Child Welfare Workforce Development and Workplace Enhancement Institute:
Knowledge Development and Application
Meeting Report

July 2006

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INTRODUCTION

On October 24-26, 2005, the Children's Bureau (CB) sponsored a Workforce Institute at the Hilton Crystal City Hotel in Arlington, VA, with approximately 250 invited participants. The Institute had several purposes: 1) to highlight productive/action-planning strategies for recruiting and retaining a stable and skilled workforce; 2) to share best practices; 3) to develop innovative solutions to common challenges, and 4) to build a shared knowledge base.

Much of the impetus for the Institute came from a cluster of CB's discretionary grants on child welfare staff recruitment and retention as well as the findings of recent workforce-related studies conducted by national child-serving organizations and associations. Both indicating a need to highlight successes and challenges is hiring and retaining a qualified workforce. Institute participants included public and private non-profit child welfare agency representatives; state and local agency directors and administrators; university faculty members, researchers and educators; representatives of national organizations, human resources professionals; CB grantees, and CB training and technical assistance (T&TA) network representatives.

The program included eight plenary sessions, fourteen concurrent workshops, and ten synthesis groups. Forty-eight experts, many of whom are principal investigators for CB's Child Welfare Training grant program, made presentations. Attendees also had access to a resource/exhibit room with 8 exhibitors. Here participants could network with colleagues and expand their knowledge of workforce programs and resources.

Several plenary and workshop sessions were videotaped and are available for viewing (see PRESENTATIONS section below). During both the 2006 Court Improvement Program meeting and the 2006 States and Tribes meeting, there were specific sessions to continue the discussion on workforce issues. This report captures the ideas and thoughts that were shared during the Institute.

HIGHLIGHTS

❑ The Institute received very high ratings from participants: thanks to the contributions of the planning committee; excellent workshops by presenters; the opportunity for focused discussion through the synthesis groups; and the dedication, expertise, and enthusiasm of the attendees.
❑ The representation of federal staff, T&TA staff, and child welfare training grantees was valuable and confirmed CB's interest in addressing workforce issues. It is anticipated that the work of grantees discussed at the Workforce Institute will be disseminated by the T&TA network to states, courts, and tribes and to the field in general.
❑ The synthesis groups provided an opportunity for attendees to think critically about workforce-related issues, to discuss possible solutions to workforce challenges and to make recommendations to the field. The synthesis groups' recommendations were used to produce this report.

PRESENTATIONS

The agenda listing each presentation and presenters is in Appendix A. There were presentations on a wide variety of workforce-related topics; which included both the latest research and reports from the field. Many of the handouts from these presentations and the following Institute sessions which were videotaped can be found at the Child Welfare Information Gateway website (www.childwelfare.gov):

General Sessions
- ❖ Success in the Workplace: Connecting an Agency's Vision, Mission, and Values to the Workforce and the Impact/Influence this has on the Organizational Culture (David Sanders, LA County Department of Children and Family Services)
- ❖ Promising Approaches to Recruiting and Retaining Quality Child Welfare Workers (Sue Robison, Cornerstone for Kids; Anita Light, American Public Health Human Services Association (APHSA); Pam Day, Caliber, an Inner City Fund (ICF) Consulting Company; Sue Steib, CWLA; Cynthia Woodside, NASW and Joan Zlotnik, Institute for the Advancement of Social Work Research)
- ❖ Child and Family Services Reviews Workforce Related Findings-Focused on Training (Will Hornsby, CB)

Workshops
- ❖ Designing, Implementing, and Evaluating a Research Driven Retention Model in New York State Public Child Welfare Organizations (Hal Lawson, Mary McCarthy, Paul Brady, James Caringi, SUNY at Albany and Edward Thompson, Child Protective Services (CPS) for Queens Borough of New York City)
- ❖ The Role of Leadership and Decision Makers in Improving Workforce Practices (Gary Anderson, Michigan State University)

SYNTHESIS GROUPS

Synthesis groups provided Institute participants an opportunity to share observations, reflections, and expertise about the human services workforce, with strong emphasis on the child welfare workforce. The synthesis group process was designed to stimulate different ways of thinking related to the child welfare workforce. In addition, the discussions were intended to assist participants in exploring critical workforce issues and developing creative strategies to the many opportunities and challenges in the field. Each synthesis group was led by a facilitator and had an assigned content expert, (typically a representative from a federally supported recruitment and retention project). The members of each group were assigned by interests expressed prior to the conference. The discussions revolved around ten topics that are outlined in Appendix C.

KEY RECOMMENDATIONS

Each synthesis group arranged its recommendations in priority order for consideration by the child welfare field. This section provides a summary of the key recommendations from the groups. It should be stated that there was considerable overlap among the ten synthesis groups.

Leadership
- Encourage agencies to establish a "deputy" position that would employ a career public servant. The deputy would provide stability and continuity during leadership changes.
- Develop a list of the characteristics and competencies needed to recruit, retain, and support a high quality child welfare workforce. Train managers and supervisors to attain these competencies.
- Establish peer-to-peer networks of leaders in order to share critical information, best practices, and approaches for producing positive outcomes.
- Create a plan for leadership by working with Schools of Social Work to:
  - Incorporate leadership development into Schools of Social Work curriculum;
  - Create an open dialogue and partnerships between schools and agencies
  - Provide continuing education opportunities for leaders in child welfare to focus on continued development of leadership skills.
- Provide leadership for research initiatives to identify best practices in child welfare supervision, especially those associated with staff retention.
- Address the need for national leadership and resources devoted to developing and sharing incentive strategies, research, and practice.
- Encourage a strong leadership role by state agencies in establishing and maintaining standards for IV-E consortiums.
- Provide an orientation for new state level representatives/legislators so they can learn about the child welfare organization.
- Identify the standards and qualities of a leader. Take the standards and qualities list and give it to new administrations to take into account when appointing a new leader.
- Establish a leadership academy for all supervisors and senior level management.
- Encourage new political appointees to attend orientation/training sessions to learn about the organization's culture, structure and operations. Develop a "cheat sheet" for governors to consider when making appointments to leadership positions.

