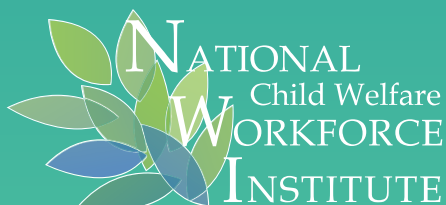


Workforce Development Planning & Assessment Tool Kit



**A Companion to the
Workforce Development Framework**



Learning, Leading, Changing

NCWWI | National Child Welfare Workforce Institute | October 2016

www.WDFtoolkit.ncwwi.org | www.ncwwi.org | www.myNCWWI.org



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TABLE OF CONTENTS

| | |
|--|----|
| INTRODUCTION | 5 |
| What is the Workforce Development Planning & Assessment Tool Kit? (And how is it different from the Workforce Development Framework?)..... | 6 |
| Why should an agency use the Workforce Development Tool Kit? | 6 |
| Who should use the Workforce Development Tool Kit?..... | 7 |
| How is the Tool Kit organized?..... | 8 |
| The Workforce Development Framework | 8 |
| What is the process for completing the Tool Kit? | 9 |
| How long will it take? | 10 |
| Points to Keep in Mind | 10 |
| Additional Tips..... | 11 |
| PLANNING PROCESS..... | 12 |
| Quick Guide To The Planning Process – | 14 |
| Step 1. Identify Need: Organizational Assessment..... | 15 |
| Worksheet Step 1. Identify Need: Organizational Assessment | 16 |
| Step 2. Gather Data: Environmental Assessment..... | 20 |
| Worksheet Step 2. Gather Data: Environmental Assessment. | 22 |
| Step 3. Analyze Workforce Supply and Demand | 25 |
| Worksheet Step 3. Analyze Workforce Supply & Demand. | 26 |
| Step 4. Identify Workforce Gaps | 29 |
| Worksheet Step 4. Identify Workforce Gaps | 30 |
| Planning Process Wrap-up..... | 32 |
| COMPONENTS & STRATEGIES | 33 |
| Step 5. Close the Gaps: Explore Workforce Development Components & Selected Strategies..... | 34 |
| Quick Guide: Exploring the Workforce Development Components: Where Do We Begin? | 36 |
| Workforce Development Component Worksheets | 38 |
| Worksheet A. Explore Vision, Mission, Values..... | 39 |
| Worksheet B. Explore Leadership | 41 |
| Worksheet C. Explore Job Analysis & Position Requirements | 43 |

| | |
|---|----|
| Worksheet D. Explore Education & Professional Preparation..... | 45 |
| Worksheet E. Explore Recruitment, Screening & Selection | 47 |
| Worksheet F. Explore Incentives & Work Conditions | 50 |
| Worksheet G. Explore Professional Development & Training | 52 |
| Worksheet H. Explore Organizational Environment..... | 54 |
| Worksheet I. Explore Community Context | 56 |
| Worksheet J. Explore Supervision & Performance Management | 58 |
| PUTTING IT ALL TOGETHER | 60 |
| Prioritizing | 62 |
| Worksheet Prioritizing | 63 |
| Workforce Development Action Plan..... | 66 |
| Worksheet Action Plan Template..... | 67 |
| Step 6. Monitor and Evaluate the Impact | 68 |
| Worksheet Step 6. Monitor And Evaluate | 69 |
| A FINAL WORD | 70 |
| Congratulations!..... | 72 |
| Your workforce development journey is well underway. | 72 |
| REFERENCES..... | 73 |


INTRODUCTION



**The Workforce Development Planning & Assessment Tool Kit:
A Companion to the Workforce Development Framework**

INTRODUCTION

What is the Workforce Development Planning & Assessment Tool Kit? (And how is it different from the Workforce Development Framework?)

The Workforce Development Framework (WDF) and the  **accompanying brief** were developed by the National Child Welfare Workforce Institute (NCWWI) in 2015 to provide critical workforce guidance to the field of child welfare. The **Framework** is based upon a comprehensive review of the workforce development literature across multiple professions in the public and private sectors and is intended to help child welfare agencies and leaders understand best and promising practices in developing a competent, committed, and diverse workforce, as well as an inclusive and welcoming workplace.

The *Workforce Development Planning & Assessment Tool Kit (Tool Kit)* is a companion resource to the **WDF**. The Tool Kit applies the Workforce Development Framework to an agency setting and offers a comprehensive and integrated approach for creating a workforce development roadmap. It guides users first through a Workforce Development Planning Process that introduces tools for systematically gathering information about the agency's current workforce strengths and gaps, as well as examining the internal and external contexts of the agency and how they influence its ability to hire and support a skilled workforce. Next, informed by the information generated by the planning and assessment process, the Tool Kit helps agencies explore eight distinct yet interconnected Workforce Development Components, providing examples of strategies that help "close the gap" between the agency's *current* workforce and the workforce *most needed* to support its mission and vision. Finally, using the results of a series of reflective questions, self-assessments, and ratings, the **Tool Kit** guides users in prioritizing and selecting one or more strategies to address the agency's workforce gaps, develop an Action Plan, and monitor and evaluate its impact.

Why should an agency use the Workforce Development Tool Kit?

The workforce is the most critical and essential resource of any child welfare agency. By recruiting and retaining a skilled and diverse¹ workforce reflective of the wide-ranging

¹ In this document, diversity refers to race, nationality, ethnicity, gender, age, sexual orientation, and class, a definition borrowed from *Facing Race: A Renewed Commitment to Racial Equity*. Minnesota Philanthropy Partners, October 2013.

backgrounds of its communities, an agency is more likely to achieve its mission to effectively serve children, youth, and families.

Furthermore, high staff turnover and inexperienced, unprepared staff are costly. For example, a recent study issued by the Sunset Advisory Commission (2014), on behalf of the Texas State Legislature, found that the cost to the state of *each* caseworker leaving the child welfare agency was estimated to be \$54,000. More importantly, turnover and inexperienced staff impact positive outcomes for children, youth, and families. Studies demonstrate that high worker turnover contributes to delays in the timeliness of investigations, reduced frequency of worker visits with children, and a reduction in the percentage of children achieving permanency (U.S. GAO, 2003; Flower, McDonald, & Sumski, 2005; Leung, 2010).

 [Access NCWWI's compelling rationale for *Why the Workforce Matters*.](#)

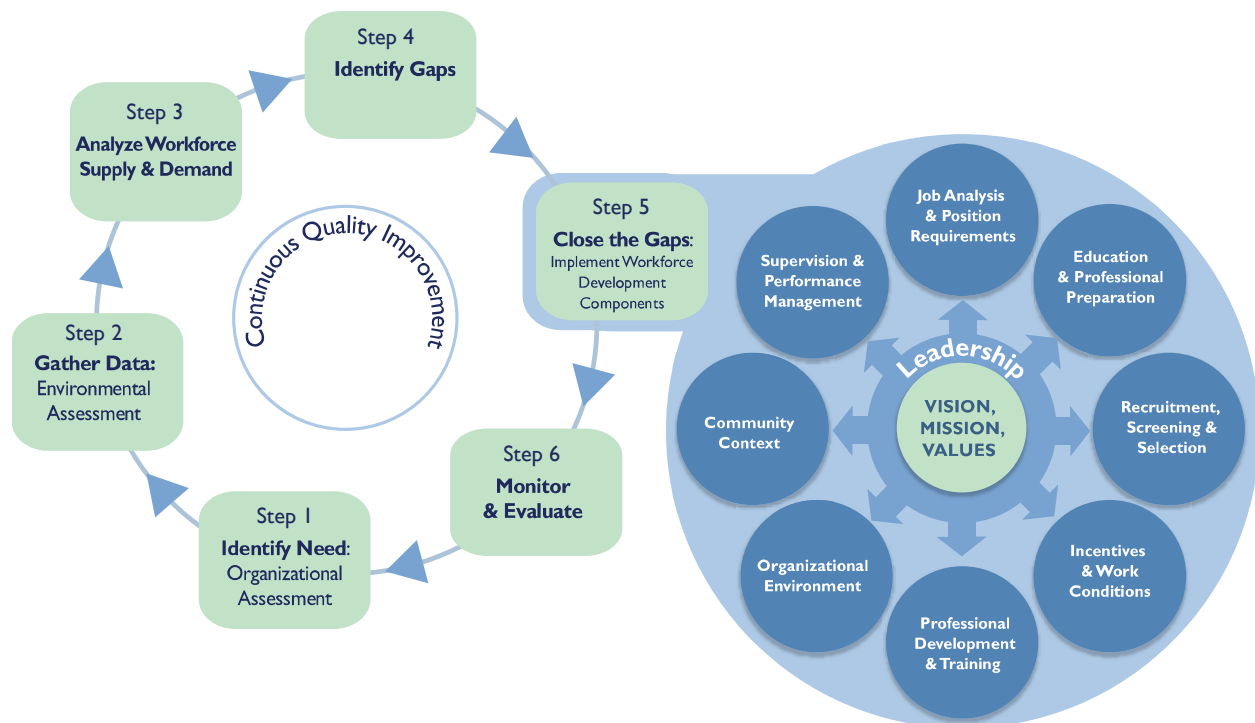
Research has also demonstrated the distinct but intertwined relationship between diversity and inclusivity in the workplace, and the complex but clear impact on organizational commitment, job satisfaction, intent to stay, and turnover (Hwang & Hopkins, 2014; Brimhall, Lizano, & Mor Barak, 2014). In order to effectively recruit and retain the workforce of the future, agencies must create a welcoming and inclusive culture and climate where staff experience mutual trust and respect and perceive themselves to be a valued part of the organization.

Who should use the Workforce Development Tool Kit?

Workforce development is more likely to succeed when accomplished through a collaborative process to ensure that it's thorough, intentional, and brings forth the knowledge, perspectives, and points of view of diverse team members. This Tool Kit is equally relevant for a public or private child welfare agency and is designed to be completed through a team approach. Depending upon the goals, the focus of workforce development may be for a state as a whole; a tribe; or a specific county, region, or a jurisdiction within the context of the larger child welfare system.

How is the Tool Kit organized?

The Workforce Development Framework



The Workforce Development Tool Kit is organized around the **Workforce Development Framework (WDF)** and is designed to explicitly link a thoughtful and intentional team-based workforce development planning process with that of selecting and implementing specific workforce development strategies intended to “close the gap.”

A comprehensive and integrated approach—considering “the big picture” before moving forward with specific strategies—will increase the likelihood that the strategies selected are in fact best suited to the unique workforce challenges within the agency and its external environment.

What is the process for completing the Tool Kit?

Completing the workforce development process from planning through implementation and evaluation, using an evidence-informed approach to systems change, will more likely lead to the intended outcomes. However, the workforce development process can't be accomplished by a single individual. An engaged team of diverse members committed to workforce development as foundational for a strong child welfare system must share the activities, including gathering the necessary information, offering multiple perspectives, assuming responsibility for implementation, and monitoring and evaluating the impact. Team members also share and receive information from peers and colleagues, communicating vertically—up and down the supervisory and reporting chain—as well as horizontally across the agency and with community partners and stakeholders.

Team membership can vary but ideally should include staff across multiple levels and roles within the agency—for example, child welfare middle managers and administrators, supervisors and front-line staff, union representatives, and human resources and budget staff. Workforce development is also accomplished within the context of the extended community. The workforce is a visible reminder of the agency's role supporting children, youth, and families, and it's critical to engage community members to help define current and future workforce needs. Consequently, team members should also include key community partners such as colleges and universities, stakeholders, and providers.

Typically, one or two members of the team (consider rotating these roles over time) assume the role of leader(s)/facilitator(s) and schedule meetings, work with team members to develop the agenda for each meeting, assign responsibilities or tasks, and develop timelines for action planning. However, team members, sharing a commitment to their common goal, also share responsibilities and workload and hold one another mutually accountable for moving forward.

The Workforce Development team should first engage in Steps 1–4 of the *Workforce Development Planning Process* to gather and consider the importance and significance of information about the workforce needs of the agency, scan organizational and environmental (and community) characteristics, and analyze workforce supply and demand. During the planning process, the team identifies current and emerging workforce gaps.

