

*Learning, Leading, Changing*

A Service of the Children's Bureau, a Member of the T/TA Network

**Disseminating Information to Child Welfare Managers:  
Strategies to Support Knowledge Transfer, Effective  
Leadership &  
Systems Change Initiatives**

2011 National Child Welfare Evaluation Summit, August 30, 2011

# Leadership Academy for Middle Managers (LAMM)

## ■ Target Audience

- Key change leaders in middle management positions with an identified Change Initiative (CI)
- Maximum of 35 participants per Academy
- Targeted recruitment through state & tribal leadership

## ■ Curriculum

- Comprehensive & research based

## ■ Residential Academy+

# Reach of the LAMM

## ■ **Regional Involvement**

- Regions I-X completed – 8 LAMMs
- Denver, Dallas & New York (2 LAMMs each); Philadelphia & Seattle (1 LAMM each)

## ■ **Tribal Participation**

- Regions I, II, V, VI, VII, VIII, IX & X (Denver, New York, Dallas & Seattle)

# Dissemination Priorities for the LAMM

1. Support transfer of learning (TOL) from residential academy training
2. Strengthen development & implementation of Change Initiatives (CIs)
3. Provide example of effective dissemination strategies so that participants can model with their own staff & organizations

# LAMM Dissemination Plan Development

1. Literature Review
2. Internal Stakeholder Feedback
3. External Stakeholder Feedback

# 14 Common Dissemination Challenges (1)

## **Traditional dissemination planning, product development & activities**

1. Rely on incorrect assumptions about definition/purpose
2. Overlook strategic planning
3. Leave out stakeholder input
4. Aren't tailored to match needs of specific/varied audiences
5. Are written with overly academic/jargon-filled language
6. Use unappealing/inaccessible product formats
7. Employ communication methods that fail to reach the field
8. Are focused on one single study or project
9. Don't offer practical implications or realistic recommendations
10. Don't include fugitive literature (e.g., convenings, agency reports, unpublished manuscripts, dissertations, etc)

# 14 Common Dissemination Challenges (2)

## **Busy practitioners and administrators**

11. Don't have time, interest or expertise necessary to locate, review, synthesize & assess information quality/implications
12. Lack easy, just-in-time access to resources/information
13. May view the "research-context" as distinct from the "real-world" experience of practice and policy
14. Often aren't provided with organizational support (beyond training) for locating, understanding or using new information (e.g., learning organizations, results-oriented culture, supervision using new information, learning circles/peer support, coaching, Breakthrough Series Collaborative, pilots, policy/program changes, follow-up training, data gathering related to new information/knowledge, etc)

# Essential Components

Component	<i>Carpenter, Nieva, Albaghal &amp; Sorra, 2005</i>	<i>Greenhalgh, Robert, MacFarlane, Bate &amp; Kyriakidou, 2004</i>	<i>Lavis et al, 2003</i>	<i>Welch-Ross &amp; Fasig, 2007</i>
<b>Audience</b>	End users: Who will apply it in practice?	Take full account of potential adopters' needs & perspectives, with particular attention to the balance of costs & benefits for them	To whom should research knowledge be transferred (the target audience)?	Who is the primary audience?
<b>Message/Product</b>	Research findings and products: What is going to be disseminated?	Use a message with appropriate style, imagery & metaphors	What should be transferred to decision makers (the message)?	What innovations & messages from science should be disseminated, depending on the purpose?
<b>Messenger</b>	Dissemination partners: Through which individuals, organizations or networks can you reach end users?	Tailor different strategies to the different demographic, structural, & cultural features of different subgroups	By whom should research knowledge be transferred (the messenger)?	Who should help to deliver these?
<b>Channel</b>	Communication: How will you convey the research outcomes?	Identify and use appropriate communication channels	How should research knowledge be transferred (the knowledge-transfer processes & supporting communications infrastructure)?	By what methods should dissemination occur?
<b>Evaluation</b>	Evaluation: How will you determine what worked?	Incorporate rigorous evaluation & monitoring of defined goals and milestones	With what effect should research knowledge be transferred (evaluation)?	What is the effect?

