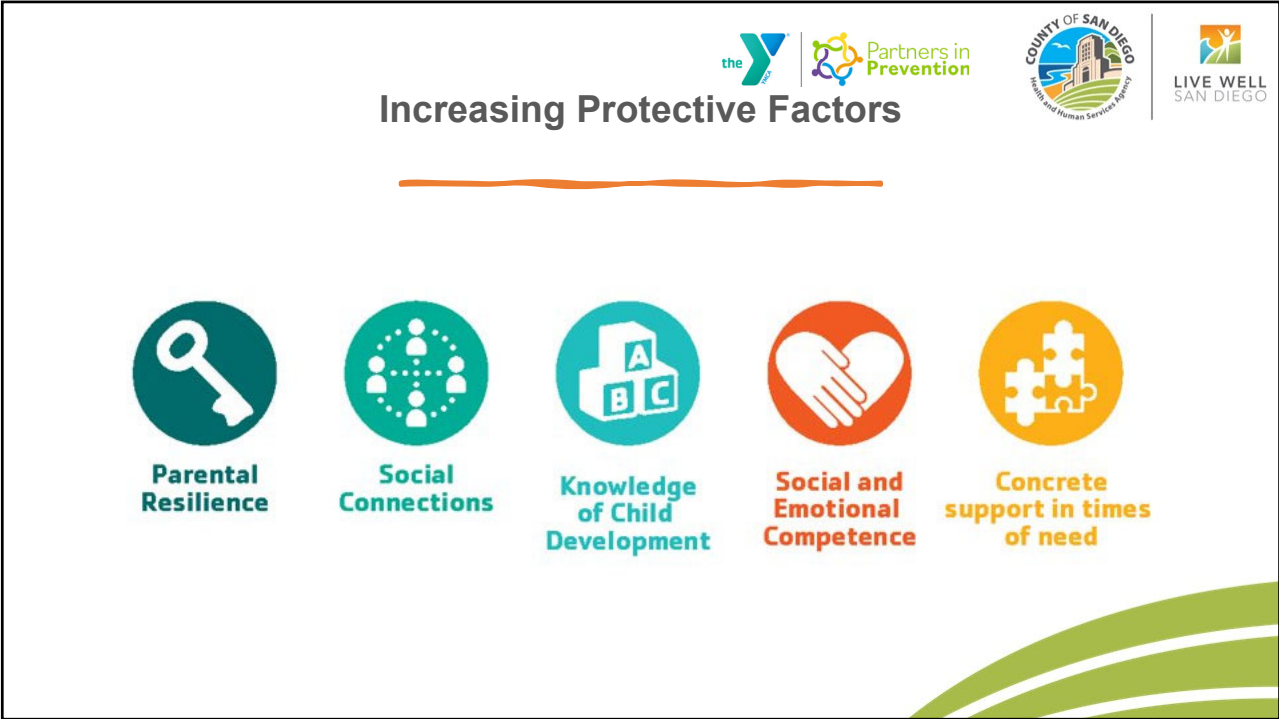
6



7



8



Increasing Protective Factors

the Y | Partners in Prevention | COUNTY OF SAN DIEGO Health and Human Services Agency | LIVE WELL SAN DIEGO

- Parental Resilience
- Social Connections
- Knowledge of Child Development
- Social and Emotional Competence
- Concrete support in times of need

9




Core Project Activities

the Y | Partners in Prevention | COUNTY OF SAN DIEGO Health and Human Services Agency | LIVE WELL SAN DIEGO

- Increase and improve cross-sector partner engagement and coordination
- Access and utilization of services
- Capacity building for service delivery best practices and CIE
- Dissemination and sustainability
- Early Childhood Mental Health Consultation
- Community Engagement


10







Why a Shift from Mandated Reporting to Community Supporting?

High (over) surveillance and stigmatization of BIPOC families	Impact of poverty perceived as neglect	Biases around cultural values around parenting
High % of reports screening out or unsubstantiated	Flaws in initial assumptions that informed mandated reporting policies	Most needs are best addressed via community supports/ resources

11



Movement at the State Level

-  Families First Prevention Services, CA Five-Year State Prevention Plan
-  CA Child Welfare Council Prevention and Early Intervention Committee
-  CA Citizen Review Panels
-  County Comprehensive Prevention Plans

12



What is Investigated as Neglect?

