



**Moving the Dial**  
Montana & National  
Overview

06/29/2022

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## Your Responsibility |

A Lens to View Data

- **No one system** is responsible for creating disparate measures, BUT it will take both the child welfare system and child welfare agency working together to move the dial towards equity
  - Child Welfare System = schools, community, public health, etc.
  - Child Welfare Agency = Child Protection, Dependency Courts, etc.
- We all have ownership in the wellbeing of its community members.
- Data is provided to open discussions and not to draw 'absolute' conclusion, to shame or blame.
- Open yourself to questions such as, "how do I or my role play into this data?" or "What can I or my role do differently to impact a measure?"

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# SAFE STRONG SUPPORTIVE

Social Determinates of Health

## COMMUNITY CONTEXT




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## Child and Family Wellbeing | Montana

Community Opportunity Map  
 casey family programs. Local Data on Community Health to Support Safe Children and Strong Families  
<https://community-opportunity-map.casey.org>




**Children under 5 in Poverty**  
18%

Within Montana




**Children without Health Insurance**  
6%

Within Montana




**Child to Adult Ratio**  
6:19

Within Montana




**Individuals without Health Insurance**  
9%

Within Montana



**Population Under 18**  
22%

Within Montana



**People 65 and Over**  
18%

Within Montana

**Single Parent Families 13%**

Mothers	8%	<div style="width: 8%;"></div>
Fathers	4%	<div style="width: 4%;"></div>

Within Montana

**Children under 5 in Poverty**

**18% Overall**

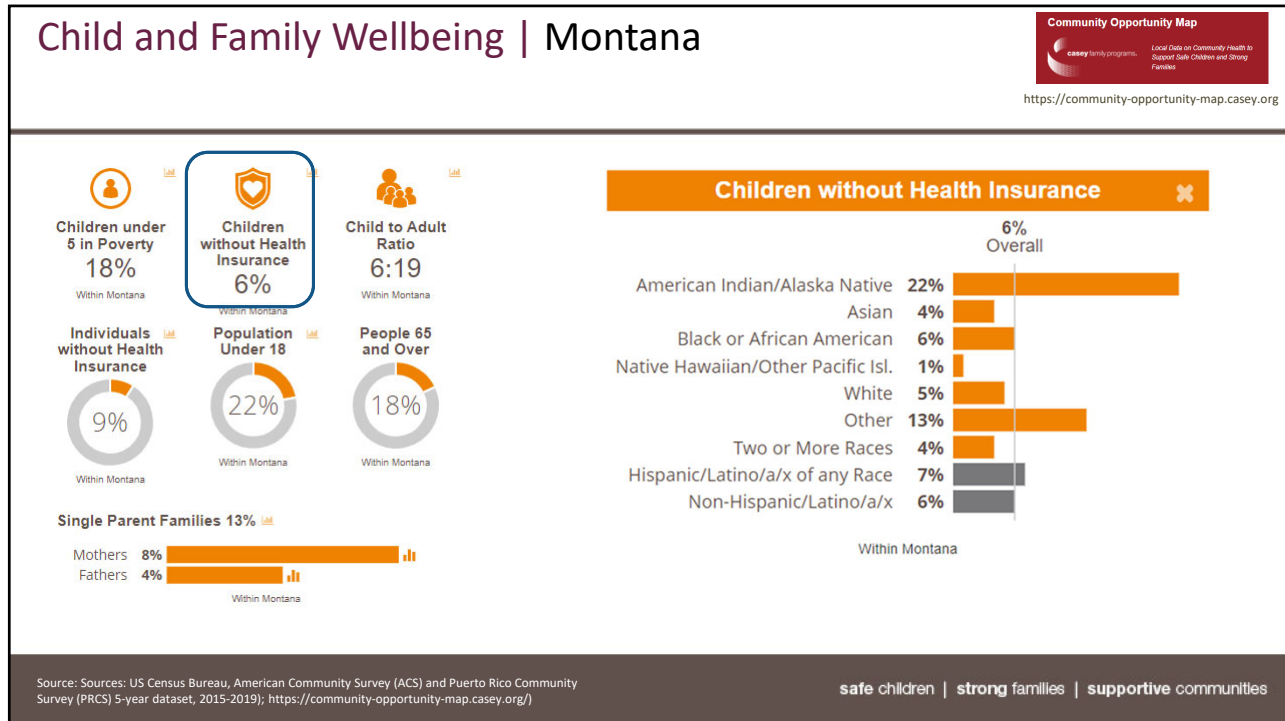
American Indian/Alaska Native	47%	<div style="width: 47%;"></div>
Asian	20%	<div style="width: 20%;"></div>
Black or African American	3%	<div style="width: 3%;"></div>
Native Hawaiian/Other Pacific Isl.	<1%	<div style="width: 0%;"></div>
White	15%	<div style="width: 15%;"></div>
Other	20%	<div style="width: 20%;"></div>
Two or More Races	22%	<div style="width: 22%;"></div>
Hispanic/Latino/a/x of any Race	24%	<div style="width: 24%;"></div>
Non-Hispanic/Latino/a/x	17%	<div style="width: 17%;"></div>

Within Montana

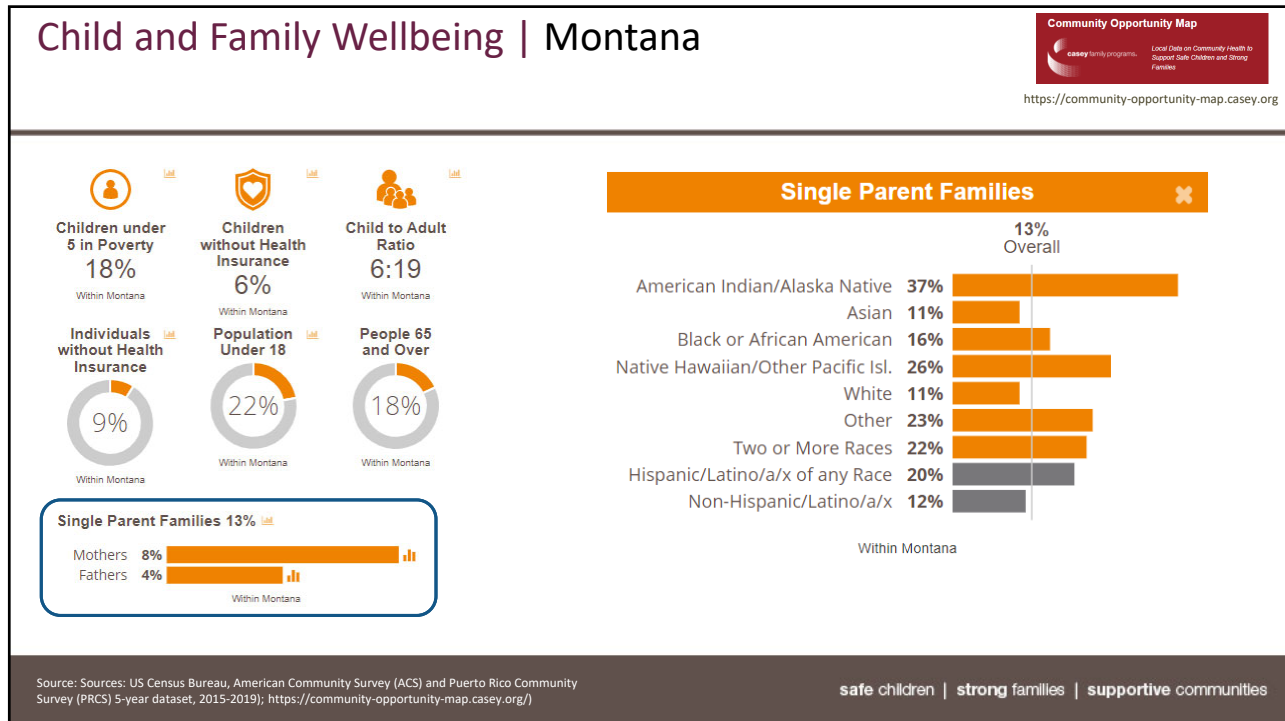
Source: Sources: US Census Bureau, American Community Survey (ACS) and Puerto Rico Community Survey (PRCS) 5-year dataset, 2015-2019; <https://community-opportunity-map.casey.org/>

