

## Title IV-E Student Day 2011

***Sponsors:***

National Association of Social Workers—CA  
California Social Work Education Council  
UC Berkeley

***Special thanks to:***

The National Association of Social Workers (NASW), California Chapter for its generous contribution to this conference. NASW has worked closely with CalSWEC since its founding and continues as an important member of the CalSWEC consortium.

*The Title IV-E Student Day Conference is funded by the California Social Work Education Center (CalSWEC), through a contract with the California Department of Social Services.*

*CalSWEC is the nation's largest coalition of social work educators and practitioners.*



**Friday, April 15, 2011**

**Westin Los Angeles Airport**

## Welcome from the Student Day Coordinators

*"We find that people's beliefs about their efficacy affect the sorts of choices they make in very significant ways. In particular, it affects their levels of motivation and perseverance in the face of obstacles. Most success requires persistent effort, so low self-efficacy becomes a self-limiting process. In order to succeed, people need a sense of self-efficacy, strung together with resilience to meet the inevitable obstacles and inequities of life."*

—Albert Bandura

\* \* \* \* \*

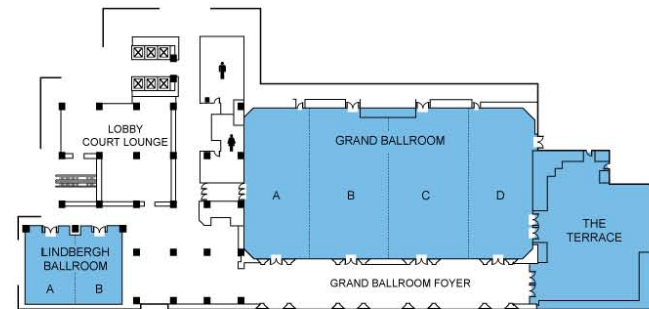
On behalf of the entire Title IV-E Planning Team, we would like to welcome you! We are so thankful that you are able to join us today and participate in this important learning opportunity. The theme for this year's Student Day conference is **"Uniting Change Agents to Promote Resilience,"** a theme we agreed upon as a group that best describes us as social workers.

We would like to thank all the Title IV-E Student Representatives who gathered over the last several months from 20 universities throughout California. We have made every effort to develop connections, step out of our comfort zones, engage in dialogue, and collaborate in order to make Student Day 2011 possible. We would like to thank CalSWEC and the Project Coordinators for their direction, support, and generosity in providing us with this opportunity. We also appreciate the support of the many presenters, exhibitors, and donors who have been so gracious with their talent, time, and resources.

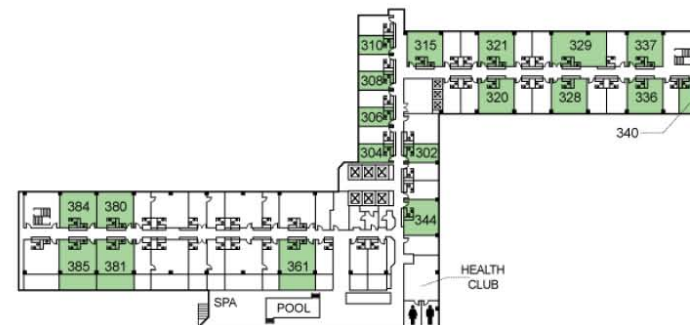
We have created and developed a variety of workshops that we believe to be informative and inviting. We hope that you embrace the diversity amongst them and choose those that are most important to you and your clients. We would like to thank our teams for their hard work and dedication in developing such dynamic and innovative workshops, finding exhibitors, collecting basket donations, and developing the program that is presented today. It is our hope that today's Student Day is a success and our vision meets its goal of enlightenment.

