

AN EVALUATION OF TRAUMA-FOCUSED COGNITIVE BEHAVIORAL THERAPY  
An Evaluation submitted to ACF-Children's Bureau

By

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## INTRODUCTION

Family First Preservation Services Act (FFPSA) of 2018 fundamentally changes how Title IV-E funds can be used in child welfare. In order to draw funding, a program must be rated as at least promising by the FFPSA Clearinghouse. This plan describes an evaluation of Indiana’s Trauma Focused Cognitive Behavior Therapy (TF-CBT). Designated promising by the Title IV-E Prevention Clearinghouse (Clearinghouse) and well-supported by the California Evidence-Based Clearinghouse, this evaluation seeks to confirm Indiana’s TF-CBT intervention at least meets the Clearinghouse’s promising designation. The evaluation will compare a group of children who receive TF-CBT against a similar group of children receiving other therapeutic modalities. The Indiana Department of Child Services (INDCS) will evaluate TF-CBT’s impact on the following three outcomes: behavioral health CANS scores, the rate of repeat maltreatment, and the rate of child removals from their home. INDCS will use a quasi-experimental design – propensity score matching – to evaluate the intervention’s impact on treatment group and control group children. The evaluation’s findings will inform INDCS’s internal operations and will serve as a basis for INDCS to draw Title IV-E funds.

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# **1. Intervention, Target Population, Evaluation Goals, and Rationale**

## **1.1. Overview Trauma Focused Cognitive Behavior Therapy**

Trauma Focused Cognitive Behavioral Therapy (TF-CBT) is an intervention for children and adolescents – ages 3-18 – who have been exposed to an identified trauma and exhibit trauma-related emotional or behavioral health symptoms (Mannarino et al., 2006). Initially designed to treat trauma related to sexual abuse, TF-CBT has been applied for trauma related to physical abuse and neglect (Deblinger et al, 2015). The intervention aims to reduce the child’s maladaptive emotional and behavioral health symptoms, and seeks to strengthen parenting skills and the parent-child relationship (Deblinger et al, 2015). TF-CBT blends social learning theory and cognitive-behavioral principals into a comprehensive intervention administered to both the affected child and a non-offending parent or caregiver (Mannarino et al., 2006).

As seen in Figure 1, TF-CBT is a three phase model that includes nine components using techniques from a range of psychological theories and models (Deblinger et al., 2015). The skill building and stability phase aims to educate participants, build parenting skills, develop relaxation skills, help participants regulate emotions, and recognize the interaction between thoughts and behaviors. This phase prepares the child for the intense trauma narration phase, where the child creates a narrative of the traumatic experience through writing and illustrations.

After exploring and understanding their traumatic experience, the child and parent complete the Integrate and Combine phase (Mannarino et al., 2006). In the first component, the parent and child seek to master their reactions to everyday reminders of trauma. The conjoint session provides an opportunity for the child and parent to work towards stronger communication and addressing mutual cognitive distortions. The final TF-CBT component provides the child and parent opportunities to develop a safety plan and to learn about body safety for the child. TF-CBT ends with a celebration of the family’s progress.

Figure 1. TF-CBT PRACTICE Components and Goals

Phase	Therapy Components & Goals
Skill Building & Stability	<b>P</b> <b>Psychoeducation:</b> Normalize response to trauma. <b>Parenting Skills:</b> Develop effective behavior management. Replace maladaptive behaviors with positive ones. Improve parent-child relationship.
	<b>R</b> <b>Relaxation Skills:</b> Reduce physical manifestations of stress and manage distress related to trauma.
	<b>A</b> <b>Affective Regulation Skills:</b> Identify, express, and manage a range of emotions.
	<b>C</b> <b>Cognitive Processing Skills:</b> Recognize impact of thoughts on feelings and behaviors. Help view events in a more accurate and helpful way.
Trauma Narrative	<b>T</b> <b>Trauma Narration and Processing:</b> Provide intensive exposure to desensitize to traumatic memories, resolve avoidance symptoms, correct distorted cognitions (e.g. self-blame), and contextualize trauma experiences.
Integrate & Combine	<b>I</b> <b>In vivo Mastery of Trauma Reminders:</b> Master trauma reminders and reduce avoidance symptoms not addressed in TN. (As needed)
	<b>C</b> <b>Conjoint Parent-Child Sessions:</b> Address cognitive distortions. Enhance parent-child communication. Plan for future reminders.
	<b>E</b> <b>Enhancing Safety:</b> Develop safety plan and body safety skills

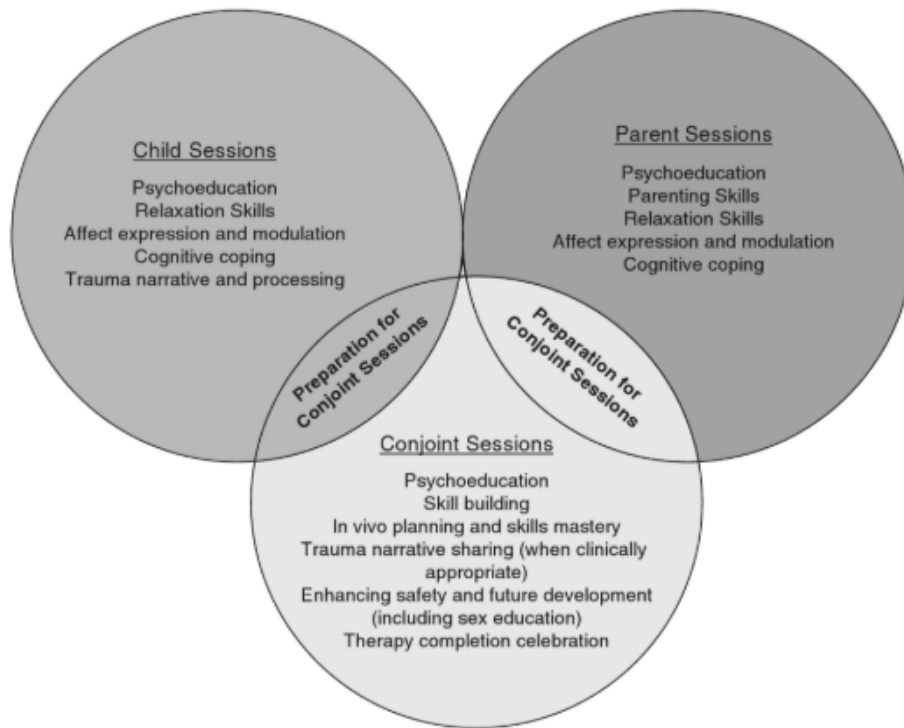
(Penn State University, n.d.)

The involvement of both the affected child and their parent in sessions is a unique feature of TF-CBT and is important for the design of this evaluation. Two of our outcomes – substantiated allegations and removals – are based on the actions of parents. Involving the non-offending parent is critical to prevent repeat maltreatment or removals. Dividing session time between the child and non-offending parent reinforces skill development and prepares both the



child and parent for life after therapy ends (Deblinger et al, 2015). The parent completes a parenting skills component and the child does their trauma narrative and processing component individually with the therapist. The child and parent complete the same independent sessions for relaxation skills, affect expression and modulation, cognitive coping, and psychoeducation. Conjoint sessions among the child, parent, and therapist include psychoeducation, skill building, in vivo planning and skills mastery, trauma narrative sharing, and enhancing safety and future development.

Figure 2. PRACTICE Components Description



(Deblinger et al, 2015)

TF-CBT is an evidence-based program. Meta-analyses found TF-CBT improves child emotional and behavioral functioning (de Arellano et al., 2014). Additionally, Cohen et al (2004) found TF-CBT improved parenting skills. The Title IV-E Prevention Services Clearinghouse

rated TF-CBT as a promising intervention, and the California Evidence-Based Clearinghouse rated TF-CBT as well-support (California Evidence-Based Clearing House, n.d.).

## **1.2. TF-CBT in Indiana**

**Delivery Context of TF-CBT:** Starting June 1, 2020, the Indiana Department of Child Services (INDCS) implemented the Family Preservation Services Per Diem Model (INFPS) as the new standard of care for “families who have had a substantiated incident of abuse and/or neglect, where INDCS believes the children can remain in the home if appropriate services are delivered. These services may also be delivered in the absence of a substantiated child abuse and neglect allegation if the case is an in-home Child in Need of Services (CHINS) or Informal Adjustment (IA)” (Service Standard Indiana Department of Child Services Family Preservation Per Diem Model, 2019). All program information, including participant roles can be found in the “Service Standard Indiana Department of Child Services Family Preservation Services Per Diem Model” (Service Standard Indiana Department of Child Services Family Preservation Services Per Diem Model, 2018). One of the treatments a provider may provide within a Family Preservation referral is TF-CBT. The evaluation of Family Preservation will include data collection for families who are receiving TF-CBT.

The INFPS Program is provided to families that meet the target population identified in the Service Standard through a referral sent by their assigned family case manager (FCM) to a community-based provider who has INFPS on their community-based services contract with DCS. After an INFPS referral has been received, the community-based provider must “accept or reject” the family preservation referral within 48 hours of the referral being submitted. Once accepted, the provider is required to meet with the family face-to face within three days of the

accepted referral and perform a family assessment. The per diem begins after the first face-to-face contact with the family. The qualified provider is required to perform a family assessment which will determine an appropriate treatment plan based on the presenting needs of the child and family. Providers must design a treatment plan that recommends interventions that are ranked as Promising Practice or higher by the CEBC. The three-day face-to-face contact and assessment ensures timely access to services and is a key aspect of family preservation.

Under the INFPS policy manual, each provider must be trained to execute the chosen model(s) to fidelity as described by each program offered under INFPS. Providers are expected to identify these models, based upon the needs of the family and deliver each model according to the model's manual as evaluated by the CEBC. Model fidelity is built into the following evaluation design and implemented by the Indiana Department of Child Services Continuous Quality Improvement (CQI) team and Indiana Department of Child Services Quality Service and Assurance Team (QSA). The following evaluation also underwent a six-month pilot period in which a team of Research Analysts, Providers, Service Directors, CQI Analysts, and QSA Analysts met weekly to pull data and communicate with INFPS providers. This pilot period acted as a pre-trial and allowed the agency to fix data collection issues, implement fidelity tests, and correct misunderstandings around the new program prior to data collection.