Next, the team reviews the *components* of workforce development and completes a series of assessments focused on these distinct, but interrelated, components. The review and ratings will:

- provide additional information about the agency's level of performance related to each workforce development component; and

- capture team members' individual and collective perspectives about how “doable” or difficult it will be to implement specific workforce development strategies that are relevant in addressing the workforce gaps, priorities, and needs of the agency as identified in the Workforce Development Planning Process.

Once the team explores and discusses potential strategies intended to help “close the gap” between the agency’s current and future workforce, the team will develop an Action Plan for the agency, including the steps, responsible parties, and timeframes, along with measures and benchmarks to monitor ongoing progress. Of course, it may not be feasible or practical to tackle all the strategies simultaneously, and those areas determined to be most urgent, or having the greatest impact on outcomes, will likely be prioritized. The team must also consider factors such as resource costs, agency and staff capacity, and leadership commitment so that the Action Plan is developmental, incremental and, most importantly, realistic and doable.

How long will it take?







Workforce development *planning, assessment, intervention, and monitoring* are ongoing processes. However, once the initial planning and assessment are completed, including the review and selection of strategies, the team should ideally complete the development of an Action Plan over a period of 3–6 months, with as few as 3 to as many as 10–12 meetings.

The Action Plan should include short- and long-term strategies, with timelines ranging from several weeks or months to a full 12 months. Of course, complex strategies such as ones requiring legislative changes, having a significant fiscal impact, or requiring negotiation with external partners will require additional planning, extended timelines, and greater stakeholder involvement. The Action Plan should reflect tasks and activities that can be reasonably completed within 12 months so that there is demonstrable progress towards the agency’s workforce development goals. Longer-term plans can be incremental in their design, building on the progress and taking into account barriers and challenges, which allows for developmental implementation and plan modifications.

Points to Keep in Mind

- The Tool Kit first guides the workforce development team through a series of steps in the planning process, centered on a philosophy of continuous quality improvement. The team is directed to reflect on specific questions and gather information about the agency, its organizational and community context, and factors impacting workforce strengths and challenges.
- Next, the Tool Kit directs the workforce development team to explore vision, mission and values; leadership; and eight distinct components of workforce development, as well as consider a series of indicators of an agency’s level of performance. The team

also reviews examples of strategies designed to strengthen a particular component and determine how “doable” that strategy might be for the particular agency.

- The team also considers the overall resource costs, agency capacity, and leadership commitment associated with specific strategies within the Workforce Development Components.
- All of this information contributes to the development of the agency’s tailored Action Plan. To support an agency’s capacity to implement and sustain its Action Plan, the Tool Kit provides links to resources and tools on  **MyNCWWI** specifically focused on  **change management and implementation**.
- This Tool Kit draws from, and builds upon, a number of excellent workforce development resources from the public and private sector, with the goal of bringing them together in one place for a child welfare audience. Throughout the Tool Kit, there are **hyperlinks** to relevant resources that support further learning and exploration of select topics.
 - Look for the  icon to see useful and relevant examples of workforce development models, assessment templates, and tools used in other professions or jurisdictions.
 - Look for the  icon, for links to the comprehensive array of resources and information found on the MyNCWWI website.
 - NCWWI’s  **One-page summaries** and  **e-learnings** are also linked. These include relevant research articles and reports with critical findings and workforce implications, as well as short, online “micro-learnings.”

Additional Tips

Workforce development efforts are most successful when accomplished by a committed team with shared goals and clarity of intent, supported by a strong commitment from the agency’s leadership team.

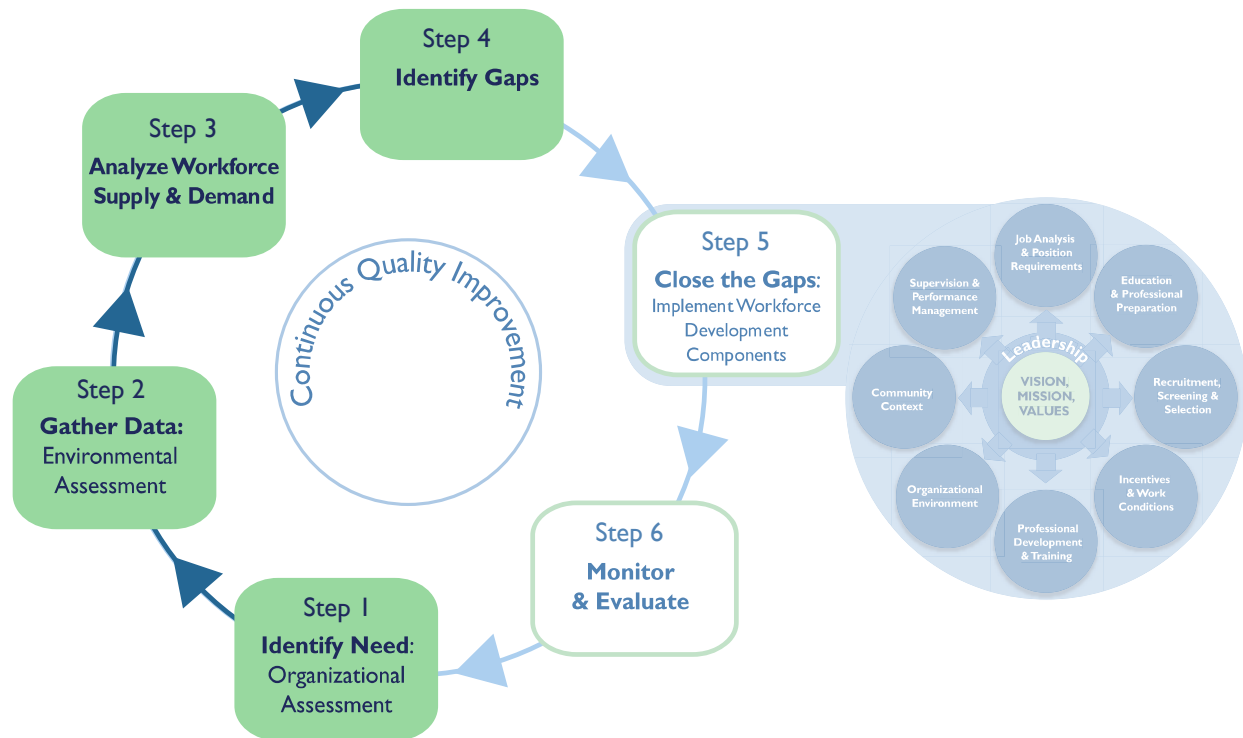
A team’s ability to move forward can sometimes be delayed while waiting for “one last piece” of information. It’s important to balance the desire for more information with the importance of moving forward in order to complete and implement the priorities in the agency’s Action Plan. Flexibility is key in order to revisit the Action Plan along the way, in order to accommodate necessary adjustments.

Most importantly, it is critical that the Action Plan be realistic and based upon what is doable and achievable. Workforce development is an ongoing process, as the agency’s goals, activities, and environment will evolve over time.

Workforce Development **PLANNING PROCESS**



Workforce Development PLANNING PROCESS







During Steps 1–4, a series of instructions and worksheets guide your team in gathering information about the workforce needs of the agency, scan organizational and environmental (and community) characteristics, and analyze workforce supply and demand. Print or download and review the instructions for each step before beginning, and decide as a team the best way to complete that step. For example, you may choose to assign specific information-gathering tasks as “homework” to one or more individuals to bring back for review and consideration by the entire team. Once the information is gathered, the questions posed under “Summing it Up” are important ones to discuss as a team to ensure that multiple points of view are taken into account. This information will point to current and emerging workforce gaps and provide a snapshot of your agency.

Now, complete the steps in the assessment and planning process, beginning with Step 1.

The following **Quick Guide: Overview of Steps 1–4** provides an overview and summarizes each of the first four steps, including the information collected (inputs) and knowledge gained (outputs) by your team.

QUICK GUIDE:

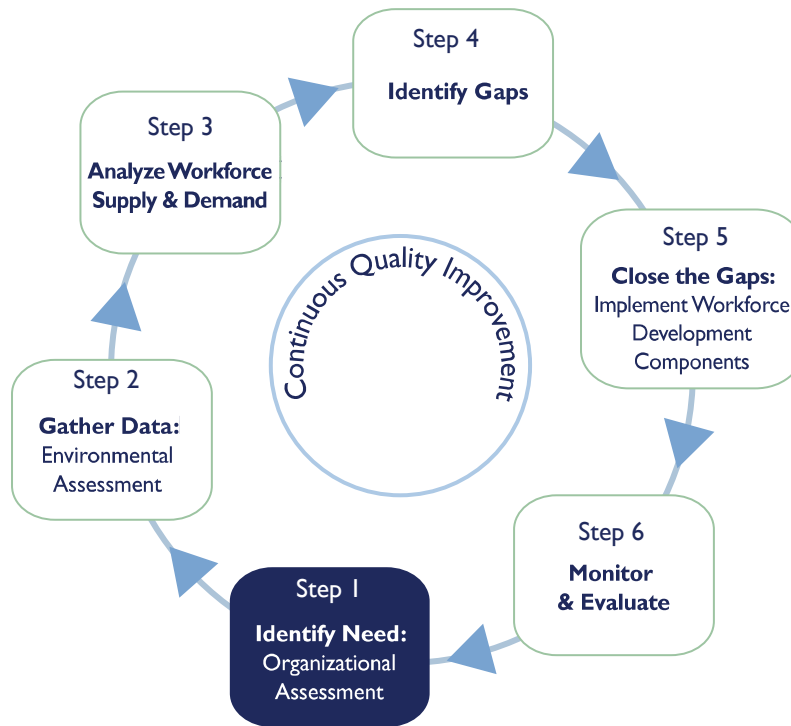
OVERVIEW OF STEPS 1-4¹

| Step in the Workforce Planning Process | Information Gathered (Inputs) | Knowledge Gained (Outputs) |
|--|---|--|
| Step 1 Identify Need: Organizational Assessment  | <ul style="list-style-type: none"> Mission & vision statements Core values statement Strategic plan, program evaluations or legislative audits Newly funded grants, proposals, IV-Waivers | <ul style="list-style-type: none"> Relevant information about current programs & anticipated changes impacting agency direction |
| Step 2 Gather Data: Environmental Assessment  | <ul style="list-style-type: none"> Assessment of agency culture & climate Job satisfaction, HR exit interviews Funding increases & decreases Legislative & policy changes Characteristics of community & demographics Emerging trends in demographics; immigration, net migration into/out of community | <ul style="list-style-type: none"> Factors impacting agency culture/ climate & staff morale Social trends & issues impacting community Economic conditions impacting labor pool & workforce Industry & generational shifts impacting agency & community |
| Step 3 Analyze Workforce Supply & Demand  | <p>Supply</p> <ul style="list-style-type: none"> Workforce levels Demographic information Hiring & turnover trends <p>Demand</p> <ul style="list-style-type: none"> Agency program & budget plans Analysis of jobs needed Analysis of needed skills, knowledge & competencies | <ul style="list-style-type: none"> Current workforce profile (number of staff, salary, educational level, skill assessment, classification, tenure, supervisory ratio, diversity) Trends/predictors (turnover, retirement rates, replacement patterns) Workforce skills inventory Future workforce profile (types of jobs needed, number of staff needed & workload, staff skills & competencies needed) Impact of technological advancements on future workforce |
| Step 4 Identify Workforce Gaps  | <p>Information Gathered and Summaries of:</p> <p>Step 1: Organizational Assessment</p> <p>Step 2: Environmental Assessment</p> <p>Step 3: Workforce Supply & Demand</p> | <ul style="list-style-type: none"> Overall workforce strengths Overall workforce challenges & gaps |

>> OUTCOME: A Snapshot of Your Agency's Workforce Planning & Assessment Results

¹Adapted from Cornerstones for Kids. (2006). Workforce planning overview. Washington, DC: CPS Human Resources Services & National Child Welfare Workforce Institute. (2013). A comprehensive workforce strategy to advance child welfare outcomes. Albany, NY: Author.

