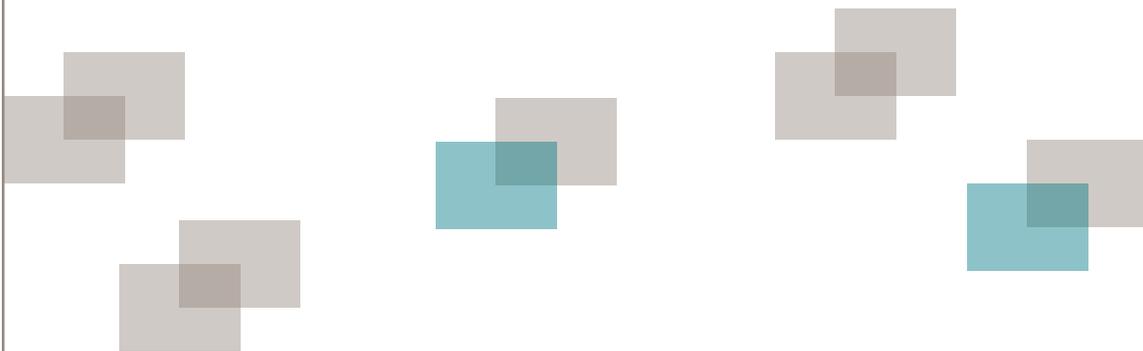


# Strengthening University/Agency Research Partnerships to Enhance Child Welfare Outcomes

## A Toolkit for Building Research Partnerships



**Institute for the Advancement of Social Work Research**

Published December 2008.

Casey Family Programs provided funding support and technical assistance in the development of this report and toolkit.

The report and toolkit are available from the Institute for the Advancement of Social Work Research ([www.iaswresearch.org](http://www.iaswresearch.org)) and from Casey Family Programs (<http://www.casey.org>) and can be downloaded from those sites.

For more information contact:

Institute for the Advancement of Social Work Research

750 First Street, NE, Suite 700

Washington, DC 20002-4241

[iaswr@naswdc.org](mailto:iaswr@naswdc.org)

[www.iaswresearch.org](http://www.iaswresearch.org)

(202) 336-8385

STRENGTHENING UNIVERSITY/AGENCY  
RESEARCH PARTNERSHIPS TO ENHANCE  
CHILD WELFARE OUTCOMES

---

A Toolkit for Building  
Research Partnerships

**Institute for the Advancement of Social Work Research**  
**December 2008**



## EXECUTIVE SUMMARY

---

Enhancing child welfare service delivery and the outcomes for children and families served by the child welfare system could benefit from better access to and use of research to inform practice and policy. Building sustainable research partnerships between child welfare agencies and universities, especially schools of social work, can provide expanded research capacity and the setting to build and transfer knowledge.

In keeping with the Casey Family Programs **2020 Vision** to reduce the number of children in care by 50% and improve self-sufficiency for those who remain in the system, support was provided to the Institute for the Advancement of Social Work Research (IASWR) to examine the supports and conditions that will facilitate university/child welfare research collaborations and promote the rebuilding of child welfare research capacity. Through this effort, IASWR engaged academic social work leaders, child welfare administrators and researchers, and research center directors and staff as well as child welfare–focused social work faculty and agency staff to:

- Identify existing strategies that result in strong child welfare research partnerships between universities and state or county public agencies.
- Identify new practical strategies to strengthen child welfare research partnerships between universities and state or county public agencies.
- Identify processes and strategies that can be addressed in the future, including providing technical assistance to jurisdictions that have conditions in place where such research partnerships are likely to succeed if initiated and are identified as high priority because of their strategic value to Casey Family Programs.

Of particular concern, in addition to the capacity-building infrastructure, are the funding streams and supports to train and fund the next generation of child welfare researchers.

### The Context

Child welfare is a field of social work practice with a long history of social work's leadership in foster care service delivery, training, research, and policy. Although recent investments mostly through federal Title IV-E and Title IV-B training funds have increased the percentage of professionally educated social workers working in public child welfare (Barth, Lloyd, Christ, Chapman, & Dickinson, 2008; Lieberman, Hornby, & Russell, 1988) there has not been a parallel commitment to build child welfare research capacity and research partnerships.

Universities can provide a research infrastructure and outside perspective that can be a resource to the agency and to policy-makers because of the availability of students and faculty to carry out projects, provide access to libraries, and offer methodological expertise and technological resources. Universities are well positioned to function as external and neutral perspective when reporting findings.

Agencies have an increased amount of administrative data that is available for analysis and interpretation, have a growing recognition of the value of research, and seek reviews of research to inform practice. They also seek collaborations with universities to assess and evaluate new and existing programs.

## ***Developing Research Partnerships***

To strengthen university/agency research collaborations, agencies and researchers need to develop a common agenda and understand each other's language and priorities and develop relationships and guidelines to facilitate working together. Catalysts for research partnerships come about through class action lawsuits, to address data capacity and analytic needs, to address Child and Family Service Reviews and Program Improvement Plans, to implement evidence-informed practices, to address service delivery improvements, as a result of legislation, and through the vision of leaders.

## ***Child Welfare Research Centers***

Although more than 30 child welfare research centers can be identified in schools of social work, they have different structures and different funding streams and may undertake a range of research efforts. Research centers do provide an infrastructure to help support research activities including:

- Staffing—including administrative support and technological and research expertise such as non-tenured PhD-level researchers
- Mentorship and research support for faculty and for the research study
- Administrative support for project development and implementation
- An infrastructure supported through funding, including private sources of funding that may match government grants and support communication and dissemination activities

## ***Attributes of Successful Partnerships***

- Develop and sustain on-going working relationships
- Learn from and understand each other's cultures and contexts
- Plan for leadership transitions by garnering support and involvement of leaders while establishing peer-to-peer relationships.
- Establish clear parameters for project time frames and timelines
- Understand the processes for data access, data sharing, data retention, and confidentiality
- Develop procedures for review of publications and presentations from the research
- Achieve IRB approvals in a timely manner

## ***Federal Funding for Child Welfare Research***

- Title IV-E Waiver Demonstrations
- Title IV-E training, resulting in curriculum materials (75% federal matching funds are available)
- Title IV-E administration (50% federal matching funds are available)
- Title IV-B Child Welfare Services

- Child Abuse Prevention and Treatment Act grants
- Children’s Bureau discretionary grants
- Centers for Disease Control and Prevention grants
- Department of Justice grants
- Substance Abuse and Mental Health Services Administration grants
- National Institutes of Health, especially the National Institute on Drug Abuse, Eunice Kennedy Shriver National Institute on Child Health and Human Development, and the National Institute of Mental Health
- Medicaid

Despite these funding sources ***there is no targeted, specific source of funds that consistently supports field-initiated research and the development and training of child welfare researchers. The absence of such a funding stream affects both the research interests of agencies and the research endeavors of faculty.***

### ***Child Welfare Research Career Development***

The lack of a sustained source of child welfare research funding effects the career development of doctoral and early career child welfare researchers. In addition, the lack of organized mentorship opportunities, the absence of an organized national network, and the lack of a highly visible setting to specifically convene senior and junior child welfare scholars fragment the field and isolates some child welfare researchers that are not in settings with well-established relationships. Lessons can be learned from the investments that have been made by the John A. Hartford Foundation to support social work doctoral students, dissertation research and early career scholars.

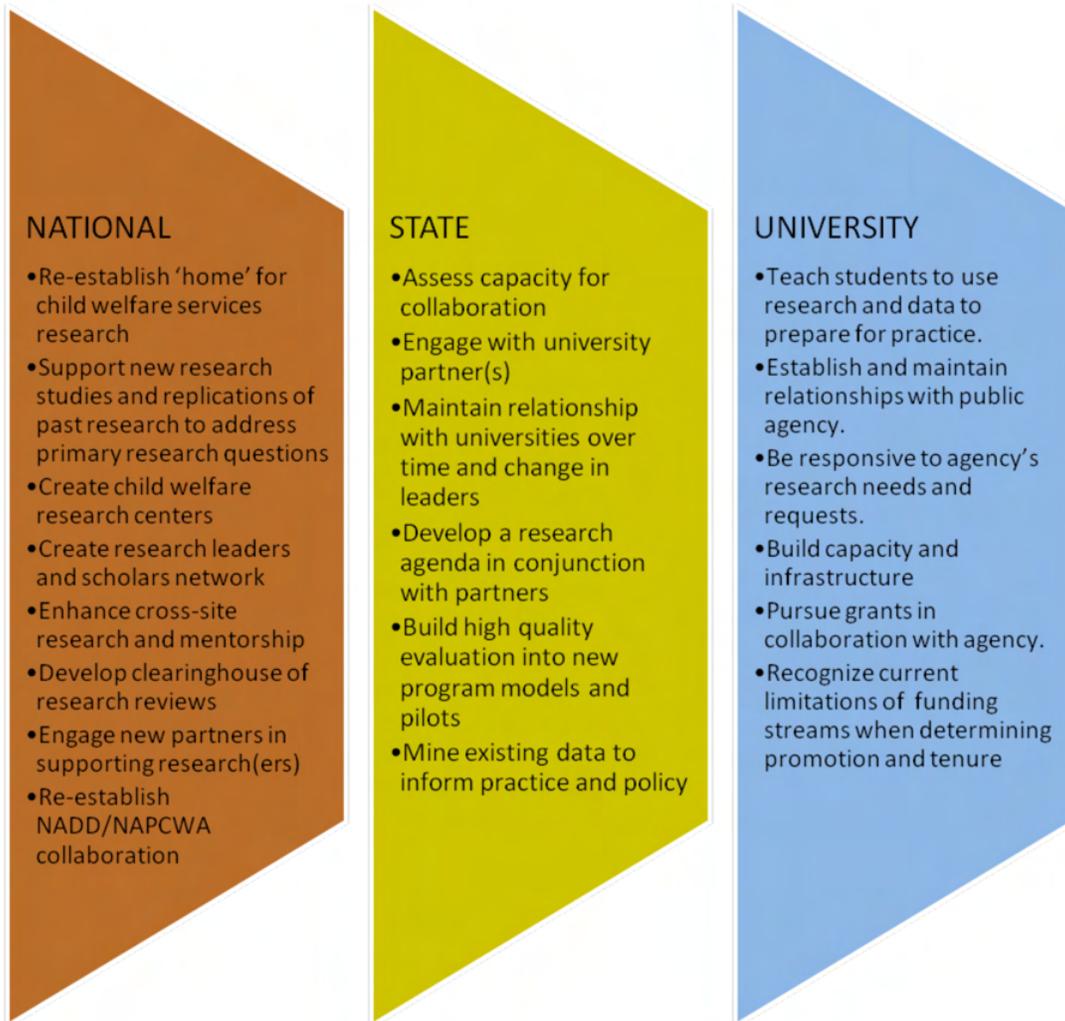
## **Recommendations for Action**

Action steps need to occur at the national, state, and university levels (see Figure 1). This Toolkit provides guidance and examples to address these next steps. At the state and university levels relationships need to be developed between the agency and the university both for those in leadership positions as well as for those in program management and research positions. Provision of technical assistance and guidance by those who are experienced in accessing funding and addressing policy and procedural issues to optimize research collaborations will be helpful to other partnerships that are forming.

At the national level, re-establishing active collaboration between the National Association of Public Child Welfare Administrators and the National Association of Deans and Directors of Schools of Social Work will be one useful step to address strategies, technical assistance, research agenda setting, and networking. In addition there is a need for advocacy to address funding of child welfare research and career development for researchers. Potential sources can be in both the public and private sector. The field would also benefit from a national strategy to develop multi-site primary research studies as well as a clearinghouse for research synthesis.

Figure 1 provides an overview of actions steps that can be taken at the national, state and university level. The full report provides useful examples that can help guide research activities, research partnership development, and the development of research centers and research capacities.

Figure 1. National, State, and University Strategies to Foster Child Welfare Research Partnerships



## References

Barth, R., Lloyd, C., Christ, S., Chapman, M., & Dickinson, N. (2008). Child welfare worker characteristics and job satisfaction: A national study. *Social Work, 53*, 199–209.

Lieberman, A., Hornby, H. & Russell, M. (1988). Analyzing the educational backgrounds and work experiences of child welfare personnel: A national study. *Social Work, 33*, 485–489.

# Contents

3	PREFACE
5	INTRODUCTION
5	Current Status of Child Welfare Services Research and Evaluation
6	Building Capacity for Stronger University/Agency Research Partnerships
7	A Ripe Environment for Child Welfare Research
9	UNIVERSITY/AGENCY RESEARCH COLLABORATIONS: SETTING THE CONTEXT
9	Social Work and Child Welfare Research
10	Child Welfare Research: The Agency Perspective
13	UNDERTAKING CHILD WELFARE RESEARCH
14	Developing Research Partnerships
17	Enhancing State Data and Analytic Capacities
18	Research Agenda Development
20	CHILD WELFARE RESEARCH CENTERS
21	Research Center Infrastructure
23	A GUIDE TO ATTRIBUTES OF SUCCESSFUL PARTNERSHIPS
28	FUNDING FOR CHILD WELFARE RESEARCH
30	Federal Funding
36	RESEARCH CAREER DEVELOPMENT
37	Current Challenges
39	Lessons Learned from Other Fields
41	CONCLUSIONS AND RECOMMENDED ACTION STEPS
41	National Strategies
43	State/University Strategies
45	REFERENCES
48	APPENDICES
49	1. Project Advisory Group
50	2. List of URLs for Websites Linked to Resources in the Toolkit
53	3. Multi-state Foster Care and Adoption Data Archive
55	4a. Examples of University-Based Child Welfare Research Centers
69	4b. University of California, Berkeley Center for Social Services Research, Program Model
71	4c. Portland State University Center for Improvement of Child and Family Services Research, Program Model

- 73 5. Example of a National Research Agenda: Proposed Child Abuse and Neglect Research Priorities 2006–2008
- 77 6. Example of a Research Approval Policy: New York State Office of Children and Families Services
- 82 7. Children’s Bureau Program Descriptions and Funding Levels
- 85 8. Examples of Federally Supported National Child Welfare Research Studies
- 86 9. Examples of NIH-Funded Social Work Child Welfare Research
- 88 10. Examples of Doctoral and Post-Doc Funding Opportunities Related to Child Welfare
- 91 11. Example of Research Center Services to Researchers: University of Texas at Austin
- 93 12. Example: John A. Hartford Foundation of New York City Geriatric Social Work Initiative Doctoral Fellows and Faculty Scholars
- 95 13. IASWR Child Welfare Researchers Questionnaire: Highlights of Responses
- 96 14. Casey Family Programs 2020 Vision

## PREFACE

---

There is a long history of linkages between the social work profession and child welfare practice. This has led to the existence of numerous collaborative endeavors between social work education programs and public child welfare agencies. For almost 20 years the focus was primarily on promoting agency/university education and training partnerships. The federal Child and Family Service Reviews (CFSRs) and the increased focus on use of data and research to guide child welfare practice and policy provides a ripe environment to build child welfare research capacity and to focus on promoting sustainable social work/public child welfare research partnerships. Although a number of universities have child welfare research centers, and research and evaluation projects are often implemented using social work faculty, it is important to understand what mechanisms and strategies might best enhance these research endeavors.

The Institute for the Advancement of Social Work Research (IASWR), whose mission is to help build research infrastructures and to connect research with practice and policy, undertook this endeavor with funding support and technical assistance from Casey Family Programs. The task was to reach out to the public child welfare, child welfare research and social work education communities to better understand the current state of research partnerships and to identify ways to initiate, stimulate, and sustain these efforts. The goal was not the partnerships themselves, but rather how these efforts can build the knowledge base to help meet the Casey Family Programs 2020 Vision to reduce the number of children in foster care by half and to enhance the outcomes for those who must remain in care. IASWR wants to acknowledge the involvement and leadership of David Sanders, Joan Smith, Susan Smith and Peter Pecora of Casey Family Programs and their recognition of the value of academic/agency research partnerships in improving outcomes for foster children and those at risk of coming into care.

To accomplish this project's goals, IASWR engaged numerous stakeholders who provided invaluable input into what became this report and toolkit. The Project Advisory Group (see appendix 1) included Richard Barth, Larry Brown, Anita Light, Jacquelyn McCroskey, Ruth McRoy, William Meezan, Kristine Nelson, Peter Pecora, Susan Smith, and Matthew Stagner. They helped to guide the initiative and to frame the questions to be answered. IASWR also wants to thank the many other individuals we conferred with including Mary Armstrong, Barbara Berkman, Cheryl Boyce, Katherine Cahn, Helen Cahalane, Crystal Camargo-Collins, Mark Courtney, David Crampton, Pamela Day, Diane DePanfilis, Dean Duncan, William Donnelly, Sally Flanzer, John Fluke, Navina Forsythe, Jody Grutza, Linda Harootyan, Caren Kaplan, Miriam Landsman, John Landsverk, Carol Lewis, James Lubben, Gerald Mallon, Mary Ann McCabe, J. Curtis McMillen, Susan Mitchell-Herzfeld, Terry Moore, Barbara Needell, Patricia Newlin, Jan Nissenbaum, Cathryn Potter, Roy Rodenhiser, Scott Ryan, Donald Schmid, James Schwab, Aron Shlonsky, Carol Spigner, Cheryl Springer, Susan Spurlock, Mark Testa, Daniel Webster, Fred Wulczyn, Victoria Weisz, and Joseph Woodard. The input from the 111 respondents to the questionnaire on child welfare research that was posted on the IASWR Listserv, IV-E Partners Listserv and on the IASWR website, was invaluable, as were the responses to the questionnaire from doctoral program directors. IASWR also wants to thank those people who participated in the focus groups of university and agency representatives in conjunction with the Child Welfare League of America's Data and Technology Conference and the Scal-

ing the Summit Conference on Child Welfare Workforce. The perspectives from the executive committee of the National Association of Public Child Welfare Administrators and the Child Welfare Task Force of the National Association of Deans and Directors of Schools of Social Work were important, especially in helping to identify capacity building, leadership, and relationship issues that must be addressed. The technical assistance needs identified through collaboration among the Ohio Deans of Schools of Social Work, the Institute for Human Services, the Public Children's Services Association of Ohio, and the Ohio Office of Jobs and Family Services helped to identify future action steps. The mutual interests of the Massachusetts deans and directors of schools of social work and the Massachusetts Department of Social Services to engage more actively together bodes well for the future.

This report and toolkit will be available through the IASWR and Casey Family Programs websites. We hope that it can be useful to child welfare researchers beginning their careers, to those who are looking to launch a child welfare research center or to those seeking to build a university/agency child welfare research partnership. The examples provided for dealing with some of the challenging issues that can get sticky regarding data sharing, IRB review and/or publications, we hope can help foresee and avoid problems before they occur. This can also be a resource for new deans and directors, for research deans and for child welfare directors and directors of state or county offices of data, planning, research, and evaluation. We also hope that this is useful to funders that can invest to enhance funding streams for knowledge development and knowledge transfer as well as support for field-initiated child welfare research studies that can help to guide and enhance practice and for research career development. If we are to meet the goals of the Casey 2020 Vision, it will demand all of us working together.

Joan Levy Zlotnik  
Executive Director  
IASWR  
December 2008

## INTRODUCTION

---

Attention to the outcomes for children and families served by the public child welfare system has never been greater. The federal Child and Family Service Reviews (CFSR) have highlighted deficiencies in states' efforts to promote safety, permanence and well-being for the children under their jurisdictions. Concerns about disproportionality—the extent to which children of color are served by child welfare agencies at a much greater percentage than their numbers in the general population—continue to grow. Strategies for effective family engagement and decision making are becoming increasingly sophisticated and the availability of administrative data that describe children in child welfare is expanding. However, there are insufficient analyses of the data beyond the reporting of numbers in many states, as well as few investments in rigorous evaluation and implementation research.

### Current Status of Child Welfare Services Research and Evaluation

Sporadic legislation over the past 15 years has attempted to address shortcomings in the delivery of child welfare services (e.g., Public Law [P.L.] 103-66, P.L. 105-89, P.L. 106-169, P.L. 110-351) but new laws have not holistically dealt with financing of services, workforce issues, prevention and front-end services nor research and evaluation. For example, the Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351) was signed by the President in October, 2008. The legislation provides important provisions related to finding permanent homes for foster children, however the only reference to evaluation relates to a set-aside of 3% for evaluating the Family Connections grant program.

At the state level, requirements to provide evidence-based child welfare services have been enacted, however there is a lack of clarity about how such provisions will be carried out. There are numerous efforts to classify the extent to which child welfare interventions contribute to the evidence-base for practice, however the definitions of levels of evidence and the assessments of the strength of the research to inform practice vary (e.g., [Campbell Collaboration](#); [California Evidence-Based Child Welfare Clearinghouse](#); [Washington State Institute on Public Policy](#); and the [Children's Bureau's Emerging Practices in the Prevention of Child Abuse and Neglect](#)).

There is documentation of research in critical areas of practice and policy (e.g., Lindsay & Shlonsky, 2008; Wulczyn, Barth, Yuan, Harden, & Landsverk, 2007). However there is little focus on child welfare research methods and researcher development or on research infrastructure development strategies.

Several foundation-supported initiatives are trying to catalyze service delivery enhancements. One major initiative is the Casey Family Programs 2020 Vision, an effort to reduce the number of children in care by 50% and improve the level of well-being among children who must remain in the system. CFP is working to accomplish this through strategic consulting, direct practice, and public policy (see <http://www.casey.org/AboutCasey/2020Strategy/>).

This confluence calls for enhancing child welfare knowledge development and knowledge transfer initiatives across the nation. This requires mechanisms to build child welfare research capacity and the pursuit of effective dissemination and implementation research strategies, creating an impetus to

strengthen research partnerships between public child welfare agencies and universities, especially schools of social work.

However, there is concern that if such partnerships were built, the field might not be ready. There may be insufficient incentives for doctoral students, post-doctoral fellows and junior faculty to pursue child welfare research careers. There is no specific dedicated funding source for child welfare research, and universities and agencies may need to improve communication and collaborative processes related to planning, implementing, and using research.

## **Building Capacity for Stronger University/Agency Research Partnerships**

There has been limited exchange of information on how to successfully build sustainable research partnerships. Issues of leadership, staffing, data sharing, confidentiality, reporting of findings, and access to and use of data all need to be addressed. Although some states and localities have created child welfare research partnerships with universities, there has been no formal identification of the specific mechanisms and structures that make these research partnerships work. Nor is there documentation of the strategies that must be undertaken to sustain these research endeavors beyond leadership and funding changes.

The mission of the Institute for the Advancement of Social Work Research (IASWR) is to build the knowledge base for practice by enhancing research capacity and infrastructures and the promotion of connections between research and practice and research and policy. Because the social work profession has a long history of leadership in the field of child welfare, IASWR is especially concerned about the lack of a focused strategy and targeted resources to support child welfare research.

Over the past 2 decades, with investments from Title IV-B and Title IV-E federal training funds, the percentage of professional social workers (BSW and MSW) in child welfare has increased (Barth, Lloyd, Christ, Chapman, & Dickinson, 2008; Lieberman, Hornby, & Russell, 1988). However, there are no organized parallel efforts to build child welfare research capacity. Furthermore, there have been initiatives in other fields of practice, especially aging, to not only expand the cadre of gerontological practitioners, but also to support gerontological research (see [www.gswi.org](http://www.gswi.org)). With millions of dollars invested in social work by the John A. Hartford Foundation of New York City, there is concern that this initiative might be drawing potential child welfare researchers away from child welfare. For example, a researcher interested in grandparents raising grandchildren might apply to be a Hartford Faculty Scholar and then would be socialized into the high status of the Hartford network and be part of a cohort identified with the gerontology field.

To address these concerns and to implement strategies to build research capacity, Casey Family Programs (CFP) has provided support to IASWR to undertake an initiative to address the supports and conditions that will facilitate university/child welfare research collaborations and promote the rebuilding of child welfare research capacity. Through this effort, IASWR is engaging key stakeholders to:

1. Identify existing strategies that result in strong child welfare research partnerships between universities and state or county public agencies.

2. Identify new practical strategies to strengthen child welfare research partnerships between universities and state or county public agencies.
3. Identify processes and strategies that can be addressed in the future including providing technical assistance to jurisdictions that have conditions in place where such research partnerships are likely to succeed if initiated and are identified as high priority because of their strategic value to Casey Family Programs.

This document is designed to serve as a toolkit for developing child-welfare research capacities. It is based on a review of the literature and previous reports; interviews with researchers, child welfare leaders, agency administrators, and research center directors; focus groups with key stakeholders; and input from questionnaires to gather information on the current child welfare research environment in social work. It sets the context within the current child welfare service delivery and social work research environment; it provides information on child welfare research funding streams and structures of child welfare research centers and partnerships; it addresses opportunities and challenges faced by those interested in pursuing child welfare research careers, and it identifies effective strategies to set and implement an agenda for child welfare research. Along with providing background information and examples of “what works,” this report offers national, state, and university/agency level guidance for strengthening child welfare university/agency research partnerships and for building child welfare research capacity.

## **A Ripe Environment for Child Welfare Research**

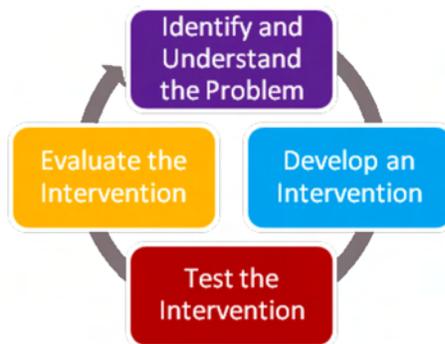
Child welfare research must address multiple domains in order for practice and policy decisions to be based on findings from empirical research. Research efforts can help the field:

- Develop, disseminate and implement evidence-based practices
- Further the understanding of the outcomes of Child and Family Services Reviews and guide the development and implementation of Program Improvement Plans
- Analyze and apply the increasing amount of available child welfare data (e.g. AFCARS, SACWIS, NCANDS, NSCAW) to inform practice and policy
- Measure performance and outcomes at the staff, program, jurisdiction, and agency levels
- Pilot-test and replicate new interventions
- Guide organizational improvement, culture change, and workforce enhancements
- Perform high-quality program evaluations
- Test “what works” in new settings
- Critically and transparently assess already available research to inform practice and policy.

Many of the current child welfare research efforts focus on identifying and understanding the problem and evaluating programs. Agencies may look to research entities, especially universities, to review the current state of research regarding a specific problem, population, or practice area, or to assess the current status of an agency program. The agency may also seek university involvement in evaluating a

new or existing program. However, university/agency collaboration to develop and test interventions, especially using experimental and quasi-experimental designs is less frequent, and could be significantly strengthened (see Figure 1). These gaps in intervention and services research may partly be due to the lack of dedicated funding sources to support such child welfare research designs (see [Funding for Child Welfare Research](#) section below).

