

Child Welfare Information Gateway Podcast – Workforce Part 1 – Workforce Development Framework  
TRANSCRIPT

Presenters: Female Narrator; Tom Oates, Child Welfare Information Gateway; Charmaine Brittain and Sharon Kollar, National Child Welfare Workforce Institute

[00:00:00]: [Music Introduction]

**FEMALE NARRATOR** [00:00:03]: This is the Child Welfare Information Gateway Podcast, a place for those who care about strengthening families and protecting children. You'll hear about the innovations, emerging trends and success stories across child welfare direct from those striving to make a difference. This is your place for new ideas and information to support your work to improve the lives of children, youth, and families.

**TOM OATES** [00:00:33]: Now, we've all heard about what the most important factor is in the child welfare profession - not exactly a new technology, not exactly a new tool to use, and not even, at times, money. There's no question that the most important factor in the child welfare profession and bringing about positive outcomes are the people performing the work. And to improve all of those outcomes, you need to focus on that workforce.

[00:00:59]: Hi everyone, Tom Oates, from Information Gateway here, and when I mean workforce, I mean all the factors and components that go into identifying, recruiting, developing, coaching and managing staff, plus, the environment staff perform their work – the policies they adhere to, the tools they use, and including the culture where they work. Because all of it matters, and to improve retention or performance, or outcomes – a single training delivered over a few days most likely isn't going support a systemic change effort that's sustainable.

[00:01:32]: So what we're doing is we're starting a four-part series on workforce development. Over the next four episodes, you're going to hear about how a holistic approach to workforce development is being applied at different levels: from an entire state perspective, from the view of local agencies, and even down to the individual level focusing on a University-agency partnership. So from the macro to the micro level, you'll get a sense of what a holistic approach looks like, the concepts involved, examples of how change was implemented – including the 'must haves' necessary for success.

[00:02:05]: But before we share some examples, we're going to dedicate this episode to explaining why taking a long-term, holistic approach to your workforce is so valuable, and then we're going to dive into introducing you to the Workforce Development Framework, developed by the National Child Welfare Workforce Institute. You'll notice pretty quickly how the Workforce Development Framework parallels the approach professionals take to strengthening families. And just as there's no quick fix for children and families, there's no quick fix for workforce, either – but if done correctly, both can lead to real, sustainable change.

[00:02:39]: So this is part one of our four-part series on workforce development and so for this, we got together with Charmaine Brittain and Sharon Kollar, from NCWWI's Workforce Development team, and they were both contributors to the framework itself. We discuss the components of the framework and how the full assessment is actually performed.

[00:02:56]: So, I want you to listen to the value of investing in staff – both from a cost and the lives perspective that both Sharon and Charmaine discuss. Having a sense of all the components that influence workforce is a great way to set up our series on workforce development. And so, we're really excited about taking this deep look at this subject, and you're really going to hear the passion that

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comes across – not only in this episode, but in all the episodes where we look at workforce development. And that’s where we go with first, with the Workforce Development Framework, here on the Child Welfare Information Gateway Podcast. So we kick it off with the folks from the National Child Welfare Workforce Institute.

[00:03:36]: Charmaine, and Sharon, thank you guys for joining us here on the Child Welfare Information Gateway Podcast.

**CHARMAINE BRITAIN** [00:03:41]: It’s great to be here, Tom and to talk about our favorite subject, workforce development.

**TOM OATES** [00:03:46]: Well, let’s just go right into it here. The importance, obviously is clear for agencies. They understand that it’s bigger than, you know, a band aid approach, or a training that you just slap down. But they’ve gotta sell it up the chain. So, talk to me about, like, when we start talking about putting a value on, on staff. What, what are you guys learning about the total cost of, of turnover, in terms of, of a finance, or, or an outcomes level?

**SHARON KOLLAR** [00:04:13]: Sure, thanks, Tom, you know, I think what we know is that the child welfare workforce is really an agency’s most important asset, you know, we hear that the financial costs are high, we, there was a study in Texas that showed that it cost fifty four thousand dollars to replace one worker - and that’s the costs that include training, that include orientation, all of the different pieces and so, we know that there is a high financial cost to losing workers.

[00:04:41]: But, we also know that if we are able to reduce turnover, it ends up with our investigations are more timely, workers will have more visits and contacts with children and families and their resource families. Their service delivery is at a higher quality. And ultimately, we have better safety, permanency and well-being outcomes for the children and families that we serve.

