



The Role of Protective Factors in Child Welfare, Early Childhood and Youth Homelessness

August 18, 2022
Joint Fellows Webinar

Webinar Logistics

- Name
 - Title, First Last, State or Affiliation
- Technical assistance
 - Chat or email
 - Tammy Hill, tammyjo.hill@ncsl.org
- Questions
 - Feel free to chat your questions at any time.
 - Questions will be answered following the presentation.
- Recording and materials
 - Following the webinar, all meeting materials will be available on your cohort page.



Today's Presenters

Francie Zimmerman



Michael Lutton



Poll Question

Who is in the room?

- Child Welfare Fellows
- Early Childhood Fellows
- Youth Homelessness Fellows
- Faculty/Presenters/Funders
- NCSL Staff

Recap: Learnings from Seattle

- Brain Science
- Risk Factors
- Adverse Childhood Experiences

Moving Forward: Today's Presentation

- Prevention and mitigation
- Social determinants of health
- Protective and promotive factors



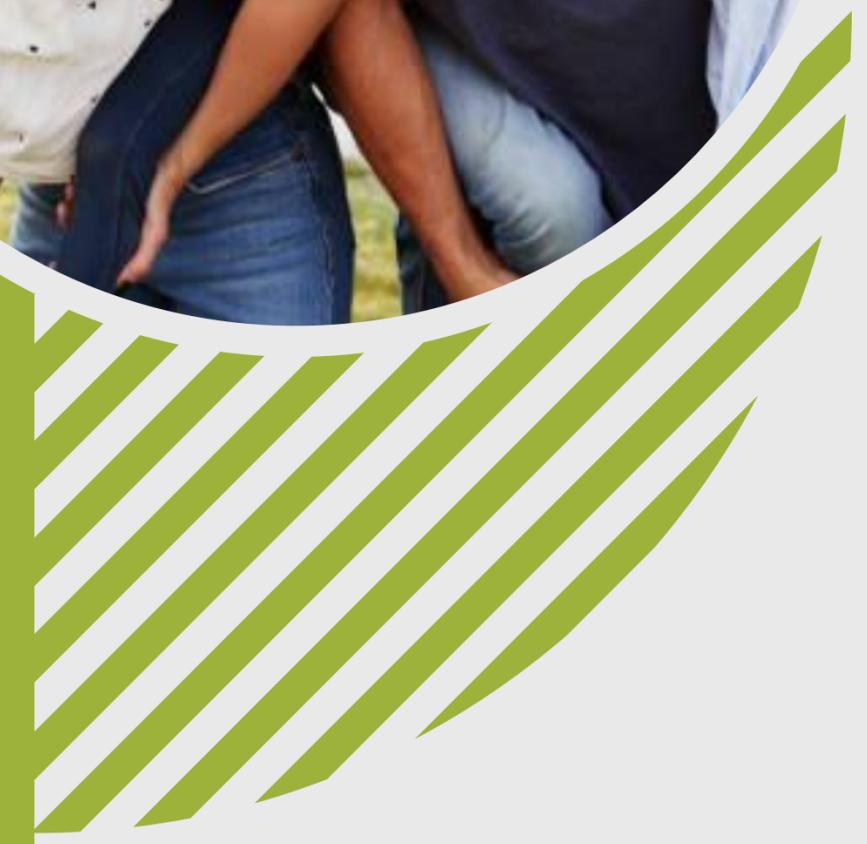
Office of Disease Prevention and Health Promotion, U.S. Department of Health and Human Services:
<https://health.gov/healthypeople/priority-areas/social-determinants-health>

Strengthening Families & Youth Thrive

Center for the Study of Social
Policy

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Associate
Michael Lutton, Intern

www.cssp.org



Moment of **Reflection**

**Think about children,
youth, parents.....Then
please drop in the chat:**

- **What do you think is
key to strengthening
families?**

What are **Strengthening Families** & **Youth Thrive** ?

- **Research-informed Frameworks**
- **Initiatives designed to change policy, practice and services.**

Goals:

- **Promote well-being**
- **Prevent child welfare involvement**
- **Improve early childhood and youth serving systems**

Frameworks

5 Protective & Promotive Factors

Concepts apply to all children, youth & families.

