
Disproportionality in Child Protective Services

The Preliminary Results of Statewide Reform Efforts in Texas

Texas Department of Family and Protective Services

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Executive Summary

Some children are [disproportionately](#)¹ represented in the child welfare system² and frequently experience disparate and inequitable service provision. Research has shown that African American and Native American families and their children are overrepresented in the child welfare system relative to Anglo families and their children in virtually every state, while Hispanic families and their children are similarly overrepresented in ten states. Asian American and Pacific Islanders families tend to be underrepresented, relative to Anglo families.

Senate Bill 6, passed by the 79th Texas Legislature, 2005, and signed by Governor Rick Perry, laid the foundation for comprehensive reform of Child Protective Services (CPS) in Texas. One aspect of that reform is addressing issues of disproportionality or overrepresentation of a particular [race or ethnicity](#) within CPS. Since the legislation's passage, the state has analyzed data related to enforcement actions, reviewed policies and procedures in each CPS program, and developed and implemented programs to remedy [disparities](#).

A review of state enforcement policies and procedures found most policies to be sound, but it identified some policy areas needing improvement. The review also identified a need for some specific procedural changes to mitigate disproportionality in CPS.

Beyond policy and procedural changes, the Department of Family and Protective Services (DFPS) identified additional program or system improvements to enhance positive outcomes for all children and families served by CPS. These system improvements included changing casework practice, training, and workforce recruitment practices as well as leveraging community resources through a [Community Engagement Model](#) to better address factors related to child abuse and neglect and the underlying experience by many CPS families. The model originated with Project H.O.P.E. (Helping Our People Excel) in Port Arthur, Texas, and ultimately was expanded throughout Texas in collaboration with Casey Family Programs. See Appendix B (Community Engagement Model) for more information.

Major achievements in program and cultural awareness include having:

- Revised CPS training for caseworkers to include additional information on disproportionality, including the "[Knowing Who You Are](#)" video produced by Casey Family Services and CPS participation in "[Undoing Racism](#)" training. DFPS is now offering "Knowing Who You Are" trainings to all program staff. Between September 2005 and November 2008, 3,180 CPS staff had attended the "Knowing Who You Are" training and 2,000 staff and community members had attended the Undoing Racism training. Nationwide, there are 100 "Knowing Who You Are" trainers, 70 of whom are certified in Texas.

¹ This and other words highlighted in blue are defined in Appendix A (Glossary). When viewing this document on-line, one can click on the word and be sent to the definition. A return to the text is possible by clicking on the definition.

² To avoid confusion over terms, we will use the term "child welfare" to refer to the national system since that is the preferred term, and the "Texas child welfare system" to refer to the system in Texas. When making specific references to Texas legislation, practices and policies affecting the Department of Family and Protective Services (DFPS) or Child Protective Services (CPS), we will use these terms accordingly.

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- Increased the proportion of African American and Hispanic staff relative to Anglo staff within the workforce. In fiscal year 2008, African Americans accounted for 30.3 percent of the [direct delivery](#) staff (a 0.3 percent increase since fiscal year 2006), Hispanics accounted for 24.8 percent (a 7.4 percent increase since fiscal year 2006), and Anglos accounted for 43.1 percent (a 1.8 percent decrease since fiscal year 2006). This shift is important because of the cultural perspective this brings to DFPS clients.
- Implemented a full range of practices to work with and engage youth and families involved in the CPS program. In the [Family Group Decision-Making](#) model, families join with [support systems](#) to develop a plan that ensures children are cared for and protected from future harm.
- Implemented kinship caregiver program to assist extended family members to care for children who would otherwise be placed with CPS. CPS has increased kinship placements for children removed from their homes from 26 percent of all children in substitute care in fiscal year 2006 to 30 percent of all children in fiscal year 2008.
- Contracted with One Church, One Child of North Central Texas to address disproportionality of children in [substitute care](#)³ through outreach and specific recruitment activities in Arlington, Dallas, Fort Worth, Houston, and Austin.
- Developed partnerships with community organizations to address disproportionality in several Texas cities. These partnerships produced community advisory committees comprised of local stakeholders and leaders.
- Hired a state-level disproportionality director and disproportionality specialists across Texas to support the community work on disproportionality and to serve as resources to CPS staff.

Findings

Disparities can occur at any point in the system, from reporting to substitute care, leading to overall disproportionality in the system. During the study period, African American children were more likely to be reported as victims than Anglo children, and the Hispanic and Native American children rates were the same or lower than those for Anglo children. When adjusted for reports, the rate of investigations for African American children during the study period was near that of Anglo children, as was the rate for Hispanic and Native American children. For substantiated cases, adjusting for factors such as poverty, the rate for African American, Hispanic and Native American families during the study period was similar to that of Anglo children. During the study period, rates of removals for African American and Native American children were higher than that of Anglo children and exit rates were lower for Hispanic children and mixed for Native American children, relative to Anglo children. What these findings indicate is that disproportionality in the Texas Child Welfare system results from disparities in removals and exits from care. Nevertheless, as will be described below, disproportionality in the Texas Child Welfare System has been reduced.

³ This is referred to as [foster care](#) in most states and substitute care in Texas. For consistency throughout this report, the term substitute care will be used. For more clarification, please refer to Appendix A (Glossary).

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Findings from this evaluation are presented here within a [Decision-Making Ecology framework](#). They indicate that some progress has been made over the last four years in reducing the disproportionate number of African American and Native American children entering substitute care while keeping children safe.⁴ Between 2005 and 2008, the rate of removal for Anglo children went from 6.1 percent to 5.1 percent, a one percentage point drop, while in comparison, the rate of removal for African American children went from 8.7 percent to 6.2 percent, a 2.5 percentage point net decrease, and the rate of removals for Native American children went from 9.9 percent to 7.8 percent, a 2.2 percentage point net decrease. Hispanic children continue not to enter substitute care in disproportionate numbers.

The various factors at work during the intervention appear to have had a general statewide effect of lowering African American removal rates and the disproportionality between African American and Anglo removal rates in four of the five larger counties in the state. Furthermore, in Harris, Tarrant, Travis, and Dallas counties the community engagement model has a greater foothold and may have made this change possible. Finally, Jefferson County, the original site for community engagement, has also shown a reduction in disparate removal rates.

Findings indicate that when other factors are taken into account, the decision to place children in substitute care is predicted by the following: race, [risk of future maltreatment](#) (which is lower for African Americans), poverty, the perception of lower interpersonal skills on the part of caseworkers, and having fewer African American families on one's caseload. Findings also show that in the face of the reduction of disproportionate removals of African American children, the [rate](#) of repeat maltreatment for African American families has not risen above that of Anglo families over these four years.⁵ The rates for Native American families have varied considerably because the numbers are small.

Findings also indicate that some progress has been made in reducing the disproportionate rates of African American and Hispanic children exiting substitute care. African American and Hispanic children are still more likely to remain in substitute care than Anglo children overall. However, when other factors are taken into account, the length of time African American children spend exiting to [reunification](#) has also improved as have the disproportionate rates of exits to [kinship care](#) for both African American and Hispanic children. Not enough time has passed since the initiative began to examine exits to adoption.

The results of still other analyses show that the primary factors that slow exits to reunification for all ethnicities and races are age of the child, family income, single parenthood, parental drug use, incarceration, and [inadequate housing](#). For exits to a [kinship placement](#), however, these factors did not slow the exits, and in some cases actually worked to speed up an exit to a kinship placement.

⁴ Safety was assessed through administrative data used to calculate the Child and Family Services Review safety standard of percent maltreatment within six months. There are other methods to assess safety and windows of time that will be used in subsequent evaluations.

⁵ The rate of maltreatment by African American families is also not higher than Anglo families nationally. (Fluke, J. D., et al., 2005).

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When the [interaction](#) between these factors and the rates of reunification for the different ethnic groups or races is examined, the rate of exit to reunification for African American children is disproportionately impacted by parental drug use and inadequate housing, and the rate of exit to reunification for Hispanic children is disproportionately impacted by parental drug use.

Finally, the results of the evaluation indicate that some recent programs have been shown to have an impact on the exit rates overall and for specific ethnicities or races. [Family Group Conferences](#) and the [Kinship Program](#) have improved the overall rates for reunification and exits to kinship placements, respectively, and decreased the disproportionate rates for both types of exits.

Significant gains have been made in reducing disproportionality within the Texas child welfare system. The reductions are small; however, disproportionality within the national child welfare system is a [systemic](#) problem that will not be resolved overnight. In Texas, the higher rate of removals for African American and Native American children and lower rate of exits for African American and Hispanic children result in a greater proportion of African American and Hispanic children in substitute care. CPS is committed to continuing its efforts to improve outcomes for all children in the Texas child welfare system and is working to eliminate disparities experienced by children and families.

With this knowledge state leaders made systemic changes in CPS, and Texas became a national leader in reducing disproportionality. The Legislature gave CPS new resources and direction to change the way it interacts with families. Now CPS uses the Family Group Decision Making Model in investigations, family preservation, and family reunification to achieve positive outcomes for children and families. CPS also focuses on wrapping a variety of services around troubled families to keep them intact and help them address problems that put children at risk.

The new federal [Fostering Connections](#) Act, 2008, provided new ways to improve outcomes for youth unable to achieve permanency through reunification or adoption. The 81st Texas Legislature, 2009, directed implementation of optional components of the Act ultimately designed to remove barriers for relatives and kin who commit to providing a permanent home for a child. Now relatives and kin are provided information on how to get involved when a child has been removed, including information on the process of becoming a verified foster home. Implementation of the new [Permanency Care Assistance](#) component (Fall 2010) will provide eligible relatives or kin who become a verified foster home placement for a child for six months the option of negotiating an agreement, becoming the child's permanent managing conservator and receiving financial support. This program will assist youth who have previously faced poor permanency outcomes, many of whom are African American youth, in successfully exiting the child welfare system to true permanent homes.

Disproportionality in Child Protective Services: The Preliminary Results of Statewide Reform Efforts

Background

Numerous studies and nearly all available statistical evidence indicate that African American children are overrepresented in child welfare systems across the nation. Senate Bill 6, passed by the 79th Texas Legislature, 2005, and signed by Governor Rick Perry, laid the foundation for comprehensive reform of CPS in Texas. One aspect of that reform is addressing issues of disproportionality or overrepresentation of a particular race or ethnicity within CPS. Since the legislation's passage, the state has analyzed data related to [enforcement actions](#), reviewed policies and procedures in each CPS program, and developed and implemented programs to remedy disparities.

A state-level, Texas child welfare reform workgroup was formed in 2004 and had begun to document disproportionality within the Texas child welfare system. As a result of the initial work and the passing of Senate Bill 6, resources and direction were provided to transform the program charged with protecting children. Section 1.54 of the legislation requires the Health and Human Services Commission (HHSC) and DFPS to prepare two reports on disproportionality in the CPS system.

The first report, submitted to the Texas Legislature in January 2006, found disproportionality in CPS. The data largely confirmed the findings in national child welfare research regarding disproportionality. The second report, submitted July 2006, contained an evaluation of policies and procedures CPS used in enforcement actions, described remediation plans to address disparities, and outlined activities to increase [cultural competency](#). Texas has since implemented those plans. What follows is the first of several reports documenting the results of the implementation.⁶

National Perspective

Children of color are disproportionately represented in the child welfare system and frequently experience disparate and inequitable service provision as noted by the U.S. Department of Health and Human Services Children's Bureau in 2003 (DHHS, 2005). Subsequent research has shown that African American and Native American families and their children are overrepresented in the child welfare system in virtually every state, while Hispanic families and their children are overrepresented

⁶ Additional information and reports about the renewal effort and CPS programs can be found on DFPS' website at: <http://www.dfps.state.tx.us/About/Renewal/CPS/default.asp#>. Additional links can be found by clicking on "CPS" on the left menu. Annual data on CPS operations can be found at: http://www.dfps.state.tx.us/About/Data_Books_and_Annual_Reports/default.asp.

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in ten states. Asian American and Pacific Islander families tend to be underrepresented, relative to Anglo families (Hill, 2007⁷; DHHS, 2005).

Imbalances in child welfare client populations can be seen at four [decision points](#): (1) cases assigned to investigation; (2) cases [substantiated](#); (3) cases where action to provide services or remove the child is taken; and (4) cases exiting substitute care.

Nationally, while African American families are more likely to be reported for child maltreatment, if other factors such as poverty are controlled, much of the overrepresentation in reporting is eliminated. However, studies continue to find that Native American children are more than twice as likely to be investigated. Once investigated, African American families are sometimes found to be more likely than Anglo families to be substantiated. However, the results of three National Incidence Studies of Child Abuse and Neglect (1980, 1986, and 1993) that included children who were known to the child welfare system and those who were not in the child welfare system but who were known to community professionals (teachers, medical personnel, etc.) found no differences in overall child maltreatment rates between African American, Hispanic, Native American, and Anglo families (HHSC, DFPS, January 2006, data originally from Hill, 2006).

Nevertheless, African American children are more likely to be placed in substitute care, compared to Anglo children (Hill, 2007). Again, some of this apparent disproportionality can be explained by controlling for other factors; yet, nationally, there is no consensus on exactly what those factors should be. There is little disagreement about the fact that once African American children enter substitute care, they stay in substitute care longer.

Therefore, while there are clearly societal factors at work such as poverty, there may also be forces within the child welfare system that contribute to disproportionality. The removal decision results in higher [entry rates](#) into substitute care for African American children (in all 50 states), Hispanic children (in 10 states), and Native American children (sometimes) (Hill, 2007). A number of studies indicate that these groups are often slower to exit substitute care or less likely to exit to reunification (Wulczyn, 2004, 2005; Stoltzfus, 2005; Hill, 2005). The combined result is that nationally more children of these racial and ethnic groups are found in the child welfare system at any one time, relative to the child population, than are Anglos or Asian Americans/Pacific Islanders.

The Texas Perspective

Senate Bill 6 directed the Texas HHSC and DFPS to determine whether CPS enforcement actions are disproportionately initiated toward any racial or ethnic group after accounting for other relevant factors. In the original report (HHSC, DFPS, January 2006) and in subsequent analyses (DFPS, July 2006) the findings in Texas generally confirm the dominant findings in the national child welfare research literature regarding disproportionality in the child welfare system.

Poverty was found to be a strong predictor of whether a child is removed from the home. More than 60 percent of child removals in Texas involved families with annual incomes of about \$10,000 or less.

⁷ The data analyzed by Hill come from the National Child Abuse and Neglect Data System (NCANDS) and the Adoption and Foster Care Analysis and Reporting System (AFCARS) in 2003.

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This is a factor in disproportionality because poverty rates are higher among African American families (HHSC, DFPS, January 2006). When risk of future maltreatment was included as a relevant factor, race predicted the removal rates of African American and Native American children, even at lower levels of risk (DFPS, July 2006). Thus, they were less likely to receive services to prevent a removal than were Anglo children. Further, in Texas, even when other factors are taken into account, African American children spent significantly more time in substitute care, were less likely to be reunified with their families, were less likely than Anglo children to be permanently placed with relatives as were Hispanic children, and waited longer for adoption than Anglo or Hispanic children. Moreover, current analyses indicate that much of the disproportionality in reporting is **screened out** at intake, and when compared to rates of investigation, overall **substantiation rates** are similar for all racial and ethnic groups other than Native Americans.⁸ Thus, similar to the national picture, the disproportionate number of African, Hispanic, and Native American children in substitute care can be attributed to disproportionate removals and exits from substitute care.

Implementation of Program and System Reform Efforts

A review of state enforcement policies and procedures found most policies to be sound, but it identified some policy areas needing improvement. The review also identified a need for some specific procedural changes to mitigate disproportionality in CPS.

Beyond policy and procedural changes, DFPS has identified additional program or system improvements to enhance positive outcomes for all children served by CPS. These system improvements included changing casework practices, training and workforce recruitment practices, as well as leveraging community resources to better address factors related to child abuse and neglect and the underlying experience of many families involved with CPS.

The sections that follow describe policy changes, program implementation, and enforcement actions used by CPS to address disparities.

Family Group Decision-Making

Family Group Decision-Making (FGDM) describes a variety of practices to work with and engage youth and families involved in CPS in service planning and decision-making. The use of FGDM provides positive benefits and improved outcomes to the children and families who participate. The greater involvement of extended family members and other community supports results in increased levels of kinship placements and family reunifications in the weeks following an FGDM conference, as well as 5 to 18 months later. The use of FGDM has proven to be

⁸ From 2005 to 2007, the **relative rate index** for reporting, relative to the child population, indicated that African American children were more likely to be reported as victims (1.70 and 1.88) than Anglo children and the relative rate indices for Hispanic and Native American children showed their relative rates were the same or lower than those for Anglo children. When adjusted for reports, the rate of investigations for African American children drops to near that of Anglo children (1.05 and 1.04 for 2005 and 2007, respectively). For substantiated cases, relative to investigations, the relative rate index in 2008 for African American children was 1.03, for Hispanic children it was 1.07, and for Native American children it was 1.19. When adjusted for other factors (but not risk of future maltreatment), the rates are the same as Anglos for all but Native Americans (see Appendix C).

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beneficial in reuniting children with their families, especially African American and Hispanic children (Sheets, et al., 2009).

There are a variety of FGDM models used by CPS:

- **Family Group Conferences (FGC)** – Families join with relatives, friends, and community supports to develop a plan that ensures children are cared for and protected from future harm. Through the use of private family time, the “family group” is vested with a high degree of decision-making authority and responsibility. During private family time, the “family group” discusses and develops a plan for the child’s safety and well being.
- **Circles of Support (COS)** – A youth-focused/driven meeting is held with the primary purpose of developing a plan for older youth transitioning from substitute care to adulthood and connecting youth to caring/supportive adults. It is offered for youth 16 years and older and may begin as early as 14 years old. Circles of Support include broad participation of the youth’s support network, such as foster parents, teachers, siblings, pastors, and other relatives.
- **Family Team Meetings (FTM)** – Family Team Meetings occur in a pre-removal situation in response to child safety concerns. Family Team Meetings are used to achieve positive outcomes for children in the earliest stages of CPS involvement and family connections by engaging family, community members, and other caregivers in critical decisions related to protecting children, safety, placement, and permanence. Family Team Meetings are also used to enhance reunification. Funding by the Texas legislature has made this possible.