To ensure that providers could implement the INFPS program, a competitive Request for Proposal (RFP) was released in 2019. All 92 counties in Indiana have a minimum of five Family Preservation providers who earned INFPS contracts through that competitively bid RFP.

Prior to the implementation of the INFPS Program, individual DCS Family Case Managers (FCMs) identified and wrote referrals for service models they believed would benefit the family. The new service standard makes two key changes in practice; shifting responsibility of determining appropriate model intervention from (FCMs) to specific providers trained in Evidence Base Practice EBP. These INFPS service providers have the ability to use the entire array of evidence-based services ranked by the CEBC (limited by each provider's specific knowledge and training) to achieve the goal of decreasing entry into foster care and preserve families.

**Fidelity to the model:** INDCS will ensure fidelity by auditing each provider at least once during each contract term (ranging from 2 to 4 years). During an audit, providers must demonstrate that they have appropriately-credentialed/certified staff. Otherwise, providers receive an audit finding subject to a financial payback. Additionally, INDCS's continuous quality improvement (CQI) team monitors implementation to ensure the intervention is implemented to fidelity.

### **1.3. Target Population**

The target population for this treatment as a prevention strategy is families for whom addressing child trauma and parenting skills would support the child remaining in the home.

Thus, the target population in this evaluation is children who are:

- Living in the home who have an open Informal Adjustment case or In-Home CHINS case; AND
- Experiencing trauma response symptoms that are interfering with the child's healthy functioning and development.

## **1.4. Evaluation's Goals and Rationale**

INDCS is evaluating its TF-CBT intervention for two reasons. First, TF-CBT is recognized as an effective therapy for treating children who experience traumatic events (Lenz and Hollenbaugh, 2015). TF-CBT has been reviewed by multiple independent reviewers, and it has been ranked well-supported by the California Clearinghouse and promising by the FFPSA Clearinghouse, requiring continued evaluation. Second, TF-CBT is available to children in most of Indiana's 92 counties. The intervention's strong research background and wide availability in the state make TF-CBT an intervention worth evaluating. This evaluation will also add to the TF-CBT literature, while supporting implementation in Indiana.

### **1.4.1. Research Questions**

Through using a comprehensive CQI and QED experimental design we will test the following questions to measure both fidelity to the service standard, and the outcomes of children and families.

#### **Fidelity Research Questions**

1. Are providers with an INFPS referral only using evidence-based services ranked as promising practice or higher on the CEBC?
2. Are providers with an INFPS referral using evidence-based services according to the service standard set by the CEBC?
3. Do families accepted for an INFPS referral receive a face-to-face contact within three days of the accepted referral date?

#### **Outcome Research Questions**

1. Do children who complete TF-CBT treatment experience a higher rate of improvement in mental health as measured by a decline in their CANS Behavioral Health Scores, compared to children not referred to TF-CBT?
2. Are children who complete TF-CBT treatment removed from the home at a lower rate, compared to children not referred to TF-CBT?
3. Do children who complete TF-CBT treatment have fewer substantiated reports of maltreatment, compared to children not referred to TF-CBT?

## **2. Theory of Change**

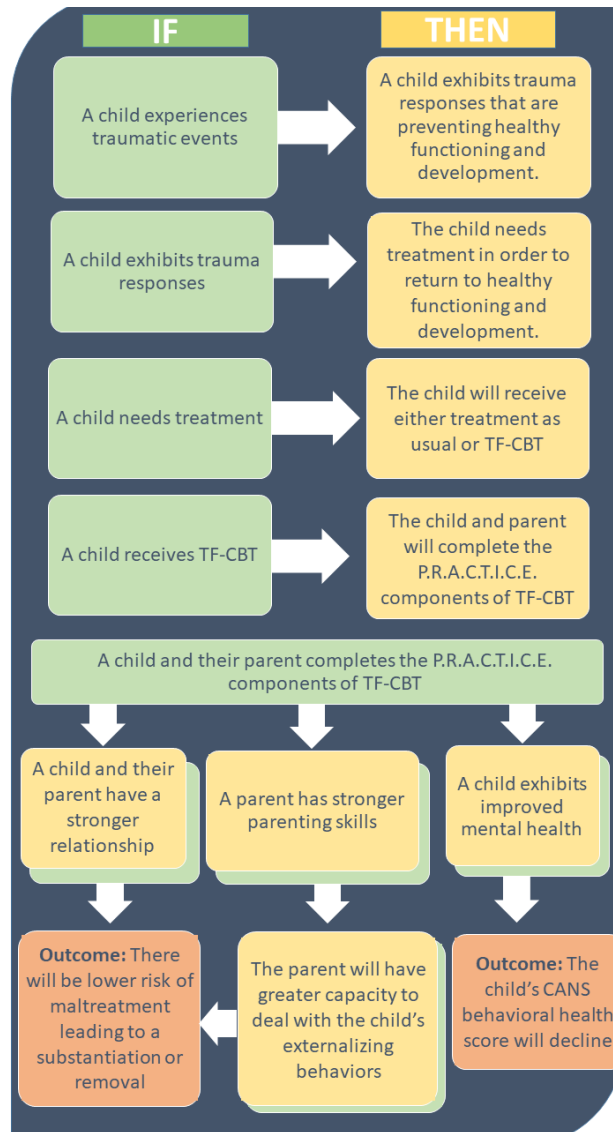
### **2.1. Theoretical Framework**

In the child welfare context, the root cause of trauma is abuse and neglect. Children who experience traumatic events may develop new fears, separation anxiety, sleep disturbances, sadness, loss of interest in normal activities, reduced concentration, decline in schoolwork, anger, somatic complaints, and irritability (APA, 2008). When an incident of child abuse or neglect occurs, a child develops trauma responses. INDCS may be involved due to a report of the abuse or neglect that caused the child's trauma responses, and INDCS may refer a child to a service provider for a tailored therapeutic intervention. The service provider may administer TF-CBT sessions with the child and parent as part of their tailored intervention to the family. The theoretical framework below explains why we think referring a family for this service will preserve the family.

Figure 3 details the theoretical framework INDCS is employing for its evaluation by using a series of "If-Then" statements. Shapes in green indicate the "if" clause, and shapes in yellow indicate the "then" clause. Shapes in orange indicate outcomes. INDCS's theoretical

framework has three pathways leading from the traumatic experience to the evaluation's measureable outcomes.

Figure 3. TF-CBT Theoretical Framework



The first pathway is well-established in the TF-CBT literature (Gillies et al., 2016). Children with an identified trauma who exhibit maladaptive responses complete the PRACTICE components. Through TF-CBT, children learn skills to cope with their trauma, process their trauma in a constructive way, and plan for safety moving forward. The end result is improved emotional and behavioral functioning. This evaluation seeks to measure if participating in the

PRACTICE components improves child emotional and behavioral functioning, as measured by a decrease in Behavioral CANS from before the start sessions to the end.

The second pathway focuses on the child-parent relationship as a protective factor. As an intervention designed for both the child and non-offending parent, TF-CBT strengthens the child-parent relationship (Cohen, 2004). While parents and children complete many therapeutic components independently – including psychoeducation, relaxation skills, affect regulation and expression, and cognitive coping components – the skills they learn can be mutually supporting. Parents and children work together with the therapist in conjoint sections to complete psychoeducation, skill building, in vivo planning and skills mastery, and enhancing safety and future development components. The theoretical framework assumes that a stronger child-parent relationship will be a protective factor, preventing future abuse or neglect. A stronger child-parent relationship may be evidenced by significantly fewer substantiations or removals for children receiving TF-CBT, relative to children not receiving the intervention.

The third pathway focuses on parenting skills as a protective factor. A meta-analysis of 37 studies on parenting programs found they were an effective means to reduce childhood maltreatment (Chen and Chan, 2015). DCS's theoretical framework posits that parents who complete TF-CBT will have enhanced parenting skills and coping skills to parent a child with trauma responses. Additionally, the Enhancing Safety component provides the child and parent an opportunity to safety plan for the future. Combining parenting skills, coping skills, and safety planning is designed to reduce risk of maltreatment warranting a substantiated allegation or removal. This evaluation will measure the impact of TF-CBT on substantiations and removals, relative to programs that do not have a TF-CBT component.

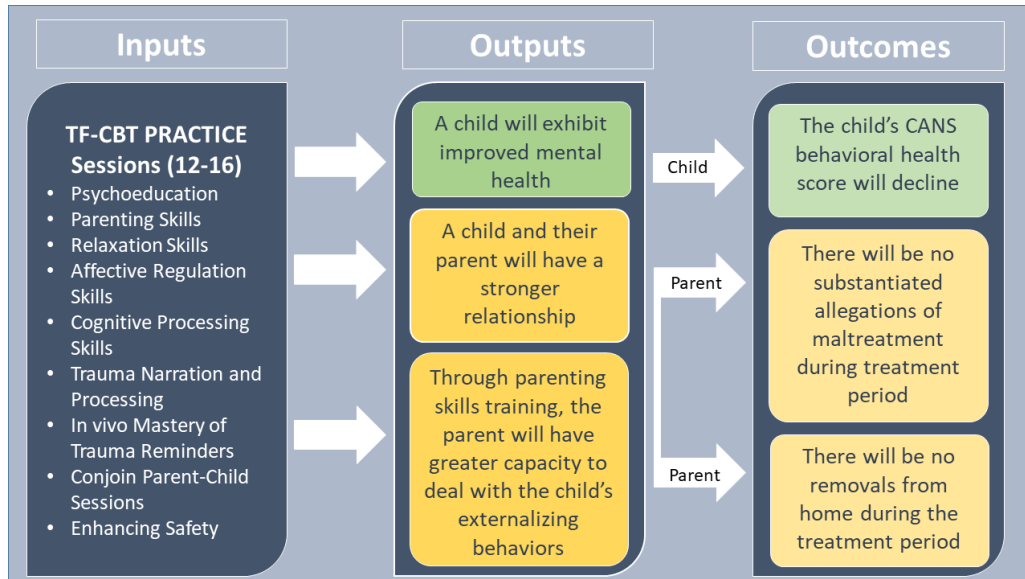


### 3. Logic Model

#### 3.1. Logic Model

As seen in Figure 3, INDCS’s logic model follows the theoretical framework’s three pathways. The inputs are the PRACTICE components of TF-CBT. The outputs are as follows: a child will exhibit improved mental health, a child and their parent will have a stronger relationship, and through parent skills training, the parent will have greater capacity to deal with the child’s externalizing behaviors. The mental health output maps onto an improvement in CANS behavioral health score outcome. The child-parent relationship building and parenting skills develop outputs map onto the lack of substantiated allegations outcome, as well as the lack of removal from home outcome.