Organizational Development
- Address the organizational need for evaluation and for national dissemination of relevant information to sustain programs.
- Create a strategic liaison for agencies and universities to keep lines of communication open and to be able to troubleshoot issues, such as hiring and internships. Ask agencies what they need to support, develop, and improve the workforce and their organization.

- Address the need for intervention models that provide specificity, e.g., defining worker expectations for work with families.
- Address secondary trauma that is inherent in child welfare work.
- Encourage collaboration between CB's T&TA network and universities. This may ensure more coordination and more effective recruitment strategies.
- Expand learning opportunities for aspiring supervisors as well as those already engaged in supervisory practice. The learning opportunities could include:
    - Enhancing supervisory content in MSW programs;
    - Expanding post-graduate certificates;
    - Expanding continuing education and staff development opportunities; and
    - Promoting peer support and learning communities.
- Address the need for more research on appropriate staffing that takes into consideration the current nature of the work, workload standards, and the real costs of worker turnover. Bring child welfare practitioners, child welfare researchers, and universities together to consolidate research, best practice, and training materials.
- Encourage child welfare agencies and Schools of Social Work to make developing culturally competent services/organizations a priority.
- Use technology to support good casework. For example, cell phones, laptops, etc., can allow work to be done outside the office.
- Make sure that systems are intentionally aligned with organization's mission, vision, goals, and values.

Structure and Culture
- Create an organizational culture throughout the child welfare system that values and supports a comprehensive, systemic, strategic approach to communication. This culture will include:
    - Communication that supports change management goals, quality service, mission and vision;
    - Specific plans for relaying specific information throughout the child welfare system;
    - Stepping back to analyze what needs to be communicated and how;
    - A multi-media approach;
    - Both personal and role-based accountability;
    - User-friendly communication for recruitment and retention.
- Three examples of jurisdictions changing their culture are Utah, El Paso County, CO, and New York City.

Performance Management
- Use real-time, interactive information technology systems with useful information on how to operationalize performance management. Three key questions and recommendations follow:
    - What are we measuring?
        - Data collection methods and measures should be related to the big picture. Accountability should exist at all levels of government and

messages should be consistent from the unit-level to the organizational-level.

- o The ability to distinguish individual from organizational performance and identify linkages between the two are important considerations. Measures should be outcomes and evidence-based, client-centered, and linked to intended outcomes. Measures should also address organizational resiliency and supervision quality.
- How do we measure and report?
  - o Data collection method should be based on and directly related to the research questions identified.
  - o Staff should be aware of and transparent about data limitations and other data quality issues.
  - o How to best address the use of multiple data sources continues to be a major issue (e.g., Continuous Quality Assurance (CQA) process, etc.). Data should be uniform and comparable across systems to conduct meaningful analyses.
- How can we translate what is being measured into performance improvement? Retention is everyone's responsibility and must be part of performance management. Possible steps are as follows:
  - o To the extent possible, turn negative outcomes into learning opportunities. For example, clients with positive and negative experiences can become trainers for new staff.
  - o Use creative and effective communication methods. Be creative in communicating performance to be measured and in making them learning opportunities.

Employee Relations
- Create a supportive team where there are opportunities to join pilot programs and projects.
- Have peer-to-peer technical assistance available to supervisors for consultation and support opportunities.
- Establish a multi-track career ladder system to create opportunities for staff to develop their interests and skills, with advanced and specialized practitioners providing mentorship. This provides opportunities for staff to test aptitudes and roles and to move gradually into new jobs in an intentional way.

Rewards and Staffing
- Conduct an assessment of incentives currently in use and develop a policy that supports rewards in each organization.
- Support local award programs for staff and assess what motivates them.
- Take into consideration organizational culture and monetary rewards.
  - o Provide sufficient resources and tools, support staff, respect from supervisors (random acts of kindness), non-monetary rewards, tuition reimbursement, organizational attention to incentives and rewards, horizontal and vertical career paths.

- Develop a comprehensive approach to address staffing. Define the roles of partners (child welfare agencies, universities, human resources, unions, and Employee Assistance Programs) in addressing issues.
  - Provide adequate support for supervisors to give rewards.
  - Institute different pay for BSW and MSW.
  - Provide professional development through in-service training.
- Invest in the development of agency workers to increase retention.
- Evaluate and develop recruitment strategies that consider education, preparation, and why people would choose a career in child welfare.
- Develop realistic job previews.
- Develop competency-based screening and selection processes.
- Establish an "overhire" capacity to fill vacancies more quickly with trained caseworkers.

Cultural Competence
- Incorporate cultural competence at all levels of policy, practice, and organization/client outcomes.
- Strengthen child welfare practice by becoming a resource for culturally competent family support.
- Create an environment that promotes learning about other cultures.
- Support professional development of staff to use cultural guides/consultants in order to engage culturally diverse children and families.
- Recruit and hire competent staff from culturally diverse backgrounds and take steps to assure that the agency staffing patterns are reflective of the community served.
- Support the implementation of organizational cultural competence assessments.
- Establish mechanisms to ensure accountability for effective service delivery to culturally diverse families and communities.

