Building a 21st Century Children Services Workforce

Research Conducted By

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COLLEGE OF SOCIAL WORK

on behalf of

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Executive Summary

In 2021, the Public Children Services Association of Ohio, the membership association of Ohio's county children services agencies, commissioned The Ohio State University College of Social Work to conduct research and develop recommendations to improve recruitment and retention of frontline children services caseworkers because of the workforce crisis many agencies are facing. Researchers were charged with examining successful efforts in other state-supervised, county administered child protective services (CPS) systems and in similar human services systems, gathering data through surveys and focus groups of county agency staff, and recommending strategies at both the state and county level for "Building a 21st Century Children Services Workforce."

Turnover among CPS caseworkers can be attributed to a number of drivers, including the highly complex nature and demands of the work, the resultant secondary traumatic stress, the quality of supervisory and organizational support, and compensation. Turnover is costly to taxpayers, increases workload and stress for those who remain, and ultimately harms the children and families served by the system. While turnover has hampered CPS agencies for years, the COVID-19 pandemic threatens to exacerbate the problem, triggering resignations in any number of fields.

A representative sample of CPS agencies and their staff participated in an OSU survey; survey respondents were then given the opportunity to join a focus group. Ohio workers in the sample reported feeling moderately satisfied with their work; however, levels of job satisfaction appear to decrease the longer employees work within a specific role. Not surprisingly, 63% of respondents (who included caseworkers as well as agency staff in other positions) reported feeling moderate or high levels of work stress. Caseworkers – particularly those working within assessment/investigation units – consistently indicated experiencing high levels of work stress.

Workers' commitment – their desire, need, or obligation to maintain employment – is not high. While in general, workers report that their agencies have a strong organizational culture, leadership, and evaluation context, specific features of employees' work experiences may influence their perceptions of organizational context elements. For example, the specific CPS unit in which employees currently work was related to differences in their ratings of organizational culture and evaluation context.

Research findings reveal that workers feel they can carry out their job competently; however, workers overall reported a lack of clarity about what is expected of them. Significant opportunities for workforce retention include improving available supervision, strengthening external collaborations, and targeting psychological safety. Significant threats to workforce retention included worker disempowerment and a lack of voice as well as limited social and family services available to clients in the community.

With respect to successful strategies in other states and systems, large-scale change interventions that include frontline workers in decision making were found to support worker autonomy. Use of such approaches has led to greater satisfaction with communication, operating procedures, and organizational culture and climate, along with decreased role overload and emotional exhaustion. The use of employee selection programs to identify workers best suited for CPS work can increase employee satisfaction and build strong teams. Multifaceted interventions that include team building and leadership training can also increase job satisfaction and team cohesiveness.

Ohio must take a comprehensive and coordinated approach to improving recruitment and retention. Interventions should consider Ohio's complex children services system, engage all levels of the workforce in change planning and decision making, and elevate matters of race, equity and diversity. Specific state- and county-level recommendations can be found beginning on page 23. This report makes two overarching recommendations, each with two goals:

Recommendation 1: Reduce and Prevent Turnover-Related Risk Factors by Minimizing Professional Weaknesses and Threats

> *Goal 1: Reduce Workforce Burnout and Job Dissatisfaction*
> *Goal 2: Decrease Negative Influences of Professional Climate and Leadership*

Recommendation 2: Bolster Recruitment and Retention Protective Factors by Maximizing Professional Strengths and Opportunities

> *Goal 1: Increase Organizational Commitment and Intention to Stay*
> *Goal 2. Improve Workforce and Community Experiences of the Profession*

Current State of the Child Protective Services Workforce

What We Know: Costs and Consequences of Turnover within U.S. CPS Systems

The prevalence of occupational burnout and related workforce outcomes (e.g., decreased organizational commitment, increased turnover) have become increasingly recognized as problems of international proportions, as these factors affect not only workers and their employers, but whole economic structures and systems (Seňová & Antošová, 2014). Within the United States (U.S.), current evidence indicates that high levels of workforce burnout, secondary traumatic stress (STS), and associated turnover are particularly prevalent within child protective services (CPS) systems (Graham et al., 2014; Goodwin et al., 2013; Mor Barak et al., 2001).