Strengthening Families = birth to age 8

Youth Thrive = 9 to 26 years

Initiatives

Change policy, practice, systems and services

Better support healthy development & well being

Ideas into Action



Four big ideas behind Strengthening Families

Focus on protective factors

An approach, not a model

A changed relationship with
parents

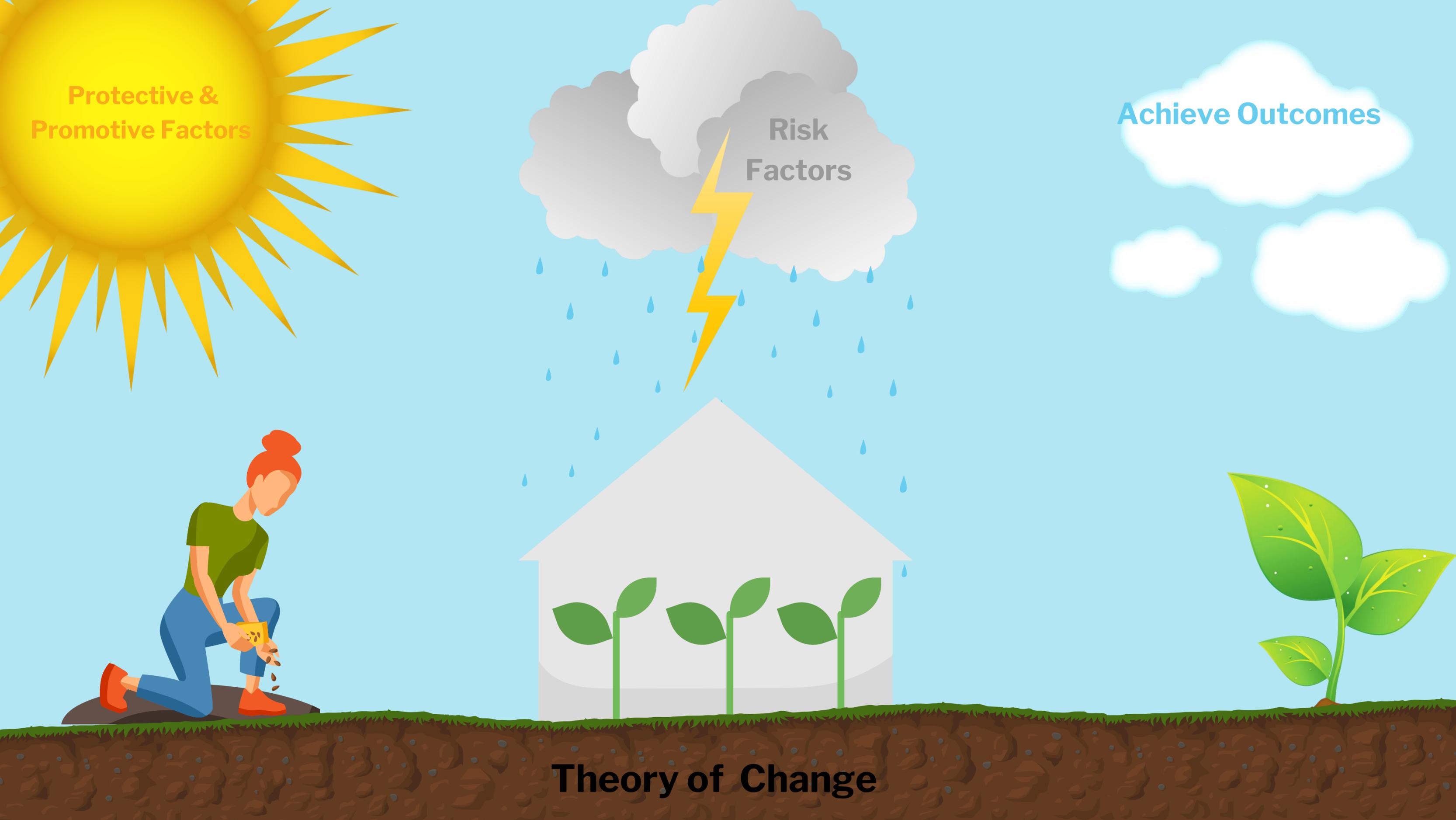
Alignment with developmental
science

**Protective &
Promotive Factors**

**Risk
Factors**

Achieve Outcomes

Theory of Change



Center Youth & Parent

Ask - Listen - Prioritize - Act
Voices



Center for the Study of Social Policy's Values

1.

Center and Value
Parents & Youth Voices

2.

Identify Strengths
and use them in
your work

3.

Build Relationships in
context of families &
communities

4.

Commit to being
Anti-racist and
combating other
types of
discrimination

5.

Recognize the Impact of
Trauma and identify
opportunities for Healing

6.

Celebrate Individual
Identity Development
including culture,
ethnicity, gender, sexual
orientation, disabilities

7.

