



**2011**

**NATIONAL  
CHILD WELFARE  
EVALUATION  
SUMMIT**



**August 29–31  
Washington, DC  
Grand Hyatt**



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES  
Administration for Children & Families  
Administration on Children, Youth and Families  
Children's Bureau





## DEPARTMENT OF HEALTH AND HUMAN SERVICES

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ADMINISTRATION FOR CHILDREN AND FAMILIES  
Administration on Children, Youth and Families  
1250 Maryland Avenue, S.W.  
Washington, D.C. 20024

Dear National Child Welfare Evaluation Summit Participant:

The Children's Bureau is pleased to welcome you to the 2011 National Child Welfare Evaluation Summit! We thank you for joining us and dedicating the next few days to exploring better ways to build and disseminate evidence about effective child welfare services, programs, and policies; strengthen evaluation practice in child welfare; and promote the use of findings for sound decision-making in child welfare programs and systems. The Summit is a forum for administrators, researchers, evaluators, practitioners, consultants, funders, advocates, policymakers, and consumers to engage in candid and productive dialogue. We hope the Summit will encourage us to ask and consider critical evaluation questions, improve our abilities to select and implement appropriate and effective evaluation designs, and challenge us to become more skillful and discerning producers and consumers of relevant research findings.

The Children's Bureau's upcoming centennial anniversary provides an important backdrop for the Summit. Many of our successes in child welfare, whether in policy, practice, administration, or research, have been achieved through partnerships and collaboration. In that spirit, the Summit offers us an opportunity to strengthen the bond between child welfare research and practice by facilitating connections and building relationships among experts serving in a wide variety of professional roles and representing a broad range of disciplines.

Thoughtful leadership and promising innovation is occurring in research, evaluation, and practice across the country. The Summit will spotlight many of these efforts in the workshop, panel, roundtable, and poster presentations that were accepted through the competitive Call for Abstracts. In addition, the program includes several panels carefully constructed to feature diverse perspectives on a variety of cutting-edge research and evaluation topics. Every session is an opportunity to stimulate discourse, problem solving, and new ideas. We will also host three Research Roundtable sessions so that participants can share their reflections about the current state of the child welfare knowledge base, identifying strengths within the existing evidence and gaps where more research and inquiry are needed. We encourage you to attend one of these sessions and provide your comments.

Finally, despite nearly doubling the size of this event, interest has once again exceeded our expectations and capacity. In an effort to make all Summit sessions accessible to you and those who cannot attend, digital recordings of presentations and electronic copies of resources and materials will be available via the Summit Web site at <http://ncwes2011.jbsinternational.com>. Please share this information with your colleagues and partners who were unable to attend the conference in person.

Thank you for your important contributions to the Summit as presenters and participants. We hope that you will find the days ahead to be thought-provoking, worthwhile, and useful to your work going forward. Enjoy the Summit!

Sincerely,  
Evaluation Summit Lead Team

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## ACKNOWLEDGEMENTS

The development and planning of the 2011 National Child Welfare Evaluation Summit required significant collaboration, support, and effort. Many thanks to all of the Children's Bureau staff and partners who made this event possible.

### 2011 NATIONAL CHILD WELFARE EVALUATION SUMMIT PLANNING COMMITTEE

#### Children's Bureau Summit Lead Team

Melinda Baldwin, Office of the Associate Commissioner  
Brian Deakins, Division of Child Welfare Capacity Building  
Jean Nussbaum, Office on Child Abuse and Neglect  
Dori Sneddon, Office on Child Abuse and Neglect  
Krista Thomas, Chicago, Region V Office

#### Children's Bureau Focus Area Chairs and Session Leads

John (Jack) Denniston, Contractor, Division of Research and Innovation  
David Kelly, Division for Program Implementation  
Randi Walters, Division of Child Welfare Capacity Building  
Tammy White, Data Team

#### Children's Bureau and Other Federal Committee Members

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David Baker, Contractor, Division of State Systems  
Jana Bertucci, Policy Division  
Misty Carlyle, Child and Family Services Reviews Team  
Mark Jazo, Division of State Systems  
Sylvia Kim, Child and Family Services Reviews Team  
Matthew McGuire, Division of Research and Innovation  
Molly Mee, Seattle, Region X Office  
Bethany Miller, Center for Mental Health Services (SAMHSA)  
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Sara Potter, Assistant Secretary for Planning and Evaluation (DHHS)  
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David Chambers, National Institute of Mental Health (NIMH)  
Aleta Meyer, Office of Planning, Research and Evaluation (ACF)  
Lauren Supplee, Office of Planning, Research and Evaluation (ACF)  
T'Pring Westbrook, Office of Planning, Research and Evaluation (ACF)

**A special note of thanks for their leadership and support to:**

**O. Jane Morgan, Director, Division of Child Welfare Capacity Building, Children’s Bureau**

**Catherine M. Nolan, Director, Office on Child Abuse and Neglect, Children’s Bureau**

**Janice P. Shafer, Director, Division of Research and Innovation, Children’s Bureau**

**Joseph J. Bock, Acting Associate Commissioner, Children’s Bureau**

**Bryan Samuels, Commissioner, Administration on Children, Youth and Families**

The Evaluation Summit Planning Committee would also like to recognize the hard work and contributions of the contract support team and many other Federal, university, agency, court, community, and professional partners who participated in the review and development of conference sessions and who offered their time during the event.

**JBS International, Inc., Summit Support Team**

**Tori Russell, Project Director**

**Hung Pho, Project Manager**

**Jennifer Bell, Project Support**

**Renee Cummings, Project Support**

**Sarah French, Meeting Planner**

**Diane Harder, Meeting Planning Manager**

**Eva Moore, Meeting Planner**

**Mary Jane Peck, Project Manager**

**Virginia-Marie Roure, Project Support**

**Thomas Stansfield, Senior IT Developer**

**Evaluation Summit Abstract Review Committee**

Over 80 Children’s Bureau and Federal staff from its partner bureaus and agencies participated in the Call for Abstracts review process this year. We appreciate the wide array of knowledge and expertise that these reviewers brought to the process. Their diligence and commitment to a uniform and thoughtful process ensured that the abstracts selected would achieve the goals of the Summit while maintaining the standards set by the Children’s Bureau Summit Lead Team.

**Children’s Bureau Panel Session Moderators and Panelists**

Several experts from public child welfare agencies, universities, nonprofit organizations, community-based service providers, and the legal community volunteered time and expertise to develop the structure and content of more than a dozen panel discussions. We are hopeful that these sessions will highlight topics and questions of particular interest or relevance to members of the Children’s Bureau and its grantees, contractors, and consultants, as well as to the broader field. Many thanks to those who agreed to participate and take time out of their demanding schedules to share their thoughts and expertise.

**Conference Volunteers and Support**

Many Federal and contract staff were recruited or volunteered to provide additional support immediately leading up to and during the Evaluation Summit. Without their assistance, the event would not have been possible.

**Conference Hotel and Location**

The 2011 National Child Welfare Evaluation Summit is being held at the Grand Hyatt Washington at 10th and H Streets, NW. The hotel is located in the Penn Quarter of Washington, D.C. Participants can find a detailed map of the hotel in this program. All sessions will be held in meeting rooms on the Constitution and Independence levels.

**Parking and Metro Access**

The Grand Hyatt Washington offers valet and self-parking. Several parking garages are also located in the immediate blocks surrounding the hotel. For those traveling by Metrorail, the hotel lobby provides easy access to the Red, Blue, and Orange Lines via the Metro Center station. A Metro Map is in this section of the program. Additional information about transportation to and from Washington area airports can be found on the Summit Web site at <http://ncwes2011.jbsinternational.com>.

**Registration**

The Registration Desk, located on the Independence Level, opens Sunday, August 28, 2011, from 5:00-8:00 p.m. During the Summit, registration will open every morning and will remain open throughout the day. Participants who have pre-registered through the Web site are encouraged to pick up their packets on Sunday evening to avoid the rush. Please refer to the Agenda-At-A-Glance in this program for detailed registration hours.

**Continuing Education Units (CEUs)**

The Children’s Bureau is pleased to announce that CEUs will be offered this year through the National Association of Social Workers (NASW). Participants attending the entire Summit will be eligible to receive up to 13.5 credits. All participants interested in receiving CEUs must have their name badges scanned at the start (check-in) and end (check-out) of each conference day to track their hours of participation. Participants who are unable to attend consecutive sessions during a conference day should

scan in and out as they arrive, leave, and return. For most of the check-in/check-out times, participants can be scanned at the “CEU Station,” located near the escalators on the Constitution Level. If you need assistance outside regular CEU Station hours, please go to the Registration Desk. Please refer to the following times and locations for CEU scanning:

**Monday, August 29**

**Check-In**  
7:30 a.m. – 11:00 a.m. Outside Independence A (5B)  
**Check-Out**  
3:30 p.m. – 6:45 p.m. CEU Station

**Tuesday, August 30**

**Check-In**  
8:00 a.m. – 11:00 a.m. CEU Station  
**Check-Out**  
3:30 p.m. – 5:45 p.m. CEU Station

**Wednesday, August 31**

**Check-In**  
7:30 a.m. -11:00 a.m. CEU Station  
**Check-Out**  
12:15 p.m. – 12:45 p.m. CEU Station or Outside Independence A (5B)

Upon completion of the Evaluation Summit, participants will receive an e-mail that will link them to a Web-based evaluation form. Once this survey is completed, participants will receive instructions on how to request their CEU certificates.

**Speaker Biographies and Presentation Materials Online**

The Children’s Bureau is attempting to reduce the amount of paper used during the Summit. Rather than produce hard copies of all presentation handouts and speaker biographies, electronic documents will be made available on the Evaluation Summit Web site. Summit support staff have made as many materials as possible available online before the conference. Presentation materials received during the Summit will be reviewed and posted

after the event adjourns. Participants who need hard copies of handouts to accommodate special needs are encouraged to go to the Registration Desk where they can inquire about the availability of session materials and request copies for those sessions they plan to attend. For all other material or copy-related needs, please talk with the staff at the Registration Desk.

### Digital Audio Recordings and WebEx sessions

In an effort to make the Summit accessible to as many participants as possible, both plenary sessions and one session from each of the concurrent sessions will be broadcast live to the Children's Bureau Regional Offices via WebEx. In addition, the audio from all plenary and concurrent sessions (with the exception of Roundtable sessions) will be digitally recorded. Once they meet minimum accessibility standards, as many digital audio and WebEx recordings as possible will be posted on the Summit Web site. Posting of these resources will be staged after the Summit concludes.

### Summit Web site

Participants can find additional information and resources related to the National Child Welfare Evaluation Summit at: <http://ncwes2011.jbsinternational.com>. Materials and information will include:

- Past Evaluation Summit materials (2009)
- 2011 National Child Welfare Evaluation Summit program
- Speaker biographies and presentation materials from plenary and concurrent sessions
- WebEx recordings of plenary and selected concurrent sessions
- Digital audio recordings of most plenary and concurrent sessions
- Information about the 2013 National Child Welfare Evaluation Summit

### Resource Tables

Conference participants and their organizations are invited to share copies of important resources and materials at the Resource Tables located on the Independence Level (countertops outside Independence A or tables near the Registration Desk). Participants are responsible for providing, organizing, and restocking their own materials throughout the event. Resource Tables will be designated for two broad categories of information:

#### 1) *Organizational/agency resources*

This includes guides, toolkits, brochures, pamphlets, informational documents, postcards, business cards, and Save-the-Date/Registration cards for upcoming events.

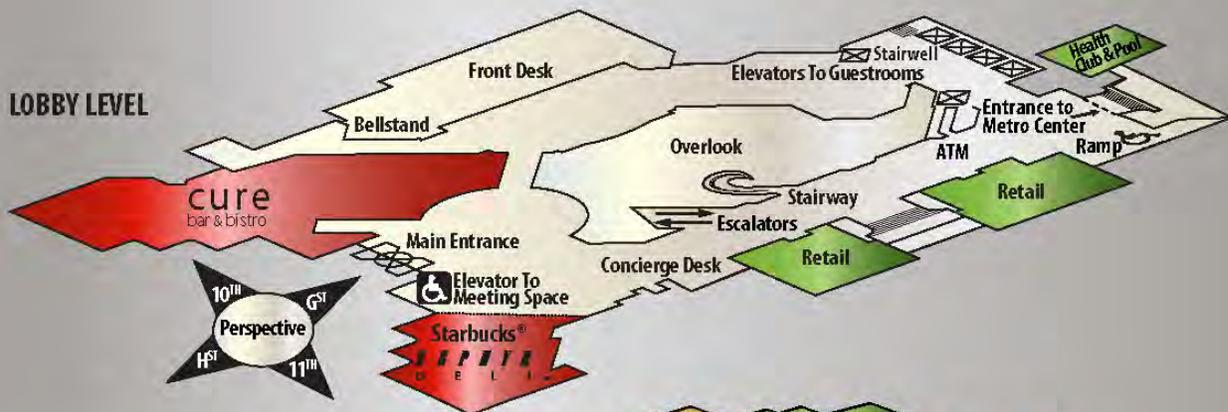
#### 2) *Research publications and findings*

This includes calls for proposals, white papers, briefs, articles, reports, and other publications that highlight upcoming, ongoing, and completed evaluation and research findings and related work.

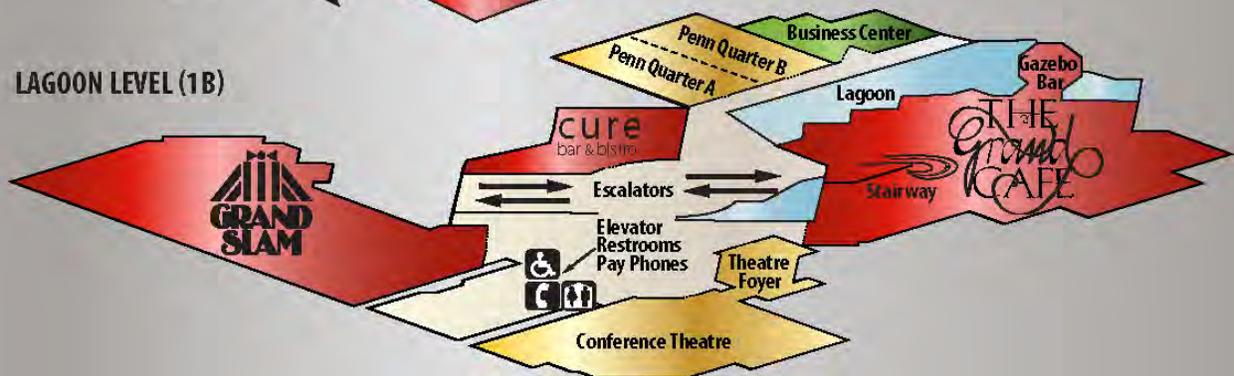
### Meals

Throughout the conference, participants will be "on their own" for meals. A wide variety of restaurants are located in the immediate vicinity of the hotel, and many more are a short Metro ride away. Participants are encouraged to check-in with the concierge at the hotel for recommendations.

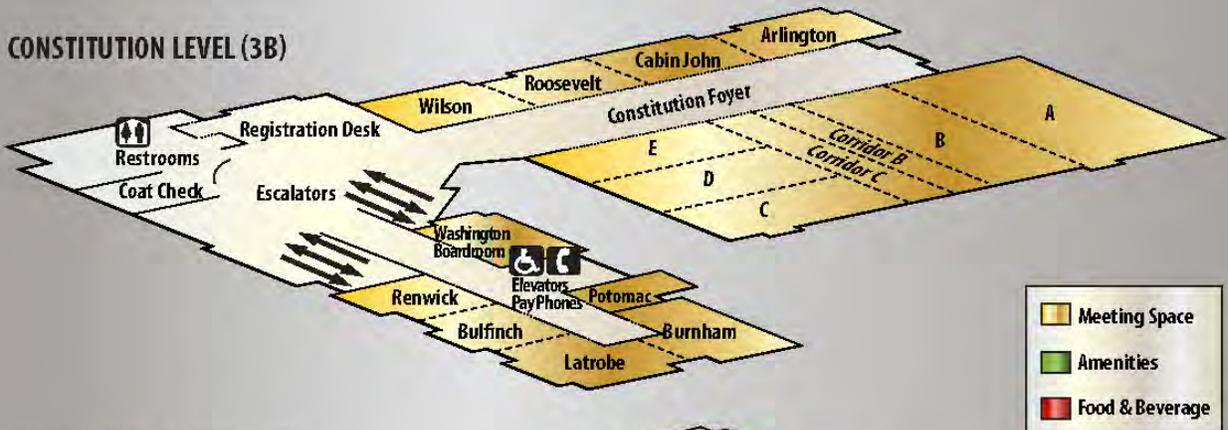
LOBBY LEVEL



LAGOON LEVEL (1B)

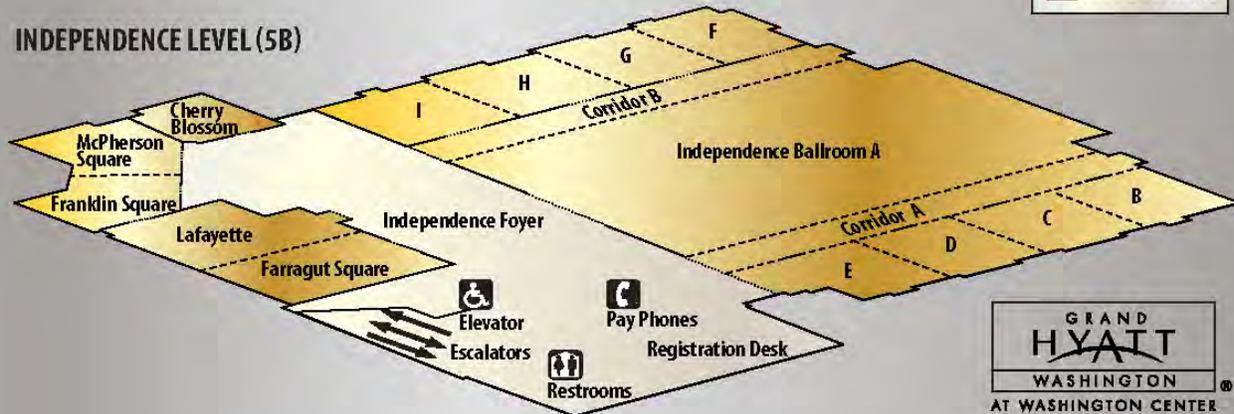


CONSTITUTION LEVEL (3B)



	Meeting Space
	Amenities
	Food & Beverage

INDEPENDENCE LEVEL (5B)



GRAND  
**HYATT**  
WASHINGTON  
AT WASHINGTON CENTER

## M System Map

MetroOpensDoors.com  
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 TTY Phone: 202/636-3780

- ### Legend
- Red Line • Glenmont to Shady Grove
  - Orange Line • New Carrollton to Vienna/Fairfax-GMU
  - Blue Line • Franconia-Springfield to Largo Town Center
  - Green Line • Branch Avenue to Greenbelt
  - Yellow Line • Huntington to Fort Totten

Station in Service

Commuter Rail  
 Virginia Railway Express  
 MRC

Transfer Station

Bus to Airport

Parking



Metro is accessible.

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REV 09/08/09  
 METRO

- No Smoking
- No Eating or Drinking
- No Animals (except service animals)
- No Audio (without earphones)
- No Litter or Spitting
- No Dangerous or Flammable Items

## What Are Your Priorities For Child Welfare Evaluation and Research?

As its 100th year of service quickly approaches, the Children's Bureau and its many partners across the field of child welfare are taking time to reflect on our progress to date and envisioning opportunities to continue to improve services and outcomes for children, youth, and families moving forward. Taking stock of what we know and what we have yet to learn in order to more effectively prevent and address child maltreatment and its effects is an important part of this visioning process.