In a representative sample of 295 neglect investigations from California, structured data and narrative text fields were used to characterize the most common types of neglect (inadequate supervision, failure to protect, physical neglect) and to document concurrent parental risk factors investigated by the child protection system.

- Neglect is a vague, broad term that may be conflated with poverty, and which obscures complex, concurrent risk factors such as parental substance use, domestic violence, and mental illness.
- Parental substance use, mental illness, domestic violence, and co-reported abuse were present in more than three quarters of all investigations, regardless of neglect type.

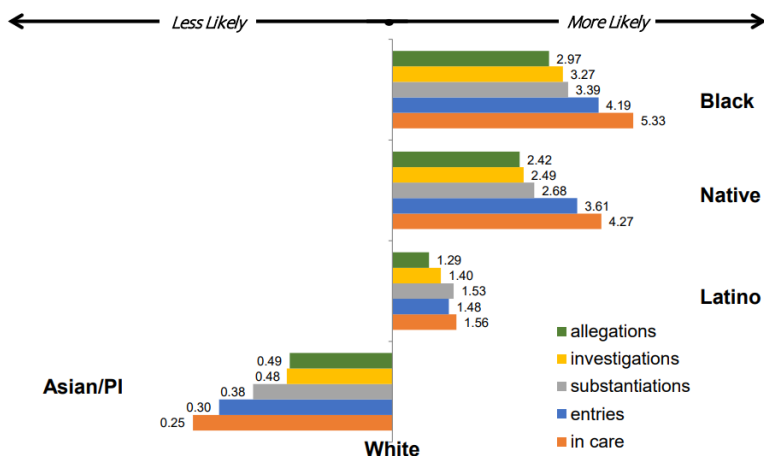
13

Racial Disparity Indices (General Population)

Ethnic Group Disparity Compared with White Children along CW Continuum

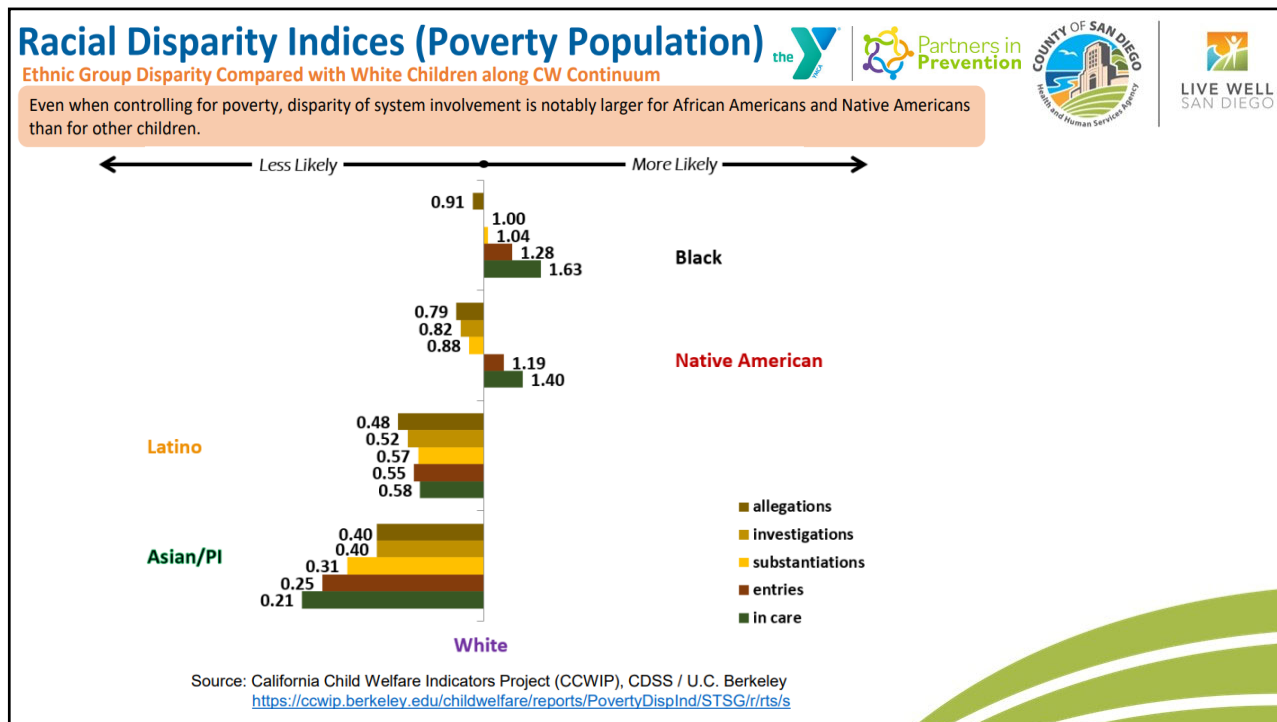


Some ethnic groups (especially African American and Native American Children) are much more likely to experience CWS involvement, which becomes more pronounced at deeper levels along the continuum.

