

**Session 4.04 – Disseminating Information to Child Welfare Managers: Strategies to Support Knowledge Transfer, Effective Leadership and Systems Change Initiatives**

**Panelists:**

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Sara Munson  
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*Please note: The following is a direct transcription and has not been edited.*

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Deborah Reed: Good morning.

Audience: Good morning.

Deborah Reed: I want to tell all of you again, you've heard that we're being recorded. So, we have to use our mics, which means if you have questions that you want to ask at some point in time, we will ask you to come up to the mic, so they can have a good account of what this session has had on it and make it available to other folks, so let people get settled.

I was really interested to see that about 70% of the attendees at this conference are either researchers or evaluators. How many in this room are researchers or evaluators? Not 70%. Directors of agencies, more, what are some of the rest of you representing in terms of work?

Speaker: Training and organizational development.

Deborah Reed: Training and organizational development. Anybody else trainee, few folks, oh, few folks, okay. Pardon me.

Speaker: Quality assurance.

Deborah Reed: Any other quality assurance in the room, oh, few there too, great, good. Well, you are in the session on disseminating information to Child Welfare managers. We all know that gathering data, doing evaluation, doing research does have value in of itself, but it's far more valuable if we can get the information out there to impact practice to children and families. So, how do we disseminate and how do we do that effectively and that's what this session is all about.

Normally, I'm Deborah Reed. And I am the Project Manager for the Leadership Academy for Middle Managers. I work at Portland State University. I work under the umbrella of the National Child Welfare Workforce Institute. Also with me today, is Sharon Kollar. And she is our national peer network coordinator, so she manages multiple programs that support dissemination across all of the NCWWI projects, which include Leadership Academy for Supervisors, Leadership Academy for Middle Managers, Bachelors' and Masters' level traineeships as well and other knowledge, research and dissemination programs.

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Who we do not have here today is Sara Munson, and Sara, we're all so very pleased that Irene has had less impact than we anticipated. But it has had an impact. And Sara is one of those folks that's been impacted. She has trees all around her home, there is no way out of her road. And we know Sara very well, and if she had a chainsaw and had the capability to chop that tree down and move it out, she would have done so.

We are – we will miss Sara today because she really is our expert in the area of dissemination. She is the national coordinator for dissemination for the NCWWI, for the National Child Welfare Workforce Institute. And we are going to make her contact information available to you as well and let you know where you might find additional information on the web with regards to dissemination. She has done such fabulous work in that area.

So, Sharon and I are going to lead you today through the material. And we think we know it fairly well. But we also know that we don't have the depth of understanding in the area of dissemination that Sara did. So, we want to apologize to you for that. And we will be sure again to make sure that you have access to additional information.

Let's see, okay. So, as you can tell, I was not scheduled to do the introduction here, so excuse my hemmings and hines. What I want to talk to you first about is the vehicle in which we're going to use as our example for un-round which we have developed the dissemination framework. And that's the Leadership Academy for middle managers.

That is a program that is sponsored under a cooperative agreement with the Children's Bureau, focused on building capacity of Child Welfare leadership. It is a leadership training for middle managers, experienced managers, who have a responsibility in their state or their tribe for implementing a significant change initiative in their state or their tribe. One that has significance to the state is a priority of the state.

Those change initiatives take a lot of different kinds of shapes many of them would be coming from the program improvement plan out of the Child & Family Service Review for instance, many of them come from settlement agreement requirements, in Washington State, where I'm from that would be the Braam Settlement Agreement which they lay out for you – all the different things you have to accomplish over a period of time. So, States have strategic plans – for those, strategic plans for their state, the five-year plan tribes have plans for their Child Welfare programs.

These residential trainings are offered in each of the Children's Bureau regions, we offer five a year in two different regions at a time. And they are maximum attendance, participant numbers, 35 persons, typically we have between 29 and 30, and that is a combination of State Child Welfare Managers, Middle Managers and Tribal Managers from federally recognized tribes.

It's a very, targeted recruitment. We go directly to the Child Welfare Director and/or their leadership team as they designate, and ask, who are you developing, where do you

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want to go, what's important in your state? Who is going to be most important to the implementation of these significant change initiatives here in Washington, in Oregon, in Iowa, in Florida? And Florida is one of the tough ones being a privatized state, just a side comment. We're getting ready for our Leadership Academy in Philadelphia and Florida is one of those states for those regions 3 and 4.

The Tribal Leadership is also very, targeted. And the National Child Welfare Workforce Association, NCWWA, has the lead on that and works with us to go directly to tribal leaders and identify individuals that have significant responsibility for change in their tribes. The curriculum that we use is being developed by nine or more universities, is nine correct Sharon?

Sharon Kollar: It's nine now I think, well, if you include North Carolina.

Deborah Reed: It's very comprehensive, it is research based, it shouldn't be a surprise in this group. There is both informative and an outcome evaluation. We evaluate with a baseline and then, at the end of the program, the residential program, also at 3 months, six months and 12 months. So, we continue to improve and affect our curriculum. So, we call it evidence informed.

The Residential Academy happens once a year again in each – two regions at a time. We do preparatory work, so we get people ready. We've spent quite a bit of time coaching them before they, come the Leadership Academy. So, we're very, very concerned about transfer of learning. We then, have the Residential Academy which is a week long and then we also provide continuing education opportunity transfer of learning through coaching and other vehicles for that that we'll talk some more about.

So, we have completed eight leadership academies in couple of them, Denver, Dallas and New York, we've had two leadership academies. And in Philadelphia and Seattle, we've had one and we'll be doing our second leadership academy in Philadelphia Regions 3 and 4 coming up here pretty soon in October.

We've had tribal participation for Regions 1, 2, 5, 6, 7, 8, 9 and 10. So, as Denver, New York, Dallas and Seattle and we've been very excited about the tribal participation. That's an interesting walk, the process of the residential and the ongoing support and we're learning a great deal.

So, dissemination priorities for the LAM, we, the leadership academy, the LAM, we are very concerned about the transfer of learning, as I said, from the residential to the ongoing works. So, all of you know, you've been to trainings, we've all been to trainings. And some very small percentage of that is typically carried forward back to the workplace.

So, we've thought long and hard about how do we continue to support these concepts or the framework of our – our leadership framework and the concepts of the adaptive leadership training that we do at the LAM back in the workplace, when all those many,

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many, many demands that managers face, come back the minute they step off their plane or off their train or out of their car. It can be easy to forget any one change initiative or to get lost in the hub of the ground, what's going on in this Child Welfare environment.

We want the strength and the development and the implantation of the change initiative. We use the National Implementation Research network, as our science, as our science that is also used by the Children's Bureau and through other T&TA networks such as the implementation resource centers for instance. And by the T&TA network, the National Resource Centers, which I'm sure you're fairly familiar. I know you are Jack.

So, we want to provide an example today of effective strategies. So, we want to talk to you about the challenges of dissemination, many of which of course you are familiar. And what are the steps that you can take that we have taken, what dissemination strategies have we used for the leadership academy that you can generalize and utilize in other processes that you'll be – with which you'll be engaged.