**TOM OATES** [00:05:03]: You know, you talked about turnover is, is if you’re about to reduce that and staff gain experience, they, they appreciate in value and so the longer somebody’s around, the more experience they have, the better they are at, supposedly, doing their job. There’s a skills and competency aspect to that, but something else - at least when we get into the Workforce Development Framework - that also deals with the culture.

[00:05:27]: Yeah, culture is something that somebody thinks about of, of okay, it’s not exactly office parties. So, talk to me about what culture means, in terms of the framework and how that can actually impact things, like you mentioned, the bottom line costs and the outcomes.

**SHARON KOLLAR** [00:05:42]: Sure, you know, we, there’s a growing body of evidence that shows that the culture and climate has such a strong impact on staff satisfaction, on turnover, on our ability and quality of service delivery and what we know when we talk about culture, we know that negative cultures are those defensive cultures. They are characterized by excessive documentation, bureaucracy, that hierarchy and that those really have a negative impact on our staff. But, that ideally, the culture and climate of an agency will be positive, it’ll be solution focused.

[00:06:16]: Diverse points of views are encouraged, new ideas are valued, and all of those pieces put together have a staff that knows that they’re valued, they stay, they want to do good work, they’re committed to the families that they serve and they want to work in a team. So, we know that, that those

types of cultures, the learning cultures with strong leadership and a clear vision can really help tie the work that's happening in the field to the values of the agency and results in better practice.

**CHARMAINE BRITTAIN** [00:06:44]: Recently, I met a foster mom and she had a twenty-three month old child that she started fostering when he was three weeks old. We had a conversation and she told me that she has now gone through five workers. This, there's not permanency yet for this child, they have not had their permanent hearing, he's twenty-three months old, they don't have their final hearing for another five months, this child has not received permanency and it's been, it will have been about twenty eight months. So, that is the cost of turnover. Five workers resulted in this two-year old boy not having permanency.

[00:07:37]: Yes, it's expensive to have workers turnover. Fifty four thousand dollars is a lot of money! But, the cost to a child - that is priceless.

[00:07:51]: So, clearly we're talking about outcomes, both in terms of agency looking at its, its bottom line and its culture, but the huge impact to the outcomes of the lives of children and families. So, Charmaine, let's dive right into the Workforce Development Framework, here. From a big picture perspective, why this large holistic approach?

**CHARMAINE BRITTAIN** [00:08:13]: We have been involved in workforce development for many years and when we, I say we, I'm talking about the larger NCWWI team of our consortium of universities and people who have been working in the workforce arena since the early 2000's, when the Children's Bureau first recognized this as an issue.

[00:08:38]: And it continues to gain momentum. What we've learned over the years is that workforce is not one issue, it is many issues. It's about supervision and the organizational culture and climate that Sharon spoke about. It's about performance management, it's about good recruitment. So, as part of NCWWI, what we did is we scanned the child welfare literature and the business literature and the medical literature to look at what makes a difference in workforce. And so, through this intensive and extensive literature review, we started to gather the components of what makes for effective workforce.

[00:09:31]: And, we then kind of started to apply a theory to it and an approach, a framework for how all of those pieces connect together and what we came up with was driven by the literature, by best practices - what works in workforce development - and we created this holistic approach to workforce that is planful and looks at the assessment process and then carefully analyzes the various components that we know make a difference in workforce development.

[00:10:15]: Let me give you an example of this. In my own work a few years ago, I was working with a state and they were convinced that the issues that they had related to workforce development was around supervisor competencies and if they just had the right supervisor competencies, they would solve their, many of their workforce issues.

[00:10:41]: In our conversations with this state, we took a step back and we started to say what is the real issue here? What is it that's really impacting the work? And it turned out through the assessment process, that it was multiple issues that needed to be addressed. If we hadn't taken that step back and just looked deeper into what was happening with the state, we would've been solving the wrong problem.

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[00:11:18]: So, this approach asked entities to look carefully and thoughtfully about what's happening and to then apply a structured approach to addressing their workforce issues. And here's the cool thing - this is what we do with families. This is the parallel process. We don't just jump in and say uh, a family needs parenting classes, and that's the answer to the situation. No, when we work with families, we figure out what's really happening. In child welfare, we have gone through transformation in terms of assessing and engaging our families. Let's do that with our workforce, too. And the WDF applies this holistic, integrated approach that starts with assessment.