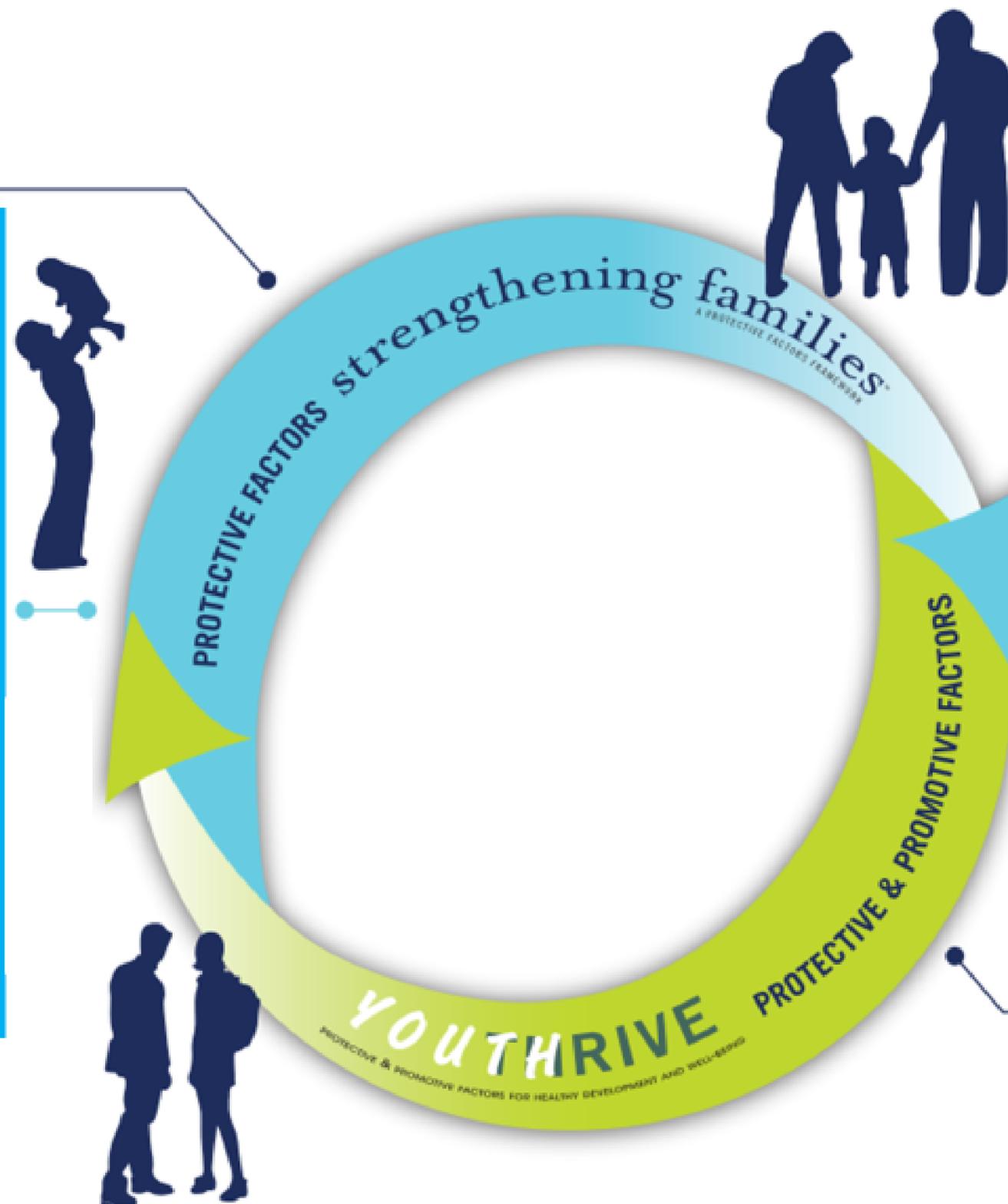
Be Self Aware and
Take Good Care of
yourself

Protective/Promotive Factors Across Development

Strengthening Families

Protective Factors:

- ✓ Parental resilience
- ✓ Social connections
- ✓ Knowledge of parenting and child development
- ✓ Concrete supports in times of need
- ✓ Social and emotional competence of children

