

## Literature Review: 07/01/2013 – 09/30/2013

### **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, webinars, and book reviews. The research focus of this document involves the following areas of interest: charters, continuous quality improvement, implementation, interagency collaboration, leadership, recruitment and retention, strategic planning, supervision, systemic change, training systems, using data, and workforce development. The search is thorough but not exhaustive, feel free to contact us with recent selections that fit the search criteria and warrant 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 twelve articles and two reports were reviewed and their key concepts summarized. The review captured two articles on implementation, one on interagency collaboration, two on leadership, three on program development, one on using data, and three on workforce development. In addition it includes two reports; one in regards to implementation drivers, and one on the comparative effectiveness of child trauma exposure interventions. In regards to themes, several of the articles explored the use of tools and frameworks applied in current Child Welfare work; the CDC's Interactive Systems Framework for Dissemination and Implementation (ISF), The Program Assessment Rating Tool (PART), and the Intent to Leave Child Welfare Scale (ILCW) were all research topics. This current review also includes a news article from Reuters on recent urging for U.S. authorities to track international adoptions as a result of an investigative report on the re-homing of internationally adopted children. It also includes a link to an online video exploring the perspective of parents whose children were removed from their homes by the New York City Administration for Children's Services.

The review of the monthly Children's Bureaus publications includes; 21 selections from the Child Welfare Information Gateway Administration publication, 12 selections of specific interest to organizational improvement concepts from the Children's Bureau Express, and 4 selections from the Child Welfare E-Alerts. All of these selections additionally include live links.

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## Articles

Implementation		
Source	About/Method	Findings
<p>Brodowski, M.L., Counts, J.M., Gillam, R. J., Baker, L., Collins, V.S., Winkle, E., Skala, J., Stokes, K., Gomez, R., &amp; Redmon, J. (2013). Translating evidence-based policy to practice: A multilevel partnership using the interactive systems framework. <i>Families in Society</i>, 94(3), 141 – 149.</p>	<p>This article seeks to address the current gap between EBP mandates and the ability of programs to implement EBP. The authors state research on effective implementation of EBP is understudied. This is a case study of two programs using the CDC's interactive Systems Framework for Dissemination and Implementation (ISF). The researchers are looking specifically at the Prevention Support System (PSS) portion of this model in two states, Kansas and Nebraska, which are early adopters of the model. These two states were followed as they implemented Community Based Child Abuse Prevention Funds (CBCAP) with the intent to increase evidence based performance measure requirements.</p>	<ul style="list-style-type: none"> <li>Both Kansas and Nebraska demonstrated increased use of Evidence Based/ Evidence Informed (EB/EI) implementation.</li> </ul> <p>Recommendations:</p> <ul style="list-style-type: none"> <li>Policy infrastructure changes must be inclusive.</li> <li>Technical assistance is critical.</li> <li>Program practice evaluation is necessary.</li> </ul>
<p>Powell, B. J., Proctor, E. K., Glisson, C. A., Kohl, P. L., Raghavan, R., Brownson, R.C., Stoner, B.P., Carpenter, C.R., &amp; Palinkas, L.A. (2013). A mixed method multiple case study of implementation as usual in children's social service organizations: study protocol. <i>Implementation Science</i>, 8(1), 1-</p>	<p>The author's intention is to "fully describe" successful implementation strategies in children's mental health and social service settings in an effort to "inform efforts to develop more effective implementation strategies". This is the study protocol of a mixed methods case study of seven children's social service organizations. Data includes agency leader interviews, clinician focus groups,</p>	<p>Research and data collection began March 2013 – results are forthcoming.</p> <p>This work will describe</p> <ul style="list-style-type: none"> <li>Types of implementation strategies used</li> <li>How leaders decided on the what and how of implementation</li> <li>Stakeholder perceptions</li> <li>Organizational culture and climate influence</li> </ul>

12.	and document reviews which will be used to develop a web-based survey.	
<b>Interagency Collaboration</b>		
<b>Source</b>	<b>About/Method</b>	<b>Findings</b>
Packard, T., Patti, R., Daly, D., & Tucker-Tatlow, J. (2013). Implementing service integration and interagency collaboration: Experiences in seven counties. <i>Administration in Social Work</i> , 37(4), 356-371,	This primarily qualitative research focuses on the how service coordination in human service agencies can be improved through integration and collaboration. The study included interviews with seven counties; comprising four structurally integrated county agencies, and three free standing departments with high levels of interagency collaboration. These agencies were chosen as a result of being perceived as high-functioning and well integrated by the larger community. The data used included interviews with selected agency staff and clients (250 interviews are represented in this report), and a review of organizational archival documents which were subject to content analysis and produced some quantitative data.	The resulting data resulted in the creation of nine themes that the agencies had in common. <ol style="list-style-type: none"> <li>1. External drivers of change</li> <li>2. Mobilizing the executive team</li> <li>3. Leadership: Articulating the vision</li> <li>4. Marketing change goals</li> <li>5. Involving stakeholders: Community, middle management, and frontline staff</li> <li>6. Long-term vision and incremental change</li> <li>7. Co-location and regionalization</li> <li>8. Developing teamwork across professional and program cultures</li> <li>9. Unresolved issues in integration and collaboration</li> </ol>
<b>Leadership</b>		
<b>Source</b>	<b>About/Method</b>	<b>Findings</b>
Tropman, J., & Perry Wooten, L. (2013). The 7C approach to conceptualizing administration: Executive leadership in the 21 <sup>st</sup>	This is a guest editorial addressing general themes on how leadership in the field of administration of organizations are chosen, what these administrators	<ul style="list-style-type: none"> <li>• The 7c's are a good way to organize existing literature on executive leadership.</li> <li>• "Executiveship" and leadership are separate parts of administration on the whole - and are frequently in</li> </ul>

