



Linkages: CalWORKs and Family Reunification



An Essential Partnership

Trainer's Guide

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In collaboration with
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Bay Area Training Academy
Central California Child Welfare Training Academy

July 2011

Acknowledgements

The following have contributed to the development of this curriculum through data, content, recommendations, revisions, and development. Their contribution is greatly appreciated.

Nancy Kail, Academy for Professional Excellence
Jennifer Cannell, Bay Area Training Academy
Soledad Caldera-Gammage, Central CA Training Academy
Danna Fabella, CFPIC
Leslie Ann Hay, CFPIC
Peter Dahlin, Dahlin and Associates
Jill Berrick, Center for Child and Youth Policy
Mari Solis, San Francisco County
Michael Little, Alameda County
Mary Garrison, Garrison and Associates
Robert Abair, Orange County
Kristina Traw, Orange County

Formatting of the Curriculum

Each trainer manual has three sections: the trainer's guide, the participant manual, a power point section, and a reference section if needed.

1) The ***trainer's guide*** includes:

- Learning Objectives for each module
- Agenda for the day
- Timing of the day
- Directions applying to the specific module: time frames, activity instructions, lecture notes, etc.

2) Labeled icons, throughout the trainer's guide, alert the trainer to upcoming activities and or materials that will be needed. The icons are as follows:



Participant Manual



Power point slides



Training Activity



Video or DVD



Flip Chart



Participant's Handout Materials



Amount of time for the activity



Trainer initiates applause

LGD Large Group Discussion

SGD Small Group Discussion

Trainer Tips

A. Be Prepared

Read the curriculum thoroughly, both the trainer manual and the participant manual.

Review the power point slides.

Be familiar with the Learning Objectives for each module that you are training.

It will be helpful to review the county's current level of implementation of Linkages. Review the vision, values, and county goals for Linkages as well as the policy and procedures.

Printing alert! Print participant handout, Action Planning, in two different colors; one color for CalWorks participants and one color for Child Welfare participants.

B. Prepare the Room

Prepare the room prior to the training. If possible, prepare the room the day or evening before the training.

Review the materials list.

Review the activities list in the trainer manual to ensure that there is the correct number of handouts, training materials, etc...

Make sure the LCD projector and the lap top computer and video monitor, if applicable, are in working order.

Arrange tables, chairs and LCD projector cart (if applicable) so that the trainer and participants are able to move about the room.

Prepare flip charts, using different colors and large handwriting. Check the flip chart from all angles of the room for visibility.

Make sure that the room is a comfortable temperature.

C. Training

Credibility is essential. Prepare your trainer introduction with a balance of personal information with training credentials.

Good voice projection will help participants hear, and can positively influence the energy in the training room.

Make good eye contact with participants.

Moving about the room, while training, helps keep kinesthetic learners engaged and helps participants feel connected to the trainer, particularly during small group discussions.

Use case examples and other real life examples to help participants connect theory to application.

Acknowledge when a participant answers a question or provides an example. If the participant answers incorrectly, be gentle with redirection.

D. Dealing with Challenging Participants

Sometimes participants will engage in sidebar conversations. This may be in an effort to clear up information they have heard. Avoid calling out the participants about the behavior. It is possible to provide redirection by standing near the participants or participant's table.

There will usually be a participant(s) eager to show the trainer and other participants their level of knowledge. Engage this person during a break and give them a specific job to do during the training.

E. Losing your Way

Even the best trainers get thrown off every now and then. Remember to breathe, keep hydrated, and know that anxiety typically lessens with time.

Agenda

- Introductions
- Link between FR and CalWORKs
- What is my role?
- Assessment and Collaboration
- Steps to Interdisciplinary Collaboration
- Case Planning and Collaboration
- Working Together to Build Self Sufficiency
- Action Planning for the future!