Darick Hendrix, *University of Southern California*  
Luvia Munoz, *University of Southern California*  
Jovonne Dempster, *Humboldt State University*  
Adrienne Buhacoff, *California State University, Sacramento*  
Student Day Coordinators and MSW Candidates 2011

## Westin Los Angeles Airport Lobby/Third Floor

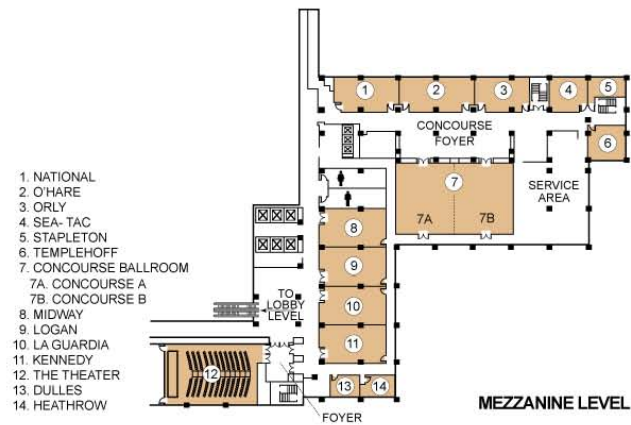


LOBBY LEVEL



## Westin Los Angeles Airport

### Mezzanine Level



## Student Day 2010–2011 Planning Committees

Welcome/ Alumni	Exhibitor/ Raffle	Media	Workshop
Jovonne Dempster	Luvia Munoz	Adriane Buhacoff	Darick Hendrix
Amone Bou	Melissa Nall	Vimmi Jaggi	Pa Nhia Vang
Lalza Castillo	Valerie Castro	Melissa Nall	Sandy Garcia
Jose Gonzalez	Sylvia Cortez	Candice Obilana	Amanda Gelpe
Alyssa Guzman	Brett Donoviel	Livier Portugal Ayon	Melody Giles
Kiana Jackson	Mata Holmes	Shannon Owens	Heather Elliott
Sydney Matlock	Tierney Long	Shane Patel	Miriam Cossio
Cristal Miranda	Tiffany Ferry	Victoria Torok	Natalie Mercado
Angelica Prieto	Cristi Page	Monique Vasquez	Sierra Reid-Hoffman
Justin Reitan	Nicole Phillips		Nicole Striving
Chloe Rusca	Irene T.De Alba		Kandycy Seely
Deshunna Monay Ricks	Sara Cadalig		Miesha Wilson
Cassie Sanchez	Nicole Striving		
Emilee Tran			
Connie Williams			
Dequilia Allison			

## Student Day 2011 Conference Schedule

<b>8:00–9:00 am</b>	Concourse Ballroom AB
<b>Continental Breakfast</b>	
<b>9:00–10:00 am</b>	
Welcome: 2010–2011 Student Day Coordinators	
Introduction of 2011–2012 Student Day Coordinators	
Remarks: Chris Mathias, <i>Director, Title IV-E Program, CalSWEC</i>	
Guest Speaker: Barbara J. Solomon	
<b>10:10–11:10 am—Workshop Session 1</b>	
1. Putting Pride into Practice Project	Laguardia
2. Strategies for Supporting Fatherhood Involvement	Logan
3. Resiliency & Motivational Interviewing	National
4. Foster Youth Drowning in the School-to-Prison Pipeline	O'Hare
<b>11:20 am–12:20 pm—Workshop Session 2</b>	
1. Putting Pride into Practice Project	Laguardia
2. CalSWEC Job Info Session	Logan
3. Parents in Partnership (PIP)	National
4. Drug Endangered Children	O'Hare
<b>12:20–1:30 pm</b>	
<b>Lunch</b>	Terrace
<b>1:40–2:40 pm—Workshops Session 3</b>	
1. Emancipating Foster Youth	Laguardia
2. CalSWEC Job Info Session	Logan
3. Parents in Partnership (PIP)	National
4. Foster Youth Drowning in the School-to-Prison Pipeline	O'Hare
<b>4:00–6:00 pm</b>	Terrace
<b>Reception—Sponsored by NASW</b>	

*Public action against child abuse requires active participation  
by a community engaged in efforts  
that promote the best interests of children and their families.*

students from universities throughout the Bay Area. Prior to Contra Costa, she worked for 11 years in Butte County in CETA, GAIN as an employment and training specialist and child welfare social worker.