CPS incorporated FGDM into the conservatorship stage of service in December 2003, specifically using Family Group Conferences and Circles of Support. The effort began as a pilot program in five cities and is now in every CPS region. Since 2003, over 9,700 conferences have been held to involve families in the safety and permanency planning for their children in substitute care, and over 4,400 conferences have been held to aid youth in transition to adulthood.

Beginning October 2007, CPS began using Family Team Meetings to engage families in the case planning and decision-making processes in the [investigation stage](#) of service. In fiscal year 2008, over 8,000 Family Team Meetings have been held to involve families in critical child safety decisions during investigations. Family Team Meetings have proven to be effective in averting children from removal. A preliminary evaluation regarding the Family Team Meeting model will be completed in December 2009. During this same year over 4000 Family Group Conferences and over 1700 Circles of Support were held.

Family Based Safety Services

Removals for African American and Native American children and the length of time in substitute care for African American and Hispanic children were found to be disproportionate (HHSC, DFPS, January 2006; DFPS, July 2006). In part to address those findings, two new positions have been added to the Family Focus Division since the last report: a parent program specialist and a fatherhood program specialist. These new positions ensure that family members have input at all levels of practice and policy development. The parent program specialist, created in 2007, facilitates the Statewide Parent

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Collaboration Group to bring a variety of perspectives and input for improvements from parents across the state who have experience with CPS. The fatherhood program specialist, added in January 2009, will focus on development of strategies to ensure active involvement of fathers in their children's cases.

A workgroup, whose overall goal is to improve service delivery to families by sharing best practices, ensuring consistency in practice as it relates to policy and providing training to staff, was created. Two significant products have come out of this workgroup: a tool to improve quality of face-to-face contact with children, families and voluntary caregivers called the *Family-Based Safety Services Guide for Making Face-to-Face Contacts*; and a *Family-Based Safety Services Best Practice Guidelines for Working with Substance Abuse Families*.

Kinship Care

Another growing avenue for assisting permanent connection of children to families has been the increased focus on the role of relatives as placements, both temporarily and as [permanent conservators](#). For a number of years and in certain parts of the state, CPS staff have attempted to increase the role of relatives through the addition of specialized kinship support services (DFPS, September 2008). Although these services did not provide the monetary support offered to foster parents, they did provide many of the same support and training services. As a result of Senate Bill 6, CPS was authorized to implement a statewide program of financial assistance to relatives and [designated caregivers](#) effective March 2006.

Through this program and with resources allocated by the Texas Legislature, services to kinship caregivers include a one-time integration payment of \$1,000 to a qualified caregiver upon placement of a child in DFPS conservatorship to be used to purchase beds, furniture, clothing, and other items needed to support the placement. Supportive services to the caregiver may also be provided such as training and case-management services, supportive family counseling services not covered by Medicaid, daycare services to qualified children and kinship care-giving families, referral/coordination to determine eligibility for additional public assistance, and reimbursement for flexible expenses incurred by the kinship family up to a maximum of \$500 per year, per child. CPS has increased kinship placements for children removed from their homes from 26 percent of all children in substitute care in fiscal year 2006 to 30 percent of all children in fiscal year 2008. .

Currently, DFPS employs 120 kinship development staff statewide who coordinate both disbursement of funds and the delivery of support services to kinship families. A statewide kinship training was held in December 2008 in an effort to ensure that all Kinship staff fully understand the Kinship Program and provide consistent, quality services throughout the state.

Fostering Connections

The federal Fostering Connections to Success and Increasing Adoptions Act of 2008 (P. L. 110-351), referred to as "Fostering Connections", has mandatory and optional components designed to remove barriers to permanency for youth who are typically unable to exit the child welfare system to a true permanent home. Mandatory components included informing relatives or kin of ways to become involved when a child has been removed, including the steps to become a verified foster home

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placement. The optional components, supported by the 81st Texas Legislature, 2009, include a new program called Permanency Care Assistance. This program enables eligible relatives or kin who become a verified foster home placement for their relative child for at least six months to negotiate an agreement, become the child's permanent managing conservator and receive supports to assist in removing barriers to true permanency. Designed for children who cannot be reunified or adopted, these supports provide needed resources for the child to exit the child welfare system and the relative to provide a permanent home.

Permanency Care Assistance, schedule for full implementation by October 2010, will positively impact disproportionality by assisting those youth previously unable to exit the child welfare system. The provision of a negotiated monthly stipend, health care resources, and access to the Texas tuition/fee waiver option for public colleges or universities remove barriers potential relative or kinship caregivers have identified as crucial in providing for a child's ongoing needs once the CPS case is closed.

Adoptions

Because African American children are overrepresented among the children waiting to be adopted⁹, improvements in the adoption process will ultimately benefit African American children. Many programmatic efforts are underway to make those improvements, however not enough time has lapsed for sufficient numbers of adoptions to have occurred at the time of this evaluation.

The faith-based initiative, Congregations Helping In Love and Dedication (CHILD), continues to recruit new families and has led to the placement of 307 children and the adoption of 71 children. Additionally, in July 2008, CPS sponsored a disproportionality adoption conference for private providers that have an adoption contract with DFPS. The focus was on recruiting families for African American children in substitute care.

The development of special reports that track children's progress to permanency has aided permanency directors, program directors and adoption specialists within the regions to monitor children's progress; thus assuring more timely success in achieving permanency goals. The special monitoring by these staff includes coordination with FGDM specialists, attorneys, and other subject matter experts to identify pathways to permanence. The number of children adopted in fiscal years 2006 and 2008 has grown from 3,376 to 4,517, respectively.

In 2007, legislative funding allowed DFPS to hire ten additional [redactors](#) who remove identifying information from child records, in order to speed the process of preparing a child's case record for review by prospective adoptive families. Delays in the preparation of the case record can lead to delays in adoptions as well as losses of prospective adoptive parents who decide to pursue other options. Other efforts to improve the timely achievement of permanency include hiring staff specifically to coordinate recruitment and matching activities for children in DFPS conservatorship who have been waiting the longest for an adoptive placement and increasing the number of children registered on

⁹ At the end of fiscal year 2008, 34.1 percent of the children waiting for adoption were African American, 36.5 percent were Hispanic, 0.2 percent were Native American, and 27.1 percent were Anglo. In the child population for that year, 12 percent were African American, 38 percent were Hispanic, 0.2 percent were Native American, and 38 percent were Anglo.

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the [Texas Adoption Resource Exchange](#), a website that allows interested families to view children available for adoption.

Permanency

One CPS intervention to improve outcomes for children in [permanent managing conservatorship \(PMC\)](#) of the state was begun in 2008. Entitled the Intensive Practice and Permanency Initiative (IPPI), the initiative conducted a thorough literature review and held focus groups with people involved in various aspects of custodial care. The purpose was to identify systemic features of substitute care practice that contribute to prolonged tenure in PMC of DFPS and multiple placements. Individuals attending the focus groups were CPS caseworkers and managers, [residential treatment provider](#) case managers, youth in PMC of DFPS, and African American male adolescents in PMC DFPS. The goal of this effort is to create a best practice model to improve the quality of case management.

Cultural Competency and Diversity

Other aspects of CPS reform include enhancing the cultural competency and diversity of agency staff. As addressed in prior reports, the introduction of "Undoing Racism" workshops and "Knowing Who You Are" trainings have been utilized to augment the pre-existing cultural competency training required by the agency. Undoing Racism is a two-and-a-half-day training that builds a foundation for understanding culture, ethnicity, and race, and how to build effective coalitions that can change institutions. Since the first workshop in 2005, all levels of CPS staff as well as representatives of many agencies and organizations that work with CPS have attended this training. Staff awareness as a result of Undoing Racism training has been an important part of CPS' cultural shift to a more family-centered approach. Since the publication of the 2006 remediation plan (DFPS, July 2006), "Knowing Who You Are" training has been incorporated into basic skills training for in-home and conservatorship staff with plans to update the curriculum to provide the training to all staff. Between September 2005 and November 2008, 3,180 CPS staff had attended the "Knowing Who You Are" training and 2000 staff and community members had attended Undoing Racism training. Nationwide, there are 100 "Knowing Who You Are" trainers, 70 of whom are certified in Texas.

CPS has also seen increases in the proportion of African American and Hispanic staff relative to Anglo staff within the workforce. In fiscal year 2008, African Americans accounted for 30.3 percent of the [direct delivery](#) staff (a 0.3 percent increase since fiscal year 2006), Hispanics accounted for 24.8 percent (a 7.4 percent increase since fiscal year 2006), and Anglos accounted for 43.1 percent (a 1.8 percent decrease since fiscal year 2006). This shift is important because of the cultural perspective this brings to DFPS clients.

Community Engagement Model

The disproportionality initiative in Texas child welfare system originally grew out of Project H.O.P.E. (Helping Our People Excel), a community engagement model used in Port Arthur, Texas. The engagement model was then expanded to a state level. A partnership with Casey Family Programs started soon afterward and resulted in the statewide expansion of the community

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engagement model based on Project H.O.P.E. The community engagement model continues to guide the work of CPS and its disproportionality specialists as they engage local communities. Additionally, since the development of the remediation plan, a state disproportionality taskforce and community advisory committees in every region in Texas were created. These groups bring together representatives from a variety of systems and institutions that impact children and families including representatives from the criminal and juvenile justice systems, and the education and health care systems. Members also include alumni of substitute care, parents who have experienced the Texas child welfare system, and a range of community partners. The vision of the state disproportionality taskforce is grounded in and defined by: A commitment to undoing racism; Passion for and unwavering commitment to this work; A compelling call to action in communities and across child and family serving systems; Belief that families have strengths and that children need to be with their families as a first option; The engagement of systems, such as child welfare, juvenile justice, education, physical and mental health, law enforcement, and the courts; A strong network of community-based services, accessible and relevant for children and families; and data-driven systems improvements.

Disproportionality Specialists and Community Advisory Committees

Positions for disproportionality specialists, staff dedicated solely to addressing disproportionality in designated sites, were created in response to Senate Bill 6. Since the development of the Disproportionality Remediation Plan (DFPS, July 2006), disproportionality specialists have been hired in every region of the state. Disproportionality specialists continue to spread awareness of the need for systemic, [cross-systems](#) approaches to eliminating disproportionality. Additionally, community advisory committees, whose purpose is to work with CPS in site selection and monitoring as well as community engagement, have been established in Abilene, Austin, El Paso, Lubbock, and San Antonio. As with the committees already established in Houston, Dallas, Fort Worth, Denton, and Port Arthur, there is representation from the education system, juvenile justice system, health care system, the judiciary, faith-based communities, and families and youth, among others. Many of these members have attended the “Undoing Racism” workshop and recognize the impact their systems have on children and families involved with CPS. Recognition of the need for taking a systemic, cross-systems approach to eliminating disproportionality has been spreading.

The engagement process for establishing disproportionality sites began by identification of an appropriate location. The five initial sites located in Dallas, Tarrant, Harris, Travis, and Jefferson counties were identified through a combination of data showing disproportionate representation of racial and ethnic groups in the Texas child welfare system and local knowledge of the communities in which this occurs (see Appendix D for more information regarding site selection). Rates of entry into substitute care and exits from it, along with [risk assessment levels](#), are provided to the state disproportionality manager and disproportionality specialist in the sites so that they can work with the community advisory committees to select sites and monitor progress. The data are provided at the regional, county, and zip code level. If a site has already determined the zip code areas in which their efforts will begin, the zip code data are summarized at the county level.

If an initial site needs to be determined, the zip code data for the counties in the region are provided along with maps of cities and other areas that have the zip codes labeled. Areas [contiguous](#) to one

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another or nearby enough to facilitate community engagement can thus be chosen and the data can then be summarized for the sites. The initial data provide the base level by which to determine improvements once disproportionality is addressed. The second part of this process is tracking the progress that is made in the selected sites by updating the zip code, county, and regional data. Initially, progress is expected in the sites themselves. As the engagement model begins to take hold, the county level data are expected to change in a positive direction. Ultimately, regional and statewide data are expected to show similar results.

Current Evaluation

This evaluation is presented in a broader context of decision-making. Every day hundreds, if not thousands, of decisions that impact the safety, permanency, and well being of Texas children are made. Their families, too, are affected. How do child welfare staff know which situations need immediate attention, which cases need services, or which require the removal of a child? Sometimes it is obvious but more often the decisions are not so clear-cut. What can be known about the decisions being made, and how can these decisions be improved?

There have been a number of important theoretical and empirical decision-making frameworks advanced (in fields as diverse as economics, artificial intelligence, psychology, and even meteorology) that can provide insight and understanding about the decisions made by child welfare staff. To date, however, the child welfare field has struggled to take advantage of the knowledge gains and progress made regarding decision-making research. It has only begun to synthesize and develop organizing principles for research which are specific to child welfare decisions.

The data used in this evaluation has been analyzed using a Decision-Making Ecology framework. The Decision-Making Ecology framework (Baumann, Kern and Fluke, 1997) was developed in order to organize and understand the influences on caseworker decision-making and thereby design interventions to improve that process. The Decision-Making Ecology framework has been successfully used to investigate a variety of decisions, most recently how [caseworker factors](#) related to [racial disparity](#) influence the [disposition](#) decision (Fluke, Parry and Baumann, 2006) and the decision to place children into substitute care (Rivaux, et al., 2008).

The Decision-Making Ecology framework represents an effort to provide a way to organize child welfare decision-making research, and does so by placing the topic squarely in the context of actual protective service operations. The reason for this is that decisions take place within an agency culture; there is a systemic context that interacts with the case decisions made by the management and staff of the agency. This systemic context includes a set of decision-making influences. They cover the range of case, organizational, and caseworker factors that interact in various ways to influence decisions and outcomes. These influences can be divided into dimensions that represent their important features, and shifts in decisions can be understood in the context of these influences.

For example, case information regarding the decision to place a child in substitute care is necessary for a caseworker to make an informed decision, yet part of that judgment depends on [organizational factors](#), such as law translated into policies that govern what constitutes an appropriate response. Furthermore, the translation of such standards by organizational management, and their use by staff,

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will vary as a function of *Caseworker Factors*, such as knowledge and skill, as well as the costs and benefits (*outcomes*) of the decision to the decision maker, the client, and/or the agency.

Description of the Data

An initial question for this evaluation is whether the disproportionate rates of African American, Hispanic, and Native American children entering substitute care and exiting substitute care have changed overall since the remediation plan has been implemented. To do so a relative rate index is used.¹⁰ The relative rate index uses one group as a reference and compares the rates of an event for other groups to the rate for the main group. For this analysis, Anglo children and families serve as the reference group. A relative rate index also takes into account the previous stage (i.e., percent of removals out of investigations) or the broader category (i.e., percent of exits to reunification out of all exits for that group). For example, the relative rate index for removals compares the removals of African American children and Hispanic children to the removals of Anglo children, after taking into account the number of investigations for each group. A number greater than one means that group is more likely to have the event occur than Anglo children and a number less than one means the group is less likely to have the event occur than Anglo children. The relative rate index for the comparison or reference group is always one. For example, the relative rate index for removals for African American children equals the percent of African American investigations that result in a removal divided by the percent of Anglo investigations that result in a removal. For this question, no statistical tests are required since the rates of the entire population are used. Thus, any difference is a real difference.

A second question is whether disparate effects can be explained by taking other factors into account. This is the mandate of Senate Bill 6. [Odds ratios](#) are used here and their numbers can be interpreted in a similar fashion to the relative rate indices in the sense that they, too, are indexed to one. Finally, the Decision-Making Ecology framework is applied to determine what case, caseworker, and organizational factors might account for these effects. Statistical tests are used for these analyses since data construction process require certain cases to be missing and thus the entire population is not available to be used. Nonetheless, these samples are large and, as a result, many effects are found to be significant. To remedy this problem, the criteria for including findings in this report are (1) the finding is statistically significant and (2) the effects are large or have theoretical and practical importance. To assess overall change, comparisons of the rates within a given decision point are made to those at a previous point in the system (e.g., the rate of children removed and placed into substitute care compared to the rate of cases assigned to investigation). To address the rates, while taking other factors into account (e.g., poverty, risk, and so forth) the odds at each decision point are

¹⁰ This is similar to the measure that Robert Hill uses in his 2007 report, which he calls the Disparity Ratio, except that the relative rate index used in this report uses the removals as a percentage of the investigations instead of the child population for each race. When this method of calculation is used, there is a slight overlap in cases from one year to the next that begin in the prior year as an investigation but end in a removal the following year. This is very unlikely to affect the trends we are analyzing.

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analyzed using [logistic regression](#) and [structural modeling](#) in the case of removals and [survival analyses](#) in the case of exits.¹¹

In reviewing the result of the analyses it is important to note that different observation time periods were used for the different types of analyses and decision points. Specifically, the time periods for removals are different from those for exits because earlier data had to be used so that all children who entered into substitute care during a time period could be followed for a long enough length of time to be able to provide adequate observations of their exits. Similarly, not enough time had passed to estimate exits to adoption.

Removal Time Periods

The overall data on removals included data from fiscal year 2005 through fiscal year 2008. The removal data used for the analysis that controlled for various factors in the post-period included data from fiscal year 2006 through the end of February 2008. The pre-period data can be found in the January 2006 report (HHSC, DFPS, January 2006). The removal data for the Decision-Making Ecology framework included a longer period of time in order to include sufficient data for the models: fiscal year 2004 through the end of February 2008. See Appendix E for more data on the pre-period years and Appendix F for more data on the post-period years.

Exit Time Periods

The overall data on exits for the [entry cohorts](#) (all children who entered substitute care during a specific fiscal year) included data on the entry cohorts for fiscal years 2004, 2005, 2006 and 2007, and these entry cohorts were followed to February 2009. The exit data used for the analysis that controlled for various factors included data for the entry cohorts for each fiscal year from 2004 to 2007, and these entry cohorts were followed through the end of February 2008. The exit data for the Decision-Making Ecology framework used this dataset.

