

Literature Review: 01/01/2013 – 03/31/2013

Brief Introduction of Content:

The National Child Welfare Resource Center for Organizational Improvement (NRCOI) quarterly literature review is a compilation of current sources relevant to child welfare organizational improvement. Resources cited include: scholarly articles, reports, and book reviews. The research focus of this document involves the following areas of interest: strategic planning, implementation, systemic change, leadership, interagency collaboration, using data, continuous quality improvement, training systems, supervision, charters, workforce development, and recruitment and retention. The search is thorough but not exhaustive. Please feel free to contact us with recent research that fits the search criteria and warrants review. The information captured is intended to present the general concepts of the work to help guide individuals toward current and relevant information.

Summary:

In the scholarly articles portion of this document twenty-one articles were reviewed and their key concepts were summarized. The review captures three sources on implementation, four on systemic change, one on leadership, three on collaboration, one on continuous quality improvement, two on using data, one on training systems, one on supervision, one on workforce development, one on charters, two on program development, and one on domestic violence. In regards to themes, several of these articles touched upon trends toward moving beyond evidence based practice through a focus on formal research. The researchers tend to agree that informing practice in this way can help assure sustained implementation and positive outcomes. Several articles also indicate that limited funding is currently available or set aside for this type of practice and that this should be assessed.

The review concludes with a book review on a new publication in regards to public sector compensation. This is followed by a brief summation of selected topics from the Child Welfare Information Gateway in regards to administration and the monthly publication of the Children's Bureau Express.

For more information or help with this document please contact Leah Bruns at leah.bruns@maine.edu.

Implementation		
Source	About/Method	Findings
<p>Fixsen, D., Blase, K., Metz, A., & Van Dyke, M. (2013). Statewide implementation of evidence-based programs. <i>Exceptional Children</i>, 79(2), 213 - 232.</p>	<p>A literature review and case study of a evidence-based implementation method as well as agency infrastructure research. The study analyzes the implementation of a framework to “develop state-level infrastructures for statewide implementation of evidence-based programs and other innovations in human services” (p.2). The focus is on education but much of the literature reviewed is applied to human service agencies and statewide implementation measures. It also introduces a framework for implementation of evidence based programs.</p>	<p>Findings are discussed throughout the publication and organized under the following subheadings:</p> <ul style="list-style-type: none"> • Policy & practice to support implementation of evidence-based programs: A framework • Implementation team, teachers, innovations, and students • State management teams and policies that support effective practice • Practice-informed changes in policy • System change • External support for system change • Using the policy and practice framework • Innovation: Defining a program • Implementation of evidence-based programs • Practice-policy communication loop • Expanding implementation capacity <p>Conclusions</p> <ul style="list-style-type: none"> • Funding for implementation capacity will have to increase in order for EBP or other innovations to have their intended effect.
<p>Ellett, A. J. (2013). Timely and needed perspectives on differential response in child protective services. <i>Research on Social Work Practice</i>, Online first version , 1-5.</p>	<p>This article is “an invited commentary and analysis of the authors’ completed systematic evaluation of Child Protective Services (CPS) differential response (DR) models” (p.2). It includes a review of the literature.</p>	<p>This literature review and critique is intended to be, “a resource for CPS policy makers, practitioners, social work educators, and evaluation researchers” (p4). It documents multiple definitional and conceptual problems throughout CPS, as well as promoting the idea that a research based CPS model combining best practice elements of both DR and traditional response should be further examined.</p>
<p>Gray, M., Joy, E., Plath, D., & Webb, S. A. (2013).</p>	<p>The article reports on the findings of a review of empirical studies examining</p>	<p>A thematic analysis of the findings of the 11 studies produced a list of barriers to EBP implementation.</p>

