Literature Review: Best Practices for Implementing Active Efforts to Support African American Families and Prevent Child Removal

October 10, 2025

CHAPIN HALL

Executive Summary

To support implementation of the Minnesota African American Family Preservation and Child Welfare Disproportionality Act (herein MAAFPCWDA), Chapin Hall conducted a literature review on best practices and strategies for implementation of "active efforts" to prevent child removal. This review focuses on the best practices and strategies to prevent the removal of Black/African American (B/AA) children from their families.

The methods in this literature review included the development of a search strategy where key terms were extracted from the Indian Child Welfare Act (ICWA), MAAFPCWDA, and other literature. Searches were conducted in Google Scholar, organizational websites, and academic databases. Information on programs/interventions, setting, context, population, findings, and implications were extracted from the selected literature. Literature included a variety of study designs (randomized controlled trial, experimental, quasi-experimental, reports, evaluations and grey literature).

Key findings in the literature on "active efforts" best practices and strategies:

- There is limited evidence of active efforts or ICWA implementation due to lack of data and a governing body to assess ICWA compliance and effectiveness.
- "Early implementation" efforts including a tribal presence at the initial hearing, and early identification of ICWA cases, were connected to achieving improved permanency outcomes (permanent or stable living conditions for the child).
- Effective strategies for ICWA implementation include strong tribal-state court relationships and communication, tribal invitations to child welfare proceedings, family engagement via group conferencing, and involvement of judges and legal advocates.
- The National Indian Child Welfare Association (NICWA) provides resources to support best practices in ICWA implementation, including tribal family engagement toolkits, compliance guides for providers, family education materials, and leadership resources for tribal child welfare governance and advocacy.

Best practices and strategies to prevent the removal of B/AA children from their families includes the following:

- Economic and Concrete Supports (income, housing, flexible funding for concrete supports, child care)
- Family Engagement and Preservation Strategies (family team conferencing, navigation, parent supports and cultural brokers, kinship caregiving models, sibling preservation)
- Culturally Responsive Services (including services on the Title IV-E Prevention Services Clearinghouse)
- Child Welfare Practice (cultural competency training, disaggregated data, screening tools and predictive risk models)

Key findings from the literature include:

- Evidence shows the positive impact of an array of economic and concrete supports in preventing child maltreatment and child removal.
- Collaborative partnerships that actively involve families in decision-making and utilize a strength-based approach are associated with enhanced safety, permanency, and stability.
- Family engagement strategies that employ family team meetings and conferencing are successful especially when they embrace faith, song, extended relatives and older family members, and take place at a church or community venue.
- Kinship care models reduce trauma associated with family separation and child welfare system involvement, protect cultural identities and traditions, increase stability, promote sibling preservation, and bolster academic achievement.
- Culturally competent interventions are more successful when they show effectiveness among specific diverse populations and the extent to which the target population or community "owns or accepts" the intervention as meaningful and beneficial in their lives.
- It is important that workers are trained in the root causes of racial disproportionality in the child welfare system, evaluate data broken down by race and ethnicity, and have tools to prevent racialized and minoritized children from being disproportionately identified.

As a supplement to this review, we developed a searchable table, ***Chapin Hall Literature Review: Key Programs and Interventions***, that describes some of the programs and services referenced in this review. This table is searchable by topic (*i.e.*, economic and concrete supports, culturally responsive services, family engagement, tools for child welfare workers) and describes the intervention or program, population, and context. It also summarizes the outcomes, findings and implications from the literature. While evidence of positive outcomes such as improved family preservation or reductions in child maltreatment is presented, these findings must be interpreted within the unique context in which each program or study was implemented. Practitioners in Minnesota should consider the social, economic, political, and environmental factors affecting families in the state. It is essential to distinguish between identifying a promising or best practice elsewhere and successfully implementing it in Minnesota.

Background and Context

Black/African American (B/AA) and American Indian/Alaska Native (AI/AN) children have historically been over-represented across the child welfare continuum both nationally and in Minnesota. In Minnesota, these children and youth are disproportionately reported to child protective services, subject to investigations, and placed into foster care (1, 2). In 2023, B/AA children comprised 11% of the Minnesota's total child population but 14% of its foster care population, while AI/AN children comprised 1% of the state's child population but 19% of its foster care population (2).

To address the disproportionate representation of B/AA and other overrepresented groups in the state's child welfare system, Minnesota enacted the Minnesota African American Family Preservation and Child Welfare Disproportionality Act (MAAFPCWDA) in 2024. This landmark legislation requires Minnesota child welfare agencies to apply a more rigorous standard of "active efforts" to B/AA children and other children who are disproportionately represented[1] in Minnesota's child welfare system to prevent out-of-home placements and reunify families. **This literature review supports implementation of MAAFPCWDA by describing evidence-based strategies and best practices for (a) "active efforts" and (b) to prevent the removal of B/AA children from their families.**

The purpose of MAAFPCWDA is to:

Protect the best interests of African American and disproportionately represented children;

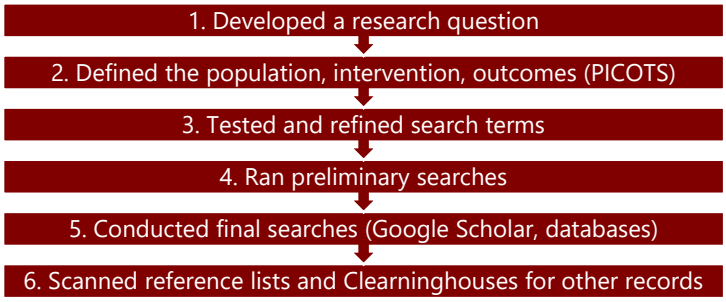
Promote the stability and security of these children and their families by establishing minimum standards to prevent the arbitrary and unnecessary removal from their families; and

Improve permanency outcomes, including family reunification, for African American and disproportionately represented children.

[1] The legislation defines disproportionately represented child as "[a] person who is under the age of 18 and who is a member of a community whose race, culture, ethnicity, disability status, or low-income socioeconomic status is disproportionately encountered, engaged, or identified in the child welfare system as compared to the representation in the state's total child population."

Methods

To guide our literature review research methods we conducted the following process (3)



We scanned the California Evidence-Based Clearinghouse for Child Welfare (CEBC) and Title IV-E Prevention Services Clearinghouse for evidence-based programs, including culturally appropriate strategies for engaging with B/AA families. The literature in this review includes a variety of study designs, such as randomized controlled trials, quasi-experimental, reports, evaluations, and grey literature. Additional efforts were made to include articles and reports that prioritize the work and voices of authors of color, diverse research teams, and other minoritized and racialized groups (4).

Table 1 provides an overview of the key terms that align with the Population, Intervention, Comparison, Outcome, Timing and Setting Framework (PICOTS) which was used to identify the key search terms for the search strategy.

Table 1. Eligibility Criteria Using the PICOTS Framework

PICOTS Element	Eligibility Criteria and Search Terms
Population	African American/Black children, African American/Black parents or caregivers, African American/Black families, Black Americans, Afro American, minority*, vulnerable populations, child/youth (age 18 or under)
Intervention (policy, project, resource, or program)	Indian Child Welfare Act, active efforts, culturally* relevant, strengths-based, evidence-based, family strengthening, asset-based, parenting, parent-child interaction, family preservation, family engagement, family support, family-centered practice, in-home services, family crisis, home-based services, safety, child welfare, economic support, concrete support, public benefit programs, public welfare, assessment, navigation
Outcomes	prevention of child welfare, family stability, economic insecurity, financial stability, prevention of child maltreatment and neglect, prevention of out-of-home placement, child protection, family strengthening, family preservation, reunification, family stabilization, permanency
Timing	Literature published in or after 1978 (coincide with the passing of ICWA)
Setting	Implemented in the United States; programs or interventions that focus on culturally appropriate strategies for Black/African American families

1. Active Efforts to Prevent Removal: Best Practices and Strategies

> **ICWA defines active efforts as "affirmative, active, thorough, and timely efforts intended primarily to maintain or reunite an Indian child with his or her family"**
>
> (59 FR 2256, Jan. 13, 1994)

From the early 1800s to the 1970s, the U.S. government forcibly removed American Indian and Alaska Native (AI/AN) children from their families and communities and forced them to abandon their cultural identities even when such removals were unnecessary. The Indian Child Welfare Act (ICWA) of 1978 responds to the disproportionate number of AI/AN children who were separated from their families and placed in out-of-home care. It includes federal standards to preserve families, protect cultural identities and traditional practices, and guide child removal and placement that prioritizes AI/AN culture (5). When an agency is involved in the child custody proceeding, active efforts must assist the parent(s) or Indian custodian with a case planning and accessing the resources to satisfy the case plan. To the fullest extent possible, active efforts should be consistent with the prevailing social and cultural conditions and way of life of the Indian child's tribe and conducted in partnership with the Indian child and the Indian child's parents, extended family members, Indian custodians, and tribe (6).

