

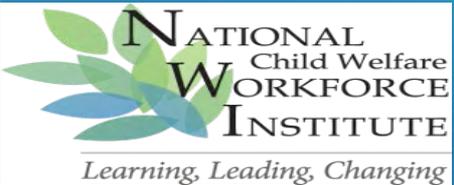


The Science of Knowledge Assessment, Management and Transfer and its Application to Child Welfare

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2011 National Child Welfare Evaluation Summit
August 29, 2011

Members of the T/TA Network, Services of the Children's Bureau



Organizational Mission

National Child Welfare Workforce Institute is designed to build the capacity of the nation's child welfare workforce through activities that support the development of child welfare leaders, including knowledge assessment and management, and strategic dissemination of effective and promising workforce practices.

Child Welfare Information Gateway provides information services to child welfare professionals and the public as the clearinghouse for the Children's Bureau, compiling, synthesizing, and disseminating resources to improve the safety, permanency, and well-being of children and families.

CWIG & NCWWI: Shared KM/KT Goals & Activities

1. Gather child welfare information, research findings, and other resources.
2. Determine what information, findings, and resources have value for our various audiences.
3. Identify and implement effective ways of organizing and distributing this information in order to strengthen knowledge transfer.



Capital Beltway Update: Beltway User Focus Groups

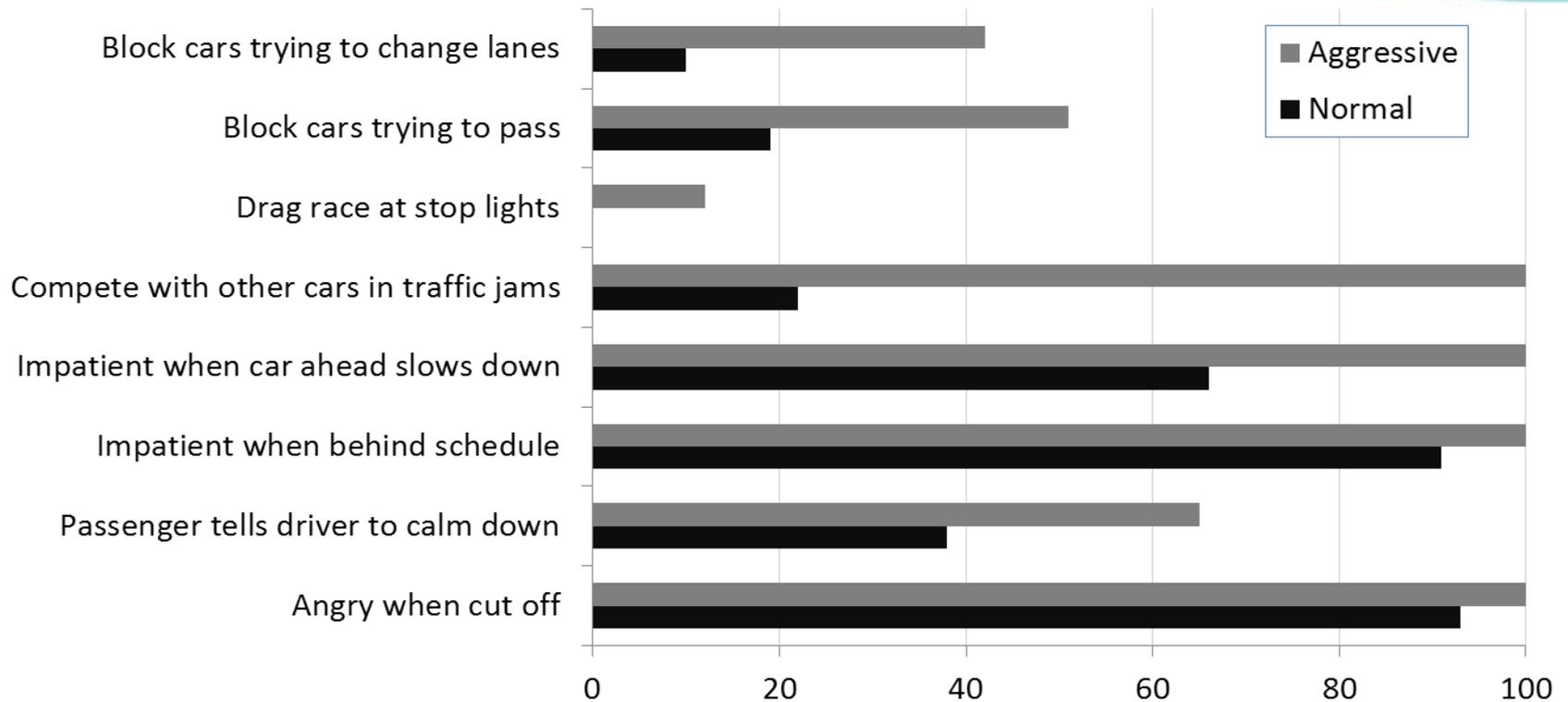


Figure 1. Questionnaire Responses – General vs. Aggressive Drivers

Aggressive Drivers Are Often Competitive

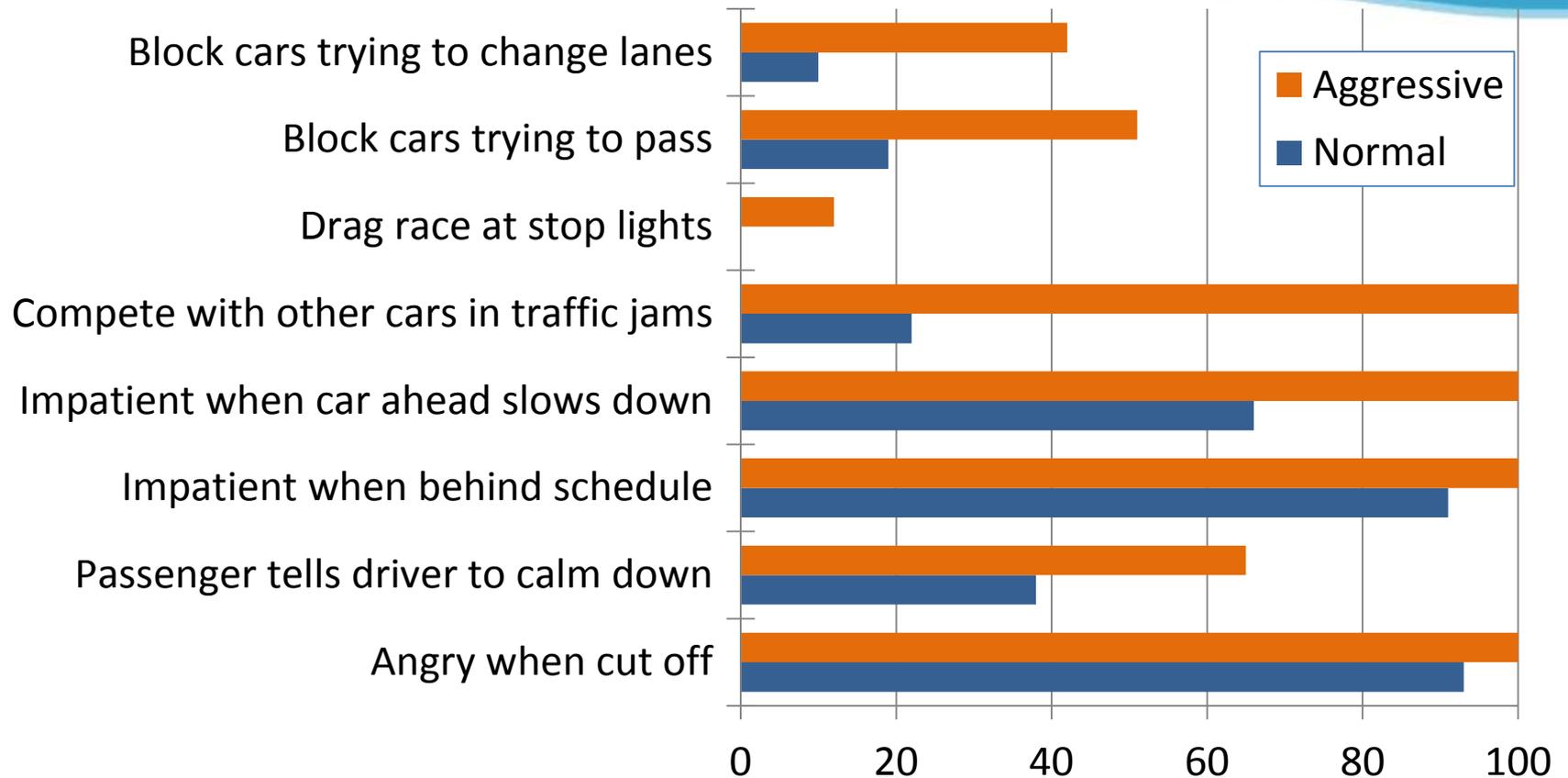


Figure 1. Questionnaire Responses – General vs. Aggressive Drivers

Session Overview

1. Common Challenges & Obstacles of KM/KT
2. KM/KT Theory & Science
3. Framework for KM/KT
4. Examples of Effective KM/KT
5. Lessons Learned & Tips
6. Questions, Comments, & Ideas



KM/KT Challenges & Obstacles

- Introduce and describe the challenges in identifying, collecting, storing, and transferring knowledge.
- Describe the gap between “what is known” and “what is currently done” in child welfare settings.



