

Factors Influencing Retention of Child Welfare Staff: A Systematic Review of Research

A Report from the

**Institute for the Advancement of
Social Work Research**

**Supported by a Grant from
the Annie E. Casey Foundation**

RESEARCH • PRACTICE



EDUCATION • POLICY



Factors Influencing Retention of Child Welfare Staff: A Systematic Review of Research

A Report from the

**Institute for the Advancement of
Social Work Research**

Conducted in collaboration with

**University of Maryland School of Social Work
Center for Families & Institute for Human Services Policy**

**Joan Levy Zlotnik
Diane DePanfilis
Clara Daining
Melissa McDermott Lane**

June 2005

RESEARCH · PRACTICE



EDUCATION · POLICY

TABLE OF CONTENTS

Acknowledgements	2
Executive Summary	3
Introduction	11
Background	12
Systematic Review	17
Planning process	17
Method	18
Definitions	18
Search and Study Selection Process	19
Findings	23
Research Subjects and Samples	32
Geographic Location of Studies	33
Researchers Settings	33
Publication Year	33
Research Design	34
Dependent Variables	35
Independent Variables	36
Analyses of Findings	37
Qualitative Studies	37
Quantitative Studies	37
Inferential Statistics	38
Bivariate Analyses: Factors Correlating with Retention	38
Bivariate Analyses: Factors Correlating with Turnover	40
Multivariate Analyses: Factors Correlating with Retention	41
Multivariate Analyses: Factors Correlating with Turnover	43
Strategies to Address Recruitment and Retention	44
Discussion	47
Conclusions	51
Recommendations	56
References	60
Appendix A: Initial Solicitation Letter	67
Appendix B: Annotated Bibliography of Initial Pool of Documents	68
Appendix C: Articles Excluded During the Review Process	115
Appendix D: Access Data Base Components	118
Appendix E: Overview of Articles with Dependent Variable of Burn-Out or Job Satisfaction	119
Appendix F: Retention in Child Welfare – Studies Received or Completed since May 2004	125
Appendix G: Children’s Bureau Recruitment and Retention Grantees, 2003-2008	130

Acknowledgements:

Project Team:

Institute for the Advancement of Social Work Research:

Joan Levy Zlotnik, Executive Director

University of Maryland Center for Families & Institute for Human Services Policy:

Diane DePanfilis, Ph.D., Principal Investigator

Melissa McDermott Lane, Project Coordinator

Clara Daining, Research Analyst

Lauren Summers, Research Assistant

Joe Wechsler, Programmer

Consultant:

Julia Littell, Associate Professor, Bryn Mawr College

Graduate School of Social Work and Social Research

THE INFORMATION IN THIS REPORT IS THE OPINION OF THE AUTHORS

IASWR thanks the Annie E. Casey Foundation and Cornerstones for Kids for support of this project and the IASWR Child Welfare Workforce Initiative through the Foundation's Human Services Workforce Initiative

Grant # 203.1301 to the Institute for the Advancement of Social Work Research

FOR MORE INFORMATION CONTACT:

IASWR

750 First Street, NE, Suite 700

Washington, DC 20002-4241

202 336 8385

iaswr@naswdc.org

www.iaswresearch.org

This report is available from www.iaswresearch.org

Copyright © 2005 Institute for the Advancement of Social Work Research

EXECUTIVE SUMMARY

The well-being of children served by the child welfare system are put at risk by the difficulties child welfare agencies experience in recruiting and retaining competent staff as turnover results in staff shortages and high caseloads that impair workers' abilities to perform critical case management functions (GAO, 2003). The need to address workforce issues has reached new urgency due to the findings of the Child and Family Services Reviews and states' development of Program Improvement Plans (PIPs) as well as efforts in states to achieve accreditation and respond to class action lawsuits. The Annie E. Casey Foundation launched its Human Services Workforce Initiative (HSWI) with the assumption that a motivated workforce will yield better results for children and families. Child welfare agencies need to identify and implement effective strategies to recruit and retain well-qualified staff that has the knowledge, skills and commitment to provide services to our nation's most vulnerable children and families.

As one effort to determine what are effective recruitment and retention strategies that child welfare agencies can implement to address these important problems, the Annie E. Casey Foundation provided support to the Institute for the Advancement of Social Work Research (IASWR) in collaboration with the University of Maryland School of Social Work's Center for Families and Institute for Human Services Policy to undertake a systematic review of research and outcomes studies related to recruitment and retention in child welfare. Although there have been numerous literature reviews that report that there are organizational and personal factors that affect recruitment and retention, there has been no systematic review of research studies to more fully examine "what works" in regard to recruitment and retention in child welfare and to illuminate the specific methodology and definitions used to frame those studies. It is hoped that by synthesizing the results across studies, practitioners, researchers, educators, policy makers, and administrators in the child welfare field may use lessons learned to take steps to increase the retention of a competent child welfare workforce.

Systematic Review Process

IASWR and the University of Maryland undertook a planned process, drawing from the Campbell Collaboration guidelines for systematic reviews, to provide structure and process to the review as much as possible (www.campbellcollaboration.org). The project team agreed that it was important to make the review process as well defined, systematic, transparent, and unbiased as possible while maintaining a practical perspective. To increase the likelihood that studies could be compared, the team narrowed the scope of the review to examine retention or turnover of child welfare personnel as the dependent variable, with the understanding that recruitment strategies are only effective if they result in retention. Thus recruitment was considered as one of a number of strategies that could affect retention and turnover.

The review was undertaken to answer the question: *What conditions and strategies influence the retention of staff in public child welfare?* Conditions were viewed to include both personal and organizational factors, and strategies were operationalized to be actions

taken by some entity that were targeted to retain staff, e.g. Title IV-E Education for Child Welfare Practice programs, recruitment initiatives, enhanced training, or procedures and policies to professionalize the workplace.

Through extensive literature searches and outreach to the academic and child welfare communities, 154 documents were located, dating from 1974 through May 2004, including journal articles, unpublished manuscripts, dissertations, in-press articles, agency reports, conference proceedings, newsletters and books. Initial screening identified 58 articles and reports that were a research study, had a child welfare focus, and had retention/turnover as the dependent variable. After more thorough screening, 25 studies remained to be included in the systematic review. Of these studies, 52% were found in the “gray literature” of unpublished studies. Chart 1 provides the authors and titles of the 25 studies. (Brief summaries can be found in Appendix B.)

These studies examined the dependent variable of retention/turnover in a number of different ways.

- Follow-up interviews with workers who had actually left the agency (Bernatovicz, 1997; CWLA, 1990; Harris et al. 2000; Samantrai, 1992);
- Record reviews, comparing characteristics of those who stayed with those who left (Drake & Yadama, 1996; Rosenthal et al., 1998; Rosenthal & Waters, 2004);
- “Intent to leave” or “intent to remain” employed in a public child welfare agency rather than actual turnover (Ellett, 2000; Ellett, Ellett, & Rugutt, 2003; Garrison, 2000; Jayaratne & Chess, 1984; Kleinpeter, Pasztor & Telles-Rogers, 2003; Nissly, Mor Barak, & Levin, 2005; Reagh, 1994; Rycraft, 1994; Samantrai, 1992);
- Administrators’ perceptions of preventable turnover (Cyphers, 2001).
- Seven studies specifically examined retention of child welfare workers who had participated in Title IV-E Education for Child Welfare Practice partnership programs (Cahalane & Sites, 2004; Dickinson & Perry, 2002; Jones, 2002; Lewandowski, 1998; Olson & Sutton, 2003; Rosenthal & Waters, 2004; Scannapieco & Connell-Carrick, 2003), however each used differing methodologies and definitions, and there was also diversity in the educational levels and experiences of the samples.
- Three studies were national in scope (Cyphers, 2001; GAO, 2003; Jayaratne & Chess, 1984)
- One study covered samples in two states (Ellett, 2000),
- Two studies compared direct service workers and supervisors perceptions in high turnover counties to respondents in low turnover counties (UALR, 2002a; 2002b) and
- Some studies included all levels of child welfare staff (administrators, managers, supervisors and direct service staff) and other studies sampled only one level of the child welfare workforce (e.g. child protective service workers) or only a particular jurisdiction (e.g. a large urban area).

These variations in definition and scope made systematic comparisons across studies more complex than anticipated. There was also variation in the educational levels and backgrounds of the workers studied. This was due to both variations in study design as well as the diversity of minimum qualifications required for child welfare staff across the country. For example, California has a significant numbers of workers with master’s

degree while in Georgia only about 20% of child welfare workers have a master's degree. Several studies only included participants with an MSW degree (Cahalane & Sites, 2004; Dickinson & Perry, 2002; Olson & Sutton, 2003; Samantrai, 1992) or with MSW or BSW degrees (Jayaratne & Chess, 1984; Lewandowski, 1998; Scannapieco & Connell-Carrick, 2003), and a few studies specifically focused on workers with a certain length of tenure (Reagh, 1994, Rycraft, 1994, Samantrai, 1992). The differences in samples made it difficult to make a definitive recommendation about minimum staffing requirements and to more fully understand what would be a reasonable time period to expect workers to remain in one job. However, the turnover studies of broad cohorts of workers, not with specific degrees or IV-E education, do indicate that turnover is quickest for those without the professional commitment and/or at least a minimum level of education to perform job tasks.

Comparisons across studies were also difficult because of inconsistent definitions of turnover, e.g., combining anticipated turnover (through promotions or moves) with preventable turnover (due to dissatisfaction, work mismatch and burnout). There was also a dearth of standardized measures used. The Maslach Burnout Inventory (MBI) was the most frequently used standardized and validated measure, and it was only fully used in three studies (Dickinson & Perry, 2002; Drake & Yadama, 1996; Reagh, 1994). Nine studies used all or some qualitative methods, 19 of the quantitative studies were cross-sectional, three were retrospective, one was longitudinal, and six studies used comparison groups.

Conclusions

A synthesis of the qualitative findings and a careful review and comparison of the inferences that can be drawn from the bivariate and multivariate analysis reinforced the complexity of addressing retention in child welfare agencies. We can infer that there are ranges of personal and organizational factors that can positively influence retention of staff. Positive personal factors included:

- Professional commitment to children and families
- Previous work experience
- Education
- Job satisfaction
- Efficacy
- Personal characteristics (age, bilingual)

Personal factors that negatively impacted retention include:

- Burnout, including emotional exhaustion which is a component of burnout most linked to turnover
- Role overload/conflict/stress

Organizational factors that can impact retention/turnover include:

- Better salary

- Supervisory support
- Reasonable workload
- Coworker support
- Opportunities for advancement
- Organizational commitment and valuing employees.

Professional commitment and level of education are the most consistent personal characteristics and supervisory support and workload/caseload are the most consistent organizational factors identified in the research.

Title IV-E preparation serves as a “value-added” for retention strategies since IV-E initiatives reinforce the personal factors that support retention by recruiting participants who are committed to the profession and to serving children and families. The Title IV-E participants in the studies in this review often already had tenure (experience) in the agency, had prerequisite education (through acquisition of a BSW or MSW degree) and demonstrated efficacy. In addition, by offering this educational enhancement opportunity, the agency may be demonstrating that it supports and values its employees by providing the incentive to obtain an advanced degree, which may also open up new opportunities for promotion and increased salary.

The attributes of burnout, especially emotional exhaustion, and role overload/conflict and stress all are negative factors that lessen retention and increase the likelihood of turnover. While emotional exhaustion, stress and overload may be characteristics of the worker, those attributes often occur due to the work environment. In comparing Title IV-E graduates who stay with those who leave or intend to leave, organizational factors, especially supervision, distinguish between those who stay and those who leave. While intent to leave is considered to be a proxy for those who actually leave, a greater number of child welfare workers are likely to express intent to leave than the numbers who do in fact leave.

This review highlights the limited number of studies that actually evaluate a recruitment or retention intervention. Most of the studies were efforts to document the problems and to ascertain what organizational and personal factors and/or strategies could impact the turnover rate. While the literature suggests that agencies implement a range of recruitment and retention strategies (e.g., increased/improved orientation, enhanced supervisory skills, improved professional culture, educational opportunities, enhanced technology support), we did not find research and evaluation studies that examined the effectiveness and outcomes of those diverse strategies. Title IV-E Education for Child Welfare Practice programs were the only actual retention intervention strategy that we found studied. In the recent APHSA (2005) survey of state child welfare agencies, 94% of the states reported that they had increased/improved in-service training to enhance retention, with 37% of those states reporting it is highly effective and 63% reporting it is somewhat effective. However, we did not identify one study that tested the effectiveness of enhanced in-service training on retention.

The findings from this review can provide guidance to a diverse set of stakeholders who are interested in enhancing the quality of child welfare service delivery to achieve outcomes of permanency, safety and well-being for the children and families served. Considering the following questions can guide stakeholders in improving retention outcomes.

- People seeking child welfare employment should ask - *Is it what I really want to do?*
- Staff selecting applicants for child welfare positions should ask -- *Does the candidate have the professional commitment and experience to take on this job and deal with the related stress?*
- Child welfare supervisors should ask -- *Do I have the knowledge and skills to provide support and case-focused supervision to my staff and do I have support from my superiors?*
- Agency administrators should ask -- *Does the agency provide the necessary supports—supervisory, career ladder, working environment – that will attract workers and keep them at the agency?*
- Universities, especially social work education programs, should ask -- *Can we strengthen our partnership with state and local child welfare agencies to provide education and training to current and prospective staff and to develop and implement research and program evaluation efforts that can help to guide agency practices?*
- Researchers and evaluators should ask – *Are we developing a study design that clearly identifies the sample, defines the variables, and uses standardized measures that will result in a high-quality study that can add to our understanding of staffing and workforce issues in child welfare?*

To address recruitment and retention problems there is no one answer. An agency that implements just one strategy (e.g., reducing direct–service worker caseload but not improving supervision and agency supports, or hiring staff with professional commitment to the job) will probably not be very successful in the long run. It is a combination of personal factors that current and prospective staff bring to their job that will result in improved retention—*professional commitment, relevant education, previous experience, maturity to address the complex needs of the children and families served by the system—coupled with an organizational environment that values and supports these staff.*

Recommendations

The scarcity of research and outcomes studies and the limitations of those studies and how they are reported sets the stage for a number of recommendations targeted to more strategically understand recruitment and retention. For example, while our review finds that education is important, the diversity of the samples and research designs make it difficult to be specific about what specific minimum staffing requirements should be. Therefore we need to make recommendations to improve the rigor of our research and the specificity of designs in studying the complex nature of retention outcomes. The

following recommended action steps provide a blueprint to expand our knowledge and improve our practices.

1. Develop a process to rigorously and regularly evaluate retention strategies being implemented by state and local public and private child welfare agencies.

Action: In order to understand what are evidence-based retention strategies, rigorous research and evaluation efforts should be undertaken that meet the following criteria:

- Prior to implementation, develop a baseline that describes current staff unplanned turnover rates, as well as demographic characteristics of the workforce.
- Clearly describe the parameters of the planned retention strategy and define all variables to be examined.
- Undertake a longitudinal study that will gather data and track employees over time to ascertain the impact of the intervention as well as the relationship to other possible factors that influence retention and turnover.
- Create a study structure that includes a comparison group, use of standardized instruments/measures, and is analyzed using multivariate statistics.

2. Encourage Title IV-E “Education for Child Welfare Practice” efforts to use similar measures, methods, and instruments in undertaking evaluation and research efforts in order to determine larger-scale retention outcomes for Title IV-E graduates as well as the key factors that will enhance retention.

Action:

- Create a working group of Title IV-E educational partnership evaluators to determine common definitions, variables, and measures to use in assessing retention outcomes as well as other outcomes of such educational efforts.
- Develop guidelines to assist university/agency partnerships in carrying out evaluation and follow-up research. Such guidelines should address: what level of social worker is being educated (BSW or MSW students, or both); employment experience and status, including payback obligation and a clearly defined comparison or control group.
- Undertake longitudinal studies so that career trajectories can be followed. This will help to better determine short-term, mid-range, and long-term outcomes of Title IV-E efforts as well as to better define retention outcomes.

3. Develop multi-site, multi-year initiatives to test intervention strategies across agencies and settings.

Action: Develop a grant incentive program (supported by the Children’s Bureau and foundation funders) to develop multi-site recruitment and retention strategies that would test interventions that address the key organizational and personal factors affecting retention, especially models to improve quality of supervision.

4. Create research efforts to develop, pilot, and validate instruments and measures that test recruitment and retention outcomes.

Action:

- Create research consortia that will validate instruments and test their applicability for predicting retention of employees who express intent to remain based on certain

personal and organizational factors. It will also be useful to validate these instruments in longitudinal rather than cross-sectional studies.

- Further identify, develop, and test instruments, perhaps drawn from other fields that can be used to guide the retention impact of factors related to job satisfaction, personal accomplishment, and burnout.

5. Create a “clearinghouse” to regularly gather, track, and analyze studies that examine recruitment and retention issues in child welfare.

Action:

- Create a center for child welfare workforce studies that can gather, track, and analyze studies. Develop research agendas and provide workshops, training, and technical assistance to state and local agencies on workforce improvements, i.e. supervisory improvements, caseload reductions, salary increases, etc. Such an effort can track studies that examine retention outcomes as well as the impact of improved/enhanced retention on service delivery, child and family outcomes, etc.

Undertaking these series of actions will provide the framework for the needed efforts to more fully understand and address the recruitment and retention issues that plague child welfare agencies and impact the delivery of services to our most vulnerable citizens.

CHART 1: Studies Included in the Systematic Review

<p>Bernotavicz, F. (1997). <i>Retention of child welfare caseworkers: A report</i>. Portland, ME: University of Southern Maine: Institute for Public Sector Innovation, Edmund S. Muskie School of Public Service.</p> <p>Child Welfare League of America. (1990). <i>Child welfare salary and retention study</i>. Florida: Author.</p> <p>Cyphers, G. (2001). <i>Report from the child welfare workforce survey: State and county data findings</i>. Washington, DC: American Public Human Services Association.</p> <p>Cahalane, H., & Sites, E. W. (2004). <i>Is it hot or cold? The climate of child welfare employee retention</i>. Unpublished manuscript, University of Pittsburgh.</p> <p>Dickinson, N. S., & Perry, R. E. (2002). Factors influencing the retention of specially educated public child welfare workers. <i>Evaluation Research in Child Welfare</i>, 15 (3/4), 89–103.</p> <p>Drake, B., & Yadama, G. N. (1996). A structural equation model of burnout and job exit among child protective services workers. <i>Social Work Research</i>, 20, 179–187.</p> <p>Ellett, A. J. (2000). <i>Human caring, self-efficacy beliefs, and professional organizational culture correlates of employee retention in child welfare</i>. Baton Rouge, LA: Louisiana State University and Agricultural and Mechanical College.</p> <p>Ellett, A. J., Ellett, C. D., & Rugutt, J. K. (2003). <i>A study of personal and organizational factors contributing to employee retention and turnover in child welfare in Georgia: Executive summary and final project report</i>. Athens, GA: University of Georgia School of Social Work.</p> <p>Government Accountability Office. (2003). <i>Child welfare: HHS could play a greater role in helping child welfare agencies recruit and retain staff [GAO-03-357]</i>. Washington DC: Author.</p> <p>Garrison, M. (2000). <i>BASSC recruitment and retention project: Final report</i>. San Francisco: Bay Area Social Services Consortium.</p> <p>Harris, N., Middleton, S., Byrnes, E., Tollefson, D., Sahami, S., & Berry-Johnson, S. (2000). <i>DCFS turnover study 2000</i>. Salt Lake City, UT: University of Utah Graduate School of Social Work.</p>

- Jayarathne, S., & Chess, W. A. (1984). Factors associated with job satisfaction and turnover among child welfare workers. In J. Laird & A. Hartmann (Eds.), *A handbook of child welfare: Context, knowledge, and practice* (pp. 760–766). New York: Free Press.
- Jones, L. (2002). A follow-up of a Title IV-E program's graduates' retention rates in a public child welfare agency. *Evaluation Research in Child Welfare*, 15(3/4), 39–51.
- Kleinpeter, C., Pasztor, E.M., & Telles-Rogers, T. (2003). The impact of training on worker performance and retention: Perceptions of child welfare supervisors. *Professional Development: The International Journal of Continuing Social Work Education*, 6(3), 39–49.
- Lewandowski, C. A. (1998). Retention outcomes of a public child welfare long-term training program. *Professional Development*, 1(2), 38–46.
- Nissly, J. A., Mor Barak, M. E., & Levin, A. (2005). Stress, support, and workers' intentions to leave their jobs in public child welfare. *Administration in Social Work*, 29(1), 79–100.
- Olson, B. L. & Sutton, L. J. (2003). *An evaluation of the University of Minnesota–Duluth's Title IV-E program: Securing and retaining workers in the field of child welfare. Plan B Paper*. Duluth, MN: University of Minnesota –Duluth Social Work Program.
- Reagh, R. (1994). Public child welfare professionals: Those who stay. *Journal of Sociology and Social Welfare*, 21(3), 69-78.
- Rosenthal, J. A., McDowell, E., & White, T. L. (1998). *Retention of child welfare workers in Oklahoma*. Norman, OK: University of Oklahoma School of Social Work.
- Rosenthal, J. A., & Waters, E. (2004, July). *Retention and performance in public child welfare in Oklahoma: Focus on the Child Welfare Professional Enhancement Program graduates*. Paper presented at Weaving Resources for Better Child Welfare Outcomes Conference, Sante Fe, NM.
- Rycraft, J. R. (1994). The party isn't over: The agency role in the retention of public child welfare caseworkers. *Social Work*, 39, 75–80.
- Samantrai, K. (1992). Factors in the decision to leave: Retaining social workers with MSWs in public child welfare. *Social Work*, 37, 454–458.
- Scannapieco, M., & Connell-Carrick, K. (2003). Do collaborations with schools of social work make a difference for the field of child welfare? Practice, retention and curriculum. *Journal of Human Behavior in the Social Environment*, 7(1/2), 35–51.
- University of Arkansas at Little Rock School of Social Work. (2002a). *MS South Division of Children and Family Services recruitment and retention study: FSW survey*. Little Rock, AR: Author.
- University of Arkansas at Little Rock School of Social Work. (2002b). *MS South Division of Children and Family Services recruitment and retention study: Supervisor survey*. Little Rock, AR: Author.

INTRODUCTION

The well-being of children served by the child welfare system is put at risk by difficulties child welfare agencies experience in recruiting and retaining competent staff. A recent report on recruitment and retention in Milwaukee County's child welfare system correlates caseworker turnover with the length of time children remain in care (Flower, McDonald, & Sumski, 2005) and an earlier study in Nevada correlated the time children remain in care (Albers, Reilly, & Rittner, 1993) with the professional background of the workers. The Government Accountability Office (GAO) recommended that the Department of Health and Human Services (DHHS) do more to address recruitment and retention problems in child welfare agencies, noting that turnover results in staff shortages and high caseloads that impair workers' abilities to perform critical case management functions (GAO, 2003).

State governments have responded to high-profile child welfare cases that resulted in children's deaths or serious injuries. Several state agencies (e.g., Arizona, Nebraska, and New Jersey) have launched initiatives to hire more child welfare workers, and in Texas worker salaries have increased. While a great deal of energy is focused on recruiting additional workers, perhaps even more challenging is creating the conditions to retain workers. In reviewing the stipulations of the agreements created in response to child welfare class action litigation, worker training, caseload reductions and increased minimum staffing qualifications are often specified as avenues for improvement (Lambiasse, 2005). To assess the performance of state child welfare systems, the U.S. Department of Health and Human Services (DHHS) Children's Bureau launched Child and Family Service Reviews. The reviews' findings indicate that across states, outcomes for children and families are affected by the workload and training of front-line child welfare staff (GAO, 2004; Institute for the Advancement of Social Work Research/National Association of Social Workers, 2004; Milner, 2003).

Key national foundations concerned with the well-being of children have also highlighted staff recruitment and retention as a major area of concern (Annie E. Casey Foundation, 2003; Lucile and David Packard Foundation, 2004; Pew Commission on Children in Foster Care, 2004). So critical are these concerns that in 2003 the Annie E. Casey Foundation launched its Human Services Workforce Initiative, recognizing that a "motivated human services workforce yields real reform and better results for children and families" (www.aecf.org/initiatives/hswi/factsheet.pdf, p. 1). The child welfare system is a key component of the human service workforce. Over the past decade, an array of initiatives has been launched across the country to address child welfare workforce problems. Some of these initiatives have been evaluated, helping to build a body of research around recruitment and retention. Additional research efforts have focused more specifically on the perceptions of workers, supervisors and administrators as to what factors impact retention, so that appropriate and effective solutions can be implemented.

As one step in this effort to determine what works, the Casey Foundation provided a grant to the Institute for the Advancement of Social Work Research (IASWR), in

collaboration with the University of Maryland School of Social Work, to identify and analyze evidence-based findings related to recruitment and retention in child welfare. To accomplish this, a systematic review of research and outcome studies in child welfare was undertaken, drawing from published literature and unpublished reports by agencies and researchers, especially since 1990. This report, *Factors Influencing the Retention of Child Welfare Staff: A Review of Research*, is the result of that effort, and serves as the cornerstone of IASWR's Child Welfare Workforce Initiative. This report will:

- Provide background information that sets the context for the importance of undertaking the systematic review;
- Present the findings from the review; and,
- Identify implications and recommendations and some suggested next steps.

BACKGROUND

The workforce issues in child welfare are longstanding (Alwon & Reitz, 2000; Annie E. Casey Foundation, 2003; Children's Bureau, 1999; GAO, 2003; Kirkwood, 2003; Pecora, Briar, & Zlotnik, 1989, Zlotnik, 2002). However, implementation of the requirements of the Adoption and Safe Families Act of 1997 (Public Law 105-89); strategic responses to class action lawsuits; agencies' efforts to achieve accreditation; and states' needs to address the Program Improvement Plans (PIP) resulting from their federal Child and Family Services Reviews (CSFRs) have brought renewed urgency to recruitment and retention problems and reinforced the need for well-trained staff to carry out the complex functions of child welfare work. As noted by the GAO (2003, 2004), and at recent Wingspread meetings on *Safety* and *Placement Stability* organized by the University of Illinois Child and Family Research Center, staffing issues—caseload, turnover, worker competence—affect service delivery and outcomes for children and families. Important questions that need answers include: do the professional education, training, and personal values of workers affect service delivery outcomes? If so, do these factors also affect which workers stay and which workers leave?

Recruitment and retention problems are believed to be a combination of organizational factors and personal factors that should be addressed simultaneously in order to develop successful hiring and retention strategies, suggesting that there are no “quick fixes” or “magic bullets” to address these concerns. Common organizational factors adversely affecting staff include high caseloads, poor working conditions, lack of worker autonomy, lack of quality supervision, limited opportunities for advancement, and scarcity of supportive resources. Common characteristics of individual workers that might have an impact on recruitment and retention of child welfare staff include commitment to the job, preparation for the job through pre-service education, worker values, family/work balance, and opportunities for professional camaraderie and recognition. A survey in 2000 (Cyphers, 2001) indicated that state and local agencies identified few strategies that significantly resolve their recruitment and retention problems, although agency/university partnerships were seen as somewhat useful. An update of that survey, APHSA (2005) found that partnerships with universities were somewhat or very useful in addressing both recruitment and retention problems. The

survey also found that training was the most likely retention strategy tried, and that at least 30 states reported having tried either partnerships with their university or stipends for students in the last 5 years, or both, and 27 did early and aggressive recruiting at schools of social work. Many of these education and training partnerships are supported by federal child welfare training funds that can support both degree education and preservice and inservice training activities.

Funding Support for Child Welfare Workforce Training

There are two major federal sources of support to help states and localities address child welfare workforce issues. One source, the Title IV-E training entitlement, was created as part of the Child Welfare and Adoption Assistance Program of 1980 (P.L. 96-272) but not broadly used until the 1990s. The second source of support is the Title IV-B, Section 426 discretionary training grant program. It began in 1962 and is currently funded at about \$7 million.

Title IV-E training is entitlement funding, with a 75% enhanced federal match, created as a provision of P.L. 96-272, that states can use for short- or long-term training of “*personnel employed or preparing for employment by the State agency or by the local agency administering the (Title IV-E) plan*” (Section 474A, P.L. 96-272). These funds are used to provide support for current workers to return to school to get, usually, a master of social work degree and provide support to baccalaureate social work and MSW students who are new to child welfare in order to provide incentives for them to begin their careers in child welfare (Briar et al., 1992). Title IV-E funding can cover the costs of students’ education (stipends, materials, books, transportation and other supports) as well as expenses for faculty, field supervisors, and field liaisons; curriculum development, salaries for employees while receiving their degrees, leave costs, replacement staff for employees on educational leave; and evaluation of the training efforts (Schmid, Briar, Logan, & Harris, 1993; Zlotnik & Cornelius, 2000).

Although created in 1980, it was not until the 1990s, as a result of targeted technical assistance and innovation diffusion efforts, that many state child welfare administrators have worked together with individual social work education programs and consortia of BSW and MSW programs to provide degree education for current child welfare staff, to prepare new students for child welfare careers and to provide enhanced pre-service and in-service training to child welfare staff (Zlotnik, 2002; 2003). The state specifies its use of these funds in its Child and Family Services Plan that requires approval by the DHHS regional office. There are no clear regulations, however, specific to Title IV-E training, and there has been confusion about how to implement these provisions, with great diversity of interpretation across federal regional offices (Administration for Children, Youth and Families, 1996; CSWE, 1996; GAO, 1993; Zlotnik, 1997).

As states struggle to address their recruitment and retention crises, Title IV-E funds are a valuable tool to ensure that staff acquires the competencies necessary to perform their jobs (APHSA, 2005; Alwon & Reitz, 2000). There is no one model of how a state in partnership with a university, or several universities implements its Title IV-E program.

Some states have consortia of several social work education programs providing similar curricula (e.g., Kentucky, Arkansas); some states have regional collaborations between certain districts and certain universities (Texas, Florida, Louisiana). Some universities provide both IV-E degree education and also run the state's child welfare training program (e.g. University of Pittsburgh). Several states target BSW degree education for child welfare (Kentucky and Missouri), some states target MSW education (California and New York), and other states prepare both MSWs and BSWs (Maryland, Texas). Some Title IV-E efforts prioritize the education of current staff who returns to school to get a BSW or MSW degree while other states focus their IV-E partnership on attracting social work students toward child welfare careers. For those whose education is supported by the Title IV-E program, there is a required payback, but once again there are some variations in how states administer that requirement. Despite IV-E partnerships in about 40 states, few if any states are able to educate a sufficient number of social workers to meet the entire child welfare hiring demand, requiring that child welfare agencies use other strategies to hire and train workers as well.

The intricacies of these IV-E partnerships, the diverse interpretation of requirements, the need to evaluate the efforts and the activities around curriculum enhancements, have all sparked an interest to communicate across states and universities, to share information and provide technical support. At the Council on Social Work Education Annual Program Meeting, the Child Welfare Symposium sponsors an annual one-day information exchange on IV-E partnerships. In addition a listserv, maintained by the University of Georgia School of Social Work provides a forum to raise questions and to share information. A website was created at the University of Kentucky College of Social Work (<http://www.uky.edu/SocialWork/cswe/>) to post IV-E-related federal policies, current [research projects](#), [child welfare curricula](#), [journal articles and papers](#), [funding announcements](#), and a [database of partnership characteristics](#).

Despite the variability across universities and states it is believed that the use of Title IV-E training funds has revitalized the federal investment in social work education (Austin, Antonyappan, & Leighninger, 1996; Harris, 1996) and has created partnerships that have become effective recruitment and retention strategies (APHS, 2005). IV-E training efforts are required to evaluate their outcomes, so there is a growing body of research in this area. Until this study by IASWR, there was no specific effort to try to gather these studies together and to *systematically analyze the findings across studies*.

Title IV-B, Section 426 is a discretionary grant program administered by the Children's Bureau that provides grants to institutions of higher learning to train individuals in the child welfare field. These are often multi-year grants (2 to 5 years) that support creation of agency-based pre-service or in-service training materials, or some combination, and development of enhanced university curriculum materials and traineeships to attract BSW and MSW students to child welfare careers. The grants are written in response to priorities established by the Children's Bureau. In recent years, most of these funds have been awarded to social work education programs. Recent grants have targeted enhancement of agency training (e.g., grants to support supervisor training); recruitment of specific populations to work in child welfare (e.g. grants to Loyola of Chicago,

University of Texas at Arlington and University of North Texas, Sonoma State University, and University of Kansas), cross-system training; and to address recruitment and retention problems. The U.S. Children's Bureau currently funds eight 5-year grants (Michigan, Michigan State, University of Denver/American Humane, University of North Carolina, University of Southern Maine, Fordham University, University of Iowa and University of Albany) that are focused on specific recruitment and retention strategies. Each Section 426 grantee is required to work in partnership with their state or local public child welfare agency and any students receiving traineeships are required to work in child welfare as payback for the support that they have received.

Ongoing advocacy by the social work and child welfare communities has been critical to keep this program funded and to ensure the funds are directed to addressing high priority needs and toward social work education programs. In the 1980s, without outside advocacy the program languished without clear direction (Honan, 1985; Zlotnik, 2003). In the mid-1990s, funding fell to \$2 million annually, but with Congressional support, and targeted advocacy by the Action Network for Social Work Education and Research (ANSWER), funding was increased to \$7 million and has remained at that level for the past 6 years.

Although Title IV-B, Section 426, is a long-standing program, there is little evaluation of the grant outcomes. Vinokur-Kaplan (1987) did the only large-scale examination of the career paths of those who received child welfare traineeships from 1979–1981. Graduates were followed 1 year after the end of their funding. The majority of trainees had entered child welfare and over half were employed by public agencies.

The 426 program has been an important source of funds to stimulate innovation and to prepare social work students for child welfare careers. The competitive nature of the grant program, the narrow categories for which applicants can apply, and the limited funds available for new grants restricts 426 benefits to a small cadre of states and social work education programs each year.

Other sources of support used by public child welfare for training includes Social Services Block Grant, Child Abuse State Grant, State and Local Revenues (APHS, 2005).

Documenting and Disseminating Recruitment and Retention Strategies

Over the past decade there have been a number of efforts to highlight workforce problems and identify recruitment and retention strategies that work (e.g., Briar-Lawson & Zlotnik, 2002, 2003; Children's Bureau, 1999; Child Welfare League of America [CWLA], 2003; Cyphers, 2003; Ferguson, 2002; GAO, 2003). For example, the CWLA Research to Practice (R2P) Initiative developed an extensive annotated bibliography as well as a *Research Round-Up* that provided an overview of studies related to child welfare recruitment and retention. While the bibliography rates the rigor of research studies, there is no effort to systematically analyze the outcomes and results across similar studies.

In addition to the published reports and reviews mentioned above, there have been several meetings and taskforces convened to discuss workforce issues and models of innovative practice. This has occurred through conferences funded by Children's Bureau training grants (e.g. Alexandria, VA, 1991; Memphis, TN, 1996; Snowbird, UT, 2000), or those hosted by the Council on Social Work Education (CSWE), the CWLA and the National Association of Public Child Welfare Administrators (NAPCWA). The Children's Bureau also organized a small invitational meeting to examine outcomes from agency/university partnerships in 1999 and hosted a National Conference on Child Welfare Training in 2000, which attracted over 200 persons to address recruitment and retention issues. The plans for a Fall 2005 national meeting on workforce are once again in the planning stages at the Children's Bureau.

The National Association of Deans and Directors of Schools of Social Work (NADD) and NAPCWA initiated a collaborative to "Advance Professional Education for Child Welfare Practice." The collaboration convened an invitational meeting in September 2002 to examine findings from relevant research and to develop an action plan. It was recommended that IASWR serve as the gatherer and clearinghouse of research related to recruitment and retention outcome studies, in order to further this shared agenda. Representatives from IV-E programs at social work education programs and child welfare agency partners have continued to meet annually to present outcomes of partnerships and to address challenges to sustainability.