MAAFPCWDA requires child welfare agencies to apply the standard of "active efforts" throughout the entirety of a child welfare interaction to all B/AA and disproportionately represented children. The legislation defines active efforts as "a rigorous and concerted level of effort that the agency must continuously make throughout the time that the agency is involved with the child and the child's family." This includes continuous efforts to preserve the child's family and prevent out-of-home placement; involve the child's family in all services and case planning; and consider the family's social and cultural values.

Table 2 below compares the components of active efforts as described in ICWA and MAAFPCWDA, based on the text within the legislation.

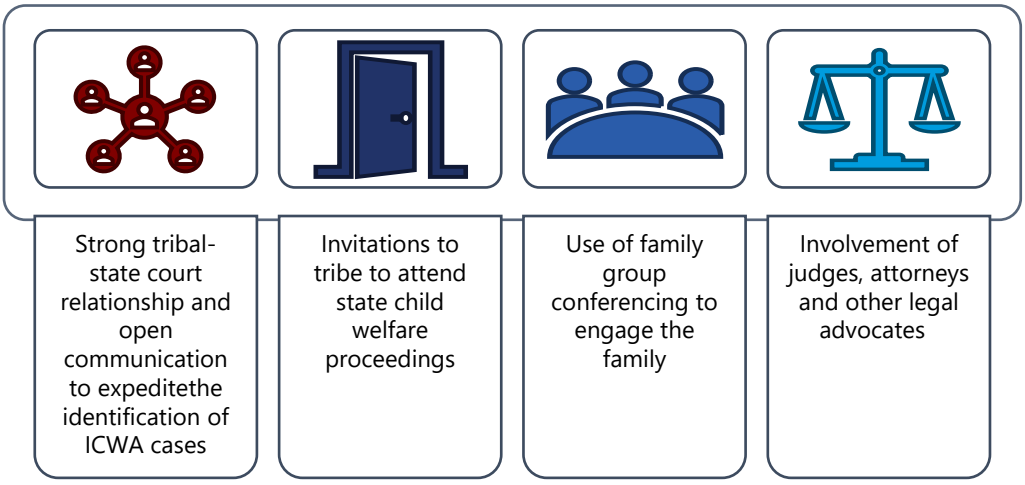
Table 2. Components of Active Efforts in ICWA and MAAFPCWDA

Active Effort Components	Summary of the components as defined in ICWA	Summary of components as defined MAAFPCWDA
Comprehensive assessments	Conduct a comprehensive assessment of Indian child's family, with safe reunification as the goal	Assess the child's noncustodial or non-adjudicated parent's ability to care for the child before placing the child in foster care.
Navigation	Identify appropriate services and actively help Indian parents overcome barriers to access services	Prior to petitioning the court to remove a child, the child welfare agency must engage the family in safety planning, which includes assessing the family's cultural and economic needs and, if applicable, needs and services related to the child's disability. Safety plans must be adjusted as needed to address ongoing needs and support
Engagement	Identify, notify, and invite representatives of the Indian child's tribe to participate in providing support and services to the Indian child's family	Incorporate family and community support in the safety plan and establish a safety network to maintain the safety plan within the home setting
Diligent family searches	Search diligently for the Indian child's extended family and consult them to support the child and parents	Identify and locate the child's non-custodial parent and relatives to notify them that the child is or will be placed in foster care and provide them with a list of legal resources. Assist a non-custodial parent with remedying any issues that may prevent the child from being placed with them
Family preservation	Offer and employ culturally appropriate family preservation strategies for Indian families. Use "remedial and rehabilitative" services provided by the child's tribe	Engage families in all services and case planning, integrate family and community support to protect the child and preserve the family. Make continuous efforts to preserve the child's family, including making appropriate and meaningful services available to the child's family based upon the family's specific needs. Provide culturally informed, strength-based, community-involved, and community-based services.
Sibling preservation	Make a reasonable effort to ensure that siblings remain together when feasible	Not directly addressed in the legislation
Home visits	Support regular visits with parents or Indian guardians in natural settings, including trial home visits during removal, while ensuring the child's health and safety	When the child is in out-of-home placement, facilitate regular and frequent visitation between the child and the child's parents or custodians, the child's siblings, and the child's relatives
Community resources	Identify community resources, housing, financial aid, transportation, mental health, etc., and help the Indian child's parents or family access and use them	Include family and community supports in the safety plan. If neglect is alleged, the safety plan must incorporate economic services and supports to address specific needs and prevent neglect
Monitoring	Monitor progress and participation of Indian families in services	Courts oversee whether child welfare agencies provide appropriate and meaningful services to families tailored to their specific needs. Monitoring occurs through case reviews and review of data by the African American Child Well-Being Unit and child welfare agencies.
Alternatives	Consider alternatives to address needs of the Indian child's parents and the family if optimum services do not exist or are not available	Not directly addressed in the legislation
Post-reunification support	Provide post-reunification services support and monitoring for the Indian child and family	Not directly addressed in the legislation

There is limited information available in the literature on the impact of ICWA or what elements of ICWA are the most effective due to lack of data on ICWA cases as well as a lack of oversight or compliance with ICWA (7). Below we summarize what is known to date regarding ICWA implementation efforts and best practices for "active efforts," based on the limited data available.

In one study where ICWA implementation was examined relative to the amount of time that elapsed between child removal and reunification or permanency the findings were mixed. After reviewing 151 ICWA cases across five states, ICWA implementation overall did not impact key outcomes.[2] However, "early implementation" efforts defined as tribal and parental attorney presence at the initial hearing, shorter time from petition filing to notice, and short time between removal to confirmation of ICWA status were associated with timely permanency for children (7). Effective strategies identified in this study are described below in Figure 1.

Figure 1. Successful ICWA Implementation Strategies



A systematic review (8) of the literature on implementation and effectiveness of ICWA also found mixed results but several were notably positive:[3]

- ICWA implementation promoted reunification and child placement with relatives or tribal affiliates. A longitudinal study of 19 states found that ICWA implementation was associated with reductions in adoption and foster care placement between 1975 – 1986.
- Findings are mixed regarding kinship care with some research showing that AI/AN children are more likely to be placed in group homes (9) and remain in non-kinship care placement longer than non-AI/AN children (10). Other studies found that AI/AN children were successfully placed with tribal relatives (11) or, if tribal relatives were not available, they were placed in homes approved by the tribe (12).

[2] Despite the lack of evidence between ICWA implementation and outcomes, it does not mean that ICWA is not valuable or useful, just that in the context of this research, no relationship was found.

[3] First author Annie Francies is a member of Haliwa-Saponi tribal community, a first-generation graduate student, and received a Sequoyah Dissertation Fellowship.

- A 2002 study found that 55% of AI/AN children received reunification services compared to 33% of non-AI/AN children. However, it also found that 66% of non-AI/AN children received family maintenance services to prevent out-of-home placement and that none of the AI/AN identified children and families received this service.

In terms of best practices and strategies regarding "active efforts" and the implementation of ICWA, the National Indian Child Welfare Association provides numerous resources for families, service providers, and tribes including the following:

Resources for services providers:

- Tribal Best Practices for Family Engagement Toolkit – elevates traditional family values, addresses historical and multi-generational trauma, and provides role-specific engagement strategies (family members, advocates, supervisors).
- ICWA Compliance Guidance – serves as a supplement to the law and provides clarity on the ICWA requirements. This document defines "actives efforts" and provides specific examples of how "active efforts" can be demonstrated:
    - Conduct a strengths-based evaluation of the family.
    - Intervene only when necessary. If deemed necessary, the intervention should:
        - Include a "case plan developed with the parents or Indian custodian, extended family members and the tribe, offering and employing culturally appropriate family preservation strategies."
        - Engage with family preservation and wraparound services to keep the child at home and support the family.
        - Include the child (if age appropriate) in the design and implementation of the case plan.
    - Assist parents or Indian custodian and child in maintaining familial relationship, including regular visits in the most natural setting possible and taking steps to keep siblings together.
    - Monitor progress and participation in services, helping parents overcome barriers to accessing services.
- American Indian & Alaska Native Grandfamilies Toolkit – provides culturally responsive resources and guidance to welfare agencies and nonprofits to support AI/AN grandfamilies.

Resources for families:

- ICWA Family Guide - helps families understand what ICWA is, and how it protects children and families.
- A Family's Guide to the Child Welfare System - shares stories and experiences from families that interact with the child welfare system.

