



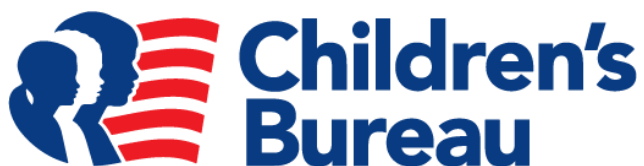
**2019**

# NATIONAL CHILD WELFARE EVALUATION SUMMIT



**August 20 – 21, 2019**

**Washington Marriott  
Wardman Park  
Washington, D.C.**



**U.S. Department of Health and Human Services  
Administration for Children and Families  
Children's Bureau**



## ADMINISTRATION FOR CHILDREN & FAMILIES

Dear Evaluation Summit participant:

The Children's Bureau is pleased to welcome you to the 2019 National Child Welfare Evaluation Summit. It's been 8 years since we last convened, and we're excited for this important event to be back! Like its predecessors, this conference has been designed to attract participants serving in a variety of professional and stakeholder roles and representing a broad range of disciplines. We hope this opportunity will allow you to make new connections, hear diverse perspectives, and share your work, findings, ideas, and lessons learned.

Our conference theme, "Leveraging Data and Evaluation to Strengthen Families and Promote Well-Being," highlights the opportunity to build knowledge and use evidence to ensure that children and youth thrive in strong and healthy families. Special attention this year has been given to conversations about evaluating the prevention of maltreatment; leveraging administrative data; performing evaluation with context, culture, and equity in mind; responding to the Family First Prevention Services Act; and examining the strengths and limitations of our evidence-building processes. We invite you to ponder practical, ethical, and methodological dilemmas with your peers. Every session is intended to stimulate questions and discourse.

Our highly competitive call for abstracts demonstrated once again that many urgent, innovative, and courageous efforts to investigate, learn, and improve are underway across our country. We are pleased that the Evaluation Summit program includes more than 100 concurrent sessions and 60 posters and features more than 400 presenters. We encourage you to download **the conference mobile app** to support your experience. Create a personal profile, explore what the Evaluation Summit has to offer, and customize a schedule of activities tailored to your unique interests and needs. Keep an eye out for additional opportunities like guided and self-guided poster walks; professional networking opportunities, resources, and information from federally funded exhibitors; and peer roundtable discussions.

Finally, many of our successes in child welfare have been achieved through partnership and collaboration. This year we're pleased that foster care alumni and family members who have direct experience with child welfare services and systems will participate as moderators and presenters in several sessions. As you speak and listen over the next 2 days, we challenge you to consider ways that youth and parents can meaningfully participate in and strengthen efforts to study and improve the programs and policies they have experienced firsthand.

Welcome, and we hope you enjoy the 2019 National Child Welfare Evaluation Summit!

Evaluation Summit Planning Committee

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# Acknowledgements

## ACKNOWLEDGEMENTS

The development and planning of the 2019 National Child Welfare Evaluation Summit (Evaluation Summit) required significant collaboration, support, and effort. Many thanks to all of the Children's Bureau staff and partners who made this event possible.

### 2019 National Child Welfare Evaluation Summit Planning Committee

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### A special note of thanks for their leadership, session planning, and support to:

Kathleen Dwyer, Office of Planning, Research and Evaluation

Jennifer Haight, Child and Family Services Review Team

Sharon McKinley, Office on Child Abuse and Neglect

Laura Radel, Office of the Assistant Secretary for Planning and Evaluation

Maria Woolverton, Office of Planning, Research and Evaluation

O. Jane Morgan, Division of Child Welfare Capacity Building

Jerry Milner, Children's Bureau and the Administration on Children, Youth and Families

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

### Evaluation Summit Support Team

#### Capacity Building Center for States

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### Evaluation Summit Abstract Review Committee

Children's Bureau and federal staff from its partner bureaus and agencies participated in the abstracts review process this year. The Abstract Review Committee appreciates the wide array of knowledge and expertise that these reviewers brought to the process. Their diligence and commitment to a uniform and thoughtful process ensured that the abstracts selected would achieve the goals of the Evaluation Summit while maintaining the standards set by the Evaluation Summit Planning Committee.

### Children's Bureau Panel Session Moderators and Panelists

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



## Conference Volunteers and Support

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

# General Information

## Conference Hotel and Location

The 2019 National Child Welfare Evaluation Summit is being held at the Washington Marriott Wardman Park located at 2660 Woodley Road, NW, in Washington DC. The hotel is located in the Woodley Park neighborhood of Northwest, DC. Participants can find a detailed map of the hotel in this program. Sessions will be held in various meeting rooms on the Lobby, Mezzanine, and Exhibition levels.

## Parking and Metro Access

The Washington Marriott Wardman Park offers valet (\$55 daily) and self-parking (\$48 daily). For those traveling by Metrorail, the hotel is just steps away from the Woodley Park – Zoo/Adams Morgan Station on the Red Line. A map of the Metro system is on page 13 of the program. Additional information about transportation to and from Washington area airports can be found on the Evaluation Summit website at <https://events.myconferencesuite.com/Summit2019/page/Travel>

## Evaluation Summit Registration and Information Desk

The Evaluation Summit Registration and Information Desk is located on the lobby level of the Washington Marriott Wardman Park. The hours of operation are as follows:

- Monday, August 19, 4:00 p.m. – 7:00 p.m.
- Tuesday, August 20, 7:30 a.m. – 6:00 p.m.
- Wednesday, August 21, 7:30 a.m. – 6:00 p.m.

In addition to providing registration services, the Registration and Information Desk is your one-stop spot for mobile app assistance, lost and found, and special needs and services.

The Washington Marriott Wardman Park is in compliance with the public accommodation requirements of the Americans with Disabilities Act. Conference participants requiring assistance may either contact the hotel staff or request assistance at the Evaluation Summit Registration and Information Desk.

Session room changes or other important announcements will be made through the Evaluation Summit mobile app. Please enable push notifications during the conference to stay up to date.

## Meals

Throughout the conference, participants will be “on their own” for meals. Hotel restaurants are located on the lobby level. Information on places to eat in Woodley Park and other Washington, DC neighborhoods is available through the Evaluation Summit mobile app.

## Wi-Fi Access

Wi-Fi is available in all the conference meeting spaces for participants.

Username: Marriott Conference

Password: Summit2019

## Evaluation Summit Mobile App

To optimize your conference experience, download the Evaluation Summit app on your mobile device or tablet. Use the mobile app to personalize your conference schedule; find session locations; access speaker biographies, session presentations, and exhibitor details; connect with other conference attendees; stay up to date on conference events; and receive real-time communications from conference staff.

You can use the Evaluation Summit mobile app on your smartphone, tablet, or computer. Once you download the Evaluation Summit app from the app store, you will be asked to create a login as part of your profile. Once logged in, you do not have to be connected to your mobile or wireless network to use the app. However, push notifications will be sent with updates throughout the conference, which will require Wi-Fi access. Any sessions utilizing live polling through the app will also require Wi-Fi access.

### Conference Program and Session Information

The Evaluation Summit mobile app allows you to browse sessions by day. The app includes information on each session. Available information includes the session name, presenters, location, and any presentations or handouts provided by the presenters. There will be no printed materials available at the conference; all conference information can be found in the Evaluation Summit mobile app.

### Personalize Your Schedule

Our interactive app allows you to create your own agenda by adding sessions to your schedule. Visit the agenda page and choose the session title and then click the “save session” icon located in the middle of the screen. The icon will change to a bright green “saved” icon. Navigate back to the full agenda page and click on the “My Agenda” tab at the top right. All saved sessions will populate here. You can also remove any saved session by simply clicking the “saved” icon on the session page. Please note that your session preferences do not guarantee your admittance to sessions. Seating for all sessions is on a first-come basis, and you should plan to arrive early to make sure you get a seat.

## Evaluation

### Evaluating Sessions via the Mobile App:

Your feedback on learning opportunities at the Evaluation Summit is important. Please remember to complete an electronic evaluation following each session you attend. Evaluations are accessible via the conference mobile app. Evaluation information will be submitted anonymously.

1. Select the session you attended.
2. The session evaluation survey will be located at the bottom of the session under “support material.”
3. Click on the icon, complete the evaluation, and submit.

### Evaluating the Conference

We welcome your feedback about your entire conference experience. On the final day of the conference, the online evaluation will be available through the Evaluation Summit mobile app. Additionally, all registered participants will receive an email with a link to the online conference evaluation following the conference. Your candid responses are part of our ongoing quality improvement process. Thank you in advance for your feedback!

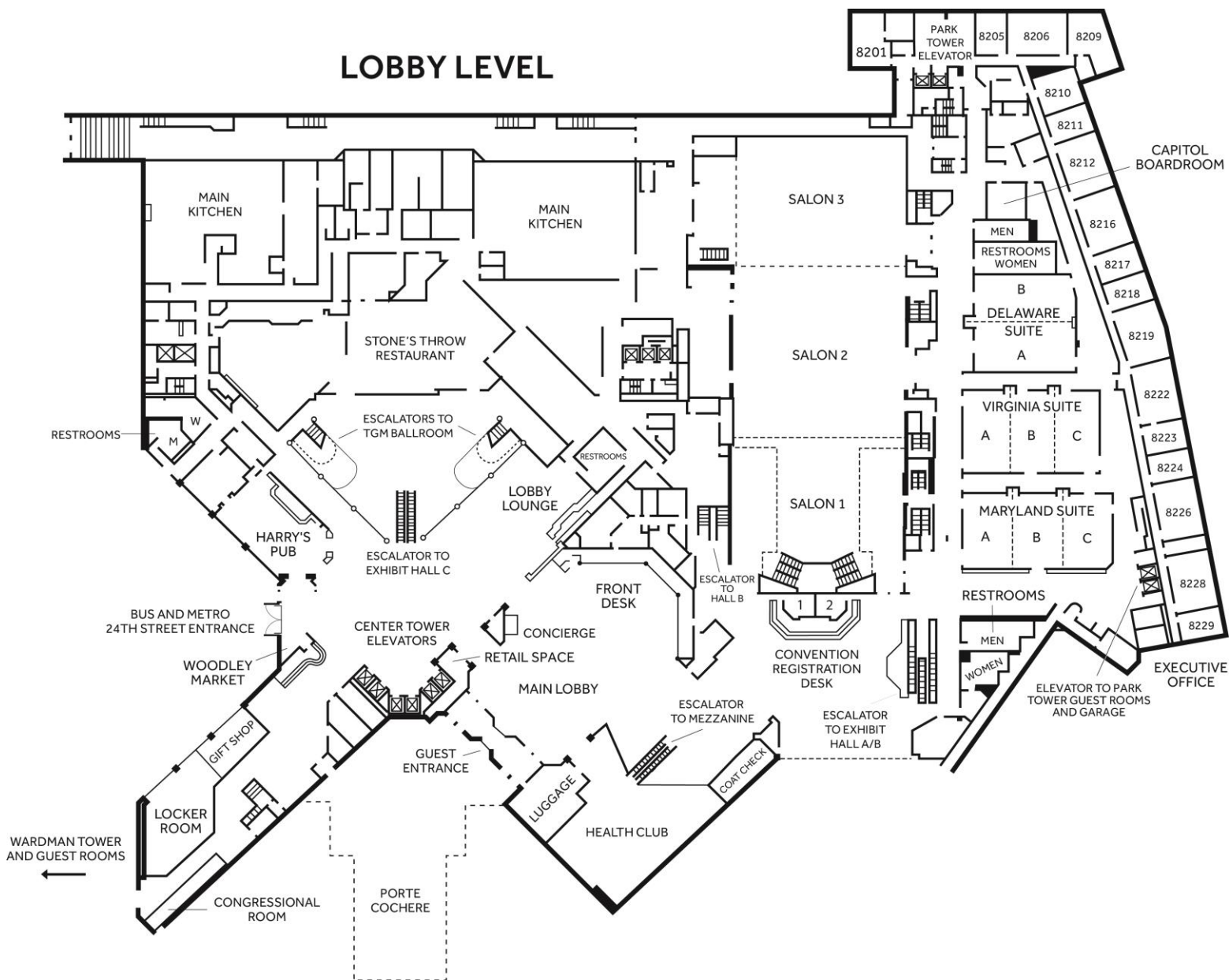


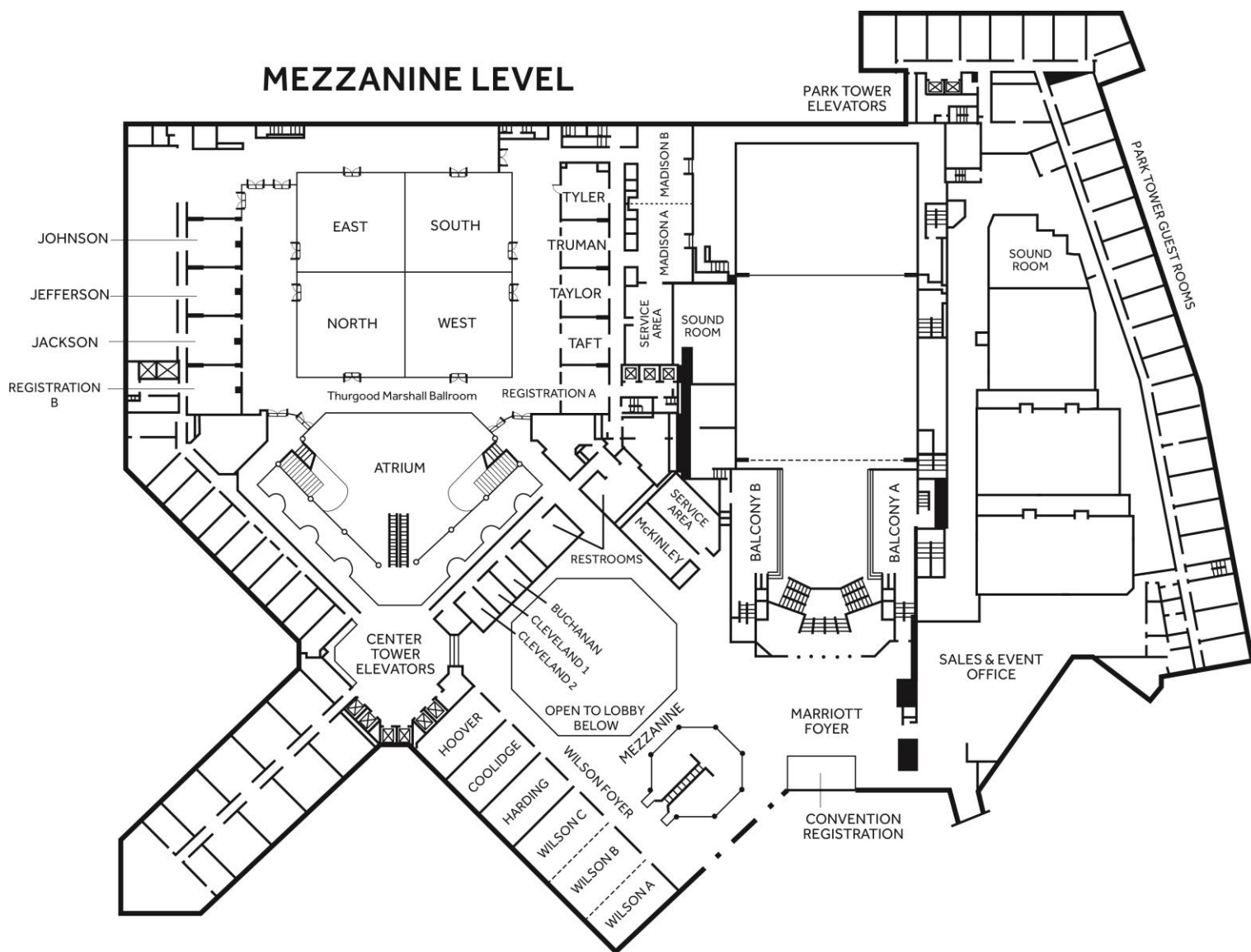
## Evaluation Summit Resources Online

Participants can find additional information and resources related to the National Child Welfare Evaluation Summit at: <https://www.acf.hhs.gov/cb/capacity/program-evaluation>. Materials and information include:

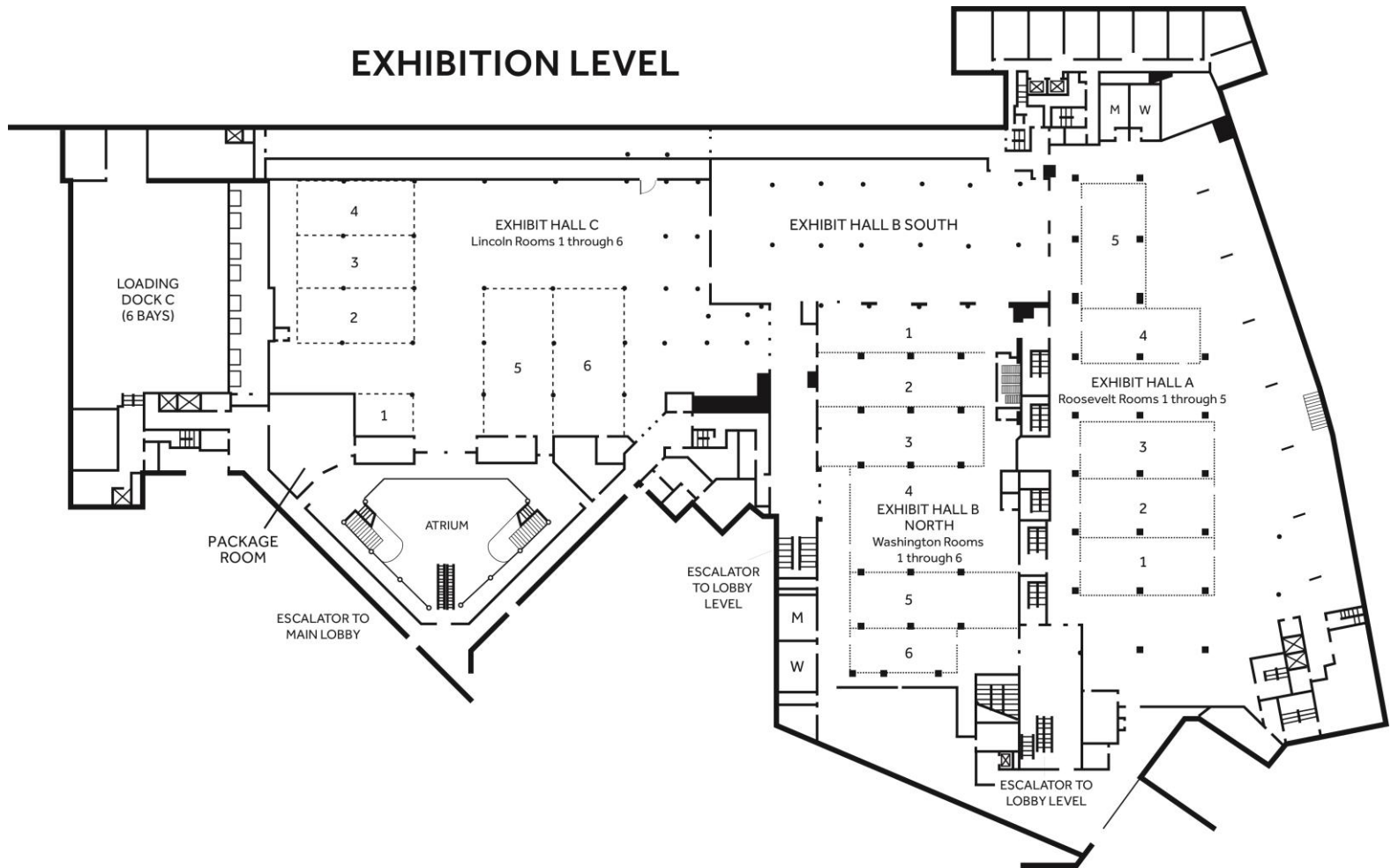
- 2011 National Child Welfare Evaluation Summit agenda and materials
- 2012 Child Welfare Research & Evaluation Workgroup products
- 2013 Child Welfare Evaluation Virtual Summit Series videos
- 2019 National Child Welfare Evaluation Summit program

# Hotel Map

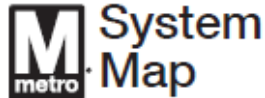




## EXHIBITION LEVEL



# Metro System Map



wmata.com  
 Information: 202-637-7000 | TTY: 202-962-2033  
 Metro Transit Police: 202-962-2121 | Text: MYMTPO (696873)

## Legend

- RD** Red Line • Glenmont / Shady Grove
- OR** Orange Line • New Carrollton / Vienna
- BL** Blue Line • Franconia-Springfield / Largo Town Center
- GR** Green Line • Branch Ave / Greenbelt
- YL** Yellow Line • Huntington / Greenbelt
- SV** Silver Line • Wiehle-Reston East / Largo Town Center

## Station Features

- Bus to Airport
- Parking
- Hospital
- Airport

## Connecting Rail Systems



Metro is accessible.