Figure 1. The Research Continuum



The Title IV-E Waiver evaluation research described below, along with several other recent research efforts are beginning to focus on more extensive use of experimental designs to test interventions. Two examples include the University of North Carolina’s Child Welfare Staff Recruitment and Retention: An Evidence-Based Training Model, funded by Title IV-B Section 426 training funds, that is comparing 17 counties that received the intervention compared to 17 counties that did not (<http://ssw.unc.edu/jif/rr>); and University of Maryland’s Family Connections With Intergenerational Families Project, funded through the Child Abuse Prevention and Treatment Act (CAPTA) research funds, that is using an experimental design to examine the costs and effectiveness of the intervention versus no intervention ([http://www.family.umaryland.edu/ryc\\_research\\_and\\_evaluation/community\\_school\\_based\\_research\\_files/fcif10-07.htm](http://www.family.umaryland.edu/ryc_research_and_evaluation/community_school_based_research_files/fcif10-07.htm)).

# UNIVERSITY/AGENCY CHILD WELFARE RESEARCH COLLABORATIONS: SETTING THE CONTEXT

---

## Social Work and Child Welfare Research

There is a long history of social work involvement in child welfare practice, research, training and policy. Child welfare has long been a major research area for social work. The annual Society for Social Work and Research (SSWR) Conference includes a high percentage of presentations on child-welfare relevant research topics and a well attended child welfare interest group meets annually at SSWR. This interest group emerged at the confluence of the dissolution of the Child Welfare League of America's National Council on Research in Child Welfare and a growing interest specific to research of those involved in the Child Welfare Symposium/Track that met regularly at Council on Social Work Education Annual Program Meetings. Many of the most renowned child welfare researchers are social workers, and there is currently a cohort of well-regarded child welfare experts that are deans and directors of schools of social work (e.g., University of Maryland, Portland State University, University of Pennsylvania, University at Albany, Ohio State University).

### *Social Work Education and Child Welfare*

The public often assumes that those who practice in child welfare are professionally trained social workers even though no more than 40% of child welfare workers have social work degrees (Barth et al., 2008) and in some states that number is closer to 20% (Perry, 2006); and few jurisdictions require child welfare workers to have professional social work degrees. Approximately 123 schools of social work report that they offer concentrations/specializations in children and youth or children, youth, and families (CSWE, 2008a). In nearly 40 states, universities specifically prepare students (both BSW and MSW) for employment in child welfare, especially through use of Title IV-E and Title IV-B federal funds (CSWE, 2008b). This includes workers who return to school to earn MSW degrees. These IV-E educated workers often move into supervisory and program management positions. Despite this attention to preparing child welfare practitioners there are no organized parallel processes to create a robust child welfare research enterprise. In a recent survey of advertisements for social work faculty 31 out of the 104 ads that specifically noted a field of practice, indicated that they were seeking faculty in child welfare or children and families (Anastas, 2006).

*The Mission of the Academy.* The structure of social work education and the critical role of field instruction and connection to agency practice suggest a natural alliance between universities and agencies. Those schools involved in training child welfare workers are also more likely to be interested in and engaged in collaborative research endeavors (Collins, 2008; Zlotnik & Cornelius, 2000).

The university, implemented through activities of its faculty and staff, is involved with both knowledge development (through research) and knowledge transfer (through scholarship requirements to publish; through using research to inform curricula; and through classroom and professional development efforts and service projects with community agencies).

*University resources can provide research infrastructure and outside perspective.*

- Availability of students and staff who can be hired by the project allow for field-focused information-gathering efforts by universities that an agency would have difficulty completing.
- Access to libraries, methodological expertise and technology resources, including software and hardware that an agency might not have.
- An external and neutral perspective that is respected by law makers and other stakeholders when reporting findings and outcomes.

## Child Welfare Research: The Agency Perspective

### ***Increased Administrative Data Are Available.***

Child welfare agencies have increasing needs to use data and the findings from outcome studies to inform their policies and practices. There are increased sources of data available as a result of Child and Family Service Reviews (CFSRs), including, but not limited to the Adoption and Foster Care Reporting and Analysis System (AFCARS), the National Child Abuse and Neglect Data System (NCANDS), and other performance measurement systems that various states have developed. For more information on federal child welfare data and statistics sources visit [http://www.acf.hhs.gov/programs/cb/stats\\_research/index.htm#cw](http://www.acf.hhs.gov/programs/cb/stats_research/index.htm#cw).

Analysis of the administrative data has provided important information about placement trajectories and different populations and service settings. With better information about “what is,” there is also a need for further research, both quantitative and qualitative, to understand why.

In Los Angeles (LA) County the university/agency research partnership is undertaking qualitative and quantitative research studies to better understand service delivery, partnership, and outcome differences across the county. The average rate of foster care placement in LA County may not provide specific enough information to enhance service provision. This research addresses the wide variations in the communities served by assessing resource availability, community partnerships and interactions between CPS staff, families, and community-based services.

States vary greatly on the extent to which they have implemented their State Automated Child Welfare Information System (SACWIS), have it functioning free of glitches, and are using and fully analyzing the data. For example, Utah’s SACWIS has been up and running since 1996 and more than 600 reports can be extracted. The agency does analysis internally and is able to respond to legislative requests for information. When outside researchers seek to use agency data, the data is already set up (N. Forsythe, personal communication, October 2008).

Public child welfare agencies can also participate in the multi-state child welfare administrative-data archive administered through Chapin Hall Center for Children in collaboration with the National Association of Public Child Welfare Administrators (NAPCWA) (see [appendix 2](#)). A “data camp” training program offered through Chapin Hall provides middle managers with the skills to use the data to enhance practice and policy. These Analytics Institutes are sponsored by Casey Family Programs and have been

increasingly competitive given the limited slots available. Participation in the multi-state archive provides some efficiency for agencies through access to a centralized data repository and reporting structure.

### ***Growing Recognition of the Value of Research to Guide Practice***

Today's agency administrators have increased appreciation for the value of research and the use of data. Recent graduates of schools of social work, employed by child welfare agencies, may also have a greater appreciation of research and how to use it, as social work education has enhanced the research curriculum and teaching about the evidence-based practice process and about evidence-informed interventions.

In several universities, Title IV-E students, including those who are already working in the agency are required to do field-based research projects. In Massachusetts, child welfare workers in the MSW program at Salem State College presented their research findings to the Department, and had a first hand opportunity to experience the value of research to enhance policy and practice.

### ***Existing Research Needs to Be Synthesized.***

With the expanded availability of research findings and reports there are also increased efforts to synthesize and review research to inform practice and policy. The [California Evidence-Based Clearinghouse for Child Welfare](#), the [Washington State Institute for Public Policy](#), and the [Ohio Research Partnership](#) are three examples of strategies to develop reviews of research around prioritized practice areas.

State agencies or legislative bodies report that they engage agency or university researchers or think tanks to review the current research to provide a report about "what works" in a given topic area. A recent report by the Washington State Institute for Public Policy provides an extensive review of evidence-based programs to prevent children from entering and remaining in the child welfare system (Lee, Aos, & Miller, 2008). The analytic review uses advanced statistical methods and statistical assumptions to assess an array of relevant research findings. For such reports to be most useful to child welfare administrators it is important that summary information provide clear details about effective and implementable program models and the ingredients needed to successfully replicate them. **With many agencies asking similar practice and policy questions, the field might benefit from a national repository to support research synthesis and dissemination of reports on common issues across agencies (e.g., disproportionality, alternative response, placement stability, family engagement).**

### ***Agencies and Researchers Must Develop a Common Agenda.***

While the agency has research needs there is often a perceived gap between the research that is needed and the research that academic researchers propose to do. Agencies need to see that the research is relevant and useful to their priorities and does not place undue burden on their staff and resources. Research burden is perceived when there are detailed requirements to provide reports, participate in extra data-entry and engage in more detailed monitoring of client outcomes. **Participatory research design strategies can help to better engage agency staff. If staff are involved in the planning,**

**design and implementation of the study, they may better understand why the study is set up as it is, and the researcher might be better able to set up the design to fit with agency workloads, technology, and reporting systems.**

### ***Agencies' Internal Research Capacity Varies.***

There is great variation in the number of research staff that an agency has and their ability to do in-house research. New York State, for example, has a strong internal capacity to carry-out research and program evaluations and to analyze its data (S. Mitchell-Herzfeld, personal communication, October 2, 2008). Other states have little in-house capacity and mainly seek evaluation and data analysis through collaborations with universities or think tanks, or a combination.

As part of the University Training Consortium (UTC) in Kentucky, the UTC expanded the state's research capabilities by building in an agency-based researcher into the university/agency contract.

## UNDERTAKING CHILD WELFARE RESEARCH

---

In implementing research efforts between university faculty and child welfare agencies there are diverse ways that they commence.

- Individual faculty seeks data or research site for a question that the researcher has identified—and each initiative is dealt with on a case-by-case basis.
- Agency issues a request for research proposals on a specific topic and university faculty respond. An individual contract is drawn up specific to working with the selected faculty member or research team.
- Formal Memorandum of Understanding to engage in a research partnership is established between the state and/or county and one university or a collaborative of universities (e.g., Illinois, LA County). Research efforts prioritized through the partnership are then planned through this more formal structure.
- Agency and university work together on a research grant application, and if successful, collaborate to carry it out and apply the findings to practice.
- Agency engages university to create the structure to gather and analyze administrative data and then use those data to inform the state and counties.

Although there is no one way that research is initiated and implemented, **the creation of formal structures can help facilitate the success of agency-based child welfare research efforts. This can include:**

1. Recognition of the importance of research to service outcomes;
2. Development of a formalized vetting process to ensure the feasibility, confidentiality and human subjects protections of the research to be carried out through the agency;
3. Identification of accountability and clear roles and responsibilities for each actor in the research process.

A number of jurisdictions have found that developing a research partnership and creation of a specific research planning process can be useful. Several states have a particular office or individual that serves as the point person for all research requests. This work can also be facilitated when a university or university consortium also creates a robust child welfare research infrastructure. This can be done by identifying the expertise of child welfare researchers and research methodologists who can undertake the research and through development of a child welfare research center that can facilitate proposal development, research project implementation, and dissemination of findings.

For some child welfare research experts, while there is an infrastructure developed within the university, the work of the center might be beyond their own state, as is the case for the University of Kansas that is involved in performance measurement work in several states outside of Kansas (T. Moore, personal communication, August 14, 2008). The Quality Improvement Centers and Implementation Centers funded by the Children's Bureau (see [Recommended National Strategies](#)) will all require that the grantee

work across state lines, requiring relationship development with multiple parties that might have different rules, and different research cultures. [Chapin Hall Center for Children](#) does research and evaluation in Illinois at the national level, and in jurisdictions beyond Illinois.

## Developing Research Partnerships

To more fully address the need for data reporting and analysis, and for research and evaluation, several states and local jurisdictions have embarked on organized child welfare research partnerships between the public child welfare agency and a university or consortium of universities. Within the university, it is the school of social work that is the most likely candidate for such child welfare research partnerships. But this is not always the case. For example, the University of Nebraska–Lincoln’s Center for Center on Children, Families, and the Law has long-standing relationships with the child welfare agency in that state and the University of South Florida’s Louis de la Parte Florida Mental Health Institute is actively partnering with the state of Florida on a number of child welfare–focused research efforts. Chapin Hall Center for Children engages social work researchers as well as researchers from other disciplines at the University of Chicago.

Numerous different catalysts have created these formal partnership efforts and these partnerships have differing characteristics, funding streams and structures. Partnerships have been built in response to class action lawsuits, in an effort to improve service delivery, due to the vision of academic and agency leaders, and inspired to emulate what has been done in other states or other service delivery systems.

The following are several examples of research partnerships, with some being implemented through specific university-based centers. More details about the research centers and their structures can be found in the section on [Child Welfare Research Centers](#) and in the section on [Guide to Attributes of Successful Partnerships](#). Information on additional examples of Research Centers can also be found in appendix 2a and 2b.

### *Illinois*

The Department of Children and Family Services and the University of Illinois Children and Family Research Center (CFRC) created a partnership, through a cooperative agreement “to provide independent evaluation of outcomes for children who are the responsibility of the department” (Johnson, Wells, Testa, & McDonald, 2003, p. 53). The state used this arrangement to monitor and implement child welfare service enhancements in response to the *B. H. v. Johnson* class action lawsuit. The usefulness of this model in Illinois encouraged the center director and agency director to encourage other states and localities to form such efforts as part of the Pew-funded Fostering Results initiative.

Over the years the state has also supported collaborative research with Chapin Hall, and currently Chapin Hall and the CFRC are collaborating together on an Illinois supplement to Round II of the National Survey of Child and Adolescent Well-Being (NSCAW II).

### *Iowa*

Iowa launched a research partnership, catalyzed through Iowa’s participation in the Pew-funded Fostering Results initiative carried out by the University of Illinois CFRC. The state agency and the two

public universities with MSW programs (University of Iowa and University of Northern Iowa) created a research collaborative that met quarterly. Although there was no specific funding for the collaborative itself, there were funds for specific research priorities including the Title IV-E Waiver subsidized guardianship evaluation that used an experimental design and an examination of the effectiveness of risk and safety assessments used in the state. The University of Iowa School of Social Work's partnering with the state through its 5-year Children's Bureau-funded Recruitment and Retention grant (2003–2008) also reinforced the relationship between the university and agency and has led to an increase in partnered research activities.

## ***Ohio***

As a county administered system, the organization of the county agencies, the Public Children's Services Association of Ohio ([PCSAO](#)) plays a key role as a convener and facilitator for the state of Ohio. Also participating in the Fostering Results initiative, PCSAO brought together representatives of the state's social work programs, the Institute for Human Services (IHS) and the Office of Jobs and Family Services to develop a research agenda and to catalyze research activities. With support funds contributed by counties in Ohio, university-based efforts to develop rapid research assessments on priority research areas were developed.

## ***Los Angeles County***

Also a Fostering Results participant, Los Angeles County launched a university/agency research collaboration, engaging those schools of social work that were already participating in the Inter -University Consortium organized to support Title IV-E training and education activities. The partnership hoped to create an interactive approach to meeting the research needs of the agency and addressing the differing perspectives of the university and the agency.

Although a training partnership (<http://iuc.sppsr.ucla.edu/iucmain/About.htm>) had existed for 18 years with some small amounts of research focused on worker retention, there was not a similarly organized research program. The launch of the partnership was a result of meetings at both the leadership level (agency director and deans/directors of the social work programs) and the staff/faculty level that would be more involved with implementation. The partnership established three goals and five strategies as priorities. Initially the agency provided \$500,000/year to support research in the consortium. Faculty interested in child welfare at each of the participating five universities could apply for small research funds, and the agency would review the applications for usefulness and relevance to their needs. Leadership from a director who values research and a faculty member who had recognition and positive standing in the child welfare community and with key stakeholders were critical for moving this effort forward. The energy that was put into building the collaborative was essential, for when tight funding precluded the agency from funding a second year, the collaborative continued its research endeavors on the Title IV-E Waiver evaluation, and with support from Casey Family Programs to research related to prevention strategies as well as.

## ***Washington State***

In 2007 the School of Social Work at the University of Washington in collaboration with the state's Department of Social and Health Services and the regional philanthropic community, especially the Ballmer Foundation, joined together to create a new entity, [Partners for Our Children](#). With a major philanthropic endowment, this partnership is unique and may serve as a model for other states. The work of the partnership includes use of research to inform practice, development of research studies and education and training of professionals as well as public education.

### [Partners for Our Children: Four Main Strategies:](#)

- Policy analysis and evaluation, especially targeted at discovering the effectiveness of policies and practices in meeting the needs of vulnerable children and families;
- Funding the development, testing, implementation, and dissemination of promising programs and practices;
- Education and training, principally directed at social work professionals and foster parents;
- Public affairs and communications designed to build support for change, sustainability, and success.

The University of Washington School of Social Work also serves as the long standing home of the Northwest Institute for Children and Families (NICF), launched in 1979, that provides training and evaluation services and is the home to the Child Welfare Training and Advancement Program (CWTAP), the Title IV-E educational partnership between the state of Washington's Children's Administration and the School. The NICF's roots can be traced back to being one of the regional training and technical assistance centers, funded by the Children's Bureau between 1979–1981, to serve the northwest region of the United States.

## ***Florida***

In some instances, state-level legislation has catalyzed research partnerships. In Florida, the effort to privatize child welfare services, Community-Based Care, undertaken through both legislation and implementation of the state's Title IV-E waiver required a university-based evaluation that is being carried out by the University of South Florida's Louis de la Parte Florida Mental Health Institute. In addition, in 2007, the state's commitment of \$3.7 million, invested over 3 years created a comprehensive child welfare information portal, Florida's [Center for Child Welfare Advancement](#). This portal takes advantage of the university's technical capacity and capabilities to organize and access information of use to both workers and administrators and to use web-based tools to organize communications and conferencing among staff from multiple agencies. This Center is not housed within a school of social work, however its work involves many research staff, a number of whom have social work degrees and affiliations with social work.

### **Center for Child Welfare Advancement's Knowledge Base**

A fully searchable on-line knowledge base is built around current rules and policies, embedded links to relevant Florida State and Federal statutes and rules, recent decision memoranda or policy interpretations, fiscal requirements, national best practices, research, and Frequently Asked Questions (FAQ) with authoritative answers. The Center processes requests from customers for policy clarification or interpretation by acquiring answers from the DCF and posting those in the Center database. Knowledge-base access is available on-line to all users 24 hours a day, 7 days a week. For more information visit <http://centerforchildwelfare.fmhi.usf.edu/Pages/AboutUs.aspx>.

### ***Maryland: Legislation as Catalyst***

Although the University of Maryland School of Social Work has a long history of working with the state and county offices of the Department of Human Resources on child welfare and welfare related issues, legislation in 2006 (The Maryland Child Welfare Accountability Act of 2006) further formalized the partnership by requiring that the state and university enter into a memorandum of understanding (MOU) to work together as indicated below.

#### **Legislation in Maryland Strengthens Partnership**

"The Maryland Child Welfare Accountability Act of 2006 requires that Maryland Department of Human Resources (DHR) develop and implement a system of accountability to measure the efficiency and effectiveness of certain child welfare services. The development of a quality assurance process was mandated for Maryland following the Federal Child and Family Services Review of child welfare services in 2003. As mandated by the Maryland legislation, in January 2007 the University of Maryland School of Social Work (UMB) entered into a Memorandum of Understanding with DHR to serve as the 'entity with expertise in child welfare practices' to collaborate on key quality assurance and data analysis tasks as specified in the bill. Specifically, the bill requires that the consulting entity collaborate with DHR on: (1) measurement of the efficiency and effectiveness of Maryland's child welfare system; (2) guidance on the quality assessment process developed by DHR; (3) collection and analyses of data collected by local departments; and (4) reports and analyses related to key child welfare outcomes required at the federal, state, and organizational level." (retrieved from the [Ruth Young Center for Families and Children, School of Social Work, University of Maryland](#))

## **Enhancing State Data and Analytic Capacities**

Analysis of data is important to both understand and enhance child welfare practices and policies. States, counties, advocates and policy-makers are all seeking to understand what works in child welfare in regard to decision making, who comes into care, who leaves, and who returns. Several states have developed sophisticated capacity through partnerships with universities to access, analyze, and develop reports based on the administrative and performance data that the child welfare systems gather.

Although these centers perform similar functions, states may use different combinations of Title IV-E and Title IV-B and other funding sources to support them. Examples include:

- [University of Illinois Child and Family Research Center](#)
- [Center for Advanced Studies in Child Welfare, University of Minnesota](#)
- [University of California Berkeley, Center for Social Services Research](#)
- [University of North Carolina School of Social Work Jordan Institute for Families Assistance in Assessing Child Welfare Outcomes](#)
- [University of South Florida, Florida Mental Health Institute, Center for Child Welfare Knowledge Library](#)

## Research Agenda Development

***“Research must be seen as useful to the agency in order to get access to agency and clients.”***

Efforts need to be made for researchers and agency staff to develop a shared agenda—to move beyond the perception that agencies do not understand or use research; or that researchers want to study issues that are perceived as unimportant to agencies and their practice and policy priorities.

Several states and local jurisdictions have embarked on research–agenda setting efforts (e.g., California, Iowa, Los Angeles County, Minnesota, Pennsylvania, New York, and Illinois) but each has been implemented differently. Johnson et al. (2003) detailed the extensive involvement of stakeholders in the agenda-setting process in Illinois and the efforts to especially support research that was within the agenda. In Pennsylvania, the Child Welfare Education and Research Programs administers the Title IV-E education and training partnerships for the state and recently expanded its research staff at the University of Pittsburgh. They are carrying out studies related to the research priorities that were established between the universities and the state child welfare agency (University of Pittsburgh, n.d., p.7).

As previously noted, Ohio identified priority areas in which rapid research assessments were needed (<http://www.pcsao.org/research.htm>).

Beginning in 2005, the California Social Work Education Center (CalSWEC), the California Department of Social Services (CDSS), the Child and Family Policy Institute of California (CFPIC) and the County Child Welfare Directors Association (CWDA) came together to develop a practice-focused research agenda under the categories of safety, permanence, and well-being, [Evidence Based Practice: A Child Welfare Research Agenda for California](#). Each year the stakeholders have come together for a Leadership Symposia on Evidence-Based Practice in Human Services to assess progress and to identify next steps. The 2009 Symposia focuses on [Moving Research and Evidence into Child Welfare Organizations](#).

## ***National Research Agenda***

An effort to create a national research agenda from agency administrators' perspectives was launched in 2000 by the National Association of Public Child Welfare Administrators (NAPCWA) and the National Resource Center on Child Maltreatment (now established as the [National Resource Center for Child Protective Services](#)). Agency administrators and research staff joined with university partners, in regional meetings, to identify research priorities (NAPCWA/NRCCM, 2001). The national agenda covered areas of practice, program evaluation, policy, research synthesis and prognosis. Despite this extensive agenda-setting strategy there was no organized follow-up or advocacy to identify the resources needed to fulfill this research agenda or to pilot-test it. The report indicates that a committee formed between NAPCWA and the National Association of Deans and Directors of Schools of Social Work (NADD) was working to identify ways to enhance the development of research partnerships. However, after meeting regularly between 2001 and 2003 and co-hosting several meetings (Ferguson, 2002) focused on training and education partnerships this collaboration became dormant. **The current interests of both NAPCWA and NADD provide a ripe opportunity to reconstitute this NADD/NAPCWA committee to refocus on building and sustaining research partnerships.**

As a requirement of the Child Abuse Prevention and Treatment Act, and as amended by the 2003 Keeping Children Safe Act, the Children's Bureau periodically publishes research priorities for public comment (see [CAPTA](#) section and [Appendix 3](#)).

## ***Tracking Research Underway***

For several states, both academic and agency partners reported that there is no easy mechanism to track all of the child welfare research that is on-going in a state. This is especially true in a state with a county-administered child welfare system where each county might have its own involvement with either local or national research efforts. Efforts are underway in California to gather this information through the state's research and data office. In Illinois, the University of Illinois CFRC has recently launched quarterly Data Summits to bring together child welfare researchers in Illinois. In addition there is a staff position that functions as a bridge between the university and the agency, titled the Director of Research Partnerships.

## CHILD WELFARE RESEARCH CENTERS

---

Although many collaborative research studies may occur, through arrangements directly between individual faculty and agencies, close to 30 schools of social work were identified to have child welfare research centers, or to be engaged in formal child welfare research partnership. Nearly 40 states are involved in Title IV-E educational partnerships, and a number of these include some research and evaluation, at least in terms of follow-up to students and trainees. A website for IV-E educational partnerships with a listing of contacts is maintained at <http://louisville.edu/kent/projects/iv-e>. In addition a number of schools have child welfare centers that focus on agency training and consultation, e.g., the Butler Institute for Families at the University of Denver or the Field Center at the University of Pennsylvania, that use research findings to guide their work.

Little is known about the exact parameters of the research centers' activities and their commonalities across sites and settings. For example, at University of California, Berkeley, School of Social Welfare, several child welfare centers exist within the one school: the California Social Work Education Center ([CalSWEC](#)) provides research grants to faculty who are part of a consortium of schools to study topics that will inform the child welfare curriculum; and the [Center for Social Services Research](#) includes the Child Welfare Research Center that does policy and evaluation research and the California Child Welfare Performance Indicators Project that works with the state and counties on analysis and implications of child welfare administrative data.

There are great variations in the extent to which such research centers are integrated into the overall social work academic program and the extent to which they employ and involve tenure-track faculty. Furthermore there is no consistent mechanism by which such partnerships are funded and sustained.

The Center for Human Services Research at the School of Social Welfare at the University at Albany (SUNY) was created to assist the New York State Office of Children and Families Services (OCFS). Begun in the early 1990s, it currently has 25–30 employees mostly staff researchers, with a tenured professor as the director. It carries out state- and grant-funded studies and manages several data management systems with performance measures. In some instances, OCFS contracts with CHSR to conduct a research study in its entirety, while in other cases, researchers at OCFS collaborate with CHSR research staff to complete the study. CHSR serves as an agent of the state and thus there are not issues related to data sharing and data access for the studies that it does on behalf of the state (e.g., Co-location Demonstration Project Evaluation).

In some instances the Title IV-E training/education partnership and child welfare research endeavors are in the same center. In the case of CalSWEC, its research efforts are specific to curricula-informing grants made to faculty. On the other hand, the University of Maryland, University of Minnesota, the University of Texas at Austin, and the University of North Carolina have comprehensive centers that house the training programs, educational partnerships, and numerous federal-, state-, local- and foundation-supported projects of both national and local scope.

- The California Social Work Education Center ([CalSWEC](#)), a collaborative of 19 schools of social work in California, based at the University of California at Berkeley provides research grants to faculty to inform the curricula.
- [Ruth Young Center for Children](#) (University of Maryland) incorporates both the child welfare education and training partnerships and in-state and out of state child welfare research activities under its purview.
- [Center for Advanced Studies in Child Welfare](#), University of Minnesota, was established in 1992 with Title IV-E funds and funds from the Bush Foundation and it carries out education, training, research and evaluation efforts including several publications to disseminate research.
- [University of Pittsburgh Child Welfare Education and Research Programs](#) includes research staff evaluating the outcomes of the child welfare education and training partnership, analyzing data and exploring the impact of organizational climate on worker decision-making and retention.
- [University of North Carolina Jordan Institute for Families](#) includes numerous training, education, technical assistance, and research partnership and grant activities under its purview.
- University of Texas at Austin [Center for Social Work Research](#) includes training and research grants with commitments of \$22 million for projects underway in 2007–2008.