Resources for Tribal Leaders:

- ICWA Advocacy – describes the basic requirements and components of ICWA and strategies to increase tribal ICWA advocacy in support of AI/AN children and families.
- Tribal Child Welfare Leadership – guides tribes on how to establish tribal governance and the roles and responsibilities of tribal leadership in tribal child welfare.

2. Preventing the Removal of Black/African-American Children: Best Practices and Evidence-Based Strategies

MAAFPCWDA requires that disproportionately represented children and their families are provided with culturally responsive services and supports to prevent removal and promote reunification. Specifically, the agency must provide "culturally informed, strength-based, community-involved, and community-based" services." MAAFPCWDA also requires that families of disproportionately represented children are provided with economic and concrete services and supports to prevent removal. According to the legislative language:

- If neglect is alleged, a child's safety plan "must incorporate economic services and supports" to address the family's specific needs and prevent neglect.
- The African American Child Well-Being Unit, in coordination with the African American Child Well-Being Advisory Council, must coordinate services and create internal and external partnerships to support access to services and resources for B/AA children and their families, including but not limited to assistance with housing, employment, food and nutrition, health care, childcare, and educational support and training.

2.1 Racial and Ethnic Disproportionality in Child Welfare Systems Requires an Upstream Approach

Historically, people of color in the U.S. have been systematically denied opportunities vital to health, wealth, and well-being. The Vital Conditions for Health and Well-Being framework (Figure 2) identifies key elements needed for communities to thrive and create wealth(13). However, structural racism—deep-rooted policies and norms that disadvantage people of color and uphold white privilege—continues to shape these systems and life outcomes (14,15). There is substantial evidence of factors that influence disproportionality among children from racialized and minoritized groups involved with the child welfare system (16).

Figure 2. Vital Conditions Framework

Those factors include:

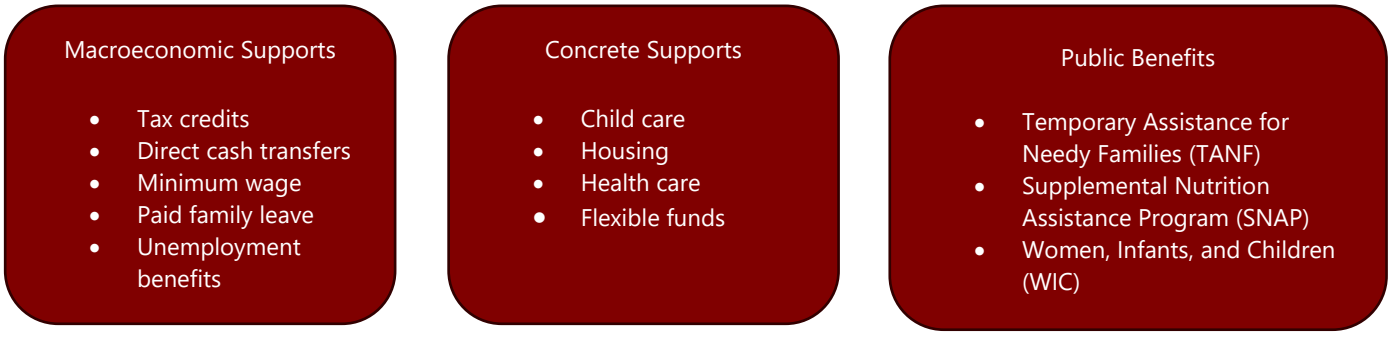
- Individual racial biases, prejudice and discrimination by people who work with children (e.g., caseworkers, mandated reporters). B/AA children face a higher likelihood of foster care placement compared to white children, even when risk profiles are similar (17,18). This persistent disparity has been attributed to factors like implicit bias among social workers and mandated reporters.
- Child welfare institutional practices (e.g., risk assessment tools, removal standards, mandatory reporting laws)
- Geographic factors including rurality, urbanicity, State and/or neighborhood
- Structural racism (e.g., differences in disproportionality are linked to the ways that child welfare policies and practices are implemented in and impacted by historical events, and local social, economic, community, and environmental factors).

Addressing racial and ethnic disproportionality in the child welfare system requires that families of color have equitable access to a comprehensive continuum of strengths-based, culturally responsive services and supports. Next, we summarize best practices and practical approaches to prevent the removal of B/AA children from their families, with a focus on upstream prevention efforts that prioritize family strengths and assets.

2.2 Economic and Concrete Supports

Economic insecurity and material hardship are key drivers of child welfare system involvement, underscoring the importance of addressing the concrete needs of families(19,20). Families experiencing material hardship – difficulty paying for housing, food, or medical care – have an elevated risk for child welfare involvement (21,22). Evidence shows the positive impact of an array of economic and concrete supports (ECS) on reducing risk for child maltreatment, involvement with child protective services (CPS), removal of children and placement into foster care, and significant injury or death due to maltreatment (23,24). Examples of ECS that have been found to be protective for families are shown in Figure 3.

Figure 3. Examples of Economic and Concrete Supports



Chapin Hall's recent systematic review on the effectiveness of ECS—which included only studies that met the eligibility criteria consistent with the standards of the Title IV-E Prevention Services Clearinghouse—found that providing ECS to children and their families has a causal effect on child maltreatment and child welfare outcomes (23). Regardless of delivery mechanism, there is consistent, favorable evidence of the impact of ECS as a prevention strategy to reduce child maltreatment and child welfare entry. Table 3 below summarizes significant causal relationships found between different types of ECS and child welfare outcomes.

Table 3. Economic and Concrete Supports and Child Outcomes

Economic & Concrete Support Type		**Primary Outcomes**		
		Child Safety & Maltreatment (maltreatment report, investigation rate, abusive head trauma)	**Removal from Home** (foster care entry)	**Child Welfare-Focused Priority Outcomes** (permanency, reunification, stability or maltreatment recurrence)
Economic Supports	Earned Income Tax Credit	⬢	⬢	
	Child Tax Credit			
	Child support income	⬢		
	Direct cash transfers			
	Child development accounts			
Concrete Supports	Healthcare support (Medicaid)	⬢		
	Housing support		⬢	⬢
	Food & nutrition support (SNAP, WIC)			
	Other concrete support			⬢

Families and communities of color experience deep inequities in income, wealth and resource access (25), and disproportionately face employment and economic insecurity due to longstanding systemic conditions and structural racism (26). Hence, approaches that prioritize meeting families' material and economic needs not only address child maltreatment risk factors but may also reduce persistent racial disparities across the child welfare continuum. However, ensuring that families have equitable access to economic and concrete supports is critical (27). For example, it has been shown that increased state spending on public benefit programs is associated with a reduction in child welfare involvement and foster care placements, inequities in eligibility and access to public benefit programs may reduce the beneficial impact for Black and Latino children (28).

2.2.1 Income Supports

Income support policies have the strongest evidence on reducing risk for child maltreatment and child welfare involvement (29). For example, direct income transfers made to families who are low income consistently demonstrated reductions in child maltreatment (29). A simulation study analyzing the effects of three anti-poverty policy packages[4] on household income found that implementation could reduce CPS investigations by 11% to 20% annually. Importantly, implementation would substantially reduce racial disproportionality in CPS involvement - up to a 29% reduction in investigations for B/AA children and a 24% reduction in investigations for Latino children, compared to a 13% reduction in investigations for white children (30,31).

2.2.2 Housing Supports and Eviction Prevention

Research indicates that housing supports are important child welfare prevention strategies for B/AA families. Housing insecurity is a risk factor for child welfare involvement, and it is estimated that one out of six children involved in CPS investigations related to housing insecurity are at risk of entering foster care (32–34). Promising housing interventions for families include rapid, transitional, and supportive housing (Figure 4), with the strongest evidence around permanent housing subsidies and supportive housing programs to prevent foster care entry (35–37).

Figure 4. Housing Interventions

Evictions in the United States disproportionately impact B/AA renters. Despite making up 18.6% of renters, B/AA renters represent 51.1% of households that receive eviction threats, and 43.4% of households that are evicted (38). The risk is especially high for Black women renters with children, who comprise 28.3% of the average annual rate for eviction filings and 12% of those evicted, the highest of any race and gender group (39). Therefore, eviction protections such as emergency rental assistance and legal support may be key preventative supports to reduce risk factors for child welfare involvement and foster care entry for B/AA families.