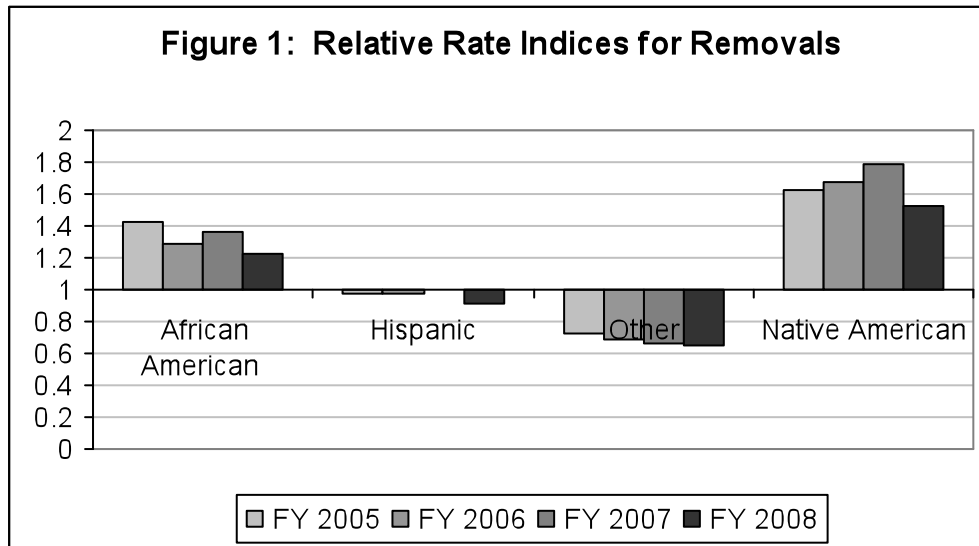
Findings for Children Entering Substitute Care

Overall [Removal Rates](#)

Figure 1 on the following page displays the rates of removals adjusted for investigations. As shown in the figure, in fiscal year 2005 African American children and Native American children were more likely (1.42 times and 1.62 times respectively) to be removed from their homes than Anglo children. The rates of removals for Hispanic children were similar to those of Anglo children. The figure also indicates that the removal rates for African American and Native American children have dropped since fiscal year 2005 relative to removals for Anglo children. By 2008, the African American rate is 1.22 and the Native American rate 1.53 compared to the Anglo rate which is always one since it is the comparison group.

¹¹ There are three reasons for this. One is that CPS is responsible for cases that enter the system. A second is that the rates change at different decision points. A third is that the charge of the legislation is to take other factors into account in this research.

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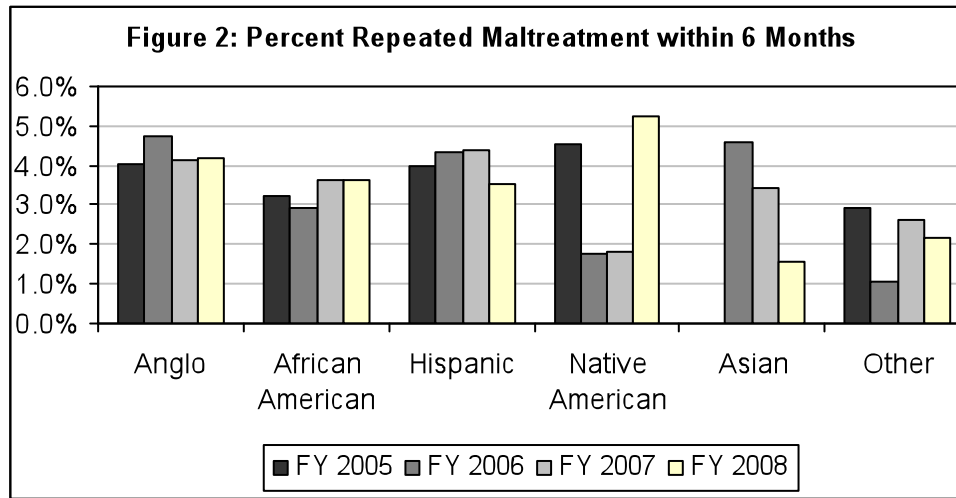
In other words, between 2005 and 2008, the rate of removal for Anglo children went from 6.1 percent to 5.1 percent, a one percentage point drop, while in comparison, the rate of removal for African American children went from 8.7 percent to 6.2 percent, a 2.5 percentage point net decrease, and the rate of removals for Native American children went from 9.9 percent to 7.8 percent, a 2.2 percentage point net decrease. As evidenced by these numbers, while the rates of removal for African American children and Native American children are still higher than the rates of removal for Anglo children, the rates of removal for these two groups decreased more than did the rate of removal for Anglo children. Thus, while removal rates statewide have been lowered, what has been the effect within the selected disproportionality sites?

Overall Recurrence Rates

When entries into substitute care are reduced as is the case here, an important question is whether children remain safe while in their own homes. The administrative data indicate that they do. The federal Child and Family Services Review standard for child safety is shown in Figure 2. It is the percentage of substantiated repeat maltreatment within six months.¹² As shown in the figure, Anglo families remained near four percent from fiscal year 2005 through fiscal year 2008, while the rate of African American families stayed below four percent. The exception to this is Native American families where disproportionality was reduced in fiscal year 2008. Although these numbers are small (three instances), repeat maltreatment rose.

¹² This standard takes a point in time and looks six months back in time for an instance of maltreatment and six months forward in time for an instance. It was chosen because it is the national standard for child safety.

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County Level Removal Rates

The counties in the state were studied in order to determine where the disproportionality rates had declined.¹³ As background for the county level analysis, it is noted that at the state level, the proportion of removal decisions for African American families declined from 6.3 percent to 5.7 percent between the [pre-intervention](#) and [post-intervention](#) periods in the counties that were analyzed. Statewide for Anglos, the proportion of removal decisions remained stable, going from 4.9 percent to 4.8 percent between the pre- and post-intervention periods. Statewide the difference between African Americans and Anglos in proportion of removal decisions declined from 1.4 percent to 0.9 percent from the pre-intervention to the post-intervention period.

Shown in Table 1 are the five counties containing the most decisions concerning African Americans during the study period. They account for 58.3 percent of all such decisions. Four of the five counties with the most removal decisions experienced declines in the African American removal rates and declines in the difference between African American and Anglo removal rates. Dallas County, the exception, experienced a decline from 9.0 percent to 6.6 percent in the proportion removed, but an increase of 0.1 percentage points in the difference between African American and Anglo removals.

The various factors at work during the intervention appear to have had a general statewide effect of lowering African American removal rates and the disproportionality between African American and Anglo removal rates in the larger counties. Furthermore, in Harris, Tarrant, and Dallas counties the community engagement model has a greater foothold and may have made this change possible.¹⁴

¹³ Pre- and post-disproportionate removal rate analysis of 64 counties with at least 100 decisions affecting African American children in each period were studied. As a result, some areas were not a part of the analyses.

¹⁴ It is important to note that changes in Bexar County may have also been the result of early efforts to reduce disproportionality in spite of the fact that the CPS Advisory Boards had not been in place.

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Table 1 African American Removal Rates and Disproportionality in Five Counties with Most Decisions ¹⁵¹							
	Victims Investigated	African American Removal Rates			Difference Between African Americans And Anglos		
		Pre-Period	Post-Period	Change	Pre-Period	Post-Period	Change
Harris	44,836	5.7	5.6	-0.1	1.9	0.8	-1.1
Dallas	32,159	9.0	6.6	-2.4	0.2	0.3	0.1
Tarrant	19,138	4.8	4.2	-0.6	1.3	0.9	-0.4
Bexar	9,495	7.6	5.9	-1.7	3.1	2.2	-0.9
Travis	9,404	7.1	4.6	-2.5	1.5	0.8	-0.7
All Texas Counties	197,452	6.3	5.7	-0.6	1.4	0.9	-0.5

Though Jefferson County is not among the largest counties in the state, and thus not shown in Table 1, Port Arthur within Jefferson County is the first disproportionality site. Disproportionate removals were reduced here as well. Thus, disproportionality has been reduced in counties where four of the five original target sites are located: Harris, Tarrant, Travis, and Jefferson counties.

Other Factors

There is more than one choice a child welfare worker has when he or she concludes an investigation. The decision can be to close the case, provide services, or remove the child from the home. The odds of taking action in a case (providing [in-home services](#) or removing vs. closing) were calculated for the pre- and post-period. The African American rate has fallen to near that of the Anglo rate, though it is still [statistically different](#). Further, adjusting for other factors, the odds of having a child placed in substitute care as opposed to being provided in-home services are greater if you are an African American or Native American child than if you are an Anglo child (see Appendices C and D). Thus, as shown in Figure 1, some progress has been made, but removals are still disparate for African American and Native American children.

The Decision-Making Ecology - Important Considerations¹⁵

African American children have higher rates of removal relative to Anglo children even when controlling for risk and poverty. Analyses indicate that this finding cannot be attributed to [bias](#) in the risk assessment tool. This suggests two, not necessarily exclusive, possibilities: One is that caseworkers confuse race, risk, and poverty (Rivaux, et al., 2008). Another is that inadequate

¹⁵ The effects reported here are not large; however, as noted previously, the ones that are reported are statistically significant and meaningful.

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resources may play a part in this decision in the sense that when action must be taken and there are not adequate resources available to prevent a removal (e.g., Family Based Safety Services), removals are more likely. This latter possibility is tested in the context of organizational factors below.¹⁶

The Decision-Making Ecology - Caseworker, Case and Organizational Factors

The main outcome of interest for *Caseworker Factors* was the calculation of a **disparity index**, based upon all removal decisions for individual workers. That is to say, each worker had two disparity index values assigned to them (one for African American and one for Hispanics) based upon his or her own decisions, which indicates whether the worker removed disproportionate numbers of African American or Hispanic children. This index is analogous to the relative rate indices and disproportionality indices, but it instead assigns a rate to individual workers. One model was developed to examine factors in relation to the *African American Disparity Index*, while the other model looked at factors in relation to the *Hispanic Disparity Index*.¹⁷ The disparity indices represent the extent to which case decisions (the decision to remove a child from his/her home, for these analyses) regarding the racial/ethnic group of interest are made with a greater frequency than would be expected given the racial/ethnic composition of clients at the prior stage of the decision-making process (here, cases assigned to investigation) – a higher disparity index indicates more disproportionate removals. The caseworker and organizational factors for the models were derived from survey data linked to caseworker decisions (see Appendix G for the survey and Appendix H for the resulting factors). Technical details and a full depiction of these models are provided in Appendix I.

The African American Disparity Index: The main caseworker factor related to the index was the caseworkers' perceptions of their interpersonal skills. The higher they rated their interpersonal skills the lower was their propensity to remove African American children. The main organizational factor related to the index was the percentage of the worker's caseload that was African American: The higher that percentage, the lower the index. This latter finding suggests that exposure to a greater number of African American families tends to reduce disproportionate removal decisions.

Removals are significantly predicted by this model. Directly related to a higher rate of removals are higher assessments of risk and a caseworker having more very low-income cases and both of these are classified as **case factors**. An important organizational factor related to removals is services. Caseworkers' unfavorable perception of services leads to more removals. It seems that when taking action in a case is warranted and services are inadequate, removals occur. Another important

¹⁶ Other case factors contributing to the removal decision, as opposed to the decision to provide services, are the age of the child (children less than one year old are more likely to be removed), single parents, type maltreatment (primarily abandonment), and professional reporters (e.g., law enforcement and medical personnel).

¹⁷ Because there were so few Native American cases, some of the more complex analyses could not be conducted using this as a factor. Instead, in order to understand better the variables related to both the removal of Native American children and their exits from care, a workgroup was formed to address the problem. The workgroup consists of Native Americans, external advisors, and CPS workers. Cases were being read by CPS staff on the workgroup and the disproportionality specialists using a standard format for responding. The literature was also reviewed and experts in understanding Native Americans were consulted. The report is available upon request.

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organizational factor is workload. When workers perceive that their workload is too high, they remove fewer children, perhaps because they have less time to investigate adequately.

The Hispanic Disparity Index: The Hispanic Disparity Index model showed similar results. As with the African American model, an organization factor, the percentage of *Hispanic* children in the worker's caseload, was negatively related to the disparity index. In other words, familiarity with culture may reduce disproportionality. In addition, *worry about liability*, a caseworker factor, was related to disproportionality in this model; the greater the worry over liability, the greater the disproportionality. An important organizational factor negatively related to the Hispanic index was caseworkers' discomfort with difficult situations (e.g., hostile clients). Caseworkers' perceptions of their interpersonal skills, though, were not associated with disproportionality in the Hispanic model.

Regarding percentage removals, in the Hispanic model the picture is much the same as with the African American model previously described, and removals were predicted by this model to a similar extent. Directly related to a higher rate of removals are higher assessments of risk and a caseworker having more very low-income cases (both classified as case factors). Again related to rate of removals are the two important organizational factors: A negative view of services in one's area leads to more removals and the perception that workload is too high leads to fewer removals.

Summary of Findings for Children Entering Substitute Care

Overall, findings indicate that some progress has been made in reducing the disproportionate number of African American and Native American children entering substitute care and that repeat child maltreatment within six months has not risen over this same period (see footnote 4 for qualifications). These findings indicate that these children can remain safely with their families in lieu of being placed in substitute care so long as they have the same level of services provided to Anglo families. Findings show that when other factors are taken into account, risk, poverty, and race predict the removal decision. When these factors are used in a model in an attempt to explain disproportionate removal decisions, what emerges is a picture indicating that in addition to risk and poverty, having the perception of lower interpersonal skills, and having fewer families of color on one's caseload are associated with greater disproportionality. Related to a greater number of removals themselves is the negative perception of services in the worker's community. Related to fewer removals is feeling overworked.

Findings for Children Exiting Substitute Care

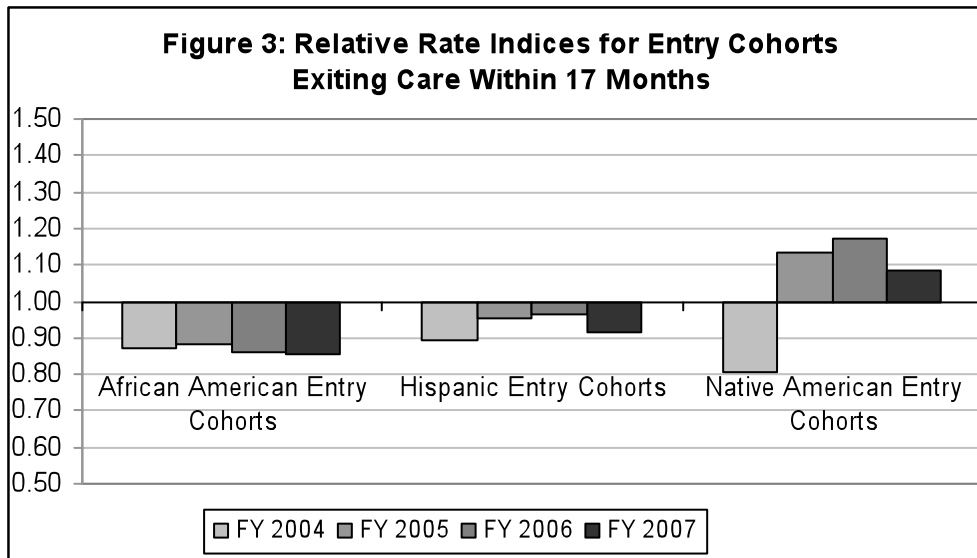
Overall Exit Rates

As noted in the January 2006 report (HHSC, DFPS, January 2006), the preliminary analysis revealed that African American children were less likely to be reunified with their families than were Anglo or Hispanic children (See Appendix J). Both African American and Hispanic children exited more slowly to kinship care and adoption than Anglo children. The findings from the analyses of the overall exit rates of children of different races/ethnicities indicate that overall, African American and Hispanic children were still exiting substitute care more slowly than were Anglo children. Figure 3 shows the

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relative rate indices for the percent of African American, Hispanic, and Native American children who have exited substitute care within 17 months for each entry cohort compared to the percent of Anglo children who have exited substitute care within 17 months, taking into account the number in each group that entered in that fiscal year (as the comparison group, the rate for Anglo children is one). As the figure shows, both African American and Hispanic children are less likely than are Anglo children to have exited substitute care within 17 months.

Although both African American and Hispanic children are less likely than Anglo children to exit, without taking other factors into account, these results do not hold true for all types of exit. African American children are less likely to exit to reunification within 17 months in substitute care than Anglo children, but Hispanics exit to reunification within 17 months at about the same rate as Anglo children, although the relative rates for both African American and Hispanic children decreased slightly in fiscal year 2007. The opposite is true for exits to kinship care within 17 months in substitute care – African American children have exit rates similar to Anglo children, while the exit rates for Hispanic children are less than the exit rates for Anglo children.¹⁸



Other Factors

The present analyses focus on exits to reunification and kinship care. Unlike exits to adoption, sufficient time has passed since the intervention to determine if changes have made a difference in the rates for these types of exits. When other factors are taken into account, exits to reunification for African American children are slower than that of Anglo children while exits to reunification for Hispanic children are not, the same results that were seen with the overall data. However, the rates at which the exits of African American children occur have changed. Whereas exits for African American children were 16 percent slower than Anglo children prior to the intervention, they are now 6 percent slower, though this difference is not statistically significant. Exits to kinship care for African American and Hispanic children are now the same as Anglo children when other factors are taken into account. Whereas African American children were found to exit to kinship care 6 percent more

¹⁸ Future analyses will take into account re-entries into care.

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slowly and Hispanic children 11 percent more slowly than Anglo children before the intervention, they now exit to kinship care at the same rate. See Appendices J, K, and L for more information on these models.

The Decision-Making Ecology - Case and Organizational Factors¹⁹

The potential reasons for changes in the odds ratios of different types of exits were explored (see Appendices K and L). Tests indicated that there are a number of factors that affect the rate at which all children re-unify. Among the *case* factors found to relate to slower exits were the age of the child and income of the family (younger children re-unify more slowly as do children of low income families). Children of single parents also exit more slowly to their families. Families with higher risk of maltreating their children are also slower to reunite with their children as are families whose children have been removed following or during the provision of Family Based Safety Services. Finally, drug use, incarceration and inadequate housing all affect the rate of reunification.

The factors that affect the rate at which children are placed in the custody of relatives are quite different. Family characteristics such as poverty, single parenthood, drug use, incarceration, and inadequate housing do not slow permanent placement with relatives and, in fact, sometimes make these placements occur more quickly (e.g., drug use). However, one organizational factor that may account for why a lower rate for Hispanics exiting to kinship care was seen in the overall numbers but not when other factors were considered is the region of the state where children were located. There are striking differences across the state in relation to exits to kinship care. Simply being in Region 8 (the upper South) significantly reduces the odds of exiting to kinship care and this region has a very large Hispanic population. Furthermore, relatives in this region, more than other regions, often adopt the children placed with them and this is why there are fewer non-adoption exits to relatives.