Among its many centennial activities, the Children's Bureau will be creating opportunities for its partners and stakeholders to share their thoughts about the current state of child welfare research. Conference participants will have two different means of contributing to this discussion:

- First, the Children's Bureau will host three **Research Roundtable** sessions during the 2011 National Child Welfare Evaluation Summit. The purpose of these sessions is to invite Summit participants to reflect on the knowledge base in child welfare and to identify gaps where more inquiry and research are needed. Participants will exchange thoughts and ideas in roundtable sessions held outside of concurrent session periods. See the program agenda for details. Space will be limited to 140 participants per session.
- Second, Summit participants may share their comments and ideas in writing via the Web-based **Overall Summit Evaluation Form**, which provides participants with an opportunity to share feedback about satisfaction with the Summit in its entirety. A link to this survey will be sent to participants shortly after the event. Space for comments about research priorities is provided at the end of the evaluation.

## QUESTIONS FOR PARTICIPANTS

We invite you to consider the following questions and to share your responses during one of the Research Roundtable sessions or after the Summit concludes using the Web-based evaluation form:

- In what areas of child welfare do we know the most?
- In what areas of child welfare do we know the least?
- What questions are most important for the field of child welfare to investigate? Why?
- What are the greatest challenges when attempting to build evidence in child welfare?
- How can producers of research and evaluation do a better job of getting the information into the hands of consumers? What is needed for consumers to make better use of the information they receive?

## AGENDA-AT-A-GLANCE

### MONDAY, AUGUST 29

**7:30am**  
Registration Open

**8:30–10:45**  
Opening Plenary

**10:45–11:00**  
Break

**11:00–12:30**  
Concurrent Session 1

**12:30–2:00**  
Lunch

**2:00–3:30**  
Concurrent Session 2

**3:30–3:45**  
Break

**3:45–5:15**  
Concurrent Session 3

**5:15**  
Adjourn Day 1

**5:15–7:00**  
Poster Set-up

**5:30–6:30**  
Research Roundtable\*  
Option 1

### TUESDAY, AUGUST 30

**8:00**  
Registration Open

**9:00–10:30**  
Concurrent Session 4

**10:30–12:30**  
Poster Session\*\*

**11:00–12:00**  
Research Roundtable \*  
Option 2

**12:30–2:00**  
Lunch

**2:00–3:30**  
Concurrent Session 5

**3:30–3:45**  
Break

**3:45–5:15**  
Concurrent Session 6

**5:15**  
Adjourn Day 2

**5:15–6:00**  
Poster Breakdown

### WEDNESDAY, AUGUST 31

**8:00**  
Registration Open

**8:00–9:00**  
Research Roundtable \*  
Option 3

**9:15–10:45**  
Concurrent Session 7

**10:45–11:00**  
Break

**11:00–12:15**  
Closing Plenary

**12:15**  
Adjourn Day 3

*\* This is one of three Research Roundtable sessions hosted by the Children's Bureau. The purpose of this session is to invite Summit participants to reflect on the knowledge base in child welfare and to identify gaps where more inquiry and research are needed. Participants will exchange thoughts and ideas in roundtables. Space will be limited to 140 participants per session.*

*\*\* Various Children's Bureau Training and Technical Assistance Network providers have also been invited to display information about their services and products and will be available during this session to engage participants in learning about and using the resources available to them.*

## OPENING PLENARY

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### Opening Keynote:

**Bryan Samuels, MPP**

Commissioner, Administration on Children,  
Youth and Families

### Opening Panel Session:

**Building Evidence, Strengthening Practice, and Informing Policy:  
Reflecting on “Research to Practice” in Child Welfare**

### Moderator:

**Richard P. Barth, MSW, PhD**

Dean, School of Social Work, University of Maryland

### Panelists:

**Renda Dionne, PhD**

Clinical Director, Indian Child and Family Services;  
Associate Research Scientist, Oregon Research Institute

**Lisbeth B. (Lee) Schorr, PhD**

Lecturer, Harvard University; Senior Fellow,  
Center for the Study of Social Policy

**Erin Sullivan Sutton, JD**

Assistant Commissioner, Children and Family Services,  
Minnesota Department of Human Services

The three themes of the 2011 Summit suggest that we are engaged in an active process of building knowledge and attempting to spread and apply this knowledge in child welfare practice and decision-making. This opening panel discussion explores the notion of translating research into practice. Panelists share their thoughts about the applicability of this paradigm in child welfare. How is the field of child welfare building evidence? How does new evidence spread and make its way into everyday practice? What does this process “look like” in child welfare, and what are the implications?

## OPENING PLENARY SPEAKER BIOGRAPHICAL SUMMARIES

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### **Bryan Samuels, MPP**

Bryan Samuels is the Commissioner of the Administration on Children, Youth and Families (ACYF). He has spent his career formulating service delivery innovations and streamlining operations in large government organizations on behalf of children, youth, and families. As Chief of Staff for Chicago Public Schools, he managed the day-to-day operations of the third largest school system in the nation with 420,000 students, 623 schools, 44,000 employees, and a \$5 billion budget.

Prior to that role, from 2003 to 2007, he served as Director of the Illinois Department of Children and Family Services (DCFS). While Director, he moved aggressively to implement comprehensive assessments of all children entering care, redesigned transitional and independent living programs to prepare youth for transitioning to adulthood, created a child location unit to track all runaway youth, and introduced evidence-based services to address the impact of trauma and exposure to violence on children in State care. As a result of his efforts, DCFS established the lowest caseload ratios for case managers in the nation, reduced the number of youth “on run” by 40 percent and number of days “on run” by 50 percent, decreased the use of residential treatment or group homes by 20 percent, and eliminated the number of past due child protection investigations by 60 percent. Prior to 2003, he taught at the School of Social Service Administration, University of Chicago. He holds a master’s degree from the Harris School of Public Policy Studies, University of Chicago, and a bachelor’s degree from the University of Notre Dame.

### **Richard P. Barth, MSW, PhD**

Dr. Richard P. Barth, Dean of the School of Social Work, University of Maryland, has authored many books, book chapters, and articles that present original research, review research, or reflect on the place of research in child welfare practice and policy. He has conducted numerous evaluations and used a variety of types of data to inform the design and redesign of child welfare services regarding parent training, substance abuse treatment of child welfare families, family reunification, foster and residential care, and post-adoption. He has previously served as a chaired professor at the University of North Carolina and the University of California at Berkeley. His articles have been cited more than 2500 times. He is the winner of the Peter Forsythe Leadership Award from the American Public Human Services Association, the Distinguished Lifetime Achievement Award from the Society for Social Work and Research, and the Presidential Award for Excellence for Research from the National Association of Social Workers. Dr. Barth has served as a Fulbright Scholar to Sweden and Australia. He is a Fellow and the inaugural President of the American Academy of Social Work and Social Welfare.

### **Renda Dionne, PhD**

Dr. Renda Dionne is a member of the Turtle Mountain Band of Chippewa Indians. She is the Clinical Director of Indian Child and Family Services, a Tribal Child Welfare Consortium in Southern California, and an Association Research Scientist with the Oregon Research Institute. She specializes in early prevention and intervention programs for American Indian families and children that strengthen culture and provide evidence of effectiveness. She has culturally tailored and evaluated several evidence-based programs for a diverse Tribal community in Southern California, formed collaborations, and provided training to child welfare workers in two large counties on the “Spirit of the Indian Child Welfare Act.”

### **Lisbeth B. (Lee) Schorr, PhD**

Dr. Lisbeth B. (Lee) Schorr, Lecturer in Social Medicine at Harvard University and Senior Fellow of the Center for the Study of Social Policy, has woven many strands of experience with social policy, community building, education, and human services together to become a national authority on improving the future of disadvantaged children and their families.

She founded the Pathways Mapping Initiative to build a stronger knowledge base about what works to achieve the outcomes of school readiness, third-grade school success, the prevention of child abuse and neglect, and the successful transition to young adulthood. Most recently she has turned to analyzing, writing, and speaking about scaling up complex effective interventions, assessing their impact, and encouraging their high quality.

### **Erin Sullivan Sutton, JD**

Erin Sullivan Sutton serves as Assistant Commissioner for Children and Family Services for the Minnesota Department of Human Services (DHS). She is responsible for programs and policies that promote economic stability, child safety and permanency, opportunities for children to develop to their potentials, and successful transition for immigrant families. An attorney, social worker, and instructor, she has worked for the Minnesota DHS since 1987 and has earned a reputation as an articulate champion of children’s issues at the department, in the community, and at the Minnesota Legislature. She has led the development of numerous child welfare reforms including the development of a statewide child welfare training system, quality assurance, permanency initiatives, and differential response. She is Immediate Past President of the National Association of Public Child Welfare Administrators and a recipient of the 2009 Department of Health and Human Services Commissioner’s Award for leadership and services in the prevention of child abuse and neglect. She has BA degrees in social work and psychology from the College of St. Therese in Winona, Minnesota, and a JD from William Mitchell College of Law.

## **1.1 ANALYTICS FUNDAMENTALS: APPLYING LONGITUDINAL ANALYSIS IN CHILD WELFARE ADMINISTRATION**

*Arlington/Cabin John*

**Britany Orlebeke, MPA, Senior Researcher, Chapin Hall at the University of Chicago**

**Xiaomeng Zhou, MPP, Chapin Hall at the University of Chicago**

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*This workshop targets the fundamental knowledge and skills necessary to maximize the effective use of longitudinal data at all levels of an organization. Through guided independent and group exercises, this workshop is intended to sharpen the skills of specifying research questions, choosing populations from which to measure, and developing analysis plans.*

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## **1.2 BUILDING AND SUSTAINING EFFECTIVE CROSS-UNIVERSITY AND -AGENCY PARTNERSHIPS**

*Independence D*

**Gary Anderson, PhD, Professor and Director, School of Social Work, Michigan State University**

**Nancy Dickinson, MSSW, PhD, Project Director, National Child Welfare Workforce Institute; Clinical Professor, School of Social Work, University of Maryland**

**Mary McCarthy, LMSW, PhD, Director and Co-Principal Investigator, University at Albany-SUNY**

**Cathryn Potter, MSW, PhD, Professor, Associate Provost for Research, University of Denver; Executive Director, Butler Institute for families**

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*This workshop describes the purposeful organizational strategies that were implemented to develop a collaborative partnership for the National Child Welfare Workforce Institute and discusses the evaluation protocol and theory guiding the design and goals of the effort.*

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## **1.3 CASE REVIEW STUDY OF YOUNG CHILDREN IN SPECIALIZED FOSTER CARE WHO WERE PSYCHIATRICALY HOSPITALIZED: METHODOLOGICAL AND CONCEPTUAL STRATEGIES, KEY FINDINGS, AND IMPLICATIONS FOR POLICY AND PRACTICE**

*Independence B*

**Stephen Budde, PhD, Director of Clinical Programs, Juvenile Protective Association**

**Christine Davidson, PhD, Director of Applied Services Research, Department of Psychiatry, University of Illinois at Chicago**

**Cynthia Tate, PhD, Deputy Director, Division of Clinical Practice and Professional Development, Illinois Department of Children and Family Services**

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*The Psychiatrically Hospitalized Children (PHC) study was a mixed-methods approach to conducting intensive case reviews (N = 32) that was designed to increase understanding and address the needs of young foster children in Illinois with serious emotional and behavioral problems who were psychiatrically hospitalized. We present key findings on the characteristics, experiences, and posthospitalization outcomes of these children and the implications of these findings for improving practice, decision-making, and policy.*

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## **1.4 CHILD WELFARE DISPROPORTIONALITY AND DISPARITIES: FRAMING THE NEXT GENERATION OF RESEARCH**

### **Constitution E**

**Alan Dettlaff, MSW, PhD, Assistant Professor, Jane Addams College of Social Work, University of Illinois at Chicago**

**John Fluke, PhD, Vice President, Child Protection Research Center, American Humane Association**

**Brenda P. Jones Harden, PhD, Department of Human Development, University of Maryland College Park**

**Fred Wulczyn, PhD, Senior Research Fellow, Chapin Hall at the University of Chicago**

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*Recent research and commentary have placed issues of disparities under scrutiny. This panel includes a review of the research, findings on disparities, and direction for a clearer research agenda. Panelists consider key child welfare decision points and the presenters provide a brief research overview, a discussion of how disparities affect infants, a presentation on possible sources of bias in the decision to substantiate, and the geographic variability in disparity of reunifications.*

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## **1.5 DEFINING AN EVIDENCE-BASED PROGRAM: WHAT DOES IT MEAN IN THE CHILD WELFARE FIELD AND HOW DO WE GET THERE?**

### **Constitution A**

**Jamie Brennan, MBA, Manager, Grants and Evaluation Unit, Child & Family Tennessee**

**Crystal Collins-Camargo, MSW, PhD, Assistant Professor, Kent School of Social Work, University of Louisville**

**Elliott Graham, MPA, PhD, Director, James Bell Associates**

**Beth L. Green, PhD, Director, Center for the Improvement of Child and Family Services, Portland State University**

**Alice A. Lieberman, PhD, Professor, School of Social Welfare, University of Kansas**

**Kantahyanee W. Murray, PhD, Research Assistant Professor, Ruth H. Young Center for Families and Children, School of Social Work, University of Maryland**

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*In this panel session, several child welfare researchers discuss what it means to be an “evidence-based” program in the context of child welfare. The panelists also offer their reflections on the state of research on evidence-based programs in the child welfare field and on whether a uniform evidence-based classification system for child welfare programs is feasible or desirable.*

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## **1.6 DEFINING AND MEASURING PERMANENCY**

### **Constitution C**

**Ruth G. McRoy, PhD, Principal Evaluator, AdoptUSKids; Donahue and DiFelice Endowed Professorship, Graduate School of Social Work, Boston College (Moderator)**

**Sarah Kastelic, MSW, PhD, Chief of Staff, National Indian Child Welfare Association**

**Matthew Hudson, Consultant, National Resource Center for Youth Development**

**Hon. James Payne, JD, Director, Indiana Department of Child Services**

**Gina Miranda Samuels, PhD, Associate Professor, School of Social Service Administration, University of Chicago**

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*When measuring the effectiveness of policies, programs, and practices in child welfare, how can and should the concept of permanency be defined and measured? This panel session examines current definitions and measurements of permanency. Distinctions between “legal” and “relational” permanence are highlighted. Panelists consider how guardianship and kinship (including placement with “fictive kin”) factor into definitions and measures of permanency and discuss whether definitions of permanency are translatable across cultures and communities.*

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## **1.7 DID THE TRAINING MAKE A DIFFERENCE? EVALUATING TRANSFER OF KNOWLEDGE USING THE HOLTON MODEL**

### **Lafayette Square**

**Sharonlyn Harrison, PhD, President/Chief Executive Officer, Public Research and Evaluation Services, Inc.**

**Kris Henneman, MSW, Vice President, Infant Adoption Awareness Training Program, Project Director, Spaulding for Children**

**Anika E. Sandy-Hanson, PhD, Senior Research Associate, Public Research and Evaluation Services, Inc.**

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*This presentation proposes that when stakeholders want to evaluate whether a training and/or technical assistance effort will result in changes in on-the-job behavior, evaluation instruments should include questions based on Holton’s Model of Personnel Development. This model suggests that transfer of learning is not well-captured with Kirkpatrick’s model, but rather requires three outcome measures: Learning, Individual Performance, and Organizational Results.*

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## **1.8 FIDELITY 101: HOW TO DEVELOP, VALIDATE, AND USE FIDELITY MEASURES TO INFORM IMPLEMENTATION AND INTERVENTIONS IN CHILD WELFARE**

### *Independence F*

**Todd Holder, MSW, Director of Casework Intervention, ACTION for Child Protection**

**Sarah Kaye, PhD, Assistant Professor, Innovations Institute, Division of Child & Adolescent Psychiatry, University of Maryland**

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*Accurately measuring program fidelity is essential to both implementation planning and research and intervention research. This workshop will consider the pragmatic and scientific challenges of measuring fidelity in a child welfare context and will offer methods for developing, validating, and utilizing fidelity measures and strategies for using fidelity data to support implementation and evaluation.*

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## **1.9 FOSTERING CONNECTIONS FOR POST-SECONDARY EDUCATIONAL SUCCESS FOR YOUTH WITH FOSTER CARE EXPERIENCE**

### *Constitution D*

**Angelique Day, MSW, PhD, School of Social Work, Wayne State University**

**Eric Kyere, BSW, Department of Social Work, Kutztown University**

**Varsha Pandya, MSW, PhD, Department of Social Work, Kutztown University**

**Amy Salazar, MSW, PhD, The Inn Home**

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*Achieving positive outcomes for older youth with foster care experience remains a key priority for the child welfare field. The passage of the Fostering Connections to Success and Increasing Adoptions Act of 2008 affirms this priority as elements within the legislation allow for the extension of greater support for older youth in State custody. This session outlines the policy environment influencing successful outcomes for youth with foster experience, with an emphasis on post-secondary education. Through an examination of administrative data, participants learn about factors which support or inhibit college retention rates. Moreover, participants have the opportunity to hear about a specific program that brings together community resources to increase the level of support received by youth pursuing post-secondary education.*

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## 1.10 HISTORICAL PERSPECTIVE OF RESEARCH IN TRIBAL COMMUNITIES AND CURRENT EVALUATION METHODOLOGIES

### *Farragut Square*

**Rosie Gomez, MS, Child Welfare Program Specialist, Office on Child Abuse and Neglect, Children's Bureau (Moderator)**

**Douglas A. Bigelow, PhD, Professor Emeritus of Psychiatry and Public Health and Preventive Medicine, Oregon Health and Sciences University**

**Kathleen Earle Fox, PhD, Director of Research, National Indian Child Welfare Association**

**Nancy Whitesell, PhD, Assistant Professor, Colorado School of Public Health**

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*This panel focuses on the historical and current context for working with Tribal communities for research and evaluation. Panelists examine the history of knowledge building within Tribal communities and methodologies that have proven most effective, relevant, and culturally responsive. The session also discusses common myths and misconceptions about Tribes and "ways of knowing" and the meaning of evidence in Tribal communities. This dialogue continues on Day 2 with Session 5.13, "Research and Evaluation Partnerships with Tribes Across Multiple Child Welfare Contexts."*

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## 1.11 THE JUDICIARY'S ROLE IN THE CHILD WELFARE SYSTEM

### *Independence I*

**Jane McClure Burstain, JD, PhD, Senior Policy Analyst, Center for Public Policy Priorities**

**Hon. F. Scott McCown, JD, Executive Director, Center for Public Policy Priorities**

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*The first part of this workshop discusses how judicial practices in child welfare cases differ among courts and why those differences should be incorporated into any research regarding case outcomes. The second part of the workshop discusses how to use data to educate the judiciary about systemic barriers to permanency and to involve them in making systemic change.*

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## **1.12 MODELS OF CHANGE IN MALTREATMENT RESEARCH USING SECONDARY DATA: A STRUCTURAL EQUATION MODELING APPROACH**

*Roosevelt/Wilson*

**Sharon L. Christ, PhD, Assistant Professor of Human Development and Statistics, Purdue University**

**Ting Lu, MS, PhD, Candidate in Human Development and Family Studies, Purdue University**

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*Using a structural equation modeling (SEM) framework, we demonstrate how to specify latent variable models for the measurement of complex constructs, including neglect and abuse. Second, we demonstrate how to specify longitudinal models of change (latent growth curve models) for maltreatment and child social and emotional outcomes.*