FINDING IT

– Workforce Turnover

- Loss of knowledge and information over time

– Access

- Nonexistent or restricted access to the Internet
- Restricted access to university holdings/search engines
- Limited opportunities to attend state/national conferences and meetings

– Time

- Busy, chaotic work lives leave no time to look for/locate new information

– Expertise/Training

- Limited or no background in research
- Limited or no exposure to most current/useful sources

– Organizational Culture

- Not always welcoming of new information (e.g., learning culture; results-oriented culture)
- Limited support/structure to encourage acquisition of new information



Understanding It

– Information Overload

- Receive and have access to large amount of information everyday

– Time

- Busy, chaotic work lives leave no time to review/assess/analyze information

– Expertise/Training

- Limited or no background in analysis or synthesis

– Relevance

- Often lacks connection with other findings, resources, initiatives, or partnerships

– Organizational Culture

- Limited support/structure to encourage greater exploration and/or mastery of new information (e.g., supervision related to new information, peer support/learning circles, coaching, follow-up training, etc)



Using It

– Relevance

- Not tailored to match audience specialty or specific information needs
- Focused on one single study/project; hard to connect to practice
- Overlooks practical implications/realistic recommendations

– Accessibility & Reach

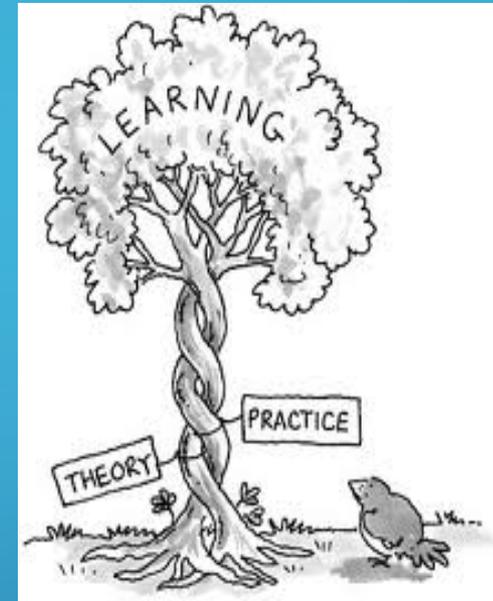
- Uses unappealing/one-dimensional product formats
- Uses overly academic/jargon-filled language
- Lacks multi-channel communication strategies

– Time

- Doing something in a new way takes more time

– Organizational Culture

- Limited support/structure to foster application/use in the field (e.g., Breakthrough Series Collaborative, pilots, policy changes, programmatic changes, data gathering related to new information/knowledge, etc.)



Theory & Science of KM/KT

- Present theories & science of Knowledge Management and Transfer
- Provide the rationale for the importance of Knowledge Management and Transfer



Definition: From Data to Knowledge

- Data – Unorganized facts, discrete findings that carry no judgment or interpretation.
- Information – Data plus context where data has been organized, patterned, grouped, or categorized.
- Knowledge – Information plus judgment, derived from experience, and the analysis of the data and information. (Davenport & Prusak, 2000)

“Knowledge is information in action.”
(O’Dell, Essaides, & Ostro, 1998)

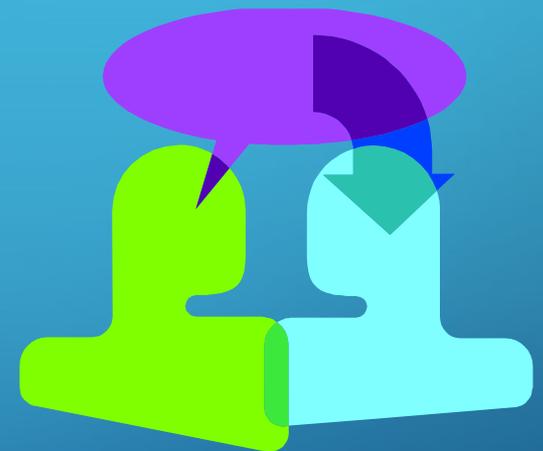
Definition of Knowledge Management/Transfer

Knowledge Management

- Systematic process of identifying, capturing, and transferring information and knowledge people can use to create, compete, and improve.
(American Productivity and Quality Center, n.d.)
- Approach to finding, understanding, and using knowledge to achieve organizational objectives.
(NYS Department of Civil Services, NYS Governor's Office of Employee Relations (NYS), 2002)

Knowledge Transfer

- The actual movement of knowledge from one individual to another.
(NYS, 2002)



Knowledge Along a Continuum: Explicit/Tacit

- Explicit knowledge is codified and expressed in language
- Tacit knowledge exists in the minds of workforce members, manifests itself through their actions, and is not easily articulated.

(Federal Knowledge Management Working Group, n.d.)

“Tacit knowledge resides in people's brains and explicit knowledge resides in the organizational systems and documents, both electronic and on paper.”