Ms. Thoreson taught graduate social work courses and was a field liaison at California State University, East Bay during 2005–2009. She is a 1996 UC Berkeley, School of Social Welfare Title IV-E MSW graduate. Ms. Thoreson says she is excited to be at CalSWEC working with Title IV-E students, project coordinators, and counties to develop a strong, competent, and passionate workforce for children and families.

with their children. Maria Santos Angulo, Countywide Lead Parent Partner who was raised in East Los Angeles, was in foster care as a child and had her own children removed as an adult mother. She successfully reunified with her children and today is helping other mothers do the same.

Losing custody of their children and coming in contact with Department of Children and Family Services (DCFS) can be devastating for families. Parents who have been through this experience know how it feels and understand the DCFS process. A committed group of parents who have been through the system formed the Parents in Partnership (PIP) Program. They have partnered with the Annie E. Casey Foundation and the DCFS to provide information, training, and mentorship to newly involved families at DCFS.

PIP Parent Partners are parents who have been through and/or are familiar with navigating the child welfare and juvenile dependency court system. They have been trained in providing support and resources for new DCFS birth parent clients to help them successfully reunify with their children in a safe and timely manner. They can help clients navigate the policies, procedures, and court issues involved in a DCFS case and provide them with resources, encouragement, and support.

*In 1983, the U.S. Senate and House of Representatives made a commitment to identify and implement solutions to child abuse and neglect by designating April as National Child Abuse Prevention Month.*

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#### CalSWEC Job Info Session

Presenter: Donna Thoreson, *Workforce Development Specialist, CalSWEC*

Donna Thoreson will address workforce issues, such as what we can expect the hiring to be like for the 2011 cohort. Preparing for the interview process professionally and psychologically will also be discussed. Following her presentation, a question-and-answer session will offer students an opportunity to ask questions about the current workforce situation.

Ms. Thoreson has 20 years of experience as a child welfare worker and supervisor in Contra Costa County including 10 years as a field instructor for a group intern unit where she trained over 95 Title IV-E second-year graduate



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**Guest Speaker:**

**Barbara J. Solomon**

*Professor Emerita*

*D.S.W., University of Southern California*

*B.S. Psychology, Howard University (1954)*

A gifted leader, scholar and social worker, USC alumna Barbara Solomon has helped build her alma mater into a touchstone for diversity and community outreach. In addition, she has made a difference in the lives of countless people through her insightful research and her clarion advocacy on behalf of veterans, children, the mentally ill, the elderly, and the dispossessed.

Professor Solomon has published extensively, especially on the delivery of social and mental health services to underrepresented populations. Her landmark and extraordinarily influential book *Black Empowerment: Social Work in Oppressed Communities*, published in 1976, introduced the concept of empowerment as a framework for social work practice.

Professor Solomon's impressive achievements have earned her USC's highest honor—the Presidential Medallion—as well as the Rosa Parks Award from the Los Angeles Chapter of the Southern Christian Leadership Conference and a USC Associates Award for Teaching Excellence.

Professor Solomon was the first African American to hold a deanship at USC. An adept administrator, she was USC's vice provost for faculty affairs and minority affairs from 1993 to 1998 and, before that, vice provost for graduate studies and dean of the Graduate School. She held the David Lawrence Stein/Violet Goldberg Sachs Professorship of Social Work.

A sedulous scholar even in retirement, she is a research professor in the USC School of Social Work's Hamovitch Center for Science in the Human Services and the project director and principal investigator of a long-term evaluation of Los Angeles County's family preservation and support programs.

Before joining USC's faculty in 1966, Professor Solomon was an adoptions worker for the state of California and a clinical social worker at Veterans Administration hospitals. She holds a Ph.D. in social work from USC. She has been a guest lecturer or visiting scholar at multiple universities in the United States and, as a visiting examiner, evaluated the curriculum of the Department of Social Work at Chinese University of Hong Kong.