Sharon, will take over.

Sharon Kollar: Great. So, this piece is really Sara Munson's expertise. And so, we've – you know, we're taking over it, I want to just let you know that we're going to do an overview around the theory and the development of our dissemination plan.

Sara wrote a pretty lengthy briefing paper that goes into the details of this. She can be reached at [smunson@albany.edu](mailto:smunson@albany.edu). You can also access the full report on our website which, [ncwwi.org](http://ncwwi.org). And if you look on the left hand side, you'll find a link for products. And when you get to that page, if you go – scroll down a little, like maybe half way through that page, you'll be able to find a section for briefing papers. And the first one listed there is about dissemination.

And so, that really – she goes into a lot of depth around her process and the theory there. So, if you really want to get more information around dissemination, that's a great resource for you.

But today, we're going – I'm going to talk a little bit about the literature review around dissemination and then, some of the feedback that we got both internally and externally from our stakeholders.

So, as Sara went through the literature, she identified 14 common dissemination challenges. And as both creators of research and receivers of research, I think you'll recognize a lot of these. The first one being that we make some assumptions traditionally around sort of the purpose of dissemination. We do our research and we think it's a one-way street. We just want to get that information out at the end it's not going to be a two-way dialog necessarily.

And as part of that, we overlooked planning around dissemination. We're so focused on doing the evaluations, doing the research that often dissemination is an after thought.

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Well, we'll just post it on our website or we'll get it into a journal, but we're not really thinking strategically about who should be the right person to get this information and how we should get it to them.

And if we're not planning, we're often not asking our stakeholders for input, we're not asking our audience who is going to be receiving this information, what are the best ways for them to receive it, what are the formats that are going to be most useful to them.

We also don't necessarily again, tailor our dissemination products to meet their needs. And we know that, you know, as we are using our acronyms like land and nick, we that we often when we write, we'll be writing in very academic language or writing, we're jargon filled language and is receiver as practitioners have researched, that's a big churn off, if I can't quickly absorb and understand what's happening within that research article or that product, I'm not going to be able to then change the way that I do practice as a result of it.

We also, you know, there is very unappealing and inaccessible formats for our products, right. We write 37-page briefing papers, or we posted in the journal article. And often practitioners can't even get access to journals those are often made through universities or other means. So, we're doing this research, we're putting in places that people, who really can use it, aren't able to get to it. And then, we'll use communication methods that reach the fields. So, we do our research and then we just post it on our website but we don't let anyone know that it's there.

Another challenge for practitioners is that, our research is often focused just on one study or one project. And as practitioners, we won't have more information than that. If we're going to be making decisions about changes and practice, we can't – we don't want to base it on just one study or one project, we want to have more information, so it's really important to have our products tick in more points of view than just one study or project. And then, at the end of our, in our products, we're often talking about locations that we're not necessarily providing realistic recommendations for practice.

And the final one here around traditional planning is the idea that we don't include core calling fugitive literature, right. So, things from conferences like this one, or dissertations or other products where people are doing research but they're not getting it out into the field, there is no clear way of getting out to the people who need it.

We are set for challenge, this year that are really specific to you, what we know about the status of practitioners and administrators that being they are very busy. So, when you're busy doing the work, you don't necessarily have time or maybe you don't have the interest or expertise to find the research, review it, then synthesize it and, you know, it says whether it's a high quality review or research evaluation and then, identify the implications, that takes a lot to go through all of the steps so busy professionals do have the time to go through all those stuff. It's also difficult to find what you need, when you need it.

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And you know, another challenge that we have in terms of researchers around, you know, people we do research, we do evaluations and as practitioners you look at that and you see that as a protected environment. You see that they did an evaluation of the research happened, but it's hard to see, how that relates to the real world or the world that the practitioner lives in, so trying to make those connections, it can be a challenge. And then the last is around organizational support. We don't all work in organizations that support learning that supports the use of new practices and evidence.

So, this is a very busy table. And I'll just try to summarize it sort of quickly. On the left hand side there and looking at the research Sara identified five essential components to dissemination plan. And the four columns to the right there are really just those – the evidence that supports those five components. And those components being knowing your audience. And who's going to use that information, what is going to be your message or your product? Who is going to then deliver that message or that product to the audience, what are the channels that you're going to use, how are you going – who and what ways are you going to use to communicate that information. And then evaluating your process, making sure that what you're doing – you've identified as though as the products and the messengers, seeing whether that's working and making adjustments as we go.

So, to summarize sort of those components and overall in terms of the literature, there nine sort of takeaway messages. So, the first being, we really need, they're going to have a clear and high quality dissemination plan. You need to analyze and understand your audiences' needs and interests.

You need, so as you're doing that, you need to be thinking about, one, you're going to be getting information of the audience about what they say is important and that they value. We also need to be paying attention to things that they may not know about or know that they need, the euro wear that you can then also bring to them. We also need to be thinking about providing products in more than one language, in different formats that just doing one way is not going to be the best way for everyone.

And also, we need to be thinking both around being proactive, so having a plan, having a dissemination plan. But then, also being ready to interact when – you and your audience comes to you and they say they need, something else then you have room in your work plan to be able to then react to things that are happening as the world changes and as things come up. And in relation to recognizing that, there is a very natural show of diffusion and change within our – within the field of Child Welfare.

But we also don't want to be reinventing the wheel, right. We know that there are resources, there is relationships' there is networks that we can be using to get information out there, that we don't need to be creating new serves or creating new methods of disseminating information when there are a lot of things and are already out there that are working but then, also again, sort of building new resources and relationships and networks where that's necessary.

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And as always, we're doing quality control, we're evaluating, we're evaluating, we're looking to see whether what we're doing is working, and then making adjustments as necessary. And as always, we're doing quality control, we're evaluating, we're looking to see whether what we're doing is working and then making adjustments as necessary.

So, that was all of the stuff in the literature, what we as, you know, we described within the literature, it says, you need to be asking for feedback from your audience and from your stakeholders. And so, Sara put forth a very comprehensive plan of giving that kind of feedback from the stakeholders for the National Child Welfare Workforce Institute.

So, she started with our project partners, as Deborah mentioned, there are nine universities among with the children's bureau and the National Indian Child Welfare Association. So, she both did teleconferences with this group and also get in-person meetings. We have our national advisory committee that is comprised of Child Welfare experts, practitioners from across the country, do teleconferences and in-person meetings with them and gathering information about their ideas about topics, types, formats.

She also did 20 interviews with national experts. There was a needs assessment survey that was completed. And among the folks who responded to that, we had 156 managers, supervisors and other industry leaders who have responded to that survey.

And then, as Deborah also mentioned, we do survey our participants of the Leadership Academy for Middle-Managers. So, we do survey them at three months, at six months, at 12 months, and those surveys don't only ask about the implementation of their change initiatives, we ask them about their competencies, but we also are asking them about our dissemination channels and resources and are they getting what they need, are there other formats or other types of information they should be giving and then we make adjustments accordingly.