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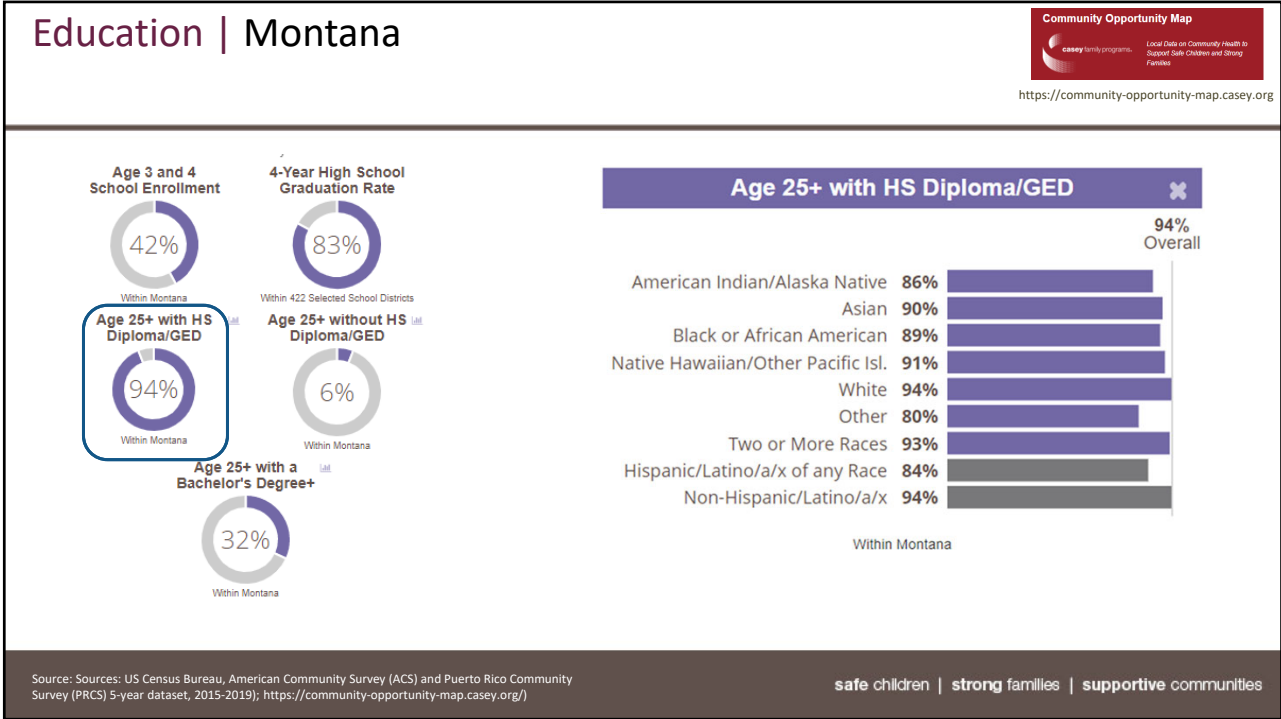
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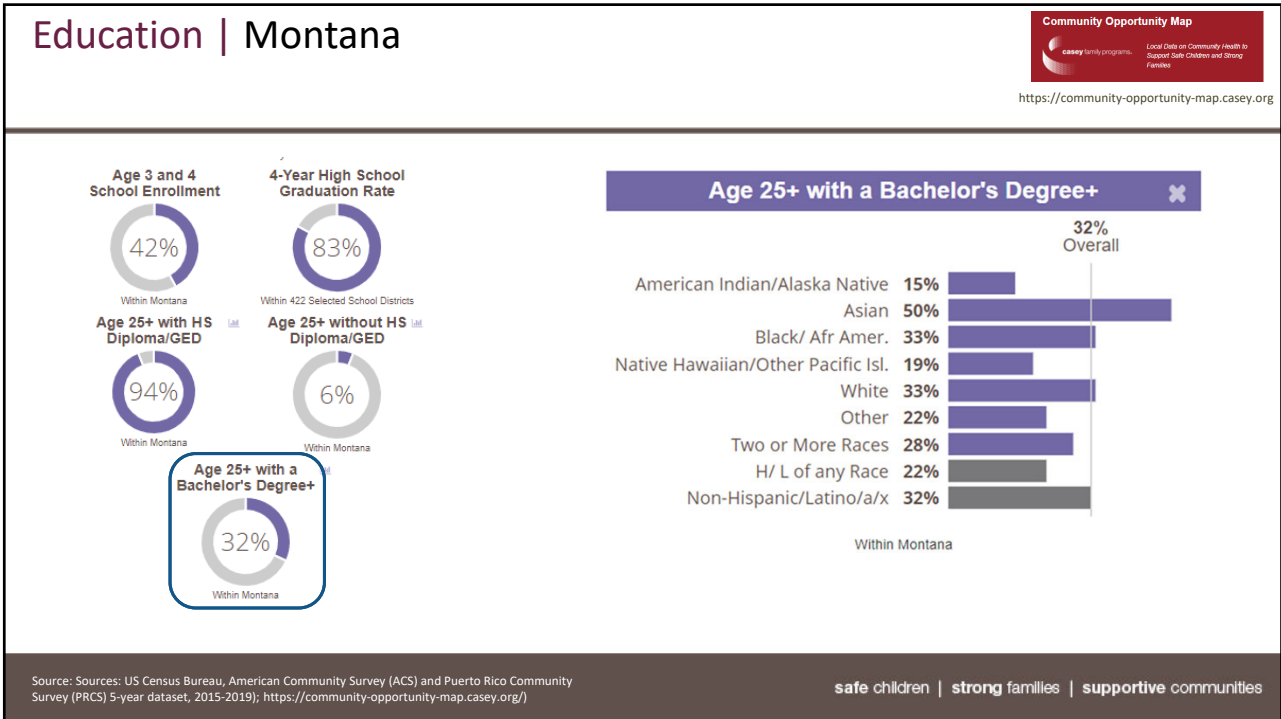
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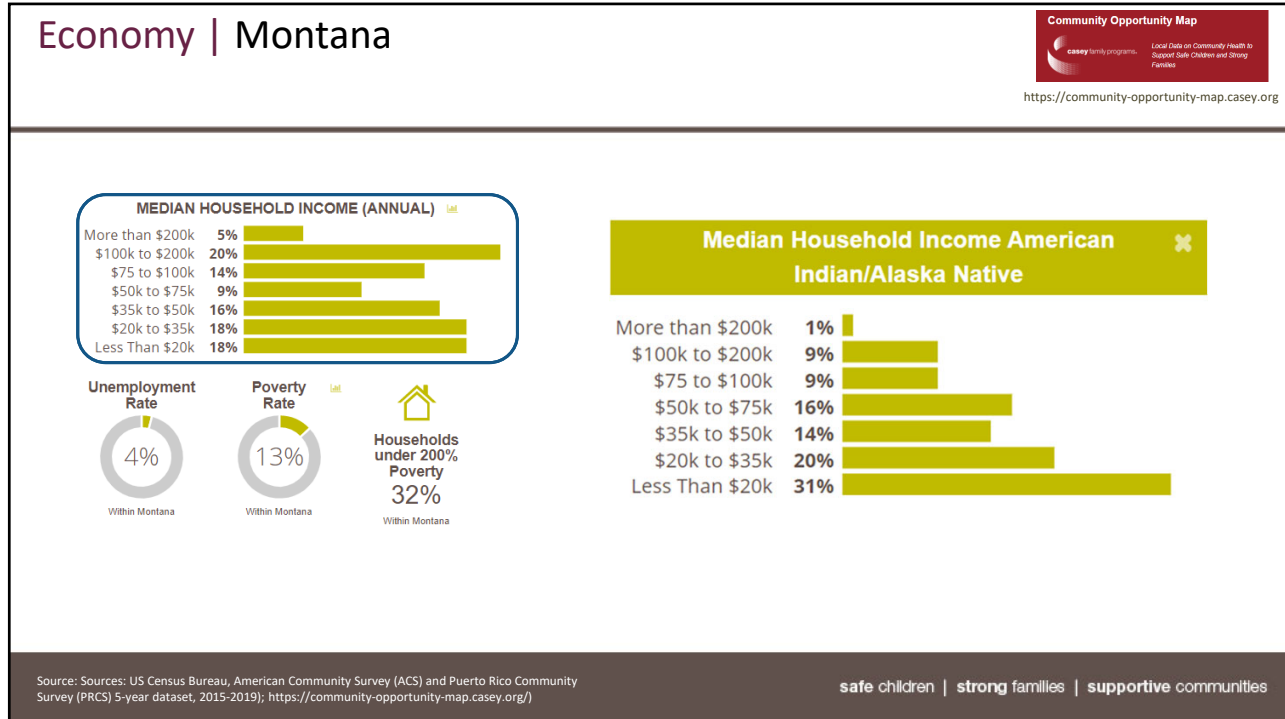