During this workshop, participants will be encouraged to participate in a rich dialogue about issues such as the paradigm shift of being inclusive of fathers, the barriers that have traditionally kept fathers uninvolved in social services, and the statewide effort to reengage fathers. It will also highlight the growing research that shows just how important fathers are in promoting child, family, and community safety and well-being. Lastly, the workshop will provide participants with practical tips and tools on how to effectively engage fathers as a strategy for family strengthening.

Danny Molina and his team are responsible for the statewide dissemination of the **Supporting Father Involvement** (SFI). He has over 12 years of experience in nonprofit management and is committed to increasing the inclusion of fathers in the family support and strengthening field. Mr. Molina has three children and lives with his family in Moorpark, California.

Robert "Bobby" Lee Verdugo, Jr., has worked with fathers and families since 1994. He is a member of the National Compadres Network, an effort to promote the positive involvement of Chicano/Latino males in the lives of their families and community. Recently, he was invited by President Obama to the White House to attend a special commemoration of 2011 Domestic Violence Awareness Month. Mr. Verdugo is social worker, an activist, a public speaker, and proud father to daughters Monica and Maricela.

*Many child abuse and neglect cases stem from situations and conditions that are preventable in an engaged and supportive community.*

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**Parents in Partnership (PIP)—Los Angeles County Department of Children and Family Services Parents in Partnership Program**

**Presenters:** Judy Freeman and Derrick Perez-Johnson, *Children Services Administrators and Program Coordinators for Parents in Partnership (PIP), Department of Children and Family Services (DCFS)*; and Selena Johnson, *DCFS Children's Social Worker and MSW Intern*

Four Parent in Partnership parents, Maria Santos Angulo, Gilbert Rodriguez, Maritza Rosales, and Andrea Miles, will discuss their experiences and how they are helping other parents overcome their problems to reunify



County's Drug Endangered Child (DEC) Program, the first of its kind in the nation, and has rescued over 2,300 Butte County children from environments where drugs were used, sold, or manufactured. Ms. Webber-Brown is a recognized expert in California and Arizona courts and has testified before Congress in the field of child endangerment due to drugs.

Ms. Webber-Brown is a lifetime member of the California Narcotics Officers Association (CNOA) and is a former secretary for Region II. She is a past member of the California District Attorney's Investigators Association, and the California Peace Officers Association. She was appointed by the Governor's Office of Criminal Justice Planning (OCJP) to an Ad Hoc Study Group on drug endangered children and co-wrote a training guide that was disseminated statewide. She is a board member of the California DEC Alliance and past board member of the National DEC Alliance. Sue has been published in the National FBI Academy Magazine and Washington State Narcotic Officers Association magazine. She has provided DEC training to more than 36,000 professionals from various disciplines including, but not limited to, Child Protective Services, fire/hazmat specialists, law enforcement agencies, prosecutors, and health practitioners from California and 26 other states. Ms. Webber-Brown also co-wrote the first 8-hour curriculum on DEC which is certified by the California Peace Officer Standards and Trainings (POST).

Ms. Webber-Brown has been a trainer for the Office of National Drug Control Policy (ONDCP), Washington D.C.; California State University, Chico; California State University, Davis; California Department of Social Services; OCJP; CNOA; California Department of Justice (DOJ) Advanced Training Center, DOJ Bureau of Narcotic Enforcement; National Interagency Civil-Military Institute; National Alliance for Drug Endangered Children and the United States Attorney's Office, among others

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### **Strategies for Supporting Fatherhood Involvement**

Presenters: Danny Molina, *Project Manager, Supporting Father Involvement*, and Bobby Lee Verdugo, Jr., *SW*

This workshop will introduce the **Supporting Father Involvement (SFI)** project, a family-focused, evidence-based intervention aimed at effectively engaging fathers as key participants in family support and strengthening. SFI is based at Strategies, a project funded by the California Department of Social Services Office of Child Abuse Prevention (CDSS OCAP).