(Sayed, Jabeur & Aref, 2007)

Explicit & Tacit Knowledge

	Explicit	Tacit
Features	Codified Stored Transferrable Easily Expressed & Shared	Personal Context-specific Difficult to formulate Difficult to capture, communicate, share
Sources	Manuals Policies & Procedures Databases Reports	Informal Business Processes & Communications Personal Experiences Historical Understanding

(Serban & Luan, 2002)

Predominant Themes & Perspectives

- Technical + Social =
Two Complementary Components:
 - Technical – capture, package, and distribute tangible products.
 - Focus on technology: IT, MIS, intranet, Groupware, etc.
 - Social – enable collaboration, connection, and reflection among users.
 - Focus on people: Communities of practice, webinars, etc.

Rationale & Emerging Focus for KM/KT

- Information overload
- Increased productivity
 - 2001 survey of companies by Reuters:
 - 90 % of companies benefited from better decision making
 - 81% reported increase in productivity
- Skill segmentation and specialization
 - Access to the right information, at the right time, without being an expert
- Workforce turnover and succession planning
- Managing knowledge and transfer compounds its value

“When information is lost, or not accessible, we must go ahead without it, find it, or recreate it – all wastes of resources and time.”

(Sayed, Jabeur, & Aref, 2007)

Strategies for Effective KM/KT

- Build visible connection to organization's goals
- Link to organization's values
- Tailor KM to style of organization
- Identify and build on existing networks
- Identify key workers and roles of all staff
- Dedicate staff to facilitate KM implementation

Austin, Claassen, Vu, & Mizrahi, 2008 (citing McDermott & O'Dell)

Data... Information... Knowledge ... leading to planning and action.

KM/KT Framework

Three Major Components

- 1. People First:** Create, share, and use knowledge, and comprise the organizational culture that nurtures and stimulates knowledge sharing.
- 2. Processes:** Methods to acquire, create, organize, share, and transfer knowledge.
- 3. Technology:** The mechanisms that store and provide access to data, information, and knowledge.



KM/KT Framework

PEOPLE	PROCESSES	TECHNOLOGY
<ul style="list-style-type: none"> • Willingness to share • Atmosphere of trust <i>more difficult in larger organizations</i> • Credibility of source <i>people first</i> • Knowledge is power <i>reward KM/KT</i> 	<ul style="list-style-type: none"> • What is to be shared, with whom, how • Determine and locate needed knowledge • Process to share explicit <u>and</u> tacit knowledge • Managing content to keep current and relevant • Effective knowledge transfer strategies 	<ul style="list-style-type: none"> • Computer technology <i>Storage, searchable databases</i> • Telecommunication <i>Chat rooms, webinars, person-to-person support</i> • Speed and access <i>Practical and useful</i>

KM/KT Examples

- Introduce traditional and recent innovative examples to highlight the practical application of the KM/KT framework, including:
 - Online Learning Center
 - Targeted Resource Charts
 - 1-page Article Summaries
 - Digital Stories
 - Practice Notes
 - E-Books for Annual Reports
 - RSS Feeds of Child Welfare in the News



Background: Gateway Feedback

- Gain customer feedback in a variety of ways:
 - At Conferences
 - Online Survey
 - Phone Survey
 - Mailings
 - Focus Groups
 - User Testing
 - Web Analytics

Customer Survey Findings

- 76% of our customers work in a state, county, or community-based agency or organization.
- 51% of our customers plan to use Gateway information to train others.
- 48% have taken an online training course in the past 6 months.

Top 3 Types of Information Sought by Professionals (n=473)

- 20% general information
- 18% training/education information
- 11% evidence-based practice information
- 11% professional literature (journal articles, research, etc.)

Top 3 Ways Professionals Intend to Use Information (n=457)

- 19% Professional development
- 13% Provide information to families
- 12% Research
- 12% Program improvement

Our Challenge

- Developing an approach to offering knowledge–building resources
- Packaging information for the busy supervisor, manager, and educator
- Providing access to materials/tools that supervisors and managers can share with staff

Integrating Evaluation Findings toward Continuous Improvement

Not only do we encourage KM/KT for child welfare professionals, we incorporate KM/KT into everything that we do.

KM/KT: Online Learning Center

Child Welfare Information Gateway - Microsoft Internet Explorer provided by ICF International

http://www.childwelfare.gov/

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Child Welfare Information Gateway

Child Welfare Information Gateway
PROTECTING CHILDREN ■ STRENGTHENING FAMILIES

HOME ABOUT US FREE SUBSCRIPTIONS CONTACT US FEEDBACK

TOPICS

- About Us
- Family-Centered Practice
- Child Abuse & Neglect
- Preventing Child Abuse & Neglect
- Responding to Child Abuse & Neglect
- Supporting & Preserving Families
- Out-of-Home Care
- Achieving & Maintaining Permanency
- Adoption
- Management & Supervision
- Systemwide

Learning Center

Builds child welfare knowledge with concise and easy-to-use educational resources and training tools for professionals, faculty, and students.