# Take-Away Messages

High quality dissemination plans and products include:

1. Analysis and understanding of audience needs and interests
2. Information users identify as important **AND** information users may not know to request but are likely to need
3. Different kinds/levels of information into preferred forms/language
4. Varied methods (e.g., written, electronic, etc)
5. Proactive AND reactive channels
6. Recognition of the "natural flow" of diffusion & change
7. Existing resources, relationships & networks
8. Activities to build new resources, relationships & networks
9. Effective quality control & evaluation to ensure accuracy & relevance, and gain feedback from audience to make adjustments

# Internal & External Stakeholder Feedback

- **Feedback** provided on product topics, types, formats and communication methods from
  - NCWWI Project Partners (2 teleconferences & 2 in-person meetings)
  - National Advisory Committee (4 teleconferences & 2 in-person meetings)
  - National Experts (20 interviews)
  - National Needs Assessment Survey (156 middle managers, supervisors and other agency leaders)
  - LAMM participant surveys (at 3, 6 & 12-months post-residential training)

# Stakeholder Feedback

- Functions: Communicator & Repository
- Topics: Supervision, leadership, organizational climate/culture, caseload/workload, retention, training & data/accountability; specific CI topics
- Types: Summaries of best/promising practices, and policies
- Format: Short 1-page documents with bullets, and resource lists
- Communication Methods: Email, webinars, teleconferences

# In Their Own Words...

- *Enormous policy revisions & directives sent out in paper form/report are seldom read.*
- *It would really be ideal to have the time to search and acquire as much information as we need to assist us in doing this job, but due to our low staff count, our workload is double, which doesn't leave much time for us to obtain the information we desire about supporting the workforce.*
- *Since being in this position, I have been focusing more on promising practices in service delivery & realize that I need to also focus more on promising practices related to the workforce. I would definitely use information if it was in an easy to review format with the ability to dig deeper on a particular topic.*

# In Their Own Words...

- *I'd also like to see an easy link to the NRCs' resources in this area, with possibly a contact person and list of topics on which information is available. We need information fast and easily accessible and digestible.*
- *It would be helpful to have the information sent via email about best practices as the agency does not provide updated information and does not always have the "latest" in workforce policy and practices.*

# Customizing LAMM Dissemination

1. Audience
2. Messages
3. Messengers
4. Channels

- LAMM participants
  - 190 graduates, plus 300 future LAMM graduates
  - Busy managers
    - Who work in a high risk & often high profile environments
    - Whose ability to hold the course is challenged daily by constantly changing priorities
    - Who haven't had many opportunities to connect to other colleagues or the national child welfare environment

- **Change Initiative Topical Areas**
  - Developed out of Federal Reviews, community needs, legislation, and lawsuits/consent decrees
- **Implementation Science**
  - Evidence-based practice to support ‘sustainable’ change
- **Adaptive Leadership**
  - Ability to provide leadership in the midst of turbulence
- **Other Training Content**
  - Cultural Humility
  - Effective Partnership and Collaboration

# LAMM Messengers

- LAMM Management Team: Principal Investigator, Project Manager, Peer Network/Distance Learning Instructor & NICWA Liaison
- LAMM Trainers & Coaches
- National Peer Networking Coordinator
- National Dissemination Coordinator
- Participants

# LAMM Channels

## 1. NCWWI Website

- Online resource lists (packets & individual charts)
- 1-page resource summaries
- Resource Library

## 2. Wikispace

## 3. Facebook Page

## 4. Webinars & Teleconferences

- Check-ins & Barrier Busting
- Content Presentations
- Tribal Peer Network Sessions
- National Webinar Series