## Research Center Infrastructure

There are lessons that can be learned from those schools of social work that have created successful child welfare research centers. This includes valuing state-based and -funded research and evaluation projects, and the creation of an environment and infrastructure to be able to simultaneously be involved with a number of research studies. Research centers include more than tenure-track faculty to support both the necessary research infrastructure and to carry out some of the research efforts. The following provides an overview of structures that can be found in successful research centers.

### *Staffing*

The creation of an infrastructure with administrative, grantsmanship, programming, technology, and research staff supports the ability to efficiently produce grant applications, prepare reports, and plan and implement data gathering and analysis strategies. Each grant and contract contributes funds through the project's indirect support, to underwrite these administrative resources. This infrastructure then is reliant on the ability of the center to be successful in consistently being awarded grants and contracts in order to maintain its administrative staff.

The infrastructure support services provided by the Center for Social Work Research at the University of Texas at Austin include pre-award support for grant or contract development, post-award support related to personnel and expenditures as well as IRB application support. For more information see appendix 9 or visit: [http://www.utexas.edu/ssw/cswr/pi\\_services.html](http://www.utexas.edu/ssw/cswr/pi_services.html).

### ***Non-Tenure Track Researchers***

Involvement of non-tenure track research staff provides 12-month/year availability, no requirements or commitments to teaching, and the absence of the tenure pressure to publish findings in journals. Research centers often engage research professors who may have specific methodological expertise as well. Focus groups and interview findings reinforced the importance of the non-tenure track PhD and non-PhD research staff as a critical part of the major child welfare research centers. For some PhD-level social science researchers, they specifically seek positions to work in a research environment in an academic setting but are not interested in teaching responsibilities or the tenure route.

Research centers often rely on non-tenured researchers, however for these researchers, there may be some negative aspects. There may be little job security if reliant on soft money, there may be decreased input into decision making in the school (even if major resources come to the school through the research center); and there may be a different salary scale.

### ***Mentorship and Research Support***

Senior researchers without tenure do serve as mentors and dissertation advisors to doctoral students. In some instances, these students move on to other settings when they graduate and may not find the level of infrastructure and support and agency/university relationships that existed in the university-based research centers where they were trained. As a new faculty member in a new state and a new setting with pressure to teach and publish, it may be difficult to reproduce the environment in which they were trained. Both administrative support within the school of social work and a broker who can help develop linkages to the agency are needed.

### ***Administrative Support for Project Development and Implementation for Faculty-Initiated Research***

Development of a supportive environment for tenure-track faculty to become engaged in research efforts, with infrastructure support to attend to the administrative aspects of grants is important. For example, at the University of Texas at Austin, individual faculty and an agency may connect together to plan and implement a specific research project. However, the Center for Social Work Research can provide the infrastructure through which the project is implemented.

### ***Sources of Funding***

Support from numerous funding sources—through both contracts and grants—from federal, state, local, university, and foundation resources underwrite child welfare research endeavors. The funding streams that support these centers vary. However there was one consistent theme in looking at center funding sources, private foundation funds play a critical role in the supporting of center activities. Private foundations support specific research and evaluation projects, may provide the needed match to federal funds, and might provide for operational support not covered by other funds. This might include developing a robust website, supporting time to develop publications, implementing other dissemination strategies and underwriting travel to conferences.

## A GUIDE TO ATTRIBUTES OF SUCCESSFUL PARTNERSHIPS

---

- **Develop and sustain on-going working relationships.**

As a researcher approaching an agency, hear what the agency's needs are first and think about how your interests fit with theirs, rather than just setting up a meeting and telling the agency what you want.

Identify key stakeholders who have status in both worlds and can serve as brokers in establishing an agency/university research partnership.

Build multiple relationships and connections between the university and agency beyond just doing the research, such as through involvement in advisory committees, field instruction liaison, and adjunct teaching. Therefore the only contact and connection does not occur when either the agency or faculty suddenly need something.

Be cognizant of and sensitive to the history of the university and agency's previous work together, especially if there has been a negative experience, and then strategize how to build new connections.

Create a relationship between the commissioner/agency director and the dean/director in addition to relationships that develop between the research team and agency research and front-line staff. This can help with buy-in, sustainability, and recognition of the importance of university/agency relations.

Execute the research in a mutually agreed upon way; have liaison/guide at the agency who can troubleshoot. Establish an advisory committee for the project and keep them involved.

When the outcomes of a study might have some potentially negative ramifications for the agency, provide the findings and discuss the findings in advance with the agency, before they are presented anywhere else. Make an effort to work out mutually agreeable language. **Make sure that the agency gets "no surprises."**

- **Learn from and understand each other's cultures and contexts.**

In carrying out agency-based research, university folks need to understand the priorities and quick decisions that need to be made in agencies and the need for immediate information; and agency folks need to recognize that university faculty in tenure-track positions have requirements to publish the findings of their work.

There is a perception that agencies do not like to participate in research because it may shed a negative light on the agency or some program aspect. Agency representatives and researchers can work together to design a study that will be useful to both the agency and to the researcher.

If the agency has research staff, look at how those staff can be involved with the study and publications that result from it. Agency staff may be intimidated by academic researchers so it is important to find common ground and common language.

### **Examples of Program Models to Connect Researchers to Agencies**

Create an exchange program where an academic might spend three months at an agency and an agency administrator might spend three months at a university.

- An Interdisciplinary Training grant awarded by the Children’s Bureau to Washington University included such an exchange program. Those relationships developed in the early 1990s have helped to establish research collaborations that continue to this day. For more information contact Brett Drake at the Brown School at Washington University.
- The Technical Assistance Program (TAP) was funded by the Administration on Aging and other funders and administered by the Gerontological Society of America for over 20 years, placing researchers in agencies for three months. For more information contact Linda Harootyan at [www.geron.org](http://www.geron.org).
- From 1989 to 2003, the National Institute of Mental Health (NIMH) supported the Public Academic Research Training Fellowship Program, administered by the National Association of State Mental Health Program Directors Research Institute. Researchers (post-doctoral fellows from several disciplines) spent 50% of their time in the agency doing research and additional time in the academy developing sophisticated research skills. In addition to the training of the researchers, this model helped to foster university/agency research collaborations that lasted beyond the end of the traineeships. For more information on this model contact Noel Mazade at [www.NRI-INC.org](http://www.NRI-INC.org).

- **Plan for leadership transitions and garner support and involvement of leaders while establishing peer-to-peer relationships.**

Developing relationships with agency staff in non-political positions is critical in undertaking and working to sustain partnership efforts.

Leadership changes in agencies may bring decisions to re-evaluate, terminate, or redeploy research projects to other settings. For example, when a new director of the Illinois Department of Children and Family Services decided to invest its resources in ways other than funding some of the projects at the University of Illinois [Child and Family Research Center](#), the Center needed to re-focus—and was able to garner federal and foundation funds to sustain its work.

- **Establish clear parameters for project time frames and time lines.**

When the university partner agrees to carry out a research effort that will involve doctoral students, consideration must be made about the time available for the study and how that coincides with doctoral student availability. When a timeframe is developed for a study, make it realistic and meet it. Research projects take time of many players including multiple levels of agency staff. Respect each other’s time and efforts.

- **Understand the processes for data access, data sharing, data retention, and confidentiality**

Because of data access and confidentiality laws, agencies may get different opinions about how to have agency data accessed by university researchers. In some states the public university research center is considered to be an extension of the agency and data sharing may not need separate approvals.

Some agency rules have required that researchers be given agency staff status for a limited time to access agency records and data. Different administrators or legal staff may have differing interpretations of these issues and the rules have been known to change mid-study, so it is good to be prepared for glitches.

In situations where data is transported to a university research site on a regular basis (e.g., for the UC-Berkeley California Child Welfare Performance Indicators Project) the data are hand delivered, stripped of identifiers, and are used on a stand-alone computer.

Be aware of the rules and regulations from the Health Information Portability and Accountability Act (HIPAA) as well as other state and agency confidentiality laws that might affect access to data and information. As a researcher, when approaching an agency to access data, understand and learn about constraints that the agency might be under. Evaluate whether you can make the case that your study is important to the agency, and discuss alternative avenues to pursue in terms of the study question and data.

#### **Examples on Data Access, Retention, and Ownership Vary**

“The parties mutually agree that the Data Source retains all ownership rights to the data file(s) referred to in this agreement, and that the User does not obtain any right, title, or interest in any of the data furnished by the Data Source.”

“The User agrees to notify the Data Source within 30 days of the completion of the purpose specified... and the Data Source will notify the User to return the data file or to destroy such data.”

“AGENCY and Contractor agree that all data developed under this contract shall become the sole property of CONTRACTOR, provided that CONTRACTOR provide to AGENCY all materials, data and final working papers prepared by CONTRACTOR upon request by the AGENCY or federal government. CONTRACTOR may use these materials, data and final working papers for non-commercial scholarly and educational purposes only, provided that the Contractor does not profit from such use. ”

New York State Office of Children and Family Services (OCFS) developed a Research Approval Policy that sets forth the process and standards for submission, review, and approval of research proposals involving children, youth, and families served by the programs operated, regulated, and supervised by OCFS (see appendix 5). For more information contact the director of the Bureau of Evaluation and Research at OCFS.

In Kentucky, through the Training Resource Center, a staff researcher is hired to be on site at the Children's Cabinet. Not only does she undertake research studies and collaborate on university-based research studies, but she also shepherds proposed research projects through the agency and through the agency's IRB process.

- **Develop procedures for review of publications and presentations from the research.**

Set the ground rules for publication of data and findings from the outset of the project so that it is clear that it is an expectation for the faculty researchers.

Consider including agency staff as coauthors and, when appropriate, lead authors.

Present research findings to the agency, both formally and informally. Give the findings visibility by suggesting a brown-bag lunch to meet with staff to discuss the research findings and their implications for practice and policy. Such efforts might lead to additional research opportunities, a greater appreciation of the value of research, and strategies to ensure that the research findings get put into practice.

Provide a copy of the publication to the agency for review and comment prior to submission of an article, although as noted in the examples below, this is not always required. However, such a courtesy can help to sustain relationships over the long term.

#### **Examples of Language on Publications**

To help ensure timely efforts to submit articles for publication, research agreements include the following types of language:

"The university and its employees shall have the right to publish information regarding scientific or technical developments resulting from the research. Such publications shall not include data identifying individuals. The University shall furnish the AGENCY with a copy of any proposed publication in advance of the proposed publication date and grant the AGENCY thirty (30) days for review and comment."

"All reports, documentation, and material developed or acquired by the contractor as a direct requirement specified in the contract shall remain the property of the contractor... All information gained by the contractor as a result of the contractor's performance under the contract shall be confidential and that no reports, documentation, or material prepared as required by the contractor shall be released to the public without written notification to the AGENCY 30 to 60 days prior to the anticipated release, so as to allow the AGENCY time for review and comment."

"It is incumbent upon the CONTRACTOR to make results and accomplishments of their activities available to the public under AGENCY policy and regulations. Prior AGENCY approval is not required for publishing the results of an activity under this Contract. ... An acknowledgement shall be the effect that "This publication was made possible by GRANT # from AGENCY and its contents are solely the responsibility of the authors and do not necessarily represent the official views of the AGENCY."

- **Achieve IRB approvals in a timely manner.**

Research studies require Institutional Review Board (IRB) approval, and those studies that involve children, that involve vulnerable participants, and that take place in community settings might be subject to more intense scrutiny by the IRB.

“All researchers not affiliated with the AGENCY must obtain prior approval for the proposed research project from a federal certified Institutional Review Board (IRB) for the university..... A copy of the signed IRB approval document must be provided to the AGENCY at the time the research proposal is submitted for review.”

In some instances, a study must be approved by both a university and an agency IRB or by an agency's legal department.

- Plan for this in your time line.
- Recognize that each IRB might have different requirements.
- Help to educate the IRBs and or legal teams about the purpose of your research and the research design, and the human participant protections and potential risk factors.

In some cases, agencies do not have an IRB, and the research protocol requirements put forward by the university IRB are recognized and sufficient.

*The Research Process in the Human Services*, edited by Leslie Alexander and Phyllis Solomon (Brooks-Cole, 2006) is a useful guide for researchers and agencies interested in building successful partnerships. Commentary by Diane DePanfilis of the University of Maryland outlines detailed information on undertaking agency-based research projects that involve accessing agency data. John Brekke of the University of Southern California provides useful guidance on applying for research grants from the National Institutes of Health including multi-level strategies for engaging research-site involvement in the studies.

## FUNDING FOR CHILD WELFARE RESEARCH

---

**The level of federal and state resources focused on important child welfare research questions and available for sophisticated research studies have long suffered from the relatively low priority legislative bodies have placed upon research. (NAPCWA, 2005, p. 5)**

For decades concerns have been raised about the federal approach to child welfare research and evaluation (GAO, 1978, 1997, 2003; Johnson et al., 2003; NAPCWA, 2005; Taskforce on Social Work Research, 1991). More than 15 years ago, the Task Force on Social Work Research (1991) indicated that “Federal agencies with responsibility for child abuse and neglect and services to low-income families do not have a research development strategy or means for systematically supporting research training and development” (p. 66). Furthermore the Task Force asserted that unlike nursing and medicine, social work does not have organized partnerships with service providers (e.g., child welfare agencies) where there are expectations to carry out practice-based research, as those other disciplines have with teaching hospitals and health clinics.

A consistent theme from administrators and researchers alike is the lack of a focused funding stream for child welfare research. There are no national incentives to ensure that states carry out child welfare research nor is there a federal agency or foundation sponsor that regularly underwrites rigorous child welfare research. In addition, there is not necessarily a long-term commitment to a research development strategy.

The field of child welfare can be distinguished from fields such as mental health or substance abuse where institutional support for knowledge development exists and there are well-supported opportunities for the field to initiate research studies through the National Institute of Mental Health (NIMH) and the National Institute on Drug Abuse (NIDA). The absence of a federally or foundation-supported field-initiated research program limits the types of research and the amount of research that takes place in child welfare.

Particularly for research contracts, the university-based researcher or perhaps even the agency program staff who collaborate on research projects, may be unaware of the exact funding streams that support such research endeavors. The researcher might indicate that the project is “state-funded,” however it might be a combination of federal and state funds and private funds that have been cobbled together that are actually paying for the research contract.

There are a number of major funding sources that can be used to support child welfare research. Some of these are specific to child welfare, and others, such as funding through the National Institute of Mental Health (NIMH), can support child welfare research only in relationship to mental health impacts. An overview of sources can be found in Table 1 and details on child welfare–related research funding from both the National Institutes of Health (NIH) and the CDC are provided below. Department of Justice and Substance Abuse and Mental Health Services funds related to child welfare are most commonly ac-

cessed through discretionary grant funding announcements. [Grants.gov](https://www.grants.gov) is a one-stop source of information on funding announcements. Because the Center for Medicaid and Medicare Services (CMS) does not have a field-initiated research program, Medicaid funding for child welfare research, e.g., health or mental health utilization by foster children, is carried out at the state’s discretion from the portion of their Medicaid funds that can be used for research and training.

Table 1. Potential Sources of Child Welfare Research Funding

---

Federal Funding

- Title IV-B services funding (Parts 1 & 2)
- Title IV-E administration (50% federal matching funds are available)
- Title IV-E training (75% federal matching funds are available)
- Title IV-E waiver evaluations
- Child Abuse Prevention and Treatment Act (Parts 1 & 2)
- Discretionary grants from the Children’s Bureau (e.g., child welfare training, Adoption Opportunities, CAPTA)
- Discretionary research grants from the Centers for Disease Control and Prevention
- Discretionary grants from the Substance Abuse and Mental Health Services Administration
- National Institutes of Health research grants, especially from the National Institute of Mental Health, National Institute on Drug Abuse, and National Institute on Child Health and Human Development
- Medicaid
- Department of Justice grant funding

State and Local Funding

- Child welfare services
- Family assistance and support (state TANF program)
- County funds

Foundation Funds (National and Local)

- Annie E. Casey
- Casey Family Programs
- W.T. Grant
- Casey Family Services
- Ballmer Foundation
- Stuart Foundation

---

*Note.* CAPTA=Child Abuse Prevention and Treatment Act. TANF=Temporary Assistance to Needy Families.

## Federal Funding

### *Children's Bureau*

The Children's Bureau within the Administration on Children and Families at the Department of Health and Human Services administers the federal child welfare services programs funded through Title IV-B and Title IV-E of the Social Security Act as well as the provisions of the Child Abuse Prevention and Treatment Act. Detailed overview of the programs under the jurisdiction of the Children's Bureau can be found at [http://www.acf.hhs.gov/opa/fact\\_sheets/childrensbureau\\_factsheet.html](http://www.acf.hhs.gov/opa/fact_sheets/childrensbureau_factsheet.html). [Appendix 5](#) includes and overview of the programs as well as information on 2008 and proposed 2009 funding levels.

Much of the Children's Bureau's funds are used for service provision, and with tight funding, states will often prioritize the use of federal funds for services rather than research or training. There are several research and demonstration discretionary grant programs, however requests for proposals have historically focused more on implementing model programs than on research outcomes or use of sophisticated research designs. In 1997, the Government Accountability Office (formerly the General Accounting Office) reported that two thirds of the research and demonstration funding focused on etiology and outcomes of sexual abuse and also focused on several national-level data gathering efforts. These topical studies might not fit with the priorities of states and counties challenged to provide effective and cost-effective services to prevent and treat maltreatment and to offer an array of child welfare programs. Investments in national studies are valuable and can also provide new data for secondary analysis, however it might be most useful if they occurred in tandem with research efforts at the state and local levels, as such national investments are not necessarily responsive to local needs (Johnson et al., 2003).

Information on the National Study of Child and Adolescent Well-being (NSCAW), the 4th National Incidence Study and LONGSCAN, can be found in [appendix 6](#). These programs are administered through the Office of Planning, Research, and Evaluation at the Administration on Children and Families, the unit that also houses the Children's Bureau (<http://www.acf.hhs.gov/programs/opre/project/abuseProjects.jsp>). Data from NSCAW and LONGSCAN can be accessed through the National Data Archive on Child Abuse and Neglect at Cornell University (<http://www.ndacan.cornell.edu/>). The Data Archive also provides summer workshops for researchers to learn to use the available data sources for research and teaching. The Archive is an important repository and may need more visibility within the social work research community.

Over the years the Children's Bureau has tried numerous models to support research including funding of child welfare research centers, doctoral-level traineeships and university/agency research partnerships to build data/performance measurement and analytic capacity. However, despite their potential outcomes over both the long and short term, these initiatives were not sustained nor are their outcomes carefully documented or evaluated.

Recognizing an increasing need to understand the outcomes of new initiatives, federal child welfare programs developed through legislation in the past 15 years have required a set aside of funds for research and evaluation, e.g., the Promoting Safe and Stable Families Program (initially P.L. 103-66) and the Chafee Foster Care Independence Act of 1999 (P.L. 106-169).

The Foster Care Independence Act of 1999 (P.L. 106-169) requires that the Secretary evaluate state programs funded under the legislation that are deemed to be of potential significance and specifies that the evaluations include information on the effects of the program on education, employment, and personal development, and suggests to the extent practicable the use of random assignment to treatment and control groups. For such evaluations, as well as technical assistance, data collection and performance measurement, 1.5% of the annual appropriation is to be set aside. <http://waysandmeans.house.gov/media/pdf/greenbook2003/Section11.pdf>, p. 11–51. Information on the evaluations is available from [http://www.acf.hhs.gov/programs/opre/abuse\\_neglect/chafee/chafee\\_overview.html#overview](http://www.acf.hhs.gov/programs/opre/abuse_neglect/chafee/chafee_overview.html#overview).

Recently, perhaps in response to concerns raised by the GAO and due to other federal assessments of agencies' program performance, the Children's Bureau has enhanced its requirements for the evaluation components of its discretionary grant programs, requiring outside evaluation and also providing some evaluation consultation through a federal contract (Brodowski et al. 2007). See Current Strategy below for more information.

**Title IV-B 426.** For more than three decades the Title IV-B 426 Research and Demonstration program supported some child welfare research and researcher development. These funds were used in numerous ways over the years. Of particular note was the funding of three multi-year child welfare research centers at the School of Social Welfare at the University of California, Berkeley; at Chapin Hall at the University of Chicago and at the Center for the Study of Social Policy in Washington, DC, in the early 1990s. The two university-based research centers helped build child welfare research capacity, supported doctoral students, post-doctoral fellows and dissertation research and have had some lasting impact in those settings and on the field in general.

Not only was this model short-lived, but the limited child welfare research capacity was further exacerbated when the research and demonstration appropriation was zeroed out in 1996, at the time of the passage of the welfare reform legislation. This has further limited support for field initiated child welfare research. The end of the Title IV-B, Section 426 Research and Demonstration appropriation occurred at the same time that the legislatively mandated large-scale study, the NSCAW, was funded.

**Title IV-E.** Both Title IV-E Administration Funds (50% federal match) and Title IV-E Training Funds (75% federal match) are used by some states for university-based research and evaluation activities. The use of Title IV-E training funds must tie the research and evaluation efforts specifically to the Title IV-E training efforts. Using Title IV-E administration funds requires that the research be tied to the provision of services supported through Title IV-E. Several states support performance measurement and data analysis systems through use of Title IV-E administration funds. Agencies may contract with universities to implement these evaluation efforts, often depending on match put forth by the university or by a combination of agency, university, and private sources.

**Title IV-E Waivers.** Created as an initiative in 1994, through a provision of P.L. 103-66 and extended in later legislation, Title IV-E waivers provide more flexibility to the use of Title IV-E funding to build knowledge about innovative and effective child welfare service delivery. The issuing of a waiver required that there be a rigorous evaluation of the implementation of the waiver. Over half of the waivers included a research design with random assignment, and in many instances this evaluation research was led by a

university partner, in a school of social work (e.g., Portland State University, University of Iowa, University of Maryland, University of Illinois, University of North Carolina, University of California at Berkeley) ACF, 2008). Links to the reports and more information about the waiver program and the research findings are available at [http://www.acf.hhs.gov/programs/cb/programs\\_fund/cwwaiver/2007/summary\\_demo2007.htm](http://www.acf.hhs.gov/programs/cb/programs_fund/cwwaiver/2007/summary_demo2007.htm) and [http://www.acf.hhs.gov/programs/cb/programs\\_fund/index.htm#child](http://www.acf.hhs.gov/programs/cb/programs_fund/index.htm#child).

The findings from the Illinois subsidized guardianship waiver evaluation carried out by the University of Illinois Child and Family Research Center provided information in support of the provisions enacted in the Fostering Connections to Success and Increasing Adoptions Act (P.L. 110-351) passed in October 2008.

The successful use of random assignment in designing the evaluation of Title IV-E waivers has helped to strengthen the research designs used in child welfare research. Experimental designs have been successfully used to study outcomes and have encouraged other researchers not involved with Title IV-E Waiver Demonstrations.

**CAPTA.** The provisions of the [Child Abuse Prevention and Treatment Act](#) (CAPTA) include a research and demonstration program. This includes carrying out interdisciplinary research, including longitudinal research, with at least a portion of such research being field-initiated. Over its history, these field-initiated grant announcements provided researchers an opportunity to do multi-year studies based on research questions emerging from local needs.

As interests grew related to evidence-informed interventions, in 2003, the Children’s Bureau’s chose to specifically issue a request for proposals that would focus on replication of prevention programs that had been proven to be effective. The eight grantees are all replicating [Family Connections](#). There is a strong technical assistance and evaluation component as part of these 5-year projects. This highlights the CAPTA intention that the research efforts will evaluate and disseminate best practices to improve child protective services systems.

**Research priorities.** CAPTA requires that the Children’s Bureau issue, every 2 years, for public comment, a set of priorities for research topics to be covered in grants and contracts. On February 3, 2006, the Children’s Bureau published in the Federal Register “Children’s Bureau Proposed Research Priorities for Fiscal Year 2006–2008” (Children’s Bureau, 2006) (see [appendix 3](#)). Despite the extensive research agenda that is published, limited funding availability of no more than \$27 million for the entire CAPTA discretionary grant program in 2008, precludes few of these areas from being fully examined through CAPTA or other Children’s Bureau research funding streams.

**Doctoral research training.** Over its history, grant announcements would solicit proposals from senior faculty who would mentor doctoral students that would undertake child abuse and neglect research. These grants, usually for a 2- or 3-year period, would provide research methods training and opportunities for mentorship, peer-support, and scholarly exchange. A number of current child welfare scholars were mentored through such funding efforts or were the grant recipients, indicating that this was a valuable mechanism to develop the research pipe-line. However, the last such announcement for doctoral fellowships was in 2003.

***Current Strategy for Enhancing Research and Knowledge Exchange for the Children’s Bureau’s Discretionary Grants.*** Brodowski and her colleagues (Brodowski, Flanzer, Nolan, Shafer, & Kaye, 2007) provide a detailed discussion of the Children’s Bureau’s (CB) current enhanced focus on research and knowledge management in their discretionary grant programs (Adoption Opportunities; Abandoned Infants Assistance; Promoting Safe and Stable Families; CAPTA; Child Welfare Services Training Program; and Infant Adoption Awareness Training Program). This includes efforts focused on “maximizing the use of existing knowledge and evidence gleaned from research and practice to guide policy, funding and ultimately, program practice” (pp. 4–5). There is an increased emphasis on program evaluation, requesting that grantees set aside 10 to 15% of their funds, preferably for an outside evaluation and agreement to participate in any national evaluation. Grantees are required to use a logic model to outline the project’s conceptual framework, program elements, and expected outcomes. In addition there is a greater emphasis on dissemination of findings through synthesis of findings across cohorts of projects and information outputs through the [Child Welfare Information Gateway](#) and its various communication vehicles including the monthly [Children’s Express](#).

Beginning in 2001, the Children’s Bureau launched a new strategy to connect research to practice by funding [Quality Improvement Centers \(QIC\)](#) related to adoption, child protection, privatization, and differential response. The University of Kentucky has worked with the Children’s Bureau and several sites to implement the QIC cooperative agreement on child protective services (that focused on supervision), and the 2005 QIC focused on privatization of child welfare services.

Continuing its commitments to connecting research to practice, in the fall of 2008 the Children’s Bureau funded five regional cooperative agreements for technical assistance Implementation Centers. Two of these grants were awarded to schools of social work—the University of Maryland and the University of Texas at Arlington. These will be important grants to watch as bringing research into practice is an emerging area for study in its own right. For a complete listing of the 2008 discretionary grants awarded by the Children’s Bureau visit [http://www.acf.hhs.gov/programs/cb/programs\\_fund/discretionary/2008.htm](http://www.acf.hhs.gov/programs/cb/programs_fund/discretionary/2008.htm).

### ***Other Federal Agencies***

There are a number of federal agencies beyond the Children’s Bureau (i.e., NIMH, NIDA, NICHD, and CDC) that can and do support child welfare research. However the scope and focus of these research programs is not specifically the enhancement of child welfare service delivery and the outcomes of children served by the child welfare system. Thus the research that is initiated may include a child welfare population, but it is developed in the context of the other agency’s priorities. The following provides some details of both NIH and CDC child welfare–relevant research funding to social work researchers.