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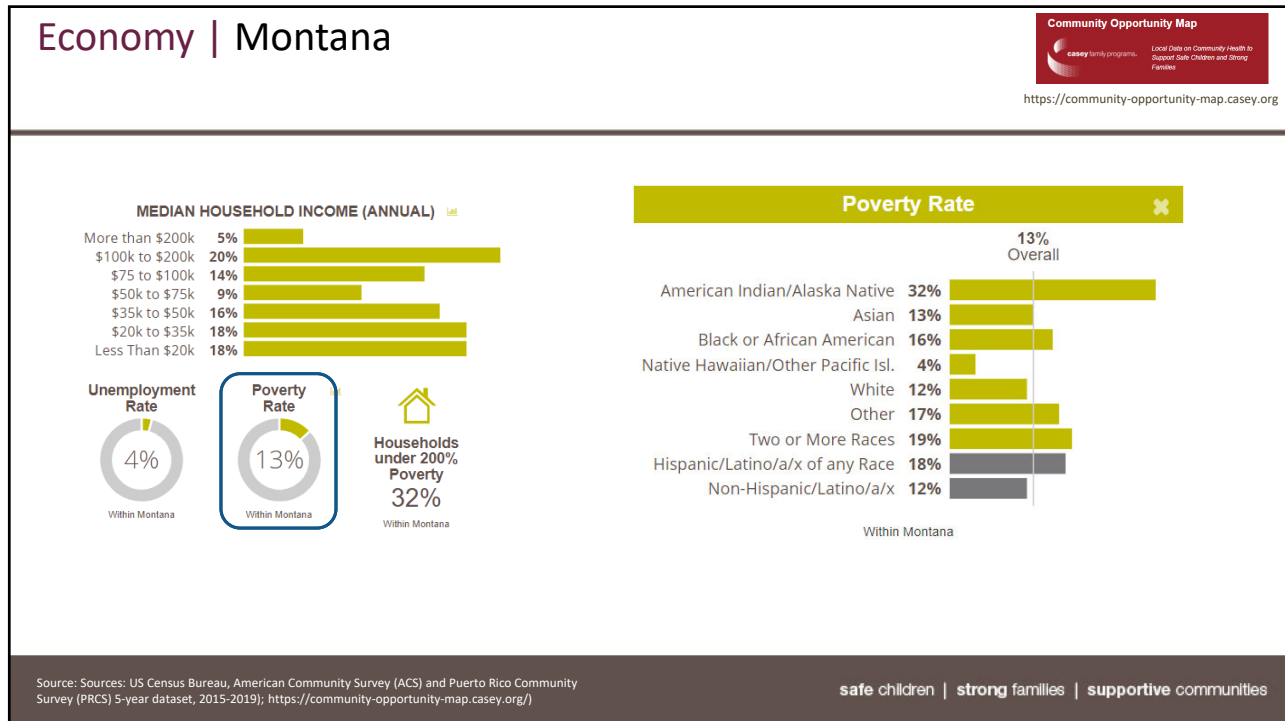
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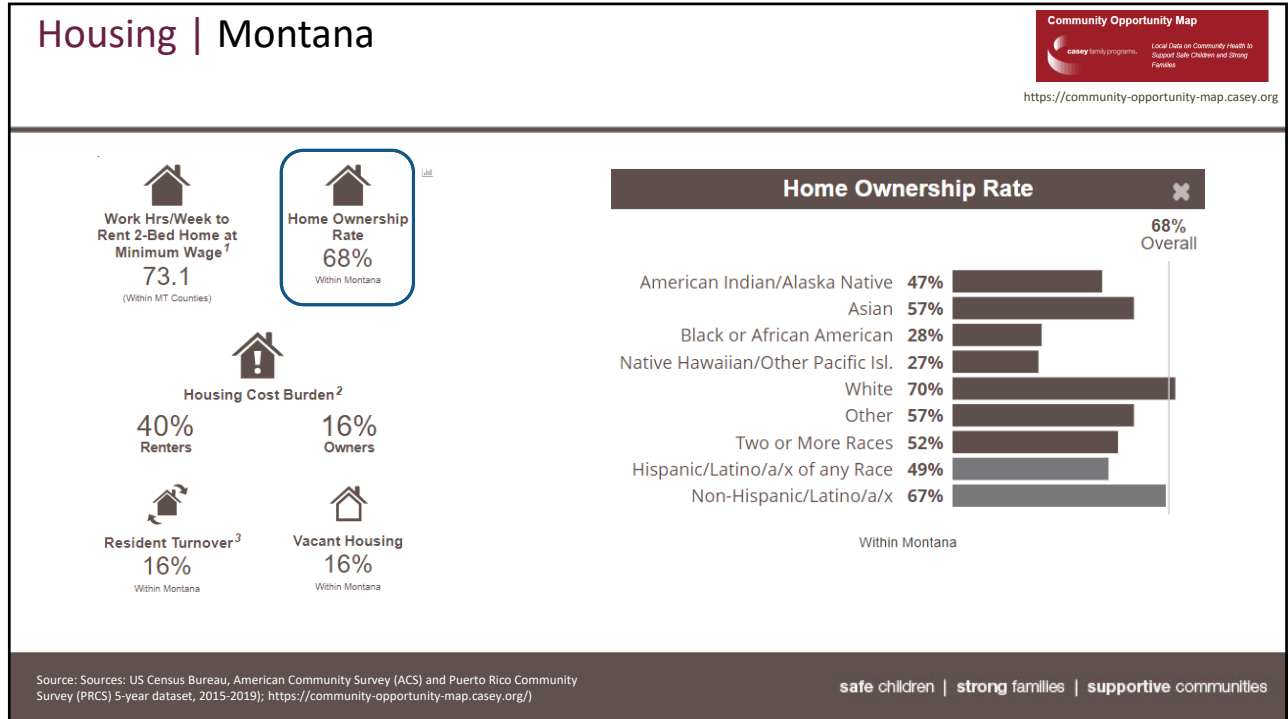
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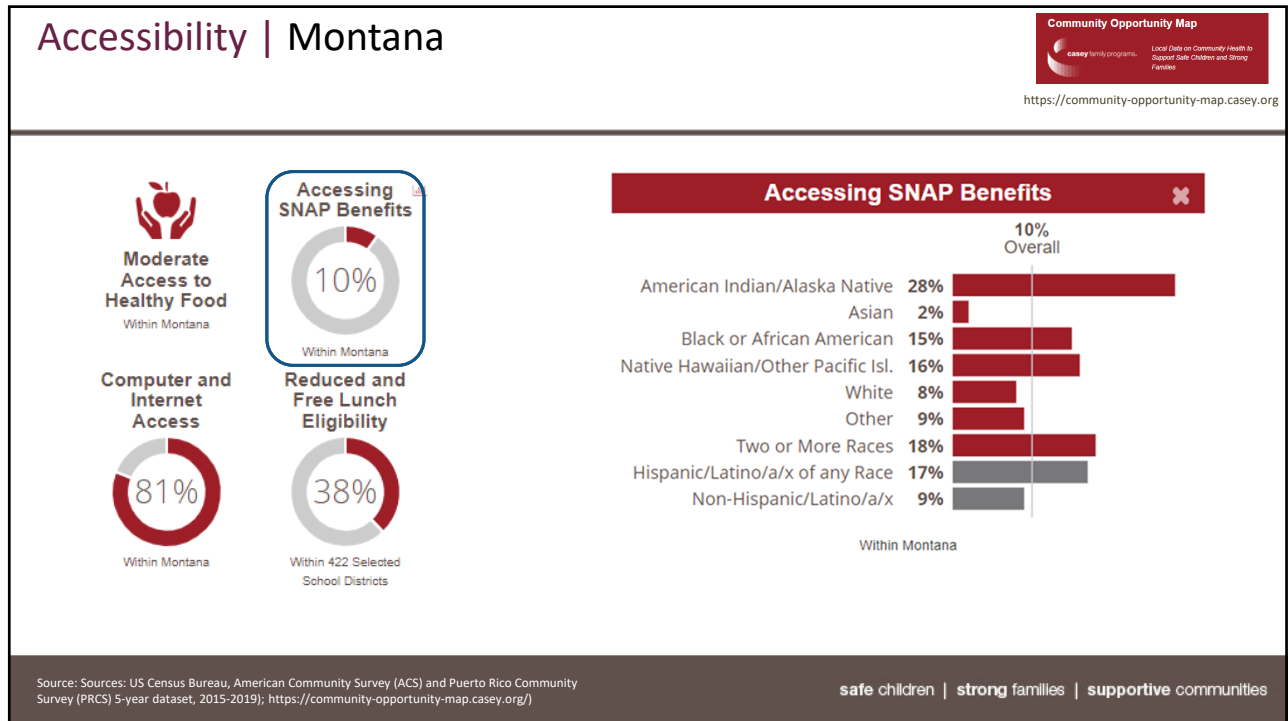
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# SAFE STRONG SUPPORTIVE

