



How Do We Know What Works? Challenges and Opportunities for Building Evidence for Leaders and Decision-Makers

This session examines evidence-based practice from the point of view of leaders and managers, who must process information about what does or does not work, decide if it is credible and is having the intended effect, and assess the implications of their decision at every level of the organization. Data and evidence are important and valuable, and rarely tell us everything or provide definite answers about how well something will work for children and families involved in our child welfare system. Leaders constantly try to apply knowledge of evidence and data to make decisions about how to improve outcomes for children, youth, and families. To address these issues, the session will explore the meaning of “effectiveness” and “evidence-based practice” in the context of child welfare.

Session Resources

[Continuous Quality Improvement in Child Welfare Services](#)

The series is a hybrid learning experience comprised of several interactive workbooks and video-based modules that focus on a number of topics relating to the development of the continuous quality improvement (CQI) process.

[Continuous Quality Improvement Toolkit: A Resource for Maternal, Infant, and Early Childhood Home Visiting Program Awardees](#)

This toolkit will help Maternal, Infant, and Early Childhood Home Visiting (MIECHV) awardees and others work with local agencies to build capacity in CQI. It features examples from home visiting but may also be helpful for audiences from other early childhood and human service programs. The toolkit contains nine modules, which may be delivered individually by CQI staff or as part of a multiday training activity.

[Principles, Language, and Shared Meaning: Toward a Common Understanding of CQI in Child Welfare](#)

This publication will propose a fundamental vocabulary for describing what CQI is, the core principles on which it rests, and the critical role that evidence plays throughout the CQI process.

[Decolonization of knowledge, epistemicide, participatory research, and higher education](#)

This article raises questions about what the word “knowledge” refers to. The authors suggest that higher education institutions today are working with a very small part of the extensive and diverse knowledge systems in the world.