So, this is sort of what, you know, talking to all of those different people and all of those formats, this is the overall feedback that we received from them, that our stakeholders are not only receivers of information and repositories of information, but they are also communicators of information. But these can ask – these people are not only wanting the resources, they also are willing to share them and disseminate them to others.

You can see here the topics that they overall so they were most interested in. To talk about jargon specific CI topics that's change initiatives, you know, as Deborah mentioned, our participants, are all implementing change initiatives in their states or counties or tribes, and they asked for really specific and targeted information around those topics.

They want summaries of best and promising practices and policies, they want them to be short. One page, bullets, resource list, they don't want to have to read through a lot of information to get what they need. But they do also at the same time want to be able to delve deeper if they design. And then, main communication methods are direct e-mails

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and then they're also going to attend webinars and teleconferences to get that information.

So, we wanted to just give you a chance here directly from the – those stakeholders, I'll give you a chance to read these quotes that came out of our – the feedback we got from stakeholders. I know, just a couple more.

We have some grand ideas about having a video or an audio, someone talking about some of this stuff, that this was the best we could do in these circumstances.

I'll pass it back over to Deborah.

Deborah Reed: One thing I would say about our evaluation process is that we're pretty much in, indeed are participants. I mean, in addition to the pre and post evaluation that is done by the independent University of Denver, Butler Institute at University of Denver. We also do daily evaluation, try to get feedback and we run into all the same things, I'm sure you run into in terms of the level of participants' response. One person will say one thing and then, we all want to fix that one thing immediately even though as one person in a group of 30 that had that opinion.

I mean, all of those things, you know, how do you get folks to speak up or fill out the evaluation process, trying to help people who are on the front lines basically out there. And Child Welfare doing the work, spend the time they need to fill out evaluation so that you get a comprehensive level of feedback. So, all of that is relevant.

I had an interesting conversation last night and I think it was Dr. Lawrence Polenski, and I just met him and it was in a loud place, so I'm not sure I have the name right.

Speaker: Palinkas.

Deborah Reed: Palinkas, thank you. But what I did remember and what I thought was so interesting, it had to do with dissemination and what he called the cultural boundaries that we all face. So, researchers, evaluators, do the work they, develop the questions they develop the theory that they're going to research. And then, that needs to be disseminated and no where along the lines, typically are the practitioners involved in either developing the question that is being researched or developing those pieces of the program that are being assessed or how they are being assessed, what questions are asked to assess them.

So, we all know about collaboration, we all know about inviting people to the table. And if we don't invite those people on the front end, the credibility of the results are going to be suspected, it's going to lack credibility. And so, in Washington State and I worked in Child Welfares for, I have now worked in Child Welfare for some 30 years in both private and public Child Welfare.

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In Washington State, we had research department in our children's administration. And they did wonderful work, wonderful work. And they in fact disseminated their research results. And that would be where that went, right, available on the website, sent out, great, great information. Some of you may remember, some of the earlier research that was done, regarding domestic violence and the impact on child safety.

That was some of the work that we did in Washington State and we had great information, they should have affected child protective services, planning and development and never did in our state at that time, because we did not really understand, you have to talk couple of languages, and dissemination is complex. And so, it's one thing to talk about it to do effective dissemination is very, very difficult. It's about communication, it's about relationships, and it's about walking into different cultures.

I never quite thought of it that way when Larry was talking last night, and I thought that was pretty interesting way to think about it. And he is coming out with the book sometime later this year with regards to those cultural issues with regards to dissemination. So, we customized as Sharon said the LAM dissemination, what are we learning from our leadership academy, how do we transfer that and how do we support those leaders from states and tribes that participate in the academy, the residential academy in the post. So, you need to know who your audience is, you need to know what messages, who your messengers are and what channels you have open to you.

So, our Leadership Academy in terms of who our audience is, we currently have close to 200 graduates, I talked earlier about how many leadership academies we've completed, we've been in operation for three years now. And is that correct? I think that's right.

And we planned to have at least 300 or more graduates by the time we conclude. These are busy managers, anybody who's been a manager is a manager and Child Welfare really understands what that is like. You are moving constantly speed alike, everything is changing every minute, whether it's something from the legislature, it's something from a lawsuit, it's something from an incident that happened that very day of priorities and demands change constantly.

This is a high risk environment, high profile environment, you know, Child Welfare, you never do anything right. And when you don't do anything right, children die. These are horrible things that happen and the world in which we work, that have to be dealt with immediately and ongoing. So, their course, whatever they plan to do, they lay out a strategy, a logic model, how am I going to get this change implemented whether it's a practice model, whether it's a new program for development of the supervisors in the state.

It's one thing to lay it out on paper, right. And so, another thing to actually be able to get it done, when you're working in an environment, that is absolutely changing as you speak. These are folks who haven't necessarily had a lot of opportunities connect with other colleagues or within the Child Welfare environment. So, they might know a few people here and there but even getting in and out of the state, being able to attend

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conferences, especially in today's world where there are travel restrictions and there are economic issues that. And work demands that don't give people enough time to take time away, even sometimes provocation is much less for conferences, right.

Now tribes, they have another whole other challenge that probably is reflective of some rural states as well. You may have two or three maybe one tribal manager. And they're doing everything. We had a tribal manager in our last leadership academy and she both did the case work and manage the entire program, handled all the communication between the tribe and the state as well as within the Child Welfare System on the tribe and the tribal leaders.

So, these are folks who probably need the most kinds of support and help and have the least opportunity to move in and out of their environment to advantage of resources. So, dissemination is critical.

To address our dissemination, our LAM messages, include the topical areas. So, the topical areas as I mentioned earlier, by and large tend to come from consent decrees, lawsuits, the program improvement plans that are developed out of the CFSR or perhaps even out of a 4E review, many of the tribal change initiatives that we've seen are focused on how do we develop the infrastructure to take advantage of the resources available now legally through 4E, even still 4B tribes are often not confident, there is trust issues with the Feds and with their states, they don't know how to effectively communicate with their tribal members, their tribal leadership and state in the State System and/or the Federal System.

So, change initiatives come in all kinds of shapes. We again, use that as our vehicle for applying the skills and abilities and applying the ongoing dissemination of those skills and abilities and knowledge with regards to leadership and management. We use implementation from the NIRN, the National Implementation Research Network, which how many of you have been online and are familiar with the NIRN?

Oh, great, great, great, that is, those of you who've been involved in implementing changes in your Child Welfare System know that a lot of times, I mean, this is Washington and Oregon, but I know it's been the other states, you do the training, you step out and you do the training, and that would be it, right. That's the implementation.

You might do a secondary training, but often it's the Training that you do. The implementation science network is very, very interesting and really helps you think through the different steps, the different stages and the detail of how you might more effectively sustain change you want to see. Adaptively the leadership, the high fists, gross-out work on adaptive leadership, the ability to pride leadership in the midst of turbulence and even though we are living and working in a turbulent time, I think what we know is that Child Welfare is turbulent, it's going to be turbulent. There is a lot of change that has happened is happening now, that's not going to change back, we're not going to go back. So, how do we move forward and how do we view the world as we see it tomorrow?