***National Institutes of Health (NIH).*** In 1997, through Congressional appropriations report language, the NIH was encouraged to launch a child maltreatment research initiative. The National Child Abuse Coalition, the American Academy of Pediatrics, IASWR, and the National Association of Social Workers (NASW) among others, supported this development. Enhancing NIH’s attention to child abuse and neglect occurred because these issues were framed as a public health issue and not just a human services or social service issue. NIH asserted that, “Child abuse and neglect is a complex public health issue likely caused by a myriad of factors, including individual-, family-, and community-level elements.

Thus, a research program focused on understanding and addressing these problems must necessarily draw upon interdisciplinary theories and approaches” (NIH, 2007). More specifically NIMH indicates that, “The support of research in child abuse and neglect is worthy of special attention in NIMH because of the profound impact that abuse and neglect have on children’s immediate and long-term mental health. This program supports research that addresses child abuse and neglect, and familial aspects of traumatic stress as risk factors for psychopathology in children and adolescents” (NIMH, 2008).

The child abuse and neglect efforts have included a trans-NIH workgroup; workshops for potential grantees; the funding of numerous research grants, including several to social work researchers and the convening of the cohort of researchers to review findings and methods and to discuss outcomes and next steps. The grantees have worked to keep this consortium moving forward through the creation of the [Translational Research on Child Neglect Consortium](#) supported with a 5-year (2007–2012) conference grant (R13 MH07586) to Cathy Widom, awarded to the John Jay College of City University of New York.

From the IASWR Directory of Social Work Research Grants Funded by NIH (IASWR, 2008), NIMH, NICHD, and NIDA appear to have the largest portfolio of research grants relevant to child welfare issues including those specifically linked to the child maltreatment initiative (see appendix 7). With NIDA funding, the Child Welfare, Drug Abuse and Intergenerational Risk was one of the seven social work research infrastructure development programs funded under a social work capacity-building effort created by NIDA (PAR-00-008). It is based at the University at Albany, State University of New York and brought together research on child welfare, substance abuse, and HIV/AIDS.

Although it is not clear from the titles, NIMH’s services-research program includes the funding of two social work related research centers that specifically address the mental health needs of children and families served by the child welfare system. This includes the Center for Research to Improve Mental Health Care in the Social Services (5P30MH068579-05) implemented through the [Center for Mental Health Services Research](#) at the Brown School at Washington University. This advanced research center is working in both child welfare and aging services with the following goals:

- (1) Understand quality of care for mental disorder in the social services from stakeholder perspective;
- (2) Assess practice variation in quality of care for mental disorder and identify provider, client, and system ecostructure and economic influences on that variation; and
- (3) Working “trench to bench and back to trench,” test a menu of quality improvements for mental health care in the social services.” (NIH, 2008)

The [Center for Child and Adolescent Services Research Center](#) at Rady Children’s Hospital in San Diego was recently awarded a 5-year grant for an Advanced Center to Improve Pediatric Mental Health Care (1P30MH074678-01A2). The center will link with “the intervention development program at the Center for Research to Practice (CR2P) at the Oregon Social Learning Center and to other intervention and services research programs and networks around the country. The research agenda has a strategic focus on improvement of public pediatric mental health care, primarily in the mental health and child welfare service sectors, through improved integration of evidence-based practice and usual care” (NIH, 2008). Although not specifically linked to a school of social work or with a social worker as a principal investigator, this grant is working with social work researchers and child welfare agencies in its implementation.

**Child Welfare, Drug Abuse and Intergenerational Risk (1R01DA015376-01A1)**

Phillip McCallion, Principal Investigator, Funding 2003–2008.

The goal is to advance research on the development and delivery of coordinated, evidence-based and theoretically oriented services for parents in the child welfare system with addiction and co-occurring problems including HIV/AIDS. The focus on substance abuse in conjunction with HIV/AIDS within child welfare families is timely, appropriate, and significant since children in these families face significant barriers to healthy development. Improved and more integrated services for parents will reduce the risk of drug abuse and other negative outcomes in the next generation. The CWDAIR Program has two specific aims: first, to build an infrastructure for conducting interdisciplinary research on drug abuse and HIV/AIDS in child welfare families, including the development and support of interdisciplinary research teams based in [schools of social work]; and second, to develop collaborative partnerships with state agency leaders and professionals from child welfare, HIV/AIDS, and substance abuse services to improve the design of services to address substance abuse and co-occurring problems among high risk parents. The research program will support high impact collaborative research leading to R01, R03 and K awards, better services for high-risk families, and reduced intergenerational transfer of risk (NIH, 2008).

Several current NIH research program announcements, including the three highlighted below provide specific opportunities to build child welfare related research.

**Active NIH Program Announcements**

Research on Social Work Practice and Concepts in Health <http://grants1.nih.gov/grants/guide/pa-files/PA-06-081.html> (R01); <http://grants1.nih.gov/grants/guide/pa-files/PA-06-082.html> (R03); <http://grants1.nih.gov/grants/guide/pa-files/PA-06-083.html> (R21)

Research on Interventions for Child Abuse and Neglect <http://grants.nih.gov/grants/guide/pa-files/PA-07-437.html> (R01)

Reducing Risk Behaviors by Promoting Positive Youth Development <http://grants.nih.gov/grants/guide/pa-files/PA-08-241.html> (R01)

**Although the expansion of NIH’s portfolio to support research on child welfare issues has added to the knowledge base and resulted in school of social work/child welfare agency research collaborations, concerns have been expressed because these studies must be framed around a health/disease focus rather than through a child welfare lens.**

*Centers for Disease Control and Prevention.* Over the last decade, the Centers for Disease Control and Prevention (CDC) specified its commitment to addressing violence prevention, including prevention of child maltreatment. CDC’s agenda, implemented through its National Center for Injury Prevention and

Control (Injury Center) emphasizes research with direct implications for prevention and complements the work of other federal agencies. For example, the Injury Center's focus on applied dimensions of prevention of maltreatment complements the NIH focus on basic scientific questions and the Department of Justice's focus on perpetrators already charged with violent offenses (CDC, 2007). Preventing Child Maltreatment: Program Activities Guide describes CDC's public health activities and research to prevent child maltreatment and is available from [http://www.cdc.gov/ncipc/dvp/Preventing\\_CM--final.pdf](http://www.cdc.gov/ncipc/dvp/Preventing_CM--final.pdf). This is a good resource to use if seeking funding from CDC.

To strengthen social work research's connection to the CDC research agenda, in 2003 IASWR undertook an effort in collaboration with CDC to identify ways that social work is addressing CDC's family violence and child maltreatment agenda. Action steps (IASWR, 2003) to expand connections included:

- Encouraging CDC staff to participate in the IASWR Preconference sessions at the Society for Social Work and Research Conference (note: this has occurred regularly since 2004);
- Create faculty development institutes modeled on CDC academic centers of excellence and encourage research and translation efforts;
- Enhance the engagement of social work researchers in the activities of centers funded through the Injury Center.

Several research grants in schools of social work, funded by CDC, address child welfare issues. Of particular note is the recent funding from CDC in response to the CDC-RFA-CE07-010, focused on Research for Preventing Violence and Violence-Related Injury. Brett Drake and Melissa Jonson-Reid at the Brown School at Washington University (Brown School, 2008) received funding for a new center, Young Adult Violence: Modifiable Predictors and Paths. It is a 3-year grant beginning September 2007, that builds on previous research funded by the NIMH and the Children's Bureau among other funders. At Columbia University, Neil Guterman has received funding for several research grants on Building Social Support to Enhance Home Visitation (8/04–7/07) and Fathers and Risk for Physical Child Maltreatment: Prevention Pathways (9/1/2006–8/31/2009).

## **RESEARCH CAREER DEVELOPMENT IN CHILD WELFARE**

---

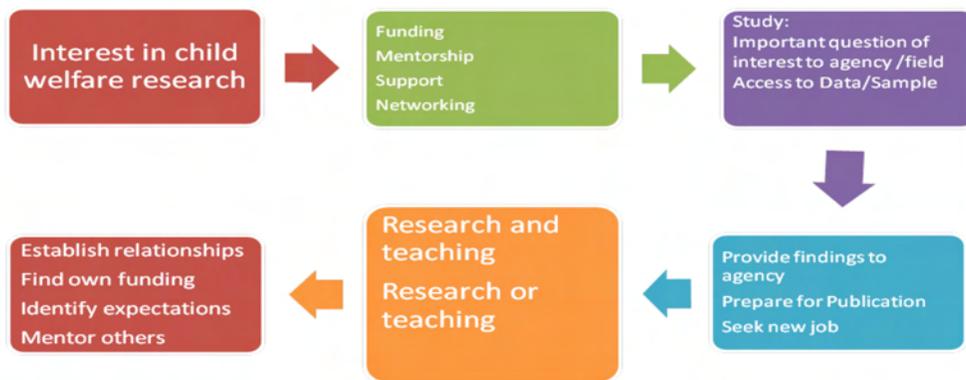
One important component of child welfare research capacity is building a strong cadre of child welfare researchers that are committed to the field over the long term. For most research fields, developing such capacity means:

- Capitalizing on an early interest (e.g., doctoral students who have worked in child welfare and seek doctoral education to build knowledge for practice)

- Availability of and access to targeted research training
- Opportunities for on-site and off-site mentorship
- Availability and access to sustainable research funding opportunities
- Opportunities for networking and socialization into the field

Figure 2 provides a schematic of a researcher career trajectory from PhD to established researcher. However, for child welfare researchers there can be many gaps in this trajectory.

Figure 2. Career Trajectory from Child Welfare Interest to Senior Scholar



## Current Challenges

Although there are highly successful child welfare researchers, the information gathered by IASWR from focus groups, questionnaires, and interviews with both junior and senior researchers noted a set of potential challenges that are faced by many child welfare researchers, especially those who are early in their careers. Several of the concerns are site specific and others address universal issues that were identified both by those who were in child welfare-rich research environments and those who were not.

### *Universal Issues*

- **Absence of a targeted funding source for field-initiated research in child welfare**
- Lack of specific mechanisms to support the training of child welfare researchers, including in advanced statistical methods
- Lack of an organized network that brings together, in-person or virtually, those with specific interests in child welfare research. Such networks could be clustered by area of interest, by region or by methodological approach.
- Lack of organized mentorship opportunities and relationships
- Absence of a specific conference focused on child welfare research

The Administration for Children and Families (ACF) does regularly support both a Head Start research conference and a welfare research and evaluation conference—<http://www.acf.hhs.gov/programs/opre/conferences.html>—and the Children’s Bureau supports a bi-annual child abuse and neglect conference and conferences for states and grantees, however they are not specifically focused on dissemination of research findings or building field-based research agendas.

### ***Site Specific Issues (occurring in multiple sites)***

- Limited mentorship opportunities, especially in an academic setting without strong child welfare scholarship and agency-based research relationships
- Difficulty accessing agency data
- Difficulty in developing relationships with the agencies, especially if you are new to the area
- Discouragement from pursuing child welfare research because it does not carry the same prestige, funding levels or opportunities for research training and mentorship as NIH field-initiated research does
- Evaluation research efforts and state funded research may be less valued for promotion and tenure in some institutions than other research strategies and other funding sources

### ***Encouraging Doctoral Students and Post-Doctoral Fellows to Pursue Child Welfare Research***

The practice experiences of child welfare workers and child welfare policy analysts lead some who have MSW degrees to return to school to pursue doctorates in social work. The challenges of public child welfare practice, identifying models of effective interventions, and efforts to test and implement innovations may be the stimuli that bring these experienced child welfare workers into academia, with an interest to start a child welfare research career.

Although there have only been sporadic federal grant announcements specifically targeted toward doctoral student child welfare fellowships, interests in child welfare are common for incoming doctoral students. Doctoral students who have mobility and an interest in child welfare will target those schools where they might pursue their doctoral studies and also receive funding support and mentorship for pursuing child welfare research.

Examples of schools that might attract child welfare–focused doctoral students include but are not limited to University of California, Berkeley, University of Southern California, University of Denver, University of Illinois at Urbana-Champaign, University of Texas at Austin, University of Texas at Arlington, University of Minnesota, University of North Carolina, University of Pennsylvania, University of Maryland, University of Washington, Portland State University, and the University of Chicago. For those schools with major child welfare research activities, from federal, state, and foundation funding, doctoral students are able to serve as research assistants and receive some financial support and access to research data through these affiliations. For universities with Title IV-E education and training partnerships, doctoral students have received assistantships to carry out the evaluation connected to follow-up of the Title IV-E graduates and other

research studies that are developed as part of the Title IV-E training partnership. In addition, for those schools engaged in major child welfare technical assistance and training projects, there may also be support for doctoral students.

For those doctoral students that might be connected to NIH funded researchers pursuing child welfare relevant topics, and are in settings that have successfully garnered NIH funds, child welfare–related dissertation funding through NIH is a potential funding source as is noted in [appendix 7](#) with social work researchers achieving success with the F32 and R36 mechanisms and with post-doctoral funding through the F32 mechanism.

Doctoral students can pursue fellowships and grants to support their doctoral and dissertation studies external from the funding available within their university. For more than eight years, IASWR has compiled a directory of doctoral and post-doctoral funding opportunities and updated it on a regular basis (IASWR, 2008). Although the October 2008 version of the directory is 33 pages, those opportunities that have been identified to be specifically related to child welfare barely cover 3 pages (see [appendix 8](#)).

*Post-doctoral fellowships.* The social work profession does not have a long history of supporting post-doctoral research nor is there a culture in child welfare research that has focused on post-doctoral fellowships. Although in the physical and behavioral sciences post-doctoral studies are expected for those who wish to pursue research careers, in applied areas of research such as social work, post-doctoral studies are not the norm, especially when there is already a shortage of doctoral prepared social workers to pursue teaching careers. Due to the high demand for faculty, it is not common to consider post docs. When Chapin Hall Center for Children launched its Richman Fellowship (<http://www.about.chapin-hall.org/postdoc/postdoc.html>) focused on policy research, the pool of candidates was not as extensive as had been anticipated (M. Stagner, personal communication, July 24, 2008).

## Lessons From Other Fields of Practice

Committed to building capacity to meet the needs of a growing aging population, the John A. Hartford Foundation of New York City provides a model for building expertise, scholarship, mentorship, networking, and leadership. The details of the Hartford Doctoral Fellows, Pre-Dissertation Awardees and Hartford Faculty Scholars initiatives that can serve as a model for social work and child welfare can be found in [appendix 9](#). Table 2 provides an overview of the attributes of these programs in nurturing a new generation of gerontological scholars and in raising their status with the academy, within the profession, and within the field.

Table 2. Lessons Learned From the Hartford Foundation Faculty Scholars and Doctoral Fellows and Pre-Dissertation Awardees

---

- Focus on doctoral students (Hartford Doctoral Fellows) and junior faculty (Hartford Faculty Scholars)
  - Available research career ladder—doctoral fellows become faculty scholars
    - o Combination of prestige and opportunities for support to further research agenda
  - Pre-dissertation awardees—socializes doctoral students early in their career and they strive to participate further, seeing the prestige and value of being part of the Hartford initiatives early in their doctoral studies
  - Create a cohort—bring people together
  - Make awards for scholars and fellows competitive
  - Develop community—involvement is seen as an honor, high status, and elite
  - Establish a national network—create social events (dinners, receptions, breakfasts), support activities of an already created organization of aging of social work academics, Association for Gerontology Education in Social Work (AGE-SW)
  - Communication strategies
    - o [Hartford Geriatric Social Work Initiative](#) website
    - o Ripples (e-newsletter)
    - o Branding—consistent use of logo and colors on all Hartford Geriatric Social Work Initiative projects
  - Create visibility within social work.
  - Visibility with social work leadership: outreach to the deans/directors so that involvement with these initiatives is seen as highly desirable
  - Links to overall Hartford Geriatric Social Work Initiative that also include field practicum and curriculum enhancement projects (Hartford Practicum Partnership for Aging Education), MSW-level field practicum projects (administered by the New York Academy of Medicine) and educational and field enhancements developed through the CSWE National Center for Gerontological Social Work (GERO-ED Center).
  - Recruit future scholars/fellows through recruiting breakfasts and conference sessions.
  - Build capacity through support for a summer research-training institute (supported by Hartford and NIH).
  - Link faculty scholars to national mentors
  - Wrap resources around doctoral students to enhance gerontological leadership and scholarship and decrease isolation.
- 

**No similar programs to the Hartford efforts at either the doctoral or junior scholar level exist for social work and child welfare.** There is a perception this is causing the field of child welfare to lose status in social work and that such a program in child welfare is needed.

## CONCLUSIONS AND RECOMMENDED ACTION STEPS

---

To build research capacity and the use of research for practice and policy, multiple steps need to be taken. This Toolkit provides guidance to universities and agencies on processes that can be followed to build research capacity, and it provides examples of policies, processes, and structures that can be used as guides. Researchers and agencies can benefit from the assistance provided on building relationships and following the attributes of successful partnerships prior to pursuing research efforts. The information on Children’s Bureau, NIH and CDC funding opportunities as well as doctoral and post-doctoral funding resources can be useful to both researchers and agencies. The weekly IASWR e-alert service, IASWR Listserv Announcements, and [IASWR’s website](#) with numerous resources related to research grant-writing and building research infrastructures can be helpful sources of information to those seeking to establish and sustain research partnerships.

There are a few key ingredients without which research collaborations, or for that matter any collaboration, will have difficulty being successful. The consistent guidance is that **relationships are key**. Building relationships, maintaining relationships, finding common ground, and being in it for the long term are essential components of research partnerships. In this environment where research and evidence is an increased focus—establishing and maintaining these relationships is an imperative.

Next steps need to occur at both the university/agency levels and at the national level (see Figure 3).

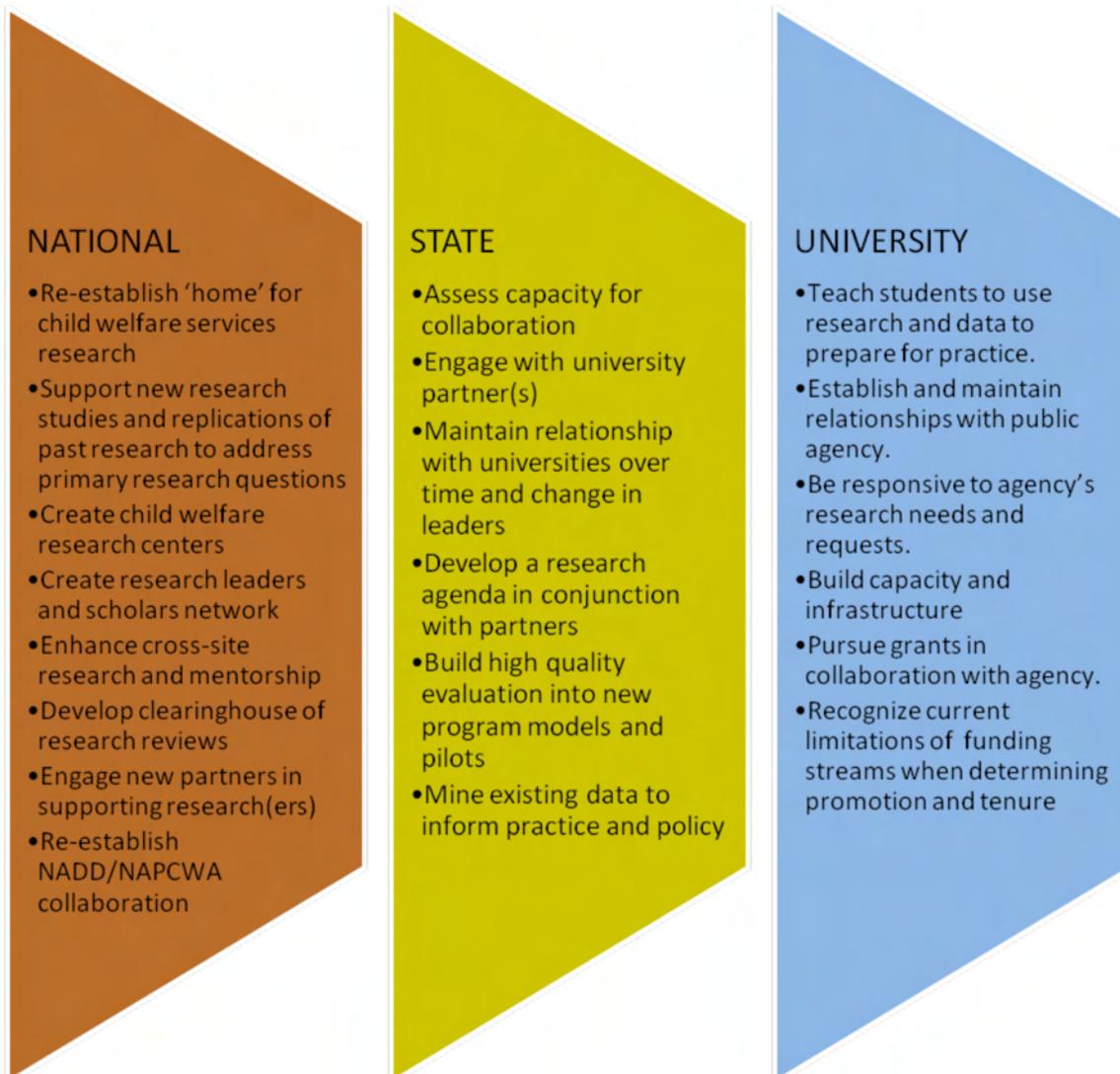
### Recommended National Strategies

- Ensure a home and funding stream for child welfare research at the federal level.
  - Continue to reinvigorate the research mission of the Children’s Bureau.
  - Reinstate Title IV-B 426 Discretionary Research Grant appropriation (without cutting it from another grant program).
  - Advocate for funding to study questions put forth in the Children’s Bureau’s Child Abuse and Neglect Research Priorities 2006–2008.
  - Pursue expanded resources for research grants through the Children’s Bureau and ACF’S Office of Planning, Research, and Evaluation to ensure that more states can be involved more fully in Quality Improvement Center initiatives, with the recently funded regional Implementation Centers and with other mechanisms to support research.
- Develop a child welfare research agenda in collaboration with the states to answer primary questions relevant to the field and tie it to a research development strategy.
  - Lessons can be learned from the NIH—bringing together experts to address the state of the science and then build a research program around the gaps
- Because several states/jurisdictions experience similar questions, fund “primary” research ques-

tions through large-scale, multi-site studies. One example is the current multi-site research study to test home visiting interventions.

- Fund multi-site state evaluations to test promising practices—move from “promising practice” to “evidence informed” to “evidence based.”
- Establish a national clearinghouse and dissemination strategy for “rapid research assessments” and information about best practices so that each state is not reinventing the wheel. Perhaps this can be done in conjunction with the [Child Welfare Information Gateway](#).

Figure 3. National, State, and University Strategies to Foster Child Welfare Research Partnerships



- Create a network of child welfare researchers, including strategies for mentoring junior researchers and supporting agency staff that are moving into academic and research roles.
- Reinvigorate the NAPCWA/NADD committee and expand the focus to research partnerships and research capacity-building, building on current efforts of the NADD Child Welfare Taskforce and the Positioning Public Child Welfare Initiative of NAPCWA.
- Strengthen the practice/research/practice loop by creating a national child welfare research to practice—science to service and service to science—conference to keep abreast of new findings and implications for practice and policy.
- Establish a national competitive program to support social work doctoral students to pursue child welfare research careers (modeled on the Hartford Doctoral Fellows and Pre-dissertation programs).
- Establish a national competitive program that specifically supports junior faculty to pursue child welfare services research (modeled on the Hartford Faculty Scholars Program and the NIH K award program).

## **Recommended State/University Strategies**

- Develop a cadre of research capacity-building experts and peer consultants that can assist states and universities that are embarking on research partnerships and research development and capacity-building strategies. These can be drawn from the experienced collaborators, for example, but not limited to, programs in California, Illinois, Kentucky, North Carolina, Maryland, New York, and Texas.
- Create a network of financing consultants that can help states that have made limited investments thus far in research/evaluation learn how to fund such efforts. Lessons can be learned from states that regularly build research and evaluation into program designs and funding strategies.
- Disseminate child welfare research development strategies identified in the Toolkit through publications, conferences, websites, and newsletters in order to enhance research partnerships and to make better use of available data.
- Encourage universities and agencies to establish research partnerships including research exchanges where researchers can spend time in the agency and the agency staff can spend time at the university so that they can better understand each other's culture and expectations.
- Teach practitioners, beginning in the university, to value data and research to inform their practice.
- Strengthen the commitment of child welfare agencies to delivering evidence-based practices, creating an environment that supports both the production and consuming of knowledge from research.

- Expand strategies that assist practitioners in getting easy access to research and research reviews. Universities have access to research and can strategize with agencies, through students, field units, and alumni, to establish access to libraries and on-line resources.
- Expand efforts to transport research findings into practice. Include strategies to address organizational capacity and culture as well as staffing, and ensure that there are strategies to engage staff at every level in practice change as well as a plan for quality process and outcome evaluations.