**TOM OATES** [00:12:22]: So, and I want to dive into the assessment, in just a second, but you mention the components, those identified components that, that, you know, factor into workforce, Charmaine, so could you give me a sense, for someone who may not be familiar with the framework, of what those components really are? Because, frankly, you mentioned somebody may assume, oh it's just supervisor training or our, our folks aren't coming in with the right skills, but looking over the components, there's way more than that.

**CHARMAINE BRITAIN** [00:12:50]: There is indeed. It starts with an assessment, and we'll talk about that, and then it's looking at the components. In our framework, if you look at our visual, in the middle are the vision, mission and values and in a lot of systems this is encapsulated in their practice model. And in fact, I, I like to really promote the use of a practice model for being the centerfold in helping to create a well-balanced organizational culture.

[00:13:31]: The next level is leadership, and we're talking about leadership at all levels, from the caseworker to the agency director and executive management. So, leadership is key for these individual components. There's a circle of individual components, and let's start with supervision and performance management. There's that, supervision has shown in the research to be key to workers staying or going. The next one, going around the wheel, is job analysis and position requirements, do they match with what people's expectations are? The next component is educational and professional preparation. It's about the university partnerships. The universities provide our pipeline to our workforce, so we want to have strong education and preparation for people coming into the workforce.

[00:14:41]: The next component is recruitment screening and selection. Are we getting the right people? Are we identifying people of diverse backgrounds, people who reflect the clients, that know what they're getting into - because frankly, there are a lot of idealistic social workers who come into our workforce. We want them to know that we're happy that you have your idealism, but let's be real about what people can expect.

[00:15:15]: So, understanding what the components of the job are, what's gonna be really like is important for keeping our workforce, 'cause we don't want them to be disappointed. The next area is incentive and work conditions. This is about pay, sometimes, but in our work across the country, we also know that pay is not sufficient, there are other incentives that can help people stay at the agency and the work conditions.

[00:15:50]: Sharon talked about the organizational culture and climate, is it a compliance or defensive culture, or is it a work environment that really values the people? So, incentives are inclusive of not just pay - pay is important, but that's never sufficient - you've got to have all of those other things that create an environment where people want to be in.

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[00:16:19]: The next component is professional development and training and in this component, we want to prepare our workers and supervisors and middle managers - the whole continuum of staff - for their job so that they feel confident to do their jobs. Because if they don't feel confident and they don't have that self-efficacy, they're gonna get frustrated and they may leave.

[00:16:47]: The next component - organizational environment. This is about whether or not the organizational environment is supportive, or it's a defensive organizational environment, as Sharon spoke about. Some people call it a compliance-based culture. One of the things that can mediate against that compliance-based culture, defensive culture is a really strong practice model. That helps to create that framework on which all practice and relationships in the organization are built.

[00:17:23]: So, the organizational environment is a huge component of workforce development. Some of these components, they're not equal. Organizational environment is a huge component and needs to be addressed with multiple interventions and attention to it in a, in a real organized and purposeful fashion.

[00:17:51]: The last component is the community context. Alright, so the community context is about the agency within the community. It's about the partnerships that the agency has with various community members - from people throughout the system to faith-based community to community agencies and providers. It's about the media attention that the agency receives. Have there been any high-profile cases that have resulted in tragedy? So, building a positive community context is really important because then workers feel valued and the agency feels valued.

**TOM OATES** [00:18:41]: For listeners, in the show notes, for this podcast, I'll make sure I send a link out so you can see the visual that Charmaine was talking about. We'll also as, as you mentioned about setting the right expectations for staff, we'll have a link out to the realistic job previews over on Information Gateway, which are videos produced by a number of states to give you a sense of a real day in the life of what working in the field is, and it gives those prospective employees, those candidates a sense of what they really would be, be walking into.

[00:19:15]: And so, those are all the components, but there is the assessment that we wanted to get into, so Sharon, let's get into that. How can an agency, you know, think about this type of assessment to, to really execute it appropriately, because you're not going to assess just one aspect of the organization. How do you guys prepare an agency for, for what they're in for and to kind of broaden their horizons on what your assessment looks like?

**SHARON KOLLAR** [00:19:41]: Great, thanks, Tom. You know, I think one of our challenges is that we're all, we look to jumping to those components that Charmaine just described before doing a full and thorough assessment process. You know, we think we know that, we think training is a solution or we think that, you know what, we're having a lot of turnover so it must be around our recruitment strategies. But, without doing a full planning process and really assessing our data and thinking about our, our organization and all the different aspects of it, we, again, may end up with the wrong solution, or may not really clearly identify what the problem is.