No Smoking



No Eating or Drinking



No Animals (except service animals)



No Audio (without earphones)



No Littering or Spitting



No Dangerous or Flammable Items

# Additional Program Activities

## Poster Walks

Join us for a guided poster walk! Poster walks provide an opportunity to learn about and discuss five posters on a particular topic with a small group of peers. Guides will walk each group through the posters and facilitate discussion about key findings, how these takeaways can be applied, and what is on the horizon. Poster presenters have been invited to participate to present additional information on their work.

### Guided Poster Walk

- Supporting Youth Transitioning to Adulthood: Tuesday, August 20, 5:45 p.m. – 6:30 p.m.
- Building and Evaluating Primary Prevention Programs and Approaches: Wednesday, August 21, 8:00 a.m. – 8:45 a.m.

Space is limited—please sign up at Registration to secure your spot!

### Self-Guided Poster Walks

Take yourself on a poster walk at any time during the Evaluation Summit! Download the Self-Guided Poster Walk Guide on the conference mobile app, or visit Registration to pick up information for self-guided poster walks. Topics include stakeholder and workforce engagement in evaluation, mixed-methods approaches, and more. Self-guided poster walks include a selection of posters related to each topic as well as reflection questions.

## Peer Roundtables

Interested in meeting new colleagues and hearing what they think about some of the same things you are thinking about? Participate in a peer roundtable discussion! Peer roundtable discussions give you the chance to come together with other Evaluation Summit participants for a lightly facilitated discussion to share ideas, questions, and strategies around a specific topic of interest. Several different peer roundtables will be held on topics that may be of particular interest to this year's attendees, including, among others, building capacity to meet agency evaluation requirements in the Family First Prevention Services Act and improving CQI and the use of administrative data in state and county public agencies.

Peer roundtables will be held at the following times:

### Tuesday, August 20, 12:45 p.m. – 1:30 p.m.

- Talking Data: A CQI Get Together

### Tuesday August 20, 5:45 p.m. – 6:30 p.m.

- Developing and Implementing Evaluations in the Context of the Family First Prevention Services Act (FFPSA)

### Wednesday, August 21, 8:00 a.m. – 8:45 a.m.

- Statewide Data Indicators: Questions, Answers, and Resources



Wednesday, August 21, 12:30 p.m. – 1:15 p.m.

- Leveraging Information Systems, Data Sharing, and Evaluation to Build Prevention-Focused Systems
- Building the Co-Regulation Capacity of Adults in the Child Welfare System to Support Positive Youth Development

Further information on peer roundtable discussions will be available at Registration and through the **conference mobile app**. Stay tuned!

## Exhibitors

Several federally funded technical assistance and evaluation-related projects have been invited to display information about their services and products and will be available to answer questions. Visit them to learn about tools and resources on a variety of topics. Information on everything from support with Child and Family Services Review syntax to choosing an evaluation approach that is best for your program will be offered. Exhibitors are located in the Marriott Foyer on the Mezzanine level.

Exhibitors include:

- Children's Bureau and the Office of Planning, Research and Evaluation
- Child Welfare Capacity Building Collaborative
- Child Welfare Information Gateway
- Evaluation Technical Assistance for Title IV-E Waiver Demonstrations
- FRIENDS, The National Resource Center for Community-Based Child Abuse Prevention (CBCAP)
- National Data Archive
- Supporting Evidence Building in Child Welfare Project
- Technical Assistance on Evaluation for Children's Bureau Discretionary Grant Programs

## Resource Tables

Conference participants and their organizations are invited to share copies of important resources and materials at the resource tables located in the Marriott Foyer on the Mezzanine level. Participants are responsible for providing, organizing, and restocking their own materials throughout the event.

Resource tables will be designated for two broad categories of information:

1. [Organizational/agency resources](#)

These resources include guides, toolkits, brochures, pamphlets, informational documents, postcards, business cards, and save the date/registration cards for upcoming events.

2. [Research publications and findings](#)

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

Please share Resource Table space with other conference participants. We ask that you limit what you share to no more than three items in each category.

# 2019 Evaluation Summit Agenda At-a-Glance

## Monday, August 19, 2019

4:00 p.m. – 7:00 p.m.	Registration Open
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## Tuesday, August 20, 2019

7:30 a.m.	Registration Open
9:00 a.m. – 10:30 a.m.	Opening Plenary
10:45 a.m. – 12:15 p.m.	Concurrent Session 1
12:15 p.m. – 1:30 p.m.	Lunch Break
12:45 p.m. – 1:30 p.m.	Peer Roundtables 1
1:30 p.m. – 2:30 p.m.	Concurrent Session 2
2:45 p.m. – 4:15 p.m.	Concurrent Session 3
4:30 p.m. – 5:30 p.m.	Concurrent Session 4
5:30 p.m.	Adjourn Day 1
5:45 p.m. – 6:30 p.m.	Guided Poster Walk 1 and Peer Roundtables 2

## Wednesday, August 21, 2019

7:30 a.m.	Registration Open
8:00 a.m. – 8:45 a.m.	Guided Poster Walk 2 and Peer Roundtables 3
9:00 a.m. – 10:30 a.m.	Concurrent Session 5
10:45 a.m. – 12:15 p.m.	Concurrent Session 6
12:15 p.m. – 1:15 p.m.	Lunch Break
12:30 p.m. – 1:15 p.m.	Peer Roundtables 4
1:15 p.m. – 3:15 p.m.	Poster Presentations
3:15 p.m. – 4:15 p.m.	Concurrent Session 7
4:30 p.m. – 5:30 p.m.	Closing Plenary
5:30 p.m.	Adjourn Day 2



# Opening Plenary

## Marriott Ballroom

### Opening Remarks

**Jerry Milner**, Children's Bureau and Administration on Children, Youth and Families

### Conference Overview

**Brian Deakins**, Children's Bureau

### Featured Panel Discussion: Data-Driven and Evidence-Based Practice and Policymaking: Implications for Child Welfare

Over the last 10 years, noteworthy progress has been made to understand “what works” in child welfare and to use data and apply evidence to continuously improve practice. Poor outcomes and persistent challenges also remain. How can we build evidence and leverage data and evaluation to drive improvements so that children can thrive in strong families and healthy communities? The Opening Plenary will invite panelists and Evaluation Summit participants to reflect on the field of child welfare's progress to date and explore implications and opportunities for the future.

### Moderator

**Mark Courtney**, University of Chicago, School of Social Service Administration

### Panelists

**Uma Ahluwalia**, Health Management Associates

**Dolores Subia BigFoot**, University of Oklahoma Health Sciences Center College of Medicine, Department of Pediatrics, Indian Country Child Trauma Center

**Melissa Carter**, Barton Child Law and Policy Center, Emory University School of Law

# Opening Plenary Speaker Biographical Summaries

## Jerry Milner

Jerry Milner is the Associate Commissioner at the Children's Bureau and the Acting Commissioner for the Administration on Children, Youth and Families (ACYF). He began his career as a case-carrying social worker, served as director of Alabama's child welfare agency, and previously worked for the Children's Bureau where he designed and implemented Child and Family Services Reviews. Immediately before his appointment to the ACYF, he served as Vice President for Child Welfare Practice at the Center for the Support of Families. In this role, he assisted state and local child welfare agencies in evaluating their child welfare programs and designed and implemented improvements in practice, policy, and procedures. Since his appointment as Associate Commissioner at the Children's Bureau and Acting Commissioner for ACYF, he has worked to communicate and implement his vision for changing national child welfare practice, which focuses on developing a healthy and stable workforce. He received his undergraduate degree in political science from Auburn University and graduate degrees in social work from the University of Alabama. He brings 43 years of child welfare practice, management, and technical assistance experience at the local, state, and federal levels.

## Brian Deakins

Brian Deakins is a Child Welfare Specialist in the Division of Child Welfare Capacity Building at the Children's Bureau. For more than 10 years, he has led national training, technical assistance, and evaluation projects designed to support child welfare systems to improve services for children, youth, and families. He is the federal lead for the National Child Welfare Evaluation Summit and currently oversees the Child Welfare Capacity Building Center for States, the Evaluation of the Capacity Building Collaborative, and the Child Welfare Information Study. He joined the federal government as a Presidential Management Fellow and has a master's degree in social work from the University of Michigan.

## Mark Courtney

Mark Courtney is the Samuel Deutsch Professor in the School of Social Service Administration at the University of Chicago. His fields of special interest are child welfare policy and services, the connection between child welfare services and other institutions serving families living in poverty, the transition to adulthood for vulnerable populations, and the professionalization of social work. He received the 2010 Peter W. Forsythe Award for leadership in public child welfare from National Association of Public Child Welfare Administrators and the 2015 Distinguished Career Achievement Award from the Society for Social Work and Research.

## Uma Ahluwalia

Uma Ahluwalia is a respected human services professional with child welfare experience. Prior to joining Health Management Associates as a Principal, Uma served as director of the Montgomery County Department of Health and Human Services in Maryland. Her experience includes roles as interim director of the Child and Family Services Agency in Washington, DC and Assistant Secretary of the Children's Administration, Department of Social and Health Services in Washington State. She has a master's degree in social work from the University of Delhi in India and a specialist, post-master's in health services administration from George Washington University.

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### Melissa Carter

Melissa Carter is a Clinical Professor at Emory Law School and the Executive Director of the Barton Child Law and Policy Center, a multidisciplinary child law program seeking to promote and protect the legal rights and interests of children involved with the juvenile court, child welfare, and juvenile justice systems. In that role, she is responsible for the administration of the Center, directing the public policy and legislative advocacy clinics, and teaching child welfare and family law courses. She also holds an adjunct teaching position at Morehouse School of Medicine. She is a Marshall Memorial Fellow and University of Illinois alumna.

### Dolores Subia BigFoot

Dolores Subia BigFoot, Ph.D., is an enrolled member of the Caddo Nation of Oklahoma and is a Professor in the Department of Pediatrics, University of Oklahoma Health Sciences Center. She is the principal investigator of Project Making Medicine: Honoring Children – Mending the Circle (trauma-focused cognitive-based therapy) and has extensive experience in research and program evaluation in American Indian/Alaska Native communities. She provides consultation, training, and technical assistance to tribal, state, and federal agencies on child maltreatment, child trauma, suicide prevention, and cultural practices and implementation. She and Susan Schmidt, Ph.D., developed the Honoring Children – Mending the Circle training curriculum for trauma-focused cognitive-based therapy.

## Tuesday, August 20 • Concurrent Session 1 • 10:45 - 12:15

### 1.1 Partnering With Title V Programs to Integrate Child Welfare Data Into Early Childhood Integrated Data Systems (ECIDS)

*Hoover*

**Paige Bussanich**, Association of Maternal & Child Health Programs

**Kate Taft**, Association of Maternal & Child Health Programs

**Anna Corona**, Association of Maternal & Child Health Programs

**Shanel Tage**, Association of Maternal & Child Health Programs

This session provides attendees with a basic understanding of the process of integrating data into Early Childhood Integrated Data Systems (ECIDS). Using data to evaluate the impact of programs on systems of care is an essential goal of Title V and child welfare agencies alike. This workshop session aims to introduce the Association of Maternal & Child Health Programs' toolkit to the child welfare community through interactive activities designed to support agencies in partnering with Title V programs to integrate data into ECIDS. The session also highlights best practices to help agencies identify needs and tailor programs aimed at improving family health in their respective communities.

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### 1.2 Child Welfare Response to Human Trafficking: Evaluation Opportunities and Challenges

*Maryland C*

**Deborah Gibbs**, RTI International

**Natasha Latzman**, RTI International

Child welfare efforts to address human trafficking have evolved rapidly since passage of the 2014 Preventing Sex Trafficking and Strengthening Families Act. This presentation addresses three areas of focus in the legislation: screening for trafficking, providing specialized services for children who are trafficked or at high risk of trafficking, and preventing and responding to runaway behavior among children in foster care. The panel summarizes findings from a national exploration of child welfare practice and describes widely implemented and promising practices in each area. Panelists also highlight priorities for evaluations that can inform practice and potential strategies to address evaluation challenges.

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### 1.3 Making Evaluation Meaningful: Considerations for Successful Tribal Evaluation Partnerships

*Harding*

**Ron Whitener**, The Whitener Group

**Alicia Summers**, Data Savvy Consulting

Methodologies used in state child welfare systems have not always proven to be successful in tribal systems. This session's presenters have worked on tribal child welfare system development and reform for tribes around the country and will rely on personal experiences and professional knowledge to discuss more effective approaches to tribal systems evaluations. This presentation addresses the value

of evaluation as a tool for tribes and how to help tribes determine priorities within the evaluations. Session presenters also discuss some errors that were made by well-meaning evaluation teams and address quality assurance analysis when working with data impacted by unique cultural factors.

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## 1.4 Lessons Learned From the National Quality Improvement Center for Adoption and Guardianship Support and Preservation (QIC-AG)

*Virginia A*

**Nancy Rolock**, University of Wisconsin-Milwaukee

**Kerrie Ocasio**, West Chester University of Pennsylvania

**John Webb**, New Jersey Department of Children and Families

**Rowena Fong**, Steve Hicks School of Social Work, University of Texas at Austin

**Laura Marra**, Steve Hicks School of Social Work, University of Texas at Austin

This expert panel, comprised of members of the National Quality Improvement Center for Adoption and Guardianship Support and Preservation Team and public child welfare staff, discusses lessons learned through the work of the 5-year, eight-jurisdiction project. Presenters address the use of mixed methods to understand the target population, implementation science-informed tools that were found useful in developing project plans, challenges addressed in conducting rigorous evaluation in a fast-paced public child welfare environment, the process for implementing experimental research and factors that resulted in one project being quasi-experimental, and issues in developing research evidence, including time and resources.

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## 1.5 Is Collaboration Worth the Cost?: An Interactive Experience in Co-Creating a Way to Measure Return on Investment in Collaborations

*Virginia C*

**Timothy Jaasko-Fisher**, TJF Consulting/Capacity Building Center for Courts

**George Gabel**, Westat

Agencies are encouraged to collaborate with partners but often are unclear on what collaboration means or what they should expect to gain by collaborating. Effectively using collaboration to strengthen families and promote well-being requires linking practice to the research showing how and when collaboration is effective. The key questions are whether collaboration will create value and how an observer will know that it has done so. As part of this session, presenters review the literature on collaboration outcomes and measurement, present a collaboration matrix used in child welfare, and collectively develop a prototype tool to measure return on investment in collaborations.

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## 1.6 Strategies for Assessing Family Strengths in Efforts to Predict Future Child Protective Services Involvement

*Maryland A*

**Kristen Slack**, University of Wisconsin-Madison

**Reiko Boyd**, University of Houston

**Emma Kahle Monahan**, Wisconsin Department of Children and Families

This session focuses on the unique and relative benefits of assessing risks versus protective factors and using quantitative versus qualitative approaches in efforts to identify families at greatest risk of future child protective services (CPS) involvement. Presenters highlight quantitative and qualitative data from a large-scale, longitudinal study of families reported to CPS in Milwaukee, Wisconsin, whose cases were not opened for ongoing services. The panelists also offer different approaches to take when measuring family strengths and illustrate how such measures can be used in practice to better understand the varying needs of families who come into contact with the CPS system.

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## 1.7 Integrating Screening, Assessment, and Administrative Data to Understand and Respond to the Behavioral Health Needs of Kids in Care

*Maryland B*

**Crystal Collins-Camargo**, University of Louisville

**Becky Antle**, University of Louisville

**Lizzie Minton**, University of Louisville

**Nathan Lubold**, Advanced Metrics Systems

Standardized trauma screening and assessment of children in care yields an array of challenges. This session will describe how one state's SACWIS system and a behavioral health system for clinicians' functional assessment of children were interfaced, informing treatment, case planning, and decision-making. Implementation evaluation data were used to identify and address challenges. Results associated with children's trauma needs, treatment selection, functional improvement, and child outcomes will be shared, along with how technology facilitates data use on the frontline and organizational levels for improved outcomes. Lessons learned regarding the pitfalls of and strategies for successful, sustained cross-system data exchange will be explored.

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## 1.8 The Strengths and Challenges of Implementing a Family Group Decision Making Randomized Control Trial Within Child Welfare Practices in Three States

*Roosevelt 3*

**Julie Treinen**, Arizona's Children Association, Arizona Kinship Support Services

**Danielle Zuniga**, YMCA Youth & Family Services

**Michael Arsham**, New York City Administration for Children's Services, Division of External Affairs

**Lisa Merkel-Holguin**, Kempe Center, Department of Pediatrics, University of Colorado School of Medicine

**Michele Schmidt**, LeCroy & Milligan Associates

This expert panel is led by representatives from the Family Group Decision Making (FGDM) projects in Arizona, California, and New York that were funded by the Children's Bureau to conduct randomized control trial (RCT) evaluations to compare the permanency, safety, and well-being outcomes of families randomly assigned to the treatment condition (FGDM enhanced services) to those of the control condition (services as usual). The panelists discuss the strengths and challenges of implementing these models as part of an RCT and ways that similar programs can adapt this type of model to their services. The presentation will be followed by audience questions and answers.