Community
- Find ways to engage entire communities in working towards safety, permanency and child and family well-being.
- Encourage stakeholders to think of ways to embrace clients' voices as an important ingredient of the community.
- Rethink ways to involve the broader community in the practice and classroom education of social workers. Consider how different pieces of information are shared with media about public child welfare and how we can work with the broader community on understanding social work care and social work education at all levels.
- Encourage clients to participate as trainers for new staff.
- Promote Youth Advisory Councils.
- Promote positive relationships with the private agencies that are a part of the system.
- Educate people in rural areas about successful recruitment and retention strategies.

- o   Establish branch campuses with Social Work faculty.
- o   Develop MSW programs in rural areas.

Communication
- Address how social work is viewed in the media.
- Constantly and effectively communicate what the public should expect from the child welfare agency before crisis happens.
- Utilize creative, alternative methods for dealing with external communications, e.g., newspapers, television, and legislators. Examples include:
  - o   Instituting "ride along," a training tool in which an individual accompanies a social worker while on duty to learn more about the job;
  - o   Hiring media experts for organizations.
- Develop ongoing relationships with social work journals, newspapers, and editorial boards.
- Listen to clients. Prevent client from feeling abandoned by introducing him/her to new worker before the old one leaves.
- Educate the general public about issues relevant to the child welfare workforce, such as increased case loads, caseworker retention, and lack of incentives for those in this field. This may promote mutual coordination, cooperation and communication among foster parents, child care agencies, and other child advocates.
  - o   Hire foster parents to help educate people about the difficulty of the work.
- Identify and use vehicles of internal communication among all levels of the organization to facilitate open, two-way communication.
- Model active communication within the agency. Purposefully provide opportunities for staff to receive and offer feedback. Also provide opportunity for staff to share their thoughts privately and confidentially.
- Regularly assess and review effectiveness of communication efforts.

OTHER KEY ISSUES FOR WORKFORCE ENHANCEMENT

The following are additional recommendations made by the synthesis groups.

Supervision
- Support collection and dissemination of existing knowledge regarding effective, evidence-based supervisory models. Develop a central resource center depository on child welfare supervision.
- Establish learning circle laboratories for supervisors to share specific information on how supervision can affect their staff and the clients with whom they work.
- Enhance career advancement or redirection by providing post-masters programs for supervisors desiring supervisory, management/administration, and community-practice training and education.
- Promote the supervisor's role in the community and communicate the importance of **mission and values** to workers.
- Promote a balance **between caring and competency in child welfare supervision.**

- Create a dialogue and relationship between universities and agencies on the factors that contribute to the successful recruitment and retention of a quality child welfare workforce, as well as factors that contribute to the professionalizing and stabilizing of the current workforce. Strategies may include:
  - Establishing a curriculum that supports the supervisory roles and leadership development of case workers in universities;
  - Establishing interdisciplinary academic partnerships;
  - Addressing clinical supervision in universities to promote learning organization culture, worker practice and retention, and positive client outcomes in child welfare.

Research Needs Identified

Some areas in which further research is needed were noted during the synthesis groups' discussions, including the following:

- Comparisons of child welfare systems to other fields and their organizational practices
- Effective implementation strategies for transitioning to a new organizational culture
- The impact of leadership on outcomes
- Definition of the baseline or foundation for "best practices"
- A formal collection of research on best practices in supervision in child welfare

TECHNICAL ASSISTANCE NEEDS IDENTIFIED

Opportunities for technical assistance to be provided by the CB T&TA network of resource centers were identified throughout the Institute. Some of these opportunities are:

- Have peer-to-peer technical assistance available to supervisors for consultation and support opportunities;
- Use National Resource Centers for help in developing change models and leadership training models;
- Provide T&TA on how to address Child and Family Services Review and workforce-related findings;
- Encourage the T&TA network to promote models of intervention and to support development of organizational models. Improve state and local organizations' access to experts. Some needs include:
  - Communication experts for developing primary messages and mission/vision;
  - Experts to train employees in media relations and crisis planning;
  - Help with website development, particularly websites for recruitment and retention resources;
  - Assistance with developing partnerships and collaborations with clients, youth, other agencies, and other stakeholders;
  - Help with developing quick reference guides for communication.
- Need for national leadership and resources to develop and share:

- o Rewards and incentives
- o Research and practice
- Share information in rural regions:
  - o Share practices that are working
  - o Share innovative practices

CONCLUSION

- This Institute brought together key stakeholders from many different disciplines, including mental health, public health, national child and family serving organizations, education, employment, human resources, legal and judicial, state legislature, and private non-profit agencies. Nevertheless, in their day-to-day work these diverse professionals touch on the lives of many of the same children and families.
- The wide variety of participants at the Institute raises the question, "Who should be involved in efforts to address workforce issues if improving the child welfare workforce is the goal?" There is a need to bring balance to research and practice.
- Workforce is a part of everything we do in child welfare. If the child welfare field is to be successful in providing for the safety, permanency, and well being of children and families, then informed strategies for recruiting and maintaining a stable and highly skilled workforce must be implemented. In addition, it is critical to establish strategies for optimizing, professionalizing, and stabilizing the existing child welfare workforce.
- In order to shed light on ways to improve the child welfare workforce, we must continue to value youth and family input on what makes a model workforce. For example, the session, "The Impact of Staff Turnover on Services to Children and Youth" presented by Freda Bernotavicz and Sandra Spencer provided an important opportunity for this audience to hear children and a parent discuss their experience with worker turnover and its effects.