<p>Implementing evidence-based practice: A review of the empirical research literature. <i>Research on Social Work Practice</i>, 23(2), 157-166.</p>	<p>the implementation of evidence-based practice (EBP) in the human services. Eleven studies were reviewed that defined EBP as a research-informed, clinical decision-making process and identified barriers to EBP implementation. Researchers completed an electronic as well as a rote search to find the following terms: social work, community service, human service, social care, social service, welfare; and Disseminate, implement, apply; and evidence-based practice, professional practice, professional training. The result is a thematic analysis of 11 papers meeting the search criteria. The research papers used in the study were from the US, UK, & Australia.</p>	<table border="1"> <thead> <tr> <th data-bbox="1165 227 1570 332">Theme</th> <th data-bbox="1570 227 1871 332">Number of articles referencing this barrier</th> </tr> </thead> <tbody> <tr> <td data-bbox="1165 332 1570 397">Inadequate agency resources dedicated to EBP</td> <td data-bbox="1570 332 1871 397">11</td> </tr> <tr> <td data-bbox="1165 397 1570 430">Time</td> <td data-bbox="1570 397 1871 430">10</td> </tr> <tr> <td data-bbox="1165 430 1570 462">Access to research evidence</td> <td data-bbox="1570 430 1871 462">7</td> </tr> <tr> <td data-bbox="1165 462 1570 495">Funding</td> <td data-bbox="1570 462 1871 495">2</td> </tr> <tr> <td data-bbox="1165 495 1570 576">Skills and knowledge needs of practitioners</td> <td data-bbox="1570 495 1871 576">9</td> </tr> <tr> <td data-bbox="1165 576 1570 609">Skills</td> <td data-bbox="1570 576 1871 609">6</td> </tr> <tr> <td data-bbox="1165 609 1570 641">Knowledge and information</td> <td data-bbox="1570 609 1871 641">5</td> </tr> <tr> <td data-bbox="1165 641 1570 673">Training needs</td> <td data-bbox="1570 641 1871 673">4</td> </tr> <tr> <td data-bbox="1165 673 1570 706">Poor understanding of EBP</td> <td data-bbox="1570 673 1871 706">4</td> </tr> <tr> <td data-bbox="1165 706 1570 738">Agency culture</td> <td data-bbox="1570 706 1871 738">8</td> </tr> <tr> <td data-bbox="1165 738 1570 771">Research environment</td> <td data-bbox="1570 738 1871 771">5</td> </tr> <tr> <td data-bbox="1165 771 1570 852">Evidence not relevant to practice</td> <td data-bbox="1570 771 1871 852">5</td> </tr> <tr> <td data-bbox="1165 852 1570 885">Attitudes of practitioners</td> <td data-bbox="1570 852 1871 885">5</td> </tr> <tr> <td data-bbox="1165 885 1570 966">Negative or indifferent attitude to EBP</td> <td data-bbox="1570 885 1871 966">5</td> </tr> <tr> <td data-bbox="1165 966 1570 998">Nature of supervision</td> <td data-bbox="1570 966 1871 998">2</td> </tr> </tbody> </table> <p>“Given the limited and exploratory nature of available research on EBP implementation, tentative findings suggest that to facilitate the uptake of EBP in social work and human services practice, strategically driven, adequately resourced, multifaceted approaches to EBP capacity building in organizations are needed”(p.10).</p>	Theme	Number of articles referencing this barrier	Inadequate agency resources dedicated to EBP	11	Time	10	Access to research evidence	7	Funding	2	Skills and knowledge needs of practitioners	9	Skills	6	Knowledge and information	5	Training needs	4	Poor understanding of EBP	4	Agency culture	8	Research environment	5	Evidence not relevant to practice	5	Attitudes of practitioners	5	Negative or indifferent attitude to EBP	5	Nature of supervision	2
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Systemic Change		
Source	About/Method	Findings
<p>Artello K. (2013). Shifting “Tough on crime” to keeping kids out of jail: Exploring organizational adaptability and sustainability at a mental health agency serving adjudicated children living with severe mental illness. <i>Criminal Justice Policy Review</i>, Online first version, 1 – 19.</p>	<p>As a result of “tough on crime” policies toward juveniles, youth arrests have risen dramatically. A vast majority of these youth additionally have mental health issues which create additional barriers and reduced positive outcomes. This is a qualitative study of a program that has remained successful with a community based approach that focuses on a “family first” model. The researchers collected data from the agency through three different sources beginning in July of 2008 and ending in January of 2009.</p> <ol style="list-style-type: none"> 1. Observations 2. Participant observation as interim care coordinator 3. Archival review of training materials, contracts, and agreements 	<p>Findings:</p> <ul style="list-style-type: none"> • Agency remained fiscally fit regardless of tough on crime approaches by adjusting their work to meet both the community and state mandate needs. • The program also kept the costs controlled. • A community value shift away from punishing youth is necessary for success.
<p>Lawrence C, Strolin-Goltzman J, Caringi J, et al. (2013). Designing evaluations in child welfare organizations: An approach for administrators. <i>Administration in Social Work</i>, 37(1), 3-13.</p>	<p>This explores how evaluation research relates to child welfare practice; specifically, how evaluation design can impact findings. The authors offer a mixed methodology approach to evaluation design seeking to sustain organizational change and improve service delivery practice. It explores the current research and presents three progressive studies on worker turnover</p>	<p>Findings:</p> <p>Three elements to be included in scaffolding evaluations:</p> <ol style="list-style-type: none"> 1. participatory designs, 2. a thorough understanding of organizational context, and 3. mixed methods design. <p>Implications (3):</p> <ol style="list-style-type: none"> 1. To conduct successful research collaboration and