century. <i>Administration in Social Work</i> , 37(4), 325 – 328.	do, and what popular and scholarly literature exists. The authors present the 7C's which are described as, "a series of buckets that organize content of the executive leadership field. It serves well as providing bases for important variables that many thinkers identify as primary" (p325).	conflict with one another. The 7C's 1. Characteristics 2. Collaborations 3. Crucibles 4. Competencies (skill, knowledge, & Style) 5. Conditions 6. Context 7. Change
Bernotavicz, F., McDaniel, N.C., Brittain, C., & Dickinson, N.S. (2013). Leadership in a changing environment: A leadership model for child welfare. <i>Administration in Social Work</i> , 37(4), 401-417.	"The purpose of this article is to describe a leadership model specific to child welfare developed by the National Child Welfare Workforce Institute (NCWWI) and to provide examples of how its application in a national training and capacity-building program has led to personal leadership development and systems change." (p401).	The NCWWI Leadership Model and Leadership Competency Frameworks... <ul style="list-style-type: none"> <li>• Help link child welfare development programs.</li> <li>• Successfully acknowledge the complexity of leadership environments and how to engage in that complex environment.</li> <li>• Are in line with the Educational Policy and Accreditation Standards (EPAS) and could be used to enhance leadership development within Schools of Social Work and as a matter of agency training.</li> <li>• Emphasize that leadership occurs at all levels in child welfare.</li> <li>• Can help organize workforce and HR related activities and support ongoing research and evaluation.</li> </ul>
<b>Program Development</b>		
<b>Source</b>	<b>About/Method</b>	<b>Findings</b>
Hughes, R.C., & Rycus, J.S. (2013). Discussion of issues in differential response. <i>Research on Social Work Practice</i> , Online first version, July 19, 2013.	Author acknowledgement of nine formal responses on the original article, Issues in Differential Response. This is an overview and response to the wide range of feedback on the article.	The authors stand firmly by their original five findings. 1. DR Programs do not adhere to a uniform, standardized practice model, nor are programs implemented consistently across sites. 2. Methodological problems in the DR research limit confidence in research findings and conclusions. 3. There is insufficient data to confirm the safety of children served in alternative tracks.

		<div>4. DR programs appear to prioritize allocating services and resources for families in alternative tracks.</div> <div>5. DR literature misrepresents traditional CPS to enhance an alternative response model.</div>	
Armstrong, M., Swanke, J., Strozier, A., Yampolskaya, S., & Sharrock, P.J. (2013). Recent changes in the child welfare system: One state’s experience. <i>Children and youth Services Review</i> , 35(10), 1712 -1718.	Research comparing National to Florida state data on lengths of stay for children in out-of-home placements, and how these numbers have been influenced by Title IV-E waivers. Quantitative and qualitative data collection methods were utilized. Quantitative data was obtained through Florida’s Statewide Automated Welfare Information System as well as from the Florida Department of Children and Families. This includes expenditure data. Qualitative data incorporated 60 interviews from focus groups with child welfare agency staff from a variety of levels. Statewide lead agency surveys were also distributed.	<div>FFY 2005 – FFY 2011</div> <div><ul style="list-style-type: none"><li>• The number of children entering out-of-home care decreased statewide by 27%. This exceeds the national average</li><li>• The number of children living in out-of-home care statewide also decreased 31%. This exceeds the national average.</li><li>• The rate of reunification increased from 50.5% to 51.1%. The rate of finalized adoptions increased from 16.4% to 22.7%</li><li>• Expenditures for licensed out-of-home care decreased by 18%</li></ul></div> <div>Interventions perceived by stakeholders to have facilitated these reductions...</div> <div><ul style="list-style-type: none"><li>• Preventing out-of-home placements</li><li>• Prevention programs</li><li>• Crisis response teams</li><li>• Intensive in-home services</li><li>• Family engagement strategies</li><li>• Programs to reduce length of stay</li><li>• Family finding</li><li>• Youth villages</li><li>• Enhanced visitation support</li></ul></div>	
Moynihan, D. (2013). Advancing the empirical study of performance management: What we learned from the program assessment rating tool. <i>The American Review of Public</i>	A review of the, Program Assessment Rating Tool (PART) developed by the Office of Management and Budget. This tool was implemented during the G.W. Bush administration and then ended by the Obama administration. This was a	<b>Concept (Measure)</b>	<b>Key Predictors</b>
		Performance (PART Scores)	<ul style="list-style-type: none"><li>• Agency political ideology</li><li>• Political appointees</li><li>• Program type</li><li>• Goal ambiguity</li></ul>

<i>Administration, 43(5), 499-517.</i>	survey instrument that produced comprehensive evaluations based on four categories; program purpose and design, strategic planning, program management, and program results. Survey results would be scored and assigned a numerical value. Over a 5-year period this tool was used in the evaluation of over 1000 programs. The author here is assessing what were the key predictors of PART measures.	Performance( proportion of PART targets achieved)	Goal ambiguity
		Reform implementation (performance information use by managers)	Involvement with PART agency political ideology
		Performance budgeting (president's budget proposal)	<ul style="list-style-type: none"> <li>• PART program scores</li> <li>• Agency political ideology</li> </ul>
		Performance budgeting (legislative budget)	Goal ambiguity
		Performance budgeting (managerial budget execution)	Involvement with PART agency political ideology
		Administrative burden (time and effort devoted to completing PART)	<ul style="list-style-type: none"> <li>• Agency political ideology</li> <li>• Program type</li> </ul>
		Agency autonomy (length of statutes)	Political certainty
		Adapted from p. 513.	
<b>Using Data</b>			
<b>Source</b>	<b>About/Method</b>	<b>Findings</b>	
Bordone, A. (2013). Ensuring big data makes a measurable difference. <i>Policy &amp; Practice, 71(3)</i> , 32-38.	Commentary by the co-founder of Social Solutions (developers of human services data software) on the linear/siloed nature of data collection tools being utilized by public agencies. The author states that these current tools impede real time solutions to problems and lack the ability to inform longitudinal impact.	<ul style="list-style-type: none"> <li>• The article gives brief examples and one notable example of Boulder County, Colorado reducing wait times from weeks to same day as a result of software and data changes.</li> <li>• Concludes that managing all data effectively will increase capability.</li> </ul>	