CHILDREN'S BUREAU T&TA NETWORK'S NEXT STEPS

The National Resource Centers (NRCs), which are a part of the T&TA network, are funded by the Children's Bureau. Each NRC provides onsite training and technical assistance to states, tribes, and public child welfare agencies, which includes preparation for and implementation of the Child and Family Services Review (CFSR) process. As the T&TA network continues their work with child welfare agencies, they should include workforce development in their discussions. When working with jurisdictions to improve practice, implement new models of practice, improve systems and infrastructure, or make organizational or cultural changes, workforce issues should also be addressed. These could include:
- What is the current skill level of the workforce? Are new skills needed?
- How will the organization develop and offer training opportunities?

- How will the organization support the development of the new skills to meet service demands?
- What is the capacity of the workforce? How will the organization balance the new demands with the capacity of staff?
- How is the organization addressing the cultural competence of staff, and how will this affect the proposed changes?
- What is the turnover rate, and how will this affect the proposed changes?
- Does the organization need to assess its hiring practices in light of the new skills needed by the workforce?

The T/TA Network can also address the importance of the front line supervisors and their role in changing practice and culture. This can include:
- Ensuring that frontline staff, particularly supervisors, are included in the decision-making process;
- Engaging supervisors when the agency leadership wants to introduce change, working to ensure that they understand why the change is necessary, securing their buy-in, and training them in the change before their workers are trained;
- Working with the organization to strengthen supervision, particularly to improve clinical supervision;
- Ensuring that supervisors have enough time to provide quality supervision and support to their workers.

Lastly, the infrastructure and staffing needed at all levels of the organization should be included in discussions with the organization. This may include looking at the organization's capacity and demand issues in such areas as policy development, practice and personnel expertise, training, continuous quality improvement, and data.

NEXT STEPS FOR THE CHILDREN'S BUREAU

- CB is launching a Child Welfare Workforce Communities of Practice website as part of the Child Welfare Information Gateway.
- CB will continue to bring attention to the need for supporting efforts to strengthen the child welfare workforce by including workshops/sessions on workforce related issues during CB sponsored meetings and/or conferences when appropriate.
- CB will continue to provide information to the hurricane-affected states on how to rebuild the workforce.
- The CFSR T&TA Training Task group will include workforce training opportunities in its calendar of training activities.
- One of CB's Recruitment and Retention Grantees is collaborating with the National Resource Center for Organizational Improvement in planning a training symposium in 2006.
- CB will encourage the T&TA network and other partners to gather and synthesize action-oriented models and strategies for optimizing and stabilizing the workforce. These may include:

- o Recruitment and selection models and strategies
- o Training and organizational initiation-induction models and strategies
- o New practice models, strategies, and priorities
- o Career development and promotion models and strategies
- o Professional development models and strategies
- o Retention models and strategies
- o Organizational development models and strategies
- o Models to address lingering issues and needs
- CB will encourage the T&TA network and partners to synthesize current information on state, federal, and local workforce policy. Examples may include:
  - o State workforce recruitment initiatives
  - o State workforce development initiatives, including partnerships with social work education
  - o State turnover-related initiatives (e.g., Delaware's program for hiring extra workers and deploying them when turnover occurs, thus preventing the multiple problems associated with unfilled vacancies)
  - o Promising state policies
  - o New CB/HHS initiatives

APPENDIX A

WORKFORCE INSTITUTE AGENDA

Child Welfare Workforce Development and
Workplace Enhancement Institute:
Knowledge Development and Application

October 24-26, 2005
Hilton Crystal City – Arlington, Virginia

AGENDA

SUNDAY, OCTOBER 23, 2005		

5:00 – 7:00 pm   **Registration**   *Admiralty Foyer*

MONDAY, OCTOBER 24, 2005		

7:00 – 8:00 am   **Registration**   *Admiralty Foyer*

8:00 – 9:00 am   **Opening Plenary Session**   *Admiralty Ballroom*

                Welcome, Introductions, and Overview
Jane Morgan, Child Welfare Capacity Building Division, Children's Bureau

Marva Benjamin, Children's Bureau

                Keynote Presentation: Success in the Workplace: Connecting an Agency's Vision, Mission, and Values to the Workforce and the Impact/Influence this has on the Organizational Culture
David Sanders, Los Angeles County Department of Children and Family Services

9:00 – 9:15 am   **Break**   *Crystal Room*

9:15 – 10:30 am   **Plenary Session: PANEL**   *Admiralty Ballroom*

                Promising Approaches to Recruiting and Retaining Quality Child Welfare Workers
Susan Robison, Cornerstones for Kids, Human Services Workforce Initiative, Project of the Annie E. Casey Foundation

Anita Light, National Association of Public Child Welfare Administrators

Pamela Day, Caliber Associates

Sue D. Steib, Child Welfare League of America

Cynthia Woodside, National Association of Social Workers

Moderated by: Joan Levy Zlotnik, Institute for the Advancement of Social Work Research

This session identifies some of the factors contributing to the successful recruitment and retention of a quality child welfare workforce. Panel members represent national organizations that are committed to improving the service delivery system for vulnerable children and families. Although it is recognized that substantial barriers and challenges continue to exist that impact on a child serving agency's ability to maintain a stable and highly skilled workforce, this presentation will nevertheless focus on (a) conceptualizing efforts to strengthen the child welfare/human service workforce (b) the need for a systemic and comprehensive approach to addressing workforce issues (c) leadership development (d) the role of workloads and caseloads in worker performance/retention and (e) the role and importance of social work education and supervision in recruiting and retaining a healthy workforce.