Overview

Preparation for Training Day

-  On the *flipchart* write:
 - Welcome
 - Name of training
 - Name of trainer
 - The following instructions:
 - **Sign in**
 - **Make a name tent (Provide two colors for name tents. One for Child Welfare and one for CalWORKs.**
- Connect *Laptop* with *LCD Projector*
- *Place on Each Table:*
 - A selection of markers, including highlighters
 - Learning toys (in the middle of each table)
 - An assortment of post-it notes
 - Colored index cards
- **You will also need:**
 -  Power Point Slides
 -  Participant Manuals
 - Blue Trainer Tape
 - Colored Paper

Learning Objectives

As a result of this training, participants will:

1. Define the need for collaboration between Family Reunification (FR) and CalWORKs
2. Review AB429
3. Identify the crossover and intersection between FR and CalWORKs
4. List the steps to interdisciplinary collaboration
5. Review processes that impact collaboration such as case planning and assessment
6. Using a scenario, practice steps for collaboration
7. Create an action plan for working together

TIME: 9:00-9:15 AM 🕒 15 minutes

A. Introduction and Logistics

Preparation

You Will Need:

1. 📄 **Flipchart** with welcome, name of training, name of trainer, the following instructions:
 - **Sign in**
 - **Make a name tent**
2. **Laptop with LCD Projector**
3. 🖥️ **Power Point Slides 1-4**
4. 📖 **Participant Manuals pages 1-4**
5. **On Each Table:**
 - Colored index cards
 - A selection of markers, including highlighters
 - Learning toys (in the middle of each table)
 - An assortment of post-it notes

Key Learning Point

The goal of this section is for participants to review the agenda and the learning objectives as well as to see the trainer's credibility in training this topic. Also, this is an opportunity to identify the level of knowledge about Linkages in the room and to engage in an awareness building activity around the importance of Linkages.

Expectations for this section

This section is for welcoming participants, setting the tone for the day, reviewing the learning objectives and agenda, and referencing the 📖 **Participant Manual**.

- 1) 🖥️ **Power Point Slide 1- *Linkages: CalWORKs and Family Reunification***

Welcome participants

- 2) ***Introduce yourself.*** It is crucial here to do your introduction to ***establish your credibility*** for this topic. ***Provide a brief bio*** focusing on why you are qualified to train this topic including experience in the field.

Finally, you are planting seeds about the material in this ***brief introduction to the topic***. You are engaging participants emotionally around the importance of Linkages and assessing the level of knowledge of Linkages so as to know where to focus.

Remind participants of the three different learning styles:

- a) Visual
- b) Auditory
- c) Kinesthetic

Talk about the ***learning tools*** in the training and how they will be used throughout the agenda.

Point participants in the direction of ***restroom facilities*** and ensure them that all will be done to keep the room comfortable during the training.

- 3)  ***Power Point Slides 2-3- Learning Objectives and Agenda***

Briefly review the agenda and learning objectives for this training. Refer participants to  ***Participant Manual***. Remind them that this is a reference manual to be used throughout their time in child welfare. Remind them that this is a complex topic that cannot be covered in a half day session and that they should watch for more program specific training on this topic. This is an overview.

- 4) ***Power Point Slide 4- Meet and Greet***



Training Activity- Give the following instructions:

- Take a post it
 - Write down three things you think are important about the work of your program: CalWORKs/Child Welfare
 - Share with at least 5 other people in the room seated at other tables
- 5) ***Ask participants to share their*** answers with at least 5 other people in the room seated at other tables in the time given. 🕒 5 min

- 6) **LGD - Large Group Discussion** After you call time and ask them to return to their seats, ask for volunteers to call out some of the responses in the room to what individuals think is important about their program. As they offer reasons, it is important to link this to the agenda and larger picture of the purpose of Linkages.
- 7) Ask participants to divide into diverse groups that have some CalWORKs and some Child Welfare staff at each table. You can do this by giving them different colored name tents as they come in the door or you can ask them to write their programs on their name tents so that at a glance you can see them.

