

Bureau of Indian Affairs Partners in Action

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Sault Ste Marie, MI



DHS 2014 Report

- **American Indian children comprise 1.9% of the Minnesota population and have 19.4% of children in care.**

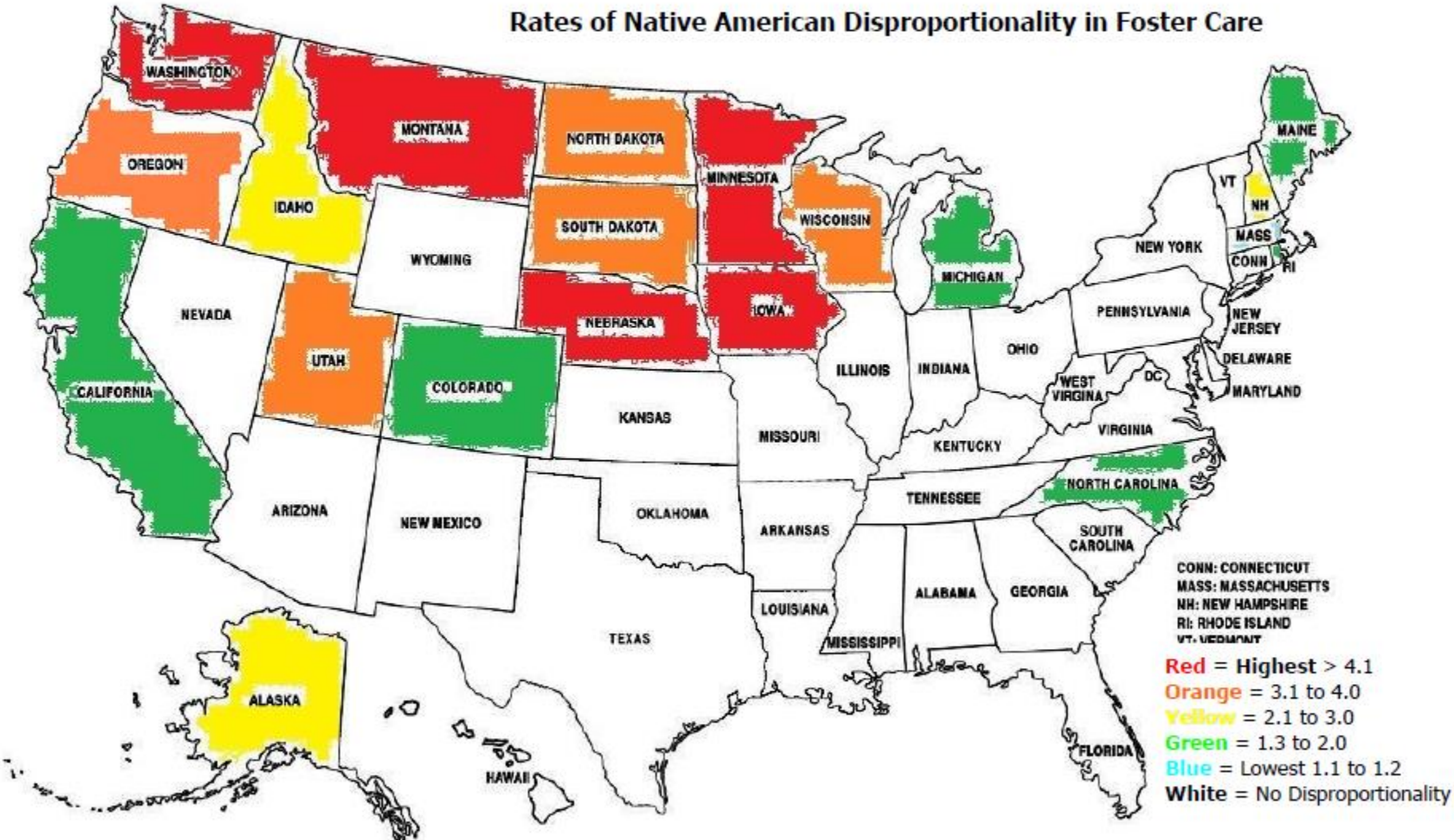
<https://edocs.dhs.state.mn.us/lfserver/Public/DHS-5408G-ENG>