[4] The three anti-poverty packages included in this analysis were:

- Anti-poverty package 2: expansion of EITC and Child and Dependent Care Tax Credit (CDCTC), plus universal monthly child allowance;
- Anti-poverty package 3: expansion of EITC, CDCTC, Housing Choice Voucher Program and SNAP;
- Anti-poverty package 4: expansion of EITC and CDCTC, increase in federal minimum wage (to $10.25/hr) plus monthly child allowance

2.2.3 Flexible Funds for Concrete Supports

Minnesota's Parent Support Outreach Program (PSOP) is an upstream prevention program for families in Minnesota who are not currently involved with child protective services. Many families in PSOP experienced a child maltreatment report and are at risk for future involvement with the child welfare system. Most PSOP families include at least one person in the household who identifies as Black, Indigenous, and People of Color. PSOP provides short-term voluntary services to families experiencing multiple risk factors, including poverty, homelessness, or mental health concerns to prevent future child welfare involvement. Flexible funds for concrete support to address family stressors and meet basic needs is a key component of PSOP (40). Data indicates that over 90% of children remain with their families within three years of their involvement in PSOP services (41). B/AA families comprised 29% of PSOP cases (from 2014-2024) and experienced fewer child welfare outcomes compared to white families.[5]

2.2.4 Child Care

Research demonstrates that increased access to child care and child care assistance is associated with reduced risk for child welfare involvement. One study examined the impact of child care subsidies on substantiated child maltreatment reports among a sample that included 80% B/AA families living with low income. It found evidence that child care subsidies are protective against child physical abuse and neglect (42).

2.3 Family Engagement and Preservation Strategies

MAAFPCWDA specifically names family engagement as a necessary strategy including making culturally relevant and concerted efforts to involve parents, relatives, and community resources, with particular attention to B/AA and other disproportionately represented families. Moreover, MAAFPCWDA stresses the importance of trust building and ensuring families are meaningfully involved, heard, and supported. Engaging with families in ways that elevate their strengths, values, and well-being is empowering and fosters more collaborative relationships between child welfare workers and families. Collaborative partnerships that actively involve families in decision-making about services are associated with enhanced safety, permanency, and stability. Family preservation strategies prevent out-of-home placements and the trauma of family separation.

The Family Cultural Wealth Survey (FCWS) is a trusted tool that centers and assesses the cultural strengths of B/AA families with young children. Modelled on the seminal work of a B/AA sociologist and a Chicana[6] critical race theorist, this tool uniquely and intentionally maps cultural assets that B/AA families access during times of duress, elevating cultural wealth instead of a deficit model (43). The FCWS measures and validates families' strengths, resources, and cultural assets, creating mutual trust

[5] The descriptive analysis draws administrative and survey data to provide an analysis of PSOP implementation and participant characteristics. Importantly, this descriptive analysis is not designed to make claims of cause and effect. The findings in this report should be interpreted as a description of PSOP participants and their experiences

[6] Dr. Tara J. Yosso self identifies as Chicana which reflects her Mexican-American heritage.

between practitioners and families and positions families as valued partners in supporting children's development and learning. One study found that while families' cultural wealth was associated with improved parental capacity to cope with discrimination and emotional struggles, it was not associated with improved child externalizing behavior issues, suggesting that additional supports may be needed for B/AA parents of children with behavior issues. Core domains of the model that, when combined, demonstrate cultural wealth are visualized in Figure 5 below.

Figure 5. Domains of Cultural Wealth (as described in the Family Cultural Wealth Survey)

2.3.1 Family Team/Group Conferencing[7]

The concept of family team conferencing originated in New Zealand and has been used successfully in the United States to meaningfully involve parents as decision makers regarding their family's safety and care plan (44). Evaluations on the use of family team meetings found that families feel more connected and involved in decision-making (45). For example, when this model was implemented in Miami, families reported feeling involved and strong connections were formed between child welfare counselors, courts, and families. For families who participated in family team conferences, 53% of children returned home within six months following the conference and, among the children who did not return home, 72% were placed with relatives (45). However, there are some examples in the literature which found frequent and longer family team meetings did not improve caregiver stress (44).

In 2004, a diverse team of researchers aimed to enhance the cultural responsiveness of Family Group Conferencing (FGC) by engaging with B/AA, AI/AN, and Latino communities in North Carolina (46). Since this literature review focuses on cultural responsiveness for B/AA families, we will describe the results only for that group (see the attached table, *Chapin Hall Literature Review: Key Programs and Interventions,* for additional information).

[7] Family team conferencing is sometimes called family team meetings. These terms are generally used interchangeably but sometimes practices vary depending on the agencies and organizations involved. However, both typically prioritize family-centered planning and collaborative approaches.

- Participants felt strongly that FGCs should embrace family traditions, faith, song, and prayer.
- B/AA community had long been practicing familial and collective problem solving since enslavement.
- It is vital to include extended family and relatives as well as respected older family members who can help settle disagreements.
- Location/venue of meetings was important, and participants felt in person meetings should be held at churches or community centers rather than family homes, which felt like an intrusion on privacy.

The Minority Youth and Families Initiative (MYFI)* program aims to reduce the number of B/AA children entering the child welfare system in Polk County, Iowa. Child welfare staff work with families, actively listen to their concerns, support their needs, and involve them in decisions. Meetings are led by B/AA staff to ensure that families receive guidance that aligns with and honors B/AA culture. An evaluation of MYFI found that Parent Partners who have gone through child welfare themselves offer advice and support to families (see more on Parent Support models in the section below). The program also provides staff training, connects families with community resources, and has flexible funds to help with immediate needs. ***B/AA participants reported that having a worker of the same race helped. Trust was an issue for many family members, with some saying they didn't fully trust anyone, no matter their race. Still, having a worker who shared their race made families feel more comfortable, supported, and connected, and helped them become more involved in the program.*** There are no published research studies on the effectiveness of this program, but it has received a high child welfare relevance rating from the California Evidence-Based Clearinghouse for Child Welfare (CEBC).

**CEBC: Minority Youth and Family Initiative for African-Americans (MYFI)*

2.3.2 Navigation

Navigation refers to services or roles that assist families, caregivers, and youth to understand, access, and utilize targeted supports, benefits, and programs that promote health, safety, and stability. Individuals who provide this support are referred to as "navigators." They typically guide, inform, and advocate on behalf of families who are experiencing obstacles when trying to access an array of services (i.e., housing, legal, health, social, employment) (47).

Denby (2011) found that kinship liaisons helped caregivers improve coping skills and explore becoming permanent caregivers. However, findings show no changes on stress and safety scores. Caregivers initially reported having good housing and safety, likely because they feared losing guardianship. As trust was cultivated between the liaisons and family members, caregivers became comfortable sharing their true needs.

A navigation strategy that centers relative care, culture, family unity and family values to strengthen B/AA families are kinship models. One example, kinship liaisons, trained and licensed kinship navigators, promote relative care, which reduces the trauma associated with family separation and promotes family stability and cohesion (48). One study found that kinships liaisons provided 27 types of support (mostly concrete and informational) that caregivers found valuable, but the most valuable was information and referrals on understanding the foster care process and becoming a permanent caregiver (48).

Kinship navigators emphasize a "kin first" approach and fill a much-needed gap by supporting caregivers with information, referrals to services and supports, education and other concrete supports and have been shown to bolster permanency and stability. While there are approximately 70 kinship navigator programs nationwide, relatively little is known regarding the most effective models and evidence-based practices associated with improved welfare outcomes (49). To date, seven kinship navigator programs have been rated by the Title IV-E Prevention Services Clearinghouse.

2.3.3 Parent Supports and Cultural Brokers

One strategy that is particularly effective for B/AA families is that of cultural brokers and other forms of peer parent supports. Cultural brokers are individuals with professional and/or lived expertise who have a deep understanding of culture, social and economic systems, and political context and the ways in which these elements interact. The act of "cultural brokering" entails connecting or "mediating" among groups of people who belong to different cultural backgrounds to minimize discord or achieve a shared outcome (50).

***Cultural Brokers as an Approach to Community Engagement with African American Families in Child Welfare* Training Topics:**

- History of racism and oppression within child welfare system
- Racial disproportionality in child welfare and changes for equity
- Community partnerships and collaboration with B/AA families
- Cultural brokerage approach to community engagement
- Considerations for improved child welfare partnerships with B/AA communities.

A diverse team of practitioners and researchers developed and empirically tested a training curriculum for social workers: *Use of Cultural Brokers as an Approach to Community Engagement with African American Families in Child Welfare* (51). This curriculum is designed to reduce the overrepresentation of B/AA families in the child welfare system through a community-based participatory research approach. Specifically, it engages B/AA community leaders and university faculty to emphasize the role of cultural brokers in shaping the experiences that B/AA families have within the system, and the services and supports they receive.

