

Scholars Advisory Board Work Plan

Challenge: The Children and Family Services Programs are having an increasing challenge recruiting and retaining a well-trained workforce. The turn over rate is 17%. This is a very costly problem from numerous perspectives including financial, re-training time and loss of client services. National studies indicate that an unstable workforce resulting from turnover has a negative impact on the permanency of children.

Purpose: To provide a quality education and develop practicum sites for IVE students for the purpose of recruitment and retention of a well-prepared child welfare work force at both the MSW and BSW level.

Partnership Goals: To improve Child Welfare practice in Idaho 1. improving retention, 2. providing quality education, 3. using data to inform practice, 4. integrating best practice into the workforce, 5. providing quality training programs, 6. improving recruitment, 7. using collaboration as a method for pursuing goals, 8. by using good communication and public relations and, 9. mitigating disproportionality that impacts outcomes.

Board Membership:

Chair: Kathy Tidwell—BSU Child Welfare Center Director Program Manager Liaison-- Bill Clouser, University Representative Jason Jacobia--Student Alumni Patty Gregory—ICWRTC Director	Ray Mullinex--BSU IV-E Coordinator Kris Richards, Casey Clinical Supervisor Bri Watkins—HR Liaison Mardell Nelson—PET Manager
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Outcomes and Tasks	Criteria for Measuring Outcomes
Develop an Advisory Board group process that facilitates increasing levels of collaboration among partners.	Rate the group’s progress on the “Collaborative Relationship Development” scale annually. To achieve goals # 7 and 8.
Have a facilitated discussion regarding each systems values in order to create a shared vision.	
Ensure clear direction from each partner regarding the commitment to IVE students, supervisors and process	
Facilitate difficult conversations that includes all partners to help the system solve problems and move forward	
Explore expansion of the Partnership to include other Northwestern states through a regional agreement to assist with planning related to the Scholars program.	

Facilitate Child Welfare workforce recruitment, increase retention and create a smooth transition from University to employment for students and DHW	Submit an annual report on recruitment efforts, transition to employment and CW staff retention levels. Conduct a survey of scholar graduates and HR representatives regarding the effectiveness of the hiring process. To achieve goals # 1, 3, 6,7 and 8.
Develop policy recommendations	Recommendations will be recorded in the minutes
Determine student mix including the distribution of stipends among universities and the receiving regions, and determine the type of stipends (MSW/BSW and employee or non-employee) needed	A survey of preferences will be completed 5/1/06 and delivered to Program Managers and Regional HR representatives
Coordinate with HR and licensure board	HR representative is on this Advisory Board. Identify a liaison to licensure.
Address supervision issues	Identify a work group to make recommendations to DHW & University partners by 9/06
Oversee develop of the annual Outcomes Report	Advisory Board will oversee and sign off on the annual Outcomes Report
Initiate improvement projects	Initiate an improvement project-12/06
Establish stipends that will serve as an adequate work incentive for retention	Develop recommendations to DHW re stipend levels by 7/06
Encourage access to part-time programs that will support employee education without encouraging termination of employment	Form a work group to develop information re part-time programs and recommendations that will encourage employee retention
Establish communication systems between Universities, State and Regional HR representatives, and CFS supervisors	
Support students through the licensure process	
Keep HR apprised of timelines related to needed hire dates	
Explore the feasibility of student loan repayment through designation as a Health Professional Shortage Area	
Explore the feasibility of engaging private providers contributing to the IVE funding pool when they send their employees to school	
Explore pay off options for private provider employees who wish to become IVE students	

Clearly articulate the Scholars Program as a child welfare educational program, which is mutually beneficial to the students and all Partnership entities (FACS, Casey and Universities)	Written materials about the Scholars Program will reflect support of the goals of the Scholars Program. To achieve goals # 2, 6, 7, and 8.
Review curriculum development across the partners for congruence, teaching methodology and objectives	Gather curriculum by 9/06 and submit recommendations for improvements by 4/07
Establish a Field Work Directors/IVE Coordinators sub-committee of the Scholars Advisory Group	Form the sub-committee at the fall 2006 meeting between Field Work Directors/IVE Coordinators
Provide input on curriculum development, including child welfare specific additions to the universities standard learning contracts	Conduct a fall meeting between Field Work Directors and IVE Coordinators to develop a plan re learning contract revisions
Provide input on child welfare seminar content for each of the partners	Review seminar content at the fall Field Work Directors/IVE Coordinators meeting
Oversee development of field sites and training for agency field instructors including basic field instructor orientation	Form a sub-committee of Field Work Directors and IVE Coordinators to develop orientation materials for field instructors by 5/07
Train Field Work Directors, IVE Coordinators and supervisors on CBLC	
Oversee development of student units focused on such activities as family group decision making and PRIDE training	Form a student unit work group by 1/07 to develop a plan for the development of specialized student units
Policy recommendations regarding student evaluation projects	Policy recommendations will be posted in the minutes by 5/06
Input regarding Scholars Institute	Policy recommendations will be posted in the minutes by 5/06
Field practicum placement evaluation by students	Format for field evaluation by students will be developed and present to the Advisory Board by 10/06
Provide a CW orientation to interested students prior to their acceptance as Scholars.	
Standardize the IVE application process across the state	Standardized process will be in place by 3/07
Collectively develop policy, with input from field coordinators, managers & HR regarding the selection process that is consistent across Regions	A work group will be formed to work on recommendations to the group by 2/07
Coordinate the student selection process and provide regions with more clarity and input	Develop methods of coordination that is agreed to by all partners by 2/07

about the process	
Develop recommendations on stipend policy including regional approval process for employee workplace practicums	
Define partner roles in the oversight of stipend repayment	
Work with Evaluation Advisory Group to develop a format for evaluating program effectiveness. Monitor program data.	
In annual contracts, incorporate by reference, each university's field education policies, procedures and curriculum expectations, which are foundational for the specialized child welfare field placements and seminar	
Assure that all Regions have updated and signed field work agreements with each participating university, which define basic partner roles and responsibilities	
Assure that IV-E Agency Field Instructors are adequately trained by the university to meet the basic field instructor qualifications and duties	
Define the roles and responsibilities of the IV-E Scholars Coordinators in relationship to the university field education program and curriculum requirements, and the CFS Program needs	
Facilitate coordinated relationships between IV-E Coordinators and university Field Directors, if necessary	
Provide input for annual Scholars Program contract	
Students will make meaningful child welfare contributions while in agency field placement.	Student contributions will be demonstrated by students, their DHW field supervisors and their University Field Coordinators at the annual Student Institute. To achieve goals # 2, 3, 4, 6, 7, and 8.
Special Regional Student Projects designed by the Regions to address specific regional, programmatic issues	
Regional Learning Labs designed to strengthen program initiatives and/or model programs	
Develop specialized student units: Casey and FACS sites, Family Group Decision Making Unit, PRIDE training, kin resource center/student navigation unit	

11/7/2006

Develop rural sites with adequate supervision, travel budget and other incentives	
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