In 2004, IASWR, in collaboration with the National Association of Social Workers (NASW), convened two child welfare workforce meetings bringing together national organizations, government agencies, and foundations to discuss what different organizations were doing to highlight and address these recruitment and retention dilemmas (see www.iaswresearch.org) and to identify technical resource materials that might be helpful to states and universities.

Despite the reports, meetings, conferences presentations, and on-going dialogues there has been no formal effort to identify commonalities across studies and to more carefully analyze what organizational and personal characteristics and strategies influence staff recruitment and retention. Some models have been promoted as effective, e.g. Title IV-E-funded university/agency partnerships to train BSW and MSW students to pursue child welfare careers and to provide degree education for current workers. Yet, there has been no rigorous synthetic review processes to compare study outcomes and to uniformly analyze the problems and the strategies to address them. Several studies have examined workers who stay in child welfare (e.g., Anderson, 2000; Rycraft, 1994; Reagh, 1994; Ellett, 2000), but there has not been a systematic synthesis of findings across these studies. The entire human service field will benefit from the identification of effective strategies to attract and retain a competent and committed workforce, along with the adoption and adaptation of these strategies by human services agencies.

SYSTEMATIC REVIEW OF THE RESEARCH

In 2004, the Annie E. Casey Foundation funded the Institute for the Advancement of Social Work Research (IASWR) and the University of Maryland School of Social Work's Center for Families (CF) and Institute for Human Services Policy (IHSP) to complete a review of research related to retention of public child welfare staff. This report describes the process and results of the review of research. It is hoped that by synthesizing results across studies, practitioners, researchers, educators, policy makers, and administrators in the child welfare field may use lessons learned to take steps to increase the retention of a competent child welfare workforce.

Planning Process

The project team began the review process by exploring alternate methods for conducting reviews of research that would have practical benefits for child welfare leaders. Existing reviews of the literature and annotated bibliographies were reviewed first (American Humane Association, 2002; Child Protection Report, 2002; CWLA, 2002, 2003; Cyphers, 2001; Tracy, 1993; Zlotnik, 1996). Next, the process for conducting systematic reviews following the Campbell Collaboration guidelines was considered (Campbell Collaboration, 2004). The Campbell Collaboration focuses on systematic reviews of research related to social welfare, criminal justice, and education policies and practices. Time and budgetary constraints precluded fully following the Campbell protocol or filing this review as a Campbell review, however the project team made the decision to follow the Campbell guidelines for the review structure and process as much as possible. The team agreed that it was important to make the review process as well-defined, systematic, transparent, and unbiased as possible while maintaining a practical perspective.

In order to increase the likelihood that studies could be compared, the research team decided to narrow the scope of this review to studies on the retention (or turnover) of child welfare personnel as the dependent variable. Although the initial plan was to examine recruitment and retention research based on the structure of the systematic review process, the researchers decided that recruitment would be examined only as an independent variable, because recruitment strategies would only be effective if they resulted in increased retention or decreased turnover. Thus recruitment was included in a broad group of strategies that might be implemented. The project team developed a list of potential categories that might impact retention including demographic variables, personnel practices, organizational conditions, personal attributes, qualifications and experience, and strategies (i.e., recruitment, education, training, etc.). A process was planned to include a comprehensive literature search (search engines, review of annotated bibliographies, personal correspondence, conference materials), a structure for synthesizing and comparing research from individual studies, and a plan to maintain transparency of the process. Two primary goals of the study were to conduct a systematic review of the best available evidence and to synthesize findings so they would have practical utility to child welfare leaders.

Method

The project team conducted a systematic review to answer the following question: *What conditions and strategies influence the retention of staff in public child welfare?* In undertaking the review, the following definitions were used to describe the dependent and independent variables.

Definitions

Dependent Variables

Retention. The project team minimally operationalized retention as child welfare professionals remaining in child welfare related positions for a period of time. The team chose to not define the length of retention time, therefore including all studies that focused on retention for varying lengths of time. The project team anticipated that the authors of the studies would provide definitions of retention and that there would be consistency between studies.

Turnover. The project team minimally operationalized turnover as child welfare professionals who left employment in a child welfare agency for reasons other than non-preventable reasons (e.g. move to a different jurisdiction, change because of personal or family circumstances).

Independent Variables

Conditions. The project team operationalized conditions as the factors present in the work environment that may increase the likelihood of workers remaining employed in public child welfare or decrease preventable turnover of workers. Conditions could be either organizational factors or personal factors. Categories of organizational factors were speculated to include the following: workload levels; salaries; organizational structure; court requirements; technology and physical facilities; resources; organizational climate; promotion/career path options; administrative burdens; employee recognition; job requirements; training; professional experience required; supervision; support; worker safety; and job security and flexibility.

Personal factors were related to child welfare workers' characteristics, experiences or perceptions, or some combination. They were speculated to include the following: Job satisfaction; demographic characteristics, e.g. age, gender, etc.; self-efficacy; goodness of fit; perceptions of cooperation, personalization, and fairness; perceptions of challenge; perceptions of personal accomplishment and feeling valued; commitment to the profession and the absence of perceptions of conflict; absence of depersonalization, emotional exhaustion, or burnout.

Strategies for Retention. The project team operationalized strategies as actionable steps taken by some entity targeted to retain public child welfare staff or targeted to prevent turnover. Categories of strategies were speculated to include the following: recruitment

efforts; education (e.g. Title IV-E programs); and procedures and policies to professionalize the workplace, and to enhance positive organizational conditions. However, upon review of the studies that used retention/turnover as a dependent variable, only education—Title IV-E programs—was found to be a researched strategy.

Search and Study Selection Process

Published and unpublished studies and reports, dated 1974 through May 2004, were retrieved through personal correspondence, an announcement on the Title IV-E and IASWR listserves (for announcement text see appendix A), annotated bibliographies, conference materials, reference lists, and searches on the National Clearinghouse on Child Abuse and Neglect Information and other professional data bases. Search terms included: child welfare personnel and intent to stay or intent to leave; child welfare workforce and retention or turnover or burnout; recruitment and retention and child welfare; impact and intent and leave; job satisfaction in and burnout in and social service workers; role conflict in and role ambiguity in and social workers; study and turnover; causes and turnover and social workers; burnout and workers and administrators; stress in and child welfare workers; job satisfaction and biographic characteristics and turnover; organizational and social worker and satisfaction; perception and burnout and competence; job satisfaction and burnout and social service workers; recruitment and retention and child welfare. Following this comprehensive search, 154 documents were located. These documents included journal articles, unpublished manuscripts, dissertations, in-press articles, agency reports, conference proceedings, newsletters, and books. All of the potential studies were entered using author-generated abstracts into Procite, a bibliographic software program. (See appendix B for an annotated bibliography.)

After applying initial screening criteria, 58 out of 154 published and unpublished documents were initially selected for review. Studies initially appeared to meet the initial screening criteria of (1) inclusion of a child welfare worker population; (2) use of specified quantitative or qualitative research methods; and (3) a focus on retention or turnover, or both, as dependent variable. Documents were excluded if they were not original studies (e.g., general reports or literature reviews).

Documents were systematically reviewed from July 15, 2004, through August 30, 2004. Each study was reviewed by at least one reviewer, and studies that were determined to be more complicated (45%) were each reviewed by two reviewers. As a result of this systematic review, an additional 29 (50%) articles were excluded. The reasons for exclusion are delineated in Table 1. (See appendix C for a detailed list of the reasons for exclusion.)

Table 1: Categories for Exclusion of Studies From Final Set of Documents Reviewed

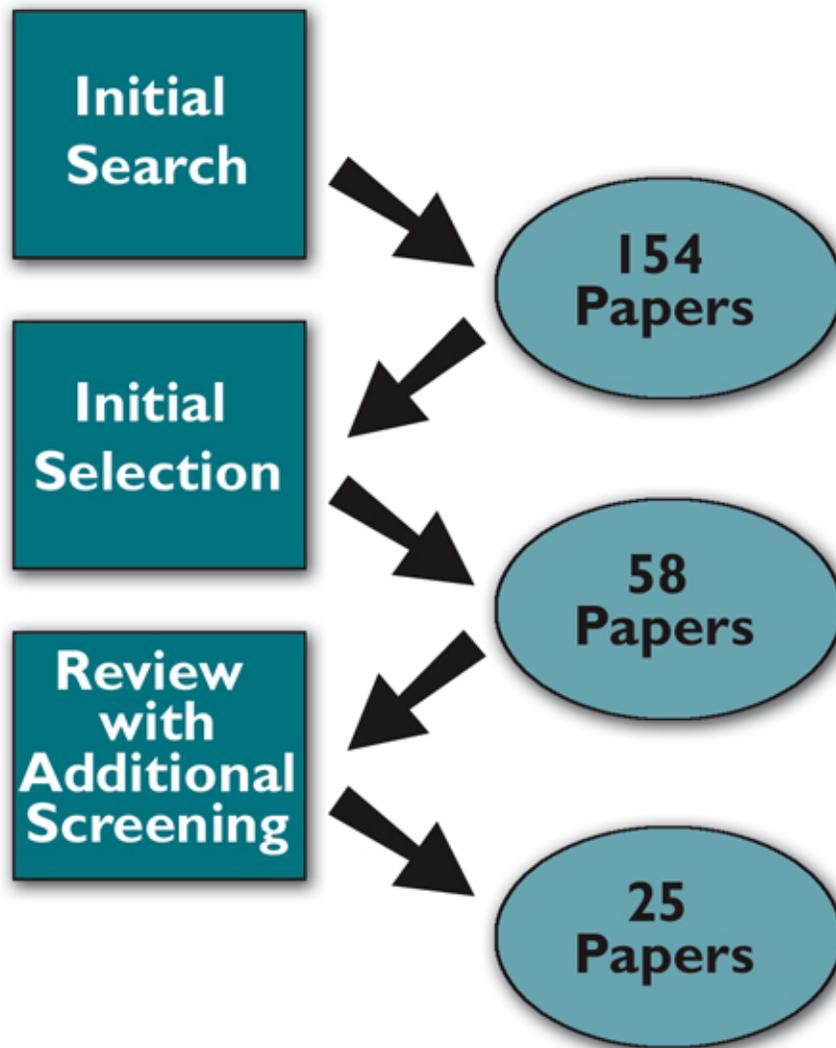
Primary Reason for Expulsion	Number of Studies
Retention or turnover was not a dependent variable	18
Study sample was not exclusively comprised of workers in public child welfare	4
Document did not present original research	3
Other (description of training program to reduce turnover, impact of turnover on services, a model for organization use to predict turnover, incomplete text)	4

Note. Some studies were excluded for multiple reasons; however, only the most prominent reason was tallied.

As noted above, the majority of papers (67%) were excluded because they were not focused on retention or turnover as the dependent variable. Of these 18 documents, 10 (56%) were excluded because they were further determined to address job satisfaction or burnout as the dependent variable and not retention or turnover. Those papers that addressed job satisfaction and burnout as independent variables remained in the cohort. The remaining papers (33%) were not public child welfare–specific, were not a new study, or were incomplete descriptions rather than studies that met this review’s eligibility criteria.

At the conclusion of the review process, 29 published and unpublished documents were selected for comprehensive review. However, three publications by Ellett and colleagues and three publications by Dickinson and Perry contained the same data respectively. As such, 25 unique studies were thoroughly reviewed. Figure 1 depicts the process.

Figure 1: Search and Selection Process for Final Set of Document Reviewed



Studies were reviewed and classified related to: research design, demographic variables, theoretical framework, dependent and independent variables, study methods, study measures, subjects and samples, population and attrition, and findings. All information retrieved from the reviews was coded into an Access database (for the components list see appendix D). These 25 studies are referenced in Table 2.

Table 2: Studies Selected for Systematic Review

Reviewed Documents
Bernotavicz, F. (1997). <i>Retention of child welfare caseworkers: A report</i> . Portland, ME: University of Southern Maine: Institute for Public Sector Innovation, Edmund S. Muskie School of Public Service.
Cahalane, H., & Sites, E. W. (2004). <i>Is it hot or cold? The climate of child welfare employee retention</i> . Unpublished manuscript, University of Pittsburgh.
Child Welfare League of America. (1990). <i>Child welfare salary and retention study</i> . Florida: Author.
Cyphers, G. (2001). <i>Report from the child welfare workforce survey: State and county data findings</i> . Washington, DC: American Public Human Services Association.
Dickinson, N. S., & Perry, R. E. (2002). Factors influencing the retention of specially educated public child welfare workers. <i>Evaluation Research in Child Welfare</i> , 15 (3/4), 89–103.
Drake, B., & Yadama, G. N. (1996). A structural equation model of burnout and job exit among child protective services workers. <i>Social Work Research</i> , 20, 179–187.
Ellett, A. J. (2000). <i>Human caring, self-efficacy beliefs, and professional organizational culture correlates of employee retention in child welfare</i> . Baton Rouge, LA: Louisiana State University and Agricultural and Mechanical College.
Ellett, A. J., Ellett, C. D., & Rugutt, J. K. (2003). <i>A study of personal and organizational factors contributing to employee retention and turnover in child welfare in Georgia: Executive summary and final project report</i> . Athens, GA: University of Georgia School of Social Work.
Government Accountability Office. (2003). <i>Child welfare: HHS could play a greater role in helping child welfare agencies recruit and retain staff [GAO-03-357]</i> . Washington DC: Author.
Garrison, M. (2000). <i>BASSC recruitment and retention project: Final report</i> . San Francisco: Bay Area Social Services Consortium.
Harris, N., Middleton, S., Byrnes, E., Tollefson, D., Sahami, S., & Berry-Johnson, S. (2000). <i>DCFS turnover study 2000</i> . Salt Lake City, UT: University of Utah Graduate School of Social Work.
Jayaratne, S., & Chess, W. A. (1984). Factors associated with job satisfaction and turnover among child welfare workers. In J. Laird & A. Hartmann (Eds.), <i>A handbook of child welfare: Context, knowledge, and practice</i> (pp. 760–766). New York: Free Press.
Jones, L. (2002). A follow-up of a Title IV-E program's graduates' retention rates in a public child welfare agency. <i>Evaluation Research in Child Welfare</i> , 15(3/4), 39–51.
Kleinpeter, C., Pasztor, E.M., & Telles-Rogers, T. (2003). The impact of training on worker performance and retention: Perceptions of child welfare supervisors. <i>Professional Development: The International Journal of Continuing Social Work Education</i> , 6(3), 39–49.
Lewandowski, C. A. (1998). Retention outcomes of a public child welfare long-term training program. <i>Professional Development</i> , 1(2), 38–46.
Nissly, J. A., Mor Barak, M. E., & Levin, A. (2005). Stress, support, and workers' intentions to leave their jobs in public child welfare. <i>Administration in Social Work</i> , 29(1), 79–100.
Olson, B. L., & Sutton, L. J. (2003). <i>An evaluation of the University of Minnesota–Duluth's Title IV-E program: Securing and retaining workers in the field of child welfare. Plan B Paper</i> . Duluth, MN: Authors.
Reagh, R. (1994). Public child welfare professionals: Those who stay. <i>Journal of Sociology and Social Welfare</i> , 21(3), 69-78.
Rosenthal, J. A., McDowell, E., & White, T. L. (1998). <i>Retention of child welfare workers in Oklahoma</i> . Norman, OK: University of Oklahoma School of Social Work.
Rosenthal, J. A., & Waters, E. (2004, July). <i>Retention and performance in public child welfare in Oklahoma: Focus on the Child Welfare Professional Enhancement Program graduates</i> . Paper presented at Weaving Resources for Better Child Welfare Outcomes Conference, Sante Fe, NM.
Rycraft, J. R. (1994). The party isn't over: The agency role in the retention of public child welfare caseworkers. <i>Social Work</i> , 39, 75–80.

Reviewed Documents
Samantrai, K. (1992). Factors in the decision to leave: Retaining social workers with MSWs in public child welfare. <i>Social Work</i> , 37, 454–458.
Scannapieco, M., & Connell-Carrick, K. (2003). Do collaborations with schools of social work make a difference for the field of child welfare? Practice, retention and curriculum. <i>Journal of Human Behavior in the Social Environment</i> , 7(1/2), 35–51.
University of Arkansas at Little Rock School of Social Work. (2002a). <i>MS South Division of Children and Family Services recruitment and retention study: FSW survey</i> . Little Rock, AR: Author.
University of Arkansas at Little Rock School of Social Work. (2002b). <i>MS South Division of Children and Family Services recruitment and retention study: Supervisor survey</i> . Little Rock, AR: Author.

Findings

Information was gathered from all studies regarding research subjects and samples, geographic location, publication year, research team, research design, dependent and independent variables, and findings. The research team categorized all the studies' subjects and sample populations. Studies were also categorized by their publication year. This project's research team identified the research team of each respective study, distinguishing those internally based within the child welfare agency from those externally based. Furthermore, of those externally based, the team sought to differentiate their affiliation. Independent variables were cataloged initially by the original study's terms and then by the research team as patterns emerged. In regards to research design, the team differentiated quantitative from qualitative methods, and then within each type of research method, identified the specific type of research design. Last, studies were sorted by dependent variable—retention, turnover, or both. (See Table 3 for a comprehensive list of the studies, methods, samples, and variables.)

Table 3: Comparison of Reviewed Studies

Author	Research Design	Data Analyses	Study Subject and Sample	Standard Measures	Targeted Population	Response Rate (%)	Valid N	Dependent Variable	Factors/ Themes
Bernotavicz, 1997	Qualitative: Open-ended questionnaire administered by telephone	Not applicable	Caseworkers who had left the agency – no info on demographics or qualifications		91	20	18	Retention and Turnover	Burnout; inadequate supervision; workload
Cahalane & Sites, 2004	Quantitative: Cross-sectional Mail survey	Bivariate analysis: Independent samples t test Multivariate analysis: Multiple regression	MSW Title IV-E graduates who were employed in public child welfare prior to their education and had already completed their payback requirements	Glisson & Himmelgarn: Children's Services Organization Climate Survey	260	80	208	Retention	Growth and advancement; organizational commitment; and cooperation; emotional exhaustion; job satisfaction; role conflict; depersonalization
CWLA, 1990	Quantitative/ Qualitative : Cross-Sectional	Unknown	Caseworkers, current and former		Unknown	Unknown	288	Turnover	Findings not interpreted due to lack of information about analyses
Cyphers, 2001	Quantitative/ Qualitative: Cross-sectional mail survey of state administrators	Descriptive Statistics	State public child welfare Agencies		51	84%	43	Turnover	Workload

Author	Research Design	Data Analyses	Study Subject and Sample	Standard Measures	Targeted Population	Response Rate (%)	Valid N	Dependent Variable	Factors/ Themes
Dickinson & Perry, 2002	Quantitative: Cross-sectional Mail survey	Bivariate analysis: Independent samples t test and chi-square Multivariate analysis: Logistic regression	MSW Title IV-E graduates after completion of payback requirement	Maslach Burnout Inventory	368	64	235	Retention	Co-worker or supervisor support; quality of supervision; caseload; efficacy; emotional exhaustion; job satisfaction; salary
Drake & Yadama, 1996	Quantitative: Longitudinal Mail survey and examined job exit through state roster over next 15 months	Multivariate analyses: Structural equation modeling	Child protective services workers	Maslach Burnout Inventory	230	77	177	Turnover	Emotional exhaustion
Ellett, 2000	Quantitative/ Cross-sectional Mail survey	Bivariate analysis: Pearson correlations Multivariate: Multiple regression and factorial ANOVA	All levels of child welfare employees in two states		2140	44	946	Retention	Co-worker and supervisor support; organizational Professional commitment and cooperation; self-efficacy; administrative support;

Author	Research Design	Data Analyses	Study Subject and Sample	Standard Measures	Targeted Population	Response Rate (%)	Valid N	Dependent Variable	Factors/ Themes
Ellett, Ellett, & Rugutt, 2003	Quantitative: Cross-sectional	Bivariate analysis: Pearson correlations	All levels of workers from caseworkers to supervisors, managers and administrators 19.5% social work degrees, 9.8% GED/HS.		2250	63	1423	Retention	Professional commitment to child welfare, professional support, quality of supervision & leadership. Low compensation, lack of job satisfaction/challenge; work context Professional commitment to child welfare; organizational culture, supervision; self-efficacy Caseload/workload; supervision; safety; family; resources;
	Mail survey	Multivariate: Stepwise multiple regression; discriminant function analysis; principal component analysis						Turnover	
	Qualitative: Focus groups							Retention	
					475	81	385	Turnover	
GAO, 2003	Quantitative: Cross-sectional review of exit interviews and worker interviews in four states and analysis of CFSTRs	Descriptive statistics	Caseworkers, current and agencies		765 agencies	Unable to determine since Targeted population and valid N are not the same individuals	585 exit interviews 27 DHHS Child and Family Services Reviews	Retention	Workload; worker safety

Author	Research Design	Data Analyses	Study Subject and Sample	Standard Measures	Targeted Population	Response Rate (%)	Valid N	Dependent Variable	Factors/ Themes
Garrison, 2000	Qualitative: Focus groups	Not applicable	Caseworkers and supervisors		24 focus groups 109 supervisors and 142 front line workers	Unknown	24	Retention	Workload; lack of recognition
Harris, Middleton, Byrnes, Tollefson, Sahami, & Berry-Johnson, 2000	Quantitative : Cross-sectional survey similar to CWLA 1990 survey, including open-ended questions Former (telephone), Current (telephone or email)	Bivariate analysis: Chi-square Multivariate analysis: Logistic regression	Current workers and supervisors and former staff from all levels except support/clerical		212 stratified random sample by regions	52	111	Turnover	Findings not interpreted due to lack of information about analyses
Jayarathne & Chess, 1984	Quantitative : Cross-sectional survey of national sample	Multivariate analysis: Multiple regression	NASW members working in child welfare settings (17% BSW, 83% MSW)		140	71	99	Turnover	Inadequate financial reward
Jones, 2002	Quantitative: Retrospective descriptive case record analysis	Bivariate analysis: Chi-square	Compared all new hires MSW Title IV-E graduates and non-IV-E (IV-E MSWs already employed by the agency not included)		266 39 IV-E 227 other hires	Availability sample	266	Retention	Personal characteristics (bilingualism); education

Author	Research Design	Data Analyses	Study Subject and Sample	Standard Measures	Targeted Population	Response Rate (%)	Valid N	Dependent Variable	Factors/ Themes
Kleinpeter, Pasztor, & Telles-Rogers, 2003	Quantitative Cross-sectional survey	Descriptive statistics	Supervisors in a large urban county's perception of impact of training on retention		437	34	130	Retention	Workload; salary; promotional opportunities; quality supervision; training; worker safety
Lewandowski, 1998	Quantitative: Cross-sectional Mail survey and archival data from training program and state personnel records	Bivariate analysis: Chi-square	BSW and MSW Title IV-E graduates, includes both new to child welfare and agency employees		182: 116 BSW 66 MSW 108 agency emp 74 not emp	100	182	Retention, but the study does not indicate how long post-payback the workers stayed.	Title IV-E training
Nissly et al., 2005	Cross-Sectional – survey of intent to remain	Bivariate analysis: Independent sample t tests Chi-square Multivariate: Multiple regression	Caseworkers in a urban agency, 66% with graduate degrees		418	Convenience Sample	418	Turnover	Education; social support from co-workers

Author	Research Design	Data Analyses	Study Subject and Sample	Standard Measures	Targeted Population	Response Rate (%)	Valid N	Dependent Variable	Factors/ Themes
Olson & Sutton, 2003	Quantitative : Cross-sectional Mail survey Qualitative: open-ended, coded responses	Bivariate analysis: Independent samples t tests Pearson correlations	MSW Title IV-E graduates, not all had yet completed contractual payback obligations and 88% had prior child welfare experience		44	57	25	Retention	Preference for work with children and families; wages and benefits; appropriateness of job assignment: burnout
Reagh, 1994	Qualitative: Oral and written histories	Not applicable	Licensed eligible workers or with a BSW or bachelor's degree, at least 5 years child welfare practice experience	Maslach Burnout Inventory	Unknown	Unknown	18	Retention	Preference for work with children and families
Rosenthal et al., 1998	Quantitative : Retrospective Archival data	Multivariate analysis: Multivariate survival analysis and multiple regression	Caseworkers		867	Availability Sample, Population of all personnel records	867	Retention	Education; employment experience; personal characteristics (age); reclassified position

Author	Research Design	Data Analyses	Study Subject and Sample	Standard Measures	Targeted Population	Response Rate (%)	Valid N	Dependent Variable	Factors/ Themes
Rosenthal & Waters, 2004	Quantitative: Retrospective Archival data	Multivariate analysis: Multivariate survival analysis	Compared MSW and BSW Title IV-E to other staff hired at the same time		841	99	839	Retention	Employment experience; education; personal characteristics; (gender); Title IV-E training; probationary job classification
Rycraft, 1994	Qualitative: Structured interview guide of 54 questions	Not applicable	Selected from random sample of caseworker with at least 2 years experience (61% social work degrees)		Unknown	Unknown	23 8/23 MSW 6/23 BSW	Retention	Preference for work with children and families; appropriateness of job assignment: supervision adequacy: investment
Samantrai, 1992	Qualitative: Semi-structured individual interviews	Not applicable	Current and former MSW level staff working at least 1 year		150	18	27	Retention	Preference for work with children and families; job security wages and benefits; burnout; inadequate supervision
Scannapieco & Connell-Carrick, 2003	Quantitative : Cross-sectional Mail survey	Descriptive statistics	Title IV-E graduates – BSW and MSW majority of whom were employed by the agency prior to the MSW degree		128 in retention study. Did not distinguish those already in CPS from those new	64% for retention study	83	Retention	Workload; salary; professional commitment

Author	Research Design	Data Analyses	Study Subject and Sample	Standard Measures	Targeted Population	Response Rate (%)	Valid N	Dependent Variable	Factors/ Themes
					to CPS				
UALR SSW, 2002a	Quantitative: Cross-sectional Qualitative: open-ended questions	Bivariate analysis: Chi-square	Caseworkers and compared responses in high and low turnover counties		478	42	203	Turnover	Preference for work with children and families; co-worker and supervisor support; organizational socialization ; investiture ; role expectation
UALR SSW, 2002b	Quantitative: Cross-sectional Qualitative : open-ended questions	Bivariate analysis: Chi-square	Supervisors		129	68	88	Turnover	Quality of supervision

Research Subjects And Samples

The research participants included supervisors and varying levels of child welfare staff, with several studies only focusing on direct-line staff or supervisors. In two studies (Cyphers, 2001; GAO, 2003), the agency was also the subject. In Cypher's work it was the sole subject, and in the GAO's report both the agency and staff members were the subject. Table 4 lists the subjects and samples by categories.

Table 4: Studies Reviewed as Organized by Category of Study Subject and Sample

Study Subject and Sample	Number of Studies	Authors
Child welfare workers/practitioners	7	CWLA, 1990 GAO, 2003 Garrison, 2000 Harris et al., 2000 Nissly et al., 2005 Rosenthal et al., 1998 UALR SSW, 2002a
Title IV-E graduates	7	Cahalane & Sites, 2004 Dickinson & Perry, 2002 Jones, 2002 Lewandowski, 1998 Olson & Sutton, 2003 Rosenthal & Waters, 2004 Scannapieco & Connell Carrick, 2003
Former child welfare workers	3	Bernotavicz, 1997 CWLA, 1990 Harris et al., 2000
Supervisors	4	Garrison, 2000 Harris et al., 2000 Kleinpeter et al., 2003 UALR SSW, 2002b
All levels of professional child welfare staff	2	Ellett, 2000 Ellett et al., 2003
Agencies	2	Cyphers, 2001 GAO, 2003
Counties	2	UALR SSW, 2002a, 2002b
Child protective services' workers	1	Drake & Yadama, 1996
Experienced child welfare workers	2	Reagh, 1994, Rycraft, 1994
NASW members	1	Jayaratne & Chess, 1984
Current MSW employees	2	Jones, 2002 Samantrai, 1992
Former MSW employees	1	Samantrai, 1992

Note. Some studies had multiple subjects/samples. Other studies may have incidentally included the Title IV-E graduates in their sample, however Title IV-E graduates were not specifically sought after or they were not primary focus of the research.

The sample number ranged from 18 to 1,423. Several studies had response rates below 50% (Bernotavicz, 1997; Ellett 2000; GAO, 2003; Harris et al., 2000; Kleinpeter et al., 2000; UALR SSW, 2002a; Scannapieco & Connell-Carrick, 2003; Samantrai, 1992).

These studies may be vulnerable to non-response bias resulting from significant differences between those who participated in the study and those who did not. (See Table 3 for a contrast of response rates and valid number of subjects.)

Geographic Locations of Studies

The geographic locations of the studies varied. Two studies (Cyphers, 2001; GAO, 2003) involved subjects from multiple states, and one study (Jayaratne & Chess, 1984) was conducted with a national subject pool. Table 5 provides a view of the distribution of the additional studies included in the analysis.

Table 5. Geographic Locations of Studies

Arkansas	UALR SSW, 2002a, 2002b	Minnesota	Olsen & Sutton, 2003
California	Dickinson & Perry, 2002; Garrison, 2000; Jones, 2002; Kleinpeter et al, 2003; Nissly et al., 2005; Samantrai, 1992	Missouri	Drake & Yadama, 1996
Florida	CWLA, 1990	Ohio	Reagh, 1994
Georgia	Ellett et al., 2003	Oklahoma	Rosenthal et al., 1998; Rosenthal & Waters, 2004
Illinois	Rycraft, 1994	Pennsylvania	Cahalane & Sites, 2004
Kansas	Lewandowski, 1998	Texas	Scannapieco & Connell-Carrick, 2003
Louisiana & Arkansas	Ellett, 2000	Utah	Harris et al., 2000
Maine	Bernotavicz, 1997		

Researchers' Settings

The project team was interested in comparing studies that were conducted by researchers within the child welfare organization to studies conducted by researchers operating external to the child welfare agency. However, differentiating between studies was complicated (e.g., professionals who were university based while gathering data for their dissertations used fellow employees as subjects; university-based research teams that were external to agencies operated from universities in which the Title IV-E programs had partnerships with child welfare agencies). As such, only four studies (Cyphers, 2001; CWLA, 1990; GAO, 2003; Jayaratne & Chess, 1984) were identified with researchers who were clearly external to the public child welfare system.

Publication Year

All but one of the studies (Jayaratne & Chess, 1984) were completed since 1990. The majority of the studies (52%) were completed in the last 5 years, probably influenced by the increased use of Title IV-E training funding and the requirement that Title IV-E efforts undergo evaluation. Table 6 delineates the publication years of the studies in this review.

Table 6: Number of studies published per year

Publication Year	Number of Studies
1984	1
1990	1
1992	1
1994	2
1996	1
1997	1
1998	2
2000	3
2001	1
2002	4
2003	5
2004	2
2005	1

Research Design

Study design methodologies and analyses varied across the 25 studies. Nine studies used qualitative methods including focus groups (Ellett et al., 2003; Garrison, 2000), structured interviews (Rycraft, 1994; Samantrai, 1992), written and oral life histories (Reagh, 1994), and open-ended questionnaires or items (Berotavicz, 1997; Olson & Sutton, 2003; UALR SSW, 2002a, 2002b).

Nineteen studies used quantitative methodologies, collecting data through self-administered surveys (Cahalane & Sites, 2004; Cyphers, 2001; Dickinson & Perry, 2002; Drake & Yadama, 1996; Ellett, 2000; Ellett et al., 2003; Jayaratne & Chess, 1984; Kleinpeter et al., 2003; Lewandowski, 1998; Nissly et al., 2005; Olson & Sutton, 2003; Scannapieco & Connell-Carrick, 2003; UALR SSW, 2002a, 2002b), telephone surveys (Harris et al., 2000), and case record reviews (Jones, 2002; Lewandowski, 1998; Rosenthal et al., 1998; Rosenthal & Waters, 2004). Information about the specific mode of data collection was unknown for two studies (CWLA, 1990; GAO, 2003).

Four of the quantitative studies used descriptive statistics exclusively (Cyphers, 2001; GAO, 2003; Kleinpeter et al., 2003; Scannapieco & Connell-Carrick, 2003), 12 studies used bivariate analyses (Cahalane & Sites, 2004; Dickinson & Perry, 2002; Ellett, 2000; Ellett et al., 2003; Harris et al., 2000; Jones, 2002; Lewandowski, 1998; Nissly et al., 2005; Olson & Sutton, 2003; Rosenthal & Waters, 2004; UALR SSW, 2002a, 2002b), and 10 studies used multivariate analyses (Cahalane & Sites, 2004; Dickinson & Perry, 2002; Drake & Yadama, 1996; Ellett, 2000; Ellett et al., 2003; Harris et al., 2000; Jayaratne & Chess, 1984; Nissly et al., 2005; Rosenthal et al., 1998; Rosenthal & Waters, 2004).

Of those studies that incorporated quantitative research:

- Nineteen were cross-sectional studies (Cahalane & Sites, 2004; CWLA, 1990; Cyphers, 2001; Dickinson & Perry, 2002; Ellett, 2000; Ellett et al., 2003; GAO, 2003; Garrison, 2000; Harris et al., 2000; Jayaratne & Chess, 1984; Kleinpeter et al., 2003; Lewandowski, 1998; UALR SSW, 2002a, 2002b;

Nissly et al., 2005; Olson & Sutton, 2003; Reagh, 1994; Rosenthal et al., 1998; Scannapieco & Connell-Carrick, 2003),

- Three were retrospective studies (Jones, 2002; Rosenthal et al., 1998; Rosenthal & Waters, 2004),
- One was a longitudinal study (Drake & Yadama, 1996).

Six of the studies (Calahane & Sites, 2004; Dickinson & Perry, 2002; Lewandowski, 1998; Rosenthal & Waters, 2004; UALR SSW, 2002a, 2002b) used comparison groups. One study (Lewandowski, 1998) compared education levels of Title IV-E graduates—BSW or MSW. It also compared those Title IV-E graduates who were employed with the state child welfare agency prior to entering the Title IV-E program to those who were not previously employed. Rosenthal and Waters (2004) compared Title IV-E graduates with non–Title IV-E graduates. Two studies compared characteristics of caseworkers (UALR SSW, 2002a) and supervisors (UALR SSW, 2002b) from counties with high and low turnover rates. Two other studies compared Title IV-E graduates who had completed their contract obligation and remained within child welfare to those Title IV-E graduates who did not remain in child welfare after completion of their contract obligations (Calahane & Sites, 2004; Dickinson & Perry, 2002).

Dependent Variables

The dependent variable in the majority of the studies (64%) was retention (Cahalane & Sites, 2004; Dickinson & Perry, 2002; Ellett, 2000; Ellet et al., 2003; GAO, 2003; Garrison, 2000; Jones, 2002; Kleinpeter et al., 2003; Lewandowski, 1998; Olson & Sutton, 2003; Reagh, 1994; Rosenthal et al., 1998; Rycraft, 1994; Samantrai, 1992; Scannapieco & Connell-Carrick, 2003; Rosenthal & Waters, 2004). Turnover was the dependent variable for eight studies (32%) (CWLA, 1990; Cyphers, 2001; Drake & Yadama, 1996; Harris et al., 2000; Jayaratne & Chess, 1984; UALR SSW, 2002a, 2002b; Nissly et al., 2005). One study had both retention and turnover as the dependent variable (Bernotavicz, 1997). Only seven studies (Cyphers, 2001; Drake & Yadama, 1996; Ellett, 2000; Ellet et al., 2003; Jones, 2002; Nissly et al., 2005; Olson & Sutton, 2003) operationally defined the dependent variable. Each study had its own definition. Retention was defined as:

- Intention to remain employed in child welfare (Ellett, 2000; Ellet et al., 2003)
- Still employed as of a specific date (approximately 54 to 66 months) (Jones, 2002)
- Remaining in child welfare after completion of the Title IV-E contract (Olson & Sutton, 2003)

Turnover was defined as:

- Workers who left the agency for reasons other than retirement, death, marriage/parenting, returning to school, or spousal job move (Cyphers, 2001)
- Job exit (Drake & Yadama, 1996)
- Intent to leave (Nissly et al., 2005)

Of the four studies for which the definition of turnover was known, three mixed preventable turnover with the non-preventable turnover.