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We also in our training content, messages, we also talk a great deal with Cultural Humility, the ability, work done Dr. Robert Ortega, around Cultural Humility. How critical it is in this considerable diverse world to recognize there is not anyway that any one person can know all there is about any one culture or cultures that we manage and deal with in Child Welfare. So, being humble, recognizing the competency as perhaps and illusion. And being open to and reflective of what other people have to offer to us.

And that is a critical issue as we talk about collaboration, and whether we're talking about the cultural difference between practitioners and researchers, being humble and having our – being able to listen and being responsive to those multiple stakeholders that are affected by the work, we'll make a difference in our success with dissemination, effective partnership and collaboration, how do we leverage the differences, how do we leverage the opportunities we have.

Our messenger, as we have a LAM management team. So, we have the National Child Welfare Workforce Institute. And that includes people like Sharon Kollar and Sara Munson, folks from the Butler Institute at the University of Denver. We also have the LAM team at Portland State University which consists of myself, we have logistical people. I have a principal investigator, Dr. Katherine Con, who directs the Child Welfare partnership with the school social work at the University of Portland, Portland State University.

And we have trainers we have a trainer from – Jodi Holily, who's the Director of Training in Connecticut, active manager in Child Welfare. Trisha Mosher, and Vicky Henna both managers, previously managers in Child Welfare, national trainers. We work with Dr. Mark Preston at the School of Social Work at Columbia University as well. He does coaching for us, host of residential.

We work with NICWA, so the National Indian Child Welfare Association which Terry Cross is the Executive Director, you may have met Terry over the years he's been very active. He worked with National Resources Center for tribes as well and our national peer networking and our national dissemination coordinator and all of our participants. We try to stay actively involved and listen to what they have to say over time as well as during the residential training.

This is you, this is still me? Okay. I even have notes to myself here.

So, we have the NCWWI website which Sharon already spoke about. The NCWWI website is actually is wonderful, the [nationalchildwelfareworkforceinstitute.org](http://nationalchildwelfareworkforceinstitute.org). And she sent you to the products column on that website. And under that we have online resources, pack us in individual charts, one page resource summaries and a resource library. It talks more about what Sara produces for each and every leadership academy is a specific list of resources around each one of the change initiatives that manager brings.

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So, they don't have, they can dig, some people like research, some people have time for it. But this is put together credible pieces of research from outside and inside the Children's Bureau and Butler Institute in California, Clearing House and its very good. We have a Vicky Space, we have ongoing conversations with our participants. So right now close to 200 folks that we have topics of interest that we talk back and forth. We also have a Facebook page which is just an opportunity to send messages and say hello. And we have webinars and teleconferences as well.

So, after each of the academies, within two weeks, we immediately have a follow-up webinar or a conference call with that cohort. So, we get right on board. You've had the training you're back home, what's going on? And people will often start up by saying well, I haven't really done much. But I realize that I thought that I was at this level of my implementation but I'm really not, I'm gone back to the beginning. I didn't have the right people at the table.

So, one individual we had is a director of the State Quality Assurance Program which is fairly involved and fairly sophisticated system. She says, I'm going back to the drawing board on Friday. And so I thought what she hasn't done much, I thought that was pretty great to even open your mind to that and she'd already started the process of inviting other people to the table. And that's a big deal. So, we get those conversations going immediately with the cohort. And then, after that, everything the webinars that follow are opened up to any of the previous participants.

We have a specific tribal peer network session. So, out of the NICWA, the National Indian Child Welfare Association, they provide some tribally focused webinar such as world relation – relational world view, working with and relational world view as opposed to the world view that the dominant society has. So, there are focused conversations for targeted audiences as well as general. We do small group coaching and one on one coaching.

So, keep going. So, some of the challenges that you face, that everybody faces in terms of research, dissemination, evaluation, dissemination is that – is really, you get on to Google and it can be a nightmare if you don't have, if you're not highly skilled, if it's not what you do all the time, it's beyond the internet. I mean, if you don't have but 15 minutes, everything that's a frustration, everything that gets in your way stops your death. So, you can Google things but it can be very frustrating and people can stop quickly with other priorities.

So, I mentioned to you that we have online resources. So, Sara and Nancy McDaniel from the NCWWI, from the University of Albany and University of Denver developed topics, online resources for each and every change initiative from each and every cohort. And within that, then they developed, so they do a general resource list and then they do a specific solo run. For instance, family engagement which is another familiar topic for change initiatives, they develop very specific resources under that.

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So, someone can go in and see all the change initiatives and this is all on the product page of the ncwwi.org. Then they can go in under each of the change initiative specifically and get very detailed research articles and information that's available. So, any individual or any team back in the State has that information ready for them and they're far more likely to be interested in information that comes out, that has immediate and specific need and interest to that. So, you want people to get into the pattern of understanding and knowing what's available to them.

And this case family engagement, right. But in another case, it might be supervision. And in another case, it might be collaboration and impact of collaboration. Sometimes it might be about developing a quality assurance program in our state, which as we become more accountability focused is more and more critical. As the child and family service review is modified. And we want, as states want to have an impact and what does the next round look like. It becomes critical that we have well shaped and sophisticated quality assurance, continuous quality improvement programs in states and on tribes.

And actually one of the change initiatives, I've got from the tribe and I looked at it and I thought, what, they did their change initiative is motivated by a pip. And the thing, they could have – they would also put in there, not the CFSR pip. But I thought it was very interesting they were using that language, program improvement plan, they have been using it they've had a tribal oriented, tribal motivated pip. So, good or bad, I just thought, clearly well, there is some sharing of language in concepts going on.

Culture responsiveness, you can see on this PowerPoint, there is 91 different charts developed, and those are available to everyone in this room to anybody. There maybe managers that come to the leadership academy that are there for family engagement or for developing a state-wide supervision development program that later on are going to be doing something different, well, you know they are. Or there is somebody back at the state doing something else and they can guide them, Jack.

Jack: *[Indiscernible] [00:42:31]*.

Deborah Reed: Yes.

Sharon Kollar: Right.

Deborah Reed: So, that's specific to family engagement and then the online resources that list out all the different charts that are available. And again, I don't know how well you can read these PowerPoint which is another point about dissemination.

Sharon Kollar: But and right now.

Deborah Reed: But you do have copies.

Sharon Kollar: Right now, the resource list, our primary audience for those, were the LAM participants, so, right now on our website they are listed by LAM cohort and

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they're in those – you know, in a table related to that. But Sara is in the process of pulling them out so that other folks can – will be able to easily access them by topic. And not only happening over the next few months, but our primary audience was the LAM participant, so that's how they're divided on our website, but they will be easily, more easily accessible to the general public soon.

Deborah Reed: So, it's a way for us also to integrate the other work that's done across the children's girls T&TA network. Here are the webinars going on, here are the, here is what you can access on this topic. And Jack comes to the LAM and he goes back home and he knows that so and so is working on, solution based casework. And while that wasn't the change initiative he was working at the leadership academy, he can guide that person to some well developed charts.