Building Bridges, implemented in Fresno County (CA), involves both cultural brokers and parent partners to reduce the high number of Latino youth placed in foster care. Within this program, cultural brokers engage with both CPS and families to find alternatives to foster care, while parent partners support families whose children have been removed with the necessary changes and plans to facilitate family reunification. A qualitative evaluation of this program found that brokers and partners played pivotal roles as bridge makers connecting families to support, translating information, and advocating to prevent foster care placement. Many of the cultural brokers and parent partners shared similar life experiences with the parents they supported which helped them build strong relationships with those families (52).

The Cultural Broker Family Advocate Program (rated highly relevant by CEBC) addresses racial disproportionality and disparities in child welfare by providing culturally sensitive brokering, advocacy, and support to families involved or at risk of involvement with the system. This program centers partnerships with child welfare agencies to ensure culturally appropriate services, reduce misunderstandings, and empower families to build on their strengths. The program promotes family engagement and improves outcomes through community-agency collaboration.

2.3.4 Kinship Caregiving Models

Although formal kinship care models have recently emerged, informal kinship care has long been a prevalent practice within B/AA communities. Structural racism has disproportionately affected B/AA families by concentrating poverty and incarceration within these communities, leading informal kin networks—including extended relatives and fictive kin—to take on caregiving roles for children separated from their parents. Kinship care models reduce trauma associated with family separation and child welfare system involvement, protect cultural identities and traditions, increase stability, promote sibling preservation, and support cognitive, academic and behavioral development in children (53). Kinship programs that support predominantly B/AA youth were associated with increased rates of permanent legal custodianship, higher rates of family-centered permanency, and a decrease in disparate outcomes between B/AA and white youth (49).

However, kinship caregivers often do not receive the same financial support as foster caregivers, which creates caregiver stress and impedes their ability to adequately care for children. Kinship caregivers face distinct challenges, including a higher likelihood of being older adults, unemployed, inadequately housed, and in poor mental health. These difficulties are exacerbated by financial insecurity and stress associated with caregiving responsibilities (54). Research shows that B/AA kinship families are less likely to receive foster care payments and financial supports compared to non-kin foster families. Several studies document that B/AA kinship caregivers face higher rates of poverty, report low income and material hardship, yet receive disproportionately less public assistance (child care, housing support, TANF) and foster care payments than non-kin foster families (55,56). This disparity contributes to economic stress on B/AA kinship families who provide care within the child welfare system.

2.3.4.a Sibling Preservation

Sibling preservation is an intentional approach in child welfare that focuses on keeping siblings together when they enter care outside their home including kinship care, foster care, or adoptive placements. When it is not possible to place siblings together, sibling preservation includes practices that ensure they can maintain frequent and meaningful contact to support their relationships. Sibling preservation is associated with stability, shorter time in foster care, improved reunification outcomes, greater likelihood of permanent placement, fewer emotional and behavioral problems, and improved mental health and school performance among children (57). Child protection agencies promote sibling placement and preservation through kinship prioritization, staff training, targeted recruitment, sibling visitation rights, and special supports for families fostering sibling groups (57).

2.4 Culturally Responsive Services

MAAFPCWDA requires culturally responsive services tailored to the needs of B/AA and other disproportionately represented families. Cultural responsiveness refers to the practice of tailoring interventions (services and support) to the linguistic and cultural norms of a specific group. Connecting families with culturally responsive services that meet their needs and promote thriving requires a skilled child welfare worker attuned to the rich traditions, history, and racial and ethnic identities of families engaged in the child welfare system.

University of Minnesota's Center for Advanced Studies in Child Welfare (CASCW) offers numerous training opportunities and resources that center culturally affirming practices for professionals working in child welfare or family advocacy, including Culturally Affirming Practice to Support Prevention: Culture as Strength and Healing, which defines culturally affirming practices and supports and examples of self-reflective prompts.

Despite strong research supporting programs that honor cultural and racial identity, numerous evidence-based practices that rely exclusively on empirical data often exclude the perspective of the community (58,59). This narrow focus can result in programs that do not effectively meet the unique needs of diverse communities and hinders the development of culturally responsive services (60).

In 2019, Washington State's Department of Children, Youth, and Families (DCYF) found that B/AA and AI/AN children were removed from their homes at higher rates than other children. Even though DCYF offered services like substance use treatment and mental health support to address issues leading to removals, B/AA and AI/AN families were not engaging in many of these services, and the reasons were unclear. In response, DCYF started two pilot programs to make it easier for service providers to offer help to these families by easing rules about including only "evidence-based" programs. DCYF planned to invest nearly $3 million in these pilot programs to create new services to support over 400 B/AA and AI/AN families by 2025 (61).

A Chapin Hall report from 2021 reviewed the research on 10 culturally specific and two culturally responsive prevention services and programs (tailored for specific racial, ethnic and other subgroups) that aim to impact one of four target outcomes: child safety, child permanency, child well-being, and family well-being (62). The report describes and rates each program on an evidentiary continuum based on research strength and readiness for review by the Title IV-E Prevention Services Clearinghouse (Clearinghouse). It includes the following programs designed for B/AA children and families: Chicago Parent Program, Strong African American Families Program (now rated well-supported by the Clearinghouse), and Effective Black Parenting Program (now rated promising by the Clearinghouse). The following are examples of culturally responsive programs that center B/AA culture and tradition.

- ParentPowered is a text-based family engagement program designed for B/AA caregivers. It provides culturally relevant, strengths-based parenting support through easy, accessible text messages. ParentPowered supports B/AA caregivers by promoting children's development, strengthening parent-child relationships, and boosting parenting confidence. It uses culturally relevant content that reflects the diversity and culture of B/AA families and addresses systemic challenges. The program's text messages reinforce everyday learning, improve children's literacy and socio-emotional skills, and encourage caregiver self-care (63).

- The Effective Black Parenting Program (EBPP) (rated promising by the Clearinghouse) is a parenting skill-building program created for B/AA parents. EBPP uses culturally adapted cognitive-behavioral methods to teach parenting skills, promote cultural pride, reduce parental stress, improve child behavior and school performance, and help parents cope with racism. An evaluation of the impact of the EBPP among B/AA families with elementary school-aged children found that parents who participated in EBPP reported more nurturing behavior toward their children, better family relationships, and improved child behavior compared to parents who did not participate. One year after participation, the positive changes were sustained and parent-child relationships remained strong (64).

- Parent and Children Excel (PACE) is a diversionary program for children of color (primarily B/AA and Latino) aged 5 to 12 who are reported to child protection for educational neglect. PACE offers early case management that supports the entire family, before families move deeper through the child welfare system. The program provides preventive and corrective wrap around support for the child and family to keep children out of the system. An evaluation of PACE found that families participating in PACE had lower reentry rates into the child welfare system compared to those who did not participate: 42% vs. 58% within 1 year, and 60% vs. 67% within 3 years (65).

- Promoting Strong African American Families (ProSAAF) (a variation of this program is rated well-supported by the Clearinghouse) program is a family-focused program designed to strengthen relationships between couples, coparents, and parents with their children in two-parent B/AA families living in the rural South. It aims to support family well-being through preventive activities that engage and help families grow stronger together. One evaluation found that ProSAAF program participants reported stable and improved relationship communication, confidence, satisfaction, partner support, coparenting, and parenting over time (66).

2.5 Child Welfare Practice: Training, Tools and Disaggregated Data

It is important that workers are trained in the root causes of racial disproportionality in the child welfare system, evaluate data broken down by race and ethnicity, and have tools to prevent racialized and minoritized children from being disproportionately identified. While evidence also shows that bias, equity, justice, and diversity training that employs a deficit-based approach, instead of a strengths-based mode, often fails and may even exacerbate biases, there are promising approaches backed by science. The most effective training and tools utilize "empowerment-based strategies," including those that address and alter habits by empowering individuals to be their own change agents and those that address the root causes of biases both internally (personally) and externally (67).