<b>Workforce Development</b>		
<b>Source</b>	<b>About/Method</b>	<b>Findings</b>
Auerbach, C., Schudrich, W.Z., Lawrence, C.K., Claiborne, N., & McGowan, B.G. (2013). Predicting turnover: validating the intent to leave child welfare scale. <i>Research on Social Work Practice</i> , online first June 26, 2013.	The authors analyze the use of the; Intent To Leave Child Welfare Scale (ILCW), as a valid representation of worker turnover. Data is based on 429 child welfare workers employed at 2 Northeastern child welfare agencies providing voluntary services and contracted by public child welfare agencies. Surveys were taken in regards to intention to leave and researchers returned 12 months later to compare intent to actual turnover.	<ul style="list-style-type: none"> <li>• A strong significant relationship exists between three factors on ILCW subscales; thinking, looking, and acting, and actual turnover. Researchers were able to accurately predict turnover.</li> <li>• The ILCW is an appropriate proxy for actual worker turnover in the child welfare workforce in voluntary agencies. Further study would need to assess public child welfare workers specifically.</li> </ul>
Diamond, M. (2013). Repetition and the compulsion to repeat: Psychodynamic challenges in organizational learning and change. <i>Administration &amp; Society</i> , 45(5), 499 – 521.	The author links psychoanalytic theory to organizational learning in order to address the question, “how is the tendency for repetition constructive and destructive, as addressed in an organizational change process?” The author uses the example of organizational change attempts in a police department coupled with a literature review synthesis on the topic.	<ul style="list-style-type: none"> <li>• Successful; organizational learning and/or change within organizations “demands confrontation with human nature and the compulsion to repeat” to break unproductive and repetitive cycles.</li> <li>• The author also finds evidence of “defensive organizational structures” as a hindrance to successful organizational learning or change.</li> </ul>
Fabelo, H., O'Connor, M., Netting, F.E., & Wyche, A.K. (2013). When the paradoxical is ideal: Employees' perceptions of their organizations, work units, and ideal workplaces. <i>Administration in Social Work</i> , 37(4), 340-355.	“A multidimensional agency assessment instrument designed to assist administrators who are interested in engaging in the process of planned organizational change was tested in this study” (p340). The methods include the study of one public welfare organization and one private welfare organization within the same city in an effort to	<ul style="list-style-type: none"> <li>• The identified ideals at both agencies were multidimensional and paradoxical. This dilemma within these complex organizations was a characteristic that respondents appeared to recognize.</li> <li>• A serendipitous culture was identified by both agencies to be the most ideal</li> <li>• There was a difference between how Public Agency and Nonprofit Agency viewed the influence of entrepreneurial culture characteristics on their agency.</li> </ul>

	<p>address the following questions;</p> <ol style="list-style-type: none"> <li>1. Are there perceived differences between ideal, organization, and unit profiles within human service agencies?</li> <li>2. How do perceptions of culture differ (or are alike) between public and nonprofit agency?</li> <li>3. How does organizational and work unit satisfaction influence perceptions of ideal, organization, and unit cultures?</li> </ol>	<p>This finding goes on further to indicate that major change would need to occur at the Public Agency in order to bring the culture closer to the ideal.</p> <ul style="list-style-type: none"> <li>• Employees with less tenure believe the agency (Public or Private) is more embracing of Social Change than longer tenure employees.</li> <li>• Higher satisfaction with the ideal culture has the potential to buffer dissatisfaction at the work unit level.</li> </ul>
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<b>Reports</b>	
<b>Source</b>	<b>Abstract/ Excerpt</b>
<p>Fixsen, D., Blasé, K., Naoom, S., &amp; Duda, M. (2013). Implementation drivers: assessing best practices, The National Implementation Research Network (NIRN).  <a href="#">AIHub-NIRN-ImplementationDriversAssessingBestPractices.pdf</a></p>	<p>"Implementation Drivers are the key components of capacity and the functional infrastructure supports that enable a program's success. The three categories of Implementation Drivers are Competency, Organization, and Leadership. This newly revised assessment tool can be used by Implementation Teams during any Implementation Stage of an innovation. The assessment asks respondents to rate implementation supports currently in place, based on their experiences."</p>
<p>This executive summary is part of the following document: Goldman Fraser J, Lloyd SW, Murphy RA, Crowson MM, Casanueva C, Zolotor A, Coker-Schwimmer M, Letourneau K, Gilbert A, Swinson Evans T, Crotty K, Viswanathan M. (2013). Child exposure to trauma: Comparative effectiveness of interventions addressing maltreatment. Comparative Effectiveness Review No. 89.</p>	<p>"...This review, the second in the series, addresses the treatment of children exposed to traumatic events other than child maltreatment or family violence, some of whom are already experiencing symptoms. Interventions for children exposed to family violence (i.e., intimate partner violence and other forms of violence exposure in the home) are not covered by either review given the heterogeneity in this population and the interventions used to treat family violence exposure. That is, children who witness but do not directly experience interpersonal violence represent different clinical populations in terms of the nature of the relationship disturbance and implications for treatment. For the sake of brevity, we refer to children and adolescents as "children" for the remainder of this</p>

<p>AHRQ Publication No. 13-EHC002-EF. Rockville, MD: Agency for Healthcare Research and Quality. <a href="http://effectivehealthcare.ahrq.gov/index.cfm/search-for-guides-reviews-and-reports/?productid=1463&amp;pageaction=displayproduct">http://effectivehealthcare.ahrq.gov/index.cfm/search-for-guides-reviews-and-reports/?productid=1463&amp;pageaction=displayproduct</a></p>	<p>report. The review also seeks to understand whether evidence exists for differences in the efficacy of interventions by specific child or treatment characteristics or by setting of the delivered intervention. Finally, the review attempts to identify adverse events associated with the interventions reviewed.”</p>
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<b>Other</b>	
<b>Source</b>	<b>Abstract/ Excerpt</b>
<p>News Article: Twohey, M. (Fri Sep 13, 2013 5:05pm EDT). US: Governments call on U.S. to track foreign adoptees. <i>Reuters</i>, Retrieved from <a href="http://www.reuters.com/article/2013/09/13/us-usa-childexchange-reaction-idUSBRE98C0XX20130913">http://www.reuters.com/article/2013/09/13/us-usa-childexchange-reaction-idUSBRE98C0XX20130913</a>.</p>	<p>This article explores the public and international outcry to monitor international adoptions as a result of the Reuters investigative story on the re-homing of children adopted from overseas, <a href="#">The Child Exchange Inside America’s Underground Market for Adopted Children</a>. This was a widely publicized story and has created efforts from a variety of groups, including members of congress and officials from Russia, Brazil, and Guatemala, to compel child welfare authorities on the federal and state level to monitor overseas adoptions.</p>
<p>Video: Greer, A. (2013, October 13). A life changing visitor: When children’s services knocks, Retrieved from <a href="http://vimeo.com/71127830">[http://vimeo.com/71127830]</a></p>	<p>Video interviews of New York City parents on their experience of having their children removed from their home and placed in the custody of the New York Administration of Children Services System.</p>