## REFERENCES

---

- Anastas, J. W. (2006). Employment opportunities in social work education: A study of jobs for doctoral graduates. *Journal of Social Work Education, 42*, 195–209
- Barth, R., Lloyd, C., Christ, S., Chapman, M., & Dickinson, N. (2008). Child welfare worker characteristics and job satisfaction: A national study. *Social Work, 53*, 199–209.
- Brodowski, M., Flanzer, S., Nolan, C., Shafer, J., & Kaye, E. (2007). Children's Bureau discretionary grants: Knowledge development through our research and demonstration projects. *Journal of Evidence-Based Practice, 4*(3/4), 3–20.
- Brown School. (2008). Changing the role of child welfare. *Social Impact*. Retrieved November 1, 2008, from [http://gwbweb.wustl.edu/Documents/SI\\_ChangingRoleChildWelfare.pdf](http://gwbweb.wustl.edu/Documents/SI_ChangingRoleChildWelfare.pdf)
- Centers for Disease Control and Prevention (CDC). (2006). *Advancing the nation's health: A guide to public health Research needs, 2006–2015*. Retrieved March 24, 2008, from <http://www.cdc.gov/od/science/PHResearch/cdcra/AdvancingTheNationsHealth.pdf>
- Centers for Disease Control and Prevention. (2007). *CDC injury research agenda*. Retrieved October 31, 2008, from [http://www.cdc.gov/ncipc/pub-res/research\\_agenda/07\\_violence.htm](http://www.cdc.gov/ncipc/pub-res/research_agenda/07_violence.htm).
- Children's Bureau. (2006). Children's Bureau proposed research priorities for fiscal year 2006–2008. *Federal Register Volume 71, #23*: 5856–5858. Retrieved November 20, 2008 from <http://edocket.access.gpo.gov/2006/E6-1480.htm>
- Collins, M., Amodeo, M., Clay, C., & Rheume, H. (2008). *Social work's commitment to public child welfare: Reports from MSW faculty*. Unpublished manuscript.
- Council on Social Work Education. (2008a). [2007 annual survey of social work programs]. Unpublished data.
- Council on Social Work Education. (2008b, September). CSWE focus. Retrieved January 6, 2008, from [http://www.magnetmail.net/Actions/email\\_web\\_version.cfm?publish=newsletter&user\\_id=CSWE&message\\_id=567780](http://www.magnetmail.net/Actions/email_web_version.cfm?publish=newsletter&user_id=CSWE&message_id=567780)
- Ferguson, S. (2002, September). Proceedings from the Professional Education to Advance Child Welfare Practice: An invitational working conference.. Retrieved November 15, 2008, from <http://louisville.edu/kent/projects/iv-e/journal.html>
- General Accounting Office. (1978). *Administration for Children, Youth and Families: Need to better use its research results and clarify its role: Summary*. Retrieved November 24, 2008, from <http://www.gao.gov/products/HRD-77-76>
- General Accounting Office. (1997). *Child Protective Services: Complex challenges require new strategies*. Retrieved November 24, 2008, from <http://www.gao.gov/archive/1997/he97115.pdf>
- General Accounting Office. (2003). *Child welfare: Enhanced federal oversight of Title IV-B could provide states additional information to improve services*. Retrieved November 24, 2008, from <http://www.gao.gov/new.items/d03956.pdf>
- Institute for the Advancement of Social Work Research. (2003). [Social work contributions to public health:](#)

- [Bridging research & practice in preventing violence—Lessons from child maltreatment & domestic violence](http://www.iaswresearch.org). Retrieved March 20, 2008, from <http://www.iaswresearch.org>
- Institute for the Advancement of Social Work Research. (2008, November). *Directory of social work research grants awarded by the National Institutes of Health, 1993–2008*. Retrieved November 25, 2008, from <http://charityadvantage.com/iaswr/NIHSWRDatabaseNovember2008.pdf>
- Institute for the Advancement of Social Work Research. (2008, October). Funding opportunities for doctoral dissertation and post-doctoral studies. Retrieved November 10, 2008, [http://www.charityadvantage.com/iaswr/Doctoral%20and%20Postdoc%](http://www.charityadvantage.com/iaswr/Doctoral%20and%20Postdoc%20)
- Johnson, M., Wells, S., Testa, M., & McDonald, J. (2003). Illinois's child welfare research agenda: An approach to building consensus for practice-based research. *Child Welfare, 82*(1), 53–75.
- Lee, S., Aos, S., & Miller, M. (2008). *Evidence-based programs to prevent children from entering and remaining in the child welfare system: Benefits and costs for Washington*. Olympia: Washington State Institute for Public Policy. Retrieved November 20, 2008, from <http://www.wsipp.wa.gov/pub.asp?docid=08-07-3901>
- Lieberman, A., Hornby, H. & Russell, M. (1988). Analyzing the educational backgrounds and work experiences of child welfare personnel: A national study. *Social Work, 33*, 485–489.
- Lindsay, D., & Shlonsky, A. (Eds.) (2008). *Child welfare research: Advances for practice and policy*. New York: Oxford Press.
- National Association of Public Child Welfare Administrators. (2005). *Guide for child welfare administrators on evidence-based practice*. Retrieved October 12, 2008, from <http://www.aphsa.org/Home/doc/Guide-for-Evidence-Based-Practice.pdf>
- National Institutes of Health. (2007). *Research on interventions for child abuse and neglect (R01) program announcement: PA-07-437*. Retrieved November 20, 2008, from <http://grants.nih.gov/grants/guide/pa-files/PA-07-437.html>
- National Institute of Mental Health. (2008). *Child abuse and neglect program: Overview*. Retrieved November 20, 2008, from <http://www.nimh.nih.gov/about/organization/ddtr/child-abuse-and-neglect-program.shtml>
- National Resource Center on Child Maltreatment/National Association of Public Child Welfare Administrators. (2001). *A research agenda for child welfare*. Retrieved October 12, 2008, from <http://www.nrccps.org/documents/2001/pdf/Research-Agenda.pdf>
- Perry, R. (2006). Do social workers make better child welfare workers than non-social workers? *Research on Social Work Practice, 16*, 392–405.
- Task Force on Social Work Research. (1991). *Building social work knowledge for effective services and policies: A plan for research development*. Retrieved October 31, 2008, from <http://www.iaswresearch.org>.
- University of Pittsburgh. (n.d.). *The child welfare research and education programs*. Pittsburgh: University of Pittsburgh School of Social Work.
- Wulczyn, F., Barth, R., Yuan, Y., Harden, B., Landsverk, J. (2005). *Beyond common sense: Child welfare, child well-being and the evidence for policy reform*. New York: Transaction De Gruyter.

- Zlotnik, J. L. (2003). The use of Title IV-E training funds for social work education: An historical perspective. *Journal of Human Behavior and the Social Environment*, 7, (1/2).
- Zlotnik, J. L. (2002). Preparing social workers for child welfare practice: Lessons from an historical review of the literature. *Journal of Health & Social Policy*, 15(3/4), 5–22.
- Zlotnik, J. L., & Cornelius, L. (2000). Preparing social work students for child welfare careers: The use of Title IV-E training funds in social work education. *Journal of Baccalaureate Social Work*, 5(2), 1–14.

## APPENDICES

---

1. Project Advisory Group
2. List of URLs for Websites Linked to Resources in the Toolkit
3. Multi-state Foster Care and Adoption Data Archive
- 4a. Examples of University-Based Child Welfare Research Centers
- 4b. University of California, Berkeley Center for Social Services Research, Program Model
- 4c. Portland State University Center for Improvement of Child and Family Services Research, Program Model
5. Example of a National Research Agenda: Proposed Child Abuse and Neglect Research Priorities 2006–2008
6. Example of a Research Approval Policy: New York State Office of Children and Families Services
7. Children’s Bureau Program Descriptions and Funding Levels
8. Examples of Federally Supported National Child Welfare Research Studies
9. Examples of NIH-Funded Social Work Child Welfare Research
10. Examples of Doctoral and Post-Doc Funding Opportunities Related to Child Welfare
11. Example of Research Center Services to Researchers: University of Texas at Austin
12. Example: John A. Hartford Foundation of New York City Geriatric Social Work Initiative Doctoral Fellows and Faculty Scholars
13. IASWR Child Welfare Researchers Questionnaire: Highlights of Responses
14. Casey Family Programs 2020 Vision

## **Appendix 1. Project Advisory Group**

### **Larry Brown**

Child Welfare Consultant  
Larry Brown Associates

### **Richard P. Barth**

Dean and Professor  
University of Maryland School of Social Work

### **Anita Light**

Director of Children and Family Services  
American Public Human Services Association

### **Jacquelyn McCroskey**

John Milner Professor of Child Welfare  
University of Southern California School of Social Work

### **Ruth McRoy**

Research Professor and Ruby Lee Piester Centennial Professor Emerita  
University of Texas at Austin School of Social Work

### **William Meezan**

Dean and Professor  
Ohio State University College of Social Work

### **Kristine Nelson**

Dean and Professor  
Portland State University School of Social Work

### **Peter J. Pecora**

Senior Director of Research  
Casey Family Programs

### **Susan Smith**

Director of Data Advocacy  
Casey Family Programs

### **Matthew Stagner**

Executive Director  
Chapin Hall Center for Children  
University of Chicago

## **Appendix 2. List of URLs for Websites Linked to Resources in the Toolkit**

### **California Evidence-Based Child Welfare Clearinghouse**

<http://www.cachildwelfareclearinghouse.org/>

### **California Social Work Education Center (CalSWEC)**

<http://calswec.berkeley.edu/>

*(see also, CalSWEC's Center for Social Services, below)*

### **Campbell Collaboration**

<http://www.campbellcollaboration.org>

### **Center for Advanced Studies in Child Welfare, University of Minnesota**

<http://cehd.umn.edu/SSW/cascw/research/minnlink/default.asp>

### **Center for Child and Adolescent Services Research Center at Rady Children's Hospital in San Diego**

<http://www.casrc.org/>

### **Center for Child Welfare Advancement University of South Florida, Florida Mental Health Institute**

<http://www.centerforchildwelfare.org>

*(see also, University of South Florida, Florida Mental Health Institute, Center for Child Welfare Knowledge Library, below)*

### **Center for Mental Health Services Research at Washington University**

<http://gwbweb.wustl.edu/cmhsr>

### **Center for Social Services Research, University of California-Berkeley**

<http://cssr.berkeley.edu/>

### **Chapin Hall Center for Children**

<http://www.chapinhall.org/>

### **Child Abuse Prevention and Treatment Act (CAPTA)**

[http://www.acf.hhs.gov/programs/cb/laws\\_policies/cblaws/capta03/sec\\_I\\_104.htm](http://www.acf.hhs.gov/programs/cb/laws_policies/cblaws/capta03/sec_I_104.htm)

### **Child Welfare Information Gateway**

<http://www.childwelfare.gov>

### **Children's Bureau's Emerging Practices in the Prevention of Child Abuse and Neglect**

<http://www.childwelfare.gov/preventing/programs/whatworks/report>

### **Children's Express**

<http://cbexpress.acf.hhs.gov/>

**Evidence Based Practice: A Child Welfare Research Agenda for California**

[http://calswec.berkeley.edu/CalSWEC/EBP\\_ResearchAgenda.pdf](http://calswec.berkeley.edu/CalSWEC/EBP_ResearchAgenda.pdf)

**Family Connections**

[http://www.family.umaryland.edu/ryc\\_best\\_practice\\_services/family\\_connections\\_replication.htm](http://www.family.umaryland.edu/ryc_best_practice_services/family_connections_replication.htm)

**Hartford Geriatric Social Work Initiative**

<http://www.gswi.org>

**Moving Research and Evidence into Child Welfare Organizations**

[http://calswec.berkeley.edu/CalSWEC/EPB\\_Symp\\_0109\\_Invitation\\_Final.pdf](http://calswec.berkeley.edu/CalSWEC/EPB_Symp_0109_Invitation_Final.pdf)

**National Resource Center for Child Protective Services**

<http://www.nrccps.org>

**Ohio Research Partnership**

<http://www.pcsao.org/>

**Partners for Our Children**

<http://www.partnersforourchildren.org>

**Public Children Services Association of Ohio**

<http://www.pcsao.org/>

**Quality Improvement Centers**

<http://www.uky.edu/SocialWork/qicpcw/process.htm>

**Ruth Young Center for Families and Children, School of Social Work, University of Maryland**

[http://www.family.umaryland.edu/ryc\\_research\\_and\\_evaluation/child\\_welfare\\_research\\_files/cwa08-07.htm](http://www.family.umaryland.edu/ryc_research_and_evaluation/child_welfare_research_files/cwa08-07.htm)

**Translational Research on Child Neglect Consortium**

<http://www.trcnconsortium.com/index.htm>

**University of California, Berkeley, Center for Social Services Research, Child Welfare Research Center**

[http://cssr.berkeley.edu/ucb\\_childwelfare/](http://cssr.berkeley.edu/ucb_childwelfare/)

**University of Illinois Child and Family Research Center**

[http://cfrwww.social.uiuc.edu/coreprojects\\_informatics.htm](http://cfrwww.social.uiuc.edu/coreprojects_informatics.htm)

**University of North Carolina School of Social Work Jordan Institute for Families Assistance in Assessing Child Welfare Outcomes**

<http://ssw.unc.edu/cw/>

**University of Pittsburgh Child Welfare Education and Research Programs**

<http://www.cwerp.pitt.edu>

**University of South Florida, Florida Mental Health Institute, Center for Child Welfare Knowledge Library**

<http://centerforchildwelfare.fmhi.usf.edu/kb/default.aspx>

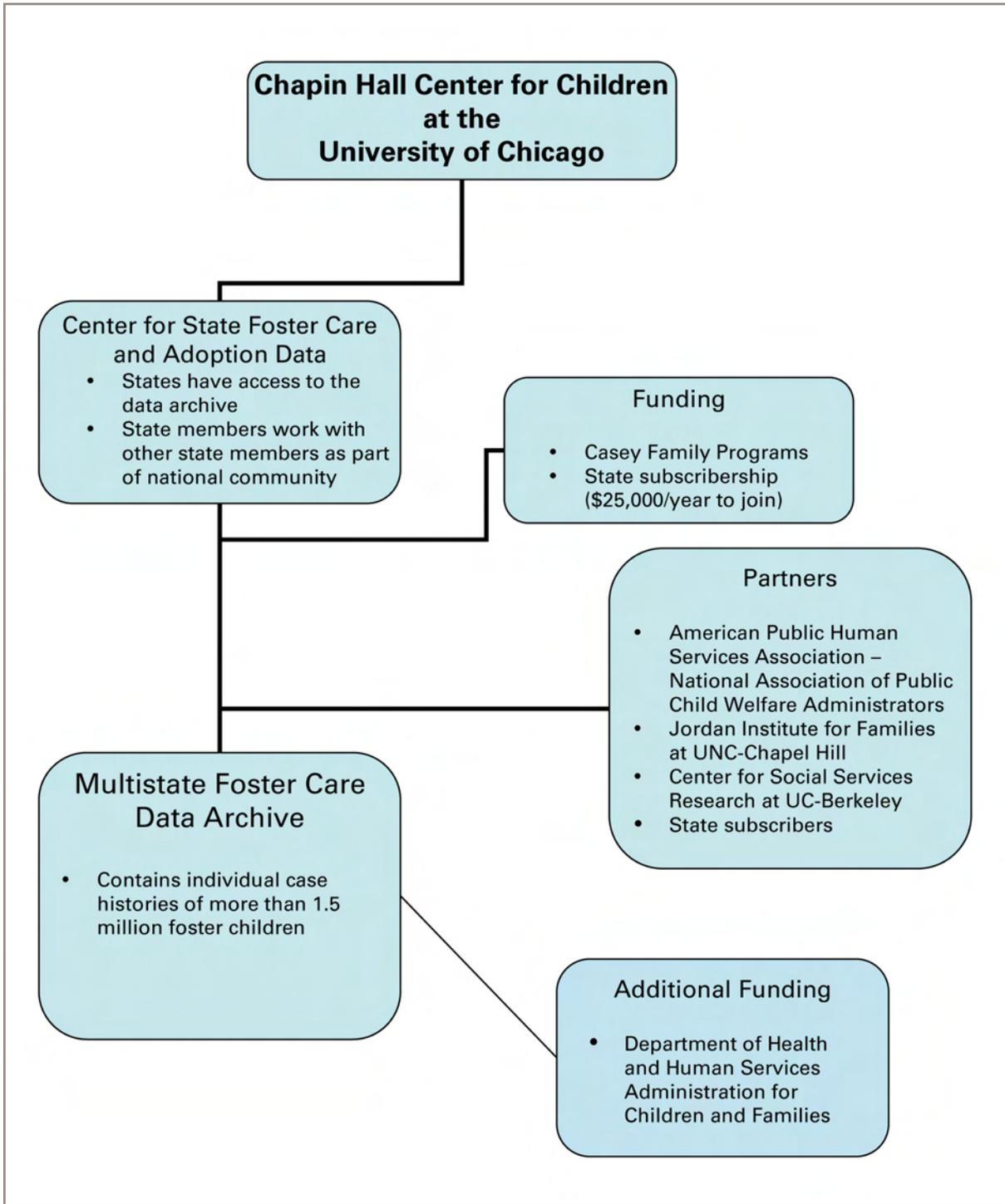
**University of Texas at Austin Center for Social Work Research**

<http://www.utexas.edu/ssw/cswr/about.html>

**Washington State Institute on Public Policy**

<http://www.cachildwelfareclearinghouse.org/>

### Appendix 3. Multi-state Foster Care and Adoption Data Archive



## ***Benefits of Membership***

Subscribing to the Center provides:

- Two powerful data tools that can be used to establish and maintain an accurate and sophisticated understanding of agency performance in your own state and across states:
  1. A sophisticated longitudinal database for your state to analyze child welfare outcomes and performance.
  2. Access to your state's longitudinal database as well as a multi-state longitudinal database through a sophisticated end-user web tool.
- Five hours of technical assistance on installation and use of database and/or webtool.
- Biannual updates of your database

## ***Membership Process***

The process of becoming a member starts when a state receives a copy of the Center data sharing and services agreement. Upon receipt, state officials review the agreements carefully and submit the agreements to legal and contracting staff. Upon receipt of the signed agreements and subscription fee, Chapin Hall staff will begin the process of auditing your data and creating your database. For more information visit: [http://www.napcwa.org/Home/data\\_center.asp](http://www.napcwa.org/Home/data_center.asp)

## Appendix 4a. Examples of University-Based Child Welfare Research Centers

This list of child welfare research partnership and center examples is not intended to be an exhaustive listing of all university/public agency child welfare research partnerships in social work education programs, but rather a compilation that covers different levels, priorities, and focuses within child welfare research.

### California

#### California Social Work Education Center (CaISWEC)

**Partners:** California's 19 Accredited Social Work Graduate Schools

&

California Department of Social Services (CDSS), 58 county departments of social services and mental health, and the California Chapter of the National Association of Social Workers (NASW)

**Contact:** <http://calswec.berkeley.edu/>

(510) 642-9272

**Description:**

The California Social Work Education Center (CaISWEC) is a partnership between the schools of social work, public human service agencies, and other related professional organizations that facilitates the integration of education and practice to assure effective, culturally competent service delivery and leadership to the people of California.

#### The Child Welfare Research Center

**Partners:** UC-Berkeley School of Social Welfare

**Contact:** [http://cssr.berkeley.edu/research\\_units/cwrc/index.html](http://cssr.berkeley.edu/research_units/cwrc/index.html)

Jill Duerr Berrick, Faculty Leader

(510) 642-1899

[dberrick@berkeley.edu](mailto:dberrick@berkeley.edu)

**Description:**

The Child Welfare Research Center is located at UC Berkeley's School of Social Welfare. They provide groundbreaking research on a variety of child welfare issues including adoption, case management, foster care, and welfare reform (see Appendix 4b for additional information).

### **Inter-University Consortium Department of Children and Family Services Training Project**

**Partners:** Graduate programs of social work at California State University, Long Beach; University of California, Los Angeles; University of Southern California; California State University, Los Angeles; California State University, Northridge  
&

Los Angeles County Department of Children and Family Services

**Contact:** <http://iuc.spa.ucla.edu/tdsoperation/>

William Donnelly, Director

(310) 825-2811

[donnelly@spa.ucla.edu](mailto:donnelly@spa.ucla.edu)

**Description:** The Inter-University Consortium Department of Children and Family Services (IUC/DCFS) Training Project is a collaborative endeavor between the Los Angeles County Department of Children and Family Services and the graduate programs of social work at California State University Long Beach, University of California Los Angeles, University of Southern California, California State University Los Angeles, and California State University Northridge. The overall goal of this collaborative project is to increase the professional skills and knowledge of Los Angeles County public child welfare workers. Through specialized Training Centers located at each university, the Training Project provides in-service training to newly hired social workers, case-carrying social workers, staff who support case management personnel, management staff, and specialized pre-service for MSW students.

## **Colorado**

### **Social Work Research Center: Applied Research in Child Welfare (ARCh)**

**Partners:** School of Social Work at Colorado State University

&

Colorado Department of Human Services, and the Departments of Human Services in Adams, Arapahoe, Boulder, Broomfield, Denver, Douglas, El Paso, Jefferson, Larimer, Mesa, Pueblo, and Weld counties

**Contact:** [http://www.ssw.cahs.colostate.edu/centers\\_institutes/swrc/default.aspx](http://www.ssw.cahs.colostate.edu/centers_institutes/swrc/default.aspx)

Marc Winokur

(970) 491-0885

[Marc.Winokur@ColoState.edu](mailto:Marc.Winokur@ColoState.edu)

**Description:**

The mission of the Social Work Research Center (SWRC) is to create formal links between higher education and community partners that advance social work theory, promote social justice, and enhance learning and practice in areas such as child welfare and juvenile delinquency. The SWRC is uniquely designed to study social work interventions while promoting evidence-based research, practice, and policy.

## Idaho

### Idaho Child Welfare Research & Training Center

**Partners:** Eastern Washington University School of Social Work, Boise State University Child Welfare Center, Idaho State University Department of Sociology, Social Work and Criminal Justice, Lewis-Clark State College Social Work Program, Northwest Nazarene University Department of Social Work, College of Southern Idaho Department of Social Science, and North Idaho College Social Science Division

&

Idaho Department of Health and Welfare Division of Family and Community Services (FACS)

**Contact:** <http://www.icwrtpc.org/>

(208) 676-1186

[info@icwrtpc.org](mailto:info@icwrtpc.org)

**Description:**

The Idaho Child Welfare Research and Training Center works cooperatively with the Idaho Child Welfare University Partners to provide specialized pre-service and continuing education, in-service training, consultation and technical assistance, planning, evaluation and research, utilizing continuous quality improvement and innovative data-driven program development. ICWRTC supports positive outcomes for children and their families in the State of Idaho through comprehensive training and education, research and evaluation of services, and innovative program planning.

## Illinois

### Children and Family Research Center

**Partners:** University of Illinois at Urbana-Champaign School of Social Work

&

Illinois Department of Children and Family Services

**Contact:** <http://cfrcwww.social.uiuc.edu/mission.htm>

Mark Testa, Director

(217) 333-5837

[cfrc@uiuc.edu](mailto:cfrc@uiuc.edu)

**Description:**

The mission of the Center is to: study the needs of children and families in their social contexts; monitor the achievement of child welfare outcomes; evaluate service demonstrations and system reforms; audit programs to ensure service quality and efficiency; provide training and consultation to advance best practice; and to disseminate knowledge on research-based practice.

## Kansas

### Office of Child Welfare and Children's Mental Health

**Partners:** University of Kansas School of Social Welfare

&

Kansas Mental Health and Child Welfare Authorities

**Contact:** <http://www.socwel.ku.edu/occ/index.htm>

Terry Moore, MSW

(785) 864-8938

[terrym@ku.edu](mailto:terrym@ku.edu)

**Description:**

The Office of Child Welfare and Children's Mental Health (OCC) exists to coordinate research and training activities across these two child and family serving systems. One of the largest offices at the KU School of Social Welfare, the OCC comprises some forty faculty, research staff, training staff, and graduate research assistants. From a strengths perspective, the OCC works at the local and national level to inform policy, service delivery, professional training, and education.

### Center for the Study of Violence Against Children

**Partners:** University of Kentucky College of Social Work and the University of Kentucky College of Medicine, Department of Psychiatry

**Contact:** <http://www.uky.edu/SocialWork/csvac/welcome.htm>

Ginny Sprang, Ph.D.,  
Director

**Description:**

The Center's primary mission is to develop, assimilate, and disseminate knowledge and best practices that will contribute to reducing and ending violence against children and the effects of that violence across the life cycle.

## Maryland

### Ruth H. Young Center for Families and Children

**Partners:** University of Maryland School of Social Work

**Contact:** <http://www.family.umaryland.edu/>

Diane DePanfilis, PhD, MSW

(410) 706-3014

[ryc@ssw.umaryland.edu](mailto:ryc@ssw.umaryland.edu)

**Description:**

The mission of the Ruth H. Young Center for Families and Children is to promote the safety, permanence, stability, and well-being of children, youth, and families in their communities through: education and training; research and evaluation; and best-practice community service programs.

**Minnesota**

**Center for Advanced Studies in Child Welfare**

**Partners:** University of Minnesota

&

State and local social service agencies

**Contact:** <http://cehd.umn.edu/SSW/cascw/research/>

(612) 624-4231

[cascw@umn.edu](mailto:cascw@umn.edu)

**Description:**

Improve the well-being of children and families who are involved in the child welfare system by educating human service professionals, fostering collaboration across systems and disciplines, informing policy makers and the public, and expanding the child welfare knowledge base.

**New Hampshire**

**Education and Training Partnership**

**Partners:** Granite State

&

New Hampshire Division for Children, Youth and Families

**Contact:** <http://www.unh.edu/users/gsc/admin/etp/index.html>

(603) 271-6625

[etp.info@granite.edu](mailto:etp.info@granite.edu)

**Description:**

The Mission of the Education and Training Partnership is to enhance the quality of care for children in placement by providing competency based, accessible education and training to foster and adoptive parents and residential child care staff. DCYF staff members are encouraged to join caregivers as a matter of best practice. Training curriculum is developed responsively and collaboratively, in a manner designed to maximize adult learning, and

courses are delivered in a supportive atmosphere that recognizes participants' level of experience. Academic counseling and professional development services are provided to DCYF staff members to support them in their work and promote retention. The Partnership embraces a system of quality improvement and program evaluation that is both proactive and comprehensive.

## New Jersey

### Institute for Families

**Partners:** Rutgers University School of Social Work

**Contact:** <http://socialwork.rutgers.edu/iff/index.php>

Allison Blake  
(732) 445-0512

[ablake@ssw.rutgers.edu](mailto:ablake@ssw.rutgers.edu)

**Description:**

The mission of the Institute for Families (IFF) is to provide support and improve opportunities for individuals, families, and communities by building the capacity of human service professionals and organizations. Through professional development and training, applied research and technical assistance, IFF disseminates knowledge that leads to greater understanding of social problems, enhanced service design and delivery, and ultimately, improved service outcomes. IFF draws upon the multidisciplinary resources of Rutgers University to develop innovative and proactive strategies that address social issues in New Jersey and the global community.

## New York

### Center for Human Services Research

**Partners:** State University of New York at Albany

**Contact:** <http://www.albany.edu/chsr/>

Rose Greene  
(518) 442-5762

[rgreene@uamail.albany.edu](mailto:rgreene@uamail.albany.edu)

**Description:**

The Center for Human Services Research (CHSR) is dedicated to developing empirically based knowledge in order to promote effective services that meet human needs. The Center conducts applied research on human service programs and systems through interdisciplinary partnerships with government, foundations and non-governmental agencies. In so doing the CHSR extends the services of the University to assist government and its affiliated organizations better meet their goals and objectives.

## **New York State Social Work Education Consortium**

**Partners:** **New York State Association of Deans of Schools of Social Work**

&

New York State Office of Children and Family Services, the New York City Administration for Children's Services and the 57 County Social Services Commissioners

**Contact:** <http://www.ocfs.state.ny.us/ohrd/swec/>

Mary McCarthy  
(518) 442-5713

[mmccarthy@uamail.albany.edu](mailto:mmccarthy@uamail.albany.edu)

**Description:**

The mission of the New York State Social Work Education Consortium is to improve the quality, professional status, and stability of the public sector child welfare workforce, including better ways to recruit and retain qualified workers. Their primary goal is the identification and implementation of programs and activities, which promote a forward-looking approach to training and education, emphasizing workforce stabilization and professionalization.