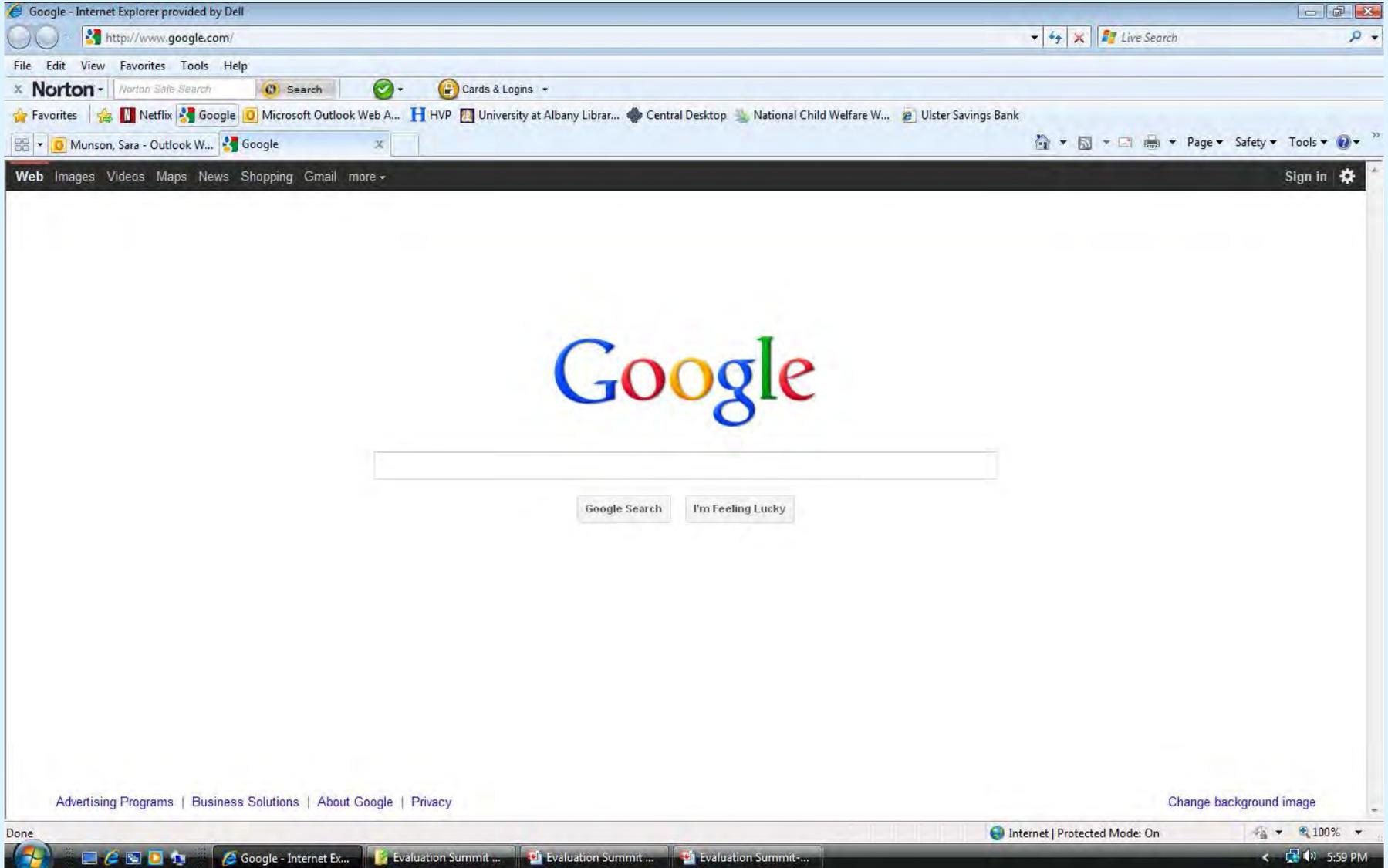
## 5. Small Group Coaching

## 6. One-on-One Coaching

# Dissemination for the LAMM

## EXAMPLES

# Challenge





**ONLINE RESOURCES TO SUPPORT  
LMM PARTICIPANTS' CHANGE INITIATIVES**  
Leadership Academy for Middle Managers: New York City, August 2011