To identify which of these factors were related to the dynamics of race, ethnicity, and reunification, the reasons for the removal of the children were analyzed in relation to race and ethnicity. Findings indicated that two reasons are related to African American families: Parental drug use and inadequate housing. African American children exit 32 percent more slowly when parental drug use is involved and 22 percent more slowly when families have inadequate housing. Parental drug use was related to slower exits (27 percent) for Hispanic children as well.

An important organizational factor available for testing was the presence of Family Group Conferences. When these conferences are used as an intervention, there is an improvement in [reunification rates](#) overall. With African American and Hispanic families whose children were removed due to parental drug use, reunification rates are improved and even exceed those of Anglo families. The findings for exits to kinship care are also positive. Whereas both African American and Hispanic children were previously found to exit to this permanent [destination](#) more slowly than Anglo children, they now exit at the same rate. Family Group Conferences facilitate this exit as well.

Summary of Findings for Children Exiting Substitute Care

Overall, findings indicate that some progress has been made in reducing the disproportionate rates of African American and Hispanic children exiting substitute care. Looking at the raw data for entry

¹⁹ Though caseworker factors were collected, there was insufficient time to analyze these data.

Disproportionality in Child Protective Services

cohorts, African American and Hispanic children are still more likely to remain in substitute care than are Anglo children. For the entry cohorts, Hispanic children are more likely to exit to reunification and less likely to exit to a kinship placement. The overall data show that African American children are more likely to exit to kinship placements and less likely to reunify.

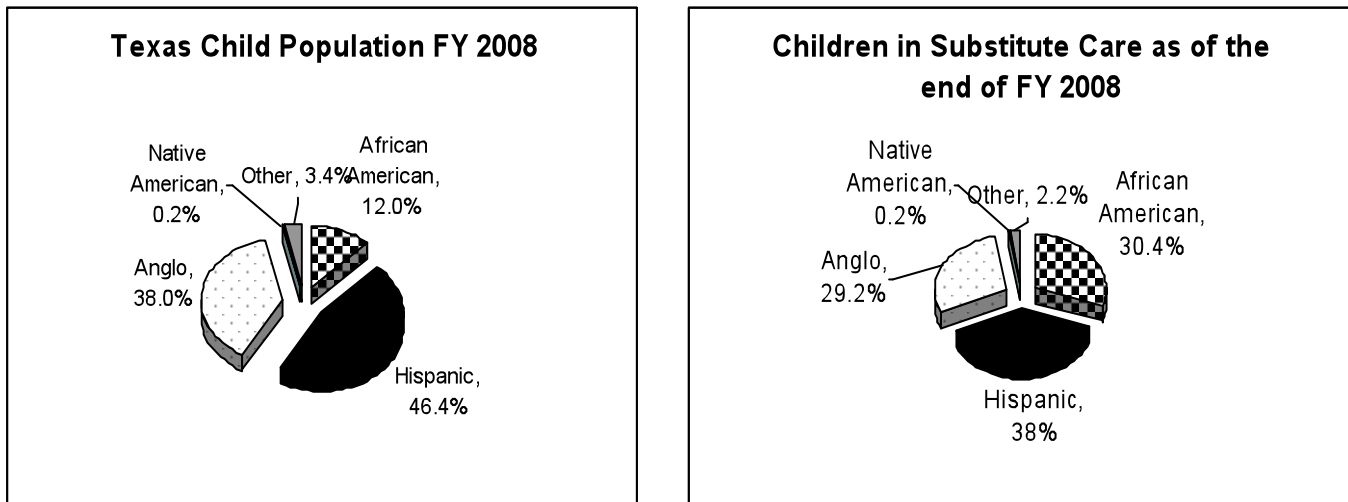
When other factors are taken into account, the disproportionality for African American exits to reunification improved as did the disproportionality for rates of exits to kinship care for both African American and Hispanic children. The primary factors that slow exits to reunification for all ethnicities and races are age of the child, family income, single parenthood, parental drug use, incarceration, and inadequate housing. For exits to a kinship placement, however, these factors did not slow the exits, and in some cases actually worked to speed up an exit to a kinship placement. When the interaction between these factors and the rates of reunification for the different ethnic groups or races are examined, the rate of exit to reunification for African American children is disproportionately impacted by parental drug use and inadequate housing and the rate of exit to reunification for Hispanic children is disproportionately impacted by parental drug use.

Finally, the results from the Decision-Making Ecology indicate some recent practice changes (organizational factors) have been shown to have an impact on the exit rates overall and for specific ethnicities/races. Family Group Conferences and the Kinship Program have improved the overall rates for reunification and exits to kinship placements, respectively, and decrease the disproportionate rates for both types of exits. These findings indicate that organizational interventions such as Family Group Conferences can have a positive impact on children and families.

The analysis of removals, or entries into substitute care, has shown that African American children enter substitute care in greater proportions than Anglo children over the years studied. The analysis of the exits for different entry cohorts has revealed that these children, as well as Hispanic children, also exit substitute care more slowly than do Anglo children over the years without Family Group Conferences. The result of this is that African American children make up a greater proportion of the children in substitute care than their relative proportions in the Texas population, and this is what the data on children in substitute care as of the end of fiscal year 2008 shows for African American children, but not for Hispanic children (see Figure 4 on the following page).²⁰

²⁰ The reason that Hispanic children are not disproportionate among the children currently in care is that they have not historically entered at a higher and their exits have improved.

Figure 4: Texas Child Population Relative to Children in Care



Summary and Conclusions

Though significant gains have been made in eliminating disproportionality within the Texas child welfare system, it still remains an issue that needs to be addressed. The disproportionate number of African American and Hispanic children reported is reduced by screening at intake. Removals, regardless of investigation substantiation rates or risk rates, also show a higher rate for African American children (1.22 down from 1.42 in 2005) and Native American children (1.53 down from 1.62 in 2005) than for Anglo or Hispanic children and child safety appears not to be affected. These changes appear to be located in the larger counties of the state where the more intense efforts at reducing disproportionality are located. Furthermore, exits from substitute care for African American and Hispanic children have improved when their family members participate in Family Group Conferences. These findings suggest that changes in the Texas child welfare system of care have positively impacted children and families.

Significant gains have been made in reducing the widespread disproportionality within the Texas child welfare system. The reductions may seem small but it must be kept in mind that the disproportionality within the child welfare system is a *systemic* problem that will not be resolved overnight. The higher rate of removals for African American children and lower rate of exits results in a greater number of African American children in the Texas child welfare system. The system remains disproportionate due to these differences.

Increased effort at providing kinship care and reunifications has resulted in an overall decrease in the existing number of children in substitute care, including African American and Hispanic children. Family Group Decision-Making Conferences are offered to every family in an effort to involve the family in their service plan and to safely prevent removals from occurring and safely speed reunification. These conferences are making an important impact on families with drug problems,

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which slow exits from substitute care. The kinship program has also positively impacted the number of exits to kinship placements for all groups. Importantly, disproportionate exits to kin placements for African American and Hispanic children have been eliminated since the beginning of this initiative. More work needs to be accomplished to reduce the amount of time in substitute care for children who do not have the option of reunification or kinship care. For these children, adoption or aging out of substitute care (the slowest exits) are the only options. The effect of current interventions that are underway will be examined in future evaluations.

These future evaluations will include testing the impact of cultural awareness training on caseworker's actual decisions. Training itself will also be supported by incorporating the current findings from the Decision-Making Ecology. One of these findings suggests that a better understanding of the relationship between risk, race, and poverty would be helpful. Other findings show the more African American or Hispanic families a child welfare worker has on their caseload, the lower disproportionate removals. This indicates that greater exposure to these cultures through training may be needed. Findings from the Decision-Making Ecology have implications beyond training. Those indicating that caseworkers were more likely to make removals when they thought local services were inadequate suggest that they may opt for a removal because it may be the only viable option when action needs to be taken. What is needed is to understand further what these inadequacies might be (e.g., availability, accessibility, etc.). The finding indicating that Family Group Conferences are effective with families with drug problems and that children tend to exit to relatives under these circumstances needs to be better understood. It may be the case that including the relatives of the caregivers in these conferences affords all of the family members a way out of these circumstances with the best interests of the child in the forefront.

CPS is committed to continuing its efforts to improve outcomes for all children in the Texas child welfare system and will work to eliminate disparities experienced by those children and families.

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Appendix A

Glossary

Disproportionality in Child Protective Services

[Age Group](#) – The alleged victim’s age was calculated by date of birth. The logistic model uses the age of the youngest alleged victim in the household. The age categories were defined as: less than 1 year, 1-2, 3-5, 6-12, 13-16, and 17. These age categories correspond to stages of child development: infant, toddler, pre-school, school-aged, teenager, and young adult.

[Bias](#) – Deviation of the expected value of a statistical estimate from the quantity it estimates.

[Case factor](#) – Those features of a child welfare case that are related to attributes of the family or child, or circumstances surrounding the abuse or neglect.

[Caseworker factor](#) – In the worker-level structural equation model, one of the factors which contributes to a worker’s decision to remove a child and is used to help explain Disproportionality.

[Circles of Support \(COS\)](#) – A youth-focused/driven meeting is held with the primary purpose of developing a plan for older youth transitioning from substitute care to adulthood and connecting youth to caring/supportive adults. It is required for youth 16 years and older and may begin as early as 14 years old. Circles of Support include broad participation of the youth’s support network, such as foster parents, teachers, siblings, pastors, and other relatives.

[Community Engagement Model](#) – A model that brings together representatives from a variety of systems and institutions that impact the children and families involved with the Texas child welfare system in order to increase awareness of, and counteract, Disproportionality.

[Contiguous](#) – Touching along a boundary or at a point.

[Cross-Systems](#) – Pertaining to multiple systems.

[Cultural Competency](#) – The ability to learn from, and work and communicate respectfully with people from different backgrounds.

[Decision-Making Ecology \(DME\) Framework](#) – Developed in order to organize and understand the influences on caseworker decision-making and thereby design interventions to improve that process

[Decision Points](#) – Points in flow of cases through the child welfare system where decisions change the rate at which they flow.

[Destination](#) – Where children go when they exit substitute care (i.e., to their own homes, a relative’s home, adoption, emancipation, or other). Statistically valid subgroup analysis could only be performed on the first three exit destination types. There were insufficient numbers of children in the latter two destination types for a separate analysis.

[Designated Caregiver](#) – As defined by Texas Senate Bill 6, 2005, a caseworker who has a longstanding and significant relationship with a child for whom the department has been appointed managing conservator and who: (A) is appointed to provide substitute care for the child, but is not licensed or certified to operate a foster home, foster group home, agency foster home, or agency foster group home under Chapter 42, Human Resources Code; or (B) is subsequently appointed permanent managing conservator of the child after providing the care described in paragraph (A.).

[Direct Delivery](#) – A type of treatment or staff whose chief purpose is interaction with clients.

[Disparities](#) – Lack of similarity.

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[Disparity Index](#) – A means of measuring a caseworker’s individual propensity for removing an African American or Hispanic youth, compared to the likelihood he/she will remove an Anglo youth.

[Disproportionality](#) – Disproportionality refers to the over or under-representation of a particular racial or ethnic group in the child welfare system.

[Disposition](#) – Assigned at the end of an investigation, dispositions include the following: reason-to-believe, ruled-out, unable to complete, unable-to-determine, and administrative closure.

[Enforcement Actions](#) – The term used in legislation to refer to taking and relinquishing the conservatorship of children (e.g., placements into substitute care and exits from substitute care) Used in this report to refer to any action CPS makes including: closing a case, opening for Family Based Safety Services, or opening to removal.

[Entry Cohort](#) – A group of children that enter substitute care in the same period.

[Entry Rates](#) – Rates of entry into substitute care.

[Family Based Safety Services \(FBSS\)](#) – Family-based safety services are protective services provided to a family whose children are not in the managing conservatorship of DFPS. There are three levels of family-based safety services--regular, moderate, and intensive. The level of service is determined by the degree of risk to the child.

[Family Group Conferences](#) – Family Group Conferences are a subcomponent of Family Group Decision-Making. These are meetings where families join with relatives, friends, the community, and CPS to develop a plan to ensure children are cared for and protected from future harm. Families join with relatives, friends, and community supports to develop a plan that ensures children are cared for and protected from future harm. Through the use of family time, the “family group” is vested with a high degree of decision-making authority and responsibility. During family time, the “family group” joins together to discuss and develop a plan for the child’s safety and well being.

[Family Group Decision-Making](#) – The purpose is to include families in an agency’s decision-making process. “Family Group conferences occur post-removal with the goal of sharing the responsibility of the child’s safety and well-being with the family, the community, and child protective services” (Sheets, et al., 2009).

[Family Team Meetings](#) – Similar to Family Group Conferences, Family Team Meetings are held prior to the removal of a child. The purpose of Family Team Meetings is to use relatives, friends, and the community to ensure the safety of the youth and prevent removals. Family Team Meetings occur in a pre-removal situation in response to child safety concerns. FTMs are used to achieve positive outcomes for children in the earliest stages of CPS involvement and family connections by engaging family, community members, and other caregivers in critical decisions related to protecting children, safety, placement, and permanence.

[Foster Care](#) – A subset of the substitute care system, foster care refers to placements via Child Placement Agencies, in foster family homes, in Residential Treatment Centers, or Emergency

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Shelters. Kinship Care placements or Foster Home placements which are pending adoption, are excluded from this categorization.

[Fostering Connections](#) - A federal act signed into law on October 7, 2008 known formally as Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351). The goal of this act is to increase the likelihood that children exiting conservatorship will exit to a permanent relationship (i.e. relatives, adoptive homes). To accomplish this goal, services will be provided to foster children, relative caregivers, adoptive families, and tribal nations.

[Gender](#) – Gender was characterized by the overall composition of all alleged victims in the investigated family (i.e., all female, all male, or mixed female and male).

[Household Income](#) – The annual household income of the alleged victim’s family was recorded on the DFPS file in one of the following categories: less than \$10,150; \$10,150 – \$20,549; \$20,550 – \$40,549; \$40,550 – \$62,999; and \$63,000 or more. Because the highest categories had similar effects in the analysis, the research team collapsed them into one category, \$40,550 or more.

[Inadequate Housing](#) – Inadequate housing is selected as a contributor to the reason for child removal when the living conditions provided by the parent(s) fail to meet the minimum standards for protecting a child from risk of harm. It indicates the failure to provide a child with food, clothing, or shelter necessary to sustain the life or health of the child, excluding failure caused primarily by financial inability unless relief services had been offered and refused.

[In-Home Services/Support](#) – Any level of Family-Based Safety Services or Family Reunification services provided to a family.

[Interaction \(Neglect by Poverty\)](#) – A product term between poverty (income less than \$10,150) and neglect was included in the statewide and regional models. This term measures whether, in addition to the main effects of poverty and neglect, the presence of poverty modifies the effect that neglect has on the risk that a child will be removed from the home.

[Investigation Stage](#) – The investigation stage includes stage types identical to those in intake, a combination of the primary allegation, plus the priority. The stage type in investigation is determined in intake and is static throughout the investigation stage.

[Kinship Care](#) – Involves the commitment of relatives and trusted friends, who have a relationship with the child, providing safety and stability in their homes for children when they cannot live with their birth parents.

[Kinship Placement](#) – The placement of a child in the home of a relative or family friend, when parents are unable to provide for the child’s safety.

[Kinship Program](#) – see Kinship Care

[“Knowing Who You Are”](#) – A training created by Casey Family Programs to allow child welfare professionals to explore their racial and ethnic identities.

[Logistic Regression](#) – A model used to predict the probability of a given event.

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[Number of Children, Alleged Victims, and Alleged Perpetrators](#) – The investigation file includes a record for each victim and family member in every investigated case. Each record identifies the person as a child, alleged victim, or alleged perpetrator, allowing the research team to count the number of people in each of these roles for each case.

[Odds Ratio](#) – Compares the odds of an event occurring versus not occurring for two groups. The resulting odds ratio tells us how much more or less likely it is for one group to have an event (i.e., the removal of an African American child) compared to another group (i.e., the removal of an Anglo child). EX: ($\#$ of African American children removed in 2008 / $\#$ of African American children investigated but not removed in 2008) / ($\#$ of Anglo children removed in 2008 / $\#$ of Anglo children investigated but not removed in 2008).

[Organizational factor](#) – In the worker-level structural equation model, one of the factors which contributes to a worker's decision to remove a child and is used to help explain Disproportionality.

[Parents' Marital Status](#) – Each record in a case on the investigation file identified the person's marital status and his/her relationship to the alleged victim, such as parent or stepparent. To calculate marital status, the researchers counted the number of married parents/stepparents in an investigated case. If two or more married parents were found for the case, the family was coded as married.

[Permanency Care Assistance](#) – A program scheduled for full implementation in October 2010 as part of Fostering Connections. It provides for financial assistance and supports similar to the Adoption Assistance Program to eligible families who meet federal and state criteria and obtain permanent managing conservatorship of their relative/kin child who is otherwise not able to be adopted or reunified. It allows children, otherwise destined to age out of foster care, to achieve true permanency and complete CPS involvement.

[Permanent Conservator](#) – A person responsible for a child as the result of a district court order pursuant to §153 of the Texas Family Code.

[Permanent Managing Conservatorship](#) – Permanent legal responsibility for the child. Permanent managing conservatorship continues until: this role can be transferred by the court to someone else, the child is emancipated (has his/her minority status removed), or the child turns 18.

[Pre-intervention](#) – Consists of children entering substitute care from the period September 1, 2003 through February 28, 2005.

[Primary Care](#) – The child's primary substitute care type was based on the type of substitute care placement in which the child spent 50 percent or more of his/her time. The placement types include family substitute care; kinship care; congregate care, which includes group homes; facilities and emergency shelters; and a mixed category if the child did not spend more than 50 percent of his/her time in any single primary placement type.

[Post-Intervention](#) – Consists of children entering substitute care from the period of March 1, 2005 to February 29, 2008.

[Race/ethnicity](#) – Race/ethnicity categories for a family in an investigated case were recorded on the DFPS files. When family data were used, the race/ethnicity of the oldest victim was used. The

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categories include African American, Hispanic, Anglo, Asian, Native American, and Other/Unknown. Enough cases were available in all groups for analyses of overall rates (population data). There were enough African Americans and Hispanics, but not Native Americans, available for statistically valid analyses of samples.

[Racial Disparity](#) – Indicates that there are differences in outcomes which align with racial categorizations.

[Rate](#) – An amount per unit.