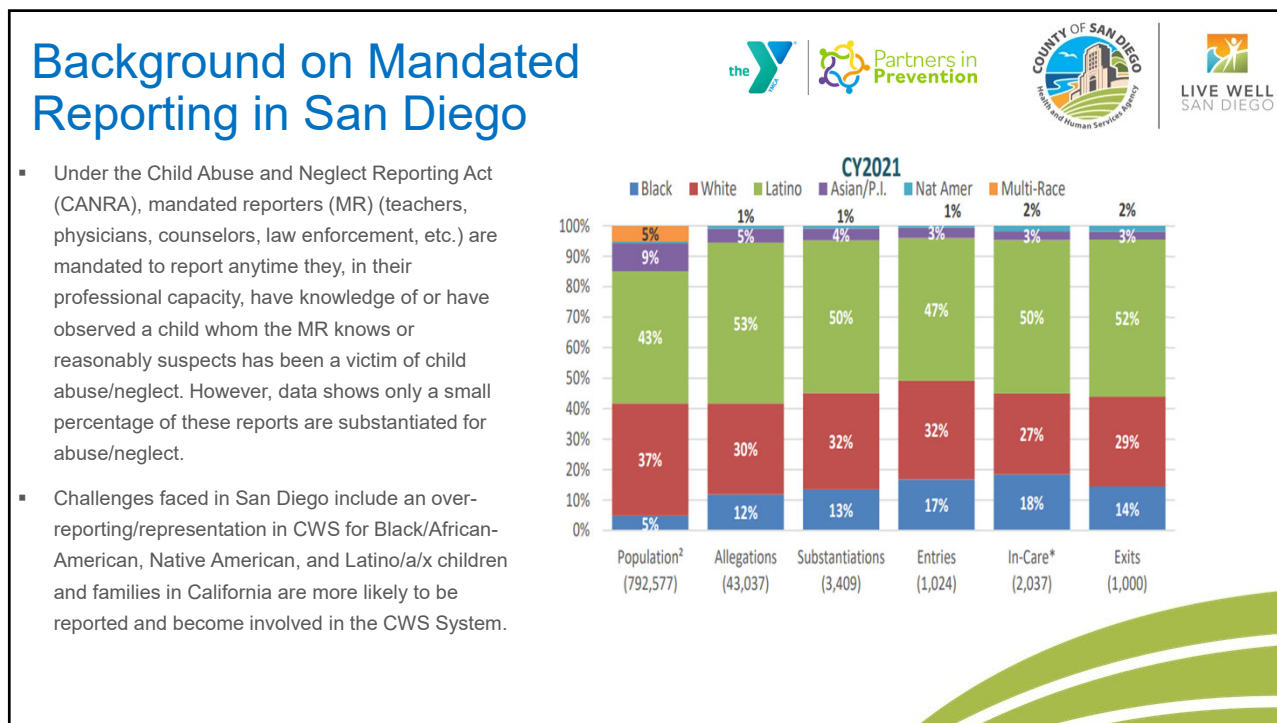


Source: Racial Disparity Indices (General Population), California Child Welfare Indicators Project (CCWIP), CDSS / U.C. Berkeley