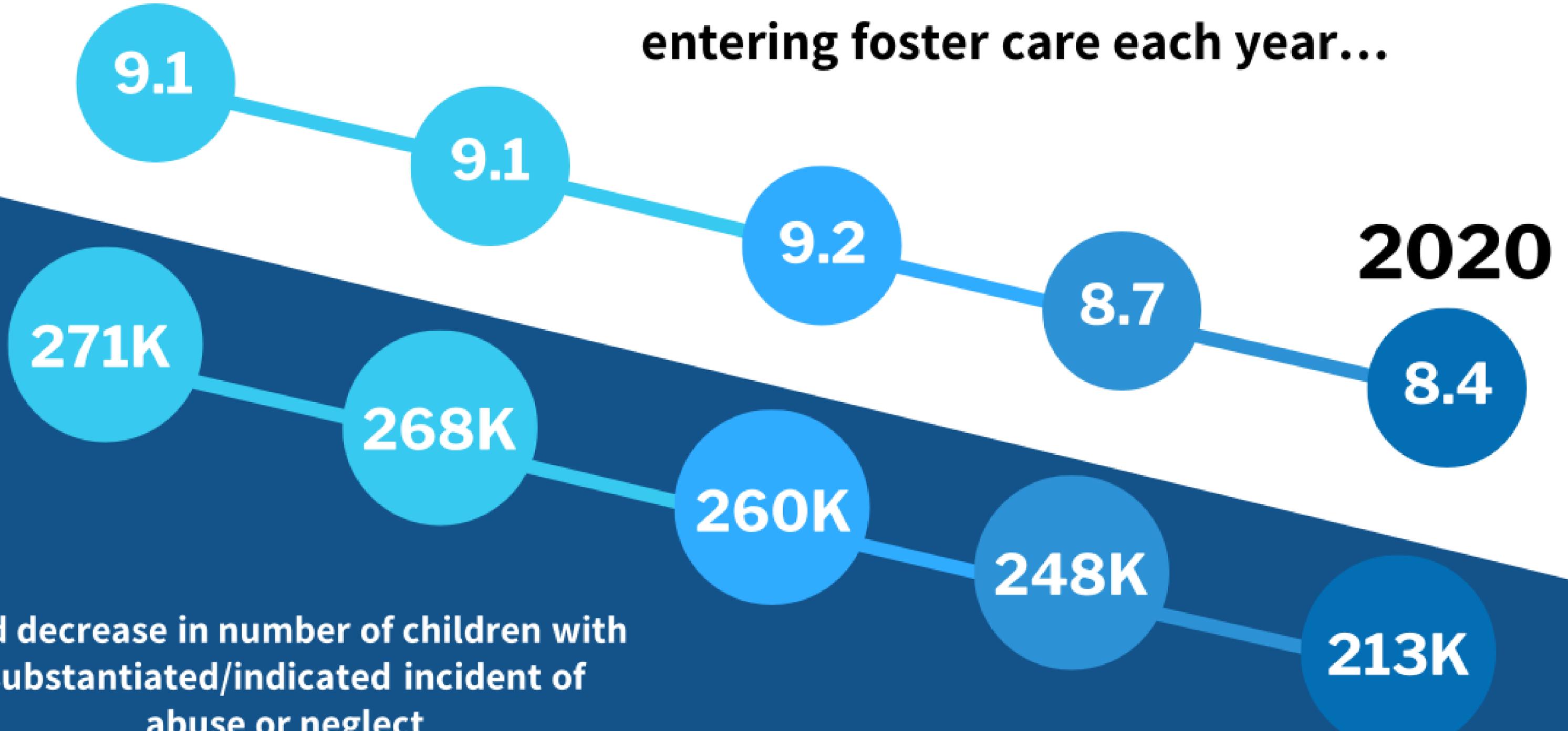


Youth Thrive Protective and Promotive Factors:

- ✓ Youth resilience
- ✓ Social connections
- ✓ Knowledge of adolescent development
- ✓ Concrete supports in times of need
- ✓ Cognitive and social-emotional competence in youth

2016

Nationally decrease in the number of children entering foster care each year...



And decrease in number of children with substantiated/indicated incident of abuse or neglect

Source: Child Maltreatment Report 2020 - U.S. Department of Health & Human Services
The Annie E. Casey Foundation – Kids Count Data Center

Youth in School

94% in
2019



86% in
2000



In almost two decades, there was a steady increase in youth receiving diplomas

Source: America's Children: Key National Indicators of Well-Being
www.childstats.gov

Disproportionality in child welfare

37.4% of **all children** experience
a CPS investigation by 18

Rate is even higher for African
American children at **53%**

32% for Hispanic children

23 % for White children

23% for Native American children

10% for Asian/PI children



Source: Kim, H et. al. "Lifetime Prevalence of Investigating
Child Maltreatment Among US Children", *American Journal of Public Health*
100(11):1611-1616

The percent of high school students reporting “poor mental health” was **30.3%** during the pandemic



This number more than doubled for LGBTQ+ high schoolers at **63.8%**

Source: Centers for Disease Control and Prevention, Adolescent Behaviors and Experiences Survey, United States, January–June 2021

Resilience



Managing stress and functioning well when faced with stress, challenges, or adversity.

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- •
- •
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Protective & Promotive Factors

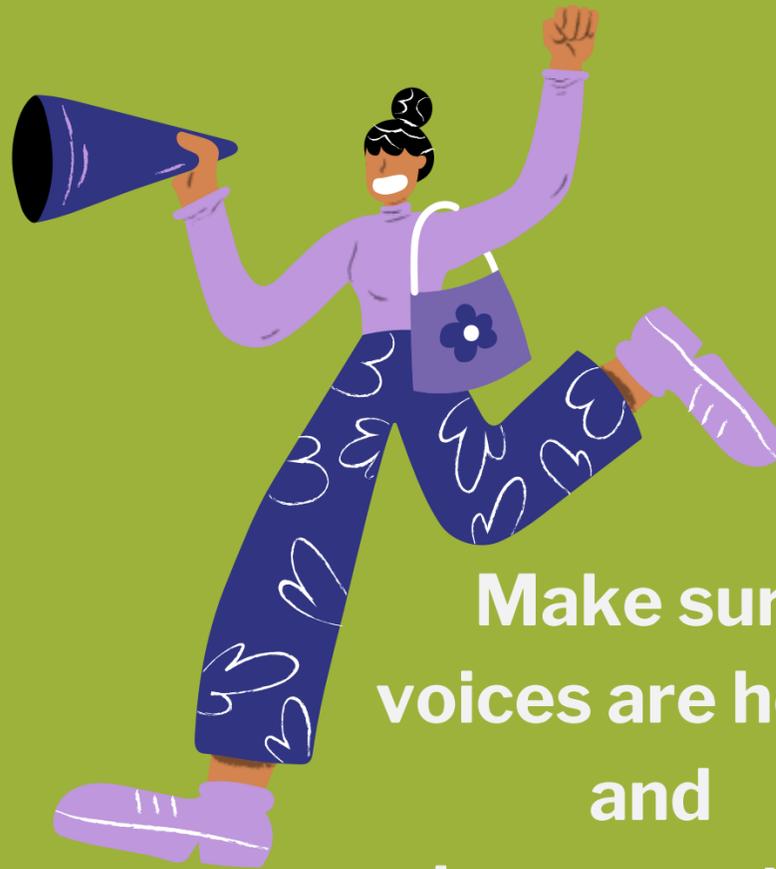
Let's put this into practice



**Connect to a
mentor**



**Provide positive
reinforcement**



**Make sure
voices are heard
and
incorporated**



**Expand
education &
employment
opportunities**



**Help young people
become self aware**

Social Connections

Having healthy, sustained relationships with people, institutions, the community, and a force greater than oneself that promote a sense of trust, belonging, and that one matters.



