





# QUICK GUIDE:

## OVERVIEW OF STEPS 1-4<sup>1</sup>

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

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

<sup>1</sup>Adapted 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 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?"



6. What patterns and trends do you see in your agency and community? Information about patterns and trends may be reflected in past and current SACWIS reports, results from the State's Child and Family Services Reviews, and demographic or community trend data. Note: demographic data are especially important to assess and monitor equity in service delivery across key decision points on the child welfare continuum and issues of equity and inclusion within the agency workforce, leadership, and community partners.
  
7. Do you anticipate changes in your agency of the volume, type, or location of work? Funded grant proposals or IV-Waiver demonstration projects are examples of documents that may point to an upcoming increase or decrease in the types of child-, youth-, and family-serving programs.
  
8. Are there imminent changes in organizational infrastructure or position structures? These changes might include ones due to an upcoming election, expected changes in leadership, or plans for an organizational restructuring.

## 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)

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## 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

## 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.

- Community members participating on the Workforce Development Team are key partners in identifying and gathering data and completing the SWOT analysis during this step.
- Demographic information about the workforce is more fully explored in Step 3: Analyze Supply and Demand
- As you gather data, take time to assess whether you are utilizing culturally responsive/appropriate research/evaluation practices in data gathering.
- Be sure to consistently gather data on the experiences of people and communities served through client satisfaction surveys or other collection tools and methods.
- It is important to examine disaggregated data to reveal what different groups (e.g., gender, race, job, position, department, etc.) within the organization are experiencing. Generalized data may exclude the voices and experiences of diverse racial populations.

**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? What socio-cultural (e.g., values and attitudes) changes are impacting the community and your agency? In addition to trends, what racial, health, and/or economic inequities create challenges for the agency and community?
2. What economic and education conditions impact the labor pool of a qualified workforce and/or impact your agency and community? Which communities are disproportionately impacted and where are they located in your jurisdictions? How are these communities faring on the social determinants of health and well-being?

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 that your team has assembled and reviewed 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)

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### 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 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, age, gender, race/ethnicity, 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)

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## 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

## 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 step—a gap analysis—also points out racial or ethnic disparities or underrepresented social identity groups in the composition of your workforce. Analyzing the experiences of your workforce through the data, especially for those in underrepresented groups, is critical. 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.

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

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**

# 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...

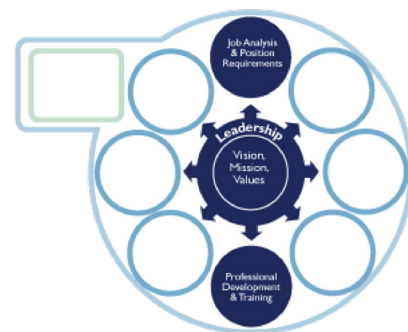
begin by exploring the following Workforce Development Component(s):

*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

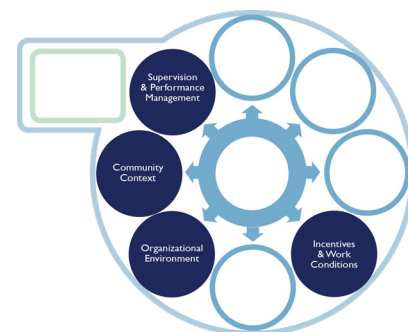


### Then...

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...

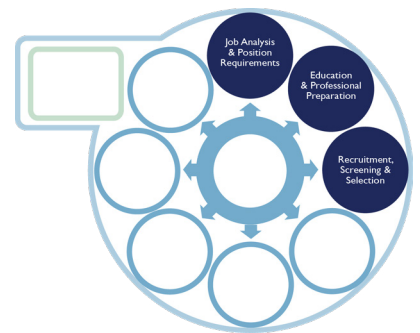
begin your exploration with the following Workforce Development Component(s):

### 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.

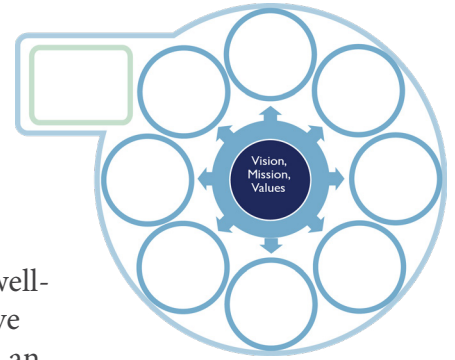




# WORKSHEET A:

## Explore Vision, Mission, Values

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



### 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.	
Racial equity is an essential part of accomplishing the agency's mission and work supporting children 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
Leaders at all levels communicate how agency  <b>policies and procedures and expectations of staff align</b> with its vision, mission, and values.		
Leaders at all levels convey  <b>how a diverse and competent workforce</b> enables it to achieve its mission.		
Leaders and staff describe  <b>and connect their daily work</b> to the agency's vision, mission, and values.		
Other Strategies? Click  <b>MyNCWWI</b> 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).