Comparisons of Disproportionality by State Native American

Across the United States, Native American children are overrepresented in foster care at a rate of 2.1 times their rate in the general population. While not all state show disproportionality, 20 states do have some overrepresentation. Twenty-six percent of the states that have overrepresentation have a disproportionality index of greater than 4.1. In Minnesota, the disproportionality is index 12, in Washington State it is 5.

Rates of Native American Disproportionality in Foster Care



Minnesota's Populations of color by Major Race Groups, 2014

- American Indian 55,392
- Black 295,000
- Asian 238,000
- Latino 255,000
- Multiracial 104,000



By Legislative Working Group on Economic Disparities in
Minnesota, Susan Brower, Minnesota State Demographer,
January 2016

Cultural Groups

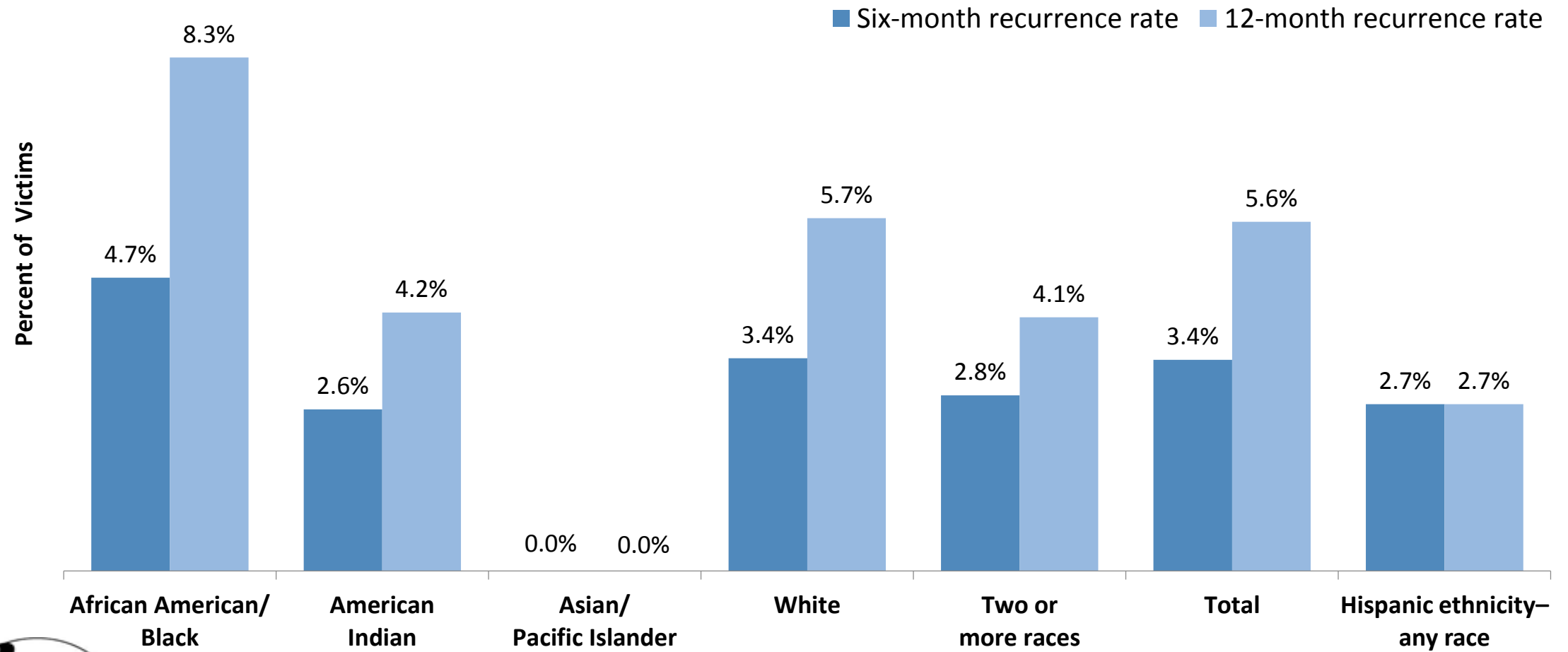
Ojibwe 0.6% or 33,500

Dakota 0.1% or 6,100

By Legislative Working Group on Economic Disparities in
Minnesota, Susan Brower, Minnesota State Demographer,
January 2016