2.5.1 Cultural Competency Training

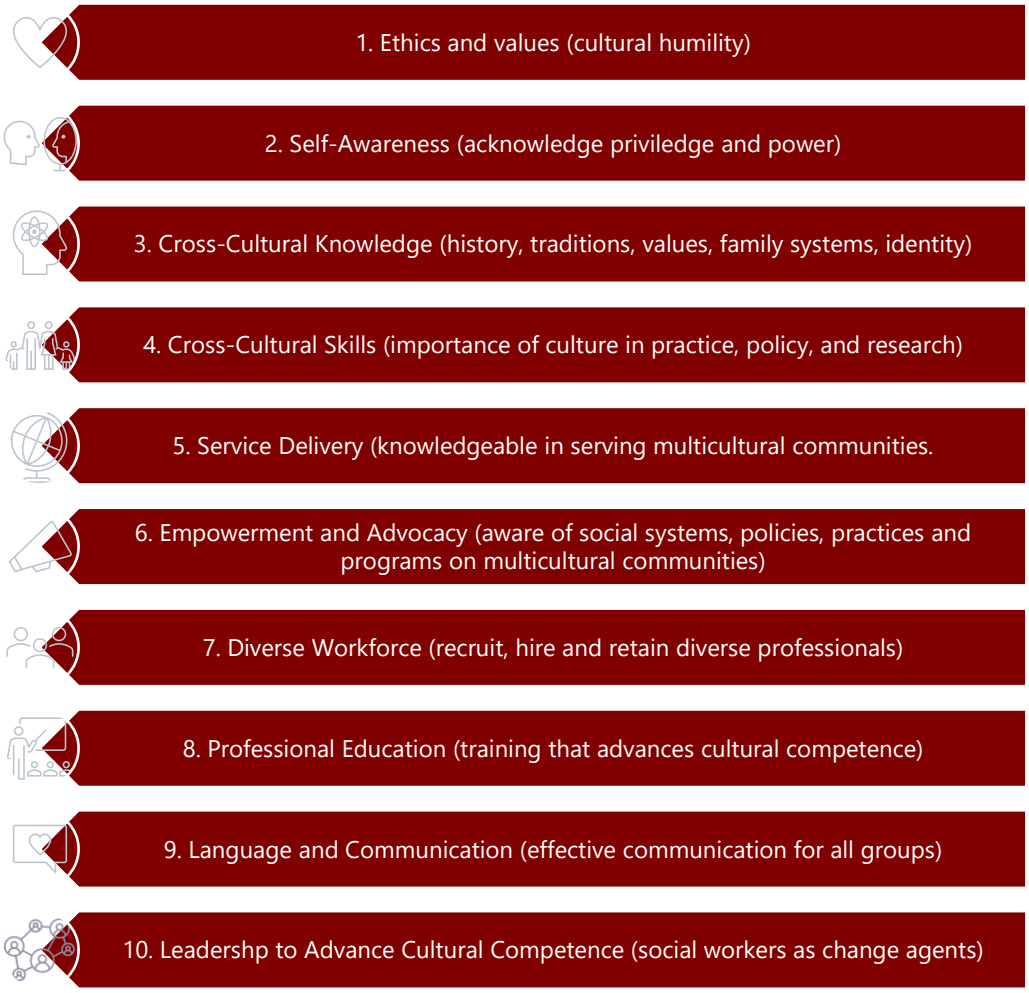
Culturally competent interventions must demonstrate (a) effectiveness among specific diverse populations and (b) the extent to which the target population or community "owns or accepts" the intervention as meaningful and beneficial in their lives (68). MAAFPCWDA requires that cultural competency training is available for child welfare staff by January 1, 2027. This training is required prior to or within six months of beginning work with any B/AA or disproportionately represented child and family. The training provided must:

- "be provided by an African American individual or individual from a community that is disproportionately represented in the child welfare system who is knowledgeable about African American and other disproportionately represented social and cultural norms and historical trauma";
- "raise awareness and increase a person's competency to value diversity, conduct a self-assessment, manage the dynamics of difference, acquire cultural knowledge, and adapt to diversity and the cultural contexts of communities served."

In addition, the African American Child Well-Being Unit must review child welfare curriculum in the Minnesota Child Welfare Training Academy to ensure that agency staff and other child welfare professionals are appropriately prepared to engage with B/AA children and their families and to support family preservation and reunification.

Culturally competent training for social workers and child welfare workers who engage with B/AA families is widely recognized as essential for improving service outcomes and addressing systemic disparities (69). The National Association of Social Workers lists the standards and indicators for culturally competent social work in practice (see Fig 6).

Figure 6. Cultural Competency Standards for Social Workers and Child Welfare Workers



Other examples of evidence-based trainings to advance cultural competency among professionals that engage with the child welfare system include:

- Cultural Competence in Child Welfare (CCC) Curriculum Training: This intensive training focusing on adapting practice to cultural competence for B/AA, Asian/Pacific, /Latino, and AI/AN families.
- National Child Welfare Workforce Institute (NCWWI) Cultural Responsiveness Training: This program cultivates skills for public and tribal child welfare workers with culturally responsive family engagement strategies with emphasis on anti-racism and cultural awareness.
- Cultural Humility and Structural Competence: This training was developed for family and youth peer advocates. It involves "self-reflexivity, bias recognition, and person-centered practices, and includes booster sessions to reinforce skills over time (70,71).

2.5.2 Disaggregated Data

In 2014, the *Race for Results* report underscored the importance of how race and ethnicity impact children's success across states (72). The report introduced an index including a composite measure allowing comparisons by race and state across 12 key child developmental milestones. The findings showed that B/AA, AI/AN and Latino children encounter especially significant barriers to opportunity. To address racial inequities, the report offered four policy recommendations:

(1) Collect and analyze racial and ethnic data to inform policy and decision-making;
(2) Use data and assessment tools to target investments for children of color;
(3) Develop and implement evidence-based programs to improve outcomes for children and youth of color; and
(4) Integrate economic inclusion strategies that include economic and workforce development efforts.

MAAFPCWDA requires that the Commissioner establish a process to improve the disaggregation of data to monitor child welfare outcomes for B/AA and other disproportionately represented children in the child welfare system. The Commissioner must begin disaggregating data by January 1, 2027.

One promising tool to support data disaggregation in service of addressing systemic racial inequities is the *Racial Equity Scorecard* (73). This scorecard assesses racial disproportionality in the child welfare system at critical decision points including the following data points for children engaged in the child welfare system:

- race/ethnicity,
- population estimates by age (ages 0 – 17),
- number of children in 1st placement in out-of-home care (nonduplicated),
- likelihood of placement, and
- disparity rate (or disparity index) in comparison to white representation.

The disparity index for B/AA children compared to white children is calculated by comparing the rates per 1,000 children in the population between groups. The Scorecard also presents the following unduplicated data at critical points as children move through the child welfare system:

- race/ethnicity,
- investigations (n, %, disparity rate),
- risk or safety determinations, confirmed reports, founded and registered reports,
- entered out-of-home care, and
- children living in initial out-of-home care placements

2.5.3 Screening Tools and Predictive Risk Models

An emerging approach that both researchers and child welfare agencies are employing is predictive risk models (PRMs) to inform child welfare decision-making. Predictive analytics (74), is an advanced risk modeling approach that leverages historical data to estimate the probability of specific behaviors or outcomes using machine learning. PRMs aim to assist caseworkers synthesize data from multiple sources and objectively guide their decisions using data. However, caution must be taken when using these approach as concerns have been raised that, due to the existing overrepresentation of B/AA, Latino, and AI/AN children in child welfare, PRMs might inadvertently exacerbate racial and ethnic biases potentially worsening disparities. Some states are exploring the use of PRMS to support initial screening:

- Family Screening Tool (AFST), used by the Allegheny County Department of Human Services (Pennsylvania), supports child welfare hotline staff by providing a risk score to help prioritize referrals and predict the likelihood of future involvement with CPS (75).
- Douglas County Decision Aide (DCDA), used by the Douglas County Department of Human Services (Colorado), is a hotline screening tool designed to predict the risk of child removal by CPS (76).

Conclusion

This literature review found limited evidence of best practices for "active efforts" and ICWA implementation due to gaps in data and oversight. Some studies show that strategies including early tribal involvement and early case identification can improve permanency outcomes. Effective ICWA efforts rely on strong partnerships with tribes, family engagement, court collaboration, and resources from organizations like NICWA to support best practices and advocacy.

The Minnesota African American Family Preservation and Child Welfare Disproportionality Act (MAAFPCWDA) mandates "active efforts" and culturally informed, strength-based, and community-involved services designed to prevent child removal and promote family reunification, especially for B/AA and disproportionately represented children. MAAFPCWDA emphasizes integrating economic and concrete support including housing, employment, food security, and healthcare support, within child safety plans to address material hardships and prevent child maltreatment and neglect.