TIME: 9:15 – 9:45 AM 🕒 30 minutes

B. Linkages Philosophy

Preparation

You Will Need:

1. 📄 Flipchart
2. Laptop with LCD Projector
3. 🖥️ Power Point Slides 5-12
4. 📖 Participant Manuals page 5-6
5. Blue Trainer Tape
6. On Each Table:
 - A selection of markers, including highlighters
 - Learning toys (in the middle of each table)
 - An assortment of post-it notes

Key Learning Point

The goal of this section is for participants to have grounding in the philosophy of Linkages including the county's current vision for Linkages. They should have already attended the overview.

Expectations for this section

- 1) **Review the following slides using the content** from the participant manual on pages 5-6 to summarize and provide a full picture of what is Linkages including the history, definition, purpose, and goals.
- 2) 🖥️ **Power Point Slide 5- *Linkages Overview***

Review the content of the slide. Let them know that it has to become a way of doing business in order to build better services for our families. ***Refer to***
page 5 📖 **Participant Manual**

- Families in crisis are not well served when faced with two service delivery systems, two sets of workers, two case plans, and sometimes conflicting goals and requirements.
- Linkages have become “not a project, but a way of doing business,” an approach to serving families that puts their needs first.

3)  **Power Point Slide 6- *Understanding the Twin Philosophy of Linkages***

Through improved coordination, Child Welfare Services can serve as an anti-poverty program; and CalWORKs can help prevent child abuse and neglect.

Tell participants that this should not be the first time they have seen this statement and remind them that it was the founding principle of the concept of Linkages as it started in Colorado over a decade ago.

4)  **Power Point Slide 7 *Not Just a Struggle with Poverty and Allegations of Abuse/Neglect***

Review this slide and build the sense of frustration and confusion that families must feel as they struggle to stabilize their families in crisis.

Families in both systems:

- must navigate two bureaucracies that often impose conflicting:
 - requirements
 - goals
 - timeframes
- a county’s welfare and child welfare services are provided in different locations:
 - Scheduling
 - Transportation
- separate and lengthy screening processes (yet answer many of the same questions for each program)
- two different service systems that do not communicate with each other

5)  **Power Point Slide 8- *Our Frustration with Two Systems***

Point out to participants that it can be frustrating for workers too. Also mention the lack of understanding of each other’s program as compounding the frustrations below.

- Parents miss appointments because of scheduling conflicts.
- Parents are highly stressed trying to meet the demands and requirements of two case plans.

6)  **Power Point Slide 9- Child Welfare Workers**

Ask if child welfare workers in the room have ever felt helpless to get services to a family that could stabilize the situation.

Not given the authority or resources to provide child care, transportation, housing and other poverty mitigations that can help create a safe and stable environment for the family

7)  **Power Point Slides 10- CalWORKs Workers**

Ask if CalWORKs workers in the room have ever felt powerless with a family when they were talking about losing their children.

Do not have the authority or resources to provide services that can strengthen family interactions and decrease stress to help a client enter the job market

8)  **Power Point Slides 11-We Need Each Other!**

Make the point that if we work together as early as possible, we might be able to help each other help the family become a successful outcome of the respective programs.

9) **SGD Small Group Discussion**

Have small groups discuss ways the two program areas could help each other. Encourage them to ask questions and to share examples of families they have worked with who have been served by both programs.

 10 minutes

10)  **Power Point Slides 12-Potential Impact**

- More families achieving self-sufficiency through increased work participation and monthly earnings
- More CalWORKs sanctions are resolved
- More families off of cash aid due to increased earnings
- More families successfully achieving reunification
- Fewer re-referrals to child welfare
- Fewer children entering out-of-home placement
- Fewer children who re-enter out-of-home placement

TIME: 9:45-10:15 AM 🕒 30 minutes

C. AB 429

Preparation

You Will Need:

1. 📄 Flipchart
2. Laptop with LCD Projector
3. 🖥️ Power Point Slides 13-15
4. 📖 Participant Manuals 7-10
5. Mini Colored Posters with Stats
6. On Each Table:
 - A selection of markers, including highlighters
 - Learning toys (in the middle of each table)
 - An assortment of post-it notes

Key Learning Point

The goal of this section is for participants to understand and review the statute reference in AB429.