10:30 – 11:00 am Plenary Session   *Admiralty Ballroom*

Child and Family Services Reviews (CFSR) Workforce Related Findings – Focused on Training
William Hornsby, Children's Bureau

Will Hornsby from the CFSR team will present findings from the first round of CFSR reviews regarding training of child welfare staff and providers.

11:00 - 11:15 am Break   *Crystal Room*

11:15 am -12:45 pm   **Concurrent Workshops**

Session 1:   *Charleston I*
Evidenced-based and Research-supported Practices in Recruiting and Retaining Staff
Nancy S. Dickinson and John Painter, University of North Carolina at Chapel Hill

Moderated by: Elaine Stedt, Children's Bureau

There is a growing body of research on the correlates of recruiting and retaining a qualified child welfare workforce. This workshop will present an overview of these findings and their implications for practices. A significant portion of the workshop will be a facilitated discussion of current research efforts by workshop participants to study recruitment and retention behaviors.

Session 2:   *Roanoke*
Designing, Implementing, and Evaluating a Research Driven Retention Model in New York State Public Child Welfare Organizations
(Afternoon session of this workshop will be in the Dewey I room)
Hal Lawson, Mary McCarthy, Paul Brady, and James Caringi, SUNY at Albany

Edward Thompson, CPS for the Queens Borough of New York City

Moderated by: Lynda Arnold, National Resource Center for Organizational Improvement

A research and development team representing the New York State Social Work Education Consortium, in close partnership with the New York State Office of Child and Family Services and local County Commissioners, began its work in 2001 with two rounds of research aimed at understanding turnover in agencies with persistently high turnover. Our Children's Bureau initiative has enabled us to use this research (and other research that has followed) in a complex intervention aimed at improving retention. This intervention combines intra-agency, cross-role design and improvement teams with targeted management consultations, and both are accompanied by embedded evaluations. Representative team members and two commissioners will provide details about this intervention, including early findings and lessons learned.

Session 3:   *Rappahannock*
Strategic Planning and Workforce Issues in Children's Mental Health
Joan Dodge, National Technical Assistance Center for Children's Mental Health at Georgetown University

Larke Huang, American Institute of Research

Moderated by: Bob Lindecamp, Children's Bureau

This workshop will provide an overview and current trends in workforce issues from the perspective of children's behavioral health. Strategic planning efforts to impact workforce capacity at the national level through a National Strategic Plan led by the Annapolis Coalition

and state efforts through the public children's mental health authorities will be described. Innovative examples from a few states and communities that are addressing this critical issue will be included in the presentation. Participants' feedback will be elicited to determine their perspectives on trends they have experienced and suggestions for one action step could make an impact on the children's mental health workforce field.

Session 4: *Dewey I*
The Role of Leadership and Decision Makers in Improving Workforce Practices
(Afternoon session of this workshop will be in the Roanoke room)
Gary Anderson, Michigan State University

Moderated by: Pam Johnson, Children's Bureau

This workshop will examine leadership literature and research to highlight the actions and attitudes of an organization's administrative team that have a direct impact on the recruitment of qualified child welfare staff and the retention of competent staff. The multi-aspects of an administrator's role will be presented and examined as these relate to workforce issues, with particular attention to agency culture.

Session 5: *James*
Enhancements to Supervision and Mentoring to Improve Workforce Practices
Crystal Collins-Camargo, University of Kentucky College of Social Work Training Resource Center

Kim Shackelford, University of Mississippi

Terry Phillips, Mississippi Department of Human Services, Family and Children Services

Moderated by: Melissa Brodowski, Children's Bureau

This session will focus on a four state research and demonstration project testing the role of clinical supervision in promoting a learning organizational culture, worker practice and retention, and positive client outcomes in public child welfare. A justification for a clinical approach in child welfare will be offered and preliminary findings discussed. Project staff and a frontline supervisor will provide specific information on how frontline supervision has changed in their state, and how it has impacted their staff and the clients with whom they work.

Session 6: *Potomac*
The Role of Training in an Overall Workforce Environment

Stephen Fox, Training Consortium, Eastern Kentucky University

Anita Barbee and Becky Antle, Kent School of Social Work, University of Louisville

Susan Kanak, University of Southern Maine

The private sector views training systems strategically and has long recognized the value of training and professional development in improving the workforce and organizations. Kentucky's child welfare training system has successfully used these methods to dramatically increase recruitment, advance job skills and improve organizational culture. This has lead to an 86% retention rate for public child welfare workers.

Session 7:   *Dewey II*
Competency-based Staff Screening and Selection Process and Linking this to Performance
Freda Bernotavicz and Lee Hodgin, University of Southern Maine

Brian Walsh, Maine Department of Health and Human Services, Office of Child and Family Services

Moderated by: LaChundra Thomas, Children's Bureau

People tend to do well at their job and have a high degree of satisfaction and job commitment when there is a good match between the competencies they bring to the job and the job requirements. This session will review the competencies needed for effectiveness as a child welfare caseworker and provide examples of competency-based approaches to screening, selection, development, and performance appraisal. Participants will have an opportunity to assess competencies in a videotaped screening interview.

12:45 - 2:15 pm Lunch on your Own

2:15 - 3:45 pm Synthesis Group Meetings
CB's National T/TA Resource Centers, Child Welfare Training Grantees, and the Workforce Planning Committee will serve as consultants and facilitators. Each Synthesis Group has been assigned a specific workplace issue for discussion, and group membership has been based on topics selected by participants from a list contained on their Workforce Institute application. Please refer to the back of your name badge for your Synthesis Group assignment and meeting location. More information on each Synthesis Group can be found under the tab "Synthesis Groups"

3:45 - 4:00 pm Break   *Crystal Room*

4:00 - 5:30 pm   **Concurrent Workshops (Sessions 1—7 Repeat)**

Please note: Session 2 will be in the Dewey I room and Session 4 will be in the Roanoke room for the 4:00 – 5:30 pm Concurrent Workshops. Please refer to the AM Concurrent Workshop listing for all other session room information.