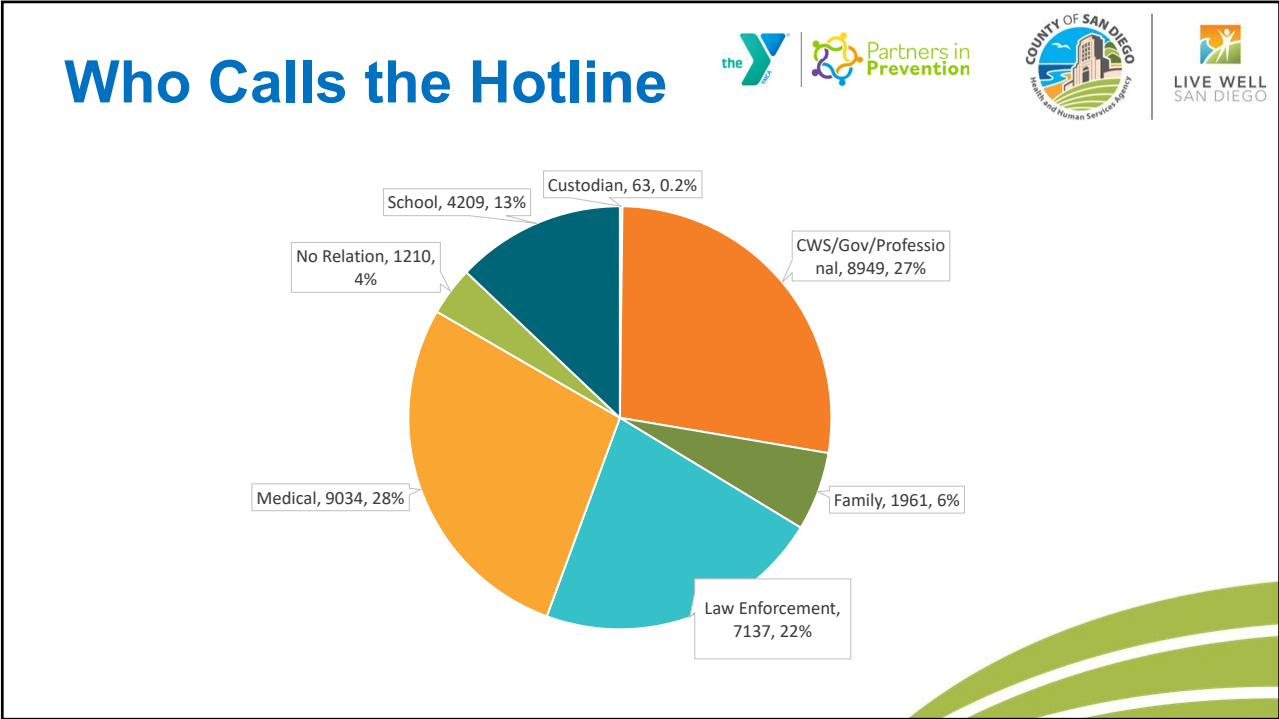
14



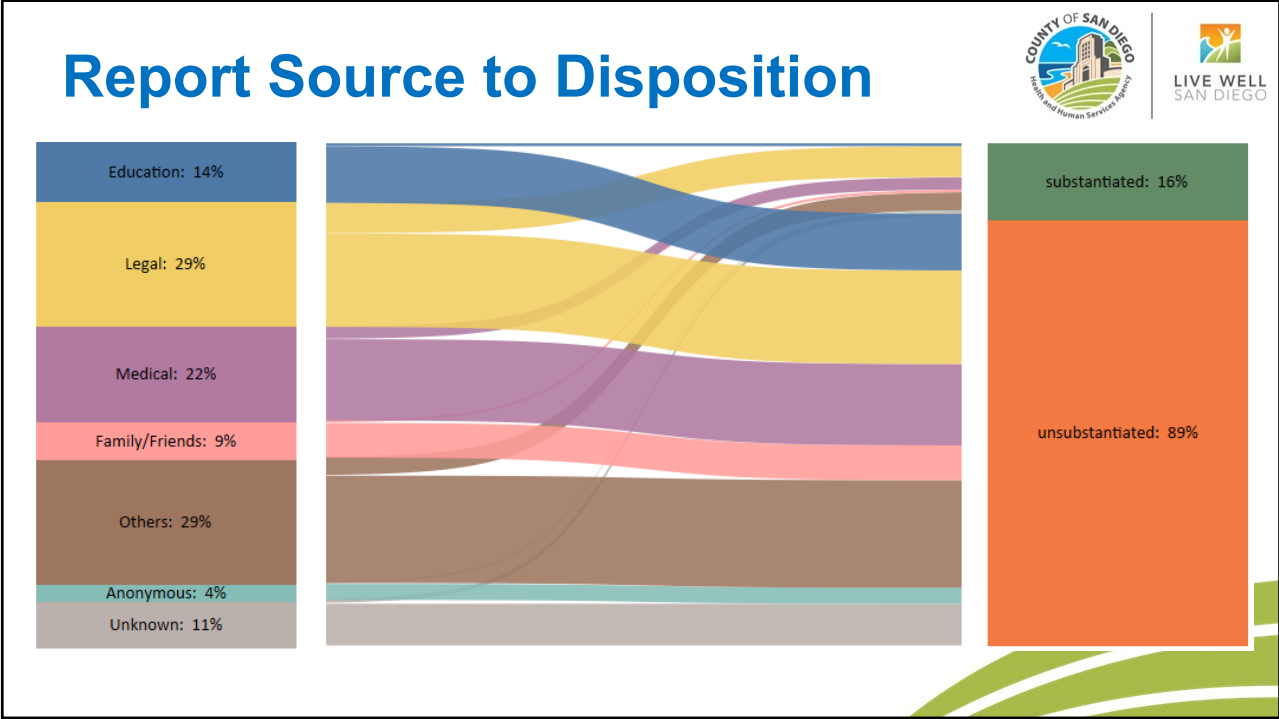
15



16




17



18

Report Source to Disposition


(FFY 2021)



Report Source Description	Disposition Grouped	# of children	% of children
Education	substantiated	199	5%
	unsubstantiated	3,733	95%
Legal	substantiated	2,057	26%
	unsubstantiated	6,185	77%
Medical	substantiated	823	13%
	unsubstantiated	5,392	88%
Family/Friends	substantiated	158	6%
	unsubstantiated	2,314	94%
Others	substantiated	1,213	15%
	unsubstantiated	7,056	87%
Anonymous	substantiated	58	5%
	unsubstantiated	1,081	95%
Unknown	substantiated	253	9%
	unsubstantiated	2,736	92%