[Ratio](#) – A relationship between two quantities, usually expressed as a fraction.

[Redactor](#) – One who removes identifying information from a child's case record.

[Region of State](#) – Region is based on a family's county of residence in the investigation file at the close of investigation. The researchers attempted to run the model for all 11 HHSC regions but did not succeed because of an insufficient number of cases in several regions. As a result, the team aggregated the data to eight regions to reflect the DFPS administrative structure. The team also determined that residence in Dallas County had a confounding influence on statewide and Region 3 results. Therefore, Dallas County was included in the statewide and Region 3 models as a control variable.

[Relative Rate Index](#) – Compares the probability of an event occurring for two groups. The resulting relative rate index tells us how much more or less likely it is for one group to have an event (i.e., the removal of an African American child) compared to another group (i.e., the removal of an Anglo child).
EX: $(\# \text{ of African American children removed in 2008} / \# \text{ of all African American children investigated in 2008, removed and not removed}) / (\# \text{ of Anglo children removed in 2008} / \# \text{ of all Anglo children investigated in 2008, removed and not removed})$. A number greater than one indicates a group has a greater probability of an event occurring than the comparison group.

[Removal Rates](#) – The rate at which children are removed, usually taking into account their proportion in the previous stage (i.e., rate of removals out of investigations).

[Removal Stage](#) – A child can be removed from the home at the investigation stage or a child can be removed from home after the investigation stage has been closed and the family's case has been opened for family preservation services.

[Residential Treatment Provider](#) – A facility that houses and cares for youth on a 24-hour basis.

[Reunification](#) – The primary permanency goal for most youth in substitute care, reunification occurs when the biological family meets its safety criteria and the child(ren) are able to return.

[Reunification Rates](#) – The rate at which children are reunified, usually taking into account their proportion in the previous stage (i.e., rate of reunification out of removals).

[Risk Assessment Level](#) – The highest level of concern a worker has assigned at any time during the investigation based on the worker's judgment about how relevant and significant the risk factors are to the likelihood of abuse and neglect in the family. If a family's needs outweigh the family's strengths, the worker should be more concerned than if the family's strengths outweigh or mitigate the family's need. The levels include none, very little, somewhat, considerable, and extreme.

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[Risk of Future Maltreatment](#) – The likelihood that the child will be abused or neglected in the near future.

[Risk Score](#) – The seven risk scores were summed, and the sum divided into three groups. Low risk was less than 18 and under, medium risk was 19-22, and 23-35 was the high risk group.

[Screened Out](#) – Not moved on to investigation from intake.

[Source of Report](#) – The investigation file listed the following sources for the report of abuse or neglect: day care, law enforcement, parent, relative, school, alleged victim, medical, friend, DFPS, anonymous, and other. To fit into the regression model, the research team collapsed these report sources into the following five categories: law/medical/DFPS, school/day care, relative/victim/friend, anonymous, and other/unknown.

[Statistically Different](#) – Less than a 5 percent possibility that the results are due to chance.

[Structural Modeling](#) – A method for constructing and simultaneously testing causal pathways between concepts.

[Substantiated](#) – A case is considered substantiated if the caseworker finds reason to believe the allegations are true.

[Substantiation Rate](#) – The rate at which the abuse or neglect of children is substantiated, usually taking into account their proportion in the previous stage (i.e., rate of substantiations out of investigations).

[Substitute Care System](#) – This is referred to as foster care in most states and substitute care in Texas. Substitute care services in Texas include an array of services provided to children once they are determined to be the legal responsibility of DFPS and are removed from the home. These include foster care, kinship care when DFPS has legal responsibility for the child, therapeutic foster care, emergency shelters, residential group care, post-placement supervision, adoption, independent living skills, and recruitment and training activities for foster and adoptive parents.

[Support Systems](#) – Resources (family, friends, and community) that promote safety and help the family resolve issues that arise.

[Survival Analysis](#) – A method for estimating the time to a given event while taking into account events that have not yet happened

[Systemic](#) – Of, relating to, or common to a system.

[Teen Parent](#) – Teen parent status was calculated using the parent or stepparent's date of birth. Parents were considered teens if they were age 19 years or younger.

[Texas Adoption Resource Exchange \(TARE\)](#) – TARE uses both the DFPS intranet and the internet. The TARE intranet is specifically for foster and adoptive staff who want to register children in TARE or are looking for families to match with their waiting children. It also includes recruitment information and how to write profiles and take pictures of children for internet child specific recruitment purposes.

[Type of Allegation of Abuse or Neglect](#) – Allegations (reports of child abuse and/or neglect received by Statewide Intake) were categorized into mutually exclusive groups: multiple maltreatment,

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abandonment, physical abuse, neglect, sexual abuse, and emotional abuse. Sexual abuse and emotional abuse were later combined to improve the model's performance for regional analysis after statewide analysis revealed similar effects for the two maltreatment types.

[“Undoing Racism”](#) – Training designed to increase awareness of racial disparities for state employees. This training was developed and is conducted by the Peoples Institute for Survival and Beyond.

Appendix B
Community Engagement Model

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Community Engagement Model: A Blueprint for Addressing Disproportionality

Fundamental Principles and Beliefs: Providing a Foundation for the Work

- Community partnerships and cross systems engagement form the cornerstone for addressing disproportionality
- This **is not** solely a CPS problem / it involves many systems with which families interact and through which they are impacted
- CPS **cannot** do this work alone
- The work involves addressing disproportionality **and** improving disparate outcomes of African American children
- There must be shared understanding that a community response is an absolute necessity
- The community **must partner with CPS** in leading this work and invest in its success if it is to be sustained over time
- This work is grounded in the belief that communities have strengths and that community members / families and youth / natural community leaders know what they need to maximize these strengths
- Success depends on systemic cultural changes within CPS and other systems who interact with children, youth and families most disproportionately represented as well as their communities
- Systems must be open to areas of needed improvement if true sustainable change is to occur
- Constituents – families, youth, foster care alumni who have experienced the child welfare system – must be ‘at the table’ and must inform this work – they know best what they need and what can work for them
- Challenges, barriers and risk-taking as well as opportunities are all ‘givens’ in this work
- Raising the bar for African American children and families means better results for **all** children and families
- In order to have a successful, well-informed response for addressing disproportionality, we must understand its history and how it came to be in the child welfare system

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- Successful efforts must acknowledge the existence of institutional / systemic / individual racism – that ‘racism has been done and can be undone’ – that the work must be grounded in anti-racist principles

Community Engagement Framework: A 4-Stage Model for Change

Some of the elements of the Model

Stage 1: Community Awareness and Engagement

- Making the problem visible
- Sharing the data
- Telling the story
- Enrolling community leaders
- Building local allies

Stage 2: Community Leadership

- Expanding leadership at the community level
- Communities claiming responsibility for solutions
- Community investment in efforts to address the issue
- Community-based decision-making re: strategies
- Community structures (advisory committees, steering committees) through which work is accomplished
- Engaging stakeholders who have been the biggest critics of the system as solution-builders & advocates

Stage 3: Community Organization

- Going to the community, being guided by it to learn what strengths exist, what the needs are, and bringing community members / families and youth / natural community leaders into the process
- Selection of practices that are needed from the community’s perspective
- Giving community members the chance for meaningful contributions
- Operating from the premise that the community knows best
- Recognition that communities are resilient

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- Grounding the work in these principles:
 - Analyzing power
 - Defining racism
 - Understanding the manifestations of racism
 - Learning from history
 - Cultural sharing
 - Organizing to undo racism

Stage 4: Community Accountability

- Defining and achieving desired outcomes and measurable results
- Everyone is a contributor to what the results should be
- Sustainability is the ultimate goal
- Communities and systems are the owners of the solutions
- Community leaders do not stay silent – they advocate
- Community accountability transcends the work of CPS and other organizations
- communities must be accountable to people in the community for community wellness
- Communities hold all systems accountable for the oppression they have imposed on communities, their residents, their children
- Accountability must be visible – supported through written MOUs and other formal strategies, i.e. becoming a 501.C3, having formal networks for services

Summary Points

- Highly inclusive process
- Reliant on a facilitative leadership process of committees and other entities
- Cross-systems approach with shared values, shared resources, mutual investment in identified outcomes
- Community leaders are engaged in decisions and the commitment of resources for sustainability
- Community strengths are a strong focus

Appendix C
Post-Period Substantiation Rates

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Post-Period Substantiation Odds Ratios and Confidence Intervals (CIs)

Texas 9/1/2005 – 2/29/2008

		Odds Ratio	95% CI
Race/ethnicity	African-American	.960*	.938-.982
	Hispanic	.889*	.871-.907
	Asian American	.850*	.763-.946
	Native American	1.089	.893-1.328
	Other/Unknown	.855*	.818-.895
	<i>Anglo = reference</i>	**	**
Gender	Mixed	.698*	.683-.714
	All female	.765*	.749-.782
	<i>All male = reference</i>	**	**
Age Group	Less than 1	1.699*	1.658-1.742
	1- 2 years	1.228*	1.198-1.258
	3-5 years	1.015	.992-1.039
	13 – 16 years	.928*	.902-.954
	17 years	.726*	.663-.794
	<i>6 - 12 years = reference</i>	**	**
Household Income	Less than \$10,150	2.124*	2.050-2.201
	\$10,150-20,549	1.393*	1.348-1.438
	\$20,550-40,549	1.129*	1.093-1.166
	<i>\$40,550 or more = reference</i>	**	**
Number of Children	1 child	.954*	.936-.973
	<i>More than one child = reference</i>	**	**
Parents' Marital Status	Not married	.915*	.899-.931
	<i>Married = reference</i>	**	**
Teen Parent	Not teen parent	1.013	.996-1.031
	<i>Teen parent = reference</i>	**	**
Allegation Type	Sexual abuse only	1.383*	1.338-1.430
	Abandonment only	***	***
	Multiple maltreatment	2.454*	2.212-2.722
	Physical abuse only	2.178*	2.126-2.230
	<i>Neglect only = reference</i>	**	**
Report Source	Law/medical/DFPS	2.721*	2.667-2.777
	School/daycare	1.111*	1.083-1.141
	Anonymous	.824*	.791-.858
	Other	1.207*	1.175-1.240
	<i>Relative/victim/friend = reference</i>	**	**
Region	1 High Plains/10 Upper Rio Grande	1.118*	1.082-1.156
	2 NW TX/9 Upper South	1.174*	1.134-1.215
	4 Upper East TX/5 SE TX	.856*	.830-.883
	6 Gulf Coast/Houston	.803*	.783-.824
	7 Central TX	.867*	.844-.891
	8 Upper South	.933*	.906-.961
	11 Lower South	1.055*	1.023-1.087
	<i>3 Metroplex = reference</i>	**	**
Neglect by Poverty	Neither neglect nor poverty	.768*	.748-.789
	Either neglect or poverty	1.069*	1.033-1.106
	<i>Both neglect and poverty = reference</i>	**	**

* Statistically significant

** Reference category

*** There were insufficient cell sizes to compute this statistic.

Appendix D
Site Selection

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Disproportionality Site Selection

Locating a site: Using the map codes in the table depicting Travis County below and the Google map at the following address (<http://www.usnaviguide.com/zip.htm>), the disproportionality specialists can look at the zip codes where disproportionality for children placed into substitute care is present. First, they can use the relative rate indices for removals and the average levels of risk in the table to identify the zip codes where disproportionality is present without higher risk, as indicated by a relative rate index of greater than one for either African Americans or Hispanics and lower or equivalent average **risk scores** for these groups relative to Anglos.²¹ Next, by determining which of these zip codes has a large number of investigations, they can focus on areas where the majority of the investigations occur.

Travis County								
Zip Code	Map Code	African American Relative Rate Index	Hispanic Relative Rate Index	Average Risk Score of African Americans Removed	Average Risk Score of Hispanics Removed	Average Risk Score of Whites Removed	Total Investigations	Total Removals
78617		.79	.15	26.50	20.00	22.63	273	15
78653				33.00			136	1
78660		.84	.75	22.33	17.33	19.00	440	12
78702		.23	.28	21.50	24.30	26.33	475	17
78704		.89	.70	20.33	23.00	24.83	446	17
78721		.50	.45	23.60	26.80	26.00	337	12
78723	A	1.25	.21	24.00	21.50	22.00	500	15
78724		.90	.40	24.29	25.00	14.00	349	11
78727	B	1.17	1.07	20.00	17.00	20.50	157	5
78728	C	.00	1.66		25.00	24.00	111	2
78741				19.00	22.71		802	25
78744		.22	.48	16.00	25.78	18.75	789	14
78745	D	1.91	.76	23.75	18.33	26.17	569	20
78747					18.67		138	4
78748	E	1.42	.85	24.00	26.00	24.88	349	17
78749							126	1
78750			.00			25.00	145	1
78751	F		1.41	17.00	23.00	17.00	77	4
78752	G	1.29	.50	23.00	26.67	23.00	298	7
78753		.95	.33	26.00	23.75	22.75	701	26
78754		.00	.18		23.00	23.20	123	6
78757							140	1
78758	H	1.97	2.01	21.60	23.17	21.50	615	19
78759	I		2.96		22.00	17.00	126	2

Using the zip hybrid view will allow them to examine visually the zip codes so that they can choose contiguous zip codes to focus on and identify the geographical borders of the areas with streets and landmarks with which they are familiar. The map also allows them to zoom in to the street level (satellite view) so they can actually see the type of housing and other items of interest for the zip codes. We invite the interested reader to try out the site and use the table to determine locations on which concentration may need to be focused.

²¹ Note that the relative rate index cannot be calculated where there are no African American or Hispanic investigations and the average risk scores cannot be calculated where there are no African American or Hispanic removals (zeros are shown in the respective relative rate index columns and average risk scores are blank), or when there are no Anglo removals in a zip code (the relative rate index will be blank for these).

Appendix E
Pre-Period Removal Odds

Disproportionality in Child Protective Services
Pre-Period Removal Odds Ratios and Confidence Intervals (CIs)

Texas 9/1/2003 – 2/29/2005

		Odds Ratio	95% CI
Race/ethnicity	African-American	1.005	.974-1.038
	Hispanic	.911*	.885-.938
	Asian American	1.024	.885-1.185
	Native American	1.165	.878-1.547
	Other/Unknown	.912*	.839-.992
	<i>Anglo = reference</i>	**	**
Gender	Mixed	.776*	.742-.791
	All female	.816*	.791-.843
	<i>All male = reference</i>	**	**
Age Group	Less than 1	1.669*	1.609-1.730
	1- 5 years	1.165*	1.125-1.207
	13 – 16 years	1.009	.976-1.043
	17 years	.957*	.920-.994
	<i>6 - 12 years = reference</i>	**	**
Household Income	Less than \$10,150	1.885*	1.786-1.989
	\$10,150-20,549	1.294*	1.230-1.361
	\$20,550-40,549	1.105*	1.050-1.163
	<i>\$40,550 or more = reference</i>	**	**
Number of Children	1 child	1.041*	1.012-1.070
	<i>More than one child = reference</i>	**	**
Parents' Marital Status	Not married	.950*	.927-.974
	<i>Married = reference</i>	**	**
Teen Parent	Not teen parent	1.017	.991-1.042
	<i>Teen parent = reference</i>	**	**
Allegation Type	Sexual abuse only	1.362*	1.306-1.420
	Abandonment only	2.345*	2.080-2.643
	Multiple maltreatment	2.056*	1.991-2.124
	Physical abuse only	***	***
	<i>Neglect only = reference</i>	**	**
Report Source	Law/medical/DFPS	3.205*	3.112-3.301
	School/daycare	1.319*	1.271-1.368
	Anonymous	.720*	.684-.759
	Other	1.306*	1.254-1.360
	<i>Relative/victim/friend = reference</i>	**	**
Region	1 High Plains/10 Upper Rio Grande	.926*	.883-.971
	2 NW TX/9 Upper South	1.022	.970-1.077
	4 Upper East TX/5 SE TX	.675*	.645-.707
	6 Gulf Coast/Houston	.911*	.880-.944
	7 Central TX	.925*	.889-.962
	8 Upper South	.817*	.783-.853
	11 Lower South	.887*	.849-.927
	<i>3 Metroplex = reference</i>	**	**
Neglect by Poverty	Neither neglect nor poverty	.865*	.833-.899
	Either neglect or poverty	1.116*	1.062-1.172
	<i>Both neglect and poverty = reference</i>	**	**

* Statistically significant

** Reference category

*** There were insufficient cell sizes to compute this statistic.

Appendix F

Post-Period Actions Taken and Removal Odds

Disproportionality in Child Protective Services
Post-Period Action Odds Ratios and Confidence Intervals (CIs)

Texas 9/1/2005 – 2/29/2008

		Odds Ratio	95% CI
Race/ethnicity	African-American	1.098*	1.062-1.135
	Hispanic	1.070*	1.038-1.103
	Asian American	.978	.821-1.166
	Native American	.969	.716-1.312
	Other/Unknown	1.088*	1.018-1.162
	<i>Anglo = reference</i>	**	**
Gender	Mixed	.882*	.854-.910
	All female	.910*	.882-.939
	<i>All male = reference</i>	**	**
Age Group	Less than 1	3.198*	3.086-3.313
	1- 2 years	1.785*	1.722-1.850
	3-5 years	1.251*	1.206-1.297
	13 – 16 years	.696*	.664-.730
	17 years	.335*	.277-.406
	<i>6 - 12 years = reference</i>	**	**
Household Income	Less than \$10,150	2.142*	2.021-2.270
	\$10,150-20,549	1.608*	1.523-1.699
	\$20,550-40,549	1.209*	1.143-1.278
	<i>\$40,550 or more = reference</i>	**	**
Risk Sum		1.394*	1.390-1.398
Number of Children	1 child	.975	.946-1.004
	<i>More than one child = reference</i>	**	**
Parents' Marital Status	Not married	.905*	.882-.928
	<i>Married = reference</i>	**	**
Teen Parent	Not teen parent	1.016	.991-1.042
	<i>Teen parent = reference</i>	**	**
Allegation Type	Sexual abuse only	.785*	.738-.835
	Abandonment only	***	***
	Multiple maltreatment	5.474*	4.799-6.244
	Physical abuse only	1.420*	1.371-1.471
	<i>Neglect only = reference</i>	**	**
Report Source	Law/medical/DFPS	1.506*	1.462-1.550
	School/daycare	1.154*	1.110-1.200
	Anonymous	1.038	.981-1.098
	Other	1.062*	1.021-1.104
	<i>Relative/victim/friend = reference</i>	**	**
Region	1 High Plains/10 Upper Rio Grande	1.855*	1.760-1.954
	2 NW TX/9 Upper South	1.533*	1.461-1.608
	4 Upper East TX/5 SE TX	.922*	.879-.967
	6 Gulf Coast/Houston	3.153*	3.034-3.276
	7 Central TX	.845*	.809-.883
	8 Upper South	1.621*	1.555-1.689
	11 Lower South	2.325*	2.224-2.431
	<i>3 Metroplex = reference</i>	**	**
Neglect by Poverty	Neither neglect nor poverty	.933*	.896-.971
	Either neglect or poverty	1.162*	1.107-1.219
	<i>Both neglect and poverty = reference</i>	**	**