## **Workshop Descriptions and Presenters**

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### **Foster Youth Drowning in the School-to-Prison Pipeline**

Presenter: Shantel Vachani, *Esq., M.S.W*

The workshop will focus on youth with learning disabilities and mental health needs who are systematically pushed out of school systems and into alternative systems (i.e., juvenile justice system and alternative substandard schools such as continuation schools and community day schools) as a result of a school's failure to properly identify, assess, and provide adequate educational and mental health services to at-risk youth.

As a result of zero tolerance policies, punitive measures under No Child Left Behind, and over-policing of urban schools, many youth, mostly those of color and with disabilities, end up getting arrested or expelled for behaviors that are actually manifestations of underlying learning and/or mental health-related disability. This phenomenon is commonly known as the school-to-prison pipeline. Social workers, parents, and other advocates often find themselves defenseless in these situations. This workshop will provide attendees a basic understanding of education law and useful advocacy tips to ensure that social workers advocate with confidence at SST (Student Success Team), IEP (Individualized Education Plan), school disciplinary, and other school-based meetings. Sample forms and other resources will be provided.

Shantel Vachani received her law degree (2008) and her MSW (2007) from UCLA. She is currently the Transition Age Foster Youth Advocate at Public Counsel in the Children's Rights Project where she provides legal and social advocacy for transition age foster youth. She also provides stakeholder training and outreach. Ms. Vachani is a part-time lecturer in the MSW program at California State University, Northridge where she teaches a Macro Social Work Practice course. Prior to joining Public Counsel, Ms. Vachani was a Soros Fellow at the Learning Rights Law Center, where she developed the School-to-Prison Pipeline Reversal Project aimed at addressing the staggering number of minority youth with unidentified/untreated mental health and learning disabilities who are being pushed out of schools and into the juvenile justice system. A community activist at heart, Ms. Vachani is committed to strengthening families and communities through legal and social advocacy.

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### **Putting Pride into Practice Project**

Presenter: Rob Woronoff, *M.S., Director, Putting Pride into Practice Project*

Rob Woronoff will discuss the ways in which the Putting Pride into Practice Project, a program of Family Builders, an adoption agency based in Oakland, works with county child welfare agencies in California to improve outcomes for lesbian, gay, bisexual, transgender and questioning (LGBTQ) children and youth involved in the foster care system. The project was created to provide California counties the support, resources, and technical assistance necessary to implement the recommendations of the Child Welfare League of America's Best Practice Guidelines for Serving LGBTQ Youth in Out-of-Home Care as well as the mandates stipulated in California's Foster Care Nondiscrimination Act, which requires public child welfare professionals to address the needs of LGBTQ youth in care.

The Putting Pride into Practice Project, which began in July 2010, is currently working with four culturally and geographically diverse pilot counties: Santa Clara, Orange, San Francisco, and Fresno. This workshop will also include an overview of the many tools and resources that have been developed over the last several years to assist child welfare professionals in their efforts to support LGBTQ youth.

Mr. Woronoff holds a BFA from the Drama School at Carnegie-Mellon University and has an MS in human services program development from the University of Massachusetts, where he also taught Program Performance Monitoring and Evaluation at the university's Graduate School of Community and Public Service.

Mr. Woronoff spent several years as director of LGBTQ Services with the Child Welfare League of America (CWLA) in Washington, D.C., where he coordinated a national initiative, in conjunction with Lambda Legal Defense and Education Fund, to strengthen the capacity of America's child welfare system to deal equitably and competently with LGBTQ youth and families. He planned and convened the first national child welfare conference dedicated entirely to addressing the needs of LGBTQ youth and families. Mr. Woronoff has delivered presentations, speeches, and trainings at more than 100 conferences throughout the country and has served on LGBT boards, task forces, and advisory committees for organizations such as the American Bar Association, HRC, the Tides Foundation, and the National CASA Association.