According to recent research, the functions and responsibilities of CPS workers partly explain the particularly high levels of turnover. For instance, the mandatory roles of CPS workers have been indicated as increasing the risk of work-related violent threats and experiences (Graham, Bradshaw, Surood & Kline, 2014). In addition, negative public perceptions of CPS workers (e.g., expectations, stigma, blame) have been found to have significant effects on their physical as well as mental health (Lawrence et al., 2019). In terms of the functioning and well-being of workers, recent studies found that 53% of Ohio's child welfare workforce is experiencing levels of STS that meet the threshold for Post-Traumatic Stress Disorder (PTSD) (QIC-WD, 2018).

Subsequently, low recruitment rates and high levels of turnover have been reported as a nationwide challenge of the CPS workforce. According to a recent national study, between 2003 and 2015, the median tenure length within the U.S. CPS workforce averaged between .8 and 4 years, with a median tenure length of 1.8 years from first to last case (Edwards & Wildeman, 2018). During that same timespan, annual state-level turnover rates averaged between 14 and 22% for caseworkers, and 20% for supervisors (Edwards & Wildeman, 2018). National CPS turnover rates average 30% per year, though individual agency rates have neared 100% (Casey Foundation, 2017).

In terms of fiscal implications, studies indicate high levels of CPS workforce burnout are associated with decreased levels of productivity (Coffey et al., 2004), in addition to increased levels of absenteeism and turnover (Casey Foundation, 2017). For instance, as of 2016 the agency cost of replacing one existing CPS worker was estimated to be as high as $54,000, with one new employee training costing more than the average state tuition for a bachelor's degree (Casey Foundation, 2019; Dorch, McCarthy & Denofrio, 2008; NCWWI, 2016). It is important to note that, although more recent national-level data is not available, it is likely that estimated costs associated with CPS workforce turnover will have increased in the six years since this information was published.

In addition to fiscal consequences, chronically high levels of occupational burnout and related turnover can have severe psychological and physiological consequences for members of the CPS workforce (e.g., vicarious trauma, poor mental and physical health) (Beer et al., 2020; Quinn-Lee et al., 2014), as well as pose significant implications for service delivery. Moreover, evidence from the literature suggests that both burnout and employee turnover have an impact on organizational morale, which can subsequently lead to more turnover (Stalker & Harvey, 2003).

In particular, workforce burnout and turnover within CPS systems have negative societal implications for children and families. Low levels of organizational commitment in addition to high levels of job dissatisfaction, absenteeism, and termination intentions have been found to significantly impact service delivery (e.g., client engagement, satisfaction, trust in providers) (He et al., 2018; Rollins et al., 2010) as well as child outcomes (Garcia et al., 2016). Furthermore, turnover and subsequent hiring lags have been found to increase the length of foster care placements, as well as the risk of child maltreatment recurrence (Casey Foundation, 2017).

For related research that informed this report, see the Literature Review in Appendix B.

Turnover within Ohio's Public Children Services System: Historic Trends

Within the relevant literature, workforce turnover is often discussed in terms of "positive" and "negative." Positive turnover involves employment exits that are planned (e.g., retirement, promotion) and/or create a net benefit for the agency (i.e., termination of a poor-performing employee). On the other hand, negative turnover occurs when an agency is detrimentally affected by an employment termination decision; for example, when a caseworker with no performance concerns resigns.

Although any turnover in a child's caseworker tends to result in that child lingering in foster care (Casey Foundation, 2017), some turnover is unavoidable. Moreover, turnover in high-risk, high-profile fields like CPS is not surprising. Long hours, the possibility of physical danger, secondary traumatic stress, low pay, and lack of respect contribute to high turnover. Add to that the copious rules and regulations that must be synthesized and put into practice along with sound judgment and critical thinking skills – primarily by individuals fresh out of college – and the result is a workforce constantly in flux.

In order to assess employment outcome trends within Ohio's CPS workforce, for two years in a row (SFY2015, SFY2016) PCSAO collected data from county agencies regarding turnover specifically among CPS caseworkers (i.e., no supervisors or upper-level managers) (PCSAO, 2017, 2019). As there is no central repository of statewide CPA human resources data, responses were reported voluntarily but with near 100% participation. Results consistently showed a statewide average of 24% overall turnover (positive plus negative) and 14% negative turnover.

The following three years PCSAO did not collect data, after which information on turnover was again collected for CY2019 and CY2020. While the response rate was not as robust, data showed a concerning increase in turnover in 2019: a 45% overall turnover rate, of which 18% reflected negative turnover. In the next year, the pandemic year of lockdowns and economic uncertainty, negative turnover returned to 14%, though overall turnover remained higher (38%) than in 2015 and 2016. For a visual overview of turnover trend findings, see Figure 1.

