

Literature Review: 10/01/2013 – 12/31/2013

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 regularly reviewed include: scholarly articles, reports, book reviews, and other content relevant to child welfare organizational improvement. The research focus 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. 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 fourteen articles and one report has been reviewed and the key concepts are summarized. The review captures one articles on continuous quality improvement, two on implementation, two on strategic planning, one on supervision, two on systemic change, one on training systems, one on using data, four on workforce development, and one report on child abuse and neglect research. In regards to themes, several of these articles involve research involving the culture of child welfare agencies and the resulting impact of this culture on programming and services. The review additionally includes two commentaries, and one guide, each from various public service consulting groups involving; human service organization governance, implementing integrated service delivery programs, and using data to influence practice. This review also contains several articles in regards to the implementation of evidence based practices and strategic management.

The review concludes with a listing of resources from various Child Welfare Information Gateway subscriptions with a specific focus on organizational improvement relevant sources.

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

Articles

Continuous Quality Improvement		
Source	About/Method	Findings
<p>Gitterman, A., & Knight, C. (2013). Evidence-guided practice: Integrating the science and art of social work. <i>Families in Society</i>, 94(2), 70-78.</p>	<p>This research is based on a case model exploring the current shift toward the “science” of social work, primarily as it is expressed in the current focus on evidence based practices (EBP). The authors are in support of the “art” that is social work, and present the marrying of the science and art as an alternative to EBP known as evidence-guided practice (EGP). The authors review and summarize the tenets of EBP followed by an introduction of EGP. Differentiation is made between evidence informed and evidence guided practice.</p>	<p>The authors present a significant argument for evidence guided practice and also propose the following 5 EGP principles;</p> <ol style="list-style-type: none"> “1. Trusting relationships—between worker and client, between client and significant others—are central to effective outcomes. 2. Clients must be active and informed partners in the social work endeavor. 3. Clear standards for practice must be balanced against flexibility in the face of client needs and circumstances. 4. The agency and worker must take into account and be prepared to intervene in the wider social environment. 5. Workers must be accountable for their actions and must continuously use research to guide their practice and refine and improve program design and delivery of services.” <p>The authors conclude that along with the current focus on EBP that other more difficult to quantify variables must be considered and that EGP would provide this.</p>

Implementation		
Source	About/Method	Findings
<p>Pipkin, S., Sterrett, E. M., Antle, B., & Christensen, D. N. (2013). Washington state's adoption of a child welfare practice model: An illustration of the getting to outcomes implementation framework. <i>Children and Youth Services Review</i>, 35(12), 1923-1932.</p>	<p>This article explores a statewide implementation attempt by Washington State of the evidence-based case management model, Solution-Based Casework (SBC), following the Getting to Outcomes (GTO) framework. This work includes an explanation of GTO. This article additionally includes discussion of how to choose relevant EBP for individual organizations. The research method is a case study.</p>	<p>GTO proved to be a feasible model to aide in the implementation of SBC. This research illustrates the challenge of implementing large system changes in state-wide child welfare programs. "Even with significant internal and external supports, including funding, consultant expertise, initial legislative and administrative support, without investments of time and energy in planning, the road to full implementation can be challenging. Paradoxically, in large systems, as illustrated in this article, these challenges and barriers can be magnified by the time spent planning (vs. action) ...Given these dynamics, an implementation structure such as the Getting to Outcomes framework may prove to be a useful guide for the state-wide implementation of a practice change initiative. In Washington's experience, the GTO process did not prevent unintended or unanticipated outcomes in the process, but it did provide a guide for returning the change process to its proper course when these occur" (p 1931)</p> <p>Two critical lessons learned</p> <ol style="list-style-type: none"> 1. The importance of engaged leadership that is aware of the details and has the ability to notice when internal or external benefits or barriers arise is paramount. The researchers suggest the following from agency leadership prior to implementation

		<ul style="list-style-type: none"> • attending the initial trainings • reading all relevant literature on the model • using regular senior lines of authority to manage the project(vs. assigning to lower level training branch for example) • scheduling regular quarterly meetings with the model consultant for update • Finding ways to be personally visible and vocal about the project, particularly supporting a process of recognizing practice model champions at all levels of the system. <p>2. “The decision in Washington to build internal staff expertise (coaches) dedicated to the model implementation was a significant accomplishment. The lesson learned however is that there is a danger in relegating the responsibility of ensuring model implementation to individuals in the Coach position. An unintended consequence of this process is that line supervisors may feel disempowered. The Washington experience with gaining the buy-in of the supervisors has been challenging, as too many supervisors saw the task of changing practice as that of the dedicated Coaches positions. In other jurisdictions where SBC has since been implemented, the engine of change is squarely with the supervisor and their direct management of practice” (p. 1931).</p>
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<p>Wolff, T. (2013). Clearing the hurdles. <i>Policy & Practice</i>, 71(5), 26-29.</p>	<p>This article has the secondary title of; A Practical Guide to Service-Oriented Architecture (SOA) Governance for Human Service Organizations. The author is the Enterprise SOA lead At Accenture Software for Health and Public Service. This guide is attempting to address the issue of the limited amount of implementation projects which are delivered on time, on budget, or are able to be successfully implemented at all as a result of ineffective governance.</p>	<p>The author lays out the following three Building Blocks of SOA Governance necessary to establish a successful SOA governance infrastructure (SGI). The following are expanded further in the article;</p> <ol style="list-style-type: none"> 1. The right people 2. The right processes 3. The right technology <p>The author goes further to note, “Contrary to popular belief, one of the biggest reasons that SOA implementations fail has nothing to do with technology—and much to do with the lack of an effective SOA governance infrastructure. With the right governance approach, human service organizations are well positioned to realize the expected benefits of SOA—and maximize their return on investment.” (p.29)</p>
<p>Strategic Planning</p>		
<p>Source</p>	<p>About/Method</p>	<p>Findings</p>
<p>Walker, R. M. (2013). Strategic management and performance in public organizations: Findings from the Miles and Snow framework. <i>Public Administration Review</i>, 73(5), 675-685.</p>	<p>This article reviews and compiles the current statistical evidence regarding strategic management framework performance within public agencies using the Miles and Snow’s strategic management typologies. This resulted in six key findings for the practice of public management. The findings are based on, “the effectiveness of strategy choices and the alignment of strategy with environmental conditions and internal processes and structures.”</p>	<p>The researchers interpret their conclusions into a persuasive roadmap for institutions. They note that organizations should base their strategies and actions on what is needed to produce desirable outcomes and not based on “responding to voices in the external environment.” The researchers also note that a mix of strategies can be a useful tool in managing a variety of performance demands.</p>