Figure 4. TF-CBT Logic Model



#### 3.2. Outcomes

This evaluation focuses on short term outcomes –when the child is involved with DCS— due to the decreasing ability to assert causal effects as additional confounding experiences impact child outcomes. The longer the time duration between the treatment and the effect, the

weaker an argument one can make that the treatment causes the effect. Focusing on the intervention time period will isolate the treatment effect to a period one could reasonably argue the intervention impacts.

While time proximity between treatment and effect supports our emphasis on short-term outcomes, INDCS also considers the practicality of examining longer-term outcomes for the child welfare outcomes related to repeat maltreatment. INDCS will collect data over the course of 12 months to conduct its initial evaluation of the intervention. Our evaluation must allow time for a sufficient number of children to enter the program to be able to detect minimal projected effect sizes. The standard number of TF-CBT sessions is 12-16 but can range between eight and 25 sessions, depending on the child's needs. If the standard number of sessions take place weekly, the therapeutic duration is at least three to four months. If we sought to measure the intervention's impact six months after the evaluation data collection phase ends on January 1, 2022, the evaluation could not commence until the middle of 2022.

### *Mental Health*

TF-CBT's primary goal is to improve the emotional and behavioral functioning of children who experience traumatic events. Consequently, INDCS must evaluate the intervention's impact on a participating child's behavioral health. This evaluation will utilize existing measures of mental health using the CANS behavioral health score due to the tool's validity, reliability, and availability.

CANS is a widely used method of assessing behavioral health, with every state using the tool in some capacity (Praed Foundation, n.d.). CANS behavioral health scores have been used as an outcome measure in a previous QED evaluation of TF-CBT (Wiener et al, 2009). Because the

Handbook states administrative is assumed to be reliable and the Praed Foundation has validated the instrument (Praed Foundation, n.d.), INDCS will not independently validate this instrument.

Ongoing collection of CANS scores in INDCS's data system allow INDCS to have data on hand without requiring further data collection. All children with an open involvement in Indiana must complete CANS assessment at the opening of the involvement and every six months thereafter, as well as at critical case junctures such as a case type change as would occur with the removal of a child from the home.

Only short term mental health outcomes can be measured using the CANS. It is impossible to measure distal mental health outcomes once an involvement has ended because once an involvement ends, the child will no longer have CANS assessments recorded in the case management system.

### *Safety in the Family of Origin*

The evaluation will examine substantiated allegations and removals during the therapeutic period. INDCS chose the therapeutic time period as the window to evaluate TF-CBT's impact due to the ability to make causal claims about the intervention's impact on the identified outcomes. TF-CBT was not designed as a means to protect children from abuse and neglect, but rather its treatment goals for parent and child effectuate change that supports improving a child's safety in the home. TF-CBT aims to improve parenting skills and the child-parent relationship. During the therapeutic period, one can reasonably claim the therapy is the cause of no substantiations or removals because the intervention is actively making the child safer. As time passes, however, it is ever more difficult to argue that TF-CBT is the cause of a child's protection from subsequent abuse or neglect. Therefore, this evaluation will only examine

substantiated allegations and removals during the time period under which INDCS is actively involved with the family. INDCS will not include removals or substantiated allegations that occur after participation in the intervention has concluded.

#### **4. Evaluation Design**

This evaluation will utilize outcome measures aligned with the theoretical framework to determine effectiveness of TF-CBT. INDCS will utilize a quasi-experimental design – propensity score matching – due to ethical and practical implementation concerns of a randomized controlled trial (RCT). Withholding TF-CBT from children who need the treatment would violate research ethics best practices, as well as the mission, vision, and values of the agency. INDCS’s research design therefore utilizes only its administrative data for internal evaluations. These data are used for ongoing reporting and present very limited missing data concerns. The quasi-experimental design INDCS is implementing approximates an RCT by using propensity score matching to create a valid control group against which the treatment group’s outcomes can be compared using statistical tests.

##### **4.1. Sampling Plan**

The sample for this evaluation is defined as children who are referred for Family Preservation Services by their caseworker beginning January 1, 2021. Family Preservation Services are comprehensive in home services provided to maintain the child in the home with the family of origin, offering support and strengthening the ability of the parents to maintain a safe home environment for the child after the family’s involvement with INDCS has ended. The service provider contracted to deliver Family Preservation Services specifies a treatment plan and therapies appropriate for families on a case by case basis. TF-CBT is one of many therapies offered within this comprehensive service. Children who receive TF-CBT as part of their Family

Preservation Services referral are the treatment group, and children who receive a different therapeutic modality within the family preservation service referral are the control group.

#### *Treatment Group*

Analysts will identify and pull data for children referred for Family Preservation Services. Only children with a case type of either Informal Adjustment or In-home CHINS as of the referral date will be included in the sample. These case types indicate that the child is at home with the family of origin on the date of the referral. At this point, INDCS will have a dataset of children who being served in their homes with their families of origin. Only children ages 3 to 17 will be included in the analysis per the TF-CBT treatment guidelines. Analysts will then identify children who are receiving TF-CBT treatment through INDCS's administrative data system.

#### *Control Group*

The most appropriate comparison group will be other children who are in the home with their family of origin at the time of referral but who are referred for in-home therapies that are not TF-CBT. If a child does not receive TF-CBT and receives a different therapeutic modality, the child will be included in the control group. The control group will be larger than the treatment group and will be narrowed through the propensity score matching process. The control group will be the children who match with treatment group, based on the matching-algorithm parameters described in section 4.4. Children who have received TF-CBT in addition to any other trauma related or CBT treatment will be excluded from both the treatment and control groups in order to isolate outcomes for children receiving TF-CBT.

## 4.2. Data Collection

All child-level data points will be extracted from the servers which store entries into the INDCS case management system, Casebook. The financial case management system (KidTraks) may also be utilized to gather referral information. The critical data points that analysts will be extracting for this evaluation are found in Table 2.

Table 2. Variable List

Variable Name	Calculated	Description	Variable Type
Child ID	Server	Unique Child ID	Categorical
Parent ID	Server	Unique Parent ID	Categorical
Case ID	Server	Unique Case ID, by Case Type	Categorical
Gender	Server	Gender of Child ID	Categorical
Race	Server	Race of Child ID	Categorical
Case County	Server	County of Case	Categorical
DOB	Server	Date of Birth of Child ID	Date
Age at Referral	(Referral Start Date – DOB)/365.25	Age in Years at Referral Start Date	Numeric
Case Start Date	Server	Date	Date
Case End Date	Server	Date	Date
Length of Case	Case End Date - Case Start Date = Days	Total Length of Case (Days)	Numeric
Case Type	Server	Involvement Type (Informal Adjustment, In-Home CHINS, Out-of-Home CHINS)	Categorical
Report ID	Server	Unique Report ID received by Hotline	Categorical

Report Date	Server	Date the Report was received by the Hotline	Date
Incident Date	Server	Date the alleged incident in the Report ID took place	Date
Substantiation Date	Server	Date of Allegation that was Substantiated	Date
Number of Substantiated Allegations Pre	Count Substantiation Date by Child ID (Victims)	Total Number of Substantiated Allegations before service start	Numeric
Number of Substantiated Allegations During*	Count of Substantiation Dates within Discharge Length	Total Number of Substantiations during the TF-CBT service period	Numeric
Substantiated Allegation Maltreatment Type	Server	Neglect, Physical Abuse, Sexual Abuse, Human Trafficking	Categorical
Referral ID	Server	Unique Referral ID	Categorical
Referral Description	Server	Type of Model Referred	Categorical
Start Date of Referral	Server	Date	Date
End Date of Referral	Server	Date	Date
Length of Referral	End Date of Referral -	Total Number of Days during Referral	Numeric
CANS Behavioral Score*	Server	1-7 Score	Numeric (Integer)
CANS Behavioral Score Date*	Server	Date	Date
Removal Start Date*	Server	Date	Date

Removal End Date*	Server	Date	Date
Removal Indicator*	Created by Removal Start Date	0 Or 1 if the Child ID was removed during the service period	Binomial

#### 4.2.1. Outcomes Data

Outcomes of interest include substantiated allegations, removals, and CANS scores, all within the service period. A list of person ID’s for children receiving TF-CBT treatment and a separate list for the control group will be utilized to extract outcomes data during the referral period. Specifically, any assessments with a substantiated allegation will be extracted if a child from our lists of treated and control children is included on the assessment as a victim, with dates for the initiation of the assessment and the date of the final assessment decision to substantiate. Any removals and placements will also be extracted for our list of treated and control children, with start and end dates. CANS scores within the referral period will also be extracted and compared between groups.

#### 4.3. Data Analysis

INDCS will use propensity score matching (PSM) to generate a control group. After assessing the balance of the two groups, INDCS will use statistical tests to measure the average treatment effect and treatment on the treated effect. All analyses will be conducted in R. INDCS will use a logistic regression to generate propensity scores using the following variables: age, gender, race, the child’s case county, CANS behavioral scores, case type (informal adjustment or in-home CHINS), number of substantiations before receiving treatment, number of removals before receiving treatment, and the allegation type that led to the involvement.