Owning our part  
**CHILD PROTECTION SYSTEM**

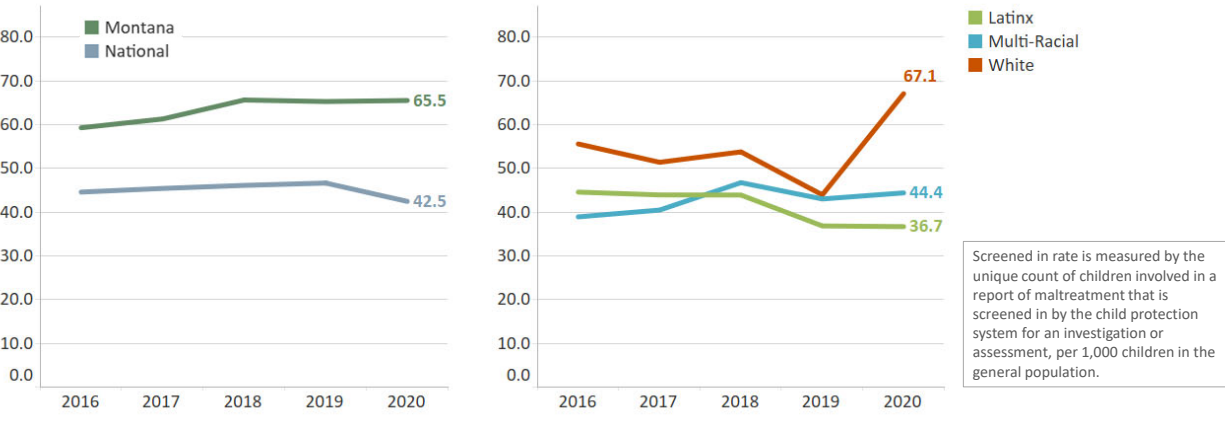


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## Screened In | Montana & National

Children screen into the child protection system at what rate? (per 1,000 children in general population)