Figure 1. Ohio CPS Turnover Historic Trends
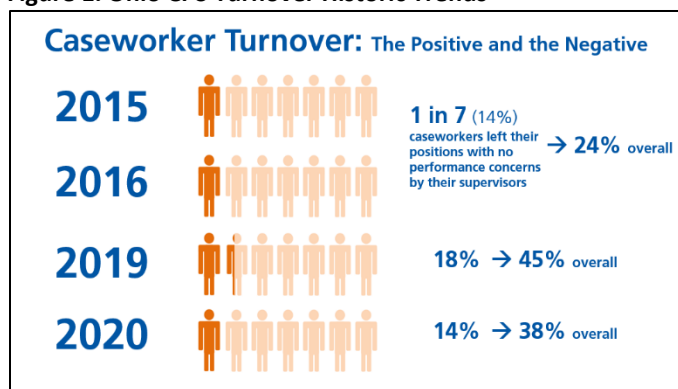
Across Ohio, the roughly 3,500 caseworkers employed at the county level experience significant variation in compensation and benefits, available resources, and opportunities for specialization or advancement. Such variation may partly explain why, in some years, certain

counties have suffered more than 100% turnover, whereas other counties have enjoyed a more stable workforce. However, questions left unanswered by the available data illustrate that, although turnover studies are useful point-in-time snapshots, Ohio's CPS system would benefit from a longitudinal retention assessment that focuses on understanding which employees are leaving at specific points in their tenure.

Moreover, the ongoing uncertainty and implications of the COVID-19 pandemic raise several new questions: Would turnover have continued to climb had the pandemic not intervened? And as the country emerges from the pandemic to witness the "Great Resignation" of 2021-22, will turnover increase even more?

Key Points

✓ Nationally, an average of 30% of CPS workers leave their position each year.

✓ In Ohio, this average appears to be higher, with 38% of workers leaving their position in 2020.

✓ Within CPS, worker turnover is often driven by burnout and the psychological toll of the work.

✓ Turnover is costly for agencies and can compromise the quality of services delivered to children and families.

PCSAO-OSU Workforce Needs Assessment Study

## Study Sample Characteristics

County Agencies. Of Ohio's 85 county-led public children services agencies (PCSAs), a stratified random-match paired sample of 24% (n=20 counties) agreed to participate in the study. The participating PCSAs included (in alphabetical order): Ashtabula, Carroll, Champaign, Clark, Clinton, Coshocton, Crawford, Franklin, Guernsey, Harrison, Jackson, Licking, Lorain, Ottawa, Perry, Richland, Seneca, Tuscarawas, Warren, and Wayne.

Figure 2. Participating Counties

Participating PCSAs were representative of Ohio's range of county sizes, with 25% categorized as "small," 35% as "medium," 25% as "large," 10% as "metro," and 5% as "major metro." PCSAs that participated in the study were fairly evenly distributed across Ohio's eight training regions, with 20% from Central Ohio (CORTC), 25% from East Central Ohio (ECORTC), 15% from Northeast Ohio (NEORTC), 10% from Northwest Ohio (NWORTC), 10% from Southeast Ohio (SEORTC), 10% from Southwest Ohio (SWORTC), and 10% from Western Ohio (WORTC). Regarding how Ohio's regions are organized, see Figure 2 for a map of Ohio's Regional Training Centers (RTCs).

Figure 3. Ohio Child Welfare Training Program: Regional Training Centers (RTCs).
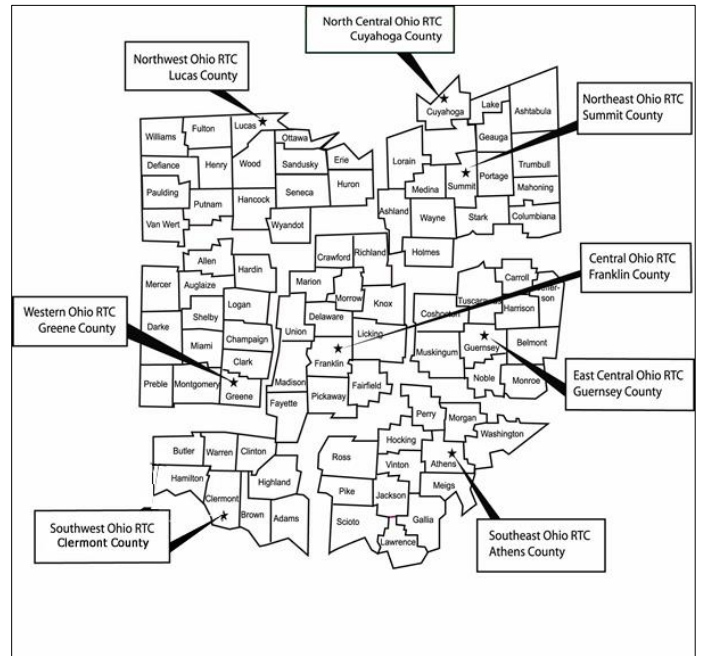
Agency Employees. From the 20 participating PCSAs, 245 Children Services (CS) employees completed the study's online survey. Of the 245 participating employees, the majority identified their current CS role as caseworker (52%), whereas 19% identified as supervisors, 10% as support staff, 6% as program managers/coordinators, 5% as directors, 5% as involved in administration, 2% as involved in legal support, and 1% as other specialists.