Step 1. Identify Need: Organizational Assessment



Examine in broad terms the overall mission, vision, and purpose of your agency—now and into the future—and the current and anticipated program direction. Assemble any documents that include relevant information about your current programs and any anticipated changes, current and emerging trends, and the impact on, and implications for, the workforce. This information may come from multiple sources, such as reports summarizing recent strategic planning processes, internal or external program evaluations or reviews, or legislative or fiscal audits.

Complete the following Worksheet:

Step 1. Identify Need: Organizational Assessment (next page)

» Step 1 WORKSHEET

Identify Need: Organizational Assessment




Assign team members the responsibility of locating and gathering relevant information that will inform your responses to the questions. The information may be found in multiple sources that are described in the Step 1 Worksheet. Download the Step 1 worksheet and record and save your responses. You are encouraged to individually reflect on the questions and then come together as a team to compare and contrast your responses. Reflecting upon the answers helps you and your team members think about the current and future direction of your agency and its workforce.

STOP ⚡ Download, save, and work in your saved worksheet!

Consider the following questions and gather existing information. Save relevant documents and/or record your responses to the questions below.

Your Agency's Current and Future Direction:

1. Review the mission and  **vision statement** of your agency. If one is not available, consider the question: "Why does your agency exist?"

 **LEARN MORE** about *Leading Change with Vision* and see **sample vision statements**.

2. What are the core values of your agency? These may be reflected in the agency mission and vision statement or in your Practice Model Statement, or elsewhere. If these have not already been articulated, consider the following question: "What beliefs about your agency, staff, and clients drive your agency's behavior and performance?"

4. Consider the agency's program plans for the future. Again, review the information collected and reflected in the agency's strategic plan, or other documents that describe anticipated program changes.
5. What, if any, program or mission changes do you see on the horizon?

 **LEARN MORE** with a short video about Leading Change with Vision.

Summing It Up

What does the information tell you about your agency and its overall mission and direction? Dig deeper to consider the questions below and summarize your responses in a few paragraphs.

1. What information is most useful to you?
2. What does it tell you about your agency?
3. What else do you need to know? For example, what are the critical gaps in information? What information is not available or missing? How will you obtain missing information, and how you will best move forward in the interim?

Now, consider your responses. On a scale of 1 = less important/significant to 5 = more important/significant, how important or significant is this information for your own agency's workforce planning?

Importance/Significance of Step 1 Information:

(less important/
significant)

(more important/
significant)

1

2

3

4

5

Keep In Mind:

Before you develop your Action Plan, your team will return to this information and your rating and consider how they influence the selection of strategies and development of your Action Plan.

Step 2. Gather Data: Environmental Assessment



In Step 2, continue your assessment by scanning the internal and external strengths, weaknesses, opportunities, and threats (SWOT) of your organization. Using comprehensive, accurate, and reliable information provides essential knowledge about the agency and factors impacting the workforce. For example, this might include information about your agency's culture and climate gathered through an organizational assessment and/or job satisfaction survey. Exit interviews with staff who are leaving the agency can also provide important information.

 [Access a 1-page summary about the impact of organizational culture.](#)

The environmental assessment should also include information about budget conditions and funding levels, economic conditions such as unemployment rates or changes in local industry, as well as statutory or policy changes that will impact the workforce. The assessment also includes information about the community context, including social and economic trends, challenges, and community strengths—for example, strong partnerships or economic growth and development. Finally, demographic information about the community at large, including race and ethnicity, immigration patterns, and cultures of origin, etc., can contribute to a better understanding about the extent to which the workforce is reflective of those served, as well as how the agency can better meet the needs

of the community. Community members participating on the Workforce Development Team are key partners in identifying and gathering data as well as completing the SWOT analysis during this step. *Note: Demographic information about the workforce is more fully explored in Step 3: Analyze Supply and Demand.*

Complete the following Worksheet:

Step 2. Gather Data: Environmental Assessment (next page)

» Step 2

WORKSHEET

Gather Data: Environmental Assessment



Assign team members the responsibility of locating and gathering the relevant information that will inform your responses to the questions. The information may be found in multiple sources. Download the Step 2 worksheet and record and save the information and your responses. You are encouraged to consider the questions as individuals, and then come together as a team to compare and contrast your responses. Reflecting upon the answers provides you and your team members with critical information about your agency's strengths, weaknesses, opportunities and threats, and internal and external factors impacting the workforce.

STOP ⚡ Download, save, and work in your saved worksheet!

Locate and check off the information as it is assembled. Download and save this worksheet, along with the information that your team collects.

Reports or survey results regarding agency culture and climate

Job satisfaction survey results

HR exit interviews

Current funding and anticipated increases or decreases in reimbursable funding

Budget trends and patterns, budget philosophy or goals

Legislative changes and departmental/agency initiatives

Legal and statutory changes (consider upcoming elections and potential impact)

Changes in policy, rules, or other mandates as a result of **consent decrees or litigation** 🍃

State/county/community demographic forecast (consider characteristics such as age, race, ethnicity, gender, immigration and retirement patterns, etc.)

Where can your team find demographic information? Places to look:

Your state or agency's human resources data and reports

Your state's Department of Labor and Employment

National Labor Force Statistics—Demographics 📄

Bureau of Labor Statistics: Occupational Handbook 📄

U.S. Census Bureau 📄

Consider the Following Questions:

1. Are there specific social trends and changes or issues impacting your community, such as health, mental health, or substance use concerns?
2. What economic and education conditions impact the labor pool of a qualified workforce and/or impact your agency and community?
3. Are there technological or industry changes or generational shifts that facilitate or create challenges for your agency in the community?

Summing It Up

What does the information tell you about your agency and the internal and external factors impacting the workforce? Dig deeper to consider the questions below and summarize your responses in a few paragraphs.

1. What information is most useful to you?
2. What does it tell you about your agency?
3. What else do you need to know? For example, what are the critical gaps in information? What information is not available or missing? How will you obtain missing information, and how you will best move forward in the interim?

Now, consider your responses. On a scale of 1 = less important/significant to 5 = more important/significant, how important or significant is this information for your own agency's workforce planning?

Importance/Significance of Step 2 Information:

(less important/
significant)

(more important/
significant)

1

2

3

4

5

Keep In Mind:

Before you develop your Action Plan, your team will return to this information and your rating and consider how they influence the selection of strategies and development of your Action Plan.

Step 3. Analyze Workforce Supply and Demand



During Step 3, perform a supply and demand analysis informed by the environmental assessment, which includes current trends in staff turnover, past and projected rates of retirement and internal vacancies, and the demographic characteristics and makeup of the staff and labor force in the community. Examples of some of the types of data that inform this step include race, ethnicity, age, gender, and language. Analyze demand by examining future activities (such as implementation of a new practice model) and anticipated workload, along with staff composition (education, knowledge, diverse skills, etc.), required for the delivery of **your organization's** current and future programs and services.

Complete the following Worksheet:

Step 3. Analyze Workforce Supply & Demand (next page)

» Step 3 WORKSHEET

Analyze Workforce Supply & Demand



Assign team members the responsibility of locating and gathering the relevant information to inform your responses to the questions. The information may be found in multiple sources. Download the Step 3 worksheet and record and save the information and your responses. Individually consider the questions, and then come together as a team to compare and contrast your responses. Reflecting upon the answers provides your team with critical information about your agency's workforce supply and demand.

STOP ⚡ Download, save, and work in your saved worksheet!

Gather Information - Locate and check off the information as it is assembled. Download and save this information along with the worksheet.

SUPPLY:

Number of employees

Job applications—trends and sources of new employees (e.g., recent graduates and their university, transfers from within the agency or from external community agencies and other states, etc.)

Demographic characteristics and diversity of applicants and new hires:

- Average age, racial, and ethnic distribution; gender distribution; educational attainment

Information about tenure and length of employment (e.g., average years of employment with this agency; the percentage of staff within specific ranges by position, function, unit, etc.)

LEARN MORE with this sample template that you can use to capture this information

Caseload and/or workload data

Staffing patterns within the agency (percentage of staff by function and position)

Current rate of authorized positions (full-time equivalents) that are vacant and average number of days/weeks that it takes to fill a position

Annual turnover rate by position and function (Note: the definition of “turnover” can vary across child welfare agencies, but here it is defined as the rate at which staff leave a workforce and must be replaced - i.e. it is based on separation from an organization, and not movement within.). A simple formula to calculate turnover is:

$$\left(\frac{\text{\# of employees who left during the period}}{\text{\# of employees at the beginning of the period}} \right) \times 100 = \text{Turnover Rate}$$



Labor market conditions (state/local employment rates for people with necessary qualifications)

NOTE: This is a simple formula to calculate turnover. **LEARN MORE** with this article that provides a slightly different approach to obtaining an “overall turnover” rate and also does a nice job of explaining why/how you would get at a turnover rate for different groupings of employees, such as new employees.

Consider the Following Question

What planned, current, and future activities may impact the workload of your staff or workforce needs? Be specific. Consider the alignment of your staffing needs with your mission or vision.

Current and Future Demand

Instructions: Now, forecast the overall number, type, and skills of staff needed in your agency, based upon the current supply and anticipated future needs. These needs should be based on the agency's program direction and budget plans, recognition and prioritization of the value of a diverse workforce, and a realistic estimate of future demand. Consider each grouping:

1. By function (e.g., initial assessment or "intake" versus in-home staff)
2. By position (e.g., social workers/case managers, supervisors, MIS staff, etc.)
3. By location (e.g., by # of staff within a county or office, or within a region, school district)
4. By needed core or advanced skills, knowledge, and competencies
5. By other characteristics such as language proficiency or education level (e.g., languages spoken by families residing within or immigrating to the area, or # of staff trained in substance abuse counseling and intervention)

Summing It Up

What does the information tell you about your agency and its current and future workforce (staff) supply and demand?

Dig deeper to consider the questions below and summarize your responses in a few paragraphs.

1. What information is most useful to you?
2. What does it tell you about your agency?
3. What else do you need to know? For example, what are the critical gaps in information? What information is not available or missing? How will you obtain missing information, and how you will best move forward in the interim?

Now, consider your responses. On a scale of 1 = less important/significant to 5 = more important/significant, how important or significant is this information for your own agency's workforce planning?

Importance/Significance of Step 3 Information:

(less important/
significant)

(more important/
significant)

1

2

3

4

5

Keep In Mind:

Before you develop your Action Plan, your team will return to this information and your rating and consider how it influences the selection of strategies and development of your Action Plan.

Step 4. Identify Workforce Gaps



This comparison between the current workforce and the nature of the work and anticipated future direction and need leads to identifying areas of unmet need in “human capital”—the “workforce gaps.” The information gathered and knowledge gained by your team in Steps 1–3 are vital to identifying and understanding areas of unmet need. Where does your agency meet or fall short of the workforce resources needed to fulfill its mission? This step—a gap analysis—also points out racial or ethnic disparities or underrepresented social identity groups in the composition of your workforce.

Complete the following Worksheet:

Step 4. Identify Workforce Gaps (next page)

» Step 4

WORKSHEET

Identify Workforce Gaps



Review the information collected and assembled during Steps 1–3. Now you have the information you need to compare the current available resources (supply) with the needed resources (demand) for the future—this is a “gap analysis.” This comprehensive set of information is a “snapshot” of the critical factors and characteristics of your agency and community that describe and impact the workforce. You have identified workforce gaps through a planning process of collecting relevant information, reflecting on critical questions, and interpreting the importance and implications of what you have learned about your staff, agency, and community.

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As you review all of the information, consider the following:

1. What are your agency’s overall workforce strengths? Be specific. What characteristics of your agency and workforce are strengths? Do you anticipate that these strengths will continue into the future and contribute to an effective workforce?

2. What are your agency's workforce challenges and gaps? Be specific. Define the problem. Consider the root causes. What is your theory about the possible causes of this particular challenge or gap? Do you anticipate these challenges will continue into the future and contribute to future workforce gaps?

This information lays the groundwork for closing the gaps by identifying the most appropriate strategies from the multiple integrated components of workforce development.