19

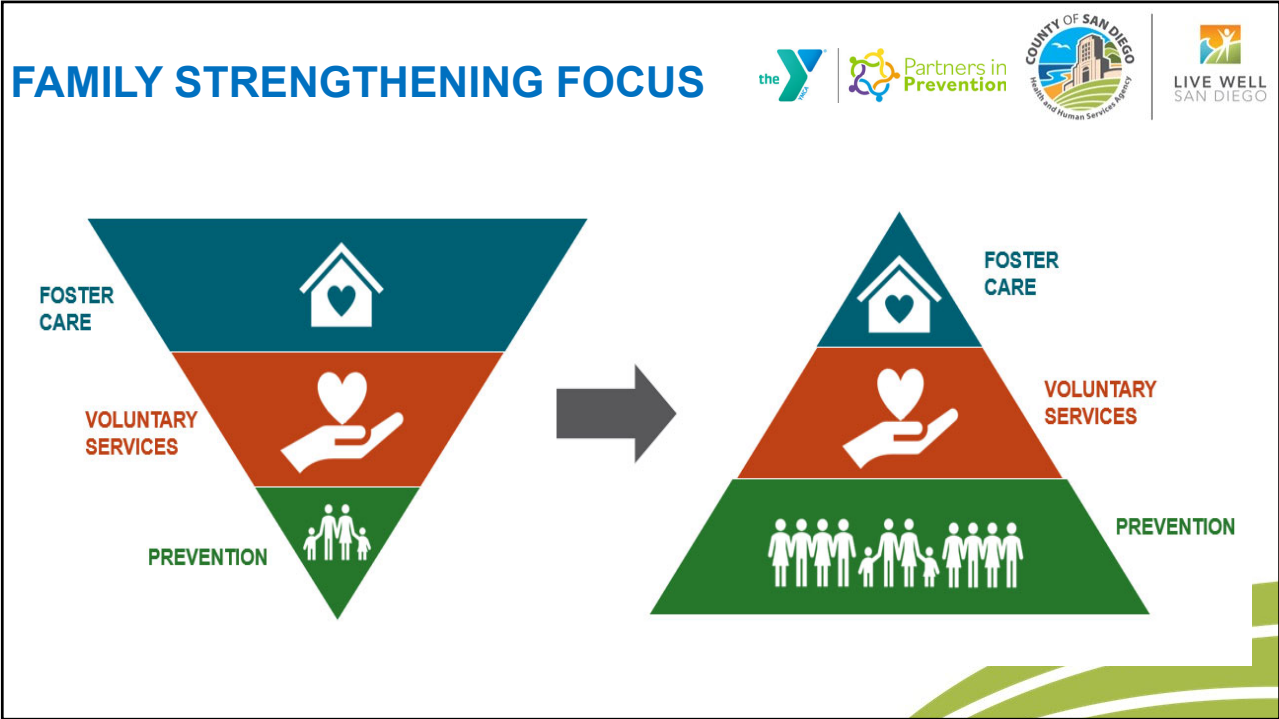
What We’re Doing Now



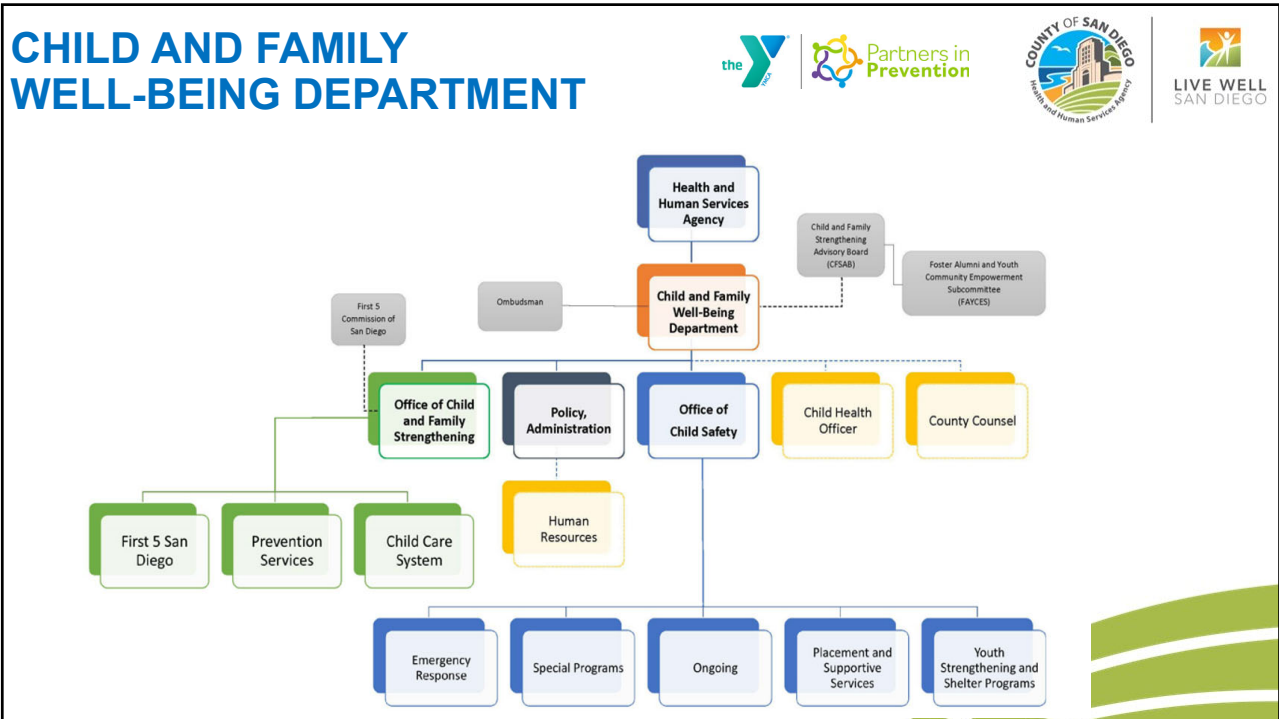
Family Strengthening & Prevention Initiative (FSPI)

- Purpose of FSPI: to improve referral assignment decisions and increase opportunities for families to receive prevention services.
- Starting in 2020 under FSPI CWS began piloting Review, Assess, Direct (RAD) teams. It allows Hotline and Emergency Response teams to review and consult on referrals designated by the Child Abuse Hotline that meet criteria for a 10-Day response.
- The goal is to improve decision making at the Child Abuse Hotline regarding which families require a CWS investigation of allegations of child abuse and neglect, to ensure families have access to services that can prevent child abuse and neglect, and reduce interaction with the child welfare system.
- Referrals with allegations of general neglect found to qualify for an evaluated out response, are referred to the 2-1-1 SD CONNECT program.
- 2-1-1 SD CONNECT works with families to connect and meet their unique needs through resources within the community.

20




21



22

Online Reporting Portal




San Diego is getting ready to launch an online portal for community reporters to submit non-urgent reports online.

- Goals of the Online Portal include;
 - Reducing wait times for reporters
 - Reducing number of calls dropped at the hotline level
 - Adapt to new technologies and ways of communicating.
- Method: The online portal will have a series of state approved safety qualifying questions that reporters must answer no to in order to submit non-urgent reports online. The questions align with the SDM Hotline Tool.