Recognizing that disproportionality in child welfare stems from systemic racism, biases, and structural barriers, MAAFPCWDA calls for upstream, community-engaged prevention efforts centered on family strengths. Critical strategies supported by evidence demonstrating positive outcomes for B/AA children and their families include economic and concrete supports, family engagement, preservation approaches, kinship care, family conferencing, cultural brokers and parent supports, and navigation services to maintain family unity and cultural identity. Additionally, research supports the effectiveness of MAAFPCWDA elements which require collecting and disaggregating data by race and ethnicity to monitor outcomes and inform policies, as well as culturally competent training for child welfare professionals, delivered by individuals from disproportionately represented communities, to ensure effective engagement with B/AA. **This literature review presents a comprehensive array of effective strategies to reduce racial disparities, support economic stability, and foster culturally affirming child welfare practices that aim to strengthen B/AA families and prevent the conditions associated with child removal.**

References

1. Minnesota Department of Children, Youth, and Families. Minnesota's child maltreatment report, 2023 (DHS-5408P ENG) [Internet]. Minnesota Department of Children, Youth, and Families; 2025. Available from: https://edocs.dhs.state.mn.us/lfserver/Public/DHS-5408P-ENG

2. Child Trends. State-level data for understanding child welfare in the United States: 2023 Minnesota foster care profile. [Internet]. 2025. Available from: https://www.childtrends.org/publications/state-level-data-for-understanding-child-welfare-in-the-united-states

3. Snyder H. Literature review as a research methodology: An overview and guidelines. J Bus Res. 2019 Nov 1;104:333–9.

4. Lett E, Adekunle D, McMurray P, Asabor EN, Irie W, Simon MA, et al. Health Equity Tourism: Ravaging the Justice Landscape. J Med Syst. 2022 Feb 12;46(3):17.

5. Francis AM, Hall WJ, Ansong D, Lanier P, Albritton TJ, McMillan A. Examining Foster Care Outcomes for American Indian Children in the Context of the Indian Child Welfare Act. Child Maltreat. 2023 Aug 1;28(3):527–38.

6. U.S. Department of the Interior, Bureau of Indian Affairs. Active efforts – BIA.gov [Internet]. n.d. Available from: https://www.bia.gov/sites/default/files/dup/assets/bia/ois/ois/pdf/idc2-041405.pdf

7. Summers A. Exploring Indian Child Welfare Act implementation and case outcomes. Juv Fam Court J. 2023 Mar 1;74(1):37–50.

8. Francis AM, Hall WJ, Ansong D, Lanier P, Albritton TJ, McMillan A. Implementation and effectiveness of the Indian Child Welfare Act: A systematic review. Child Youth Serv Rev. 2023;146:1–18.

9. Carter V. Comparison of American Indian/Alaskan Natives to Non-Indians in Out-of-Home Care. Child Welfare. 2011 Jan 1;90:43–58.

10. Barth RP, Webster D, Lee S. Adoption of American Indian Children: Implications for implementing the Indian Child Welfare and Adoption and Safe Families Acts. Child Youth Serv Rev. 2002 Mar 1;24(3):139–58.

11. Waddell LD. The Indian Child Welfare Act and American Indian children receiving child welfare services in Butte County, California. 2002.

12. Limb GE, Chance T, Brown EF. An empirical examination of the Indian Child Welfare Act and its impact on cultural and familial preservation for American Indian children. Child Abuse Negl. 2004 Dec 1;28(12):1279–89.

13.The Rippel Foundation. Vital Conditions for Health and Well-Being [Internet]. n.d. Available from: https://rippel.org/vital-conditions/

14.Braveman PA, Arkin E, Proctor D, Kauh T, Holm N. Systemic And Structural Racism: Definitions, Examples, Health Damages, And Approaches To Dismantling. Health Aff (Millwood). 2022 Feb 1;41(2):171–8.

15.Bailey ZD, Krieger N, Agénor M, Graves J, Linos N, Bassett MT. Structural racism and health inequities in the USA: evidence and interventions. Lancet Lond Engl. 2017 Apr 8;389(10077):1453–63.

16.Gateway CWI. Child welfare practice to address racial disproportionality and disparity. US Department of health and human services, administration for children and families, children's bureau. 2021.

17.Huggins-Hoyt KY, Briggs HE, Mowbray O, Allen JL. Privatization, racial disproportionality and disparity in child welfare: Outcomes for foster children of color. Child Youth Serv Rev. 2019 Apr 1;99:125–31.

18.Kelly DC, Varghese R. Four contexts of institutional oppression: Examining the experiences of Blacks in education, criminal justice and child welfare. J Hum Behav Soc Environ. 2018 Oct 3;28(7):874–88.

19.Casanueva C, Ringeisen H, Wilson E, Smith K, Dolan M. National Survey of Child and Adolescent Well-Being II Baseline Report [Internet]. 2011. Report No.: OPRE Report #2011-27b. Available from: https://acf.gov/sites/default/files/documents/opre/nscaw2_child_2.pdf

20.Conrad-Hiebner A, Byram E. The Temporal Impact of Economic Insecurity on Child Maltreatment: A Systematic Review. Trauma Violence Abuse. 2020 Jan;21(1):157–78.

21.Cai JY. Economic instability and child maltreatment risk: Evidence from state administrative data. Child Abuse Negl. 2022 Aug;130(Pt 4):105213.

22.Yang MY. The effect of material hardship on child protective service involvement. Child Abuse Negl. 2015 Mar 1;41:113–25.

23.Cusick G, Gaul-Stout J, Kakuyama-Villaber R, Wilks O, Grewal-Kök Y, Anderson C. A Systematic Review of Economic and Concrete Support to Prevent Child Maltreatment. Societies. 2024;14(9).

24.Forston B, Klevens J, Merrick M, Gilbert L, Alexander S. Preventing child abuse and neglect: a technical package for policy, norm, and programmatic activities [Internet]. National Center for Injury Prevention and Control (U.S.). Division of Violence Prevention, Centers for Disease Control and Prevention; 2016. Available from: https://stacks.cdc.gov/view/cdc/38864/cdc_38864_DS1.pdf

25.Aladangady A, Chang A, Krimmel J. Federal Reserve System. 2023. Greater Wealth, Greater Uncertainty: Changes in Racial Inequality in the Survey of Consumer Finances," FEDS Notes. Available

from: https://www.federalreserve.gov/econres/notes/feds-notes/greater-wealth-greater-uncertainty-changes-in-racial-inequality-in-the-survey-of-consumer-finances-20231018.html

26.Dettlaff AJ, Boyd R, Merritt D, Plummer JA, Simon JD. Racial Bias, Poverty, and the Notion of Evidence. Child Welfare. 2021;99(3):61–90.

27.Puls HT, Hall M, Boyd R, Chung PJ. Public Benefit Programs and Differential Associations With Child Maltreatment by Race and Ethnicity. JAMA Pediatr. 2024 Feb 1;178(2):185–92.

28.Puls HT, Hall M, Anderst JD, Gurley T, Perrin J, Chung PJ. State spending on public benefit programs and child maltreatment. Pediatrics. 2021;148(5):e2021050685.

29.National Academies of Sciences Engineering, Medicine. Reducing Intergenerational Poverty [Internet]. Duncan GJ, Gootman JA, Nalamada P, editors. Washington, DC: The National Academies Press; 2024. Available from: https://nap.nationalacademies.org/catalog/27058/reducing-intergenerational-poverty

30.Pac Jessica, Collyer Sophie, Berger Lawrence, O'Brien Kirk, Parker Elizabeth, Pecora Peter, et al. The Effects of Child Poverty Reductions on Child Protective Services Involvement. (Article in Social Service Review). 2023;

31.National Academies of Sciences Engineering, Medicine. A Roadmap to Reducing Child Poverty [Internet]. Duncan G, Menestrel SL, editors. Washington, DC: The National Academies Press; 2019. Available from: https://nap.nationalacademies.org/catalog/25246/a-roadmap-to-reducing-child-poverty

32.Bullinger L, Fong K. Evictions and Neighborhood Child Maltreatment Reports. Hous Policy Debate. 2020 Oct 30;31:1–26.

33.Chandler CE, Austin AE, Shanahan ME. Association of Housing Stress With Child Maltreatment: A Systematic Review. Trauma Violence Abuse. 2022 Apr;23(2):639–59.

34.Fowler PJ, Schoeny M. Permanent Housing for Child Welfare-Involved Families: Impact on Child Maltreatment Overview. Am J Community Psychol. 2017 Sept;60(1–2):91–102.

35.Dworsky A. Families at the nexus of housing and child welfare. Wash DC First Focus. 2014;

36.Gubits D, Shinn M, Wood M, Brown SR, Dastrup SR, Bell SH. What Interventions Work Best for Families Who Experience Homelessness? Impact Estimates from the Family Options Study. J Policy Anal Manage. 2018 Sept 1;37(4):835–66.

37.Farrell AF, Britner PA, Kull MA, Struzinski DL, Somaroo-Rodriguez K, Parr K, et al. Connecticut's Intensive Supportive Housing for Families Program. Chic IL Chapin Hall Univ Chic. 2018;

38.Graetz N, Gershenson C, Hepburn P, Porter SR, Sandler DH, Desmond M. A comprehensive demographic profile of the US evicted population. Proc Natl Acad Sci U S A. 2023 Oct 10;120(41):e2305860120.