Another challenge is that there are many Child Welfare directors, program managers, they do not have access to University Libraries or haven't done what they need to do to have access if that's potential. So, it can be again, overwhelming and who has time. So, one of the things that Sara has developed as part of the dissemination is a workforce resource one line summary that lays out, the resources available from university libraries on a variety of topics. And again, you do have a copy in this.

Sharon Kollar: Right. So, she doing on one-page summaries of journal articles that will accessible, currently on our website there are two of them but she is a list of 30 that are being finalized over the next month or so. So, there'll be a good, it'll be a nice resource on our website for journal articles that are just one page summaries.

Deborah Reed: And that way you don't have to dig and try to find the article and try to read enough to figure out what this is about and does it apply to my current concern. Speed is critical in our work. And if you're like me, and I get around okay but the page cannot be found turns me right off. I think where do, I go from here there are lots of different kinds of things that get in our way, be it technical or multiple demand. So, that's a challenge always in terms of doing research, time to sit at the desk and time to. So, what Sara has developed for dissemination is an online resource library.

And again, that is on the NCWWI site. And she lists that the topics and allows people to go in and find articles that are specific to that without having to go and find each individual article or those articles that might be out there that relate to the topic. So, the theme here of course is we're targeting the materials, we're making it easy to access, currently it's easy, easy to access if you're LAM participant.

And Sara is working on making that information more obvious. But even today you can go on the NCWWI site, you can scroll down under products and you can see Dallas cohort, LAM Dallas cohort, Philadelphia Cohort to TM. And you go in there and it would have the change initiatives, we would have these products laid out for you as they are applied to the change initiative. The online research library is at also under products?

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Sharon Kollar: Actually there is a link just directly to the resource library on the left hand side. And you can search the resources library by, you can just click on those topics that are listed there but you can also search by keyword. You can search by product type. So, if you're looking for curriculum or you're looking for specific types of products, you can click on that, the dropdown menu there, where it says resource type and search specifically by the type of resource that you're looking for as well.

And Sara and our knowledge assessment and management team are constantly updating this and adding new resources as we're able to review them and post them.

Deborah Reed: So, you can be confident that is truly state of the art and that is up-to-date and it is accessible and focused and expedient for you, very easy, very efficient, yes.

Sharon Kollar: Here is a challenge, another challenge. So, we know that often we're, you know, we're sitting in our isolated area, we maybe frustrated and not connecting with other people, even you know, there maybe somebody right over the wall or somewhere close to us.

So, our response for our middle managers was to develop as Deborah mentioned earlier, a community Vicky space and it has the following features, a, it's not a discussion forum, where folks can post questions or answers to one another that's facilitated. And our trainers also check in there to see if there are things that they can respond to.

We post events, whether it's webinars that we as an institute or teleconferences as an institute we're providing. But then, we also we look for things that are happening around the T&TA network or around the country that we also think would be valuable to our middle managers.

We also post there and this is the piece that the managers really find the most useful of all of this, are the information about the other participants. As Deborah mentioned, they'll be in a cohort with 29 to 30 folks within their own cohort but there are other LAM cohorts that people that are working on similar change initiatives and other parts of the country that may not have been in that residential training with them.

So, we have photos of the participants, we have listings of their change initiatives and contact information so that they're able to then go there and see who it is that's also working on similar activities and they can use as resources. Again, we have photos moving to the training events so they can relive the residential experience and laugh at themselves and not. And then, there is also the ability there for them to connect with the coaches. And we also archive all of our webinars, yeah.

Speaker: Is this what the close?

Sharon Kollar: It is, yes, this is a password protected it's only open to the cohorts. All of the cohorts are on one side so they're able to connect with one and another across cohorts

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but it's only for LAM participants. And this is just a picture of that – on the front page of that site.

Again, sort of, you know, we're looking for ways to keep these folks connected after the residential training. We wish we had the resources to bring them back together in person but we don't. So, we try to find again, there is the Vicky space as a way of connecting. As we talked to our middle-managers, we heard a lot of them saying, well, we're on Facebook, why can't you just – can you use that to help us also connect with one another.

So, in the last six months or so we created leadership academy for middle managers, Facebook page that's actually put, that this one is public, that anyone can like it and see things there. Again, this is just – we're using this mostly as a way of communicating or posting resources or events, we'll connect them back to the Vicky space or we'll let them know other ways that they can connect, just as the LAM but there is also gives some, you know, public size some other work that we're doing. I do think we're posted on this image of this webinar that we're posting to make sure that people knew about them. And there is a picture of this, it's very small but you can see there some pictures from one of the leadership academy residential trainings.

Another one of our challenges is continuing the learning after the residential training. So, I think we mentioned earlier that one of our real goals around dissemination is continuing to provide them with more information and resources and continuing that learning that happens within the residential training.

And so, as Deborah mentioned a little bit earlier, that we have a number of different responses in terms of how we can connect them. We as Deborah mentioned, we do a check-in webinar teleconference, a couple of weeks after the residential training. But then, we also have had several barriers – what we're calling barrier busting teleconferences or webinars where folks come together.

And on one instance we had several LAM participants that we worked with to develop a presentation around how far they've gotten with their change initiative, with their successes or within the each identified one major challenge that they wanted to peer support and facilitated support around overcoming. And so, the group that was on that call was able to then provide them with some suggestions, and then we also had a facilitator, one of our trainers on, who also helped to provide some of that support.

We also have content presentations. We as Deborah mentioned, we've gone through a lot of evaluation in our curriculum, and through that there are pieces that we have decided, and necessarily need to be in the residential part of the training. But that we wanted to still provide the folks with that information, and opportunities to learn those skills and knowledge. And so, we have had some content presentations, both on teleconferences and webinars, the primary one so far having been cultural humility, although we're still working on developing some of this.

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Also as Deborah mentioned, we have some very specific tribal peer network, teleconferences that are facilitated by NICWA, but all the tribal participants are also welcomed, encouraged and do participate in the larger, on all the other activities that we've had available.

And then, lastly that we're just starting, we'll be kicking off on September 21<sup>st</sup>, it's our National Child Welfare Workforce Webinar Series. And that's the series is around what works for the workforce and it's, each one it will be an hour long and we're looking at how Child-Welfare managers have implemented a change and relating that that's our leadership competency framework. So, the first one is going to be on Child Stat, and that we have someone from New York City who will be presenting on that. So, that's open to anyone in the world, actually who wants to participate. But we really specifically target or middle managers around that as well. And we'll provide some opportunities for them to connect and to communicate in a more discussion format about the content that's provided during those national webinars.

Back, to Deborah.

Deborah Reed: Dissemination is always another challenge of course is how do you put these pieces together? Now we are using LAM as our, you know, framework for talking about how we're disseminating. But if you're talking about quality assurance and evaluation results, the research results, the question, what does this mean to me. And Win is the question it became important enough that any one individual or group of individuals who pay attention to the information that you have and that you would like them to understand, and understand how to apply it. It's complicated business, this communication.

So, we do, as we talked about in terms of our pathways, our vehicles for dissemination, we do small group coaching. We have focused on, so, even though we have a week long training which is quite long, you still can only surf your topics to some degree, right. And it's fairly intense in-depth week in this case training.