Expectations for this Section

- 1) 🖥️ Power Point Slide 13 – AB 429

Transition to the next segment by telling participants that Family Reunification and CalWORKs have a special relationship.

- Only statutory basis for collaboration between Child Welfare and CalWORKs
- All Child Welfare Services cases should be screened for possible AB 429 services when the children are removed from the home.

2)  **Power Point Slide 14- 429 Eligibility**

Review the criteria for eligibility:

- The child has been removed from the parent and placed in an out-of-home placement (care must be a temporary situation and a reunification plan is required).
- The family was receiving CalWORKs cash aid when the child was removed.
- The County has determined that CalWORKs services are needed for family reunification.

- Must meet all of the above!

3)  **Power Point Slide 15 AB 429**

W& I Code 11203:

“The parent or parents shall be considered living with the needy child or needy children for a period of up to 180 consecutive days of the needy child's or children's absence from the family assistance unit and the parent or parents shall be eligible for services under this chapter including services funded under Sections 15204.2 and 15204.8” (which include work activities and support services).

Stress the need to check immediately with the transferring worker from ER and/or with CalWORKs to identify if the family is linked. When a family loses supportive services because there are no children in the home, it is very difficult to put them back in place. With AB429, the services do not have to be discontinued because of the involvement of child welfare.

- 4) **Refer participants to pages 8-10 of  Participant Manual for additional FAQ's on AB429.** Point out that there are several exceptions in this material that will be important to know.
- 5) **Ask for volunteers to read** pages 8-10. Encouraged participants to ask and answer questions for each other if they don't understand.
- 6) **Transition to the next section by pointing out** that we have looked at why the programs should work together and now we should look at the similarities and differences of the roles in order to expand our understanding of what each program has to offer.

TIME: 10:15-10:35 AM 🕒 20 minutes

D. Roles

Preparation

You Will Need:

1. 📄 Flipchart
2. Laptop with LCD Projector
3. 🖥️ Power Point Slides 16
4. 📖 Participant Manuals pages 11-14
5. Card Sorts (1 for each table)
6. Card Sort Handout Answer Key
7. On Each Table:
 - A selection of markers, including highlighters
 - Learning toys (in the middle of each table)
 - An assortment of post-it notes
8. Provide participants with the **Child Welfare Services and CalWorks primer** to use with this card sort activity, if needed, and for future reference.

Key Learning Point

The goal of this section is for participants to consider the challenges of parenting when impoverished and what the risk factors are.

Expectations for this Section

- 1) **Pass out the envelopes with the cards** in them. One for each table.
- 2) **Tell participants to close their manuals.** Let them know that in the envelope are cards that have words and concepts associated with CalWORKs, Child Welfare, or Both

- 3) ***Encourage participants to talk them over*** to understand how the concept applies to the different programs. Ask them to try and identify and then they will have a chance to look it up.

4)  **Power Point Slide 16- Card Sort**



Training Activity  15 minutes

Review the instructions on the slide for the training activity.

- There are cards in the envelopes on your table.
- The cards have words or phrases that are commonly associated with CalWORKs, Child Welfare or both
- As a small group, sort into three piles!
- Ask each other what the word or phrase means. Look it up if you don't have an expert in your group.

5) ***After 15 min, process as a large group.*** Ask if any of them are confusing. Ask if there were any discrepancies about where a card belonged.

E. BREAK TIME: 10:35-10:50 AM  15 minutes

TIME: 10:50-11:20 PM 🕒 30 minutes

F. Collaboration

Preparation

You Will Need:

1. 📄 Flipchart
2. Laptop with LCD Projector
3. 🖥️ Power Point Slides 17-23
4. 📖 Participant Manuals page 15-28
5. County Specific processes for Linkages
6. On Each Table:
 - A selection of markers, including highlighters
 - Learning toys (in the middle of each table)
 - An assortment of post-it notes

Key Learning Point

The goal of this section is examination of collaboration and its applications for Linkages.