<p>doi:10.1111/puar.12073</p>	<p>The researches employed empirical literature on Miles and Snow which was located using Google Scholar. Identified publications were then examined for inclusion of statistical analysis. 25 articles were included. Those included were scored according to a support score method.</p>	<p>Findings:</p> <ol style="list-style-type: none"> 1. A mix of strategies matter. 2. Prospectors and defenders outperform reactors. 3. Prospecting and incremental strategy processes offer a route to organizational success. 4. Defending, rational processes, and centralized structures lead to higher organizational performance. 5. Strategies work best in stable environments. 6. Incremental implementation styles overcome complex and dynamic environments.
<p>Lee, C. D. (2013). Commentary: Insightful observations for managing change efforts. <i>Public Administration Review</i>, 73(5), 747-748. doi:10.1111/puar.12112</p>	<p>This article is a commentary in reaction to the article "Motivated to Adapt? The Role of Public Service Motivation as Employees Face Organizational Change," by Bradley E. Wright, Robert K. Christensen, and Kimberley Roussin Isett. The article "Motivated to Adapt" concluded that individuals are more likely to accept organizational change when they score high on the motivation dimension of self-sacrifice. Lee argues that this finding has broader implications in change management.</p>	<p>Lee makes his case that the significant finding of a relationship between personal disposition and willingness to accept agency structural changes can have broader implications that should be explored. By understanding the impact individual personalities have on attempts to make structural changes and how changes are presented can deeply impact success. Countering this Lee states, "Researchers might scoff at the wider interpretation, as its empirical basis might not be as scientific as they would prefer. However, practitioners do not always need to know why a phenomenon occurs or require the same confidence interval for a conclusion to be actionable. Understanding a variable and appreciating that things are more likely than not to have an influence on a particular situation is, in and of itself, a valuable observation" (p. 748). Lee posits that</p>

		the findings deserve a more robust response than previously indicated by the researchers.
Supervision		
Source	About/Method	Findings
Carpenter, J., Webb, C. M., & Bostock, L. (2013). The surprisingly weak evidence base for supervision: Findings from a systematic review of research in child welfare practice (2000–2012). <i>Children and Youth Services Review</i> , 35(11), 1843-1853.	The authors completed a systematic literature review resulting in the analysis of 690 studies. This review establishes what is known about the effectiveness and cost-effectiveness of supervision in child welfare in relation to outcomes for consumers/service users, staff and organizations.	The authors conclude that there is a lack of evidence supporting the effectiveness of supervision in child welfare. Based on these conclusions the researchers propose a framework for the development and evaluation of supervision and the resulting outcomes for staff should be examined.
Systemic Change		
Source	About/Method	Findings
Horn, W. F., & Butter, D. (2013). Integrated service delivery, The promise and challenge.	Commentary written by two consultants which reviews the current challenges and rewards of implementing integrated service delivery programs (ISD).	Among the challenges noted, the authors state that the overlapping purposes of multiple programs can result in multiple client eligibilities with competing or conflicting program goals. This can be a challenge in implementing ISD. Program funding and reporting requirements can similarly make implementation difficult. These issues can

<p><i>Policy & Practice</i>, 71(5), 8-13.</p>		<p>make it extremely challenging for caseworkers to tailor programming to individual clients – in part as a result of the bureaucratic process. Currently no federal funding to support this activity exists and restrictions on sharing information, perceived or realized, between programs can also hinder implementation efforts. As a result of these challenges successful implementation of ISD requires fundamental organizational changes. The authors state that although these challenges exist that the resulting focus on outcomes of a successful implementation should outweigh the costs.</p>
<p>Williams, N. J., & Glisson, C., (2013). Testing a theory of organizational culture, climate and youth outcomes in child welfare systems: A United States national study. <i>Child Abuse & Neglect</i>, (0).</p>	<p>This research is focused on the relationship between direct and indirect agency culture on youth outcomes in child welfare. This is the first structural test of this relationship. It utilizes data from a national sample to isolate specific dimensions most frequently correlated with youth outcomes. The method utilized involves youth and agencies who participated in the National Survey of Child and Adolescent Well-being and applied a multilevel path analysis (ML-PA) to this national sample that included 2,380 youth in 73 child welfare systems. Psychosocial functioning of the youth was based on caregiver responses to the Child Behavior Checklist at repeated intervals. The assessment of Organizational Culture and Climate (OCC) was based on survey responses from front-line caseworkers.</p>	<p>The researchers conclude that, “systems with more proficient and less resistant organizational cultures exhibited more functional, more engaged, and less stressful climates. Systems with more proficient cultures and more engaged, more functional, and more stressful climates exhibited superior youth outcomes. Findings suggest child welfare administrators can support service effectiveness with interventions that improve specific dimensions of culture and climate.” (p 8)</p>