[00:20:14]: So, if you look at our graphic, you'll see that the left hand side of the graphic really provides you with steps in a planning process. And this process centers around a quality, continuous quality improvement approach, which should be familiar to most of our audience - a lot of our agencies have continuous quality improvement parts of their organizations were thinking about continuous quality

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improvement, it's a, it's a known factor in our field. So, you know, I think most folks when they look at our, our process these steps are gonna seem familiar to them.

[00:20:47]: What we know is that as we thought about these steps in the planning process is that we know that the nature of the work changes. It changes over time, our workforce changes over time, the needs of our children and families and communities change, and so we want to have a process that's proactive rather than reactive so that we can make sure that our strategies are really based on good information.

[00:21:11]: So, again these steps are familiar. The first one is what is the need? We want to do a full organizational assessment of what is our current, what are our values, what is the mission of our agency, what is the anticipated direction of our agency and how does that fit, and how is that going to change? What is the workforce needs, as we think about our vision, our mission and the direction that the agency may go in?

[00:21:34]: The second step is looking at gath-, actually gathering the data. We have reliable information, looking at it, taking a comprehensive approach, looking at funding for our agency, are there legis- legislative changes that we see on the horizon or that have been implemented recently? What are the demographic forecasts - not only for our whole comm- really for our whole community - so we're thinking about, what's the demographics of the folks that we're recruiting to work at our agency? But what are also the demographics of the folks that we're serving?

[00:22:04]: So, gathering data from a number of different areas. And then, we have to analyze that data. Think about what's the supply and demand? Do we know, now that we have a sense of who we're gonna be serving and the needs of the community, do we have the right staff in our agency to serve them as best we possibly can?

[00:22:22]: And so that analyzing of the data is really informed by both an organizational assessment, as well as an environmental assessment. And then, step four is analyzing the gaps. So, what are the gaps in human capital? In looking at the data that we have and then trying to figure out what are our needs. And then, step five is closing the gaps. It's really looking at those ten components that Charmaine just talked about - starting with the vision, mission and values all the way through to the, to the others - and saying, you know, what are the ones that we really need to focus on, that are impacting, as we look at the data, what are the pieces that we, where do we need to start implementing strategies.

[00:23:06]: And as I mentioned earlier, you know, we really do want to jump to the steps, that's where we always feel like we wanna start, but doing this planning process will help us to identify which are the right components to being with knowing that they're integrated, they're compensatory, we may need to focus more on organizational environment now, knowing that that will then have an impact on our supervision, on our performance management and other pieces.

[00:23:28]: The final step in our planning process is around monitoring and evaluating progress and seeing if the strategies that we're implementing are having an impact. And, we need to be paying attention to that evaluation process throughout, you know, as we're identifying our strategies, really thinking about what that evaluation will look like.

[00:23:45]: And then, you know, we have, it's a cycle, it's continuous quality improvement process, we're not done when we get to step six, we're, we're going to be continually looking at the data as the

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data changes and thinking about whether we need to take on different strategies or impact different components.

**TOM OATES** [00:24:01]: You know, you bring up the, the entire assessment process and use the word data a number of times so it's gotta give agencies a sense of this is not something you execute in quarter three - this is something that you execute over a period of time and the biggest part of that is what you're going to learn, you know, when, so an agency realizes that this is a huge, huge investment for them, that's gonna hopefully allow them to say, "okay this is not a quick fix, and therefore it's not a quick solution."

[00:24:31]: But, the assessment does give you a sense of where do I need to focus my energy. So, Charmaine, somebody identifies those primary needs, now how do you get the intervention? How does it look like once you recognize where you need to focus, talk to me about actually doing the work in implementing this. How does, how does a state understand how to actually implement change and then sustain it along the way?

**CHARMAINE BRITAIN** [00:24:59]: Well, I, I'd like to just back up a little bit and, and just reinforce this careful planning process. And in your planning process, we have developed the workforce development toolkit and it's got several worksheets that will guide you through this process. So, again it's that parallel process of assessment to carefully look at what rises to the top and what needs to be addressed in a more thoughtful manner.

[00:25:31]: It's not typically one thing, it's usually multiple things and through this careful assessment process it will rise to the top what those are. And, when you start to figure out what needs to be done, you also have to consider some real situations in that you may have scarce resources, you may have limited time - so, and then you also have to consider what's gonna make the biggest difference, both in the short term and the long term.