Independent Variables

There was significant diversity in the selection and grouping of independent variables in the studies. However, upon reviewing the studies' results, general categories of independent variables became clear and patterns emerged. Table 7 lists the independent variables that were found to influence retention and turnover in the studies that used quantitative analyses.

Table 7: Independent Variables in Quantitative Studies using Bi or Multivariate Analyses

Independent Variable	Number of Studies That Found the Factor to Be Influential
Conditions Related to Retention	
<i>Organizational Factors</i>	
Co-worker or supervisor support	2
Growth and advancement	1
Organizational commitment and cooperation	4
Supervision	2
Workload	3
<i>Personal Factors</i>	
Commitment to work with children and families	1
Education	3
Efficacy	2
Emotional exhaustion	2
Employment experience	3
Job satisfaction	2
Personal characteristics	2
Conditions Related to Turnover	
<i>Organizational Factors</i>	
Organizational socialization	1
Salary	1
Supervision	1
<i>Personal Factors</i>	
Education	2
Investiture	1
Role conflict/role overload/role expectations	2
Strategies to Address Recruitment and Retention	
Title IV-E training	3

Although the studies cannot be directly compared to each other because of differences in sample size, subject population, and methodology, commonalities could be found. To facilitate the reporting of the studies' findings and interpretation of results, the following section is organized by type of design methodology and data analysis used.

ANALYSIS OF FINDINGS

Qualitative Studies

A review of the results of the qualitative studies suggests common themes of reasons why public child welfare workers stay in their positions, and also why they leave. Major factors related to retention identified by these studies include: a sense of purpose and preference for work with children and families (Olson & Sutton, 2003; Reagh, 1994; Rycraft, 1994; Samantrai, 1992; UALR-SSW, 2002a) and more specifically, a professional commitment to child welfare (Ellet et al., 2003); adequate wages and benefits (Olson & Sutton; Samantrai, 1992; UALR-SSW, 2002b); job security (Samantrai, 1992), co-worker and supervisor support (UALR-SSW, 2002a), appropriateness of job assignment (Olson & Sutton; Rycraft, 1994), supervision adequacy (Rycraft, 1994), and investment (Rycraft).

Findings from the qualitative studies also contribute to an understanding of the reasons reported by workers for leaving public child welfare including: burnout (Bernotavicz, 1997; Olson & Sutton, 2003; Samantrai, 1992), inadequate supervision (Bernotavicz; Ellet et al., 2003; Samantrai), workload (Bernotavicz; Ellett et al., 2003; Garrison, 2000; UALR SSW, 2002a, 2002b), low salaries (Ellett et al., 2003; Garrison; Olson & Sutton, 2003; UALR SSW, 2002a), lack of promotional opportunities (Ellett et al., 2003; UALR SSW, 2002a), and perceived lack of recognition for their work (Ellett et al., 2003; Garrison, 2000).

Quantitative Studies

Descriptive Statistics

Four studies reported only descriptive statistics about topics related to retention and turnover. Cyphers (2001) conducted a mail survey of state public child welfare agencies to describe vacancy rates, preventable turnover rates, and to identify themes related to staff recruitment problems, retention problems, as well as strategies for addressing these problems. GAO (2003) reviewed exit interviews of former workers to assess the challenges of recruitment and retention in public child welfare agencies. Kleinpeter and colleagues (2003) conducted a mail survey of public child welfare supervisors to collect information on their perceptions of the influence of training on worker competence and retention. Scannapieco and Connell-Carrick (2003) conducted a mail survey of Title IV-E graduates to examine the impact of Title IV-E training on retention.

Results of the descriptive studies suggest several factors that may be related to retention/turnover. High caseloads and workloads were found to be a factor affecting turnover in all four of the descriptive studies (Cyphers, 2001; GAO, 2003; Kleinpeter et al., 2003; Scannapieco & Connell-Carrick, 2003). Salary was cited as the one of the strongest factors affecting turnover in two studies; 55% of Kleinpeter and colleagues' sample; and 76% of Scannapieco and Connell-Carrick's (2003). Kleinpeter et al. (2003) noted that 52% of their respondents viewed opportunities for promotion as more

important than training in regards to retention. The same study also found that 79% of their respondents found quality supervision to be more important than training in regards to worker retention. Title IV-E social workers indicated commitment to the work was the most frequent (78%) reason to remain in child protective services (Scannapieco & Connell-Carrick, 2003). Fifty-two percent of the supervisors surveyed by Kleinpeter, Pasztor and Telles-Rogers believed that training had a positive impact on retention. Two studies found a relationship between worker safety and retention or turnover (GAO, 2003; Kleinpeter et al., 2003). The Government Accountability Office found risk of violence as a cause of caseworker turnover. Likewise, Kleinpeter et al. found that 45% of their respondents (supervisors) found worker safety to be more important than training in regards to worker retention.

Inferential Statistics

Bivariate Analyses: Factors Correlating With Retention

Organizational Factors

Co-worker or supervisor support. In a sample of caseworkers, Ellett (2000) found statistically significant positive correlations between retention and professional support. Dickinson and Perry's (2002) independent samples *t* test analysis indicated that MSW Title IV-E graduates employed in public child welfare who intended to remain employed for at least 1 year reported higher levels of perceived support from co-workers than graduates who intended to leave or who had left. Graduates who remained employed also reported significantly higher levels of supervisory support than those who had left or intended to leave.

Growth and advancement. In a study of MSW Title IV-E graduates, Cahalane and Sites' (2004) independent samples *t* test analysis indicated that those who remained employed in public child welfare had higher scores on the measure of perceived opportunities for growth and advancement.

Organizational commitment and cooperation. Using independent samples *t* test analysis, Cahalane and Sites (2004) found that MSW Title IV-E graduates who remained employed in public child welfare had higher levels of perceived organizational commitment and cooperation. Ellett (2000) reported Pearson correlations indicating significant positive relationships between intent to remain employed and professional organizational culture representing administrative support, professional support, and commitment among public child welfare workers. Ellett et al. (2003) reported Pearson correlations indicating significant positive relationships between intent to remain employed and professional commitment among public child welfare workers. Using chi-square analysis, UALR SSW (2002a) found no statistically significant differences in levels of organizational commitment between caseworkers working in counties with high turnover rates versus workers in counties with low turnover rates.

Supervision. Results of independent samples *t* tests conducted by Dickinson and Perry (2002) suggest that MSW Title IV-E graduates employed in public child welfare who intended to remain employed for at least 1 year perceived their supervisors as more competent, caring, and helpful than those who intended to leave or had left.

Workload/caseload. Independent sample *t* tests conducted by Dickinson and Perry (2002) indicated statistically significant differences in average caseloads between MSW Title IV-E graduates who had left or were planning to leave compared to those who remained and intended to stay. Those who had remained and planned to stay for at least 1 year had statistically higher caseloads than those who had left or were planning to leave.

Personal Factors

Professional commitment to child welfare. In a sample of caseworkers, Ellett et al. (2003) found statistically significant positive correlations between human caring and intent to remain employed in public child welfare.

Education. In a comparison between MSW Title IV-E graduates with and without BSW degrees, independent samples *t* test analysis conducted by Olson and Sutton (2003) indicated no statistically significant differences in the intentions to remain employed. (The authors caution that the small sample size may have impacted the analysis.) Results of a survival analysis by Rosenthal et al. (1998) indicated that workers with a master's degree in human service fields other than social work had better retention than those with a master's in social work, or non-human services degree.

Efficacy. Ellett (2000) reported Pearson correlations indicating significant positive relationships between intent to remain employed and self-efficacy reflecting work activities and motivation among public child welfare workers. Dickinson and Perry's (2002) independent samples *t* test analysis indicates that MSW Title IV-E graduates employed in public child welfare who intended to remain employed for at least 1 year reported higher levels of perceived efficacy than those who intended to leave or had left.

Emotional exhaustion. In a study comparing MSW Title IV-E graduates employed in public child welfare with those who had left, Cahalane and Sites' (2004) independent samples *t* test analysis indicated that those who remained employed in public child welfare had lower levels of emotional exhaustion. Dickinson and Perry (2002) compared mean levels of emotional exhaustion of those who remained in child welfare jobs to those who had left or planned to leave. The results of independent samples *t* tests indicated that those who had left or planned to leave had mean levels of emotional exhaustion associated with higher levels of burnout. The mean level of emotional exhaustion reported by those who remained employed is associated with average levels of burnout.

Employment experience. Results of a survival analysis by Rosenthal et al. (1998) indicated that the more work experience before working in child welfare, the higher the retention. The authors also found a relationship between reclassification and retention with workers with reclassification status less likely to leave than those in original positions. There was no statistically significant difference in retention based on job level (Rosenthal et al.). Olson and Sutton (2003) found no significant Pearson correlations among Title IV-E graduates between years of work experience at the Department of Human Services and years intended to stay. Rosenthal and Waters (2004) used parametric survival analyses to identify factors that are associated with increased risk of termination among public child welfare workers. The hazard ratios indicated that risk of termination is decreased with permanent and probationary job classifications, and with prior Department of Human Services employment.

Job satisfaction. Studies using independent samples *t* test analysis to compare the perceptions of MSW Title IV-E graduates employed in public child welfare to those graduates who no longer work in public child welfare have found a positive association between retention and job satisfaction, with those who remain employed reporting higher levels of job satisfaction (Dickinson & Perry, 2002; Cahalane & Sites, 2004).

Personal characteristics. Results of a survival analysis by Rosenthal et al. (1998) indicated a positive relationship between retention and age with older caseworkers experiencing better retention. In chi-square analyses, Jones (2002) found that bilingual workers had higher retention rates.

Bivariate Analyses: Factors Correlating With Turnover

Organizational Factors

Organizational socialization. In a study comparing workers in counties with low turnover rates versus counties with high turnover rates, UALR SSW (2002a) used chi-square analysis to examine differences related to organizational socialization operationalized by the item “Most of my knowledge of what may happen to me in the future comes informally, through the grapevine, rather than through regular agency channels.” The authors found a statistically significant difference between the two groups with fewer workers in counties with low turnover rates reporting agreement with this item compared to workers in counties with high turnover rates.

Salary. Independent samples *t* tests conducted by Dickinson and Perry (2002) indicated statistically significant salary differences between MSW Title IV-E graduates who had left or were planning to leave compared to those who remained and intended to stay. Those who had left and those planning to leave had lower annual salaries on average than those who planned to stay for at least 1

year (Dickinson & Perry). Ellett, et al. (2003) found non-competitive salary as a reason for intending to leave.

Supervision. In a study comparing supervisors in counties with low turnover rates versus counties with high turnover rates, UALR SSW (2002b) used chi-square analyses to examine differences related to supervisory competence. The authors found a statistically significant difference between the two groups, with a higher percentage of supervisors in counties with low turnover rates reporting higher levels of competency compared to supervisors in counties with high turnover rates.

Personal Factors

Education. Nissly et al. (2005) used independent samples *t* tests to explore differences factors related to intention to leave among workers with various educational backgrounds. The authors found that workers with graduate degrees reported higher levels of stress and a greater intent to leave compared to workers with a bachelor's degree. Rosenthal and Waters (2004) used parametric survival analysis to identify factors that are associated with increased risk of termination. The hazard ratios indicate that risk of termination is associated with educational levels less than a bachelor's degree.

Investiture. In a study comparing workers in counties with low turnover rates versus counties with high turnover rates, UALR SSW (2002a) used chi-square analysis to examine differences related to investiture operationalized by the item "I feel that experienced staff have held me at a distance until I conform to their expectations." The authors found a statistically significant difference between the two groups, with more of the workers in counties with low turnover rates reporting agreement with this item compared to workers in counties with high turnover rates.

Role conflict/role overload/role expectations. In independent samples *t* test analysis, Cahalane and Sites (2004) found that MSW Title IV-E graduates who left public child welfare had higher levels of role conflict and role overload. In a study comparing workers in counties with low turnover rates versus counties with high turnover rates, UALR SSW (2002a) used chi-square analysis to examine differences related to role expectation. The authors found a statistically significant difference between the two groups, with more workers in counties with low turnover rates reporting that their position met their expectations compared to workers in counties with high turnover rates.

Multivariate Analyses: Factors Correlating With Retention

In their multiple regression analyses, Cahalane and Sites (2004) found a significant relationship between retention and depersonalization and job satisfaction. Those Title IV-E MSW graduates who remained employed in public

child welfare reported higher levels of job satisfaction and lower levels of depersonalization.

Dickinson and Perry (2002) used logistic regression to identify factors influencing the likelihood that MSW Title IV-E graduates will remain employed in public child welfare beyond the obligatory payback period. The results indicated a positive impact of salary and perceived support from co-workers and supervisors on retention. Higher salaries and greater perceived support in the workplace increase the likelihood of graduates remaining employed. The results indicate a negative relationship between retention and emotional exhaustion and amount of time spent doing “other tasks” (authors identified these tasks as court related activities—testifying, report writing, and meeting with lawyers). Higher levels of these two factors decreased the likelihood that a graduate would stay in public child welfare beyond the obligatory period.

Ellett (2000) studied the relationship of professional organizational culture, and two personal factors, human caring and self-efficacy, on child welfare workers’ reported intentions to remain employed. Multiple regression analyses indicated that both personal and professional organizational factors are positively related to child welfare workers’ intent to remain employed. Higher levels of perceived adequacy of administrative support and higher levels of perceived self-efficacy related to job activities and motivation are associated with greater intent to remain employed.

Ellett et al. (2003) used stepwise multiple regression analysis to examine the relationship between workers’ intent to remain employed and work morale, human caring, professional organizational culture, self-efficacy, collective efficacy, efficacy expectations, job satisfaction, and factors of leaving and staying. Professional commitment, work morale, organizational structure, professional support, and external relations accounted for 54% of the variance in the workers’ intention to remain employed in child welfare. Findings indicated that professional commitment was the most important factor, accounting for 45% of the variance in intent to remain employed. The authors also used discriminant function analysis to explore the intent to remain employed among workers’ with 3 or less years of employment. Findings indicated that workers with the highest levels of intent to remain employed in child welfare (compared to workers with lowest intent to remain employed) had more positive perceptions regarding professional commitment, levels of job stress, adequacy of supervision, levels of professional support, levels of job satisfaction.

Rosenthal et al. (1998) conducted a multivariate survival analysis examining the relationship of age at time of hiring, time working for the state Department of Human Services (DHS) before being hired in child welfare, and field operations area at time of hiring to retention. The results indicated that only the time spent working at DHS before working in a child welfare position was significantly associated with retention. The authors also used a multiple regression analysis to

examine the relationship of prior time at DHS and the workers' reclassification status to retention. The results indicated that being in a reclassified position and having prior experience at DHS is associated with better retention.

Harris et al. (2000) used logistic regression analyses to examine what factors are related to job satisfaction among public child welfare workers. These findings are not interpreted because the study lacked information regarding what specific variables were analyzed and the exclusion of the results of the statistical data analyses.

Multivariate Analyses: Factors Correlating With Turnover

Drake and Yadama (1996) used structural equation modeling to examine the relationship of emotional exhaustion, depersonalization, and personal accomplishment to job exit. There was a positive direct effect from emotional exhaustion to job exit. The findings suggest that emotional exhaustion is a key factor of burnout associated with job exit. The study results also indicate that personal accomplishment has a significant direct effect on both emotional exhaustion and depersonalization, with greater personal accomplishment related to lower rates of emotional exhaustion and depersonalization.

Jayarathne and Chess (1984) used multiple regression analysis to examine the relationship of challenge, conflict, financial rewards, promotions, role ambiguity, role conflict, and workload to both job satisfaction and turnover. The results indicate that this set of predictors explained 58% of the variance in job satisfaction, but only 23% of the variance in turnover. The three variables significantly related to job satisfaction were challenge, promotions, and financial reward. Findings suggest workers who perceive their job as challenging, and who perceive adequate opportunity for promotion and financial reward are more satisfied with their jobs. Workers' perceptions that financial rewards are inadequate are related to increased likelihood of turnover.

Nissly et al. (2005) used multiple linear regression analyses to examine the relationship of social support factors to caseworkers' intention to leave. Results indicate that combined, social support from significant others, friends and family, supervisors, and others at work accounted for 7% of the variance in intention to leave. Social support from supervisors and co-workers were the only statistically significant main effects. Higher levels of perceived social support from those at work are associated with decreases in intention to leave. The authors found no statistically significant buffering effect for social support on either organizational stress or work-family conflict. A modest but statistically significant buffering effect of social support from significant others was found on the impact work-family conflict has on workers' intention to leave.

Results of a multivariate survival analysis conducted by Rosenthal and Waters (2004) suggests that being female and having a Title IV-E obligatory payback contract were associated with lower risk of job termination, whereas having a probationary job classification was associated with a higher risk of job termination.

Strategies to Address Recruitment and Retention

Title IV-E “Education for Child Welfare Practice” was the only specific strategy that this project team identified in its review of research and outcomes studies that used retention/turnover as the dependent variable. Such Title IV-E initiatives in several states are examined in this review. These studies address retention outcomes or worker perceptions of their intent to remain across several states (CA, OK, KS, PA, GA, MN, TX). Table 8 compares these studies. Five studies used Title IV-E only samples in their study (Cahalane & Sites, 2004; Dickinson & Perry, 2002; Lewandowski, 1998, Olson & Sutton, 2003; Scannapieco & Connell-Carrick, 2003). Two other studies compared the actual retention of Title IV-E graduates to non-Title IV-E graduates (Jones, 2002; Rosenthal & Waters, 2004). Two additional studies indicated retention of Title IV-E graduates as a variable of analysis (Ellett et al., 2003; Rosenthal et al., 1998) and Garrison (2000) hosted a focus group especially to get input on retention from IV-E students. Other studies may incidentally have Title IV-E students and graduates included in their samples but it was not specifically noted. Five studies included both BSW and MSW Title IV-E graduates (Ellett et al., 2003; Lewandowski, 1998; Rosenthal et al., 1998; Rosenthal & Waters, 2004; Scannapieco & Connell-Carrick, 2003).

Four of the Title IV-E studies include only MSW Title IV-E graduates (Cahalane & Sites, 2004; Dickinson & Perry, 2002; Jones, 2002, Olson & Sutton, 2003).

Three studies examined those MSW graduates who had already completed their payback commitment. However comparisons are difficult because Cahalane and Sites (2004) specifically examined MSW graduates who were employed by public child welfare agencies prior to obtaining their MSW degree and Jones (2002) specifically excluded from this study those already employed and examined retention in MSW graduates who had been supported by Title IV-E but had not previously been agency workers, compared to other job exiters. Dickinson and Perry’s (2002) sample included both MSW IV-E graduates who had previously been agency employees together with IV-E participants who were new to public child welfare work. Olson and Sutton included those who had completed their payback requirements and those who were still in the process of completing their payback requirement.

Three studies that used retention/turnover as a dependent variable specifically examined Title IV-E training as a strategy for improving retention of public child welfare workers (Jones, 2002; Lewandowski, 1998; Rosenthal & Waters, 2004). The results of these studies are described below. The other Title IV-E-specific studies examined the organizational and personal factors that led or would lead Title IV-E educated workers to remain in child welfare. The findings from those studies are included in the earlier analyses of the organizational and personal factors that impact retention.

- Lewandowski (1998) used chi-square analysis to compare retention rates of Title IV-E trainees who were agency employees at the time of the training to retention rates of those who were non-employees at the time of the Title IV-E training. The findings indicated that agency employees were more likely to fulfill their employment obligation than non-employees. Two years after the training program's termination, trainees who were agency employees at the time of the training had significantly higher rates of retention than trainees who were not agency employees. Lewandowski also found no statistically significant differences between BSW social workers and MSW social workers in their fulfillment of their obligation to work in public child welfare upon graduation and completion of their Title IV-E Child Welfare Traineeship Program.
- Jones (2002) conducted a follow-up study of Title IV-E graduates who were not previously agency employees and compared their retention rates to agency employees who were non-Title IV-E participants. This included staff with MSWs and non-MSWs, including several staff with baccalaureate degrees. The results of chi-square analysis indicated that non-IV-E-trained MSWs had longer periods of employment than non-MSWs, as did Spanish speaking employees. Retention of IV-E graduates trended toward significance ($p < .057$) but did not achieve statistical significance.
- Rosenthal and Waters (2004) used parametric survival analysis to identify factors that are associated with risk of termination. The hazard ratios indicated that risk of termination is decreased with Title IV-E training participation, with Title IV-E-trained workers having a 43% lower risk of termination than non-IV-E workers.

Ellett et al. (2003), in their study of all Georgia child welfare workers, found that participation in the Title IV-E program trended toward significance ($p < .053$) for the variable "Intent to Remain Employed," and Jones (2002) found a similar trend with IV-E MSW graduates' actual retention rates in one urban California agency ($p < .057$).

Because of the differences in the structures of IV-E educational preparation programs, differences in research methodology, differences in the operationalization of concepts, differences in samples and small size of samples, it is difficult to draw additional inferences about retention from the outcomes of these preparation programs.

Table 8: Research studies examining links between *Title IV-E education for child welfare practice* and retention

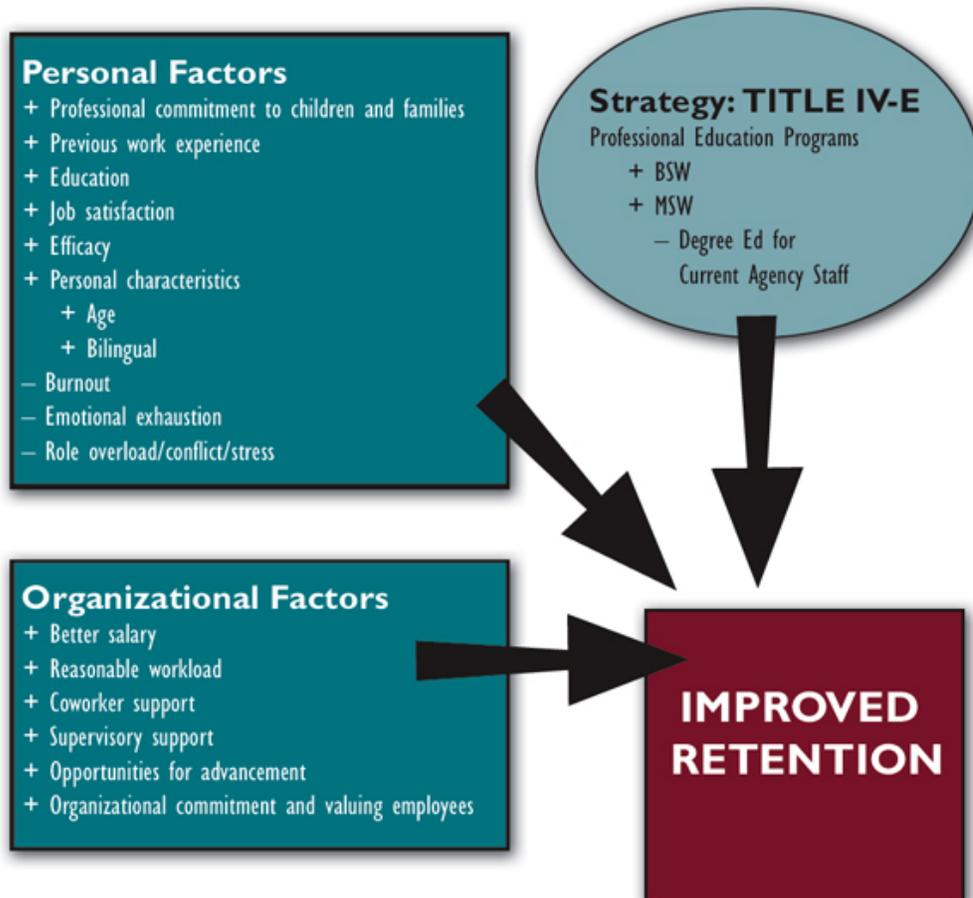
	Cahalane & Sites	Dickinson & Perry	Jones	Lewandowski	Olson & Sutton	Rosenthal & Waters	Scannapiecco & Connell-Carrick
Date	2004	2002	2002	1998	2003	2004	2003
State	PA	CA	CA	KS	MN	OK	TX
Statewide Study	Yes	Yes	No	Yes	No	Yes	No
Published Study	No	Yes	Yes	Yes	No	No	Yes
Dependent Variable	Retention	Retention	Retention	Retention	Retention	Retention	Retention
Title IV-E recipients	MSW already agency employees	MSW	MSW new to child welfare agency to other hires	BSW and MSW	MSW	BSW & MSW compared to all hires	BSW and MSW
Response rate	80% of 260	64% of 235	100% of 266	100% of 182	57% of 44	99% of 841	64% of 128
Comparison Group	Yes	Yes	Yes	Yes	No	Yes	No
	Workers who returned to school for MSW post payback – compare those who stayed to leavers	MSW Title IV-E graduates post payback – compared those who stayed to those who left or intend to leave	MSW Title IV-E grads new to child welfare, comparing all child welfare exiters to these specially educated workers.	Compared BSW and MSW IV-E recipients and those who already employed to those new to child welfare that received IV-E stipends.		Survival analysis of new workers between 1999 and 2003, comparing IV-E recipients to non-IV-E.	
Study Design and Analysis	Quantitative, Cross-sectional mail survey, Bivariate & multivariate analyses	Quantitative, Cross-sectional mail survey, Bivariate & multivariate analyses	Quantitative, retrospective, descriptive case record review, bivariate analysis	Quantitative, cross-sectional mail survey and archival record review, bivariate analysis	Quantitative, cross-sectional mail survey, Qualitative coded responses, bivariate analysis	Quantitative, Retrospective, Archival Data, Multivariate Survival Analysis	Quantitative, Cross-sectional mail survey, Descriptive statistics
Factors Influencing Retention	Growth and advancement, org. commitment, org. climate, emotional exhaustion, job satisfaction, role conflict, depersonalization	Coworker & supervisory support, superv. quality, efficacy, burnout, salary, emotional exhaustion, job satisfaction	Personal characteristics (Bilingual, level of education (MSW))	BSW, previous agency employee	Commitment to children and families, salary and benefits, job assignment, burnout	Previous employment experience, education, gender, Title IV-E training, job classification	Workload, salary, professional commitment

DISCUSSION

This project undertook a rigorous effort to synthesize the research related to those personal and organizational factors and strategies that influence the retention or conversely, the turnover, of public child welfare staff. The project team reviewed and summarized the results of studies completed from 1974 through May 2004. As a result of our analysis we have developed the following model found in Figure 2 that schematically describes the factors and strategies influencing retention of child welfare workers. We can infer that there are a range of personal and organizational factors that can positively influence retention of staff. Title IV-E preparation appears to serve as a “value-added” for retention strategies since IV-E initiatives reinforce the personal factors that support retention by recruiting participants who are committed to the profession and are serving children and families. Title IV-E participants in our review often already have tenure (experience) in the agency, have prerequisite education (through acquisition of a BSW or MSW degree) and demonstrate efficacy. In addition, by offering this educational opportunity, the agency may be demonstrating that it supports and values its employees by providing this opportunity to obtain an advanced degree, which may also open up new opportunities for promotion and increased salary. The attributes of burnout, especially emotional exhaustion, and role overload/conflict and stress all are negative factors that lessen retention and increase the likelihood of turnover.

**Figure 2: Systematic Review Of The Research:
Factors That Impact Retention**

**+ Personal Factors + Organizational Factors
Enhanced by Title IV-E Professional Education = Improved Retention**



Methodological Issues of the Studies Reviewed

Although we were able to draw some inferences, the results of the synthesis have limitations. This is caused, in part, by a range of methodological concerns, e.g., issues related to the studies' research design, operationalization of concepts, utilization of standardized measures, and generalizability of subjects/samples. This made the process of synthesizing the data more difficult than had been anticipated.

Research Design

Only 1 of the 25 studies was longitudinal and 3 studies used retrospective analysis of records. This limited the exploration of relationships among the variables over time. A cross-sectional design allows for the relationships among key variables at a point in time

but prohibits causal inferences. Longitudinal studies advance the knowledge base about factors related to retention by establishing temporal precedence.

Operationalization of Concepts

This review demonstrates the broad range of ways in which the terms *retention* and *turnover* are defined. In some instances actual turnover or retention was examined and in other studies “intent to turnover” was used as a proxy for turnover. Some studies included turnovers from retirements, moves, illness, etc., with turnovers that were unanticipated, and other studies examined only unanticipated turnover.

Many different independent variables have been examined and measured in various ways. A few studies used standardized measures, another few adapted measures drawn from previous research, and several studies developed their own survey and measures. Several studies addressed job satisfaction as a variable but did not necessarily define what was meant. Several studies did not sufficiently describe the variables or statistical processes used to interpret the findings, making it difficult to draw inferences from the stated findings.

In operationalizing concepts, consideration should be made of the theoretical underpinnings on which the research is based, past research on the concept, as well as the intended use of the data gathered. Research on retention among child welfare workers will be advanced by the consensus of experts in the field on how to operationalize the dependent and independent variables studied. The development and use of standard terms and definitions will facilitate comparability across studies.

Utilization of Standard Measures

Only three studies (Dickinson & Perry, 2002; Drake & Yadama, 1996; Reagh, 1994) used a standardized measure—the Maslach Burnout Inventory (Maslach & Jackson, 1986). The remainder of the studies used scales either created specifically for the present study, adapted from a previous study by different authors (e.g. Cahalane & Sites, 2004; UALR SSW, 2002a, 2002b) or those used in prior studies by the same authors, to test the same variables. It could not be determined if some of these items had been tested for validity and reliability. With one there was notation of face and content validation, including use of Principal Components Analyses, with an effort to explore validity (Ellett et al., 2003). As previously stated, the development, and more consistent of standard measures in research on retention and turnover among child welfare workers will increase both the reliability and validity of future study findings, the development of norms for instruments, as well as the ability to compare findings across studies.

Generalizability of the Subjects/Samples

Two studies were conducted with a national sample—the Cyhpers (2001) study of agencies and the Jayaratne & Chess (1984) study of NASW members. Two studies (Ellett, 2000; GAO, 2003) included subjects from multiple states, and several studies

included statewide samples. Other studies examined a particular part of a state or an urban setting. Two regions of the country were under-represented. The Northeast and the Southwest each had only one study conducted involving professionals from a state within the region.

Several studies took place in California (Dickinson & Perry, 2002; Garrison, 2000; Jones, 2002; Nissly et al., 2005; Samantrai, 1992), and all of these but one occurred since the creation of the CalSWEC Title IV-E partnership initiative in 1992. Dickinson and Perry (2002) and Jones (2002) both examined outcomes related to Title IV-E and retention. However, there were differences in the studies in regard to the comparison groups used as well as absence of consistent definitions of retention or use of similar measures, limiting the generalizability even among CalSWEC programs within California.

Several studies discussed variability of outcomes across regions within a state but only two studies (UALR SSW, 2002a, 2002b) specifically compared staff retention variables from high and low turnover counties.

The educational levels of the samples of child welfare workers varied greatly from jurisdiction to jurisdiction, with mostly bachelor's degrees (e.g., Drake & Yadama, 1990; Ellet et al., 2003; UALR, 2000a) to mostly master's degrees (Jones, 2002, Nissly et al., 2005). Some studies examined only staff with MSWs and several studies only examined those with a particular tenure in the agency (Reagh, 1994; Rycraft, 1994; Samantrai, 1992). Within agencies, different studies examined differing levels of staff, with some studies only including caseworkers, some studies including all levels of workers, and some studies only supervisors—another barrier to generalizing the findings.

Scope of the Systematic Review

In addition to the methodological concerns raised above there are additional issues that can be discussed around the process of doing a systematic review itself and the advantages or limitations in undertaking such a process to further explicate the field's understanding of recruitment and retention in child welfare. These issues include narrowing the scope of the study to a specific dependent variable, limited timeframe, and the process of identifying the studies through published and unpublished sources.

Dependent variable. Narrowing the scope of the review to studies that used retention/turnover as a dependent variable was necessary in order to create a consistent structure for our review, a requirement of a systematic review following the Campbell Collaboration protocol. However, this resulted in exclusion of certain studies that were identified through our outreach process that examined related concepts, especially job satisfaction and burnout, or that examined the impact of turnover on service delivery. While we included studies that had burnout or job satisfaction as independent variables, we identified several studies that had job satisfaction and burnout as a dependent variable. Because these factors may be considered antecedents to retention/turnover, appendix E

includes, as a resource to readers, a summary of each of those 10 studies that were excluded from our review.

Limited timeframe. The studies covered a 30-year time spread, with a cut-off for analysis of May 2004. However, because there is currently a growing body of research on recruitment and retention issues, partially stimulated by the requirement to evaluate Title IV-E training efforts and partially driven by the increased attention to the impact of staffing problems on child welfare outcomes, additional studies were identified after our May 2004 cut-off. These include a 2004 update (APHSA, 2005) of Cyphers (2001) and a statewide retention study in California. Appendix F provides brief abstracts of recent studies that are within the scope of our initial information-gathering efforts but were not included in this analysis.

Published and Unpublished Studies

Of the 25 studies included in this systematic review, 13 (52%) are from what is often considered the “gray literature.” These are unpublished studies. Most are reports to the child welfare agency, prepared by academics, to address a specific request or identified problem. Two additional unpublished studies were identified while attending presentations at professional conferences, with indications from the author that those studies are being submitted for publication. Of the studies that were in the peer-reviewed literature, three were published in two special journal issues that were particularly organized by the editors to gather together outcome studies related to child welfare agency/university educational partnership efforts, especially those supported by Title IV-E. In order to find relevant studies, a great deal of energy must be expended with targeted outreach to state administrators, training directors and departments, faculty, and educational partnership staff. This also highlights the limited academic publication of such studies.

CONCLUSIONS

This effort, by the Institute for the Advancement of Social Work Research in collaboration with the University of Maryland School of Social Work, to systematically review research on recruitment and retention in child welfare points to critical factors that are significant for agency administrators and policy makers to consider in enhancing the delivery of child welfare services in their states and communities. In addition, it suggests that in the future, national or multi-state efforts to develop research expertise and to create structures to more systematically study workforce issues and more systematically and rigorously evaluate recruitment and retention strategies launched would be beneficial.

The findings from this review can provide guidance to a diverse set of stakeholders who are interested in enhancing the quality of child welfare service delivery to achieve outcomes of permanency, safety and well-being for the children and families served.

Considering the following questions can guide stakeholders in improving retention outcomes.

- People seeking child welfare employment should ask - *Is it what I really want to do?*
- Staff selecting applicants for child welfare positions should ask -- *Does the candidate have the professional commitment and experience to take on this job and deal with the related stress?*
- Child welfare supervisors should ask -- *Do I have the knowledge and skills to provide support and case-focused supervision to my staff and do I have support from my superiors?*
- Agency administrators should ask -- *Does the agency provide the necessary supports—supervisory, career ladder, working environment – that will attract workers and keep them at the agency?*
- Universities, especially social work education programs, should ask -- *Can we strengthen our partnership with state and local child welfare agencies to provide education and training to current and prospective staff and to develop and implement research and program evaluation efforts that can help to guide agency practices?*
- Researchers and evaluators should ask – *Are we developing a study design that clearly identifies the sample, defines the variables, and uses standardized measures that will result in a high-quality study that can add to our understanding of staffing and workforce issues in child welfare?*

This review also highlights ways that universities, especially social work education programs can and do partner with state and local child welfare agencies—to provide education and training to current and prospective staff and to develop and implement research and program evaluation efforts that can help to guide agency practices. Unfortunately, this review also points out that there is a very limited amount of peer-reviewed, high-quality research that analyzes staffing and workforce issues in child welfare.