Training Systems		
Source	About/Method	Findings
<p>Conners-Burrow, N. A., Kramer, T. L., Sigel, B. A., Helpenstill, K., Sievers, C., & McKelvey, L. (2013). Trauma-informed care training in a child welfare system: Moving it to the front line. <i>Children and Youth Services Review</i>, 35(11), 1830-1835.</p>	<p>The researchers studied an initiative in Arkansas to train child welfare front-line staff members in trauma-informed care practices. In this case study, they reviewed the frontline staff use of training and knowledge of trauma-informed care practices as the result of a training plan which was completed over two phases. The data was based on attendee surveys completed pre-training, post-training and at a three-month follow-up. The surveys were designed specifically to evaluate their knowledge of and current practices in trauma-informed child welfare practices</p>	<p>The resulting analysis demonstrates that this training process was successful in improving knowledge of trauma-informed care practices. The result was most indicated with frontline staff with the least education and training. The researchers also found that staff were willing to learn new skills that would positively impact their ability to appropriately respond to clients. The researchers also explore strategies to address barriers to implementation.</p>
Using Data		
Source	About/Method	Findings
<p>Walker, B. (2013). Using data to improve the welfare of children. <i>Policy & Practice</i>, 71(5), 24-33.</p>	<p>The author is a director of a public sector consulting firm. This is her commentary on using data to improve child welfare practice.</p>	<p>The author explores the importance of understanding data, and data tools, to increase positive outcomes for families and to protect children. She notes part of the overwhelming process of understanding the data can be accomplished by asking the following operational questions;</p> <ul style="list-style-type: none"> “• Is our agency driving data and the resulting insights down to everyone who can do something to affect the

		<p>outcome of the case—frontline workers, providers, biological and foster parents, and even children, when appropriate?</p> <ul style="list-style-type: none"> • Do we fully understand what data are available to us and what that data are saying? Are we exploring what certain patterns and elected NASCCA executive committee members were also introduced and awards were presented to the members transitioning off the committee relationships can mean—and are we using that insight to determine what we could be doing differently? • Are we driving resources to what we have learned and moving resources away from what we have always done? • Are we mining data in good times as well as bad times? • Are we using data as an ongoing source of information to both challenge and inspire the workforce—to help remove the ambiguity that often surrounds decision-making at the frontline? Are we willing to create a forum where data sit at the center of an honest and straightforward dialogue between leadership, supervisors, and the frontline? • Are we willing to use data in ways that can hold us more accountable for results at the level of individual children and not simply track trends and aggregate statistics?” (p 24,33)
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Workforce Development		
Source	About/Method	Findings
<p>Claiborne, N., Auerbach, C., Lawrence, C., & Schudrich, W. Z. (2013). Organizational change: The role of climate and job satisfaction in child welfare workers' perception of readiness for change. <i>Children and Youth Services Review, 35</i>(12), 2013-2019.</p>	<p>This paper builds on the limited research exploring how agency culture, climate, and job satisfaction influence the perception of agency readiness to change. Survey data was obtained from 8 nonprofit, north eastern agencies. Samples were based on 356 front line and clinical staff at these agencies. Workers were surveyed on their agency's readiness for change, organizational climate, and job satisfaction.</p>	<p>This research found a correlation between role ambiguity, supervisor goal emphasis, organizational innovation, satisfaction with communication, and the number of years in current position with workers' perception of readiness for change.</p>
<p>Hassan, S. (2013). The importance of role clarification in workgroups: Effects on perceived role clarity, work satisfaction, and turnover rates. <i>Public Administration Review, 73</i>(5), 716-725.</p>	<p>This research explores the relationship between greater role clarification and its possible relationship with decreases in worker turnover. The methods used are analysis of variance and regression analysis on data retrieved from personal records and an organizational survey. This data included 1,699 employees working in 45 state government agency offices.</p>	<p>This research supports the hypothesis that higher rates of role clarification are positively associated with reduced turnover rates. The researcher goes further to explore the implications for effective management of workgroups in government agencies.</p>
<p>Williams, N. J., & Glisson, C. (2013).</p>	<p>This work is focused on increasing the empirical research examining the possible correlation</p>	<p>"Results: The association between caseworker turnover and youth outcomes was moderated by organizational</p>

<p>Reducing turnover is not enough: The need for proficient organizational cultures to support positive youth outcomes in child welfare. <i>Children and Youth Services Review</i>, 35(11), 1871-1877.</p>	<p>between caseworker turnover and youth client outcomes. This paper hypothesized, “that the effects of caseworker turnover are moderated by organizational culture such that reduced caseworker turnover is only associated with improved youth outcomes in organizations with proficient cultures” (p 1871). The study involved the use of hierarchical linear models (HLM) analysis applied to the second National Survey of Child and Adolescent Well-being (NSCAW II) The NSCAW II has a U.S. sample of 2346 youth aged 1.5- to 18-years-old and 1544 caseworkers in 73 child welfare agencies. “Proficient organizational culture was measured by caseworkers' responses to the Organizational Social Context (OSC) measure; staff turnover was reported by the agencies' directors; and youth outcomes were measured as total problems in psychosocial functioning with the Child Behavior Checklist (CBCL) completed by the youths' caregivers at intake and at 18-month follow-up” (p1871).</p>	<p>culture. Youth outcomes were improved with lower staff turnover in proficient organizational cultures and the best outcomes occurred in organizations with low turnover and high proficiency. Conclusions: To be successful, efforts to improve child welfare services by lowering staff turnover must also create proficient cultures that expect caseworkers to be competent and responsive to the needs of the youth and families they serve” (p 1871).</p>
<p>Wright, B. E., Christensen, R. K., & Isett, K. R. (2013). Motivated to adapt? The role of public service motivation as employees face organizational change.</p>	<p>This research attempts to contribute to the evidence exploring the role between public service motivation (PSM), and employee acceptance of change. This work attempts to “isolate the mechanism that explains this relationship.” (p.738)The researchers use data from a survey of local government employees in the southeastern united states.</p>	<p>The researchers found that several factors can increase the likelihood for successful outcomes for organizations implementing change initiatives;” Workers' perceptions of organizational readiness for change are influenced by three climate sub-scales, one job satisfaction sub-scale, and one demographic variable. Child welfare workers surveyed designated these as being crucial for organizations' preparedness in their implementing a change initiative. The significant climate sub-scales are ambiguity, within the</p>