TUESDAY, OCTOBER 25, 2005

7:30 – 8:30 am   Registration   *Admiralty Foyer*

8:30 - 9:30 am   **Plenary Session**   *Admiralty Ballroom*
The Impact of Staff Turnover on Services to Children and Youth
Freda Bernotavicz, University of Southern Maine

Sandra Spencer, Federation of Families for Children's Mental Health

Moderated by: Jane Morgan, Children's Bureau

How does it feel to be a child who experiences worker turnover? In this session we will hear the voices of children and youth in the foster care system talking about the impact of turnover. We will also hear the perspective of a parent on the impact of turnover on her child with special needs and their family.

9:30 - 10:30 am   **Plenary Session**   *Admiralty Ballroom*
Utilizing Funding Resources Effectively in Addressing Workforce Issues
Stephen Fox, Training Consortium, Eastern Kentucky University

Katharine Briar-Lawson, State University of New York at Albany

Moderated by: Jane Morgan, Children's Bureau

This session will address the practical methods of using a variety of funding resources for child welfare training and professional development. These training programs have a direct and immediate impact on the serious issue of recruitment and retention of qualified public child welfare professionals. Steve Fox will present on how Kentucky has developed a variety of training and professional development programs through the use of an array of funding streams. From the beginning of this program Kentucky taken advantage of IV-E, targeted case management through Medicaid, Title IV-B, State general fund dollars, and foundation monies. These funding streams have been used to create a consortium of all public universities which together provide training delivery, training support, multi-media support and university credit for a variety of learning activities.

10:30 - 10:45 am Break   *Crystal Room*

10:45 - 12:15 pm Concurrent Workshops

> **Session 8: State Workforce Initiatives**   *Dewey I*
> *Delaware: Candace Charkow, Office of Children's Services,*
> *Delaware Department of Services for Children, Youth and Families*
>
> *Michigan: Michael Masternak, CPS Human Resource Services*
>
> *Moderated by: Bob Lindecamp, Children's Bureau*
>
> The Delaware Division of Family Services embarked on a statewide
> initiative to improve employee retention and training in the late 90's.
> With a very small financial investment, caseworker turnover has
> decreased from 48% in 1998 to 12.1% in 2004. Delaware's strategies
> and outcomes will be discussed.
>
> Beginning in the late 1990's a number of new human resources
> initiatives were implemented to address the recruitment and retention
> of children's services workers in Michigan's Department of Human
> Services. The Human Resources Office implemented a number of
> successful strategies that had a dramatic impact on both employee
> selection and turnover/retention. Under a grant through the Annie E.
> Casey Foundation's Human Services Workforce Initiative, CPS
> Human Resource Services was able to document the success of these
> initiatives and provide assistance with their further development and
> enhancement.
>
> **Session 9:**   *Dewey II*
> **Workforce Issues in the Context of a Privatized Child Welfare
> System**
> *Jennifer Bradburn, University of Illinois at Urbana*
>
> *Moderated by: Elaine Stedt, Children's Bureau*
>
> The Illinois child welfare system utilizes a public/private partnership
> where "volunteer" agencies contract with the state to serve children
> and families of the formal child welfare system. While a number of
> key statewide reform efforts have yielded tremendous results in the
> provision of child welfare services, training, recruitment and retention
> issues continue to present daunting challenges for the private sector.
> This session will explore workforce issues within the context of a
> privatized child welfare system and the lessons learned from the Title
> IV-E Training Waiver.
>
> **Session 10:**   *Charleston I*
> **Attracting and Retaining Social Workers in Rural Areas**

Katharine Cahn and Judy Miller, Portland State University

Barbara Thorsen and Diane Nissen, Sonoma State University

Moderated by: LaChundra Thomas, Children's Bureau

This presentation will provide unique insights on why social workers stay on the job, how valuable workers can be retained, and the critical importance effective leadership has within an agency.

Session 11: *Roanoke*
Maximizing Potential, Mitigating Challenge – Systems of Care in Addressing Workforce Issues
Linda Zschoche, Jefferson County Division of Children, Youth, and Families

Anne Comstock and Cathryn Potter, Institute For Families, University of Denver

Moderated by: Pam Johnson, Children's Bureau

This session will share the learnings of a large metropolitan county that has been experiencing the joy and pain of being a site for two federal projects: Child Welfare Staff Recruitment and Retention and Systems of Care. The workshop will explore both the challenges and opportunities that this involvement provides. Participants will be engaged in brainstorming and discussion - generating ideas to take back to their own work place.

Session 12: *Rappahanock*
Workforce Issues in the Context of a Culturally Competent System of Care
Raymond Crowel, Mental Health and Substance Abuse Services

Moderated by: Melissa Brodowski, Children's Bureau

In an era of growing cultural diversity and shrinking public service funding, there is an ever greater need to ensure the provision of effective, appropriate, and efficient services to children and families. This session will explore the challenges and benefits of a culturally and linguistically competent workforce as an essential element in achieving improved outcomes for children in the Child Welfare system. The presentation and ensuing discussion will focus on essential elements of cultural competency, and Systems of Care, with an emphasis on recommendations for building, training and sustaining a culturally appropriate Child Welfare workforce.