## **North Carolina**

### **Jordan Institute for Families**

**Partners:** **University of North Carolina at Chapel Hill School of Social Work**

**Contact:** <http://ssw.unc.edu/jif/>

Nancy Dickinson, Executive Director  
(919) 962-6535

[JlforFamilies@unc.edu](mailto:JlforFamilies@unc.edu)

**Description:**

The Jordan Institute is the research, training, and technical assistance arm of the School of Social Work at the University of North Carolina at Chapel Hill. Addressing family issues across the lifespan, the Jordan Institute brings together experts—including families themselves—to develop and test policies and practices that strengthen families and engage communities.

## **Ohio**

### **Child Welfare Research Partnership**

**Partners:** **Social work programs at Ohio State, Akron University, Ohio University, Wright State, University of Cincinnati, University of Toledo, and Cleveland State**

&amp;

Public Children Services Association of Ohio (PCSAO), Public Children Services Agencies (PCSAs), The Institute for Human Services (IHS), and the Ohio Office of Jobs and Family Services

**Contact:** <http://www.pcsao.org/research.htm>

Crystal Ward Allen, Executive Director

(614) 224-5802

[crystal@pcsao.org](mailto:crystal@pcsao.org)

**Description:**

Since 2005, a group of university social work departments, PCSAs, the Institute for Human Services, PCSAO, and ODJFS came together to form a research partnership to promote evidence-based research to improve child welfare. The purpose of this research is to influence child welfare outcomes identified by indicators within the federal Child and Family Service Review process, which had suggested that Ohio had failed to meet several indicators, and risked federal sanctions. Universities, agencies, and the state work together to assist counties do the very best for Ohio's most vulnerable population.

## Oregon

### Center for Improvement of Children and Family Services

**Partners:** **Portland State University School of Social Work**

&amp;

Oregon Department of Human Services child welfare program

**Contact:** <http://www.ccf.pdx.edu/index.php>

Katharine Cahn, Executive Director

(503) 725-8010

**Description:**

The Center for Improvement of Child and Family Services integrates research, education, and training to advance the delivery of services to children and families. They work with agency and community partners to promote a child-serving system that protects children, respects families, and builds community capacity to address emerging needs. Based at the PSU School of Social Work, their long history of involvement with public child welfare provides an advantage in terms of knowledge of agency-based research, familiarity with practice trends, and a network of local and national relationships for research and training (see Appendix 4c for more information).

## Pennsylvania

### Child Welfare Education and Research Programs

**Partners:** University of Pittsburgh, School of Social Work

&

Pennsylvania Department of Public Welfare and the Pennsylvania Children and Youth Administrators

**Contact:** <http://www.pacwcbt.pitt.edu/CBTWebPortal.htm>

(717) 795-9048

**Description:**

The Child Welfare Education and Research Programs (CWERP) is a comprehensive continuum dedicated to child welfare training, education, and research. It includes the Child Welfare Training Program, the Child Welfare Education for Leadership Program and the Child Welfare Education for Baccalaureates Programs. At the core of the CWERP are research and evaluation initiatives that further child welfare practice and contribute to improved outcomes for children and families.

## Tennessee

### Children's Mental Health Services Research Center

**Partners:** University of Tennessee College of Social Work

**Contact:** <http://www.csw.utk.edu/about/cmhsrc.html>

Charles A. Glisson, Ph.D.

Director

(865) 974-1707

**Description:**

The Center seeks to help children and society by developing a body of knowledge about children who are at risk, the factors which place them at risk, the quality of the services being provided to them, and the long-term outcomes. The Center is one of only seven research centers in the nation that focuses on children and is funded by the National Institute of Mental Health. The Center conducts research across the state with offices in Knoxville, Nashville, and Memphis.

### Tennessee Center for Child Welfare

**Partners:** Middle Tennessee State University

**Contact:** <http://www.tccw.org/>

(615) 494-8753

[tnccw@mtsu.edu](mailto:tnccw@mtsu.edu)

**Description:**

The Tennessee Center for Child Welfare partners with key stakeholders to provide quality social work education, training, professional development, and organizational support to the child welfare system and the social welfare systems to which it is linked.

## Texas

### Center for Social Work Research

**Partners:** University of Texas at Austin School of Social Work

**Contact:** <http://www.utexas.edu/research/cswr/>

Carol Lewis, Ph.D., Associate Director

(512) 471-9219

[cswr@www.utexas.edu](mailto:cswr@www.utexas.edu)

**Description:**

The Center for Social Work Research (CSWR) facilitates research at the UT School of Social work by providing faculty with an environment and administrative infrastructure conducive to the pursuit of interdisciplinary, scientifically rigorous social and behavioral research. CSWR's mission is to foster research that advances social work practice and theory, enhances social work education and learning, and builds knowledge about the human condition, social issues, and service delivery systems.

### The Judith Granger Birmingham Center for Child Welfare

**Partners:** University of Texas Arlington School of Social Work

**Contact:** <http://www2.uta.edu/ssw/ccw/>

Maria Scannapieco, Ph.D., Professor and Director of the Center for Child Welfare

(817) 272-3535

[mscannapieco@uta.edu](mailto:mscannapieco@uta.edu)

**Description:**

The complexities of the contemporary American family call for innovative and coordinated approaches to service delivery between health, mental health, and protective service agencies. The Judith Granger Birmingham Center for Child Welfare serves as a research and resource center for Texas, the Southwest, and the nation in the advancement and dissemination of knowledge to improve the conditions of vulnerable children and their families. Research, education,

and dissemination efforts address the basic rights of children to be nurtured and protected by their families with the support of their communities.

## Utah

### National Child Welfare Leadership Institute

**Partners:** University of Utah College of Social Work

**Contact:** <http://www.ncwli.org/>

(801) 581-6192

**Description:**

Through participation in the program, NCWLI trainees will be able to enhance their leadership skills and succeed in the current environment. These enhanced skills will encourage productive and effective relationships with others within the immediate work setting and within the broader child and family services systems. Trainees will become aware of the evidenced-based management skills that are associated with personal and organizational success, especially in the current environment. They will understand the requirements for change, which include accepting the need for change, understanding what and how to change, committing to and practicing change, and finally applying, monitoring and institutionalizing the change. The NCWLI leadership model will address the skill development and application of these principles, acquiring knowledge and skills specific to the task, practicing, and institutionalizing the skills. The model is based on the requirements for sustainable behavior change. The entire training curriculum, while focusing on leadership skills, will utilize evidence-based practice as the common link across the entire curriculum, and will promote data-driven decision making.

### Social Research Institute

**Partners:** University of Utah, College of Social Work

**Contact:** <http://www.socwk.utah.edu/sri/>

**Description:**

The Social Research Institute (SRI) provides research, training, and consultation to build and enhance the capacity for human service systems change through evidence-based practice. SRI is also involved with development of resources for research. The Goodwill Initiatives on Aging and the Utah Criminal Justice Center are components of SRI.

## Vermont

### The Vermont Child Welfare Partnership

**Partners:** University of Vermont's Department of Social Work

State of Vermont's Department for Children and Families

**Contact:** <http://www.uvm.edu/~socwork/vcwp/?Page=about.html&SM=aboutssubmenu.html>

Gale Burford

[gburford@uvm.edu](mailto:gburford@uvm.edu)

**Description:**

The Vermont Child Welfare Training Partnership between the University of Vermont's Department of Social Work and Vermont's state Department for Children and Families (DCF) was established in 1993 to improve the quality of child welfare practice in Vermont by providing social work education and training to current and future employees of DCF. Through its degree program, the partnership offers traineeships to support MSW and BSW students who are interested in a career in child welfare. The non-degree program provides training for DCF staff who work with children and families, and to Vermont foster and adoptive parents. In addition, the partnership supports faculty research related to the overall mission of the two projects.

## Virginia

### Institute for Children & Families

**Partners:** **Radford University School of Social Work**

&

Virginia Department of Social Services

**Contact:** <http://sowk-web.asp.radford.edu/cw/index.html>

**Description:**

The purpose of the ICF is to promote evidence-based practice and inform curriculum enhancement through collaboration among local and state Departments of Social Services, community health and human services agencies, students, and faculty on issues pertaining to children and families. The ICF offers opportunities for faculty, students, and community partners to be involved in innovative research and the development and demonstration of "best practice" models. This research and these models are then fed into the BSW and MSW curricula, in the core and elective course content. The research conducted and models developed and tested through the ICF programs offer wonderful opportunities for faculty and students to publish and present their findings at conferences and workshops.

## Washington

### Northwest Institute for Children and Families

**Partners:** **Washington University School of Social Work**

&

State of Washington's Children's Administration

**Contact:** <http://depts.washington.edu/nwicf/>

Dee Wilson  
(206) 543-1517

[wilsod@u.washington.edu](mailto:wilsod@u.washington.edu)

**Description:**

The Northwest Institute for Children and Families, located at the University of Washington School of Social Work, is dedicated to the promotion of excellence and leadership in services to children and families. In continuous operation since 1979, the Institute offers education for social workers committed to careers in public child welfare, child welfare training for child welfare agencies and their partners, program evaluation for public and private agencies, and education and support for policy makers and grantmakers interested in child welfare.

**Partners for Our Children**

**Partners:** **University of Washington School of Social Work**

&

Washington State Department of Social and Health Services and private sector

**Contact:** <http://partnersforourchildren.org/>

Mark Courtney  
(206) 221-3100

[info@partnersforourchildren.org](mailto:info@partnersforourchildren.org)

**Description:**

Partners for Our Children is a unique public–private collaboration between the Washington State Department of Social and Health Services, the University of Washington School of Social Work, and the private sector committed to making positive changes in the child welfare system. The group’s four main strategies include: policy analysis and evaluation, especially targeted at discovering the effectiveness of policies and practices in meeting the needs of vulnerable children and families; funding the development, testing, implementation, and dissemination of promising programs and practices; education and training, principally directed at social work professionals and foster parents; public affairs and communications designed to build support for change, sustainability, and success.

**Additional Centers – Not Directly Affiliated With Schools of Social Work**

**Chapin Hall Center for Children**

**Partners:** **University of Chicago**

&

City of Chicago Department of Children and Youth Services; American Public Human Services Association

**Contact:** <http://www.about.chapinhall.org/about/about.html>

Matthew Stagner  
(773) 753-5900

[mstagner@chapinhall.org](mailto:mstagner@chapinhall.org)

**Description:**

Established in 1985, Chapin Hall is an independent policy research center whose mission is to build knowledge that improves policies and programs for children and youth, families, and their communities.

**Child and Adolescent Services Research Center (CASRC)**

**Partners:** **University of California at San Diego, San Diego State University, University of San Diego, and California State University, San Marcos**  
&

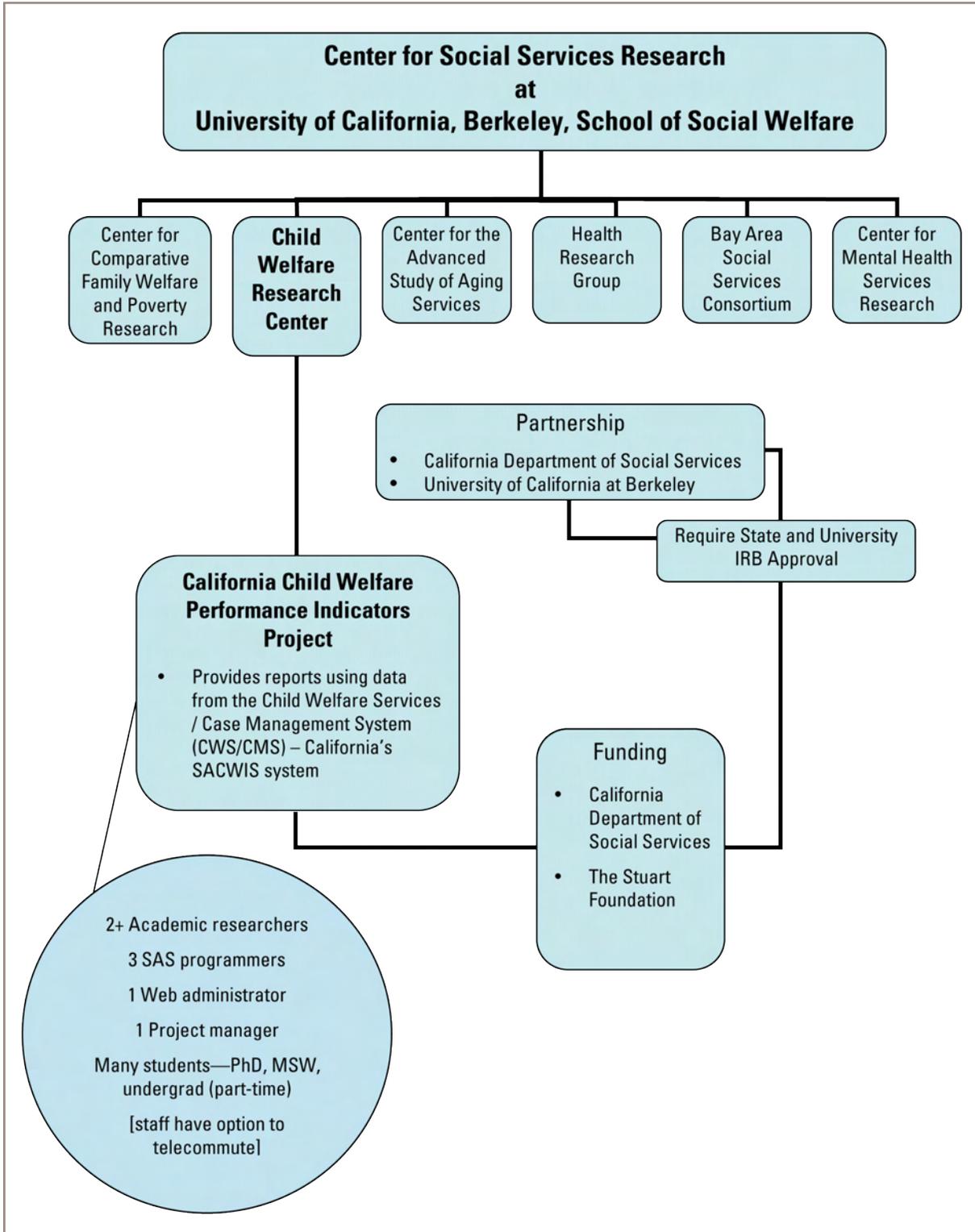
Rady Children's Hospital at San Diego

**Contact:** <http://www.casrc.org/index.shtml>

(858) 966-7703

**Mission:** The mission of the Child & Adolescent Services Research Center is to improve publicly funded mental health service delivery and quality of treatment for children and adolescents who have or are at high risk for the development of mental health problems or disorders.

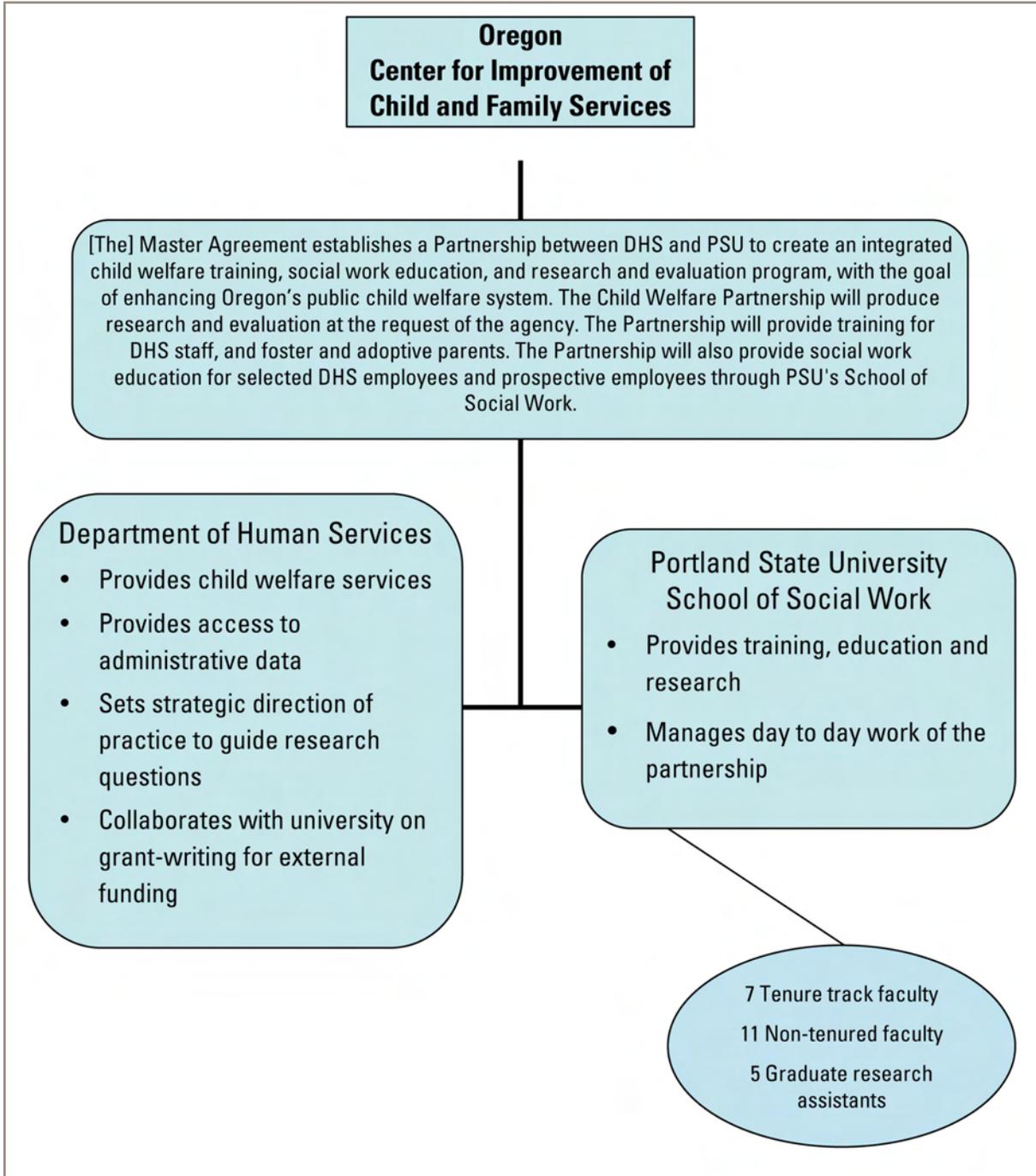
### Appendix 4b. University of California, Berkeley Center for Social Services Research, Program Model



**Child Welfare Dynamic Report System Web site [http://cssr.berkeley.edu/ucb\\_childwelfare](http://cssr.berkeley.edu/ucb_childwelfare)**

- County-specific outcome reports
- California Department of Social Services reports
- A collection of UCB PowerPoint presentations using CWS/CMS data
- A collection of UCB training material using CWS/CMS data
- Disparity indices reports
- Geographic data reports by county

### Appendix 4c. Portland State University Center for Improvement of Child and Family Services Research, Program Model



<b>Funding History</b>		
<b>1993</b>	<b>2004</b>	<b>Present</b>
<div style="border: 1px solid black; padding: 5px;">           Partnership formed due to early crisis: Local agency threatened to sue.         </div>	<div style="border: 1px solid black; padding: 5px;">           DHS cut funding to center for research other than required federal funding— Title IV-E waiver and evaluation components of Children’s Bureau grants.         </div>	<div style="border: 1px solid black; padding: 5px;">           Current funding is state funds (agency or university match), federal reimbursement to the state under Title IV-E, and independent evaluator requirement in Children’s Bureau demonstration and training grants.         </div>

**Currently Funded Projects:**

- Runaway and Homeless Youth Collaborative Research
  - o Contract with Looking Glass, Inc. (Original grant funds from the Federal Children’s Bureau/Compassionate Capitol Fund)
- Native Youth Suicide Prevention Program
  - o NARA NW - SAMHSA Garret Lee Memorial Act Funding
- Children’s Trust Fund of Oregon Evaluation of Funded Projects
  - o Children’s Trust Fund of Oregon (CTFO)
- Training for Excellence in Child Welfare Practice in Rural Oregon and Alaska
  - o Children’s Bureau
- Evaluation of Oregon’s Title IV-E Waiver Demonstration Project
  - o Oregon Department of Human Services
- Federal System of Care Project to Improve Permanency Outcomes (IPOP)
  - o Children’s Bureau, Administration for Children and Families
- Schoolworks Project
  - o Juvenile Rights Project, Byrne Grant

Web site (<http://www.ccf.pdx.edu/index.php>) includes information about:

- Training programs
- Research and evaluation project summaries
- Education programs
- Conferences

## Appendix 5. Example of a National Research Agenda: Proposed Child Abuse and Neglect Research Priorities for Fiscal Years 2006–2008

### A. Legislative Topics

A number of research topics are suggested in the 2003 reauthorization of CAPTA, Section 104. The legislation states that the Secretary shall, along with other Federal agencies and recognized experts in the field, carry out a continuing interdisciplinary program of research, including longitudinal research, that is designed to provide information needed to better protect children from abuse or neglect and to improve the well-being of abused or neglected children, with at least a portion of such research being field initiated.

Suggested research includes:

- The nature and scope of child abuse and neglect;
- The causes, prevention, assessment, identification, treatment, cultural and socio-economic distinctions and consequences of child abuse and neglect, including the effects of abuse and neglect on a child's development and the identification of successful early intervention services or other services that are needed;
- Appropriate, effective and culturally sensitive investigative, administrative and judicial systems, including multidisciplinary, coordinated decision making procedures with respect to cases of child abuse;
- The evaluation and dissemination of best practices consistent with the goals of achieving improvements in child protective services systems of the States in accordance with CAPTA, Section 106(a), Grants to States for Child Abuse and Neglect Prevention and Treatment Programs, paragraphs (1) through (14), which include:
  - i. The intake, assessment, screening and investigation of reports of abuse and neglect;
  - ii. Creating and improving the use of multidisciplinary teams and interagency protocol to enhance investigation, and improving legal preparation and representation;
  - iii. Case management, including ongoing case monitoring and delivery of services and treatment provided to children and their families;
  - iv. Enhancing the general child protective system by developing, improving and implementing risk and safety assessment tools and protocols;
  - v. Developing and updating systems of technology that support the program and track reports of child abuse and neglect from intake through final disposition and allow interstate and intrastate information exchange;
  - vi. Developing, strengthening and facilitating training;
  - vii. Improving the skills, qualifications and availability of individuals providing services to children and families, and the supervisors of such individuals, through the child protection system, including improvements in the recruitment and retention of caseworkers;
  - viii. Developing and facilitating training protocols for individuals mandated to report child abuse or neglect;
  - ix. Developing and facilitating research-based strategies for training individuals mandated to report child abuse or neglect;

- x. Developing, implementing or operating programs to assist in obtaining or coordinating necessary services for families of disabled infants with life-threatening conditions;
- xi. Developing and delivering information to improve public education relating to the role and responsibilities of the child protection system and the nature and basis for reporting suspected incidents of child abuse and neglect;
- xii. Developing and enhancing the capacity of community-based programs to integrate shared leadership strategies between parents and professionals to prevent and treat child abuse and neglect at the neighborhood level;
- xiii. Supporting and enhancing interagency collaboration between the child protection system and the juvenile justice system for improved delivery of services and treatment, including methods for continuity of treatment plans and services as children transition between systems; or
- xiv. Supporting and enhancing collaboration among public health agencies, the child protection system and private community-based programs to provide child abuse and neglect prevention and treatment services (including linkages with education systems) and to address the health needs, including mental health needs, of children identified as abused or neglected, including supporting prompt, comprehensive health and developmental evaluations for children who are the subject of substantiated child maltreatment reports.

Effective approaches to interagency collaboration between the child protection system and the juvenile justice system that improve the delivery of services and treatment, including methods for con-

tinuity of treatment plans and services as children transition between systems;

An evaluation of the redundancies and gaps in services in the field of child abuse and neglect prevention in order to make better use of resources; or the nature, scope and practice of voluntary relinquishment for foster care or State guardianship of low-income children who need health services, including mental health services.

## **B. Other Topics**

*Prevention Practices:* CB is interested in research that builds on existing knowledge about child abuse and neglect prevention. CB initiated the Emerging Practices in the Prevention of Child Abuse and Neglect project as a collaboration between the agency and the professional community to describe the current landscape of prevention programs and generate new information about effective and innovative approaches to the prevention of child maltreatment. Through a national nomination process, several strategies and features of child abuse prevention programs were identified as holding promise for reducing the incidence of child maltreatment. Next, a grant competition to fund replications of effective prevention programs was held. Funds were awarded to eight sites nationwide to replicate the University of Maryland's "Family Connections" project. While this work is contributing to the body of knowledge about the type and range of problems in the U.S. for the prevention of maltreatment, it is clear that much more can and must be learned about the effectiveness of prevention programs in terms of what works and for whom. Research interests may include: The efficacy of prevention in the field of child maltreatment; rigorous study on all the major prevention models and strategies; and integrating child abuse and neglect research into prevention practices.

*Child Protection Systems:* CB is interested in research that examines effective State-level strategies employed to improve child protection

systems. Questions may include: the degree to which changes in Child Protection Systems (CPS) systems policy and practice are tied to better outcomes; determining the variations in local agencies that result in different outcomes; and whether or not child safety and well-being are improved by privatizing part or all of the child welfare system. Other research interests may include: Effective responses for children at risk of being harmed; barriers to consistency in CPS operations, such as differences in the level of resources; lack of clear laws and policy and the competing desire for local autonomy in government functions; the means by which CPS agencies try to understand the standards of the community they serve through outreach to additional panels and review teams (fatality review team, citizen review panels, external case reviews); and collaborations between CPS and other agencies. In addition, CB continues to be interested in building on previous research to explore over-representation of minorities in the child welfare system, particularly research to identify and disseminate lessons learned from promising practices that have been effective in reducing the rates of over-representation of children of color in the child welfare system.

*Services:* CB is interested in research focused on the assessment of service needs and services provided. Research questions may include:

- What services are children and families receiving; to what degree are services responsive to the needs of the target population; and what are the outcomes that result from various services. Other research may focus on case planning and intervention such as examining the development and implementation of comprehensive family assessment, safety planning, engaging families and monitoring risk assessment over the life of CPS cases, as well as increasing knowledge of parent and child engaging in the case planning process.

