



The SACHS CHRONICLE

Volume XX

Fall 2007

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DEPARTMENT OF CHILDREN &
FAMILY SERVICES
Trish Ploehn, Director

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SERVICES
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SOCIAL SERVICES AGENCY
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HUMAN SERVICES SYSTEM
Linda Haugan, Assistant County
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Kathy Gallagher, Director

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Ted Myers, Director

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SCHOOL OF SOCIAL WORK
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CSU SAN BERNARDINO
DEPARTMENT OF SOCIAL WORK
Teresa Morris, Ph.D., Director

FACILITATING AGENCY
ACADEMY FOR PROFESSIONAL
EXCELLENCE
Don Dudley, Director

SACHS MEETING August 23-24, 2007

Special Event: Annual Planning Session

Invited Special Guest: John Wagner, Bob Garcia, &
Kevin Gaines (CDSS)

Location: Lake Arrowhead, CA

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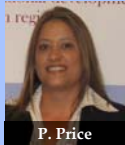
Workforce Recruitment and Retention in New England

LIA Year 3 Graduates

Imperial County



J. Duran



P. Price

LA DCFS



H. Kawasaki



J. Lopez



C. McCoy Miller



R. Medina

LA DPSS



E. Becerra



N. Mirzayans



L. Oghenekohwo



C. Schmidt



J. Yun

Orange County



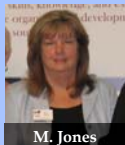
P. Boozan



K. Cooper



M. Rodriguez Farr



M. Jones



J. Sole

A project by the University of Southern Maine's Child Welfare Training Institute aims to increase and improve the recruitment and retention of child welfare workers in Maine and other New England States through a mix of best practice strategies. Essential components of the project include activities in the areas of recruitment, selection of new employees, and supervisory support and training.

Recruitment is an ongoing process from a central office that coordinates for the entire State of Maine, including extensive internet postings. An important thrust of the recruitment strategy is a marketing approach developed by staff, who have created a logo, brand, and website for the project. Recruitment materials—including a brochure, packet, and display for job fairs—are designed to be eye-catching and provide realistic job information. Another successful recruitment strategy has been the establishment of internships, both paid and unpaid, for college students.

The process of selecting new workers is designed to help both the candidate and the agency determine whether the job would be a good fit. Components include:

- Showing a realistic job preview video
- Engaging in a mutual decision-making process in which both the applicant and the agency answer questions about suitability for the job
- Comparing candidates against 10 core competencies that may predict long-term success on the job
- Requiring applicants to complete a realistic caseworker exercise designed to test their skills in interviewing, fact-finding, analyzing case material, and writing

The project supports child welfare supervisors through a Supervisory Academy that focuses on four levels of professional development and includes the design for a certificate program for experienced supervisors and an MSW course entitled "Creating a High Performance Workforce in Child Welfare." In addition to training, supervisors engage in a number of structure on-the-job activities designed to promote mastery of core competencies.

Evaluation of Maine's child welfare recruitment and retention project began in 2004 and is ongoing. It features a database to track turnover and vacancies, data from entrance and exit questionnaires, results from annual job satisfaction surveys, financial costs of turnover, and analysis of the efficacy of internships and competency-based screening. Many of the survey results are currently available on the project's website, along with recruitment materials and other resources, such as "When the Child Speaks: The Impact of Caseworker Turnover on Children and Youth," a video of interviews with children in foster care.

For more information about the project, visit the website:

<http://www.cwti.org/PR/index.htm>

~ Children's Bureau Express, June 2007

TOL SERIES

Developing a Learning Culture: LIA 3 Ideas—Part 2

This year focused on having participants work with their county team (including the directors and the participants' supervisors) to identify ways they could develop a learning culture in their own agency. Each county completed an action plan at the graduation luncheon that would ensure further activity during the next fiscal year.

One strategy that had considerable consensus was to have all the LIA graduates within the agency form a continuing committee/team. This would provide a multi-disciplinary team devoted to developing new ways of learning and problem solving for the agency.

In an effort to 'share the wealth', we are including a summary of some of the other themes these teams developed:

- Develop job shadowing opportunities for managers within and between divisions.
- Add opportunities at management team meeting for 'round table' discussions on targeted topics/problems.
- De-brief on projects for lessons learned.
- Create intra-divisional meetings for high profile projects to build teamwork and eliminate silos for more effective problem solving.
- Conduct 'Book Clubs' similar to LIA among each team.
- Purchase 'short read' books for all managers to read and discuss at division/management meetings.
- Promote interdepartmental partnerships by having other division managers sit in on management/unit level meetings.
- Implement a mentoring program: line and supervisory staff given 4 hours/year to be mentored and 8 hours/year for managers to obtain mentoring (could be done cross departmentally).
- Establish a perpetual succession plan for agency at all levels.
- Create a custom career road map for employees that identify knowledge, skills, abilities needed to prepare for next career steps.

The Leaders In Action staff are available to you to offer support or facilitation in continuing this learning process.

~ Patti Rahiser

LIA Year 3 Graduates

Riverside County



J. Fuller



L. Harrison



R. Jaffe



P. Polly

San Bernardino



L. Ciabattini



G. Conkin



J. Luther



T. Wright

Santa Barbara



T. Concellos



M. Gardner



F. Mejia



D. Thomas

Ventura County



M. Gil-Moraga



S. Moses



J. Padre

Quotes from LIA 3 Participants



- “Wonderful training program that will steadily provide a qualified pool of candidates for the future.”
- “Prestigious program. A wonderful learning experience which I definitely will use in my future endeavors.”
- “Your constant request for feedback keeps the program updated.”
- “LIA provided me the tools that I was looking for after my promotion into management. The networking and hot topics discussions gave me valuable insight into my role and responsibilities.”
- “The extensive training filled the gaps and enlightened me of areas where I may want to work on that I did not want to try before.”
- “My long-term career goal has changed since taking LIA; I actually want to go higher now.”
- “LIA was not generic leadership training like some I have received. It had real relevance.”
- “The training was so specific to experiences in Social Services in Southern California, with in-depth and insightful information.”
- “LIA provided me with skill enhancement opportunities that I was able to use at work, with staff and at my county. It also broadened my scope of knowledge that may benefit me personally.”
- “LIA helped to breakdown the silos in our county; I made new contacts; was exposed to new ideas and best practices from other counties; gained insight into my leadership style and helped identify areas to improve.”
- “LIA has given me the ability and the time to look at myself and my management style. It has also given me the opportunity to learn things that I never would have had the chance to learn elsewhere.”
- “LIA has given me the knowledge and ability to ready myself for an upper management role.”
- “It’s a comprehensive program that evaluates individual/environmental factors and provides feedback to pursue improvements. It’s information that travels with you.”
- “This program encourages an organizational perspective and offers ‘safe’ environments to problem-solve.”
- “The more people who participate in LIA, the more the learning culture will grow and prosper in our organization.”