After generating propensity scores through a logistic regression, INDCS will match treatment and control children using three different matching algorithms in order to determine whether findings from the statistical analyses are sensitive to the matching methods. First, INDCS will use a one-to-one match with replacement. One child in the treatment group will be matched to one child in the control group, and a control group child can be a suitable match for more than one treatment child. Second, INDCS will use a one-to-many match with replacement. One child in the treatment group will be matched to a specified number of children in the control group, and a control group child can be a suitable match for more than one treatment child. Third, INDCS will use a radius matching algorithm, where a treatment group child will be matched with control group children within a specified propensity score radius.

For each matching algorithm, we will conduct the diagnostic checks to assess common support and balance between the treatment group and control group based on the characteristics. A visual inspection of propensity score distributions for the treatment group and control group will provide evidence of whether there is overlap of the distributions. INDCS will also assess the balance of the treatment and control groups using chi-square of equality for categorical data and t-tests for continuous data. In the event of unbalanced groups, INDCS will adjust the variables used in the logistic model that generates propensity scores.

Once balancing has been achieved, INDCS will turn to analysis of the three research questions. To do this, we will calculate and compare the standardized bias, and compare t-tests between the control and treatment groups. We may develop strata based on p-scores and run t-tests between control and treatment groups within strata.

## **5. Study Limitations**

Because this research involves human subjects, the study is limited due to ethical principles of research. Our treatment and control groups must be constructed using a quasi-experimental design to account for potential ethical conflicts. An ideal research design would involve the random selection of eligible candidates for TF-CBT within INFPS and provide one group with the services and our control group with the prior service approach. However, because we are dealing with vulnerable populations, we are unable to provide distinct services to one group over the other since we are affecting possible child and family outcomes. The cost of doing an RCT would also create increased burden on frontline staff who would have to be exposed to two service standards. By using administrative data, we limit the impact of ethical concerns and identify groups that are similar enough to compare.

## **6. Reporting, Disseminating, and Using Findings**

### **6.1. Internal Dissemination (priority)**

Internal reports will be delivered to the INDCS Director, INDCS Chief of Staff, INDCS Deputy Director of Services, and INDCS Deputy Director of Strategic Solutions and Agency Transformation two to three months from pull date (See Section 9). This timeline will allow research analysts to clean, organize, and analyze the data. Any other internal staff that are relevant to be notified of the results of this evaluation will also receive these reports.

### **6.2. External Dissemination**

If the evaluation results could benefit the child welfare community, a journal article submission and/or conference presentation will be considered. External dissemination of results requires approval from all stakeholders including, but not limited to; program developers, INDCS Director, INDCS Chief of Staff, Deputy Director of SSAT, and INDCS Research and

Evaluation. If all applicable parties agree on external dissemination, the following protocols will be enacted. If data will be shared with person outside of INDCS, a data sharing agreement will be developed between INDCS and the institution receiving the data. The agreement will specify that data will only be used by the individuals listed under the data sharing agreement. In addition, the transfer of data from INDCS to the recipient will be conducted using a secure SFTP server. All individuals in the data sharing agreement are given secure usernames and passwords via a telephone call or by a secure email message. A secure SSL certificate is installed on the SFTP server and provided as a url to participants. The Indiana Office of Technology (IOT) will create the secure server usernames and passwords for all individuals assigned to the project.

The R&E team has worked on several data sharing agreements and developed a network of potential collaborators. INDCS has previously built collaborations with three universities: Indiana University, DePauw University, and University of Colorado Anschutz Medical Campus. If the project is to be disseminated outside of the agency, Institutional Review Board (IRB) approval is acquired and an external collaborator will need to be brought in. The Senior Research Analyst will reach out to one or more of these universities to collaborate with. Once a collaboration is approved, the Senior Research Analyst and Research Analysts will submit the results of the study to the Indiana Department of Child Services Data Governance Committee. Upon approval by the committee, the Senior Research Analyst will draw up a Data Sharing Agreement between INDCS and the University as discussed above. The INDCS Legal Team will review this contract and send to the appropriate designees. Once signed by the director of INDCS, and the University partner, the Senior Research Analyst will send the usernames and passwords to access the secure server as mentioned above. Once the secure server is connected, the external collaborator will submit IRB approval through the designated university channels.

The publication or conference presentation will be written with the advice of the external collaborator, and all researchers will be authors on the byline. Each author designated on the publication will be required to give approval of the final version before dissemination.

## **7. Data Security and Privacy, Informed Consent Procedures, and Institutional Review**

### **Board Approval**

#### **7.1. Safeguarding Data and Protecting Participants**

This evaluation solely relies on administrative data. No individual or participants will be needed for this evaluation. As such, we will not need informed consent. However, our evaluation will involve personal identifying information (PII). In order to keep these data safe, we have several safeguards in place. IN DCS servers contain data from two interfaces: a case management interface (Casebook) and a billing interface (KidTraks). Casebook is a vendor application, and data entered are hosted on a secure cloud from which authorized employees at IN DCS may extract data. The contract between IN DCS and Casebook specifies the obligations of Casebook in maintaining confidentiality, integrity, and availability of the data, both as it is stored and as it is extracted by IN DCS. KidTraks data are stored on internally hosted, secure servers. All servers are password protected and can be accessed only by authorized users within the state network behind a firewall. Only employees who are authorized to extract data as a function of their role to the agency are granted access to the servers. Each user account is monitored by the Indiana Office of Technology. Once the data have been extracted, the research team data protocols include secure storage on a shared folder accessible only to authorized users. Data are not stored on individual computers for security reasons. Data are shared with other groups internally and externally only through password protected excel files or secure shared

folders (see Section 6.2). To ensure data security during reporting, no PII will be used in any internal or external report. Only aggregated data will be reported.

## **7.2. Institutional Review Board Approval**

The Institutional Review Board is required to review studies that utilize human subjects (Hubbard, 1998). Our evaluation does not use any human subjects, and the data contained within the INDCS servers falls under category five of IRB, which is “research involving materials collected or which will be collected solely for non-research purposes” (Hubbard, 1998). Considering INDCS collects the information described in this evaluation to identify services for participants, all data within this evaluation are collected for non-research purposes. As such, this evaluation would require expedited review by an IRB committee which is utilized for minimal-risk related research (Hubbard, 1998).

However, INDCS intends to utilize this evaluation to monitor its own service standards and performance. IRB approval will only be required if the evaluation is distributed externally. If internal stakeholders decide to externally distribute this evaluation, INDCS will obtain IRB approval from one of the research universities listed in section 7.2. Considering INDCS does not have access to its own internal review, the Research and Evaluation team has built several university collaborations in order to gain IRB approval if/when needed.

## **8. Evaluation Roles and Responsibilities**

### **8.1. Evaluation Roles**

INDCS has a robust network of data professionals within the agency. INDCS currently has three teams that utilize and understand data related the INDCS data server; Data Developers, Data Analysts, and Research and Evaluation. These three teams will be instrumental in completing this evaluation, with the Research and Evaluation Team being the Team Lead and

determining interagency collaboration. The Research and Evaluation Team consists of four research analysts and a senior research analyst, all skilled in data analysis and statistical design. Their resumes can be reviewed in Appendix A.

Each member of the Research and Evaluation Team has an advanced degree in research from varying fields and institutions. The diversity of expertise on this team allows access to a variety of methodologies and statistical expertise to complete a variety of projects. The Research and Evaluation team has combined experience publishing data in scientific journals, preparing publications, designing program evaluations, conducting statistical analysis, and pulling data from servers. In total this team has expertise in five different statistical softwares; JMP, SPSS, SAS, R, and Tableau. This team also has the ability to pull data from INDCS servers using both Microsoft SQL Server Management Studio, and PGAdmin. All the requirements needed to complete this evaluation can be done by the Research and Evaluation Team. Research analysts will pull data according to the timeline in Section 9 and information listed in Section 4.2. Analysts will then upload this data into the appropriate statistical software and start conducting the analysis and report findings through the proper channels.

## **9. Timeline**

INFP will go live June 1, 2020 and is equipped to successfully track all necessary data points as of January 1, 2021. All providers and family case managers are to strictly adhere to the standards set in the INFP. Starting June 1, 2020, family case managers will begin imputing Family Preservation referrals for all families that meet the standards mentioned the INFP. Providers will then begin implementing family assessments and incorporating the appropriate models for each family. As providers assign evidence-based models they are required to begin visiting the home a minimum of once a week and provide documentation of these visits in a

monthly report (INFP, 2018). As data collection for the new intervention will begin January 1, 2021, analysts will pull data at 12 month intervals. Analysis of data will take 2-3 months to complete and provide a report to internal directors and stakeholders. Each report will have a month after the initial report out for additional comments and revisions.

Evaluation Year	Begin Data Collection Date	End Data Collection Date	Report Completed
Year 1	1/1/2021	12/31/2021	March 2022
Year 2	1/1/2022	12/31/2022	March 2023
Year 3	1/1/2023	12/31/2023	March 2024
Year 4	1/1/2024	12/31/2024	March 2025
Year 5	1/1/2025	12/31/2025	March 2026

## 10. Budget

The INDCS has an internal Research and Evaluation Team which consists of five trained research analysts. These individuals have the capacity and skills required to successfully complete this evaluation each period. Their resumes are attached as proof of ability (Appendix A). These analysts will be pulling data from the INDCS system and do not require outside agency resources to do so. Considering these factors, the only budget to be considered under this evaluation is staff salaries, which range from \$47,000-\$51,000 per year, with an hourly rate of 24-27\$ an hour. In addition, each analyst receives approximately \$25,601.15 in benefits annually, or about \$13.13 per hour. The evaluation consists of 12 weeks of analysis per year over a four year period by two members of the R&E team. In total this evaluation will cost a maximum of \$180,585 for four years, or \$36,117 per year.