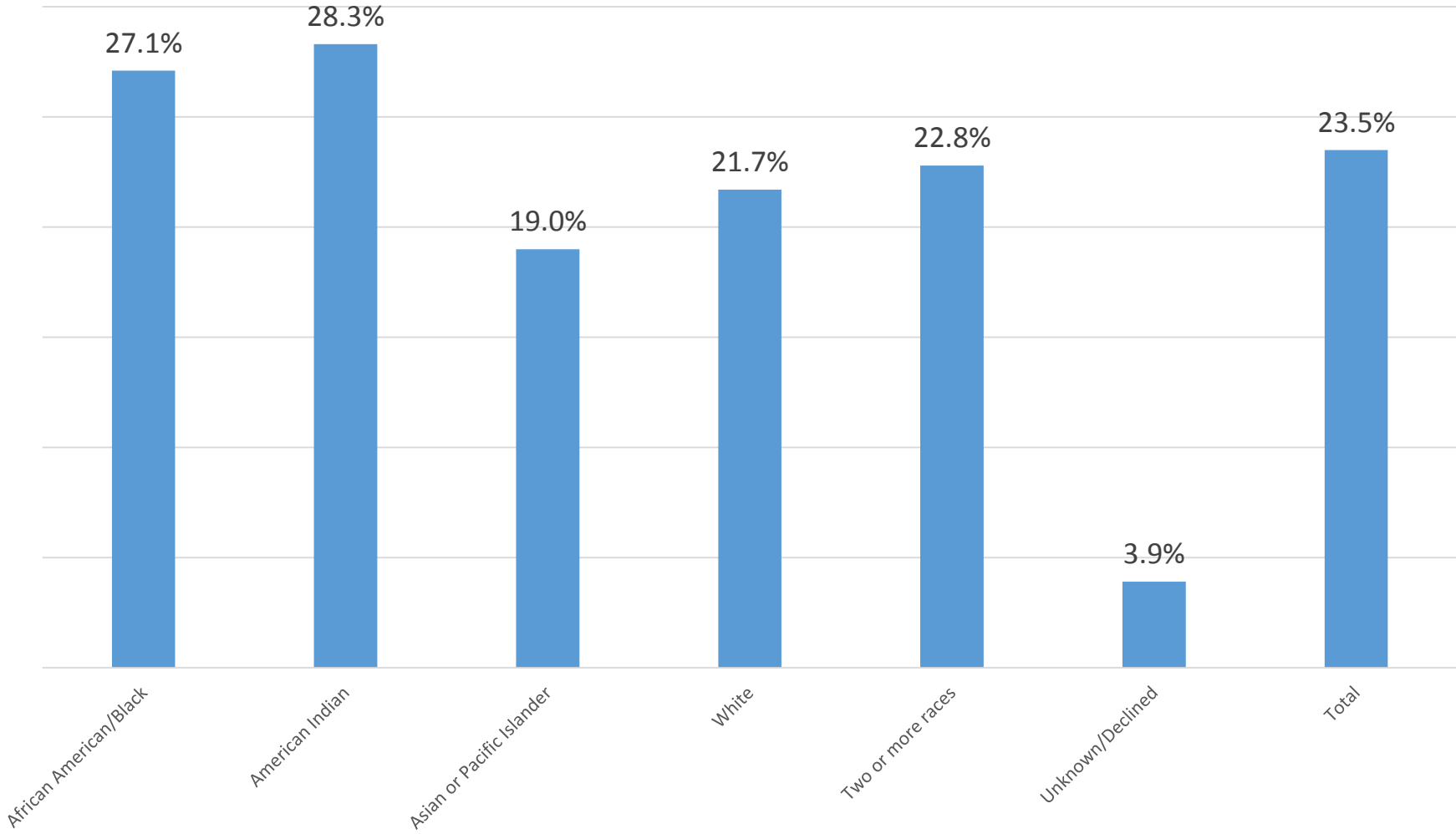


DHS 2014 Report



DHS 2014 Report

Percent of children re-entering within 12 months



DHS 2014 Report

- Forty-nine percent of children in placement were age 12 and older.
- More boys than girls spent time in care.
- American Indian, African American/Black, and children of two or more races are respectively 18, 3.7 and 4.6 times more likely than a White child to be placed out-of-home