LEARN MORE:



Georgia Department of Administrative Services—Workforce Planning



Washington State Human Resources—Workforce Planning Guide



Office of Personnel Management



Self-Assessment Workbook for Building a Stable and Quality Child Welfare Workforce



Workforce Planning Portal



Workforce Development Process—Fairfax, Virginia

Planning Process Wrap-up

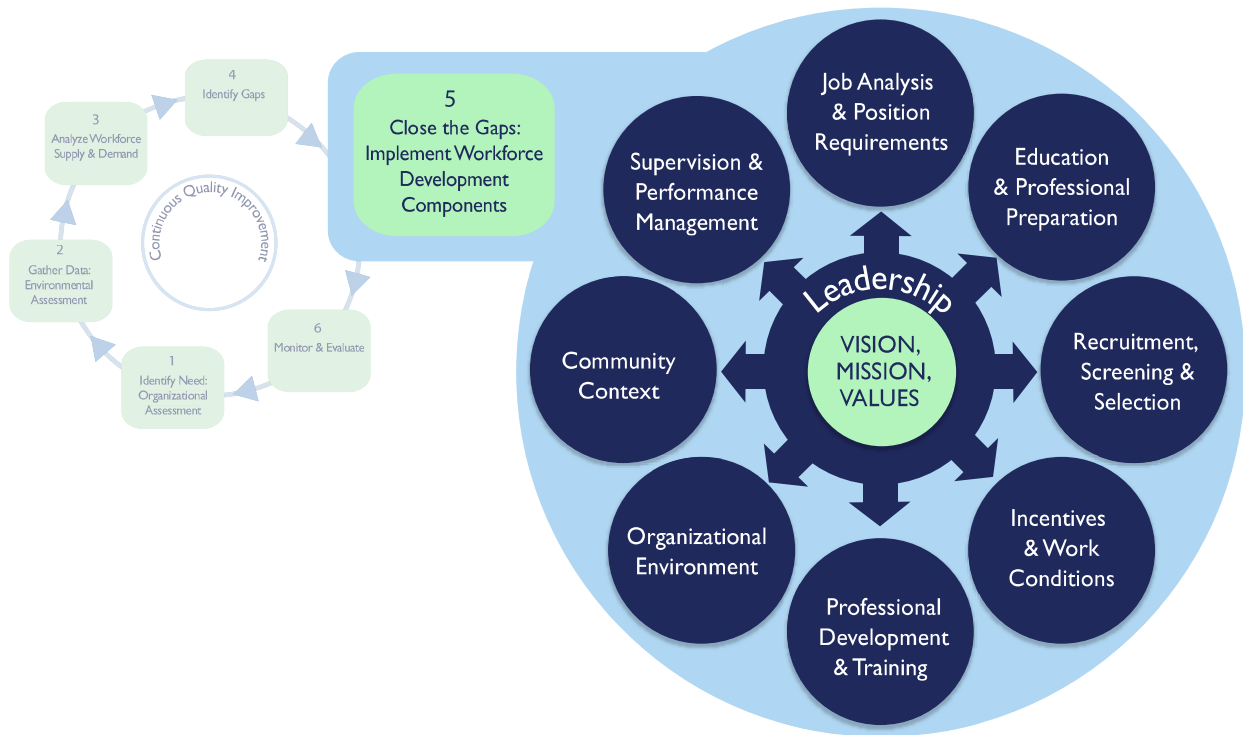
Next, your team will use the information that you've gathered, along with your rating of the importance or significance of that information, to begin to prioritize and consider an array of possible workforce development intervention(s). Through a series of structured activities, you, along with your team, will examine various strategies within each component of workforce development and determine what strategies are most relevant and feasible for your team and agency to implement as you attempt to "close the gap."

Workforce Development **COMPONENTS & STRATEGIES**



Workforce Development COMPONENTS & STRATEGIES

Step 5. Close the Gaps: Explore Workforce Development Components & Selected Strategies



How will your team determine the gap-closing strategies best suited to the needs of your agency? For example, will your agency focus on a different approach to “Recruitment, Screening & Selection” in order to attract a broader, more diverse pool of applicants? Are there conditions impacting staff morale and their intent to stay with the agency? You may realize that you have to develop strategies for more than one component in order to be successful because they are interrelated, such as “Incentives & Work Conditions” and “Organizational Environment.”

Consequently, prior to selecting strategies and developing an Action Plan to address priority needs, your team must explore the components of workforce development and consider what your agency is already doing well and identify factors that may be contributing to, or successfully addressing, specific workforce gaps.

During Step 5, your team will first assess and rate sample indicators within each component that reflect areas of agency performance. Next, you will determine the level of interest in, and feasibility of, specific strategies that you want to expand or develop. Finally, your team will prioritize the components and select one or more strategies within each component and develop an Action Plan informed by your team's best thinking and multiple points of view.

To help your team get started, review the following:

Quick Guide: Exploring the Workforce Development Components— Where Do We Begin? (next page)

The Quick Guide is intended to provide some guidance with examples (by no means exhaustive) of the workforce development components your team may explore *first*, depending upon the outcome of your gap analysis; your rating of the importance/significance of the information; and your overall agency snapshot. Each agency is unique, and while the examples may not be identical to or capture everything your agency is currently facing, there may be other factors that your team finds equally (or more) important or significant. If your team members rate all of the information as highly important or significant, select just a few components to begin your exploration. Later on, your team will be instructed to rank in order of priority the components you believe are most important or relevant before developing the agency's Action Plan.

Keep in Mind

Keep in mind that it is important to eventually explore ALL of the Workforce Development Components before developing your Action Plan, because a single component or strategy is rarely sufficient to address workforce challenges, and a comprehensive and integrated approach is more likely to lead to success that is sustainable.

QUICK GUIDE:

EXPLORING THE WORKFORCE DEVELOPMENT COMPONENTS: WHERE DO WE BEGIN?

The examples of factors that may be contributing to the gap are not intended to be exhaustive, nor are the ratings “prescriptive.” Rather, they are intended to help your team make informed decisions about where to begin your exploration of the components. If each step is rated a 4 or higher, select a few, beginning with those reflecting the most consensus among team members. Remember, your team should eventually explore all of the components. These are just a guide to get you started.

If Step 1: Identify Need

suggests that any of the following factors are contributing to the workforce gap:

- » Alignment of the agency’s current or anticipated direction of programs with its vision, mission, and values
- » Anticipated changes in programs and direction of strategic planning
- » Current and emerging demographic trends or patterns reflected in SACWIS or other MIS data that will impact programs
- » Changes in leadership and/or organizational restructuring

AND/OR

- » You rated the importance/significance of the information collected in this step as 4 or higher.



Then...

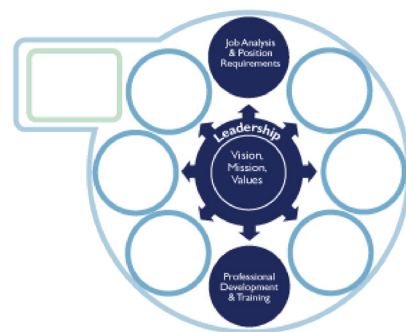
begin by exploring the following Workforce Development Component(s):

Worksheet A: Vision, Mission, Values. Examine this component and consider strategies to align the agency’s vision, mission, and values with current or anticipated programs.

Worksheet B: Leadership. Examine this component and explore leaders’ level of preparation and areas for professional development needed to create an inclusive culture and lead a diverse workforce.

Worksheet C: Job Analysis & Position Requirements and Worksheet G: Professional Development & Training.

Examine these components and consider what areas of knowledge and skills are needed to recruit and prepare staff to deliver effective services.



If Step 2: Gather Data

suggests that any of the following factors are contributing to the workforce gap:

- » Agency culture and climate and staff morale
- » Budget conditions and funding levels
- » Legislative changes and departmental initiatives

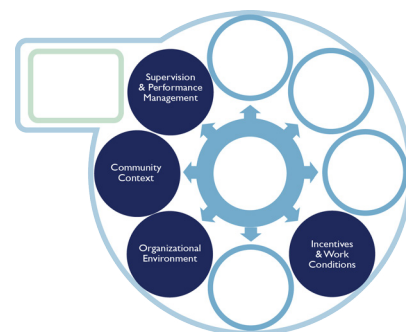


Then...

begin by exploring the following Workforce Development Component(s):

Worksheet F: Incentives & Work Conditions and Worksheet H: Organizational

Environment. Examine these components and consider internal and external factors that may be impacting the agency’s organizational health and staff morale.



- » Community demographics and characteristics and state/county/community demographic forecast
- » Unique or emerging demographic trends; immigration patterns, influx of retirees, net migration patterns
- » Social trends: health, mental health, substance abuse

AND/OR

- » You rated the importance/significance of the information collected in this step as 4 or higher.

If Step 3: Analyze Workforce Supply & Demand

suggests that the following factors are contributing to the workforce gap:

SUPPLY

- » Number and source of new employees.
- » Demographic characteristics and diversity of applicants and new hires.
- » Staffing patterns and caseload/workload.
- » Retention and turnover data.

DEMAND

- » Overall number, type, characteristics, and skills of staff based upon current supply and anticipated future needs, including program direction, budget plans, and diversity of workforce.

AND/OR

- » You rated the importance/significance of the information collected in this step as 4 or higher.



Worksheet I: Community Context

Examine this component and consider present and emerging community characteristics and social trends and their influence on the diversity, background, and expertise of the workforce.

Worksheet J: Supervision & Performance Management

Examine this component to consider how well supervisors are developed and supported in their critical role of ensuring an effective, positive, and inclusive work environment.



Then...

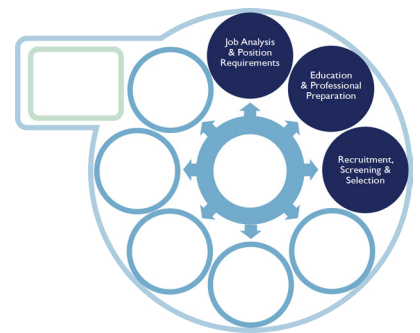
begin your exploration with the following Workforce Development Component(s):

Worksheet C: Job Analysis & Position Requirements and Worksheet D: Education and Professional Preparation

Examine these components and determine the sources of new hires and their “fit” with the requirements of the position and the needs of the agency and community. Explore how well and to what extent the agency partners with colleges and universities to recruit and support students’ transition to the workforce.

Worksheet E: Recruitment, Screening & Selection

Examine this component to assess the success of current recruitment, screening, and selection methods and consider alternative approaches to secure and retain a diverse, competent workforce.



Workforce Development Component Worksheets

Complete each of the following *Workforce Development Component Worksheets (A–J)* to explore each component of the Workforce Development Framework’s distinct, but inter-related, components.

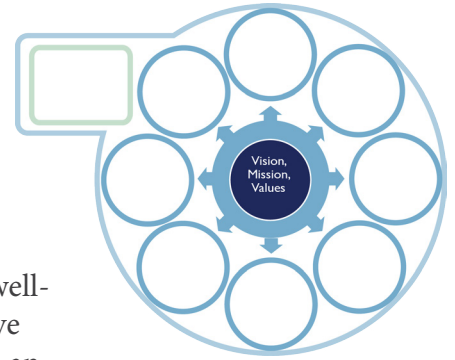
Each component includes:

- A definition of the desired outcome or condition that would reflect an agency’s success in functioning well within that component.
- Two key questions informed by the gap analysis:
 1. How well is your agency doing in this area?
 2. What strategies should your agency consider to strengthen this component?

WORKSHEET A:

Explore Vision, Mission, Values

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What is the Desired Outcome or Condition?

The agency's vision, mission, and values, focused on safety, permanency, and well-being, along with respect for individuals' differences, are at the heart of effective practices with children, youth, and families. A diverse workforce is considered an agency's most important asset and, as with families, each individual is valued for their unique contribution and point of view and treated with empathy, respect, and concern by the agency for their safety and well-being.

How well is your agency doing in this area?

The following are sample indicators of an agency's level of performance in this area. For each indicator below, consider and discuss the extent to which you think your agency's focus on and adherence to its vision, mission, and values promote your agency's overall performance, based on a scale of 1 = Poor, 2 = Fair, 3 = Good.





| <u>Indicators of Agency Level of Performance</u> | <u>Rating</u> 1 = Poor 2 = Fair 3 = Good |
|--|---|
| The agency promotes a common vision among staff, aligning their work with the agency's mission and values. | |
| The agency's values are clearly reflected in its work with children, youth, and families. | |
| The agency fosters a diverse and inclusive workplace where individuals are valued and differences are seen as strengths in achieving the vision and mission of the organization. | |
| Notes/Comments: | |

What strategies should your agency consider to strengthen this component?