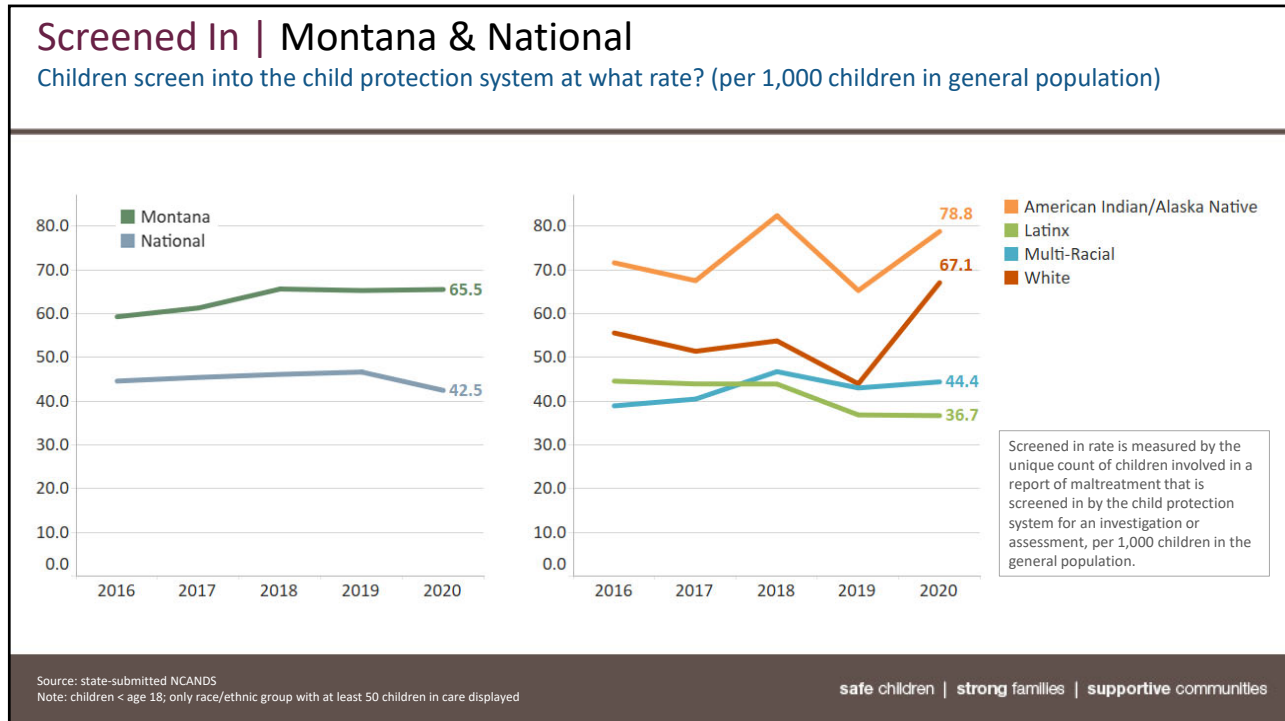


Year	Montana	National	Latinx	Multi-Racial	White
2016	~59	~45	~45	~39	~55
2017	~61	~46	~44	~41	~52
2018	~66	~47	~43	~46	~54
2019	~65	~46	~37	~43	~44
2020	65.5	42.5	36.7	44.4	67.1

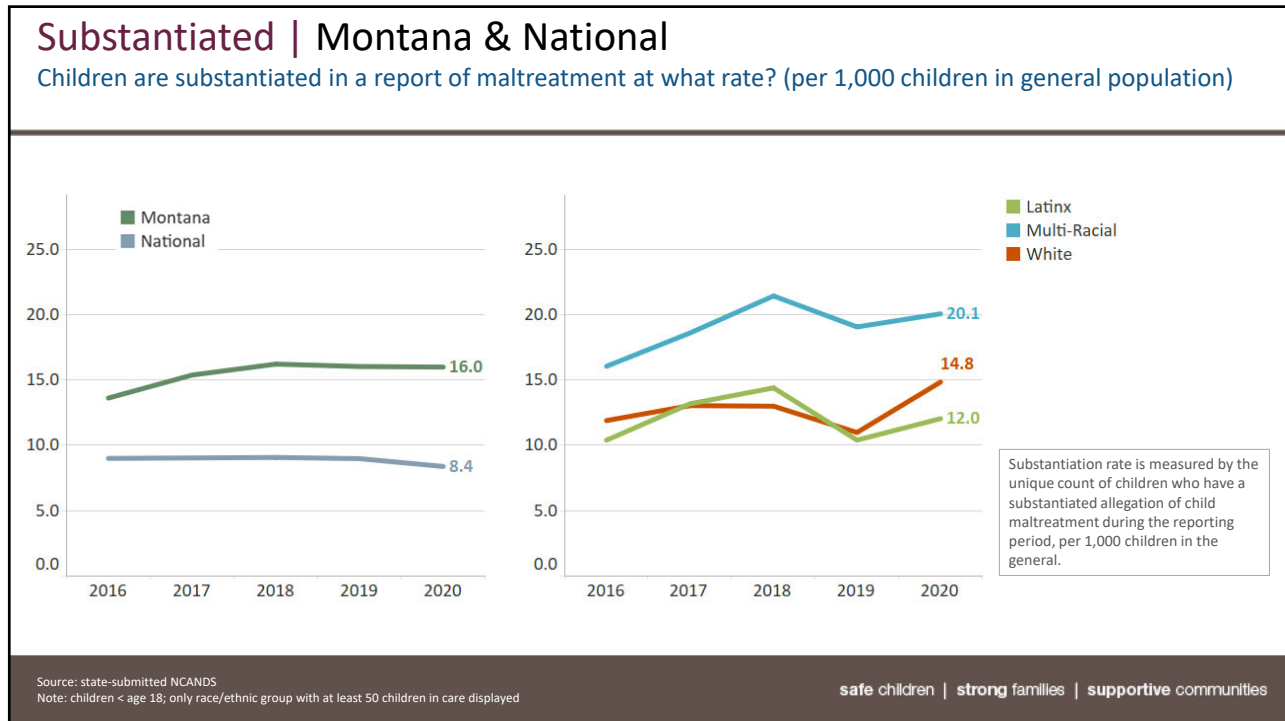
Source: state-submitted NCANDS  
Note: children < age 18; only race/ethnic group with at least 50 children in care displayed

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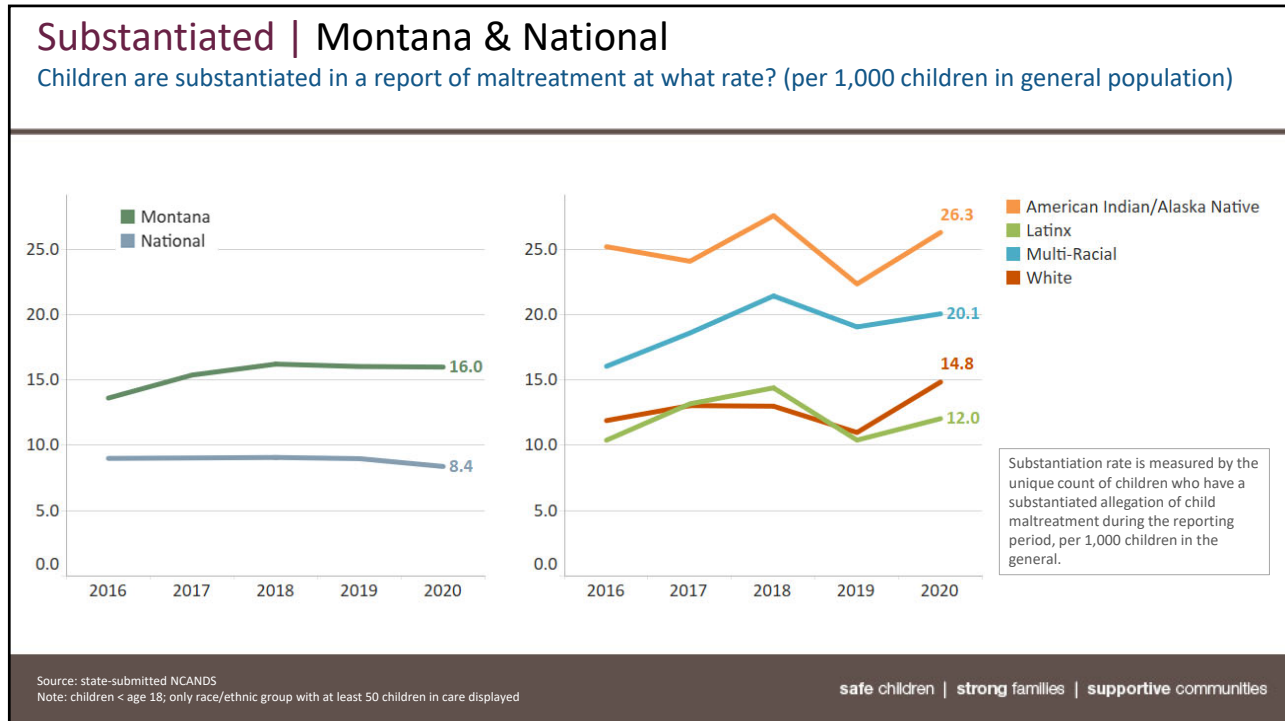