Expectations for this section

- 1) ***Transition to this section by letting participants*** know they will be looking at collaboration: the pros, barriers, strategies for success and applications to Linkages.
- 2) ***Review the next several slides*** to cement the concept of Collaboration.
- 3) 🖥️ **Power Point Slide 17– Collaboration**

Review instructions on the slide and refer participants to **pages 15-16** of the 📖 Participant Manual.

- The act of working together
- Focuses on how to meet the needs of the family under both programs mandates

4)  **Power Point Slides 18- Collaboration Involves**

As you go over each of the bullets on the slide, ask participants how this is important to collaboration. Some responses to elicit can be found after the colon:

- active listening: ***important to let the other person know you are interested in what they have to contribute. It is easy to question if the other person needs your assistance or has the time to talk together so active listening can help to reassure your collaborator and encourage him/her***
- asking informed questions: ***shows your interest in what he/she is saying and shows you understand the capacity for impact on the service***
- mutual respect: ***each of you are experts in your own right, demonstrate that in all that you do***
- two way communication: ***make room for them to ask questions and share their expertise while you do the same***
- plan of action: ***who will do what when so that there is not role confusion and so that you can help a family to know who is taking care of what***
- task assignment: ***the tasks that go with the plan***
- accountability: ***builds trust in the collaboration and makes it worth while to pursue***

5)  **Power Point Slides 19- Tools for Collaboration**

Review the instructions on the slide. Refer participants to **pages 17** of the  **Participant Manual.**

- Page 17: jot down your ideas
- Identify the tools/processes within your county that are set up to support collaborative efforts:
- Which of these tools/processes could be used in collaboration between CalWORKs and Child Welfare? Any specific to FR? Explain how.
- Small group discussion

6) **SGD Small Group Discussion**  **7 minutes**

Ask groups to discuss any program processes that are already in place that could be used to support their ongoing collaboration.

- 7) ***This is the ideal place to review any county specific procedures*** that are specific to collaboration, identification, case planning, etc. If there are county procedures to add here that have not been reviewed at the overview training, time will have to be adjusted accordingly.

8)  **Power Point Slides 20- Why Collaborate?**

Point out that there are many points to consider about collaboration but that we will focus on the reasons why it is important to our programs and families. Show them that there is more information in their manual to consider but it is for later reference.

- Increasing demands for services
- We have families in common
- Inadequate resources to meet needs
- To create a system where children and families are served with the fewest possible barriers in the most comprehensive manner

9)  **Power Point Slides 21- Keys to Success**

Review the instructions on the slide and ask participants to put a star beside the keys on page 19 that they feel are present in their county for Linkages.

- Which of these do you have in your county for Linkages?
- Page 19

10) **Refer participants to pages 20-22** of the  **Participant Manual. Tell them this is a take away for later study and to self assess which of these they have felt and said in the past. Encourage them to review the strategies for overcoming the barriers also found in these pages.**

11)  **Power Point Slides 22 Interdisciplinary Collaboration**

Quickly review the steps to interdisciplinary collaboration while pointing out that bringing two different program areas with different mandates and different expectations together is an exercise in interdisciplinary collaboration.

- Closed Systems: “Leave us alone”
- Getting Ready: “So, what do YOU do?”
- Implementing: “Okay, let’s work together.”
- Performance: “Camera! Lights! Action!”
- De-Integration: “Nothing Lasts Forever”



Training Activity  15 minutes

12) **Pass out flip chart paper and** ask them to divide it into three parts

13) Have groups divide into five groups. If there are five table groups, then they can do this as table groups. Make sure the groups stay diverse.