<p><i>Public Administration Review, 73(5), 738-747.</i></p>		<p>Role Dimension; goal emphasis, within the Supervisor Dimension; and innovation, within the Organizational Dimension. The significant job satisfaction sub-scale is agency-wide communication and the significant demographic variable is the number of years the worker is in the current position. (p2017)”</p> <p>This paper also includes a discussion on implications for practice.</p>
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Reports

<p>Petersen, A., Joseph, J., & Feit, M. (2013). New directions in child abuse and neglect research. <i>US Department of Health and Human Services, Administration for Children, Youth, and Families</i>, 1-375. Link: https://www.ncjrs.gov/App/Publications/abstract.aspx?ID=265665</p>	<p>Abstract: In 1993, the National Research Council issued a report entitled Understanding Child Abuse and Neglect highlighting research on the problem of child abuse and neglect. A series of recommendations were included in that report. This study was conducted with the aim of building on those recommendations. Specifically, the study builds on a review of literature and findings from evaluation research on the subject of child abuse and neglect; identifies research relevant research; recommends research priorities for the next decade; and identifies areas of child abuse and neglect research that are no longer a funding priority. The eight main sections of this final report cover the following parts of the study: describing and defining the problem and scope of child abuse and neglect in the United States; identifying the individual-level, family, and contextual factors that can lead to child abuse and neglect problems; identifying the consequences of child abuse and neglect; examining the response of the child welfare system to the problem of child abuse and neglect; identification and discussion of effective interventions and service delivery systems aimed at dealing with the problem of child abuse and neglect; examination of the research infrastructure required for studying this problem; current policy dealing with child abuse and neglect issues; and a set of recommendations focused on development of a coordinated research enterprise in child abuse and neglect. The recommendations cover four areas: development of a national strategic research plan; creation of a national surveillance system; development of the structures necessary to train researchers in conducting child abuse and neglect research; and creation of mechanisms for conducting policy-relevant research.</p>
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Child Welfare Information Gateway: Administration (monthly)

Publication	Abstract/ Description
<p>Title: Implementing Evidence-Based Programs Within Indigenous Child Welfare Services. Author(s): Hodge, Lauren M. Published: 2013 Printable version (PDF): http://helpingfamilieschange.org/wp-content/uploads/2013/03/Hodge-Indigenous-Child-Welfare-Services.pdf</p>	<p>Abstract: This document reports the results of a study that explored the dissemination of Triple P using a partnership model framework to provide a supportive system for Australian professionals delivering their first evidence-based parenting intervention. The aim was to evaluate factors that predict Triple P implementation in Aboriginal and Torres Strait Islander child protection services with parents at risk of child maltreatment. A total of 59 Indigenous family support staff and managers working in 11 Queensland Aboriginal and Torres Strait Islander child protection and family support services were trained in Primary Care, Group, and Standard Triple P. Professionals were recruited by the Queensland Aboriginal and Torres Strait Islander Child Protection Peak. To be eligible, the family support worker must be a trained and accredited in Triple P, and able to use Triple P in their workplace. Triple P was framed as a prevention mechanism for families to reduce the likelihood of the family entering into the child protection system and prevent out-of-home placement. Preliminary analysis shows that Triple P training increased practitioners' confidence, and they found the parent strategies acceptable; however, few professionals implemented the program within 9 months of training. The odds ratio for peer support, indicates that respondents who were implementing Triple P at 18 months post training were over 6 times more likely to report receiving peer support compared to those who did not implement the program. Also, professionals that were implementing had higher mean scores for partnership support and workplace factors.</p>
<p>Title: Managing with Data to Improve Outcomes for Children and Families: The DCF Fellows Program. Published: 2013 Available from: Child Welfare Information Gateway Children's Bureau/ACYF 1250 Maryland Avenue, SW Eighth Floor Washington, DC 20024</p>	<p>Abstract: This paper discusses the need to improve the child welfare infrastructure and practice in New Jersey and highlights the development of the Department of Children and Families (DCF) Fellows Program to grow critical managerial and leadership capability to utilize data to support case practice development in the field. Background information is provided on efforts by DCF to improve on the quantity and quality of information available to the field, and components of the DCF Fellows Program are described. It is explained that between December 2010 and June 2012, the Fellows will be brought together one day per month, in five groups of twenty, for a series of 18 intensive seminars to develop their analytic and presentation skills in a range of quantitative and qualitative tools applied to real challenges in their local offices. The seminar series will begin with the basics, reviewing with the Fellows foundational data concepts the federal measures, CFSR, the consent decree, and the DCF case practice model. The Fellows will also be taken through a review of the range of data and CQI information available to them and a set of tools to analyze that information. The seminars will also incorporate training on managing change and help cultivate leadership skills in the</p>