Session 13: *Potomac*

Personal and Organizational Factors that Contribute to Retention and Turnover Rates

Alberta Ellett, University of Georgia

Chad D. Ellett, CDE Research Associate, Inc.

Betsy Lerner, Georgia Division of Family and Child Services

Moderated by: Anita Barbee, Kent School of Social Work, University of Louisville

This workshop reports on the results and recommendation of a statewide study conducted in Georgia in 2003 of personal and organizational factors predicting employee turnover and retention in child welfare. A comprehensive survey was conducted of all 2,500 child welfare employees, as well as 60 two-to-four hour focus group interviews with 385 employees. The survey measured dimensions of organizational culture, job satisfaction, work morale, self and collective efficacy beliefs, efficacy outcome expectations, human caring, and a measure of intent to remain employed in child welfare. Completed surveys were returned from 1,423 child welfare staff (63.2%). Since the completion of the study, Georgia DFCS has been utilized this study to implement many of the study recommendations which will be shared followed by questions and open discussion.

Session 14:   *James*
Understanding and Enhancing Agency Workload and Caseloads in the Child Welfare System
Pamela Day, Caliber Associates

Teresa Costello, National Resource Center for Child Protection Services

Janice Mickens, Arizona Department of Economic Security

Moderated by: Lynda Arnold, National Resource Center for Organizational Improvement

Child welfare is a labor-intensive, hands-on service, and workers must be able to spend time with children and families in order to achieve positive outcomes. They also must have the time needed to do the other tasks associated with best practice for each case, including conducting a thorough assessment, working with caregivers and other professionals, linking the child and family to needed resources, and documenting progress. This workshop will describe how states and localities are using caseload and workload approaches to ensure that workers have the time needed for effective practice with the goal of improving outcomes and reducing worker burnout and turnover.

12:15 - 1:45 pm   Lunch on your Own

1:45 – 3:15 pm   **Synthesis Group Meetings # 2**
Please refer to the back of your name badge for your Synthesis Group assignment and meeting location.

3:15 – 3:45 pm   **Break**   *Crystal Room*

3:45 – 5:15 pm   **Concurrent Workshops (Sessions 8—14 Repeat)**
Please see AM Concurrent Workshop listing for session room information

WEDNESDAY, OCTOBER 26, 2005

8:30 - 9:30 am   **Plenary Session: PANEL**   *Admiralty Ballroom*
Connections Between Broad Policy at the State and County Level and
Human Service Workforce/Workplace Issues
Steve Christian, National Conference of State Legislatures

Marilina Sanz, National Association of Counties

Moderated by: Marva Benjamin, Children's Bureau

Policymakers at the state and county levels make decisions that affect the child welfare workforce, either directly or indirectly. In most states and counties, however, there is an absence of comprehensive policy in this area. This session will examine how state and county funding and policy can facilitate or complicate agency efforts to enhance the quality and stability of the child welfare workforce.

9:30 - 9:45 am   **Break**   *Crystal Room*

9:45 - 11:00 am   **Plenary Session**   *Admiralty Ballroom*
Enhancing University/State Agency Partnerships to Measurably Increase and Sustain a Competent Workforce
Peter Miraglia, New York State Office of Children and Family Services

Joan Levy Zlotnik, Institute for the Advancement of Social Work Research

Moderated by: Marva Benjamin, Children's Bureau

Building on the long history of collaborations between universities, especially schools of social work, and child welfare agencies to educate and train child welfare staff and to carry-out research, evaluation and program development efforts, this session will address

the benefits and challenges of such partnerships, strategies for funding and sustainability as well as opportunities for enhancement of such partnerships to address workforce quality and competencies.

11:00 - 11:45 am Plenary Session   *Admiralty Ballroom*
Synthesis Group Summary Report

Moderated by: Lynda Arnold, National Resource Center for Organizational Improvement and Elaine Stedt, Children's Bureau

POST INSTITUTE MEETING   *Decatur*

1:00 – 5:00 pm   Child Welfare Training Annual Grantee Meeting

APPENDIX B

CHILDREN'S BUREAU CHILD WELFARE STAFF RECRUITMENT AND
RETENTION DISCRETIONARY GRANT PROGRAMS

Much of the impetus for the Institute was derived from CB's Child Welfare Training
Discretionary Grant Programs. They are as follows:

**2003 Developing Models of Effective Child Welfare Staff Recruitment and
Retention Training Grants**
- Fordham University, Bronx, NY
- Michigan State University, East Lansing, MI
- Regents of the University of Michigan, Ann Arbor, MI
- Research Foundation of SUNY, Albany, NY
- University of Denver Seminary, Denver, CO
- University of Iowa, Iowa, IA
- University of North Carolina at Chapel Hill, Chapel Hill, NC
- University of Southern Maine, Portland, ME

2003 National Evaluation of Child Welfare Training Grants
- Trustees of Boston University, Boston, MA

2003 Professional Education for Public Child Welfare Practitioners:
**A: Professional Education for Prospective MSW Level Public Child Welfare Staff
(Awarding MSW Degree)**
- Board of Trustees, University of Illinois, Champaign, IL
- Illinois State University, Normal, IL
- Michigan State University, East Wing, MI
- University of South Carolina, Columbia, SC

**B: Professional Education for Current Public Child Welfare Agency Staff
(Awarding BSW and/or MSW Degree)**
- Adelphi University, Garden City, NY
- Nazareth College of Rochester, Rochester, NY
- Trustees of Boston University, Boston, MA
- University of North Carolina at Chapel Hill, Chapel Hill, NC