Implementation of change initiatives is ongoing, each and every purse and it's at the LAM is at a different stage in the process. Some folks bring initiatives they've been working on for a year or two years with out of the implementation resource centers for instance, or they maybe on their second year of implementing their program improvement plan or in their fifth or seventh or eighth year on their settlement agreement.

And, so, there are different points in time and you cannot meet everybody's needs it's not possible. So, having small group coaching allows us to do focused, six to eighth individuals, we handle them in a conference call setting, we utilize one of our trainers as a coach for that group. And the topics are determined by the participants themselves. So, we have had this title is so exciting, stimulating, how to define a problem in time management. We need to work on our marketing there.

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But it is one of the big issues that anyone has that is implementing the change initiative. And often with a timeline that imposed either via legislation or via settlement agreement or via federal standard for instance. So, you might not be able to do it the way you think it ought to be done given that you have an imposed timeline, that's always something one needs to think about, right and plan for. We have done a strength based organizational change leadership and that's actually pretty, that was pretty fun.

We do a session in our leadership academy, that's really focused on what you bring to the table, right, what do you bring to the table and what does everybody else that you're working with bring to the table. And really knowing who they are and what their strengths are?

And again, you only have so much in training so how do you reinforce that, so we are able to offer small group coaching and it can be one time or it can be ongoing or sometimes so small groups decide they want to break up and do individual coaching on their particular issue with one of our coaches.

The value in the small group coaching and there is not, there is lot of the research that talks about coaching is really focused and individual coaching. There is not a lot of research on individual coaching as such. But we do find that in our small groups people like to hear from each other in a group of you know, five to eight people can really have a conversation over 90 minutes. They can drive down into anyone or several of their concerns, so we really like them.

Which road to take, what path do I take? You offer, you know, so many different ways one might it, how do I narrow this down for me? One to one coaching, this is again post, we do preparatory work with one to one coaching before they come to the leadership academy. They have an opportunity to review the materials, including an introductory module. It gives them a frame of reference for the training. And I think that readiness is really critical to what they're able to then garner during the residential treatment and then carried forward afterwards as well.

And the one on one coaching that follows again, skilled coaches, coaches that have expertise in child welfare. It supports the transfer of learning through the change initiative implementation. So, again it's focused either specifically on the implementation or maybe on the development of the leader of the implementation. So, it could be very focused on your own style and managerial development goals. But it could be focused also on specific issues or specific steps that you're taking with your implementation so, more technical in style.

The goals are set by the participants, so the coach and the coach E, engage in a conversation about what the participant would like to get out of this coaching. And you know, what – how long do they wanted to go on, how often all on phones with all distance by and large.

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We do have coaching during the residential. People we offer opportunities for individuals to meet with trainers and other coaches who are present. And they can set time aside during that week and get individual coaching. So, they do have some opportunity for one to one. And those maybe the folks that carry forward into the post coaching as well. We definitely focus on the leadership development and skills necessary to implement change. Now, managing in Child Welfare is always about implementing change.

In this particular case it's focused on a specific change initiative but you have to presume that that knowledge that you're garnering or gaining is can be generalized to anything you might do in your job, in your workforce. And it's both the coaching is both technical and reflective. So, we have people with the expertise in the areas. So, we have people who have been managers in Child Welfare, Mark Crescent in the University of Columbia, School Social work for instance, he was a manager up in Alaska and worked with the tribal community, the native American community up in Alaska, out in the Hinterlands and I can't remember where that was. But he also worked in Arizona as a Child Welfare manager. Vicky Henna worked in child protective services. Freidan worked as a manger, Trisha Mosher also. So, we want people that have the expertise. But their role as a coach is not to give – necessarily give expertise but to guide the conversation in a true coaching format.

Again, you need to know who your audience is and get feedback. I think again, that's easier said than done. We don't always know who might be affected by the research and what the implications are for the research we're doing, right or for the evaluation. Because if you're not the person impacted, you probably aren't thinking all the different ways information can be used or might impact folks.

So, inviting people to the table and doing true collaboration, asking and listening is extremely hard work. And it takes time. And it's that front end workers, we tell our case workers this, right. It's the front end work you do with engaging, getting to know who you're talking with and where you need to go from here. That will make for a solid outcome. But we know that and don't often practice that. So, it's critical for us to remember.

Develop a specific dissemination plan. So, you've heard about our dissemination plan for the LAM. How might you, if you want to disseminate the results from your quality assurance plan or for some research you've recently done? How might you think about modeling a dissemination plan that has some of the pathways that we described to you today, meaning, we have a workforce that is growing in their technical expertise and their comfort with technology. I mean, I didn't grow up with Facebook.

Sharon Kollar: None of us did. Maybe some of you did.

Deborah Reed: But technology is a real asset, particularly at a time when you're trying to be both efficient with time, people don't have time. And money, you know, being able to do a webinar for certain things makes a lot of sense. And using the one to one time to be

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more focused and more specific to your needs, being very thoughtful about the different pathways you might use, in terms of what you want to accomplish.

And we hope as researchers and evaluators, you want to accomplish more than getting your deal done, right, more than just getting through your research but rather helping that research be used for a change in the field, helping the evaluation drive. Practice to a higher, better level. I mean that's not always very obvious to the field. So, there needs to be a lot more work on how do we converse, how do we communicate, how do we talk with each other.

Both in the developing of the quality assurance plans, the evaluation, any change initiative but and also the dissemination. Multiple formats, short summaries, resource lists, online postings, targeted information. Coaching sessions, multiple communication strategies, multiple messengers, gain more feedback and correct your course as needed. So, it is not useful to do an evaluation if that evaluation does not serve you to make the changes needed. It's fine you achieved your valuation that checkbox is marked. But how does it inform practice, how does this research inform practice.

Questions, comments, ideas?

Speaker: You were talking about your coaches, were they assigned specifically to each person or did they vary based on the topic?

Deborah Reed: They aren't assigned. So on the front end the readiness, I go through all the change initiatives. I look at them, I look at the corresponding strengths of our trainers. And I assign in that way for readiness coaching. We try to – as coach as we try to help folks think about what do they have in their initiative what is missing, how they might think more broadly in relationship to the introductory materials we provide. So they do another level of preparation before they get to the LAM. It's not an even plain field, but it helps, it helps even a bit so that the conversation you're having during the residential is applied more readily.

And then, as they do coaching at the residential, they select, we give out all kinds of information, bios and we talk about the trainers and the coaches, expertise, so they can select individual coaching and they might be coaching with more than one coach, more often than once. And then, in post coaching we actually only have three coaches available, so, we look at what their topic is, what their interest level is as part of their form they submit. And we try to align them with most appropriate coach.

Oh Jack, oh boy, thank you.

Sharon Kollar: You can use the mic.

Deborah Reed: Sorry, I forgot about the mic.

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Jack: I think, it's just my – I think this looks very good and I think its working and I think it's super. I appreciate the presentation. I'm wondering about the evaluation of the when you're going to know different work, talent work, which parts are they going to – can you talk a little bit about that?