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### **Resiliency & Motivational Interviewing: Reflective Work in Motivating Clients to Change—You Are The Key!**

Presenter: Elizabeth Contreras, *M.S.W.*

Elizabeth Contreras has 34 years of experience in the social work and educational fields, including 20 years of frontline social work, and more recently, 13 years in program development and planning. Currently, she is the Training Coordinator for the Sacramento County Department of Health and Human Services, Alcohol and Drug Services Division. She has trained Sacramento County's County Counsel (lawyers) on AOD issues and develops and implements curriculum for several different universities and agencies. Her expertise is far-ranging, in AOD, domestic violence, child abuse, multicultural issues, case management, assessment, intervention skills, boundaries, stress reduction, worker safety, motivational interviewing, values, resiliency, team building, sexual harassment and civil rights, customer service, human development and the environment, multidisciplinary practice, and strength-based practices.

Since 1998, Ms. Contreras has been a contract instructor for The Center of Health and Human Services at UC Davis Extension. Since 1999, she has been an Adjunct Professor at California State University, Sacramento in the Division of Social Work's undergraduate and graduate programs. She also teaches in the university's Continuing Education Program.

Ms. Contreras has served as a child welfare social worker, bilingual teacher, eligibility worker, juvenile hall group supervisor, child care worker and special education teacher for severely emotionally disturbed children/youth, and a college recruiter for the economically disadvantaged.

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### **Drug Endangered Children: What Every Social Worker Should Know Going into Homes**

Presenter: Sue Webber-Brown, *Executive Director, Drug Endangered Children Training and Advocacy Center*

The workshop will describe key safety issues when entering a Drug Endangered Child (DEC) home. It will also include identifying theories of child endangerment which require a multi-agency response for a successful outcome.

Sue Webber-Brown participated in more than 2,300 investigations and conducted interviews of more than 1,200 suspects in the investigation of major narcotic cases and child endangerment cases. She developed Butte



## Appendix 7: American Indian Recruitment Logic Model

2011 CalSWEC American Indian Recruitment Project Logic Model

Logic Model Components	Inputs → Resources What is invested?	→ Outputs Activities/Participation What is done?	→ Outcomes Short /Medium Term	→ Outcomes Long Term	→ Impacts (on the tribal and public service delivery system ) *
Results	<p>State resources for degree education, coordinated by CalSWEC.</p> <p>Three regional projects are established: Humboldt Stanislaus San Diego.</p>	<p>Personnel are hired and organized within the individual projects.</p> <p>A strong peer-to-peer network is created among grantees.</p> <p>Project personnel attend an orientation meeting.</p> <p>There are regular regional meetings between partners to learn how best to support American Indian youth in the regions.</p> <p>Webinars are periodically held to share information.</p> <p>Websites that are AIR-friendly and student friendly are established and maintained.</p> <p>Increase in the number of introductions and ongoing contacts between tribal organizations and AIR personnel and with the schools of social work.</p> <p>Stable field placements are created.</p> <p>Existing curricula are used to inform faculty of ICWA and American Indian family support efforts/organization.</p> <p>A number of students are recruited to gain their degrees.</p> <p>More American Indian students are graduating from the MSW programs; obtaining their undergraduate degrees; are eligible for 4-year colleges.</p>	<p>More BSW &amp; MSW programs preparing social workers for working with American Indian children.</p> <p>Distance education and Pathway programs are supported.</p> <p>Post-graduation work obligation completed.</p> <p>These American Indian graduates stay longer in the field of public/tribal child welfare services compared to those who did not have these supports in the past.</p> <p>The number of field placements for students in tribal agencies is increased.</p> <p>New curricula are developed, if needed.</p> <p>Field instructor support is available.</p>	<p>Increase in the number of American Indian graduates who work in the tribal agencies for child welfare.</p> <p>Public child welfare services have a better understanding of American Indian cultural and family values and are better able to achieve permanency and stability for American Indian children.</p> <p>Children and families who rely on tribal social services receive needed resources &amp; professional services delivered in a skillful manner.</p>	<p>Title IV-E graduates move up the career ladder to become managers and supervisors.</p> <p>In management and supervisory positions, Title IV-E graduates are able to influence the agency culture toward the delivery of professional practice.</p> <p>The ultimate goal of the system is to be sure that:</p> <p>American Indian children are connected to their roots;</p> <p>Children are safe in their own homes;</p> <p>Children have permanent families;</p> <p>Child well-being is considered in service delivery; and</p> <p>Youth transition to adulthood is supported.</p>
Instruments	Sub-contract reviews and quarterly special project reporting instruments.	AIR quarterly and annual reports include counts of meetings, introductions, contacts, classes, field placements, and number of students recruited for which programs. CSIS.	2 1/2-3 Year Career Path Study CSIS	5-6-year Career Path Study 8-10-year Career Path Study	Statewide Self-Assessment Child & Family Service reviews Child and Family Services Review (CFSR) Client assessment of services Tribal assessment of services for children and families—TBD