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## **1.13 THE ROLE OF IMPLEMENTATION DRIVERS IN CHILD WELFARE SYSTEMS CHANGE**

*Independence H*

**David Lambert, PhD, Evaluator, Northeast and Caribbean Implementation Center, Muskie School of Public Service, University of Southern Maine**

**Tammy Richards, MEd, Co-Evaluator, Northeast and Caribbean Implementation Center, Catherine E. Cutler Institute for Health and Social Policy, University of Southern Maine**

**Christine Tappan, MSW, CAGS, Administrator, Bureau of Organizational Learning & Quality Improvement, New Hampshire Division for Children, Youth & Families and Juvenile Justice Services**

**Donna Younkin, MPA, Director, Information Technology and Reporting, New Jersey Department of Children and Families**

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*This panel presents and discusses the key implementation drivers affecting the ability of child welfare agencies to develop and launch system-level implementation projects. Panelists include the Northeast and Caribbean Implementation Center evaluation team and key child welfare agency staff.*

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## **1.14 THE SCIENCE OF KNOWLEDGE ASSESSMENT, MANAGEMENT, AND TRANSFER AND ITS APPLICATION TO CHILD WELFARE**

*Independence G*

**Pamela Day, MSW, Co-Director, Child Welfare Information Gateway**

**Nancy McDaniel, MPA, Program Administrator, National Child Welfare Workforce Institute, Butler Institute for Families, University of Denver**

**Sara Munson, MSW, National Dissemination Coordinator, National Child Welfare Workforce Institute, School of Social Welfare, University at Albany-SUNY**

**Cynthia Peterson, MSW, Program Specialist, Child Welfare Information Gateway**

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*Policymakers, administrators, and child welfare practitioners struggle with timely and straightforward access to relevant knowledge and information, given the challenges associated with acquiring and effectively transferring that information to those who will benefit most. The presenters discuss the theories of knowledge management and transfer, describe a best practice framework, and offer examples of promising approaches to knowledge management and transfer in child welfare.*

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## **1.15 TRANSLATING EVALUATION RESEARCH INTO ADMINISTRATIVE AND DIRECT PRACTICE: THE CASE OF THE NEW YORK KINGAP IMPLEMENTATION**

*Independence C*

**Mark Testa, PhD, Sandra Reeves Spears and John B. Turner Distinguished Professor, School of Social Work, University of North Carolina - Chapel Hill**

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*This workshop uses the case example of the New York KinGAP implementation to illustrate the processes of formative, summative, and translational evaluation in guiding program development, evaluation, and the translation of an evidence-supported program to local service contexts and direct practice.*



## 2.1 BUILDING COLLABORATIVE PARTNERSHIPS TO IMPROVE EVALUATION EFFICIENCY AND SUSTAINABILITY

### *Constitution A*

**Sarah Kaye, PhD, Assistant Professor, Innovations Institute, Division of Child and Adolescent Psychiatry, University of Maryland**

**Jennifer Mettrick, MHS, MS, Research Supervisor, Innovations Institute, Division of Child and Adolescent Psychiatry, University of Maryland**

**Henrietta Quick, MSW, Research Coordinator, Innovations Institute, Division of Child and Adolescent Psychiatry, University of Maryland**

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*This roundtable presents examples from a Substance Abuse and Mental Health Services Administration-funded Systems of Care evaluation to stimulate discussion of strategies that can be used to build partnerships and collaborations that strengthen evaluation practice and promote efficient and sustainable ongoing quality assurance activities.*

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## 2.2 BUILDING FIDELITY TO STRENGTHEN PRACTICE

### *Independence G*

**Madeleine H. Kimmich, DSW, Senior Research Fellow, Human Services Research Institute**

**Julie Murphy, MSW, Human Services Research Institute**

**Erin Singer, MSW, Doctoral Candidate, Graduate School of Social Work, Boston College**

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*The process of clearly defining child welfare interventions and developing methods to measure fidelity can be challenging. Presenters share experiences in developing fidelity measures for three child welfare interventions (family team meetings, kinship navigator, and differential response), leading discussions of the complexities of child welfare interventions and on how to ensure that all key components of an intervention are reflected in efforts to measure fidelity and interpret outcomes.*

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## **2.3 COLLABORATING FOR CHANGE: ONE STATE'S MODEL FOR ASSESSING INDIAN CHILD WELFARE PRACTICE AND IMPROVING OUTCOMES FOR NATIVE AMERICAN CHILDREN**

*Farragut Square*

**Liz Mueller, Vice-Chair, Jamestown S'Klallam Tribe**

**Deborah J. Purce, JD, Director of Quality, Management, and Accountability, Washington Department of Social and Health Services, Children's Administration**

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*This workshop showcases collaboration in the State of Washington between the State's child welfare agency and in-State Tribes to develop a quality assurance case review model that evaluates current State compliance with the Indian Child Welfare Act (ICWA) and promotes improved outcomes for Native American children and families.*

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## **2.4 CONDUCTING SECONDARY DATA ANALYSES TO INFORM POLICY AND PRACTICE**

*Independence C*

**Elliott G. Smith, PhD, Associate Director, National Data Archive on Child Abuse and Neglect, Cornell University**

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*A number of publicly available national and regional datasets exist that can guide agency policy and practice decision-making. Most of these datasets allow researchers to use a variety of analytical methods (e.g., spatial and cluster analyses, multiple and logistic regressions, survival analyses) to produce results that can provide a broader context to a particular area of interest or to better understand the incidence and/or prevalence of a condition or event.*

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## **2.5 COST-BENEFIT ANALYSES OF HOME VISITING PROGRAMS**

*Independence D*

**Steve Aos, PhD, Director, Washington State Institute for Public Policy**

**Kimberly DuMont, PhD, Senior Research Scientist, Bureau of Evaluation and Research, New York State's Office of Children and Family Services**

**Carrie Mulford, PhD, Social Science Analyst, National Institute of Justice**

**David Olds, PhD, Professor of Pediatrics and Director of the Prevention Research Center for Family and Child Health, Department of Pediatrics, University of Colorado**

*This panel provides results from multiple cost-benefit analyses of home visiting programs. The speakers discuss their assumptions, how they produced their cost estimates, and how they determined the benefits of the programs.*

## **2.6 DISSEMINATION: THE KEY LINK BETWEEN RESEARCH AND PRACTICE**

### **Independence H**

**Courtney Harrison, MPA, Director of Policy and Program Development, Public Strategies, Inc.**

**Jane Macoubrie, PhD, Project Manager, Public Strategies, Inc.**

*In this workshop, a team from Public Strategies, Inc. (PSI) uses hands-on methods to explain the Value-Added Model, a framework for dissemination. Participants also engage with tools to aid disseminators in planning key start-to-finish activities. Both approaches have emerged from PSI's recent analysis of the literature on dissemination, diffusion, and knowledge transfer. From this review, PSI concluded that the persistent challenges of dissemination point to four layers or quadrants of activities necessary for effective dissemination. To be effective, disseminators should plan and engage in activities needed to (1) push new information out; (2) create "pull" in the field; and (3) increase the chances of full utilization. The nature of those activities is the heart of this workshop.*

## **2.7 EVALUATION AND THE COURTS: WHAT CAN, SHOULD, AND IS BEING EVALUATED IN DEPENDENCY COURTS?**

### **Constitution C**

**David Kelly, MA, JD, Child Welfare Program Specialist for Court Improvement, Children's Bureau, Administration for Children and Families (Moderator)**

**Cecilia Casanueva, PhD, Senior Research Psychologist, Children and Families Program, RTI International**

**Hon. Cindy S. Lederman, JD, Circuit Court Judge, Eleventh Judicial Circuit Juvenile Justice Center**

**Britany Orlebeke, MPA, Senior Researcher, Chapin Hall at the University of Chicago**

**Mark Testa, PhD, Sandra Reeves Spears and John B. Turner Distinguished Professor, School of Social Work, University of North Carolina - Chapel Hill**

*This panel presents examples of court-related evaluation work representing the spectrum of efforts-to-date from basic to more rigorous evaluation projects, conducted or underway, involving courts and/or legal representation. Panelists also address the advances courts and attorneys gain from evaluating their work and engage attendees in a discussion of how to initiate evaluation efforts and where priorities for evaluation work lie.*

## **2.8 THE IMPACT OF THE NATIONAL CHILD TRAUMATIC STRESS NETWORK (NCTSN): EVALUATION FINDINGS ON HISPANIC YOUTH IN CHILD WELFARE**

### *Independence I*

**D. Susanne Condron, MA, Senior Associate, ICF International**

**Bhuvana Sukumar, PhD, ICF International**

**Susana Rivera, PhD, Program Director, Serving Children and Adolescents in Need, Inc**

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*The evaluation of the National Child Traumatic Stress Network analyzes child- and family-level data related to service use, service experience, and outcomes of children and families served by the NCTSN. The focus of this panel presentation is to highlight the profiles of children in the NCTSN program who are in child welfare, with special attention to Hispanic children, and to discuss the implications for practice, policy, and evaluation.*

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## **2.9 LESSONS FROM A UNIVERSITY-CHILD WELFARE AGENCY PARTNERSHIP: SUCCESSFULLY SELECTING AN EVIDENCE-BASED PRACTICE TO REDUCE LONG-TERM FOSTER CARE**

### *Constitution D*

**Stephanie Bryson, MSW, PhD, Co-Principal Investigator, Kansas Intensive Permanency Project (KIPP), School of Social Welfare, University of Kansas**

**Vickie McArthur, MS, LCMFT, Director of Clinical Services for Reintegration, St. Francis Community Services**

**Erin Stucky, MSW, LCSW, President, KVC Behavioral Healthcare**

**Sheila Walker, MSW, Project Manager, Kansas Intensive Permanency Project (KIPP), School of Social Welfare, University of Kansas**

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*This workshop shares information from a partnership between a State university, a public child welfare agency, and four private foster care providers that formed in response to the Children's Bureau's Permanency Innovations Initiative to reduce long-term foster care. Team members of the KIPP present the process they used to select an evidence-based practice (EBP) to address the barriers to permanency for a subpopulation of children who are at highest risk of experiencing long-term foster care—children with a serious emotional disturbance.*

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## 2.10 MIXED METHODS WAY OF THINKING: A PRIMER

### *Independence B*

**Tamara Fuller, PhD, Director, Children and Family Research Center, University of Illinois - Urbana-Champaign**

**Jesse J. Helton, PhD, Children and Family Research Center, University of Illinois - Urbana-Champaign**

**Hon. Kathleen A. Kearney, JD, Clinical Professor, Children and Family Research Center, University of Illinois at Urbana-Champaign**

**Jill Schreiber, MSW, Research Specialist, Children and Family Research Center, University of Illinois at Urbana-Champaign**

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*Child welfare research is complex. It includes nested and dynamic influences from biological and foster families, agencies, bureaucratic procedures, legislative policies, neighborhood contexts, school systems, and other less obvious elements. Child welfare researchers, workers, and administrators must take note of these factors and how they are changing. This workshop introduces the very basics of mixed method design and methodological rigor. The session touches on some of mixed method's background and tensions and emphasizes how a "mixed method way of thinking" can be used early in the research process to construct an integrated qualitative/quantitative design. The workshop includes two examples of recent multisite, statewide mixed method studies in Illinois.*

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## 2.11 SAN FRANCISCO'S COORDINATED FAMILY RESOURCE SYSTEM: A COLLABORATIVE APPROACH TO IMPLEMENTING AND EVALUATING FAMILY STRENGTHENING AND CHILD ABUSE PREVENTION STRATEGIES

### *Arlington/Cabin John*

**Helen Hale, MEd, LPC, San Francisco Family Resource Center Initiative Program Officer, First 5 San Francisco Children and Families Commission**

**Theresa Zighera, MSW, San Francisco Family Resource Center Initiative Evaluation Officer, First 5 San Francisco Children and Families Commission**

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*San Francisco's Family Resource Center Initiative is emerging as a model for successfully using public agency funding partnerships to establish an approach to family strengthening and child abuse prevention that is both effective and measurable. This workshop describes how funding partnerships developed, highlights core aspects critical to the initiative's success, and outlines evaluation methodologies that cut across multiple disciplines and data systems.*

## **2.12 STRATEGIES THAT BUILD CAPACITY FOR SYSTEM CHANGE: LESSONS LEARNED IN THE EVALUATION OF THE WESTERN AND PACIFIC IMPLEMENTATION CENTER**

*Roosevelt/Wilson*

**Mary I. Armstrong, PhD, Associate Professor and Director, Department of Child and Family Studies, University of South Florida**

**Melissa H. Johnson, MA, MPH, Social and Behavioral Researcher, Department of Child and Family Studies, University of South Florida**

**Cathy Sowell, MSW, Senior Social and Behavioral Researcher, Department of Child and Family Studies, University of South Florida**

**Amy Vargo, MA, Assistant in Research, Department of Child and Family Studies, University of South Florida**

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*This presentation examines the challenges and successes of the Western and Pacific Child Welfare Implementation Center in providing assistance to three sites seeking to implement sustainable systems change in child welfare. Discussion highlights commonalities across projects, including environmental constraints and effective strategies for building capacity, key lessons learned, and implications for child welfare practice and policy.*

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## **2.13 TESTING A MODEL OF TRANSFER OF LEARNING THROUGH THE EVALUATION OF THE NATIONAL CHILD WELFARE WORKFORCE INSTITUTE LEADERSHIP ACADEMY**

*Constitution E*

**Katharine Cahn, MSW, PhD, Assistant Professor, Executive Director and Assistant Dean of Continuing Education and Training, School of Social Work, Portland State University**

**Robin Leake, PhD, Research Manager, Butler Institute for Families, University of Denver**

**Cathryn Potter, MSW, PhD, Professor and Associate Provost for Research, University of Denver; Executive Director; Butler Institute for Families**

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*This session presents an interactional model of transfer of learning and measurement tools that provide a comprehensive view of the factors that influence transfer of learning from the training setting to the workplace. The Learning Transfer System Inventory (LTSI) was used to test latent variables in the model through an evaluation of the National Child Welfare Workforce Institute Leadership Academy.*

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## **2.14 USING DATA TO EVALUATE AND SUPPORT THE IMPLEMENTATION OF SYSTEMS CHANGE IN CHILD WELFARE AND CHILD MENTAL HEALTH SERVICE SYSTEMS**

### *Independence F*

**Freda Brashears, MSW, Technical Specialist, Children’s Mental Health Initiative National Evaluation Team, ICF Macro**

**Dan Cantillon, PhD, Technical Specialist, ICF International**

**Vestena Robbins, PhD, Technical Specialist, ICF Macro**

**Peggy Taylor, MSW, Independent Evaluator**

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*This session describes efforts to implement and evaluate systems change initiatives in child welfare and mental health. National and local evaluators present information on the benefits and challenges of using a Participatory Action Research (PAR) approach to evaluate implementation of Systems of Care and its subsequent impact on organizations, communities, and children and families.*

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## **2.15 WHAT IS EVIDENCE? WHAT SHOULD OUR STANDARDS BE FOR WHAT WORKS?**

### *Lafayette Square*

**Julia H. Littell, MSW, PhD, Professor, Graduate School of Social Work and Social Research, Bryn Mawr College**

**Richard W. Puddy, MPH, PhD, Task Force Coordinator, Centers for Disease Control and Prevention**

**Lauren H. Supplee, PhD, Senior Social Science Research Analyst, Office of Planning, Research and Evaluation, Administration for Children and Families**

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*This session examines the possibility of establishing coherent standards of research quality within child welfare and across fields by looking at the state of child welfare research and recent systemic reviews. The panelists look at some of the credible methods of measuring and/or demonstrating effectiveness and necessary next steps for child welfare research.*



### **3.1 BUILDING EVIDENCE AND INFORMING POLICY—THEN AND NOW: RE-EXAMINING THE EFFICACY OF INTENSIVE FAMILY PRESERVATION SERVICES USING SECONDARY DATA AND ADVANCED EVALUATION METHODS**

#### *Independence C*

**Raymond Kirk, PhD, Director of Research and Program Evaluation, Independent Living Resources, Inc.**

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*Using a variety of evaluation methods, the series of four studies described in the workshop examine a particular child welfare service model (Intensive Family Preservation Services) and builds evidence for its efficacy. Both the service model and the evaluation methods receive focused attention.*

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### **3.2 CHILD WELFARE COMPETENCIES FOR SOCIAL WORK EDUCATION: THE PROCESS OF DEVELOPMENT, IMPLEMENTATION, AND EVALUATION**

#### *Constitution A*

**Christiana Cummings, PhD, Executive Deputy Director, New York City Administration for Children's Services**

**Jeanne Finch, DSW, Assistant Dean and Director of MSW Program, Stony Brook University**

**Alexis Howard, MSW, Coordinator, New York State Social Work Education Consortium**

**Susan Mason, PhD, Professor of Social Work and Sociology, Wurzweiler School of Social Work, Yeshiva University**

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*We describe and encourage the development, implementation, and evaluation of child welfare competencies infusion into masters-level social work curricula. Our example of a cooperative schools and child welfare agency project includes classroom and field instruction plus an evaluation component to determine perceived success.*

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### **3.3 DEFINING AND MEASURING CHILD WELL-BEING**

#### *Independence I*

**Maryellen Bearzi, MS, Administrative Deputy Director, New Mexico Children, Youth, and Families Department of Protective Services (Moderator)**

**Janis Burger, MPH, Deputy Director, First 5 Alameda County**

**Victor E. Flango, PhD, Executive Director, Program Resource Development, National Center for State Courts**

**Hon. Robert Hofmann, JD, Associate Judge, Child Protection Court of the Hill Country, Texas**

**Chris Hwang, MAIS, MPA, Evaluation and Technology Administrator, First 5 Alameda County; Special Study Project Director, Project LAUNCH**

**Heather Ringeisen, PhD, Co-Investigator, National Survey of Child and Adolescent Well-Being II**

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*When measuring the effectiveness of policies, programs, and practices in child welfare, how should the concept of child “well-being” be defined and measured? This session offers multiple perspectives of child well-being across various contexts, including State child welfare, research, courts, and public health. Presenters discuss the various definitions of well-being and its key domains; how to measure change in each of these domains, including how to access and use available standardized measures; and sharing data across systems to better assess well-being outcomes.*

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### **3.4 DEVELOPING AND UTILIZING IMPLEMENTATION TOOLKITS TO SYSTEMATICALLY DISSEMINATE AND EVALUATE PRACTICE IMPROVEMENTS**

*Independence F*

**Sevaughn Banks, MSW, PhD, Training and Evidence-Based Practice Specialist, California Social Work Education Center, University of California - Berkeley**

**Leslie Ann Hay, MSW, Principal, Hay Consulting**

**Barrett Johnson, MSW, LCSW, Director, Child Welfare In-Service Training Project, California Social Work Education Center, University of California - Berkeley**

**Stuart Oppenheim, MSW, Executive Director, Child and Family Policy Institute of California**

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*This presentation orients participants to a set of Implementation Toolkits designed to systematically standardize, disseminate, implement, and evaluate specific program improvement initiatives. A sample toolkit is featured, and participants have a chance to reflect on a practice improvement effort with which they are involved and to determine what steps they might take to create a more systematic approach to dissemination, implementation, and evaluation.*

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### **3.5 EVALUATING THE IMPLEMENTATION OF BUSINESS PROCESS MAPPING FOR TRIBAL CHILD WELFARE PRACTICE MODEL DEVELOPMENT**