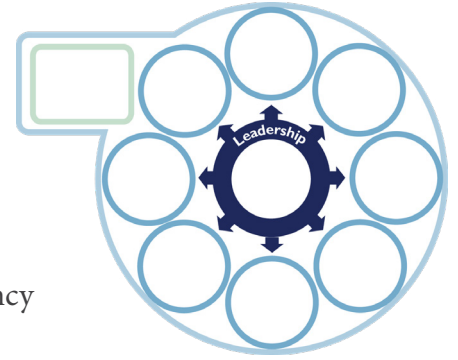
# WORKSHEET B:

## 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 openness to 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.	
Leadership teams include a variety of perspectives as evident in the diversity of participants and feedback mechanisms.	
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:\*

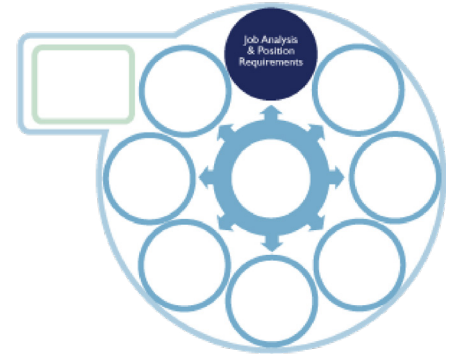
- First, consider and note in the table below: A = Agency Already Engaged, B = Interested in the Strategy, C = Not Applicable (NA) or Not Interested At This Time (NI).
- Next, consider how difficult it would be for you and your team to work within the agency or with partners to implement or strengthen 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
Strengthen  <b>leadership</b> and management through a career ladder that includes selection procedures resulting in diversity and inclusion.		
Offer ongoing professional development opportunities for  <b>leaders at all levels</b> 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  <b>approaches to developing and sustaining an inclusive workplace and diverse child welfare workforce.</b>		
Build a leadership pipeline by creating equitable  <b>career progression opportunities</b> for frontline staff.		
Other Strategies? Click  <b>MyNCWWI</b> 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 C:

## Explore Job Analysis & Position Requirements



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

### 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:\*

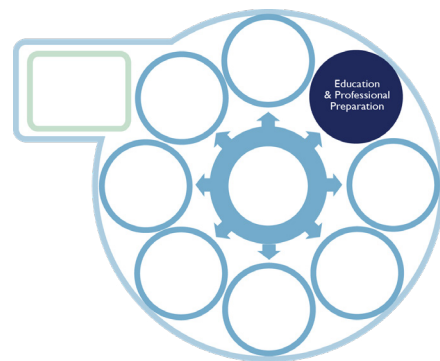
- First, consider and note in the table below: A = Agency Already Engaged, B = Interested in the Strategy, C = Not Applicable (NA) or Not Interested At This Time (NI).
- Next, consider how difficult it would be for you and your team to work within the agency or with partners to implement or strengthen 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
Work with HR to conduct formal  <b>job analyses</b> 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.		
Establish clear racial equity expectations for HR staff, including: training that covers implicit bias; equitable hiring practices for all hiring managers & hiring panel members; and clear expectations and accountability for racially equitable work places, including articulation of hiring goals (  <b>Racial Equity Action Plan</b> and  <b>7 Practical Ways to Reduce Bias in Your Hiring Process</b> )		
Other Strategies? Click  <b>MyNCWWI</b> 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 D:

## Explore Education & Professional Preparation



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

### 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 has resulted in 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, promising, and culturally grounded 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.	
Agency or university staff are in place to support and mentor students from underrepresented groups to include and value their unique professional opportunities and challenges.	
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.