	<p>in child welfare, each of which illuminate one of the three elements they include in their scaffolding for child welfare evaluation. The use of this approach in rural and American Indian settings is also discussed directly.</p>	<p>partnership is essential.</p> <ol style="list-style-type: none"> 2. Significant time and resources must be made available for the evaluation process. 3. The ultimate goal must be “improvements in the system with the aim of better serving children and families” (p10). <p>Included in “broader implications” “Collaboration is a form of collective action” (p11).</p>
<p>McKiernan, P., Shamblen, S.R., Collins, D.A., Strader, T.N., Kokoski, C. (2013). Creating lasting family connections: Reducing recidivism with community-based family strengthening model. <i>Criminal Justice Policy Review</i>, 24(1),94-122.</p>	<p>Method: Quasi-experimental design: comparison and analysis of two programs dealing with the re-entry of individuals serving time for drug offenses by implementing the Creating Lasting Families (CLFC) curriculum. The researchers used questionnaires of the individuals as part of their analysis.</p>	<p>Findings:</p> <p>Program 1</p> <ul style="list-style-type: none"> • Reduced recidivism & intention to binge drink • Increased HIV knowledge & spirituality <p>Program 2</p> <ul style="list-style-type: none"> • Reduced recidivism • Increased relationship skills <p>Recommendations:</p> <ol style="list-style-type: none"> 1. “Consider evidence-based family strengthening programming with reentry populations to reduce recidivism. 2. Examine the mechanism of action within evidence-based practices to increase understanding of how they work with reentry populations. 3. Increase movement toward the policy of connecting reentry populations with community-based organizations trained in evidence-based approaches and cultural awareness with reentry populations, as these two studies show this approach produces positive results. 4. Recognize the importance of programming of significant scope and duration in producing lasting change.

		<ol style="list-style-type: none"> 5. Look at cost-effective methods to provide long-term support for reentry populations, and consider the use of technologies such as web-based and cell phone applications to increase opportunities for low-cost and longer term reentry support services. 6. Recognize and endorse the role of interagency collaboration to ensure a unified approach and consistency in programming provided for reentry populations” (p24)
<p>Packard T. (2013). Organizational change: A conceptual framework to advance the evidence base. <i>Journal of Human Behavior in the Social Environment</i>, 23(1), 75-90.</p>	<p>Method: review and analysis of current literature and research, “There is a vast literature on organizational change, but much of it has a weak evidence base, often using only case studies or axioms based on authors' experiences. Quantitative studies are less common and typically address a limited number of variables. Implementation science research is more advanced but typically addresses only program-level change. This paper presents a comprehensive framework of relevant variables and perspectives from which to view organizational change and offers a research agenda, with particular attention to preconditions for change (e.g., change capacity) and organizational change tactics, and their relationships with change outcomes—promising areas for research” (p2)</p>	<p>Findings include implications for research and practice as well a research agenda for change initiatives, and the following list of possible research questions that could illuminate relationships between important variables.</p> <ul style="list-style-type: none"> • “What preconditions, including organizational history, readiness, and capacity affect the success of particular change tactics? How should tactics be adjusted based on these contextual factors? • Do certain styles of leadership used by change leaders interact with particular tactics to enhance prospects for success? For example, measures of leadership (e.g., Bass & Avolio,2006; Kouzes & Posner, 2008) could be correlated with data on organizational change tactics used and change results to assess the effects of leadership. • What specific change tactics are more likely to be successful, generically or with reference to unique conditions such as the change goal and organizational climates and cultures? • What change methods, such as organization development, are successful, and under what conditions?

		<ul style="list-style-type: none"> • How is success impacted by contextual factors such as type of program, agency size or structure, environmental context, staff, or clients? • What direct connections can be made between change activities and organizational outcomes?" (p.87)
Leadership		
Source	About/Method	Findings
Gerber, N., Kelley, K. J., Norwood, J., & Urzi, M. (2013). Transforming agency culture through values-driven leadership. <i>Policy & Practice</i> , 71(1), 14-39.	Method: A case study exploring the general leadership trends among the nine top performing California based Merced County Human Services Agencies.	<ul style="list-style-type: none"> • Merced county is a rural agricultural community and ranks "among California's lowest in several key socioeconomic indicators" (p.15). <p>Themes of skillful leadership</p> <ul style="list-style-type: none"> • Staff orientation includes introduction to agency values • Specific training opportunities are available for staff • Staff are engaged through multiple staff activities and opportunities • Hiring of individuals previously effected by agency activities • Strong focus on informing agency staff of the mission, values, & vision • Creative program implementation • Strong & positive community collaborations • Innovative approaches to data & IT • Consistent & relevant priority setting