\*The IV-E training's responsibility is to prepare professional SWs. Impact on child safety, permanency and well-being can only be indirectly inferred.

## Dissemination Planning Tool Instructions

Select **one (1)** research finding or product that you expect to be particularly important.

To develop your plan, please answer a few key questions in each step below about your selected finding or product. At the end, you will integrate your responses into an overall strategy. CalSWEC staff will assist you in the completion of the plan.

### Step One:

#### Specifying Research Findings and Products: What You Intend to Disseminate

*Draw the boundary around your research finding or product as broadly or as narrowly as you wish, depending on your dissemination aims. Be specific. The more concrete you can be in defining your finding or product, the easier it will be to complete the tool.*

**Describe the research finding or product you wish to disseminate. You may want to start by listing your (expected) major findings and products; then select one major finding or product for dissemination. For example: A decision support device, an educational curriculum, learning exercise, data collection tool, etc.** \_\_\_\_\_  
\_\_\_\_\_

**What child welfare outcome does the finding or product address?** \_\_\_\_\_  
\_\_\_\_\_

**What makes your research finding or product stand out?**

*For example: Is it an innovative way to tackle an existing problem? Does it identify a new problem? Does it support or contradict current practices?* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Issues to consider in selecting what to disseminate:

- **Think about the pros and cons of disseminating portions of the research vs. all related products and findings.** Different end users (e.g., policymakers and health care providers) may be interested in different aspects of the research.
- **What has to happen in order to make your research finding ready for dissemination?**  
How strong is the evidence for your research findings?  
How specific or generalizable are your findings?  
What additional research (for a finding) or testing (for a product) would be needed before launching a dissemination effort?
- **How does your research finding/product conform to or change current procedures?**

## Step Two: Identifying End Users

*End users are individuals, professionals, or delivery organizations that could benefit from and use your research finding or product. These end users are the ultimate target for your dissemination efforts. Specifying your target audience and their needs will provide focus for your dissemination plan and will help you tailor your offering to their needs.*

List the end users for your research finding or product. Be as specific as possible. You may want to consider settings and levels of staffing in the organization. Can you prioritize who is most important to reach first, second, etc.?

*For example: Social work students, child welfare workers, supervisors, manager, directors, community-based organizations, tribes.*

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Describe how your research finding or product is useful to your end users. Why would they want to use your finding or product?

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What recent or future events might help or hinder end user interest in your finding or product?

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Have you involved these end users in your research project? How? How can you involve them at this point?

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What barriers might your end users face in trying to implement your finding or product? What suggestions might you have for overcoming these barriers?

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## Step Three: Working with Dissemination Partners

*You do not have to work alone to reach your end users! Consider working with professionals who are trusted opinion leaders and are influential in their fields. Think about formal and informal networks that you can tap into to spread the word about your research findings or products.*

*Consider also how you might develop working partnerships with organizations to which your end users belong, or that can influence them through their credibility, expertise, or licensing powers. These*

***individuals and organizations can serve as dissemination intermediaries, amplifying your reach into your target audiences.***

Think about ***opinion leaders*** in your professional community who might be interested in spreading the word about your research.

***Informal networks*** and colleagues may be useful dissemination partners.

***Organizational dissemination partners*** could include quality improvement organizations, professional groups of your target audience, accreditation or licensing boards, or health care delivery associations.