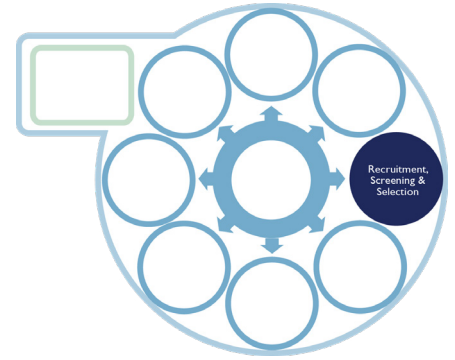
<u>Examples of Promising or Effective Strategies</u>	<u>Implementation</u> A = already engaged B = interested C = NA or NI	<u>Level of Difficulty</u> 1 = readily doable 2 = feasible with effort 3 = difficult
Agency and university partners consistently and proactively  <b>recruit and select a diverse student body</b> , 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  <b>transition from school to the work</b> 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  <b>integrate child welfare learning and competencies</b> into the school curriculum to prepare graduates for child welfare work.		
Agency provides field placements and participates in available IV-E scholar programs that engage diverse student populations to work in and commit to child welfare work in a county or tribe.		
Other Strategies? Click  <b>MyNCWWI</b> 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 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.






Indicators of Agency Level of Performance	Rating 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).
- 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
<b>RECRUITMENT</b>		
Analyze key metrics such as the  <b>cost of turnover</b> or time taken to fill vacancies and use data to advocate for effective practices.		
Begin early  <b>recruitment efforts</b> 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,  <b>flexible scheduling</b> ) 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, social media, and authentic and respectful relationship building with partners in communities of color to successfully reach underrepresented populations (at historically black and Hispanic universities, tribal colleges, and community colleges) and  <b>non-traditional audiences</b> (retirees from child welfare and related fields) to  <b>expand the pool of diverse candidates.</b>		

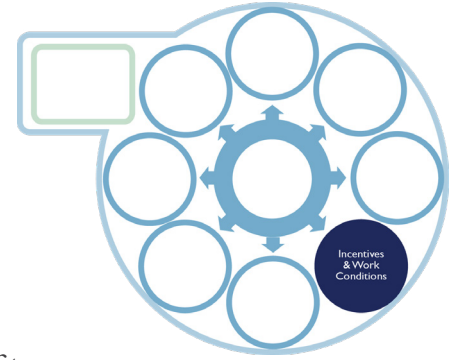
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<u>Examples of Promising or Effective Strategies</u>	<u>Implementation</u> A = already engaged B = interested C = NA or NI	<u>Level of Difficulty</u> 1 = readily doable 2 = feasible with effort 3 = difficult
<b>RECRUITMENT</b>		
Utilize a hiring panel that includes diverse staff representatives.		
Through a “diversity check” via human resources, ensure that the pool of candidates includes a set minimum from communities that represent the population served.		
Establish clear racial equity expectations for HR staff, including: training that covers implicit bias; equitable hiring practices for all hiring managers and hiring panel members; and clear expectations and accountability for racially equitable work places, including articulation of hiring goals (  <b>Racial Equity Action Plan, &amp;  7 Practical Ways to Reduce Bias in Your Hiring Process</b> )		
Other Strategies? Click  <b>MyNCWWI</b> for additional strategies, resources, and tools.		

<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
<b>SCREENING &amp; SELECTION</b>		
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  <b>variety of realistic job preview</b> videos, interactive information, and self-assessments to explore self-knowledge and fit.		
Develop and implement (or adapt existing) competency-based  <b>selection processes</b> that feature behavioral anchors tied to clear “meets” or “exceeds” criteria for performance.		
Develop and implement a consistent, competency-focused  <b>approach to interviewing</b> , including the training of interviewers, to minimize bias or assumptions that can influence the evaluation and selection of candidates.		
Other Strategies? Click  <b>MyNCWWI</b> 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 equitable within positions and competitive with those of other employers.	
The agency has in place equitable processes to design and implement strategies to express its appreciation for all 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.	
The agency has transparent and open communication about how incentives and work conditions are managed.	
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:\*

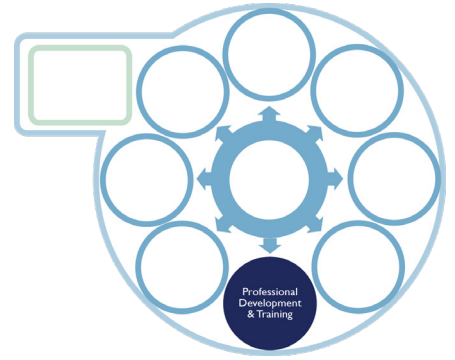
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- Next, consider how difficult it would be for you and your team to work within the agency or with partners to implement or strengthen its performance based on 1 = Readily Doable, 2 = Feasible But Will Take Some Effort, and 3 = Difficult.