	<p>participants. At the end of the Fellows Program, DCF anticipates that it will have built the internal capacity to carry this learning forward and spread it throughout the organization. (Author abstract modified)</p>
<p>Title: Managing Child Welfare in Turbulent Times. Author(s): Gustavsson, Nora.;MacEachron, Ann E. Published: 2013 Journal Name: Social Work v. 58, 1, January 2013, p. 86-89</p>	<p>Abstract: This article discusses strategies child protective services can use to cope with economic uncertainties, including encouraging staff to innovate and use their resources and skills, allowing case managers to authorize temporary payments pending review, approving client-identified services, implementing micro-level interventions, investing in technology, using an evidence-based check sheet rather than requiring a lengthy narration, and implementing effective prevention programs. 11 references.</p>
<p>Title: On the Road to a 21st Century Business Model: Where are Health and Human Services Organizations Today?: State and Local Responses to APHSA's Survey on Horizontal Integration. Published: 2013 Printable version (PDF): http://nwi.aphsa.org/docs/Business-Model_Sept2013.pdf</p>	<p>Abstract: This is a summary report of the state and local responses to APHSA's survey on horizontal integration. In the spring of 2013, APHSA's National Workgroup on Integration (NWI) conducted a survey of over 50 health and human service (H/HS) leaders from 28 states at the state, county and city levels to determine where health and human services organizations stand today relative to APHSA's Business Model for Horizontal Integration of Health and Human Services. The Self-Assessment survey focused on key features of APHSA's Business Model, ranging from leadership and governance to the use of technology and the efficiency of current workflows. The major finding of the survey is that the ability of today's H/HS systems and infrastructures to achieve sustainable client outcomes, view clients more holistically, and assist with bending the cost curve fall short of where they need to be if organizations are to create the higher levels of innovative policy and practice that their leaders believe are required in the years ahead. (Author abstract)</p>
<p>Title: Reshaping Child Welfare's Response to Trauma: Assessment, Evidence-based Intervention, and New Research Perspectives. Author(s): Ai, Amy L.,Jackson-Foster, Lovie J.,Pecora, Peter J.;Delaney, Nancy., Rodriguez, Wenceslao. Published: 2013</p>	<p>Abstract: Growing evidence has linked early trauma with severe psychiatric consequences. Posttraumatic stress disorder (PTSD) is a potentially debilitating mental health condition found among some youth in foster care and foster care alumni. However, the current child welfare practice response has not met the demands in both assessment and intervention. This critical review aims to use the evidence to reshape the child welfare response to trauma in children and adolescents. We begin with research on the psychiatric consequences of child maltreatment and issues related to diagnostic assessment for PTSD. Next, we compare major foster care/alumni studies showing considerably higher rates of PTSD among young foster care recipients and alumni than among nationally comparable groups. To inform practice on childhood trauma, we then summarize current evidence-based interventions showing effectiveness with PTSD. Finally, we address new dimensions,</p>

<p>Journal Name: Research on Social Work Practice</p>	<p>such as gene? Environment research, posttraumatic growth, and implications for reshaping child welfare practice and foster care.</p>
<p>Title: Workforce Reflective Thinking Guide. Published: 2012 Document available online at: http://www.ppcwg.org/workforce/reflectivethinkingguide.html Printable version (PDF): http://www.ppcwg.org/images/files/Workforce%20RTG.pdf</p>	<p>Abstract: These reflective thinking questions have been developed based on each PPCWG critical area and formatted to address the same four levels of work as the Guidance: Strategy, Key Processes, Operations and Implementation. Reflective thinking questions are a set of probing questions to be used to identify areas of greatest importance and priority to the agency so that the exploration of the guidance can be more targeted to these priorities. These questions can also help an agency begin to assess its current state, desired state, strengths and gaps, and key strategic priorities for reaching desired outcomes. With a clear view of its needs, an agency will have better focus when using the Guidance. (Author abstract)</p>
<p>Title: 521: Supervisor Training Series: Module 3: The Middle/Work Phase of Supervision: A Standard Curriculum. Author(s): Marchi, Maryann. Published: 2012 Document available online at: http://www.pacwcbt.pitt.edu/Curriculum/521SupervisorTrainingSeriesMod3TheMiddleWorkPhase.htm</p>	<p>Abstract: This course is designed to provide supervisors and managers with a basic level of awareness, knowledge, and skills to assist them with managing the day-to-day work of a child welfare supervisor in a culturally competent manner. It will provide the opportunity to learn and apply Interactional Helping Skills in the Middle/Work phase of supervision to assess, support, and enhance staffs commitment, confidence, and competence.</p>
<p>Title: 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare. Author(s): Marchi, Maryann. Published: 2012 Document available online at:</p>	<p>Abstract: To be effective in their roles, supervisors and managers must be able to apply in practice the agency mission to accomplish critical outcomes, policies and procedures, work activities and task assignments, and, ultimately, positive outcomes for children and families. This course is designed to provide newly-appointed child welfare supervisors and managers with a basic level of awareness, knowledge, and skills to assist them in functioning effectively within the structure of a child welfare organization. It provides the opportunity for learning how to define organizational mission and outcomes that are consistent with the Adoption and Safe Families Act and Pennsylvania's Child</p>

<p>http://www.pacwcbt.pitt.edu/Curriculum/501SupervisorTrainingSeriesModule2-LivingtheMissionofChildWelfare.htm</p>	<p>Welfare Practice Model that supports Continuous Quality Improvement (CQI), how to develop and arrange systems to organize and monitor work activities of the unit and staff member to achieve identified outcomes; how to implement necessary change within the unit, and how to use methods to manage time and maintain balance. (Author abstract)</p>
<p>Title: The How and the What of Leadership. Author(s): Kaiser, Robert B.;McGinnis, Jennifer L.;Overfield, Darren V. Published: 2012 Journal Name: Consulting Psychology Journal: Practice and Research v. 64, 2, 119-135</p>	<p>Abstract: Psychological theories view leadership as a social influence process in which leaders use interpersonal behaviors to motivate followers to contribute to group goals. On the other hand, business-oriented models emphasize the leadership of organizational functions such as strategy, structure, staffing, and work systems. In this article, this distinction is conceptualized as representing the interpersonal how and the organizational what, respectively, and the two perspectives are viewed as complementary ways that leaders can impact organizational performance. Evidence is provided to show how leadership professionals tend to have a bias in favor of one, and corresponding neglect of the other, perspective. A study is then presented to test relationships between behaviors indicative of the how and the what and leadership effectiveness. Based on ratings of 421 senior managers from 4,670 superiors, peers, and subordinates, the results demonstrate the significant and roughly equivalent contributions for both the interpersonal how and the organizational what in predicting the perceived effectiveness of leaders and the unique routes through which each aspect of leadership affects team performance. Implications for research and practice are discussed in terms of integrative, multidisciplinary approaches to understanding and improving leadership.</p>
<p>Title: Getting to Outcomes: An Approach to Implementing Systemic Change [Webinar and Handouts]. Author(s): Barbee, Anita; Tappan, Christine. Published: 2012 Document available online at: http://muskie.usm.maine.edu/health/kids/tele_pastdetail.htm#032712</p>	<p>Abstract: This session highlights the Getting to Outcomes (GTO) model, an approach to reaching desired outcomes that includes an array of specific steps, from forming an implementation team to ensuring sustainability. Presenters describe the 10 steps in the model, how the model was developed, how it is used in other fields, and lessons learned as it has been applied in child welfare agencies. The session features the experience of New Hampshire which is currently using the process in implementing a practice model. (Author abstract)</p>