23

Change in General Neglect



Examples include:

- Lack of supervision based on the maturity level/developmental ability of the child
- Children reporting lack of food accessible leading to hunger or physical illness
- Inadequate mental, physical, or dental health care impacting the child
- Parental substance abuse and/or mental health conditions (including prescription drug use or prenatal drug use) that impacts the child

Cultural Consideration:

- In some cultural groups, food may be purchased and prepared daily rather than in large quantities
- Some children prefer to wear the same articles of clothing
- Different cultural groups have varying degrees of what is considered appropriate supervision while children are playing

24

Community Response Guide (CRG)



What is the CRG?

- An Evident Change tool that helps communities collaboratively develop accurate, equitable, reporting practices tailored to the needs of the community.
- It is a public online guide that includes decision trees for neglect or abuse concerns, linked to a regularly updated roster of local prevention agencies. The result is a real-time decision aid that helps reporters and concerned community members understand and consider the range of local options to help families.

25

Benefits of the CRG Tool



What are our hopes?





- The hope is that the guide benefits everyone:
 - Reporters have clear support for their decisions
 - Prevention providers and the community at large understand their responsibility for supporting children and families.
 - CPS agencies receive the most appropriate reports.
 - Families are more likely to receive the support they need without unnecessary intervention.
 - Communities can better support their members without unnecessary entries into the CWS system when appropriate to do so.

26

Partners

Mandating Supporting Efforts

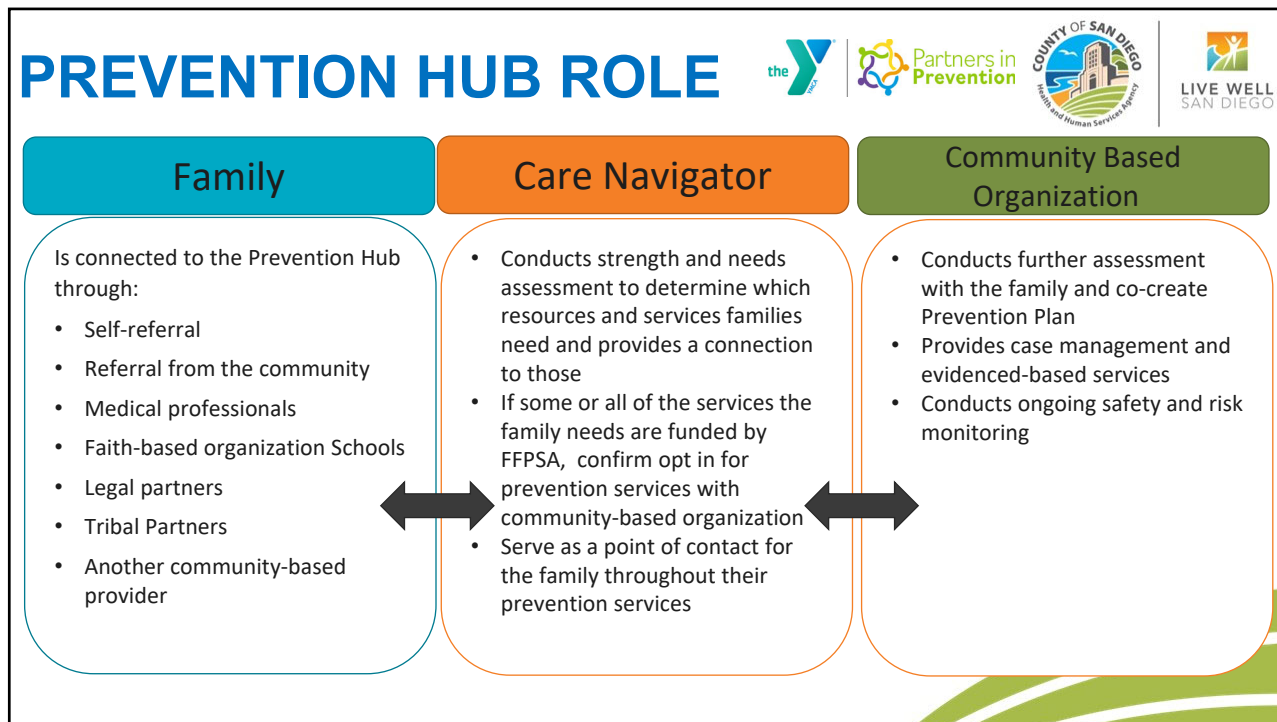
- Evident Change
- Members with lived expertise
- Casey Family Services
- Behavioral Health
- 2-1-1 San Diego
- Law Enforcement
- District Attorney Office
- Tribal Members
- School Districts and Office of Education
- Office of Equitable Communities
- LGBTQIA+ members
- Child Advocacy Centers
- Public Health
- YMCA