*Prepared by*  
Sara Munson & Nancy McDaniel, National Child Welfare Workforce Institute

<b>Topics Included</b>
1. <a href="#">Child Abuse Hotline</a>
2. <a href="#">Child &amp; Family Team Meetings</a>
3. <a href="#">Community Partnerships</a>
4. <a href="#">Cultural Responsiveness</a>
5. <a href="#">Decision-making Models</a>
6. <a href="#">Differential Response</a>
7. <a href="#">Family Engagement</a>
8. <a href="#">Family Leadership</a>
9. <a href="#">Family Visitation/Parent-Child Visits</a>
10. <a href="#">Forensic &amp; Sequential Interviewing Curricula</a>
11. <a href="#">Implementing Change</a>
12. <a href="#">Juvenile Justice &amp; Child Welfare Systems Integration</a>
13. <a href="#">Kinship Care</a>
14. <a href="#">Matching Children &amp; Families for Adoption</a>
15. <a href="#">Peer Mentoring/Teaming/Coaching</a>
16. <a href="#">Practice Models</a>
17. <a href="#">Qualitative/Quality Service Review</a>
18. <a href="#">School-Linked/Based Services</a>
19. <a href="#">Service Array</a>
20. <a href="#">Supervision</a>
21. <a href="#">Systems of Care</a>
22. <a href="#">Tribal Child Welfare Development &amp; Services</a>
23. <a href="#">Tribal Policy &amp; Procedure Manual</a>
24. <a href="#">Tribal Residential Care</a>
25. <a href="#">Tribal-State Partnerships/Agreements</a>

FAMILY ENGAGEMENT	
<b>Websites/Resource Pages</b>	<ul style="list-style-type: none"> <li>✦ <a href="#">Child Welfare Information Gateway: Engaging &amp; Involving Youth</a></li> <li>✦ <a href="#">Child Welfare Information Gateway: Family Group Decision Making Approaches</a></li> <li>✦ <a href="#">Child Welfare Information Gateway: Family Engagement &amp; Involvement</a></li> <li>✦ <a href="#">Child Welfare Information Gateway: Topical Training for Caseworkers - Family Involvement &amp; Engagement</a></li> <li>✦ <a href="#">Louisiana Child Welfare Comprehensive Workforce Project: Meaningful Family Engagement</a></li> <li>✦ <a href="#">National Quality Improvement Center on Non-Resident Fathers &amp; the Child Welfare System</a></li> <li>✦ <a href="#">TA Partnership for Child &amp; Family Mental Health: Family Involvement</a></li> </ul>
<b>Reports/Guides/Manuals/Overviews/Tools</b>	<ul style="list-style-type: none"> <li>✦ <a href="#">Family Engagement</a></li> <li>✦ <a href="#">Family Engagement: A Web-based Practice Toolkit</a></li> <li>✦ <a href="#">Family Involvement in Public Child Welfare Driven Systems of Care</a></li> <li>✦ <a href="#">Meaningful Family Partnerships</a></li> <li>✦ <a href="#">The Importance of Family Engagement in Child Welfare Services</a></li> <li>✦ <a href="#">2007 CFSR ToolKit for Youth Involvement: Engaging Youth in the Child &amp; Family Services Review</a></li> <li>✦ <a href="#">Working with Parent Partners to Achieve Better Case Outcomes for Families</a></li> </ul>
<b>Curriculum/Training Materials</b>	<ul style="list-style-type: none"> <li>✦ <a href="#">Engaging Clients from a Strengths-Based Solution-Focused Perspective</a></li> <li>✦ <a href="#">Expanding the Family Circle</a></li> <li>✦ <a href="#">Family Engagement in Case Planning &amp; Case Management</a></li> <li>✦ <a href="#">Introduction to Family-Centered Practice: A Curriculum</a></li> </ul>
<b>State/Local Examples</b>	<ul style="list-style-type: none"> <li>✦ <a href="#">Family Engagement (Virginia)</a></li> <li>✦ <a href="#">Family Engagement: Maximizing Family Resources &amp; Kinship Connections (New Mexico)</a></li> <li>✦ <a href="#">Five Counties, Many Voices: Profiles of Family Engagement in Colorado's Child Welfare System</a></li> <li>✦ <a href="#">Family Team Meeting Toolkit: Participant Guide (Iowa)</a></li> </ul>