**C: Professional Education for Prospective and Current American Indian and or/
Alaskan Native Public Child Welfare Staff who are currently enrolled or plan to
enroll in BSW or MSW Social Work Programs (Awarding BSW and /or MSW
Degree)**
- The Regents of The University of Minnesota, Minneapolis, MN
- University of Kansas, Center for Research, Inc., Lawrence, KS
- University of Maine, Orono, ME
- University of Washington, Seattle, WA

- University of Wisconsin-Green Bay, Greene Bay, WI

2003 Training for Effective Child Welfare Practice in Rural Communities
- Portland State University, Portland, OR
- San Diego State University Foundation, San Diego, CA
- Sonoma State University, Rohnert Park, CA
- Southwest Missouri State University, Springfield, MO
- Southwest Texas State University, San Marcos, TX
- University of North Carolina at Chapel Hill, Chapel Hill, NC

2004 Professional Education for Current and Prospective Public Child Welfare Practitioners Leading to the Mater of Social Work (MSW) Degree
- The Curators of the University of Missouri, Columbia, MO
- The Research Foundation of SUNY for SUNY Brockport, Brockport, NY
- University of Alaska Anchorage, Anchorage, AK
- The Regents of the University of Minnesota, Minneapolis, MN
- University of Maryland, Baltimore, Baltimore, MD

2004 Effective Child Welfare Practice with Hispanic Children and Families
- Sonoma State University, Rohnert Park, CA
- The University of Kansas Center for Research, Inc, Lawrence, KS
- Loyola University of Chicago, Chicago, IL
  The University of Texas at Arlington, Arlington, TX

2004 Professional Education for Current and Prospective Public Child Welfare Practitioners Leading to Bachelor of Social Work (BSW) Degree
- University of Utah, Salt Lake City, UT
- Texas State University-San Marcos, San Marcos, TX
- Metropolitan State University, St. Paul, MN
- Richard Stockton College of NJ, Pomona, NJ
- AZ Board of Regents for/behalf of Northern AZ University, Flagstaff, AZ

APPENDIX C

SYNTHESIS GROUPS DESCRIPTIONS[1]

Leadership
The role of leadership in inspiring a shared vision and mission, modeling values, and building partnerships to enable positive change through the workforce were discussed. Leadership throughout the organization, with a special focus on middle managers and supervisors, was addressed.

Organizational Development
The range of related activities in professional staff training and organizational development, including succession planning, that lead to improved skills, knowledge, and abilities that can be applied at all levels of the organization were discussed.

Structure and Culture
The way an organization does its work through its structure/chains of command, teams, roles and responsibilities, formal plans, policies, processes, goals, measures, and methods that affect outcomes for children in the system was considered. Discussion included information on characteristics, attitudes, and culture, such as perceptions, beliefs, motivations, norms, traditions, and values of staff in the child welfare workforce.

Performance Management
The organization's performance appraisal process is the methodology by which an organization sets expectations and provides feedback to staff on their accomplishment of tasks and fostering of relationships. Performance management discussion included workforce capacity—the organization's ability to execute its strategy through its people.

Employee Relations
Employee relations are the method by which an organization creates a climate of safety, lawfulness, fairness, and equity for all staff, through periods of both stability and change. Employee autonomy and ability to participate in decision-making was also a topic of discussion.

Rewards
The method, both intrinsic and extrinsic, by which an organization attracts, retains, and reinforces the performance and values of its staff. Staff retention was discussed.

Communication

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[1] American Public Human Services Association's (APHSA) Capacity Building Framework was the basis for most of the topics. The Institute planning committee added additional topics.

Discussion revolved around the methods in which an organization conveys information and makes decisions, in terms of interpersonal patterns, overarching plans, and devices.

Staffing

Staffing is the method by which an organization attracts, recruits, hires, orients, and supports people and talent to accomplish the organization's work. Supervisors' roles and responsibilities were discussed in terms of deployment, utilization of employees (the employee-job fit), and job re-design.

Cultural Competency and Worker Diversity

The methods by which an organization values the culture and background of the diverse populations being served and how it ensures that staff providing services to diverse communities have the knowledge, skills, and background necessary to best meet the needs of culturally diverse families and communities was highlighted. Discussion focused on how an organization ensures cultural competency.

Community

Community can be defined as the climate - or environment - in which the organization and its workforce functions. The methods by which the organization engages the community, public and private agencies, and other parties in collaborative efforts to meet the needs of the families being served were discussed.

APPENDIX D

CHILD WELFARE WORKFORCE DEVELOPMENT AND WORKPLACE
ENHANCEMENT INSTITUTE: KNOWLEDGE DEVELOPMENT AND
APPLICATION PLANNING COMMITTEE

The Children's Bureau wishes to thank the individuals listed below for their ongoing dedication and commitment to America's children, youth, and families and for their outstanding role in the planning and implementation of the 2005 Child Welfare Workforce Development and Workplace Enhancement Institute: Knowledge Development and Application.

Gary Anderson, Michigan State University
Lynda Arnold, National Resource Center for Organizational Improvement
Melissa Brodowski, Children's Bureau
Jennifer Butler-Humbree, Children's Bureau
Annie Chinnici, Educational Services, Inc. (ESI)
Pamela Day, ICF International Caliber Associates
Joan Dodge, National TA Center for Children's Mental Health at Georgetown University
Pamela Johnson, Children's Bureau
Hal Lawson, SUNY at Albany
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Robert Lindecamp, Children's Bureau
Anita Rosen, Council on Social Work Education
Elaine Stedt, Children's Bureau
Cynthia Woodside, National Association of Social Workers
Joan Zlotnik, Institute for the Advancement of Social Work Research

Committee Chair: Marva Benjamin, Children's Bureau