Most importantly, this review reinforces our understanding that to address recruitment and retention problems there is no one answer—that an agency that implements just one strategy (e.g., reducing direct-service worker caseload but not improving supervision and agency supports or having staff with the professional commitment to do the job) will probably not be very successful in the long run. It is a combination of personal factors that current and prospective staff bring to their job that will result in improved retention—*professional commitment, previous experience, maturity to address the complex needs of the children and families served by the system—coupled with an organizational environment that values and supports these staff.*

Title IV-E Education for Child Welfare Practice

Title IV-E professional education for child welfare practice initiatives, surprisingly, were the only strategy that was tried for which we were able to identify a body of research. In

analyzing those studies that looked at the impact of the IV-E effort on retention, there are positive results. Title IV-E provides a strategy that enhances both recruitment and retention because it readies a pool of potential workers for agency practice and supports a group of current workers, reinforcing their professional commitment, agency tenure and in some cases opportunities for advancement. However, there was great variation in how those studies were carried out—what variables were examined, the characteristics of the populations studied, the sample size, and the child welfare systems themselves. There is clearly a need for more research and more rigorous research in this area. The seven studies that specifically focused on Title IV-E interventions both examined the personal and organizational factors that support retention and demonstrated trends that suggest IV-E educated workers may stay or intend to stay longer than other workers. There is also a body of research emerging from some states that compares those with social work degrees to those with social work degrees who have been “specially prepared” for child welfare work (e.g., Jones, 2002). These emerging studies need to be identified and analyzed.

It is clear that Title IV-E preparation can serve as a value-added retention strategy, but those IV-E-educated workers are still affected by the availability of positive organizational conditions, especially coworker and supervisory support, to encourage their retention beyond their payback period. It is important to develop consistent steps over time to truly understand what works. For a state like California that has had a state-wide Title IV-E educational program, CalSWEC, for more than a decade, with a strong university/agency/NASW partnership, research on the outcomes from CalSWEC are critical, not just for California, but what they can teach other states as well. There are key roles that unions, universities, and professional organizations, i.e., NASW and CSWE, can play in working with states to address recruitment and retention concerns. With the growing recognition that workforce issues are a critical factor in service delivery and as Title IV-E efforts continue to evaluate their outcomes, the body of literature in this area will continue to grow. This suggests that there is a need to continually track this research and encourage rigor and cross-site generalizability.

Gap Between Title IV-E Educational Preparation and Need for New Hires

Further examination is needed of the actual numbers of new workers that states need in their child welfare systems resulting from vacancies, turnover, promotions, and new positions. It must be determined if those numbers match the output of Title IV-E educational programs (in most cases they do not). Therefore, additional recruitment strategies are needed to fill the vacancy gap, and it should be clear that the university/agency partnerships’ contribution to addressing recruitment and retention issues is limited.

Our review shows that some studies particularly found that Title IV-E-educated workers’ rates of retention or intent to remain are better than those of other hires, including other workers with BSW or MSW degrees, or both, who were not “specially educated.” The findings related to the link between professional commitment and retention, in studying workers who stay, reinforce the value of social work education for child welfare work,

especially because rates of turnover appear especially high in states like Georgia that have very low educational requirements and a large number of workers with undifferentiated bachelor's degrees or less. These are important areas that need further study. Beyond examination of retention rates, there is also a need to further examine the links between professional preparation and job performance and outcomes for the children and families served by the system. In addition, the variation across states in terms of minimum qualifications makes it difficult to determine

Evaluation of strategies for retention

Perhaps of particular concern to the project team was that beyond Title IV-E education for child welfare practice programs, we uncovered no research that examined other agency interventions implemented to address retention/turnover. We know that states do try things, but we are not sure if these efforts are sustained over time or whether the efforts are evaluated to determine their impact on retention. States may not be evaluating in any structured way the strategies they identify as having implemented. For example, in the most recent APHSA (2005) survey, 91% of states responding identified what recruitment and retention strategies they had tried in the last 5 years. Interestingly, 94% of the respondents reported increasing/improving in-service training to increase retention, with 37% reporting that it was highly effective and 63% reporting it was somewhat effective. However our analysis of those strategies or conditions that have a statistically significant impact on retention, training was not among the factors identified as effective.

Costs of Turnover

Many recruitment and retention strategies may be within reach of agencies without the need to acquire large sums of additional funding. According to Michaud (2000), the Department of Labor estimates it costs 1/3 of a new employee's salary to replace a worker, and some estimate that for professional positions costs might be as high as 100%. Thus, implementing effective retention strategies can reduce the costs associated with hiring, interviewing, advertising and training. Furthermore, in looking at findings that compare high and low turnover counties, those in low turnover counties had more manageable jobs (lower stress factors) because they were not having to fill in and cover empty positions or undertake costly hiring activities. Several web-based resources are available to cost out the expenses of turnover. Of particular interest to nonprofits is a link on the Department of Labor website (<http://www.dol.gov/cfbci/turnover.htm>).

Retention and Turnover Strategy Development

It must be acknowledged that there are differences in recruitment and retention among counties or regions, even in states where the child welfare system is administered by the state. Thus, looking at statewide turnover statistics will not adequately describe the true picture. New York is just completing an extensive study to examine the differences in high and low turnover counties (personal communication, Hal Lawson, University at Albany, June 2, 2005). Massachusetts is making organizational changes to improve the ways that it values and supports its workers (H. Spence, remarks at plenary session of

15th National Conference on Child Abuse and Neglect, Boston, MA, 2005). These retention efforts require leadership by managers and administrators and the input of supervisors and front-line workers in order to make sustainable changes. For workers who do stay, their tenure is often far longer than that of the agency's administrator. Lack of consistent administrative leadership reduces the sustainability of recruitment and retention strategies.

Retention Grants

In 2003, the U.S. Children's Bureau funded eight 5-year training grants to develop and implement training and other strategies to address recruitment and retention concerns. The grants are to universities—Fordham University, University of Michigan, Michigan State University, University of Denver, University of Iowa, University of North Carolina, University of Southern Maine, and University at Albany (SUNY)—and they partner with state and or local agencies to implement their strategies. A brief description of the grants is included in Appendix G. One key component of each of these grants is an evaluation strategy. The outcomes of these projects and their evaluations will help the field better understanding not only what strategies are effective, but also what are some of the challenges and barriers to such recruitment and retention interventions. One recruitment strategy that will be developed and evaluated by several grantees is realistic job previewing.

Resource Guide Available

To help states better understand the issues of their workforce, Cyphers (2003) developed a field guide for human service agencies, available at www.aphsa.org. It provides practical recommendations for conducting exit interviews, focus groups, and employee surveys that would provide a continuous structure to gathering data from the workforce. It would be valuable to rigorously evaluate these strategies when implemented.

Defining And Measuring Retention And Turnover

Despite this review, still unresolved are a consistent definition of retention or turnover and a realistic perspective on how those who leave the public agency but remain working with the client population in another setting should be viewed. If a worker with several years of agency tenure has the opportunity to return to school and earn an MSW degree, and then after fulfilling her payback obligation moves to another child serving agency where she continues to use her skills to meet the needs of the same cohort of children—is that a retention problem or is it a positive asset to the community agency and the children and family served? To best understand retention and turnover we need to undertake longitudinal studies that examine career trajectories, clients served, and organizational factors (e.g., salary, caseload, supervision, and other supports) that are key to turnover.

Furthermore, we need longitudinal studies so that the link between intent to leave and actual job exit can be better understood. When Title IV-E programs follow up with their graduates and ask about intent to remain, perhaps the responses are more positive because the respondents want to provide a socially acceptable answer. Furthermore, the

availability of job opportunities in other settings and economic conditions might inflate the intent to leave relative to actual job exits. The work of Drake and Yadama (1996) where workers were surveyed using the standardized Maslach Burnout Inventory, and then records were reviewed to see who job-exited at a later point, provides a useful model that might be replicated. Use of the Maslach Burnout Inventory across studies provides helpful information about the strong influence of emotional exhaustion leading to job exit, suggesting that strategies are needed to prevent burnout and reinforce a sense of personal and professional accomplishment

Systematic Review Process

The project team also learned a great deal about the process of carrying out a systematic review. The effort to undertake a systematic review meant that we needed to go beyond just a review of the literature and a description of the findings as reported by the study authors. A systematic review required as thorough a search as possible for relevant research. This included outreach to identify the “gray literature” of unpublished agency studies. We identified many of these reports. As a result, 52% of the research studies we analyzed were unpublished studies.

A very careful identification of the studies’ dependent and independent variables as well as identification of statistical analysis used, the validity and reliability of any measures/instruments used, and a careful assessment of the findings reported was undertaken by the project team. This process resulted in identifying gaps in the reports of the methodology for several of the studies with variables not clearly defined, use of non-standardized instruments, and findings that were descriptive rather than inferential. This suggests that piloted instruments which are thought to test relevant parameters need to be standardized and normed so that the validity and reliability can be determined.

Despite these limitations, the team was able to synthesize key factors and proposes recommendations for future research and evaluation efforts.

RECOMMENDATIONS

Recruitment and retention issues are receiving increasing attention, especially as assumptions are made about the connections between workforce issues and outcomes for children and families. In order to more fully implement recruitment and retention strategies and to test what works, the following recommendations can be useful to a range of stakeholders. This includes child welfare administrators, program managers, trainers, social work educators, researchers, program evaluators, policy makers and funders. The findings from this systematic review are intended to provide guidance for a range of recommendations that can serve as next steps.

- 1. Develop a process to rigorously and regularly evaluate retention strategies being implemented by state and local public and private child welfare agencies.**

- Issue: From our information-gathering process, we did not identify studies beyond Title IV-E educational efforts that were rigorously evaluating the retention outcomes for strategies that were undertaken. Furthermore, according to the results of the 2005 APHSA survey, more than 50% of the states responding indicated that they had implemented at least 14 different strategies to address what they perceived to be retention problems. Of those 14 strategies, 6 were implemented by more than 80% of the respondents (Increased/improved in-service training; increased educational opportunities (e.g., MSW); increased/improved orientation/pre-service training; provided technology (e.g., cell phones, lap-top computers, improved professional culture throughout agency; enhanced supervisor skills). While the respondents provided their perceptions related to whether these strategies were “not effective, somewhat effective, or highly effective,” there is no indication that there is a systematic process used by the states to actually evaluate the effectiveness of these strategies.
 - Action: In order to understand what are evidence-based retention strategies, rigorous research and evaluation efforts should be undertaken that meet the following criteria:
 - Prior to implementation, develop a baseline that describes current staff unplanned turnover rates, as well as demographic characteristics of the workforce.
 - Clearly describe the parameters of the planned retention strategy and define all variables to be examined.
 - Undertake a longitudinal study that will gather data and track employees over time to ascertain the impact of the intervention as well as the relationship to other possible factors that influence retention and turnover.
 - Create a study structure that includes a comparison group, use of standardized instruments/measures, and is analyzed using multivariate statistics.
- 2. Encourage Title IV-E “Education for Child Welfare Practice” efforts to use similar measures, methods, and instruments in undertaking evaluation and research efforts in order to determine larger-scale retention outcomes for Title IV-E graduates as well as the key factors that will enhance retention.**
- Issue: Although findings support the value of Title IV-E educational efforts as an effective recruitment and retention tool, our review found great variation in methods and processes to determine the outcomes of this investment of Title IV-E funds. Some studies compared different clusters of Title IV-E graduates, some compared IV-E graduates to other workers, and some just provided descriptive information about perceived benefits of Title IV-E participation. With about 40 states participating in educational partnerships, consistency and clarity are important in evaluating these efforts in order to ascertain their effectiveness.
 - Action:
 - Create a working group of Title IV-E educational partnership evaluators to determine common definitions, variables, and measures to use in assessing retention outcomes as well as other outcomes of such educational efforts. Potentially, the Institute for the Advancement of Social Work Research, the

annual CalSWEC evaluation training conference and/or the NADD/NAPCWA Partnership to Advance Child Welfare Practice can serve as auspices for such an effort.

- Develop guidelines (e.g. by IASWR) to assist university/agency partnerships in carrying out evaluation and follow-up research. Such guidelines should address ensuring that there is specificity in defining the sample to be studied so that different parameters of IV-E programs can be distinguished. For example, what level of social worker is being educated (BSW or MSW students, or both); clarify which participants were already employed in child welfare and returning to school with IV-E support or were recruited while in social work school to work in child welfare; develop clarity in evaluations of the current status of the sample, for example has payback obligation been completed; clearly define a comparison or control group, for example, what are the current staffing requirements of the agency, is the minimum requirement a general bachelor's degree, a specialized bachelor's degree, a master's degree, and specifically a BSW or MSW so that it can be determined how the sample of IV-E graduates compares to the overall workforce.
- Undertake longitudinal studies so that career trajectories can be followed. This will help to better determine short-term, mid-range, and long-term outcomes of Title IV-E efforts as well as to better define retention outcomes.

3. Develop multi-site, multi-year initiatives to test intervention strategies across agencies and settings.

- Issue: Because of the great diversity in structure, staffing patterns, and administrative and policy environments, in order to determine effective retention strategies it would be useful to test efficacious interventions in multiple sites in order to determine what factors might influence what works best across different settings.
- Action: Develop a grant incentive program (supported by the Children's Bureau and foundation funders) to develop multi-site recruitment and retention strategies that would test interventions that address the key organizational and personal factors affecting recruitment.

4. Create research efforts to develop, pilot, and validate instruments and measures that test recruitment and retention outcomes.

- Issue: There are several instruments that can be further developed to clarify our understanding of retention factors in child welfare agencies, for example, Ellett (2000) and Ellett et al. (2003) which examine personal characteristics that can be linked to intent to remain; and Glisson and Himmelgarn's (2000) Children's Services Organizational Climate Survey; and James and Sells (1981) Psychological Climate Questionnaire that were adapted by Calahane and Sites (2004) to examine organizational factors impacting retention.
- Action:

- Create research consortia that will further validate these instruments and further test their applicability for predicting retention of employees who express intent to remain based on certain personal and organizational factors. It will also be useful to validate these instruments in longitudinal rather than cross-sectional studies.
 - Further identify, develop, and test instruments, perhaps drawn from other fields that can be used to guide the retention impact of factors related to job satisfaction, personal accomplishment, and burnout.
- 5. Create a “clearinghouse” to regularly gather, track, and analyze studies that examine recruitment and retention issues in child welfare.**
- Issue: There are no specific auspices that focus on child welfare workforce issues, how they affect service delivery, and how they are being addressed in public and private agencies. Furthermore, studies focus on a range of issues beyond the retention/turnover dependent variable that we used as a guide. Other studies might examine staff qualifications, educational level, or professional commitment in regards to job satisfaction, service delivery outcomes, or job performance. A more robust research base can help guide both practice and policy.
 - Action: Create a center for child welfare workforce studies that can gather, track, and analyze studies. Develop research agendas and provide workshops, training, and technical assistance to state and local agencies on workforce improvements, i.e. supervisory improvements, caseload reductions, salary increases, etc.

Undertaking these series of actions will provide the framework for the needed efforts to more fully understand and address the recruitment and retention issues that plague child welfare agencies and impact the delivery of services to our most vulnerable citizens.

REFERENCES

- Administration for Children, Youth, and Families. (1996, August 21). Comments concerning the implementation and management of child welfare training for which federal financial participation (FFP) is available. *Federal Register*, *61*, 43250.
- Albers, E. C., Reilly, T., & Rittner, B. (1993). Children in foster care: Possible factors affecting permanency planning. *Child and Adolescent Social Work Journal*, *4*, 329–341.
- Alwon, F., & Reitz, A. (2000). *The workforce crisis in child welfare: An issue brief*. Washington, DC: CWLA Press.
- American Humane Association. (2002). Combating the workforce crisis in child protective services. *Protecting Children*, *17*(3).
- American Public Human Services Association. (2005). *Report from the 2004 Child Welfare Workforce Survey: State agency findings*. Washington, DC: Author.
- Anderson, D. G. (2000). Coping strategies and burnout among veteran child protective workers. *Child Abuse and Neglect*, *26*, 839–848.
- Annie E. Casey Foundation. (2003). *The unsolved challenges of systems reform: The condition of the frontline human services workforce*. Baltimore, MD: Author.
- Austin, M., Antonyappan, J., & Leighninger, L. (1996). Federal support for social work education: Section 707 of the 1967 Social Security Amendments. *Social Service Review*, *70*(1), 83–89.
- Bernotavicz, F. (1997). *Retention of child welfare caseworkers: A report*. Portland, ME: University of Southern Maine, Institute for Public Sector Innovation, Edmund S. Muskie School of Public Service.
- Briar, K., Hansen, V., & Harris, N. (Eds.). (1992). *New partnerships: Proceedings from the National Public Child Welfare Symposium*. Miami: Florida International University.
- Briar-Lawson, K., & Zlotnik, J. L., (Eds.) (2002). Evaluation research in child welfare: Improving outcomes through university-public agency partnerships [Special issue]. *Journal of Health & Social Policy*, *15*(3/4).
- Briar-Lawson, K., & Zlotnik, J. L., (Eds.), (2003). Charting the impacts of university-child welfare collaboration [Special issue]. *Journal of Human Behavior and the Social Environment*, *7*(1/2).

- Cahalane, H., & Sites, E. W. (2004). *Is it hot or cold? The climate of child welfare employee retention*. Unpublished manuscript, University of Pittsburgh.
- Campbell Collaboration. (2004). *Campbell Collaboration guidelines*. Retrieved December 5, 2004, from <http://www.campbellcollaboration.org/Fraguidelines.html>.
- Children's Bureau, U.S. Department of Health and Human Services. (1999). *Changing paradigms of child welfare practice: Responding to opportunities and challenges*. Report from the 1999 Child Welfare Training Symposium. Washington, DC: Author.
- Child Protection Report. (2002). *Finding and keeping good staff: A never-ending challenge*. Washington DC: Business Publishers.
- Child Welfare League of America. (1990). *Child welfare salary and retention study*. Tallahassee, FL: Author.
- Child Welfare League of America. (2003). *Child welfare workforce annotated bibliography*. Washington DC: Authors.
- Child Welfare League of America. (2002, September). Child welfare workforce. *Research Roundup*. Retrieved November 5, 2003, <http://www.cwla.org/programs/r2p/rrnews0209.pdf>
- Council on Social Work Education. (1996). Social work education programs are urged to provide comments to the Department of Health and Human Services regarding Title IV-E training: Action needed by October 21, 1996 [Position statement].
- Cyphers, G. (2001). *Report from the child welfare workforce survey: State and county data findings*. Washington DC: American Public Human Services Association.
- Cyphers, G. (2003). [Workforce Data Collection Field Guide for Human Service Agencies Practical Recommendations for Conducting: Staff Exit Interviews, Staff Focus Groups, and Employee Surveys](http://www.aphsa.org/publicat/workforcedatacollectionfeildguide). Retrieved July 20, 2004, <http://www.aphsa.org/publicat/workforcedatacollectionfeildguide>.
- Dickinson, N. S., & Perry, R. E. (2002). Factors influencing the retention of specially educated public child welfare workers. *Evaluation Research in Child Welfare*, 15(3/4), 89–103.
- Drake, B., & Yadama, G. N. (1996). A structural equation model of burnout and job exit among child protective services workers. *Social Work Research*, 20(3), 179–187.

- Ellett, A. J. (2000). *Human Caring, self-efficacy beliefs, and professional organizational culture correlates of employee retention in child welfare*. Baton Rouge, LA: Louisiana State University and Agricultural and Mechanical College.
- Ellett, A. J., & Ellett, C. D. (2004). *Employee retention in child welfare: A statewide study with implications for higher education*. Paper presented at the Council on Social Work Education Annual Program Meeting; Anaheim, CA.
- Ellett, A., Ellett, C. D., Ellis, J., Westbrook, T., & Dews, D. (2004). A statewide qualitative study of 385 professionals: Toward a greater understanding of employee retention and turnover in child welfare. Manuscript submitted for publication.
- Ellett, A. J., Ellett, C. D., & Rugutt, J. K. (2003). *A study of personal and organizational factors contributing to employee retention and turnover in child welfare in Georgia: Executive summary and final project report*. Athens: University of Georgia School of Social Work.
- Ferguson, S. (Ed). (2002). *Proceedings from the professional education to advance Child welfare practice: An invitational working conference*. University of Minnesota, School of Social Work. Retrieved November 5, 2003, from Journals Articles and Papers section of <http://www.uky.edu/SocialWork/cswe>
- Flower, C., McDonald, J., & Sumski, M. (2005). Review of Turnover in Milwaukee County Private Agency Child Welfare Ongoing Case Management Staff. Retrieved April 15, 2005, from <http://www.uky.edu/SocialWork/CSWE>.
- Garrison, M. (2000). *BASSC Recruitment and retention project: Final report*. San Francisco: Bay Area Social Services Consortium.
- General Accounting Office. (1993). Federal policy on Title IV-E share of training costs. Washington, DC: Author.
- General Accounting Office. (2003). *Child welfare: HHS could play a greater role in helping child welfare agencies recruit and retain staff*. GAO-03-357 Washington, DC: Author.
- General Accounting Office. (April, 2004). Child and Family Services Reviews: Better use of data and improved guidance could enhance HHS's oversight of state performance (GAO-04-333). Retrieved June 13, 2005, from <http://www.gao.gov/cgi-bin/getrpt?GAO-04-333>.
- Geurts, S., Schaufeti, W., & Jonge, J.D. (1998). Burnout and intention to leave among mental health care professionals: A social-psychological approach. *Journal of Social and Clinical Psychology*, 17(3), 341–362.

- Glisson, C., & Hemmelgarn, A. (1997). The effects of organizational climate and inter-organizational coordination on the quality and outcomes of children's service systems. *Child Abuse and Neglect*, 22, 401–421.
- Harris, N. (1996). *Social work education and public human services partnerships: A technical assistance document*. Alexandria, VA: Council on Social Work Education.
- Harris, N., Middleton, S., Byrnes, E., Tollefson, D., Sahami, S., & Berry-Johnson, S. (2000). *DCFS turnover study 2000*. Salt Lake City: Utah Graduate School of Social Work.
- Hellman, C. (1997). Job satisfaction and intention to leave. *Journal of Social Psychology*, 137, 677–689.
- Honan, A. (1985). *The impact of interest groups on federal funding for social work education 1948–1983*. Doctoral Dissertation, Columbia University School of Social Work.
- IASWR/NASW. (2004). *Workforce and accountability: Child and Family Services Reviews—Implications for child welfare practice*. Report from the August 3, 2004 Symposium. Retrieved April 15, 2005, from www.iaswresearch.org
- Jayaratne, S., & Chess, W. A. (1984). Factors associated with job satisfaction and turnover among child welfare workers. In J. Laird & A. Hartmann (Eds.), *A Handbook of Child Welfare: Context, Knowledge, and Practice* (pp. 760–766). New York: Free Press.
- Jones, L. (2002). A follow-up of a Title IV-E program's graduates' retention rates in a public child welfare agency. *Evaluation Research in Child Welfare*, 15(3/4), 39–51.
- Kallenberg, A.L. (1977). Work values and job rewards: A theory of job satisfaction. *American Sociological Review*, 42, 124–143.
- Kirkwood, S. (2003). *Children's Voice*. Washington, DC: Child Welfare League of America.
- Kleinpeter, C., Pasztor, E. M., & Telles-Rogers, T. (2003). The impact of training on worker performance and retention: Perceptions of child welfare supervisors. *Professional Development: The International Journal of Continuing Social Work Education*, 6(3), 39–49.
- Koeske, G., & Koeske, R.D. (1993). A preliminary test of a stress-strain-outcome model for reconceptualization of the burnout phenomenon. *Journal of Social Service Research*, 17(3/4), 107–135.

- Krausz, M., Koslowsky, M., & Eiser, A. (1998). Distal and proximal influences of turnover intentions and satisfaction: Support for a withdrawal progression theory. *Journal of Vocational Behavior, 52*, 59-71.
- Lambiasse, S. (2005, March). Supporting the child welfare workforce: A review of workforce issues raised in recent children's rights cases. Presentation at the CWLA National Conference, Washington, DC.
- Lewandowski, C. A. (1998). Retention outcomes of a public child welfare long-term training program. *Professional Development, 1*(2), 38-46.
- Locke, E.A. (1969). What is job satisfaction? *Organizational Behavior and Human Performance, 4*, 309-336.
- Lucile and David Packard Foundation. (Winter 2004). Children, families, and foster care, *future of children, 14*(1). Retrieved June 14, 2005, from http://www.futureofchildren.org/pubs-info2825/pubs-info.htm?doc_id=209538
- Manlove, E., & Guzell, J.R. (1997). Intention to leave, anticipated reasons for leaving, and 12-month turnover in child care center staff. *Early Childhood Research Quarterly, 12*, 145-167.
- Maslach, C., & Jackson, S. (1986). *Maslach Burnout Inventory Manual (2nd ed.)*. Palo Alto, CA: Psychologists Press.
- Michaud, L. (2000). Turn the tables on employee turnover: Five keys to maximum employee retention. Retrieved May 20, 2005, from <http://www.frogpond.com/articles/docs/lmichaud02.doc>
- Milner, J. (2003, January). *Changing the culture of the workplace*. Closing plenary session of the Annual Meeting of States and Tribes. Retrieved June 15, 2005, from http://www.acf.hhs.gov/programs/cb/cwrp/changing_culture.htm
- Nissly, J. A., Mor Barak, M. E., & Levin, A. (2005). Stress, support, and workers' intentions to leave their jobs in public child welfare. *Administration in Social Work, 29*(1), 79-100.
- Oktay, J. (1992). Burnout in hospital social workers who work with AIDS patients. *Social Work, 37*, 432-439.
- Olson, B. L., & Sutton, L. J. (2003). *An evaluation of the University of Minnesota Duluth's Title IV-E program: Securing and retaining workers in the field of child welfare. Plan B Paper*. Duluth, MN: Authors.

- Pecora, P. J., Briar, K. H., & Zlotnik, J. L. (1989). *Addressing the program and personnel crisis in child welfare: A social work response*. Silver Spring, MD: National Association of Social Workers.
- Pew Commission on Children in Foster Care. (2004). *Fostering the future: Safety, permanence and well-being for children in foster care*. Retrieved June 14, 2005, from <http://pewfostercare.org/research/docs/FinalReport.pdf>.
- Price, J. L., & Muller, C. W. (1986). *Absenteeism and turnover of hospital employees*. Greenwich, CN: JAI Press.
- Reagh, R. (1994). Public child welfare professionals: Those who stay. *Journal of Sociology and Social Welfare*, 21(3), 69–78.
- Rhodes, S. R., & Steers, R. M. (1990). *Managing employee absenteeism*. Reading, MA: Addison-Wesley.
- Rosenthal, J. A., McDowell, E., & White, T. L. (1998). *Retention of child welfare workers in Oklahoma*. Norman, OK: University of Oklahoma School of Social Work.
- Rosenthal, J. A., & Waters, E. (2004, July). *Retention and performance in public child welfare in Oklahoma: Focus on the child welfare professional enhancement program graduates*. Paper presented at Weaving Resources for Better Child Welfare Outcomes Conference, Sante Fe, NM.
- Rycraft, J. R. (1994). The party isn't over: The agency role in the retention of public child welfare caseworkers. *Social Work*, 39(1), 75–80.
- Samantrai, K. (1992). Factors in the decision to leave: Retaining social workers with MSWs in public child welfare. *Social Work*, 37, 454–458.
- Scannapieco, M., & Connell-Carrick, K. (2003). Do collaborations with schools of social work make a difference for the field of child welfare? Practice, retention and curriculum. *Journal of Human Behavior in the Social Environment*, 7(1/2), 35–51.
- Schmid, D., Briar, K., Harris, N., & Logan, J. (1993, February). Creating an interdependent services and training financing strategy. *Partnership Newsletter*. Miami: Florida International, Institute for Children and Families at Risk.
- Siefert, K., Jayaratne, S., & Chess, W.A. (1991). Job satisfaction, burnout, and turnover in health care social workers. *Health and Social Work*, 16, 193–202.
- Smith, P. C., Kendall, L. M., & Hulin, C. L. (1969). *The measurement of satisfaction in work and retirement: A strategy for a study of attitudes*. Chicago: Rand McNally.

- Tett, R. P., & Meyer, J. P. (1993). Job satisfaction, organizational commitment, turnover intention, and turnover: Path analysis based on meta-analytic findings. *Personnel Psychology, 46*, 259–293.
- Tracy, L. (1993). *Annotated bibliography*. University of California at Berkeley, School of Social Welfare.
- University of Arkansas at Little Rock School of Social Work. (2002a). *MS South Division of Children and Family Services recruitment and retention study: FSW survey*. Little Rock, AR: Author.
- University of Arkansas at Little Rock School of Social Work. (2002b). *MS South Division of Children and Family Services recruitment and retention study: Supervisor survey*. Little Rock, AR: Author.
- Um, M.Y., & Harrison, D. F. (1998). Role stressors, burnout, mediators, and job satisfaction: A stress-strain-outcome model and empirical test. *Social Work Research, 22*(2), 100–115.
- Vinokur-Kaplan, D. (1987). Where did they go? A national follow-up of child welfare trainees. *Child Welfare, 66*, 411–421.
- Zlotnik, J. L., & Cornelius, L. (2000). Preparing social work students for child welfare careers: The use of Title IV-E training funds in social work education. *Journal of Baccalaureate Social Work, 5*(2), 1–14.
- Zlotnik, J. L. (1996). *Resources on social work education and public child welfare*. Author.
- Zlotnik, J. L. (1997). Social work education programs, state child welfare agencies comment on Title IV-E regulations. *Social Work Education Reporter, 4*(6).
- Zlotnik, J. L. (2002). Preparing social workers for child welfare practice: Lessons from an historical review of the literature. *Journal of Health & Social Policy, 15*(3/4), 5–22.
- Zlotnik, J. L. (2003). The use of Title IV-E training funds for social work education: An Historical Perspective. *Journal of Human Behavior and the Social Environment, 7*(1/2), 5–20.

APPENDIX A: EXAMPLE OF INITIAL SOLICITATION LETTER

To: IV-EPARTNERS@LISTSERV.UGA.EDU
Subject: IASWR Casey Project—Information Needed

Friends:

As you may be aware, IASWR has received an important grant from the Annie E. Casey Foundation as part of their Human Services Workforce Initiative to identify and analyze evidence-based findings related to recruitment and retention of child welfare staff.

IASWR in collaboration with the U of Maryland is moving forward on a systematic review of research and outcome studies on recruitment and retention in child welfare. We know that many of you are involved with research in this area, and we seek your assistance to identify studies, those that are published and those that are not.

If you are aware of studies that address the following, it would be greatly appreciated if you would provide the citation and/or a copy of the study to IASWR. Please feel free to share this information with your networks. We are looking for research and outcome studies that address the relationship between:

- Demographic variables (e.g., marital status, age, education, gender, urban vs. rural, parent or not)
- Personal perceptions (e.g., commitment to organization/clients; goodness of fit; view of self in professional role; stigma of role)
- Organizational conditions (e.g., supervision; resources; dealing with other systems [i.e., court, mental health]; physical environment; career ladder; job requirements; trauma; organizational culture)
- Personal attributes (e.g., human caring; authenticity; skills to engage involuntary clients; emotional stability)
- Qualifications and experience (e.g., social work versus other degree, social work versus related degree; tenure in the organization, level of social work degree; licensing/certification; competence)
- Strategies: recruitment, training orientation, education (Title IV-E), policies to professionalize the workforce, accreditation, etc.

AND

Intention to work in public child welfare
Intention to stay working in public child welfare
Intention to leave
Turnover
Retention

If you have questions, please do not hesitate to contact me. Joan

Joan Levy Zlotnik, PhD, ACSW

Executive Director

Institute for the Advancement of Social Work Research

750 First Street, NE, Suite 700

Washington, DC 20002-4241

202 336 8393 (direct)

202 336 8385 (main)

jlziaswr@naswdc.org

www.iaswresearch.org

APPENDIX B: ANNOTATED BIBLIOGRAPHY OF Initial Pool of Documents
(BOLD indicates study included in the systematic review)

AFSCME. (n.d.) *Double jeopardy: Caseworkers at risk, helping at-risk kids. A report on the working conditions facing child welfare workers*. Washington, DC: Authors.

Abstract: This report presents data on the working conditions and systemic problems faced by public child welfare workers in multiple states. A total of 13,380 child welfare workers from 10 states completed a mailed survey. The survey covered issues such as salaries and qualifications, caseloads, workloads, training, and violence in the workplace. The survey results found workplace and neighborhood violence is a serious problem; average caseloads exceed the Child Welfare League of America guidelines; workloads are heavy and impact on time with clients; salaries are not congruent with job requirements; and training is inadequate.

Ahluwalia, U., Burgess, T. A., & Adams, C. G. (2001). *Finding better ways conference presentation recap: Competitive strategies in public child welfare: Attracting and keeping our best workers*. Baltimore: Office of the Governor and Maryland Department of Human Resources.

Abstract: This paper briefly describes the Maryland effort to assertively address the challenge of recruiting and retaining high-quality public sector social services staff to meet the needs of customers in child welfare and family services. The report also includes the key participants in the process, the nature of the problems targeted, the initial steps taken, and planned future directions.

Albers, E. C., Reilly, T., & Rittner, B. (1993). Children in foster care: Possible factors affecting permanency planning. *Child and Adolescent Social Work Journal*, 4, 329–341.

Abstract: This study explores the differences in the characteristics of children in foster care under the age of 10. The researchers wanted to determine which characteristics were associated with longer duration in foster care. Using a pre-tested instrument, data were gathered from 404 records of children in foster care in Clark County, Nevada. The data gathered included child and family demographic information, the date of system entry, duration of services, reasons for placement, number of prior placements, the permanent placement of the child, and worker educational level. Findings suggest differential treatment of children due to cultural and economic issues—African-American children were more likely to be placed in out-of-home placement; children from families on public assistance (Aid to Families With Dependent Children) were less likely to be reunited with their families or placed in permanent adoptive homes. The study strongly suggests that professionally trained social workers may be more effective case managers.

Alliance, American Public Human Services Association, & Child Welfare League of America. (2001). *The child welfare workforce challenge: Results from a preliminary study*. Washington, DC: Authors.

Abstract: In 2000, the Child Welfare League of America (CWLA), the American Public

Human Services Association (APHS), and the Alliance for Children and Families (Alliance) formed a partnership to gather data about the scope and nature of workforce challenge among public and private, nonprofit agencies serving children and families; gather data about effective practices in recruiting and retaining a quality child welfare workforce; prepare findings and recommendations to be shared with the new Administration and Congress in 2001; and lay the groundwork for future studies of the child welfare workforce. Presented are the preliminary findings from the perspective of agency administrators of this first study that addresses rates of turnover and vacancy, identifies problems faced in recruitment and retention, and suggests strategies that are somewhat to very effective in addressing these concerns.

Alperin, D. E. (1996). Graduate and undergraduate field placements in child welfare: Is there a difference? *Journal of Baccalaureate Social Work*, 2(1), 109–124.

Abstract: This study reports on the differences and similarities between graduate and undergraduate child welfare field placements from seven social work education programs in the state of Florida. Using survey tools, this study gathered and compared demographic and satisfaction information of 205 students and field instructors from seven programs. The authors provided descriptive statistics and also conducted content analysis on open-ended questions. Field instructor response was too small to assess statistical significance. Differences found between BSW and MSW students were related to employment experience, age, and course sequencing. There appears to be a dichotomy between placement tasks, with BSWs providing more case management, and MSWs providing more treatment.