Deborah Reed: The dissemination, the evaluation of the dissemination?

Jack: Evaluation of the dissemination.

Deborah Reed: Correct. And I'm going to have Sharon talk about that. You might come up to the mic.

Sharon Kollar: You know, as far as I know, we do ask questions as I said in the – in our follow-up surveys within the – Andrews asking them about what's working and what's not working. I know that Sara is working with our – interestingly evaluation was not part of the – we have a very comprehensive evaluation plan for the workforce institute as a whole. Dissemination was not a part of that from the beginning. And I know that she's working with the Butler Institute to figure out how we're going to really assess that going forward.

But it was – you know, it was not part of that at the very beginning. We were fortunate to have a dissemination coordinator as part of a MS, you know, Sara worked through the research and looked at, you know, what, really, you know, what the components are, realizing that evaluation is part of that and so, she's working on her team to figure that out. So, not now, maybe in 2013, we'll have some great ideas, we can come back and tell you more about what that looks like.

Deborah Reed: But what we can – what we do know and is not, not enough is that, in our evaluation of the three, six and twelve month, we do ask how viable is the information that you were given, trained to at the academy to your work today. Where are you in the status of your change initiative, how has that continued? What would you need to be able to use the knowledge, the information to support that we provided at the residential and post code chain. And we have gotten feedback from our participants.

So, that's really why we developed a post-coaching program for instance. That was direct feedback from our participants saying, we need to have somebody with some expertise to talk to us once we're back in the workplace. So, we were able to develop the post-coaching program.

Sharon Kollar: The targeted resource list too was out of the direct reports from the participants and we've gotten very positive feedback about those.

Deborah Reed: And I'll put Sharon on the spot here, I just want to ask. Haven't you done some research about the technical, some webinars for instance generally?

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Sharon Kollar: One of the things that we've been looking at, as part of our peer networking is, you know, we throw out all these different activities. I mean, we're trying to figure out, you know, again sort of being targeted about why we're using a certain platform to provide or disseminate information. And what we're seeing with webinar, is you know, first I think we had these notions about people having discussions on the webinars and they being here real good place for dialog.

And what we're finding is that, people just want to absorb information when they're on the webinars, they may be multi-tasking, really don't know how much they're absorbing. But we do know that they coming, people come to webinars for information not necessarily for dialog. So, we've really changed the format of when we use the webinar platforms, we've been – we started tweaking our format in terms of having it more dissemination of information than it is having dialogues.

And then especially for our LAM participants we're trying to set up some alternative opportunities for them to do the dialogue about the content that they absorb during that webinar and have opportunities to their own work.

Deborah Reed: You know, we talked about doing the webinar on culture community. And Dr. Robert Ortega and Dr. Katherine Foller do that for us, the facilitate that and from the University of Michigan.

Sharon Kollar: Yes.

Deborah Reed: I'm a Child Welfare Professional I don't come from the world of academia so I'm not as fluent on that. But we get – we might have as opposed to say, Children's Bureau webinar which might have 100 plus people on it. For our leadership academy, webinars we might have maybe 17 or 18, I mean, it's entirely possible that we be able to have a conversation with 17 or 18 people, I don't mean a deep dialogue necessarily.

But the opportunity for some exchange and the webinar technology we use allows for people to, you know, you're familiar with, hit the button and the hand goes up. So, you know who's in line for question if you use the technology, while you can manage that pretty effectively. So, we build in questions to our webinars and try to really provoke conversation.

Again, we have a different opportunity when you have, you know, under 20 people on a webinar as opposed to 100 to even a recent webinar, I think 400 people are signed up for a recent webinar that was posted by the Children's Bureau, right so.

Sharon Kollar: Yeah, in relation to that, I think you know, what we're trying to do is then sort of set it up from the beginning, if the purpose of our activity is dialogue versus dissemination of information, being really clear about what that purpose is and trying to again sort of set up things within the event, but prior to people coming to it, and then I'm knowing that, this is a primarily a discussion, we're going to use our web platform to

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support that discussion but it's not going to be just you sitting and absorbing, so then we can then engage people, be more direct in engaging people and they're more likely to participate – you know, encourage them to use polling or use other activities to connect.

Deborah Reed: And I think this is, you know, technical. But a lot of people don't bridge the gap from running a meeting, an in-person meeting to technology. And you've got to really think about, I've got an audience here, who is my audience, what's our agenda today, you need to brief people on what you're wanting to accomplish. Deliver the information and then debrief how did this go. And it's very interesting to me, I see a lot of facilitators that because they're behind a screen or and folks faces aren't there, they really don't understand that they're running a meeting. And those same concepts are critical to achieving what you want to achieve as it would be if everyone was in there in person. So, small issue but has an impact.

Any other comments, any particular challenges you guys have faced that we did or did not address in our discussion about dissemination today.

Sharon Kollar: Or strategies like, in your own organizations, any other folks that we get to learn from?

Jack: I think I want to challenge this for me is bearing the quality and the developments of the information I've put for instance on a website resource and guides. Can you talk something about how you do that?

Sharon Kollar: Yes. We have – what we're calling a knowledge assessment in management team.

Speaker: Can you just repeat the question because the recording was low.

Deborah Reed: Oh sure.

Sharon Kollar: Yes. So, the question was around how do we get the resources that we end up posting on our website, what's the process for that? We do the National Child Welfare Workforce Institute when it was funded initially. We identified a need for a knowledge assessment and management team. And that's located mainly at the Butler Institute at the University of Denver. And there is, a team of folks there who are going through all the research, they're going through journals, they're going through, they're looking all over the place for research and products and other resources.

And then, the team – they have a form that they fill out as these person reviews deciding whether rather relevant about the type of research that it is, how comprehensive is it and then they identify sort of what things that float to the top of that and those are the resources that end up on our website.

So, there is a lot more out there than you'll see – if you go to our website then you'll see there. But we'd really try to make sure that we're putting out, that we're high – the

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things that we're highlighting are of high quality. But there is a whole team of people working on it.

Deborah Reed: Any other questions?

Speaker: Yeah. I had a question about how you...

Sharon Kollar: Do you want to go to the mic please, do you mind, it was a big question, I don't want to have to repeat it.

Speaker: How do you implement the information that you – how do you make that transfer from getting – receiving that information and implementing it into practice? And I think that's one of the biggest things, you get this great research, it says what you're doing is either great or it's wrong or it needs to be tweaked. But how do you get research about how folks have taken that information and made it useful in the practical sense?

Deborah Reed: Well, one thing that happens in the field is that you read some research – you hear about some research and you immediately think, well, they didn't ask to write question that's not right. I mean, it's very easy to make – to not accept something as credible for a lot of reasons, maybe it's not credible. Maybe it's because you have such a big workload you don't want to think about it being credible. You don't want to discount what it is you have been doing.

So, how one communicates the message is really critical. Who is involved on the front end deciding that this was necessary research, if that's something that you have control over is also critical. But let's say, you don't, so you need to, you also cannot assume that the people to whom you're disseminating your information, the results of your work. Understand the implications you have to bring them along. And you have to spend time doing that.