<p>Title: Innovations in the Field of Child Abuse and Neglect Prevention: A Review of the Literature.</p> <p>Author(s): Benedetti, Genevieve.</p> <p>Published: 2012</p> <p>Printable version (PDF): http://www.chapinhall.org/sites/default/files/Child%20Abuse%20&%20Neglect%20Prevention_09_11_12.pdf</p>	<p>Abstract: The purpose of this paper is to take stock of where the field is today and to identify areas that offer rich opportunities for doing better. We examined work that had specifically focused on improving our understanding of child abuse and neglect as well as efforts that focused on deepening our understanding of basic human development, effective program planning, and promising systemic reforms. After briefly presenting our methodological approach, the paper arrays our core findings in terms of eight promising trends or lines of learning. These trends include: (1) Advances in neuroscience highlight the negative impacts of poor parenting and stress on a child's developing brain; (2) Social context and culture can protect the developing child and strengthen parental capacity in important ways that can buffer against individual and contextual risk factors; (3) Promising community prevention strategies create new opportunities and challenges in intervention design, implementation, and evaluation; (4) An increasing number of federal policy initiatives are directing public investments towards evidence-based programs; (5) New research findings continue to underscore the importance of addressing the needs of new parents and young children; (6) Implementation science offers program managers effective research frameworks to monitor and strengthen the service delivery process and to improve the odds of replicating model programs with fidelity and quality; (7) Maximizing population level change requires new understanding of how to construct and sustain effective state systems, local community collaboratives, and robust community-based organizations; and (8) New technologies offer important, cost-effective opportunities for advancing our reach into new populations and supporting direct service providers. Although these are not the only areas which hold promise in improving our capacity to better target, design, and monitor child abuse prevention efforts, they collectively provide a solid platform for integrating research across disciplines and policy domains. The final section of the paper discusses some of these opportunities from the perspective of research, program planning and public policy. (Author abstract)</p>
<p>Title: Replicating and Scaling Up Evidence-Based Home Visiting Programs: The Role of Implementation Research: [From] Encyclopedia on Early Childhood Development.</p> <p>Author(s): Paulsell, Diane.</p> <p>Published: 2012</p> <p>Printable version (PDF): http://www.child-</p>	<p>Abstract: This article discusses implementation research in the home visiting field, how such research can be used to strengthen programs and improve targeted outcomes, and the conditions and supports necessary for effective implementation. (Author abstract)</p>

<p><a href="http://encyclopedia.com/pages/PDF/Pa
ulsellANGxp1.pdf">encyclopedia.com/pages/PDF/Pa ulsellANGxp1.pdf</p>	
<p>Title: Inventory of Evidence-Based, Research-Based, and Promising Practices for Prevention and Intervention Services for Children and Juveniles in the Child Welfare, Juvenile Justice, and Mental Health Systems. Published: 2012 Printable version (PDF): http://www.wsipp.wa.gov/pub.asp?docid=E2SHB2536</p>	<p>Abstract: Includes descriptive definitions of evidence-based, research-based, and promising practices and services, and an inventory of evidence-based, research-based, and promising practices and services.</p>
<p>Title: Improving Supervision by Collaboration, Transparency and Accountability: The Impact of Missouri's Supervision Advisory Committee (SAC) [Webinar]. Author(s): Savage, Susan.;Porter, Rebecca.;McDaniel, Nancy. Published: 2012 Document available online at: http://www.ncwwi.org/events/archive.html</p>	<p>Abstract: This webinar showcased the activities of the Missouri Department of Social Services' Children's Division in enhancing and supporting effective supervision of frontline child welfare staff. Participants heard about the action steps and strategies taken to organize, develop and sustain the Supervision Advisory Committee (SAC), which uses a participatory design process to address supervisor recruitment, training and professional development; supervisor support; casework/clinical supervision; administrative/management supervision; and the supervisory role in the agency and community. Presenters provided information about the committee's charter, strategic plan, and improvement efforts, as well as the group's major outcomes and accomplishments over the last five years. Presenters offered lessons learned and tips to help other agencies operationalize similar supervisory improvement efforts, as well as highlighted the leadership skills and competencies necessary to sustain this multi-faceted initiative over time.</p>
<p>Title: Practice Model Reflective Thinking Guide. Published: 2012 Document available online at:</p>	<p>Abstract: These reflective thinking questions have been developed based on each Positioning Public Child Welfare Guidance (PPCWG) critical area and formatted to address the same four levels of work as the Guidance: Strategy, Key Processes, Operations and Implementation. Reflective thinking questions are a set of probing questions to be used to identify areas of greatest importance and priority to the agency so that the exploration of the guidance can be more targeted to these priorities.</p>