In terms of years of professional experience, approximately one-quarter (22%) of participating employees had worked in children services for 5-10 years, whereas 8% had less than one year of experience, and 15% had more than 20 years. Regarding the remaining 55%, of the original 245 employees, 18% of participants had 1-2 years of experience, 13% had 3-5 years, another 13% had 10-15 years, and 11% reported 15-20 years of experience working in the CPS profession. Note: In order to ensure data accuracy, those with less than 6 months of CPS work experience were not eligible to participate in the study.

Regarding educational background, 30% of participating employees had a college degree in social work (BSW or MSW), 54% had a bachelor's or master's degree in a related field, 15% had less than a bachelor's degree (associate's degree, high school diploma), and 1% had a doctorate degree (primarily in law).

Details regarding quantitative findings and participant characteristics are provided in tables in Appendix A.

Data Collection

Quantitative data regarding employee perceptions of their occupational environment was collected through an online survey, which involved an occupational background questionnaire and three self-report measures. The included self-report measures were selected based on evidence of their: a) appropriateness for addressing study aims; b) psychometric validity; and c) reliability with CPS and/or similar professional populations. The measures were:

1. Context Assessment Instrument (CAI) (McCormack et al., 2009). The purpose of the CAI is to assess a context's level of receptiveness to change and development, as well as the extent to which it is conducive for person-centered practice (McCormack et al., 2009). The CAI is structured as a 37-question self-report measure in which participants rate their responses on a scale from 1-4 (reverse coded in scoring wherein 1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree). Responses to the 37 questions are used to calculate scores for three Context Elements (Organizational Culture, Agency Leadership, Evaluation Context), wherein each Element is scored on a continuum from Weak (0%) to Strong (100%).

2. Abbreviated General Nordic Questionnaire for Psychological and Social Factors at Work (NordicQPS 34+) (Wännström et al., 2009). The NordicQPS-34+ was designed and tested as an assessment of work-related psychosocial factors, specifically those associated with workforce motivation and well-being (Wännström et al., 2009). The NordicQPS-34+ is a 37-question self-report measure in which participants rate their responses on a scale from 1-5 (1=Very Infrequently/Little or Never/Not at All; 2=Rather Infrequently/Little; 3=Sometimes/Somewhat; 4=Rather Often/Much; 5=Very Often/Much or Always).

3. Three-Component Model Employee Commitment Survey (TCMS) (Meyer & Allen, 2004). The TCMS was designed and tested as a tool for assessing employees' intentions to maintain, or alternatively terminate their employment in an organization (i.e., turnover intentions) (Meyer & Allen, 1991; Meyer et al.,

2012). The TCMS is an 18-question self-report measure in which participants rate their responses on a scale from 1-7 (1=Strongly Disagree; 2=Disagree; 3=Slightly Disagree; 4=Undecided; 5=Slightly Agree; 6=Agree; 7=Strongly Agree).

Qualitative data was collected through focus group interviews conducted via Zoom video conference, wherein session members were organized by employee role (i.e., level and unit within agency). During focus group sessions, a semi-structured interview guide was used to examine participant perceptions regarding internal agency strengths and weaknesses (e.g., positive and negative work factors), in addition to current opportunities and threats external to the organization (e.g., reasons for continuing or terminating child welfare employment).