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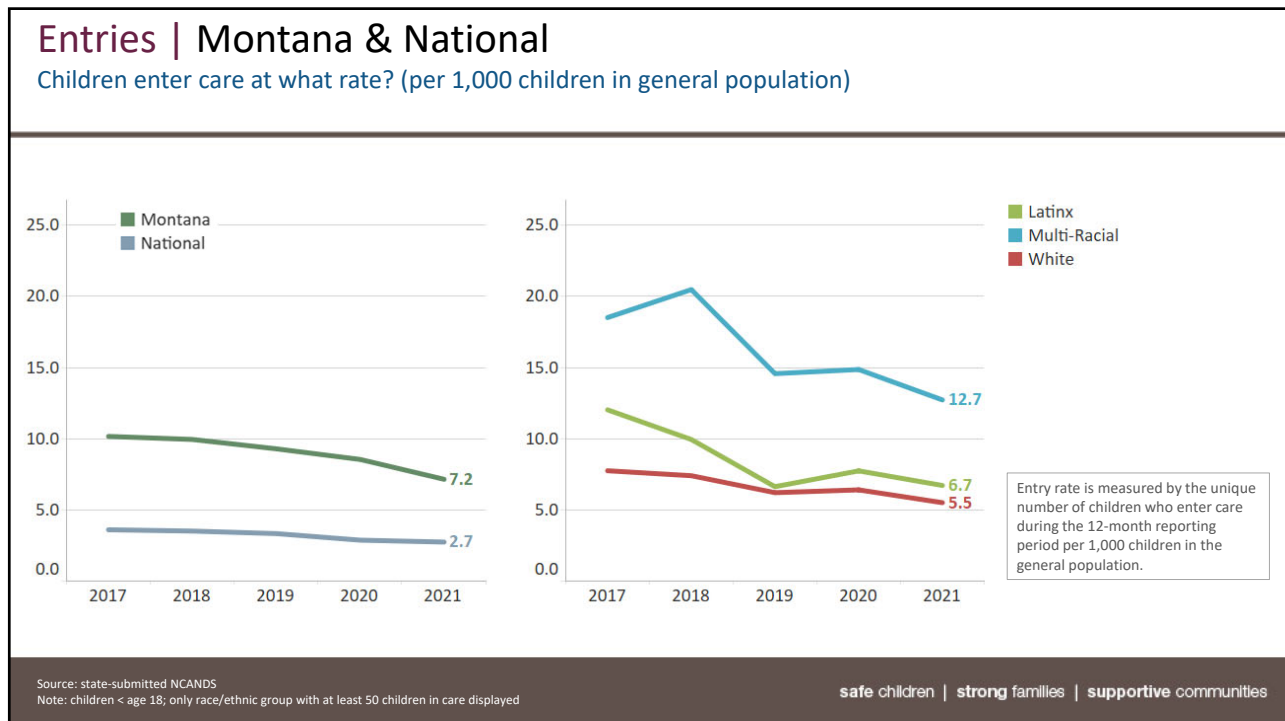


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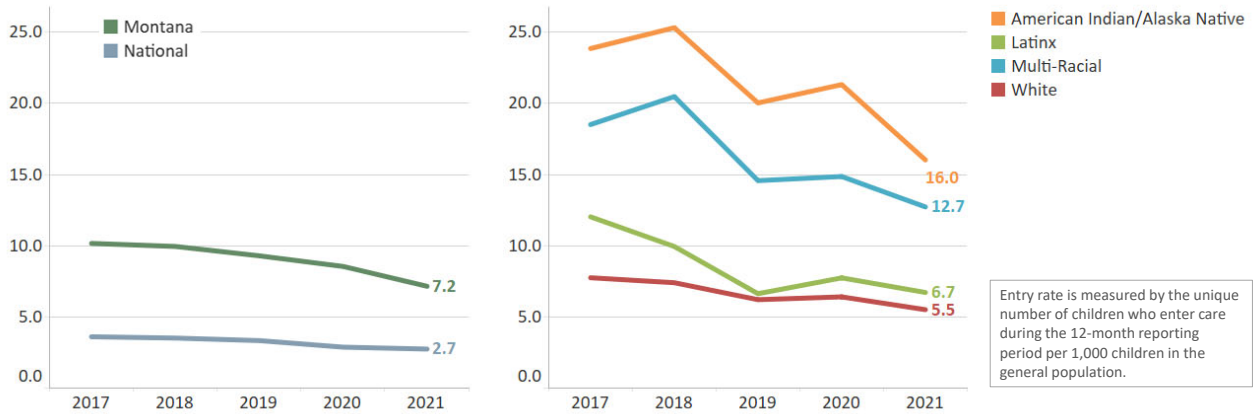
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## Entries | Montana & National

Children enter care at what rate? (per 1,000 children in general population)



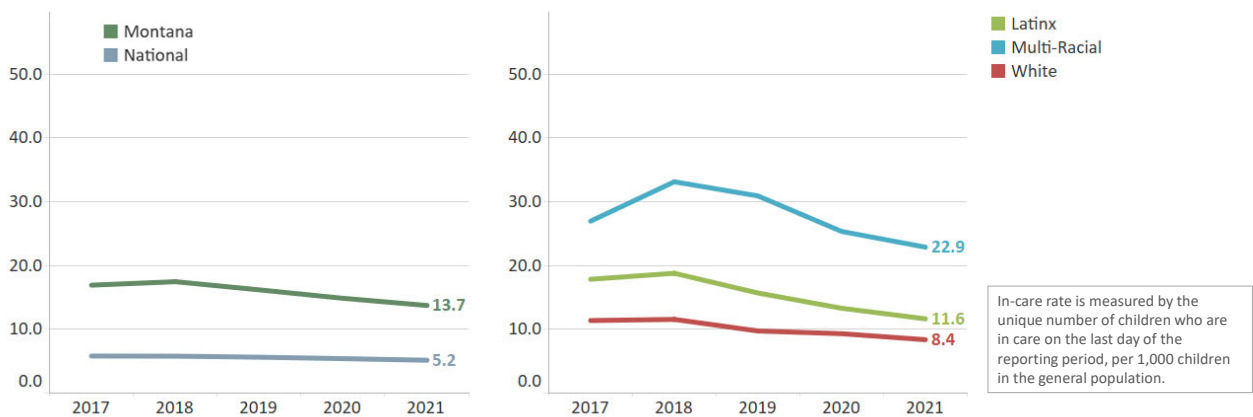
Source: state-submitted NCANDS  
 Note: children < age 18; only race/ethnic group with at least 50 children in care displayed

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## In Care | Montana & National