<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
Establish benchmarks for  <b>workload/caseload size</b> using agreed- upon metrics and routinely monitor for their achievement.		
Design and offer equitable,  <b>non-monetary benefits</b> and incentives to all staff (e.g., flexible scheduling, job sharing, telecommuting).		
Design and offer onsite or partnered programs for  <b>culturally responsive self-care</b> and wellness that are promoted and used equitably by staff.		
Assess staff perceptions and experiences regarding safety in the office and field and develop  <b>safety protocols and procedures</b> and risk management procedures.		
Incentives are provided to staff with particular skills (such as linguistic or cultural) that are valued by the agency (e.g., a “bilingual/bicultural benefit” stipend on top of regular salary).		
Address  <b>microaggressions</b> , harassment, and social exclusion (micro or macro) that create work conditions where underrepresented staff feel unsafe, invisible, undervalued, or not valued.		
Other Strategies? Click  <b>MyNCWWI</b> 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



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### 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.

Indicators of Agency Level of Performance	Rating 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 <b>coaching</b> 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 as well as with principles of equity and inclusion.	
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).
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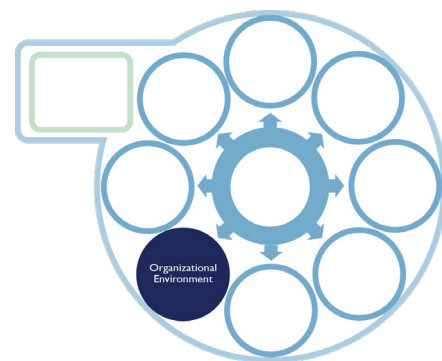
<u>Examples of Promising or Effective Strategies</u>	<u>Implementation</u> A = already engaged B = interested C = NA or NI	<u>Level of Difficulty</u> 1 = readily doable 2 = feasible with effort 3 = difficult
Leaders at all levels practice and model the value of a learning organization by developing, 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, inclusionary practices, and achievement of the agency's mission.		
 <b>Coaching and mentoring</b> programs are offered to new and experienced staff to support ongoing learning.		
Supervisors are supported in their role in the critical  <b>transfer of knowledge</b> from the classroom to job performance.		
Knowledge and skill development is tied to  <b>performance appraisal</b> 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.		
Professional development and training program offers basic and advanced  <b>competency-based</b> learning opportunities related to racial equity and inclusion, including education on implicit bias, history of communities served by the agency, undoing institutional racism, and  <b>Core Competencies for Working to Achieve Racial Equity</b> .		
Other Strategies? Click  <b>MyNCWWI</b> 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 H:

## Explore Organizational Environment



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### 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 all staff, beginning with leadership, have the skills to 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).
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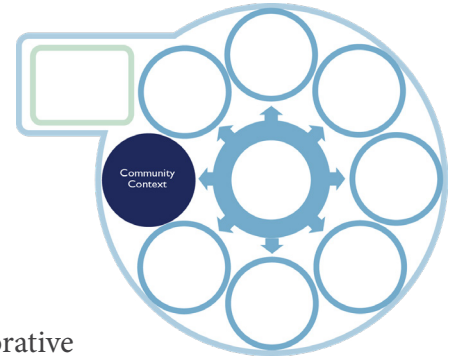
<u>Examples of Promising or Effective Strategies</u>	<u>Implementation</u> A = already engaged B = interested C = NA or NI	<u>Level of Difficulty</u> 1 = readily doable 2 = feasible with effort 3 = difficult
As part of an ongoing plan for improving organizational climate, conduct a rigorous, structured agency self-assessment exploring staff perceptions (examine by race, ethnicity, age, gender, and position level) and identifying  <b>organizational health factors</b> 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  <b>inclusive and distributive leadership</b> 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  <b>cost to the agency and the impact of staff turnover</b> on client outcomes.		
Lead, encourage, and support employee racial equity work within and outside the agency by addressing microaggressions, harassment, and social exclusion (micro or macro) when they occur and implementing a proactive plan that informs agency staff regarding workplace culture and inclusivity expectations. Include an investment in resources and funding for  <b>Racial Equity Training</b> .		
Other Strategies? Click  <b>MyNCWWI</b> for additional strategies, resources, and tools.		
Notes/Comments:		

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# WORKSHEET I:

## Explore Community Context

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### 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:\*