Study Findings

State of the Workforce

Job Satisfaction. Job satisfaction was included as a retention-related outcome of this study based on consistent evidence indicating its relationship with workforce turnover intentions. Overall, the score for this outcome fell fairly evenly between "sometimes" and "rather frequently/much" (m=3.5 out of 5), indicating that in general, Ohio CPS employees feel a moderate level of satisfaction in terms of their work. Regarding the potential influence of employee characteristics, participants' length of time working in their current role appeared to play a significant role in terms of levels of job satisfaction as well as continuance commitment (further details on this outcome later in this section). Specifically, increases in current role tenure length appeared to be associated with lower levels of job satisfaction and higher levels of continuance commitment, which suggests that as employees remain working in a role, they feel decreasing satisfaction and an increasing necessity to maintain current employment. However, this relationship did not appear to be associated with the specific roles or units participants were working within, nor their tenure length within the profession overall.

Figure 4. Job Satisfaction Over Time

Regarding the potential influence of county size on this outcome, results indicate similar levels of job satisfaction across different sizing groups. Specifically, no size groups scored above the state average, and score differences between the size groups were minimal.

Figure 5. Occupational Stress Across Roles
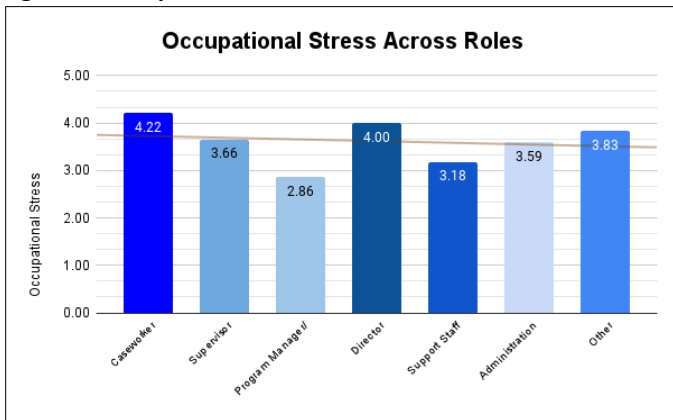
Occupational Stress. In addition to job satisfaction, employee feelings of work-related stress have been found to significantly influence employment-related workforce outcomes (e.g., organizational commitment, turnover intentions and decisions). Among the Ohio CPS employees who participated in this study, 10% of workers reported experiencing low or moderately low levels of work stress (3%=very little or not at all; 7%=rather little), whereas 63% of workers indicated their stress levels as being moderately or very high (25%=rather much; 38%=very much). However, it is important to note that both the role and unit in which employees currently served appeared to significantly influence this outcome. Results suggest that employees who identified as caseworkers, particularly those working within assessment/investigation units, were significantly more stressed compared to those working in other roles and units.

Meanwhile employee tenure length, either in their current role or in the profession overall, did not appear to be associated with reported stress levels. Similarly, county size did not appear to have a significant influence on this outcome.

Organizational Commitment. Current evidence indicates that in general, decreases in feelings of organizational commitment significantly predict increases in turnover intentions, as well as decreases in performance-related outcomes (Nuhn et al., 2019). Specifically, researchers have identified three components/perspectives of this concept, each distinctly related to maintaining organizational employment: 1) desire (affective commitment); 2) need (continuance commitment); and 3) obligation (normative commitment) (Meyer & Allen, 1991; Meyer et al., 2012). In general, our analyses found neither specific employee-level characteristics nor county size to be significantly related to levels of affective or normative commitment. In terms of specific findings for each commitment outcome, details are provided below.

With respect to Ohio's CPS workforce, this study found affective organizational commitment to be the strongest of this outcome's three components. Specifically, this area received an average score approaching ratings of "slightly agree" (m=4.8 out of 7), indicating that, among current CPS employees, there is a present but small desire to maintain current organizational employment. County size did not appear to play a significant role with this outcome.

Regarding a perceived need to maintain current employment (i.e., continuance organizational commitment), an overall score slightly above "undecided" (m=4.3) indicates employees as being neutral regarding this outcome. As previously noted, continuance appeared to be the only type of organizational commitment significantly associated with employee characteristics, wherein employee tenure length in their current role appeared to be associated with increased levels of continuance commitment. However, analyses were inconclusive regarding the potential influence of other employee characteristics or county size on this outcome. Some secondary analyses were conducted, but results indicated no clear trends, wherein both large and metro counties received slightly below-average scores (m=4.1), and medium counties scored slightly above average (m=4.5).

Similarly, normative organizational commitment also received an average response of "undecided" (m=4.3), indicating employee neutrality in terms of perceived

obligation to maintain current employment. Analyses were also similarly inconclusive regarding the potential influence of employee characteristics or county size. Notably, for this outcome it was the small county size group that scored significantly higher (m=4.7). Although secondary analysis excluding this group resulted in a slightly lower overall average (m=4.2), findings from both sets of analyses were similarly inconclusive regarding outcome trends among the other four sizing groups. Specifically, two sizing groups scored slightly below the state average (m=4.1), whereas two others received scores within average range (m=4.2-.3).