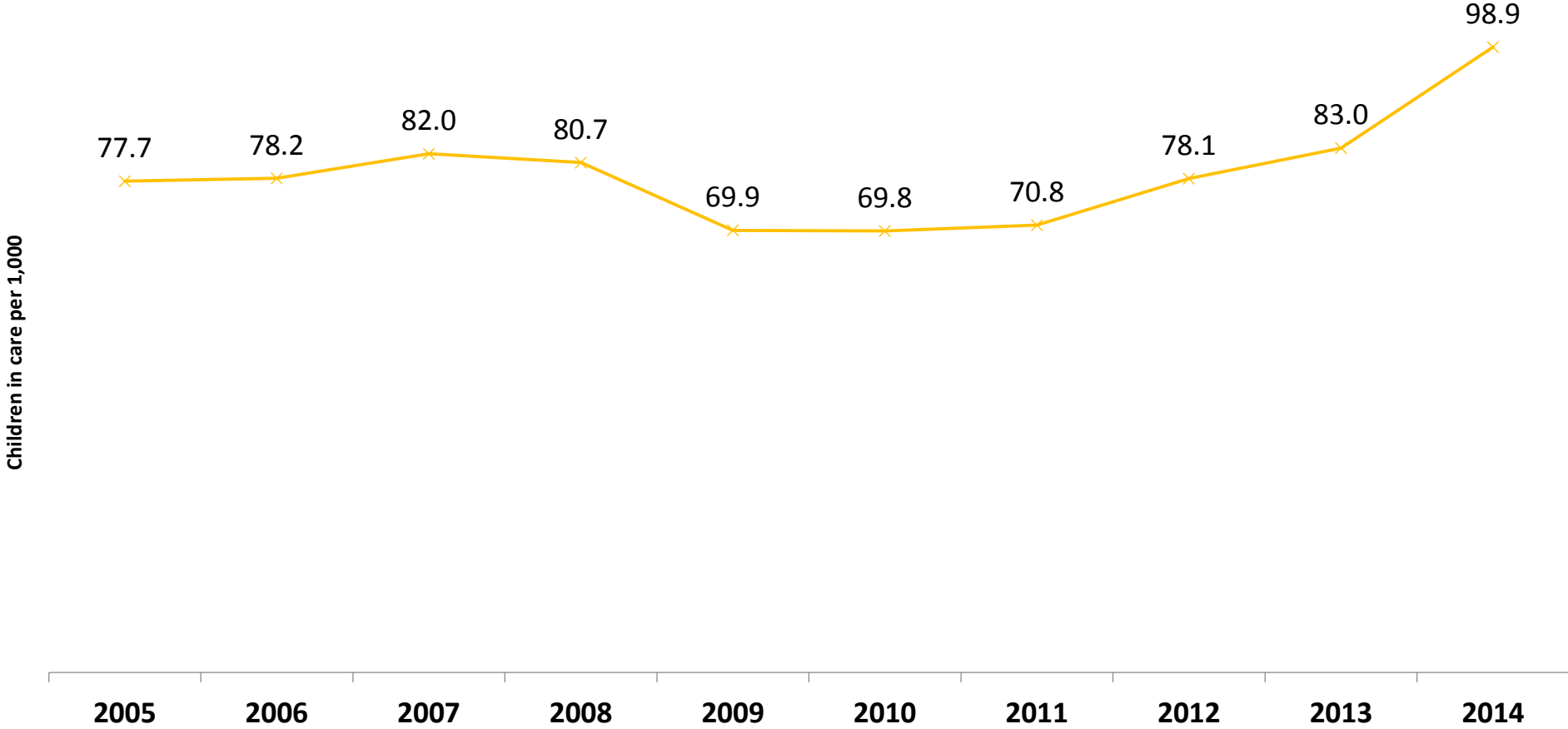
DHS 2014 Report

- Children of all races except for American Indian or children indicating two or more races, decreased in the rate of entry into out-of-home care from 2005–2014.
- American Indian children have consistently shown much higher rates of entry into out-of-home care.



DHS 2014 Report

American Indian children in out-of-home care per 1,000



—x— American Indian

People in Poverty

- Ojibwe- 12,200 or 38% living in poverty.
- Ojibwe- 8,400 or 26% living near poverty
- Ojibwe – 4,900 or 50% children under 18 living in poverty.
- Ojibwe – 10,300 or 48% unemployed or not in labor force.
- Ojibwe – median earning for full time workers ages 16-64 is \$35,800

By the Legislative Working Group on Economic Disparities by Susan Bower, Minnesota State Demographer, January, 2016



Other factors associated with Economic Insecurity that appear in their report

- Educational attainment
 - Language limitations
 - Disability
 - Geographic mobility
 - Transportation barrier
-
- Many other factors are also important, but not captured by census surveys.
 - By Legislative Working Group on Economic Disparities in Minnesota, Susan Brower, Minnesota State Demographer, January, 2016



Kid's Count 2015 data – contributing factors

- Roughly 50 percent American Indian children had no parent with full-time, year round employment in 2013 – poverty.

<http://datacenter.kidscount.org/data#MN/2/2702/2703>.



Kid's Count Data

- **Education**

- Children not in pre-school 59%
- 4th graders not proficient in reading 78%
- 8th graders not proficient in math 79%
- High school students not graduating on time 32%