## Child Welfare Information Gateway: Administration (monthly)

### July 01, 2013 edition

Publication	Abstract from Child Welfare Information Gateway
<p><b>Title:</b> Organizational Change: A Conceptual Framework to Advance the Evidence Base.</p> <p><b>Author(s):</b> Packard, Thomas.</p> <p><b>Published:</b> 2013</p> <p><b>Journal Name:</b> Journal of Human Behavior in the Social Environment v. 23, 1, February 2013, p. 75-90</p> <p><b>Available from:</b> Routledge -- Taylor and Francis Group</p> <p><a href="http://www.routledge.com">http://www.routledge.com</a></p>	<p><b>Abstract:</b> 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. (Author abstract)</p>
<p><b>Title:</b> Getting Ready for CQI: A Webinar for Child Welfare Agency Directors and Administrators [Video and Handouts].</p> <p><b>Author(s):</b> Kelley, Kevin.;Eller, John.;Turk, Katie.;Hardin, Phillip.;Sprouse, Lisa.</p> <p><b>Published:</b> 2013</p> <p><b>Document available online at:</b></p> <p><a href="http://fcrp.unc.edu/videos.asp">http://fcrp.unc.edu/videos.asp</a></p>	<p><b>Abstract:</b> This presentation for directors, child welfare administrators, and program managers from North Carolina county DSS agencies explores Continuous Quality Improvement (CQI) at the state and county level, with a focus on what DSS directors can do to improve agency readiness to implement CQI. (Author abstract)</p>

### August 01, 2013 edition

Publication	Abstract from Child Welfare Information Gateway
<p><b>Title:</b> Child Welfare Research: The Neglected Mandate (Chapter 10 in Women and Children First: The Contribution of the Children's</p>	<p><b>Abstract:</b> This chapter begins by explaining how the Children's Bureau has relinquished its internal research capacity and fulfilled its research mission through contracting and grants to university researchers and others. It then discusses the lack of a research</p>

<p>Bureau to Social Work Education).  <b>Author(s):</b> Collins-Camargo, Crystal.  <b>Published:</b> 2013  <b>Available from:</b> Council on Social Work Education  <a href="http://www.cswe.org">http://www.cswe.org</a></p>	<p>development strategy and research funding, the development of the regional Quality Improvement Centers, and current research efforts. Recommendations for an integrated approach to child welfare research are made. 48 references.</p>
<p><b>Title:</b> Statewide Implementation of Evidence-Based Programs.  <b>Author(s):</b> Fixsen, Dean.;Blase, Karen.;Metz, Allison.;Van Dyke, Melissa.  <b>Published:</b> 2013  <b>Journal Name:</b> Exceptional Children  v. 79, 2, Winter 2013, p. 213-230  <b>Available from:</b> Council for Exceptional Children  <a href="http://www.cec.sped.org/">http://www.cec.sped.org/</a></p>	<p><b>Abstract:</b> Evidence-based programs will be useful to the extent they produce benefits to individuals on a socially significant scale. It appears the combination of effective programs and effective implementation methods is required to assure consistent uses of programs and reliable benefits to children and families. To date, focus has been placed primarily on generating evidence and determining degrees of rigor required to qualify practices and programs as "evidence-based." To be useful to society, the focus needs to shift to defining "programs" and to developing state-level infrastructures for statewide implementation of evidence-based programs and other innovations in human services. In this article, the authors explicate a framework for accomplishing these goals and discuss examples of the framework in use. (Author abstract)</p>
<p><b>Title:</b> Establishing and Evaluating the Key Functions of an Interactive Systems Framework Using an Assets-Getting to Outcomes Intervention.  <b>Author(s):</b> Chinman, Matthew.;Acosta, Joie.;Ebener, Patricia.;Burkhart, Q.;Clifford, Michael.;Corsello, Maryann.;Duffey, Tim.  <b>Published:</b> 2012  <b>Journal Name:</b> American Journal of Community Psychology  v. 50, 3-4, December 2012 ; Online March 24, 2012, p. 295-310  <b>Available from:</b> Springer  <a href="http://www.springer.com/">http://www.springer.com/</a></p>	<p><b>Abstract:</b> Community practitioners can face difficulty in achieving outcomes demonstrated by prevention science. Building a community practitioner's prevention capacity -- the knowledge and skills needed to conduct critical prevention practices -- could improve the quality of prevention and its outcomes. The purpose of this article is to: (1) describe how an intervention called Assets-Getting To Outcomes (AGTO) was used to establish the key functions of the ISF and present early lessons learned from that intervention's first 6 months and (2) examine whether there is an empirical relationship between practitioner capacity at the individual level and the performance of prevention at the program level -- a relationship predicted by the ISF but untested. The article describes an operationalization of the ISF in the context of a five-year randomized controlled efficacy trial that combines two complementary models designed to build capacity: Getting To Outcomes (GTO) and Developmental Assets. The trial compares programs and individual practitioners from six community-based coalitions using AGTO with programs and practitioners from six similar coalitions that are not. In this article, we primarily focus on what the ISF calls innovation specific capacity and discuss how the combined AGTO innovation structures and uses feedback about its capacity-building activities, which can serve as a model for implementing the ISF. Focus group discussions used to gather lessons learned from the first 6 months of the AGTO intervention suggest that while the ISF may have been conceptualized as three distinct systems, in practice they are less distinct. Findings from the baseline wave of data collection of individual</p>