## 1.9 Are We There Yet? Peaks and Valleys on the Road to Building Evidence of What Works for Transition-Age Foster Youth

*Wilson A*

Jan DeCoursey, Child Trends

Melanie Skemer, MDRC

Andrew Mangrum, Youth Villages, YVLifeSet

Sarah Hurley, Youth Villages

Lauren Grayman, First Place for Youth

Representatives from two nationally recognized transition-age foster youth organizations, First Place for Youth and Youth Villages, share their experiences implementing evaluation/program improvement cycles as they seek to build rigorous evidence for their programs. Panelists describe their programs and evidence-building journeys, including their experience with formative, rapid-cycle evaluation for program improvement and summative evaluations. The discussion focuses on translation of lessons learned into concrete program improvements, including opportunities and constraints considered when determining priorities for improvement and next steps in evaluation.

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## 1.10 Using Outcome Data to Improve Care in Child Welfare

*Coolidge*

David Kraus, Outcome Referrals, Inc.

Barb Weinstein, Jefferson County Department of Human Services, Division of Children, Youth, Families and Adult Protection

Jim Drendel, Larimer County Colorado

Jennifer Evans, Wake County Human Services

From California to Iowa to North Carolina, child welfare jurisdictions are increasingly using the Treatment Outcome Package (TOP) to assess each child's unique needs from multiple perspectives and build the right treatment teams for the children that need the most help. In this presentation, the speakers show how the research on TOP in child welfare is transforming practice into evidence-driven care models that prevent disruptions, keep kids in family-like settings, and reduce the length of stays in deep-end care.

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## 1.11 Using Bayesian Methods to Evaluate Child Welfare System Outcomes: Case Examples for Understanding Child Pathways In and Out of Care

*Wilson B*

Meghan Broadbent, University of Utah, College of Social Work, Social Research Institute

Kristen West, University of Utah, College of Social Work, Social Research Institute

Bridget Freisthler, Ohio State University

Lesley Lundeberg, Utah Department of Child and Family Services

State agencies must understand systemic factors that lead to longer stays in care and nonpermanent child outcomes. Bayesian methods provide new tools that help us better understand and model outcomes in the child welfare system. Panelists will describe and demonstrate what Bayesian statistics are, provide an example of how they can inform policy, and show how profiles of cases move through a single state child welfare system. Speakers will discuss how this methodology can be replicated to learn

which youth have the highest risk of entering foster care, staying the longest, and having the lowest rates of permanent placements.

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## 1.12 Building the Evidence Base for Waiver Interventions: Child Welfare Outcomes, Placement Costs, and Implementation Adherence That Informs Policy and Strengthens Practice

*Wilson C*

**Greg Forehand**, Human Services Research Institute

**Marc Winokur**, Colorado State University

**Tyler Allen**, Colorado Department of Human Services

This session highlights key findings from the 5-year study of Colorado’s title IV-E waiver and discusses strengthening practice and informing policy through an implementation and sustainability lens. Overall, the five waiver interventions benefited child welfare involved families and kinship caregivers. Taken together, the percentage of out-of-home removal days in kinship care increased, while the percentage of foster and congregate care days—and total expenditures for out-of-home care—decreased. Children and youth who received the interventions with high adherence generally had better permanency and safety outcomes than matched children and youth who did not receive the interventions.

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## 1.13 Reflections on Evidence Building in Child Welfare 1: Discussing Opportunities and Challenges

*Delaware B*

**Mark Courtney**, University of Chicago, School of Social Service Administration

**Uma Ahluwalia**, Health Management Associates

**Melissa Carter**, Barton Child Law and Policy Center, Emory University School of Law

**Dolores Subia BigFoot**, University of Oklahoma Health Sciences Center College of Medicine, Department of Pediatrics, Indian Country Child Trauma Center

**Becci Akin**, University of Kansas School of Social Welfare

In this panel discussion, speakers will consider how credible evidence of “what works” is generated in child welfare and dig more deeply into some of the challenges and opportunities that were raised in the Evaluation Summit’s Opening Plenary. Panelists will explore notions of rigor and what constitute rigorous research methods and consider how well the evidence building process is working, including when it is most effective and for whom. Issues related to objectivity, generalizability, accessibility, and feasibility, among other topics, will be discussed.

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## 1.14 An Evaluator's Balancing Act: Juggling the Conflicting Roles of Developmental Evaluation and Independent Evaluation

*Roosevelt 1*

**James DeSantis**, James Bell Associates

**Joanna DeWolfe**, James Bell Associates

**Christine Leicht**, ICF

**Nancy Lucero**, Butler Institute for Families, University of Denver



Anita Barbee, Kent School of Social Work, University of Louisville

This session uses a “round-robin” approach in which panelists respond to a series of questions and audience members participate throughout. Panelists are evaluators who represent different perspectives on a federally funded, national technical assistance initiative where they were required to balance demands for developmental evaluation with their roles as independent evaluators who needed to conduct summative assessments. Panelists respond to questions about the kinds of activities they engaged in as developmental evaluators, the information shared with program staff, and how they balanced this role with the need to maintain perspective, independence, and credibility as independent evaluators.

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### 1.15 Virtual Reality Training and Defining Competency – A Central Problem

Virginia B

Chad McDonald, University of Utah, College of Social Work, Social Research Institute

Matthew Davis, University of Utah, College of Social Work, Social Research Institute

Virtual reality has been used in professional training to create effective methods for learning complex skills prior to on-the-job performance in numerous fields such as the military and medicine. This presentation reviews the development of a virtual reality learning tool to teach specific skills commonly needed during home visits where social workers are expected to assess the home environment for possible risk and safety indicators. This session demonstrates the necessity for establishing expert consensus, presents findings, and highlights how virtual reality tools can be used to help educate new or prospective child welfare workers.

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### 1.16 Efforts to Promote Evidence Building Through Children’s Bureau-Funded Grants and Evaluation Projects

Delaware A

Melinda Baldwin, Children’s Bureau

M.C. (Cay) Bradley, Mathematica Policy Research

Catherine Heath, Children’s Bureau

Maria Woolverton, Office of Planning, Research and Evaluation

Elliott Graham, James Bell Associates

Within the Administration for Children and Families, the Children’s Bureau, and the Office of Planning, Research and Evaluation (OPRE) frequently partner to fund and administer projects that are designed to promote and support evidence building. Federal panelists from the Children’s Bureau, OPRE, and a federally funded evaluation technical assistance provider will discuss the role that discretionary grants and evaluation contracts play, provide examples of projects and initiatives intended to facilitate evidence building, and share key lessons learned that are likely to continue to inform future funding opportunities and federal expectations for evaluation.

## Tuesday, August 20 • Peer Roundtables • 12:45 - 1:30

### Talking Data: A CQI Get Together

*Roosevelt 2*

[Sherri Levesque](#), Capacity Building Center for States

[Kate McElroy-Hjelm](#), Capacity Building Center for States

Don't miss this unique opportunity to connect in-person with continuous quality improvement (CQI) and data-minded colleagues from around the country! Come discuss your efforts to use your data effectively and swap strategies for engaging stakeholders in quality improvement activities. Please feel free to bring your lunch. Child welfare CQI and data analyst managers, staff from all agencies, and others are invited to attend this informal event.

## Tuesday, August 20 • Concurrent Session 2 • 1:30 - 2:30

### 2.1 A Title IV-E Waiver Evaluation of a Statewide Intensive In-Home Service Model: Design Innovations, Implementation Challenges, and Promising Outcomes

*Harding*

David Bard, University of Oklahoma Health Sciences Center

Debra Hecht, University of Oklahoma Health Sciences Center

Erin Maher, University of Oklahoma

Keitha Wilson, Oklahoma Department of Human Services, Child Welfare Division

Oklahoma's Department of Human Services (DHS) title IV-E waiver demonstration project provides in-home Intensive Safety Services (ISS) to families who would otherwise be at risk for a child removal into foster care. Families were identified as eligible through a predictive risk model, and an adaptive randomization procedure assigned cases to ISS or services as usual. Results demonstrate significantly fewer child removals in those families receiving ISS. This presentation describes the service model, study design and results, and program implementation and data challenges and explores the partnership between the evaluators, DHS administrative staff, DHS field staff, and service providers.

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### 2.2 Innovators and Early Adopters in the Implementation of a Child Welfare Practice Model

*Virginia B*

Kerrie Ocasio, West Chester University of Pennsylvania

Kathleen Pirozzolo Fay, Rutgers University

Judy Gundy, Virginia Department of Social Services

In 2016, the Virginia Department of Social Services adopted a practice profile approach to support improvements in child welfare casework, supported by coaching in supervision. This presentation presents the findings from a mixed-methods, longitudinal, quasi-experimental study of implementation process and outcomes. Informed by implementation science and diffusion of innovation theories, this study examined the differences between the Learning Collaborative agencies that helped to design the practice ("Innovators") and the other agencies that participated in Cohorts 1 and 2 ("Early Adopters") to understand "going to scale" with practice improvements that originally were designed in a "participatory approach" style.

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### 2.3 Examining Cumulative Disproportionality in Child Welfare Referrals and Service Provision

*Roosevelt 3*

Joseph Magruder, California Child Welfare Indicators Project, University of California, Berkeley

Daniel Webster, California Child Welfare Indicators Project, University of California, Berkeley

Terry V. Shaw, University of Maryland, Baltimore

Some child welfare administrative data systems are now more than 20 years old. This study takes advantage of the availability of this longitudinal data to estimate the lifetime (i.e., age 0 to 17) incidence rates of child welfare referral, abuse substantiation, out-of-home placement, and adoption for specific

birth cohorts, including consideration of ethnic disproportionality in California, in a manner that can be replicated in other states.

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## 2.4 Monitoring Systems-Level Change and Measuring Collaboration to Address the Challenges of Evaluating Community Coalitions

*Virginia C*

Montana Cain, Children's Trust of South Carolina

Aditi Srivastav Bussells, Children's Trust of South Carolina

Kelsay Daniels, Children's Trust of South Carolina

Building coalitions is a growing strategy to mobilize systems-level change, which includes change across all levels of social ecology: individual, family, organizational, community, and public policy. Despite this growth, there is a lack of evaluation findings that capture the extent to which this strategy results in change. In this presentation, panelists share the method used to design an evaluation framework to assess systems-level change, focusing on the collaboration tool they developed as an example of how to assess systems-level change in an evaluation framework and tools. Interaction is encouraged through facilitated discussions and small-group activities.

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## 2.5 Using Long-Term, Professional Mentoring for Families With Child Welfare System Involvement: Panel Discussion With Program Participants and Researchers

*Maryland A*

Kevin Haggerty, University of Washington

Amy Salazar, Washington State University Vancouver

Erinn Kelley-Siel, Friends of the Children

Aida Figueras Hines, Friends of the Children

Shambria Young, Friends of the Children

Friends of the Children (Friends) is a long-term mentoring program that provides professional, salaried mentors to at-risk children from first through 12th grade. Friends has adapted its approach to better meet the needs of child welfare system involved families. This panel presentation showcases the Friends model and foster family-focused approach, presents recent study findings about how Friends supports child welfare involved families, and shares the experiences of program participants. Panel members include two researchers, one Friends policy staff member, one caregiver whose child is involved in Friends, one program officer, and one mentor.

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## 2.6 Data Analytics for Defining and Describing Preventive Service Candidates Under the Family First Prevention Services Act

*Delaware A*

Dana Weiner, Chapin Hall at the University of Chicago

Miranda Lynch, Chapin Hall at the University of Chicago

Katie Rollins, Chapin Hall at the University of Chicago

Child welfare jurisdictions must identify, define, and describe the population of children and families who are candidates for preventive services under the Family First Prevention and Services Act of 2018

(Family First). While candidacy is based on risk of removal to foster care, there is flexibility in the interpretation of this definition. This flexibility makes it important to consider implications of definitional decisions that may affect local agencies' fiscal responsibility, the service array necessary to provide evidence-based interventions, and workforce size and the preparation needed to implement preventive services. This presentation outlines an approach to take to quantify and describe potential candidate populations for the preventive provision of Family First.

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## 2.7 Multistate Collaborative Data Model for In-Home Data Reporting and Analysis

*Maryland B*

Jonathan Sushinsky, University of Kansas

Terry Moore, University of Kansas, School of Social Welfare

Susan Smith, Independent Child Welfare Data Expert

This workshop discusses the content and potential uses of an in-home services analytic and reporting model for managing and evaluating prevention services. The model was developed by a multistate collaborative organized by the University of Kansas Results Oriented Management project. The approach presented in this session shows that, with the right set of structured data, jurisdictions can track the needs of their target populations while better understanding the effectiveness of their services, trends, and outcomes. The data and reporting model make it simple to accommodate differences and can be implemented independent of report or analytic software or technology platform.

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## 2.8 Developing and Testing Interventions to Improve the Use of Research Evidence to Improve Children's Welfare

*Delaware B*

Kimberly Ann DuMont, William T. Grant Foundation

D. Max Crowley, Penn State University

Fred Wulczyn, Chapin Hall at the University of Chicago

Panelists discuss two interventions for improving the use of research evidence in child welfare policy and practice. Max Crowley presents a collaborative model in which researchers and federal policymakers produce and use evidence responsive to policy needs, and Fred Wulczyn presents an intervention to build child welfare agency staff capacity to use evidence. Both describe the strategies they developed to strengthen connections between research and policy, early stage development work, the studies they designed to evaluate changes in key stakeholders' behaviors, the use of research evidence, and associated changes in policy, practice, or youth outcomes.

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## 2.9 Using Data to Support Educational Success for Youth in Foster Care

*Maryland C*

Kathleen McNaught, American Bar Association Center on Children and the Law

Elizabeth Dabney, Data Quality Campaign

For more than a decade, momentum has grown at the federal, state, and local levels to prioritize the educational needs of students in foster care. Importantly, there has been an increase in collecting and reporting data to evaluate what programs are working and to identify where interventions are needed.

This session highlights changes in education and child welfare law to both require and promote better information sharing between child welfare and education agencies. Additionally, presenters provide examples of strategies and considerations used by states, counties, and other jurisdictions to ensure high-quality data for child welfare and education systems.

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## 2.10 Safe Babies, Child Safety, and Juvenile Justice Prevention: Evaluating Primary Prevention Programs Using Administrative Data Matching

*Wilson A*

**Kathryn Sibley Horton**, Texas Department of Family and Protective Services, Prevention and Early Intervention Division

**Andrea Jacks**, Texas Department of Family and Protective Services, Prevention and Early Intervention Division

Representatives from the Texas Department of Family and Protective Services, Prevention and Early Intervention Division share their process for setting up and managing data sharing agreements across agencies and building long-lasting partnerships with other agencies. An example of how these matched data were used to evaluate a hospital-based education program is provided by their research partners. Presenters also showcase tips and lessons learned to help others set up their own data-matching agreements and procedures.

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## 2.11 Using Literature, Research, and Evaluation Data to Support Agencies' Capacity to Address Barriers Experienced by Foster and Adoptive Families

*Wilson B*

**Ruth McRoy**, The University of Texas at Austin

**Tracy Serdjenian**, The Adoption Exchange

Research studies dating back to the 1950s cite barriers that inhibit the ability of families to become placement resources for children in foster care. The AdoptUSKids research team used these historic data in conducting the congressionally mandated study on barriers and success factors in adoption from foster care. The same data informed AdoptUSKids' development of the Family Intake and Tracking Tool (FITT) in 2014, which allows for the ongoing collection of feedback from families about the barriers they experienced. Using these data, this workshop explores barriers identified by families and offers examples of approaches used by AdoptUSKids to help agencies improve families' "customer" experiences.

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## 2.12 Best Practices in Residential Treatment Services for Families Involved in Child Welfare and Implications for Evaluation

*Wilson C*

**Michael Rodi**, NPC Research

**Julie Collins**, Child Welfare League of America

This presentation provides updates regarding markers of best practices in residential treatment programs for families involved in child welfare services, including the ethical, logistical, and scientific considerations for designing robust and realistic evaluations. Presenters draw from their experiences

working with and evaluating several federally funded initiatives, including the Pregnant and Parenting Women's and Regional Partnership Grant programs. Presenters also review an environmental scan and qualitative assessment of those agencies providing the most robust services for such families and discuss how evaluation metrics can be mapped to those services.

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## 2.13 Title IV-E Prevention Services Clearinghouse Information Session

*Roosevelt 1*

**Sandra Jo Wilson**, Abt Associates

**Suzanne Kerns**, Center for Effective Interventions, University of Denver

**Erin Bumgarner**, Abt Associates

**Christine Fortunato**, Office of Planning, Research, and Evaluation, Administration for Children and Families

**Jennifer Rolls Reutz**, Chadwick Center for Children and Families

The title IV-E Prevention Services Clearinghouse was established to systematically review research on programs and services intended to provide enhanced support to children and families and prevent foster care placements. The Clearinghouse, developed in accordance with the Family First Prevention Services Act of 2018, rates programs and services as containing promising, supported, and well-supported practices, including mental health and substance abuse prevention and treatment services and in-home parent skill-based programs, as well as kinship navigator services. This presentation describes the activities necessary to establish and maintain the Clearinghouse and includes an overview of the systematic review process and the Clearinghouse website.

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## 2.14 Reunification Outcomes of Families of Children With Mental Health Problems: A Randomized Study

*Coolidge*

**Becci Akin**, University of Kansas School of Social Welfare

**Linda Bass**, KVC Kansas

**Vickie McArthur**, Saint Francis Ministries

Lengthy stays in foster care are associated with a reduction in permanency, stability, and child well-being. As part of the federal Permanency Innovations Initiative, this study investigated whether an evidence-based parenting intervention for families of children with serious mental health problems would improve reunification rates. Project partners share how children with serious mental health problems were identified as the target population, the key components of the implementation of the parenting intervention, and the reunification outcomes and implications of the randomized study.

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## 2.15 Reflections on Evidence Building in Child Welfare 2: Exploring Strategies to Expand Access, Relevance, and Utility

*Virginia A*

**Mark Eddy**, New York University

**Anna Rockhill**, Portland State University

**Allison Holmes**, The Annie E. Casey Foundation

**Kristine Andrews**, Child Trends

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In this panel discussion, speakers will explore approaches, both within and outside of the predominant paradigm for building scientific evidence about “what works” to address common challenges faced by agencies and communities that are attempting to assess the effectiveness of their programs and practices. Many agencies, communities, and groups served by the child welfare system have experienced barriers to participation and/or hold concerns about how credible evidence is defined. Speakers will share ideas and examples of how we can provide greater access to the evidence-building process, increase the relevance and utility of evaluation findings for the wide variety of people served by the child welfare system, and promote the practical application of evaluation research to improve services and outcomes.