Agency Collaboration		
Source	About/Method	Findings
<p>Bussey, M., & Lucero, N. M. (2013). Re-examining child welfare's response to ICWA: Collaborating with community-based agencies to reduce disparities for American Indian/Alaska native children. <i>Children and Youth Services Review</i>, 35(3), 394-401.</p>	<p>"Many state and county child protection systems (CPS) are attempting to reduce the documented disproportionality in out of home placement rates for American Indian/Alaska Native children. This article presents a case example of collaboration between Colorado CPS and an urban American Indian family services agency that was intended to impact this disproportionality" (p.1).</p>	<p>Findings:</p> <ul style="list-style-type: none"> • Case study of a model collaborative addressing the disproportionality issue using culturally responsive community based services to successfully reduce the number of Native children in out-of-home non-kinship placements. • This model also promotes improved communication between CPS & tribes.
<p>Cabitza, F., Colombo, G., & Simone, C. (2013). Leveraging underspecification in knowledge artifacts to foster collaborative activities in professional communities. <i>International Journal of Human - Computer Studies</i>, 71(1), 24-45.</p>	<p>Mutual understanding between collaborative partners can be challenging for a number of reasons. By analyzing three case studies in three different knowledge domains; chemical engineering, software engineering and healthcare, the researchers are seeking to understand where and how the factors of openness and underspecification are key to mutual understanding in a collaborative process toward a common goal. The researchers derive from this the need to design and implement suitable supportive technology to benefit this task.</p>	<p>Conclusion:</p> <ul style="list-style-type: none"> • The use of knowledge artifacts was most evident in regards to underspecification of the representations they hold. • These particular knowledge artifacts were unstable defined by the researchers as being not clearly defined or fully understandable. • This underspecification was a result of the dynamic between, "easiness of maintenance, representational essentiality (to avoid information overload) and necessary "slack" to let actors "fill in the blanks" (p.42). • The principles of utilizing a supportive technological approach can increase shared understand in a number of positive ways.

<p>Watson, E., & Foster-Fishman, P. (2013). The exchange boundary framework: Understanding the evolution of power within collaborative decision-making settings. <i>American Journal of Community Psychology, 51</i>, 151-163.</p>	<p>This paper presents the Exchange Boundary Framework, a new approach for understanding and promoting authentic, empowered participation within collaborative decision-making settings. The framework is an expansion of current research and is applied in this research to three case studies.</p>	<p>Findings: Table adapted from Table 2 (p161)</p> <table border="1" data-bbox="1171 261 1906 743"> <thead> <tr> <th>Case #</th> <th>Setting</th> <th>Outcomes</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Resident advisory board</td> <td>“Resident participation restricted due to power brokers’ eventual de-valuing of exchanges and fixed social boundaries”</td> </tr> <tr> <td>2</td> <td>Nonprofit board of directors</td> <td>“resident participation restricted due to stakeholders’ lack of capacity to exchange, despite expanded social boundaries”</td> </tr> <tr> <td>3</td> <td>Disability coalition</td> <td>“The participation of members with disabilities enhanced due to increased exchanges and expanded social boundaries”</td> </tr> </tbody> </table> <p>Conclusions</p> <ul style="list-style-type: none"> • Engaging stakeholders in a meaningful way and building stakeholder capacity is critical. • “...the case studies emphasize that efforts to promote power must be analyzed and adopted overtime” (p.161). 	Case #	Setting	Outcomes	1	Resident advisory board	“Resident participation restricted due to power brokers’ eventual de-valuing of exchanges and fixed social boundaries”	2	Nonprofit board of directors	“resident participation restricted due to stakeholders’ lack of capacity to exchange, despite expanded social boundaries”	3	Disability coalition	“The participation of members with disabilities enhanced due to increased exchanges and expanded social boundaries”
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<p>Using Data</p>														
<p>Source</p>	<p>About/Method</p>	<p>Findings</p>												
<p>Johnson, K., Collins, D., & Wandersman, A. (2013). Sustaining innovations in community prevention systems: A data-informed sustainability strategy. <i>Journal of Community Psychology, 41</i>(3), 322-340.</p>	<p>In this article the researchers implement a pilot study utilizing a sustainability strategy. This strategy integrates two major components: 1) sustaining prevention infrastructure and interventions, and 2) the data-driven Getting to Outcomes (GTO) evaluation</p>	<p>Preliminary Pilot Study results: Benefits of Implementing the GTO nine-step sustainability process in 4 out of 5 coalitions</p> <ul style="list-style-type: none"> • Increased sustainability workgroups ability to respond to capacity challenges • Increased capacity in general • Use of electronic tools by coalition members 												

	<p>process. The pilot study was implemented at five substance abuse programs in Tennessee. The study sample is five coalition chairs (4 male & 1 female) located in rural counties in Tennessee.</p>	<p>(Microsoft Excel Workbook) was met with little resistance or difficulty</p> <p>Challenges</p> <ul style="list-style-type: none"> • Completing the tasks in the time allotted (8 months) New recommendation is 4-8 months • Introducing specific implementation strategies such as this may be more beneficial in the beginning of a grant cycle and not the end • More frequent TA follow up would have been beneficial <p>Conclusion</p> <ul style="list-style-type: none"> • More intervention research is necessary to produce sustainable strategies • More research focusing on the adequacy of quality and extent of implementation in regards to sustainability • Pilot study demonstrates usefulness of this data informed strategy
<p>Smith Milway, K., & Goggins Gregory, A. (2013). Making organizational learning stick: How to set your knowledge goals and blend technology and people processes to reach them. <i>Nonprofit Quarterly (Online)</i>, Created on Friday, 22 February 2013.</p>	<p>General research paper on nonprofit organizational learning challenges. The researchers held a series of focus groups that identified two main questions from participants.</p> <ol style="list-style-type: none"> 1) What knowledge is useful to capture? 2) With whom will we share what we learn? <p>The researchers developed learning goals based on these questions.</p>	<p>Adapted directly from source</p> <p style="text-align: center;">Do's and Don'ts of Learning Goals</p> <p><i>Good Ideas</i></p> <ul style="list-style-type: none"> • <i>Do</i> seek natural affinity groups linked to ideas or issues. For example, rather than suggesting “we should all be writing internal blogs” or “let’s do a book club,” look for <i>topics</i> that galvanize your staff. One nonprofit serving diverse populations started monthly discussions about race and class using articles and media pieces as the jumping-off point. • <i>Don't</i> assume that every idea shared will affect organizational productivity. A learning culture often stems from ideas, articles, and artifacts that