## REFERENCES

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## APPENDIX A. STAFF RESUMES/CVS

### EDUCATION

# Eleanor Berry

Eleanor.Berry@dcs.in.gov

## **Indiana University, Bloomington, IN**

Paul H. O'Neill School of Public and Environmental Affairs

### ***Master of Public Affairs***

**May 2018**

Concentrations in Policy Analysis and Information Systems

GPA: 3.9

Related Coursework: Public Program Evaluation, Statistical Analysis for Effective Decision Making, Data Analysis and Modeling for Public Affairs, Database Management, Public Management Information Systems

### ***Bachelor of Arts***

**May 2013**

Majors: International Studies and French; Minor: Public and Environmental Affairs

GPA: 3.9

Completed Hutton Honors College Program; Phi Beta Kappa

### PROFESSIONAL EXPERIENCE

## **Indiana Department of Child Services**

**June 2018**

– Present

### ***Research and Evaluation Analyst, Indianapolis, IN***

- Support data-driven decision-making through quantitative and qualitative analysis.
- Plan and execute research projects from start to finish by identifying relevant literature, developing requirements for data queries, applying appropriate statistical methods, and summarizing results.
- Develop code in SAS and R to clean, structure, and analyze large administrative datasets.
- Create data visualizations with Tableau to convey trends and patterns in data.
- Present findings to senior-level staff.
- Authored 15 internal agency reports.

## **O'Neill School of Public and Environmental Affairs Master's Programs Office** August 2016 – May 2018

### ***Graduate Assistant, Bloomington, IN***

- Compiled, cleaned, and coded data for a faculty committee.
- Maintained timely communication with applicants by responding to applicant email inquiries within 24 hours.
- Ensured compliance with AmeriCorps reporting requirements for the school's partnership with VISTA by monitoring timesheets, collecting data, and writing monthly and semi-annual progress reports.

**Urban Leaders Fellowship**  
**July 2017 *Policy Fellow*, Indianapolis, IN**

**June 2017 –**

- Completed an intensive education-focused policy fellowship, working part-time at IFF (a Community Development Financial Institution) and part-time for Indianapolis Public Schools.
- Documented best practices and wrote case study analyses to guide future projects at IFF.
- Collaborated with a 3-person research team to write weekly policy memos.
- Presented research and policy recommendations to the School Board President and other education stakeholders in Indianapolis to inform decision-making about public education policy priorities.

**AmeriCorps VISTA**  
**August 2015**

**August 2014 –**

***Anti-Hunger and Opportunity Corps Volunteer, Village of Park Forest, IL***

- Researched best practices for Supplemental Nutrition Assistance Program (SNAP) benefit redemption at urban farmers' markets and presented recommendations to senior staff.
- Initiated changes to the SNAP benefit redemption process at the Park Forest Farmers' Market by creating educational materials, purchasing new equipment, and training vendors.
- Surveyed customer and vendors to evaluate satisfaction with the farmers' market and to collect information for market development and long-term planning.

# Brian Goodwin

302 W. Washington St. E306 Indianapolis, IN 46204

(707) 495-3853

goodbrian13@gmail.com

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<b>Qualification Profile</b>	<ul style="list-style-type: none"><li>• Advanced quantitative analysis skills, including the interpretation, collection, organization, and maintenance of large, original datasets.</li><li>• Effective program evaluator; ability to identify program components and evaluate how effective programs are at achieving targeted outcomes</li></ul>
<b>Education</b>	<p><b>Georgia State University</b> Atlanta, GA August 2016-May 2019 <i>Master of Arts in Political Science</i> GPA: 3.83</p> <p><b>California State University, Chico</b> Chico, CA August 2014-May 2016 <i>Master of Arts in Political Science</i> GPA: 3.95</p> <p><b>George Fox University</b> Newberg, OR August 2010-December 2013 <i>Bachelor of Arts in Politics</i> GPA: 3.69; cum laude</p>
<b>Work Experience</b>	<p><b>State of Indiana, Department of Child Services</b> Indianapolis, IN August 2019-Present <i>Operations Analyst</i></p> <ul style="list-style-type: none"><li>• Review and analyze state policies and administrative data in order to improve program outcomes. Data content ranged from reports on child maltreatment and abuse, adoption policies, and health conditions of children.</li><li>• Construct evaluation plans of department programs to ensure compliance and effectiveness.</li></ul> <p><b>Georgia State University</b> Atlanta, GA August 2016-May 2019 <i>Research Assistant</i></p> <ul style="list-style-type: none"><li>• Collect and analyze data in a time constrained manner. Data content ranged from election turnout, campaign finance, state-level tax policies, and indicators of judicial independence.</li><li>• Edit written content prepared for journal and book publications. I have worked on books focusing on politics in Georgia as well as state-level tax policies.</li></ul> <p><b>Georgia State University</b> Atlanta, GA Fall 2017-May 2019 <i>Instructor</i></p> <ul style="list-style-type: none"><li>• Manage students, class sizes ranges from 30 to 200 students each semester. Classes taught include Introduction to American Law and Introduction to American Law.</li><li>• Create and organize class content to deliver to students through lecture.</li></ul>

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**Federal Express Corporation** Atlanta, GA January 2017-August 2019  
*Handler*

- Reconcile all inbound flights and trucks to ensure safe and efficient delivery of packages to customers.
- Manage a team of 10-15 people to ensure proper movement of parcels through facility.

**CSU, Chico Political Science Dept.** Chico, CA March 2015-May 2016  
*Research Assistant*

- Analyze and collect pertinent data for faculty members
- Consult with governmental agencies to obtain documentation for research projects.

**CSU, Chico Political Science Dept.** Chico, CA August 2015-May 2016  
*Teaching Associate*

- Facilitate discussion for up to 100 students a week in American Government courses.

**CSU, Chico Political Science Dept.** Chico, CA August 2015-May 2016  
*Tutor*

- Help students better understand course material.
- Focus with students on improving test-taking abilities and writing skills.

**Sutherland Landscape Center** Chico, CA June 2014-August 2015  
*Accounts Payable/Customer Service Representative*

- Entered all incoming invoices on a daily basis and received in all incoming merchandise for retail.
- Educated patrons on product information so that they could remodel yards with appropriate materials within specific budgets.

**George Fox University.** Newberg, OR August 2010-December 2010  
*Office Assistant*

- Maintained and organized confidential files on current students, alumni, and inactive students.
- Managed a student-wide announcement system.
- Assisted a student parking board that reviewed all student parking ticket appeals.

**Recourse Mediation** Santa Rosa, CA June 2013-August 2013  
*Intern*

- Conducted and analyzed market research on conflict resolution policies with local businesses and organizations. I surveyed 150 organizations and discovered that businesses and organizations did not seek out mediation services due to the lack of awareness of available programs.
  - Assisted drafting grant proposals for community programs developed by the mediation agency.
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**Internal  
Agency  
Reports****Hotline Text Analysis (2020)***Indiana Department of Child Services*

- Analyzing 880,000 reports of child maltreatment to understand the themes and structures of report narratives. The focus of this project aimed at understanding the type of language people use when reporting abuse and neglect.

**Concrete Services (2020)***Indiana Department of Child Services*

- Review historical research that examines the effects of concrete services on the well being of children and families.
- Construct and evaluate Indiana Department of Child Services program of providing concrete services to families. This project aims at understanding the effectiveness of concrete supports and how it affects outcomes for children and families, including removing children from their homes, length of involvement with Department of Child Services, and incidences of repeat maltreatment.

**Abusive Head Trauma (2019)***Indiana Department of Child Services*

- Identify and pull administrative data on children who have been identified as experiencing abusive head trauma.
- Review documents containing medical examinations of children with records of abusive head trauma. After documents were reviewed, analysis of all documents was conducted to identify core causes of abusive head trauma, including cerebral edemas, subdural hematomas, and retinal hemorrhages.

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**Academic  
Service  
Contribution****Moderator, Town Hall Event**

Chico, CA

Spring 2015-Spring 2016

*CSU, Chico*

- Facilitate conversation between students for event for large political science course. I would help students focus in on problems and solutions for complex topics, such as income inequality, mental health, and food safety in the United States.
- Engage in conversation with content experts in various professions to help students understand the differences between what can and cannot happen in policy settings.

**Planner, Town Hall Event**

Chico, CA

Fall 2015-Spring 2016

*CSU, Chico*

- Work with administrators, faculty, and students to coordinate event for over 700 students taking introductory course in political science.
- Find and recruit experts in 16 topics that students research throughout semester.

**Fellow, Koch Foundation**

Newberg, OR

Fall 2012-Spring 2013

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*George Fox University*

- Participated in a discussion-based group funded in part by Koch Foundations to gain better knowledge about the principles of liberty within the United States.

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**Community Service**

**Urban Services** Newberg, OR 2010-2013

*George Fox University*

- Provide homeless individuals in Salem, OR and Portland, OR with food and clothing supplies. Overtime, personal relationships would be developed with the homeless community where we would know much of the homeless community by name.

**Urban Services, Committee Member** Newberg, OR 2011-2013

*George Fox University*

- Organize with student leaders on how to recruit more people to volunteer with homeless populations.
- Coordinate with school administrators, local homeless shelters, and churches to receive food and supply donations to distribute to homeless individuals.

**Serve Day** Newberg, OR 2010-2013

*George Fox University*

- Participated in an annual campus-wide effort to complete various community projects ranging from landscaping, harvesting food, installing new fences, etc.

**Spring Serve** Newberg, OR 2011-2013

*George Fox University*

- Volunteered with groups across Oregon and Washington during Spring Break to address community needs. In 2011, I spent time in Neah Bay, WA, where we helped a Native American tribe with litter removal along well-traveled roads in addition to smaller community projects. In 2012 and 2013, I helped a youth camp with construction projects.

**June Serve** Chisinau, Moldova & Galati Romania 2012

*George Fox University*

- Volunteered and helped local nongovernmental organization in Chisinau, Moldova and Galati, Romania serving local Roma youth.
- Helped with various construction projects, including building fences, painting, and various upkeep in buildings.

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**Publications**

- Brian Goodwin, Heather H. Kestian, Eric A. Miller, Terry J. Stigon, Matthew K. Oware, Elisabeth S. Wilson. *In Revision (2020)*. "Text Mining and Examination of Language Used to Report Child Maltreatment: How Language Impacts Child Welfare Interaction."