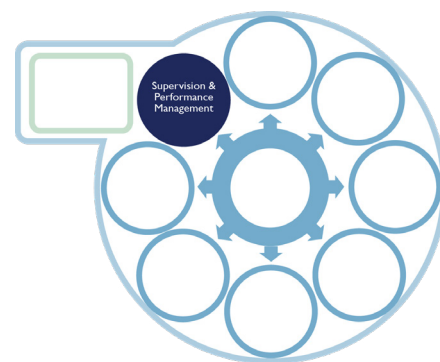
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<u>Examples of Promising or Effective Strategies</u>	<u>Implementation</u> A = already engaged B = interested C = NA or NI	<u>Level of Difficulty</u> 1 = readily doable 2 = feasible with effort 3 = difficult
Actively respond to biased or inaccurate  <b>media accounts</b> and offer factual and positive information about the role and successful impact of the agency on families to impact  <b>public perception.</b>		
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  <b>diversity of the community</b> and groups historically underrepresented among agency staff.		
Build respectful, authentic relationships with partner agencies and organizations reflecting diverse communities and support a reciprocal commitment to serve on internal and external workgroups and committees. Actively  <b>engage community stakeholders</b> , providers,  <b>families</b> , youth, and foster care alumni on boards, advisory committees, workgroups, and so on, to promote shared decision-making and model the importance of an  <b>inclusive agency within the community.</b>		
Actively support community efforts to dismantle racial and structural inequities, and create and strengthen conditions in the partnerships with the community in which children and families can succeed.		
Other Strategies? Click  <b>MyNCWWI</b> for additional strategies, resources, and tools.		
Notes/Comments:		

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# WORKSHEET J:

## Explore Supervision & Performance Management



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### 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.	
Supervisors are provided education and training on supervising across differences (e.g., learning styles, family or cultural background, and so on).	
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 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  <b>skills of effective individual and group supervision.</b>		
Deliver formal in-service training and ongoing professional development to  <b>supervisors regarding their role in implementing the agency's performance management system, HR policies, and procedures.</b>		
Provide supervisors the formal supervision and feedback and formal and informal  <b>tools, training, and coaching</b> they need to, in turn, train, coach, and offer ongoing guidance and feedback to their staff to support individual development and critical thinking regarding child welfare practices and an agency culture of inclusivity.		
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.		
Invest time and resources to ensure employees and supervisors have high-quality relationships. This can include addressing implicit biases that employees have of supervisors or supervisors have of employees ( <b>Diversity in Leadership: NCWWI 1-page Summary</b> ) 		
Other Strategies? Click  <b>MyNCWWI</b> for additional strategies, resources, and tools.		
Notes/Comments:		

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# >> Prioritizing

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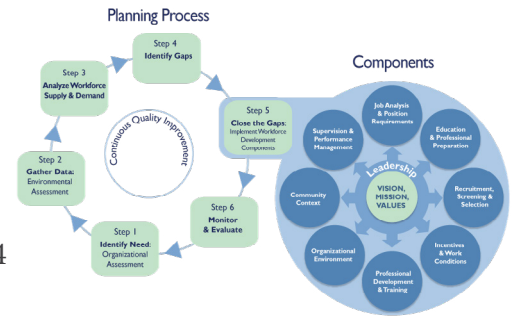
## Instructions:

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.

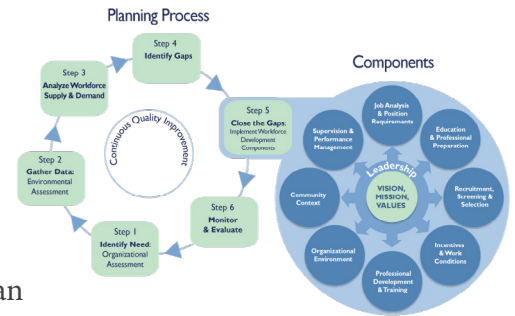
- \_\_\_\_\_ Job Analysis & Position Requirements
- \_\_\_\_\_ Education & Professional Preparation
- \_\_\_\_\_ Recruitment, Screening & Selection
- \_\_\_\_\_ Incentives & Work Conditions
- \_\_\_\_\_ Professional Development & Training
- \_\_\_\_\_ Organizational Environment
- \_\_\_\_\_ Community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

# >> Action Plan Template

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## 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)			

## Resources:

[Racial Equity Action Plans](#)

[State example of Racial Equity Action Plan](#)

[Washington State Action Plan Template](#)

# » 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)
- Impact of strategy implementation on issues of equity

What methods you will use and with what frequency:

- Meetings, surveys, focus groups
- Administrative data
- Culturally responsive/appropriate research/evaluation practices ( **Starting with the Numbers: The importance of data collection & analysis in system efforts to eliminate racial/ethnic disparities**)

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**