		<p>feel important but are perhaps more tangentially tied to their in-the-moment work.</p> <p><i>Good Practice</i></p> <ul style="list-style-type: none"> • <i>Do</i> be clear about the <i>specific</i> problem you are solving. “We need an intranet” or “we need to stop reinventing the wheel” aren’t helpful starting places—the former is a solution without a problem, the latter is a problem without sufficient definition. Examples of stronger problem statements are things that clearly articulate who needs what and why. Imagine a Mad Libs: “[This user] needs [this knowledge] in a world where [X gets in the way].” • <i>Don’t</i> jump into a complex technology system when a simpler tool could suffice. One small nonprofit, seeking a way to identify internal subject-matter experts efficiently, made a single commitment: keep a regularly updated Excel sheet on everyone’s desktop so that staff know whom to call with questions. Once this proved successful, the organization focused on systematizing this approach on a Facebook account with links to staff members’ key documents. <p><i>Collaboration/Learning Alongside Others</i></p> <ul style="list-style-type: none"> • <i>Do</i> build knowledge-sharing discussions into everyday interactions with partner organizations where you are already working together on shared programs or initiatives. • <i>Do</i> be clear about your role versus others’ roles in moving the conversation. Understand what knowledge you are bringing to the table versus others’ as well as whether you envision an ongoing
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		<p>or one-off opportunity.</p> <p><i>Influence/Advancing the Field</i></p> <ul style="list-style-type: none"> • Do look for critical friends to provide feedback on what you'll share—and how—in advance. If appropriate, ask them to provide commentary (if written documents) or voiceover (if in person) to shape the positioning on your work. • Do strike a balance between advocacy (“we believe this to be true,” “based on our research, we’ve arrived at this recommendation”) versus inquiry (“these are the open questions,” “we seek to understand the barriers to implementing this”).
Continuous Quality Improvement		
Source	About/Method	Findings
Dunnen, W. D., Stewart, S. L., Currie, M., Willits, E., & Baiden, P. Predictors of out-of-home placement following residential treatment. <i>Children and Youth Services Review</i> , 35(3), 518-524.	<p>Objective: “There is a lack of research examining predictors of out-of-home placement (OOHP) following residential treatment (RT). The current study examined how various child and family factors predict OOHP at discharge and 6-months post-discharge for a RT sample” (p.1).</p> <p>Methods: “Three hundred and eighty-three children (11.92 years, SD = 2.63, 293 boys) with serious mental health disorders were assessed using the Brief Child and Family Phone Interview</p>	<p>Results: “OOHP at discharge was predicted by older age, OOHP at admission, child welfare involvement, deliberate self-harm, a history of physical abuse, neglect, witnessed domestic violence, and a poor family situation (p < .05). At 6-months post-discharge, OOHP was predicted by dual diagnosis, OOHP at admission, child welfare involvement, neglect, and witnessed domestic violence (p < .05)” (p1).</p> <p>Conclusions: “Pre-treatment factors are predictive of OOHP following RT. Identifying these key predictors and developing permanency planning options for children to promote stability and consistency is essential. A systemic evidence-based approach is imperative in promoting resilience for children at risk of OOHP, including family intervention and collaboration with the community” (p.1).</p>

	(BCFPI) and placement information forms at admission, discharge, and 6-months post-discharge from RT” (p.1).	
Training Systems		
Source	About/Method	Findings
Green, Y., & Gray, M. (2013). Lessons learned from the kinship education and support program (KEPS): Developing effective support groups for formal kinship caregivers. <i>Social Work with Groups</i> , 36(1), 27-42.	This research is a qualitative study of the effectiveness of the Kinship Education Preparation and Support (KEPS) Program. Study participants were stakeholders and included relative caregivers, child welfare workers, and community leaders. Six focus groups were used to obtain stakeholder information.	Focus group themes <ul style="list-style-type: none"> • The need for formal kinship caregiver support programs • Implementation and improvement challenges for KEPS • Recommendations for planning
Supervision		
Source	About/Method	Findings
Laschober, T.C., Tormes, E., Sauer, J., & Laschober, T.C. (2013). Effective clinical supervision in substance use disorder treatment programs and counselor job performance. <i>Journal of Mental Health Counseling</i> , 35(1), 76-94.	Mixed-methods research analyzing the relationship between effective clinical supervision and positive counselor job performance. The article elaborates on the need for competent substance use disorder counselors. Data was obtained through a national longitudinal study, The Managing Effective Relationships in Treatment Services (MERITS I) project.	Outcomes <ul style="list-style-type: none"> • Supervisor mentoring behavior not task proficiency is a predictor of counselor job performance. • Career related mentoring & psychosocial mentoring related positively to counselor performance. • Sponsorship may have a motivational effect on counselors • A relationship of acceptance-and-confirmation between counselor and supervisor predicts counselor performance.