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**Conference Presentations**

- State Epidemiological Outcomes Workgroup (SEOW). 2020. Presentation Title: “Text Mining and Examination of Child Maltreatment – A Focus on Drug Usage & Mental Health Issues in Indiana.”
- Southern Political Science Association Conference, 2018. Presentation Title: “Amicus Briefs in State Supreme Courts.”
- Southern Political Science Association Conference, 2018. Co-Presented with Susanne Schorpp (Assistant Professor, Georgia State University). Presentation Title: “Economic Indicators of Judicial Independence”
- Georgia State University Graduate Student Association Conference, Spring 2017. Presentation Title: “Amicus Curiae in State Supreme Courts”

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**Certifications**

- State of Oregon Community Mediator, 2012

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**Skills & Proficiencies**

- Data processing software (STATA, R, SPSS, SAS, Tableau, Excel)
- Relational Databases (PgAdmin, Microsoft SQL Server Management)
- Microsoft Office (Word, Excel, Powerpoint, etc.)



# AUBREY KEARNEY

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Indianapolis, Indiana

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## EDUCATION

**Indiana University** School of Public and Environmental Affairs  
Master of Public Affairs; GPA: 3.583; Eads Fellow  
Concentrating in Policy Analysis and Public Finance Administration  
Bloomington, IN  
May 2018

**Rhodes College**  
*B.A. in Urban Studies*; GPA: 3.62; Bonner Scholar  
Memphis, TN  
March 2015

**Purdue University**  
*Certification in Six Sigma*  
Indianapolis, IN  
March 2020

## RELEVANT COURSEWORK

Benefit Cost Analysis	Strategic Management in Public Affairs
Residential Data Analysis and Modeling in Public Affairs	Public Program Evaluation
Statistical Analysis for Effective Decision Making	Public Human Resources Management

## RESEARCH AND PRESENTATIONS

**“Affordable Housing in Bloomington, IN”**  
*Graduate Capstone Research and Proposal*  
Bloomington, IN  
Presented May 2018

**“The Role of Government in Reducing Domestic Poverty”**  
*Bloomington, IN Graduate Paper with Regressions*  
Presented May 2017 **“Minnesota’s Screening Threshold Analysis; Innovations Using Data”**  
Washington, D.C. Research and Presentation at the National Child Welfare Evaluation Summit  
Presented August 2019

## *Internal Research*

Guardianship Related Research, 2018-2020  
Screening Threshold Analysis of Screening Decisions, 2018-2020\*  
Parenting Foster Youth Program, 2019-2020  
Business Analytics Projects in support of Services and Finance Divisions  
Homebuilders, Family Centered Therapy, Fatherhood Engagement,  
Internal Research and Memos in support of decision-making of Executive leadership and the Strategic Solutions and Agency Transformation Division, 2018-2020

## EXPERIENCE

**IN Department of Child Services, Office of Data Analysis, Research, and Reporting**  
Indianapolis, IN

- Research Analyst (Operations Analyst II)* July 2018-present
- Produced ad hoc reports and special periodic reports through pulls and analysis of indicators available within the INDCS case management database.
  - Designed, executed, and presented evaluations and research based on peer state information, peer-reviewed external research sources, and internal analysis of population data from the INDCS case management database.

- Responded to internal data requests to assist with policy and programmatic changes from field level practice to the executive level, as well as to external partners and the legislature.
- Participated in inter-and intra-agency research collaborations to expand knowledge base on screening and other tools, opioid use, service utilization, and other topics.

**City of Bloomington, Indiana, Community and Family Resources Department**      Bloomington, IN  
*Intern Assistant to Director Beverly Calendar-Anderson*      September 2016- July 2018

- Briefed and advised Director Calendar-Anderson and Mayor Hamilton regarding updated approaches to addressing homelessness through the Safety, Civility, and Justice initiative.
- Prepared briefing materials for the Safety, Civility, and Justice Committee.
- Designed and produced literature for the public on person-first language, homelessness agencies in the area, volunteer opportunities, and volunteers in the media.

**Hospitality Hub of Memphis**      Memphis, TN  
*Development Support Specialist*      October 2015- September 2017

- Created a digital filing system for recording service and guest statistics.
- Created a succession plan for staff and volunteers using filing system.
- Planned and executed fundraising events raising \$13,500 on average.
- Counseled guests for intake and follow-up, accessing both emergency services and the process for receiving aid from federal housing programs.
- Mentored other counselors, organized counseling materials, and managed counseling paperwork.
- Trained employees to use social media as a means of publicizing the organization.
- Wrote and published newsletters updating the public on new projects and events.

**National Low Income Housing Coalition**      Washington, D.C.  
*Policy Intern*      June 2017- August 2017

- Attended Congressional hearings, meetings with Congressional staff, policy briefings, and conferences.
- Briefed staff and member organizations on legislative updates relevant to affordable housing.
- Published briefing articles through NLIHC's Memo to Members and website.
- Conducted a review and wrote a detailed memo on TANF work requirements in legislative history and subsequent program evaluation.

**Rhodes College Kinney Program for Community Service**  
 Memphis, TN

*Student Director*      January 2014- May 2015

- Developed new service and internship opportunities for student volunteers through connections with faculty and local nonprofit organizations.
- Organized campus-wide service plunges and events with up to 1,000 participants.
- Developed a succession planning system through Google Drive.
- Restructured the Kinney Program to reflect changing interests of the student body and changing service opportunities across the city of Memphis.
- Trained and supported Area Coordinators to mentor student volunteers.

**ACTIVITIES**

**LIFEDesigns, Inc.**

Bloomington, IN

*Board Member*

January 2017-

January 2019

- Chair of the Capital Development Committee – Identified properties for development and participated in the process of financing affordable housing developments. (January 2017-January 2018)
- Fundraising Committee Member (January 2017-January 2019)
- Board Secretary (January 2018-January 2019)

**Students for Equity in Public Affairs, Indiana University**

Bloomington, IN

*Vice President of Advocacy and Action*

May 2017- May 2018

- Planned and executed educational events on racial inequity in the United States.
- Designed resources with a team to support students of color at the university.

**SKILLS**

Computer: SAS, SQL, R, Microsoft Excel, Word, PowerPoint, InDesign, Social Media.

# HEATHER H. KESTIAN

13883 Carolina Court, Fishers, Indiana 46038 • 317.452.5683 • hkestian@gmail.com

## EDUCATION

**University of Toledo College of Law**, Toledo, OH: Juris Doctor: May 2008, GPA: 3.300, Cum Laude

- Dean's List (Spring 2007)
- University of Toledo College of Law Pro Bono Public Service Commendation (Spring 2007)
- Women Law Students' Association—Vice President 2006-2007
  - Recipient of the WLSA Involvement Scholarship (Spring 2006 and Spring 2007)
- Recipient of the Wagoner-Steinberg Ltd. Law Scholarship (Spring 2007 and Spring 2008)
- Pupil of the Morrison R. Waite American Inn of Court (2007-2008)
- Substantial legal research paper: "Lessons from Virginia Tech: FERPA, HIPAA, and the Clery Act"

**Arizona State University**, Tempe, AZ: Master of Education-Postsecondary Education: May 2002, GPA: 4.0

**Indiana University**, Bloomington, IN: Bachelor of Arts-Journalism: May 2000, GPA: 3.15

## LEGAL EXPERIENCE

**Indiana Department of Child Services** (Nov. 2008-present)

*Collaborative Care Field Director (April 2012-present)*

- Responsible for case management of youth over the age of 17.5 years throughout the State of Indiana
- Hired and managed staff of up to 53 Collaborative Care Case Managers, 8 3CM Supervisors, and one division manager

*Local Office Director, Johnson County (September 2010-April 2012)*

- Responsible for operations of a local office in a donut county of Indianapolis
- Managed staff of 29, including one attorney, three family case manager supervisors, and 22 family case managers
- Reduced overdue assessment list from over 100 overdue assessments to 1 in less than four months
- Implemented office wide staff expectations in order to reduce overdue court reports, contacts, and case plans

*Administrative Law Judge and Central Office Staff Attorney (September 2009-September 2010)*

- Responsible for an administrative appeal hearing docket, including orders and decisions, for child support, foster home licensing, and substantiations of child abuse and neglect
- Assisted in drafting three administrative rules regarding substitute care of children

*Staff Attorney for the Bartholomew County Office (Nov. 2008-September 2009)*

- Responsible for all phases of litigation in child abuse and neglect cases including appellate litigation
- *In the Matter of IB v. IDC.S*—Assisted in preparing oral argument and sat second chair during oral argument before the Indiana Supreme Court in June 2010

**Hamilton County Prosecutor's Office; Noblesville, IN** (May 2008-Nov. 2008)

- Deputy Prosecuting Attorney (Oct. 2008-Nov. 2008); Certified Legal Intern (May 2008-Oct. 2008)
- Prepared and presented evidence in violation of probation hearings
- Responsible for screening cases and assigning charges for various misdemeanors and D felonies

**University of Toledo College of Law Legal Clinic; Toledo, OH** (Jan. 2008-May 2008)

- Certified Legal Intern
- Acted as counsel before the court in a contested adoption matter and in a landlord/tenant dispute

Kestian

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**Gallon, Takacs, Boissoneault & Schaffer; Toledo, OH** (*May 2006-May 2007, July 2007-Feb. 2008*)

- Law Clerk in Workers' Compensation Litigation Section
  - Wrote mandamus briefs regarding Workers' Compensation Benefits including the following topics:
    - o Where the industrial injury, which may constitute behavior against company policy, leads to termination from employment but should not be considered voluntary abandonment
  - Responsible for writing and researching Summary Judgment Motions and Trial Briefs

**University of Toledo—Office of Legal Affairs; Toledo, OH** (*Aug. 2007-Nov. 2007*)

- Extern through the University of Toledo College of Law Public Service Externship Clinic
- Completed research projects regarding the Establishment Clause, employment, and education law