State Managers Series
Summarizes research and provides State and local examples of specific strategies to support managers responsible for State child welfare programs.

Educators' Toolkit
Offers information and resources across a broad range of child welfare topics to enhance university curricula.

Introduction to Parent-Child Visits
Provides self-guided online training for child welfare workers and supervisors as well as related professionals to improve outcomes through parent-child visits.

How Federal Legislation Impacts Child Welfare Service Delivery
Presents an overview of how Federal legislation and policy impact State and Tribal child welfare systems and service delivery.

SERVICES & TOOLS

- State-Specific Resources
- Publications
- Learning Center**
- Library
- Logic Model Builders
- Event Calendar
- Related Organizations

What is Child Welfare Information Gateway?

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TRADITIONAL: Lengthy Reference Lists

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PUBLIC AND CORPORATE COLLECTIONS

- Städtische Galerie im Lenbachhaus, Munich, Germany
- K20 K21 Kunstsammlung Nordrhein-Westfalen, Düsseldorf, Germany
- Hilti Art Foundation, Schaan, Liechtenstein
- Bank Vontobel AG, Zürich, Switzerland
- Hôtel des Arts, Centre Méditerranéen d'Art, Toulon, France
- Staatliche Graphische Sammlung München, Germany

KM/KT: Targeted Resource Charts

IMPLEMENTING CHANGE	
Websites/Resource Pages	<ul style="list-style-type: none"> ✦ California Evidence-Based Clearinghouse for Child Welfare: Implementation Resources Section ✦ Child Welfare Technical Assistance Implementation Centers ✦ Child Welfare Information Gateway - System Reform: Building and Sustaining System Reform Efforts ✦ National Implementation Research Network ✦ Positioning Public Child Welfare Guidance: Change Management
Reports/Guides/Manuals/Overviews/Tools	<ul style="list-style-type: none"> ✦ Critical Factors in System of Care Implementation ✦ Implementation: The Missing Link between Research & Practice Implementing Change at the Local Level: Strategies for Success ✦ Developing & Sustaining Prevention Programs: Levers for Change ✦ Leadership Qualities in Successful Systems of Care ✦ Organizational Change & System Transformation ✦ Readiness for Change ✦ Scale of Change: Creating & Sustaining Collaborative Child Welfare Reform across Cities & States
Curriculum/Training Materials	<ul style="list-style-type: none"> ✦ Theory of Change Logic Models: System of Care Practice Review (SOCPR) Training Tutorial
State/Local Examples	<ul style="list-style-type: none"> ✦ Children's Services System Transformation (Virginia Division of Family Services) ✦ Hand in Hand: How One of the Nation's Largest Child Welfare Agencies Transformed Itself for Better Outcomes for Children

TRADITIONAL: Inaccessible Journal Articles

Proxy Authorization Required | University Libraries - Internet Explorer provided by Dell

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KM/KT: 1-page Article Summaries



WORKFORCE RESOURCE ONE-PAGE SUMMARY #1: Supervision

Resource: Mor Barak, M.E., Travis, D.J., Pyun, H., & Xie, B. (2009). The impact of supervision on worker outcomes: A meta-analysis. *Social Service Review*, 83(1), 3-32.

WHAT IS THIS RESOURCE?

This resource provides a *meta-analysis of research articles regarding the impact of supervision on worker outcomes*. Published between 1990 and 2007, the 27 articles reviewed include a combined sample of more than 10,000 workers in child welfare, social work, and mental health settings.

WHAT ARE THE CRITICAL FINDINGS?

Workers who receive effective supervision reciprocate with positive feelings and behaviors toward their jobs and organizations. Three supervisory dimensions act as protective, proactive, or preventive factors in ensuring a positive work environment that can contribute to worker effectiveness and quality service delivery: *task assistance; social and emotional support; and interpersonal interaction.*

- Empowerment, organizational citizenship behavior, job satisfaction, and retention are realized when supervisors provide tangible, work-related advice and instruction to workers.
- Workers' well-being, organizational commitment, and job satisfaction improves when they receive support of their emotional needs and job-related stressors from their supervisors.
- There is a link between a worker's perception of the quality of the supervisory relationship and worker outcomes such as *sense of competence, sense of personal accomplishment, organizational citizenship behavior, and job satisfaction.*



Of the three dimensions, task assistance had the greatest impact on positive worker outcomes, while supportive supervision and quality supervisory relationships were associated with reduced worker *anxiety, stress, depression, somatic complaints, burnout, intention to leave, and turnover.*

*Limitations include a small number of available studies for inclusion, and in each worker outcome category, lack of research regarding the relationship of task assistance to detrimental worker outcomes; lack of consistency in the studies' measurement of various predictor and outcome variables; and reliance solely on study respondents' reporting.