	<p>capacity and program performance suggest that practitioner capacity predicts, in part, performance of prevention programs. Empirically linking practitioner capacity and performance of prevention provides empirical support for both the ISF and AGTO. (Author abstract)</p>
<p><b>Title:</b> Data Considerations for Fostering Connections.</p> <p><b>Published:</b> 2012</p> <p><b>Printable version (PDF):</b>  <a href="http://www.nrccwdt.org/wp-content/uploads/2012/04/Fostering-Connections-TTT.pdf">http://www.nrccwdt.org/wp-content/uploads/2012/04/Fostering-Connections-TTT.pdf</a></p>	<p><b>Abstract:</b> This brief describes how uses of data and technology can help States create efficient and effective policies and service responses in child welfare systems. It discusses ways that technology can help implement: Fostering Connections Health Provisions that require cross-system collaboration between agencies and providers to ensure that health care needs of foster children are addressed; Fostering Connections Kinship and Guardianship Provisions that provide better support to the extended families of children placed in foster care to support permanency; Fostering Connections Education Provisions that require coordination with local educational agencies in each child's case plan to ensure educational stability for children in foster care; Foster Connections Older Youth Provisions that allow States to extend foster care up to age 21 and require individualized transition plans; Fostering Connections Adoption Provisions that include incentives regarding federal financial support for foster care children with special needs; and Fostering Connections Tribal Provisions that make it possible for Tribes to access federal Title IV-E funds to administer their own foster care or adoption assistance programs.</p>
<p><b>Title:</b> Toward an Evidence-Based System for Innovation Support (Tools, Training, Technical Assistance, Quality Improvement/Quality Assurance) for Implementing Innovations With Quality to Achieve Desired Outcomes. Draft.</p> <p><b>Author(s):</b> Wandersman, Abraham.;Chien, Victoria H.;Katz, Jason.</p> <p><b>Published:</b> 2011</p> <p><b>Printable version (PDF):</b>  <a href="http://rccp.cornell.edu/assets/2011%20Symposium%20files/2011-Symposium.materials/Keynote_Workshops/Keynote%20%28Wandersman%29/ebsis%20ms%20draft%201.25.11%20submitted.pdf">http://rccp.cornell.edu/assets/2011%20Symposium%20files/2011-Symposium.materials/Keynote_Workshops/Keynote%20%28Wandersman%29/ebsis%20ms%20draft%201.25.11%20submitted.pdf</a></p>	<p><b>Abstract:</b> For an individual or an organization to implement a new technology, program, or policy (an innovation) usually requires support. A support system works with state and local entities (e.g., schools, coalitions, community-based organizations, clinics, mental health provider organizations) and individuals to build their capacity for quality implementation of innovations. The literature on the support system has been under-researched and under-developed. In the Interactive Systems Framework for Dissemination and Implementation, the effectiveness of a support system and its components will be largely determined by its ability to strengthen a delivery system's capacity for implementing innovations with quality. This article begins to conceptualize theory, research, and action for an evidence-based system for innovation support (EBSIS). The EBSIS is a framework that outlines key priority areas for strengthening the science and practice of support. It is guided by a logic model / theory of change that includes an initial capacity assessment, followed by the provision of four key support components: tools, training, technical assistance (TA), and quality improvement/quality assurance (QI/QA). In the EBSIS, each of the four support components uses a results-based accountability approach (Getting To Outcomes®), which allows for the identification and synthesis of best practices. In concluding with a discussion of research and practice implications of EBSIS, we suggest use of collaborative researcher-practitioner</p>

	partnerships to help accelerate the field of evidence-based systems for innovation support. (Author abstract)
<p><b>Title:</b> Understanding and Measuring Child Welfare Outcomes (Chapter 5 in Evidence for Child Welfare Practice).</p> <p><b>Author(s):</b> D'Andrade, Amy.;Lemon Osterling, Kathy.;Austin, Michael J.</p> <p><b>Published:</b> 2010</p> <p><b>Available from:</b> Routledge -- Taylor and Francis Group</p> <p><a href="http://www.routledge.com">http://www.routledge.com</a></p>	<p><b>Abstract:</b> Research literature related to child welfare outcomes is reviewed in order to provide a context for federal accountability efforts and the 2001 federal mandate to hold States accountable for child welfare outcomes is summarized, as well as California's response to this mandate. Implications and recommendations for making changes related to administrative indicators are discussed. 4 figures and numerous references</p>
<p><b>Title:</b> Family Assessment in Child Welfare Services: Instrument Comparisons. (Chapter 3 in Evidence for Child Welfare Practice).</p> <p><b>Author(s):</b> Johnson, Michelle A.;Stone, Susan.;Lou, Christine.;Vu, Catherine m.;Ling, Jennifer.;Mizrahi, Paola.;Austin, Michael J.</p> <p><b>Published:</b> 2010</p> <p><b>Available from:</b> Routledge -- Taylor and Francis Group</p> <p><a href="http://www.routledge.com">http://www.routledge.com</a></p>	<p><b>Abstract:</b> A review of 85 family assessment instruments found 21 that appear to be the most valid and reliable for evaluating key domains of family assessment: patterns of social interactions, parenting practices, background and history of the parents or caregivers, and problems in access to basic necessities. Key measurement criteria and practical considerations in the selection and implementation of family assessment instruments are discussed. 8 figures and 50 references.</p>
<p><b>Title:</b> Capacity Development in Practice.</p> <p><b>Author(s):</b> Ubels, Jan.;Acquaye-Baddoo, Naa-Aku.;Fowler, Alan.</p> <p><b>Published:</b> 2010</p> <p><b>Printable version (PDF):</b></p> <p><a href="http://www.snvworld.org/sites/www.snvworld.org/files/publications/capacity_development_in_practice_-_complete_publication.pdf">http://www.snvworld.org/sites/www.snvworld.org/files/publications/capacity_development_in_practice - complete publication.pdf</a></p>	<p><b>Abstract:</b> This resource volume explores capacity-development support as an intervention practice, including insights, knowledge, approaches, methods, skills, roles, and attitudes used to deliberately stimulate and support growth of capacities. It begins with three chapters that discuss the multiple nature of capacity, the fact that capacity often exists between multiple actors, and that capacity is embedded in different scales of human organization. The seven chapters in Part 2 provide insights about critical elements and topics that a practitioner needs to be knowledgeable about in order to do capacity development work and further develop their own experience, repertoire, style, and choices. The seven chapters in Part 3 provide a range of insights, experiences, and approaches on how to work with multi-actor and multi-tiered systems. Topics range from dealing with politics and accountability to working with value chains and knowledge networks. Part 4 includes four chapters that explore the need to account for results and to learn on the go. Chapters illustrate the possibilities and challenges of combining these ambitions that are often seen as being in opposition, or difficult to reconcile. Part 5 includes three chapters that explore market dynamics and discuss the status of capacity</p>