		<ul style="list-style-type: none"> • Role modeling related negatively to counselor performance. • Providing challenging assignments related negatively to performance. <p>These results need to be replicated before firm conclusions can be reached.</p>
Charters		
Source	About/Method	Findings
Grugel, J. (2013). Children's rights and children's welfare after the convention on the rights of the child. <i>Progress in Development Studies</i> , 13(1), 19-30.	This article is a case study and looks at how international rights charters can be used as leverage to advance the work and goals of the Convention on the Rights of the Child, which is the currently the most preeminent work being done in regards to children's rights on a global scale. The article discusses the difficulty of charters and similar agendas to directly and positively impact the lives of the most vulnerable children they seek to most effect.	<ul style="list-style-type: none"> • Human rights claiming activities through international agreements, charters, and conventions are an important part of recognizing the dignity and value of all populations. Demanding these rights on behalf of children is of special importance. • The practice of utilizing "rights regimes" to enforce welfare rights is weak and rarely taken seriously • Enforcing rights through welfare regimes (labor etc) is generally politicized • International rights regimes are also under little political pressure to take this work seriously. • Tremendous gaps exist for any of these groups and their ability to impact that lives of vulnerable children this article looks at those gaps and the specific deficits that are hindering implementation.

Workforce Development		
Source	About/Method	Findings
<p>Schreiber, J.C., Fuller, T., & Pacey, M. (2013). Engagement in child protective services: Parent perceptions of worker skills. <i>Children and Youth Services Review, 35</i>(4), 707-715.</p>	<p>This is a qualitative study using interviews from 40 parents with CPS involvement regarding their initial perceptions on how they were engaged by CPS workers. The transcripts of the interviews were coded in regards to themes and analyzed using NVivo.</p>	<p>Three major themes about CPS worker skills that result in positive client engagement.</p> <ol style="list-style-type: none"> 1) Perceived competence by client 2) Having positive communication skills 3) Worker ability to provide concrete or emotional support <p>Implications</p> <ol style="list-style-type: none"> 1) Increased training 2) Decreased workloads 3) Community outreach and image management 4) Future research
Program Development		
Source	About/Method	Findings
<p>Hughes, R. C., Rycus, J. S., Saunders-Adams, S. M., Hughes, L. K., & Hughes, K. N. (2013). Issues in differential response. <i>Research on Social Work Practice, Online first version</i>, 1 - 29.</p>	<p>The authors undertook a comprehensive evaluation in order to provide guidance in shaping the ongoing development of Differential Response (DR) programming. They specifically ask if DR is clearly articulated, standardized, and replicable in child welfare policy and implementation. Data was assessed from three sources: 1) published articles and program descriptions, 2) formal</p>	<p>Findings:</p> <ul style="list-style-type: none"> • DR Programs do not adhere to a uniform, standardized practice model, nor are programs implemented consistently across sites. • Methodological problems in the DR research limit confidence in research findings and conclusions. • There is insufficient data to confirm the safety of children served in alternative tracks. • DR programs appear to prioritize allocating services and resources for families in alternative

	<p>research and evaluation done previously in DR implementation sites, and 3) interviews with relevant key informants who had implemented DR programs and then discontinued them.</p>	<p>tracks.</p> <ul style="list-style-type: none"> • DR literature misrepresents traditional CPS to enhance an alternative response model. <p>Conclusion: “DR is a well-intended attempt to provide the best possible services to all families served by the child welfare system and to modify our responses so they are appropriate for each family’s needs and circumstances. Any program that promotes constructive change in the child welfare system to achieve this end deserves consideration and support. It also deserves our commitment to a scientific and rational process that will promote objective, transparent, valid, and reliable development of practice and policy models for child welfare reform” (p.17).</p>
<p>Ingram, S. D., Cash, S. J., Oats, R. G., Simpson, A., & Thompson, R. W. (2013). Development of an evidence-informed in-home family services model for families and children at risk of abuse and neglect. <i>Child & Family Social Work</i>, Online first version, 1 – 10.</p>	<p>This paper presents an extensive case study of the program development and implementation of the Boys Town service delivery model. It specifically addresses the ability of this program to be implemented on a broad scale. Assessment methods, goal creation, intervention strategies, and program assessment are also discussed. The case study is based on implementation of the program which was serving 3,127 families at 12 different sites.</p>	<ul style="list-style-type: none"> • Families met 82% of service plan goals • 70% to 95% of model components were implemented • The finding indicate an increase in quality of implementation • Significant improvements noted in the child well-being proximal outcome domain • 91% of families remained intact • 97% indicated basic needs were being met • 95% reported that their children were attending school • 93% reported their children were arrest free
Domestic Violence		
Source	About/Method	Findings
Alaggia, R., Gadalla, T. M.,	This is a Canadian study evaluating	Findings