## Tuesday, August 20 • Concurrent Session 3 • 2:45 - 4:15

### 3.1 Conducting Comprehensive Workforce Needs Assessments in Child Welfare

*Wilson C*

**Michelle Graef**, University of Nebraska-Lincoln, Center on Children, Families, and the Law

**Megan Paul**, University of Nebraska-Lincoln, Center on Children, Families, and the Law

**Cynthia Parry**, C.F. Parry Associates, Inc.

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

**Maggie Thompson**, University of Nebraska-Lincoln, Center on Children, Families, and the Law

To build evidence of effective recruitment and retention strategies, the Quality Improvement Center for Workforce Development is working with eight diverse jurisdictions to implement and rigorously evaluate an array of workforce interventions. A comprehensive workforce needs assessment was conducted with each agency that included Human Resources data mining and assessments of organizational culture and climate and agency readiness for change. Presenters share aggregated findings, challenges, and lessons learned from both the process and outcomes of these assessments and facilitate participant discussion of effective strategies for working with agency records, administrative data, and primary data collection to facilitate workforce planning and evaluation.

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### 3.2 Implementation and Sustainability Lessons From a Five-Site Demonstration on Supportive Housing for Families in the Child Welfare System

*Roosevelt 1*

**Preston Britner**, University of Connecticut

**Jennifer Haight**, Chapin Hall at the University of Chicago

**Agnes Shine**, Barry University

**Miriam Landsman**, University of Iowa

**Simonne Nouer**, University of Tennessee Health Science Center

The Children's Bureau funded five demonstration sites to plan, implement, and evaluate supportive housing interventions for families involved in the child welfare system that also were facing homelessness or severe housing instability. Each site conducted a randomized control trial to compare treatment and comparison groups. Targeting and intervention models varied, but evaluators tracked common outcomes such as housing stability, child welfare outcomes, and family well-being. Five local evaluators present unique implementation and sustainability lessons. Following the presentations, the panel will move into an active, facilitated discussion with audience members and others involved in the demonstration.

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### 3.3 Qualitative Comparative Analysis (QCA) as an Innovative Mixed-Methods Approach to Building Evidence of Causality

*Hoover*

**Sarah Kaye**, Kaye Implementation & Evaluation, LLC

**Stephanie Clone**, Georgetown University Center for Child and Human Development

Traditional approaches to building evidence are quantitative, requiring large samples and statistical analyses to estimate average treatment effects while controlling for other potential influences on outcomes. What if stakeholders want to identify active ingredients that cause positive outcomes? Or integrate qualitative data? Or have small-to-moderate sample sizes? Qualitative comparative analysis (QCA) offers innovative and practical solutions to these challenges. Rather than relying on statistics, QCA uses truth tables and Boolean algebra to examine necessity and sufficiency to identify causal relationships. This skill-building workshop introduces the audience to QCA, describes its strengths and limitations, provides opportunities for hands-on practice, and suggests additional resources.

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### 3.4 Implementing Therapeutic Parenting Programs in Child Welfare: Challenges and Strategies

*Maryland C*

**Stephen Budde**, Juvenile Protective Association

The Illinois Birth through Three (IB3) waiver project provided two evidence-based therapeutic parenting programs—Child Parent Psychotherapy and the Nurturing Parenting Program—to parents and foster parents of young children entering substitute care in Cook County, IL. Presenters describe lessons learned about the challenges to and effective strategies for implementing and sustaining the IB3 clinical interventions in a child welfare ecology that often was unfamiliar with the intervention and unprepared to support implementation. Topics for discussion include how to sustain implementation support and interventions after IV-E waivers and the implications of project findings for planning for implementation of the Family First Prevention Services Act.

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### 3.5 Leveraging Child Welfare Administrative Data and Machine Learning Algorithms to Strengthen Practice While Building Evidence

*Wilson A*

**Peter York**, BCT Partners

Child welfare agencies are gathering more and more program data but continue to struggle to use such data to strengthen practices or evaluate outcomes. Technological advances now make it possible to combine traditional evaluation methods with the pattern-finding capacity of machine learning algorithms to generate predictive and prescriptive insights, determine what works for whom, and causally evaluate outcomes. This session presents the methods and results of applying this precision analytics approach to several child welfare agencies' data, including how this work has advanced case-specific decision-making, supported practitioner learning, and generated valid evidence of outcomes in support of ongoing program development.

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### 3.6 On a Scale of 1 to 5, How Much Would You Like to Do Something More With Training Evaluations?

*Maryland A*

**Andrew Yost**, Capacity Building Center for Courts

**Alicia Summers**, Capacity Building Center for Courts

**Sophia Gatowski**, Capacity Building Center for Courts

Training is a fundamental component of most systems change efforts. Yet robust evaluations of the effect of training are rarely done. This interactive, skill-building workshop is designed to assist practice-oriented professionals in the field and evaluators alike to design, implement, and use training evaluations in a meaningful way. The session includes an overview of training instructional design and types of training evaluation (beyond satisfaction). Participants will have opportunities throughout the session through structured activities to practice what they are learning, including writing learning objectives for trainings, identifying questions for trainers, and designing their own plan for training evaluation.

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### 3.7 Hide the Cauliflower in the Mac & Cheese: Tools for Making Data Digestible for the Most Finicky Users

*Virginia A*

**Andrea Jacks**, Texas Department of Family and Protective Services, Prevention and Early Intervention Division

**Kathryn Sibley Horton**, Texas Department of Family and Protective Services, Prevention and Early Intervention Division

**Sasha Rasco**, Texas Department of Family and Protective Services, Prevention and Early Intervention Division

How can researchers, program evaluators, and data analysts use their skills to facilitate the use of data and research for thoughtful decision-making by those without formal training or experience in the world of data? Speakers from the Prevention and Early Intervention Division of the Texas Department of Family and Protective Services discuss strategies that help participants build data literacy in diverse populations to improve child welfare outcomes and share their experiences with using those strategies. Samples, templates, and tools will be provided during the session.

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### 3.8 Measuring and Understanding the Perspectives of Youth in Congregate Care: Implications for Research and Policy

*Virginia B*

**Deborah Mabingani**, Arizona State University – Center for Child Well-Being

**Marvin Barnes**, Philadelphia Department of Human Services

**Allison Thompson**, Philadelphia Department of Human Services

**Dakota Roundtree-Swain**, Capacity Building Center for States

This session will include presentations on two public child welfare agencies' efforts to understand the experiences of youth in congregate care. Researchers partnering with the Arizona Department of Child Safety will describe methods and present initial findings from the first year of a 4-year study that examines the social-emotional well-being of youth in congregate care. The Philadelphia Department of Human Services will also describe the development, implementation, and initial findings from its "Giving Youth a Voice" survey. Speakers will engage with the audience around lessons learned and opportunities for meaningfully involving youth in congregate care in research and evaluation.

### 3.9 Sense of Place: Using Geographic Information Systems (GIS) in State and Tribal Child Welfare Agencies to Inform Policy and Practice

*Harding*

Kathryn Kulbicki, Westat

Karla Eisen, Capacity Building Center for Tribes/Westat

Jhon Goes In Center, Westat

Summer Lunderman, Sicangu Child and Family Services

A sense of place and belonging is important for children and families. Geographic information systems (GIS) technology is a tool that state and tribal child welfare agencies can use to strengthen a sense of place and answer questions grounded in geography, such as where children are placed and where services are located. This presentation discusses examples of how the Capacity Building Center for Tribes has engaged tribal child welfare agencies in utilizing GIS as a new technology and facilitated connections with other tribal agencies already using GIS in areas such as transportation, environmental sciences, and cultural preservation. Presenters provide examples of how state and tribal agencies can implement GIS to support their work and connections between Indigenous ways of knowing and evidence-based decision-making

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### 3.10 Defining a Kinship Navigator Model: Program and Evaluation Lessons Learned From the Children's Bureau's 2012 Fostering Family Connections' Kinship Navigator Grantee Cluster

*Virginia C*

Michelle Rosenthal, Data With Purpose, LLC

Kerry Littlewood, AAJ Research & Evaluation, Inc.

Abhishek Pandey, AP Medical, PC

Tena Randecker, Children's Home Network

This expert panel forum presents results of a study that recruited program managers and evaluators from the Children's Bureau's 2012 Fostering Family Connections Kinship Navigator Grantee Cluster to examine the components of a kinship navigator model and provides guidance on the implementation of new and existing kinship navigator programs.

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### 3.11 Practical Applications of a Framework to Design, Test, Spread, and Sustain Effective Practice in Child Welfare

*Coolidge*

Mark Testa, University of North Carolina at Chapel Hill

This skill-building workshop offers participants an opportunity to practice and apply the steps described in *A Framework to Design, Test, Spread, and Sustain Effective Practice in Child Welfare* to explore problems in child welfare, develop interventions, build evidence about their effectiveness, integrate effective interventions into routine child welfare practice, and continually improve on the delivery of effective interventions. The workshop discusses practical applications of the framework to the implementation of IV-E waiver demonstrations, the management of child welfare consent decrees, and the spread and improvement of evidence-supported interventions across child welfare jurisdictions.

### 3.12 Reflections on Evidence Building in Child Welfare 3: Examining Power and Culture in Dominant Paradigms for Building Evidence

*Delaware B*

**Rowena Fong**, Steve Hicks School of Social Work, University of Texas at Austin

**Alan Dettlaff**, University of Houston, Graduate College of Social Work

**Joan LaFrance**, Mekinak Consulting

**Kristine Andrews**, Child Trends

**Nancy Lucero**, University of Denver, Graduate School of Social Work

What are some of the critical issues related to power, privilege, and culture that emerge in relation to dominant paradigms for evidence building? In this panel discussion, speakers will reflect on how evidence is defined and determined in different cultures and from different worldviews. Speakers will share examples and engage with session participants to explore how different communities have built and are applying alternative paradigms to identify “what works” for children, youth, and families.

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### 3.13 Building Evidence to Create the Conditions for Strong and Thriving Families and Communities Where Children Are Free From Harm

*Roosevelt 3*

**Grant McFann**, Promise Neighborhoods

**Bridgette Lery**, San Francisco Human Services Agency

**Katherine Stoehr**, New Jersey Department of Children and Families

**Amanda Cruce**, Capacity Building Center for States

**Jill McLeigh**, Strong Communities for Children

Shifting the focus of a child welfare system to proactively strengthening families through primary prevention of child maltreatment at the community level requires shared vision, leadership, and accountability for outcomes. Demonstrating the effectiveness of community-level child abuse prevention interventions demands similar partnership and commitment. Panelists will explore values, measures, and indicators of successful community-level interventions, including involving partners from various disciplines, reducing caseloads, and engaging in court oversight to enhance credibility and support the transition to a robust family strengthening and prevention approach. This roundtable discussion will also explore challenges associated with the implementation and replication of community-level interventions.

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### 3.14 Exploring How Child Welfare Data Can Be Used to Understand Performance Outcomes

*Wilson B*

**Michelle Love**, Alameda County Department of Children and Family Services

**Jennifer Uldricks**, Alameda County Department of Children and Family Services

**Katherine R. Malzahn-Bass**, Nevada Supreme Court

**Christopher Church**, Capacity Building Center for Courts

To effectively identify contributing factors and processes that impact service outcomes, child dependency professionals need to use multiple sources of data, including a broad spectrum of

administrative data, data derived from the evaluation of specific interventions, and data describing service outcomes for specific populations of families and children. When integrated in a meaningful manner, such information can assist in the development of a comprehensive CQI process that will promote practice improvement throughout the entire dependency system. This session will provide an indepth review of how data analyses assisted in the identification of specific frontline service challenges and recommended remedies to improve outcomes.

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### 3.15 Putting Implementation Science Into Practice: Designing, Implementing, and Evaluating Evidence-Informed Interventions to Improve Services for LGBTQ+ Youth in Foster Care

*Maryland B*

**Marlene Matarese**, Institute for Innovation and Implementation, University of Maryland School of Social Work

**Elizabeth Greeno**, Institute for Innovation and Implementation, University of Maryland School of Social Work

**Angela Weeks**, Institute for Innovation and Implementation, University of Maryland School of Social Work

**Angelika Lewis**, Ruth Ellis Center

**Darquita Fletcher**, Prince George's County Department of Social Services

**Nakiya Lynch**, Prince George's County Department of Social Services

This presentation shares lessons learned and findings from a national implementation and intervention research project, funded through the Children's Bureau, that is developing, implementing, and studying 15 cutting-edge interventions designed to improve stability, permanency, and well-being for youth with diverse sexual orientation, gender identity, and expression (SOGIE) in foster care. Participants discuss SOGIE-focused data collection strategies, including lessons learned from sites implementing safe identification processes within their child welfare information systems. Additionally, presenters share implementation experiences and outcomes from two sites, including the youth perspective. The initial findings provide a guide for systems attempting to improve services and outcomes for this population.

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### 3.16 Making Programs "Stick": What Rigorous Implementation Evaluation Can Teach Us

*Delaware A*

**Allison Metz**, National Implementation Research Network, University of North Carolina at Chapel Hill

**Jill Filene**, James Bell Associates

**Cosette Mills**, Utah Division of Child and Family Services

**Aleta Meyer**, Office of Planning, Research and Evaluation

**Krista Thomas**, Chapin Hall at the University of Chicago

Intervention research often involves questions like "Did it work? For whom did it work? Was the intervention implemented with fidelity?" This panel session challenges the audience to go beyond these questions and critically explore strategies, methodologies, opportunities, and challenges associated with employing a more rigorous approach to implementation evaluation. Relevant tools and frameworks will be discussed along with considerations for evaluating implementation within different communities and cultural contexts.

## Tuesday, August 20 • Concurrent Session 4 • 4:30 - 5:30

### 4.1 A Longitudinal 1-Year Evaluation of the My Life My Choice Survivor-Mentor Program for Child Survivors of Sex Trafficking

*Virginia B*

**Amy Farrell**, School of Criminology and Criminal Justice, Northeastern University

**Katherine Bright**, Rutgers University-Newark, School of Criminal Justice

**Jennifer Paruk**, School of Criminal Justice, Michigan State University

Commercial sexual exploitation (CSE) of children is a significant child welfare problem, but there are few evaluated models of CSE mentorship service provision. The presenters at this session conducted a 12-month follow-up study of 41 youth who received services from a program that uses survivor mentors. They analyzed whether youth evidenced changes in CSE victimization, dating abuse, health, delinquency, social support, and coping. There were many positive changes in the desired direction. After 12 months, youth were less likely to have experienced CSE, engaged in delinquent behavior, or been arrested or detained by police. In addition, the youth in the study also showed improved coping skills.

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### 4.2 Answering More Questions About Differential Response and Child Protective Services Reinvolvement: A Longitudinal Randomized Control Trial and a National Administrative Data Study

*Delaware A*

**John Fluke**, Kempe Center, Department of Pediatrics, University of Colorado School of Medicine

**Marc Winokur**, Social Work Research Center, School of Social Work, Colorado State University

**Brett Brown**, Division on Data and Improvement, Office of Planning, Research, and Evaluation

**Rebecca Orsi**, Social Work Research Center, School of Social Work, Colorado State University

Differential response is a model for child protective services delivery that incorporates two or more distinct pathways for responding to screened-in child maltreatment referrals: an investigative response and an alternative response. Generally, the alternative response pathway serves families with low and moderate risk, while investigative response is used when families are considered high risk and/or when law enforcement is involved. The panelists present two studies that address the question of whether differential response is an effective and safe engagement-enabling policy.

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### 4.3 Kentucky's Sobriety Treatment and Recovery Teams: A Propensity Score-Matched Outcome Study

*Virginia C*

**Martin Hall**, University of Louisville

**Erin Smead**, Sobriety Treatment and Recovery Teams, Kentucky Department for Community-Based Services

**George Higgins**, Department of Criminal Justice, University of Louisville

**Matthew Walton**, Kent School of Social Work, University of Louisville



Kentucky's Sobriety Treatment and Recovery Teams (START) address the needs of families with co-occurring substance use and child maltreatment. START pairs specially trained child welfare workers with family recovery mentors (i.e., individuals in recovery from substance use disorder). Worker-mentor dyads emphasize intensive services, quick access to addiction treatment, and individualized programming. This presentation describes START's effects on recurrent maltreatment and out-of-home care placement using a propensity score matched comparison group (n = 1044; matching variables included demographics, case characteristics, and family risk factors). Additionally, panelists explore opportunities and challenges for program evaluation with administrative data.

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#### 4.4 Measuring What Matters: An Overview of How Hearing Quality and Judicial Decision-Making are Defined, Measured, and Related to Child Outcomes

*Delaware B*

Alicia Summers, Data Savvy Consulting

Sophia Gatowski, Systems Change Solutions, Inc.

Tammy Richards, James Bell Associates

Anne Fromknecht, James Bell Associates

This interactive session will discuss how judicial decision-making and hearing quality have been conceptualized in the research examining child welfare case processing and outcomes. The session will present the most promising methodological approaches and measures that have been identified to assess judicial decision-making and hearing quality in child welfare and highlight methods the presenters have used successfully in their own studies. The session will summarize what is known about the link between judicial decision-making and child welfare hearing quality to case outcomes, including areas in need of further research.

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#### 4.5 Evaluating Community-Based Child Maltreatment Prevention: Strategies to Evaluate Multisite, Multi-Intervention Prevention Programs

*Roosevelt 1*

Monica Faulkner, Texas Institute for Child & Family Wellbeing, Steve Hicks School of Social Work at the University of Texas at Austin

Swetha Nulu, Texas Institute for Child & Family Wellbeing, Steve Hicks School of Social Work at the University of Texas at Austin

The Texas Institute for Child & Family Wellbeing completed a 5-year evaluation of child maltreatment prevention programs in Texas. The project involved 22 counties using multiple interventions ranging from evidence-based practices to one-time community events. To capture the complexity of the individual site practices as well as the diversity that exists within the state, the evaluation team used a variety of data collection methods and communication tools. A panel of evaluation team members provides an overview of the evaluation findings followed by indepth discussion about research design, instrumentation choices, and strategies for communicating research findings.



## 4.6 University-Government Partnerships: A Model for Linking Research, Policy, and Practice in Child Welfare

*Maryland A*

**Christian M. Connell**, Penn State University

**D. Max Crowley**, Penn State University

**Sarah A. Font**, Penn State University

**Jennie Noll**, Penn State University

**Kate Guastaferro**, Penn State University

Penn State's Child Maltreatment Solutions Network launched the National Institute of Child Health and Human Development-funded Capstone Center for Child Maltreatment Research in 2017. A primary goal of the Center is to conduct policy-relevant research to address child maltreatment and its effects. Presenters describe the work of the Center's Dissemination and Outreach Core (DOC) to address this goal, including the approach to community-based research and the support infrastructure needed. Next, presenters describe DOC's research activities, highlighting collaborative efforts to frame research questions, the need for cross-system data agreements to support policy-relevant research, and strategies to disseminate findings to stakeholders.