So, what does this mean about the, you need to answer questions like, what does this mean about the work you've been doing. And it is always more helpful to understand that you've been doing great work and we can improve it. And I think you all know, we don't typically frame our conversation in that way, we don't typically frame our dissemination in that way, right.

It almost always sounds like you've been doing it all wrong for the last 20 years you've been doing this. Well, that's you know, who's going to listen. So, the culture around how you deliver and what you're expectations are, how you handle it and your agency is something that you need to be thoughtful about and guided by. And you need to help people understand the value of the research and not assume that they come into that information with the clarity you have, like any change right. It depends on when you enter into it, what knowledge you have about it.

You want people to own it, you know that people out there that are practicing, social workers, their managers, program managers, care about quality work they do. They care

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about doing the best they can for families and children assume that, and don't get focused on resistance or negativity, focus on what's going well and where do we go from here.

And this is some information. And this information suggests that if we do these things we are going to get better results, let's find out. And I really do think it's how you deliver and how you bring people into the conversation and you got to take time to do that and you got to take time to break it down so that they recognize and understand the implications of the research. That's something far more than handing out the results, the charts, the feedback that you gathered on paper and your quality assurance report or in your research report.

And, you know, if people have time to read, they still may not understand the implications. I mean, we have a very varied workforce out there, right. Lots of people with lots of different kinds of backgrounds, different levels of ability, understanding of the professional world, the clinical world, of changed systems, infrastructure. They often become supervisors still without the depth of knowledge that you would hope they would have. And they often become program managers. Again, without the depth of knowledge you'd prefer that they have.

So, you need to know your audience and need to think about what would be helpful for this person to understand what I want them to understand and deliver in as positive a way as you can but just recognizing what they've contributed to the workforce.

Sharon Kollar: And you know, what's fortunate for our LAM participants is that we do have the one on one coaching and we have the group coaching. So, there is, opportunities then for our staff to build and facilitate people thinking through with the implications of some of what their learning is and what they can – how they can the apply it to their work as they go back to their agencies and discover barriers or discover challenges what's implementing with their learning is the best way.

Female: And how they disseminate what they know.

Sharon Kollar: Right.

Female: To their folks.

Sharon Kollar: Exactly, exactly. And that was a big question for us. You know, as we were developing the Vicky side or something like that. You know, a lot of these folks that come to our LAM are parts of teams, right. So, when they go back, they're saying, well can my colleagues who I work with very closely can they participate in this? And we're again sort of trying to figure out the ways that the folks who are coming to our leadership academy how they can share that information across their agency.

And we are actually having more and more, actual teams come to the leadership academy. So, four or five people from one state, we're all working on a similar project,

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we'll come together and then be able to work through making – developing their plans together.

Deborah Reed: Two things I just want to add, if I – I hope I'm answering your question. But one thing about collaboration, and I think any of you have participated in the Child and Family Service Review over the last two rounds, did any of you participate?

The first round and I'm speaking of Washington State but I think this was generally true as well across all. Collaboration was required, and collaboration in Washington and many other states meant, open the door to everyone. Well, we opened the door to everyone well, how can you possibly use that information everybody had. So, what happened was all the people we brought to the table, then wondered afterwards rewarded my feedback. Well, I don't see any evidence that I was at this table.

Well, we open the damn door. You know, we invited you in, right. But we didn't do it very thoughtfully, we didn't do it strategically. So, who needs to be at the table that is not always an easy question? But you need to think about who do I bring to the table, whom I delivering this information to? If you're delivering information to supervisors, you might frame things differently than you would another target audience. You might not deliver information to a group of supervisors and a group of foster parents in the same group.

Because you need to think about to whom am I speaking, what are their interests, how I talk about this with this group? What would my language be? How do I – where would the gaps in knowledge be given this is where they come from or this is?

We did a much better job in round two, across the nation, thinking about, thinking strategically leveraging diversity leveraging, a collaboration. Thinking critically and closely about who should be at this table, who do I need to ask about who should be at this table? Because we don't know what we don't know so you've got to be asking and talking who cares about this. You know, who cares about this on the front end. And you'll hear about people that you never thought about or groups but they're pivotal that they be at the table on the front end.

The second thing I would say is I think there is all kinds of research out there that is not necessarily connected for folks, even the information from the Child and Family Service Review, one of the outcomes of the CFSR was we came to understand better, how important it is to place children with relatives.

So, in Washington State, we increased at a huge percentage, the number of children we placed in relative care, gosh, low and behold, our time to permanency got longer and longer and longer because we didn't think about the relationship between that piece of information. And the other piece of information that in fact we also know based on research that children placed with relatives take longer to get to permanency.

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So, we don't integrate information very well in Child Welfare. We don't think through. Now, one response might be quit placing kids with relative care, our permanency measure is going down, down, down. Well, it might be better do a little research about relative placement is what are the barriers to getting into permanency and the ways we can help children place to relative care to achieve permanency marked quickly.

But those are bigger, critical think conversations. And we often talk about research or evaluation outcomes in a vacuum without integrating within our agencies as well as without stakeholders. So, again I think dissemination, how an approach needs to be very targeted, it needs to be very thoughtful and you need to have a lot of people at the table on the front end talking about the audiences and what's going to work most effectively. Communication is, communication is difficult, very difficult. So, it's a good place to spend some time. That's me and my cell box, sorry.

Speaker: So, it looks like you're doing a great job interfacing with the implementers. At the other end interfacing and engaging with researchers, what are you doing there in terms of telling researchers what you need to know or what your implementers need to know or where are the gaps or have you worked backside of the continuum, any of that you want to talk about?

Sharon Kollar: No, we don't want to talk about that.

Deborah Reed: We're doing that right now.

Deborah Reed: No, I don't think that we've – I don't think that we have done that. I think the closest thing I would say in that is that we're trying to integrate the work across the technical and training network, the T&TA network we're trying to integrate the work that's going on throughout the Children's Bureau. And trying to make sure that we synthesize in some way help our participant, synthesize that information and recognize the multiple sources and how they inter-relate and support.

So, for instance using the NIRN as our model for implementation science, we have that kind of continuity. But the bigger question you asked, I don't think we have addressed it.

Speaker: That's not like we're sure.

Sharon Kollar: Right. Yeah, I don't think, I mean, we don't have a formal process. But I would say, one of the beauties of this institute is that we're a collaboration of nine universities, we're all hearing this and understanding sort of the audience's needs. And I don't know if you know anything on the partners but they're all very vocal and willing to have conversations with just about anyone about the needs of our audiences. And how research needs to be – needs to then provide them with what they need.

So, I don't think we necessarily have a formal process. But I think that's something that happens informally and almost every conversation that our partners have with their colleagues and in the research that they do themselves.

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Deborah Reed: People are getting ready to stand up, I think. Well, we want to. Thank you so much and please go online and look up Sara Munson's work. It's very, very well done. And I think it would be very helpful.

Sharon Kollar: Yeah. And those that didn't get...