Key Points
✓ Ohio workers report feeling moderately satisfied with their work. However, levels of job satisfaction appear to decrease the longer employees work within a specific role.
✓ 63% of respondents reported feeling moderate or high levels of work stress. Caseworkers (particularly those working within assessment/investigation units) consistently experience high levels of work stress.
✓ Workers' commitment (their desire, need, or obligation to maintain employment) is not high. Need to maintain employment appears to increase the longer employees work within a specific role.
✓ These findings suggest that Ohio workers are at high risk for turnover.

Nature of the Occupational Context

In terms of specific agency contexts, over 50% of participating counties scored moderately strong in all three elements (score>75%). Although no counties had scores indicating a very strong contextual element (score>87.5%), fewer than 10% of counties scored below 50% in any element. In addition to Context Element continuum scores, CAI developers recommend identifying the individual questions that received the lowest mean scores (range from 1-4), as these items can provide specific directions for contextual improvement planning. Across participating counties, five questions (out of 37; n=13.5%) had mean item scores equivalent to "neither agree nor disagree" (m<2.75). Analyses indicate that employee characteristics can have

significant and varied influences on perceptions of the organizational context. Details regarding these items are discussed in the following sections, under the Context Element with which they are associated.

Organizational Culture. CAI developers (from the United Kingdom) describe organizational culture as "based on the beliefs, values and assumptions held by those at an individual, team and organisational level." Specifically, understanding employee perspectives regarding the nature and strength of organizational culture is necessary "if meaningful, sustained change and person-centred practice is to be achieved" (McCormack 2002). Within the context of Ohio's public children services system, results of the current study indicate that Organizational Culture is fairly strong (overall mean=74%). Analysis indicates that the current unit in which employees work may have an influence on how they rate their organizational culture. Specifically, working within an assessment/investigation unit appeared to relate to higher ratings of organizational culture, whereas working within specialized adoption units was associated with lower scores for this outcome.

Regarding individual item scores, 16 of the 37 in the CAI are included in the continuum score for Organizational Culture. Of these 16, two items (n=12.5%) received a neutral score (neither agree nor disagree), indicating a need for further development in these areas. Specifically, the two weakest items related to organizational culture were: Q18 (m=2.58) "Accessible versions of information (large written print, tapes, etc.) are made available to families"; and Q24 (m=2.65) "Staff use reflective processes (e.g., action learning, clinical supervision, or reflective diaries) to evaluate and develop practice."

Agency Leadership. According to CAI developers, effective leadership involves developing trust, enabling communication, and "inspir[ing] staff towards a shared vision of the future." When these leadership abilities/practices are strong and consistent across an organization, leaders can "alter the culture and create a context that is conducive to innovative and person-centred practice." Study results show that Agency Leadership is fairly strong across Ohio PCSAs (overall mean=73%). In terms of relationships between employee characteristics and their perceptions of agency leadership, tenure length within the profession appeared to be a significant influence on this outcome. Specifically, length of time working within the profession was negatively related to this outcome, in

that increased tenure length was associated with lower ratings of agency leadership.

Although all three context elements received fairly strong overall ratings, Agency Leadership was found to be the weakest, in that it received the lowest overall score and had the highest proportion of low-scoring questions. Regarding individual item scores, 7 of the 37 in the CAI are included in the continuum score for Organizational Culture. Of these 7, two items (n=29%) received a neutral score (neither agree nor disagree), indicating a need for further development in these areas. Specifically, the two weakest items related to agency leadership were Q10 (m= 2.62) "Children service providers (CSPs) have equal authority in decision making"; and Q17 (m=2.57) "The management structure is democratic and inclusive."

Evaluation Context. CAI developers describe an effective evaluation context as one which "use[s] evidence gathered through a variety of sources" and "embraces peer-review, user-led feedback and reflection on practice." In particular, a strong evaluation context is critical for making accurate appraisals and effective decisions regarding individual, team, and organizational practices. Results from this study indicate that within Ohio's children services system, agencies appear to have a fairly strong Evaluation Context (overall mean =74%). In terms of individual item scores, 14 of the 37 in the CAI are included in the continuum score for Evaluation Context. Of these 14, one item (n=7%) had a score of "neither agree nor disagree." This item, which received the lowest score of all CAI questions (m=2.02), asked participants to rate the level to which "the organization is non-hierarchical" (Q35).