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## 4.7 Do You See What I See? The Importance of Taking a Multisource, Mixed-Methods Approach to Assessing Organizational Health

*Maryland B*

**Sauna Rienks**, University of Denver

**Anna de Guzman**, University of Denver

**Amy He**, University of Denver

**Robin Leake**, University of Denver

There is a clear need for human services agencies to be attuned to workplace climate and its impact on workforce performance and retention and, by extension, outcomes for children and families. This presentation introduces the Comprehensive Organizational Health Assessment (COHA)—a multisource mixed-methods approach to assessing the complex constellation of organizational factors that contribute to workers' job satisfaction, burnout, and intent to stay. Presenters describe the development of COHA and share results from a multistate longitudinal study. Discussion focuses on making results digestible and meaningful to help agencies best promote a stable and healthy workforce.

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## 4.8 Caseworkers' Attitudes Toward Evidence-Based Practices: Lessons Learned From Pennsylvania's IV-E Waiver Project as We Enter the Era of Family First

*Roosevelt 3*

**Marlo Perry**, University of Pittsburgh, School of Social Work, Child Welfare Education and Research Programs

**Mary Rauktis**, University of Pittsburgh, School of Social Work, Child Welfare Education and Research Programs

**Rachel Winters**, University of Pittsburgh, School of Social Work, Child Welfare Education and Research Programs

[Helen Cahalane](#), University of Pittsburgh, School of Social Work, Child Welfare Education and Research Programs  
[William Browning](#), Lackawanna County Department of Human Services

As states and jurisdictions prepare to implement the Family First Prevention Services Act, it is important for child welfare agencies to understand the perspectives of their workforce toward evidence-based practices (EBPs). Panelists share findings from a title IV-E waiver as they relate to the successes and challenges of implementing various EBPs, including the results of a repeated dissemination of the Evidence-Based Practices Attitudes Scale (Aarons, 2004) with caseworkers, findings from focus groups, and interviews with caseworkers, supervisors, EBP providers, and administrators. Presenters also address the implications of this information on implementing the Family First Prevention Services Act.

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#### 4.9 Integrating Research Evidence and Practice Expertise in the Development and Evaluation of the FosterClub Community Model

*Maryland C*

[Jennifer Blakeslee](#), Portland State University  
[Celeste Bodner](#), FosterClub  
[Rosemary Lavenditti](#), Oregon Department of Human Services  
[Nicole Dobbins](#), FosterClub

The session presents the formative evaluation of the FosterClub Community Model, a group-based, near-peer facilitation approach to building intermediate skills that promote positive foster youth outcomes. The FosterClub Community Model reflects iterative program development, combining effective near-peer strategies refined in practice with theory-driven change mechanisms established by university research partners. Presenters share preliminary findings, discuss how these inform future evaluation of program effects, and describe expected challenges with more rigorous evaluation.

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#### 4.10 Chasing Bigfoot: Ongoing Learnings From the Elusive Pursuit of Transition-Age Youth Engagement

*Wilson A*

[Krysta Esquivel](#), YMCA of San Diego Youth and Family Services  
[Kristina Halmi](#), YMCA of San Diego Youth and Family Services  
[Catherine Heath](#), Children's Bureau  
[Sophia Lee](#), Harder+Company Community Research

The Connections project began in 2011 as a federally funded 5-year research study serving youth ages 17 through 21 transitioning out of foster care in San Diego County. The program has since expanded to other vulnerable youth populations, most of which have experienced adverse childhood experiences. Given the challenge of recruiting and retaining transition-age youth who are generally more transitory, guarded, and resistant to systems, the presenters share how they incorporated continuous quality improvement and tools that combine relationship building with data into their practice to engage transition-age youth in their programs and share the challenges they continue to face.

#### 4.11 Using Simulation Training to Teach Child Protection Investigators in Illinois – Program Evaluation of the Child Protection Training Academy

*Wilson B*

**Yu-Ling Chiu**, The Children & Family Research Center, School of Social Work, University of Illinois at Urbana-Champaign

**Theodore Paul Cross**, The Children & Family Research Center, School of Social Work, University of Illinois at Urbana-Champaign

**Betsy P. Goulet**, University of Illinois Springfield

**Susan Oppegard-Evans**, Child Protection Training Academy, University of Illinois Springfield

**Monico Whittington-Eskridge**, Illinois Department of Children and Family Services

The Child Protection Training Academy at the University of Illinois at Springfield has collaborated with the Illinois Department of Children and Family Services (DCFS) to implement simulation training that provides experiential learning for new child protection investigators. Program evaluation by the University of Illinois at Urbana-Champaign has found positive feedback on posttraining survey data, advantages for simulation training in a survey of working investigators, and a reduced likelihood of departure from DCFS among simulation-trained investigators. A panel of program staff, evaluators, and a DCFS representative discuss the implications for training, limitations of the evaluation, and future research.

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#### 4.12 Partnering for Success: A Comprehensive Strategy for Improving Mental Health Outcomes for Children and Youth in the Child Welfare System

*Wilson C*

**Suzanne Kerns**, Center for Effective Interventions, University of Denver

**Geetha Gopalan**, Silberman School of Social Work at Hunter College

**Jon D. Phillips**, Graduate School of Social Work, University of Denver

Partnering for Success (PFS) was developed as a program of supports in the identification, referral, and mental health service provision for children and youth in the child welfare system. With a strong focus on enhancing the partnerships between child welfare and mental health professionals, the PFS model provides skills-focused training to child welfare professionals in case planning associated with child mental health as well as an evidence-supported approach to treatment of trauma, anxiety, depression, and behavior problems (CBT+) for mental health practitioners. Initial findings indicate professionals are satisfied with the PFS model. Further, child mental health symptoms typically improve over CBT+ treatment.

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#### 4.13 Using Child and Family Services Review Data to Understand and Improve State Agency Child Welfare Practice

*Coolidge*

**Peter J. Lovegrove**, JBS International, Inc.

**Katelyn Blair**, JBS International, Inc.

This presentation uses Child and Family Services Reviews (CFSR) data from fiscal years 2015 through 2018 to explore the intercorrelational associations between successful child-level outcomes (e.g., safety, permanency, well-being) and specific child welfare practices assessed using a federal case review

instrument, and children's age and race/ethnicity and CFSR outcomes and item ratings. The descriptive results are used to expand audience understanding of the characteristics and trends of Round 3 CFSR data. Based on the results, presenters discuss the implications for practice and policy, including helping states realize the benefits of continued program improvement and consistent and comprehensive case review methodology.

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#### 4.14 The Importance of Developing a Multifaceted Evaluation to Tell the Family Group Decision Making Story

*Harding*

Casey Mackereth, Harder+Company Community Research

Cristina Magana, Harder+Company Community Research

Michele Schmidt, LeCroy & Milligan Associates

Marina Lalayants, Silberman School of Social Work at Hunter College, The City University

This presentation is facilitated by three grantees of the Family Group Decision Making (FGDM) grant funded by the Children's Bureau (2015–2018). FGDM is an evidence-informed, promising practice for addressing current and emerging needs of child welfare involved children, youth, and families. The explanatory and contextually based questions of how and why FGDM succeeds are often neglected. In demonstration studies, mixed-method designs can be used to obtain depth of understanding not possible with one approach and data source alone. Presenters describe how using a mixed-method approach and incorporating a continuous quality improvement model for continuous learning leads to evidence building.

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#### 4.15 How Child Welfare Professionals Access, Use, and Share Information and Technology: Results From the National Child Welfare Information Study

*Virginia A*

Michael Long, ICF

Christine Leicht, ICF

Sharika Bhattacharya, ICF

Elizabeth Eaton, ICF

Brian Deakins, Children's Bureau

Child Welfare Information Gateway, funded by the Children's Bureau, is conducting a research study to better understand how professionals access information and use technology in their work and daily lives. The study's authors have gathered information about the behaviors and preferences of current and future members of the child welfare workforce. This poster presentation will provide an opportunity for participants to learn more about the national Child Welfare Information Study, including the study's objectives, methodology, preliminary findings, and plans to archive the data so that communities and organizations can access and use the information in their own work.

## Tuesday, August 20 • Guided Poster Walk • 5:45 - 6:30

### Guided Poster Walk: Supporting Youth Transitioning to Adulthood

Space is limited – please sign up at [Registration](#) to secure your spot!

Poster walks provide an opportunity to learn about and discuss five posters on a particular topic with a small group of peers. Guides will walk each group through the posters and facilitate discussion about key findings, how these takeaways can be applied, and what's on the horizon. Poster presenters have been invited to participate to present additional information on their work.

### Self-Guided Poster Walks

You can also take yourself on a poster walk at any time during the Evaluation Summit! Visit [Registration](#) to pick up information for self-guided poster walks. Topics include stakeholder and workforce engagement in evaluation, mixed-methods approaches, and others. Self-guided poster walks include a selection of posters related to each topic as well as reflection questions.

## Tuesday, August 20 • Peer Roundtables • 5:45 - 6:30

### Developing and Implementing Evaluations in the Context of the Family First Prevention Services Act (FFPSA)

*Roosevelt 2*

Dori Sneddon, Children's Bureau

Christine Fortunato, Office of Planning, Research and Evaluation

This peer roundtable will provide attendees with the opportunity discuss developing and implementing evaluations for child welfare interventions in the context of FFPSA. This session will include discussion among attendees on topics including, but not limited to, evaluation design components, building capacity to implement evaluations plans as intended, and strategies employed to address challenges. The Children's Bureau will share information on available resources and potential opportunities for ongoing discussions on this topic.

All Evaluation Summit attendees are welcome.

## Wednesday, August 21 • Guided Poster Walk • 8:00 - 8:45

### Guided Poster Walk: Building and Evaluating Primary Prevention Approaches

Space is limited – please sign up at Registration to secure your spot!

Poster walks provide an opportunity to learn about and discuss five posters on a particular topic with a small group of peers. Guides will walk each group through the posters and facilitate discussion about key findings, how these takeaways can be applied, and what's on the horizon. Poster presenters have been invited to participate to present additional information on their work.

### Self-Guided Poster Walks

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## Wednesday, August 21 • Peer Roundtables • 8:00 - 8:45

### Statewide Data Indicators: Questions, Answers, and Resources

*Roosevelt 2*

[Sherri Levesque](#), Capacity Building Center for States

[John Hargrove](#), Administration on Children, Youth and Families

[Daniel Webster](#), California Child Welfare Indicators Project, University of California, Berkeley

[Vanessa Amburgey](#), Capacity Building Center for States

Drop in to chat with experts about the Statewide Data Indicators and ask any questions you may have about how your jurisdiction can use them to monitor key child welfare outcomes. Get answers about the measures themselves and how to calculate them, and learn about resources to support you in using them.



## Wednesday, August 21 • Concurrent Session 5 • 9:00 - 10:30

### 5.1 Innovative Ways to Define and Strengthen Fidelity to Program Models in Child Welfare Practice: Lessons Learned From Michigan and Oregon Waiver Demonstration Projects

*Virginia B*

Janet Ciarico, Westat

Jaymie Lorthridge, Westat

Jessica Kincaid, Michigan Department of Health and Human Services

Marneena Evans, Westat

Rachel Sykes, Samaritas

Carrie Furrer, Portland State University

Amanda Cross-Hemmer, Portland State University

This presentation describes how two waiver demonstrations communicated quantitative and qualitative data to program staff practice using a CQI approach. Presenters will describe the role of collaborative process between evaluation and program staff, including using focus groups, communicating timely data to the program staff, making adjustments to fidelity measures in response to staff needs, and operationalizing core values of the program to create fidelity tools. The role of communities of practice to improve program fidelity and the process of incorporating existing literature to implement family and youth centered child welfare practice will be discussed.

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### 5.2 Alternative Approaches to Generating Evidence to Support Practice and Programming in Child Welfare: Introduction to Realist Evaluation and Realist Synthesis

*Virginia C*

Anna Rockhill, Portland State University

Lisa Merkel-Holguin, Kempe Center, Department of Pediatrics, University of Colorado School of Medicine

Christine Cooper, Portland State University

A realist approach can provide the rich, detailed, and highly practical understanding of the complex interventions necessary to support practice and programming in child welfare. Panelists introduce the audience to concepts of realist evaluation (RE) and realist synthesis (RS). They also cover the underlying assumptions of a realist approach, provide a very basic “how to” for both RE and RS, and describe the type of information produced. Throughout the session, panelists share examples from their title IV-E waiver evaluation, as well as exemplars from projects conducted by others in the RE/RS field and information about additional RE/RS resources.

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### 5.3 Mixed Methods Evaluation of Family Visit Coaching

*Wilson B*

Elizabeth Harris, National Council on Crime and Delinquency

Laura Krzywicki, Child Welfare Services, County of San Diego

Miguel Becerra, National Council on Crime and Delinquency

The panelists describe a mixed-methods study of family visit coaching in the County of San Diego. Researchers measured the effect of family visit coaching on reunification outcomes by matching data from CWS/CMS, Efforts to Outcomes, and a worker survey to produce a treatment and comparison group. They calculated the program costs relative to savings from reductions in caseloads; qualitative interviews measured fidelity and identified the most effective program elements. The panelists present strategies for allowing program implementation to unfold in the manner most likely to benefit children and families without compromising evaluation rigor.

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## 5.4 Understanding Postadoption and Guardianship Instability: Challenges and Opportunities

*Roosevelt 1*

**Kevin White**, East Carolina University

**June Dorn**, Children's Bureau

**Alfred Pérez**, Seattle University

**Ruth McRoy**, Boston College

**Laura Radel**, Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services

**Nancy Rolock**, University of Wisconsin-Milwaukee Helen Bader School of Social Welfare

There are over 400,000 children in the United States who have transitioned out of the foster care system through adoption or guardianship. While there is an expectation of stability and child well-being in these families, little is known about the long-term experiences, needs, and stability of these families. This expert panel explores research priorities that have the strongest implications for promoting the well-being of children who exit foster care through adoption or guardianship and their families. Presenters discuss issues related to evaluation design, methods, and measurement and provide a conceptual framework for research and practice.

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## 5.5 Building Evidence to Prevent Youth Homelessness Through Program and Evaluation Partnerships: The Experiences of Youth At-Risk of Homelessness Grantees

*Roosevelt 3*

**Andrew Burwick**, Mathematica Policy Research

**Lanae Davis**, Center for Policy Research

**Robin Lindquist-Grantz**, Institute for Policy Research, University of Cincinnati

**Laura Packard-Tucker**, Chapin Hall at the University of Chicago

**Connie Linas**, Alameda County Social Services Agency, Children and Family Services

**Trevor Williams**, Colorado Department of Human Services, Division of Child Welfare

**Meredith Hicks**, Lighthouse Youth and Family Services

This session features child welfare program staff and evaluators who are working together to design and test comprehensive service models intended to prevent homelessness among youth and young adults involved in the child welfare system. In a moderated panel, representatives of three recipients of a multiphase grant from the Children's Bureau referred to as Youth At-Risk of Homelessness discuss how they developed and refined their interventions; the successes and challenges in establishing

constructive partnerships among program staff, evaluators, and technical assistance providers; and what it means to have a youth-centered approach to designing and evaluating child welfare services.

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## 5.6 Designing Rigorous Tests of Workforce Interventions in Child Welfare: Navigating Diverse Agency Needs, Capacities, and Constraints

*Delaware A*

**Cindy Parry**, C.F. Parry Associates, Inc.

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

**John Fluke**, Kempe Center, Department of Pediatrics, University of Colorado School of Medicine

**Martin Hall**, Kent School of Social Work, University of Louisville

Presenters from the Quality Improvement Center for Workforce Development (QIC-WD) project team describe how the QIC-WD is testing varied workforce interventions to better understand the underlying causes of, and effective solutions to, recruitment and retention problems. Presenters discuss the range of evaluation approaches used in eight partner sites, highlighting a variety of challenges in managing these evaluations, the innovative ways they are being addressed, and key implications for human services agencies. Presenters plan to engage participants in a discussion of how rigorous evaluation design can be conceptualized across multiple sites, designs, and interventions.

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## 5.7 Improving Child Welfare Through Data Visualization

*Maryland C*

**Robert Blagg**, University of California, Los Angeles

**Todd Franke**, University of California, Los Angeles

**Jonathan Litt**, University of California, Los Angeles

Child welfare systems often are overwhelmed by the volume of data collected and reports produced regarding their policies, programs, and practices. However, well-designed data visualizations provide a platform for stakeholders to more efficiently and effectively engage with data in ways that are tailored to their role, interest, and expertise. Presenters will lead participants through an interactive group activity demonstrating the impact of data visualization, facilitate a discussion about data participants would like to visualize for the agencies they work with, and demonstrate how visualizing data effectively encourages child welfare agencies to engage data on their own terms and can spur them to action.

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## 5.8 Learn, Innovate, Improve (LI2): Facilitating Evidence-Driven Innovation and Quality Improvement in Child Welfare

*Coolidge*

**Michelle Derr**, Mathematica Policy Research

**Jonathan McCay**, Mathematica Policy Research

The Learn, Innovate, Improve (LI2) framework offers a collaborative and systematic approach for creating, implementing, refining, and scaling up innovative and evidence-informed strategies in child welfare and other human services programs. This interactive skill-building workshop provides participants with a foundational understanding of the framework and methods used to facilitate its

three phases, including human-centered design. Each participant will leave this workshop with a personalized application of LI2 to take back and use in his or her community.

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## 5.9 Testing the Role of Economic Safety Nets in Child Welfare Outcomes: Implications for Research, Policy, and Practice

*Maryland A*

**Emma Kahle Monahan**, Wisconsin Department of Children and Families

**Kristen Slack**, University of Wisconsin-Madison

**Michelle Johnson-Motoyama**, The Ohio State University College of Social Work

**Donna Ginther**, University of Kansas Department of Economics

Presenters address the question of whether economic supports can prevent child protective services (CPS) involvement and recidivism using experimental and nonexperimental methods and data at the national and local levels. The first study examines whether increases in child maltreatment in certain states during the Great Recession are partly explained by changes in state safety net programs. The second study examines the effects of a 5-year randomized control trial designed to test whether assisting families deflected from CPS with their economic needs reduces CPS involvement. Panelists present the main findings from the evaluations and implications for practice and policy.

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## 5.10 Getting Your Core Components Right: Two Approaches to Usability Testing in Child Welfare

*Harding*

**Mercy Mwaria**, New Jersey Department of Children and Families

**Amy Salazar**, Washington State University Vancouver

**Angelique Day**, University of Washington

**Pamela Lilleston**, New Jersey Department of Children and Families

When developing new programs or services, usability testing allows for the critical components of an intervention to be fine-tuned to best support implementation and organizational fit. This panel discussion will include presentations reflecting two different approaches to usability testing: an interactive theater testing process to develop a national training and development curriculum for foster and adoptive parents and an approach for developing practice profiles of a supportive visitation services model. Panelists will engage the audience in a discussion around lessons learned and best practices for usability testing as well as opportunities and limitations within diverse child welfare settings.