	development as a professional field in formation and perspectives for its further development. 33 figures, 11 tables, 26 boxes, and numerous references. (Author abstract modified)
<b>Title:</b> Technical Assistance to Promote Service and System Change. <b>Author(s):</b> Blase, Karen A. <b>Published:</b> 2009 <b>Printable version (PDF):</b> <a href="http://www.challengingbehavior.org/do/resources/documents/roadmap_4.pdf">http://www.challengingbehavior.org/do/resources/documents/roadmap_4.pdf</a>	<b>Abstract:</b> The purpose of this TACSEI Roadmap document is to assist a range of stakeholders (e.g., early childhood service providers, parents, technical assistance providers) in understanding the types of TA that are most beneficial for achieving particular practice and systems outcomes. The paper will explore and highlight TA strategies to initiate, implement, and sustain effective practice and systems change. With this information, stakeholders at multiple levels (e.g., practice, organization, collaborative groups, state, Federal) will be better equipped to select, promote, and provide TA that is aligned with improving practice, organizations, and systems to serve young children with or at risk of disabilities with challenging needs. The content of this Roadmap is based on a broad literature related to practice, service, and systems change, data and information related to TA across a number of domains (e.g., special education, general education, community prevention, aid for developing countries), and data and best practices related to implementation and scaling up of evidence-based practices. (Author abstract)
<b>Title:</b> The National Early Childhood Technical Assistance Center Model for Long-Term Systems Change. <b>Author(s):</b> Kahn, Lynne.;Hurth, Joicey.;Kasprzak, Christina M.;Diefendorf, Martha J.;Goode, Susan E.;Ringwalt, Sharon S. <b>Published:</b> 2009 <b>Journal Name:</b> Topics in Early Childhood Special Education v. 29, May 2009 ; Online March 25, 2009, p. 24-39 ; Online p. 1-16 <b>Printable version (PDF):</b> <a href="http://life.comm.fsu.edu/LIFEArticles/PD/Ttopics_NECTACModel.pdf">http://life.comm.fsu.edu/LIFEArticles/PD/Ttopics_NECTACModel.pdf</a>	<b>Abstract:</b> The National Early Childhood Technical Assistance Center was charged by the U.S. Department of Education's Office of Special Education Programs from October 2001 through September 2006 to develop, implement, and evaluate an approach to technical assistance (TA) that would result in sustainable systems change in state early intervention and preschool special education programs served under the early childhood provisions of Individuals with Disabilities Education Act. Both process and summative evaluations were conducted over the 5-year contract period. The TA Model for Long-Term Systems Change was found to result in improvements in state and local infrastructures, personnel development systems, practices, and outcomes for children and families. The resulting model is a legacy that Pat Trohanis leaves to the field of technical assistance. (Author abstract)

### September 01, 2013 edition

Publication	Abstract from Child Welfare Information Gateway
<b>Title:</b> Child Welfare Outcomes 2008-2011: Report to Congress: Executive Summary	<b>Abstract:</b> Child Welfare Outcomes reports provide information on the performance of States in seven outcome categories. The outcomes used in this report reflect widely

<p><b>Published:</b> 2013  <b>Available from:</b> Child Welfare Information Gateway  Children's Bureau/ACYF  <b>Printable version (PDF):</b>  <a href="http://www.acf.hhs.gov/sites/default/files/cb/cwo08_11_exesum.pdf">http://www.acf.hhs.gov/sites/default/files/cb/cwo08_11_exesum.pdf</a></p>	<p>accepted performance objectives for child welfare practice.</p>
<p><b>Title:</b> Becoming Trauma-Informed: Suggestions for Incorporating Research Findings into Practice.  <b>Author(s):</b> Beldin, Kerry L.;Rolf, Karen A.  <b>Published:</b> 2013  <b>Journal Name:</b> Professional Development : The International Journal of Continuing Social Work Education.  v. 16, 1, Spring 2013, p. 30-33  <b>Available from:</b> Professional Development: The International Journal of Continuing Social Work Education  <a href="http://www.survey.utexas.edu/journal/">http://www.survey.utexas.edu/journal/</a></p>	<p><b>Abstract:</b> Trauma-informed care has become a fixture of current health care and mental health care practice. Social workers interact frequently with individuals who have experienced trauma, and are in a unique position to prevent long-term negative effects of trauma. In addition to assessing the presence of a history of trauma, social workers should also be seeking opportunities to promote resilience to mitigate the effects of trauma when possible. Suggestions for utilizing research findings on trauma in social work practice and education are discussed. (Author abstract)</p>
<p><b>Title:</b> The Emergence of Trauma-Informed Child Welfare Systems.  <b>Author(s):</b> Wilson, Charles E.  <b>Published:</b> 2013  <b>Journal Name:</b> CW360: A Comprehensive Look at a Prevalent Child Welfare Issue  Winter 2013, p. 12-13  <b>Printable version (PDF):</b>  <a href="http://www.cehd.umn.edu/ssw/cascw/attributes/PDF/publications/CW360-Ambit_Winter2013.pdf">http://www.cehd.umn.edu/ssw/cascw/attributes/PDF/publications/CW360-Ambit_Winter2013.pdf</a></p>	<p><b>Abstract:</b> The following seven elements are recommended for a trauma-informed child welfare system: maximize physical and psychological safety for the child and family, identify trauma-related needs of children and families, enhance child and family well-being and resiliency, enhance family well-being and resiliency of those working in the system, partner with youth and families, and partner with system agencies.</p>
<p><b>Title:</b> Outcomes Management: Incorporating and Sustaining Processes Critical to Using Outcome Data to Guide Practice Improvement.</p>	<p><b>Abstract:</b> An outcomes management system (OMS) greatly facilitates an organization or state achieving requirements regarding accountability and use of empirically based interventions. A case example of the authors' experience with a successful and enduring OMS is presented, followed by a review of the literature and a proposed model delineating</p>