Notably, study analyses found this to be the only context element variable significantly related to county size, wherein increases in sizing group were associated with decreased (i.e., weaker) ratings of the evaluation context. Furthermore, several characteristics of participating employees also appeared to significantly influence this outcome. In terms of tenure length, both years in their current role and working in the profession overall appeared to be negatively associated with this outcome, in that increased tenure length was associated with lower ratings of the evaluation context. In addition, current CPS unit also played a role, in that employees currently working within assessment/ investigation and ongoing units appeared to rate this outcome more highly than those working within other units.

Key Points
✓ In general, Ohio CPS workers report that their agencies have a strong organizational culture, leadership, and evaluation context.
✓ However, specific features of employees' work experiences may influence their perceptions of organizational context elements.
✓ The specific CPS unit in which employees currently work was related to differences in their ratings of organizational culture and evaluation context.
✓ Increases in employee tenure length (role, profession) were associated with lower ratings of agency leadership and evaluation context.

Strengths Opportunities Weaknesses Threats (SOWT) Analysis

In addition to the practice-related contextual features assessed through the CAI, this study also collected data regarding specific occupational factors indicated as related to employee retention. These features were broken down into features internal to county agencies (strengths and weaknesses) and features of the external CPS professional context (opportunities and threats).

Analyses of internal agency strengths and weaknesses involved data collected through the NordicQPS section of the online survey. Based on factors consistently emphasized within the relevant research literature, four retention-related strengths and four turnover-related weaknesses were assessed during this study. Specifically, potential strengths assessed included supervisory resources, job clarity, work efficacy, and organizational support. Simultaneously, potential weaknesses were assessed in terms of role demands, work ambiguity, job disempowerment, and organizational hostility.

Meanwhile, examinations of external professional opportunities and threats at the county, state and federal levels were conducted using data collected from CPS employee focus groups. Specifically, interview questions explored individuals' perceptions regarding work-related factors that should be included within workforce burnout prevention and turnover improvement efforts. Furthermore, focus group interviews also allowed researchers to assess workforce

attitudes regarding feasibility and appropriateness of available approaches in terms of potential opportunities to improve recruitment and retention within their agency.

Strengths. Supervisory resources were assessed in terms of the extent to which supervisors acknowledge employee efforts, encourage participation in decision making, and support professional development. Overall, this area received a score slightly below "rather often/much" (m=3.8 out of 5), indicating that in general, this is viewed as a moderately strong feature of Ohio's CPS agencies. Regarding the potential influence of agency context (i.e., county size) on this outcome, further analysis revealed that county size may not be a significant influence on this factor.

Job clarity was assessed as to the extent to which organizational communication and information sharing was clear and consistent, particularly in regard to policies and procedures impacting employees. Overall, this area received a score slightly above "sometimes/somewhat" (m=3.2 out of 5); it did not appear that county size was a strong influence in this area, as only two sizing groups scored similarly and only slightly below average (m=3.1), and the highest score for any group was only slightly above the mean (large counties, m=3.3).

Level of work efficacy was assessed through questions regarding the extent to which employees felt competent in being able to fulfill the duties and responsibilities of their job. Overall, this area received a score slightly above "rather often/much" (4.1 out of 5), indicating this to be a high area of agency retention-related strengths. It did not appear that county size was a strong influence in this area, as all county size groups scored within .1 of the overall mean, with medium and large counties scoring the highest (4.2).

As the final aspect of agency retention-related strengths, organizational support was assessed through questions regarding the extent to which agency leadership valued and supported the efforts and well-being of their employees. Overall, this area received a score slightly above "sometimes/somewhat" (m=3.3 out of 5). It did not appear that county size was a strong influence in this area.

Opportunities. Employees identified a range of opportunities for enhancing workforce recruitment and retention, including those at the county, state, and national levels. At the county level, focus group responses emphasized supervision availability and quality as being critical for workforce retention,

regardless of specific professional context (county/agency, role). In particular, supervisors were seen as playing an essential role in supporting and advocating for employees within the community. In addition to supervisory resources, features of organizational culture and leadership were highlighted as internal agency factors important to workforce retention. Psychological safety was emphasized as an important organizational value that, when reflected in an agency's policies and practices, can significantly influence employee feelings of support and organizational commitment. Agency leaders play an important role in modeling and supporting this value – in particular through being open to receiving employee feedback and to practicing self-reflexivity and vulnerability in their responses.