27



28




29

PREVENTION HUB GOALS


- Ensure a prevention-focused infrastructure to keep children safely at home using a full array of prevention services, including evidence-based practices
- Eliminate income criteria, whenever possible, creating opportunities to provide prevention services to all families
- Provide funding to support services to prevent the entry or return of youth into foster care or probation systems

30

INTENDED OUTCOMES




Short-Term	Long-Term
<ul style="list-style-type: none">• Increased collaboration and communication among agencies and community-based organizations to ensure families have equitable access to a continuum of prevention and strengthening services• Reduced number of individuals on wait lists for services• Increased number of families accessing equitable preventative services	<ul style="list-style-type: none">• Improve health and well-being equity outcomes for children, youth and families• Reduce child maltreatment, entry into foster care, and unnecessary Child Abuse Hotline calls




31

Accountability



- CWS data, protocols, and policies are publicly available
- Open Public Forums
- San Diego Policy Analyst also provides a local training that focuses child safety, diverting families from CWS, providing a culturally responsive approach, and data disproportionality and consequences of over surveillance.
- Including persons with lived expertise, Tribal members, LBTQIA+ members
- Ongoing assessment of who is missing at the table and inviting them to the table.



32







Spreading HOPE



© COPYRIGHT TUFTS MEDICAL CENTER 2021

33

Why HOPE Exists

Positive experiences help children grow into more resilient, healthier adults. HOPE aims to better understand and support these key experiences.

34







Core assumption

from the Science of the Positive:

The **positive** exists, it is real and worth growing.







Positive experiences:

- Promote children’s **health and well-being**
- Allow children to form strong **relationships** and connections
- Cultivate positive self-image and **self-worth**
- Provide a sense of **belonging**
- Build skills that promote **resilience**

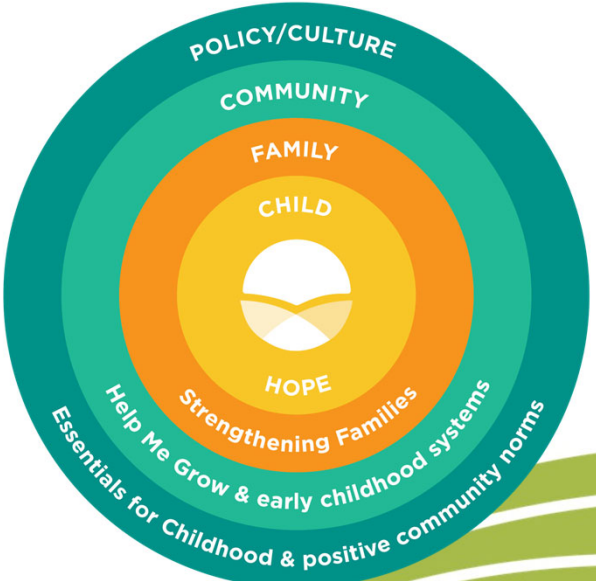


Linkenbach, J. (2007, 2018). The Science of the Positive: The Seven Core Principles Workbook: A Publication of The Montana Institute, LLC.

35

HOPE focuses on the child



36






Many systems focus on the negative
Screening tools, many of which codify implicit bias, create a presumption of deficit

HOPE shifts the narrative: people are defined by their strengths as well as their challenges.

HOPE creates a presumption of strength

37


Relationships with other children and with other adults through interpersonal activities.

Safe, equitable, stable environments for living, playing, learning at home and in school.

Social and civic engagement to develop a sense of belonging and connectedness.

Emotional growth through playing and interacting with peers for self-awareness and self-regulation.

The Four Building Blocks of HOPE



38



Join the San Diego HOPE movement!

Participate in
HOPE training

Become a HOPE
trainer


Foster the four
building blocks in
your programs,
policies and
practices

Adopt HOPE as a
program/ agency
framework

Join the San Diego
HOPE network (**do
we want to put
something like a
community of
practice in place?**)





39



Thank You!

QUESTIONS?





40