Alperin, D. E. (1997). Student and field instructor perceptions of field placement in child welfare. *The Clinical Supervisor*, 15(2), 61–77.

Abstract: This study assesses social work students and their satisfaction with field placements in child welfare. A total of 118 field instructors and 207 students completed demographic and satisfaction surveys. Both sets of respondents were generally satisfied with several aspects of field education, although their perceptions differed. Field instructor satisfaction levels regarding the agency, overall field experience, and field instruction were higher than students' levels.

Alwon, F., & Reitz, A. (2000). *The workforce crisis in child welfare: An issue brief*. Washington, DC: CWLA Press.

Abstract: This paper highlights the child welfare workforce crisis. Issues related to education, recruiting and hiring, workplace environment, professional development, and compensation that were discussed at the CWLA “Confronting the Workforce Crisis” national symposium are detailed.

Alwon, F. J., & Reitz, A. L. (2000, November). Empty chairs: As a national workforce shortage strikes child welfare. CWLA responds. *Children's Voice*, 35–37.

Abstract: This article describes the childcare and child welfare workforce issues and offers a list of items for successful recruiting and retaining of child welfare workers. The

authors discuss concerns related to workloads, caseloads, organizational climate, and work environment. They suggest the following as necessary items for workforce success: connectivity among employees; communication; emphasis on teams and relationships; learning, innovating, and developing on all levels; and decision-making ability without bureaucratic interference.

American Federation of Nurses and Social Services Union. (n.d.) *SB 2030's findings: High caseloads are preventing social workers from helping children and families*. Retrieved July 19, 2000, from <http://www.seiu535.org/dragonarticles/issue6-3/sb2030/sb2030findings.htm>

Abstract: This newsletter article from SEIU local 535 representing over 30,000 private and public sector workers in California briefly discusses a study conducted by the American Humane Association and Walt McDonald & Associates. The researchers conducted time studies on 13,000 California social workers and conducted focus groups. This article focuses on the concern of quality service delivery in light of the child welfare workforce crisis.

American Public Welfare Association's National Commission on Child Welfare and Family Preservation. (1991). *Public child welfare staff: A monograph series on workers' salary levels and satisfaction with personnel administrative structure*. Washington, DC: Author.

Abstract: This paper explores the relationships among public child welfare staffing issues: (1) salary levels and (a) union representation, (b) state established salary ranges, and (c) college degree requirements; and 2) satisfaction with the personnel administrative structure and a) service delivery, (b) state agency responsibility for personnel functions, and (c) the number of government entities involved in each personnel function. Respondents completed the 1989 Data Collection Instrument for Public Child Welfare Agencies. Significant findings are presented related to salary issues. Results showed that direct service workers' entry-level salaries were higher with union representation and with state established salary ranges.

Anderson, D. G. (2000). Coping strategies and burnout among veteran child protective workers. *Child Abuse and Neglect*, 26, 839–848.

Abstract: This study examines how veteran (2 years or more) child protective service (CPS) investigations workers cope with job stress. Second, it examines the relationship between coping strategies and levels of emotional exhaustion, depersonalization, and sense of reduced personal accomplishments (burnout syndrome). Using a self-report questionnaire that included primary and tertiary scales of the Coping Strategies Inventory (Tobin, Holroyd, & Reynolds, 1984) and the Maslach Burnout Inventory (Maslach & Jackson, 1986), quantitative analyses were run on data obtained from 151 front-line CPS workers with at least 2 years experience in a southeastern Department of Social Services. Findings included: Workers perceived themselves to use Engaged (active) coping strategies more than Disengaged (avoidant) strategies; 62% of participants scored in the high range on Emotional Exhaustion. Those who used Engaged coping were less likely to

feel depersonalized and more likely to feel a sense of personal accomplishment. Those who used Disengaged coping were more likely to feel emotionally exhausted, depersonalized, and to have a sense of reduced personal accomplishment.

Annie E. Casey Foundation. (2003). *The unsolved challenges of systems reform: The condition of the frontline human services workforce*. Baltimore, MD: Annie E. Casey Foundation.

Abstract: This paper provides information regarding the issues that confront frontline service delivery. Frontline workers include child welfare workers, childcare workers, juvenile justice workers, and youth services workers. The authors reviewed databases and the literature. The authors provide demographic information, a discussion regarding workforce challenges, and an outline of promising examples of reform. Worker challenges identified included insufficient number of quality staff; poor retention of quality staff; low salaries; limited promotional opportunities; poor quality of supervision; rule-bound jobs; and incongruence between training/education and job expectations. This research suggests that agencies with the following eight attributes have notable chance of recruiting and retaining quality staff: Flexibility and freedom to recruit for the skills needed by the work to be done; rewards for superior performance and effectiveness; reasonable workloads that let workers deploy their skills; career paths that build on workers' skills rather than moving them "up and out"; clear performance expectations that relate to a coherent organizational mission; training and development opportunities on the job; ability to change bad management and supervision; and adequate base compensation that can help stem turnover.

Annie E. Casey Foundation. (2004). *Who's taking care? Advocasey examines the staffing crisis in children and family services. Special Issue edition*. Annie E. Casey Foundation, vol. 6. Baltimore MD: Author.

Abstract: This Spring 2004 issue explores the workforce crisis plaguing children and family services. AECF President Doug Nelson highlights the need for renewed focus on frontline workers serving needy kids and families, and an up-close look is taken at this challenge in Greenville, South Carolina. Other articles document Michigan's "just-in-time" hiring process and Cincinnati's pay-for-performance contract with area human service workers. A final article profiles three more promising programs introducing personnel reforms in pay and benefits, more manageable caseloads, intensive recruitment, and training. A table includes information about the number of workers, average salary, turnover rates, typical workloads, and leading sources of worker dissatisfaction for workers in child care, youth services/after school, child welfare, juvenile justice, and employment and training.

Arches, J. (1991). Social structure, burnout, and job satisfaction. *Social Work*, 36, 202–206.

Abstract: This study focuses on the effects of the organizational structure as it contributes to burnout and job satisfaction. A total of 275 randomly selected social workers that were practicing in Massachusetts in 1988 were surveyed by mail to better understand burnout

and job satisfaction. The findings from hierarchical multiple regressions revealed that perceived lack of autonomy and the influence of the funding sources are major contributors to burnout, and perceived autonomy and bureaucratization are major contributors to job satisfaction. The findings challenge the assumption that bureaucracy is the most efficient form of organization and question the ideological and social control functions of organizations. A focus on the effects of the organizational structure as it contributes to burnout and job satisfaction is suggested for policy, practice, and professional decisions.

Ayers-Lopez, S., & Sanderson, M. R. (1995). *The relationship between education and effectiveness for employees in child protective services: A review of the literature*. Austin: University of Texas at Austin School of Social Work.

Abstract: This paper reviews of 15 outcome studies that examined the relationship between type of educational preparation and worker effectiveness. Researchers specifically sought the answers to the following the questions: “Do public child welfare employees with social work degrees make the most effective employees, and more specifically, are they the most effective in child protective services?” The 15 studies used the following variables as outcomes: job preparedness, service delivery, test scores, tenure, internal performance evaluations, performing rating criteria developed by the researchers, and worker attitudes and values. Although the majority of the studies conclude that a social work degree is preferable, several studies report that type of degree has no impact on effectiveness (Brown, 1968, GAO, 1980; Jones, 1966; TDPRS, 1994), and one study indicates that workers with other types of degrees appeared to perform slightly better than those with a social work degree (TDPRS, 1994). In addition, many of the studies reporting the superiority of social work–degreed individuals were unable to report statistically significant findings. The methodological differences across the studies, conflicting findings, and differing interpretations of non–statistically significant data do not provide a definitive answer for the question of which educational background best prepares the child welfare worker.

Barber, G. (1986). Correlates of job satisfaction among human service workers. *Administration in Social Work, 10*(1), 25–38.

Abstract: This study evaluates the factors that influence job satisfaction and the implications of low job satisfaction. The researcher analyzed 2,521 surveys completed by persons employed in a state social insurance agency. The questionnaire had four major job-related areas. The first area focused on job factors, i.e., autonomy, recognition and advancement, salary, supervision, working conditions. The second area included items related to job conflict and stress. The third part of the questionnaire included direct questions about job satisfaction, absenteeism, and career or job changes. The last section looked at implications of job satisfaction. The researcher also found that certain employee groups were significantly more satisfied with their jobs than others—with the exception of clerical staff, the lower one moves in the pay structure, the less satisfied one is; newer employees (less than 2 years) and more tenured (more than 9 years) were more satisfied; and younger employees (under 25 years) and older employees (over 45) tended to report more job satisfaction. Multiple regression analysis found all but a few intrinsic

(sense of achievement, recognition, interesting work, advancement, and decision-making power), extrinsic (salary and relationship with co-workers) and stress/conflict factors (workload) to be statistically significant. The researcher found dissatisfaction to be associated with greater absenteeism and higher job turnover.

Barrett, M., & McKelvey, J. (1980). Stresses and strains of the child care worker: Typologies for assessment. *Child Welfare, 59*, 277–285.

Abstract: This paper examines the factors involved in both organizational and personal stresses on the child welfare worker. In an effort to assist the child welfare worker in making a personal assessment the authors compile and organize a list of stressors drawn from the literature. The typology separates the sources of stress (recent events or ongoing conditions), whether the stressor occurred on the job or away from work, and if the stressor is client related or organization related.

Bermack, R.(2000). *Social work awareness campaign: Social work can make a difference but workers need the time to help*. Retrieved unknown date from <http://www.seiu535.org/dragonarticles/sept2000/SWAwareness.htm>.

Abstract: This newsletter article from SEIU local 535 representing over 30,000 private and public sector workers in California highlights the issues driving a campaign to educate the public and county decision makers regarding social workers and the profession. The author of the article references the state's inability to meet federal guidelines and high caseloads. The author also elaborates on public perceptions regarding social workers working in children's services.

Bermack, R. (1999, May). Social worker meltdown: A shortage of children's protective service workers is placing children and families at risk. *Dragon, 1-32*.

Abstract: This article explores a number of reasons California union workers are leaving public child welfare jobs for jobs with private agencies or retiring. Interviews with union members cite many problems with California's public-sector welfare workforce . Significant problems affecting their ability to perform their job include too few workers; poor worker retention; inadequate workspace and resources; poor relationships with legal professionals; lack of proper training and supervision; worker safety; and unrealistically high workloads. The author also discusses the impact of poor worker retention on clients.

Bernotavicz, F. (1997). *Retention of child welfare caseworkers: A report*. Portland: University of Southern Maine: Institute for Public Sector Innovation, Edmund S. Muskie School of Public Service.

Abstract: As follow-up to the Maine "Reengineering Study" that identified turnover of caseworkers as a problem area, this study gathers information by interviewing caseworkers and conducting exit interviews to determine what training, support, or other strategic activities might assist with retention. Turnover data from 1995 to 1997 were analyzed to identify patterns of turnover by worker characteristics and a telephone survey of workers who left was undertaken. Eighteen former workers were interviewed. Findings suggest that workload and paperwork were a key factor in leaving with two

thirds of the respondents noting that workload in their new position was less and more easily structured. Sixty-one percent of the respondents also indicated that lack of supervisory support was a factor in their leaving.

Bernotavicz, F., & Wischmann, A. L. (2000, Spring). Hiring child welfare caseworkers: Using a competency-based approach. *Public Personnel Management*, 12–27.

Abstract: This paper details the collaborative effort between the Maine State Bureau of Human Resources and the University of Southern Maine in redesigning the hiring process. Child welfare supervisors and managers acted as subject-matter experts in the design of a job-related process that would meet the need of their peers. The Maine State Bureau of Human Resources staff provided expertise on state merit system requirements and University of Southern Maine (USM) staff provided expertise on competency-based assessment approaches.

Berrick, J. D., & Lawrence-Karaka, R. (1995). Emerging issues in child welfare. *Public Welfare*, 53(4), 4–11.

Abstract: This paper describes a nationwide survey of public child welfare administrators regarding a series of current issues, i.e., child abuse and neglect, family preservation, voluntary versus mandatory services, out-of-home care, and adoption, in child welfare. A total of 1,096 administrators completed mailed surveys. The authors found both agreement and disagreement in the several areas assessed. The authors did state that there appears to be agreement between administrators and policy makers that the current child welfare system is plagued with multiple problems.

Biggerstaff, M. A., Wood, L., & Fountain, S. (1988). Determining readiness for child protective services practice: Development of a testing program. *Children and Youth Services Review* 20, 697–713.

Abstract: This article describes the process of developing a testing program for use in competency-based training for public child welfare employees. The Readiness for Practice in Child Protective Services Model was developed by the authors to assure the job-relatedness of the tests. Readiness for practice includes both the situation type (child protective services) and the employee's background resources (e.g., personal characteristics, professional education, experience, competency-based training, etc.). In the case example illustrating the process, the tests were used to determine whether local agency staff would be exempt from any of three required training courses based on knowledge necessary at the entry-level. Three separate 50-item multiple-choice tests were developed to assess knowledge of intake and investigation in child abuse and neglect situations, child sexual abuse, and sexual abuse investigations. The Readiness for Practice Model and the procedures used for test development including content validity, item writing, test administration, and standard setting are detailed.

Booz, Allen, & Hamilton, Inc. (1987). *The Maryland social work services job analysis and personnel qualifications study*. Baltimore: Department of Human Resources

State of Maryland.

As a result of the difficulties the Maryland Department of Human Resources has been having with recruitment of social service workers, the Maryland General Assembly requested that a study of the social service jobs be conducted to determine the minimum qualifications needed to perform the jobs effectively. This report presents the methodology, findings, conclusions, and recommendations from this study. Researchers surveyed 258 employees and 158 supervisors on items including tasks, education, training, experience, performance, and supervisor judgment regarding preparation. Findings include: (1) MSW performance is significantly higher than those without MSWs; (2) MSW education is the best predictor of overall performance; (3) minimum qualification standards for position were appropriate; (4) some work should only be performed by MSWs.

Botsko, C., Snyder, K., & Leos-Urbel, J. (Health Systems Research, Washington, DC.). (2001). *Recent changes in Florida welfare and work, childcare, and child welfare systems*. Washington, DC: Urban Institute.

Abstract: This report examines the changes in Florida's child welfare, childcare, and welfare-to-work programs. Researchers gathered qualitative data from face-to-face and telephone interviews with state officials and staff members and focus groups with childcare recipients during three site visits conducted between September 1999 and May 2000. The researchers found three trends affecting Florida's social services: the shifting of responsibility for overseeing and administering services to private-public partnerships, the transfer of responsibilities from state level to local level, and contracting out of services once provided by the state agencies. Researchers attributed these changes to a decline in Florida's caseloads.

Briar-Lawson, K., & Zlotnik, J. L. (2003). *Charting the impacts of university-child welfare collaboration*. New York: Haworth Social Work Practice Press.

Abstract: This book contains articles that depict some of the challenges as well as dimensions of workforce development initiatives. The contents include: The Use of Title IV-E Training Funds for Social Work Education: An Historical Perspective (Zlotnik, Joan Levy); Use of Title IV-E Funding in BSW Programs (Pierce, Lois); Do Collaborations with Schools of Social Work Make a Difference for the Field of Child Welfare? Practice, Retention and Curriculum (Scannapieco, Maria; Connell-Connick, Kelli); Preparing Students for Public Child Welfare: Evaluation Issues and Strategies (Chavkin, Nancy Feyl; Brown, J. Karen); Finding and Keeping Child Welfare Workers: Effective Use of Training and Professional Development (Fox, Stephen R.; Miller, Viola P.; Barbee, Anita P.); Preparing for Child Welfare Practice: Themes, a Cognitive-Affective Model, and Implications from a Qualitative Study (Coleman, Daniel; Clark, Sherrill); Preparing Social Work Students for Interdisciplinary Practice: Learnings from a Curriculum Development Project (Grossman, Burt; McCormick, Kathleen). Moving Towards Collaboration: Using Funding Streams to Advance Partnerships in Child Welfare Practice (Phillips, Richard; Gregory, Patty; Nelson, Mardell). The California Collaboration: A Competency-Based Child Welfare Curriculum Project for Master's

Social Workers (Clark, Sherrill); Design Teams as Learning Systems for Complex Systems Change: Evaluation Data and Implications for Higher Education (Lawson, Hal A.; Anderson-Butcher, Dawn; Petersen, Nancy; Barkdull, Carenlee). Vital Involvement: A Key to Grounding Child Welfare Practice in HBSE Theory (Kivnick, Helen Q.; Jefferys, Marcie D.; Heier, Patricia J.); & Current Challenges and Future Directions for Collaborative Child Welfare Educational Programs (Risley-Curtiss, Christina).

Briar- Lawson, K. & Zlotnik, J. L., (2002). Evaluation research in child welfare: Improving outcomes through university–public agency partnerships. *Journal of Health and Social Policy*. New York: Haworth Press.

Abstract: This journal contains articles that depict some of the challenges as well as dimensions of workforce development initiatives. The contents include: Preparing Social Workers for Child Welfare Practice: Lessons from an Historical Review of the Literature (Zlotnik, Joan L.); Transfer of Training: An Evaluation Study (Wehrmann, Kathryn C.; Shin, Hyucksun; Poertner, John); A Follow-Up of a Title IV-E Program's Graduates' Retention Rates in a Public Child Welfare Agency (Jones, Loring). Career Paths and Contributions of Four Cohorts of IV-E Funded MSW Child Welfare Graduates (Robin, Sandra C.; Hollister, C. David); Child Welfare Knowledge Transmission, Practitioner Retention, and University- Community Impact: A Study of Title IV-E Child Welfare Training (Gansle, Kristin A.; Ellett, Alberta J.); Factors Influencing the Retention of Specially Educated Public Child Welfare Workers (Dickinson, Nancy S.; Perry, Robin E.); Tracking Process and Outcome Results of BSW Students' Preparation for Public Child Welfare Practice: Lessons Learned (Brown, J. Karen; Chavkin, Nancy Feyl; Peterson, Vevelyn); Reducing Conflict Between Child Welfare Communities (Kopels, Sandra; Carter-Black, Jan; Poertner, John). An Evaluation of Child Welfare Design Teams in Four States (Anderson-Butcher, Dawn; Lawson, Hal A.; Barkdull, Carenlee); Examination of Racial Imbalance for Children in Foster Care: Implications for Training (Belanger, Kathleen); Facing the Challenge of a Changing System: Training Child Welfare Workers in a Privatized Environment (Ortega, Debora M.; Levy, Michelle M.); & Examining Federally-Funded Child Welfare Training Partnerships: A Worthwhile Challenge (Smith, Brenda D.).

Bueker, J., & Felix, G. (1991). *Report of the characteristics and attitudes of the state-employed public service social workers in Kansas*. Topeka: Kansas Chapter, National Association of Social Workers.

Abstract: The study analyzes the similarities and differences between the two population groups (NASW members and non-members), explores possible factors contributing to a membership in NASW and identifies the professional concerns of the public sector social worker in order that NASW and other significant institutions and organizations may increase awareness and responsiveness to their specific needs. A cohort of 81 social workers completed a mailed survey. The study identified several differences in demographic and employment characteristics between the two groups. The authors also identified three issues for attention in regards to public service social workers: reduction in the amount of paperwork required to allow for more direct contact with clients; supervision of social workers by other social workers with experience; and clearly

defined job expectations which allow for support staff to take over non-social worker–related job tasks and allow social workers to attend to tasks requiring the skills and knowledge of professionals.

Cahalane, H., & Sites, E. W. (2004). *Is it hot or cold? The climate of child welfare employee retention*. Unpublished manuscript, University of Pittsburgh.

Abstract: This study describes the difference in perceptions of the child welfare work environment among Title IV-E–educated MSWs who remain within public child welfare and those who have sought employment elsewhere after fulfilling a legal work commitment. All of these IV-E graduates were employed in child welfare prior to pursuing their MSW degree. A measure of organizational climate, adapted from Glisson and Himmelgarn’s (2000) Children’s Services Climate Survey, was administered to 208 graduates over a 3-year period. Findings show that those individuals who left public child welfare reported higher levels of emotional exhaustion and lower levels of perceived fairness, growth and advancement opportunities, job satisfaction, work group cooperation, and organizational commitment. Job satisfaction and depersonalization were predictive of staying versus leaving. Efforts to retain highly skilled, highly educated public child welfare workers should focus on creating positive organizational climates within agencies.

Center for the Study of Social Policy. (2003). *Improving the performance and outcomes of child welfare through state program improvement plans (PIPS)*. Washington, DC: Author.

Abstract: This paper clarifies themes emerging in the Program Improvement Plan reform agenda. The authors examined program improvement planning in five states—Alabama, New York, Oklahoma, Oregon, and Vermont. This paper presents (1) background information on the federal legislative and regulatory context of Child and Family Service Reviews and Program Improvement Plans; and (2) the principles and guidelines for program improvement.

Center for the Study of Social Policy and Center for Community Partnerships in Child Welfare. (2003). *Child welfare summit: Looking to the future: An examination of the state of child welfare and recommendations for action*. Washington, DC: Author.

Abstract: This report summarizes the findings of the 2002 Center for the Study of Social Policy’s summit on child welfare reform. The purpose of the summit was to identify current challenges and review promising solutions that would ensure safety and permanency of children. A total of 94 interdisciplinary professionals participated in dialogue and were distributed background papers, proposals, and memorandums detailing laws and statistics. Six themes emerged from the deliberations: the need for a focus on outcomes in child welfare practice; the need for shared accountability between federal and state levels and private and public sectors; the need for strengthening the child welfare workforce; the need to engage families with whom child welfare workers work; the promotion of community partnerships; and redesigning of federal financing.

Child Welfare Services Stakeholders Group. (2003). *CWS redesign: The future of California's child welfare services: Final report*. California: Author.

Abstract: This report details California's plan to achieve better outcomes for children and families who are vulnerable to the risks of abuse and neglect. The Child Welfare Services (CWS) Redesign is the long-term strategic plan that sets in motion a series of actions across the state to bring the new vision of child welfare services to every county. Comprehensive in scope, the plan contains an integrated set of policy shifts; practice improvements; alignment of partners, systems and communities; and new accountability structures to make certain the promise of a safe and stable home is realized for all children.

Cohen, E., & Ooms, T. (1993). *Training and technical assistance to support family-centered, integrated services reform*. Washington, DC: Family Impact Seminar (FIS), The AAMFT Research and Education Foundation.

Abstract: This reports discusses current trends, selected activities, and issues and questions in (1) Professional University-Based Training; (2) In-service, On-the-Job Training; (3) Training for New Careers; and (4) Technical Assistance. The authors draw upon and briefly describe the related activities of a number of current initiatives that promise to have a sustained impact. The authors describe nine ambitious in-service training efforts, statewide in scope, that are an integral part of ongoing reform efforts. This report includes reviews of some recent trends in federal training programs and suggestions of a number of ways in which the federal government could play a constructive leadership role in enhancing these new directions in training the human services workforce.

Child Welfare League of America. (1990). *Child welfare salary and retention study*. Florida: Author.

Abstract: This study analyzes the Division of Children, Youth and Families (CYF) turnover data, reports the results of interviews with 242 current and 46 former CYF employees, evaluates average salary levels for new and experienced CYF staff, and gathered data on comparative salaries in Florida public agencies, other states, and national averages for voluntary child welfare agencies. Financial compensation, realistic workload, worker safety and legal liability were top ranked factors impacting turnover. Turnover was especially high for workers in the 1st year.

Child Welfare League of America. (2001). *The child welfare workforce challenge: Results from a preliminary study*. Washington, DC: Author.

Abstract: This article details the findings from a 2000 workforce study conducted by the Alliance for Children and Families, the American Public Human Services Association, and CWLA. The purpose of the study was to gather data on the workforce challenge in child welfare and about effective recruiting and retention practices. APHSA surveyed

public child welfare agencies in 43 states. The Alliance and CWLA surveyed 151 private, nonprofit agencies. Findings are broken down by state, county, and private agencies.

Child Welfare League of America. (2002). *Research roundup: Child welfare workforce*. Washington, DC: Author.

Abstract: This article provides a review of the literature regarding the child welfare workforce. The authors discuss seven major areas of concern: staff qualifications and selection; work environment and support; workload; salaries and promotion opportunities; professional development; public image and professional respect; and personal safety and liability; and their relation to employee performance or turnover and retention.

Cyphers, G. (2001). *Report from the child welfare workforce survey: State and county data findings*. Washington, DC: American Public Human Services Association.

Abstract: This paper reports data from public child welfare agencies responses to was a collaborative study done by APHSA, the Child Welfare League of America (CWLA), and the Alliance for Children and Families in fall of 2000. APHSA mail-surveyed all state public child welfare agencies and a sample of county agencies. CWLA and the Alliance mail surveyed a sample of their private agency members. This report presents findings from the APHSA portion of the study. A total of 43 states (84%) completed the survey. Thirty-five of the 43 states responding use a state-administered child welfare system, and eight locally administer. Two additional locally administered states provided a sample of counties in lieu of responding themselves. A total of 48 counties in 7 locally administering states responded to the survey, with 42 coming from samples done by three states (Minnesota, California, and North Carolina). Survey findings from the county data are presented at the conclusion of the report. The study gathered data from administrators on vacancies and turnover (especially preventable turnover) and examined strategies to address recruitment and retention concerns. Findings indicate that there are limitations on the data available, that states have ideas on actions to take, but these have had limited implementation and that those strategies that are implemented have had generally modest effectiveness. Collaborations with schools of social work to educate students, recruit workers, and provide training have been identified to be moderately effective.

Cyphers, G. (2003). *Workforce data collection field guide for human services agencies. Practical recommendations for conducting: Staff exit interviews, staff focus groups, employee surveys*. Washington, DC: American Public Human Services Association.

Abstract: This field guide provides users with practical information for conducting interviews, groups, and surveys. The guide was created in response to recommendations in the *child welfare workforce survey*.

Daley, M. R. (1979). *Preventing worker burnout in child welfare*. *Child Welfare*, 58, 443–450.

Abstract: This paper examines the multiple causes of burnout, and suggests approaches to prevention. In reviewing the literature, the author lists organizational factors that affect burnout as: caseload size, formalization of rules, centralization of authority, span of supervisory control, job design, and work relationship. Supervisory and organizational strategies to prevent burnout are discussed.

DePanfilis, D., & Scannapieco, M. (1994). Assessing the safety of children at risk of maltreatment: Decision-making models. *Child Welfare*, 73, 229–245.

Abstract: This study reviews 10 Child Protective Service safety evaluation decision-making models. Researchers contrasted models based on child-related criteria, parent-related criteria, family/environment-related criteria, maltreatment-related criteria, and intervention related criteria. The authors found that although some criteria overlapped, there were wide differences in definitions, purposes, and the level of research to support the criteria used to guide the decision-making. The authors suggest six general areas that warrant further research: predictors of reoccurrence; immediate safety versus long-term developmental outcomes for children; predictors of placement; the linkage between risk and safety assessment and decisions to provide intensive family preservation services; reoccurrence of child maltreatment; and empirical testing of safety evaluation models.

Dhooper, S. S., Royse, D. D., & Wolfe, L. C. (1990). Does social work education make a difference? *Social Work*, 35, 57–61.

Abstract: This study examines whether social workers in Kentucky are better prepared than other professionals without social work degrees. Using data obtained from 459 cases with Departmental quality assurance ratings; 50 state merit examinations; 120 Supervisor assessments; 36 employee-completed surveys incorporating the Social Values Test (McLeod & Meyer, 1967; Meyer, 1962; Meyer, Littwak, & Warren, 1968) and an instrument designed to measure attitudes toward public welfare (Roff & Klemmack, 1983); 130 self-rating questionnaires related to educational preparedness for task performance. Researchers found that those professionals either possessing a BSW degree or having more experience received higher quality assurance ratings. BSW and MSW professionals had higher state merit examinations scores; and MSW professionals scored highest. Although there were not any statistical significances found, the authors found that the importance of a social work education was validated.

Dickinson, N. S., & Perry, R. (1998). *Do MSW graduates stay in public child welfare? Factors influencing the burnout and retention rates of specially educated child welfare workers*. Paper presented at 38th Annual National Association for Child Welfare Research and Statistics, Chicago, IL.

Abstract: This paper describes one program's efforts to increase the employment of MSW graduates in public child welfare positions and reports the results of its study of burnout and employee retention among these master's-level child welfare workers.

Dickinson, N. S., & Perry, R. (1998). *Why do MSWs stay in public child welfare? Organizational and training implications of a retention study*. Paper presented at

11th National Conference of the National Staff Development and Training Association, New Orleans, LA.

Abstract: This study presents preliminary findings from a longitudinal study of CalSWEC's success in increasing the employment and retention rate of MSW graduates in public child welfare. This paper focuses on Title IV-E participants who have completed their contractual obligation to work in a public child welfare agency and compares the Title IV-E graduates who remain with those who left public child welfare employment. Efforts are made to identify those factors, which influence the retention of specially trained child welfare workers.

Dickinson, N. S., & Perry, R. E. (2002). Factors influencing the retention of specially educated public child welfare workers. *Evaluation Research in Child Welfare*, 15(3/4), 89-103.

Abstract: This study presents preliminary findings from a multi-year follow-up study of MSW graduates supported by Title IV-E funds through the California Social Work Education Center (CalSWEC) who had completed their payback requirements. The study compares those who have stayed in public child welfare and those who have left. After completion of their obligation, 78% remained employed in public child welfare. In analyzing the survey responses the authors combined those who had left with those who indicated that they intended to leave within 1 year. Those who stayed had higher salaries, higher levels of support from co-workers and supervisors, and lower levels of emotional exhaustion. This paper provides important findings regarding the factors that will keep Title IV-E MSW graduates in child welfare after the payback period has been fulfilled.

Drake, B., & Yadama, G. N. (1996). A structural equation model of burnout and job exit among child protective services workers. *Social Work Research*, 20(3), 179-187.

Abstract: This study examines the three elements of the MBI emotional exhaustion (EE), depersonalization (DP), and personal accomplishment (PA) in regards to child protective service workers. This study uses a structural equation model to examine these three constructs in relation to job exit among child protective service workers over a 15-month period. The model was supported, with EE relating to job exit and DP and PA relating to EE and DP. Findings reinforce some views about the central importance of EE but also show the relevance of all three MBI elements to job exit. The authors suggest that future studies would benefit from a larger sample and that responses might differ based on the education and training of staff, as the Missouri sample had a majority of bachelor's-prepared staff.

Ellett, A. (2002). *De-professionalization, workforce issues and re-professionalization of child welfare*. Athens, GA: University of Georgia.

Abstract: This paper provides a bulleted review of the literature pertaining to de-professionalization, workforce issues, and re-professionalization of child welfare.

Ellett, A., Ellett, C. D., Ellis, J., Westbrook, T., & Dews, D. (2004). A statewide qualitative study of 385 professionals: Toward a greater understanding of employee retention and turnover in child welfare. Manuscript submitted for publication.

Abstract: A statewide qualitative study describes personal and organizational factors contributing to employees' decisions to either remain or leave employment in child welfare. Of particular interest were identifying factors related to employee retention. Professional staff ($n=385$) in a state public CW agency representing all levels of the agency, and regions of the state, participated in 60 focus-group interviews comprising some 1,200 person hours of data collection. Core findings of the results are presented and discussed in view of information from other recent CW workforce studies. Recommendations and implications of the results for policy and practice are described.

Ellett, A. J. (2000). *Human Caring, self-efficacy beliefs, and professional organizational culture correlates of employee retention in child welfare*. Baton Rouge: Louisiana State University and Agricultural and Mechanical College.

Abstract: This study explores individual and organizational factors useful in explaining retention of professional staff in public child welfare agencies. The study examined linkages among a set of theoretically grounded personal/psychological and organizational variables and child welfare professionals' expressed intentions to remain employed in child welfare. The study used large-sample survey and quantitative data analysis methods to examine relationships among elements of professional organizational culture, human caring, self-efficacy, and professional level employees' intentions to remain employed in child welfare in two states (Arkansas and Louisiana). Measures of intent to remain (employed) in child welfare settings, human caring, self-efficacy beliefs, and professional organizational culture were developed to explore linkages among the study variables. Differences between groups of respondents' characteristics and the two sample states (e.g., degree level, years of employment) were also examined. Results of the study showed that intention to remain employed in child welfare is largely explained by staff members' positive perceptions of administrative support and self-efficacy motivation beliefs about work tasks. Large differences between the two states were evident in the age, length of employment, and in educational degrees. Implications of the findings for the pre-service preparation, recruitment, selection, retention and professional development of child welfare staff were provided, and were described.

Ellett, A. J., & Ellett, C. D. (2004). *Employee retention in child welfare: A statewide study with implications for higher education*. Paper presented at the Council on Social Work Education Annual Program Meeting, Anaheim, CA.

Abstract: This study describes the results of a statewide survey of all professional child welfare (CW) staff in the Georgia Division of Family and Children Services (DFCS) completed in the fall of 2002. Of particular interest was exploring linkages between a measure of CW staffs' intentions to remain employed in child welfare and measures of professional organizational culture, self-efficacy beliefs, work morale, job satisfaction,

and human caring. Completed surveys were received from 1,423 CW staff (62.3%) representing all levels and job assignments in Georgia DFCS. Each of the survey measures was subjected to a series of exploratory principal components analyses to empirically derive measurement constructs. Subsequently, factored scale reliabilities were computed for each measure and a series of bivariate and multivariate correlations were computed to examine the reliability and validity characteristics of the Intent to Remain Employed (IRE) measure. The results identify relationships between personal and organizational factors and staffs' intentions to remain employed in child welfare and document the importance of studies of employee retention in child welfare as a more viable alternative than past studies of employee burnout and turnover. Implications of the results for the preparation of CW professionals, theory building, future research, and practice are discussed.

Ellett, A. J., Ellett, C. D., & Rugutt, J. K. (2003). *A study of personal and organizational factors contributing to employee retention and turnover in child welfare in Georgia: Executive summary*. Athens: University of Georgia School of Social Work.

Abstract: Executive Summary of final report – see below.

Ellett, A. J., Ellett, C. D., & Rugutt, J. K. (2003). *A study of personal and organizational factors contributing to employee retention and turnover in child welfare in Georgia: Final Report*. Athens: University of Georgia School of Social Work.

Abstract: This document describes the results of a 2002–2003 statewide study of personal and organizational factors contributing to staff retention and turnover in child welfare (CW) in Georgia. The study used mixed methodologies (statewide survey and focus group interviews) to collect Case Managers, Supervisors, County Directors, Area Field Directors, State Office Staff to address the existing problem of high DFCS employee turnover (44%), and to develop a set of recommendations. The survey measures were developed and/or adapted/adopted to collect DFCS employees' perceptions of (a) intent to remain employed; (b) work morale; (c) professional organizational culture; (d) human caring; (e) self-efficacy and collective efficacy; (f) efficacy expectations; (g) job satisfaction; (h) factors contributing to leaving employment in CW; and (i) factors contributing to remaining employed in CW. Comprehensive analyses of the quantitative (survey) and the qualitative (focus group) data were completed to refine the study measures, to examine relationships among the study variables, and to make selected group comparisons of particular interest. Thirty-seven recommendations were made to reflect preparation, selection, mentoring, and retention of professional child welfare staff, and the further professionalization of child welfare in Georgia. Employees with professional commitment have the strongest intent to remain. This was especially true for case managers with 3 years or less experience. For those workers who participated in Title IV-E, there were statistically significant (higher) scores on intent to remain employed, work support, professional commitment, and clients/public opinion.

Ellett, A. J., & Millar, K. (1996). *A phoenix rising: Creating a national movement for the re-professionalization of child welfare*. Paper presented at the Child Welfare Partnership Conference, Memphis, TN.