[00:26:11]: The best way to do all of that is through your group of people who are committed to workforce development. It's not one person, it's a team from all levels of the agency. So, that's part of the process, is to engage a workforce development team to go through that assessment process and together to identify the priorities that are gonna make an impact on the workforce.

[00:26:47]: So, what we like to suggest to people is that you focus, not just on the big ticket items, but also on that low hanging fruits. You want people and you want your agencies to be successful, so we would suggest both short-term wins, as well as focusing on those long-term issues. For example in one agency that I worked on, one of the things that came out through the assessment process is that the agency was not particularly clean and not a very cheerful agency. So, one of the interventions that they came up with was to paint some walls and clean up some spaces and that right there buoyed the agency morale because they had a more cheerful place.

[00:27:49]: The other thing though, that they worked on concurrently was on their supervision - to develop a consistent supervision approach, to have a model for providing supervision and then the interventions were much more long-term, providing training and coaching to supervisors and implementing that supervision model.

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[00:28:14]: So, we suggest that your approach be integrated, just like the model, and that you focus in on both short-term and long-term interventions that are going to really make a difference to your workforce.

**TOM OATES** [00:28:32]: There's also an aspect, from what I hear, you know, that change can't come from one area. It can't come from one person, it can't come from one department. And so, if you've got this holistic approach, you have this holistic sharing of, of, you know, the energy and the work that has to be done. And alongside that, where everybody's gotta contribute a little bit, everybody's also buying into the process - are you seeing that?

**CHARMAINE BRITTAIN** [00:28:58]: That's the key. You gotta have that overall agency commitment from all levels of the workforce. It's just not one champion, it's just not an agency leader, that buy-in from across the agency is so important. We've also seen it, in how people then take ownership of the interventions and that's called distributed leadership, it's one of the pillars that the Workforce Development Framework is built on, is that if you distribute leadership and give people the opportunity to lead and to take ownership of all of these various interventions, then they rise to the challenge, they feel more committed to the agency and an impact is made on the agency to improve workforce development.

**TOM OATES** [00:30:04]: Let me ask you about that, specifically, because you've got a group at all levels in any kind of organization that they view themselves as we are the leaders, we're the decision makers and then you could even have, you know, front line staff or junior staff that may feel like they're the task executors and may not have that ownership. How are you seeing agencies - at one level, accept ownership where maybe they weren't given that kind of responsibility or ownership before - and, at another level, having to give up some of that leadership. So, if you're going to share it, you've got one group that has to accept it and one group that has to, kind of, give up a little bit of control. How is that playing in some of that states and agencies you're working with?

**CHARMAINE BRITTAIN** [00:30:48]: Well, it's about courage. Courage on both sides. Having the courage to give up power and having the courage to go out on a limb and take that power and, and do something differently. So, that requires trust. Courage and trust. So, agency leadership is gonna have to set the tone for that and they can do that through lots of communication - that's another key to this, is the importance of communication, communication, communication. It's not location, location, location - it's communication, communication, communication in workforce development.

[00:31:34]: And, it means that leadership, particularly executive leadership need to communicate a message of inclusiveness, of belief in their workforce and then the workforce needs to rise to that challenge. And, if you have constant communication and you wrap all of that around your practice model, there's, there's the power in really making a difference in workforce development.

**TOM OATES** [00:32:09]: And I hear that parallel process coming right back in of it's not always the child welfare professional that must lead the family to change, but you build your plan with the family, they have buy-in, they have ownership and again, it's that parallel process that now you see, through an organization and through a workforce.

[00:32:29]: So, how does a leader, an executive at that high level convince the state capitol, or, you know, the county commission to go through something like this where a training is faster and it's cheaper and sometimes it goes back to that compliance mentality of it checks off the box. How does an

agency, kind of, get the go-ahead from, maybe, the real decision makers when it comes to a state or a county?

**CHARMAINE BRITTAIN** [00:32:56]: It's for legislators, for commissioners, for budget offices the meeting is in the numbers, the cost. So, I think showing the impact of a stable, retained workforce with costs, both the financial costs, as well as the cost to children and families is what is important to communicate.

[00:33:28]: So, it's an investment in your workforce and we see it over and over again, that that's gonna pay off in the long-run to children and families, your communities and your state.

**TOM OATES** [00:33:42]: Yeah, both Charmaine, you had, your stories of hearing about that the five workers for, for the one child who hadn't even you know, reached three years old yet, and Sharon, of course you at the beginning talked about the dollar figure. So, you see the impetus, you see, you see the, the story that can be told to actually get all of this and, kind of, take that holistic approach and implement something like the Workforce Development Framework.