* Statistically significant

** Reference category

*** There were insufficient cell sizes to compute this statistic.

Disproportionality in Child Protective Services
Post-Period Removal Odds Ratios and Confidence Intervals (CIs)

Texas 9/1/2005 – 2/29/2008

		Odds Ratio	95% CI
Race/ethnicity	African-American	1.214*	1.145-1.287
	Hispanic	.920*	.870-.973
	Asian American	1.193	.840-1.693
	Native American	2.198 *	1.339-3.607
	Other/Unknown	.762 *	.674-.862
	<i>Anglo = reference</i>	**	**
Gender	Mixed	.988	.932-1.048
	All female	.926*	.873-.982
	<i>All male = reference</i>	**	**
Age Group	Less than 1	1.026	.959-1.096
	1- 2 years	.702*	.653-.754
	3-5 years	.725*	.671-.782
	13 – 16 years	2.481*	2.253-2.732
	17 years	6.404*	4.204-9.756
	<i>6 - 12 years = reference</i>	**	**
Household Income	Less than \$10,150	1.498*	1.329-1.688
	\$10,150-20,549	1.020	.908-1.147
	\$20,550-40,549	.872*	.772-.985
	<i>\$40,550 or more = reference</i>	**	**
Risk Sum		1.271*	1.265-1.278
Number of Children	1 child	.621*	.589-.655
	<i>More than one child = reference</i>	**	**
Parents' Marital Status	Not married	1.106*	1.054-1.161
	<i>Married = reference</i>	**	**
Teen Parent	Not teen parent	.770*	.735-.807
	<i>Teen parent = reference</i>	**	**
Allegation Type	Sexual abuse only	.724*	.614-.854
	Abandonment only	***	***
	Multiple maltreatment	62.829*	42.897-92.021
	Physical abuse only	1.180*	1.102-1.263
	<i>Neglect only = reference</i>	**	**
Report Source	Law/medical/DFPS	1.614*	1.527-1.707
	School/daycare	1.013	.933-1.100
	Anonymous	1.066	.951-1.194
	Other	1.508*	1.400-1.624
	<i>Relative/victim/friend = reference</i>	**	**
Region	1 High Plains/10 Upper Rio Grande	1.043	.949-1.147
	2 NW TX/9 Upper South	.783*	.717-.856
	4 Upper East TX/5 SE TX	.883*	.809-.963
	6 Gulf Coast/Houston	1.698*	1.588-1.816
	7 Central TX	1.354*	1.256-1.460
	8 Upper South	.725*	.671-.784
	11 Lower South	.585*	.537-.637
	<i>3 Metroplex = reference</i>	**	**
			**
Neglect by Poverty	Neither neglect nor poverty	.926	.850-1.008
	Either neglect or poverty	1.035	.947-1.132
	<i>Both neglect and poverty = reference</i>	**	**

* Statistically significant

** Reference category

*** There were insufficient cell sizes to compute this statistic.

Appendix G
Investigation Survey

Disproportionality in Child Protective Services

THIS SURVEY IS FOR INVESTIGATION WORKERS ONLY

This survey is designed specifically for investigation workers. If you are a conservatorship worker, please check with your supervisor for the correct link to the CVS survey.

If you have any questions, please contact Donald Baumann at (512) 438-3859 or Judy Henry at (512) 438-2297.

PURPOSE OF THE INVESTIGATOR SURVEY

Thank you for taking the time to participate in this survey. Investigation caseworkers across the state will be joining you in completing the same survey to help us understand how caseworkers' skills, experiences, job conditions, resources, and perceptions about casework decisions and issues influence their decision-making across all of the agency's client populations. Answers to this questionnaire will be kept confidential. Only research staff will have access to individual responses. Identifying information will be removed from the data once the questionnaire responses are combined and only summary results will be released.

GENERAL INFORMATION

1. Date: MM DD YY

/ /

2. Name:

Last Name:

First Name:

Middle Initial:

3. Employee ID Number:

4. Region:

5. Unit Number:

6. Over your entire career, how much time have you spent doing casework? Please include the time spent conducting casework in all of your jobs, including CPS?

Years

Months

7. Over your entire career, how much time have you spent doing CPS casework?

Years

Months

8. Over your entire career, how much time have you spent doing CPS investigations?

Years

Months

9. What year did you start in your current position?

Year

10. What month did you start in your current position?

Month

11. What percentage of your work time in the past 6 months have you spent conducting CPS investigations?

Disproportionality in Child Protective Services

SCALE 1: CASEWORKER SKILLS

Please rate each item under Interpersonal Skills and Case Skills by checking the number that best describes your perception of your skill level in that area.

12. INTERPERSONAL SKILLS

Check the number that best describes your skill level for each of the interpersonal skills listed below.

Interviewing	Lowest 1	2	3	4	5	6	Highest 7
Listening	Lowest 1	2	3	4	5	6	Highest 7
Counseling	Lowest 1	2	3	4	5	6	Highest 7
Non-verbal communication	Lowest 1	2	3	4	5	6	Highest 7
Reasoning	Lowest 1	2	3	4	5	6	Highest 7
Empathizing	Lowest 1	2	3	4	5	6	Highest 7
Interpersonal Relationships	Lowest 1	2	3	4	5	6	Highest 7
Cultural Sensitivity	Lowest 1	2	3	4	5	6	Highest 7

13. CASE SKILLS

Check the number that best describes your skill level for each of the case skills listed below.

Fact finding skills	Lowest 1	2	3	4	5	6	Highest 7
Evaluating case facts	Lowest 1	2	3	4	5	6	Highest 7
Gathering complete and quality information	Lowest 1	2	3	4	5	6	Highest 7
Decision-making skills	Lowest 1	2	3	4	5	6	Highest 7
Accuracy of judgments	Lowest 1	2	3	4	5	6	Highest 7

SCALE 2: JOB EXPERIENCES

Please rate your experience with on-the-job conditions by checking the appropriate number on the scale to the right of each statement.

14. WORKLOAD AND RESOURCES

For each of the statements below about workload and resources, rate your experience by checking the appropriate number to the right of each statement.

Even working overtime, I cannot finish all of my work.	Not at all true 1	2	3	4	5	6	Very true 7
My caseload is too high.	Not at all true 1	2	3	4	5	6	Very true 7
I have too many cases to do a good job, yet I am expected to do so.	Not at all true 1	2	3	4	5	6	Very true 7
I cannot spend enough time with my clients.	Not at all true 1	2	3	4	5	6	Very true 7
It is difficult for me to keep up with	Not at all	2	3	4	5	6	Very true 7

Disproportionality in Child Protective Services

agency policies and guidelines. true 1

15. SUPERVISION AND WORK UNIT

For each of the statements listed below about supervision and work unit, rate your experience by checking the appropriate number to the right of each statement.

The supervision I receive is of adequate quantity.	Not at all true 1	2	3	4	5	6	Very true 7
The supervision I receive is of adequate quality.	Not at all true 1	2	3	4	5	6	Very true 7
I can get the advice I need from my supervisor.	Not at all true 1	2	3	4	5	6	Very true 7
My supervisor teaches me the skills I need in this job.	Not at all true 1	2	3	4	5	6	Very true 7
My supervisor clearly communicates what are acceptable, as opposed to unacceptable, case decisions.	Not at all true 1	2	3	4	5	6	Very true 7
My supervisor supports my case decisions.	Not at all true 1	2	3	4	5	6	Very true 7
My supervisor requires that I used standards (i.e., criteria) to address case decisions.	Not at all true 1	2	3	4	5	6	Very true 7
My supervisor takes the time to review case decisions with me.	Not at all true 1	2	3	4	5	6	Very true 7
When it comes to my case decisions, the advice I get from co-workers in my unit is important.	Not at all true 1	2	3	4	5	6	Very true 7

SCALE 3: REMOVAL DECISIONS

The following items address how you feel about removing a child from their home.

16. Please indicate how well each statement below describes how you feel about your work by checking the number on the scale that best describes your feelings.

I consider the short and long term impact of removal on the child before making this decision.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
The supervision I receive is of adequate quality.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
I believe that removal can cause significant trauma to a child and their parents.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
I believe that in all but the most extreme cases the child is better off with their family than in substitute care.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
I understand how my personal and	Strongly	2	3	4	5	6	Strongly

Disproportionality in Child Protective Services

professional experiences can influence a decision to remove.	Disagree 1						Agree 7
The way I was raised can influence my decision to remove.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
My beliefs about appropriate parenting can influence my decision to remove.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
The safety and well-being of the child is my only consideration in the decision to remove.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
I consider that the consequences of removal may be more harmful than leaving the child with the family.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
The decision to remove is the only sure way to be compliant with agency policies and standards.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
Even when the facts are clear, the decision to remove is hard for me.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
There are times it is necessary to remove before all the facts are gathered to insure the safety of a child.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
There are times it is necessary to remove before all the facts are gathered, so the family will understand the seriousness of the situation and will cooperate with the investigation.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
Before making the decision to remove, I try to understand what the child and family are feeling.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
Before making the decision to remove, I try to consider how a family's culture affects their parenting decisions	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
It is sometimes necessary to bend the rules and regulations to help a child or family.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
Physical discipline is an effective means of parenting some children.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7

Disproportionality in Child Protective Services

SCALE 4: DISPOSITION DECISIONS

17. Please check the number that indicates how much you agree or disagree that each statement below describes your beliefs about your work.

I make my disposition decision based on the fact that a child was the victim of abuse or neglect.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
I make my disposition decision based on my assessment that the child is at risk of abuse or neglect.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
Collateral information from professionals is more reliable than collateral information from non-professionals such as family, friends, or neighbors.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
I worry sometimes that CPS intervention in a child's life makes things worse for the child.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7

SCALE 5: DIFFICULT SITUATIONS

18. Please check the number that indicates how much you agree or disagree that each statement below describes your beliefs about dealing with difficult situations at work.

I have received adequate training in diffusing or de-escalating hostile or intense situations.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
I believe it is important to understand the possible implications of how my client's culture may affect our interactions.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
I feel uncomfortable when clients become angry or hostile.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
I feel scared when clients become angry or hostile.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
If a client is very angry or hostile, this can affect my decision to remove.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
I am able to establish good relationships with all of my clients regardless of their initial response to CPS intervention.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
When parents are angry/hostile, I am unable to gather the information I need to complete a thorough risk assessment.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7

Disproportionality in Child Protective Services

SCALE 6: CONSENSUS OVER LIABILITY

19. Please check the number that indicates how much you agree or disagree that each statement below describes your beliefs about the subject of liability in your work.

I believe I have had adequate training to help me make the right decision about the safety and well-being of my clients.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
I am worried that one of my cases may draw media attention.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
I have known caseworkers that have been disciplined or fired because of real or perceived mistakes.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
If a child in one of my cases is harmed, I worry that I will be disciplined or fired.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
If a child in one of my cases is harmed, I believe the agency will conduct a thorough investigation into what happened before assigning blame.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
I know my supervisor will be supportive of me and the decisions I made if a child is harmed in one of my cases.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
I know my Program Director will be supportive of me and the decisions I made if a child is harmed in one of my cases.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7

SCALE 7: COMMUNITY SERVICES

20. Please check the number that indicates how much you agree or disagree that each statement below describes your experience with obtaining services in the communities where you work.

I can usually find services in my community that can help keep children safe in their home.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
It is easy to work with most of the service providers in my community and put services in place.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
I am usually comfortable about my decisions concerning children when I use services in my community.	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7

21. Do you have any comments on this survey? Please provide them in the space below.

Thank you for taking the time to complete this survey

Appendix H

Survey Factors

Disproportionality in Child Protective Services

Texas Disproportionality Study

INV SURVEY: SCALE RELIABILITY RESULTS

Scale/Subscale	N of items	N of respondents	Cronbach's alpha
SCALE 1: CASEWORKER SKILLS			
1-A (Q12). Interpersonal Skills (Interviewing, Listening, Counseling, Nonverbal Communication, Reasoning, Empathizing, Interpersonal Relationships, Cultural Sensitivity)	8	1125	.862
1-B (Q13). Case Skills (Fact Finding, Evaluating Case Facts, Gathering Complete Quality Information, Decision-Making, Accuracy Judgments)	5	1125	.946
SCALE 2: JOB EXPERIENCES			
2-A (Q14). Workload and Resources (Cannot Finish Work, Caseload Too high, Too Many Cases For Good Job, Not Enough Client Time, Difficult To Keep Up With Policy)	5	1103	.925
2- B (Q15). Supervision and Work Unit (Supervision Adequate Quality, Supervisor provides Advice, Supervisor Teaches Skills, Supervisor Communicates Acceptability of Case Decisions, Supervisor Supports Case Decisions, Supervisor Requires use of Standards, Supervisor Reviews Case Decisions With Me, Coworker Advice Important)	9	1103	.934
SCALE 3: REMOVAL DECISIONS²²			
3-A (Q16/PC1) ²³ Removal Decisions (Consider Short/Longterm Impact of Removal, Removal Can Cause Sign Trauma, Child Better With Family Than Subcare, My Experience Can Influence Removal Decision, Consider Removal Consequences Possibly More Harmful, Understand Child Family Feelings, Consider Family Culture Affects Parenting Decisions)	7	1086	.764
3-B (Q16/PC2) ²⁴ Removal Information (Way I was Raised Can Influence Removal Decision, My Beliefs About Parenting Can Influence Removal, Removal Ensures Policy/Procedure Compliance, Clear Facts Removal Still Hard, Remove Before All Facts Gathered, Family Cooperation, Necessary to Bend Rules/Regulations)	6	1086	.661
SCALE 4 (Q17): DISPOSITION DECISIONS			
4-A. Disposition (Disposition Decision based on Child Was Victim, Disposition Decision based on Assessment of Risk, Professional Collateral Information More Reliable) ²⁵	3	1083	.332
SCALE 5 (Q18): DIFFICULT SITUATIONS			
5-A. Difficult Situations (Feel Uncomfortable with Angry/Hostile Clients, Feel Scare with Angry/Hostile Clients, Angry/Hostile Clients Influence Removal, Establish Good Relations with Clients, Angry/Hostile Parents Affect Risk Assessment) ²⁶	4	1080	.653
SCALE 6 (Q19): LIABILITY			
6-A Worry (Media Attention to Case, Other Caseworkers Discipline Fired for Mistakes, Discipline Fired if Child Harmed)	3	1073	.551

²² NOTE: V45, V49, & V54 are not included in the two subscales, because they detracted from the scales' reliabilities.

The correlation between the two "removal" subscales is $r = .21$.

²³ V39 V40 V52 V51 V42 V41 V46

²⁴ V44 V43 V50 V47 V53 V48

²⁵ V58 was excluded.

²⁶ V59, V60, & V64 were excluded.

Disproportionality in Child Protective Services

Scale/Subscale	N of items	N of respondents	Cronbach's alpha
6-B Support (Agency Investigate if Child Harmed, Supervisor Support if Child Harmed, PD Support if Child Harmed)	3	1073	.720
SCALE 7(20): COMMUNITY SERVICES			
7-A. Services (Usually Find Community Services, Easy to Work with Service Providers, Comfortable with Community Services)	3	1070	.870

PATTERN MATRIX FOR THE TWO COMPONENTS EXTRACTED FROM THE INV "REMOVAL" SCALE²⁷

	Component	
	1	2
V39 Consider_Short_Longterm_Impact_of_Removal	.736	-.196
V40 Removal_Can_Cause_Sign_Trauma	.690	-.119
V52 Consider_Family_Culture_Affects_Parenting_Decisions	.687	-.055
V51 Understand_Child_Family_Feelings	.635	.119
V42 My_Experience_Can_Influence_Removal_Decision	.604	.082
V41 Child_Better_With_Family_Than_Subcare	.557	.066
V46 Consider_Removal_Consequences_Possibly_More_Harmful	.557	.223
V44 My_Beliefs_About_Parenting_Can_Influence_Removal	.221	.701
V43 Way_I_was_Raised_Can_Influence_Removal_Decision	.237	.681
V50 Remove_Before_All_Facts_Gathered_Family_Cooperation	-.163	.598
V47 Removal_Ensures_PolicyProcedure_Compliance	-.176	.581
V53 Necessary_to_Bend_Rules_Regs	.068	.508
V48 Clear_Facts_Removal_Still_Hard	.286	.391

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

a Rotation converged in 6 iterations.

²⁷ NOTE: V45, V49, & V54 are not included in the resulting two subscales because they detracted from the scales' reliabilities.