<p>Shlonsky, A., Jenney, A., & Daciuk, J. (2013). Does differential response make a difference: Examining domestic violence cases in child protection services. <i>Child & Family Social Work</i>, Online first version, 1-13.</p>	<p>domestic violence and its relation to the rising incidence of child welfare cases. The study specifically focuses on the use of evidence based practices in handling these cases. This is a mixed-methods study using data collected over a four month period from five child welfare agencies in Southern and Eastern Ontario. Outcomes were studied over an eighteen month period. The total sample was inclusive of 785 cases.</p>	<ul style="list-style-type: none"> • 26% of cases involved DV • 87% identified the mother as victim <p>In the DV identified cases</p> <ul style="list-style-type: none"> • These were more frequently referred to police. • The parents & children tended to be younger. • More non-white than white families were investigated. • 32.7% of fathers were investigated; the remainder were not able to be contacted. • Investigating the mother occurred in 90% of the cases, in part due to the lack of access to the fathers. • “Results such as these continue to shine a light on the pervasiveness of mother-blame trends running as undercurrents within child protection systems. Although the last few decades have ushered in models of CPS practice to redress this trend, the change focus has remained steadfastly fixed on mothers, even when they are as much the victims of DV as are their children. Accountability for exposing their children to violence is placed squarely on their shoulders” (p.11).
<p>Book Review</p>		
<p>Source</p>	<p>Abstract/ Excerpt</p>	
<p>Stazyk, E. C. (2013). <i>Book review: Rethinking public sector compensation: What ever happened to the public interest?</i>. Sage CA: Los Angeles, CA: SAGE Publications. doi: 10.1177/0734371X13476051</p>	<p>(Excerpt) “On one hand, Reilly’s book would make a welcome addition to any undergraduate or graduate human resource management class for its usefulness in framing contemporary personnel issues and obvious ability to generate considerable classroom discussion and debate. On the other hand, <i>Rethinking Public Sector Compensation</i> is remarkably one-dimensional and far from novel. Many of Reilly’s solutions have been proposed and discussed by others (e.g., Battaglio & Condrey, 2006;</p>	

Sanders, 2004). More troubling, however, is Reilly’s tendency to overlook or ignore evidence that undermines his basic assertions. Two examples come to mind. First, regarding at-will employment and pay, public administration research consistently raises considerable concerns about the viability of pay-for-performance in public organizations (e.g., Kellough & Lu, 1993; Perry, Engbers, & Jun, 2009); critiques have also grown more common among scholars and practitioners interested primarily in the private sector (see, for example, Erturk, Froud, Johal, & Williams, 2005; Matsumura & Shin, 2005). Second, consider the recent G. W. Bush U.S. Attorney General scandal in which the White House was accused of using attorney positions for political advantage, suggesting administrators may not be quite as immune from political intrusions as Reilly would like us to believe. Had Reilly more thoroughly assessed the challenges and weaknesses associated with his recommendations, many of his arguments would bear more weight.

A second set of concerns involves Reilly’s treatment of the public interest. Throughout his book, Reilly maintains his recommendations are necessary to protect and further the public interest. Unfortunately, Reilly never offers readers any definition of what constitutes the public interest. At best, the public interest seems to encompass efficiency, effectiveness, responsiveness, and the long-term fiscal health of governments and programs. Certainly, each of these values serves the public interest, but so do other values and considerations. Among these are matters of equity, fairness, and representation. It is unclear from Reilly’s book why the values he identifies are, or should be, the most significant considerations when making decisions on behalf of the public interest. Moreover, Reilly frequently asserts public sector unions should not be regarded as a foil against private sector corporations (both construed as special interest groups). Any meaningful explanation why unions’ power is more substantial or problematic than that of private sector corporations is noticeably lacking in Reilly’s argument. Furthermore, it is troubling that public sector unions—comprised of citizens with claims against government at least as legitimate as those held by private sector interests—should inherently matter less or fail to be in the public interest. Once again, Reilly would have strengthened his position substantially by offering readers a more robust rendering of his arguments. Absent such detail, *Rethinking Public Sector Compensation* is, at best, a cursory review of a very narrow set of contemporary views” (p. 1100).