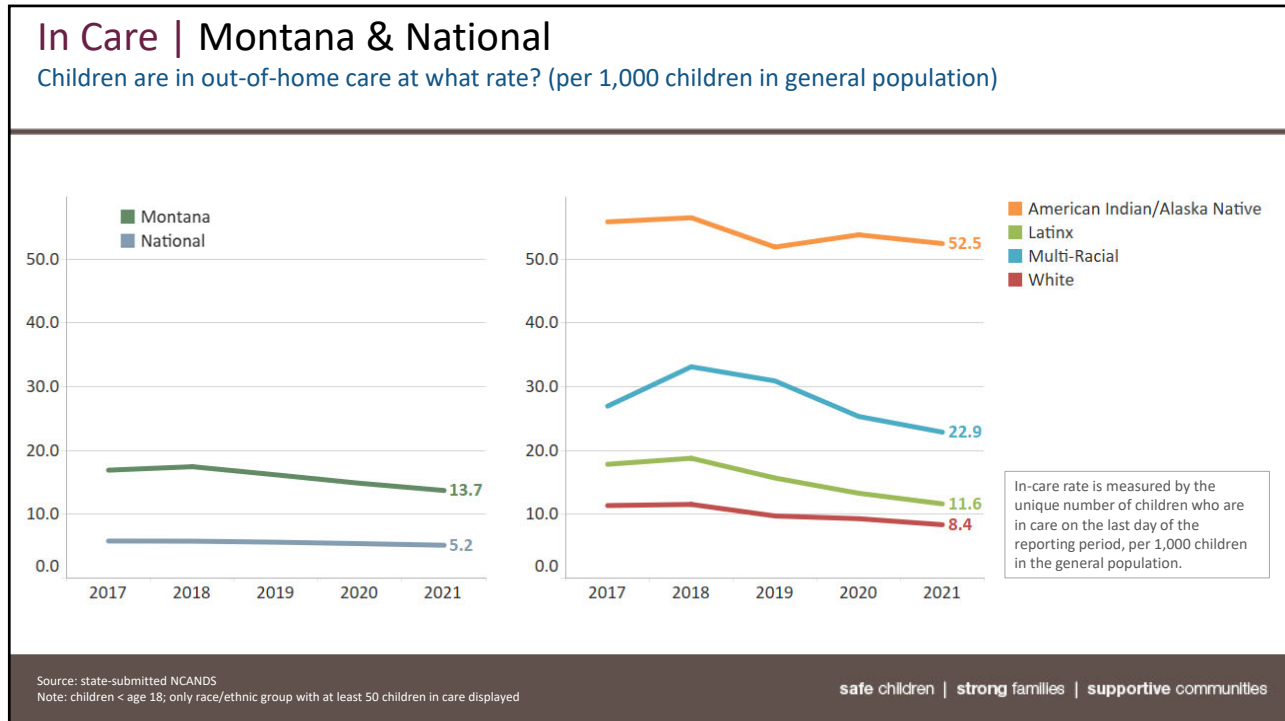
Children are in out-of-home care at what rate? (per 1,000 children in general population)



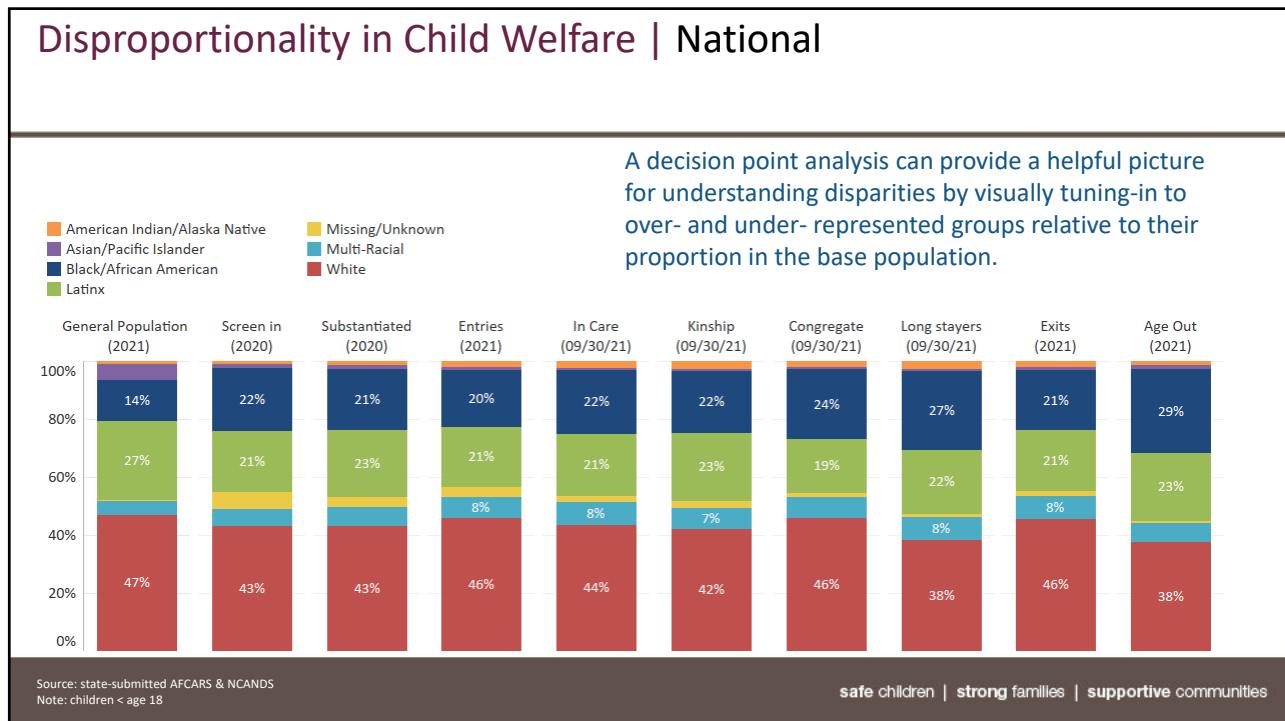
Source: state-submitted NCANDS  
 Note: children < age 18; only race/ethnic group with at least 50 children in care displayed

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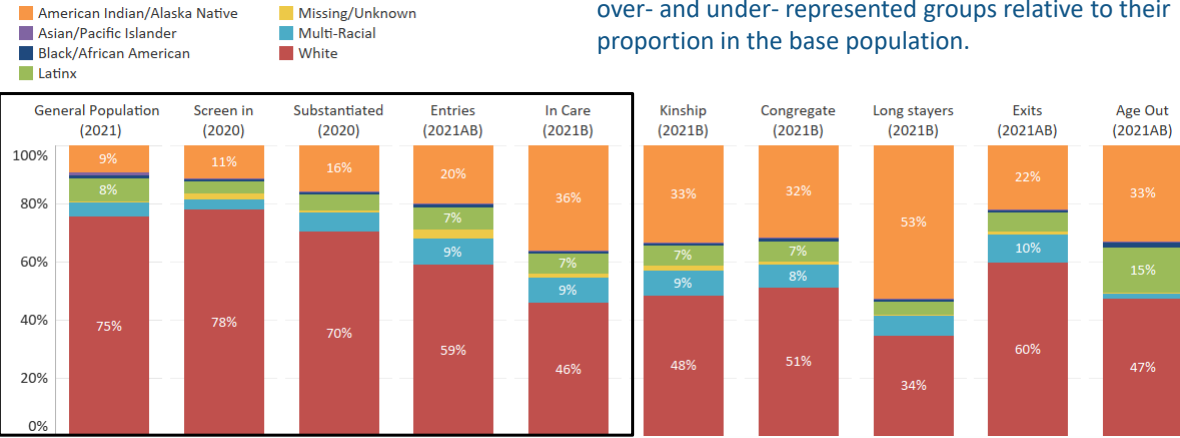
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## Disproportionality in Child Welfare | Montana

A decision point analysis can provide a helpful picture for understanding disparities by visually tuning-in to over- and under- represented groups relative to their proportion in the base population.