- In 2011/12, 15 percent of non-Hispanic white students did not graduate from high school on time.



Kid's Count 2015

American Indian data

Economic well-being

- Children in poverty 37%
- Children whose parents lack secure employment 50%
- Children living in households with a high housing cost burden 32%
- Teens not in school and not working 15%



Kid's Count data – American Indians

- **Health**

- Low birth weight babies 7.5%
- Children without health insurance 16%
- Children and teen deaths per 100,000 26
- Teens who abuse alcohol or drugs 7%



Kid's Count data – American Indians

Family and Community

- Children in single parent families 52%
- Children in families where the head of household lacks a high school diploma 19%
- Children living in high poverty areas 30%
- Teen births per 1,000 31



What are other states doing to address equity in home of home placement?

- In Wisconsin, Most importantly, the eWiSACWIS data tell us what racial disproportionality looks like in Wisconsin, but the data's usefulness in determining the **causes of disproportionality** is severely limited.

Why are children being placed?

Wisconsin says:

- At most, this analysis suggests that community risk factors may be associated with the overrepresentation of African American children, and that poverty may partially explain the overrepresentation of American Indian children.

What are other people researching to find causes?

- Data allow officials to understand the presence and extent of any racial disproportionality and/or disparate outcomes and to pinpoint where and at what **decision points** any disparities might exist.

Strategies to Reduce Racially Disparate Outcomes by Oronde Miller and Amelia Esenstad.