Child Welfare Information Gateway: Administration (monthly)

Publication Date	Selected Article
March 01, 2013 Publications added in February	<p>Title: Lessons Learned Through the Application of Implementation Science Concepts to Children's Bureau Discretionary Grant Programs.</p> <p>Published: 2013</p> <p>Available from: James Bell Associates http://www.jbassoc.com/ 1001 19th Street, North Suite 1500 Arlington, VA 22209</p> <p>Printable version (PDF): http://www.jbassoc.com/reports/documents/cb_impsciencereport_final_012413.pdf</p> <p>Abstract: This report explores the organizational characteristics, activities, and processes that facilitate the successful implementation of innovative CB discretionary grant projects, with the goal of aiding current and future grantees in efforts to implement child welfare programs and services successfully within the parameters of the Federal grant-making and management process. This study was designed to address three overarching questions: (1) To what extent does the National Implementation Research Network (NIRN) implementation science model correspond to and explain the implementation experiences and efforts of CB discretionary grantees? (2) What organizational characteristics, activities, and processes are instrumental to the successful implementation of CB discretionary grant projects? and (3) To what extent are these implementation factors aligned with the NIRN model? Are there other factors outside of this model that contribute to the successful implementation of CB discretionary grant projects? (Author abstract)</p>

Children's Bureau Express (monthly)

January is omitted this month as it was a December/January publications

Publication Date	Selected Topics	Links
March 2013, Vol. 14, No. 2	<p>Spotlight on the Impact of Parental Incarceration: The number of children with one or more incarcerated parents has increased steadily in recent years, and the trauma of this parental separation can lead to a number of negative outcomes. This month, CBX highlights research on reunification outcomes among incarcerated parents and their children in foster care, characteristics of imprisoned parents, and the benefits of contact visitation.</p>	<p>https://cbexpress.acf...</p>

	<p>Training and Technical Assistance Updates</p> <p>☑ Family-Centered Home Visits</p> <p>The National Abandoned Infants Assistance Resource Center (AIA) publishes an ongoing series of blog posts, titled <i>Change Agents</i>, in which they interview each of the direct service programs funded by the Children's Bureau under the AIA Act. One recent post focused on the Family Centered Home Visitation Program (FCHVP) in Philadelphia, PA. AIA interviewed the program's Project Coordinator, Una Majmudar, who talked about the program's objectives, work, clientele, and challenges.</p> <p>Fostering Connections Factsheets</p> <p>The Training and Technical Assistance Coordination Center (TTACC) published a series of eight factsheets providing information and support to States and Tribes as they work toward implementing the Fostering Connections to Success and Increasing Adoptions Act of 2008.</p>	<p>https://cbexpress.acf.hhs..</p>
<p>February 2013, Vol. 14, No. 1</p>	<p>Spotlight on Workforce Issues:</p> <p>This month, CBX highlights issues affecting the child welfare workforce. Staff from the National Child Welfare Workforce Institute contributed a guest article, and we explore research on performance-based contracts and worker retention.</p>	<p>https://cbexpress.acf..</p>
	<p>Training and Technical Assistance Updates:</p> <p>CBX highlights WPIC's redesigned website and framework centered on the five elements required for achieving sustainable systems change, the TA Partnership's decision-making guidebook, and other updates from CB's T&TA Network.</p> <ul style="list-style-type: none"> • <u>Achieving Systems Change in Child Welfare</u> • <u>Differential Response in CPS</u> • <u>Decision-Making Guidebook</u> • <u>More Updates From the T&TA Network</u> 	<p>https://cbexpress.acf.hhs...</p>

Child Welfare E-Alert (monthly)

The following are now available on the Child Welfare Information Gateway

Publication Date	Selected Topics	Links
January 2013	Buscando a Parientes Biológicos (Searching for Birth Relatives)	https://www.childwelfare.gov...
	Obtaining Background Information on Your Prospective Adopted Child	https://www.childwelfare.gov...
	Parientes Como Proveedores de Cuidado y el Sistema de Bienestar de Menores (Kinship Caregivers and the Child Welfare System)	https://www.childwelfare.gov...
	Providing Background Information to Adoptive Parents	https://www.childwelfare.gov/...
February 2013	Clergy as Mandatory Reporters of Child Abuse and Neglect	https://www.childwelfare.gov...
	Mandatory Reporters of Child Abuse and Neglect	https://www.childwelfare.gov...
	Penalties for Failure to Report and False Reporting of Child Abuse and Neglect	https://www.childwelfare.gov...
	Toll-Free Crisis Hotline Numbers	https://www.childwelfare.gov...
March 2013	Annual Report to Congress on State Child Welfare Expenditures reported on the CFS-101	http://www.acf.hhs.gov/programs/cb...
	The CBX <i>Centennial Series, CB Decade-by-Decade</i> , features articles that examine highlights from each decade of the Children's Bureau's first 100 years.	https://cbexpress.acf.hhs.gov...
	The March issue of <i>Children's Bureau Express</i> (CBX) highlights research on reunification outcomes among incarcerated parents and their children in foster care, characteristics of imprisoned parents, and the benefits of contact visitation.	https://cbexpress.acf.hhs.gov
	Programs for Families Affected by HIV/AIDS Webpage	https://www.childwelfare.gov/syste...