<p>http://www.ppcwg.org/practice-modelreflectivethinkingguide.html</p> <p>Printable version (PDF): http://www.ppcwg.org/images/files/Practice%20Model%20RTG.pdf</p>	<p>These questions can also help an agency begin to assess its current state, desired state, strengths and gaps, and key strategic priorities for reaching desired outcomes. With a clear view of its needs, an agency will have better focus when using the Guidance. (Author abstract)</p>
<p>Title: 543: Supervisor Training Series: Module 4: Managing Diversity Through the Employment Process</p> <p>Author(s): Mosier, Joan M.;Gadsden, Patricia.;Marchi, Maryann.</p> <p>Published: 2012</p> <p>Document available online at: http://www.pacwrc.pitt.edu/Curriculum/543SupervisorTrainingSeriesMod4ManagingDiversityThroughTheEmploymentProcess.htm</p>	<p>Abstract: Participants will be able to: Define the supervisory role in managing diversity and creating inclusive environments in the workplace; Explore work group issues related to culture; and Identify methods to increase effective intercultural communication.</p>
<p>Title: Strategic Partnerships Reflective Thinking Guide.</p> <p>Published: 2012</p> <p>Document available online at: http://www.ppcwg.org/strategic-partnershipsreflectivethinkingguide.html</p> <p>Printable version (PDF): http://www.ppcwg.org/images/f</p>	<p>Abstract: These reflective thinking questions have been developed based on each Positioning Public Child Welfare Guidance (PPCWG) critical area and formatted to address the same four levels of work as the Guidance: Strategy, Key Processes, Operations and Implementation. Reflective thinking questions are a set of probing questions to be used to identify areas of greatest importance and priority to the agency so that the exploration of the guidance can be more targeted to these priorities. These questions can also help an agency begin to assess its current state, desired state, strengths and gaps, and key strategic priorities for reaching desired outcomes. With a clear view of its needs, an agency will have better focus when using the Guidance. (Author abstract)</p>

<p>iles/Strategic%20Partnerships%20RTG.pdf</p>	
<p>Title: Key Findings From Round 2 of the Federal Child and Family Services Reviews [Webinar]. Author(s): Charkow, Candace.;Corsi, Brenda.;Williams-Mbengue, Nina. Published: 2012 Document available online at: http://www.ncsl.org/issues-research/human-services/webinar-training-and-technical-assistance.aspx</p>	<p>Abstract: This webinar presents key findings from the analyses of state performance during the second round of Child and Family Services Reviews (CFSRs) conducted during Federal Fiscal Years (FYs) 2007-2010. The purpose of the CFSRs is to help states improve safety, permanency, and well-being outcomes for children and families who receive services through the child welfare system. The CFSRs are an important tool that enable the Children's Bureau to: (1) ensure conformity with Federal child welfare requirements; (2) determine what is actually happening to children and families receiving child welfare services; and (3) assist states in enhancing their capacity to help children and families achieve positive outcomes. This presentation provides a national picture of the strengths and areas needing improvement determined by the CFSRs and enhances an understanding of the practices associated with high performance. It also touches on specific topic areas of interest to state legislators and the importance of quality improvement between rounds. (Author abstract)</p>
<p>Title: 540: Supervisor Training Series Module 5: Endings and Transitions: Managing Staff Retention, Satisfaction and Separation. Author(s): Clark, Crystal H.;Fund, Lindsey E.;Mazzitti, Chuck.;Marchi, Maryann. Published: 2012 Document available online at: http://www.pacwrc.pitt.edu/Curriculum/540SupervisorTrainingSeriesMod5EndingsTransitionsManagingStaff.htm</p>	<p>Abstract: Participants will be able to: Explore strategies to manage endings and transitions ethically and respectfully; Examine a continuous appraisal/quality improvement process to encourage best practice and ethical application of performance standards; Identify the steps in the disciplinary process; Identify the supervisor's role in ensuring staff employ self-care; Develop the beginning of a plan for self-care; and Identify the next step in professional growth and development.</p>

<p>Title: Competency-Based Recruitment, Screening and Selection: Strengthening Workforce Capacity, Retention and Organizational Resiliency [Webinar].</p> <p>Author(s): Kessel, Becky.;Eby, Lisa.;Pittman, Angela.;Bernotavicz, Freda.</p> <p>Published: 2011</p> <p>Document available online at: http://www.ncwwi.org/events/archive.html</p>	<p>Abstract: This webinar showcased the creative, evidence-based efforts of Buncombe County, North Carolina's Department of Social Services to recruit, screen, select and retain new frontline child welfare staff, in order to build workforce capacity, improve employee retention, and promote organizational resiliency. The presenters highlighted specific steps and strategies - such as the identification of core competencies; open and realistic recruitment; structured, competency-based screening, including job samples; extended new employee "on-boarding" process - and described how these efforts are embedded in a broader systemic initiative to foster organizational resiliency, workplace pride, and staff cohesion. Participants learned about the development, implementation and outcomes of this innovative hiring process. Also included lessons learned, tips for agencies, and the leadership skills and competencies necessary to sustain the process over time.</p>
<p>Title: The 2010 Social Media Policy Decision-Makers' Toolkit.</p> <p>Published: 2010</p> <p>Printable version (PDF): http://seminars.idealware.org/Technology%20for%20the%20Arts/Resource%20page%20documents/SM Decision Workbook v2%20(1).pdf</p>	<p>Abstract: This instrument is designed to be used with a workbook to assist nonprofits in developing social media campaigns. The self-assessment asks nonprofit organizations to explore: organizational factors that will impact the social media channels that are most likely to be useful; available assets and resources; goals of the social media effort and priority goals; ways the identified goals will be measured and how success will be defined; the targeted audience for the social media efforts; how the audience will be surveyed to ensure effective social media efforts; the strengths and weaknesses of each social media tool and how they apply to the goals of the effort; evaluating and deciding on which social media channel to use; strategies for defining and maintaining campaigns; and considerations for developing a social media policy; A list of additional resources is provided.</p>
<p>Title: Welfare and Child Welfare Collaboration.</p> <p>Author(s): Tungate, Susan L.</p> <p>Published: 2008</p> <p>Available from: UMI Dissertation Services 300 North Zeeb Road Ann Arbor, MI 48106-1346</p>	<p>Abstract: Within departments of social services, child welfare and income assistance programs are typically separate administrative units. Coordinating services for dual-system families across these program areas has been encouraged in the wake of welfare reform and its more stringent time frames in combination with child welfare legislation that places time limits on permanency decisions for children placed out of the home. Many of the barriers to self-sufficiency faced by clients involved with Temporary Assistance to Needy Families (TANF) are also implicated in difficulties with parenting. Cross-system collaboration between these two programs is challenging, and attributing client outcomes to collaboration is difficult due to the huge number of variables involved and the considerable variety in collaborative structures. What works for whom, how and in what contexts is</p>