The following examples include promising or effective strategies designed to address workforce gaps impacting an agency.

For each strategy:*

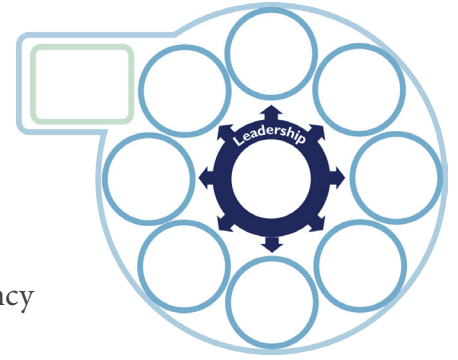
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- Next, consider how difficult it would be for you and your team to work within the agency or with partners to implement or strengthen its performance based on 1 = Readily Doable, 2 = Feasible But Will Take Some Effort, and 3 = Difficult.

| <u>Examples of Promising or Effective Strategies</u> | <u>Implementation</u> A = already engaged B = interested C = NA or NI | <u>Level of Difficulty</u> 1 = readily doable 2 = feasible with effort 3 = difficult |
|---|--|---|
| Leaders at all levels communicate how agency  policies and procedures and expectations of staff align with its vision, mission, and values. | | |
| Leaders at all levels convey  how a diverse and competent workforce enables it to achieve its mission. | | |
| Leaders and staff describe  and connect their daily work to the agency's vision, mission, and values. | | |
| Other Strategies? Click  MyNCWWI for additional strategies, resources, and tools. | | |
| Notes/Comments: | | |

* This particular rating (considering whether the agency is already engaged or interested and then the “doability”) was adapted from the excellent resource *Self-Assessment Workbook for Building a Stable and Quality Child Welfare Workforce* by the Center for the Study of Social Policy (2006).

WORKSHEET B:

Explore Leadership



STOP ⚡ Download, save, and work in your saved worksheet!

What is the Desired Outcome or Condition?

Leaders at all levels reflect the vision, mission, values, and diversity of the agency and community and model qualities and practices that **support a healthy and inclusive agency climate and culture**, champion diversity of the workforce, value and respect the points of view and perspectives of each member, and recognize their importance in contributing to positive outcomes for children, youth, and families.

How well is your agency doing in this area?

The following are sample indicators of an agency's level of performance in this area. For each indicator below, consider leadership at all levels and your agency's overall performance, based on a scale of 1 = Poor, 2 = Fair, 3 = Good.






| <u>Indicators of Agency Level of Performance</u> | <u>Rating</u> 1 = Poor 2 = Fair 3 = Good |
|--|---|
| Agency leaders actively solicit and listen to feedback and maintain open communication with staff, partners, and stakeholders. | |
| Leaders ensure that the diversity of the workforce and a culture of inclusion are integrated into every level of operations, decision making, and problem solving. | |
| Leaders inspire and foster team commitment, pride, and tolerance of different perspectives and motivate team members and partners to accomplish shared goals. | |
| Leaders hold selves and others accountable, set high standards of performance, and model expectations for others. | |
| Leaders develop networks and collaborate across boundaries to develop strategic relationships, build consensus, and achieve common goals. | |
| Notes/Comments: | |

What strategies should your agency consider to strengthen this component?

The following examples include promising or effective strategies designed to address workforce gaps impacting an agency.

For each strategy:*

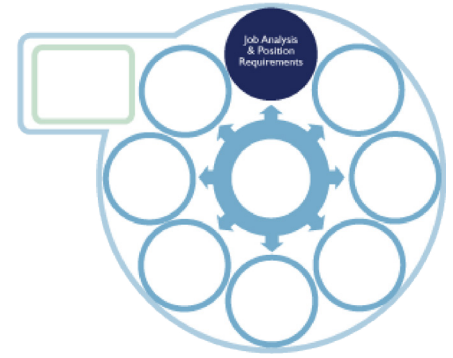
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|--|--|---|
| Strengthen  leadership and management through a career ladder that includes selection procedures resulting in diversity and inclusion. | | |
| Offer ongoing professional development opportunities for  leaders at all levels through activities such as training, coaching, and mentoring, as well as investing in their licensures and certifications. | | |
| Provide orientation to new agency administrators and managers about  approaches to developing and sustaining an inclusive workplace and diverse child welfare workforce. | | |
| Build a leadership pipeline by creating equitable  career progression opportunities for frontline staff. | | |
| Other Strategies? Click  MyNCWWI for additional strategies, resources, and tools. | | |
| Notes/Comments: | | |

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» WORKSHEET C:

Explore Job Analysis & Position Requirements



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What is the Desired Outcome or Condition?

A collaborative relationship with a Human Resources (HR) department ensures that a thorough, up-to-date **analysis of job tasks and responsibilities**; required knowledge, skills, and attitudes; and union, merit, civil service, and legislative requirements align with current practice and inform an inclusive workforce development process.

How well is your agency doing in this area?

The following are indicators of an agency's level of performance in this area. For each indicator below, consider and discuss the extent to which you think your agency's policies and structures promote your agency's overall performance, based on a scale of 1 = Poor, 2 = Fair, 3 = Good.



| <u>Indicators of Agency Level of Performance</u> | <u>Rating</u> 1 = Poor 2 = Fair 3 = Good |
|---|---|
| The agency has in place relevant job descriptions; position requirements are based on a current and thorough job analysis. | |
| Job descriptions and classifications reflect current practice requirements. | |
| Position requirements are aligned with union, merit, civil service, and legislative requirements and are communicated to multiple and diverse audiences, including child welfare staff, HR personnel, union and civil service representatives, and legislators. | |
| Leaders hold selves and others accountable, set high standards of performance, and model expectations for others. | |
| Leaders develop networks and collaborate across boundaries to develop strategic relationships, build consensus, and achieve common goals. | |
| Notes/Comments: | |

What strategies should your agency consider to strengthen this component?

The following examples include promising or effective strategies designed to address workforce gaps impacting an agency.

For each strategy:*

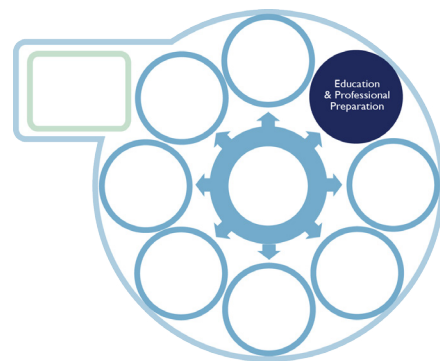
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| <u>Examples of Promising or Effective Strategies</u> | <u>Implementation</u> A = already engaged B = interested C = NA or NI | <u>Level of Difficulty</u> 1 = readily doable 2 = feasible with effort 3 = difficult |
|--|--|---|
| Work with HR to conduct formal  job analyses using valid and reliable methods. | | |
| Conduct informal job analyses using focus groups to collect information about tasks, responsibilities, and qualifications. | | |
| Communicate to HR changes in the agency practice model, case practice standards, or core competencies to ensure ongoing alignment with job descriptions and inclusive position requirements. | | |
| Communicate with HR, civil service, union, and other personnel to ensure expectations and performance reviews of staff conform to contractual, legal, and legislative requirements. | | |
| Other Strategies? Click  MyNCWWI for additional strategies, resources, and tools. | | |
| Notes/Comments: | | |

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WORKSHEET D:

Explore Education & Professional Preparation



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What is the Desired Outcome or Condition?

Proactive child welfare agency–**university partnerships**  are in place and promote innovative, collaborative efforts to recruit, support, and prepare a diverse pool of candidates and support a comprehensive, evidence-informed system of child welfare workforce development.

How well is your agency doing in this area?

The following are sample indicators of an agency's level of performance in this area. For each indicator below, consider and discuss the extent to which you think your agency's policies and structures promote your agency's overall performance, based on a scale of 1 = Poor, 2 = Fair, 3 = Good.





| <u>Indicators of Agency Level of Performance</u> | <u>Rating</u> 1 = Poor 2 = Fair 3 = Good |
|--|---|
| The agency has established a collaborative partnership with social work programs or other human service disciplines that offer relevant education programs for a broad and diverse pool of current and future child welfare staff. | |
| Agency and university partnerships are in place that promote research and evidence-based practices along with collaborative efforts to recruit, support, and graduate a diverse student body prepared for child welfare work. | |
| The agency and university understand and support staff in their critical period of transition from school to work and promote implementation of effective strategies to support positive transition into the workplace. | |
| Agency and university partnerships support robust pre-service, in-service, and ongoing professional development of staff. | |
| Notes/Comments: | |

What strategies should your agency consider to strengthen this component?

The following examples include promising or effective strategies designed to address workforce gaps impacting an agency.

For each strategy:*

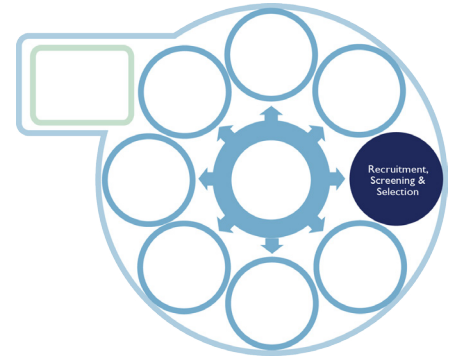
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| <u>Examples of Promising or Effective Strategies</u> | <u>Implementation</u> A = already engaged B = interested C = NA or NI | <u>Level of Difficulty</u> 1 = readily doable 2 = feasible with effort 3 = difficult |
|---|--|---|
| Agency and university partners consistently and proactively  recruit and select a diverse student body , including underrepresented groups of students and students who reflect the broad diversity of communities and social identities. | | |
| Agency and university partners provide post-graduation support for  transition from school to the work environment. | | |
| Agency offers tuition assistance or other incentives to staff to encourage ongoing education and support job-related degrees and certifications. | | |
| Agency supervisors and field placement faculty receive training and support so that they can more effectively and successfully guide students through their own knowledge and skill development. | | |
| Universities and the agency partner to  integrate child welfare learning and competencies into the school curriculum to prepare graduates for child welfare work. | | |
| Other Strategies? Click  MyNCWWI for additional strategies, resources, and tools. | | |
| Notes/Comments: | | |

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» WORKSHEET E:

Explore Recruitment, Screening, & Selection



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What is the Desired Outcome or Condition?

A proactive and  **realistic approach to recruitment** results in a larger pool of diverse, qualified applicants with a realistic understanding of job requirements. A valid and efficient screening and selection process minimizes the introduction of bias, reduces the time that positions are vacant, improves the candidate–job match, minimizes early turnover, and increases employee retention.

How well is your agency doing in this area?

The following are indicators of an agency’s level of performance in this area. For each indicator below, consider and discuss the extent to which you think your agency’s policies and structures promote your agency’s overall performance, based on a scale of 1 = Poor, 2 = Fair, 3=Good.







| <u>Indicators of Agency Level of Performance</u> | <u>Rating</u> 1 = Poor 2 = Fair 3 = Good |
|---|---|
| The agency, in partnership with the community, employs a comprehensive recruitment plan and a variety of recruitment strategies to identify and reach a broad and diverse pool of candidates. | |
| A variety of informational materials such as videos, recruitment portals, or print material and advertising are available to communicate the vision and mission of the agency and realistically portray job requirements. | |
| Agency staff know employment laws and policies and practice fair screening and selection processes within the agency’s hiring system. | |
| Valid and reliable job-related criteria and processes are used in the screening and selection process to ensure fair and equitable practices. | |
| Notes/Comments: | |

What strategies should your agency consider to strengthen this component?





The following examples include promising or effective strategies designed to address workforce gaps impacting an agency.