Abstract: This paper describes the changing nature of professionalization in child welfare and offers suggestions for the pressing need to develop a national movement to re-professionalize child welfare. The urgency of this need is amplified by the changing context of the complex problems those working in child welfare must address. Ultimately, the service delivery quality of child welfare programs will reflect the value for and the level of education, training, and competence of the staff employed. The authors provide a summary of the research on the changing needs of families and children. The authors offer suggestions for the re-professionalization of child welfare: degree requirements; professional career paths; credentialing as a core function of social work schools; legislation for adequate funding; and legislation making child welfare workers exempt from legal prosecution.

Ellett, C. D. (1995). *Louisiana office of community services 1994–1995 statewide personnel needs study. Final report: Part 1. Executive summary*. Baton Rouge: Office of Research and Economic Development, Louisiana State University.

Abstract: This document briefly describes the results of a 1994–1995 statewide Professional Personnel Needs Study conducted through the Office of Research and Economic Development (ORED), Louisiana State University (LSU), Baton Rouge, for the Louisiana State Office of Community Services (OCS). This study was commissioned by OCS as an extension of an initial pilot study completed by LSU during the summer months of 1994. A maximum of 768 OCS employees returned survey packets, and 154 OCS employees were interviewed in focus groups or as individuals. The executive summary reviews major project activities and presents summary findings and recommendations.

Ewalt, P. L. (1991). Trends affecting recruitment and retention of social work staff in human service agencies. *Social Work, 36*, 214–217.

Abstract: This study focuses the working conditions and expectations of human service social workers. It discusses the trends that affect social workers and their expectations and trends affecting recruitment and retention. The latter are career orientation of women, midlife career change, and Asian and Pacific Islander newcomers to the workforce.

Folaron, G., & Hostetter, C. (n.d.). *Are schools of social work the best choice for educating social workers?* Unpublished manuscript, Indiana University School of Social Work.

Abstract: This article summarizes the findings related to the match between worker needs and programs of higher education. The authors conducted focus groups with 28 child welfare case managers and 4 child welfare supervisors; educational levels ranged from high school diploma to master's degree. They also analyzed the curriculum and degree requirements of 109 social science programs and surveyed the program directors—either

via a mailed survey or a telephone survey. The authors were alarmed by the lack of the social workers' preparation.

Fox, S. R., Miller, V. P., & Barbee, A. P. (2003). Finding and keeping child welfare workers: Effective use of training and professional development. In K. Briar-Lawson and J. L. Zlotnik (Eds.), *Charting the impacts of university-child welfare collaboration* (pp. 67–81). New York: Haworth Press.

Abstract: This article describes the Public Child Welfare Certification Program that the Commonwealth of Kentucky developed in order to address the recruitment and retention issue. An outcome evaluation included (1) a comparison of pre-test and post-test scores of 27 PCWCP students and a randomly selected cohort of 27 new employees; (2) interviews with open-ended questions and a rating scale that assessed job skills; and (3) supervisory ratings (PCWCP students only). PCWCP graduates scored significantly higher on the pre-test and post-test. Supervisory ratings of graduates' job skills were high; and supervisors' responses indicated that PCWCP graduates were better prepared than other new employees.

Fryer, Jr., G. E., & Miyoshi, T. J. (1989). The relationship of child protection worker attitudes to attrition from the field. *Child Abuse and Neglect*, 13, 345–350.

Abstract: This study, conducted by C. Henry Kempe National Center for the Prevention and Treatment of Child Abuse and Neglect, assesses the attitudes and attributes of workers who terminate their careers in child protection. A cohort of 300 child protection workers, from 33 states and the District of Columbia, completed a survey. A year after the survey, telephone follow-up was done to identify respondents to the survey who had left the child protection field. Attributes and attitudes were then linked directly to whether workers had terminated or continued child protective service. Just 8% (15 of 187) of the workers had left the field. There were few differences between workers that departed and those whose services were retained. Both were generally dissatisfied with their profession at the time of the survey.

Government Accountability Office. (1980). *Report to the Congress of the United States. Increased federal efforts needed to better identify, treat, and prevent child abuse and neglect*. HRD-80-66. Washington, DC: Author.

Abstract: This report discusses the GAO's observations of the problems state and localities have in identifying, treating, and preventing child abuse and neglect. The authors reviewed the progress and problems of selected states and localities using as criteria the National Center on Child Abuse and Neglect have recommended standards for child abuse and neglect programs. The authors gathered information from child maltreatment experts and professionals from professional organizations and community agencies in five states. The authors found that although states had made progress, they still encountered many problems in reporting, investigating, treating, and preventing child abuse and neglect. They also found that the Center had not provided adequate leadership and assistance to the States.

Government Accountability Office. (1997). *Child protective services: Complex challenges require new strategies*. GAO-03-357. Washington, DC: Author.

Abstract: The GAO examines barriers to effective child protective services and alternative solutions for local and state systems. Through a literature review, interviews with federal officials and other experts, site visits to California, Florida, Missouri, and New York, and a panel meeting with child maltreatment and CPS experts, the GAO attempted to identify the problems confronting CPS, the state and local level responses, and the possible opportunities for the federal government's assistance. The GAO found the CPS system to be in crisis. They identified problems to include growing caseloads, increasingly complex social problems underlying child maltreatment, and on-going systemic weaknesses in day-to-day operations—including difficulty in maintaining a skilled workforce; consistently following key policies and procedures designed to protect children; developing useful case data and recordkeeping systems; and establishing good working relationships with the courts. They found some states were testing new strategies, but relayed that states will also need more focused support and improved technical assistance from the federal government.

Government Accountability Office. (2003). *Child welfare: HHS could play a greater role in helping child welfare agencies recruit and retain staff*. GAO-03-357. Washington, DC: Author.

Abstract: The paper details the GAO study of recruitment and retention in child welfare. The study included a literature review, site visits to four states (including interviews with workers), analysis of 585 exit interviews completed by child welfare staff across the country who voluntarily severed their employment, and analysis of HHS's state child welfare agency reviews in 27 states. Child welfare agencies face a number of challenges in recruiting and retaining workers and supervisors. Low salaries, in particular, hinder agencies' ability to attract potential child welfare workers and to retain those already in the profession. Workers interviewed and analysis of the exit interviews and reviews cited high caseloads and related administrative burdens; a lack of supervisory support; and insufficient time to take training as some of the issues affecting both their ability to work effectively and their decision to stay in the child welfare profession. Large caseloads and worker turnover delay the timeliness of investigations and limit the frequency of worker visits with children, hampering agencies' attainment of some key federal safety and permanency outcomes. Child welfare agencies have implemented various workforce practices to improve recruitment and retention—including engaging in university-agency training partnerships and obtaining agency accreditation, a goal achieved in part by reducing caseload and enhancing supervision—but few of those initiatives have been rigorously evaluated.

Garrison, M. (2000). *BASSC Recruitment and retention project: Final report*. San Francisco: Bay Area Social Services Consortium.

Abstract: This report, prepared by the Bay Academy located in San Francisco State University School of Social Work, addresses the recruitment and retention issues affecting the human services workforce in the Bay Area region. It makes

recommendations on hiring practices and procedures, related to marketing, and application and interviewing practices. Retention data were gathered through focus groups and interviews examining (1) nature of the work, (2) size of caseloads, (3) salaries and benefits, (4) time management, (5) nature of staff recognition, and (6) supervisory issues. The report highlights the importance of creating a “culture of retention” (Hickman, 2000). The participants’ most notable retention problems were demanding work, high caseloads, low salaries, time drain, not feeling valued, and supervisory issues. Specifically Title IV-E students noted salary and benefits, good communication between workers, supervisors, and administrators were the most frequent responses.

Gibelman, M., & Schervish, P. H. (1996). Social work and public social services practice: A status report. *Families in Society, February*, 117–124.

Abstract: The authors review the current status of the social work labor force within the public sector by means of an analysis of the National Association of Social Workers member database for 1988 and 1991, with additional data drawn from a 1993 member survey. The total population for this study was 20,003 BSW, MSW, and doctoral degree social workers. Changes in the proportion and composition of the public social services labor force are documented, including education, experience, gender, and ethnicity. The decreasing professional social work labor force within public social services is discussed within the context of the realities of public social services practice and social work’s historic place within this sector. The authors encourage debate about the implications of these trends, focusing on whether social work should influence labor-force trends or be influenced by them.

Gilbert, M. L., Yellin, B. L., Griffin, W. L., Smith, S.C., Procaccino, K., & Kempf, J. (1989). *Stabilizing the workforce*. Published by the Community Agency Development, Retention, and Recruitment of Employees Project.

Abstract: This paper describes the results Community Agency Development, Retention, and Recruitment of Employees Project’s study of the problems associated with turnover of New Jersey’s mental health agencies’ staff. The authors collected data through 837 agency employee-completed questionnaires; in-depth interviews with executive directors and six staff members from each agency; and a data review of agency turnover, recruitment, and benefits. Detailed results and discussions are provided.

Gleeson, J. P., Smith, J. H., & Dubois, A. C. (1993). Developing child welfare practitioners: Avoiding the single-solution seduction. *Administration in Social Work, 17*(3), 21–37.

Abstract: This article defends the need for a coordinated, multi-faceted approach to developing caseworkers who can deliver high quality child welfare services. The authors describe the values of and the needs for completion of educational degrees, improvement of child welfare in-service training, and child welfare supervision.

Glisson, C. (1996). Judicial and service decisions for children entering state custody: The limited role of mental health. *Social Services Review, June*, 257–281.

Abstract: This article describes the mental health status of children in three non-mental health systems of care (child welfare, youth corrections, and education), the limited role that mental health plays in the judicial and service decisions that affect them, and the need for improved access to mental health services for children entering state custody. The cases of 600 children who entered state (TN) custody were assessed. Caregivers and teachers who had observed the child 6 months prior to custody completed the Child Behavior Checklist and the Teacher's Report Form respectively. Although a majority of children appear to need mental health services, only 14% of the sample were referred to services, and there was no relationship between a child's mental health status and the decision to refer. Age, gender, and previous number of times in custody were related to the reason for custody, the department given custody, and the type of residential placement.

Glisson, C., & Durick, M. (1988). Predictors of job satisfaction and organizational commitment in human service organizations. *Administrative Science Quarterly*, 33, 61–81.

Abstract: This study analyzes simultaneously the effects on both satisfaction and commitment of multiple predictors from the three categories of job characteristics, organization characteristics, and worker characteristics. A cohort of 319 human service workers (social services to children and families, medical social services, mental health services, correctional services, services to victims of crime; recreational services, services to physically handicapped, gerontological services, social services to adolescents, and crisis intervention services) in 22 human service organizations completed questionnaires. The study shows that job satisfaction and organizational commitment are each affected by a unique hierarchy of predictors. Results indicate that two job characteristics, skill variety and role ambiguity, are the best predictors of satisfaction, while two organization characteristics, leadership and the organization's age, are the best predictors of commitment. One worker characteristic, education, was found to be a significant predictor of commitment, while no worker characteristics predicted job satisfaction.

Glisson, C., & Hemmelgarn, A. (1997). The effects of organizational climate and inter-organizational coordination on the quality and outcomes of children's service systems. *Child Abuse and Neglect*, 22, 401–421.

Abstract: This study examines the effects of organizational characteristics, including organizational climate and inter-organizational coordination, on the quality and outcomes of children's service systems. A quasi-experimental, longitudinal design was used to access the effects of increasing inter-organizational services coordination in public children's service agencies. The research team collected both qualitative and quantitative data over a 3-year period describing the services provided to 250 children by 32 public children's service offices in 24 counties in Tennessee. Findings show that organizational climate (including low conflict, cooperation, role clarity, and personalization) is the primary predictor of positive service outcomes (the children's improved psychosocial functioning) and a significant predictor of service quality. In contrast, inter-organizational coordination had a negative effect on service quality and no effect on outcomes.

Glisson, C., & James, L. R. (n.d.) *Culture and climate in human service organizations*. Knoxville, TN: University of Tennessee.

Abstract: This two-level study of child welfare and juvenile justice case management teams illustrates construct, measurement, and composition issues that plague multilevel research on organizational culture and climate. A total of 285 case managers and 33 child welfare and juvenile justice case management teams completed instruments that included scales from the Organizational Culture Inventory (Cooke & Rousseau, 1988), the Organizational Commitment Scale (Porter, Steers, Mowday, & Boulian, 1974) Confirmatory factor analysis (CFA), within-group consistency analysis (r_{wg}), and hierarchical linear models (HLM) analysis provide evidence that climate and culture are (a) separate constructs that are (b) related in meaningful ways to each other and to organizational structure and work attitudes. In addition, findings contribute to an understanding of the cross-level relationships that link organizational climate and culture to work attitudes and psychological climate in human service organizations.

Gold, N. (1998). Using participatory research to help promote the physical and mental health of female social workers in child welfare. *Child Welfare, 77*, 701–724.

Abstract: This study explores female child welfare workers' perceptions of the positive and negative aspects of their work, its effects on their physical and mental health, and what they did in response to either cope or to protect their health. Forty female workers from child welfare agencies were interviewed in focus groups. The results showed that despite certain positive aspects of their work, these women overwhelmingly felt that their work had adversely affected both their physical and mental health, and that they used a variety of strategies (both problem focused and emotion focused) to cope.

Grinnell, Jr., R. M., & Kyte, N. S. (1977). The prestige and effectiveness of the public welfare worker. *Journal of Sociology and Social Welfare, 4*, 796–805.

Abstract: This study was conducted to determine how BSW and MSW social work students differentially assess the relative prestige and effectiveness of public welfare work in relation to the 15 other social work methods and to ascertain what methods they would ideally like to enter upon graduation from their programs. Researchers gathered data from 1,790 BSW and MSW students attending 13 accredited schools of social work in 10 different states. The study findings point dramatically to a wide discrepancy between the BSW and MSW students' view of the public welfare worker. Not only was the average prestige and effectiveness of welfare work rated significantly higher by the BSW students, but more than five times as many BSW as MSW students indicated a desire to enter welfare work.

Harrington, D., Bean, N., Pintello, D., & Mathews, D. (2001). Job satisfaction and burnout: Predictors of intentions to leave a job in a military setting. *Administration in Social Work, 25*(3), 1–16.

Abstract: This study examines predictors of potential for job turnover, including job satisfaction and burnout, for a national, stratified random sample of Air Force Family

Advocacy Program (FAP) workers. A cohort of 139 respondents (treatment managers, outreach managers, nurses, administrative assistants) completed a mail survey that included the Maslach Burnout Inventory (Maslach, Jackson, & Leiter, 1996) and the Job Satisfaction Scale (Koeske, Kirk, Koeske, & Rauktis, 1994). Respondents were more likely to intend to leave if they were emotionally exhausted, had lower levels of intrinsic job satisfaction, and were dissatisfied with their salary and promotion opportunities.

Harris, N. (1996). *Social work education and public human services partnerships: A technical assistance document*. Alexandria, VA: Council on Social Work Education (Report of a Ford Foundation-Funded Project).

Abstract: This document provides technical assistance for forming successful collaborations. The *Social Work Education and Public Human Services: Developing Partnerships Project* has been working closely with other national organizations, social work education programs and public human service agencies at the state and local level to enhance strategies to prepare a competent workforce to meet the needs of at-risk children and families.

Harris, N., Kirk, R.S., & Besharov, D. J. (1980). *State child welfare agency staff survey report*. Washington, DC: National Child Welfare Leadership Center.

Abstract: This paper provides descriptive statistics related to child welfare staff demographics, and organizational practices. A total of 39 agencies completed a mailed survey. The survey captured data related to agency staff, e.g. vacancies, turnover, educational levels, salaries, etc.; staff recruiting, training, and development; and maltreatment of children in out-of-home care, e.g. policies and procedures, numbers, protocols. Statistics are provided on the following: numbers of staff, vacancies, and turnovers; gender of staff; education and training incentives; salary levels; ethnicity; and recruitment, selection, and training of staff.

Harris, N., Middleton, S., Byrnes, E., Tollefson, D., Sahami, S., & Berry-Johnson, S. (2000). *DCFS turnover study 2000*. Salt Lake City, UT: Utah Graduate School of Social Work.

Abstract: In Utah, the Division of Child and Family Services has been experiencing high turnover. In an effort to determine the cause(s) of the turnover, DCFS requested the Utah Graduate School of Social Work to initiate a turnover study of current and former staff and to examine comparable salaries with other states. Using a similar survey and process to that used by CWLA (2000), findings indicate that the biggest concern expressed related to financial compensation. Other issues related to morale and quality of supervision. It is noted that former staff had limited longevity at the agency, indicating quick turnover for those who are not compatible with the work. The authors suggest that the agency can take actions to increase the extent to which staff felt valued and supported and that legislative action is needed to increase salaries.

Harrison, W. D. (1980). Role strain and burnout in child-protective service workers. *Social Service Review*, 54, 31–44.

Abstract: This study was designed to test the hypothesis that among CPS workers role conflict and ambiguity would be inversely related to job satisfaction. The researchers administered paper-and-pen questionnaires to 112 CPS workers (exact population unknown) in an urban center in Minnesota. Using the role conflict and ambiguity scales developed by Rizzo et al., 1970, and the Job descriptive Index (Smith, Kendall, & Hulin, 1969), researchers compared study subjects scores with available comparison groups and used correlation techniques to determine relationships between the role and satisfaction variables. Findings included: (1) social workers have high degrees of role conflict and ambiguity; and (2) role conflict, role ambiguity, and low degrees of satisfaction with promotional opportunities and with the work itself are indeed prevalent among the CPS social workers studied.

Hartman, A., & Vinokur-Kaplan, D. (1985). Women and men working in child welfare: Different voices. *Child Welfare, 64*, 307–314.

Abstract: This paper reviews and assesses the differences in the opinions and attitudes of men and women who work and teach in child welfare. Exactly 684 men and 1,315 women (state and local administrators, state and local directors of training, line supervisors and workers, and BSW and MSW faculty) completed surveys. The authors found considerable agreement in regards to opinions related to knowledge, skills, and education required for the job. The greatest difference was found on the psychological and social processes of grief and loss; females rated this high whereas men did not. Implications are discussed.

Helfgott, K. P. (1991). *Staffing the child welfare agency: Recruitment and retention*. Washington, DC: Child Welfare League of America.

Abstract: This document identifies the challenges facing today's child welfare agencies and their employees and offers a compilation of methods found successful in the recruitment and retention of staff members in public and voluntary child welfare agencies. Administrative instruments that agencies can use to identify and evaluate their own effectiveness in recruiting and retaining staff members are provided.

Hemmelgarn, A. L., Glisson, C., & Dukes, D. (2001). Emergency room culture and the emotional support component of family-centered care. *Children's Healthcare, 30*(2), 93–110.

Abstract: This exploratory study examines the role played by organizational culture in the emphasis that emergency room staff place on the emotional support component of Family-Centered Care. The study combines qualitative and quantitative research methods to study differences among four emergency room (ER) cultures. Both methods identify significant differences among ER cultures in the emphasis placed on providing emotional support to families. In addition, the differences in culture parallel differences in organizational climate that affect staff attitudes toward ER work. The findings provide evidence that ER culture is a key factor in determining emergency health care provider practices and attitudes related to Family-Centered Care.

Himle, D. P. , & Jayarante, S. (1990). Burnout and job satisfaction: Their relationship to perceived competence and work stress among undergraduates and graduate social workers. *Journal of Sociology and Social Welfare*, 17(4), 93–108.

Abstract: This study examines the relationship between two types of perceived competency (knowledge of subject matter and mastery of practice methods) and job satisfaction and burnout between two different groups of social workers (MSW and Bachelor level workers), as well as the relationship between competency and a variety of stressors. Two separate samples of social workers (852 MSWs and 122 baccalaureate degree workers) completed questionnaires. Findings included: (1) Undergraduate workers reported significantly higher levels of depersonalization and lower levels of knowledge mastery and practice mastery than MSWs; (2) practice competency was not associated with job satisfaction, rather it was associated with a decrease in job satisfaction and an increase in burnout; (3) practice mastery was a significant predictor of increased job satisfaction and decreased burnout in both groups; and (4) potential work stressors such as role ambiguity, role conflict, financial rewards, and promotional fairness were strongly related to burnout and job dissatisfaction.

Hornby, H. (n.d.) *Child welfare manpower resources: A national perspective*. Portland, ME: National Child Welfare Resource Center.

Abstract: This report provides tables from a multi-state comparison of degree requirements, type of education, and salaries for child welfare personnel, with a further comparison of other professional salaries.

Jackson, S. E., Schwab, R. L., & Schuler, R. S. (1986). Toward an understanding of the burnout phenomenon. *Journal of Applied Psychology*, 71, 630–640.

Abstract: This article reports the results of a study designed to test several hypotheses about the burnout phenomenon. Burnout was hypothesized to be associated with both unmet employee expectations and job conditions. A total of 277 elementary and secondary school teachers completed two questionnaires mailed to their homes. One year elapsed between completions of the two questionnaires. Regression analyses of time-lagged data support many of the hypothesized correlates of employee burnout. The authors' major findings were: (1) unmet expectations about the job appear not to be associated with burnout; (2) emotional exhaustion was most strongly associated with role conflict; (3) feelings of personal accomplishment are highest for teachers in supportive environments, particularly support from the principal; (4) lack of support from one's principal was associated with depersonalization; and (5) burnout scores did not predict job search behaviors or subsequent turnover intentions.

Jayarantne, S., & Chess, W. A. (1984). Factors associated with job satisfaction and turnover among child welfare workers. In J. Laird & A. Hartmann (Eds.), *A Handbook of Child Welfare: Context, Knowledge, and Practice* (pp. 760–766). New York: Free Press.

Abstract: This report of a survey of NASW members (17% BSW and 83%MSW) who self-identified as working in a child welfare setting examines sources of job satisfaction and their impact on intent to remain employed in their current position. The authors posited that it would be useful to look at the dimensions of job satisfaction rather than burnout related to intent to leave. While comfort, challenge, and financial rewards significantly impacted job satisfaction, only financial rewards were seen to significantly impact intent to leave. Overall 92.8% of the respondents indicated they were successful or very successful in their job, 82.8% indicated satisfaction with their job but 23.2% indicated they were very likely, and 23.2% indicated they were somewhat likely to look for a job in the next year.

Jayaratne, S., & Chess, W. A. (1983). Job satisfaction and turnover among social work administrators: A national survey. *Administration in Social Work*, 7(2), 11–22.

Abstract: This study examines the relationships between job facets (challenge, comfort, financial rewards, promotions, role ambiguity, role conflict, and workload) and job satisfaction or intent to leave among social work administrators. Exactly 164 social work administrators, randomly drawn from the NASW membership, completed a mailed 20-page questionnaire. The results of the authors' analysis indicate that job challenge is the only significant predictor of job satisfaction. The data suggest that job satisfaction seems to be determined primarily by the challenge of the job, and intention to turnover is determined more by promotional opportunities and financial rewards.

Jayaratne, S., & Chess, W. A. (1984). Job satisfaction, burnout, and turnover: A national study. *Social Work*, 31, 448–453.

Abstract: This study compares family service workers, community mental health workers, and child welfare workers' perceptions regarding job satisfaction and burnout. The authors analyzed data collected from an NASW membership survey. The authors restricted analysis to MSW-level social workers who worked in community mental health (144), child welfare (60), or family services (84). The authors looked at the relationship between stress variables (role ambiguity, role conflict, and workload) and/or organizational climate (physical comfort, challenge, financial rewards, and promotional opportunities) with a global index of job satisfaction, measures of emotional exhaustion and depersonalization (burnout), and intent to change jobs. The authors concluded that child welfare workers reported higher levels of stress; reported significantly poorer scores related to role conflict, value conflict, and challenge; perceived their caseloads to be unmanageable although their caseloads were the smallest of the three groups.

Jones, L. (2002). A follow-up of a Title IV-E program's graduates' retention rates in a public child welfare agency. *Evaluation Research in Child Welfare*, 15(3/4), 39–51.

Abstract: This study examines retention rates of a Title IV-E program's graduates in a public child welfare agency. Method: the sample consisted of all workers (N=266) hired between June 1994 and June 1997. Subjects were followed until December 31, 1999 in order to ascertain employment status. Data for study were abstracted from agency

personnel files. Findings: Title IV-E trained social workers had longer periods of tenure than non-Title IV-E-trained employees ($p < .057$). Other predictors that were significant or approaching significance include Spanish speaking ($p < .007$), having an MSW ($p < .0245$), being rehired by the agency ($p < .052$), and being promoted to social services from Income Management ($p < .061$). Conclusions: the retention finding is encouraging because it may mean child welfare agencies may improve their human capital through programs like IV-E. Recruiting Spanish-speaking social workers or upgrading existing workers' language skills may increase retention in child welfare. Promoting from within coupled with upgrading skills through training programs like IV-E may also be a solution to the staffing crisis.

Karger, H. D. (1983). Reclassification: Is there a future in public welfare for the trained social worker? *Social Work, 31*, 427–432.

Abstract: By focusing on the Michigan plan of reclassification as a case study, this article examines the significance of reclassification in public welfare. The National Association of Social Worker's (NASW) current strategy in addressing reclassification is evaluated and several alternative strategies and policies for the organization are considered. The author proposes that NASW form an alliance with public sector unions and explore collective bargaining through the use of subcontracts with currently existing labor unions.

Karger, H. J. (1981). Burnout as alienation. *Social Service Review, June*, 270–283.

Abstract: This article examines the literature and the assumptions made about burnout having its genesis in work-related stress, and the parallel of this problem to industrial alienation. The authors maintain that the literature does not qualify burnout as a theory, and that it is more a description of symptoms. The author suggests that alienation is endemic to public welfare and that burnout should be redefined as alienation.

Kleinpeter, C, Pasztor, E. M., & Telles-Rogers, T. (2003). The impact of training on worker performance and retention: Perceptions of child welfare supervisors. *Professional Development: The International Journal of Continuing Social Work Education, 6*(3), 39–49.

Abstract: With the identified gap in California that an additional 19,984 social workers needed to meet optimal standards (DeCrescenzo & Pasztor, 2000), a study was undertaken to identify public child welfare supervisor's perceptions of training outcomes as they related to worker performance and retention. This descriptive, exploratory quantitative study used a cross-sectional design to survey supervisors in a large urban department of children and family services, Los Angeles County. A survey of supervisors was distributed through inter-office mail and received a 33.6% rate of response. The respondents indicated that stress management and conflict management were the training topics most likely to impact worker retention. Respondents also indicated that realistic caseload, quality supervision, competitive salary promotion and workers' safety were more important than training and 52.3% of supervisors said that training impacts retention, although 70.5% said it impacts job performance. Open-ended responses indicated the need for support and recognition.

Koeske, G. F., & Koeske, R. D. (1989). Work load and burnout: Can social support and perceived accomplishment help? *Social Work, 34*, 243–248.

Abstract: This paper examines the interaction of workload with social support and personal accomplishment. Pittsburgh-area social workers completed a mailed survey. The data showed that low support, specifically co-worker support is associated with worker burnout.

Kreisher, K. (2002, July). Burned out. *Children's Voice*. Washington, DC: Child Welfare League of America.

Abstract: This article discusses burnout among child protective service (CPS) and child and youth care workers. The author, through a review of the literature, describes some of the reasons workers become burned out: low pay, long hours, deeply troubled youth and families, high caseloads, inadequate training and supervision, overwhelming paperwork demands, concerns about personal safety.

Lambert, S. J., & Haley-Lock, A. (2004). The organizational stratification of opportunities for work-life balance: Addressing issues of equality and social justice in the workplace. *Community, Work and Family, 7*(2), 27.

Abstract: This paper details an organizational stratification approach useful for revealing inequalities in the distribution of work-life “opportunities” within and across jobs and workplaces. The authors discuss the implications of historically narrow conceptualizations of workplace opportunity—typically focused on promotion only—and suggest a more expansive approach to theorizing, and in turn operationalizing, workplace opportunities essential to worker and family well-being. The authors illustrate how researchers might employ an organizational stratification approach by describing an ongoing research project in which the authors differentiate opportunities “on paper” from opportunities “in practice” and examine variations in how U.S. employers distribute work-life opportunities among lower-skilled jobs. They demonstrate how an organizational stratification perspective can be useful for developing knowledge on the nature of inequality in the distribution of opportunities for work-life balance, and thus, for suggesting new avenues that enhance social justice in the workplace.

Landsman, M. J. (2001). Commitment in public child welfare. *Social Service Review, 75*, 386–419.

Abstract: This study applies theoretical concepts derived from occupational sociology to develop and estimate a causal mode of organizational and occupational commitment among public child welfare employees. It relies on structural equation modeling of data from a cross-sectional survey of 990 child welfare employees within the Missouri Department of Social Services. The results show that job satisfaction and organizational and occupational attachment are distinct, but related, constructs that are influenced by structural features of the workplace, job stressors, and professional identification.

Lewandowski, C. A. (1998). Retention outcomes of a public child welfare long-term training program. *Professional Development, 1*(2), 38–46.

Abstract: The study evaluates the employment and retention outcomes of Kansas' Title IV-E Child Welfare Traineeship Program, in operation from 1990 to 1996. The termination of the program coincided with privatization of child welfare services and declassification. The employment rate for graduates was 95%. To understand patterns of retention, retention rates by trainees' level of education and by their employment status were examined. The study found BSW employees were more likely to remain employed and more likely to express interest in long-term employment. The finding that trainees who were already agency employees were more likely to fulfill their obligation was statistically significant and the percent of minority trainees were more likely to be retained than the general who remained exceeded the state's percent of minority employees.

Lewandowski, C. A. (2003). Organizational factors contributing to worker frustration: The precursor to burnout. *Journal of Sociology and Social Welfare, 30*(4), 175–185.

Abstract: This study examines the organizational factors that contribute to workers' frustration with their work situation. The sample included 141 service professionals who, in 2001, attended workshops, aimed to increase awareness regarding the organizational factors that could contribute to burnout. Findings indicate that factors most directly affecting clients were predictive of frustration, rather than factors that may indirectly support service quality or factors impacting workers' professional autonomy. A sense of powerlessness and isolation was also predictive of frustration, suggesting that participants viewed workplace problems as a private versus an organizational concern. To address workplace concerns, workers can empower themselves for social action by engaging in a dialogue to examine the relationship between work and individual well-being.

Lieberman, A. A., Hornby, H., & Russell, M. (1988). Analyzing the educational backgrounds and work experiences of child welfare personnel: A national study. *Social Work, 31*, 485–489.

Abstract: This article examines the educational backgrounds of child welfare personnel currently in the field and compares it with data collected a decade ago to discern any changes in educational preparation. Second, this study assesses the relationship of educational background to perceived preparedness for child welfare work. Data were collected from 5,360 professionals in 16 states through a pre-coded survey instrument. The dependent variable was perceived preparedness; the independent variable was the respondent's educational background; and a control variable was the respondent's years of experience. MSWs reported being better prepared than other respondents. BSWs perceived their educations as better preparation than those with other baccalaureate degrees.

Light, P. C. (2003). *The health of the human services workforce*. New York: Center for Public Service, the Brookings Institution, Wagner School of Public Service, New

York University.

Abstract: This report describes the findings of the Brooking Institutions survey on the human services workforce. It is described as a first-of-its-kind national random-sample survey. A total of 1,213 childcare, child welfare, youth services, juvenile justice, and employment and training workers completed a 25-minute interview and then 100 of these respondents also completed a more in-depth interview. The authors suggest that there is serious concern about the human service workforce. These concerns include burnout; low salaries; slow hiring processes; limited recognition; unqualified or minimally qualified staff; notable intention to leave by qualified staff; lack of organizational action in relation to poor performance; minimal organizational support; limited training; and concerns for safety.

Lindsay, P. (1988). *National study of public child welfare salaries*. Portland: University of Southern Maine.

Abstract: This book analyzes the salaries in all 50 states and the District of Columbia of direct service child welfare workers, those people involved directly in protective services, foster care, and/or adoption, but not in supervisory positions. The book is designed to answer the following questions: Are child welfare worker salaries in the public sector too low? If yes, what evidence is available to support raising these salaries? and, What have states already done to raise salaries?

Litzelfelner, P., Collins-Camargo, C., & Jones, B. (2001). Models for involving citizens in the child welfare system in Kentucky: An overview. *Kentucky Children's Rights' Journal*, 10(1), 1–9.

Abstract: This article provides an overview of citizen involvement into the child protection system. Three models of citizen participation are presented and discussed; Citizen Review Panels (CRPs), Foster Care Review Boards (FCRBs), and Court Appointed Special Advocates (CASAs). A historical perspective, current national and state information and empirical research are presented for each model. The authors suggest that, because the current child protection system has been unable to achieve the goals of safety and permanency for children on its own, more citizen participation into the system is needed. Empirical evidence is presented which indicates that the inclusion of input from citizens may help improve outcomes for children involved with the courts and state child welfare systems due to abuse or neglect.

Loewenburg, F. M. (1979). The causes of turnover among social workers. *Journal of Sociology and Social Welfare*, 6, 622–642.

Abstract: This review summarizes what is known about the causes of turnover. The author categorized variables as demographic (indicators to which turnover is related), determinant (analytical variables which are believed to produce variation in turnover), and intervening (variables that intervene between determinants and turnover). Strong support was found for five demographic variables: length of service, age, level of responsibility, marital status, and children and family obligations. Support was found for

two determinants: working conditions and pay/promotion. A fairly strong relationship between turnover and two intervening variables—satisfaction and opportunity—emerged.

Martin, L. M., Peters, C. L., & Glisson, C. (1989). Factors affecting case management recommendations for children entering state custody. *Social Service Review, Dec*, 525–531.

Abstract: This article examines the factors that affect the residential placement and service recommendations made by case managers for children who enter state custody. One hundred case managers in five case management units were trained to conduct and interpret psychosocial assessments for each child at intake. The case managers' use of the completed assessments in recommending residential placements and mental health services were examined for 633 children. The results indicate that case managers' placement and service recommendations were guided less by the assessments of each child's psychosocial functioning than by labels given to the children before entering custody (e.g., substance abuser) and their particular "pathways" into custody (e.g., the reason for custody).

Martin, P. Y., & Glisson, C. (1989). Perceived structure: Welfare organizations in three societal cultures. *Organizational Studies, 10*, 353–380.

Abstract: This paper replicates Glisson and Martin's (1980) study of social welfare organizations (SWOs) in St. Louis, Missouri (USA), with data from two samples of Pacific Island cultures, Guam and Oahu, Hawaii. The authors test the culture-free versus culture-specific arguments about the effects of societal culture on internal structure (the structural dimensions are formalization and centralization). A total of 350 SWOs from St. Louis, 150 workers from Guam, and 200 from Oahu completed Likert-format instruments. Multivariate regression results show that culture/locale significantly predicts formalization (Guam SWOs are the most formalized) and both culture/locale and size predict centralization. Significant interaction effects were discovered, prompting rejection of the culture-free argument: larger size leads to more formalization in Oahu and St. Louis but to less in Guam; higher average worker tenure leads to more centralization in St. Louis but to less in Oahu. Alternative interpretations and implications of the results are considered.

Maslach, C. (1978, Spring). Job burnout: How people cope. *Public Welfare, 56–58*.

Abstract: The article summarizes the author's and her colleagues' findings from research they have conducted for the past few years on job burnout. The condition of and the contributing (individual and situational) factors to burnout are described. The author also discusses individual and situational coping mechanisms in responding to burnout.

Mena, K. C. (2000). *Impact of the supervisory relationship on worker job satisfaction and burnout*. Houston, Texas: Graduate School of Social Work of the University of Houston.