<p><b>Author(s):</b> Hodges, Kay.;Wotring, James R.  <b>Published:</b> 2012  <b>Journal Name:</b> Journal of Behavioral Health Services and Research  v. 39, 2, April 2012, p. 130-143  <b>Printable version (PDF):</b>  <a href="http://gucchdtacenter.georgetown.edu/resources/Webinar%20and%20Audio%20Files/Outcomes%20Hodges%20and%20Wotring-2.pdf">http://gucchdtacenter.georgetown.edu/resources/Webinar%20and%20Audio%20Files/Outcomes%20Hodges%20and%20Wotring-2.pdf</a></p>	<p>the key components and benefits of an OMS. Building capacity to measure performance requires embedding utilization of youth-specific, clinically meaningful outcome data into the organization's processes and structures. An OMS measures outcomes associated with services, facilitates implementation of evidence-based practices, informs case decision making, enables better and more efficient clinical management, and provides aggregated information used to improve services. A case-specific supervisory model based on instantaneously available information, including progress to date, helps maximize consumer outcomes. Continuous quality improvement activities, which are databased and goaloriented, become a positive change management tool. This paper describes organizational processes that facilitate the development of a highly functional OMS. (Author abstract)</p>
<p><b>Title:</b> In Pursuit of Better Outcomes: Putting CQI in NC's Child Welfare Toolbox.  <b>Published:</b> 2012  <b>Journal Name:</b> Training Matters  v. 14, 1, October 2012,  <b>Document available online at:</b>  <a href="http://www.trainingmatters-nc.org/tm_v14n1/tm_v14n1.htm">http://www.trainingmatters-nc.org/tm_v14n1/tm_v14n1.htm</a>  <b>Printable version (PDF):</b>  <a href="http://www.trainingmatters-nc.org/tm_v14n1/tm14n1.pdf">http://www.trainingmatters-nc.org/tm_v14n1/tm14n1.pdf</a></p>	<p><b>Abstract:</b> This fact sheet highlights Continuous Quality Improvement (CQI) as an important non-traditional social work tool that can be used to analyze data, develop goals and action steps, and track progress. The 4-step CQI process model North Carolina has adopted is described and includes the following steps: adopt outcomes, indicators, and standards; collect data and information; review, analyze, and interpret data; and apply learning. The use of CQI to develop the Reaching for Accountability and Excellence in Practice (REAP), a model for creating an achievement-focused child welfare system is noted, and a profile of REAP is provided. 3 references.</p>
<p><b>Title:</b> Tools for Developing a CFSP/ASPR for States [Webpage].  <b>Published:</b> 2012  <b>Document available online at:</b>  <a href="http://archive.acf.hhs.gov/programs/cb/programs_fund/toolkit/state.htm">http://archive.acf.hhs.gov/programs/cb/programs_fund/toolkit/state.htm</a></p>	<p><b>Abstract:</b> Includes: CFSP/ASPR Reporting Schedule for States and Tribes; State Checklist for the Child and Family Service Plan (CFSP)/Annual Progress and Services Report (APSR); Match Calculators to calculate the State shares of title IV-B and Chafee expenditures; and Additional information to support successful CFSPs and APSRs.</p>
<p><b>Title:</b> Tools for Developing a CFSP/ASPR for Tribes [Webpage].  <b>Published:</b> 2012  <b>Document available online at:</b>  <a href="http://archive.acf.hhs.gov/programs/cb/programs_fund/toolkit/tribal.htm">http://archive.acf.hhs.gov/programs/cb/programs_fund/toolkit/tribal.htm</a></p>	<p><b>Abstract:</b> Includes: CFSP/ASPR Reporting Schedule for States and Tribes; Tribal Checklist for the Child and Family Service Plan (CFSP)/Annual Progress and Services Report (APSR); Match Calculators to calculate the Tribal shares of title IV-B and Chafee expenditures; and Additional information to support successful CFSPs and APSRs</p>
<p><b>Title:</b> Quality Assurance.  <b>Author(s):</b> Harrison, Jo.;Lampard,</p>	<p><b>Abstract:</b> This article outlines the role quality assurance plays in building the quality of practice and achieving the best possible outcomes for children and young people in New</p>

<p>Susie.;Lyness, Karen.;Peterson, Jacqui.;Caspers, Adele.;Ward, Trish.  <b>Published:</b> 2012  <b>Journal Name:</b> Social Work Now  v. 51, November 2012, p. 29-33  <b>Printable version (PDF):</b>  <a href="http://www.cyf.govt.nz/documents/about-us/publications/social-work-now/social-work-now-nov-2012.pdf">http://www.cyf.govt.nz/documents/about-us/publications/social-work-now/social-work-now-nov-2012.pdf</a></p>	<p>Zealand. It begins by reviewing the work of the Child, Youth, and Family social work and then describes new and future developments: the recent introduction of self-assessment which includes feedback from stakeholders and service users; and a quality assurance model that is shared across the whole organization and keeps its eye firmly on outcomes. 1 figure.</p>
<p><b>Title:</b> Creating Trauma-Informed and Developmentally Appropriate Systems of Care in Child Abuse and Neglect Prevention: Guiding Principles of Practice (Appendix 2 of Trauma Core Values: Choice, Collaboration, Empowerment, Safety, and Trustworthiness)  <b>Published:</b> 2012  <b>Document available online at:</b>  <a href="http://www.dhs.wisconsin.gov/bdds/fcmh/FCMHTraumaFINALPreventionGuidingPrinciplesAugust2012.doc">http://www.dhs.wisconsin.gov/bdds/fcmh/FCMHTraumaFINALPreventionGuidingPrinciplesAugust2012.doc</a></p>	<p><b>Abstract:</b> This report presents trauma-informed guiding principles designed to help move the child maltreatment prevention field in Wisconsin towards a more trauma-informed culture and service delivery system that empowers and heals, rather than marginalizes or harms further. It begins by explaining the definitions of trauma-informed services and developmentally appropriate services. Principles are then provided, along with examples to guide the work of direct services staff and organizational leaders in transforming the agency to a trauma-informed culture. Principles include: understand the prevalence and impact of trauma through ongoing education and training; promote effective collaboration across systems and disciplines; utilize evidence-based practices and support promising practices; promote trauma screening, assessment, and referrals to community resources; promote physical and emotional safety; build trust through honesty and transparency; manage professionals and personal stress; provide a holistic approach to service delivery that incorporates a developmental or life-span perspective across the social ecology; utilize a person's strengths, choice, and autonomy; embrace diversity; and communicate with compassion. Additional resources are listed.</p>