What did Oregon do?

Looked at decision points:

- 1. Intake.
- 2. Screening.
- 3. Disposition – is safety an issue?
- 4. Removal/Hold.
- 5. Foster care – compare Native children to general population.
- *What We Know about Racial Disproportionality and Disparity in Oregon's Child Welfare System: Decision Point Analysis Quantitative Report* by Keva M. Miller, Ph.D., LCSW, Katharine Cahn, Ph.D., Ryan Bender, B.A., Amanda Cross-Hemmer, M.P.H., William Feyerherm, Ph.D., Jim White, Ph.D.

What did Multnomah County, Oregon do?

- 6. Type of placement.
- 7. Length of stay in foster care.
- 8. Permanency – is the goal to exit or reunify?
- 9. Exits – how are Native children exiting the system?

What did Michigan do?

- Developed, vetted, and ratified a data collection plan with definitions for **decisions points**, data elements, and other demographic and case data.
- See *Addressing Racial Imbalances in Child Welfare and Juvenile Justice: An Action Framework for Local Communities*, by Susan Lebold, JD, LMSW

What decision points did Michigan look at?

They looked at the following decision points:

- 1. Complaints – assigned for investigation.
- 2. Disposition.
- 3. Out of home placement.
- 4. Termination of parental rights.
- 5. Exits – reunification, adoption, guardianship, relative placement, aged out, death.

What are other ways to address Native inequities?

- Relational model.
- Tribal State Agreement – considers family, clan and tribe.
- Child rearing comes best from each tribe.
- Use Fond du lac and Carlton County model to conduct intake, collaboratively and daily.

Recent Minnesota Indian Family Preservation Amendment

- **Minnesota Statutes 2014, section 260.755, is amended by adding a subdivision to read: Subd. 2a.**
- **Best interests of an Indian child.**
- “Best interests of an Indian child” means compliance with the Indian Child Welfare Act and the Minnesota Indian Family Preservation Act to preserve and maintain an Indian child's family. The best interests of an Indian child support the **child's sense of belonging to family, extended family, and tribe.** The best interests of an Indian child are **interwoven with the best interests of the Indian child's tribe.**



Recent MIFPA amendments

- **260.762 DUTY TO PREVENT OUT-OF-HOME PLACEMENT AND PROMOTE FAMILY REUNIFICATION;**
- **Subdivision 1. Active efforts.**
- Active efforts includes acknowledging traditional helping and healing systems of an Indian child's tribe and using these systems as the core to help and heal the Indian child and family.



How do we begin to address these inequities?

- First, data analysis.
- Second, evaluate decision-making.
- Third, case review analysis.



Study of Outcomes for African American children

- **Disparities by Decision Points in Child Protection**
- There are **six** major decision points in the child protection system:
- **Report to Child Protection**
- **Accepted for Assessment or Not**
- **Maltreatment Determination**
- **Referred to Child Protective Services**
- **Out-of-Home Placement (Removal)**
- **Permanency**



Recommendations from African American committee

- Conduct a case review and form partnerships in Anoka, Hennepin, Olmsted and Ramsey counties to assess the appropriateness of decision making, including level, type and delivery of services.



More recommendations

- Encourage local county social service agencies to develop a **self-assessment process**. This will review decision-making points along the child welfare services continuum to ascertain the outcomes for African American children and families.



Other alternative recommendations as they pertain to Native equities

- Consider implementation of American Humane Associations' guidelines on the development of Team Decision Making (TDM). TDM recognizes:
 - Power differential.
 - Cultural adaptation.
 - Indigenous participation throughout process.
 - Neutral coordinator.
 - Sustainable support.



Minnesota Department of Human Services Native American Equity Project

- Collaboration is key.
- Analyze decisions.
- Meet to discuss solutions.



Conclusion

- Indinaway maginan (For all of our relatives).
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- Me-Gwitch (Thank you).