Protective & Promotive Factors

Social Connections



People

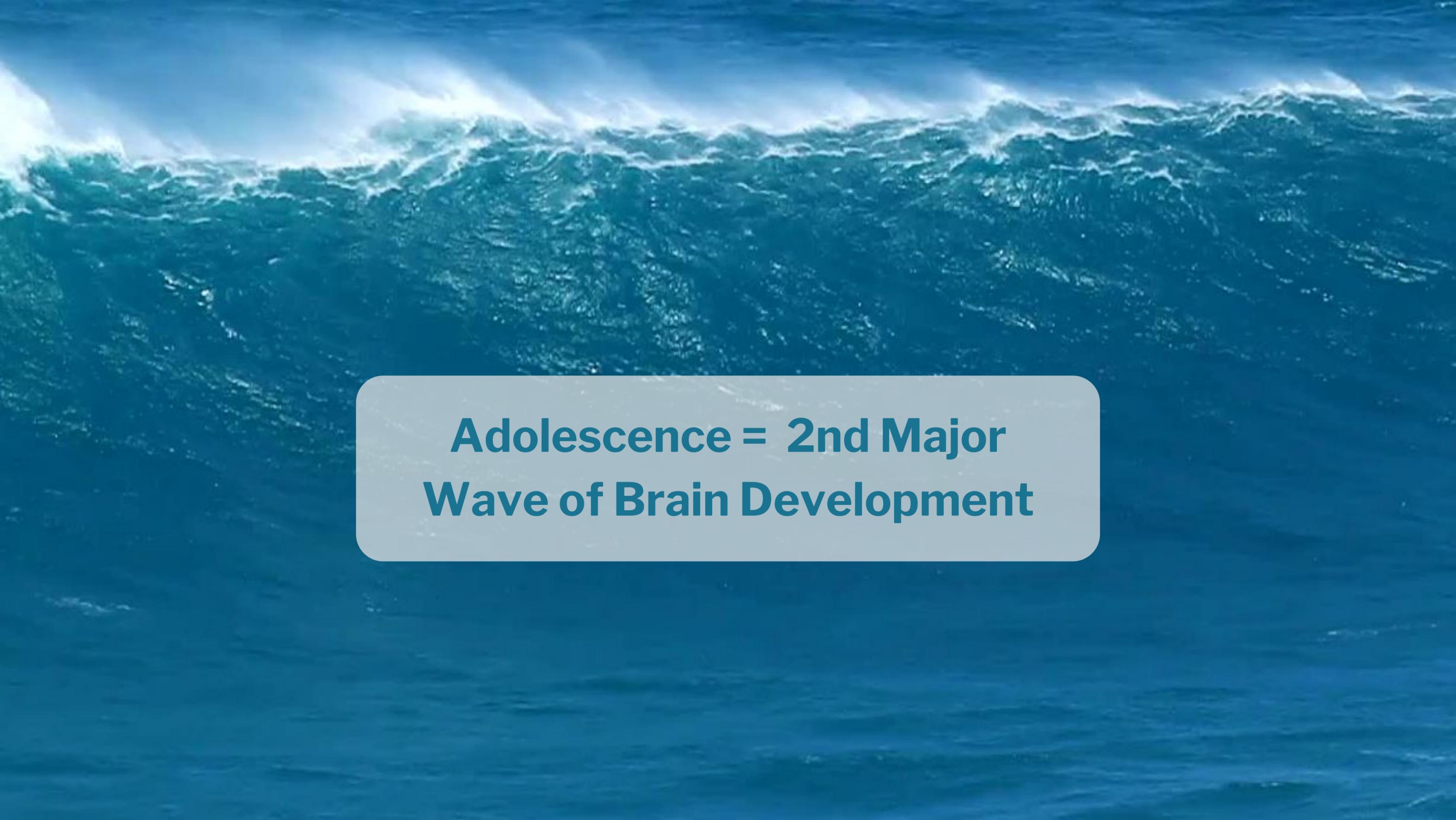


Help gain:

- knowledge & skills
- sense of belonging
- meaning in their lives



**Community
Programs & Places**



**Adolescence = 2nd Major
Wave of Brain Development**



**Prefrontal
Cortex**

**Limbic
System**



Relationships & Experiences Shape Brain Development



Develops

in response to stimuli in the environment



Forms

templates to interpret positive and negative experience



Rewires

Wires and rewires itself based on experience



Prunes

infrequently used neural connections - more rapidly in adolescence

**Point of no return
does not exist!**

**Positive
relationships and
experiences are
critical**

**Impact of Trauma does
NOT
have to be permanent**

**Brain cells and
connections can
be rewired
(neuroplasticity)**

**Use Healing Centered
Engagement to shift the
perspective**



Cognitive & Social Emotional Competence



Acquiring skills and attitudes that are essential for forming an independent, positive identity and having a productive and satisfying adulthood.