## Children's Bureau Express (monthly)

Publication Date	Selected Topics	Links
July/August 2013, Vol. 14, No. 6	New! From CB	<p>State Child and Family Services Plans (CFSP) State Annual Progress and Services Report (ASPR) Toolkit:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.acf.hhs.gov/programs/cb/programs/state-tribal-cfsp/state-toolkit">https://www.acf.hhs.gov/programs/cb/programs/state-tribal-cfsp/state-toolkit</a></li> </ul> <p>Tribal CFSP and ASPR Toolkit:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.acf.hhs.gov/programs/cb/programs/state-tribal-cfsp/tribal-toolkit">https://www.acf.hhs.gov/programs/cb/programs/state-tribal-cfsp/tribal-toolkit</a></li> </ul> <p>New Child Welfare Policy Manual questions on title IV-E for youth ages 18 and older:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.acf.hhs.gov/cwpm/programs/cb/laws_policies/laws/cwpm/index.jsp">http://www.acf.hhs.gov/cwpm/programs/cb/laws_policies/laws/cwpm/index.jsp</a></li> </ul>
	Strategies for Tools & Practice	<p>Becoming an Evidence-Based Practice</p> <ul style="list-style-type: none"> <li>• <a href="http://www.vera.org/sites/default/files/resources/downloads/measuring-success.pdf">http://www.vera.org/sites/default/files/resources/downloads/measuring-success.pdf</a></li> </ul>
September 2013, Vol. 14, No. 7	News from the Children's Bureau	<p>New <i>Child Welfare Outcomes</i>, AFCARS Reports</p> <ul style="list-style-type: none"> <li>• <a href="https://cbexpress.acf.hhs.gov/index.cfm?event=website.viewArticles&amp;issueid=149&amp;sectionid=1&amp;articleid=3940">https://cbexpress.acf.hhs.gov/index.cfm?event=website.viewArticles&amp;issueid=149&amp;sectionid=1&amp;articleid=3940</a></li> </ul>
	Spotlight on Continuous Quality Improvement	<p>CB's Focus on Continuous Quality Improvement</p> <ul style="list-style-type: none"> <li>• <a href="https://cbexpress.acf.hhs.gov/index.cfm?event=website.viewArticles&amp;issueid=149&amp;sectionid=2&amp;articleid=3975">https://cbexpress.acf.hhs.gov/index.cfm?event=website.viewArticles&amp;issueid=149&amp;sectionid=2&amp;articleid=3975</a></li> </ul> <p>Building Child Welfare's CQI Capacity</p> <ul style="list-style-type: none"> <li>• <a href="https://cbexpress.acf.hhs.gov/index.cfm?event=website.viewArticles&amp;issueid=149&amp;sectionid=2&amp;articleid=3946">https://cbexpress.acf.hhs.gov/index.cfm?event=website.viewArticles&amp;issueid=149&amp;sectionid=2&amp;articleid=3946</a></li> </ul> <p>Promoting CQI: NRCOI</p>

		<ul style="list-style-type: none"> <li>• <a href="https://cbexpress.acf.hhs.gov/index.cfm?event=website.viewArticles&amp;issueid=149&amp;sectionid=2&amp;articleid=3950">https://cbexpress.acf.hhs.gov/index.cfm?event=website.viewArticles&amp;issueid=149&amp;sectionid=2&amp;articleid=3950</a></li> </ul> <p>CQI for Early Childhood Grantees</p> <ul style="list-style-type: none"> <li>• <a href="https://cbexpress.acf.hhs.gov/index.cfm?event=website.viewArticles&amp;issueid=149&amp;sectionid=2&amp;articleid=3947">https://cbexpress.acf.hhs.gov/index.cfm?event=website.viewArticles&amp;issueid=149&amp;sectionid=2&amp;articleid=3947</a></li> </ul> <p>Court Performance in Improving Child Well-Being</p> <ul style="list-style-type: none"> <li>• <a href="https://cbexpress.acf.hhs.gov/index.cfm?event=website.viewArticles&amp;issueid=149&amp;sectionid=2&amp;articleid=3948">https://cbexpress.acf.hhs.gov/index.cfm?event=website.viewArticles&amp;issueid=149&amp;sectionid=2&amp;articleid=3948</a></li> </ul> <p>CQI Practice Model in North Carolina</p> <ul style="list-style-type: none"> <li>• <a href="https://cbexpress.acf.hhs.gov/index.cfm?event=website.viewArticles&amp;issueid=149&amp;sectionid=2&amp;articleid=3949">https://cbexpress.acf.hhs.gov/index.cfm?event=website.viewArticles&amp;issueid=149&amp;sectionid=2&amp;articleid=3949</a></li> </ul>
	<b>Strategies for Tools &amp; Practice</b>	<p>Cross-System Core Practice Model in California</p> <ul style="list-style-type: none"> <li>• <a href="https://cbexpress.acf.hhs.gov/index.cfm?event=website.viewArticles&amp;issueid=149&amp;sectionid=17&amp;articleid=3959">https://cbexpress.acf.hhs.gov/index.cfm?event=website.viewArticles&amp;issueid=149&amp;sectionid=17&amp;articleid=3959</a></li> </ul>

## Child Welfare Edition E-Alerts (Monthly)

The following are now available on the Child Welfare Information Gateway

Publication Date	Selected Topics & Links
July 2013	<b>Community-Based Child Abuse Prevention (CBCAP) Video Success Stories</b> Hear the success stories of how the Children's Bureau and local CBCAP programs are working to support families and build strong communities. <ul style="list-style-type: none"><li>• <a href="https://www.childwelfare.gov/preventing/preventionmonth/videogallery/cbcap.cfm">https://www.childwelfare.gov/preventing/preventionmonth/videogallery/cbcap.cfm</a></li></ul>
August 2013	<b>What Is Child Welfare? A Guide for Health-Care Professionals</b> Provides an overview of the field of child welfare and suggests ways that health-care professionals and child welfare workers can work together to promote better outcomes for children and families. <ul style="list-style-type: none"><li>• <a href="https://www.childwelfare.gov/pubs/cw_healthcare.cfm">https://www.childwelfare.gov/pubs/cw_healthcare.cfm</a></li></ul>
September 2013	<b>Children's Bureau Spotlight Video Series</b> Features Children's Bureau staff sharing insights into critical aspects of their work to protect children and strengthen families. <ul style="list-style-type: none"><li>• <a href="https://cb100.acf.hhs.gov/videos/cb_video#spotlight">https://cb100.acf.hhs.gov/videos/cb_video#spotlight</a></li></ul> <b>Child Welfare Outcomes 2008-2011</b> Describes national and State performance in achieving safety, permanency, and well-being outcomes for children served by child welfare programs. <ul style="list-style-type: none"><li>• <a href="https://www.acf.hhs.gov/programs/cb/resource/cwo-08-11">https://www.acf.hhs.gov/programs/cb/resource/cwo-08-11</a></li></ul>