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## 5.11 Overcoming Challenges on the Path to Efficacy Part 1: Preparing for Formative Evaluation

*Delaware B*

**James Bell**, James Bell Associates

**Lisa Guillette**, Foster Forward

**Jessie Watrous**, Institute for Innovation and Implementation, University of Maryland School of Social Work

**Trevor Williams**, Colorado Department of Human Services, Division of Child Welfare

**Maria Woolverton**, Office of Planning, Research and Evaluation

Why do so many rigorous evaluations of child welfare interventions fail to demonstrate positive effects? This two-part set of sessions will examine what programs can do in advance of an evaluation to improve the likelihood that an effective program will show positive results. This first session will focus on preparing for formative evaluation, a form of evaluation typically conducted during early program implementation to inform program improvement and assess readiness for summative evaluation. Panelists and audience members will discuss organizational and system contexts, development and testing of logic models, intervention operationalization, development of data systems, and usability testing.

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## 5.12 Adapting Evidence-Based Practices and the Role of Evaluation

*Wilson C*

**Dolores Subia BigFoot**, University of Oklahoma Health Sciences Center College of Medicine Department of Pediatrics, Indian Country Child Trauma Center

**Allison West**, Johns Hopkins University Bloomberg School of Public Health

**Tyson Barker**, University of Oregon

**Melinda Baldwin**, Children's Bureau

How can evidence-based practices be responsibly adapted to balance intervention integrity with modifications that may be needed in different contexts? This panel discussion will invite both speakers and audience participants to explore this question, understanding the importance of the theory of change, core components, community stakeholder involvement, decision points when determining whether and how to diverge from evidence-based models and will share practical examples. Considerations for different communities, including tribes, as well as the role of evaluation and CQI in tracking and monitoring adaptation will be discussed.

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## 5.13 Supporting Successful Transitions to Adulthood: Findings From the California Youth Transitions to Adulthood (CalYOUTH) and the National Youth in Transition Database (NYTD)

*Maryland B*

**Telisa Burt**, Administration on Children, Youth and Families

**Tammy White**, Administration on Children, Youth and Families

**Mark Courtney**, University of Chicago, School of Social Service Administration

**Nathanael Okpych**, University of Connecticut, School of Social Work

**Huiling Feng**, University of Chicago, School of Social Service Administration

**Justin Harty**, University of Chicago, School of Social Service Administration

**Dakota Roundtree-Swain**, Capacity Building Center for States

This presentation highlights results from two data collection efforts and provides policy and program implications of research findings. The CalYOUTH study evaluated the impact of extended foster care in California on foster youth educational attainment and of county-level context on homelessness. An analysis of youth completing the NYTD survey explored the extent to which child-level characteristics and foster care experiences are correlated with outcomes that suggest youth are prepared for independence. Information from both studies can be used to help systems institute policies or provide services that can help ensure successful transitions to adulthood.

## 5.14 Applying a Public Health Framework of Primary, Secondary, and Tertiary Prevention and an Ecological Model to Child Welfare Organization, Function, and Data Analysis

*Wilson A*

**Colleen Caron**, Brown University School of Public Health

**Kyeonghee Kim**, Rhode Island Department of Children, Youth & Families

A public health framework of primary, secondary, and tertiary prevention and an ecological model were applied to child welfare organization, function, and data analysis. The presentation provides child welfare leaders with a public health framework from which to conceptualize and operationalize child welfare prevention and social determinants of health within their system. Panelists address approaches to shift from an exclusive child-level focus and reactive system to a community- or population-level focus and preventive proactive system in child welfare. The session illustrates specific public health methods and data analytic approaches for child- and community-level outcomes.

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## 5.15 Evaluation and IT in Child Welfare: What Is on the Horizon and What Are the Implications for Agencies, Children, and Families?

*Virginia A*

**Matthew Davis**, University of Utah, College of Social Work, Social Research Institute

**Chad McDonald**, University of Utah, College of Social Work, Social Research Institute

**Daniel Whitaker**, Georgia State University

**Melanie Sage**, University at Buffalo School of Social Work

**Justin "Jay" Miller**, University of Kentucky Training Resource Center

This panel session will explore innovative ways that technologies are leveraged to enhance child welfare interventions and evaluation related to workforce, children, families, and other partners. Panelists will discuss learning and data management systems, social networking applications, virtual reality learning tools, machine learning, and the use of tablets to support home visitor program delivery, including measurement systems to provide immediate feedback on client uptake of skills. Panelists will describe uses of these technologies, discuss risks and challenges, and explore opportunities to build evidence in this rapidly changing environment.

## Wednesday, August 21 • Concurrent Session 6 • 10:45 - 12:15

### 6.1 Ready, Set, Transform! Assessing Provider Readiness for Family First

*Virginia C*

Krista Thomas, Chapin Hall at the University of Chicago

Yolanda Green-Rogers, Chapin Hall at the University of Chicago

Jessica Brown, Kentucky Department of Community-Based Services

Jennifer Warren, Kentucky Department of Community-Based Services

This session explores the approach used by the Kentucky Department of Community Based Services and Chapin Hall to assess the readiness of the state's child welfare provider agency network for implementation of the Family First Prevention Services Act (Family First). Participants will learn about the assessment domains and the methodology for administering the survey. Presenters share findings from the readiness assessment together with the way the findings were used to inform planning and decision-making for Family First implementation in Kentucky and discuss the strengths and limitations of this process.

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### 6.2 Do Improvements in Healthcare Access Prevent Child Maltreatment? A Panel Discussion of New Research on Medicaid Expansion

*Roosevelt 1*

Michelle Johnson-Motoyama, The Ohio State University College of Social Work

Jessica Pac, Columbia University School of Social Work

Donna Ginther, University of Kansas Department of Economics

John Fluke, Kempe Center for the Prevention of Child Abuse and Neglect

Ramesh Raghaven, Rutgers University School of Social Work

Medicaid and Children's Health Insurance Program expansions have created differential access to behavioral and health services among disadvantaged children and families. An important concern is whether improved access via these programs is associated with child maltreatment prevention. This panel presents two new studies, one at the state level and one at the county level, that support the idea that policies that facilitate access to public health insurance appear to prevent child maltreatment. Two discussants with expertise in child welfare, child mental health, and Medicaid policy will facilitate a dialogue among attendees about the research and its implications for policymaking.

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### 6.3 Evaluating Child Welfare's Response to Trafficking

*Maryland A*

Anne Fromknecht, James Bell Associates

Amy Cole, Resource Development Associates

D. F. Duncan, University of North Carolina at Chapel Hill School of Social Work

Amy Farrell, School of Criminology and Criminal Justice, Northeastern University

Melissa Hope Johnson, University of South Florida

Within child welfare, youth who are victims of trafficking are especially vulnerable. Child welfare agencies are called to identify and work collaboratively with other systems to serve youth who are at

risk of or are victims of trafficking. Evaluators from the Grants to Address Trafficking within the Child Welfare Population describe the innovative methods they have used to evaluate child welfare agencies' efforts to address trafficking in four different child welfare systems. Panelists share lessons learned over a 5-year evaluation period, including how to define success for trafficked youth and effective strategies to involve trafficked youth in data collection.

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## 6.4 Screened Out and Unreported Maltreatment: Forgotten Again? Lessons Learned From the National Incidence Study of Child Abuse

*Wilson C*

Andrea Sedlak, Westat

George Gabel, Westat

Duck-Hye Yang, Westat

The National Incidence Study of Child Abuse (NIS 1-4) provides estimates of the incidence of child abuse and neglect in the United States, as recognized by mandated reporters. It is the only national study that goes beyond child protective services data to obtain information about the occurrence of maltreatment that is recognized by a broad spectrum of community professionals. The presentation includes the history of NIS and its replication in Canada and the Netherlands, as well as findings of the estimates of unreported and screened-out reports. Presenters will facilitate a discussion with audience about priority concerns in their own communities regarding unreported and screened-out maltreatment.

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## 6.5 Perspectives on the Strengths, Challenges, and Lessons Learned in Evaluating the Effectiveness of Online Training

*Coolidge*

Tony Bonadio, University of Maryland School of Social Work

Emily Smith Goering, Center for Adoption Support and Education

Bethany Lee, University of Maryland, School of Social Work

Hung Pho, ICF

Jaslean La Taillade, JBS International, Inc.

Brian Deakins, Children's Bureau

Rebecca Huffman, Children's Bureau

Effective training is an essential building block for building evidence for policies, programs, and practices in child welfare. The session presents an overview of the rigorous evaluation methods used to assess the effectiveness of two online trainings: CQI Training Academy and The National Adoption Competency Mental Health Training Initiative. This presentation describes the results and lessons learned from these multilevel evaluations and how they can inform future efforts to implement systems-level online training initiatives for child welfare. To engage session participants, presenters will stimulate group participation by facilitating questions throughout the presentation.



## 6.6 Becoming a Trauma-Informed Child Welfare Organization: A Conceptual Framework and Resources to Promote Trauma-Informed Practices, Policies, and Systems

*Maryland B*

**Melinda Baldwin**, Children's Bureau

**Keitha Wilson**, Oklahoma Department of Human Services, Child Welfare Division

**Sarah Kelly-Palmer**, Family Service of Rhode Island

**Erin Ingoldsby**, James Bell Associates

**Abyssinia Washington**, District of Columbia Child and Family Services Agency

Few resources exist to assist child welfare agencies in integrating trauma-informed policies into their organizations, and the resources that are available often focus on high-level principles that are difficult to translate into practice. This session will present a framework for becoming a trauma-informed organization and introduce assessment and evaluation tools that will form part of a comprehensive resource to guide child welfare agencies toward becoming trauma-informed. Grounded in implementation science, the framework components include: (1) organizational readiness/assessment; (2) building a resilient workforce; (3) leadership/staff capacity building; (4) practice and policy development and implementation; (5) evaluation/measurement; and (6) sustainability.

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## 6.7 The Role of Targeting in Measuring Efficacy in a Supportive Housing Program

*Maryland C*

**Bridgette Lery**, San Francisco Human Services Agency

**Anne Farrell**, Chapin Hall at the University of Chicago

**Jennifer Haight**, Chapin Hall at the University of Chicago

**Mary Cunningham**, Urban Institute

This session discusses targeting as an essential bridge from social experimentation to implementation in real-world agencies where demonstrating efficacy is the expectation. The Children's Bureau funded five sites to design, implement, and evaluate permanent supportive housing models for child welfare involved families experiencing homelessness. The goals were to prevent foster placement or reunify children in out-of-home care. Evaluators from the Connecticut and San Francisco sites and a leader of the national evaluation effort compare and contrast targeting of families and how that affected their ability to observe impact.

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## 6.8 Empowering Native American Populations While Addressing Dilemmas in the Adaptation and Replication of Evidence-Based Interventions

*Wilson A*

**Rowena Fong**, Steve Hicks School of Social Work, University of Texas at Austin

**Connie Bear King**, Spaulding for Children

**Candace Payer**, Winnebago Tribe of Nebraska

Working with American Indian and Alaska Native populations requires respect for and adherence to culturally relevant evaluations and indigenous responsive interventions. Non-Native evaluators sometime face dilemmas when determining how to bridge western evidence-based research methodologies and indigenous agency practices and Native communities' way of life. This expert panel,

comprised of members and partners of the National Quality Improvement Center for Adoption and Guardianship Support and Preservation, fosters dialogue addressing dilemmas in adapting and replicating interventions in working with Native populations and offers collaborative solutions to improve and strengthen evaluation practices and processes in working with vulnerable populations.

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## 6.9 An Introduction to Utilizing Culturally Responsive and Anti-Oppressive Evaluation Approaches in Child Welfare

*Wilson B*

**Anna Rockhill**, Portland State University

**Carrie Furrer**, Portland State University

**Lisa Merkel-Holguin**, Kempe Center, Department of Pediatrics, University of Colorado School of Medicine

**Angelique Day**, University of Washington

This presentation describes several approaches that center culture, oppression, and racism when designing and implementing evaluations and reporting findings. Presenters review a number of frameworks (e.g., culturally responsive, anti-oppressive/indigenous) and provide examples of key concepts drawing from Oregon's title IV-E waiver demonstration project. Participants will be invited to share their experiences applying these frameworks and "workshop" examples of their own work.

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## 6.10 Applying Behavioral Science to Diagnose Barriers and Design Solutions in Child Welfare: An Interactive Workshop

*Harding*

**Rekha Balu**, MDRC

**Samantha Dilla**, Allegheny County Department of Human Services

**Elizabeth Heidenreich**, Allegheny County Office of Children, Youth, and Families

The Center for Applied Behavioral Science (CABS) at MDRC presents an interactive workshop on behavioral diagnosis for staff and administrators to teach new tools to address organizational challenges. CABS operationalizes research on human behavior and decision-making to help organizations understand and improve problems. Since 2010, CABS has collaborated with over 61 public sector partners across 21 states to lead and test this approach. Since 2017, CABS has collaborated with the Allegheny County Office of Children, Youth, and Families. This interactive workshop includes guided practice for attendees informed by current work with child welfare agencies to analyze data and identify missed opportunities.

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## 6.11 Overcoming Challenges on the Path to Efficacy Part 2: Preparing for Summative Evaluation

*Delaware B*

**Mark Testa**, University of North Carolina at Chapel Hill School of Social Work

**Kimberly Ann DuMont**, William T. Grant Foundation

**Mike Pergamit**, Urban Institute

**Trevor Williams**, Colorado Department of Human Services, Division of Child Welfare

**Kathleen Dwyer**, Office of Planning, Research and Evaluation

Why do so many rigorous evaluations of child welfare interventions fail to demonstrate positive effects? A two-part set of sessions will examine what programs can do in advance of an evaluation to improve the likelihood that an effective program will show positive results. This second session will focus on preparing for summative evaluation, a form of evaluation that generates evidence of efficacy or effectiveness of a fully-developed program. Panelists and audience members will discuss model readiness, stakeholder engagement, managing and setting of expectations, and methodological considerations regarding estimating a program's ability to achieve its intended outcomes.

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## 6.12 The Promises and Risks of Using Predictive Analytics in Child Welfare

*Roosevelt 3*

**Erin Dalton**, Office of Data Analysis, Research and Evaluation, Allegheny County Department of Human Services

**Ravi Shroff**, New York University, Center for Urban Science and Progress

**Emily Putnam-Hornstein**, University of Southern California School of Social Work and California Child Welfare Indicators Project, University of California, Berkeley

**Valeria Butler**, Office of Planning, Research and Evaluation

Many child welfare agencies are considering predictive analytics as a promising tool for improving child welfare outcomes. Touted as an innovative technology that has the potential to transform child welfare practice, predictive analytics is generating strong opinions about whether it provides accurate and unbiased information that child welfare agencies can use to make informed decisions about the children and families they serve. This moderated expert panel explores how predictive analytics is being used currently and how it could be used in the future, discusses the importance of transparency and ethical considerations, and highlights the initial experiences of jurisdictions that are using or planning to use predictive analytics.

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## 6.13 Conceptualizing and Measuring Youth and Family “Engagement”

*Virginia B*

**Jennifer Woolard**, Georgetown University

**Dakota Roundtree-Swain**, Capacity Building Center for States

**Dee Bonnick**, Capacity Building Center for States

**Carrie Furrer**, Portland State University

What does it look like when youth and families are meaningfully engaged in their relationships with service providers and in the services they are receiving? In this session panelists will explore how youth and family engagement are understood and defined in child welfare and related fields and share methods that have been used in program evaluation efforts to measure engagement. Together the audience and speakers will have the chance to explore common challenges associated with measuring engagement, unpack considerations for different communities and settings, and identify key programming and policy implications and opportunities.

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## 6.14 Evaluating Primary Prevention

*Delaware A*

**Colleen Caron**, Rhode Island Department of Children, Youth, and Families

Montana Cain, Children's Trust of South Carolina

Julie Fliss, Children's Bureau

Anthony Queen, FRIENDS National Center Parent Advisory Council

The impact of child abuse and neglect is substantial. Yet, every day families experience individual, relationship, community, and societal factors that put them at risk for child maltreatment. They also possess strengths, or protective factors, that mitigate risks and promote healthy child development and well-being. When families have access to quality, community-based resources and supports, child abuse and neglect are preventable. To achieve this requires a comprehensive approach that crosscuts the social ecology. During this session, panelists will demonstrate the value of investing in primary prevention, introduce innovative practices to support families, and explore opportunities and challenges in evaluating prevention approaches.

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## 6.15 Using Data to Identify and Address Disparity

*Virginia A*

Ruth McRoy, Boston College

Alan Dettlaff, University of Houston, Graduate College of Social Work

Fred Wulczyn, Chapin Hall at the University of Chicago

Susan Smith, Connecticut Department of Children and Families

Researchers and practitioners continue working to understand disparity in child welfare systems and to address the resulting overrepresentation and underrepresentation of certain groups. Despite progress, persistent differences in rates of removal, placement, and outcomes among groups remain in many communities. Jurisdictions face the task of investigating and unpacking the reasons for observed levels of variability in disparities and selecting interventions that will target local inequities and improve outcomes for all children, youth, and families. Panelists will share evidence-informed approaches that have been used to examine disparities and highlight key findings. They will also present strategies for “drilling down” into data to generate evidence that helps explain these complex and often nuanced issues. Opportunities for future analysis and research will be discussed.

## Wednesday, August 21 • Peer Roundtables • 12:30-1:15

### Leveraging Information Systems, Data Sharing, and Evaluation to Build Prevention-Focused Systems

*Roosevelt 2*

Elaine Stedt, Children's Bureau

Tresa Young, Children's Bureau

Kate McElroy-Hjelm, Capacity Building Center for States

This roundtable discussion will provide an opportunity for technical and program staff from across the country to network and share experiences, ideas, opportunities, and challenges. What does it take to build a data-driven, prevention-oriented child welfare system? Conversation topics may include: establishing relationships for information sharing with nontraditional partners in child welfare; identifying necessary data and novel approaches to measuring the impacts of a prevention-focused service array; exploring the potential for information system design, mobile technology, and other innovations to improve outcomes and support ongoing data collection and CQI; and implementing strategies for effective collaboration between IT, direct practice, and evaluation staff to collect and use meaningful data.

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### Building the Co-Regulation Capacity of Adults in the Child Welfare System to Support Positive Youth Development

*McKinley*

Melinda Baldwin, Children's Bureau

Catherine Heath, Children's Bureau

Aleta Meyer, Office of Planning, Research and Evaluation

Pooja Gupta, Office of Planning, Research and Evaluation

Kelly McKenzie, Office of Planning, Research and Evaluation

Co-regulation is the supportive process of building warm responsive relationships, structuring the environment, and coaching self-regulation skills by which adults facilitate positive youth development. In this roundtable discussion, participants will consider opportunities for increasing our understanding of ways to strengthen the co-regulation capacity of adults who have key relationships with youth in placement and/or transition in the child welfare system (e.g., child welfare workers, foster parents, and other caring adults in the lives of youth in foster care). Come and join the conversation on this strengths-focused approach that is grounded in evidence!