WHAT ARE THE IMPLICATIONS FOR OUR WORK?

- Organizations should **stress the importance of effective supervision** and develop an organizational climate that supports *positive supervisor-supervisee relationships* and allows for *frequent, mandatory supervisory sessions.*
- Organizations should **provide supervisory training on providing effective task assistance, building strong supervisory relationships and increasing supervisory support for workers.**

TRADITIONAL: Standard Training Settings



KM/KT: Digital Stories

NRCPCFC: Digital Stories From The Field - Microsoft Internet Explorer provided by ICF International

http://www.nrcpfc.org/digital_stories/about_us.htm

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★ Favorites: Free Hotmail Web Slice Gallery

NRCPCFC: Digital Stories From The Field

Home RSS Print Page Safety Tools

National Resource Center for Permanency and Family Connections
Presents
Digital Stories From The Field
A Service of the Children's Bureau

Youth Perspectives	Worker Perspectives	Parent Perspectives	Legal Perspectives	Family Partner Perspectives	Youth Financial Empowerment	Systems of Care
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The National Resource Center for Permanency and Family Connections at the Hunter College School of Social Work is a training, technical assistance, and information services organization dedicated to help strengthen the capacity of State, local, Tribal and other publicly administered or supported child welfare agencies to: institutionalize a safety-focused, family-centered, and community-based approach to meet the needs of children, youth and families. The National Resource Center for Permanency and Family Connections is a service of the Children's Bureau - ACF/DHHS.

Over the last eight years the National Resource Center for Permanency and Family Connections has used the power of digital stories in our work with States, Territories, Tribes, Tribal Organizations, Tribal Consortia and Children's Bureau grantees to promote continuous improvement in the delivery of child welfare services. Digital Storytelling takes full advantage of the advent/diffusion of increasingly more accessible technology tools like audio, photo, and video equipment. Storytellers can express their emotions combining their voices with images, sounds, and video, creating a short powerful digital movie that can be easily shared with a designated audience. At the NRCPCFC we have

For more information about our digital stories, please contact

http://www.nrcpfc.org/digital_stories/index.htm

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TRADITIONAL: Annotated Bibliographies

Sally Potter: Selected Academic Bibliography

Career Overviews

Anne CIECKO, "Sally Potter: The Making of a British Woman Filmmaker." *Fifty Contemporary Filmmakers*. Ed. Yvonne Tasker. London: Routledge, 2002. 272–280.

- Ciecko describes Potter as "the foremost woman director to have emerged in the UK in the last twenty years," partially because of her European and global remit (272). Potter's most recent film (at the time of publication) *The Man Who Cried* illustrates this claim: it was a French co-production with Hollywood stars, a cinematographer from the European arthouse tradition, which imagined "the feature film as a composite artwork" with strong, relevant, contemporary themes (272). Her previous film *The Tango Lesson* reflexively explored what it means to be a British-international independent filmmaker "in an industry where female film directors are few and far between" (273). Ciecko situates Potter's dynamic international success in the context of the many British women directors making shorts, television and collaborative projects, and contrasts Potter's self-taught background at the London Film-makers' Co-op, and her involvement with small organisations such as ArtsLab, with the current structure of film schools and government-funded workshops. She points to the influence of Potter's generation of filmmakers and theorists, including Laura Mulvey and Claire Johnstone, in creating spaces in which women could produce and exhibit films, and in changing the canonical histories of cinema that excluded women. Potter is "widely celebrated as a model for independent filmmaking" at independent and feminist festivals globally. Ciecko argues that this dates back to the excitement around *Thriller* in the critical community, and that Potter's films have moved towards the mainstream and narrative while retaining their critical eye and genre-blending strategies. She extended these skills to directing two television documentaries that looked at the British and Russian cultural consciousness as represented in cinema, but resisted the further lure of television or Hollywood to remain independent. *Orlando's* commercial and critical success marked the value of Potter's stringently independent model, which she pursued even after she was considered "high risk" due to *The Gold Diggers*. *Orlando's* post-national and transnational consciousness fit with the zeitgeist of post-Thatcher England and suggested a filmic and social European community, as well as being connected visually to the work of British arthouse directors Derek Jarman and Peter Greenaway. Like them, Potter is to be recognised as an auteur for her singular vision.

Verina GLAESSNER, "Sally Potter." *Women Filmmakers and Their Films*. Eds. Gwendolyn Audrey Foster, Amy Unterburger and Katrien Jacobs. St James' Press: 1998. 340-42.