The findings from the initial Child and Family Service Reviews (CFSR) of all 50 States, the District of Columbia and Puerto Rico, identify strengths and needs within State programs, as well as areas where technical assistance can lead to program improvements. CB encourages research on areas in which States were found to be weak based on the CFSRs. State performance on identifying and responding to children's mental health issues, in particular, was found to be one of the weakest in the CFSRs. Areas of interest for research may examine CPS procedures for identifying and responding to children's mental health issues as well as the prevalence, type and severity of mental health problems among children identified in State child welfare systems. In addition, findings from the National Survey of Child and Adolescent Well-Being (NSCAW) show that high rates of mental health problems among parents, coupled with low rates of identification and referral, is a serious issue. CB is interested in research that examines mental health services to parents.

*Program Evaluation of Priority Area Initiatives (or Evaluation of Programs Addressing Administration Priorities):* The current Administration has focused funding in areas of healthy marriage promotion, fatherhood initiatives, community and faith-based organizations and youth development in ensuring the healthy development of children. CB is interested in research to evaluate programs employing these strategies to prevent child abuse and neglect. Research topics may include the evaluation of the effectiveness of these programs as well as the dissemination of promising practices.

*Secondary Data Analysis:* CB encourages the utilization of existing data sources particularly the use of service data through the National Child Abuse and Neglect Data System (NCANDS). CB is interested in secondary data analyses using NCANDS focusing on service utilization, recurrence and perpetrators.

*Service utilization:* While not all States provide complete service data to NCANDS, for those States that do provide complete service data, the following areas could be examined: The services that are most often provided to victims of maltreatment; differences in service patterns that exist between children who are first-time victims and children who are repeat victims; differences in service patterns that exist between child victims who remain in their homes and those who are removed; and the variations in service patterns within States according to county characteristics.

*Recurrence:* To date, recurrence has largely been examined for six-month periods using NCANDS data. The Office of the Assistant Secretary for Planning and Evaluation undertook a longitudinal analysis of NCANDS data examining repeated CPS involvement. Using a multiyear dataset of 1,396,998 children, this research examined the proportion of reported children who re-reported, the proportion of child victims who had a recurrence of maltreatment and the factors associated with these repeated events. The findings showed that re-reporting was relatively common—about one-third of children had at least one repeated report of maltreatment within a five-year period. For the most part, the same factors were related to both re-reporting of all reported children and recurrence among victims of maltreatment. Findings were also similar when analyses examined only the presence of a single subsequent event or the number and type of multiple subsequent events. Both re-reporting and recurrence occurred more frequently among younger children. Re-reporting and recurrence were more likely to occur in a short time following the initial maltreatment report, usually within a few months.

Most children who experienced more than one re-report or re-victimization experienced these events within a short time after the initial event. Areas for further research might examine: Factors that are predictive of a second investigation;

report sources that are the most likely to be associated with a second investigation; services that decrease subsequent investigation; and services that decrease subsequent victimization.

*Perpetrators:* CB continues to be interested in perpetrators, with the notion that understanding who this group is and what their characteristics are, can help to inform more effective intervention and prevention efforts. The Office of the Assistant Secretary for Planning and Evaluation undertook an analysis of NCANDS data examining some of these questions. The analysis focused on male perpetrators of child maltreatment and identifies clear subgroups of male perpetrators. The findings suggest that interventions of all types may need to be more highly differentiated for these different groups. Follow-up of interest includes research to gain a clearer picture of how the various categories of perpetrators fit within households to provide insights into the service and recidivism outcomes.

### **C. Field Initiated Research on Child Abuse and Neglect**

The generation of new knowledge for understanding critical issues in child abuse and neglect improves prevention, identification, assessment and treatment. Research areas to be addressed may be those that will expand the current knowledge base, build on prior research, contribute to practice enhancements, inform policy, improve science and provide insights into new approaches to the assessment, prevention, intervention and treatment of child maltreatment (i.e., physical abuse, sexual abuse, emotional maltreatment or neglect) on any of the topics listed in (A) Legislative Topics, (B) Other Topics, above, or any other child maltreatment topic.

In addition to the topics cited above, practitioners and researchers are encouraged to propose other relevant subjects for research topics in child abuse and neglect.

## **Appendix 6. Example of a Research Approval Policy: New York State Office of Children and Families Services (OCFS)**

### **Research Approval Policy | March 2008**

This document sets forth the process and standards for the submission, review, and approval of research proposals involving children, youth, and families served by programs operated, regulated, or supervised by OCFS. These programs include residential and aftercare services for juvenile delinquents administered by OCFS as well Child Protective Services (CPS), Preventive Services, Foster Care, Adoption, and Adult Protective Services, which are supervised by OCFS but administered by local Departments of Social Services (LDSS). Social Services Law Section 372.4b and certain CPS and Adoption statutes require OCFS approval of all requests to LDSS for access to CPS, Foster Care, Adoption, and Adult Protective Services data for bona fide research purposes.

The OCFS research approval process applies to research involving the use of individual-level data obtained from databases or case records maintained by OCFS, LDSS and/or voluntary agencies, or from clients themselves through interviews, surveys, or observations, which is not undertaken by OCFS, an LDSS, or agents operating on their behalf. An agent is defined as an independent researcher that is under contract with OCFS or an LDSS to conduct a research project. Research that is based solely on aggregate data or the aggregated results of statistical analyses is exempt from the OCFS research approval process.

The purposes of the OCFS research approval process are: 1) to protect the safety of human subjects involved in research; 2) to protect the confidentiality of data; 3) to protect the security of data used in research projects from unauthorized use or release; and 4) to foster research that meets prevailing methodological standards and is relevant to the agency's mission or furthers knowledge in the field of study.

#### **WHO MAY CONDUCT RESEARCH INVOLVING CASES UNDER OCFS' PURVIEW?**

Only bona fide researchers may conduct research involving children, youth, and families served by programs operated, regulated, or supervised by OCFS. To be eligible to conduct research, the Researcher must be a faculty member or graduate student at an accredited institution of higher education, or hold a research position at a reputable research organization or at a government agency.

The Researcher must demonstrate a capacity to complete the research project according to prevailing academic and professional standards, particularly if the research involves contact with human subjects. Graduate students must submit a letter indicating formal approval by their committee or faculty advisor. The Researcher and organization must have a demonstrated record of using sensitive data according to commonly accepted standards of research ethics.

All researchers not affiliated with OCFS or an LDSS must obtain prior approval for the proposed research project from a federally certified Institutional Review Board (IRB) for the university, professional research organization, or government agency. A copy of the signed IRB approval document must be provided to OCFS at the time the research proposal is submitted for review.

#### **LIMITATIONS ON RELEASE OF DATA TO RESEARCHERS NOT EMPLOYED BY OR ACTING AS AGENTS OF OCFS/ LDSS**

Statutory provisions prohibit the release of certain data for research purposes to individuals not employed by, or serving as agents of, OCFS or an LDSS. These data include:

- Individually identifiable data (i.e., personal information that is likely to enable an individual to be identified) on persons named in reports made to the New York State Central Register of Child Abuse and Maltreatment that are determined to be unfounded;
- Individually identifiable data on persons who are the source of reports to the New York State Central Register of Child Abuse and Maltreatment;

- Individually identifiable data pertaining to the HIV/AIDS status of individuals;
- Individually identifiable data on children who are adopted and their adoptive parents; and
- Individually identifiable data pertaining to the educational performance of children, in the absence of the consent of their parents. The Federal Educational Rights and Privacy Act (FERPA) applies to all educational agencies and institutions that receive federal funds under any program administered by the Secretary of Education. FERPA requires that in order to disclose “educational records” as defined in the Legislation, the consent of the parent/guardian or student (if at the age of the legal consent) must be obtained.

#### INSTRUCTIONS FOR SUBMITTING A RESEARCH PROPOSAL FOR OCFS REVIEW

Prior to submitting a research proposal to OCFS for review, the researcher must obtain a letter of support from all organizations affected by the project. If the research involves child welfare cases, a letter must be secured from each local social services department and each voluntary agency responsible for the cases in the sample. In addition, OCFS will not review any proposal that involves New York City Administration for Children’s Services (ACS) cases unless it is accompanied by a final letter of approval from ACS. If ACS requires that certain changes be made to the proposal or additional information provided, those revisions or additions must be completed and approved by ACS before submitting the proposal to OCFS. For research involving youth in OCFS custody, a letter of approval must be obtained from the OCFS Deputy Commissioner for the Division of Juvenile Justice and Opportunities for Youth.

The submission to OCFS must include the following:

- the name, title, and affiliation of the researcher(s);
- contact information for the researcher(s) including mailing address, phone number, fax number, and e-mail address;
- vitae for all persons working on research project;
- information on whether the research is supported by federal funds, including a statement of the specific Federal agency funding the project, and if applicable, documentation of any assurance(s) filed or granted;
- letter of approval from a certified Institutional Review Board;
- letters of approval from all involved organizations (see above);
- clear statement of the purpose of the research;
- explanation of the relevance of the research to the OCFS mission and expected contribution to the field of study;
- thorough and comprehensive literature review;
- delineation of the specific research questions to be addressed;
- detailed description of the research design;
- discussion of sampling approach and selection procedures;
- description of kinds of data to be collected;
- specification of sources of data and data collection procedures to be used in the research project;
- copies of all data collection instruments;
- description of the analytic approach to be used;
- procedures to protect confidentiality of respondents including a description of any circumstances which would require identifying the respondent;
- informed consent procedures for subjects and parent/guardian if subject is under age 18 along with copies of all written informed consent forms (see additional instructions later in this document);
- a discussion of the risks and benefits of the research to the subjects and any remediation protocols;
- a data security plan in compliance with NYS Cyber Security Policy (see detailed requirements later in this document);
- plans for reporting the results to ensure that data are presented only in aggregate form or so as to prevent the identification of any particular individual;

- possible impacts on OCFS and local agency operations;
- detailed timeline of research activities showing the location and person(s) responsible for completing each task; and
- a one-page abstract summarizing the proposal.

Three copies of these materials should be mailed to the address at the end of this document.

#### INFORMED CONSENT REQUIREMENTS

If the research involves contact with human subjects who are not anonymous, the researcher must obtain their informed written consent to participate in the study. Any “human research” as defined by Section 2441 of Article 24-A of the Public Health Law involving subjects under age 18 also requires the informed written consent of the parent or guardian. In cases where parental rights have been terminated, consent must be obtained from the responsible local department of social services. The consent must inform research subjects of the following:

- the purpose and nature of the study;
- the nature and duration of their participation;
- an overview of kinds of questions they will be asked;
- how the information will be used;
- how long the information will be retained and final disposition of information;
- who will have access to the information;
- that all information will be kept confidential, except for circumstances where disclosure is mandated by law such as suicide threat, threat of harm to others, and child abuse (any disclosure circumstances need to be clearly specified on the consent form);
- that should the researcher have reasonable cause to suspect that a child is being abused or neglected, this information will be reported to the Statewide Central Register of Child Abuse and Maltreatment;
- that their participation is voluntary and they may refuse to answer any question or to participate in follow-up activities, and may withdraw at any time;
- that their assent or refusal to participate will have no effect on the treatment, services or privileges they will receive;
- a description of any compensation to the subject, if applicable, including type and amount of compensation and schedule for payment;
- information on how to contact the researcher regarding any questions about the research; and
- information on how to contact the person responsible for Human Subject Protection for the research project if the subject feels his/her rights have been violated.

For research involving youth in OCFS custody, OCFS will allow the youth to be approached by the researchers regarding his/her interest in participating in a research project. If the youth expresses interest in participating, then the Youth Consent Form must also contain a statement that the youth is consenting to providing contact information (name, address, telephone number, etc.) for his/her parent/legal guardian for the purpose of obtaining written parental consent for the youth’s participation in the research project. The researcher may then use this contact information to obtain written parental consent. Under no circumstances will the youth be allowed to begin participation without prior written parental consent. The Youth Consent Form containing an original signature, and when necessary, the Parental Consent Form with an original signature, must be kept in the youth’s OCFS case file.

A copy of the research project description and signed consent form must be given to the youth and parent/guardian. An original signed youth consent form must be given to OCFS or the local agency maintaining the youth’s case file so that it may be included in the official case record. An original signed parent/guardian consent form must also be supplied to OCFS and the local agency for inclusion in the case record.

## INSTRUCTIONS FOR CREATING A DATA SECURITY PLAN

These requirements for creating a Data Security Plan described below are derived from the New York State Cyber Security Policy P03-002 (Information Security Policy), the NYS Information Security Breach and Notification Act, and the OCFS' Physical Security and Media Sanitization Policy. Researchers must submit a data security plan that addresses all these requirements and contains the name and contact information for the person(s) responsible for implementing and monitoring adherence to the Data Security Plan.

All individually identifiable data on human subjects who are in the custody of OCFS or over whom OCFS has oversight, which are collected by or provided to the Researcher, and all information derived from those data must be covered by a Data Security Plan. Individually identifiable data includes personal information, private information, or any information that is likely to enable an individual to be identified. This latter situation would include combinations of variables that alone may not qualify as personal information, but which in combination could potentially identify a person if sample sizes are too small.

Subject data may be in the form of computer tapes, diskettes, CD-ROMs, hard copy, electronic files or otherwise fixed in a transferable media. The Researcher may only use the subject data in a manner and for a purpose consistent with the purpose for which the data were supplied, as stated in the researcher's description of the research in the proposal and the limitations imposed under the provisions of the confidentiality agreement between OCFS and the Researcher.

Only the Researcher and individuals who are directly involved in the collection, processing, analysis, interpretation, or reporting of the subject data and have submitted signed Certificates of Confidentiality (see below) are authorized to access the subject data. The Researcher shall not make any release of subject data listing information regarding individuals, even if the individual identifiers have been removed, unless such release has been authorized in the Confidentiality Agreement with OCFS. The Researcher may publish the results, analysis, or other information developed as a result of any research based on subject data made available under the Confidentiality Agreement with OCFS only in summary, aggregated, or statistical form so that the identity of individuals contained in the subject data is not revealed.

A completed and signed Certification of Confidentiality (with original signatures) and initials next to each paragraph for the Researcher and each individual involved in the collection, processing, analysis, interpretation, or reporting of the subject data must be executed at the same time the Confidentiality Agreement between OCFS and the Researcher is signed and executed. The Certification of Confidentiality requires involved parties to affirm that they will maintain the confidentiality of all identifiable juvenile justice and child welfare information, that they do not have a criminal conviction, and that they have not been the subject of an indicated report of child abuse or maltreatment. If the researcher or support staff has a criminal conviction or indicated child abuse or maltreatment report, the OCFS Division of Legal Affairs will review these facts and the nature of the access being requested for this person's role in the research project in order to make a final determination as to whether the person will be permitted to work on the project.

The subject data must be installed on a server or a workstation that meets the security requirements outlined below:

- If the data are located on a file server, the storage space must be accessible only by authorized persons through password-protected accounts;
- The console of the server or workstation with the data must be password protected and limited to authorized persons; and
- The server or the computer that houses the data must not have remote-control software like PCAnywhere.

User accounts that provide access to the data and console logins at the data storage stations must conform to these rules:

- Each user shall have a unique user-ID and password;
- Passwords must be changed at regular intervals;

- Passwords should contain a mix of at least six alphabetic, numeric, and upper/lower case characters;
- Data must not be accessible by multi-user login accounts or passwords; and
- The workstations used to access the data must automatically lock after five minutes of non-use (example: screen saver) and require a login or other password to unlock.

Copies of the subject data must not be saved on laptop computers or PDAs. Direct identifying information such as names, social security numbers, and addresses must be kept in a data file separate from the other subject data. There should be only one file containing those data, which should be stored on a computer located in a locked room with access limited to persons authorized to use the data. Identifying information should also be stored in an encrypted format. Paper files and removable electronic storage media such as tapes, diskettes and CD-ROMs that contain the subject data must be stored in a secure/locked cabinet. The full or partial subject data must not be accessible through the Internet.

The date by which the research data must be destroyed is stipulated in the Confidentiality Agreement between OCFS and the Researcher governing the research project, which is based on the data collection and analysis timetable necessary for completion of the research. The Researcher must submit proof of the destruction of confidential data to both the Bureau of Evaluation and Research and the OCFS Information Security Officer. OCFS' Physical Security and Media Sanitization Policy lists the procedures that researchers must follow for the sanitization of data. Sanitization is the expunging of data from storage media (e.g., hard drives, diskettes, CD-ROMs, DVD and tapes etc.) so that data recovery is impossible. Full sanitization includes overwriting, degaussing, and destruction. Clearing data does not constitute full sanitization. Sanitization may be destructive or non-destructive.

#### OVERVIEW OF OCFS REVIEW PROCESS

OCFS has a two-phase process for reviewing research proposals. The proposal is first reviewed by OCFS' Bureau of Evaluation & Research (BER) on the basis of the following standards: 1) relevance to the OCFS mission or contribution to the body of literature in the field; 2) methodological adequacy; 3) procedures for ensuring confidentiality of subject data; 4) human subjects protections, including the potential risks of the research and procedures to ensure the safety of participants; 5) adherence to OCFS' data security requirements; 6) impact on OCFS or local agency operations; and 7) support from involved parties. If the proposal does not meet all of these standards, BER staff works with the Researcher to attempt to revise the proposal until it is acceptable. If BER grants its approval, then the research proposal is forwarded to OCFS' Division of Legal Affairs for the second phase of review. BER will notify the researcher when the proposal has successfully completed the first phase of review, and is sent on to OCFS Legal Affairs for the second phase. Legal Affairs will review proposals for compliance with applicable statutes, policies, and procedures. If Legal Affairs has legal issues with the proposal that require changes, BER staff serves as an intermediary between Legal Affairs and the Researcher, conveying the concerns raised and seeing that the requested changes are made.

If Legal Affairs approves the revised proposal, an attorney will draft a Confidentiality Agreement that is sent to BER. BER sends two copies of this document to the Researcher, along with the Certification of Confidentiality form that all research staff must complete, with instructions to have both originals of the Confidentiality Agreement signed and notarized and all the completed Certification of Confidentiality forms returned to BER. Upon the Researcher's return of all properly executed legal documents, OCFS, in turn, will execute these documents. Only when all the legal documents have been signed and executed by OCFS, will the BER issue a final letter of approval for the research project. No research activities may commence prior to the issuance of the final approval letter by BER. The date of the approval letter is considered the official date when the project begins for purposes of complying with all terms of the Confidentiality Agreement regarding completion of the project and data retention.

For more information contact: Susan Mitchell-Herzfeld | Director, Bureau of Evaluation and Research | NYS Office of Children and Family Services | Capital View Office Park | South Building Room 313 | 52 Washington Street | Rensselaer, NY 12144-2796 | Phone: (518) 474-9486 | Fax: (518) 473-8205

## Appendix 7. Children’s Bureau Program Descriptions and Funding Levels

**Foster Care/Adoption Assistance**—For children who cannot remain safely in their homes, Foster Care provides a stable environment that assures them safety and well-being while their parents attempt to resolve the problems that led to the out-of-home placement. When the family cannot be reunified, foster care provides a stable environment until the child can be placed permanently with an adoptive family. Under Foster Care, States provide training to staff, foster parents, and certain private agencies. Funds are available for: monthly maintenance payments to eligible foster care providers; administrative costs to manage the programs; training staff and foster care parents; foster parent recruitment; and other related expenses. These payments vary from state to state.

Under **Adoption Assistance**, funds are available for a one-time payment for the costs of adopting a child as well as for monthly subsidies to adoptive families for care of the child (who is eligible for welfare under the former AFDC program or for Supplemental Security Income). Similar to Foster Care, these funds vary from state to state. Additionally, funds received under Foster Care and Adoption Assistance are used by states to help pay the costs related to child placement and case management activities; training for staff, foster parents, and adoptive parents; foster and adoptive parent recruitment; and other relevant expenses.

**Independent Living Assistance for Youth up to Age 21**—In December 1999, the Foster Care Independence Act of 1999 was signed into law. This legislation helps ensure that young people who leave foster care receive the tools they need to make the most of their lives. It empowers them by providing better educational opportunities, access to health care, training, housing assistance, counseling and other services. The act increased the annual funding for the Independent Living program and expanded the services and supports available to help prepare foster care youth for the transition to adulthood.

**Promoting Safe and Stable Families (PSSF)**—The primary goals of Promoting Safe and Stable Families (PSSF) are: to prevent the unnecessary separation of children from their families; improve the quality of care and services to children and their families; ensure permanency for children by reuniting them with their parents, by adoption or by another permanent living arrangement. **The programs include:** family support; family preservation: time-limited family reunification; adoption promotion and support services.

**Child Abuse and Neglect Prevention**—The Child Abuse Prevention and Treatment Act (CAPTA) provides funds in several different ways: by providing funds and technical assistance for prevention and intervention; supporting research, service improvement programs and demonstration projects; collecting data about the problem, its consequences, and the effectiveness of prevention and treatment services; facilitating information dissemination and exchange; and supporting policy development and professional education. CAPTA grants fund statewide networks of local child abuse and neglect prevention and family resource programs. Basic State Grants provide assistance in developing, strengthening, and implementing child abuse and neglect prevention and treatment programs. Federal funds also support **research** on the causes, prevention and treatment of child abuse and neglect. These demonstration programs identify the best means of preventing maltreatment and treating troubled families.

**Child Welfare Services Funding.** Child Welfare Services programs are directed toward the goal of keeping families together. They include preventive intervention so that, if possible, children will not have to be removed from their homes. If this is not possible, placements and permanent homes through foster care or adoption can be made. In addition, reunification services are available to encourage the return home, when appropriate, of children who have been removed from their families. **Services are available to children and their families without regard to income.**

Other programs that address the welfare of children at risk include funding levels of \$26,847,810 million for Adoption Opportunities; \$11,835,450 million for Abandoned Infants Assistance, \$9,727,740 million for Infant Adoption Awareness Training.

- The **Adoption Opportunities** program eliminates barriers to adoption and helps to find permanent homes for children, particularly those with special needs who would benefit from adoption.
- The **Abandoned Infants Assistance** program provides grants to help identify ways to prevent the abandonment of children in hospitals and to identify and address the needs of infants and young children, particularly those with acquired immune deficiency syndrome (AIDS) and prenatal drug or alcohol exposure.
- The **Infant Adoption Awareness Training** program has funded grantees to develop curricula and implement training programs to train designated staff of eligible health centers. The program provides adoption information and referrals to pregnant women on an equal basis with all other courses of action included in non-directive counseling to pregnant women.

### **Special Initiatives—Better Outcomes for Children**

- **Child and Family Services Reviews.** Child and family services reviews are an important tool that enables the Children’s Bureau to accomplish the following: Ensure conformity with federal child welfare requirements; Determine what is actually happening to children and families as they are engaged in child welfare services; Assist states to enhance their capacity to help children and families achieve positive outcomes. The goal of the review process is to help states to improve child welfare services and achieve the following safety, permanence, and well-being outcomes.
- **AdoptUsKids.org—National Adoption Internet Photolisting.** The purpose of this initiative is to eliminate barriers to adoption and to provide permanent homes for children who would benefit from adoption, particularly children with special needs, including infants with life-threatening conditions. The website and exchange are designed to link eligible children with qualified prospective adoptive parents. [www.adoptuskids.org](http://www.adoptuskids.org)
- **Answering the Call: A National Campaign to Encourage the Adoption of Children from Foster Care.** A partnership with HHS/ACF and the Children’s Bureau, the Advertising Council, The Adoption Exchange, and the Collaboration to AdoptUsKids, this campaign issues a national call-to-action to prospective parents to adopt children currently in foster care. English and Spanish radio and television public service announcements feature real-life scenarios highlighting the notion that it’s the everyday things that count in being a good parent.

## Funding for Selected Children's Programs Chart

(excerpted from <http://www.cwla.org/advocacy/budgetdetails09.htm>)

	Final FY 2008 (millions)	FY 2009 Administration Request (millions)
<b>PROTECTIVE AND PREVENTIVE SERVICES</b>		
Child Welfare Services Program (Title IV-B)	282.0	282.0
Promoting Safe and Stable Families Program (Title IV-B, Subpart 2-PSSF) Mandatory	305.0	305.0
<a href="http://www.cwla.org/advocacy/budgetdetails09.htm">http://www.cwla.org/advocacy/budgetdetails09.htm</a>		
Promoting Safe and Stable Families Program (Title IV-B, Subpart 2-PSSF) Discretionary	63.0	63.0
Substance Abuse Grants (PSSF)	35.0	35.0
<a href="http://www.cwla.org/advocacy/budgetdetails09.htm">http://www.cwla.org/advocacy/budgetdetails09.htm</a>		
Workforce State Grants	5.0	5.0
<a href="http://www.cwla.org/advocacy/budgetdetails09.htm">http://www.cwla.org/advocacy/budgetdetails09.htm</a>		
The Mentoring Children of Prisoners Program	49.0	50
Child Welfare Training (Title IV-B)	7.0	7.0
CAPTA Child Protective Services State Grant Program	27.0	27.0
CAPTA Discretionary Grants Program	27.0	27.0
CAPTA Discretionary for Home Visiting	10.0	10.0
CAPTA Community-Based Grants for Prevention of Child Abuse and Neglect	42.0	42.0
Abandoned Infants Assistance Act	12.0	12.0
<b>OUT-OF-HOME CARE SERVICES</b>		
Foster Care Program (Title IV-E)	4,581.0	4,449.0
<a href="http://www.cwla.org/advocacy/budgetdetails09.htm">http://www.cwla.org/advocacy/budgetdetails09.htm</a>		
<b>ADOPTION SERVICES</b>		
Adoption Assistance Program (Title IV-E)	2,156.0	2,283.0
<a href="http://www.cwla.org/advocacy/budgetdetails09.htm">http://www.cwla.org/advocacy/budgetdetails09.htm</a>		
Adoption Awareness	12.0	12.0
Adoption Opportunities Program	26.0	26.0
Adoption Incentive Payments	4.3	20.0

## Appendix 8. Examples of Federally Supported National Child Welfare Research Studies

Administered through the Administration for Children and Families Office of Planning, Research and Evaluation (OPRE) and supported with Children's Bureau funds. For more information visit: <http://www.acf.hhs.gov/programs/opre/project/abuseProjects.jsp>

**National Study of Child and Adolescent Well-Being** . Mandated initially by Congress, as part of the Personal Responsibility and Work Opportunities Reconciliation Act of 1996, the Administration for Children and Families' Office of Planning, Research and Evaluation works closely with the Children's Bureau, in supporting the National Study of Child and Adolescent Well-being (NSCAW), through a contract.