For background see:

- <https://www.acf.hhs.gov/opre/resource/co-regulation-from-birth-through-young-adulthood-a-practice-brief>
- <https://www.acf.hhs.gov/opre/resource/promoting-self-regulation-in-adolescents-and-young-adults-a-practice-brief>
- <https://www.acf.hhs.gov/opre/research/project/toxic-stress-and-self-regulation-reports>

# Wednesday, August 21 • Poster Session • 1:15-3:15

Roosevelt 4 & 5

## Poster #1

Strengthening New Hampshire Families Through Integrated, Upstream, Primary Prevention, and Protective Factors to Reduce Child Maltreatment

Chris Tappan, New Hampshire Department of Health and Human Services  
Tobey Partch-Davies, University of New Hampshire, Institute on Disability

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## Poster #2

The Risk Screen: A Tool to Assess the Risk of Well-Being, Homelessness, and Housing Instability for Transition-Age Youth

Elizabeth Greeno, University of Maryland School of Social Work  
Kevin Strubler, University of Maryland School of Social

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## Poster #3

Contextualizing Child and Family Services Review Outcomes With Case Review Measures: A Mixed-Methods Examination of Permanency in Los Angeles County

Wendy Wiegmann, California Child Welfare Indicators Project, University of California, Berkeley  
Mary Lau, Los Angeles County Department of Children and Family Services  
Ivy Hammond, California Child Welfare Indicators Project, University of California, Berkeley  
Joseph Magruder, California Child Welfare Indicators Project, University of California, Berkeley

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## Poster #4

Using the Evidence-Based Communities That Care Community Mobilization Intervention for Community Maltreatment Prevention

Amy Salazar, Washington State University Vancouver  
Kevin Haggerty, University of Washington  
Jean Vinson, Keeping Families Together Initiative

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## Poster #5

Training Simulation Evaluation and Subsequent Worker Performance: Tying Practice to Emergent Behavior

Ida Drury, Kempe Center for the Prevention and Treatment of Child Abuse and Neglect  
Laura Schwab-Reese, Purdue University

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### Poster #6

Disseminating California Case Review Data in Three Different Ways: Best Practices and Lessons Learned

Heather Pankiw, California Department of Social Services  
David McDowell, California Department of Social Services

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### Poster #7

The Challenge of Change: Implementing Trauma-Informed Organizational Change Within New York State Child Welfare Agencies

Jennette Allen-McCombs, City University of New York - York College

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### Poster #8

Responding to Domestic Violence Among Child Welfare-Involved Families: Lessons Learned in Collaboratively Designing and Evaluating a Novel Child Welfare Approach

Meredith Bagwell-Gray, University of Kansas School of Social Welfare  
Cheryl Holmes, University of Kansas School of Social Welfare  
Zulema (Ruby) White Starr, Latinos United for Peace and Equity: Caminar Latino  
Linda Chimwemwe Banda, University of Kansas School of Social Welfare

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### Poster #9

Indiana's Title IV-E Waiver Evaluation Project: Mixed-Methods Efforts in Building Evidence, Strengthening Practice, and Informing Policy

Kori Bloomquist, Winthrop University  
Teresa Imburgia, Indiana University  
Jangmin Kim, Texas State University  
Eprise Richardson, Indiana University

### Poster #10

Initiating Agency-Driven Research Projects to Strengthen Practice, With Iterations of Improvement Over Time

Kerri Evans, Boston College School of Social Work

Kylie Diebold, United States Conference of Catholic Bishops, Migration and Refugee Services

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### Poster #11

Preparing the Child Welfare Workforce to Design and Implement Evidence-Supported Interventions: The Building Evidence Training Project (BET) Curriculum

Karen Fenton-LeShore, JBS International, Inc.

Brian Jones, JBS International, Inc.

Cathy Welsh, SLI Government Solutions – Center for the Support of Families

Selena Childs, University of North Carolina at Chapel Hill, School of Social Work

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### Poster #12

Expanding the Concept of Reentry: The Re-Removal of Children Through Reentry or Crossover Into Juvenile Services

Terry Shaw, University of Maryland Baltimore, School of Social Work

Hilary Laskey, Maryland Department of Human Services

Stacey Shipe, Binghamton University

Jill Farrell, University of Maryland Baltimore, School of Social Work

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### Poster #13

Implementing Continuous Quality Improvement for Chafee-Funded Programs to Improve Outcomes

Andrew Palomo, National Network for Youth

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### Poster #14

A Coordinated, Comprehensive Approach to Child Sexual Abuse Prevention

Kate Guastafarro, Methodology Center at Penn State University

Kathleen M. Zadzora, Department of Human Development and Family Studies at Penn State University

Jennie Noll, Human Development and Family Studies at Penn State University



### Poster #15

#### Healthy Life Choices Project: Evaluation of an Innovative Health Behaviors Program to Empower Youth and Families in Foster Care

Aly Romero, Children's Alliance of Kansas

Krystal Boxum-Loomis, Children's Alliance of Kansas

Pegah Naemi, Center for Public Partnerships and Research, University of Kansas

Jacklyn Biggs, Center for Public Partnerships and Research, University of Kansas

Katherine Soon, Center for Public Partnerships and Research, University of Kansas

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### Poster #16

#### An Evaluation of the Implementation of Honoring Children – Mending the Circle Treatment Protocol by Clinicians in Indian Country

Dolores Subia BigFoot, University of Oklahoma Health Sciences Center College of Medicine, Department of Pediatrics, Indian Country Child Trauma Center

Robin Kinnard, University of Oklahoma Health Sciences Center College of Medicine, Department of Pediatrics, Indian Country Child Trauma Center

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### Poster #17

#### Evidence Needed: Utilizing Home Visiting Programs to Prevent Child Maltreatment

Swetha Nulu, Texas Institute for Child & Family Wellbeing, Steve Hicks School of Social Work at the University of Texas at Austin

Monica Faulkner, Texas Institute for Child & Family Wellbeing, Steve Hicks School of Social Work at the University of Texas at Austin

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### Poster #18

#### Implementing and Improving University-Agency Training Evaluation Partnerships in New Jersey: Successes, Challenges, and Next Steps

Ilona Arnold-Berkovits, Rutgers University

Christine Allegra, Rutgers University

Theresa McCutcheon, Rutgers University

Tina Gajda-Crawford, Rutgers University

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### Poster #19

#### High Utilizers in the Child Welfare System: Characteristics, Child Welfare Outcomes, and Cross-System Costs

John Robst, University of South Florida  
Svetlana Yampolskaya, University of South Florida

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### Poster #20

Effectiveness of Family-Centered Treatment Using Propensity Score Matching in a Child Welfare Setting

Finneran K. Muzzey, Michigan State University  
Teresa M. Imburgia, Indiana University School of Medicine  
Barbara J. Pierce, Indiana University School Social Work

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### Poster #21

Trauma-Informed Evaluation in Child Welfare: Lessons Learned From the Statewide Integration of Trauma Assessment Data and Child Welfare Administrative Data

Ashley Palmer, University of Texas at Arlington  
Lynda Heimbach, LHHeimbach Inc.

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### Poster #22

Evaluation of Racial Equity Strategy Standards to Improve Child Welfare Services for African American Families

Ruby Gourdine, Howard University  
Janeen Cross, Howard University

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### Poster #23

Young Maltreatment Perpetrators' Past Experiences as Victims: Findings From the National Child Abuse and Neglect Data System

Gila Shusterman, WRMA Incorporated  
Guy Aurelien, WRMA Incorporated  
Nicole Fettig, WRMA Incorporated

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### Poster #24

Barriers to Permanency and Opportunities for Oversight System Advocacy for Children With Extended Episodes of Foster Care

Katherine Bass, Nebraska Foster Care Review Office  
Kim Hawekotte, Nebraska Foster Care Review Office

### Poster #25

Children in Families Experiencing Homelessness: Evidence From the Family Options Study

Lauren Dunton, Abt Associates  
Douglas Walton, Abt Associates

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### Poster #26

From Data to Practice: The Impact of Placement With Family on Outcomes and Engaging Staff in Evaluation and Continuous Quality Improvement

Matthew Claps, Casey Family Programs  
Kirk O'Brien, Casey Family Programs  
Whitney Rostad, Casey Family Programs

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### Poster #27

What Is the Problem? Child Welfare Involved Families Experiencing Domestic Violence: Perceptions of Diverse Stakeholders Across Multiple Systems Including Parents

Linda Chimwemwe Banda, University of Kansas  
Juliana Carlson, University of Kansas  
Wendy Mota, Futures Without Violence  
Lona Davis, Futures Without Violence

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### Poster #28

Standardizing the Resource Parent Self-Assessment on Caregiving for Teens Scale (RPSAC-Teens)

Angelique Day, University of Washington  
Sue Cohick, Spaulding for Children  
Cheryl Somers, Wayne State University

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### Poster #29

Evaluation of the Illinois Birth Through Three IV-E Waiver Demonstration: The Impact of Caseworker Changes on Child Permanency Outcomes

Kanisha Brevard, University of North Carolina at Chapel Hill  
David Ansong, University of North Carolina at Chapel Hill

### Poster #30

Custom Adoption: A Solution to the Overrepresentation of Indigenous Children in Foster Care?

Stephanie Bryson, Portland State University

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### Poster #31

The Influence of Quality of Child Welfare Case Practice on Timely Reunification Among Children in Out-of-Home Placement

Pamela Lilleston, New Jersey Department of Children and Families

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### Poster #32

Closing the Feedback Loop: A Mixed-Methods Approach to Conceptualizing Kentucky's Title IV-E Strategic Dissemination Plan

Justin "Jay" Miller, University of Kentucky Training Resource Center  
Melissa Segress, University of Kentucky Training Resource Center  
Corrie Rice, Eastern Kentucky University Training Resource Center  
Molly Bode, University of Kentucky Training Resource Center

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### Poster #33

The Group Care Quality Standards Assessment: Transforming Residential Services Through the Integration of Evidence-Supported Practice Standards

Shamra Boel-Studt, Florida State University

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### Poster #34

A Foundation, University, and State Partnership to Evaluate the Use of Nurses in Child Protective Services Investigations for Medically Fragile Children

Erin Maher, Department of Sociology, University of Oklahoma  
Deborah Shropshire, University of Oklahoma Health Sciences Center and Oklahoma Department of Human Services  
Peter Pecora, Casey Family Programs  
Claudette Grinnell-Davis, Anne and Henry Zarrow School of Social Work, University of Oklahoma  
David Bard, University of Oklahoma Health Sciences Center

### Poster #35

#### Leveraging Technology to Support Adoptive Parents: The Adoption Support for Kentucky – Virtual Interaction Pilot Program

Melissa Segress, University of Kentucky Training Resource Center  
Molly Bode, University of Kentucky Training Resource Center  
Justin "Jay" Miller, University of Kentucky Training Resource Center

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### Poster #36

#### Making Data Digestible: How a Study on Early Parent Engagement in Foster Care Is Shaping Child Welfare Practice in Kansas

Shelby Clark, University of Kansas School of Social Welfare  
Stacy Dunkerley, University of Kansas School of Social Welfare  
Becci Akin, University of Kansas School of Social Welfare  
Ashley Palmer, University of Texas at Arlington

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### Poster #37

#### Child Welfare Stipend Graduates in the Workforce

Anna de Guzman, University of Denver, Graduate School of Social Work Butler Institute for Families  
Lara Bruce, Metropolitan State University of Denver  
Kathryn Trujillo, Metropolitan State University of Denver

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### Poster #38

#### Implementation Evaluation of On the Frontline: A Front-End Public Child Welfare Initiative Designed to Help Agencies Improve Decision-Making Practices

Leanne Heaton, Westat  
Kristen Woodruff, Westat  
Natalie Mall, Jefferson County Division of Children, Youth, Families & Adult Protection  
Jeffrey Poirier, The Annie E. Casey Foundation

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### Poster #39

#### Voices of LGBTQ+ Youth and Young Adults

Tara Linh Leaman, Westchester County Department of Social Services  
Janna Heyman, Fordham University  
Peggy Kelly, Fordham University

## Poster #40

Evaluating Child Welfare In-Home Nursing Services: Two Studies to Build Evidence for and Inform Decision-Making About One New Jersey Program

Marc Cavella, Johns Hopkins School of Public Health

Anne Lilly, Johns Hopkins School of Public Health

Arnesha Roper-Lewis, New Jersey Department of Children and Families

Linda Ayala, Rutgers University School of Nursing François-Xavier Bagnoud Center

Kate Stepleton, Rutgers University School of Social Work

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## Poster #41

What Do Medicaid Data Suggest About Improving the Use of Behavioral Health Services and Psychotropic Medication in the Foster Care Population?

Jamila McLean, Center for Health Care Strategies

Kamala Allen, Center for Health Care Strategies

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## Poster #42

Considerations in Evaluating Permanency Practice

Kara Sabalauskas, The Home for Little Wanderers

Michael Semel, The Home for Little Wanderers

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## Poster #43

Brief Psychoeducation Intervention Increases Reflective Functioning and Lowers Parenting Stress in Foster Parents: Results From a Randomized Controlled Trial

Tina Adkins, Steve Hicks School of Social Work, The University of Texas at Austin

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## Poster #44

Assessing Child Welfare Worker Readiness Using Simulation: Toward a Standardized, Competency-Based Approach

Kirsten Havig, University of Wyoming

Angela Pharris, University of Oklahoma

David McLeod, University of Oklahoma

Julie Miller-Cribbs, University of Oklahoma

### Poster #45

#### Developing an Evidence-Based Service Array for Child Welfare Services

Jennifer Rolls Reutz, California Evidence-Based Clearinghouse

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### Poster #46

#### Challenges and Opportunities for Matching NYTD and AFCARS Data to Improve Reporting Child Welfare Outcomes

Jason Brinkley, Abt Associates  
Lori Hunter, Abt Associates  
Sung-Woo Cho, Abt Associates  
Alisa Santucci, Abt Associates

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### Poster #47

#### Designing a Tribally Adaptive Kinship Navigator Program: Suggestions From Eight Tribal Communities

Angelique Day, University of Washington  
Kathy Garcia, University of Washington  
Andrea Smith, Port Gamble S'Klallam Tribe

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### Poster #48

#### Evaluating the Impacts of Interventions for Adjudicated Youth and Youth in Congregate Care on the Rhode Island Department of Children, Youth & Families, and Predictors of Selected Outcomes

Colleen Caron, Rhode Island Department of Children, Youth & Families  
Kyeonghee Kim, Rhode Island Department of Children, Youth & Families  
Jane Pellegren, Rhode Island Department of Children, Youth & Families  
Jamie Paola, Rhode Island Department of Children, Youth & Families

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### Poster #49

#### Linking State Medicaid and Child Welfare Data for Research on Opioid Use Disorder and Other Behavioral Health Issues

Valeria Butler, Office of Planning, Research and Evaluation  
Emily Madden, Office of Planning, Research and Evaluation

### Poster #50

Unpacking the Average Treatment Effect: Examples From a Study of Early Head Start

Carrie Furrer, Portland State University

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### Poster #51

A New Frontier: Implementing and Evaluating Emerging Technologies for a Child Abuse Hotline

Wendy Wolfersteig, Southwest Interdisciplinary Research Center at Arizona State University  
Michelle Fingerman, Childhelp

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### Poster #52

Analyzing Implementation in Small Systems: Lessons From Hawai'i

Kerrie Littlejohn, University of Hawaii at Manoa  
Susan Chandler, University of Hawaii at Manoa  
Marianne Berry, University of Hawaii at Manoa  
Dana Anne Senaha, University of Hawaii at Manoa  
Annalynn Lucas, University of Hawaii at Manoa

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### Poster #53

Using Data From Behavioral Health Screening for Determining Needs of Children in Child Welfare Custody

Michael Hunter, Georgia Institute of Technology  
Susan Schmidt, University of Oklahoma Health Sciences Center  
Keitha Wilson, Oklahoma Department of Human Services, Child Welfare Division

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### Poster #54

Foundations to Thrive: A Cross-Sector Framework to Promote Resilient Children, Families, and Communities

Monica Faulkner, Texas Institute for Child & Family Wellbeing, Steve Hicks School of Social Work at the University of Texas at Austin  
Amanda Barczyk, Dell Children's Trauma and Injury Research Center, Dell Medical School at the University of Texas at Austin

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### Poster #55

#### An Early Childhood Intervention Program for Kinship Families: Kin as Teachers 2.0

Lawrence Cooper, The Children's Home Network  
Kerry Littlewood, AAJ Research & Evaluation Inc.  
Tena Randecker, The Children's Home Network  
Christina Ward, The Children's Home Network  
Abhishek Pandey, University of South Florida

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### Poster #56

#### Trauma-Informed Care in North Carolina: Findings From a Successful Intervention

C. Joy Stewart, University of North Carolina at Chapel Hill  
D. F. Duncan, University of North Carolina at Chapel Hill  
Roderick A. Rose, University of North Carolina at Chapel Hill  
Steve Guest, University of North Carolina at Chapel Hill

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### Poster #57

#### Commercial Sexual Exploitation in California: Identification, Documentation, and Response by the Child Welfare System

Ivy Hammond, University of California at Berkeley  
Joseph Magruder, California Child Welfare Indicators Project, University of California, Berkeley

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### Poster #58

#### Documenting the Impact of Child Abuse and Neglect Prevention Programs in Alabama: Aggregating Information Across a Wide Range of Programs

Sallye Longshore, Alabama Department of Child Abuse and Neglect Prevention  
Ami Landers, Auburn University

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### Poster #59

#### Providing Home Visiting Services to Pregnant and Parenting Youth in Care: Lessons From the Illinois Pilot

Amy Dworsky, Chapin Hall  
Jaime Russell, Children's Home and Aid  
Kristen Ethier, Chapin Hall at the University of Chicago

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## Poster #60

### Utilizing a Collaborative Approach to Make Evidence-Based System Transformation in Child Welfare

Sunny Shin, Virginia Commonwealth University

Gabriela Ksinan Jiskrova, Virginia Commonwealth University

Tiffany Kimbrough, Children's Hospital of Richmond at Virginia Commonwealth University Medical College

Elizabeth Lee, Virginia Department of Social Services

Carl Ayers, Virginia Department of Social Services

## Wednesday, August 21 • Concurrent Session 7 • 3:15 - 4:15

### 7.1 Feasibility of Implementing a Mobile Resource Referral Tool for Enhancing Service Planning at the Case and System Levels

*Maryland A*

**Katie Rollins**, Chapin Hall at the University of Chicago

**Dana Weiner**, Chapin Hall at the University of Chicago

**Sylvie Doppelt**, NowPow

Under the Family First Prevention Services Act of 2018, child welfare jurisdictions have the opportunity to serve more families with community- or home-based preventive interventions. The associated case management activities require the workforce to use efficient processes for identifying, communicating, and documenting service referral, linkage, and receipt information. In addition to case level-challenges of planning for service delivery, systems must plan and adjust service arrays to address the needs of identified target populations. This presentation shares findings from a feasibility study of the NowPow mobile resource referral technology for expediting service identification and referral and providing aggregated system-level data to inform the calibration of the service array.