*Farragut Square*

**Lee Tayrien Collins, BS, Director, Osage Nation Social Services**

**Nancy M. Lucero, MSW, PhD, Senior Research Associate, Butler Institute for Families, Graduate School of Social Work, University of Denver**

**Maria Scannapieco, LMSW, PhD, Director, Mountains and Plains Child Welfare Implementation Center and Professor, School of Social Work, University of Texas - Arlington**

*This presentation will discuss the results of an evaluation of Business Process Mapping as an implementation activity used to help develop and formalize Tribal-specific and culturally informed practice models for three Tribal child welfare programs. Implications will be shared related to assessing cultural fit when implementing interventions and practices that have not been specifically developed for this population in Tribal programs and communities.*

### **3.6 HOW ORGANIZATIONAL FACTORS AFFECT SYSTEMS CHANGE: LESSONS FROM THE INTEGRATION OF TANF AND CHILD WELFARE SERVICES IN CALIFORNIA**

*Arlington/Cabin John*

**Danna Fabella, MSW, Linkages Project Director, Child and Family Policy Institute of California**

**Paul Harder, MBA, MSW, President, Harder+Company Community Research**

**Katherine Lee, MS, Senior Research Associate, Harder+Company Community Research**

*The evaluation of a grant to test county-level strategies to integrate Temporary Aid to Needy Families (TANF) and child welfare services revealed the importance of organizational barriers and facilitators to systems change. This presentation develops a theoretical framework for this analysis, presents evaluation results, and discusses implications for further implementation research.*

### **3.7 IMPLEMENTATION THEORY AND FRAMEWORKS: UNDERSTANDING AND ANALYZING FRAMEWORKS FOR CHILD WELFARE RESEARCH AND PRACTICE**

*Constitution C*

**David Chambers, DPhil, Chief of the Services Research and Clinical Epidemiology Branch, National Institute of Mental Health (Moderator)**

**Greg Aarons, PhD, Associate Professor in Residence, Department of Psychiatry, San Diego School of Medicine, University of California**

**Allison Metz, PhD, Associate Director, National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina - Chapel Hill**

**Abraham Wandersman, PhD, Professor of Psychology, University of South Carolina - Columbia**

*Implementation research seeks to develop knowledge of the best way to improve the use of scientific findings and empirically supported interventions to maximally improve the lives of those we serve. It asks the questions: How can we best foster the widespread use of interventions with known benefit? How do we improve the fit between those interventions and the settings where care is delivered? Can we sustain practice improvements over time? In*

*this session, leading implementation scientists provide an overview of implementation theory and frameworks and analyze frameworks for child welfare research and practice. The panelists discuss how frameworks compare and contrast, outline critical components of the theories underlying their frameworks, and provide insights regarding the fit between successful frameworks and organizational characteristics. Implementation challenges are discussed so that audience members can make better decisions about which implementation frameworks align with both the characteristics of the organization implementing the change initiative and the outcomes desired.*

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### **3.8 KEEPING FAMILIES TOGETHER—AN EVALUATION OF THE IMPLEMENTATION AND OUTCOMES OF A PILOT SUPPORTIVE HOUSING MODEL FOR FAMILIES INVOLVED IN THE CHILD WELFARE SYSTEM**

*Roosevelt/Wilson*

**Alison Harte, MSW, Senior Program Manager, Government Affairs and Innovations, Corporation for Supportive Housing**

**Rebecca Swann-Jackson, MEd, Research Associate, Metis Associates, Inc.**

**Donna Tapper, MA, Managing Senior Associate, Metis Associates, Inc.**

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*Keeping Families Together, a pilot of the Corporation for Supportive Housing, tested the impact of permanent supportive housing for families at risk of dissolution. This New York City initiative targeted families that had been homeless at least 365 days over a 2-year period, had an open child welfare case, and included an adult with mental illness or a history of substance abuse. It aimed to improve collaboration among city agencies and worked to build capacity among housing providers. Metis Associates conducted the evaluation, which included an assessment of implementation and impact on the families. Participants in this session learn about how families were targeted; the child welfare outcomes that were achieved; and the collaboration of housing providers, city agencies, and community partners.*

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### **3.9 METHODS FOR MEASURING AND ANALYZING FIDELITY TO EVIDENCE-BASED CHILD WELFARE PROGRAMS**

*Independence H*

**Diane DePanfilis, MSW, PhD, Professor, Associate Dean for Research, School of Social Work, University of Maryland; Director, Ruth H. Young Center for Families and Children**

**Anne Duggan, ScD, Professor of Pediatrics and of Health Policy and Management, School of Medicine, Johns Hopkins University**

**Jill Filene, MPH, Senior Research Associate, James Bell Associates**

**Madeleine H. Kimmich, DSW, Senior Research Fellow, Human Services Research Institute**

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*Using examples from evaluations of home visiting and child protection programs, the panelists explore: (1) the*

*process for developing and applying methods for assessing fidelity, (2) methods for testing the association of fidelity with outcomes and impact, (3) selected evaluation findings on fidelity and its impact on child welfare outcomes, and (4) lessons learned regarding the development and application of fidelity assessment methods in child welfare.*

### **3.10 THE NEW ENGLAND YOUTH PERMANENCY CONVENINGS: USING DATA, CONSTITUENT ENGAGEMENT, AND REGIONAL COLLABORATION TO STRENGTHEN PRACTICE AND INFORM POLICY**

#### *Independence D*

**Lorraine Bartlett, MSW, Administrator, Child Protection Bureau, New Hampshire Division for Children, Youth & Families**

**Melissa Correia, MA, Systems Improvement Advisor, Casey Family Programs**

**Susan Getman, MSW, LICSW, Senior Director, Casey Family Programs**

**Emily Quigley, Youth Consultant, New Hampshire Division for Children, Youth & Families**

*The New England Youth Permanency Convenings provide an opportunity for teams from each New England State to develop and implement specific strategies to achieve legal permanency for youth in foster care. Administrative data are used to assess current practice, identify targeted areas for improvement, monitor performance over time, and set benchmarks for improvement.*

### **3.11 PARTNERING TO DEVELOP EVALUATIONS TO INFORM POLICY PLANNING TO ADDRESS THE MENTAL HEALTH NEEDS OF CHILDREN/YOUTH INVOLVED WITH CHILD WELFARE**

#### *Constitution E*

**Carolyn Lichtenstein, PhD, Vice President, Walter R. McDonald & Associates, Inc.**

**Brigitte A. Manteuffel, PhD, Vice President, Public Health Division, ICF Macro**

**Malisa Pearson, Executive Director, Association for Children’s Mental Health**

**Jim Wotring, MSW, Director, National Technical Assistance Center for Children’s Mental Health, Georgetown University**

*This panel presentation provides perspectives of evaluators and policymakers on using existing data and conducting new studies to inform policymaking. Panel members will draw on experience with data from children and youth receiving services in systems of care funded by the Substance Abuse and Mental Health Services Administration’s Children’s Mental Health Initiative.*

### **3.12 RACE AND CHILD WELFARE: RECENT RESEARCH AND IMPLICATIONS FOR POLICY AND PRACTICE OPTIONS**

#### *Independence G*

**Nancy Dickinson, MSSW, PhD, Project Director, National Child Welfare Workforce Institute**

**Brett Drake, MSW, PhD, Professor, George Warren Brown School of Social Work, Washington University in St. Louis**

**Andrea Sedlak, PhD, Vice President, Westat, Inc.**

**Carol Wilson Spigner, DSW, Emerita Associate Professor, School of Social Policy & Practice, University of Pennsylvania**

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*This panel will explore current evidence of the over-representation of children of color in the child welfare system, discussing whether disproportionality is caused primarily by racial bias, either in reporting or within the child welfare system, or whether reports indicate that African American children are at greater risk of harm than White and Hispanic children. Policy and practice options will be discussed.*

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### **3.13 THE ROLE OF EVALUATION IN FOSTERING INNOVATION**

#### *Constitution D*

**Todd Franke, PhD, Associate Professor, Department of Social Welfare, University of California - Los Angeles**

**Jaymie Lorthridge, MSW, PhD candidate, School of Social Work, University of Southern California**

**Jacquelyn McCroskey, DSW, John Milner Professor of Child Welfare, School of Social Work, University of Southern California**

**Peter Pecora, PhD, Managing Director of Research Services, Casey Family Programs**

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*Child welfare practice is strengthened through the implementation and dissemination of place-informed, theoretically informed, and evidence-based approaches to supporting families. Los Angeles County's Prevention Initiative Demonstration Project, designed to address the full spectrum of child abuse prevention, is such an approach, and its evaluation provides a blueprint for thorough and efficient assessment of a large-scale, replicable, community-building continuum of practices and policies.*

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### **3.14 USING DATA AND PERFORMANCE-BASED CONTRACTING TO DRIVE PRACTICE CHANGE IN RESIDENTIAL CARE FOR CHILDREN AND YOUTH**

#### *Independence B*

**Brice Bloom-Ellis, MSW, Residential Quality Assurance Manager, Illinois Department of Children and Family Services**

**Mary Hollie, MSW, Chief Executive Officer, Lawrence Hall Youth Services**

**Hon. Kathleen A. Kearney, JD, Clinical Professor, Children and Family Research Center, University of Illinois - Urbana - Champaign**

**Erwin McEwen, MA, Director, Illinois Department of Children and Family Services**

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*This panel highlights the lessons learned by both the Illinois Department of Children and Family Services and private sector child welfare agencies in the implementation of performance-based contracting in residential treatment. The development of agency-specific performance measures adjusted for risk, overall project results, and mixed-method implementation case studies are discussed.*

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### **3.15 USING MULTIPLE METHODS TO EVALUATE NEW YORK STATE'S CHILD PROTECTIVE SERVICES (CPS) DIFFERENTIAL RESPONSE INITIATIVE**

#### *Lafayette Square*

**Yufan Huang, PhD, Research Scientist, New York State Office of Children and Family Services**

**Lara Kaye, MSW, PhD, Research Scientist, Center for Human Services Research, University at Albany-SUNY**

**Joanne Ruppel, MA, Research Scientist, New York State Office of Children and Family Services**

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*New York's differential response (DR) pilot program for CPS was evaluated using two differently constructed control groups (randomized control trial and historical comparison group with propensity score matching). The workshop will explain the methodological decisions made, issues in surveying a hard-to-reach population of parents reported for child neglect, and how the evaluation process helped strengthen the program model. The session will provide an overview of the DR program and the study results.*

## RESEARCH ROUNDTABLE

### Constitution B

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*This is one of three Research Roundtable sessions hosted by the Children's Bureau. The purpose of this session is to invite Summit participants to reflect on the knowledge base in child welfare and to identify gaps where more inquiry and research are needed. Participants will exchange thoughts and ideas in roundtables. Space will be limited to 140 participants per session.*

*We invite you to consider the following questions and to share your responses during this session:*

- *In what areas of child welfare do we know the most?*
- *In what areas of child welfare do we know the least?*
- *What questions are most important for the field of child welfare to investigate? Why?*
- *What are the greatest challenges when attempting to build evidence in child welfare?*
- *How can producers of research and evaluation do a better job of getting the information into the hands of consumers? What is needed for consumers to make better use of the information they receive?*

## 4.1 APPLICATIONS OF THE DECISION-MAKING ECOLOGY

### Lafayette Square

**Donald Baumann, PhD, Senior Research Fellow, American Humane Association**

**Barbara Fallon, MSW, PhD, Assistant Professor, Factor-Inwentash Faculty of Social Work, University of Toronto, Canada**

**John Fluke, PhD, Vice President, Child Protection Research Center, American Humane Association**

**Andreas Jud, MS, PhD, Postdoctoral Research Fellow, McGill University, Canada**

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*There have been a number of important theoretical and empirical decision-making frameworks advanced in fields ranging from economics to meteorology that can provide insight and understanding about the decisions made by child welfare staff. The Decision-Making Ecology framework represents an effort to advance the field of child welfare decision-making using the knowledge gained from the decision-making sciences. In this workshop, an overview of the Decision-Making Ecology is provided along with three applications: (1) a structural model that illuminates the factors that affect the placement decision, (2) disproportionate placement decisions in a Canadian sample, and (3) service provision thresholds in a sample from Switzerland.*

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## 4.2 BREAKING DOWN DATA SILOS, CREATING INTEROPERABLE INFORMATION SYSTEMS

### Arlington/Cabin John

**Tammy White, PhD, Social Science Research Analyst, Data Team, Children's Bureau, (Moderator)**

**David Jenkins, Director of Information Resources Management and Security Division, Administration for Children and Families**

**Ronald M. Ozga, Information Technology Director, Colorado Department of Human Services**

**William E. Travis, Jr., Deputy Commissioner and Chief Information Officer, New York Office of Children and Family Services**

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*The ability of human services systems to share information electronically or to become interoperable continues to be a challenge for child welfare agencies nationwide. This panel presents the "lifecycle" of what it takes to support, plan, and implement an interoperable system of care that is designed to improve outcomes for children and youth. Experts from the Administration for Children and Families, the State of New York, and the State of Colorado discuss Federal and local efforts to establish collaborations, address confidentiality and data proprietary barriers, and leverage existing resources among State agencies. Results of successful information sharing between agencies are presented.*

### **4.3 BUILDING THE EVIDENCE BASE ON HOME VISITING MODELS ADAPTED FOR DIVERSE POPULATIONS**

#### *Independence D*

**Lana Beasley, PhD, Assistant Professor, Oklahoma State University; Assistant Professor of Research, Health Sciences Center, University of Oklahoma**

**Ivelisse Cruz, MA, SafeCare Program Supervisor, Latino Community Development Agency**

**Patricia Del Grosso, MS, Researcher, Mathematica Policy Research**

**Aleta L. Meyer, PhD, Senior Social Science Research Analyst, Office of Planning, Research, and Evaluation, Administration for Children and Families**

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*The field of home visiting has begun to recognize the need to examine the impact of home visiting models on diverse populations and to explore adapting evidence-based home visiting models to make them culturally relevant. This panel presentation highlights research being planned and currently underway about adapting home visiting models for diverse populations from two projects, as well as lessons learned about adapting and implementing the SafeCare model.*

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### **4.4 DISSEMINATING INFORMATION TO CHILD WELFARE MANAGERS: STRATEGIES TO SUPPORT KNOWLEDGE TRANSFER, EFFECTIVE LEADERSHIP, AND SYSTEMS CHANGE INITIATIVES**

#### *Independence H*

**Sharon Kollar, MSW, National Peer Network Coordinator, National Child Welfare Workforce Institute**

**Sara Munson, MSW, National Dissemination Coordinator, National Child Welfare Workforce Institute, School of Social Welfare, University at Albany-SUNY**

**Deborah M. Reed, MSW, ACSW, LCSW, Project Manager, National Child Welfare Workforce Institute, Portland State University**

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*The presenters discuss dissemination theories and describe the creation of an innovative dissemination framework designed to support child welfare middle managers. The presenters show how providing child welfare managers with a diverse array of targeted resource materials, peer learning opportunities, and distance learning activities through a well-supported community of practice can promote knowledge transfer, effective leadership, and systemic change initiatives.*

## 4.5 EVALUATING EVIDENCE-BASED PRACTICE IMPLEMENTATION IN CHILD WELFARE: METHODS AND EMERGING ISSUES IN THE FIELD

### *Independence G*

**Jill Filene, MPH, Senior Research Associate, James Bell Associates (Moderator)**

**C. Hendricks Brown, PhD, Professor and Director, Prevention Science and Methodology Group; Director, Center for Prevention Implementation Methodology, Miller School of Medicine, University of Miami**

**Brian Bumbarger, MEd, Director, Evidence-Based Prevention and Intervention Support Center, Pennsylvania State University**

**Enola Proctor, PhD, Frank J. Bruno Professor of Social Work Research, Associate Dean for Faculty, George Warren Brown School of Social Work, Washington University in St. Louis**

*As the evidence base grows for interventions in child welfare, agencies have undertaken the replication and scaling up of those interventions. Additionally, there is a growing body of wisdom and experience about evaluating implementation readiness, the process of implementation, and the effectiveness of implementation strategies in the context of child welfare service delivery. Panelists discuss their experiences evaluating implementation efforts in mental health and in child welfare, provide a brief overview of key implementation-related evaluation questions and implementation outcomes, and present their own work as case examples of methods to answer these questions. They also identify challenges and/or dilemmas when attempting to perform implementation research and evaluation in child welfare and offer helpful strategies and lessons learned.*

## 4.6 EVALUATING LARGE-SCALE CHILD WELFARE CASEWORK PRACTICE MODELS: IDEAL AND REALISTIC METHODOLOGIES AND EVALUATION IMPLEMENTATION GIVEN SYSTEMS CHARACTERISTICS

### *Constitution C*

**Anita Barbee, PhD, Professor, Kent School of Social Work, University of Louisville**

**Mark E. Courtney, PhD, Professor, School of Social Service Administration, University of Chicago**

**Jennifer Dewey, PhD, Senior Research Associate, James Bell Associates**

**Barrett Johnson, MSW, LCSW, Director, Child Welfare In-Service Training Project, California Social Work Education Center, University of California - Berkeley**

*Evaluating large-scale child welfare casework practice models is a new and emerging field. This panel of presenters discusses their respective work in Kentucky, Washington, and California with designing, implementing, and analyzing evaluations of large-scale child welfare casework practice models. Presenters draw upon their experiences to provide a structured discussion on methodological issues and approaches in evaluating practice models that is focused on the implementation of systems change initiatives and how those affect outcomes for children and families.*

## **4.7 IS A CLASS ACTION LAWSUIT AN EFFECTIVE MECHANISM FOR CHANGE? HOW DO WE EVALUATE THESE EFFORTS?**

### *Independence I*

**Howard Davidson, JD, Director, Center on Children and the Law, American Bar Association (Moderator)**

**William L. Grimm, JD, Lead Counsel, National Center for Youth Law**

**Jess McDonald, MSW, HonD, Jess McDonald and Associates**

**William Meezan, MSW, PhD, Director of Policy and Research, Children’s Rights**

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*This panel of presenters looks at the role of class action lawsuits in systems change from different perspectives. They also examine how to evaluate the degree to which these lawsuits serve as an effective mechanism for change.*

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## **4.8 LESSONS LEARNED FROM LONGSCAN: KEY FINDINGS FROM A 20-YEAR PROSPECTIVE STUDY OF CHILD MALTREATMENT ANTECEDENTS AND CONSEQUENCES**

### *Independence C*

**Howard Dubowitz, MS, MD, Professor of Pediatrics and Director of the Center for Families, School of Medicine, University of Maryland**

**Jonathan Kotch, MPH, MD, FAAP, Carol Remmer Angle Distinguished Professor, Gillings School of Global Public Health, University of North Carolina**

**Alan J. Litrownik, PhD, Professor of Psychology, San Diego State University/University of California - San Diego**

**Laura J. Proctor, PhD, Research Scientist, Judge Baker Children’s Center, Harvard Medical School**

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*Recognizing the need for theory-based, longitudinal research on child maltreatment, the Office on Child Abuse and Neglect made a commitment to fund the LONGitudinal Studies of Child Abuse and Neglect Consortium in 1990. The interdisciplinary group of investigators from sites across the U.S. has completed 20 years of collecting data from children identified at 4 years of age because of their maltreatment risk status, their families, and child protective services. Important findings from this 20-year prospective study of child maltreatment will be shared, together with suggested implications for policy, practice, and research.*

## **4.9 LONGITUDINAL ASSESSMENT OF THE NATIONAL CHILD WELFARE WORKFORCE INSTITUTE TRAINEESHIP PROGRAMS: INNOVATIVE APPROACHES AND LESSONS LEARNED FROM A MULTISITE PARTNERSHIP EVALUATION**