- 91 charts developed to date, in these clusters:
  - Child & Family Engagement (10)
  - Cultural Responsiveness (2)
  - Foster Care & Adoption Issues (15)
  - Service Delivery (15)
  - Systemic Improvement (3)
  - Systems Integration & Collaboration (12)
  - Practice Models (3)
  - Quality Assurance (6)
  - Tribal Child Welfare Development (14)
  - Workforce Development, Training & Support (8)
  - Youth in Transition (3)

The screenshot shows an Internet Explorer browser window. The address bar contains the URL: <https://login.libproxy.albany.edu/login?url=http%3a%2f%2fwww.sciencedirect.com%2f>. The browser's menu bar includes File, Edit, View, Favorites, Tools, and Help. The Norton toolbar shows a search box and a 'Cards & Logins' dropdown. The Favorites bar lists several sites, including Netflix, Google, Microsoft Outlook Web A..., HVP, University at Albany Librar..., Central Desktop, National Child Welfare W..., and Ulster Savings Bank. The main content area displays the University Libraries logo and navigation links (UA Albany Home, Academics, Calendars & Schedules, Visitors, IT Services). The central message reads: **Authorization Required** **UA University at Albany Users Only**. Below this, it asks the user to enter their NetID and Unix cluster Password, with input fields and a 'Submit' button. A link for 'Off-Campus Access Instructions for Databases & Online Journals' is provided. The footer contains contact information for University Libraries at Albany, SUNY, and copyright details.

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Munson, Sara - Outlook W... Proxy Authorization Re...

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**NATIONAL**  
Child Welfare  
**WORKFORCE**  
**INSTITUTE**  
*Learning, Leading, Changing*

## WORKFORCE RESOURCE ONE-PAGE SUMMARY #2: Caseload/Workload

- Child Welfare Information Gateway. (2010). Caseload and workload management. *State Managers Series, Issue Brief, April 2010.*
- Children's Research Center. (2009). Agency workforce estimation: Simple steps for improving child safety and permanency. *FOCUS: Views from the Children's Research Center, April 2009.*
- Social Work Policy Institute. (2010). High caseloads: How do they impact delivery of health and human services? *Research to Practice Brief, January.*

**WHAT ARE THESE RESOURCES?**  
These three research briefs provide information summarizing recent studies and reports that underscore the importance of manageable caseloads and workloads for child welfare professionals.

**WHAT ARE THE CRITICAL FINDINGS?**  
High caseloads and workloads negatively impact a number of important child welfare indicators, including

- Worker retention;
- Timeliness, continuity and quality of service delivery;
- Family engagement and relationship-building; and
- Safety and permanency outcomes for vulnerable children, youth and families.

The following graphic underscores the domino effect of high caseloads and workloads, and the toll taken on children, youth, families, communities, child welfare systems, and state/county budgets.

**WHAT ARE THE IMPLICATIONS FOR OUR WORK?**  
Caseworkers must have manageable caseloads and workloads in order to effectively engage vulnerable children, youth and families, meet professional standards, and implement evidence-informed services. As agencies increasingly focus on addressing issues of practice quality, they must, along with their partnering state and county governments, also attend to issues of quantity and capacity. These findings make clear that child welfare agencies should take steps to accurately estimate how much caseworker time and how many caseworker positions are required to meet the best practice standards they adopt for the children, youth and families they serve.