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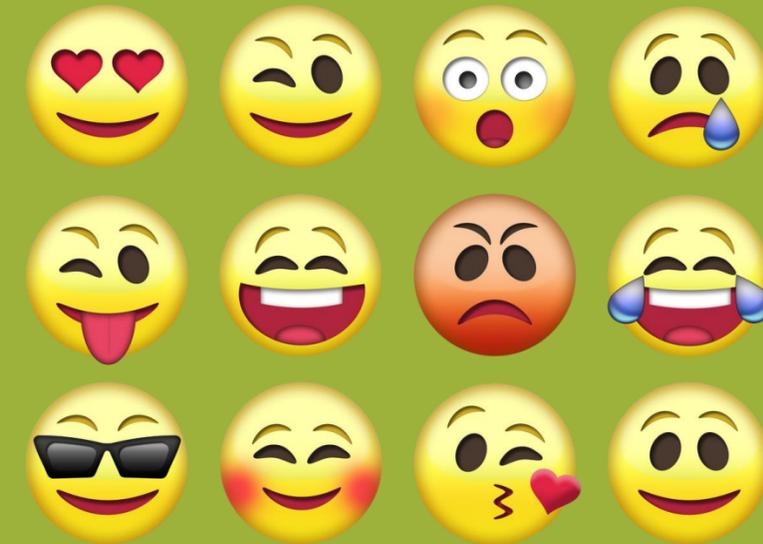
Protective & Promotive Factors

Think → Feel → Communicate

Plan for Future



Recognize & Manage Emotions



Solve Problems



Empathize with others



Concrete Supports in Times of Need



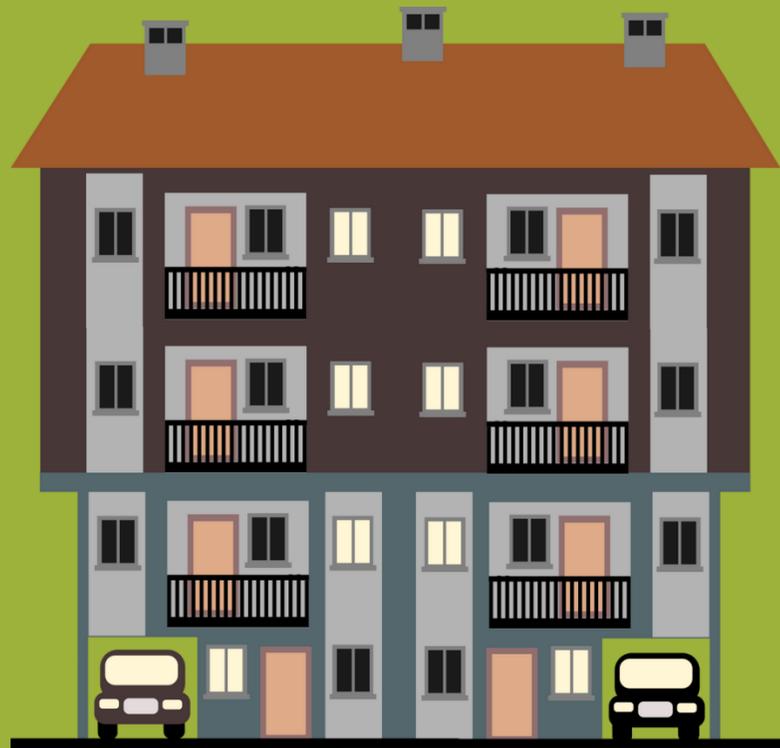
Basic resources we all need to survive and thrive

Ability to navigate systems and get help

Being treated respectfully and with dignity

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Protective & Promotive Factors



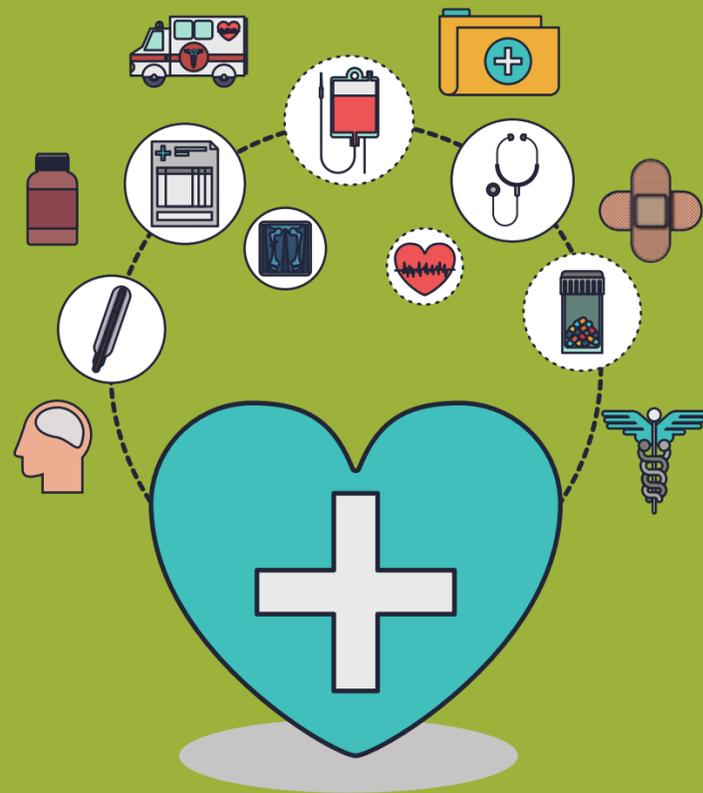
Housing

Money



Concrete Supports

- Things we all need
- Ask for help
- Advocate for self



Health Care

Nutrition





Moment of Reflection

In your work in the coming year....