*Independence F*

**Gary Anderson, PhD, Professor and Director, School of Social Work, Michigan State University**

**Gretchen Archer, MSW, Research and Evaluation Specialist, School of Social Work, Michigan State University**

**Kathleen Coulborn Faller, ACSW, DCSW, PhD, Marion Elizabeth Blue Professor of Children and Families, School of Social Work, University of Michigan**

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*This presentation will focus on the methodology and initial findings of a longitudinal evaluation of the National Child Welfare Workforce Institute (NCWWI) traineeship program and the Comprehensive Workforce Project traineeships. NCWWI is implementing BSW and MSW traineeship programs in partnership with 12 universities.*

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## **4.10 METHODS OF MEASURING AND ANALYZING CASE-LEVEL COSTS IN CHILD WELFARE EVALUATION**

*Constitution A*

**James Bell, MA, President, James Bell Associates**

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*Because cost varies dramatically across clients, estimates of case-level cost evaluation can play a crucial role in decisions about improving and replicating child welfare programs. The aim of this interactive roundtable is to identify challenges and solutions related to case-level cost measurement and analysis and to increase attendees' practical ability to design and conduct case-level cost studies in child welfare settings.*

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## **4.11 PARTNERING WITH PUBLIC AND PRIVATE CHILD WELFARE AGENCIES: EXPLORING CHALLENGES AND SUCCESSES THROUGH THE STRENGTHS PERSPECTIVE**

*Constitution B*

**Qiana R. Cryer, MSW, Doctoral Student, Jane Addams College of Social Work, University of Illinois - Chicago**

**Quenette L. Walton, MSW, Doctoral Student, Jane Addams College of Social Work, University of Illinois - Chicago**

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*This presentation offers social work educators and practitioners first-hand insights into some of the constructs in building and sustaining effective partnerships among public and private child welfare agencies and universities to strengthen practice. The presentation examines reasons why effective partnerships are needed and provides concrete examples that can raise the level of dialogue between agencies and universities.*

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## **4.12 REDUCING DISPARITIES FOR AMERICAN INDIAN/ALASKA NATIVE CHILDREN: CLINICAL AND SYSTEMS INNOVATIONS FOR AN URBAN COMMUNITY**

*Farragut Square*

**Marian Bussey, MSW, PhD, Associate Professor, Graduate School of Social Work, University of Denver**  
**Nancy M. Lucero, MSW, PhD, Senior Research Associate, Butler Institute for Families, Graduate School of Social Work, University of Denver**

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*This presentation both documents the degree of disparity in one State's child welfare services for American Indian children and describes an innovative intensive family preservation and system intervention model to address the disparity. We include results of using the model with two specific urban American Indian communities: families referred to child welfare in which substance abuse has been identified and families with children struggling to attain self-sufficiency.*

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## **4.13 REFLECTIONS ON THE IARCCA OUTCOME MEASURES PROJECT OVER THE PAST 15 YEARS: COLLABORATIONS, DATA USE, AND RESEARCH**

*Roosevelt/Wilson*

**Cathleen Graham, MSW, Executive Director, IARCCA-An Association of Children & Family Services**  
**Steven Koch, PhD, Associate Professor of Clinical Pediatrics, School of Medicine, Indiana University**  
**Jacqueline Remondet Wall, PhD, Associate Professor, School of Psychological Sciences, University of Indianapolis**

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*In 1995, IARCCA, an association of over 100 agencies providing children and family services, responded to a request from the State's juvenile judgeship. The appeal was to demonstrate the effectiveness of programs offered to youth placed into agency care. In response, IARCCA developed a method for evaluating outcomes based on a vision that incorporated collaboration, use of data, and projection toward the future. This presentation will reflect on the past 15 years of the IARCCA Outcome Measures Project (IOMP), highlighting: (1) the collaborations that have occurred, (2) data analyses and data use over the years, and (3) some of the research findings from the IOMP that have contributed to the literature base on youth in care.*

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#### **4.14 RESEARCH AND EVALUATION ON A DISPROPORTIONALITY REDUCTION MODEL IN CHILD WELFARE: THE MINORITY YOUTH & FAMILIES INITIATIVE (MYFI) APPROACH**

*Constitution D*

**Julia Kleinschmit, MSW, Clinical Associate Professor, School of Social Work, University of Iowa**

**Kellee Thorburn McCrory, MPH, Project Evaluator, School of Social Work and National Resource Center for In-Home Services, University of Iowa**

**Brad Richardson, PhD, Research Director and Adjunct Associate Professor, School of Social Work and National Resource Center for In-Home Services, University of Iowa**

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*This workshop presents approaches and results from analysis of data in work to reduce disparities in the child welfare system among Native and African American families. The presentation addresses the general theme of building evidence derived from research and evaluation conducted with a focus on racial and ethnic disproportionality and disparities.*

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#### **4.15 USING INTEGRATED DATA TO SUPPORT PROGRAM MANAGEMENT, EVALUATION, AND DESIGN**

*Independence B*

**Maria Cancian, PhD, Professor of Public Affairs and Social Work, Institute for Research on Poverty, University of Wisconsin-Madison**

**Jennifer L. Noyes, MA, Associate Director and Researcher, Institute for Research on Poverty, University of Wisconsin-Madison**

**Kristen Shook Slack, MSW, PhD, Director and Professor of Social Work, School of Social Work, University of Wisconsin-Madison**

**Mary Anne Snyder, MPA, MSW, Executive Director, Wisconsin Children's Trust Fund**

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*An overview of Wisconsin's Integrated Data System is provided, along with three applications showing how the system is used to answer program management questions, inform program implementation, and aid in assessment tool development activities. Lessons learned are shared regarding how to address technical issues and overcome challenges encountered in working with integrated State administrative data in relation to the analysis of issues relevant to child welfare policy and practice.*

## **4.16 WHAT IS THE SHELF-LIFE OF AN EVIDENCE-BASED PRACTICE? THINKING ABOUT RELEVANCE, EFFECTIVENESS, AND CHANGING SOCIAL CONTEXT: IMPLICATIONS FOR CHILD WELFARE**

### **Constitution E**

**Peter Watson, MPP, Director, National Resource Center for Organizational Improvement, Muskie School of Public Service, University of Southern Maine (Moderator)**

**John Landsverk, PhD, Senior Research Scientist, Rady Children’s Hospital - San Diego**

**Lisbeth B. (Lee) Schorr, PhD, Lecturer, Harvard University; Senior Fellow, Center for the Study of Social Policy**

**Jeffrey C. Valentine, PhD, Associate Professor, University of Louisville**

**Daniel J. Whitaker, PhD, Director, National SafeCare® Training and Research Center, Georgia State University**

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*A recent New Yorker article, “The Truth Wears Off,” discussed the potential for diminishing statistical evidence for scientific results over time. This session examines the possibility that the effectiveness of practices and programs on evidence-based registries today may change over time and some of the reasons for diminishing effects. The panel discusses the implications for intervention developers, evaluators, and service providers when making choices about evaluation methods, resources, and efforts to provide the best services to children and families.*

**POSTER #1**

**FOSTER PARENT CHILDCARE SUBSIDY RECEIPT IN ILLINOIS: IMPACTS ON PLACEMENT STABILITY**

Mary Meloy, MA, MPP, Georgetown University

Deborah Phillips, PhD, Georgetown University

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**POSTER #2**

**ADVANTAGES AND DISADVANTAGES OF COLLABORATION IN CHILD WELFARE: RESULTS FROM 24 DEMONSTRATION GRANTS**

Grace Atukpawu, PhD, Research Associate, James Bell Associates

Jennifer Dewey, PhD, Senior Research Associate, James Bell Associates

Kate Lyon, MA, Senior Research Associate, James Bell Associates

Chi Connie Vu, MA, Research Associate, James Bell Associates

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**POSTER #3**

**UTILIZING GEOGRAPHICAL INFORMATION SYSTEMS (GIS) TO EXAMINE CHILD WELFARE OUTCOMES: IMPLICATIONS FOR EVALUATION, POLICY, AND PRACTICE**

Toni H. DeWeese, MEd, Department of Family and Children Services, Georgia Department of Human Services

Virginia Dick, PhD, University of Georgia

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**POSTER #4**

**THE CHILDREN'S STABILITY AND WELL-BEING STUDY: ASSESSING BARRIERS TO EDUCATIONAL SUCCESS**

Meredith Matone, MHS, Research Associate, PolicyLab, The Children's Hospital of Philadelphia

Cynthia Johnson Mollen, MD, Assistant Professor, Co-Scientific Director of PolicyLab, The Children's Hospital of Philadelphia

David Rubin, MD, Associate Professor, Director of PolicyLab, The Children's Hospital of Philadelphia

Sarah Zlotnik, MSW, MSPH, Senior Strategist of PolicyLab, The Children's Hospital of Philadelphia

*Independence A*

**POSTER #5**

**CONNECTING FAMILIES INVOLVED WITH CHILD WELFARE TO LONGER-TERM SUPPORTS**

Melissa Jonson-Reid, PhD, Professor, George Warren Brown School of Social Work, Washington University in St. Louis

Kristen D. Seay, MSW, Doctoral Student, George Warren Brown School of Social Work, Washington University in St. Louis

Marian Jo Stahlschmidt, MA, George Warren Brown School of Social Work, Washington University in St. Louis

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**POSTER #6**

**USING DATA TO INFORM PRACTICE: CHRONIC NEGLECT CASES**

Debra Hecht, PhD, Assistant Professor, Health Sciences Center, University of Oklahoma

B. K. Kubiak, Program Manager, Oklahoma Department of Human Services

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**POSTER #7**

**LONG-TERM FOSTER CARE AS A PERMANENCY GOAL: A MULTILEVEL EXPLORATION OF CHILD, COMMUNITY, AND AGENCY FACTORS**

Andrea N. Gromoske, MSW, University of Wisconsin - Milwaukee

Colleen Janczewski, MSW, University of Wisconsin - Milwaukee

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**POSTER #8**

**“TRY TO MAKE IT SEEM LIKE WE’RE REGULAR KIDS:” YOUTH PERCEPTIONS OF RESTRICTIVENESS IN OUT-OF-HOME CARE**

Mary E. Rautkis, PhD, Assistant Professor of Research, Pennsylvania Child Welfare Research and Training Program, School of Social Work, University of Pittsburgh

Shauna Reinhart, MPA, Program Development Specialist, Pennsylvania Child Welfare Training Program, School of Social Work, University of Pittsburgh

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**POSTER #9**

**USING DATA AND ASSESSING PERFORMANCE IN CHILD WELFARE SERVICES:  
METHODOLOGY FROM THE NATIONAL CROSS-SITE EVALUATION OF THE QUALITY  
IMPROVEMENT CENTER ON PRIVATIZATION OF CHILD WELFARE SERVICES**

Crystal Collins-Camargo, MSW, PhD, Assistant Professor, Kent School of Social Work, University of Louisville

Teri Garstka, PhD, Research Associate, University of Kansas

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**POSTER #10**

**CHILD WELFARE INFORMATICS: A PROPOSED SUBSPECIALTY FOR SOCIAL WORK AND  
CHILD WELFARE PROFESSIONALS**

Toni Naccarato, PhD, Assistant Professor, University at Albany-SUNY

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**POSTER #11**

**INTEGRATING EVALUATION, POLICY AND PRACTICE: UTILIZING AGENCY SELF-ASSESSMENT  
FOR ORGANIZATIONAL LEARNING AND CHANGE**

Sarah-Jane (SJ) Dodd, MEd, MSW, PhD, Associate Professor and Program Evaluator, National Resource Center for Permanency and Family Connections, School of Social Work, Hunter College

Joan Morse, MSW, Assistant Director, National Resource Center for Permanency and Family Connections, School of Social Work, Hunter College

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**POSTER #12**

**USING DATA TO STRENGTHEN PRACTICE: COMPARISON OF AFCARS AND ADOPTUSKIDS  
DATA FOR FISCAL YEARS 2007, 2008, AND 2009**

Kathy Ledesma, MSW, National Project Director, AdoptUSKids

Ruth G. McRoy, MSW, PhD, Principal Evaluator, AdoptUSKids; Donahue and Difelice Endowed Professorship, Graduate School of Social Work, Boston College

Michelle Steinley-Bumgarner, MA, Lead Data Analyst, AdoptUSKids

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*Independence A*

**POSTER #13**

**THE KEYS TO INTERACTIVE PARENTING SCALE (KIPS) DOCUMENTS THE IMPACT OF PREVENTION SERVICES**

Marilee Comfort, MPH, PhD, Comfort Consults, LLC

Phil Gordon, PhD, Comfort Consults, LLC

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**POSTER #14**

**DEVELOPMENTAL SCREENING USING THE AGES & STAGES QUESTIONNAIRES®: IMPLICATIONS FOR YOUNG CHILDREN IN CHILD WELFARE**

Helen Cahalane, PhD, Principal Investigator, Child Welfare Education and Research Programs, School of Social Work, University of Pittsburgh

Rachel Fusco, PhD, Assistant Professor, School of Social Work, University of Pittsburgh

Rachel Winters, MA, Evaluation Coordinator, School of Social Work, University of Pittsburgh

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**POSTER #15**

**EVALUATING A FEDERAL GRANT: MEASURING INTENSIVE FAMILY FINDING AND KINSHIP NAVIGATOR OUTCOMES UNDER THE OKLAHOMA KINSHIP BRIDGE PROGRAM**

Shannon Rios, PhD, Research Manager, Office of Planning, Research and Statistics, Oklahoma Department of Human Services

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**POSTER #16**

**THE PROTECTIVE FACTORS SURVEY: A TOOL FOR STRENGTHS-BASED MEASUREMENT**

Karin Chang-Rios, PhD, University of Kansas

Rebecca Gillam, LMSW, Project Coordinator, Institute for Educational Research and Public Service

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**POSTER #17**

**THE CHARACTERISTICS, EXPERIENCES, AND OUTCOMES OF YOUTH INVOLVED WITH THE CHILD WELFARE SYSTEM AND RECEIVING WRAPAROUND SERVICES**

Trish Knight, MPP, Research Analyst, Muskie School of Public Service, University of Southern Maine

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**POSTER #18**

**TRAJECTORIES OF CAREGIVER WARMTH IN RELATION TO CHANGES IN PERCEIVED SOCIAL SUPPORT AND CHILDREN'S EXTERNALIZING BEHAVIORS: GROWTH ANALYSES IN CHILDREN EXPOSED TO MALTREATMENT**

Sharon L. Christ, PhD, Assistant Professor, Purdue University

Ting Lu, MS, Purdue University

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**POSTER #19**

**THE HEALTHY FAMILIES PARENTING INVENTORY (HFPI): DEVELOPING A MULTI-USE TOOL FOR GUIDING SERVICES AND MEASURING OUTCOMES IN HOME VISITATION PROGRAMS**

Lena Malofeeva, PhD, LeCroy & Milligan Associates

Holly McPhail, BA, Healthy Families Florida Program Coordinator, The Ounce of Prevention Fund of Florida

Kerry Milligan, MSSW, LeCroy & Milligan Associates

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**POSTER #20**

**FOSTER CARE INSTABILITY: A COMPARISON OF STABLE AND UNSTABLE PLACEMENTS**

Theodore Cross, PhD, Research Specialist in Quantative Analysis, Children and Family Research Center, University of Illinois - Urbana -Champaign

Eun Koh, PhD, Assistant Professor, School of Social Work, University of Arkansas

Jennifer Eblen Manning, MSW, Research Data Analyst, Foster Care Utilization Review Program, Children and Family Research Center, University of Illinois Urbana-Champaign

Nancy Rolock, AM, Jane Addams College of Social Work, University of Illinois - Chicago

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**POSTER #21**

**INTELLECTUAL DISABILITIES AND NEGLECTFUL PARENTING: PRELIMINARY FINDINGS ON THE ROLE OF COGNITION IN PARENTING RISK**

Sandra Azar, PhD, Professor of Clinical Psychology, Department of Psychology, Pennsylvania State University

Robin M. Hernandez-Mekonnen, MSW, A Study of Parenting Project Coordinator, Department of Psychology, Pennsylvania State University

David J. Johnson, PhD, Professor, Department of Sociology, Pennsylvania State University

*Independence A*

Michael T. Stevenson, MA, Senior Research Technologist, Department of Psychology, Pennsylvania State University

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**POSTER #22**

**ORGANIZATIONAL, SUPERVISORY, AND TEAM FACTORS THAT ENHANCE RETENTION OF PUBLIC CHILD WELFARE WORKERS**

Mark E. Courtney, PhD, Professor, School of Social Work Service Administration, University of Chicago

Jean Kruzich, MSW, PhD, Associate Professor, School of Social Work, University of Washington

Joe Mienko, MSW, Doctoral Student, University of Washington-Seattle; Partners for Our Children

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**POSTER #23**

**INVOLVING FRONT-LINE STAFF IN CHILD WELFARE RESEARCH**

Jaymie Lorthridge, MSW, Doctoral Candidate, School of Social Work, University of Southern California

Jacquelyn McCroskey, DSW, John Milner Professor of Child Welfare, School of Social Work, University of Southern California

James Simon, MSW, Doctoral Student, School of Social Work, University of Southern California

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**POSTER #24**

**EVALUATING A SYSTEMS OF CARE INTERVENTION IN THE CONTEXT OF BROAD POLICY CHANGE**

Bridgette Lery, MSW, PhD, Chapin Hall at the University of Chicago

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**POSTER #25**

**WENDY'S WONDERFUL KIDS: EVALUATION OF A NATIONAL CAMPAIGN FOR OLDER CHILD ADOPTION**

Karin Malm, MS, Content Area Director, Child Trends

Rita Soronen, Executive Director, Dave Thomas Foundation for Adoption

Sharon Vandivere, Research Scientist, Child Trends

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**POSTER #26**

**THE BENEFITS OF INTENTIONAL SIBLING ENHANCEMENT**

Pentheia Burns, MSW, Director, Camp To Belong

Connie Hayek, MSW, Director, Camp To Belong

Armeda Wojciak, MS, Camp To Belong, Florida State University

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**POSTER #27**

**A RANDOMIZED CONTROLLED TRIAL OF THE RELIEF NURSERY PROGRAM: DESCRIPTION AND CHARACTERISTICS OF THE SAMPLE AT BASELINE**

Jennifer Cearley, PhD, Post-Doctoral Fellow, Oregon Social Learning Center

J. Mark Eddy, PhD, Senior Scientist and Licensed Psychologist, Oregon Social Learning Center

Jean Kjellstrand, PhD, Assistant Professor, Columbia University

Charles R. Martinez, Jr., PhD, Senior Scientist, Oregon Social Learning Center

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**POSTER #28**

**THE EFFECT OF PARENTAL DEPENDENCY DRUG COURT COMPLIANCE ON CHILD WELFARE OUTCOMES**

Sharon Boles, PhD, Research and Evaluation Director, Children and Family Futures

David DeGarmo, PhD, Senior Research Associate, Oregon Social Learning Center

Nancy K. Young, MSW, PhD, Executive Director, Children and Family Futures

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**POSTER #29**

**COLLABORATING TO DESIGN, PILOT, AND EVALUATE A NEW CASE PRACTICE INTERVENTION: HOW PERMANENCY ROUNDTABLES AFFECTED PRACTICE AND OUTCOMES IN GEORGIA**

Cynthia Davis, PhD, Vice President, Research and Evaluation, Care Solutions, Inc.