Disproportionality in Child Protective Services

CVS SURVEY: SCALE RELIABILITY RESULTS

Scale/Subscale	N of items	N of respondents	Cronbach's alpha
SCALE 1: CASEWORKER SKILLS			
1-A (Q12). Interpersonal Skills (Interviewing, Listening, Counseling, Nonverbal Communication, Reasoning, Empathizing, Interpersonal Relationships, Cultural Sensitivity)	8	741	.855
1-B (Q13). Case Skills (Fact Finding, Evaluating Case Facts, Gathering Complete Quality Information, Decision-Making, Accuracy Judgments)	5	741	.929
SCALE 2: JOB EXPERIENCES			
2-A (Q14). Workload and Resources (Cannot Finish Work, Caseload Too high, Too Many Cases For Good Job, Not Enough Client Time, Difficult To Keep Up With Policy)	5	726	.926
2-B (Q15). Supervision and Work Unit (Supervision Adequate Quality, Supervisor Provides Advice, Supervisor Teaches Skills, Supervisor Communicates Acceptability of Case Decisions, Supervisor Supports Case Decisions, Supervisor Requires use of Standards, Supervisor Reviews Case Decisions With Me, Coworker Advice Important) ²⁸	9	726	.941
SCALE 3: CLOSURE DECISIONS (V39-50)²⁹			
3-A (Q16/PC2) ³⁰ Removal Decisions (Consider Short/Longterm Impact of Removal, Removal Can Cause Sign Trauma, Child Better With Family Than Subcare, My Experience Can Influence Removal Decision, Consider Removal Consequences Possibly More Harmful, Understand Child Family Feelings, Consider Family Culture Affects Parenting Decisions)	6	708	.654
3-B (Q16/PC1) ³¹ (Way I was Raised Can Influence Removal Decision, My Beliefs About Parenting Can Influence Removal, Removal Ensures Policy/Procedure Compliance, Clear Facts Removal Still Hard, Remove Before All Facts Gathered, Family Cooperation, Necessary to Bend Rules/Regulations)	6	708	.678
SCALE 4 (Q17): DIFFICULT SITUATIONS			
4-A. Difficult Situations (Feel Uncomfortable with Angry/Hostile Clients, Feel Scare with Angry/Hostile Clients, Angry/Hostile Clients Influence Removal, Establish Good Relations with Clients, Angry/Hostile parents Affect risk Assessment) ^{32 33}	4	711	.670
SCALE 5 (Q18): LIABILITY			
5-A Worry (Media Attention to Case, Other Caseworkers Discipline Fired for Mistakes, Discipline Fired if Child Harmed)	3	705	.575
5-B Support (Agency Investigate if Child Harmed, Supervisor Support if Child Harmed, PD Support if Child Harmed) ³⁴	3	705	.782

²⁸ Removing V38, "Caseworker Advice Important" would slightly increase the reliability of the scale, from $\alpha = .94$ to $\alpha = .96$.

²⁹ The correlation between the two "removal" subscales is $r = .056$.

³⁰ V48 V47 V39 V41 V40 V44

³¹ V42 V43 V49 V46 V50 V45

³² V59, V60, & V64 were excluded.

³³ V51, V52, and V56 were excluded from the scale.

³⁴ If V62 were removed, alpha would increase from .78 to .81, but is retained for the sake of avoiding a two-item scale.

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Scale/Subscale	N of items	N of respondents	Cronbach's alpha
SCALE 6 (19): COMMUNITY SERVICES			
6-A. Services (Usually Find Community Services, Easy to Work with Service Providers, Comfortable with Community Services)	3	705	.846

PATTERN MATRIX FOR THE TWO COMPONENTS

EXTRACTED FROM THE CVS "CLOSURE" SCALE³⁵

	Component	
	1	2
V42 Way_I_Was_Raised_Can_Influence_Decision_To_Close	.782	.168
V43 My_Beliefs_About_Parenting_Can_Influence_Decision_To_Close	.727	.223
V49 Necessary_to_Bend_Rules_Regs	.594	-.090
V46 Close_Before_All_Safety_Facts_Gathered	.594	-.098
V50 Physical_Discipline_Effective_Means_of_Parenting	.465	-.183
V45 Decision_To_Close_Is_Hard	.455	.076
V48 Consider_Family_Culture_Affect_Parenting_Decision	.009	.747
V47 Understand_Child_Family_Feelings	-.002	.724
V39 Consider_Short_Longterm_Impact_of_CaseClosure	-.181	.709
V41 My_Experience_Can_Influence_Decision_To_Close	.291	.530
V40 Child_Better_With_Family_Than_Subcare	.185	.461
V44 Child_SafetyWellbeing_Only_Consideration_to_Close	-.142	.447

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

a Rotation converged in 9 iterations.

³⁵ NOTE: V45, V49, & V54 are not included in the resulting two subscales because they detracted from the scales' reliabilities.

Appendix I
Removal Model

Disproportionality in Child Protective Services

Removal Model

Technical Appendix (Worker-Level Structural Equation Modeling)

The exploratory analyses were conducted using Mplus Version 5.1 (Muthen & Muthen). Two models were developed, using the disproportionality outcomes for African Americans and Hispanics respectively. Variables used in the models included aggregated case information and measures based upon the survey of investigation workers.

The models were arrived at through a 4-stage process, to try to minimize idiosyncratic results based upon a particular sequence of model development:

1) In the first stage, full models were developed using the respective Disparity Index cases (African American and Hispanic), patently nonsignificant paths were dropped, paths and correlations based on modification indices were added, and the model was further refined through significance tests;

2) In the second stage, the models arrived at in (1) were basically followed, but they were built up step-by-step (first including the measurement model for risk, for example, then iteratively adding structural paths, then correlations), which resulted in models free of some technical peculiarities of (1), and at least one substantive improvement (a direct path from risk to removal rather than just a correlation);

3) In the third stage, all workers with matched survey data were used, and models were developed without respect to the Disparity Index. For each model, the respective Disparity Index score was added and the sample for those with the Disparity Index was subsetting. Then, the specific race/ethnicity variables were included as well.

4) In the fourth stage, models were developed including the common elements of (2) and (3), then some elements were added specific to (2) or (3), and the resulting models were refined through significance tests (Chi-Square Difference tests). The final models are presented in structural diagrams depicted at the end of this appendix, along with the corresponding tables of correlations preceding the structural diagrams at the end of this report (Tables A and B).

Given that these are exploratory analyses, the overall approach was to select the best model as a whole, rather than focusing on individual paths. Both of the resulting two models fit the data extremely well (see the table below).

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Caseworker factors for each of the two models included demographics (caseworker gender and race/ethnicity) and worker seniority (with CPS), as well as some aggregated case information and measures based upon the survey of workers. Based upon the Decision-Making Ecology, certain other worker factors also were measured in the survey, and consequently are included in the models described in this section. Other worker factors include interpersonal skills, case skills, training regarding difficult situations and how such situations affect them, and worry about liability.

The *case information* included degree of risk assessed (across cases), percent of caseload with low annual income (less than \$10,000 household income), percent of caseload in which clients were the race/ethnicity of particular interest (i.e., African American or Hispanic), and the percent of investigations that resulted in a removal.

Organizational factors (as measured by investigation worker survey scales) included caseworkers' perception that workload was too high and resources were insufficient, their perception of adequate quantity and quality of their supervision (and helpfulness of their work units), their expectation of agency fairness and supervisory support if a child in one of their cases was harmed, and their perception of the availability and favorable impression of services offered in the community. In addition, several single items from the survey were included, items generally related to disposition decisions. However, the following results are restricted to a description of only the parts of the model (disproportionality and removals) that are most relevant to this report.

An involved model-development process ultimately resulted in statistical models that fit the data quite well. (See below for a description of various model fit statistics as well.) While the two models are not exactly the same, being based upon slightly different samples and including a few different variables as they did, they are for the most part quite similar. However, it is in relation to disproportionality (with reference to African Americans or to Hispanics) that the two models have the most distinct differences, as would be expected.

The most general conclusion resulting from these analyses is that the factors included were *not* highly related to disproportionality in the removal decision. Though the African American and Hispanic models both predicted disproportionality to a degree that was *statistically* significant, the explanatory power was slight. That said, the factors that *were* related to disproportionality in these exploratory models are worth describing because of the practical and theoretical importance.

Summary – Results of Worker-Level Structural Equation Modeling

In order to explore within the *Decision-Making Ecology* framework the possibility that organizational and worker-level factors influence disproportional decision-making, two structural equation models (SEM) were developed. The statistical software MPlus was used for this purpose. For each model, the main outcome of interest was a Disparity Index, based upon all removal decisions for individual workers. That is to say, each worker had a Disparity Index value based upon his or her own decisions. One model was developed to examine factors in relation to the *African American Disparity Index* (N=670), while the other model looked at factors in relation to the *Hispanic Disparity Index*

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(N=679). Since these indices have been described above, suffice it to say that they represent the extent to which case decisions (the decision to remove a child from his/her home, for these analyses) regarding the racial/ethnic group of interest are made with a greater frequency than would be expected given the racial/ethnic composition of clients at the prior stage of the decision-making process (cases assigned to investigation).

Worker factors for each of the two models included demographics (caseworker gender and race/ethnicity) and worker seniority (with CPS), as well as some aggregated case information and measures based upon the survey of workers. The case information included degree of risk assessed (across cases), percent of caseload with low annual income (less than \$10,000 household income), percent of caseload in which clients were the race/ethnicity of particular interest (i.e., African American or Hispanic), and the percent of investigations that resulted in a removal. Organizational factors (as measured by investigation worker survey scales) included caseworkers' perception that workload was too high and resources were insufficient, their perception of adequate quantity and quality of their supervision (and helpfulness of their work units), their expectation of agency fairness and supervisory support if a child in one of their cases was harmed, and their perception of the availability and favorable impression of services offered in the community. Based upon the Decision-Making Ecology, certain other worker factors also were measured in the survey, and consequently are included in the models described in this section, including interpersonal skills, case skills, training regarding difficult situations and how such situations affect them, and worry about liability. In addition, several single items from the survey were included, items generally related to disposition decisions. However, the following results are restricted to a description of only the parts of the model (disproportionality and removals) that are most relevant to this report.

This model-development process ultimately resulted in statistical models that fit the data quite well. While the two models are not exactly the same, being based upon slightly different samples and including a few different variables as they did, they are for the most part quite similar. However, it is in relation to disproportionality (with reference to African Americans or to Hispanics) that the two models have the most distinct differences, as would be expected.

The most general conclusion resulting from these analyses is that the factors included were *not* highly related to disproportionality in the removal decision. Though the African American and Hispanic models both predicted disproportionality to a degree that was *statistically* significant, the explanatory power was slight ($R^2 = 2.6$ to 2.7 , meaning that the models are capturing only just over 2.5 percent of the variance in the indices). That said, the factors that *were* related to disproportionality in these exploratory models are worth describing.

First, regarding the African American Disparity Index, caseworkers having reported that they *base the disposition decision upon assessment of risk* was directly related ($\beta = .065$) to the African American

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Disparity Index. (The “path coefficients” presented [β] are the standardized partial regression coefficients. They represent the strength of the unique causal effect of the first variable on the second, with all other variables in the model taken into account.) Furthermore, the percent of workers’ caseloads in which there was a removal also is directly related ($\beta = .045$) to African American Disparity Index. Other factors were *negatively* related to African American Disparity Index, for instance caseworkers’ interpersonal skills ($\beta = -.10$), meaning that the *higher* they rated their interpersonal skills the *lower* was their Disparity Index. Two other variables with negative relations to African American Disparity Index were the caseworker being male ($\beta = -.08$) and the percentage of the worker’s caseload that was African American ($\beta = -.06$).

Above we noted that the percentage of a worker’s investigations for which there was a *removal* was directly related to their *disproportionality* of African American removals, and the removal decision itself is an important topic of this report as a whole. Removals are in fact significantly predicted by this model, and to a larger extent ($R^2 = .127$) than is disproportionality itself. Directly related to a higher rate of removals are higher assessments of risk ($\beta = .31$) and a caseworker having more very low-income cases ($\beta = .10$). *Negatively* related to rate of removals are favorable perception of services ($\beta = -.07$) and the perception that workload is too high and resources are insufficient ($\beta = -.11$). In other words, there are likely to be fewer removals if caseworkers 1) Don’t have a good impression of services in their community or think that they are unavailable, and/or 2) Perceive that their workload is too high and there are not enough resources for them to do their job well.

The Hispanic Disparity Index model did include some of the same findings. For one, *disposition decisions being based upon risk assessment* (according to the workers) was directly related ($\beta = .05$) to the Hispanic Disparity Index (as it was with African American Disparity Index). Percent removal was *not* found to be directly related to the Hispanic Disparity Index, however. In addition, though, *worry about liability* was directly related to disproportionality ($\beta = .08$) in the Hispanic Disparity Index model. Comparable to the African American Disparity Index model, in the Hispanic Disparity Index model the percentage of *Hispanics* in the caseload was negatively related ($\beta = -.13$) to the disproportionality outcome. Another factor negatively related to the Hispanic Disparity Index was trouble or lack of training with *difficult situations* ($\beta = -.08$). Interpersonal skills, though, were not associated with disproportionality in the Hispanic model, nor were caseworkers’ genders.

Regarding percentage removals, in the Hispanic Disparity Index model the picture is much the same as with the African American Disparity Index model previously described, and removals were predicted by this model to a similar extent ($R^2 = .115$). Again, directly related to a higher rate of removals are higher assessments of risk ($\beta = .28$) and a caseworker having more very low-income cases ($\beta = .07$). Again negatively related to rate of removals are perception of services being positive and available ($\beta = -.08$) and the perception that workload is too high and resources are insufficient ($\beta = -.14$). In addition, for the Hispanic model (but not the African American model), the removal

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decision is associated ($\beta = -.07$) with caseworkers' reporting that their disposition decisions are based upon risk.

Model Fit Statistics

<u>Fit Statistic</u>	<u>AA Model</u>	<u>Hisp Model</u>
CFI (Comparative Fit Index)	.988	.987
TLI (Tucker-Lewis Index)	.985	.984
Number of Free Parameters	124	120
AIC (Akaike's Information Criterion)	62774.3	61603.8
BIC (Bayesian Information Criterion)	63333.2	62146.3
Sample-Size Adjusted BIC	62939.5	61765.3
RMSEA (Root Mean Square Error of Approximation)	.023	.024
Probability that RMSEA \leq .05	1.0	1.0
SRMR (Standardized Root Mean Square Residual)	.038	.033

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Worker Model Estimated Partial Correlations

Table 2 African American Disparity Index Model. Significant Correlations in the Model.

(These are correlations between exogenous variables and correlations between residuals of endogenous variables.)

Part 1

	1AL	1BL	2AL	2BL	3AL	3BL	V55	V56	5AL	6AL	6BL
Interpersonal Skills (1AL)											
Case Skills (1BL)	.77										
Workload & Resources (2AL)											
Supervision/Work Unit (2BL)			-.17								
“Concern” (3AL)	.14		.19								
“Judgment” (3BL)	-.19	-.26	.23		.54						
Disposition Dec.: Child Victim (V55)			.10								
Disposition Dec.: Risk Assessment (V56)							.22				
Difficult Situations (5AL)					-.23						
Worry (6AL)											
Support (6BL)			-.33	.56						-.34	
Services (7AL)	.25	.18	-.17	.14							.31
Caseworker Seniority (SEN)											-.07
Caseworker Male (MALE)			-.10								
Caseworker African American (AA)								.10			
Percent of Cases African American (PAM)							-.07				

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Part 2

	CHVUL	MALT	QUAL	HSENV	RESP	MAL E	AA
Child Vulnerability (CHVUL)							
Pattern of Maltreatment (MALT)	.22						
Quality of Care (QUAL)							
Home & Environment Combined (HSENV)	.23	.25					
Response to CPS (RESP)	-.10		.54				
Caseworker Male (MALE)							
Caseworker African American (AA)						-.10	
Percent of Cases African American (PAM)							.41
Percent of Cases with Income LT \$10K (PINC10)						-.11	.08

Notes. All correlations included in the table are statistically significant at the $p < .05$ level or better. The only variables included in this table are those that have one or more significant correlations in the model. Lack of a significant correlation in this table does not necessarily indicate lack of a significant relationship between the two variables because the variables may be connected by a directional path (see SEM diagram).

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Table 3: Hispanic Disparity Index Model. Significant Correlations in the Model.

(These are correlations between exogenous variables and correlations between residuals of endogenous variables)

Part 1

	1AL	1BL	2AL	2BL	3AL	3BL	V56	6BL
Interpersonal Skills (1AL)								
Case Skills (1BL)	.76							
Workload & Resources (2AL)								
Supervision/Work Unit (2BL)			-.17					
“Concern” (3AL)	.16		.23					
“Judgment” (3BL)	-.18	-.29	.25		.55			
Disposition Dec.: Risk Assessment (V56)	.17				.15			
Support (6BL)	.08		-.33	.57				
Services (7AL)	.27	.18	-.17	.13				.31
Caseworker Seniority (SEN)	.17 ^a							
Caseworker Male (MALE)			-.09					
Caseworker Hispanic (HISP)			.09					
Percent of Cases Hispanic (PHISP)							.11	

Part 2

	CHVUL	MALT	QUAL	HSENV	RESP	MALE	HISP	PHISP
Child Vulnerability (CHVUL)								
Pattern of Maltreatment (MALT)	.18							
Quality of Care (QUAL)								
Home & Environment Combined (HSENV)	.26	.21						
Response to CPS (RESP)	-.11		.53					
Caseworker Male (MALE)								
Caseworker Hispanic (HISP)								
Percent of Cases Hispanic (PHISP)							.57	
Percent of Cases with Income LT \$10K (PINC10)						-.10	.19	.32

^a This number actually was estimated as a directional path of Interpersonal Skills (1AL) on Seniority. It is included because variable IAL would not otherwise be included in the structural diagram. It was intentionally excluded, due to lack of relationship to the other nondemographic variables.