For each strategy:*

- First, consider and note in the table below: A = Agency Already Engaged, B = Interested in the Strategy, C = Not Applicable (NA) or Not Interested At This Time (NI).
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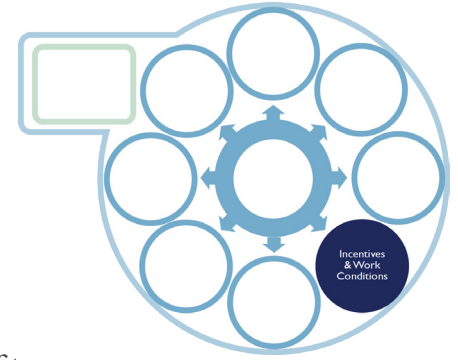
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|--|--|---|
| RECRUITMENT | | |
| Analyze key metrics such as the  cost of turnover or time taken to fill vacancies and use data to advocate for effective practices. | | |
| Begin early  recruitment efforts through job and career fairs at the middle and high school levels, community colleges, and universities and maintain connection with interested students over time. | | |
| Provide fiscal incentives and/or other benefits (e.g., housing allowance, salary bonus,  flexible scheduling) to attract specialized staff (e.g., language proficiency) and find candidates to work in hard to place locations. | | |
| Offer bonuses to staff who successfully recruit and retain high-performing staff. | | |
| Conduct targeted recruitment efforts through print and social media to successfully reach underrepresented populations (at historically black and Hispanic universities, tribal colleges, and community colleges) and  non-traditional audiences (retirees from child welfare and related fields) to  expand the pool of diverse candidates. | | |
| Other Strategies? Click  MyNCWWI for additional strategies, resources, and tools. | | |

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| <u>Examples of Promising or Effective Strategies</u> | <u>Implementation</u> A = already engaged B = interested C = NA or NI | <u>Level of Difficulty</u> 1 = readily doable 2 = feasible with effort 3 = difficult |
|---|--|---|
| SCREENING & SELECTION | | |
| Work with HR to determine the hiring steps necessary to streamline and expedite the screening and hiring process and reduce time from application to notification. | | |
| Develop (or adapt existing) web-based self-screening for anonymous use and a  variety of realistic job preview videos, interactive information, and self-assessments to explore self-knowledge and fit. | | |
| Develop and implement (or adapt existing) competency-based  selection processes that feature behavioral anchors tied to clear “meets” or “exceeds” criteria for performance. | | |
| Develop and implement a consistent, competency-focused  approach to interviewing , including the training of interviewers, to minimize bias or assumptions that can influence the evaluation and selection of candidates. | | |
| Other Strategies? Click  MyNCWWI for additional strategies, resources, and tools. | | |
| Notes/Comments: | | |

WORKSHEET F:

Explore Incentives & Work Conditions



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What is the Desired Outcome or Condition?

Staff at all levels receive competitive and equitable salary, compensation, benefits, and incentives and are provided the necessary tools and resources in the office and field to feel **physically safe, emotionally supported**, and valued as professionals and individuals.

How well is your agency doing in this area?

The following are sample indicators of an agency's level of performance in this area. For each indicator below, consider and discuss the extent to which you think your agency's policies and structures promote your agency's overall performance, based on a scale of 1 = Poor, 2 = Fair, 3 = Good.






| <u>Indicators of Agency Level of Performance</u> | <u>Rating</u> 1 = Poor 2 = Fair 3 = Good |
|---|---|
| The salary, compensation, and benefits offered by the agency are routinely monitored to determine whether they are competitive with those of other employers. | |
| The agency has in place processes to design and implement strategies to express its appreciation for staff and considers ways to increase employee satisfaction, commitment, and retention. | |
| Considering the impact of working conditions on employee morale and performance, mechanisms are in place to assess and ensure staff safety in the office and field. | |
| There are formal and informal programs and processes in place to address staff stress and respond to the impact of secondary trauma. | |
| The impact of workload and caseload on staff well-being and work/life balance are considered and mechanisms are in place to address disproportionate workload. | |
| Notes/Comments: | |

What strategies should your agency consider to strengthen this component?

The following examples include promising or effective strategies designed to address workforce gaps impacting an agency.

For each strategy:*

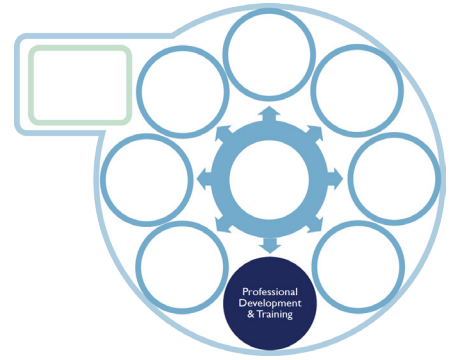
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| <u>Examples of Promising or Effective Strategies</u> | <u>Implementation</u> A = already engaged B = interested C = NA or NI | <u>Level of Difficulty</u> 1 = readily doable 2 = feasible with effort 3 = difficult |
|--|--|---|
| Establish benchmarks for  workload/caseload size using agreed-upon metrics and routinely monitor for their achievement. | | |
| Design and offer  non-monetary benefits and incentives to staff (e.g., flexible scheduling, job sharing, telecommuting). | | |
| Design and offer onsite or partnered programs for  self-care and wellness. | | |
| Assess staff perceptions and experiences regarding safety in the office and field and develop  safety protocols and procedures and risk management procedures. | | |
| Other Strategies? Click  MyNCWWI for additional strategies, resources, and tools. | | |
| Notes/Comments: | | |

* This particular rating (considering whether the agency is already engaged or interested and then the “doability”) was adapted from the excellent resource *Self-Assessment Workbook for Building a Stable and Quality Child Welfare Workforce* by the Center for the Study of Social Policy (2006).


WORKSHEET G:

Explore Professional Development & Training




STOP ⚡ Download, save, and work in your saved worksheet!

What is the Desired Outcome or Condition?

Staff at all levels are encouraged to learn and grow in an environment where principles of a  **learning organization** are practiced and valued and resources are provided to support professional growth.

How well is your agency doing in this area?

The following are sample indicators of an agency's level of performance in this area. For each indicator below, consider and discuss the extent to which you think your agency's policies and structures promote your agency's overall performance, based on a scale of 1 = Poor, 2 = Fair, 3 = Good.





| <u>Indicators of Agency Level of Performance</u> | <u>Rating</u> 1 = Poor 2 = Fair 3 = Good |
|--|---|
| Staff at all levels model the importance of ongoing learning and development and are supported in the transfer of learning, including  coaching and mentoring, from training and professional development to job performance. | |
| Internal and external agency partners collaborate to develop and deliver a comprehensive and inclusive approach to staff development for new and tenured staff at all levels. | |
| Professional development opportunities offered by the agency are aligned with the knowledge and skill areas needed by staff. | |
| Skill and career building opportunities are offered to staff at all levels through multiple means (e.g., tuition assistance, partnerships with universities to provide classes or degree credits, professional membership dues, attendance at conferences, and training and leadership academies offered by the agency). | |
| Notes/Comments: | |

What strategies should your agency consider to strengthen this component?

The following examples include promising or effective strategies designed to address workforce gaps impacting an agency.

For each strategy:*

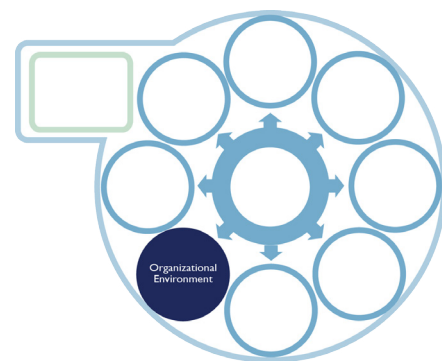
- First, consider and note in the table below: A = Agency Already Engaged, B = Interested in the Strategy, C = Not Applicable (NA) or Not Interested At This Time (NI).
- Next, consider how difficult it would be for you and your team to work within the agency or with partners to implement or strengthen its performance based on 1 = Readily Doable, 2 = Feasible But Will Take Some Effort, and 3 = Difficult.

| <u>Examples of Promising or Effective Strategies</u> | <u>Implementation</u> A = already engaged B = interested C = NA or NI | <u>Level of Difficulty</u> 1 = readily doable 2 = feasible with effort 3 = difficult |
|--|--|---|
| Leaders at all levels practice and model the value of a learning organization by developing, using, and sharing research and knowledge in decision making and to improve the quality of practice and efficacy of services. | | |
| Continuous learning by staff is connected to organizational goals and achievement of the agency's mission. | | |
|  Coaching and mentoring programs are offered to new and experienced staff to support ongoing learning. | | |
| Supervisors are supported in their role in the critical transfer of knowledge from the classroom to job performance.  | | |
| Knowledge and skill development is tied to  performance appraisal and other incentives such as merit increases, promotions, etc. | | |
| The agency partners with universities to encourage or provide classes, degree credits, and advanced degrees for ongoing development. | | |
| Other Strategies? Click  MyNCWWI for additional strategies, resources, and tools. | | |
| Notes/Comments: | | |

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WORKSHEET H:

Explore Organizational Environment



STOP ⚡ Download, save, and work in your saved worksheet!

What is the Desired Outcome or Condition?

Staff at all levels experience an inclusive  **organizational climate** that focuses on building and promoting a positive, solution-focused, and outcome-oriented agency culture.  **Diversity of the workforce**, diverse points of view, new ideas, and teamwork are encouraged and valued.

How well is your agency doing in this area?

The following are sample indicators of an agency's level of performance in this area. For each indicator below, consider and discuss the extent to which you think your agency's policies and structures promote your agency's overall performance, based on a scale of 1 = Poor, 2 = Fair, 3 = Good .





| <u>Indicators of Agency Level of Performance</u> | <u>Rating</u> 1 = Poor 2 = Fair 3 = Good |
|---|---|
| Agency climate and culture positively impact staff morale, individual performance, and agency functioning. | |
| Within the organizational climate, all individuals feel valued and know that a diversity of perspectives is respected and necessary. | |
| There is a climate of inclusion and diversity in terms of staff and viewpoints is championed. | |
| Staff feel safe to express diverse points of view and respectfully disagree with one another, regardless of position within the agency. | |
| Notes/Comments: | |

What strategies should your agency consider to strengthen this component?

The following examples include promising or effective strategies designed to address workforce gaps impacting an agency.

For each strategy:*

- First, consider and note in the table below: A = Agency Already Engaged, B = Interested in the Strategy, C = Not Applicable (NA) or Not Interested At This Time (NI).
- Next, consider how difficult it would be for you and your team to work within the agency or with partners to implement or strengthen its performance based on 1 = Readily Doable, 2 = Feasible But Will Take Some Effort, and 3 = Difficult.

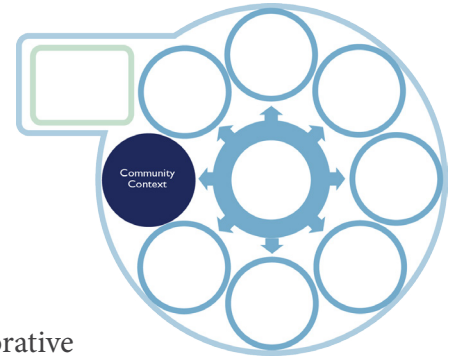
| <u>Examples of Promising or Effective Strategies</u> | <u>Implementation</u> A = already engaged B = interested C = NA or NI | <u>Level of Difficulty</u> 1 = readily doable 2 = feasible with effort 3 = difficult |
|---|--|---|
| Conduct a rigorous, structured agency self-assessment exploring staff perceptions (examine by race, ethnicity, age, gender, and position level) and identifying  organizational health factors that contribute to, or impede, a positive and constructive organizational culture and climate. | | |
| Use and monitor assessment results to maintain or improve and sustain qualities of organizational health. | | |
| Practice  inclusive and distributive leadership by engaging diverse staff and points of view at all levels in decision making and problem solving. | | |
| Examine and provide supports that may be unique to the needs of students, newly hired personnel, and tenured staff to model how the agency values staff as its primary resource in providing services. | | |
| Develop metrics and analyze the data to consider the  cost to the agency and the impact of staff turnover on client outcomes. | | |
| Other Strategies? Click  MyNCWWI for additional strategies, resources, and tools. | | |
| Notes/Comments: | | |

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WORKSHEET I:

Explore Community Context

STOP ⚡ Download, save, and work in your saved worksheet!