- Glaessner draws attention to the way in which Potter has participated in and drawn on avant-garde, independent, feminist and experimental cinema while also considering herself part of entertainment and show business, thus refusing to be labelled or contained – and suffering from economic structures that seek to label and contain filmmakers. She connects this hybrid identity to Potter's performance background, which survives in her practice of touring extensively with the films, and offering Q&As and masterclasses. Glaessner offers accounts of *The Gold Diggers* and *Orlando* that make connections between the economic circumstances and labour of production and visual, aesthetic and emotional appeal of the finished films. She stresses the difference of Potter's choices from the mainstream of filmmakers, and the pleasure in cinema that informs them, and that they in turn give to the viewer.

Sue HARPER, "Directors" [section]. *Women in British Cinema: Mad, Bad and Dangerous to Know*. London & New York: Continuum, 2000. 201-02, 208-10.

- Harper describes Potter as "undoubtedly the most imaginative" of the British female directors emerging from the 1970s avant-garde (201). She describes *Thriller* as a "major cinematic innovation" for its deconstruction of *La Bohème* in such a way as to reveal the problematic pleasures of the opera's politics, while finding new pleasures that reversed or re-imagined power and identity (201-02). This pleasure, she argues, was not an endorsement of feminist psychoanalytic criticism and did not stem from critical theory, but rather from Potter's performance practice (202). Similarly, *The Gold Diggers*, which dealt thematically with complex theories surplus value connecting the circulation of gold and the objectification of women, is described as "rivetingly entertaining, with a quixotic lightness of touch" (209). Harper sees its intellectual quest as part of its aesthetic pleasure, and comments on Potter's conception of the film as a spiral rather than linear. *Orlando*, argues Harper, takes Virginia Woolf's long essay on gender and sexuality and finds a visually arresting, sensual story in which difference – of nationality, gender, physicality – is the source of harmony and pleasure (210).

KM/KT: Short Summaries - Newsletter Format

Children's Services

PRACTICE NOTES

For North Carolina's Child Welfare Workers

From the NC Division of Social Services and the Family and Children's Resource Program

Volume 10, Number 3
June 2010

This publication for child welfare professionals is produced by the North Carolina Division of Social Services and the Family and Children's Resource Program, part of the Jordan Institute for Families within the School of Social Work at the University of North Carolina at Chapel Hill.

In summarizing research, we try to give you new ideas for refining your practice. However, this publication is not intended to replace child welfare training, regular supervision, or peer consultation—only to enhance them.

Let us hear from you!

To comment about something that appears in Practice Notes, please contact:

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STRIVING FOR EXCELLENCE IN SUPERVISION

Child welfare supervisors are coaches, mentors, and evaluators responsible for the quality of services children and families receive. The tone and expectations they set are so important that some have called them the "keepers of the culture" for their agencies.

All of this means that supervisors have a powerful influence on families and on a child welfare agency's ability to achieve the safety, permanence, and well-being of children.

It's a big job. Practice Notes can't reduce the number of things for which supervisors are responsible, but we can try to make their burden a little lighter. In this issue we highlight supervisory practices that can develop

your staff and improve their satisfaction and performance—key ingredients to improved outcomes for families.

The articles show the parallel process between what supervisors ask workers to do with families, and what in turn supervisors need to provide for their workers. While front line workers strive to engage families in a productive relationship, supervisors strive to engage and empower their workers, their community partners, and their peers to create a more successful agency. ♦



Enhancing Your Unit's Performance

USING PARTNERSHIP IN SUPERVISION

by Deb Vassar

Over the last several years North Carolina's child welfare professionals have widely embraced the "Six Principles of Partnership" as indispensable tools for engaging families and achieving the outcomes we seek. But these principles have the potential to affect more than just our interactions with families. If we can effectively apply them to the supervisory context, the principles of partnership can also transform and improve staff performance.

OUR WORK HAS CHANGED

In today's workplace, the challenges we face are fast-paced and relentless. Steven Covey calls this "permanent whitewater," implying that we no longer encounter occasional stretches where the river of our work life gets wider and slows down. Instead, it's just swift, surging rapids, day in and day out.

In this context, the old ways of leading and supervising don't work as well. As management expert Ken Blanchard has ob-

served, "In the past a leader was a boss. Today's leaders must be partners with their people...they no longer can lead solely based on positional power."