14) **Review the instructions on the slide.** Refer participants to **pages 23-28** of the  **Participant Manual.**

15)  **Power Point Slides 23 You Be The Expert!**

- Divide into 5 diverse groups
- Your job will be to teach the other groups about your step to interdisciplinary collaboration
- Divide paper into three parts:
 - Identify 3-5 points that explain what is going on in this step
 - Apply this step to collaboration between CalWORKs and Child Welfare
 - Name specific strategies to help successfully negotiate the step (be specific to your programs)

16) **While the groups are working, move** throughout the room to make sure everyone understood the directions and to make sure that they are making it specific to the program areas.

17) **Ask the groups to hang their papers** on the wall in order of the steps.

18) **Have the groups choose a presenter** to share what they came up with.

 Stimulate applause after each presentation.

TIME: 11:20 – 11:45 AM 🕒 25 minutes

G. Case Collaboration

Preparation

You Will Need:

1. 📄 Flipchart
2. Laptop with LCD Projector
3. 🖥️ Power Point Slide 24-26
4. 📖 Participant Manuals pages 29-32
5. On Each Table:
 - A selection of markers, including highlighters
 - Learning toys (in the middle of each table)
 - An assortment of post-it notes

Key Learning Point

The goal of this section is for participants to understand the steps used in case collaboration and developing a coordinated case plan.

Expectations for this section

- 1) 🖥️ Power Point Slide 24- *Comparing the Plans*

Review the instructions on the slide and give participants time to read through the comparison:

- Read about Barbara and Ted
- What is the point?

- 2) LGD Large Group Discussion

Facilitate a discussion about what was the point of the comparison. Point out that now that they have had an example of the linking of a case, they are going to work through linking a case.

- 3) 🖥️ Power Point Slide 25 Case Collaboration

Review page 31 for some suggestions on how to approach case collaboration



Training Activity  15 minutes

4)  **Power Point Slide 26 Skills Practice**

- Read the vignette
- Answer the questions at the end of the vignette as a small group

5) **LGD Large Group Discussion**

Ask groups to call out some of the answers they came up with to the questions at the end of the vignettes.

- 6) ***Close this section by encouraging*** them to use this process in the field when they have families who could benefit.

TIME: 11:45 – 12:00 PM 🕒 15 minutes

H. Action Planning

Preparation

You Will Need:

1. 📄 Flipchart
2. Laptop with LCD Projector
3. 🖥️ Power Point Slide 27-29
4. 📖 Participant Manuals pages 33 (Print participant handout, Action Planning on two different colors of paper; one for Child Welfare and one for CalWORKs.
5. On Each Table:
 - A selection of markers, including highlighters
 - Learning toys (in the middle of each table)
 - An assortment of post-it notes

Key Learning Point

The goal of this section is for participants to transfer their learning from the classroom to the job by helping each other in a collaborative way.

Expectations for this section

1. **Set a date 30 days into the future** on a week day and write it on the board in front of the room. Ask participants to write that date on their action plan.
2. 🖥️ **Power Point Slide 27 Action Planning!**
 - Fill in the date _____
 - Complete the action planning page
 - Ask participants to create their own action plan to transfer their learning.
3. 🖥️ **Power Point Slide 28 Airplanes**
 - Fold your colored Action Plan into an airplane
 - Line up in two lines facing each other:
 - CalWORKs on one side
 - Child Welfare on the other

4. **If there are not equal numbers of CalWorks and Child Welfare staff**, then have them line up across from each other and ask the overage amount to move to the other side. Warn participants to shield their eyes so that no airplane flies into an eye. Also, after they fly them, have them pick up or catch an airplane making sure that it is not their own.
5. **Stress that they are responsible for helping each other transfer their learning** in a collaborative way. Tell them that whoever's airplane they caught/picket up is counting on them to call them on the day in question and review the Action Plan contents with the person who wrote it. Ask participants to write the dates in their daily planners so they won't forget.
6.  **Power Point Slide 29 - Thank You!**
7. **Ask participants if they have any additional comments or questions.**
8. **Have participants complete evaluation forms and turn them in as they leave.**

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