What is the Desired Outcome or Condition?

Mutual and reciprocal support and respect exist between agency staff and the community; the agency workforce feels valued and supported within a collaborative network.

How well is your agency doing in this area?

The following are indicators of an agency's level of performance in this area. For each indicator below, consider and discuss the extent to which you think your agency's policies and structures promote your agency's overall performance, based on a scale of 1 = Poor, 2 = Fair, 3 = Good.








| <u>Indicators of Agency Level of Performance</u> | <u>Rating</u> 1 = Poor 2 = Fair 3 = Good |
|---|---|
| Staff at all levels foster positive, mutually respectful relationships within a network of community providers and stakeholders (e.g., courts, law enforcement, schools, private nonprofit agencies, and faith-based institutions). | |
| Staff at all levels take a proactive and active approach to communicating the professionalism of the workforce and the positive impact of their work with children, youth, and families and in the community. | |
| Staff at all levels proactively engage community members, partners, and stakeholders to recruit a workforce reflective of the diversity in the community and its local culture and languages. | |
| Staff at all levels actively partner with community members, providers, and families on program development, decision making, and problem solving to maximize opportunities to collaborate on services for children, youth, and families. | |
| Notes/Comments: | |

What strategies should your agency consider to strengthen this component?

The following examples include promising or effective strategies designed to address workforce gaps impacting an agency.

For each strategy:*

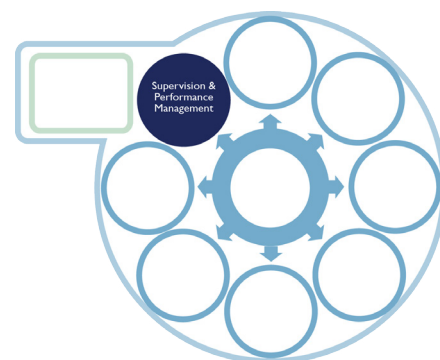
- First, consider and note in the table below: A = Agency Already Engaged, B = Interested in the Strategy, C = Not Applicable (NA) or Not Interested At This Time (NI).
- Next, consider how difficult it would be for you and your team to work within the agency or with partners to implement or strengthen its performance based on 1 = Readily Doable, 2 = Feasible But Will Take Some Effort, and 3 = Difficult.

| <u>Examples of Promising or Effective Strategies</u> | <u>Implementation</u> A = already engaged B = interested C = NA or NI | <u>Level of Difficulty</u> 1 = readily doable 2 = feasible with effort 3 = difficult |
|---|--|---|
| Actively respond to biased or inaccurate  media accounts and offer factual and positive information about the role and successful impact of the agency on families to impact  public perception. | | |
| Host a Community Resource Fair to promote reciprocal education and collaboration and educate the community and families about resources and supportive services. | | |
| Target recruitment efforts using local and community media that are reflective of the  diversity of the community and groups historically underrepresented among agency staff. | | |
| Support a reciprocal commitment to serve on internal and external workgroups and committees. Actively  engage community stakeholders , providers,  families , youth, and foster care alumni on boards, advisory committees, workgroups, etc. to promote shared decision making and model the importance of an  inclusive agency within the community. | | |
| Other Strategies? Click  MyNCWWI for additional strategies, resources, and tools. | | |
| Notes/Comments: | | |

* This particular rating (considering whether the agency is already engaged or interested and then the “doability”) was adapted from the excellent resource *Self-Assessment Workbook for Building a Stable and Quality Child Welfare Workforce* by the Center for the Study of Social Policy (2006).



WORKSHEET J:

Explore Supervision & Performance Management



STOP ⚡ Download, save, and work in your saved worksheet!

What is the Desired Outcome or Condition?

Supervisors recognize their critical role in creating a safe and supportive climate and culture where  **diversity of staff** and the unique qualities of the individual are celebrated and leveraged for their contribution to the team. Performance management is viewed as a continuous process rather than an annual event, and is an integral component of an agency's functioning; routine and structured supervision to provide  **feedback and support and guide performance** is expected and valued.

How well is your agency doing in this area?

The following are indicators of an agency's level of performance in this area. For each indicator below, consider and discuss the extent to which you think your agency's policies and structures promote your agency's overall performance, based on a scale of 1 = Poor, 2 = Fair, 3 = Good.





| <u>Indicators of Agency Level of Performance</u> | <u>Rating</u> 1 = Poor 2 = Fair 3 = Good |
|---|---|
| Supervisors are supported in their critical role of contributing to staff job satisfaction, a sense of belonging, and an intent to stay. | |
| Performance management expectations, including HR policies and procedures, are in place and clearly communicated to staff at all levels to ensure fair and equitable performance assessments. | |
| Performance assessments are used in an ongoing process of critical self-reflection to identify areas of strength and opportunities for continuous learning. | |
| Notes/Comments: | |

What strategies should your agency consider to strengthen this component?

The following examples include promising or effective strategies designed to address workforce gaps impacting an agency.

For each strategy:*

- First, consider and note in the table below: A = Agency Already Engaged, B = Interested in the Strategy, C = Not Applicable (NA) or Not Interested At This Time (NI).
- Next, consider how difficult it would be for you and your team to work within the agency or with partners to implement or strengthen its performance based on 1 = Readily Doable, 2 = Feasible But Will Take Some Effort, and 3 = Difficult.

| <u>Promising or Effective Strategies</u> | <u>Implementation</u> A = already engaged B = interested C = NA or NI | <u>Level of Difficulty</u> 1 = readily doable 2 = feasible with effort 3 = difficult |
|---|--|---|
| Establish the expectation that staff at all levels participate in routine individual and group supervision and offer tools and training to teach the  skills of effective individual and group supervision. | | |
| Deliver formal in-service training and ongoing professional development to  supervisors regarding their role in implementing the agency's performance management system, HR policies, and procedures. | | |
| Provide supervisors the formal supervision and feedback and formal and informal  tools, training, and coaching they need to, in turn, train, coach, and offer ongoing guidance and feedback to their staff. | | |
| Implement an approach to frequent and structured case reviews and staffing between supervisors and staff to ensure a focus on best practices and adherence to law and policy expectations. | | |
| Other Strategies? Click  MyNCWWI for additional strategies, resources, and tools. | | |
| Notes/Comments: | | |

* This particular rating (considering whether the agency is already engaged or interested and then the “doability”) was adapted from the excellent resource *Self-Assessment Workbook for Building a Stable and Quality Child Welfare Workforce* by the Center for the Study of Social Policy (2006).

Workforce Development

PUTTING IT ALL

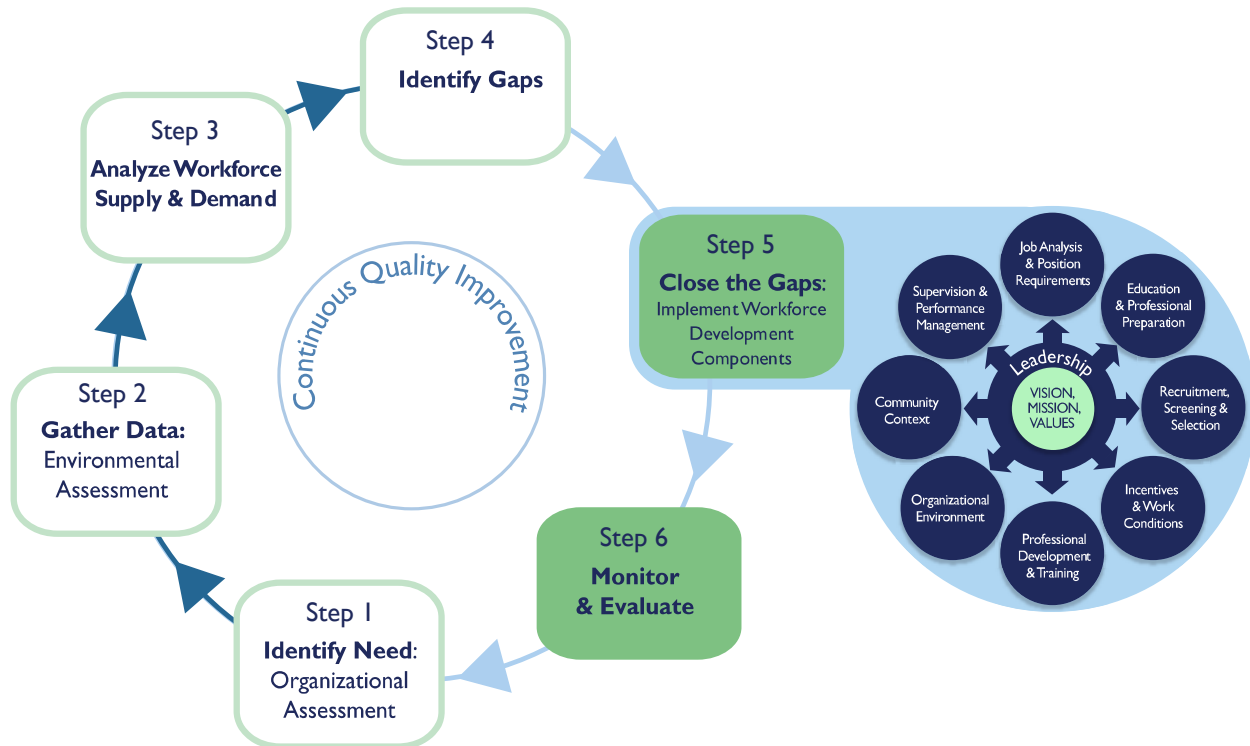
TOGETHER



Your Agency Plan for Workforce Development

PUTTING IT ALL TOGETHER

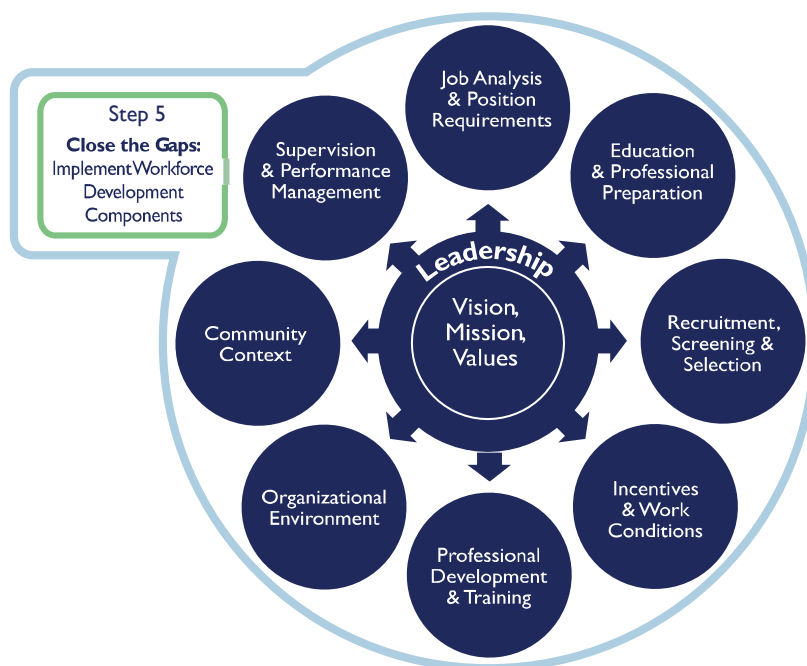
Your Agency Plan for Workforce Development



Your team has now completed a series of steps to guide you through a Workforce Development Planning Process and highlight any gaps between your current workforce and the workforce your agency will need in the future. You have also explored each of the components of the Workforce Development Framework and considered potential strategies. Now, you are ready to develop a plan of action that's designed to move your agency forward and "close the gap."

The Action Plan should be developed after careful consideration of all of the information you've collected. Remember that this Action Plan need not address each and every workforce development component, but should be developmental and incremental, based on factors such as your agency's overall capacity for implementing changes; the commitment of your agency leadership; and the cost, including staff time and effort and resource allocation. Focusing on what can be accomplished in 3, 6, and 12 months will help your agency track progress and identify any unanticipated barriers. These progress markers also help maintain investment and focus on the Action Plan

Prioritizing



Next, your team will review the worksheets you completed for Steps 1–4 and the assessment worksheets you completed as you explored each of the Workforce Development Components, along with any other information you think is especially important. This is the information you will use in developing your Action Plan. Make sure that it's accessible and handy for each member of the team so that you can refer to the documents and information as needed.