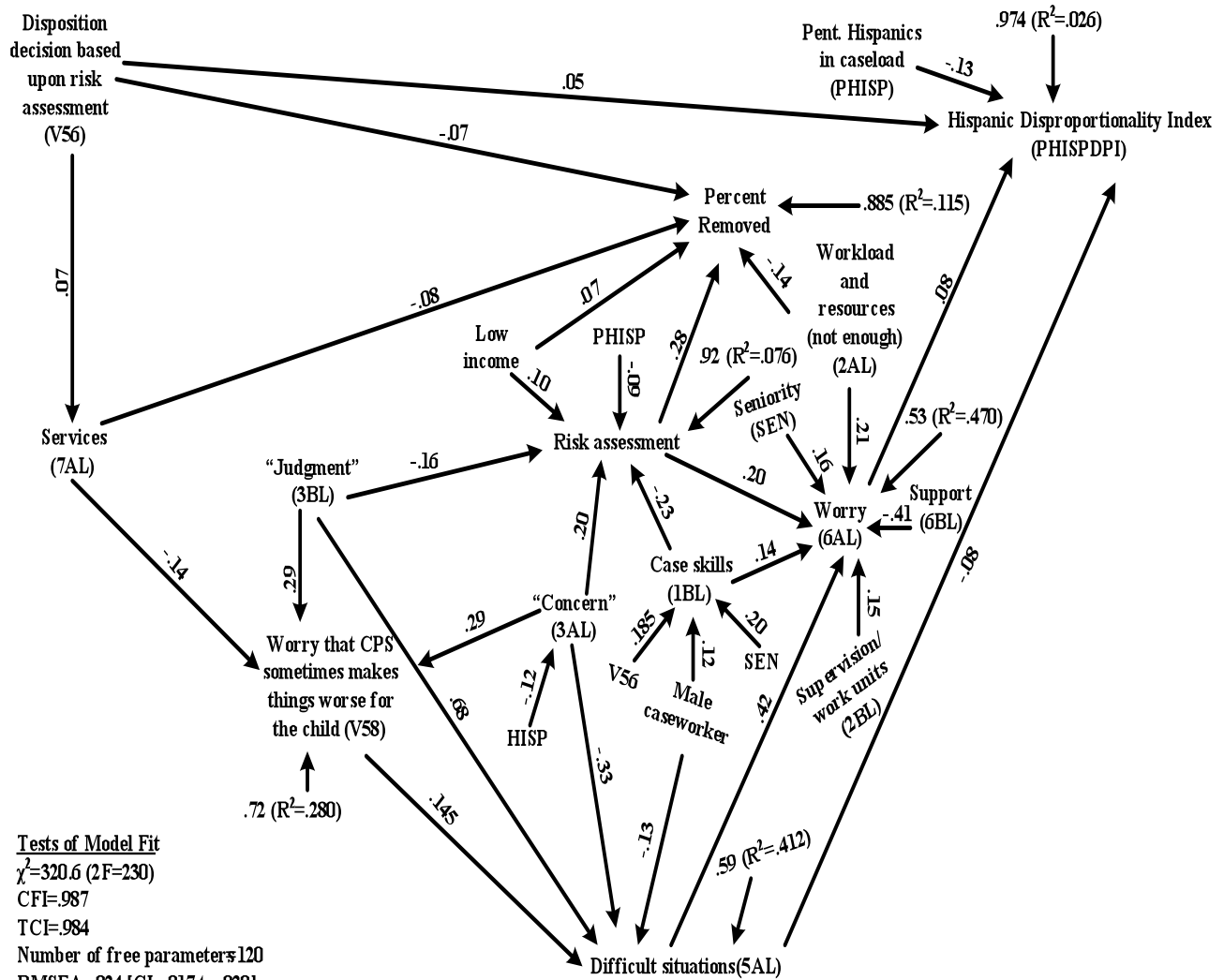
Notes. All correlations included in the table are statistically significant at the $p < .05$ level or better. The only variables included in this table are those that have one or more significant correlations in the model. Lack of a significant correlation in this table does not

Disproportionality in Child Protective Services

necessarily indicate lack of a significant relationship between the two variables because the variables may be connected by a directional path (see SEM diagram).

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Figure X2. Structural Diagram for Subset of workers with Hispanic Disproportionality Index (N=679) and Investigator Survey Data.

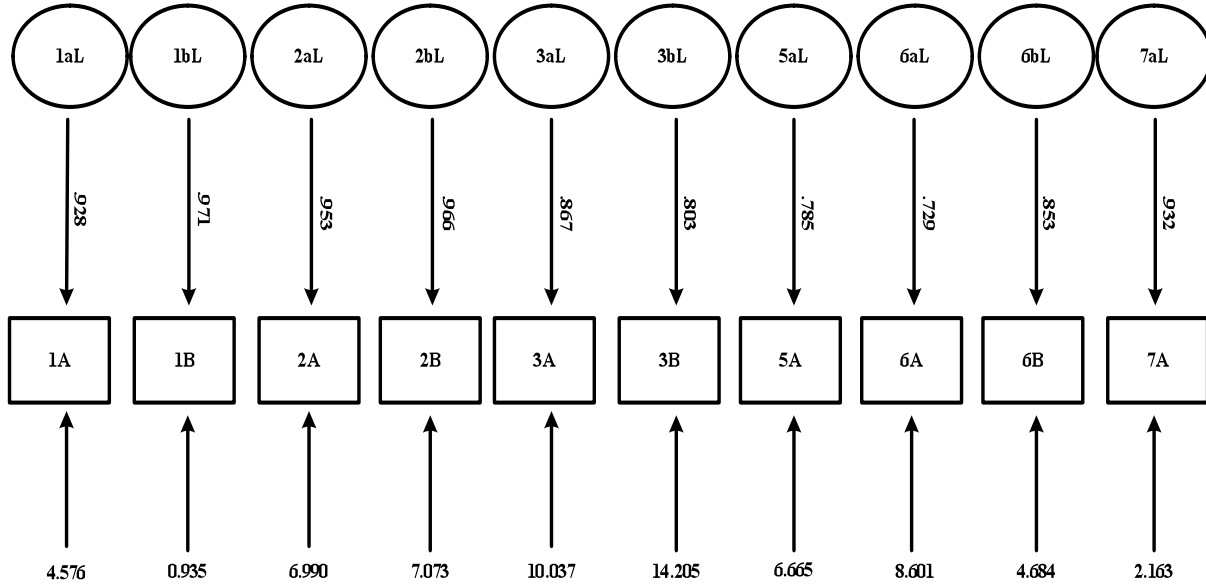


Tests of Model Fit
 $\chi^2=320.6$ (2F=230)
 CFI=.987
 TCI=.984
 Number of free parameters 120
 RMSEA=.024 [CI=.017 to .030]
 SRMR=.033

Notes: As well as the Hispanic Disproportionality Index, indicator of Hispanic caseworker and percent of cases that are Hispanic are included in this model. Due to complexity of the model, significant correlations of exogenous variables and correlations of residuals of endogenous variables are shown in the associated table. jcg 11-30-08

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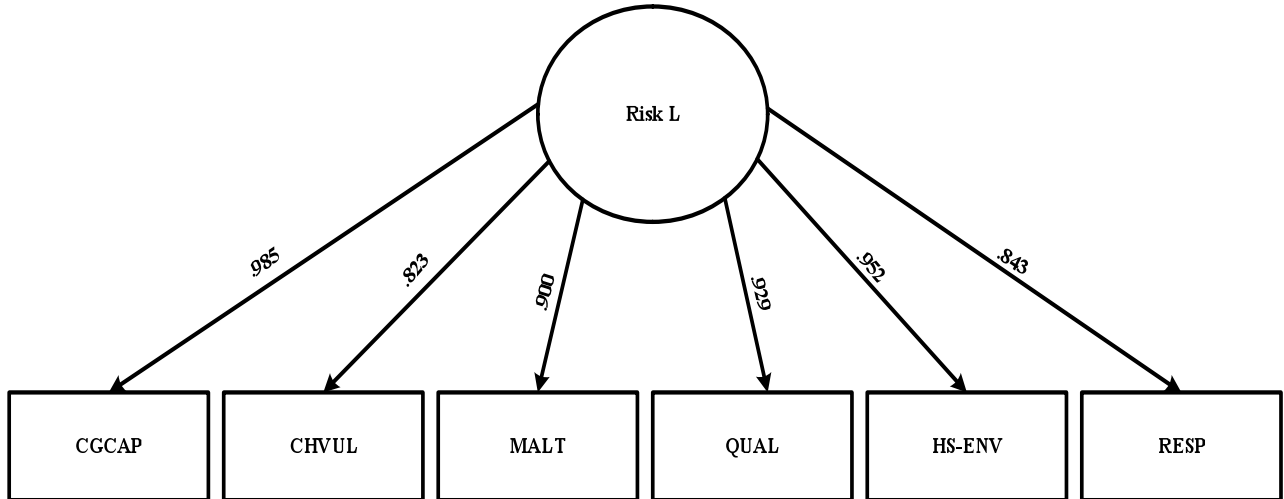
Figure X3. Survey Measurement Model(Investigation Survey)



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Figure X4. Risk Assessment Measurement Model



- “CGAP” is Caregiver capability
- “CHVUL” is Child vulnerability
- “MALT” is Pattern of maltreatment
- “QUAL” is Quality of care
- “HS-ENV” is Risk home and social environment(combined)
- “RESP” is Response to CPS

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Appendix J
Exits (from 2006 Report)

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Exits from CPS Substitute Care by Type of Exit[^]
Risk Ratios and Confidence Intervals[‡]
Texas FY 2000 – FY 2002

		Risk Ratio	95% Confidence Interval
Reunification			
Child's race	African American	.844*	.801 - .888
	Hispanic	1.022	.975 - 1.071
	<i>Anglo = reference</i>	--	--
Relative			
Child's race	African American	.923*	.872 - .976
	Hispanic	.890*	.839 - .944
	<i>Anglo = reference</i>	--	--
Adoption			
Child's race	African American	.757*	.706 - .812
	Hispanic	.852*	.798 - .910
	<i>Anglo= reference</i>	--	--

[^]Based on DFPS administrative data files

[‡]Controlling for all variables included in Table 4

*Statistically significant at P<0.05

Appendix K
Reunification Exit Models

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Time to Reunification

Case: Child Characteristics		Reunification	95% CI	Reunification	95% CI		Reunification	95% CI	
		2004-07, Model 1 Odds Ratio		Model 2 Odds Ratio			Odds Ratio 2005		
Race/ethnicity	African-American	.763*	.717 -.812	.941	.866	1.023	.742*	.662	-.831
	Hispanic	.974	.919 -1.031	1.146*	1.062	1.237	.941	.849	-1.044
	Other/Unknown	.904	.786 -1.041	.981	.809	1.189	.820	.614	-1.094
	<i>Anglo = reference</i>								
Gender	Female	.982	.939 -1.027	.983	.940	1.027	.985	.908	-1.067
	<i>Male = reference</i>								
Age Group	Less than 1	.888*	.826 -.955	.891*	.829	.958	.943	.828	-1.075
	1- 5 years	1.249*	1.178 -1.325	1.246*	1.175	1.322	1.268*	1.140	-1.410
	13 – 16 years	.686*	.633 -.743	.685*	.632	.743	.653*	.564	-.755
	17 years	1.356	.972 -1.891	1.352	.969	1.886	1.461	.797	-2.679
	<i>6 - 12 years = reference</i>								
Sibling status	Only child	.729*	.693 -.767	.729*	.693	.767	.711*	.648	-.780
	<i>Sibling group = reference</i>								

* Statistically significant

Region	1 High Plains/10 Upper Rio Grande	.748*	.680 -.824	.759*	.690 -.836	.825*	.699 -.974
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	2 NW TX/9 Upper South	.882*	.796 - .976	.891*	.805 - .987	1.072	.900 -1.278
	4 Upper East TX/5 SE TX	1.008	.922 -1.101	1.020	.933 -1.115	.991	.839 -1.172
	6 Gulf Coast/Houston	.728*	.678 - .781	.729*	.679 - .783	.755*	.664 - .860
	7 Central TX	.964	.896 -1.038	.971	.902 -1.045	.982	.858 -1.123
	8 Upper South	.707*	.648 - .772	.719*	.659 - .786	.775*	.663 - .907
	11 Lower South	1.544*	1.41 -1.685	1.561*	1.430 -1.704	1.566*	1.333 -1.840
	3 Metroplex = reference						
Pre/post intervention	Post	.947*	.905 - .992	.949*	.907 - .993	1.018	.507 -2.042
	Pre = reference						
Removal stage	Family Preservation	.806*	.746 - .871	.816*	.755 - .881	.840*	.730 - .965
	Investigation = reference						
Placement Type	Relative	.920*	.874 - .969			.895*	.815 - .983
	Mixed	.710*	.591 - .854			.605*	.431 - .851
	Conjugate	1.645*	1.522 -1.779			1.772*	1.543 -2.035
	Substitute care= reference						

* Statistically significant

Disproportionality in Child Protective Services

Case: Family Characteristics		Reunification	95% CI	Reunification	95% CI	Reunification	95% CI
		2004-07 Model 1 Odds Ratio		Model 2 Odds Ratio		Odds Ratio 2005	
Household Income	\$40,550 or more	1.444*	1.369 -1.524	1.438*	1.363 -1.517	1.466*	1.332 -1.615
	\$20,550-40,549	1.939*	1.814 -2.074	1.937*	1.812 -2.071	1.982*	1.749 -2.246
	\$10,150-20,549	2.045*	1.826 -2.289	2.084*	1.862 -2.333	1.959*	1.599 -2.401
	<i>Less than \$10,150= reference</i>						
Parents' Marital Status	Not married	.827*	.788 -.867	.828*	.789 -.869	.815*	.747 -.889
	<i>Married = reference</i>						
Teen Parent	Teen parent	1.026	.977 -1.077	1.021	.972 -1.072	.968	.886 -1.057
	<i>Not Teen parent = reference</i>						

* Statistically significant

* Statistically significant

Disproportionality in Child Protective Services

Case: Incident Characteristics		Reunification 2003-07 Model 1 Odds Ratio	95% CI	Reunificatio n Model 2 Odds Ratio	95% CI	Reunification Odds Ratio 2005	95% CI
Allegation Type	Sexual abuse only	.673*	.568 -.797	.684*	.577 -.810	.711*	.522 -.967
	Abandonment only	.502*	.433 -.582	.508*	.438 -.589	.512*	.392 -.670
	Multiple maltreatment	.860*	.817 -.905	.863*	.820 -.908	.925	.843 -1.014
	Physical abuse only	.940	.872 -1.013	.949	.880 -1.023	.956	.834 -1.095
	<i>Neglect only = reference</i>						
Risk Score	High	.884*	.836 -.935	.886*	.838 -.938	.868*	.785 -.960
	Medium	.755*	.714 -.798	.754*	.714 -.798	.768*	.694 -.850
	<i>Low = reference</i>						
Emotional difficulties	Yes	.909*	.842 -.982	.907*	.840 -.980	.960	.839 -1.097
	<i>No = reference</i>						
Uncooperative	Yes	.942*	.894 -.993	.940*	.892 -.991	.936	.852 -1.028
	<i>No = reference</i>						
Alcohol	Yes	1.043	.968 -1.123	1.044	.970 -1.125	1.016	.889 -1.162
	<i>No = reference</i>						
Drugs	Yes	.719*	.685 -.756	.884*	.821 -.951	.691*	.632 -.756
	<i>No = reference</i>						
Incarceration	Yes	.866*	.800 -.938	.857*	.792 -.928	.942	.819 -1.083
	<i>No = reference</i>						
Inadequate housing	Yes	.728*	.683 -.776	.780*	.711 -.856	.694*	.619 -.778
	<i>No = reference</i>						

* Statistically significant

Interaction Terms		Reunification Model 1	95% CI	Reunification Model 2	95% CI	Reunification Odds Ratio 2005	95% CI

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		Odds Ratio		Odds Ratio			
Race/ethnicity* Drugs	African American AA w/o drugs= reference	.	.	.599*	.450	-.797	
	Hispanic H w/o drugs= reference	.	.	.638*	.516	-.789	
	Other/Unknown O w/o drugs= reference	.	.	.729	.517	-1.029	
	Anglo Ag w/o drugs= reference	.	.	.884*	.821	-.951	
Race/ethnicity* Inadequate Housing	African American AA w/o inad housing= reference	.	.	.616*	.466	-.815	
	Hispanic H w/o inad housing= reference	.	.	.731*	.596	-.896	
	Other/Unknown	.	.	.875	.589	-1.299	
	Anglo Ag w/o inad housing= reference	.	.	.780*	.711	-.856	
Race/ethnicity* Family Group Decision-Making	African American AA w/o a conf= reference	.	.	.	.		.818 .36 -1.85
	Hispanic H w/o a conf = reference	.	.	.	.		1.9* 1.01 -3.6
	Other/Unknown	.	.	.	.		1.79 .40 -8.0
	Anglo Ag w/o a conf = reference		1.1 .764 -1.59

* Statistically significant

Appendix L
Kinship Exit Models

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Time to Kin Exit 2004-2007

Case: Child Characteristics		Odds Ratio	95% CI	
Race/ethnicity	African-American	.961	.902	-1.023
	Hispanic	.968	.905	-1.035
	Other/Unknown	.860	.735	-1.006
	<i>Anglo = reference</i>			
Gender	Female	1.053*	1.003	-1.107
	<i>Male = reference</i>			
Age Group	Less than 1	.854*	.791	-.922
	1- 5 years	1.086*	1.016	-1.160
	13 – 16 years	.583*	.526	-.647
	17 years	.907	.524	-1.570
	<i>6 - 12 years = reference</i>			
Sibling status	Only child	1.040	.984	-1.100
	<i>Sibling group = reference</i>			

Organizational Characteristics		Odds Ratio	95% CI	
Region	1 High Plains/10 Upper Rio Grande	.273*	.239	-.313
	2 NW TX/9 Upper South	.495*	.441	-.556
	4 Upper East TX/5 SE TX	.821*	.752	-.896
	6 Gulf Coast/Houston	.455*	.423	-.489
	7 Central TX	.440*	.403	-.481
	8 Upper South	.157*	.136	-.180
	11 Lower South	.825*	.748	-.911
	<i>3 Metroplex = reference</i>			
Pre/post intervention	Post	.956	.909	-1.005
	<i>Pre = reference</i>			
Removal stage	Family Preservation	.996	.916	-1.084
	<i>Investigation = reference</i>			

* Statistically significant

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Case: Family Characteristics		Odds Ratio	95% CI	
Household Income	\$40,550 or more	1.120*	1.054	-1.189
	\$20,550-40,549	1.227*	1.128	-1.336
	\$10,150-20,549	1.119	.948	-1.321
	<i>Less than \$10,150 = reference</i>			
Parents' Marital Status	Not married	1.080*	1.020	-1.144
	<i>Married = reference</i>			
Teen Parent	Teen parent	1.134*	1.075	-1.196
	<i>Not Teen parent = reference</i>			

Case: Incident Characteristics		Odds Ratio	95% CI	
Allegation Type	Sexual abuse only	.791	.626	-.999
	Abandonment only	.461*	.370	-.575
	Multiple maltreatment	.993	.939	-1.051
	Physical abuse only	1.053	.973	-1.141
	<i>Neglect only = reference</i>			
Risk Score	High	.921*	.863	-.982
	Medium	.921*	.866	-.979
	<i>Low = reference</i>			
Emotional difficulties	Yes	1.082	.998	-1.174
	<i>No = reference</i>			
Uncooperative	Yes	.946	.891	-1.004
	<i>No = reference</i>			
Alcohol	Yes	.993	.914	-1.079
	<i>No = reference</i>			
Drugs	Yes	1.184*	1.121	-1.251
	<i>No = reference</i>			
Incarceration	Yes	1.050	.966	-1.140
	<i>No = reference</i>			
Inadequate housing	Yes	.856*	.803	-.913
	<i>No = reference</i>			

* Statistically significant

Disproportionality in Child Protective Services

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