Research has shown a high prevalence of trauma exposure in children and families on child welfare caseloads and/or presenting to mental health clinics, reflecting the need for increased trauma-related treatment capacity in agencies serving children and adults. Addressing this need requires a collaborative university-agency approach to the workforce development challenges that impact agencies: (a) lack of trauma trained staff; (b) difficulties finding the time and funding to train and coach staff; (c) limited guidelines for selection of the best trauma treatment for specific client populations; (d) lack of clarity about the process required to successfully implement evidence-based treatments. Schools of social work and the wider field of social services must address how to best prepare the next generation of trauma-informed practitioners capable of providing evidence-based interventions.

Findings suggest that strong leadership and openness to evidence-based treatments that will improve client outcomes are essential contributors to organizational readiness. This framework is strongly aligned with implementation drivers identified in the literature:

- Adaptive leadership
- Technical leadership

Umbrella Factor
- Attitudes towards evidence-based practices
- Attitudes toward evidence-based trauma-informed practices
- Training and supervision of trauma-informed EBPs

Competency Drivers
- Facilitative administration: policy and formal systems
- Decision support data system
- Facilitative administration: staff resistance to change

To support EBP implementation, agencies must focus on the organizational factors that emerged as the most effective: strong, stable leadership; open attitude toward evidence-based practices; organizational infrastructure to support training and coaching linked to performance/fidelity measures. New knowledge about implementation science also reflects the need for social work curricula to include learning about effective implementation practices and processes as part of MSW student’s preparation to ensure this knowledge is embedded in their future practice.