Which of the Protective Factors will you have the best opportunity to promote?

- Resilience
 - Social Connections
 - Understanding Development
 - Cognitive & Social Emotional Competencies
 - Concrete Supports
- 

IDEAS for State & Local Initiatives



Understanding Development

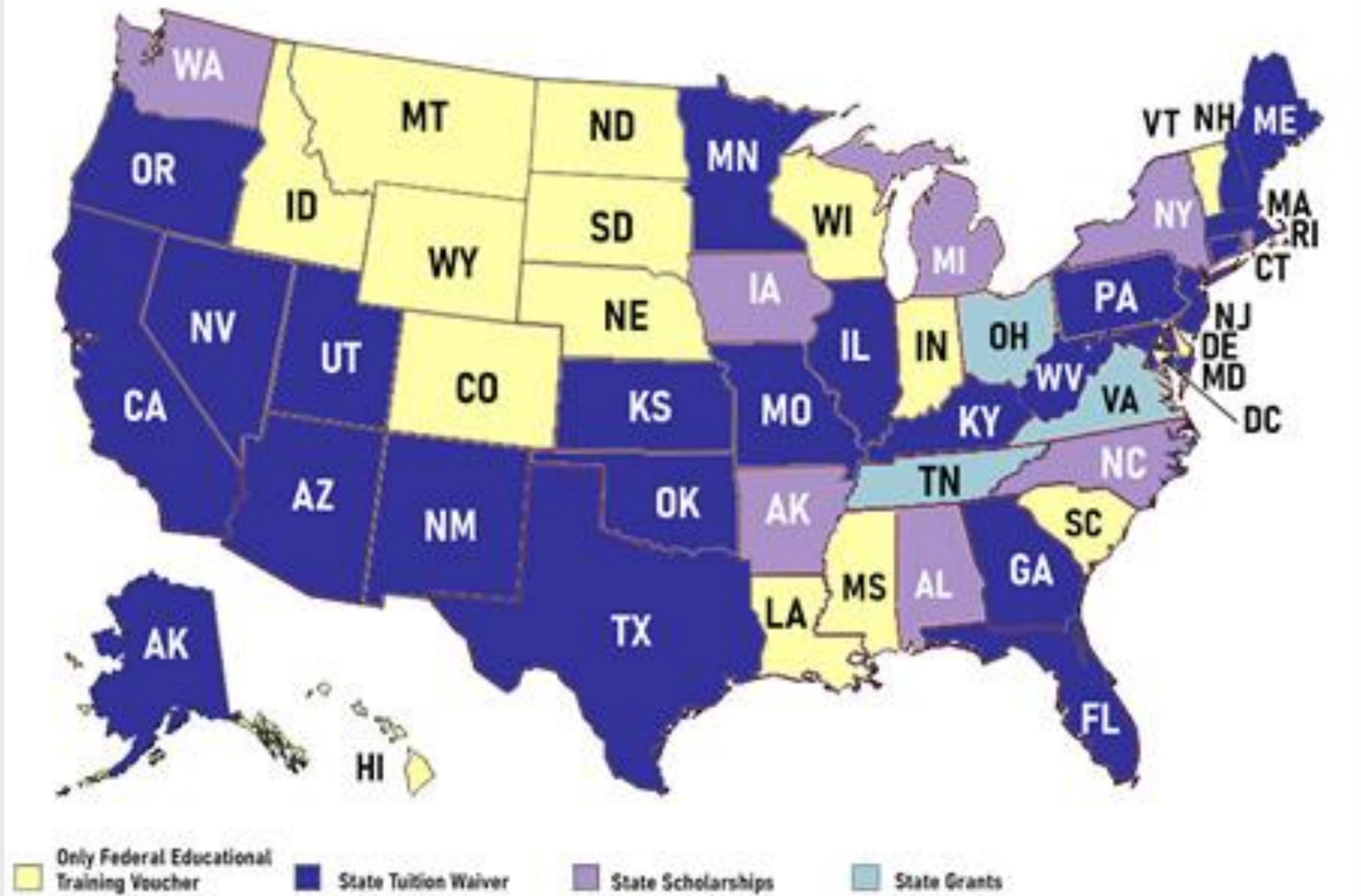
1) Extended Foster Care for youth & young adults

Ex: Nearly all states have this until the age of 21, but different states have different requirements and age limits