[00:34:08]: So, Sharon, you get an agency leader who realizes that I need to, you know, have this big picture approach. They, they know they have a way to go, they know they want to improve outcomes or improve culture. How do they get started?

**SHARON KOLLAR** [00:34:21]: Sure, well, you know, we had spent a lot of time thinking about and trying to create tools that will help agencies really get started in this process, and, you know, as Charmaine mentioned earlier having a team, pulling a team together from across the agency that can help support this effort and move the effort forward is one key first step. But, we've created a workforce development toolkit that provides, as Charmaine said earlier, we have worksheets that describe each of the steps in the planning process along with what the data indicators that you'll want to look like and how to assess those.

[00:34:56]: We have worksheets that help you assess all of the components. We're in the process of creating a facilitator's guide that will be ready in early 2018 that will help a leader at an agency walk a team through this whole process and we're really excited about that product and we're in process right now, we're excited to really release that early in 2018. And that, this whole toolkit and the facilitator's guide will provide all the background information - the steps, the supporting materials and supplemental information to help a team really progress through this process.

**TOM OATES** [00:35:28]: And, so one of the things we're gonna do is just for folks listening, if you go to the web page for this particular podcast, just like we're gonna have the link for the, the visual that Charmaine talked about on the Workforce Development Framework, we'll also give you a link to the toolkit that Sharon just mentioned, so you've got easy access to take a look at that over on NCWWI's website.

[00:35:49]: And, so, we've been using the term journey when we talk about this, both from the agency level, or state level, but it's also what's gone into all of this has also been a journey and you get a sense of even the holistic approach that it took to create the Workforce Development Framework and from what we've heard so far and through the next few podcasts that we're gonna have on this series, on workforce development, you're gonna hear some stories about how, how states, how agencies and even at an individual level when partnering with a university, how you're gonna hear how that holistic

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approach has really been taken and has shown some improvements, really across the board and across the nation.

[00:36:33]: Hey, Charmaine and Sharon, I can't thank you enough for you guys, not only for your time here today, but folks, listening, they have been educating me along the way and so, these are, these are my two workforce senseis, here, and so I want to thank you guys both for the time you've spent with me on this and then the time you're spending here on the Child Welfare Information Gateway Podcast.

**SHARON KOLLAR** [00:36:55]: Well thank you, you know, as Charmaine said earlier, this is our favorite topic, we're excited to be here, we're excited to share what we're learning and what the jurisdictions we've been working with have learned, so, thank you so much for having us on.

**CHARMAINE BRITAIN** [00:37:04]: Thank you, our pleasure. You've been a great pupil, too.

**TOM OATES** [00:37:11]: So, coming up over the next few episodes, we're gonna hear about an entire state and how they implemented a holistic approach to improving the culture and environment of their workforce - the people, the processes and tools. We'll also focus on how a select group of local agencies empowered their staff to design their own solutions, many of which were the low hanging fruit that you just heard about. And we'll also see how one university school of social work is incorporating leadership development and one on one guidance into its programs while partnering directly with the state to create a multi-pronged continuous quality improvement system. And we'll hear about all of that from one student's point of view.

[00:37:49]: Again, if you go to this episode's web page over at [acf.hhs.gov/cb](http://acf.hhs.gov/cb) just search 'podcasts', we'll have links to the Workforce Development Framework and the toolkit that Sharon and Charmaine discussed. So, I really want to thank both Charmaine Brittain and Sharon Kollar over at NCWWI for bringing this to light and working with me. You know, when we first came up with the idea of creating a series on workforce development, they let me pick their brains and ask a ton of questions.

[00:38:16]: So hey, stay tuned for the other podcasts of this series. And I encourage you to jump back and listen to our earlier episodes, including our three-part series on engaging fathers and our episodes on diligent recruitment, all available over at [acf.hhs.gov/cb](http://acf.hhs.gov/cb). And thanks so much for being a part of this and joining us every month here on the Child Welfare Information Gateway Podcast. I'm Tom Oates and we'll talk to you next time.

**FEMALE NARRATOR** [00:38:44]: Thanks for joining us for this edition of the Child Welfare Information Gateway podcast. Child Welfare Information Gateway is available at [childwelfare.gov](http://childwelfare.gov) and is a service of the Children's Bureau, U.S. Department of Health and Human Services Administration for Children and Families. The views and opinions expressed on this podcast do not necessarily reflect on those of Information Gateway, or the Children's Bureau.