National Child Welfare Workforce Institute  
www.ncwwi.org

A Service of the Children's Bureau, a member of the T/TA Network  
February, 2011



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http://www.ncwwi.org/resources/onlineresourcelibrary.html

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Munson, Sara - Outlook W... Online Resource Library

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## Online Resource Library

[Search Resource Library](#)

Year (Start / End):  /

Topic:

Resource Type:

Keyword:  (any words included in the Title, Author, or Abstract)

---

[Quick View](#)

Click a hyperlink below for a complete listing of all the resources in the library on that particular topic:

1. Caseload & Workload
2. Cultural Responsiveness
3. Data & Accountability
4. Demographics & General Workforce Information
5. Education
6. Human Resources
7. Implementing Change
8. LAMM Change Initiatives
9. Management & Leadership
10. Mentoring/Coaching
11. Organizational Climate & Culture
12. Recruitment, Screening & Selection
13. Retention
14. Supervision
15. Systems of Care

**Institute Teams & Services**

Knowledge Assessment & Management

Traineeships

Leadership Academies

- Leadership Academy for Middle Managers
- Leadership Academy for Supervisors

Peer Networks

Dissemination

Evaluation

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**Resources, Events & Links**

General Information

Products

Online Resource Library

Events & Learning Opportunities

Peer Network Offerings

Partner Websites

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# Challenge



## ■ **Peer Community Wikispace,** with the following features:

1. Discussion forum
2. Event listings
3. Participant information
4. Photos from each training event
5. Coaching resources
6. Archived webinars

*It was good as far as putting names and faces together and people to network with*



Firefox Lamm Peer Wiki - home

http://lamm.wikispaces.com/


**Leadership Academy for Middle Managers**  
**Peer Network**  
 A Service of the Children's Bureau, a member of the TTA Network

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1 user has requested membership in this wiki. [Click here to approve or reject](#)

## WELCOME TO YOUR LAMM WIKI

### Let's build our knowledge base together!

Do you ever wish you could pick your peer's brain to solve a problem at work?  
 Do you spend hours browsing through search engine results to find a resource that actually answers your question?  
 Do you find it hard to fit continuing education into your busy schedule?

This wiki provides a vehicle through which you can share resources, participate in discussions, create best practices, and find solutions to challenges in the field of child welfare, all on your own schedule. We encourage you to explore this site and contribute. **You are an expert - share your thoughts and experience to benefit your peers and the communities they serve.**

How can you get involved?

- [Discussion Forum](#) - start new discussion threads and comment on existing posts. Treat it as a blog and share your thoughts. Participate in weekly discussion topics and find solutions together. Your peers want to hear from you.
- [Announcements](#) - check frequently for LAMM updates and add your own announcements.
- [Calendar of Events](#) - check frequently for upcoming LAMM events and add events of interest to your peers.
- [List of Participants](#) - find and connect with peers who are working on a similar change initiative. Add your contact information



# Challenge



Firefox Leadership Academy for Middle Managers

facebook.com https://www.facebook.com/lamacademy

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**Leadership Academy  
for Middle Managers**

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The Leadership Academy for Middle Managers is a training experience offered...

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**Sample Ad: Leadership Academy...**



The text of your ad will go here.

[Like](#) Sharon Kollar likes this.

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 **Leadership Academy for Middle Managers**

Sign up now for the webinar "ChildStat: Leading systems-level improvements based on case-level experiences". This is the first in a series of webinars called "What Works for the Workforce: Leadership Competencies in Action" At this webinar you will see how the NCWWI leadership framework applies to a very innovative project in NYC.

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 **Leadership Academy for Middle Managers** This will be a wonderful webinar. Click the link for a full description and to register.

