



The Power of Feedback: Being a Vocal Participant in the Process and Elevating the Voices of the Workforce, Children, Youth, Families, and Communities

Under the right conditions, receiving feedback makes staff at every level of the child welfare system more effective. All child welfare staff make an important contribution to an organization's collection and use of data. The workforce, children, youth, families, and communities all have an important role in evaluation and continuous quality improvement in order to build evidence and inform best practices. This includes, but goes well beyond, being important data sources and stewards. This session explores ways that the child welfare workforce, children, youth, families, and communities can be active participants in informing evaluation and improvement processes and contributing to building a more effective child welfare system that improves the outcomes of children, youth, and families.

Session Resources

[So You Want to Involve Children in Research?](#)

Aims to encourage meaningful and ethical participation by children in research related to violence against children. This research kit is one part of a series of toolkits produced by the International Save the Children Alliance.

[The Voices of Youth Formerly in Foster Care: Perspectives on Educational Attainment Gaps](#)

Highlights the challenges faced by 16 former foster youth, their perspectives regarding the need to raise expectations, and their suggestions for closing the educational attainment gap. This study was conducted to better understand the perspective of former foster youth on the graduation gap and their experience in school.

[Keeping Youth Voice Central to Youth Satisfaction](#)

Creates a way for youth voice to directly evaluate their foster care placements via a survey.

[Engaging Youth in Participatory Research and Evaluation](#)

Focuses on the theory, practice, and implications of engaging young people as partners in research and evaluation. In three parts, this article provides a theoretical and empirical overview, presents four examples of research projects that illustrate active youth participation in research, and presents recommendations for further efforts to involve youth in public health research and evaluation.

[Youth Satisfaction Survey](#)

Aims to ensure that youth are satisfied with their current placement home and that all their needs are being met.



[More Than Grades Redefining Educational Success – Youth Study](#)

Highlights the difficulties youth in care face with their education, and why they should not be grouped with their peers who are not facing the same challenges. This study also helps adults realize how youth in care can experience educational success, and how to better support them with their journey through life.

[FELA](#)

Models a partnership between agency staff and family leaders. Teams can build skills together to form partnerships, identify effective family empowerment strategies, create favorable culture and climate, and advance shared leadership.

[Parent Partner Program Navigator](#)

Guides child welfare administrators, staff, and family leaders through key components of designing and implementing successful parent partner programs. Each of the four domain areas includes multiple components with background information, guidance, and links to related resources.

[NCWWI Leadership Tool Kit](#)

Offers 90 on-the-job activities covering 30 competencies to help grow leadership abilities by transferring, reinforcing and practicing competencies from the NCWWI Leadership Competency Framework. Within each competency there are 3 related activities along with corresponding worksheets and resources.

[Organizational Culture & Retention](#)

Addresses the impact of individual, supervisory, and organizational factors on organizational culture and caseworker retention.

[Organizational Environment](#)

Examines the direct and indirect effects of climate and culture on outcomes for youth in a national sample of 2,380 youth in 73 child welfare systems who participated in the 2nd National Survey of Child and Adolescent Well-being (NSCAW-II).

[Organizational Leadership](#)

Offers the findings of a national qualitative research study regarding organizational leadership and its impact on job satisfaction. The study focused on social service agency workers with M.S.W. or B.S.W. degrees and explored differences between worker expectations of leadership and actual perceptions of leader behaviors, seeking to determine if this difference affects workers' job satisfaction.

[Learning & Living the NCWWI Leadership Model](#)

Highlights critical findings of a webinar that explored the NCWWI Leadership Model for child welfare. The NCWWI Leadership Model is grounded in theory; reflective of reality; consistent with professional values and the goals of the Children's Bureau; and reflects constant balancing act of child welfare leadership.

[3 Tools to Guide Change Efforts](#)



Explains the components of three tools that organizations can use to guide change efforts: ecomaps, logic models, and action plans.

[Data-Driven Performance Improvement](#)

Discusses the findings and implications of a study that measured public and private frontline worker perceptions of evidence-informed practices (EIP). Research focused on the various types of evidence available in child welfare agencies and the extent to which this information is incorporated into daily practice. The article offers suggestions for using EIP in child welfare agencies.

[Design Teams & Learning Circles: Agency- & Unit-level Interventions for Improving Organizational Climate & Culture](#)

Highlights the innovative methods supported by the Western Workforce Project sites in Denver, CO, and Casper, WY, to tackle change while improving organizational culture and climate and offers lessons learned, tips for other agencies, and the leadership skills and competencies necessary to sustain them over time. This handout underscores the development, implementation, and outcomes of these two important intervention strategies.

[Giving Work Back](#)

Develops leadership skills in the “Leading in Context,” “Leading People,” and “Leading for Results” domains of NCWWI’s Leadership Model. This course also provides strategies that can be used to support the organizational environment component of the Workforce Development Framework.