List individuals, organizations, and informal networks that might partner with you in translating and communicating your research findings or products to your end users. Note how they are important to reaching particular end users (see appendix A for options)

End users	Individual/Organizations/Networks	Importance of end users

**How does your research finding or product fit with and advance the mission and goals of these parties? Why would they want to work with you? What recent/future events might help or hinder their willingness to work with you?**

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**What characteristics of your finding or product would appeal to each of these potential dissemination partners?**

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**How can you develop an ongoing relationship with these potential dissemination partners? How would you work with them so that your research finding or product is included in their communication channels, and/or tailored to their health delivery systems?**

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Issues to consider about dissemination partners:

How will you reach the professional opinion leaders? Do you work with anyone who can link you up with them?

How will you work with organizational partners? Do you have a personal contact, have you reviewed their websites, their standard publications, and annual reports? What materials might you prepare for their use?

Do you need different partners to reach different end users?

How can you use partners in existing informal networks to reach end users?

## Step Four: Communicating Your Message

*Effective dissemination relies on the use of varied channels—e.g., publications and reports, websites and other electronic communications, meetings and conferences, person-to-person communications, formal collaborations or information networks.*

*Consider what methods and channels you might use to bring your research finding or product directly to your end users or partners. Consider also how your dissemination partners communicate regularly with their constituencies—your end users. How you might use their channels to disseminate your finding or product?*

***You should consider all of these channels to ensure that the widest possible audience is exposed to your research finding or product—and in ways that are both accessible and easy to use. Cost and cost-effectiveness are obviously important considerations in choosing the right medium.***

Your end users could obtain information about research findings, products, or innovations in child welfare through various means. Optimally, you will need to use a combination of methods to reach end users.

Media	Personal contact
<ul style="list-style-type: none"><li>• Webinars</li><li>• Web conference</li><li>• Podcast</li><li>• Technical reports</li><li>• On-line curriculum module</li><li>• Academic journals</li><li>• Book chapters</li><li>• Special interest newsletters</li><li>• Interest group listservs</li><li>• Websites</li><li>• Television, newspapers, Twitter, Facebook</li></ul>	<ul style="list-style-type: none"><li>• E-mail</li><li>• Curriculum dissemination</li><li>• Teaching, in the classroom, in the field</li><li>• Informal professional networks</li><li>• Formal professional networking (NASW, for example)</li><li>• Peer review conference presentations</li><li>• Professional meeting attendance/presentations</li><li>• Presentation/Workshop/Training</li><li>• Participation in pilot testing</li></ul>

How do you think your end users obtain information about practice innovations? Which of the methods above would be effective channels to reach them? What combinations of methods could reinforce your message?

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Which of these methods could *realistically* be used to reach your end users?

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Which methods do your potential dissemination partners use to communicate with your end users?  
Which ones could be used as channels for your research finding or product?

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What difficulties might end users have with the methods of communication used, and how could you plan to overcome those difficulties?

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**Issues to consider about communicating your message:**

- What materials might you provide to potential dissemination partners about your research? How can you frame your research results to make them relevant to your partners' agendas?
- How will you tailor your materials and message to adapt to their ways of communicating with your end users?

## Step Five: Evaluating Success

*Evaluating the success of your dissemination efforts is an iterative process. Once you have begun to disseminate your research finding or product, consider how you might evaluate the effect that your dissemination strategies have on getting your message to end users. Dissemination is not a one-time activity; rather, it is a long-term relationship with your users that will provide ongoing feedback to help you improve your message.*

How will you know if you have met your dissemination goals? What are your success criteria? Are there measurable indicators for these criteria?

*For example: A different way of delivering a service or an agency policy change, such as the number of youth choosing to participate in a substance abuse program or the number of culturally-specific new foster families found.*

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**How will you involve end users in evaluating the product?**

*For example: Obtaining feedback on relevancy of finding or product. Ease of translation into the practice setting.*

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**How will you involve end users in evaluating the dissemination activities?**

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**Issues to consider in evaluating success of the dissemination effort:**

- What are ways that you can measure the success of your dissemination effort?
- How will you keep in contact with users and potential users?
- How will you provide feedback to your users and dissemination partners?
- How will you incorporate their feedback in your future research, product design, and ongoing development?