<p>Printable version (PDF): https://web.archive.org/web/20120905165804/http://www.cahs.colostate.edu/ccp/PDF/Welfare%20and%20Child%20Welfare%20Collaboration%20-%202008%20-%20Tungate.pdf</p>	<p>poorly understood. The purpose of this study was to describe the extent and nature of collaboration between child welfare and TANF programs within Colorado county departments of human/social services. Data were collected from county departments of human/social services directors for all 64 Colorado counties and a purposive sample of 38 administrators responsible for child welfare and Colorado Works programs within the county departments. Protocols for identifying clients with open cases or needs in both programs were described, as well as the extent of services coordination. Collaboration between these services also occurred via specialized programs or teams that blended resources and targeted specific client groups. TANF funding was an important resource for these programs and teams that were often described as oriented toward early intervention and prevention. Supports and barriers to cross-system collaboration included federal and state level influences, agency leadership and culture, staff workload, training and resources. The perceived overlap in needs of clients accessing both programs was sizable; the estimate of clients with cases open in both programs was higher in the smaller, poorer counties. Addressing the cross-system information needs of staff did not often happen in a deliberate, systematic way. State level leadership is likely important to successful collaborative efforts via explication of effective models and policies that support it. (Author abstract)</p>
<p>Title: Performance and Quality Improvement Operational Plan [Maine]. Published: 2007 Document available online at: http://muskie.usm.maine.edu/he lpkids/QINetwork/StateDocs/MEFinalPQIOperationalPlan102907.doc</p>	<p>Abstract: This report describes a Performance and Quality Improvement (PQI) plan for the Maine Department of Health and Human Services. It begins by providing background information on the philosophy and intent of the department, its Child and Family Services Practice Model, and the development of the PQI system that enhances the vision and model of the agency. It then explains that PQI is a process not an event, that PQI teams are decision-making teams, and the differences between PQI and supervision. The second part of the report reviews the PQI process, including the three levels of PQI teams (Unit, District, and State Level), the PQI meeting format and the roles of different team members, the PQI process, and stakeholder participation. Information is then provided on quality monitoring, PQI case reviews, strategies for measuring consumer satisfaction, the MACWIS data system, and regional responsibilities. Attachments include tools for recording PQI minutes and peer reviews, and surveys.</p>
<p>Title: Supervisor Training Project [Website]. Published: 2013 Document available online at: http://muskie.usm.maine.edu/he lpkids/supervisionproject.htm</p>	<p>Abstract: Includes information on how States train and support Child Welfare Supervisors. Information on the current approaches States are taking has been compiled on this website, along with any available curricula and materials.</p>

<p>Resources from The National Child Welfare Resource Center for Organizational Improvement (2013) now available at the Child Welfare Information Gateway Library</p>	<p>Continuous Quality Improvement (CQI) Working Paper: Qualitative Case Review Processes. National Child Welfare Resource Center for Organizational Improvement. 2013 http://www.nrcoi.org/qi_workingpapers.htm</p> <p>Continuous Quality Improvement (CQI) Working Paper: Turning Data into Information. National Child Welfare Resource Center for Organizational Improvement. 2013 http://www.nrcoi.org/qi_workingpapers.htm http://www.nrcoi.org/rcpdfs/CQIdataintoinformation.pdf</p> <p>Continuous Quality Improvement (CQI) Working Paper: Action Planning. National Child Welfare Resource Center for Organizational Improvement. 2013 http://www.nrcoi.org/qi_workingpapers.htm http://www.nrcoi.org/rcpdfs/CQIactionplanning.pdf</p> <p>Continuous Quality Improvement (CQI) Working Paper: Program Evaluation Basics. National Child Welfare Resource Center for Organizational Improvement. 2013 http://www.nrcoi.org/qi_workingpapers.htm http://www.nrcoi.org/rcpdfs/CQIprogramevaluation.pdf</p> <p>Continuous Quality Improvement (CQI) Working Paper: Building the Capacity of the CQI Workforce. National Child Welfare Resource Center for Organizational Improvement. 2013 http://www.nrcoi.org/qi_workingpapers.htm http://www.nrcoi.org/rcpdfs/CQIworkforce.pdf</p>
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Children’s Bureau Express (monthly)

Publication Date	Selected Topics	Links
October 2013		Due to the lapse in government funding, the October issue of <i>Children's Bureau Express</i> did not launch.
November 2013, Vol. 14, No. 8	Training and Technical Assistance Network Updates	Bulletin on Implementing Change <ul style="list-style-type: none"> • http://friendsnrc.org/cbcap-annual-report-summaries/2010-summaries-archive/doc_download/1619-putting-what-works-into-practice-factsheet
	News From the Children’s Bureau	Children's Bureau Welcomes New Associate Commissioner <ul style="list-style-type: none"> • http://www.acf.hhs.gov/programs/cb
December 2013, Vol. 14, No. 9	Training and Technical Assistance Network Updates	NCWWI Leadership Toolkit <ul style="list-style-type: none"> • http://www.ncwwi.org/docs/LeadershipToolkitFinal_September2013.pdf

Child Welfare Edition E-Alert (monthly)

The following are now available on the Child Welfare Information Gateway

Publication Date	Selected Topics & Links
November 2013	Child Welfare CQI Training Academy Launches in 2014 <ul style="list-style-type: none"><li data-bbox="436 475 1724 505">• https://cbexpress.acf.hhs.gov/index.cfm?event=website.viewArticles&issueid=151&articleid=4012 Child Welfare Trauma Training Toolkit, 2nd Ed. <ul style="list-style-type: none"><li data-bbox="436 646 1724 675">• https://cbexpress.acf.hhs.gov/index.cfm?event=website.viewArticles&issueid=151&articleid=4041
December 2013	The Science of Child Abuse and Neglect Research <ul style="list-style-type: none"><li data-bbox="436 716 1724 745">• https://cbexpress.acf.hhs.gov/index.cfm?event=website.viewArticles&issueid=152&articleid=4059