2) Preventing early childhood suspension/expulsion

Ex: Arkansas and Maryland

Postsecondary Financial Supports for Youth in Foster Care



Social Connections



1. Sibling Bill of Rights

children of all ages

Ex: Connecticut and
Colorado

2. Kinship Care

children of all ages

Ex: Virginia

Cognitive & Social Emotional Competence:



**1) Post-secondary Education
Financial Supports
Ex: Florida and Pennsylvania**

**2) Project Dulce
(birth through early childhood)
Ex: 8 States
CA, VT, FL, MI, MS, KY, RI WI**





**Center for the
Study of
Social Policy**
Ideas into Action



For more information and resources

Website: cssp.org

Projects: Young Children & Families or Youth

Thrive

Contact: francie.zimmerman@cssp.org







Breakout Discussions



Wrap-up

September Joint Fellows Convening



Sept. 12 - 14

Embassy Suites,
Downtown Denver
Convention Center



Arrange Travel

Denver, Colorado



Register



Connect

Walker Stevens
(720) 655-7739
walker.stevens@ncsl.org

Evaluation

Your responses will help NCSL measure knowledge gained and improve future programming.

<https://www.surveymonkey.com/r/Fellows-August>





Thank you
See you in Denver!



Additional Resources

State Policy Opportunities and Examples of Protective Factors

Resiliency

○ Potential Issues and Levers

- Mental health & healing
- Peer support services

○ State Examples

- [Illinois S 3889](#) (2022) Children's Mental Health Act: relates to providing comprehensive and coordinated services for children from birth to age 25 and their families with the goal of addressing children's mental health needs across a full continuum of care.
- [Texas S 910](#) (2021) Community Based Family Preservation Services: relates to implementation options for providing community-based family preservation services.
- [Idaho HCR 29](#) (2022) Encourages certain officers, agencies, and employees of the state to become informed about the impacts of traumatic childhood experiences and implement interventions and practices to develop resiliency in children and adults who suffered from traumatic childhood experiences.

Social Connections

- **Potential Issues and Levers**

- Siblings bill of rights
- Kinship care

- **State Examples**

- [Arizona H 2084](#) (2022) Kinship Care Fingerprint Requirement: adds exceptions to make licenses for kinship care easier for kinship foster parents to obtain. This facilitates children taken into state custody being placed with relatives.
- [Connecticut H 6403](#) (2019) Children in Care Bill of Rights and Expectations: requires caseworkers to annually provide the Sibling Bill of Rights to foster children.

Knowledge of Parenting and Development

- **Potential Issues and Levers**

- Extended foster care
- Project Developmental Understanding and Legal Collaboration for Everyone (DULCE)
- Home visiting

- **State Examples**

- [Delaware H 271](#) (2022) Independent Living Services for Young Adults Aging Out: Charges the Department of Services for Children, Youth and Their Families with providing transitional and independent living services for youth of a specified ages.
- [Utah S 161](#) (2018) Nurse Home Visiting Pay-for-Success Program: to create an evidence-based nurse home visiting pay-for-success program. The enacted legislation allows a contractual relationship between the Department of Health and one or more private investors. Success payments are provided to investors if the program meets the performance goals outlined in the pay-for-success contract.

Concrete Supports in Times of Need

- **Potential Issues and Levers**
 - Housing and eviction
 - Social benefits and benefits cliffs
 - Tax credits
- **State Examples**
 - Family Resource Centers
 - **Alabama** Code § 30-8, Alabama Network of Family Resource Centers: legislating 25 standards for FRCs, providing oversight of service delivery, fiscal management, and center administration and accountability.
 - **Colorado** Rev Stat § 26-18-104: established a family resource center program. The purposes of the program are to provide grants to community applicants for the creation of family resource centers or to provide grants to family resource centers for the continued operation of the centers through which services for vulnerable families, individuals, children, and youth who live in communities or in at-risk neighborhoods are accessible and coordinated through a single point of entry.
 - Family Tax Credits: **Twelve states** have child tax credits. The tax credits are intended to provide financial relief for low-income parents and their children.
 - SNAP
 - **Nebraska** (L 108, 2021) increased the gross income eligibility limit and the asset cap requirement for SNAP. This allows more people to increase their earnings without fear of losing their benefits.
 - **Maine** (H 538, 2021) eliminated the asset test requirement for SNAP recipients.

Cognitive, Social and Emotional Competence

- **Potential Issues and Levers**

- Higher education scholarships & supports
- Access to quality child care/early learning
- No preschool expulsions

- **State Examples**

- Higher Education
 - [Florida S 7034](#) (2022) Expands tuition waivers for children and young adults in the foster care system.
 - [New Mexico S 140](#) (2022) Creates the Opportunity Scholarship Act to replace the New Mexico Lottery Scholarship. Would provide full-time and part-time students who maintain a 2.5 GPA with a last-dollar scholarship covering tuition and fees at public colleges and universities. Early Learning
 - [Rhode Island S 2562](#) (2022) Requests the State Department of Human Services to use its regulatory authority to immediately reduce family co-payments for the child care assistance program.
 - [Louisiana HR 222](#) (2019) Requests that the state Department of Education establish the Louisiana Early Literacy Commission.
- [Hawaii HR 86](#) (2021) Requests the director of Labor and Industrial Relations to convene a task force to study, design, and develop a paid family leave pilot program.