**Monroe County Office of the Prosecuting Attorney; Monroe, MI** (*May 2007-July 2007*)

- One of ten students selected for a fellowship in the Reinberger Honors Program in Prosecution
- Represented the Office of the Prosecuting Attorney in misdemeanor bench trials and formal hearings
- Negotiated plea agreements in misdemeanor cases and interviewed witnesses in misdemeanor and felony cases
- Researched and wrote appellate briefs regarding:
  - Inappropriateness of executive clemency related to immigrant status
- Researched and wrote several responsive briefs including:
  - Opposition to motion to suppress evidence of blood alcohol tests and defendant's statements

**Tort Law Journal of Ohio** (*Mar. 2006-Mar. 2008*)

- Research Assistant for Baldwin's Ohio Practice: Tort Law (responsible for three sections of the book)
- Staff Writer through *Thomson West* responsible for 3-5 case summaries on a bi-monthly basis
  - Monitor opinions of two courts focusing on all aspects of tort law (Ohio Supreme Court (*Mar. 2007-Mar. 2008*); Seventh District Court of Appeals (*Mar. 2006-Mar. 2007*))

**United States Attorney's Office; Toledo, OH** (*May 2006-Aug. 2006*)

- Extern through the University of Toledo College of Law Public Service Externship Clinic
- Researched and drafted a response brief to a Motion to Withdraw a Guilty Plea
  - Addressed defendant's claims of ineffective assistance of counsel and coercion by the government

**COMMUNITY AND VOLUNTEER INVOLVEMENT**

**Pro Bono Protective Order Project; Indianapolis, IN** (*Aug. 2008-January 2013*)

- Assist low income individuals in presenting a case in order to receive a Civil Protection Order

**Court Appointed Special Advocate (CASA); Toledo, OH** (*Sept. 2005-Dec. 2007*)

- Advocate who managed child abuse, neglect, and dependent cases and provided documentation to the court

**El Paso County Sheriff's Office; Colorado Springs, CO** (*Mar. 2004-June 2005*)

- Victim Advocate; provided 346 hours of volunteer service to El Paso County

**OTHER EMPLOYMENT**

**University of Colorado at Colorado Springs** (*Aug. 2003-June 2005*)

- Assistant Director—Office of Residence Life and Housing
- Supervised Two Graduate Assistants, 24 Resident Assistants, and four desk assistants
- Coordinated eviction notices due to behavior education removals
- Official Hearing Officer: Codified the Student Handbook addressing functionality of the complaint system
- Co-advisor to student newspaper *The Scribe*
  - Advised students and staff members in making decisions related to libel and human resources

## MIKE POLETIKA, M.P.A.

302 E. Washington St. ▪ Indianapolis, IN 46038 ▪ 317-462-8790 ▪ Michael.Poletika@dcs.IN.gov

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### EDUCATION

**Indiana University** Bloomington, IN  
O'Neill School of Public and Environmental Affairs May 2016  
*Master of Public Affairs*  
Concentration: Policy Analysis  
Dean's Council Fellow

**Indiana University** Bloomington, IN  
*Bachelor of Arts* May 2011  
Majors: Political Science, History, Germanic Studies

### PUBLICATIONS

Poletika, Michael. (2018). Kids Count in Indiana 2017 Data Book: A Profile of Child Well-Being. *Indiana Youth Institute*: Indianapolis, IN.

Bradley, A. & Poletika, M. (2017). Clearing the Jobs Pathway: Removing Non-Academic Barriers to Adult Student Completion. *Indiana Institute for Working Families*.

Poletika, Michael. (2016). Postsecondary Pathways: College and Career Considerations for Young People. *Indiana Youth Institute*.

Poletika, Michael. (2016). Mind the Gap: Educational Achievement Gaps in Indiana. *Indiana Youth Institute*.

Poletika, Michael. (2016). What is Payday Lending? *Indiana Institute for Working Families*.

Poletika, Michael. (2016). Supplemental Nutrition and Indiana's SNAP Asset Limits. *Indiana Institute for Working Families*.

### INTERNAL DEPARTMENT OF CHILD SERVICES REPORTS

Docs InCASE Program Survey Report (2019)  
PEDS Program Survey Report (2019)  
Residential Facility Survey Report (2019)  
Department of Child Services Auditor Survey Report (2019)  
Repeat Maltreatment and Placement Length (2019)  
Responding to Teen Sexting Hotline Reports (2020)  
Pre-adolescent Sexual Behavior Problems (2020)  
Human Trafficking Hotline Screening (2020)  
Education Services Survey Report (2020)  
Safe Systems Improvement Tool Survey Report (2020)

### EXPERIENCE

**Indiana Department of Child Services** Indianapolis, IN  
*Research Analysis* Aug 2019-Present

- Developing survey questionnaires to gain insights from stakeholders and presenting results to executives
- Writing queries in SQL Server and Postgres to build datasets for statistical analysis and data visualization

- Conducting statistical analyses in R and writing reports to inform leadership about the Agency's performance and policy
- Building Tableau dashboards to present research findings in an interactive environment

**Indiana Youth Institute**

Indianapolis, IN

*Data Program Manager*

Mar 2016-Sep 2017

- Authored a book on the well-being of Indiana's children, with 778 citations and 110 visualizations, that serves a foundational information resource for Indiana's youth-workers and policymakers
- Wrote briefs for youth-workers to inform their work with students struggling academically and exploring career opportunities for post-high school success
- Presented county-level child well-being data for identifying child needs to community leaders

**Indiana Institute for Working Families**

Indianapolis, IN

*Research Associate*

Oct 2015-Mar 2016

- Reported non-academic barriers to adult student degree completion in higher education to Indiana's Lieutenant Governor in a co-authored publication
- Synthesized research into policy briefs that led discussions with senior Indiana legislators about protecting consumers from predatory lenders and making SNAP benefits more accessible
- Organized a coalition of consumer advocacy groups in defeating a predatory payday lending bill

**Basis Policy Research**

Grand Rapids, MI

*Associate*

June 2014-July 2015

- Managed, cleaned, and analyzed data to identify the performance of and compensation for hundreds of educators in a consortium of eight school districts
- Created school performance analytic reports for three large archdioceses to inform diocesan leaders about how their schools were performing nationally and within the archdiocese
- Learned a new branch of statistics in order to measure the psychometric properties of educator evaluation instruments
- Conducted field survey research at the North Carolina General Assembly to collect data in an investigation of the relative influence of advocacy organizations in the statehouse
- Wrote literature reviews that informed the design of educational research projects

**Indiana University, School of Public and Environmental Affairs**

Bloomington, IN

*Research Assistant*

Aug 2012-May 2014

- Used ArcGIS and Stata to conduct study on effects of school choice competition on public school publications
- Wrote literature reviews on charter schools and school finance policies
- Supported supervising professor's research on school-supporting nonprofits

**Indiana University**, Center for Evaluation and Education Policy  
*Graduate Research Assistant*

Bloomington, IN  
May 2013-August 2013

- Developed and administered surveys in Qualtrics to provide up-to-date information about student progress in program preparing first students for success in graduate school
- Conducted a literature review on peer mediation and bullying prevention programs to secure funding for a National Institutes of Health grant application
- Managed a school finance referenda database used by policymakers to identify tax policy trends

**Indiana University**, Office of Student Financial Assistance  
*Financial Aid Advisor*

Bloomington, IN  
May 2010-June 2011, June 2012-Aug 2012

**Indiana University Purdue University Indianapolis (IUPUI)**  
*Financial Aid Advisor*

Indianapolis, IN  
June 2011-May 2012

- Provided advice to students on how to maximize grant aid and steps to reduce student loan debt
- Fulfilled student loan adjustment requests for all IUPUI students
- Developed a departmental performance measurement system to improve student services



# Elisabeth S. Wilson

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## EDUCATION

M.S. Department of Biological Sciences, North Dakota State University, May 2019, GPA: 4.0.

Thesis: *Nest Cavity Temperature Impacts Nest Choice and Development of Megachile rotundata*

Adviser: Julia H. Bowsher

*3 Minute Thesis Winner*

B.A. Biology: Sociology, DePauw University, 2017, Cum Laude.

Sociology Thesis: *Legislators as Peer Reviewers: How legislators influence scientific research produced by the United States Department of Agriculture (USDA) (Received the Prindle Prize for works of ethical importance)*

Adviser: Alicia E. Suarez

## PUBLICATIONS

Kearney, AD., Kestian, HJ., Miller, EA., Terry, S., Victor, B., **Wilson, ES.**, Fluke, J., (*In Prep*). "Screening Threshold Analysis in Child Welfare: a US Example" (*In Prep for Child Welfare Review*).

Goodwin, BG., Kestian, HJ., Miller, EA., Terry, S., Oware, M., **Wilson, ES.**, (*In Prep*). "Text Mining and the Examination of Language used to Report Child Maltreatment: How Language Impacts Child Welfare Interaction" (*In Prep for Journal of Child Abuse and Neglect*).

Kearney, AD., Kestian, HJ., Miller, EA., Terry, S., Victor, B., **Wilson, ES.**, (*In Prep*). "Advocating for Foster Parent Youth and their Children: Implications for Policy Change" (*In Prep for Journal of Adolescent Health*).

**Wilson, ES.**, Murphy, C.E., Wong, C., Yocum, GD., Rinehart, JP., and Bowsher, JH., (*In Prep*). "Nesting temperature impacts development and body size of *Megachile rotundata*" (*In Prep for Environmental Entomology, submit July 2020*).

**Wilson, ES.**, Murphy, C.E., Yocum, GD., Rinehart, JP., and Bowsher, JH., (2020). "Microclimate impacts nesting choice of *Megachile rotundata*" *Environmental Entomology*.

Melicher, D., **Wilson, ES.**, Yocum, GD., Peterson, S., Rinehart, JP., and Bowsher, JH., (2019) "Long distance transportation causes temperature stress in the honey bee, *Apis mellifera*" *Environmental Entomology*

Royaute, R., **Wilson, ES.**, Helm, BR., Mallinger, RE., Jarrad, P., Greenlee, KJ., and Bowsher, JH., (2018). "Phenotypic integration in an extended phenotype: among-individual variation in nest-building traits of the alfalfa leafcutting bee *Megachile rotundata*" *Journal of Evolutionary Biology*. 31(7):944-956.