34 minutes ago · Like

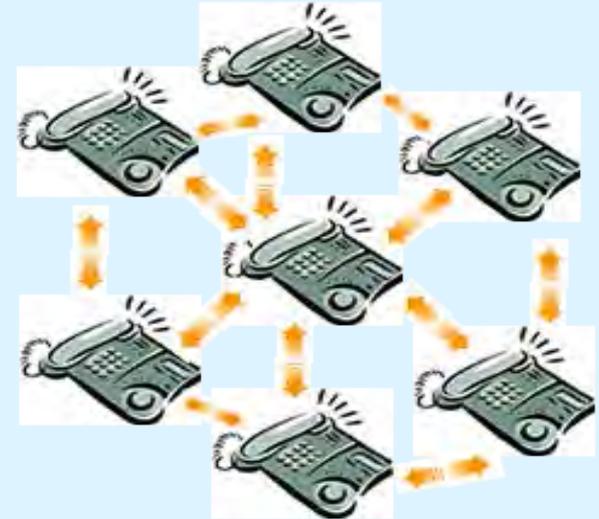
Write a comment...



*Helpful in that skills  
and techniques for  
effective leadership  
were discussed and  
refreshed*

1. Check-in & Barrier Busting Teleconferences
2. Content Presentation Teleconferences
3. Tribal Peer Network Teleconferences
4. National Child Welfare Workforce Webinar Series

# Response



# Challenge



- **Small Group Coaching, focused on**
  - Implementation of Change Initiatives (CIs)
  - How to define a problem/time management
  - Strengths-based organizational change leadership

***Hearing others' successes and obstacles was also helpful in moving forward and making changes when necessary***



# Challenge



# Response

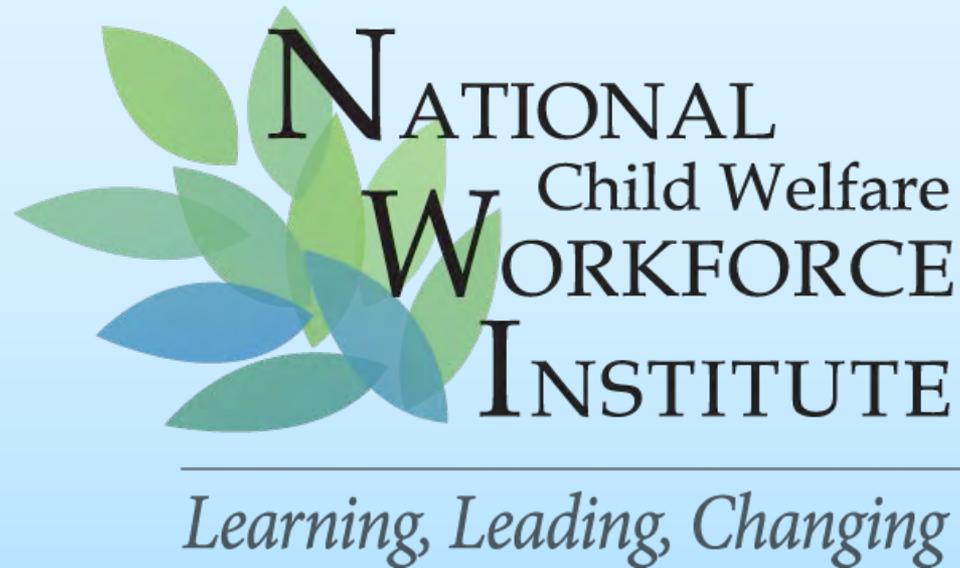
- **One-on-One Coaching**
  - Skilled coaches
  - Supports the transfer of learning through Change Initiative (CI) implementation
  - Goals set by participant along with coach
  - Focus on leadership development and skills
  - Both technical and reflective in style



***It keeps  
what I  
learned  
alive and  
fresh***

# Disseminating to Managers & Other Busy CW Professionals

- Know your audience and gain feedback
- Develop a specific dissemination plan
- Prepare products in
  - multiple formats (e.g., short summaries, resource lists, online postings, coaching sessions)
  - using multiple communication strategies (e.g., email, webinar, teleconference, online)
  - via multiple messengers (focus on folks they know or can access easily)
- Gain more feedback and course correct as needed



# Questions, Comments, Ideas?