Abstract: This study explores the relation between the quality of the supervisory relationship, with worker job satisfaction and burnout. The sample consisted of 80 dyads

comprised of 51 supervisors and 80 workers from 36 program sites across the state of Indiana who work in a Healthy Families America home visiting program. The quality of the supervisory relationship was measured from both the workers' and supervisor's perspective with the Supervisory Working Alliance Index. The measurement of burnout and job satisfaction was accomplished with the Malasch Burnout Inventory and Minnesota Satisfaction Questionnaire respectively, which the worker completed. The author found support for the general contention that a close, quality supervisory relationship is related to high job satisfaction and low burnout. Further, negative relationships were found between the workers' job satisfaction and level of burnout. Generally, high levels of job satisfaction were accompanied by low levels of burnout.

Midgley, J., Ellett, C., Noble, D., Bennett, N., & Livermore, M. (1984). *Preliminary study of professional personnel needs*. Baton Rouge: Louisiana State University.

Abstract: This report describes a study of factors related to employee retention and turnover in Louisiana's public child welfare agency. Using both quantitative and qualitative methods, the researchers conducted semi-structured interviews with 58 professional staff either individually or in small focus groups and mailed surveys to 120 staff members. The sample included direct services staff and administrative/managerial staff. The researchers cited the following issues/concerns that should receive priority: impediments in everyday practice that interfere with accomplishing the primary mission (e.g. paperwork, inadequate legal support/services, etc.); the agency's bureaucratic structure; problems with the professionalism of child welfare; communication difficulties between organizational levels; lack of public understanding/support; low work morale; and quality of human/interpersonal relationship among staff.

Mor Barak, M. E., Nissly, J. A., & Levin, A. (2001). Antecedents to retention and turnover among child welfare, social work, and other human service employees: What can we learn from past research? A review and meta-analysis. *Social Service Review*, December, 625–661.

Abstract: This study involves a meta-analysis of 25 articles concerning the relationship between demographic variables, personal perceptions, and organizational conditions and either turnover or intention to leave. It finds that burnout, job dissatisfaction, availability of employment alternatives, low organizational and professional commitment, stress, and lack of social support are the strongest predictors of turnover or intention to leave. Since major predictors of leaving are not personal or related to the balance between work and family but are organizational or job-based, there might be a great deal that both managers and policy makers can do to prevent turnover.

Mueller, C. W., & Orimoto, L. (1995). Factors related to the recruitment, training, and retention of family child care providers. *Child Welfare*, 74, 1205–1221.

Abstract: This study describes a mixed-method evaluation of two rural programs designed to recruit, train, and retain family child care providers. Using qualitative and quantitative techniques, the study examines (1) programmatic impact and (2) individual and societal factors that may successfully influence recruitment and retention. A strategic

data collection design was used and collected from 125 trainees. The researchers used pre-training and post-training measures in seven categories of knowledge; completed telephone or in-person interviews with a random selection of participants within 2 months of program completion; and conducted in-person interviews with a smaller stratified sample of trainees 12 to 18 months after program completion. The researchers found significant knowledge gains in schedules and routines; group guidance and child management; bookkeeping and taxes; and child development. The program was less successful in finding graduates employment and retaining providers over the first 18 months. Individual provider factors did not reliably relate to program success. Environmental factors, although more influential, affected individuals differently.

NASW (North Carolina Chapter). (1993). *Social work students and public child welfare employment: A report of the level of interest in child protective services, foster care and adoptions among current North Carolina students of social work*. Raleigh, NC: Author.

Abstract: This study examines the extent of interest among social work students choosing to work in public child welfare. Exactly 413 undergraduate and graduate social work students completed a survey. Descriptive statistics showed that slightly over 50% of both graduate and undergraduate students were interested in public child welfare work. Over one half of graduate students and three quarters of undergraduates responded they would work in public child welfare in return for loan forgiveness. However, open-ended responses showed that the reasons some students would not work in public child welfare included: too difficult, risks too great, afraid of burnout.

National Child Welfare Resource Center for Family-Centered Practice. (2004). *Best practice, next practice: Family-centered child welfare: Mental health in child welfare*. Washington, DC: Learning Systems Group.

Abstract: This newsletter issue highlights issues related to the mental health of frontline child welfare workers, supervisors, and the system. The authors discuss worker roles and responsibilities, secondary traumatic stress, and systemic limitations.

National Child Welfare Training Center. (1982). *A dialogue on the challenge for education and training: Child welfare issues in the 80's*. Ann Arbor, Michigan: University of Michigan School of Social Work, Child Welfare Training Center Program.

Abstract: This publication contains several articles related to education and training and child welfare. Articles include: 1. Ann Hartman—An ecological perspective on child welfare education and practice in the 80s; 2. Kermit T. Wiltse—Education and training for child welfare practice: The search for a better fit; 3. Robert Little—The public welfare connection; 4. Elizabeth S. Cole—Implications of the Adoption Assistance and Child Welfare Act of 1980; 5. James W. Leigh, Jr.—Direction for the future: The ethic competent social worker; 6. Theodore J. Stein—Child welfare: New directions in the field and their implications for education; 7. Marvin E. Bryce—Preplacement prevention and family reunification: Direction for the 80s; 8. Carel B. Germain—Child welfare in

the 80s: Will graduate level curriculum prepare the MSW?

NC Division of Social Services and the Family and Children's Resource Program. (2004). *Children's services practice notes for North Carolina's child welfare workers*. Retrieved May 26, 2004, from http://sswnt7.sowo.unc.edu/fcrp/cspn/vol4_no3/cspnv4.3.pdf

Abstract: This quarterly newsletter describes social worker retention and turnover in North Carolina within the context of recent research conducted in other states and on a national level. Ideas for retaining child welfare workers are presented. Issues related to the retention and recruitment of foster and adoptive families are also discussed.

Nissly, J. A., Mor Barak, M. E., & Levin, A. (2005). Stress, support, and workers' intentions to leave their jobs in public child welfare. *Administration in Social Work, 29*(1), 79–100.

Abstract: This study examines the relationships among stress, social support, and intention to leave in 418 public child welfare workers in a large urban city. Workers in the study had less tenure, were younger and were more ethnically diverse than the agency workers as a whole. Workers with higher levels of stress were more likely to think about leaving, while those receiving greater social support were less likely. Social support did not buffer the effects of organizational stress, but had some effect in buffering the effects of work–family conflict. Implications for agency administration and future research are discussed.

Nugent, W. R., & Glisson, C. (1999). Reactivity and responsiveness in children's service systems. *Journal of Social Service Research, 25*(3), 41–60.

This study examines the extent to which Tennessee's children's service system is responsive versus reactive to the mental health problems of the children in its care. A responsive system is one in which services are provided to meet each child's unique mental health needs. A reactive system is one in which service providers take actions to avoid providing needed mental health services. The researchers acquired a systematic sample of 718 children and adolescents who were placed in the custody of the state Department of Human Services and the Department of Youth Development, and tracked the services and placement of these youth for a period of 1 year. The results describe a service system that is more reactive than responsive to children's mental health problems.

Olson, L., & Holmes, W. M. (1982). Educating child welfare workers: The effects of professional training on service delivery. *Journal of Education for Social Work, 18*(1), 94–102.

Abstract: This paper examines the relationship between educational backgrounds of caseworkers and their ability to deliver public social services to children and their families. Data for this study were drawn from the 1977 National Study of Social Services to Children and Their Families in which 319 public social service agencies in 38 states were surveyed. The results showed significant differences in the educational backgrounds

of workers and the kinds of services received by children and their families. This study demonstrated that non-professional staff did not perform as effectively as professional staff in several areas of service delivery. BSWs functioned more competently than any other group in the “social broker” role. MSWs were the most highly skilled in providing substitute services and were more prepared to work with highly stressed families.

Olson, B. L., & Sutton, L. J. (2003). *An evaluation of the University of Minnesota Duluth's Title IV-E program: Securing and retaining workers in the field of child welfare. Plan B Paper*. Duluth, MN: Authors.

Abstract: This study examines the retention of MSW Title IV-E graduates from the University of Minnesota Duluth between 1998 and 2002. Findings indicate that 96% of respondents entered child welfare employment after graduation, and two thirds of the respondents indicated intent to stay in child welfare for an average of 11.54 years. Prior experience did not significantly impact intent to remain nor did attainment of a BSW degree. In regard to intent to remain in child welfare the most frequent reason was related to working with children and families. In regard to negative aspects, the most frequent response related to bureaucracy and political factors and then stress.

Pecora, P. J., & Austin, M. J. (1983). Declassification of social service jobs: Issues and strategies. *Social Work*, 28, 421–425.

Abstract: This article describes factors contributing to the declassification of social work positions and offers a set of strategies for future action. The factors include staff shortages; a loss of social work identity due to departmental reorganization and fiscal constraints; paraprofessional career aspirations; competition from related disciplines and the lack of social work licensing; misinterpretation or abuse of legislation for equal employment opportunity; the anti-professionalism of top management and politicized administrative decision making; and the lack of expertise and resources in personnel departments for conducting adequate job analyses. Proposed strategies include communicating with significant actors, lobbying, arousing public awareness, disseminating information of innovative social work interventions, promoting continuing education, and validating social service positions.

Pecora, P. J., Briar, K. H., & Zlotnik, J. L. (1989). *Addressing the program and personnel crisis in child welfare: A social work response*. Silver Spring, MD: National Association of Social Workers.

Abstract: This report provides a summary of problems affecting the child welfare workforce. It identifies barriers to recruitment and retention of well-qualified staff. In reviewing some of the research to date, the authors identified the following as barriers in recruiting and retention: low minimal qualification for child welfare positions; higher worker caseloads; poor working conditions; low worker salaries; lack of promotional opportunities; decreased opportunities for professional education and training; poor or controversial public image; and liability issues for child welfare staff. The report concludes by describing efforts that have already been taken or should be taken to reduce the problem, e.g., forming school of social work and public child welfare partnerships;

developing minimum standards for child welfare practice; increasing research in all areas of child welfare; developing workload standards; implementing strategies to overcome each barrier.

Pecora, P., Whittaker, J., Maluccio, A., & Barth, R. (2000). Organizational requisites for child welfare services. In P. J. Pecora, J. K. Whittaker, A. N. Maluccio, R. P. Barth, & R. D. Plotnick (Eds.), *The child welfare challenge* (2nd ed., pp. 437–457). New York: Aldine De Gruyter.

Abstract: This book chapter outlines child welfare workforce issues that have been addressed in the literature and provides strategies for combating them. Issues are delineated related to (1) recruitment, selection, and training; (2) challenges to professionalism; (3) performance criteria and appraisal methods; (4) evaluation of services; (5) quality supervision; (6) organizational and worker liability.

Perry, R. (2000). *Measuring the impact of professionalization on social workers' practice interests and career choices*. Tallahassee: School of Social Work, Florida State University.

Abstract: This study examines the impact that graduate education has on MSWs' desire to work in practice fields—administration, casework, client advocacy, community organizing, counseling, family/marital therapy, group work, program/policy design. Protective services, and psychotherapy. Data were collected bi-annually between 1992 and 1998 from 5,793 MSW students entering and exiting their graduate program. Findings suggest that MSW students' interests and career goals are more diverse than initially thought.

Perry, R., & White, K. (n.d.). *A comparison of performance and longevity of child welfare staff in Florida across academic background and training*. Tallahassee: School of Social Work, Florida State University.

Abstract: This study examines the extent to which Florida's child welfare workers' educational background affects their performance and longevity in public child welfare. The researchers examined 756 standardized performance evaluations of workers and supervisors. The researchers found no differences in worker performance except those associated with training and development issues. Findings suggest that educational background and training are a poor predictive variable of performance and retention.

Quinn, A., Rycraft, J. R., & Schoech, D. (2002). Building a model to predict caseworker and supervisor turnover using a neural network and logistic regression. *Journal of Technology in Human Services*, 19(4), 65–85.

Abstract: This article helps the practitioner evaluate two different quantitative methods, a logistic regression and a neural network. Both were used on the same data set to develop a model for predicting employee turnover in a regional child protective services agency. The different steps of building and enhancing the model were discussed. Ultimately, the neural network was able to predict turnover more accurately than a logistic regression by only 1%. The article provides advice to practitioners on comparing, evaluating, and

interpreting logistic and neural network tools.

Rai, G. S. (1994). Complexity and coordination in child welfare agencies. *Administration in Social Work, 18*(1), 87–105.

Abstract: This study examines the relationship between organizational complexity and intra-organizational coordination. The author analyzed data from both public child welfare staff interviews and 536 staff-completed questionnaires. The author found that organizational structural complexity is strongly related to poor coordination levels in the organizations.

Reagh, R. (1994). Public child welfare professionals: Those who stay. *Journal of Sociology and Social Welfare, 21*(3), 69–78.

Abstract: This study examines the phenomenon of staying in the child welfare field through the eyes of the professionals who have done so for at least 5 years. The study investigated the life histories and work experiences of 18 selected child welfare workers in a Midwestern state through data gathered from in-depth written and oral life histories, interviews, and administration of the Maslach Burnout Inventory. Findings identify their commitment to serving children and families at risk (personal accomplishment) and support received from colleagues that balances problems with the bureaucracy and problems of burn-out. Maturity was a factor in gaining perspective of how to survive in the system and continue to contribute to meeting the needs of the clients.

Rittner, B., & Wodarski, J. S. (1999). Differential uses for BSW and MSW educated social workers in child welfare services. *Children and Youth Services, 21*(3), 217–238.

Abstract: This article provides rationale for specific and different roles and jobs for BSWs and MSWs. In reviewing the service continuum in child welfare and the curricula for social workers, the authors propose that differential levels of education need to be reflected in hiring criteria.

Rosenthal, J. A., McDowell, E., & White, T. L. (1998). *Retention of child welfare workers in Oklahoma*. Norman: University of Oklahoma School of Social Work.

Abstract: Using the data analytic technique of survival analysis, this review of personnel records of the population of child welfare workers who began work in child welfare in the Oklahoma Department of Human Services (DHS) during the time frame July 1, 1989, to June 30, 1996, assesses factors associated with retention for. Key factors assessed include: age, gender, ethnicity, education, prior service at DHS, prior work in child welfare, job classification, field operations area, county size, and participation in the Title IV-E child welfare educational program. The overall turnover rate was about 20%. Statistically significant predictors of retention included older workers hired but who were less than age 50, time at DHS prior to child welfare employment, having a master's degree in human services other than an MSW, and employment in a specific field operation area. Of the 867 worker records reviewed only 3.5% were graduates of the

Oklahoma Title IV-E program. Results are presented in both statistical and graphical formats. The current study which focuses on “hard data” predictors of retention complements the “Job Strain and Turnover” study by the DHS Office of Finance, Research, Evaluation and Statistics (Keesee and Williams, 1996).

Rosenthal, J., A., & Waters, E. (2004). *Retention and performance in public child welfare in Oklahoma: Focus on the child welfare professional enhancement program graduates*. Paper presented at Weaving Resources for Better Child Welfare Outcomes Conference, Sante Fe, NM.

Abstract: This paper examines the retention and job performance for 839 child welfare workers who began child welfare work at the Oklahoma Department of Human Services between November 1, 1999 and August 15, 2003. Particular attention is directed to workers who obtained bachelor’s and master’s degrees in social work through participation in the Child Welfare Professional Enhancement Program (CWPEP), 13% of the records reviewed. Statistical analysis using survival analysis revealed that the risk of terminating child welfare employment from CWPEP workers was 43% less than that of workers who did not participate. Further during the actual mandated work period during which the CWPEP stipend is “worked off” this risk was 52% lower. Presuming constant risk across time of employment, the projected length of employment for CWPEP workers is 1.75 times that of other workers.

Rycraft, J. R. (1994). The party isn’t over: The agency role in the retention of public child welfare caseworkers. *Social Work, 39*, 75–80.

Abstract: This article reports the findings of an exploratory study to identify factors that may influence some caseworkers to continue employment in public child welfare when so many others are leaving. The workers were employed for a mean of 11 years of service and included 61% caseworkers with social work degrees. From comprehensive focused interviews with 23 caseworkers, the following four factors of retention emerged: mission, goodness of fit, supervision, and investment. The importance of the relationship with the agency and the four factors in the retention of public child welfare caseworkers is discussed.

Samantrai, K. (1992). Factors in the decision to leave: Retaining social workers with MSWs in public child welfare. *Social Work, 37*, 454–458.

Abstract: Why do MSWs stay in public child welfare and why do they leave? This article reports the findings of a small pilot study that addressed this question with two groups of MSWs in one Northern California County: those who had worked as public child welfare workers for at least 1 year and were continuing, and those who left. Factors influencing decisions to stay included preference for child welfare, salary and benefits, job security, and other advantages. For those who left, relationship with their immediate supervisor and no hope for change when feeling burned out led to their exit.

Samantrai, K. (1990). MSWs in public child welfare: Why do they stay, and why do they leave? *NASW California NEWS*, September–December.

Abstract: This study explores the factors that influenced the decision of social workers with master of social work degrees (MSWs) to leave public child welfare. The researcher conducted semi-structured interviews with two groups of MSWs: those who had left (20) and those who chose to stay (7). Two factors were found to distinguish the two groups: organizational flexibility and relationship with the supervisor.

Sanchirico, A. (1995). Social work education and social services experience as job requirements for income maintenance workers. *Administration in Social Work, 19*(4), 17–33.

Abstract: This study examines the educational and experience requirements for income maintenance workers. Data were gathered from surveys and/or job specifications from 43 state public welfare agencies. The author found that job requirements are extremely varied among states and extremely flexible within states; 7 states prefer social work or human services education; 14 states specify social service experience; and approximately 40% of the states identify social work education and/or social services experience as a qualification.

Scannapieco, M., & Connell-Carrick, K. (2003). Do collaborations with schools of social work make a difference for the field of child welfare? Practice, retention and curriculum. *Journal of Human Behavior in the Social Environment, 7*(1/2), 35–51.

Abstract: Through the collaborative efforts between the University of Texas at Arlington (UTA) and the Texas Department of Protective and Regulatory Services (TDPRS), a Title IV-E partnership supports MSW education for current Child Protective Services workers and recruits BSW and MSW students into the field of child welfare. Three evaluation studies examine the impact on child welfare practice in the agency, the retention of child welfare workers, and curriculum development. The study on impact surveyed current and former IV-E students and administrators and supervisors and reported both skill and knowledge acquisition and improved relationships. The retention study surveyed IV-E participants to examine factors related to remaining in public child welfare. Graduates who left CPS had a statistically significant increase in salary and reported workload and supervision and promotion as reasons that they left.

Seaberg, J. R. (1982). Getting there from here: Revitalizing child welfare training. *Social Work, 27*, 441–447.

Abstract: This article reviews federal attempts to revitalize training for social service personnel working in child welfare. The article develops arguments that question the objectives and concepts of child welfare training centers. The author concludes that child welfare training centers should (1) focus their objectives on factors that contribute to the poor state of child welfare training and services, e.g. inappropriate academic training, low salaries, unmanageable caseloads, lack of structures for mutual support to help prevent burnout, and ineffective service delivery practices; and (2) provide technical assistance to those local organizations who are attempting to address these factors.

Silver, P. T., Poulin, J. E., & Manning, R. C. (1997). Surviving the bureaucracy: The

predictors of job satisfaction for the public agency supervisor. *The Clinical Supervisor*, 15(1), 1–20.

Abstract: This paper reports the findings from a study of 70 direct service supervisors employed in the public child welfare system of a major metropolitan Area. Correlation and regression analyses are used to examine the effect a number of personal, job task, and organizational factors have on the supervisors' job satisfaction. Length of time in current position, emotional exhaustion, race, amount of time spent collaborating with other professionals, and organizational climate (i.e., quality of trust among professional personnel) were found to have significant net associations with job satisfaction. The five significant predictor variables accounted for 49% of the variance in the supervisors' job satisfaction scores.

Smith, E. M., & Laner, R. (1988). *Implications of prior experience and training for recruiting and hiring CPS staff*. Paper presented at American Public Welfare Association.

Abstract: This paper describes the survey and results of a study conducted by the National Child Welfare Resource Center for Management and Administration. The key questions were (1) What education and experience best prepare workers for their responsibilities and (2) What are the educational and experiential attributes that are predictive of professional commitment to CPS responsibilities? A cohort of 178 Arizona Department of Economic Security, Administration for Children, Youth and Families (ACYF) child welfare workers completed a mailed survey. Tentative observations made by the authors were as follows: those with an MSW degree perceive that their education better prepared them for their job than those with other kinds of education; those with a BSW tend to perceive that their education did not prepare them for the job they are doing. Those persons with an MSW or other graduate degree appeared to be more likely to aspire to advance professionally or to stay in their position, whereas proportionally more of those with a BSW, other baccalaureate degree, or graduate work without a degree aspire to non-CPS/non-child welfare jobs.

Smith-Osborne, A. (2004). *Title IV-E university-public agency partnerships: The education for public child welfare program*. Unpublished manuscript, University of Maryland School of Social Work.

Abstract: This paper analyzes the policy underpinnings of the Title IV-E program. The program's target population, historical responses, benefits, funding, and eligibility criteria are described. Relevant legislation, comparative perspectives and issues, trends, and current debates related to the program are addressed.

Soderfeldt, M., Soderfeldt, B., & Warg, L. (1995). Burnout in social work. *Social Work*, 40, 638–646.

Abstract: This article is a review of prior studies on social work burnout. The authors

reviewed 18 studies to answer three questions, (1) are social workers burned out? (2) what is associated with burnout in social workers; and (3) what should be done about burnout in social workers? Based on the reviewed studies, the authors concluded that social workers do not suffer excessive burnout. They found weak indications of patterns in association with burnout, but these seemed mainly job related. They found many varied suggestions for preventing burnout in spite of low degrees of burnout indicated. The authors could not determine patterns for all social workers when looking at the studies in aggregate. The samples did not match each other; response rates in some studies were low. The authors raise concern regarding the quality of studies in the field related to burnout.

Steel, R. P., & Ovalle, N. K. (1984). A review and meta-analysis of research on the relationship between behavioral intentions and employee turnover. *Journal of Applied Psychology, 69*, 673–686.

Abstract: This study reviews literature on the relationship between behavioral intentions and employee turnover. Thirty-four studies were included in the meta-analysis. A weighted average correlation of .50 was calculated between behavioral intentions and employee turnover. Intentions were more predictive of attrition than overall job satisfaction, satisfaction with the work itself, or organizational commitment. Furthermore, an analysis of potential moderator variables indicated that the length of time between procurement of predictor and criterion data influences the magnitude of intent–turnover relationships.

Steib, S. D. (2001). *Self-efficacy and human caring correlates of child welfare caseworker performance in the juvenile courts: A summary report*. Washington DC: Child Welfare League of America.

Abstract: This research explores the relationship between personal characteristics of child welfare caseworkers in the Louisiana Office of Community Services (OCS), and the way in which they work with the courts and legal system. It also examined differences among caseworkers based on demographic variables such as education and experience. In phase one of the project, 374 caseworkers completed surveys related to self-efficacy and human caring. In phase two, surveys were completed by 149 caseworkers and 34 judges. Findings include: self-efficacy is a significant factor in caseworkers' ability to influence agency decision-making; judges rely more heavily on evidence provided by OCS caseworkers and view it as credible and helpful; there is a significant positive relationship between caseworker self-efficacy and the extent of judges' reliance on the evidence which they provide. Caseworkers with master's degrees scored higher in self-efficacy.

Teare, R. J. (1986). *Validating social work credentials for human service jobs: Summary report of a demonstration*. Tuscaloosa: School of Social Work, University of Alabama.

Abstract: This paper describes the development and demonstration to systematically assess social work credentials. The method used by the author involves the use of “content validation,” i.e., documenting that the content of a social work credential

represents a sample of the important content of the job(s) for which it is a requirement. In brief, the strategy involved three components: a job analysis, a curriculum analysis, and a statistical method for linking the contents of each. A high correspondence between the two components demonstrates the “job relatedness” i.e., validity, of the credential. The results were positive—reliability checks showed agreements; problems identified were resolved, statistical tests showed the job relatedness of the curriculum.

Tett, R. P., & Meyer, J. P. (1993). Job satisfaction, organizational commitment, turnover intention, and turnover: Path analyses based on meta-analytic findings. *Personnel Psychology, 46*, 259–293.

Abstract: This study describes the process and results of an analysis of 155 studies related to job satisfaction, organizational commitment, turnover intention, and turnover. Cross-study differences in the contributions of work attitudes to the turnover process led the authors to (a) estimate the six relations among job satisfaction, organizational commitment, turnover intention/withdrawal cognitions, and turnover using meta-analysis; (b) assess the effects of several psychometric moderators on those relations; and (c) compare the influences of satisfaction and commitment in the turnover process by applying path analysis to the meta-analysis correlations. Based on aggregations involving a total of 178 independent samples from 155 studies, results showed that (a) satisfaction and commitment each contribute independently to the prediction of intention/ cognitions; (b) intention/cognitions are predicted more strongly by satisfaction than by commitment; (c) intention/cognitions mediate nearly all of the attitudinal linkage with turnover; and (d) attitudinal contributions to the turnover process vary with the use of single- versus multi-item scales, the 9- versus 15-item version of the Organizational Commitment Questionnaire, and turnover intention versus withdrawal cognition scales.

Tooman, G., & Jakober, A. (2002). *Protecting children: Combating the workforce crisis in child protective services*. American Humane Association, 17(3).

Abstract: This issue assembles research from multiple sources and disciplines to answer the question, “what can researchers do to combat the child welfare workforce crisis?”. Gary Cyphers describes the workforce crisis and concludes that in some states, 100% of turnover was described as preventable. The Child Protection Services Improvement Act, a bill was introduced in the U.S. House of Representatives designed to increase staff retention in CPS, is published in its entirety. Michelle Graef and Megan Potter explore the staffing crisis and recruitment from an Industrial/ Organization Psychology perspective. The remaining articles in this issue look at workload and caseload in the human services. Hunter Hurst III describes methods for studying workload in juvenile court. Myles Edwards describes workload in two state CPS systems and discusses the difference between workload and caseload. John Fluke and Gregory Tooman discuss the ways workload data can be used beyond the calculation of caseload.

Tracy, M. B., & Miah, M. R. (1997). *A national child welfare challenge: Creating partnerships to strengthen families and children; Memphis, Tennessee*. Carbondale, Illinois.

Abstract: These proceedings are an outgrowth from the National Conference on Child Welfare held in Memphis, Tennessee, September 26–29, 1996. A wide range of outstanding researchers, practitioners, agency administrators, and social work students participated in the conference. These proceedings reflect their contributions to the conference mostly in summary form.

University of Arkansas at Little Rock School of Social Work. (2002). *MS South Division of Children and Family Services recruitment and retention study: FSW survey*. Little Rock: Author.

Abstract: The Arkansas Division of Children and Families (DCFS) with about 50% of authorized positions are Family Service Worker (FSW) caseworker positions with an annual turnover rate of 32% for these positions. Closer analysis reveals turnover rates are not uniform across counties. Twenty-four counties experienced little to no turnover while 15 counties experienced FSW turnover rates of 50% or higher.

A survey of FSW measured correlates and determinants related to turnover that are present in this workforce and analysis compared responses from high and low turnover counties. There were several differences observed in the comparison study; however, these differences were not as pronounced or uniform as the variables compared in the companion study of DCFS supervisors.

FSWs generally report positive levels of organizational commitment. Fewer than 10% regret coming to work for the agency. On the other hand, FSWs report high levels of frustration with the level of supports and resources available to them to do their jobs. Only two fifths (40% and 39% respectively) are satisfied with the availability of needed equipment and supplies.

FSWs from high turnover areas are younger, less tenured, and generally report lower levels of organizational commitment and organizational socialization than their low turnover counterparts. While highly devoted to their jobs, less than 40% of the FSWs see themselves as still employed with DCFS 2 years from now. In regard to comparison of the two sets of counties the most significant differences between the two FSW groupings occurred in regard to job expectations, acquisition of knowledge through informal means and distance from experienced staff. The report provides detailed review of the literature related to costs of turnover and makes specific recommendations to address the hiring and turnover issues.

University of Arkansas at Little Rock School of Social Work. (2002). *MS South Division of Children and Family Services recruitment and retention study: Supervisor survey*. Little Rock: Author.

Abstract: In December 2002, DCFS supervisors were surveyed to establish a baseline of current management practices, and correlates and determinants related to turnover that are present in this workforce. Additional analysis compared surveyed variable from high and low turnover counties. Distinct and consistent differences were observed in the comparison study in all areas surveyed. Supervisors from high turnover counties are faced with additional duties, i.e., interviewing, hiring, training, orienting, and socializing new workers, carrying caseloads, and after hour duties. Supervisors from high turnover areas are younger, less tenured, and report less competence in all 27 knowledge and skill

areas identified. This suggests that supervisors in counties with high family service worker turnover are also vulnerable to elevated turnover. The report makes specific recommendations regarding human resource issues, training and organizational barriers and suggests that additional staff, administrative support, and placement and transportation resources could help alleviate turnover.

Um, M. Y., & Harrison, D. F. (1998). Role stressors, burnout, mediators, and job satisfaction: A stress-strain-outcome model and empirical test. *Social Work Research, 22*(2), 100–115.

Abstract: The purpose of this study was to develop and empirically evaluate a model that delineated the processes whereby clinical social workers experience burnout and job dissatisfaction in their workplaces. The model was tested with a sample of 165 clinical social workers in Florida by using linear structural relation (LISREL) techniques. The results of analysis of components fit indicated that role conflict did intensify the amount of burnout and job dissatisfaction. Social support acted as an intervening and moderating factor between burnout and job dissatisfaction.

U.S. Department of Health and Human Services, Administration for Children and Families, Children's Bureau. (2000). *Rethinking child welfare practice under the Adoption and Safe Families Act of 1997*. Washington, DC: Author.

Abstract: This guide provides a framework that can be used by state and local child welfare agencies to redesign, expand, improve, and complement their current practices. It is not a step-by-step curriculum, but rather a resource that can help agencies re-examine and evaluate their policies as they implement the provisions of ASFA and carry out “good” child welfare practice.

Vinokur-Kaplan, D. (1986). National evaluation of in-service training by child welfare practitioners. *Social Work Research and Abstracts, Winter*, 13–18.

Abstract: This article examines (1) the prevalence of agency-provided in-service training; (2) the number of courses attended during a study year and the content of those courses; and (3) the practitioners' evaluation of the usefulness of the training to their job performance. Questionnaires were completed by 310 regional supervisors and 966 regional workers. The author found that adequate training is often not received, and the scope of the training needs to be broadened to better meet the needs of the supervisors and workers. Last, trainings need to address the stress workers and supervisors feel.

Vinokur-Kaplan, D. (1987). A national survey of in-service training experiences of child welfare supervisors and workers. *Social Service Review, June*, 291–304.

Abstract: This article reports the findings of a national sample of child welfare supervisors and workers evaluation of the effectiveness of their in-service training programs in relation to 11 programmatic factors. Questionnaires were completed by 310 regional supervisors and 966 regional workers. The four factors they considered most important in influencing the effectiveness of training were relevant training, qualified training staff, adequate agency support for training, and sufficient time off to attend

training programs. In addition, they rated the incentives of enhancing professional skills and improving job performance as more important than concrete rewards in motivating staff to participate in training.

Vinokur-Kaplan, D. (1987). Where did they go? A national follow-up of child welfare trainees. *Child Welfare*, 66,411–421.

Abstract: This study, as a follow-up to the National Follow-Up Study conducted by the National Child Welfare Training Centers, examines whether undergraduate and graduate social work students who received federal child welfare traineeships found employment in child welfare. The researcher analyzed data from 413 surveys completed by ten Regional Child Welfare Training Centers' trainees who were graduating and entering the workforce in 1979–1980. Descriptive statistics show that the majority of trainees entered employment in the child welfare field, and nearly half are employed by a public agency. The graduates are generally satisfied with their work and their attitudes and career patterns to date demonstrate a definite commitment to child welfare. The author argues that the definition of child welfare agency needs to be broadened from that of those agencies with child-placing licenses, to those agencies that provide supportive and/or preventative services to children and families, if one wants to gauge the success of child welfare training programs.

Vinokur-Kaplan, D. (1991). Job satisfaction among social workers in public and voluntary child welfare agencies. *Child Welfare*, 70, 81–91.

Abstract: This study examines the job satisfaction levels of child welfare traineeship program graduates one year after their traineeship ended. Exactly 413 BSW and MSW graduates completed a mailed survey, of which 279 were employed in social service agencies (35% BSW, 64% MSW, and 1% DSW). Job satisfaction was measured on a 5-point scale. There was no statistical difference between BSW and MSW scores, nor were there any statistical differences between public and private agency answers. Respondents most frequently cited work with clients, work with colleagues, and feelings of accomplishment as contributors to job satisfaction. Factors associated with dissatisfaction were salary, work conditions, and feelings of accomplishment.

Vinokur-Kaplan, D., & Hartman, A. 1986). A national profile of child welfare workers and supervisors. *Child Welfare*, 65, 323–335.

Abstract: Using information gained in a national survey of in-service training of child welfare supervisors and workers, this paper provides a profile of the practitioners providing child welfare services, their clientele, and their perspectives on training needs. A cohort of 2,299 child welfare supervisors and workers completed a mailed survey. This study's findings illustrates the complexity of tasks encountered by child welfare staff, the limited social work education the workers possess, the workers' desire for professional development, and the difficult balancing act workers have in managing their workloads.

Vinokur-Kaplan, D., Jayaratne, S., & Chess, W. A. (1994). Job satisfaction and retention of social workers in public agencies, non-profit agencies, and private practice:

The impact of workplace conditions and motivators. *Administration in Social Work*, 18(3), 93–121.

Abstract: This study focuses on worker-sought rewards in relation to their personal and career goals and the organizational goals. The authors specifically assessed physical surroundings, perceptions of fairness in regard to procedures, compensation, job security, and perceived promotional opportunities. Exactly 855 male and female, married social workers, and their spouses each completed a mailed questionnaire. The authors found that opportunities for promotion and job challenge influenced job satisfaction, and good job security and job challenge negatively influenced intention to leave.

Wasserman, H. (1970). Early careers of professional social workers in a public child welfare agency. *Social Work*, July, 93–101.

Abstract: This paper examines the work experience of new professional social workers in a large public agency. The author interviewed and observed 12 newly graduate social workers over a 2-year period. The author suggests that structural constraints rather than the social worker's knowledge and skills dictated the decision-making process in respect to clients' life situations. The author found two principal feelings—frustration and fatigue—expressed by the social workers. Eight of the 12 social workers had left the agency.

Winefield, H. R., & Barlow, J. A. (1995). Client and worker satisfaction in a child protection agency. *Child Abuse and Neglect*, 19, 897–905.

Abstract: This study investigates client and staff satisfaction with the workings of an Australian multidisciplinary child protection agency. Exactly 21 staff members and 24 clients participated in interviews and completed standard questionnaires. The goal was to discover the nature and strength of the helping relationship between service recipients and providers. Current clients expressed a great deal of satisfaction with the staff and services. The agency staff (of which 11 were employed at least half-time to work directly with families) were relatively satisfied with their jobs, and showed little evidence of the burnout which has been recognized as a risk for child protection workers. They were able to relate empathically to clients and felt enthusiasm for the work. There was statistical significance between job satisfaction and smaller caseloads. Taking account of possible bias in both sets of answers, there is still evidence that the agency is succeeding in creating a necessary precondition for therapeutic change: the development of accepting and positive worker–client relationships.

Zlotnik, J. L. (1996). *Social work education and public human services: Developing partnerships*. Alexandria, VA: Council on Social Work Education; First year report (Report of a project by The Ford Foundation and National Institute of Mental Health).

Abstract: This report describes project findings and identifies recommendations to increase the recruitment, training, and retention of social workers committed to public service. It focuses on collaborative efforts among social work education

programs, public agencies, and national organizations, including the Council of Social Work Education. It includes (a) background information on public human services and social work education, (b) an analysis of the principles of and barriers to successful collaborations, (c) descriptions of partnerships between social work programs and public agencies and also implications for improving the work force and hence the delivery of public human services, and (d) recommendations on strategies for public dissemination and for replication of collaborative models. The appendices contain abstracts of model collaborative programs, an overview of national initiatives that support such collaboration, an identification of the interdisciplinary child welfare training grants funded by the U.S. Children's Bureau in 1991, and selected references and resource materials.