Linda Jewell Morgan, MSW, Senior Director, Strategic Consulting, Casey Family Programs

Kirk O'Brien, PhD, Director of Foster Care Research, Casey Family Programs

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*Independence A*

**POSTER #30**

**CHERISH THE FAMILY**

Stephanie T. Camejo, MS

Maria Hernandez, MSW, Director, Family Support Services, Family Central, Inc.

Ruby Natale, PhD, PsyD, Mailman Center for Child Development

Stephanie Hapeman Scott, MSSW, PhD, Mailman Center for Child Development

Omayra Sellas-Lamberty, Manager, Cherish the Family, Family Central, Inc.

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**POSTER #31**

**CAN CHILD PROTECTIVE SERVICES REDUCE RECIDIVISM FOR FAMILIES BY IMPLEMENTING HOME-BASED SERVICES AFTER AN INVESTIGATION?**

James Simon, MSW, Doctoral Student, School of Social Work, University of Southern California

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**POSTER #32**

**A MULTILEVEL ANALYSIS OF INDIVIDUAL AND AGENCY EFFECTS ON FAMILY-CENTERED PRACTICE**

Haksoon Ahn, PhD, Research Assistant Professor, School of Social Work, University of Maryland

R. Anna Hayward, PhD, Assistant Professor, School of Social Welfare, Stony Brook University

Heidi Melz, PhD, Research Associate, James Bell Associates

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**POSTER #33**

**INTEGRATED IMPLEMENTATION EVALUATION: PROVIDING RELEVANT DATA IN REAL TIME**

Sarah Kaye, PhD, Assistant Professor, Innovations Institute, Division of Child and Adolescent Psychiatry, University of Maryland

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**POSTER #34**

**COGNITIVE AND BEHAVIORAL FUNCTIONING OF CHILDREN IN FOSTER CARE**

Annie Blinkoff, PsyD, Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program, Westchester Institute for Human Development

Jenean Castillo, PhD, LEND Program, Westchester Institute for Human Development

AnaVivian Escalante, MSSW, LEND Program, Westchester Institute for Human Development

Michele Weisblatt, MS, LEND Program, Westchester Institute for Human Development

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**POSTER #35**

**EVALUATING A NEIGHBORHOOD-BASED EARLY CHILDHOOD SYSTEM OF CARE**

Kara Sabalauskas, MSW, Director of Evaluation, The Home for Little Wanderers

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**POSTER #36**

**WHAT FACTORS CONTRIBUTE TO AN EFFECTIVE CHILD-SERVING NETWORK? AN EXPLORATION OF AN URBAN AND A RURAL SETTING**

Lucinda Deason, PhD, Associate Professor, University of Akron

Reza Khoramshahi, MSW, Doctoral Candidate, Cleveland State University, The Village Network

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**POSTER #37**

**IDENTIFYING AND PREDICTING BEHAVIOR TRAJECTORIES AMONG PRESCHOOL CHILDREN INVESTIGATED FOR CHILD ABUSE AND NEGLECT**

Bethany Lee, LCSW, PhD, Assistant Professor, School of Social Work, University of Maryland

Kristen Woodruff, MSW, Research Specialist, School of Social Work, University of Maryland

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*Independence A*

**POSTER #38**

**RACIAL DISPROPORTIONALITY AND DISPARITY FOR YOUTH IN OUT-OF-HOME CARE**

Crystal Cederna-Meko, PsyD, Psychologist, Hurley Medical Center, Michigan State University

Steven Koch, PhD, Associate Professor of Clinical Pediatrics, School of Medicine, Indiana University

Jacqueline Remondet Wall, PhD, Associate Professor, School of Psychological Sciences, University of Indianapolis

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**POSTER #39**

**TYOLOGIES OF SUBSTANCE USE AND DELINQUENCY AMONG EMERGING YOUTH:  
COMPARING YOUTH WITH A HISTORY IN FOSTER CARE TO THE GENERAL POPULATION**

Susan Snyder, MPA, MSW, Assistant Professor, University of California - Los Angeles

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**POSTER #40**

**EXPLORING THE ABILITIES AND NEEDS OF FATHERS IN THE CHILD WELFARE SYSTEM**

Kevin E. Brown, MPA, Doctoral Student, University of Akron

Lucinda Deason, PhD, Associate Professor, University of Akron

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**POSTER #41**

**DIVERTING YOUTH FROM PSYCHIATRIC RESIDENTIAL FACILITIES: EARLY FEEDBACK FROM  
SERVICE PROVIDERS, CAREGIVERS, AND YOUTH**

Aislinn Conrad-Hiebner, MSW, School of Social Welfare, University of Kansas

Mun Ju Kang, MA, School of Social Welfare, University of Kansas

Kimberlee C. Murphy, PhD, School of Social Welfare, University of Kansas

Tami B. Radohl, MSW, School of Social Welfare, University of Kansas

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**POSTER #42**

**CONTINUOUS QUALITY IMPROVEMENT (CQI) IN CHILDREN'S MENTAL HEALTH AND CHILD WELFARE: CHALLENGES AND SUCCESSSES**

Rashelle Lee, MA, Walter R. McDonald & Associates, Inc.

Trenna Valado, PhD, Walter R. McDonald & Associates, Inc.

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**POSTER #43**

**EVALUATION OF MICHIGAN'S INFANT MENTAL HEALTH MODEL**

Joan Abbey, MSW, Research Office Director, College of Health and Human Services, Eastern Michigan University

Carlynn Nichols, MSW, Director, Children's Mental Health Initiative, Detroit-Wayne County Community Mental Health Agency

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**POSTER #44**

**DESCRIBING FIDELITY AND IMPLEMENTATION SYSTEM COMPONENTS OF A UNIVERSAL CHILD ABUSE PREVENTION PROGRAM**

Lori Burrell, MA, Senior Research Project Coordinator, Johns Hopkins University

Anne K. Duggan, ScD, Professor, Johns Hopkins University

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**POSTER #45**

**COLLABORATIVE TRAINING AND EVALUATION EFFORTS TO IMPROVE SUPERVISORY PRACTICE: A MASSACHUSETTS CASE STUDY**

Thomas Crea, PhD, Assistant Professor, Graduate School of Social Work, Boston College

David Lambert, PhD, Associate Research Professor and Evaluator, Northeast and Caribbean Implementation Center, Muskie School of Public Service, University of Southern Maine

Ruth G. McRoy, MSW, PhD, Principal Evaluator, AdoptUSKids; Donahue and Difelice Endowed Professorship, Graduate School of Social Work, Boston College

Jan Nisenbaum, MSW, Deputy Commissioner, Policy, Planning & Programs, Massachusetts Department of Children and Families

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*Independence A*

**POSTER #46**

**MOBILE TECHNOLOGY IN CASEWORKER VISITATION PRACTICES: PROFESSIONALISM, JOB SATISFACTION, AND FAMILY ENGAGEMENT**

Helen Cahalane, PhD, Principal Investigator, Child Welfare Education and Research Programs, School of Social Work, University of Pittsburgh

Rachel Fusco, PhD, Assistant Professor, School of Social Work, University of Pittsburgh

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**POSTER #47**

**CHILD WELFARE ORGANIZATIONAL CLIMATE INFLUENCE ON WORKER COMMITMENT**

Charles Auerbach, PhD, Yeshiva University

Nancy Claiborne, PhD, Associate Professor, University at Albany-SUNY

Catherine Lawrence, MSW, PhD, Assistant Research Professor, University at Albany-SUNY

Brenda McGowan, DSW, Fordham University

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**POSTER #48**

**SUPERVISOR TRAINING TO SUPPORT PRINCIPLE-DRIVEN PRACTICE WITH YOUTH IN FOSTER CARE**

Grace Atukpawu, MSW, PhD, Research Associate, James Bell Associates

Elliott Graham, MPA, PhD, Director, James Bell Associates

Elizabeth Mertinko, MSW, Project Manager, ICF International

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**POSTER #49**

**FROM RESEARCH TO RESULTS: A HOLISTIC APPROACH TO IMPROVING CUSTOMER SERVICE THROUGH FOCUS GROUPS, SURVEYS, PRODUCTS, TRAINING MODULES, PROCESS IMPROVEMENT, AND EVALUATION**

Tiffany Jenson, PhD, Oklahoma Department of Human Services

Shannon Rios, PhD, Research Manager, Office of Planning, Research and Statistics, Oklahoma Department of Human Services

Hillary Winn, MPA, Oklahoma Department of Human Services

## THE CHILDREN'S BUREAU TRAINING AND TECHNICAL ASSISTANCE (T/TA) NETWORK TABLES

*The purpose of the T/TA Network is to build the capacity of State, local, Tribal, and other publicly administered or publicly supported child welfare agencies and family and juvenile courts through the provision of training, technical assistance, research, and consultation on the full array of Federal requirements administered by the Children's Bureau.*

*During the Poster Session, various Children's Bureau service providers will display information about their services and be available to engage participants in learning about and using the resources available to participants.*

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- Table #1:** Child Welfare Information Gateway
  - Table #2:** National Data Archive on Child Abuse and Neglect (NDACAN)
  - Table #3:** National Child Welfare Workforce Institute (NCWWI)
  - Tables #4&5:** Child Welfare Implementation Centers (ICs)
  - Table #6:** National Child Welfare Resource Center for Organizational Improvement (NRCOI)
  - Table #7:** National Resource Center for Adoption (NRCA)
  - Table #8:** National Resource Center for Child Protective Services (NRCCPS)
  - Table #9:** National Resource Center for Child Welfare Data and Technology (NRC-CWDT)
  - Table #10:** National Resource Center for Community-Based Child Abuse Prevention (FRIENDS)
  - Table #11:** National Resource Center for In-Home Services (NRCIHS)
  - Table #12:** National Resource Center on Legal and Judicial Issues (NRCLJI)
  - Table #13:** National Resource Center for Permanency and Family Connections (NRCPFC)
  - Table #14:** National Resource Center for Recruitment and Retention of Foster and Adoptive Parents at AdoptUSKids (NRCRRFAP)
  - Table #15:** National Resource Center for Tribes (NRC4Tribes)
  - Table #16:** National Resource Center for Youth Development (NRCYD)
  - Table #17:** Training and Technical Assistance Coordination Center (TTACC)
  - Table #18:** National Center on Substance Abuse and Child Welfare (NCSACW)
  - Table #19:** National Technical Assistance Center for Children's Mental Health (TA Center) and Technical Assistance Partnership for Child and Family Mental Health (TA Partnership)
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## RESEARCH ROUNDTABLE

### Constitution B

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*This is one of three Research Roundtable sessions hosted by the Children's Bureau. The purpose of this session is to invite Summit participants to reflect on the knowledge base in child welfare and to identify gaps where more inquiry and research are needed. Participants will exchange thoughts and ideas in roundtables. Space will be limited to 140 participants per session.*

*We invite you to consider the following questions and to share your responses during this session:*

- *In what areas of child welfare do we know the most?*
- *In what areas of child welfare do we know the least?*
- *What questions are most important for the field of child welfare to investigate? Why?*
- *What are the greatest challenges when attempting to build evidence in child welfare?*
- *How can producers of research and evaluation do a better job of getting the information into the hands of consumers? What is needed for consumers to make better use of the information they receive?*

## 5.1 ASSURING THAT TRAINING HAS IMPACT: EVALUATING A LARGE AND COMPLEX TRAINING SYSTEM

### *Farragut Square*

Barrett Johnson, MSW, LCSW, Director, Child Welfare In-Service Training Project, California Social Work Education Center, University of California - Berkeley

Cynthia F. Parry, PhD, Consultant

Leslie W. Zeitler, MSW, LCSW, Training and Evaluation Specialist, California Social Work Education Center

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*Although training is heavily used as a change strategy, it is seldom systematically evaluated for effectiveness. This presentation outlines a systematic framework for evaluating a large training system and provides specific findings and resources to help other entities evaluate their training.*

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## 5.2 BUILDING AND SUSTAINING UNIVERSITY-AGENCY RESEARCH PARTNERSHIPS: LESSONS FROM THE TRENCHES IN ILLINOIS

### *Constitution E*

Tamara Fuller, PhD, Director, Children and Family Research Center, University of Illinois - Urbana-Champaign

Robert Goerge, PhD, Research Fellow, Chapin Hall at the University of Chicago

Erwin McEwen, MA, Director, Illinois Department of Children and Family Services

Dana Weiner, PhD, Associate Director, Mental Health Services and Policy Program, Northwestern University

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*This presentation describes the key elements that have allowed Illinois to both build and sustain effective university-agency collaborations. The presentation also highlights three examples of research partnerships in Illinois and how each partner works with the agency to provide data that informs practice and improves outcomes.*

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## 5.3 THE CHALLENGES AND SUCCESSES OF RANDOM ASSIGNMENT IN CHILD WELFARE PROGRAM EVALUATION

### *Independence I*

Leslie Cohen, MA, Senior Research Associate, James Bell Associates

Tara V. DeJohn, MSW, LCSW, Doctoral Candidate, School of Social Work, Louisiana State University

Diane DePanfilis, MSW, PhD, Professor, Associate Dean for Research, School of Social Work, University of Maryland; Director, Ruth H. Young Center for Families and Children

**Cheryl Smithgall, PhD, Research Fellow, Chapin Hall at the University of Chicago**

**Patricia Washington, KISS Grant Manager, Louisiana Department of Children and Family Services**

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*While random assignment is the gold standard for evaluation, it is seldom used effectively in child welfare program evaluation efforts because of technical and social challenges in effective implementation. This panel presents four evaluators with hands-on experience in using random assignment in child welfare program evaluation efforts and expertise in identifying the challenges and processes involved in designing and implementing a rigorous evaluation.*

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## **5.4 CLINICAL DATA-MINING AND CHILD PROTECTION PRACTICE: A WORKSHOP FOR SELF-REFLECTIVE PRACTITIONERS AND PRACTICE-ORIENTED RESEARCHERS**

*Independence B*

**Irwin Epstein, MSW, PhD, Professor, School of Social Work, Hunter College**

**Marina Lalayants, MPA, PhD, Assistant Professor, School of Social Work, Hunter College**

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*There have been few published studies demonstrating the utility of Clinical Data-Mining (CDM) in child protection research and few if any studies documenting how child protection workers can be involved in evaluating their own practices and the extent to which their practices conform to agency practice principles. This workshop introduces CDM as a practice-based research methodology and demonstrates how it was effectively employed in an evaluation of a multidisciplinary Clinical Consultation Program (CCP) in a large statutory child protection agency.*

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## **5.5 COLLABORATION TO IMPLEMENT AND EVALUATE FAMILY-CENTERED PRACTICE: FLORIDA'S EXPERIENCE**

*Arlington/Cabin John*

**Mary Kay Falconer, PhD, Senior Evaluator, Ounce of Prevention Fund of Florida**

**Andrea Mendez, Quality Assurance Manager, Our Kids, Inc.**

**Peter Pecora, PhD, Managing Director of Research Services, Casey Family Programs**

**Shawn Salamida, MA, President and CEO, Partnership for Strong Families**

**Margaret Taylor, Families First Network**

**Christine K. Thompson, MPA, MSW, Evaluator, Ounce of Prevention Fund of Florida**

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*This panel shares information about a collaborative effort to launch, implement, and evaluate family-centered practice in community-based care systems in three “innovation” sites in Florida. The first year of the evaluation documents evidence of the progress and challenges encountered. Among the panelists, Casey Family Programs, State and local child welfare agencies, and the Ounce of Prevention Fund of Florida evaluation team are represented.*

## **5.6 DEVELOPING AN EVIDENCE-BASED PRACTICE USING PRACTICE-BASED EVIDENCE: IMPLEMENTING AND EVALUATING A PERMANENCY FOSTER CARE MODEL**

### *Independence F*

**Patricia Carlson, MSW, PhD, Senior Research Associate, The Annie E. Casey Foundation**

**Benjamin Kerman, PhD, Director of Family Services and Systems Research, Center for Effective Family Services and Systems, The Annie E. Casey Foundation**

**Judy Lee, PhD, Independent Research Consultant, The Annie E. Casey Foundation**

**Ellen Ross, MA, Senior Research Analyst, The Annie E. Casey Foundation**

*Describing a multicomponent evaluation of Casey’s Permanency Foster Care model, this panel addresses the development, implementation, validation, and dissemination of an aspiring evidence-based practice within an applied setting. Panelists review processes needed to build a field-initiated, evidence-based practice promoting discussion of the challenges at each phase of model development and cross-cutting challenges to promoting evidence-based practice and system reform.*

## **5.7 EVALUATION OF FAMILY GROUP DECISION-MAKING: STRENGTHENING PRACTICE THROUGH MEASURING AND MONITORING FIDELITY**

### *Independence G*

**Joan Pennell, MSW, PhD, Professor and Center Director, Center for Family and Community Engagement, North Carolina State University**

**Mary Ruktis, PhD, Assistant Professor of Research, Child Welfare Research and Training Program, School of Social Work, University of Pittsburgh**

**Shauna Reinhart, MPA, Program Development Specialist, Pennsylvania Child Welfare Training Program, School of Social Work, University of Pittsburgh**

*This session presents information about measuring fidelity to family group decision-making. The panelists share their respective work in North Carolina and Pennsylvania and discuss implications for improving family group conferencing practices through fidelity monitoring.*

## **5.8 FINDINGS FROM AN EVALUATION OF A FAMILY GROUP CONFERENCING INTERVENTION FOR DUAL INVOLVEMENT FAMILIES IN CHILDREN, YOUTH AND FAMILIES AND TANF IN JEFFERSON COUNTY, COLORADO**

*Independence C*

**Robin Leake, PhD, Research Manager, Butler Institute for Families, University of Denver**

**Cathryn Potter, MSW, PhD, Professor and Associate Provost for Research, University of Denver; Executive Director, Butler Institute for Families**

**Natalie Williams, MPA, Strategic Planning Consultant, Jefferson County Department of Human Services**

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*This presentation describes the methodology and preliminary outcomes of an evaluation of an implementation of a family group conferencing intervention for families with dual involvement in child welfare and Temporary Assistance for Needy Families.*

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## **5.9 IDENTIFYING AND DESCRIBING DISPROPORTIONALITY AND DISPARITIES IN CHILD WELFARE: A CRITICAL DISCUSSION OF RACE AND RESEARCH METHODS**

*Constitution A*

**Qiana R. Cryer, MSW, Doctoral Student, Jane Addams College of Social Work, University of Illinois - Chicago**

**Alan Dettlaff, MSW, PhD, Assistant Professor, Jane Addams College of Social Work, University of Illinois - Chicago**

**Nancy Rolock, AM, Senior Research Specialist, Jane Addams College of Social Work, University of Illinois - Chicago**

**Krista Thomas, MSW, Child Welfare Program Specialist, Children's Bureau, Chicago, Region V, Administration for Children and Families**

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*Informed by recent research highlighting the increased risk factors experienced by families of color and their relationship to child maltreatment, presenters and participants in this research- and practice-oriented discussion will critically explore methodological advances and current challenges when measuring and addressing racial disproportionality and disparities in child welfare.*

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## 5.10 INTEGRATING SYSTEMS CONCEPTS WITH MIXED RESEARCH METHODS TO EVALUATE SYSTEMS CHANGE IN CHILD WELFARE INITIATIVES

*Roosevelt/Wilson*

**Margaret Hargreaves, MPP, PhD, Senior Researcher, Mathematica Policy Research**

**Marah Moore, MCRP, Director, i2i Institute**

**Beverly Parsons, PhD, Executive Director, InSites**

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*While child welfare program evaluations have traditionally used mixed research methods to focus on the “program” and its impact on participants, new child welfare initiatives have focused on creating change at a systemic level. New systems-based, mixed research methods are needed to conceptualize, capture, and measure such change and how it supports programs that are effective in addressing and reducing child maltreatment. Evaluators are beginning to use systems theory to design and implement new approaches for evaluating child welfare systems change initiatives. This panel offers three examples of such systems-based, mixed method evaluations.*