## RESEARCH AND TRAVEL GRANTS

- 2019 WAGS 3 Minute Thesis Grant. *This grant provided funding to present at the Council of Graduate Schools Annual Meeting. \$850*
- 2018 College of Science and Mathematics Graduate Student Travel Grant Program, North Dakota State University \$250.
- 2018 AAAS-CASE Workshop Participant (American Association for the Advancement of Science, Catalyzing Advocacy for Science and Engineering). Nominated by the Dean of the College of Science and Math to represent NDSU \$1,645.28.
- 2017 Shockey-Scooby Graduate Award. Doctoral Dissertation funding, \$6,000.
- 2016 Student Research and Artistic Grant, DePauw University \$600.
- 2016 Dr. Frederick Hendricks Student Travel Award, DePauw University \$500.
- 2016 National Science Foundation Research Experience for Undergraduates (REU) North Dakota State University “Experimental studies of adult behavior and performance, *Megachile rotundata*” \$4,500.
- 2016 Student Research and Artistic Grant, DePauw University \$120
- 2015 Steven S. Clark Endowed Fund for Student-Faculty Environmental Research. “Phenotypic variation in floral traits of *Saponaria officinalis*.” \$3,000.
- 2015 Student-Faculty Summer Research Grant. “Phenotypic variation in floral traits of *Saponaria officinalis*.” \$1,500.
- 2014 Hubbard Center Summer Internship Grant. \$3,000

## INVITED TALKS

- 2020 “Non-academic Careers and Utilizing Your Degree”, Fargo, ND, April 9<sup>th</sup>
- 2020 “Plenary Speaker 3MT” Council of Graduate Schools, Nashville, TN, Dec. 7<sup>th</sup>
- 2019 “The Politics of Bees” DePauw University, Greencastle IN, Feb. 8<sup>th</sup>
- 2019 “Sharpening Presentation Skills: Conference Poser and Podium: North Dakota State University, Fargo ND, March 20<sup>th</sup>

## RESEARCH CONFERENCES AND POSTERS

- 2020 Fluke, JD., Wilcox, R., Kearney, AD., Kovan, N., Kestian, HJ., **Wilson, ES.**, “Predictive Analytics in Child Welfare Decision Making – Screening Threshold Analysis: a US example” Research talk at The European Scientific Association on Residential and Family Care for Children and Adolescents (EUSARF).
- 2020 Bowsher, JH., **Wilson, ES.**, Singh, P., Murphy, C., Yocum, GD., Rinehart, JP., “The regulation of diapause initiation in solitary bee *Megachile rotundata*” Research talk at International Congress of Entomology
- 2019 **Wilson, ES.**, Wong, C., Murphy, C., Yocum, G., Rinehart, JP, Bowsher, JH., “The influence of Nest Cavity Temperature on Fitness and Diapause Incidence in Solitary Bee *Megachile rotundata*” Research talk at Entomological Society of America St. Louis, Missouri.
- 2018 **Wilson, ES.**, Murphy, C. Yocum, GD., Rinehart, JP., and Bowsher, JH., “Too Hot in Here: Heat stress impacts reproduction of *Megachile rotundata*” Poster Presentation, Entomological

Society of America Vancouver, Canada. (Received 1<sup>st</sup> Place in Graduate Student Poster Competition)

- 2018 Murphy, C., **Wilson, ES.**, Yocum, GD., Rinehart, JP., and Bowsher, JH., "Is it hot in here or is it just bee? The effects of thermal heat stress on *Megachile rotundata* reproduction" Poster Presentation, North Dakota State University.
- 2017 **Wilson, ES.**, "Legislators as Peer Reviewers: How the government affects research produced by the United States Department of Agriculture (USDA)" Talk DePauw University Senior Showcase.
- 2017 **Wilson, ES.**, Helm, BR., Royaute, R, Mallinger, RE., Reinhart, JP., Greenlee, KJ., and Bowsher, JH., "Nest Building 101: Nest architecture reflects behavior and ecology of *Megachile rotundata*" Talk DePauw University Senior Showcase.
- 2017 **Wilson, ES.**, Helm, BR., Royaute, R, Mallinger, RE., Reinhart, JP., Greenlee, KJ., and Bowsher, JH., "Nest Building 101: Nest architecture reflects behavior and ecology of *Megachile rotundata*" Poster Presentation, The Society of Integrative and Comparative Biology, New Orleans, Louisiana.
- 2016 **Wilson, ES.**, Helm, BR., Royaute, R, Mallinger, RE., Reinhart, JP., Greenlee, KJ., and Bowsher, JH., "Nest Building 101: Nest architecture reflects behavior and ecology of *Megachile rotundata*" Poster Presentation, North Dakota State University.
- 2016 Madhavi, S., Tobin, M., **Wilson, ES.**, and Dudle, DA., "Relationships among flower color, flower size, and seed production in bouncing bet, *Saponaria officinalis*" Poster presentation Indiana Academy of Science.
- 2015 Tobin, M., **Wilson, ES.**, and Dudle, DA., "Phenotypic variation in floral traits of *Saponaria officinalis*." Poster presentation Research Fellows Fall Symposium DePauw University.

## INTERVIEWS

- 2020 Microclimate Pollinator Research, Fargo ND
- <https://entomologytoday.org/2020/03/03/alfalfa-leafcutting-bees-like-nests-that-face-north-study-shows/>
- 2019 Science Communication, Fargo ND
- [https://www.ndsu.edu/experience/professional\\_development?fbclid=IwAR0s-Uo70\\_FV7s-XezEfvIA\\_IyKtgNSiIttOburQAho-lQYppjVvyi60B1s](https://www.ndsu.edu/experience/professional_development?fbclid=IwAR0s-Uo70_FV7s-XezEfvIA_IyKtgNSiIttOburQAho-lQYppjVvyi60B1s)
- 2018 Pollinator Research, Fargo ND
- <https://www.mprnews.org/story/2018/10/22/students-researchers-look-to-research-bee-species-alfalfa-leafcutter>

## DEPARTMENT SERVICE

- 2018 Coordinated lab interviews with Minnesota Public Radio (MPR) and provided personal interview
- 2018 Invited Panelist for Undergraduate Research Student Panel, North Dakota State University

- 2018 Pollinator briefing to North Dakota Congressional Delegation, consisting of two U.S. Senators, one U.S. representative, state governor, and one sitting and former U.S. Secretary of agricultural USDA-ARS, Fargo, ND
- 2017 Grant Reviewer for Asher Social Science Fund, DePauw University, allocated funds from \$500-10,000

## **OUTREACH ACTIVITIES**

- 2018 Program Coordinator “Bring a Scientist to School” Bennett Elementary School Fargo, ND
- 2018 Interviewed for Minnesota Public Radio, on agriculturally important pollinator the alfalfa leafcutting bee
- 2018 Hosted Field Representative, Justin Hanson, from Senator Heidi Heitkamp’s office for Pollination Nation Poster Session, Fargo, ND.
- 2018 Facilitator for Girl Scout Big Event, Fargo, ND
- 2018 Facilitator for Expanding Your Horizons for women in STEM, Fargo, ND
- 2017 North Dakota State Giving Tree, biological sciences coordinator, Fargo, ND

## **FUNDRAISING EXPERIENCE**

- 2019 Pie Your Professor 2019, Fargo ND
  - Coordinated fundraiser to raise funds for the 1<sup>st</sup> Undergraduate Student Travel Scholarship raising \$1,000
  - Directed a social media campaign to involve alumni and other stakeholders
- 2017-2019 BSGSA NDSU Giving Tree, Fargo ND
  - Organized the collection of funds to buy Christmas presents for students supporting families over the holidays. In two years raised \$600 and supported nine families

## **LEADERSHIP EXPERIENCE**

- 2018 Undergraduate Mentor for Pollination Nation undergraduate research internship
- 2018 Outreach Coordinator Biological Science Graduate Student Association, Fargo, ND
- 2018 Social Media Coordinator Insect Cryobiology and Ecophysiology (ICE) Research Unit, @ColdBugLife
- 2018 Student Travel Leader for AAAS-CASE Workshop participants
- 2017 Captain of DePauw University Volleyball Team

## **TEACHING AND WORK EXPERIENCE**

- 2019-Pres Senior Research Analyst, Indiana Department of Child Services, Indianapolis, IN
- 2017-2019 General Biology 150 Lab Lecturer, North Dakota State University
- 2016-2017 Contemporary Society, Tutor, Sociology department, DePauw University

## **EXTRACURRICULAR AND RELEVANT EXPERIENCE**

- 2013-2017 Athlete, Varsity Volleyball Team, 3 NCAA Tournament Appearances, DePauw University

2013-2017 Kappa Kappa Gamma Fraternity, DePauw University  
2014-2017 Desk Manager, Indoor Track and Field Center, DePauw University  
2016-2017 Desk Manager, Lily Center, DePauw University  
2016-2016 First Year Resident Assistant, Campus Living and Community Development, DePauw University  
2013-2016 Volleyball Camp Counselor, DePauw University  
2016 Volunteer Volleyball Coach, Carterville Jr. High School, IL

## **AWARDS AND HONORS**

Eta Sigma Phi, Classics Greek Honors Fraternity  
Alpha Kappa Delta, Sociology Honors Fraternity  
Chi Alpha Sigma, National Athlete Honors Fraternity  
Dean's List, 2014-2016, DePauw University  
North Coast Athletic Conference Academic Honor Roll 2015-2017  
USA Select DIII Volleyball Travel Team  
Paul C. Glick Award, Outstanding Senior in Sociology  
Nominated by both the Biology and Sociology Departments to present original research at the Senior Showcase  
Prindle Prize awarded to the best Social Science project that has implications of ethical concern  
*"Legislators as Peer Reviewers: How legislators influence scientific research produced by the United States Department of Agriculture (USDA)"*