NSCAW, underway from 1997 through 2010 provides "longitudinal data drawn from first-hand reports from children, parents, and other caregivers, as well as reports from caseworkers, teachers, and data from administrative records. Moreover, this is the first national study that examines child and family well-being outcomes in detail and seeks to relate those outcomes to their experience with the child welfare system and to family characteristics, community environment, and other factors." (ACF, 2008, [http://www.acf.hhs.gov/programs/opre/abuse\\_neglect/nscaw/nscaw\\_overview.html#overview](http://www.acf.hhs.gov/programs/opre/abuse_neglect/nscaw/nscaw_overview.html#overview).) Data is archived and is available for further analysis at: <http://www.ndacan.cornell.edu>

**4th National Incidence Study of Child Abuse and Neglect (NIS4)**. NIS4 is now underway. It has been carried out each decade since the passage of the Child Abuse Prevention and Treatment Act (CAPTA) in 1974. This differs from the annual data reported by states on child maltreatment reports. It is "designed to estimate more broadly the incidence of child maltreatment in the United States by including both cases that are reported to the authorities as well as those that are not" (ACF, 2008, [http://www.acf.hhs.gov/programs/opre/abuse\\_neglect/natl\\_incid/natl\\_incid\\_overview.html](http://www.acf.hhs.gov/programs/opre/abuse_neglect/natl_incid/natl_incid_overview.html)).

**LONGSCAN**. Funded initially in 1990 through CAPTA funding, LONGSCAN is a consortium of 5 sites and a coordinating center that are following samples of children who were maltreated or at risk for maltreatment from age 4 until they reach adulthood. A fourth 5-year cycle for these grants was funded in September 2005. Interviews and assessments with children and parents are planned to occur every 2 years. Additional information about the LONGSCAN projects, including site-level descriptions, measures, and contact information for researchers, can be found at <http://www.iprc.unc.edu/longscan/>. Data for further analysis is also available at <http://www.ndacan.cornell.edu>.

**Multi-site Evaluation of Foster Youth Programs (2001–2010)**. Funded through the Foster Care Independence Act of 1999, this evaluation is being carried out through Chapin Hall, the Urban Institute, and the National Opinion Research Center. Using a rigorous randomized design, selected programs supported by the John Chafee Foster Care Independence Program are being evaluated to determine the effects of achieving key outcomes for participating youth, including increased educational attainment, higher employment rates and stability, greater interpersonal and relationship skills, reduced non-marital pregnancy and births, and reduced delinquency and crime rates. For more information contact [http://www.acf.hhs.gov/programs/opre/abuse\\_neglect/chafee/index.html#overview](http://www.acf.hhs.gov/programs/opre/abuse_neglect/chafee/index.html#overview)

## Appendix 9. Examples of NIH-Funded Social Work Child Welfare Research

MH=National Institute of Mental Health; DA=National Institute on Drug Abuse; HD=National Institute of Child Health and Human Development, GM=National Institute of General Medical Sciences

### F31 Predoctoral Individual National Research Service Award

The impact of mentors on foster care youth in transition

1F31MH071024-01

2004–2005

Munson Michelle

[michelle.munson@case.edu](mailto:michelle.munson@case.edu)

Washington University

### F32 Postdoctoral Individual National Research Service Award

Family Resources, Public Policy, and Child Maltreatment

1F32HD044302-01

2003–2005

Lawrence Berger

[lberger@wisc.edu](mailto:lberger@wisc.edu)

Princeton University

### K01 Research Scientist Development Award - Research & Training

Maternal Re-Partnering, Parenting Behaviors, and Child Development

1K01HD054421-01A1

2007–2012

Lawrence Berger

[lberger@wisc.edu](mailto:lberger@wisc.edu)

University of Wisconsin–Madison

Family-Based Substance Use Treatment for Run-away Youth

K01DA015671-02

2003–2008

Sanna Thompson

[sannathompson@mail.utexas.edu](mailto:sannathompson@mail.utexas.edu)

University of Texas at Austin

Income, Material Hardship, and Child Neglect

5K01HD041703-04

2001–2006

Kristen Slack

[ksslack@facstaff.wisc.edu](mailto:ksslack@facstaff.wisc.edu)

University of Wisconsin Madison

Mental Health Services for Foster Children

1K01MH070580-01A2

2005–2010

Sonya Leathers

[sonyal@uic.edu](mailto:sonyal@uic.edu)

University of Illinois at Chicago

Service Participation by Families of Maltreated Children

1K01MH068473-01A1

2004–2009

Marlys Staudt

[mstaudt@utk.edu](mailto:mstaudt@utk.edu)

University of Tennessee Knoxville

### K02 Research Scientist Development Award – Research

Developmental Consequences of Child Abuse and Violence

5K02MH001284-05

1996–2002

Penelope Trickett

[penny@usc.edu](mailto:penny@usc.edu)

University of Southern California

### P30 Center Core Grants

Center for Research on Mental Health in Social Services

1P30MH068579-01A1

2004–2009

[ekp@wustl.edu](mailto:ekp@wustl.edu)

Washington University

**R01 Research Project**

Child Welfare, Drug Abuse and Intergenerational Risk

5R01DA015376-02

2003-2008

Philip McCallion

[mcclion@albany.edu](mailto:mcclion@albany.edu)

State University of New York at Albany

Impact of Neglect on Adolescent Development

5R01HD039129-05

2000-2007

Penelope Trickett

[penny@usc.edu](mailto:penny@usc.edu)

University of Southern California

Sexual Abuse of Females

5R01MH048330-08

1991-2002

Penelope Trickett

[penny@usc.edu](mailto:penny@usc.edu)

University of Southern California

Child Neglect: Service Paths and Young Adult Outcomes

2R01MH061733-04A1

2000-2008

Melissa Jonson-Reid

[jonsonrd@wustl.edu](mailto:jonsonrd@wustl.edu)

Washington University

Mental Health Service Use of Youth Leaving Foster Care

5R01MH061404-04

2001-2006

John McMillen

[cmcmille@wustl.edu](mailto:cmcmille@wustl.edu)

Washington University

Mental Health Services across Child Welfare Agencies

5R01MH059672-05

1999-2005

John Landsverk

[jlandsverk@casrc.org](mailto:jlandsverk@casrc.org)

Children's Hospital Research Center

**R03 Small Research Grant**

Child Maltreatment, Child Development, Public Policies, and Parental Addiction

1R03HD052538-01A1

2007-2008

Lawrence Berger

[lberger@wisc.edu](mailto:lberger@wisc.edu)

University of Wisconsin Madison

**R24 Resource-Related Research Projects**

Improving Care for Children in Child Welfare

5R24MH067377-03

2002-2006

John Landsverk

[jlandsverk@casrc.org](mailto:jlandsverk@casrc.org)

Children's Hospital Research Center

**R36 Dissertation Award**

Aging Out of Foster Care: At Risk for Substance Use and Risky Sexual Behaviors

1R36DA023280-01

2007-2009

Tonia C. Stott

[tonia.stott@asu.edu](mailto:tonia.stott@asu.edu)

Arizona State University

**S06 Minority Biomedical Research Support - MBRS**

Predictions of Reporting Child Maltreatment

2S06GM008153

1998-2004

Vicki Ashton

[ashton@york.cuny.edu](mailto:ashton@york.cuny.edu)

York College

## Appendix 10. Examples of Doctoral and Post-Doc Funding Opportunities Related to Child Welfare

### Doctoral Funding

#### **CDC: Public Health Research Dissertation Grant**

<http://grants.nih.gov/grants/guide/pa-files/PA-R-07-231.html>

This program supports research undertaken as part of an academic program to qualify for a doctorate. The CDC dissertation award supports dissertation research costs for students in accredited research doctoral programs in the United States (including Puerto Rico, and other U.S. Territories or possessions.) Grant support is designed to encourage doctoral candidates from a variety of academic disciplines and programs to conduct research in these areas of interest to CDC. It is hoped that this program will ultimately facilitate the entry of promising new investigators into the field of public health research. The average award amount will be \$35,000 in direct costs per year, and are awarded for up to one year, with the possibility of extension without additional funds for up to 12 months.

#### **Child Care Bureau's Child Care Research Scholars**

<http://www.acf.hhs.gov/grants/open/HHS-2008-ACF-OPRE-YE-0010.html>

The Administration for Children and Families' (ACF), Administration on Children, Youth and Families' (ACYF), Child Care Bureau (CCB or the Bureau) announces the availability of funds to support new CCB Research Scholars projects in Fiscal Year 2008. The Research Scholars grants are designed to increase the number of doctoral-level graduate students conducting dissertation research on child care policy issues consistent with the Bureau's research goals. This grant program provides funds to doctoral students who are completing their dissertations on a child care-policy related topic. Up to \$30,000 is available for the 1st year and \$20,000 for a 2nd year. For more information, visit: <http://www.acf.hhs.gov/grants/open/HHS-2008-ACF-OPRE-YE-0010.html> and contact the Child Care Bureau to check for subsequent due dates.

#### **Fahs-Beck Fund for Research and Experimentation** [www.fahsbeckfund.org](http://www.fahsbeckfund.org)

Areas of interest to the Fund are major social, psychological, behavioral, or public health problems affecting children, adults, couples, families, or communities. Doctoral dissertation grants of up to \$5,000 are available to help support dissertation expenses of doctoral students in the United States and Canada. The Fund accepts applications twice each year, with deadlines of April 15 and November 1.

#### **Radcliffe Institute for Advanced Study, Harvard University**

<http://www.radcliffe.edu/fellowships/apply.aspx>

The Radcliffe Institute for Advanced study at Harvard University (formerly posted through the Murray Research Center) offers a number of dissertation awards in addition to its Radcliffe Postdoctoral Research Program. The dissertation awards have changed over the past few years, and appear to be continually changing.

#### **SRCD: Student and Early Career Committee (SECC) Dissertation Funding**

[http://www.srcd.org/index.php?option=com\\_content&task=view&id=212](http://www.srcd.org/index.php?option=com_content&task=view&id=212)

Up to five non-renewable awards in the amount of \$2,000 (maximum) will be given for dissertation re-

search proposals that merit special recognition and display the strong potential to contribute to the field of child development. Submissions should be in the proposal stage (i.e., not completed), and money is to be used for research costs or professional development related to the proposed dissertation project. The award also includes free membership to SRCD for 1 year. The first annual awards will be presented at SRCD's Biennial Meeting in April 2009. Award recipients will be acknowledged and asked to give a presentation based on the research proposal as part of the Student and Early Career Council (SECC) programming at the 2011 SRCD Biennial Meeting in Montreal. Award recipients also will be featured in a Developments newsletter article.

**The Stanford Center on Adolescence: Youth Purpose Research Awards** <http://fconline.foundationcenter.org/pnd/10009980/stanford>

The Stanford Center on Adolescence supports young scholars pursuing research related to youth purpose. The program defines "purpose" as "a stable and generalized intention to accomplish something that is at once meaningful to the self and of intended consequence beyond the self." Up to four awards of no more than \$10,000 each will be given in 2008 and 2009 for dissertation, postdoctoral, and early-faculty career research that sheds light on adolescent intention, involvement with beyond-the-self causes, and topics that lead to the development of purpose, function of purpose in a youth's life, and supports for and challenges to purpose.

Applicants must be U.S. citizens or permanent U.S. residents, and must be affiliated with an accredited college or university in the United States. Applicants may be from any discipline that may inform youth purpose scholarship. Complete program information is available at the Stanford Center on Adolescence (<http://www.stanford.edu/group/adolescent.ctr/>)

## Postdoctoral Funding

### Chapin Hall: Harold A. Richman Fellowship

<http://www.about.chapinhall.org/postdoc/postdoc.html>

Chapin Hall invites outstanding researchers to apply for the Harold A. Richman Fellowship, a postdoctoral position named for Chapin Hall's founding director. In keeping with Dr. Richman's vision of facilitating the use of research in developing policy and programming for children and families, this fellowship offers recent graduates the opportunity to strengthen their intellectual and scholarship qualifications and launch careers in social policy research related to Chapin Hall expertise. Under the supervision of a Chapin Hall Research Fellow, recipients of the Harold A. Richman Fellowship will receive advanced research training and mentoring, develop independent research ideas, and participate in educational exchanges with scholars at Chapin Hall and the University of Chicago. While participating in the program, Richman Fellows are expected to complete at least one peer-reviewed journal publication and develop at least one proposal. Postdoctoral researchers receive \$50,000 per calendar year and an opportunity to participate in the University of Chicago's benefits program.

### Fahs-Beck Fund for Research and Experimentation

[www.fahsbeckfund.org](http://www.fahsbeckfund.org)

Areas of interest to the Fund are major social, psychological, behavioral or public health problems affecting children, adults, couples, families, or communities. Faculty/Post-Doctoral research grants of up to \$20,000 are available to support the research of faculty members or post-doctoral researchers affiliated with non-profit human service organizations in the United States and Canada. The Fund accepts applications twice each year, with deadlines of April 15 and November 1.

### **The Stanford Center on Adolescence: Youth Purpose Research Awards**

<http://fconline.foundationcenter.org/pnd/10009980/stanford>

The Stanford Center on Adolescence supports young scholars pursuing research related to youth purpose. The program defines “purpose” as “a stable and generalized intention to accomplish something that is at once meaningful to the self and of intended consequence beyond the self.” Up to four awards of no more than \$10,000 each will be given in 2008 and 2009 for dissertation, postdoctoral, and early-faculty career research that sheds light on adolescent intention, involvement with beyond-the-self causes, and topics that lead to the development of purpose, function of purpose in a youth’s life, and supports for and challenges to purpose.

Applicants must be U.S. citizens or permanent U.S. residents, and must be affiliated with an accredited college or university in the United States. Applicants may be from any discipline that may inform youth purpose scholarship. Complete program information is available at the Stanford Center on Adolescence (<http://www.stanford.edu/group/adolescent.ctr/>)

### **William T. Grant Foundation: William T. Grant Scholars Program**

[http://www.wtgrantfoundation.org/info-url\\_nocat3042/info-url\\_nocat\\_list.htm?attrib\\_id=4398](http://www.wtgrantfoundation.org/info-url_nocat3042/info-url_nocat_list.htm?attrib_id=4398)

The William T. Grant Scholars program, formerly called the William T. Grant Faculty Scholars Program, supports promising post-doctoral scholars from diverse disciplines whose research deepens and broadens the knowledge base in areas that contribute to creating a society that values young people and helps them reach their potential. The program, now in its 24th year, has funded more than 110 Scholars since its inception.

Priority areas for research are youth development; programs, policies, and institutions affecting young people; and adults’ attitudes about and perceptions of young people, along with the consequences of those attitudes and perceptions. The Foundation focuses on young people ages 8–25, and is particularly interested in research that is interdisciplinary, examines young people in social, institutional, community, and cultural contexts, and addresses issues that are relevant to youth-related programs and policies.

Candidates are nominated by a supporting institution and must submit 5-year research plans that demonstrate creativity and intellectual rigor, are grounded in theory and sound scientific methods, and provide evidence for appropriate mentoring from senior investigators. Every year, four to six William T. Grant Scholars are selected and each receives \$300,000 distributed over a 5-year period. Please note that applicants no longer need to be in a tenure-track position or affiliated with a university to apply for the program. Researchers at all tax-exempt organizations are now eligible. All applications must be submitted online.

## **Additional Funding**

**Administration on Children, Youth and Families** <http://www.acf.hhs.gov/programs/grantreview/>

Generally, this source of funding is ongoing, although the time frame for receipt of applications following an announcement is very short (i.e., a month from announcement to application deadline). Funds are generally available through the Child Care Bureau, Children’s Bureau, Family and Youth Services Bureau, and Head Start Bureau. Their website is well organized and easy to access, leading you to additional resources for grant funding. To remain up-to-date about upcoming grants please visit: <http://www.acf.hhs.gov/programs/grantreview/>

## Appendix 11. Example of Research Center Services to Researchers: University of Texas at Austin

### Center for Social Work Research (University of Texas at Austin) Services to Researchers

Available at: [http://www.utexas.edu/ssw/cswr/pi\\_services.html](http://www.utexas.edu/ssw/cswr/pi_services.html)

Staff at the Center for Social Work Research (CSWR) work with School of Social Work researchers to ensure that proposals and projects comply with Sponsor guidelines, UT policies, and the requirements of UT Office of Sponsored Projects (OSP). We encourage researchers to meet with us as soon as they decide to submit a proposal or contract so that we can advise on budgeting issues and UT policies relevant to sponsored research. CSWR offers the following services to assist researchers with securing and implementing sponsored research:

#### Pre-Grant / Contract Services

##### *Preparing & Submitting Proposals*

- Meet with PI to review Sponsor guidelines, UT / external submission requirements, and to establish timeline for submitting to OSP for approval
- Prepare budgets and budget justifications that comply with sponsor and OSP policies
- Prepare proposal application forms and assemble "boilerplate" to Sponsor specifications
- Coordinate receipt of application materials from collaborators and subcontractors
- Submit proposal or contract to OSP, and serve as liaison between PI and OSP
- Submit proposal or contract to Sponsor, and serve as administrative liaison between PI and Sponsor while decision is pending

#### Post-Award Services

##### *Accounts & Expenditures*

- Meet with faculty upon award to review budget and purchasing, hiring, and travel procedures
- Work with UT Accounting to set up accounts and allocations, and serve as liaison between PI and the Accounting Department
- Process purchase orders, travel requests, vouchers, cash advances, payments for services, and Pro-card purchases
- Provide financial reports to PI's
- Provide financial reports to funding agencies
- Maintain bookkeeping and monthly account reconciliation for all CSWR accounts and sponsored projects
- Prepare year-end account statements for UT

##### *Personnel*

- Assist faculty with recruiting and hiring personnel, and assist new hires with personnel forms, keys, and space
- Make new and renewing personnel appointments

- Prepare bi-annual project personnel certifications as required by UT policy

#### *IRB Support*

- Assist faculty with submitting UT IRB (Institutional Review Board) applications, continuing renewals, and amendments
- Coordinate IRB proposal review with the Department Review Committee
- Assist faculty and new personnel with filing their human subjects certification

Below are a few UT policies to remember as you develop proposals for sponsored research:

*Prior review:* UT policy requires that proposals and contracts must be reviewed and approved by OSP prior to submission to Sponsor. OSP review generally takes at least 4 days.

*Indirect costs:* UT policy requires that all proposals and contracts include facilities and administrative costs (F&A, also known as indirect costs) based on UT Austin's federally-negotiated rate of 52% of direct costs. Exceptions may be made, subject to OSP approval, if the Sponsor has a written policy applicable to all potential proposers that deviates from these rates.

*Tuition Remission for GRAs:* In accordance with UT policy, sponsored projects that employ Graduate Research Assistants (GRAs) must provide tuition remission, unless tuition remission is not allowed by the granting agency.

*IRB Approvals:* If your research involves human subjects, please be aware the UT OSP will not release awarded funds until IRB approval has been obtained. The timeline for IRB approvals, along with deadlines for submitting IRB applications for full-board review, can be found at [Dates and Deadlines - ORSC Human Subjects](#).

For more information contact: Carol Lewis., Associate Director | Center for Social Work Research  
Email: [cswr@utlists.utexas.edu](mailto:cswr@utlists.utexas.edu) | phone: (512) 471-9219

## **Appendix 12. Example: John A. Hartford Foundation of New York City Geriatric Social Work Initiative Doctoral Fellows and Faculty Scholars**

For more information visit [www.gswi.org](http://www.gswi.org) and [www.jahfoundation.org](http://www.jahfoundation.org).

**March 2007 PowerPoint Presentation to the Foundation's Grants Committee (available at [www.jahfoundation.org](http://www.jahfoundation.org))**

- 1998–2006, \$50.1 million authorized
- \$31.4 million paid
- 19.5% in academic research and training

### **Hartford Faculty Scholars**

Administration:

- Established 1998
- Principal Investigator: Barbara Berkman, Columbia University
- Administered through the Gerontological Society of America
- Funded for 3 years for 10 scholars at \$2.3 million for the first cohort—have been nine cohorts since 1999

Program:

- Rigorous selection process with application modeled on NIH research applications
- Scholars identify a sponsor/mentor in their institution and are linked to a national research.
- Training program includes institutes and workshops on teaching, research, and leadership.
- Each scholar receives \$100,000 over 2 years—equivalent to a Post Doc. In 3rd year continue to participate in Scholar events.
- Based on the first seven cohorts, investment of \$13.3 million dollars leveraged funding of \$54.6 million, 410% return on investment.

### **Hartford Doctoral Fellows Program**

Administration:

- Established 2000
- Principal Investigator: James Lubben, Boston College
- Administered through the Gerontological Society of America
- Application at point of dissertation
- Fellows funded for 2 years at \$25,000/year and the Fellow needs to have \$10,000 match/year.
- Since 2000, funded 78 doctoral fellows

Program:

- Rigorous selection process
- Mentoring, cohort building, career advice, and research training, including networking between the Doctoral Fellows and the Faculty Scholars

- Professional development through institutes held at annual meetings of the Gerontological Society of America, the Society for Social Work and Research, and the Council on Social Work Education.
- Seeks to increase future faculty by providing dissertation funding
- Reduces isolation in a field where some universities have few or maybe only one
- Cohort building and networking among the Doctoral Fellows and with the Hartford Scholars
- Many Fellows have moved onto to apply successfully to become Hartford Faculty Scholars.
- The program helps market those on the job market to major universities and provides supplemental academic career guidance

#### **Hartford Doctoral Fellows Predissertation Program**

- 80 funded
- Linked to the Doctoral Fellows Program
- Developed to provide early career guidance and encourage doctoral students to see the opportunities and funding that will be available if they pursue a gerontological area of study
- Co-sponsored with the Association for Gerontology Education in Social Work (AGE-SW)
- Cover expenses to attend Gerontological Society of America (GSA) conference for 2 years and to attend pre-conference training workshops
- Provides membership in AGE-SW
- Eligibility:
  - o Full-time doctoral student in the United States
  - o Sponsored by a faculty member in the doctoral program

### 13. IASWR Child Welfare Researchers Questionnaire: Highlights of Responses

#### Respondents

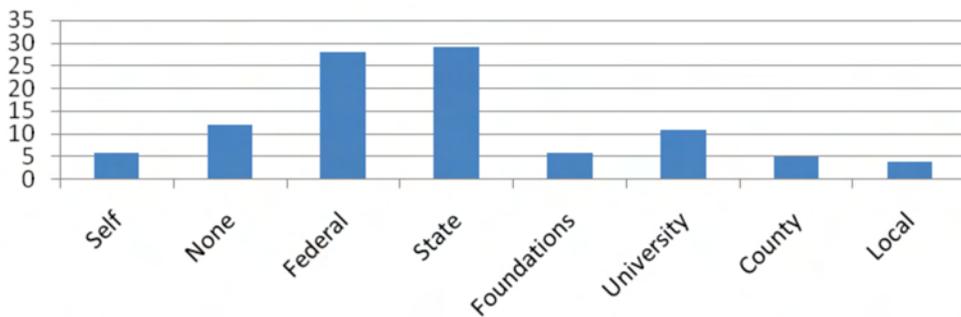
A 10-question survey was posted online and filled out by 111 respondents who self-identified as child welfare researchers in fall 2008. A link to the survey was sent out on the IASWR Listserv Announcements (with a subscribership of 3,000) and the IV-E listserv. A link was also posted on the IASWR home page.

The majority of respondents had university affiliations (77%) with only 5% reporting an agency affiliation. Of those with an agency affiliation none were with public child welfare agencies. Of those with university affiliations 11 were doctoral students, 57 were faculty, and 18 were research staff at the university.

#### Funding

Respondents were given an open-ended field to report their source(s) of funding. Responses were then categorized as self, none, federal, state, foundation, university, county and local. Most reported having federal (24%) or state (26%) funding. Federal funds included Administration for Children and Families, Children’s Bureau Recruitment and Retention grant, Children’s Bureau discretionary grants, IV-E funding, National Institute of Drug Abuse (NIDA) dissertation grants, and Department of Justice (OJJDP).

Chart1. Funding Source



#### University/Agency Child Welfare Research Partnerships

Forty-three of the 111 respondents said they were part of a university/agency child welfare research partnership, 35 said they were not and 33 did not respond. Benefits of the partnership reported by respondents included access to data and staff, building trust, enhanced funding, internship opportunities for students, combining strengths, opportunity to analyze outcomes, and having the ability to implement findings.

Challenges to the partnership include bureaucracy, lack of understanding/disconnect in roles, mission, and priorities, turnover, lack of funding, lack of trust, and a lack of timely data. Suggested technical assistance to improve the partnership includes providing research related workshops and workshops on building university/agency partnerships, providing networking opportunities and relationship building, and opportunities to learn how to maximize funding streams.

## Appendix 14. Casey Family Programs 2020 Vision

Comprehensive change to reduce the number of youth in foster care and strengthen permanent families. Casey Family Programs will achieve its 2020 strategy through commitment in three primary areas:

- Direct practice
- Strategic consulting
- Public policy

Casey provides the highest quality of innovative service to the child welfare system and communities across the entire country. We share expertise and knowledge of what works best, and provide policymakers with nonpartisan research and data for cost effective policy solutions.

### Reduction and Reinvestment

Casey believes that proactive service ultimately saves U.S. taxpayer money. Governments can reinvest what they save into programs and services that help families stay together. To effectively serve children and families, all United States child welfare systems need to enact The Eight Components of Change:

- |   |                                       |
|---|---------------------------------------|
| 1. Build political will                   | 5. Engage community                   |
| 2. Develop leadership                     | 6. Collaborate across systems         |
| 3. Provide quality front-line supervision | 7. Enforce data-driven accountability |
| 4. Set reasonable caseloads               | 8. Allow time                         |

### Improving the Path to Self-Sufficiency

Casey is committed to helping foster youth achieve a degree of self-sufficiency and stability more in line with all Americans. We target three areas:

#### Education

- Improve success in early childhood education for all children in care.
- Increase the high school graduation rate for youth in care.
- Increase the number of youth who earn two- and four-year vocational or college degrees.

#### Employment

- Increase employment experiences for youth in foster care and for those who have transitioned out of care.
- Combine traditional employment and training programs with support services such as counseling, mentoring and peer support, childcare, and transportation assistance.

#### Mental Health

- Increase access to mental health services for youth while they are in foster care.
- Increase the age range of eligibility for health insurance coverage to age 25 (or, at a minimum, to age 21) for alumni of foster care.
- Decrease the incidence of mental health disorders among youth in foster care.

For more information visit <http://www.casey.org/AboutCasey/2020Strategy>



The mission of the [Institute for the Advancement of Social Work Research](#) (IASWR) is to advance the scientific knowledge base of social work practice by enhancing the research capacity of the profession; to promote the use of research to improve practice, program development and policy; to strengthen the voice of the profession in public education and public policy determinations by ensuring that social work is represented within the national scientific community. IASWR fulfills this mission through expanding opportunities for social work research, preparing social work researchers, disseminating findings to inform policy, representing the profession in scientific and policy communities, and establishing linkages with other related disciplines.

---

The logo for the Institute for the Advancement of Social Work Research (IASWR) features the acronym "IASWR" in a white, serif font, centered within a dark teal rectangular background.

CELEBRATING 15 YEARS ♦ 1993–2008