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## 5.11 AN OVERLOOKED ASPECT OF IMPROVING CHILD WELFARE OUTCOMES: PAYING MORE ATTENTION TO EVALUATING AND LEARNING ABOUT FOSTER PARENTS

*Constitution B*

**Chris Groeber, MSW, Chief Executive Officer, Key Assets Kentucky**

**Kay Hoffman, PhD, Professor, College of Social Work, University of Kentucky**

**Marc Mannes, PhD, Chief Executive Officer, International Center for Research and Innovation in Fostering**

**Melissa Segress, MS, Director, Training Resource Center, College of Social Work, University of Kentucky**

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*This roundtable session is designed to provoke an informed discussion about a current, significant gap in child welfare evaluation research—specifically how foster parents affect children in care and facilitate public child welfare in meeting the system goals of safety, permanency, and well-being. Emerging foster care and foster parent data from Australia, the United Kingdom, Canada, and Kentucky will be used to explore the crafting of an appropriate foster parent research agenda.*

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## 5.12 PERMANENCY IN A SOCIAL STRUCTURAL CONTEXT

### Constitution D

**Fred Wulczyn, PhD, Senior Research Fellow, Chapin Hall at the University of Chicago**

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*This workshop emphasizes the use of multilevel models (HLM) to describe the role of social context in relation to permanency outcomes. In particular, the study focuses on racial disparities in exit rates and whether taking the nested structure of the data affects our understanding of racial disparities. The workshop explores how multilevel models advance our understanding of child welfare outcomes.*

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## 5.13 RESEARCH AND EVALUATION PARTNERSHIPS WITH TRIBES ACROSS MULTIPLE CHILD WELFARE CONTEXTS

### Constitution C

**Sarah Kastelic, MSW, PhD, Chief of Staff, National Indian Child Welfare Association (Moderator)**

**Mary I. Armstrong, PhD, Associate Professor and Director, Department of Child and Family Studies, University of South Florida**

**Renda Dionne, PhD, Clinical Director, Indian Child and Family Services; Associate Research Scientist, Oregon Research Institute**

**Joe Walker, MPM, Evaluator, Native American Training Institute**

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*This panel continues the dialogue begun on Day 1 during the session titled, “Historical Perspective of Research in Tribal Communities and Current Evaluation Methodologies.” Panelists representing diverse backgrounds in research, policy, and practice build upon the preceding discussion by providing examples of current evaluation approaches occurring in Tribal communities, as well as information about current Tribal research partnerships and collaborations.*

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## 5.14 UNDERSTANDING AND IDENTIFYING EVIDENCE-BASED PRACTICES IN CHILD WELFARE: A FOCUS ON DISSEMINATION AND IMPLEMENTATION RESEARCH

### Independence H

**Jennifer Rolls Reutz, MPH, Research Coordinator, Child and Adolescent Services Research Center, California Evidence-Based Clearinghouse for Child Welfare, Rady Children’s Hospital - San Diego**

**Blake Zimmet, MSW, Training Coordinator, California Evidence-Based Clearinghouse for Child Welfare, Rady Children’s Hospital - San Diego**

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*A demonstration of the California Evidence-Based Clearinghouse for Child Welfare (CEBC), a Web-based tool developed to assist child welfare directors and administrators to critically examine the evidence that exists for programs they may consider implementing in their counties/jurisdictions.*

## 5.15 VARYING PERSPECTIVES ON RETENTION IN PUBLIC CHILD WELFARE

### *Independence D*

**Sherrill Clark, MSW, PhD, Program Evaluation Specialist, California Social Work Education Center**

**Susan E. Jacquet, PhD, Data Management Specialist, California Social Work Education Center**

**Dr. Patrick Leung, MPA, MSW, PhD, Professor, Graduate College of Social Work, University of Houston**

**Nicole Willis, PhD, Assistant Professor, Texas Southern University**

*Join us for this thought-provoking panel presentation to explore challenging issues and best practices in public child welfare retention. What does effective retention look like? What are barriers to retaining highly skilled and motivated public child welfare workers? How can university-agency partnerships contribute to best practices in retention? A theoretical framework and data from retention studies in California and Texas guides our discussion.*

## 5.16 WHEN THE EVIDENCE-BASED PRACTICE (EBP) DOESN'T FIT: USING EVIDENCE TO INFORM PROGRAM DESIGN IN THE ABSENCE OF EXISTING EBPS

### *Lafayette Square*

**Aleta L. Meyer, PhD, Senior Social Science Research Analyst, Office of Planning, Research, and Evaluation, Administration for Children and Families (Moderator)**

**Michael de Arellano, PhD, Professor and Clinical Psychologist, Medical University of South Carolina**

**Kimberly Becker, PhD, Clinical Psychologist and Postdoctoral Fellow, Bloomberg School of Public Health, Johns Hopkins University**

**Dennis D. Embry, PhD, Chief Executive Officer, PAXIS Institute**

**Bethany Lee, LCSW, PhD, Assistant Professor, School of Social Work, University of Maryland**

*Despite limited evidence (based on rigorous evaluation designs) about the effectiveness of child welfare programs and casework practices, child welfare systems are called to achieve better outcomes and to address problems that require immediate attention. Child welfare services often need to be delivered even in the absence of “proven” practice in an area of service delivery or for a specific population. This session examines how developers of programs and services can use research evidence to increase the likelihood that programs and services will work, as well as what can be learned from evidence-based “kernels,” adaptation strategies, and common elements to improve practice.*



## **6.1 BUILDING BRIDGES ACROSS THE JUDICIARY, CHILD WELFARE, AND CHILD MENTAL HEALTH: THE MIAMI CHILD WELL-BEING COURT™ MODEL**

### *Independence I*

**Cecilia Casanueva, PhD, Senior Research Psychologist, Children and Families Program, RTI International**

**Jenifer Goldman Fraser, MPH, PhD, Senior Research Psychologist, RTI International**

**Lynne Katz, EdD, PhD, Research Assistant Professor, Departments Of Psychology and Pediatrics, and Director of the Linda Ray Intervention Center, University of Miami**

**Hon. Cindy S. Lederman, JD, Circuit Court Judge, Eleventh Judicial Circuit Juvenile Justice Center**

**Candice L. Maze, JD, President, Maze Consulting, Inc.**

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*This session reports on the Miami Child Well-Being Court™ model, a judiciary-led innovation that focuses on systems integration and evidence-based therapeutic practice to transform the dependency court into a platform for assuring timely referral to evidence-based treatments and close monitoring of child well-being.*

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## **6.2 COLLABORATIVE INTERVENTIONS TO PROMOTE PERMANENCY FOR SUBSTANCE-EXPOSED INFANTS**

### *Independence D*

**Donna Caldwell, PhD, Vice President and Director of Evaluation and Research, National Perinatal Information Center**

**Jean Twomey, PhD, Assistant Professor of Psychiatry and Human Behavior and Pediatrics, Brown Center for the Study of Children at Risk, Warren Alpert Medical School, Brown University and Women and Infants Hospital**

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*This workshop describes two collaborative interventions, the Vulnerable Infants Program of Rhode Island and the Rhode Island Family Treatment Drug Court, that were established to promote permanency for substance-exposed infants. Research findings on child welfare outcomes show promising results and raise issues about how to support substance-free parenting and to promote favorable child developmental outcomes. Workshop participants gain an increased understanding of how collaborative interventions can promote positive child welfare outcomes, information on developmental outcomes of substance-exposed infants whose mothers participated in Family Treatment Drug Court, and an appreciation of the obstacles to long-term success for program participants and program sustainability.*

### **6.3 COMMON ELEMENTS OF CHILDREN'S SERVICES: OPPORTUNITIES AND RESEARCH NEEDS**

#### *Farragut Square*

**Richard P. Barth, MSW, PhD, Dean, School of Social Work, University of Maryland**

**Bethany Lee, LCSW, PhD, Assistant Professor, School of Social Work, University of Maryland**

**Michael A. Lindsey, PhD, Associate Professor, School of Social Work, University of Maryland**

**Virginia C. Strand, DSW, Professor, Graduate School of Social Work, Fordham University**

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*Evidence-based practices consist of components, some of which are common to successful interventions and can be identified and taught. Interventions based on them can be tested for fidelity and evaluated. These issues are discussed in this workshop on common elements of child welfare and trauma interventions.*

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### **6.4 CONDUCTING CULTURALLY COMPETENT EVALUATIONS WITH IMMIGRANT AND REFUGEE CHILDREN AND FAMILIES**

#### *Constitution D*

**Alan Dettlaff, MSW, PhD, Assistant Professor, Jane Addams College of Social Work, University of Illinois - Chicago**

**Rowena Fong, MSW, EdD, Ruby Lee Piester Centennial Professor, School of Social Work, University of Texas at Austin**

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*Effective evaluation of programs designed for diverse cultures requires not only program evaluation competence, but also cultural competence. Despite the growing body of literature that addresses the knowledge and skills necessary to design and conduct culturally competent evaluations, the application of this literature to child welfare programs is limited. This presentation addresses this gap by discussing the challenges in conducting culturally competent evaluations with immigrant and refugee families and by providing strategies to address those challenges within a child welfare context.*

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### **6.5 DEVELOPING A SHARED PROCESS MEASURE FOR IMPLEMENTATION PROJECTS IN CHILD WELFARE**

#### *Independence G*

**Mary I. Armstrong, PhD, Associate Professor and Director, Department of Child and Family Studies, University of South Florida**

**Diane DePanfilis, MSW, PhD, Professor, Associate Dean for Research, School of Social Work, University of Maryland; Director, Ruth H. Young Center for Families and Children**

**Michelle Graef, PhD, Research Associate Professor and Associate Director, University of Nebraska-Lincoln**

**Julie McCrae, PhD, Research Associate, University of Denver**

*Five Child Welfare Implementation Centers (ICs) were awarded by the Children's Bureau to assist States, Tribes, and localities with implementing large-scale systems change. Panelists describe a cross-site process measure centering on four topics: (1) similarities and challenges to measuring implementation, (2) expansion of the framework to include relevant drivers in child welfare, (3) measurement analysis, and (4) utility and results in three sites.*

## **6.6 ENGAGING YOUTH AND YOUNG ADULTS IN EFFECTIVE EVALUATION PLANNING, IMPLEMENTATION, AND DISSEMINATION OF FINDINGS**

### **Constitution B**

**Karen Davis-Brown, MS, Children's Mental Health Initiative Evaluation Team, Walter R. McDonald & Associates, Inc.**

**Hillary Groves, Member, YouthMOVE Maine, THRIVE Maine**

*After a brief overview of the extensive literature on youth engagement in evaluation and program development, presenters share lessons learned by the Children's Mental Health Initiative national evaluation team that can be transferred to the child welfare field. This roundtable features a dialogue on these lessons that simultaneously offers best practices while supporting attendees in discovering solutions to their own challenges.*

## **6.7 EVALUATING THE EFFECTIVENESS OF CHILD WELFARE DISSEMINATION ACTIVITIES**

### **Independence H**

**John (Jack) L. Denniston, MS, Child Welfare Program Specialist, ICF International (Moderator)**

**Lawrence Palinkas, PhD, Professor, School of Social Work, University of Southern California**

**Vivian Tseng, PhD, Senior Program Officer, William T. Grant Foundation**

**Helena Wallin-Miller, MPP, Quality Assurance Manager, Child Welfare Information Gateway**

*This session examines both what we know about effective dissemination and what we need to know. The presenters look at how to evaluate the extent to which target audiences receive disseminated information and the achievement of dissemination goals (e.g., changes in target audience knowledge, attitudes, behavior, and successful implementation). They also examine bi-directional relationships (practitioners informing research and research informing practice), as well as understanding research use and users. They then discuss using the results of dissemination evaluations to improve the effectiveness and efficiency of dissemination activities.*

## 6.8 FINDINGS AND IMPLICATIONS FROM THE FEDERAL EVALUATION OF INDEPENDENT LIVING PROGRAMS FOR YOUTH IN FOSTER CARE

### *Lafayette Square*

**Mark E. Courtney, PhD, Professor, School of Social Service Administration, University of Chicago**

**Matthew Stagner, PhD, Director, Chapin Hall at the University of Chicago**

**Maria Woolverton, Coordinator for Child Welfare Research/Senior Social Science Research Analyst, Office of Planning, Research and Evaluation, Administration for Children and Families**

**Andrew Zinn, MSW, PhD, Senior Researcher, Chapin Hall at the University of Chicago**

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*In recognition of the difficulties youth face when aging out of care, the John Chafee Foster Care Independence Program (CFCIP) was created giving States more funding and greater flexibility in providing support for youth making the transition to adulthood. In 2002, the Children's Bureau contracted with the Urban Institute, Chapin Hall at the University of Chicago, and the National Opinion Research Center to conduct random-assignment evaluations of selected independent living programs funded under CFCIP. In this workshop, the impact and process findings from these evaluations are presented and policy and practice implications discussed.*

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## 6.9 IDENTIFYING AND REFINING THE TARGET POPULATIONS FOR A NATIONAL INITIATIVE TO REDUCE THE LONG-TERM FOSTER CARE POPULATION

### *Constitution C*

**Becci Akin, PhD, Research Associate, School of Social Work, University of Kansas**

**David Judkins, MS, Senior Statistician, Westat, Inc.**

**Andrea Sedlak, PhD, Vice President, Westat, Inc.**

**Daniel Webster, MSW, PhD, Research Specialist, Center for Social Services Research, University of California - Berkeley.**

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*The Permanency Innovations Initiative (PII), funded by the Children's Bureau, is building the evidence base for innovative interventions that improve permanency outcomes for children and youth who are at high risk for long-term foster care. In the first year of PII, six grantees, with the assistance of a technical assistance contractor and a national evaluation contractor, are refining their interventions and evaluation designs. This panel of presenters describes the framework used to identify and confirm their target populations of interest and barriers to permanence.*

## **6.10 THE IMPLEMENTATION OF DIFFERENTIAL RESPONSE IN CHILD PROTECTIVE SERVICES: IDENTIFYING AND EXPLORING THE INTENDED AND UNINTENDED CONSEQUENCES**

### **Constitution A**

**John Fluke, PhD, Vice President, Child Protection Research Center, American Humane Association**

**Lisa Merkel-Holguin, MSW, Principal Investigator, National Quality Improvement Center on Differential Response; Director, National Center on Family Group Decision Making, American Humane Association**

**Ying-Ying Yuan, PhD, Principal Investigator/Research Director, NCANDS, Walter R. McDonald & Associates**

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*Across the country, States and localities are increasingly implementing Differential Response (DR) as a mechanism to transform child protective services systems. The question at this juncture—at a national, State, and local level—is: “What are the intended and unintended consequences of DR implementation?” Come participate in a lively discussion.*

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## **6.11 IT’S A FAMILY THING: USING EVALUATION TO CREATE AFFIRMING ENVIRONMENTS FOR LESBIAN, GAY, BISEXUAL, TRANSGENDER AND QUESTIONING (LGBTQ) YOUTH AND FAMILIES ACROSS THE CHILD WELFARE SPECTRUM**

### **Constitution E**

**Krista Thomas, MSW, Child Welfare Program Specialist, Children’s Bureau, Chicago, Region V, Administration for Children and Families (Moderator)**

**Diane Elze, PhD, Associate Professor, Director of MSW Program, University of Buffalo**

**Joyce Hunter, DSW, Research Scientist, HIV Center for Clinical and Behavioral Studies; Assistant Professor, Columbia University**

**Ritch C. Savin-Williams, PhD, Professor, Director of the Sex and Gender Lab, Cornell University**

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*This session explores the state of the knowledge base around LGBTQ youth and family issues in child welfare. Content spans prevention and family preservation issues and affirming casework practice and service provision to LGBTQ youth in care. Key topics include resiliency factors, the intersection of child welfare and homelessness, gaps in the knowledge base, and methods for appropriately conducting research and evaluation with queer youth.*

## **6.12 REGIONAL PARTNERSHIP GRANT PROGRAM: STRENGTHENING BRIDGES TO IMPROVE OUTCOMES FOR FAMILIES AND CHILDREN AFFECTED BY SUBSTANCE USE DISORDERS**

*Independence F*

**Sharon Boles, PhD, Research and Evaluation Director, Children and Family Futures**

**Nancy K. Young, PhD, Executive Director, Children and Family Futures**

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*The Child and Family Services Improvement Act of 2006 was enacted to assist States, Tribes, and communities in improving the well-being, permanency, and safety outcomes of substance-affected, child welfare-involved families by creating the Regional Partnership Grant (RPG) program. This workshop presents performance indicator data on more than 12,000 children and 8,000 adults participating in the RPG Program and the infrastructure developed to abstract existing data records.*

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## **6.13 SIGNS OF SAFETY IN MINNESOTA: EARLY BENCHMARKS OF SUCCESSFUL IMPLEMENTATION IN CHILD PROTECTION AGENCIES**

*Independence B*

**Terry Besaw, MSW, Child Safety Consultant, Minnesota Department of Human Services**

**Dan Koziolk, MSW, Manager of Child and Family Services, Carver County Community Social Services, Carver County, Minnesota**

**Greg Owen, PhD, Consulting Scientist, Wilder Research, Amherst H. Wilder Foundation**

**Maggie Skrypek, MPP, MSW, Research Scientist, Wilder Research, Amherst H. Wilder Foundation**

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*Casey Family Programs, the Minnesota Department of Human Services, and Wilder Research of St. Paul partnered to design and implement an evaluation of early implementation of Signs of Safety in 18 Minnesota counties and one Tribe. The results of this evaluation led to the development of eight benchmarks of successful implementation of the Signs of Safety model.*

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## 6.14 USING SYSTEMS THINKING TO DESIGN AN EVALUATION OF A COMPLEX SYSTEM INTERVENTION

*Independence C*

**Charlyn Harper Browne, PhD, Senior Associate and Project Director, Quality Improvement Center on Early Childhood, Center for the Study of Social Policy**

**Patricia Jessup PhD, Independent Consultant, InSites**

**Marah Moore, MCRP, Director, i2i Institute**

**Beverly Parsons, PhD, Executive Director, InSites**

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*The Quality Improvement Center for Early Childhood (QIC-EC) is unique in its efforts to use a complex systems orientation to the cross-site evaluation of the four 40-month research projects it funded in 2010. The evaluation is designed to generate new tools and methodologies for evaluating complex systems, as well as to generate results with respect to how differences in the valuing and expression of protective factors affect the outcomes for caregivers and children.*

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## 6.15 VALIDITY IN QUASI-EXPERIMENTAL DESIGNS TO DETERMINE HOME VISITING PROGRAM EFFECTIVENESS

*Roosevelt/Wilson*

**M. H. Clark, PhD, Instructor, Department of Educational and Human Sciences, University of Central Florida**

**Mary Kay Falconer, PhD, Senior Evaluator, Ounce of Prevention Fund of Florida**

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*This workshop addresses threats to validity in an outcome evaluation of a home visiting program using a quasi-experimental design. Instructors discuss and compare statistical adjustments (propensity score matching and binary logistic regression) to address threats to internal validity.*

## RESEARCH ROUNDTABLE

### Constitution B

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*This is one of three Research Roundtable sessions hosted by the Children's Bureau. The purpose of this session is to invite Summit participants to reflect on the knowledge base in child welfare and to identify gaps where more inquiry and research are needed. Participants will exchange thoughts and ideas in roundtables. Space will be limited to 140 participants per session.*