Blanchard is saying that mere "supervision" isn't enough anymore. To adapt to today's workplace, supervisors *cont. p. 8*



THE PRINCIPLES OF PARTNERSHIP

The NC Division of Social Services' vision is that all programs it administers will embrace family-centered practice principles and provide services to promote security and safety for all. Among the values it sees underlying a family-centered approach include these six "principles of partnership":

1. Everyone deserves respect
2. Everyone needs to be heard
3. Everyone has strengths
4. Judgments can wait
5. Partners share power
6. Partnership is a process

[NCDSS, 2010; Appalachian Family Innovations, 2003]

TRADITIONAL: Long/Written Annual Reports



KM/KT: E-books with Stories & Photos

Casey Family Programs - Internet Explorer provided by Dell

http://www.casey.org/resources/publications/thevision/community.htm

File Edit View Favorites Tools Help

Norton going beyond the vision Search Cards & Logins

Favorites Netflix Google Microsoft Outlook Web A... HVP University at Albany Librar... Central Desktop National Child Welfare W... Ulster Savings Bank

Casey Family Programs

Page Safety Tools



A report on child welfare in America
GOING BEYOND THE VISION
Safe children *Stable families* Supportive communities

casey family programs
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welcome stories photos archives



All For Brennan: A community of caring people bands together with a family to put a baby's safety first
[READ MORE >](#)



Desiree's Desire: A teenager's deep-down yearning for a permanent family rises to the surface
[READ MORE >](#)

Community Medicine: A child welfare system extends its reach to all South Los Angeles families in need

Across the street from a city park and kitty-corner to a community center, a rooster crows long after dawn already has broken, its racket beating against an apartment window protected by burglary bars and draped with a Mexican flag.

Near the intersection of two wide boulevards clogged with traffic, the old Academy Theater is easy to spot because of its slim cylindrical tower. A church moved into the one-time movie house years ago, offering healing, deliverance and miracle services.

Where once stood burned-out hulls of buildings



Internet | Protected Mode: On 100% 9:24 AM

TRADITIONAL: Newspapers



KM/KT: RSS Feeds of Child Welfare News

Child Welfare in the News -- August 16, 2011 - Message (HTML)

Message Adobe PDF

Reply Reply to All Forward Call Respond

Delete Move to Folder Create Rule Other Actions

Block Sender Safe Lists Not Junk Junk E-mail

Categorize Follow Up Mark as Unread Options

Find Related Select Find

From: Child Welfare Information Gateway Library Sent: Tue 8/16/2011 8:09 AM
To: Peterson; Peterson, Cynthia
Cc:
Subject: Child Welfare in the News -- August 16, 2011

Child Welfare in the News

AZ: Child Protective Services under fire after Phoenix boy dies

ABC 15 August 15, 2011
"It's a perfect storm," said Dana Naimark who works for Children's Action Alliance. She said the true problems start at the State Capitol between tightened laws that make it nearly impossible to take a child from the home to budget cuts that chip away at state programs.
http://www.abc15.com/dpp/news/region_phoenix_metro/central_phoenix/child-protective-services-under-fire-after-phoenix-boy-dies

ME: Wabanaki, State of Maine, Team Up to Stop Abuse of Indian Foster Children

Indian Country Today August 15, 2011
At that ceremony, chiefs of the Wabanaki nations, Maine Gov. Paul LePage and Altwater signed a Declaration of Intent to Create a Maine/Wabanaki Truth and Reconciliation Process that will heal the past and create the best possible child-welfare system for Wabanaki children. A truth and reconciliation commission (TRC) will be convened as part of the process.
<http://indiancountrytodaymedianetwork.com/2011/08/wabanaki-state-of-maine-team-up-to-stop-abuse-of-indian-foster-children/>

MO: Adoption Reform Bill Set to go into Effect August 28

KSPR August 15, 2011
A bill that makes it easier for Missouri adoptees to access information about their biological parents will go into effect at the end of the month. An Ozarks man shares the story of how he connected with his biological family with KSPR.
http://www.kspr.com/news/local/kspr-adoption-reform-bill-set-to-go-into-effect-august-28-20110815_0_1586030_story

OK: Pottawatomie County District Attorney Blast DHS's Handling Of Serenity Deal Case

News 9 August 15, 2011
District Attorney Richard Smothermon says during his investigation, he found DHS failed to inform his office and the courts of a November 2010 incident where Sean Devon Brooks, Serenity's father, dropped her off at her foster home with severe bruises and that lead to her death.
<http://www.news9.com/story/15271721/pottawatomie-county-da-blast-dhs-for-withholding-information-on-serenity-deal-case>

OK: Serenity Deal story gets more maddening at every turn

The OKLAHOMA State Journal-Record August 16, 2011

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Lessons Learned

Tips for Evaluators/Researchers:

- Know your audience & their interests/needs; ask for their feedback.
 - Examples: Information Gateway Focus Groups; NCWWI Dissemination Survey & Interviews
- Present summaries using multiple approaches & medium.
 - Examples: One-page overviews with graphics/visuals; newsletters; webinars & teleconferences; digital stories; toolkits; daily digests, etc.
- Allocate time/resources for beta testing.
 - Example: Child Welfare in the News
- Devote organizational time/resources for KM/T.
 - Include: Knowledge Assessment & Management; Product Development; Communications & Marketing, etc.



QUESTIONS, COMMENTS, IDEAS?



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