Zlotnik, J. L. (1997). *Preparing the workforce for family-centered practice: Social work education and public human services partnerships*. Alexandria, VA: Council on Social Work Education (A Report of a Ford Foundation-Funded Project: Social Work Education and Public Human Services: Developing Partnerships Project).

Abstract: This report describes the current relationship between community-based, family-focused services for children and families and social work education. Its goal is to make explicit the linkages between these two entities through a discussion of practice principles and examples of current collaborations between social work education and public human service agencies. This document describes the values upon which these services should be based, the efforts of current social work education/ public human services partnerships to prepare students, and the linkages of social work education and practice to new strategies of community-based, family-focused service delivery. It also makes recommendations for future efforts.

APPENDIX C: ARTICLES EXCLUDED DURING THE REVIEW PROCESS

Did not address/target the project's dependent variables (Retention/Turnover)

AFSCME. (n.d.). *Double jeopardy: Caseworkers at risk, helping at-risk kids. A report on the working conditions facing child welfare workers*. Washington, DC: Author.

Anderson, D. G. (2000). Coping strategies and burnout among veteran child protective workers. *Child Abuse and Neglect*, 26, 839–848.

Arches, J. (1991). Social structure, burnout, and job satisfaction. *Social Work*, 36, 202–206.

Berrick, J. D., & Lawrence-Karski, R. (1995). Emerging issues in child welfare. *Public Welfare*, 53(4), 4–11.

Glisson, C., & Durick, M. (1988). Predictors of job satisfaction and organizational commitment in human service organizations. *Administrative Science Quarterly*, 33, 61–81.

Glisson, C., & James, L. R. (n.d.). *Culture and climate in human service organizations*. Knoxville: University of Tennessee.

Grinnell, Jr., R. M., & Kyte, N. S. (1977). The prestige and effectiveness of the public welfare worker. *Journal of Sociology and Social Welfare*, 4, 796–805.

Harris, N., Kirk, R. S., & Besharov, D. J. (1980). *State child welfare agency staff survey report*. Washington, DC: National Child Welfare Leadership Center.

Harrison, W. D. (1980). Role strain and burnout in child-protective service workers. *Social Service Review*, 54, 31–44.

Koeske, G. F., & Koeske, R. D. (1989). Work load and burnout: Can social support and perceived accomplishment help? *Social Work*, 34, 243–248.

Landsman, M. J. (2001). Commitment in public child welfare. *Social Service Review*, 75, 386–419.

Lewandowski, C. A. (2003). Organizational factors contributing to worker frustration: The precursor to burnout. *Journal of Sociology and Social Welfare*, 30(4), 175–185.

Mena, K. C. (2000). *Impact of the supervisory relationship on worker job satisfaction and burnout*. Unpublished manuscript, Graduate School of Social Work of the University of Houston.

Perry, R., & White, K. (2004). *A comparison of performance and longevity of child welfare staff in Florida across academic background and training*. Unpublished

manuscript, Florida State University, Tallahassee.
Silver, P. T., Poulin, J. E., & Manning, R. C. (1997). Surviving the bureaucracy: The predictors of job satisfaction for the public agency supervisor. <i>The Clinical Supervisor</i> , 15(1), 1–20.
Smith, E. M., & Laner, R. (1988). <i>Implications of prior experience and training for recruiting and hiring CPS staff</i> . Paper presented at American Public Welfare Association.
Um, M. Y., & Harrison, D. F. (1998). Role stressors, burnout, mediators, and job satisfaction: A stress-strain-outcome model and empirical test. <i>Social Work Research</i> , 22(2), 100–115.
Vinokur-Kaplan, D. (1991). Job satisfaction among social workers in public and voluntary child welfare agencies. <i>Child Welfare</i> , 70(1), 81–91.
Did not focus exclusively on social workers in public child welfare
Child Welfare League of America. (2001). <i>The child welfare workforce challenge: Results from a preliminary study</i> . Washington DC: Author.
Harrington, D., Bean, N., Pintello, D., & Mathews, D. (2001). Job satisfaction and burnout: Predictors of intentions to leave a job in a military setting. <i>Administration in Social Work</i> , 25(3), 1–16.
Jayaratne, S., & Chess, W. A. (1983). Job satisfaction and turnover among social work administrators: A national survey. <i>Administration in Social Work</i> , 7(2), 11–22.
Vinokur-Kaplan, D., Jayaratne, S., & Chess, W. A. (1994). Job satisfaction and retention of social workers in public agencies, non-profit agencies, and private practice: The impact of workplace conditions and motivators. <i>Administration in Social Work</i> , 18(3), 93–121.
Not new research, but rather a review of past research or literature
Annie E. Casey Foundation. (2003). <i>The unsolved challenges of systems reform: The condition of the frontline human services workforce</i> . Baltimore, MD: Annie E. Casey Foundation.
Cyphers, G. (2003). <i>Workforce data collection filed guide for human services agencies. Practical recommendations for conducting: Staff exit interviews, staff focus groups, employee surveys</i> . Washington DC: American Public Human Services Association.
Loewenburg, F. M. (1979). The causes of turnover among social workers. <i>Journal of Sociology and Social Welfare</i> , 6, 622–642.
Other: Description of training program to reduce turnover
Fox, S. R., Miller, V. P., & Barbee, A. P. (2003). Finding and keeping child welfare workers: Effective use of training and professional development. In K. Briar-

Lawson & J. L. Zlotnik (Eds.), <i>Charting the impacts of university–child welfare collaboration</i> (pp. 67–81). New York: Haworth Press.
Other: Impact of turnover on services
Glisson, C., & Hemmelgarn, A. (1997). The effects of organizational climate and interorganizational coordination on the quality and outcomes of children's service systems. <i>Child Abuse and Neglect</i> , 22, 401–421.
Other: Model for predicting turnover
Quinn, A., Rycraft, J. R., & Schoech, D. (2002). Building a model to predict caseworker and supervisor turnover using a neural network and logistic regression. <i>Journal of Technology in Human Services</i> , 19(4), 65–85.
Other: Incomplete text
Ellett, C. D. (1995). <i>Louisiana office of community services 1994–1995 statewide personnel needs study. Final report: Part 1. Executive summary</i> . Baton Rouge: Office of Research and Economic Development, Louisiana State University.

APPENDIX D: ACCESS DATA BASE COMPONENTS

Component Title	Description
Study ID	Project ID number and study's title
Author	Author(s) of study being reviewed
Citation	Publication title and publication year
Links	Connection to other studies being reviewed
Type	Quantitative, qualitative or both
Design	Research design
Questions	Study's research questions
Location	Location of study
Source	Source from which study was obtained
Setting	External versus internal review
Whom	Composition of research team, e.g. university based, workgroup, staff person, etc.
Theoretical framework	Study's theoretical framework – if noted
Dependent variable(s)	Study's dependent variables
DV definitions	Study's definitions
Independent variable(s)	Study's independent variables
IV definitions	Study's definitions
Population	Initial target population number
Attrition	Response rate percentage
Valid <i>N</i>	Valid <i>N</i>
Begin date	Start date of study
End date	End date of study
Months	Total months of the study
Points in time	If research design mandates multiple points in time, it would have been indicated here
Personnel	Data collection personnel
Study measures	Standardized and non-standardized measures
Study methods	Methods utilized in study
Study subjects	Focus of research questions
Study samples	Category of individuals/agencies who were sought to answer questions regarding subjects/topic
Data collection mode	Modality for collecting data, e.g., telephone, record review, in-person interview, mail.
Abstract	Abstract retrieved from study
Description	Description of research process
Results	Study's results
Limitations	Study's noted limitations and those determined by research team

Appendix E: Overview of Articles with Burn-Out or Job Satisfaction as the Dependent Variable Identified During the Research Gathering Process

1. Anderson, D. G. (2000). Coping strategies and burnout among veteran child protection workers. *Child Abuse & Neglect*, 24, 839–848.

Population studied: A non-random sample of 151 child protection direct service workers and/or supervisors with 2 years of experience from the South, 75% female, about 50% white and 50% black, 90% at least a college degree

Definition of burnout: A syndrome of emotional exhaustion, depersonalization of clients, and feelings of reduced personal accomplishment

Findings: Using a survey that included the “Coping Strategies Inventory” and the Maslach Burnout Inventory, this study identified the effects of engaged coping and disengaged coping on burnout syndrome. Emotional exhaustion, depersonalization, and personal accomplishment were examined.

- Greater use of disengaged coping → higher levels of emotional exhaustion
- Greater use of disengaged coping → higher levels of depersonalization
- Greater use of disengaged coping → lower level of personal accomplishment
- Greater use of engaged coping → less depersonalization
- Greater use of engaged coping → greater personal accomplishment

2. Arches, J. (1991). Social structure, burnout, and job satisfaction. *Social Work*, 36, 202–206.

Population studied: 275 registered social workers in Massachusetts, 80% women, 90% white, 78% MSW

Definition of burnout: A cluster of physical, emotional, and interactional symptoms related to job stress and includes emotional exhaustion, a sense of lacking personal accomplishment, and depersonalization of clients.

Findings: Survey including the Maslach Burnout Inventory. Variations in burnout were found to be significantly related to the following variables:

- Perception of autonomy
- Funding source influence
- Bureaucratization significantly correlated with burnout when job satisfaction was controlled for.

3. Harrison, W. D. (1980). Role strain and burnout in child-protective service workers. *Social Service Review*, 54, 31–44

Population studied: 112 CPS workers, 65% female, 54% had some social work education

Definition of burnout: A worker's emotional disengagement from clients and the job as well as such symptoms as physical and interpersonal problems and feelings of worthlessness

Findings:

- When role ambiguity is controlled for, lower role conflict → increased satisfaction with supervision and greater overall satisfaction
- Role conflict is controlled for, lower role ambiguity → greater satisfaction with work itself, greater satisfaction with co-workers and greater overall job satisfaction

4. Koeske, G. F., & Koeske, R. D. (1989). Work load and burnout: Can social support and perceived accomplishment help? *Social Work*, 34, 243–248.

Population studied: Used a non-random sample in two studies.

Study 1: 125 direct service social workers in Pittsburgh area, 67% female, average of 4.72 years at job

Study 2: 91 direct service social workers in Pittsburgh area, 71% female, average 5.29 years at job

Definition of burnout: A negative affective response by the social worker to work stress—a sense of depletion and deep fatigue

Findings: Used the Maslach Burnout Inventory and examined the links between Burnout and Personal Accomplishment, workload, social support and work stress. The researchers found that:

- Workload did not have a significant effect on burnout
- Workload does impact burnout, though, when social support is taken into consideration. Heavy workload → more burnout when social support was low, particularly co-worker support
- Crisis-type interventions with clients → increased burnout among social workers who believed their efforts were ineffectual
- Stress is the mechanism that links workload to burnout
- Work stress has mediating effect
- Support and accomplishment have moderating impact

5. Landsman, M. J. (2001). Commitment in public child welfare. *Social Service Review*, 75, 386–419.

Population studied: A 77.2% response rate of 990 public child welfare workers in Missouri that were surveyed to examine job satisfaction, organizational commitment and occupational commitment as distinct constructs.

Definition of job satisfaction: Effort to develop a causal model that looked at job stressors, job satisfaction, structural conditions of the workplace and professional identification

Findings: Developed a complex causal model of organizational commitment and occupational commitment, with significant findings:

- Job satisfaction is significantly related to organizational commitment, intent to stay and occupational commitment.
- Organizational commitment is significantly related to intent to stay and occupational commitment.
- Supervisory support is significantly related to job satisfaction.
- Agency support is significantly related to organizational commitment.
- Promotional opportunity is significantly related to job satisfaction.
- Workload is significantly related to job satisfaction, organizational commitment, and intent to stay in occupation.
- A service orientation is significantly related to job satisfaction.
- A social work degree was significantly related to occupational commitment.
- Also personal factors such as retirement plans were significantly related to job satisfaction, and family responsibilities were significantly related to job satisfaction, intent to stay in organization, and intent to stay in occupation.

6. **Lewandowski, C. A. (2003). Organizational factors contributing to worker frustration: The precursor to burnout. *Journal of Sociology and Social Welfare*, 30(4), 175–185.**

Population studied: 141 social workers and mental health professionals in the Midwest attending a workshop on burnout, 82% female, 90% Caucasian, 40% MSW, 35% BSW.

Definition of burnout: A psychological syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment in response to chronic interpersonal stressors on the job

Findings: Study examined organizational conditions in attempting to examine the precursor to burnout by looking at the degree of frustration in the work situation related to decision-making, labor, bureaucratization and extent to which it is perceived to be a public or private issue (drawn from Arches,1991).

- Labor processes:
 - Use assignments based on sound practice principles increased → decreased frustration

- Support for advocating for clients increased → decreased frustration
 - Time available for clients increased → decreased frustration
 - Private trouble/public issue
 - Increased isolation → increased frustration
 - Increased feelings of powerlessness → increased frustration
 - Decreased feelings of energy for clients → increased frustration
 - Decreased feelings of energy for unit → increased frustration
7. **Mena, K. M. Impact of the supervisory relationship on worker job satisfaction and burnout. *Dissertation, University of Houston.***

Population studied: Staff of Healthy Families Home Visiting Program in one state: 51 supervisors, 96% white, 25% master's degree; 80 front-line workers, 100% female, 86% white, 1% master's degree

Definition of burnout: A cluster of emotional, physical, and interactional symptoms associated with job related stress.

Findings: In the relationship between job satisfaction and burnout (using the Maslach Burnout Inventory) 12 significant relations emerged.

- Decreased satisfaction with human relationship supervision → increased emotional exhaustion and increased feelings of depersonalization
 - Decreased satisfaction with technical supervision → increased emotional exhaustion and increased feelings of depersonalization
 - Decreased feelings of achievement → increased emotional exhaustion and increased feelings of depersonalization
 - Decreased feelings of advancement → increased emotional exhaustion and increased feelings of depersonalization
 - Decreased satisfaction with policy and procedures → increased emotional exhaustion and increased feelings of depersonalization
 - Decreased feelings of recognition → increased emotional exhaustion
 - Decreased feelings of security → increased emotional exhaustion
8. **Silver, P. T., Poulin, J. E., & Manning, R. C. (1997). Surviving the bureaucracy: The predictors of job satisfaction for the public agency supervisor. *The Clinical Supervisor, 15*(1), 1–20.**

Population studied: 70 direct service supervisors in a metropolitan area, 83% female, 67.6% white, 73.9% MSW

Definition of burnout: Seen in relation to job satisfaction, i.e., a lack of job satisfaction, also characterized as just going through the routine

Findings: Using the emotional exhaustion scale of the Maslach Burnout Inventory as part of the survey, the authors found that many factors affected job satisfaction, but the following had significant correlations:

- Job satisfaction diminishes for those supervisors who have been at the job longer.
- Job satisfaction diminished for those who had a higher degree of emotional exhaustion.
- Non-minority groups had higher levels of job satisfaction.
- Spending more time collaborating with other professions was significantly associated with job satisfaction.
- Greater levels of trust → to higher satisfaction
- Higher levels of supervisor support → to higher satisfaction

9. Um, M., & Harrison, D. F. (1998). Role stressors, burnout, mediators, and job satisfaction: A stress-strain-outcome model and an empirical test. *Social Work Research*, 22(2), 100–115.

Population studied: 165 state-licensed clinical social workers in Florida, 91% white, 75% female, mean age 45.8, 94.5% had MSW

Definition of burnout: The “strain” of the stress-strain-outcome model, also characterized as emotional exhaustion, which refers to the feelings of being effectively drained by clients demanding services

Findings: The study incorporated the emotional exhaustion scale from the Maslach Burnout Inventory, with the following significant findings:

- Increased perceived role conflict → burnout increased
- Social support increased → burnout decreased
- Increased role conflict → increased job dissatisfaction, but this was a direct effect, not an indirect effect via burnout on job dissatisfaction
- Social support did have an indirect effect on job satisfaction via burnout.
- Good coping strategies → higher job satisfaction

Overall found that burnout was moderated by variables such as coping strategy or social support and therefore did not have a strong effect on job satisfaction.

10. Vinokur-Kaplan, D. (1991). Job satisfaction among social workers in public and voluntary child welfare agencies. *Child Welfare*, 70, 81–91.

Population studied: 413 social work graduates who had received traineeships during 1979–1980.

Definition of job satisfaction: A combination of personal, organizational, and client-related factors.

Findings: The researcher found that:

- The majority of respondents indicated overall job satisfaction.
- Depending on the location of employment—child welfare or child welfare–related agency—various factors predicted job satisfaction. Child Welfare practitioners reported working conditions and quantity of paperwork related to job satisfaction; whereas child welfare–related employees reported salary as influential in regards to job satisfaction

APPENDIX F: Retention in Child Welfare – Studies Received or Completed since May 2004

APHSA. (2005) *Report from the 2004 Child Welfare Workforce Survey: State Agency Findings*. Washington, DC: Author.

This collaborative study conducted by APHSA with Fostering Results and IASWR is an update of a similar survey undertaken in 2001 (Cyphers, 2001) to gather data from administrators on rates of vacancy and turnover as well as strategies to address recruitment and retention concerns. The findings from 42 states (82% response rate) indicate that child welfare workers salaries are markedly lower than salaries for nurses or teachers and that salaries have risen at a lower rate than the cost of living. A Bachelors degree is the predominant minimum academic degree required. The major problems impacting recruitment and turnover are related to caseload/workload factors. More than half of the respondents indicated that university-agency training partnerships and/or stipends for students was the most effective recruitment strategy tried in the past five years and the most frequently attempted retention strategy was increased/improved in-service training, followed by increased educational opportunities, e.g., MSW degree; and improved pre-service training/orientation. The top three suggested actions to retain competent staff included reduced caseloads, workloads and supervisory ratios; increased salaries that are competitive and commensurate with the work; and improved supervision, support, technical assistance and supervisory accountability.

Ellett, C.D., & Ellett, A. (1996). A statewide study of child welfare personnel factors: Who stays? Who leaves? Who cares?. Presented at the Child Welfare Training Conference, Memphis, TN. September 27, 1996.

This paper describes the results of a statewide Professional Personnel Needs Study conducted in 1994-1995 in the State of Louisiana through the Office of Research and Economic Development (ORED), Louisiana State University, Baton Rouge. The study was commissioned by the Louisiana State Office of Community Services (OCS). Of particular interest in the paper is the identification of perspectives of child welfare professionals in Louisiana and the implications of these perspectives for understanding personal and organizational factors that serve to facilitate or inhibit levels of employee work morale, job satisfaction, and retention in child welfare. Also of interest are the implications of the study findings for rethinking the nature of careers in child welfare and for identifying ways in which child welfare organizations might better respond to employee needs and ultimately the needs of children and families they serve.

Flower, C., McDonald, J., & Sumski, M. (2005). *Review of Turnover in Milwaukee County Private Agency Child Welfare Ongoing Case Management Staff*. Accessed June 15, 2005 at <http://www.uky.edu/SocialWork/cswe/>, click on Current Research Projects.

This study undertaken, at the request of the Governor's office, found that in the private agencies providing foster care and safety services for the Bureau of Milwaukee Child Welfare, turnover is problematic and negatively effects permanency outcomes for

children. Findings indicate a relationship between the number of workers a child has and time in foster care. Issues contributing to turnover include low salary and benefits; perceived low regard for the work; inadequate training and career opportunities; and an organizational and system culture that is perceived to be unsupportive and punitive. The lack of job security due to privatization and the potential of contract changes also contributed to turnover.

Government Accountability Office. (2004). *D.C. Child and Family Services Agency (CFSA): More Focus Needed on Human Capital Management Issues for Caseworkers and Foster Parent Recruitment and Retention*. GAO-04-1017. Washington, DC: Author.

This GAO report examined the CFSA's strategies for recruiting, retaining and managing its caseworkers, noting that despite targeted recruitment successes, the caseworkers cited management practices – poor communication, lack of resources, poor supervision and no reward and recognition program – as affecting performance and morale. GAO recommended that CFSA establish processes to consistently and effectively communicate information about agency operations and develop strategies to help ensure that supervisors fulfill their responsibilities.

Lund, T.R. (December 13, 2004). *Technical Assistance Report for Texas Department of Family and Protective Services and the Texas Health and Human Services Commission*. Prepared by the National Resource Center for Child Protective Services, Albuquerque, NM.

This comprehensive technical assistance report identifies, among other issues, that staffing problems impact service outcomes. It attempts to address the issue of recommended minimum qualifications for Child Protective Services staff, providing data from the CWLA National Data Analysis System (NDAS) on staffing requirements across states and an analysis of Child and Family Services Reviews and Program Improvement Plan, highlighting states' innovative practices. The report highlights action steps taken by several states to address staff turnover including Delaware, that developed a revised training effort including mentoring and slow case build-up as well as legislated maximum caseload standards.

National Association of Social Workers. (2004). *If You're Right for the Job, It's the Best Job in the World*. Washington, DC: NASW Child Welfare Specialty Practice Section.

This survey report of 367 (51%) professional social work members of the NASW Child Welfare Specialty Practice section who are currently practicing social work in a child welfare setting identified that these practitioners are generally more positive about child welfare work than found in studies of the broader child welfare workforce. The survey covered practice, supervision, work environment and resources, paperwork, field and home visits, safety, training and professional development and professional challenges and rewards. These professional social work respondents generally indicated longer tenure, higher salaries, less administrative burden, smaller caseloads and more

satisfactory supervision than casework respondents in other studies of the child welfare workforce.

New York State Social Work Education Consortium. (September 2003). *Child Welfare Workforce Retention Research in New York State and Social Work Education Consortium Workforce Retention Study Executive Summary, Qualitative Study*. Presentation at CSWE Child Welfare Symposium, 2003 by University at Albany, School of Social Welfare.

Commissioners and university partners collaborated to undertake a participatory research strategy to identify effective approaches to recruit and retain workers. Findings indicate that workers indicate supervisory support, and satisfaction with organizational dimensions (e.g. clarity & coherence of practice, life work fit; goal attainment, job satisfaction and efficacy, job supports & relationships, and technology while controlling for salary and benefits) reduces the likelihood of considering a new job. Undesirable turnover is associated with problems in the agency including barriers to workers' effectiveness and agency performance.

New York State Social Work Education Consortium. (2005). Comparison study of high and low turnover counties. Presentation at the National Conference on Child Abuse and Neglect, Boston, MA, April 20, 2005.

The Consortium surveyed workers regarding "intent to leave their current job in the next year" in both high turnover (more than 25%) and low turnover counties (less than 18%). Significant differences in relation to planned retention between high and low turnover counties were found in regard to clarity and coherence of practice; life-work fit; efficacy and job satisfaction; job supports; and salary and benefits. Supervisory supports and competence was negatively associated with intent to leave in both cohorts of counties. Findings also indicate that lack of job options was a factor in some low turnover counties.

Nissly, J. (2004). Why do they leave? Modeling child welfare workers' turnover intentions. Paper under review.

This is a cross-sectional study, using Structural Equations Modeling (SEM) and qualitative analysis, that tested a theoretical model regarding the antecedents to turnover in relationship to a) diversity characteristics, b) organizational climate, and c) individual affective outcomes among 418 child welfare workers who attended a training session, with follow up phone interviews with a randomly selected group of 33 participants. The questionnaire that included demographic information and measures for perceptions of fairness, inclusion-exclusion, social support; organizational stress; well-being; organizational commitment; job satisfaction; and intention to leave (Abrams, Ando & Hinkle, 1998). The results indicate that the model fits the data, and that individual characteristics together with stressful, unjust, exclusionary and non-supportive organizational climate negatively influence individual well-being and lead to lack of job satisfaction and lower organizational commitment, which in turn lead to stronger

intentions to leave the job. The strongest predictors of intention to leave were lack of job satisfaction, low organizational commitment, younger age, high stress and exclusion from the organizational decision-making process.

Perry, R. (2005). Does educational background impact upon the performance and retention of child welfare workers. Paper presented at the Society for Social Work and Research Conference, Miami, FL, January 14, 2005.

This study used a stratified random sample of Child Protective workers and supervisors to examine performance evaluations and retention over a one-year period. The study findings suggest that performance evaluations do not vary according to the educational background or level of the worker nor does retention rates. However, the author notes some gaps in the comparability of the data received during time period one and two.

Weaver, D. (1999). *The retention of stipended MSW graduates in a public child welfare agency, Final Report: Phase I*. Los Angeles: Center of Child Welfare, School of Social Work, University of Southern California.

A study was undertaken in the Los Angeles area to better understand the retention among 74 University of Southern California graduates who had received Title IV-E stipends, with a one-year payback requirement, who went to work in public child welfare agencies. The study included students who began internships in 1991 including three cohorts who were studied from the time of their internship through to their one-year anniversary. The findings are based on a content analysis of interviews, demographic data and responses to questions on job satisfaction, commitment to child welfare and the importance of the stipend. The findings suggest that supervision is a key issue between those who stay and those who leave after fulfilling their payback commitment. Furthermore older graduates, those who directly experienced related social and family problems; those who were more focused on the need for the stipend; those who were more satisfied with pay and benefits were more likely to stay. Those who had a fair amount of previous work experience were more likely to leave. Those who stayed see themselves as more effective and were more likely to find their education useful. Those who left were more likely to express their intention to leave at the time of their internship. It is noted that those who left still continued to work with children and youth but in other settings with better supervision and more opportunities to provide counseling.

Weaver, D., & Chang, J. (2004). *The Retention of California's Public Child Welfare Workers*. Berkeley, CA: California Social Work Education Center, University of California, Berkeley, School of Social Welfare, <http://calswec.berkeley.edu>.

This longitudinal study of California new child welfare hires over a one year period attempted to develop a comprehensive model of prediction of retention through use of a statewide, multi-county sample incorporating agency diversity and local labor markets with personal and professional characteristics. Unfortunately a low survey

response rate, extremely limited participation in the on-line focus groups, and difficulty gathering and analyzing county level economic and workforce data limited the findings. The researchers did find that there is a link between intent to leave and leaving, however, fewer MSWs who expressed intent to leave actually left and the Title IV-E CalSWEC program had higher levels of retention than overall new hires. Workers who had the opportunity to slowly develop a caseload were also more likely to remain.

**APPENDIX G: Children’s Bureau Child Welfare Training Grants
Recruitment and Retention Grantees
Funded 2003–2008**

An Innovative Model to Improve Recruitment and Retention

University at Albany—NYS Social Work Education Consortium
Richardson Hall Room 212
135 Western Avenue
Albany, NY 12222

Abstract: This project is designed to develop, field test, evaluate, and disseminate a comprehensive, research-supported training model tailored to New York State’s state-supervised, county-administered system. Two of the four project goals target training and training-induced improvements in representative demonstration sites. In each site, project staff will train administrators, supervisors, and staff developers to build managerial and organizational capacity and to support cross-role training design and implementation teams. Training facilitators will train teams to use a turnover prevention inventory, research briefs on recruitment and retention, and an improvement model recommended by New York State workers. Following this, teams will design and deliver training for co-workers. Training will result in site-specific and generic models, and it will yield training modules for web-based delivery. Process and outcome evaluations will facilitate in-flight adjustments, also yielding models that benefit replication and scale-up efforts in New York State and elsewhere. Faculty consultants will serve as linkage agents with BSW and MSW programs. The New York State Social Work Consortium will facilitate dissemination workshops through statewide conferences with the New York Public Welfare Association. A national conference and its published proceedings will facilitate national dissemination and cross-state model development.

Child Welfare Staff Recruitment and Retention: An Evidence-Based Training Model

University of North Carolina at Chapel Hill, School of Social Work, Jordan Institute for Families.
301 Pittsboro Street, CB # 3550
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599

Abstract: This project is intended to develop, field test, implement, evaluate, and disseminate an integrated evidence-based curriculum model and resources that will improve the ability of public child welfare supervisors and managers to recruit, select, and retain a competent and committed child welfare workforce. Project goals are to:

- Increase the ability of county agencies to recruit a favorable pool of candidates for child welfare positions by developing a recruitment toolkit.
- Increase the ability of child welfare managers and supervisors to select qualified child welfare staff by developing a competency-based selection process.

- Increase the likelihood that child welfare workers will remain employed with the agency because of increased skills and behaviors on the part of supervisors and managers that impact retention; and
- Disseminate an integrated, evidence-based model of curriculum that will significantly increase recruitment, selection, and retention of public child welfare staff.

The resources and curriculum will be field tested in two North Carolina sites and delivered to supervisors, managers, and directors in 17 North Carolina counties. A rigorous quasi-experimental evaluation will compare outcomes within each of the trained counties before and after training and with outcomes in 17 comparison counties. For those agencies that incorporate the resources and curriculum into agency activities it is anticipated that a more competent and stable welfare workforce is one projected benefit, which ultimately will benefit children and families, as low staff turnover is a factor in improved outcomes for children and families.

Developing Model of Effective Child Welfare Staff Recruitment and Retention Training

Michigan State University
School of Social Work
254 Baker Hall
Michigan State University
East Lansing, MI 28824

Abstract: In response to troubling turnover rates, replacing child welfare staff who accepted early retirement, and the need to expand the work force to achieve Child and Family Service Review standards, Michigan State University, in partnership with the Department of Human Services and Federation of Private Child and Family Agencies, is creating a curriculum and training initiative targeting recruitment and retention of child welfare staff.

Guided by a diverse Advisory Committee, the curriculum will be created and presented in modules to facilitate participation and integration of learning. Key content areas, targeting supervisors and managers, will address inspirational connections to a child welfare mission, supervisory skills and support, organizational communication strategies, developing a learning environment that will attract and retain qualified workers. The curriculum will highlight diversity and cultural competency within the workplace community.

To learn lessons that inform curriculum revisions, and to ground and test curriculum strategies, this project will develop at least three demonstration community-based agency–University partnerships. The training project will also include the creation of virtual training communities so that supervisor and others who have participated in the project remain connected to each other, to additional learning resources, and to the project for follow-through, follow-up, and evaluation.

Improving Recruitment and Retention in Public Child Welfare

University of Iowa School of Social Work

351 North Hall

Iowa City, IA 52242

Abstract: The University of Iowa School of Social Work (UI-SSW) will collaborate with the Iowa Department of Human Services (IDHS) to develop, field test, implement, evaluate, and disseminate a comprehensive training program to enhance recruitment and retention of qualified and committed public child welfare employees. The projects three goals are:

- 1) To measurably improve IDHS's capacity for recruitment and retention of qualified employees.
- 2) To enhance the UI-SSW/IDHS partnership to measurably increase and sustain professionally educated social workers in IDHS; and
- 3) To improve recruitment and retention in public child welfare agencies nationally, through varied dissemination activities.

This collaborative and comprehensive initiative builds on ecological, social exchange, empowerment, and structural perspectives of employees in organizations. All IDHS administrators, supervisors, and line workers are involved in this project. The comprehensive approach will develop the UI-SSW/IDHS partnership to create a unifying organizational vision and engage employees at all level in embracing that vision, improve communication and supports across positions, and focus particular attention on supervisors by training them in supervisory skills and practicing those skills through team-building training between supervisors and their line workers. The partnership will also recruit and mentor a group of diverse students with an interest in public child welfare, to engage them in the public-agency change process, and to provide varied educational opportunities and assistance in job placement.

The key benefits of this project include developing and documenting a whole agency approach to improving recruitment and retention, producing and disseminating two distinct but complementary curricula to improve child welfare recruitment and retention, making the training and evaluation results widely available through printed and electronic means, as well as through training opportunities, and increasing the number of public child welfare workers who are professionally educated in social work.

Recruiting and Retention of Child Welfare Professional Program

University of Michigan School of Social Work

555 South Forest Avenue

Ann Arbor, MI 48104

Abstract: University of Michigan School of Social Work will collaborate with the Michigan Family Independence Agency (public child welfare) to develop curricula aimed at impacting the child welfare workforce crises, specifically improving worker recruitment and retention, especially professionals of color. Curriculum materials will be piloted in Michigan, then refined and infused into both the Michigan Child Welfare Institute (public child welfare training) materials and the Child Welfare Specialist MSW

curriculum. They will be further refined and re-tooled for a national audience, used in publication, and placed on a website. The curriculum materials will draw upon the recruitment and retention literature in child welfare, human services management, and business, as well as information from focus groups. They will prioritize feasible strategies, and incorporate evidence-based specifically focus on the diversity of the child welfare population and recruitment and retention of culturally competent child welfare staff. Materials will address areas needing improvements in Michigan and nationally, identified by Child and Family Services Reviews. In addition to training, the program will offer technical assistance to FIA in implementing recruitment and retention strategies of their choosing. The training will be delivered seven times in various Michigan sites to multiple level groups of staff across public/private domains. Program officers will systematically evaluate the training, assessing its impact on knowledge acquisitions, knowledge retention, individual and agency change, and on recruitment retention.

Recruitment and Retention of Child Welfare Staff

University of Southern Maine
295 Water Street
Augusta, ME 04330

Abstract: The goal of this project is to increase the recruitment and retention of competent child welfare staff through the development and implementation of a comprehensive, research-based and practical training model. The project will develop agency capacity for effective human resource management statewide in Maine, New Hampshire, and Vermont and implement a mix of best-practice strategies to improve recruitment, selection, and retention. The approach includes a variety of learning interventions (a graduate course, management and supervisory training, mentoring, and professional development opportunities for all agency staff) as well as organizational development strategies to promote a supportive workplace climate and address organizational issues that impact on the transfer of learning.

Recruitment and Retention of Child Welfare Staff by Building Management Capacity

Fordham University Graduate School of Social Service—Children FIRST,
100 Marymount Avenue
Butler Hall
Tarrytown, NY 10591

Abstract: A stable and highly skilled child-welfare workforce is required to meet federal goals of safety, permanency, and child and family well-being. This project will deliver curriculum and management consultation based on research finding that identify factors associated with the recruitment and retention of bachelor and master's level staff. The three primary objectives of this proposed project are to:

1. Improve recruitment and increase retention of casework and supervisory staff by providing training that promotes self-efficacy, organizational commitment, recognition for accomplishment, and social support to the agency's manager and supervisors;

2. Support transfer of learning from the classroom to the work site by providing consultation/technical assistance to managers to identify and implement organizational changes that reflect best practices in recruitment and retention, and
3. Strengthen the relationship between public child welfare agency (DCF) and a university providing undergraduate and graduate program in social work (Fordham)

The primary result and benefit to be derived from this grant will be the development of a competency-based training curriculum for public agency child welfare managers and supervisors in order to enhance their ability to recruit and retain staff, thereby promoting both the well-being of staff and the children and families they serve.

Western Regional Recruitment and Retention Project (WRRRP)

University of Denver Graduate School of Social Work—Institute for Families
2148 South High Street
Denver, CO 80208

Abstract: The Western Regional Recruitment and Retention Project (WRRRP) will develop new models for training child welfare agencies on recruitment and retention. The Institute for Families at the Graduate School of Social Work, University of Denver, will partner with Arizona, Colorado, and Wyoming. Our goal is to develop a comprehensive training model for effective recruitment and retention that attends to the shared and unique characteristics of different communities/agencies and is adaptable for states, counties, and local communities. To achieve this goal, individual strategic training plans will be developed and implemented for each project site. Results and resources will be published in the Strategies Matrix Approach for Recruitment and Retention Training (SMARRT) Manual. The curriculum will focus on topics including marketing child welfare careers, cultivating individual and organizational learning and improving child welfare's image, intra-agency communication, teamwork, supervisory skills, and employee satisfaction. The expected project outcomes are increased quality and quantity of applicants, increased retention of qualified staff, and curricula and models for practice and policy.