*We invite you to consider the following questions and to share your responses during this session:*

- *In what areas of child welfare do we know the most?*
- *In what areas of child welfare do we know the least?*
- *What questions are most important for the field of child welfare to investigate? Why?*
- *What are the greatest challenges when attempting to build evidence in child welfare?*
- *How can producers of research and evaluation do a better job of getting the information into the hands of consumers? What is needed for consumers to make better use of the information they receive?*

## 7.1 BARRIERS AND SUCCESS FACTORS IN ADOPTION FROM FOSTER CARE: PERSPECTIVES OF LESBIAN AND GAY FAMILIES

### Constitution E

**Susan Ayers-Lopez, MEd, Senior Research Program Coordinator, AdoptUSKids Evaluation Team**

**Patricia A. Cody, MSW, PhD, Postdoctoral Fellow, AdoptUSKids Evaluation Team**

**Kathy Ledesma, MSW, Project Director, AdoptUSKids, Adoption Exchange Association**

**Ruth G. McRoy, PhD, Principal Evaluator, AdoptUSKids; Donahue and DiFelice Endowed Professorship, Graduate School of Social Work, Boston College**

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*The Children's Bureau funded this project to shape certain services that AdoptUSKids provides. Data were collected through follow-up interviews with LGBT families from the original nationwide longitudinal study (2002-2007), funded by the Children's Bureau, entitled "Barriers and Success Factors in Adoption From Foster Care: Perspective of Families and Staff." Focus groups were also conducted to further understand barriers that LGBT families faced while adopting.*

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## 7.2 COLLABORATING TO IMPROVE EDUCATIONAL OUTCOMES FOR FOSTER YOUTH: LINKING ANONYMOUS EDUCATION AND CHILD WELFARE DATA SETS IN CALIFORNIA

### Independence G

**Kristine Frerer, MA, Associate Research Specialist, Center for Social Services Research, University of California - Berkeley**

**Jordan Horowitz, MA, Vice President, Foundation Relations and Project Development, Institute for Evidence-Based Change**

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*The Stuart Foundation, Center for Social Services Research, University of California - Berkeley, and the California Partnership for Achieving Student Success (Cal-PASS) linked the Cal-PASS statewide educational database with California's Child Welfare Services/Case Management System data, while complying with the Family Educational Rights and Privacy Act and the Health Insurance Portability and Accountability Act. This presentation covers how the data were linked, resulting research, and development of a tool to provide postsecondary educational institutions with information about (former) foster youth on their campuses.*

## **7.3 COMMUNITY AS INTERVENTION: MODELING A COMPLEX INTERGENERATIONAL NEIGHBORHOOD INITIATIVE**

### *Independence B*

**David Hopping, PhD, Executive Managing Director, Generations of Hope Development Corporation**

*This presentation reviews the multilevel logic model and evaluation protocol currently being developed to address the multiple layers of programming and meta-programming involved in the Hope Meadows neighborhood model of intergenerational support for foster and adoptive families, which seeks to empower the community itself as an effective and ultimately primary intervention.*

## **7.4 COMPREHENSIVE CHILD WELFARE EVALUATION THROUGH DATA ANALYTICS: GEORGIA'S JOURNEY TO IMPROVING PERFORMANCE USING BUSINESS INTELLIGENCE**

### *Constitution C*

**Sharon Hill, PhD, Director of Federal Regulations and Data, Georgia Department of Human Resources**

**Carole Hussey, BS, PMP, Public Consulting Group**

**Colleen A. Mousinho, MS, Georgia Department of Human Resources**

**William Shutt, MSW, Public Consulting Group**

*This presentation demonstrates how administrators and evaluators of child welfare services can use data analytics and business intelligence with existing datasets, such as Medicaid, Adoption and Foster Care Analysis and Reporting System (AFCARS), Child and Family Services Reviews (CFSR), and Child Care to evaluate child wellness, identify children with a need for more intensive case management, and recognize successful practices and performance. The presentation focuses on the overall lifecycle of data analytics, the process, and potential challenges. Also included is a demonstration of the OBIEE tool used in Georgia. Use of this tool has fostered better decision making, greater insight, and subsequent performance improvements as a direct result of the increased access to readily available data.*

## **7.5 EFFECTIVE CHILD WELFARE DISSEMINATION—PROMISING MODELS**

### *Independence H*

**John (Jack) L. Denniston, MS, Child Welfare Program Specialist, ICF International (Moderator)**

**Brian Bumbarger, MEd, Director, Evidence-Based Prevention and Intervention Support Center, Pennsylvania State University**

**Rita Noonan, PhD, Behavioral Scientist, Centers for Disease Control and Prevention**

**Carol M. Trivette, PhD, Research Scientist and Co-Director, Orelena Hawks Puckett Institute**

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*We already know much about what works in child welfare, so how can we more effectively disseminate this information so target audiences receive more of this knowledge and use it as intended? This session examines how to develop and package findings for effective and strategic dissemination by looking at both what disseminators need from researchers to disseminate research findings effectively and what implementers need from disseminators to implement research findings successfully.*

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## **7.6 EVALUATING DIFFERENTIAL RESPONSE: A MULTISITE, RANDOMIZED CONTROL TRIAL APPROACH**

### *Independence F*

**Brett Brown, PhD, Vice President, Walter R. McDonald & Associates**

**Ida Drury, MSW, Project Director, Differential Response, Colorado Consortium on Differential Response**

**Hon. Kathleen A. Kearney, JD, Clinical Professor, Child and Family Research Center, University of Illinois at Urbana-Champaign**

**Linda Newton-Curtis, MS, Research Associate, Human Services Research Institute**

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*The Quality Improvement Center on Differential Response has launched a rigorous and comprehensive, multisite evaluation of differential response. Panel members representing the three sites (in Illinois, Colorado, and Ohio) and the cross-site evaluation team focus in this session on early implementation and evaluation challenges and accomplishments for each site and for the overall project.*

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## **7.7 EVALUATING TENNESSEE'S STATEWIDE PERFORMANCE MANAGEMENT SYSTEM IMPLEMENTATION**

### *Constitution A*

**Bryn Bakoyema, MA, Organizational Effectiveness Director, Tennessee Center for Child Welfare**

**Daryl Chansuthus, MSSW, LAPSW, Executive Director, Tennessee Center for Child Welfare**

**Cheri Richards, LMSW, Regional Administrator, Tennessee Department of Children's Services**

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*Results of Tennessee's implementation evaluation are shared with participants in this roundtable as a starting point for a discussion of the challenges of implementing a performance management system in public child welfare and on how best to structure an implementation evaluation for such a system.*

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## **7.8 HOW TO UTILIZE GEOGRAPHIC INFORMATION SYSTEM (GIS) TO IMPROVE THE PRACTICES OF CHILD WELFARE OPERATIONS, PRACTICES, AND ANALYTICAL RESEARCH**

*Roosevelt/Wilson*

**Richard Foltz, MSW, Manager of Agency Operations Analysis, Illinois Department of Children and Family Services**

**George Gabel, MA, MS, Management Team Member, National Resource Center for Child Welfare Data and Technology**

**Fred North, Social Work Supervisor, Connecticut Department of Children and Families**

**Terry Skaggs, IT Director, Louisiana Department of Children and Family Services**

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*This workshop educates the audience about the analytic uses of GIS in child welfare public agencies. Presenters give short overviews of the use of GIS in their States, including what GIS is; how the software allows agencies to visually display geographically referenced information for managing, analyzing, and displaying data for successful child welfare outcomes in Louisiana; GIS as a resource and a tool for foster care recruiting and lessons learned in Illinois; how agencies can leverage existing GIS systems to create their own systems to better understand their communities; the impact of descriptive and analytical maps created for Connecticut to display community data, such as race, income, and educational achievement; how to create analytical maps to display rates of foster children, foster care recruitment, and placement dispersion; and how to use these maps in a GIS operation for child care placement and disaster planning. An interactive discussion of relevant cross-cutting issues follows the presentations.*

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## **7.9 INCREASING THE CONSISTENCY OF DECISIONS TO ACCEPT A CHILD PROTECTION REPORT**

*Farragut Square*

**Deirdre O'Connor, MSW, LCSW, Senior Program Manager, Children's Research Center**

**Deborah Ramelmeier, JD, LCSW, Deputy Executive Director, Maryland Social Services Administration**

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*Administrators of Maryland's Social Services Administration collaborated with Casey Family Programs and the Children's Research Center to strengthen the consistency of intake decision-making by (1) developing a structured screening and response time assessment, (2) implementing the assessment statewide, and (3) evaluating the impact of implementation on screening decisions.*

## **7.10 INFORMING THE IMPLEMENTATION OF EVIDENCE-BASED PRACTICES THROUGH RESEARCH, POLICY, AND PRACTICE**

### *Independence D*

**Patrick J. Canary, MEd, Director, Center for Innovation Practices, Mandel School of Applied Social Sciences, Case Western Reserve University**

**Kraig Knudsen, MPH, PhD, Chief, Office of Research and Evaluation, Ohio Department of Mental Health**

**Phyllis Panzano, PhD, Visiting Professor, Florida Mental Health Institute, University of South Florida**

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*A policymaker, a purveyor, and a researcher present research- and practice-based findings regarding important outcomes of the Ohio Department of Mental Health's decision to use Coordinating Centers of Excellence as a core strategy for facilitating the adoption, implementation, and sustained use of evidence-based practices (EBPs) statewide. This presentation (1) outlines policy development aimed at fostering the uptake of EBP; (2) presents recent findings from a theory-driven, real-world study of the sustained use of EBPs; and (3) reviews the rationale and outcomes of approaches used to support the adoption and sustained use of specific EBPs. The content of this presentation is applicable across multiple public and private systems and organizations.*

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## **7.11 NATIONAL CHILD WELFARE RESOURCE CENTER FOR TRIBES: FINDINGS FROM THE 2010 NATIONAL TRIBAL CHILD WELFARE TECHNICAL ASSISTANCE NEEDS ASSESSMENT**

### *Lafayette Square*

**Kathy Deserly, Associate Director, National Resource Center for Tribes**

**Jerry Gardner, JD, Director, National Resource Center for Tribes**

**Robin Leake, PhD, Research Manager, Butler Institute for Families, Graduate School of Social Work, University of Denver**

**Nancy M. Lucero, MSW, PhD, Senior Research Associate, Butler Institute for Families, Graduate School of Social Work, University of Denver**

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*This session presents findings from the National Resource Center for Tribes 2010 National Tribal Child Welfare Technical Assistance Needs Assessment. Results are being used to inform and guide the training and technical assistance services (T/TA) provided by the NRC4 Tribes and the Children's Bureau's T/TA Network, and to support Tribal child welfare programs in improving the quality and effectiveness of services.*

## 7.12 PRACTICAL AND CREATIVE SOLUTIONS TO CROSS-CUTTING CHALLENGES IN THE EVALUATION OF CHILDREN'S BUREAU DILIGENT RECRUITMENT PROJECTS

### *Constitution D*

**Crystal Collins-Camargo, MSW, PhD, Assistant Professor, Kent School of Social Work, University of Louisville,**

**Elliott Graham, MPA, PhD, Director, James Bell Associates**

**Michele D. Hanna, MSW, PhD, Assistant Professor, Graduate School of Social Work, University of Denver**

**Shannon Rios, PhD, Research Manager, Office of Planning, Research and Statistics, Oklahoma Department of Human Services**

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*This panel presentation provides an overview of several cross-cutting evaluation challenges faced by projects in the 2008 Diligent Recruitment of Families for Children in Foster Care Grantee Cluster—including survey fatigue, evaluating a program that is constantly changing, and institutional barriers to primary data collection—and offers concrete examples of creative and practical solutions for addressing these challenges.*

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## 7.13 THE REST OF THE EVIDENCE: WHERE HAVE ALL THE NULL AND NEGATIVE FINDINGS GONE?

### *Independence I*

**Robin Perry, PhD, Associate Professor, Florida Agricultural and Mechanical (A&M) University (Moderator)**

**Katharine Briar-Lawson, MSW, PhD, Dean and Professor, School of Social Welfare, University at Albany-SUNY**

**Matthew Stagner, PhD, Executive Director, Chapin Hall; Senior Lecturer, Harris School of Public Policy Studies, University of Chicago**

**Joan Zlotnik, ACSW, PhD, Director, Social Work Policy Institute, National Association of Social Workers**

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*As the field of child welfare strives to better assess the effects of programs and services, positive research findings have become the basis for evidence-based ratings and the primary criteria for inclusion on evidence-based registries. With so much riding on positive results, where have all the null and negative findings gone? A recent New Yorker article, "The Truth Wears Off," suggests that bias toward reporting and publishing positive findings is among the culprits. This panel asks if the same is true for child welfare. Are we only seeing and hearing what we want and, if so, what are the implications?*

## **7.14 ROUNDTABLE DISCUSSION: ADDRESSING THE CHALLENGES OF DEFINING AND MEASURING FIDELITY IN CHILD WELFARE PRACTICE MODELS**

### **Constitution B**

**Sarah Kate Bearman, PhD, Research Scientist, Judge Baker Children’s Center, Harvard Medical School**

**Benjamin Kerman, PhD, Director of Family Services and Systems Research, Center for Effective Family Services and Systems, The Annie E. Casey Foundation**

**Judy Lee, PhD, Independent Research Consultant, The Annie E. Casey Foundation**

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*Child welfare model program developers face many challenges resulting from a shortage of validated and replicable evidence-based practices. This roundtable offers a framework for thinking about challenges associated with model fidelity and aims to promote sharing of fidelity definition and measurement experiences, identify challenges related to this complex task, and encourage discussion regarding potential solutions and future courses of action.*

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## **7.15 USING DATA TO DRIVE IMPROVEMENTS FOR CHILDREN IN NEW JERSEY**

### **Independence C**

**Joel Ehrlich, JD, Director of Information Systems, National Council on Crime and Delinquency/Children’s Research Center**

**Jennifer Haight, MA, Senior Research Specialist, Chapin Hall at the University of Chicago**

**Susan Smith, MSW, PhD, Director, Data Advocacy, Casey Family Programs**

**Donna Younkin, MPA, Director, Information Technology & Reporting, New Jersey Department of Children & Families**

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*This workshop demonstrates how a public child welfare agency has built an organizational culture that uses data for management at all levels and that maximizes the role of a Statewide Automated Child Welfare Information System (SACWIS) in achieving better outcomes. Highlighted will be the partnership roles of the Administration for Children and Families, Casey Family Programs, Chapin Hall, and the National Council on Crime and Delinquency/Children’s Research Center in building the capacity to measure performance and guide case practice during the implementation of a new case practice model.*

### CLOSING PLENARY

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**Closing Panel Session:**  
**Revisiting Research to Practice: Children’s Bureau Perspectives on  
Implementation and Evaluation in Child Welfare Initiatives**

**Moderator:**  
**Brian Deakins, MSW**  
Child Welfare Specialist, Division of Child Welfare Capacity Building,  
Children’s Bureau

**Panelists:**  
**O. Jane Morgan, MSW**  
Director, Division of Child Welfare Capacity Building, Children’s Bureau

**Catherine M. Nolan, MSW, ACSW**  
Director, Office on Child Abuse and Neglect, Children’s Bureau

**Janice P. Shafer**  
Director, Division of Research and Innovation, Children’s Bureau

The term “implementation science” has become increasingly common in Federal communication about systems reform efforts, spreading effective programs, building capacity, and measuring changes in child welfare practice. Emerging frameworks, findings, and lessons from implementation research are informing a variety of Children’s Bureau-supported initiatives and projects. In this session, division directors share successes, challenges, and dilemmas that have arisen when attempting to apply implementation science in technical assistance, permanency innovations, and home visiting programs. Opportunities for further collaboration and investigation to increase the likelihood of successful implementation are proposed.

**Closing Remarks:**  
**Joseph J. Bock**  
Acting Associate Commissioner, Children’s Bureau

## CLOSING PLENARY SPEAKER BIOGRAPHICAL SUMMARIES

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### **Brian Deakins, MSW**

Brian Deakins is a Child Welfare Specialist in the Division of Child Welfare Capacity Building, Children's Bureau, Administration on Children, Youth and Families, in Washington, D.C. He serves as the Federal Project Officer for the Western and Pacific Child Welfare Implementation Center and the National Cross-Site Evaluation of the National Child Welfare Resource Centers and Implementation Centers. He began his Federal career as a Presidential Management Fellow in the Center for Mental Health Services at the Substance Abuse and Mental Health Services Administration and began working in child welfare administration with the Michigan Department of Human Services before joining the Federal Government.

### **O. Jane Morgan, MSW**

O. Jane Morgan is Director of the Capacity Building Division, Children's Bureau, Administration on Children, Youth and Families, in Washington, D.C. The Division coordinates child welfare training and technical assistance provided to States and Tribes to assist them in providing quality child welfare services. Under her leadership, the Children's Bureau Training and Technical Assistance (T/TA) Network has been developed to enhance coordination and collaboration across the National Resource Centers, the Child Welfare Implementation Centers, and other national T/TA providers. As a member of the Child and Family Services Reviews (CFSR) National Review Team, she provides leadership for the CFSRs. In 2002 she was named an Angel in Adoption by the Congressional Coalition on Adoption Institute, and, in 2005, she received the ACF Award for Exemplary Leadership for her work in promoting ACF's national adoption initiatives, including the AdoptUSKids Project and the National Adoption Recruitment Campaign. In 2009 she was honored by the North American Council on Adoptable Children with the Friend of Children Award. She joined the Children's Bureau in 1999 as the National Adoption Specialist after a 23-year career in child welfare with the Oklahoma Department of Human Services. She received her MSW from the University of Oklahoma.

### **Catherine M. Nolan, MSW, ACSW**

Catherine M. Nolan is Director of the Office on Child Abuse and Neglect (OCAN), Children's Bureau, Administration on Children, Youth and Families, in Washington, DC. She is responsible for directing and managing OCAN activities and providing leadership in the area of child abuse and neglect prevention and systems improvement at the Federal level. Ms. Nolan, a graduate of the National Catholic School of Social Service, Catholic University, has over 30 years of experience advocating for children and families. She has worked in public service throughout her career as a social worker at the local, county, State, and Federal levels. This includes working for the Fairfax County, Virginia, school system; the Department of Defense Dependents Schools in Northern Germany; the Exceptional Family Member Department clinic at the NATO hospital in Mons, Belgium; the U.S. Navy Family Advocacy Program; and the National Center on Child Abuse and Neglect before her current position in the Children's Bureau.

### **Janice P. Shafer**

Janice P. Shafer is Director of the Division of Research and Innovation, Children's Bureau, Administration on Children, Youth and Families, in Washington, D.C. The Division provides leadership and management for over \$170 million in discretionary program funds annually. She joined Federal service in 1992 in the National Center on Child Abuse and Neglect. Before joining Federal service, she was director of the North Carolina Children's Trust Fund, a funding source for community-based child abuse prevention projects, in the North Carolina Department of Public Instruction, Raleigh. A founding member of the board of directors for the National Alliance of Children's Trust and Preventions funds, she has also served as national trainer in child abuse and neglect issues for educators and interdisciplinary teams.

## SESSION INDEX

The table below lists concurrent sessions by the original focus area in which the presenters' abstracts were submitted or by a particular topic, theme, or potential audience that emerged during the planning process. This index is intended to serve as a guide for participants to help identify sessions that may be of interest.

TOPIC/FOCUS	SESSION #1	SESSION #2	SESSION #3	SESSION #4	SESSION #5	SESSION #6	SESSION #7
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