Source: state-submitted AFCARS & NCANDS  
Note: children < age 18

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# SAFE STRONG SUPPORTIVE

## THEORY OF CHANGE

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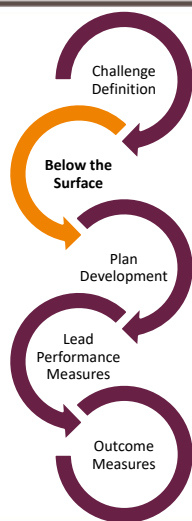
## Team Data Packets |

- Think about your team data packet while we give a quick overview of the Theory of Change.
- Review of data packet
- **Breakout Question:** Why is there over-representation of Native American children entering foster care in our district

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## Theory of Change | Core Components



Define the challenge and what you hope to achieve.

*"Why is there over-representation of Native American children entering foster care in our district"*

**Explore what is contributing to holding the challenge in place.**

Describe what can be done that will lead to improved outcomes (Action Steps).

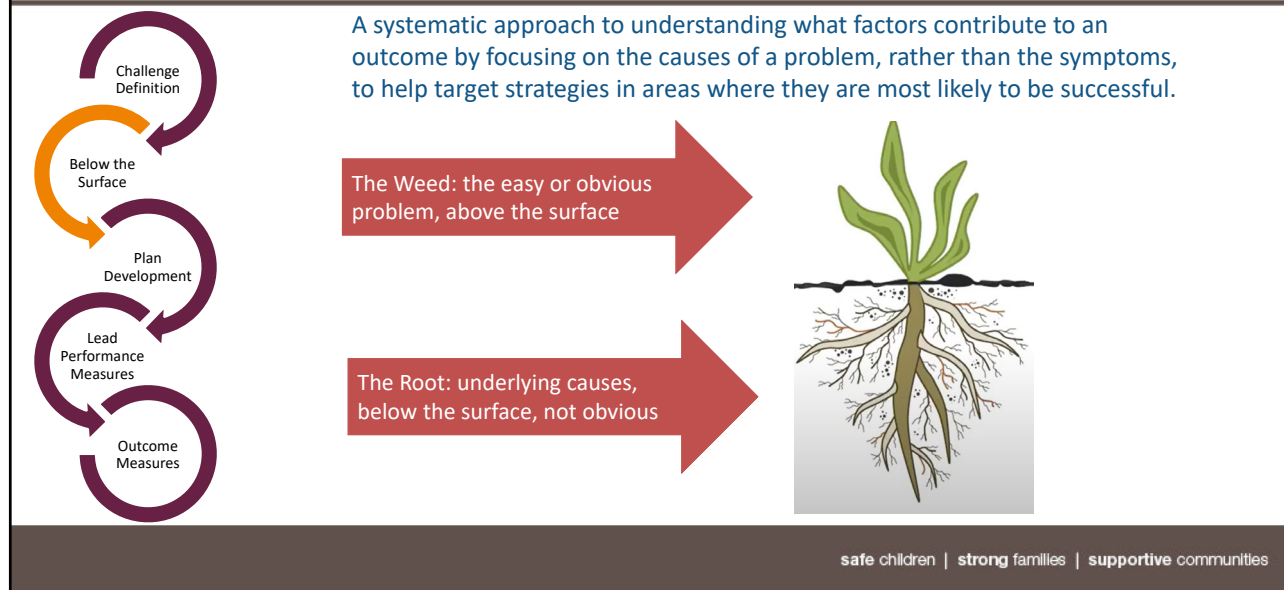
Create lead measures that will tell you if your plan is working.

Set a specific outcome target (x% change in x amount of time).

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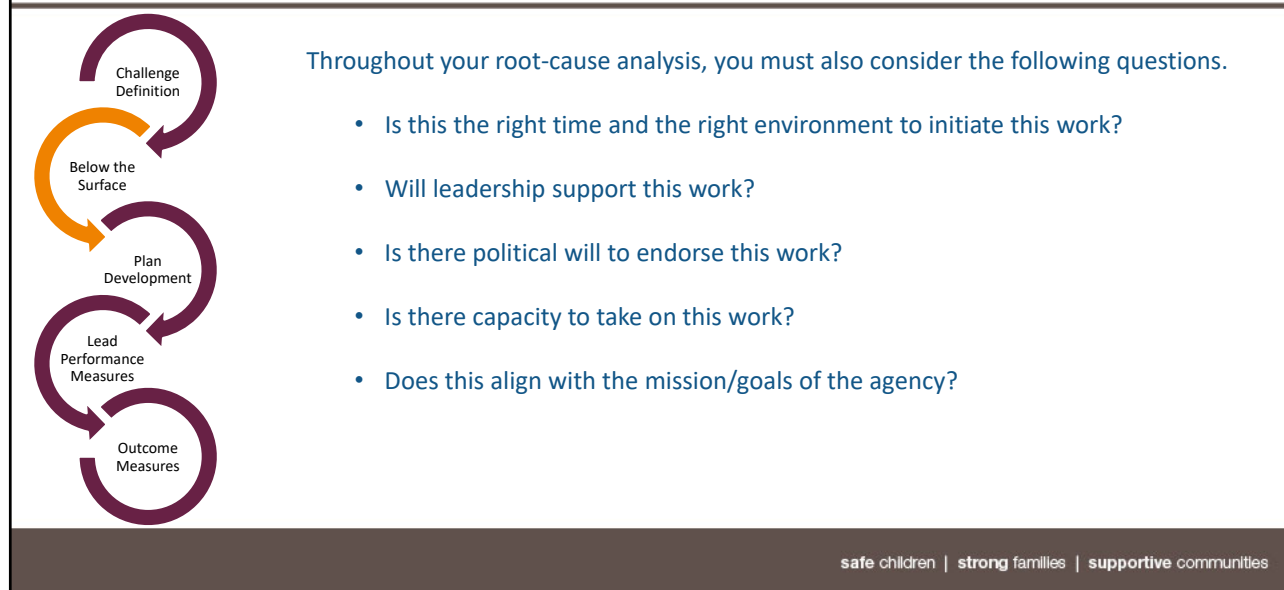
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## Contextual Factors | Root Cause Analysis



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## Root Cause Analysis | Considerations



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## Root Cause Analysis | The 5 Why's

**1** Q : **WHY** has machine stopped ?  
A : Overload tripped out !

**2** Q : **WHY** overload trip ?  
A : Insufficient oil on shaft !

**3** Q : **WHY** Insufficient oil ?  
A : Oil pump in efficient !

**4** Q : **WHY** is pump not efficient ?  
A : Pump drive shaft worn !

**5** Q : **WHY** is this shaft worn ?  
A : Oil filter blocked with swarf !

**Root Cause**

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## Continuous Quality Improvement & Theory of Change

**Adjustments**

- Modify design to overcome barriers
- Declare success if appropriate
- What can be done differently

**Create the work plan**

- **TOC work completed**
- Align lead measures with outcome
- Data collection process
- Common languages
- Who is at the table
- Frequency of meetings

**Collect and study**

- Collection of data
- Analyze data
- More data needed?
- Are there barriers?

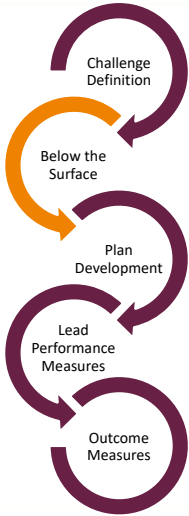
**Execute the work plan**

- Implement lead measures
- Staggard or simultaneous

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## Root Cause Analysis | The 5 Why's



**Demonstration Question:** Why do Native American families have worse outcomes than White families in the child welfare system?

**Breakout Question:** Why is there over-representation of Native American children entering foster care in our district?