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### 7.2 Impacts of a Supportive Housing Demonstration for Child Welfare Involved Families

*Delaware A*

**Michael Pergamit**, Urban Institute

**Mary Cunningham**, Urban Institute

**Devlin Hanson**, Urban Institute

Presenters address the question of whether economic supports can prevent child protective services (CPS) involvement and recidivism using experimental and nonexperimental methods and data from the national and local levels. The first study examines whether increases in child maltreatment in certain states during the Great Recession are partly explained by changes in state safety net programs. The second study examines the effects of a 5-year randomized control trial designed to test whether assisting families deflected from CPS with their economic needs reduces CPS involvement. Panelists discuss the main findings from the evaluations and implications for practice and policy.

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### 7.3 Title IV-E Prevention Services Clearinghouse Information Session

*Delaware B*

**Sandra Jo Wilson**, Abt Associates

**Suzanne Kerns**, Center for Effective Interventions, University of Denver

**Erin Bumgarner**, Abt Associates

**Christine Fortunato**, Office of Planning, Research, and Evaluation

**Jennifer Rolls Reutz**, Chadwick Center for Children and Families

The title IV-E Prevention Services Clearinghouse was established to systematically review research on programs and services intended to provide enhanced support to children and families and prevent

foster care placements. The Clearinghouse, developed in accordance with the Family First Prevention Services Act of 2018, rates programs and services as promising, supported, and well-supported practices. These practices include mental health and substance abuse prevention and treatment services and in-home parent skill-based programs, as well as kinship navigator services. This presentation will describe activities to establish and maintain the Clearinghouse, including an overview of the systematic review process and the Clearinghouse website.

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## 7.4 Atypical Antipsychotics and Admission to Psychiatric Residential Treatment Facilities: Using Directed Acyclic Graphs to Establish Causal Relationships Using Secondary Data

*Wilson A*

**Roderick Rose**, University of North Carolina at Chapel Hill

Panelists describe their study of Medicaid claims data to test a causal relationship between prescriptions of atypical antipsychotics and admission to psychiatric residential treatment facilities among adolescents with conditions not approved for these drugs. They employ directed acyclic graphs to identify the confounders of the causal effect and to select an appropriate method.

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## 7.5 Exploring and Evaluating Youth Engagement From Enrollment to Graduation: Examples From the Alameda County Youth Transitions Partnership

*Virginia A*

**Laura Packard Tucker**, Chapin Hall at the University of Chicago

**Connie Linas**, Alameda County Department of Children and Family Services

**Aron Sumii**, First Place for Youth

**Jennifer Uldricks**, Alameda County Social Services Agency

The Alameda County Youth Transitions Partnership (YTP) is being implemented as a new comprehensive service model for transition-age youth that aims to prevent homelessness among youth and young adults involved in the child welfare system. For the YTP team, one of the core challenges of working successfully with youth and young adults has been youth engagement, both initial and ongoing. In this session, YTP program and evaluation staff discuss the methods, findings, and implementation adjustments that are used to isolate, understand, and improve youth engagement, from enrollment to service uptake and, ultimately, to graduation.

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## 7.6 Unlocking Foster Parent Recruitment Effectiveness: Data Is the Key

*Virginia B*

**Kelly Stepura**, OmniCare Institute

**Gail Biro**, Omni Visions

**Luanne Barr**, OmniCare Institute

As the need for foster parents increases at an alarming rate, recruitment efforts must be as effective and efficient as possible. To that end, this presentation explores the use of data in the development of recruitment strategies. Presenters show qualitative and quantitative findings related to the characteristics of outstanding foster parents, predictors of foster homes that are likely to be productive

partners, and trends in the recruitment of particular subgroups of parents. The presentation provides an approach for the collection and use of recruitment data to help agencies evaluate strategies and improve targeted marketing efforts.

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## 7.7 Minnesota's Screening Threshold Analysis – Innovations Using Data

*Virginia C*

**Rebecca Wilcox**, Minnesota Department of Human Services

**Nikki Kovan**, Minnesota Department of Human Services

**John Fluke**, Kempe Center, Department of Pediatrics, University of Colorado School of Medicine

Minnesota, together with the Capacity Building Center for States, recently conducted a Screening Threshold Analysis. The presentation focuses on the process of conducting the analysis and its results.

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## 7.8 Evaluating Our Investment: Key Resources and Capacities for Conducting Cost Studies

*Maryland B*

**Chi Connie Park**, James Bell Associates

**James Bell**, James Bell Associates

This presentation provides an overview of the resources and capacities needed to conduct a cost study within a child welfare context. The resources and capacities explored focus on five steps that are critical to a successful cost study: 1) engaging in cost study planning; 2) collecting information to describe the child welfare program being implemented; 3) accessing and analyzing program implementation costs; 4) accessing and analyzing program outcome and impact data; and 5) assigning a monetary value to outcomes. Panelists discuss key considerations and ways to address potential challenges throughout the cost study.

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## 7.9 Designing and Executing a Rigorous Evaluation of Team Decision-Making

*Maryland C*

**Berenice Rushovich**, Child Trends, Inc.

**Karin Malm**, Child Trends, Inc.

**Patricia Rideout**, The Annie E. Casey Foundation

Team Decision-Making (TDM) is a promising structured family teaming approach that helps workers make informed, safety-driven decisions about out-of-home care. Child Trends, Inc. and the Annie E. Casey Foundation are conducting a study of TDM in Missouri. Presenters discuss lessons learned about the benefits of using an iterative process when designing a study, the process of identifying and operationalizing one of the key outcomes, and preliminary findings from the survey they developed. Finally, presenters describe their ultimately unsuccessful attempt to validate a facilitator self-assessment fidelity tool.

## 7.10 Measuring Implementation and Sustainability: Applying the Consolidated Framework for Implementation Research (CFIR) to Inform and Improve

*Harding*

Rebecca Butcher, Center for Program Design & Evaluation at Dartmouth

Karen Schifferdecker, Center for Program Design & Evaluation at Dartmouth

M. Kay Jankowski, Dartmouth Trauma Interventions Research Center

Evaluating multilevel, systemwide implementation efforts can be challenging, particularly for ensuring that methods sufficiently capture key drivers of organizational change and producing results that are useful for informing improvement and sustainability. In this presentation, panelists demonstrate how to address these challenges using the Consolidated Framework for Implementation Research (CFIR), a prominent implementation science framework. The CFIR focuses on five key domains important for designing and understanding the implementation of complex child welfare initiatives and shows promise as a tool to examine implementation efforts across multiple sites or grantees to reveal factors most critical to success.

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## 7.11 High Use of Child Welfare, Medicaid, and Other Services: Identifying and Predicting Types of Superutilization to Improve Services

*Roosevelt 1*

Elizabeth Weigensberg, Mathematica Policy Research

Peter Pecora, Casey Family Programs

Erin Maher, University of Oklahoma

Julie Rotella, Tennessee Department of Children's Services

More information is needed for child welfare agencies to understand service utilization across systems and identify ways to better meet the complex needs of children in foster care. This presentation summarizes a study of high service use, or “superutilization,” among children in foster care. The study linked administrative data from child welfare, Medicaid, mental health, and substance abuse services for two sites: Tennessee and Florida (Hillsborough, Pinellas, and Pasco counties). After defining superutilization, latent class analysis was used to identify types of superutilization, and predictive analytics was used to identify characteristics at time of entry that can lead to superutilization. Presenters also discuss implications from study sites.

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## 7.12 How a Researcher-Practitioner Partnership of the Crossover Youth Practice Model Helps Improve Outcomes for Crossover Youth

*Coolidge*

Karen Kolivoski, Howard University

Walter Jackson, Prince George's County Department of Social Services

Macon Stewart, Georgetown University

Hannah McKinney, Georgetown University

Child welfare agencies increasingly use research and evidence to inform system change efforts. The need for reliable research has increased, yet navigating the researcher-practitioner relationship presents challenges. This presentation explores how the Crossover Youth Practice Model encourages researcher-practitioner relationships that support reform and ongoing assessment. The presentation highlights one

community with a strong relationship that is realizing positive change in practice and youth outcomes. Focusing on the partnership process, the presentation covers reasons to form this relationship, ways to adapt data collection and analysis for each community, and strategies for using data to improve outcomes.

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### 7.13 Make Every Voice Count: An Innovative Approach to Incorporate Differing Perspectives When Assessing Change in Child Welfare Agency Capacity

*Roosevelt 3*

**Heidi Melz**, James Bell Associates

**Charlie Ferguson**, James Bell Associates

**James O'Malley**, The Dartmouth Institute for Health Policy and Clinical Practice

This session presents a discussion of the benefits and challenges of using multiple informants in survey research and a consideration of how to make sense of their potentially varying perspectives on an outcome of interest. Presenters introduce the audience to a multivariate regression technique that can be used to analyze multiple informant data and provide an example of how the technique was applied in a nationwide evaluation of an effort to provide services to child welfare agencies and Court Improvement Programs to help build organizational capacity and strengthen agency and court functioning.

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### 7.14 Topic Modeling of Child Fatalities Using Latent Dirichlet Allocation in a Geographical Information Systems Framework

*Wilson B*

**Gia Barboza**, Northeastern University

A large portion of the data that organizations collect are in the form of unstructured text narratives. The ability to understand and interpret this information is critical to implementing innovative prevention strategies. New advances in machine learning and text mining, such as topic modeling using Latent Dirichlet Allocation, are innovative ways to analyze, organize, and interpret large amounts of data and can inform child welfare policy in multiple ways.

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### 7.15 Engaging Families in Services to Reduce Future System Involvement: A Randomized Controlled Trial

*Wilson C*

**Ivy Hammond**, University of California at Berkeley

**John Prindle**, University of Southern California Suzanne Dworak-Peck School of Social Work

**Emily Putnam-Hornstein**, University of Southern California Suzanne Dworak-Peck School of Social Work

The purpose of this evaluation is to rigorously assess whether the delivery of an enhanced engagement and service-linkage model called the Neighborhood Resource Network decreases subsequent child welfare involvement among families following a referral for children under 5 to the child protection system in Orange County, California. A total of 5,460 eligible referrals were submitted by the Orange County Social Services Agency to the research team for random assignment between March 2016 and March 2018. Presenters share findings on engagement, service receipt, and re-referrals to the child

protection system and discuss the strengths and challenges of implementing randomized controlled trials within the child welfare system.



# Closing Plenary

**Marriott Ballroom**

## Conference Themes

**Madison Sandoval-Lunn**, Capacity Building Center for States

**Dee Bonnick**, Capacity Building Center for States

## Featured Panel Discussion: Leveraging Data and Evaluation to Strengthen Families and Promote Well-Being

The Closing Plenary will invite Evaluation Summit participants to reflect on critical themes from the 2-day conference and consider opportunities and strategies moving forward. How can the field of child welfare build and apply evidence in ways that will address some of our greatest challenges and result in safer children and healthier families and communities? A group of panelists will consider innovative approaches to building evidence and leveraging research and evaluation to improve outcomes for children and families and become more prevention-focused systems.

## Moderator

**Jennifer Haight**, Children's Bureau

## Panelists

**Kimberly Ann DuMont**, William T. Grant Foundation

**Peter Pecora**, Casey Family Programs

**Maria Woolverton**, Office of Planning, Research and Evaluation

## Adjourn

**Brian Deakins**, Children's Bureau

## Closing Plenary Speaker Biographical Summaries

### Madison Sandoval-Lunn

Madison Sandoval-Lunn is a national child welfare consultant, trainer, and advocate. As a former foster youth, she has combined her lived and professional experience to improve the outcomes of vulnerable children and families since 2007. Her child welfare experience includes recruiting and training foster and adoptive parents; supporting and engaging kinship families; providing direct service to foster, homeless, and at-risk youth; conducting program evaluation and improvement; conducting Child and Family Services Review and National Youth in Transition Database assessment reviews; providing child abuse prevention training; providing child welfare workforce training and curriculum development; promoting youth engagement; and promoting positive youth development.

### Dee Bonnick

Dee Bonnick has been a parent consultant in child welfare in her home state of Connecticut and has provided feedback and input from the family perspective to improve practice in the child welfare system for over 10 years. She has participated in several implementation projects and provided input that encouraged continued engagement and partnership with families and overall improvement of the system. Some of this work included facilitating family forums, assisting in drafting parent and staff surveys, and piloting and collecting data for parent-partner programs. She also served on several projects implementing Differential Response systems, the Strengthening Families Practice Model, and Structured Decision Making. She has provided feedback on policy and practice, serving on steering committees representing the parent voice, assisting with collecting training data, and evaluating proposals for child welfare agency contracts.

### Jennifer Haight

Jennifer Haight is a Supervisory Children and Family Program Specialist at the Children's Bureau. Her responsibilities include overseeing the Child and Family Services Review process and managing the internal Data, Reporting, and Evaluation Team. Prior to joining the Children's Bureau, she spent 19 years at Chapin Hall at the University of Chicago where she worked extensively with public and private child welfare agencies supporting their efforts to use administrative data for program implementation, monitoring, evaluation, and to develop sustainable CQI processes. She has substantial experience in the development and delivery of instructional programs designed to build agency capacity for evidence use.

### Kimberly Ann DuMont

Kimberly DuMont, a senior program officer at the William T. Grant Foundation, helps manage the Foundation's funding programs, oversees the Institutional Challenge Grant program, supports grantees, and serves as a key member of the Foundation's Senior Program Team, which sets the Foundation's research agenda and annual priorities. Prior to joining the Foundation, she worked as a consultant and then research scientist with the New York State Office of Children and Family Services and bridged research with the needs of practitioners and policymakers working to improve the well-being of children at-risk for child maltreatment. She earned her doctorate in community psychology.

### Peter Pecora

Peter Pecora has joint appointments as Managing Director, Research Services, Casey Family Programs, and Professor, School of Social Work, University of Washington. He has worked with numerous social services departments within the United States and abroad to refine foster programs, implement

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intensive home-based services, and design risk assessment systems for child protective services. He is widely published in these areas. From 2010 to 2011, he served on the National Advisory Committee for the Child National Traumatic Stress Network and Committee on Prevention of Mental Health Disorders and Substance Abuse for the Board on Children, Youth, and Families (part of the Institute of Medicine).

#### [Maria Woolverton](#)

Maria Woolverton is the Director of the Division of Family Strengthening within the Office of Planning, Research and Evaluation at the Administration for Children and Families. She oversees the Division's portfolio of experimental impact evaluations, process evaluations, and descriptive and theory-building research projects aimed at informing the design, implementation, and improvement of ACF programs. In particular, the Division's mission is to build evidence and evaluation capacity to inform ACF's learning agenda in program areas related to strengthening relationships, supporting fatherhood, nurturing children through their families, reducing teen pregnancy, supporting positive youth development, and preventing family violence. Previously, she served as the Team Lead for Child Welfare Research in OPRE, overseeing a number of research and evidence building initiatives in collaboration with the Children's Bureau. Before joining OPRE in 2004, she was a Senior Research Associate at the Georgetown University Center for Child and Human Development. Her work there focused on evaluation and improvement of systems for meeting the health and mental health care needs of children in the child welfare system and children with special health care needs and disabilities.

# Concurrent Session Index 1

The table below lists concurrent sessions by the original focus area in which the presenters' abstracts were submitted. This index is intended to serve as a guide for participants to help identify sessions that may be of interest.

Topic/Focus	Session #1	Session #2	Session #3	Session #4	Session #5	Session #6	Session #7
Exploring Evaluation Design, Methods, and Measurement	1.4, 1.5, 1.6, 1.13	2.3, 2.4, 2.9, 2.12, 2.15	3.3, 3.12	4.4, 4.5, 4.7, 4.9	5.2, 5.4	6.7, 6.13, 6.14	7.4, 7.9, 7.13
Using Data to Understand Characteristics, Trends, Predictors, and Performance	1.1, 1.7, 1.10, 1.11	2.6, 2.7, 2.10	3.1, 3.5, 3.13, 3.14	4.6, 4.12, 4.13,	5.9, 5.13	6.2, 6.4, 6.12, 6.15	7.6, 7.11
Communicating and Using Findings to Improve Practice		2.5, 2.11	3.7	4.10, 4.15	5.1, 5.7	6.6	7.8
Demonstrating Efficacy and Effectiveness in Child Welfare	1.9, 1.12, 1.13 1.16	2.1, 2.8, 2.13, 2.14, 2.15	3.6, 3.10, 3.11, 3.12	4.2, 4.3, 4.14	5.3, 5.6, 5.11	6.5, 6.10, 6.11	7.2, 7.3, 7.15
Evaluating Implementation and Sustainability	1.8	2.2	3.2, 3.4, 3.16	4.8	5.8, 5.10, 5.12	6.1	7.7, 7.10
Leveraging Technology and Innovation in Evaluation	1.5, 1.14		3.9	4.11	5.15		7.1, 7.14,
Conducting Population-Specific Research and Evaluation	1.2, 1.3		3.8, 3.12, 3.15	4.1	5.5, 5.14	6.3, 6.8, 6.9	7.5, 7.12

## Concurrent Session Index 2

The table below lists concurrent sessions by particular topics and themes. This index is not exhaustive. It identifies sessions that appeared relevant to one or more of the topics. The index is intended to help participants identify sessions that may be of interest. Please consult the full program for more details and all of the offerings in any particular session block.

Topic/Focus	Session #1	Session #2	Session #3	Session #4	Session #5	Session #6	Session #7
Continuous Quality Improvement	1.7, 1.10	2.3, 2.7, 2.9	3.7, 3.14	4.13	5.7, 5.8	6.10, 6.12, 6.15	
Tribal/Indigenous Focus or Featured Perspective	1.3, 1.13		3.9, 3.12		5.12	6.8, 6.9	
Legal/Judicial Focus or Featured Perspective	1.5, 1.13, 1.14		3.6, 3.14	4.4			
Youth/Transitioning to Adulthood	1.9		3.8	4.10	5.5, 5.13	6.13	7.5, 7.12
Workforce Development	1.15		3.1, 3.6	4.7, 4.8, 4.11, 4.15	5.6	6.5	
Preventing Maltreatment	1.6	2.4, 2.10	3.7, 3.13	4.5, 4.6	5.14	6.2, 6.14	
Family Engagement and Strengthening	1.6, 1.8	2.1, 2.2, 2.5, 2.7, 2.12, 2.13	3.2, 3.4, 3.13	4.2, 4.3, 4.14	5.9	6.6, 6.13	7.1, 7.2, 7.3, 7.9, 7.15
Safety	1.11	2.1, 2.6, 2.7, 2.10	3.8, 3.15	4.1, 4.2, 4.11, 4.14	5.3	6.3, 6.4, 6.12	7.7, 7.14
Permanency	1.4, 1.8, 1.11		3.8, 3.15		5.3, 5.4, 5.10		
Well-Being	1.2, 1.7, 1.10	2.9, 2.14	3.8, 3.15	4.1, 4.9, 4.12	5.5		7.12
Resource Family Support (Kin, Foster, Adoptive)	1.4	2.11	3.10		5.4, 5.10		7.6
Family First Prevention Services Act		2.6, 2.13		4.8		6.1	7.3
Collaboration and Partnerships	1.1, 1.3, 1.5	2.4, 2.15	3.12	4.6, 4.12			7.12, 7.13