Review and complete the following Worksheet as a team:

Prioritizing (next page)

>> Prioritizing

STOP ⚡ Download, save, and work in your saved worksheet!

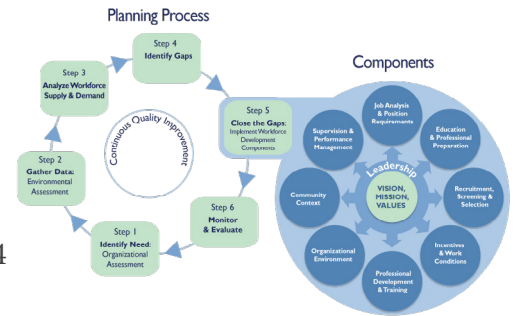
Instructions:

Download or print and review the worksheets completed in Steps 1–4 and the assessment ratings for each of the Workforce Development Framework's components (along with any other information you think is especially important). This is the information that you will use in developing your action plan. Make sure that it's accessible and handy for each member of the team so that you can refer to the documents and information as needed.

As a team, discuss and respond to the following questions. Be as specific as possible.

What is your theory about the causes of your workforce gaps or needs?

How are the gaps impacting your agency?



What are the short- and long-term outcomes that you'd like to see for your workforce as a result of your plan?

How will the workforce be the same/different as a result of your plan? What are your success indicators?

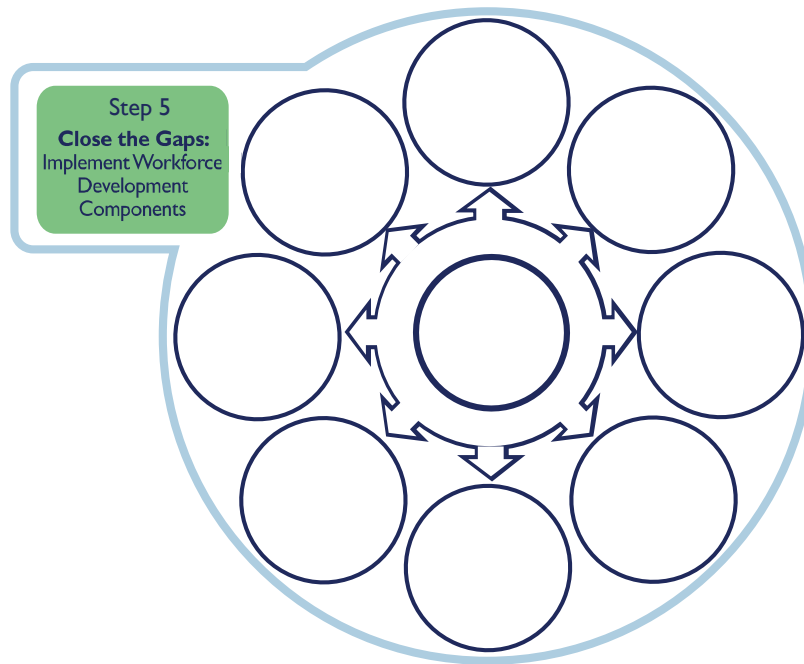
Based upon all the information you've gathered and considered, your completed summary and assessments, and your responses to the questions above, prioritize the Workforce Development Components.

What components are most relevant and/or important for your action planning? Consider your agency's capacity for implementing one or more strategies, the resource or staff time and costs, and the necessary leadership commitment. The order of importance or relevance and the priority for action will change over time as circumstances and factors impacting your agency, community, and workforce also change.

Rank the order of priority action for each component, based on a scale of 1 = highest priority and 10 = lowest priority.

- _____ Job Analysis & Position Requirements
- _____ Education & Professional Preparation
- _____ Recruitment, Screening & Selection
- _____ Incentives & Work Conditions
- _____ Professional Development & Training
- _____ Organizational Environment
- _____ Community Context
- _____ Supervision & Performance Management
- _____ Leadership
- _____ Vision, Mission, Values

Workforce Development Action Plan



Next, it's time to prepare your agency's plan of action, based upon your ordering of priorities in the previous step. For each component, and based upon your assessments, develop a plan for completing each strategy.

Use the following worksheet Action Plan as a template:

Action Plan (next page)



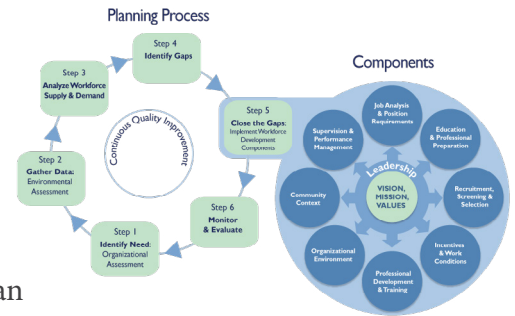
See another example of an action plan template:
[Washington State Human Resources](#)

>> Action Plan Template

STOP ⚡ Download, save, and work in your saved worksheet!

Instructions:

For each component, and based upon your assessments, develop a plan for completing each strategy.



WORKFORCE DEVELOPMENT ACTION PLAN

| | | | |
|--|---------------------|---------------------------|--|
| WDF Component: | | | |
| Strategy: | | | |
| Short-term outcomes for this strategy: | | | |
| Long-term outcomes for this strategy: | | | |
| Product and/or Deliverable | | | |
| Tasks and activities | Who is responsible? | Timeframes for completion | |
| | | | |
| | | | |
| | | | |
| Plan for monitoring and evaluating impact: (Include information from Step 6: Monitor & Evaluate) | | | |
| | | | |

View another Action Plan Template: [Washington State Human Resources](https://www.washingtonstatehumanresources.org/)

Step 6. Monitor and Evaluate the Impact



You have now successfully developed a plan of action for addressing gaps in your agency's workforce. Like any plan, it is not a static document, but will be reviewed and revisited periodically to assess progress, consider impact, and revise your efforts based upon changing conditions in the internal and external environments. *Step 6: Monitor and Evaluate* is the next step, based upon a cycle of continuous quality improvement and the qualities of a learning organization.

The impact of the gap-closing strategies should be continually monitored, using agreed-upon metrics and reliable information in order to track progress, adjust the plan as needed to adapt to changing conditions in the environment or unanticipated barriers, and to evaluate the impact of the strategies on workforce gaps, disparities in workforce composition, and organizational functioning as a whole. While all aspects of the Plan may not be monitored with the same frequency, monthly monitoring as you begin will allow the team to identify and more quickly address challenges with implementing strategies. As the strategies and interventions are implemented and become well-integrated, monitoring can take place biannually to ensure long-term sustainability.

Review and consider the various metrics, activities, and methods provided as examples in the following worksheet:

Step 6: Monitor and Evaluate (next page)

» Step 6

WORKSHEET

Monitor and Evaluate



Review the information collected and assembled during Steps 1–3. Now you have the information you need to compare the current available resources (supply) with the needed resources (demand) for the future. This is a “gap analysis.” This comprehensive set of information is a “snapshot” of critical factors and characteristics of your agency and community that describe and impact the workforce. You have identified workforce gaps through a planning process of collecting relevant information, reflecting on critical questions, and interpreting the importance and implications of what you have learned about your staff, agency, and community.

STOP ⚡ Download, save, and work in your saved worksheet!

In developing your plan to monitor and evaluate the impact of your workforce development action plan consider the following:

What you plan to monitor and evaluate:

- Program activities
- Internal and external developments
- Environmental changes
- Trends (ongoing supply/demand metrics)

What methods you will use and with what frequency:

- Meetings, surveys, focus groups
- Administrative data

How you will revise and revisit your plan, considering:

- Alignment with other strategic planning by agency and partners
- Success/failure and status of action plan strategies
- Communication plan and ongoing leadership and staff support

Complete your draft action plan by adding the information from Step 6.

Additional examples of workforce development models, tools, and templates:



[Georgia Department of Administrative Services—Workforce Planning](#)



[Washington State Human Resources—Workforce Planning Guide](#)



[Office of Personnel Management](#)



[Self-Assessment Workbook for Building Stable and Quality Child Welfare Workforce](#)



[Workforce Planning Portal](#)



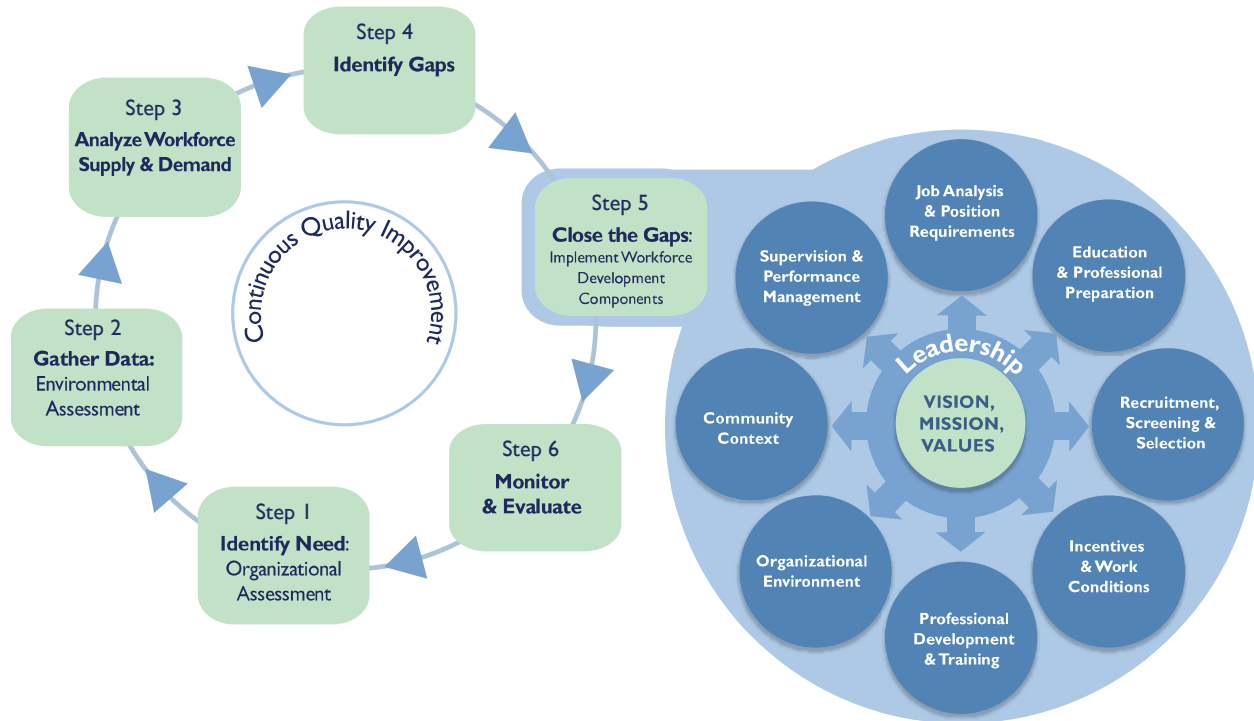
[Workforce Development Process—Fairfax, Virginia](#)

Workforce Development

A FINAL WORD



A FINAL WORD



You and your team are on a challenging, yet highly meaningful and worthwhile journey of workforce development. Developing the Action Plan is just one step along the path, and it represents a customized “roadmap” for your agency. We know that implementing and sustaining your Action Plan will present a new set of challenges and that there will be roadblocks along the way. Recent research points to the “science” of change management and those factors that contribute to successful implementation of a change effort. By using a structured, evidence-informed change implementation process, your agency will be more likely to achieve and sustain long-term success in developing and retaining a committed child welfare workforce, one that embraces the vision and mission of your agency and its critical role in supporting positive outcomes for children, youth, and families.

Get more information about change management and implementation science (examples, tools, and additional resources).

Remind your team and agency about why a commitment to workforce development is so essential: *Why the Workforce Matters* Infographic

CONGRATULATIONS!

Your workforce development journey is well underway.

We cannot solve problems with the same thinking
we used when we created them.

—Albert Einstein

Workforce Development Planning & Assessment Tool Kit

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