39.Craven J. Eviction Is One Of The Biggest Health Risks Facing Black Children. New America [Internet]. Available from: https://www.newamerica.org/better-life-lab/articles/eviction-health-risks-black-children/

40.Minnesota Management & Budget, Impact Evaluation Unit. Analysis of Parent Support Outreach Program (PSOP): Final descriptive report (July 2025) [Internet]. 2025. Available from: https://mn.gov/mmb/assets/PSOP%20Final%20Descriptive%20Report_Final_7.28.25_tcm1059-700944.pdf

41.Parent Support Outreach Program (PSOP) [Internet]. Available from: https://dcyf.mn.gov/individuals-and-families/family-services/child-safety-and-family-preservation/parent-support-outreach-program-psop

42.Yang MY, Maguire-Jack K, Showalter K, Kim YK, Slack KS. Child care subsidy and child maltreatment. Child Fam Soc Work. 2019 Nov 1;24(4):547–54.

43.Iruka IU, Forte AB, Liu S, Sims J, Curenton SM. Initial Validation of the Family Cultural Wealth Survey: Relation with Racial Discrimination and Well-being for Black Families. Advers Resil Sci. 2025 Mar 1;6(1):1–17.

44.Schreier A, Horwitz M, Marshall T, Bracey J, Cummins M, Kaufman JS. Child and Family Team Meeting Characteristics and Outcomes in a Statewide System of Care. Am J Community Psychol. 2019 June;63(3–4):487–98.

45.ROBINSON J, LITCHFIELD M, Gatowski S, PH.D S. Family Conferencing: A Success for Our Children. Juv Fam Court J. 2009 July 14;53:43–8.

46.Waites C, Macgowan MJ, Pennell J, Carlton-LaNey I, Weil M. Increasing the cultural responsiveness of family group conferencing. Soc Work. 2004 Apr;49(2):291–300.

47.BRIEF CHP. THE ISSUE: KINSHIP NAVIGATOR PROGRAMS. 2024;

48.Denby RW. Kinship liaisons: A peer-to-peer approach to supporting kinship caregivers. Child Youth Serv Rev. 2011 Feb 1;33(2):217–25.

49.Lee H, Huerta C, Farmer E. Kinship Navigation: Facilitating Permanency and Equity for Youth in Child Welfare. Child Youth Serv Rev. 2021 Sept 1;131:106251.

50.Jezewski MA. Culture brokering in migrant farmworker health care. West J Nurs Res. 1990 Aug;12(4):497–513.

51.Siegel D, Jackson M, Montana S, Hernandez VR. Use of Cultural Brokers as an Approach to Community Engagement With African American Families in Child Welfare.

52.Crawford M, Carr S, Borduna J. Innovative approaches to disproportionality in the child welfare system in Fresno County: Findings from a program report. J Sociol Soc Work. 2022 Mar 15;

53.Child Welfare Information Gateway. Kinship care and the child welfare system. U.S. Department of Health and Human Services, Administration for Children and Families, Children's Bureau.; 2022.

54.Wu Q, Zhu Y, Ogbonnaya I, Zhang S, Wu S. Parenting intervention outcomes for kinship caregivers and child: A systematic review. Child Abuse Negl. 2020 Aug;106:104524.

55.Washington T, Despard M. Making a way out of no way: The importance of improving financial instability among African American kinship care families. Child Youth Serv Rev. 2024 Mar;158:107409.

56.Wu Q, Zhu Y, Brevard K, Wu S, Krysik J. Risk and Protective Factors for African American Kinship Caregiving: A Scoping Review. Child Youth Serv Rev. 2024 Jan;156:107279.

57.Casey Family Programs. How are child protection agencies promoting and supporting joint sibling placements and adoptions? [Internet]. 2020. Available from: https://www.casey.org/media/20.07-QFF-SF-Sibling-placements.pdf

58.Zanti S, Thomas ML. Evidence-Based Policymaking: What Human Service Agencies Can Learn from Implementation Science and Integrated Data Systems. Glob Implement Res Appl. 2021;1(4):304–14.

59.Schindler HS. Toward System-Level Change, Population Impacts, and Equity. In: Welsh BC, Zane SN, Mears DP, editors. The Oxford Handbook of Evidence-Based Crime and Justice Policy [Internet]. Oxford University Press; 2024 [cited 2025 Sept 29]. p. 0. Available from: https://doi.org/10.1093/oxfordhb/9780197618110.013.5

60.Hutchful. Advancing Culturally Responsive Services:Incorporating Community-Defined Evidence When Evaluating What Works [Internet]. Center for the Study of Social Policy; 2024 Oct. Available from: https://cssp.org/wp-content/uploads/2025/03/Policy-Advancing-Culturally-Responsive-Services-Incorporating-Community-Defined.pdf

61.Bordley P, Toohey M, Israelsen-Hartley S. Investing in culturally responsive services: Lessons from Washington State [Internet]. Harvard Kennedy School Government Performance Lab; 2024. Available from: https://govlab.hks.harvard.edu/wp-content/uploads/2024/06/final_culturally_responsive_services.pdf

62.O'Brien J, Evans J, Heaton L, Hyland S, Weiner D. Elevating culturally specific evidence-based practices. Chapin Hall; 2021.

63.Kirtman N, Boyce A, Gurn A. Elevating the Voices of Black Parents: Evaluation of the Impact of ParentPowered on Black Parents & Caregivers [Internet]. Berkeley, CA: Rockman et al Cooperative; 2023. Available from: https://parentpowered.com/blog/education-equity/what-is-equitable-family-engagement/

64.Myers HF, Alvy KT, Arlington A, Richardson MA, Marigna M, Huff R, et al. The impact of a parent training program on inner-city African-American families. J Community Psychol. 1992 Apr 1;20(2):132–47.

65.Swaminathan Mathangi. An Evaluation of a Diversionary Program for Children of Color on Reentry into the Child Welfare System. 2021;

66.Barton AW, Beach SRH, Wells AC, Ingels JB, Corso PS, Sperr MC, et al. The Protecting Strong African American Families Program: a Randomized Controlled Trial with Rural African American Couples. Prev Sci Off J Soc Prev Res. 2018 Oct;19(7):904–13.

67.Cox WTL. Developing scientifically validated bias and diversity trainings that work: empowering agents of change to reduce bias, create inclusion, and promote equity. Manag Decis. 2023 Apr 17;61(4):1038–61.

68.Wells SJ, Merritt LM, Briggs HE. Bias, racism and evidence-based practice: The case for more focused development of the child welfare evidence base. Integrating Cult Competency Evid-Based Pract Child Welf. 2009 Nov 1;31(11):1160–71.

69.Williams W. CULTURAL COMPETENCE TRAINING FROM A MASTER OF SOCIAL WORK STUDENT'S PERSPECTIVE. 2018;

70.Tervalon M, Murray-García J. Cultural humility versus cultural competence: a critical distinction in defining physician training outcomes in multicultural education. J Health Care Poor Underserved. 1998 May;9(2):117–25.

71.Lekas HM, Pahl K, Fuller Lewis C. Rethinking Cultural Competence: Shifting to Cultural Humility. Health Serv Insights. 2020;13:1178632920970580.

72.Annie E. Casey Foundation. Race for results: Building a path to opportunity for all children [Policy report] [Internet]. 2014. Available from: https://assets.aecf.org/m/resourcedoc/AECF-RaceforResults-2014.pdf

73.Derezotes D, Richardson B, King CB, Kleinschmit-Rembert J, Pratt B. Evaluating multisystemic efforts to impact disproportionality through key decision points. Child Welfare. 2008;87(2):241–54.

74.Lanier P, Rodriguez M, Verbiest S, Bryant K, Guan T, Zolotor A. Preventing Infant Maltreatment with Predictive Analytics: Applying Ethical Principles to Evidence-Based Child Welfare Policy. J Fam Violence. 2020 Jan 1;35.

75.Vaithianathan Rhema, Putnam-Hornstein Emily, Stagner Matthew, Weigensberg Elizabeth, Centre for Social Data Analytics. Children's Data Network. Mathematica Policy Research Inc. Predictive Risk Modeling for Child Protection. 2019. (Child Welfare Fact Sheet.).

76.Vaithianathan R, Dinh H, Kalisher A, Kithulgoda C, Kulick E, Mayur M, et al. Implementing a child welfare decision aide in Douglas County: Methodology report [Internet]. 2019 Dec. Available from: https://csda.aut.ac.nz/__data/assets/pdf_file/0009/347715/Douglas-County-Methodology_Final_3_02_2020.pdf