Beyond opportunities specific to county PCSAs, initiatives to encourage interagency partnerships within social service systems, including those at both local and state levels, were identified as potentially influencing workforce retention. In particular, positive communication and effective collaboration between CPS workers and providers from other family-serving systems (e.g., education, healthcare, legal) were emphasized as potentially impacting retention via employee perceptions of work clarity, professional support, and job efficacy.

Regarding state-level opportunities, employees expressed a desire for increased communication and collaboration between county-run agencies, wherein the state (Ohio Department of Job and Family Services) would act as the facilitator. Such strategies could initially improve retention via increasing employee feelings of organizational support; moreover, the information and resources shared through this process have potential for increasing feelings of competence (i.e., job efficacy). In addition, focus group responses indicated that recent strategies for providing realistic training to potential CPS workers prior to their employment could increase the recruitment of prepared and appropriate CPS workers, subsequently improving retention. For example, case simulations conducted with virtual reality headsets could help prepare future workers for the work situations they may experience; additionally, such tools could also be used by hiring personnel to assess the preparedness and skills of potential employees.

Changes related to the Family First Prevention Services Act of 2018 (FFPSA) were identified as a potential avenue for improving workforce recruitment and retention. In particular, FFPSA-related increases and

flexibility in funding were indicated as a potential opportunity to redefine and expand the roles of CPS employees. For instance, respondents expressed an interest in increasing their direct interactions and providing more preventative services to families. In addition to increasing their feelings of job efficacy and satisfaction, employees anticipated that playing a more therapeutic role with families could also improve societal perceptions of and support for CPS as a profession. However, if Ohio's prevention services approach falls short of the goal of greater engagement with families and diversion from foster care, or if services are not widely available and accessible, caseworkers are likely to become frustrated and disillusioned. Moreover, due to the need for proliferation of these services, mostly in private provider settings that will require additional employees, Family First is likely, at least in the near term, to exacerbate the public agency workforce crisis.

Weaknesses. Role demands were assessed through questions regarding the manageability of employee workloads (size, pacing, complexity). This area received an overall score slightly below "somewhat" (m=2.8), indicating that in general, Ohio CPS employees did not perceive the demands of their roles to be especially manageable, but neither were they especially overwhelming. However, employee characteristics appeared to be an important influence on this perception; specifically, those working within caseworker roles reported significantly higher levels of job demands. Meanwhile, it did not appear that county size was a strong influence in this area; both small and metro counties received a score similar to the overall average, and the range between the lowest and highest scores among size groups was only 0.4 (large counties m=2.6, medium counties m=3.0), indicating all size groups rated similarly in this area.

Work ambiguity was assessed through questions regarding how role expectations are established and enforced within agencies. This area received an overall score slightly above "rather infrequently/little" (2.1 out of 5), indicating that overall, CPS employees perceive a lack of clarity and consistency regarding what is expected of them. It did not appear that county size was a strong influence in this area).

Job disempowerment was assessed through questions focused on employee feelings of autonomy and control in relation to their work (independence conducting role-related activities, role in job, and organizational decision making). This area received an overall score falling between "rather infrequently" and "sometimes" (m=2.7

out of 5), indicating that feelings are mixed in terms of the control and independence CPS employees have within their roles. It did not appear that county size was a strong influence in this area, as only two sizing groups received scores slightly below the overall average.

As the final aspect of agency retention-related weaknesses, organizational hostility was examined through survey questions focused on negative aspects of the psychosocial work environment (interpersonal conflict, rigidity and inequality of leadership practices). This area received an overall score somewhat above "rather infrequently" (m=2.4 out of 5), indicating that in general, CPS employees do not perceive their environment as being overly hostile. It did not appear that county size was a strong influence in this area; most size groups had scores similar to the overall average.

Threats. Analysis of focus group responses revealed a number of county-, state-, and national-level factors with the potential to negatively influence workforce recruitment and retention. Regarding factors internal to county PCSAs, employees indicated a lack of voice as having a significant influence on feelings of job inefficacy and depersonalization, both strong predictors of workforce burnout and subsequent turnover. For instance, feelings of disempowerment and depersonalization were indicated as potential consequences when leaders did not acknowledge and/or respond to employee feedback. Such consequences were considered likely when employees were not given information and/or a role in agency decision making, particularly in regards to organizational change planning and implementation.

Participants also described decreased feelings of job autonomy, work efficacy, and subsequent increased turnover intentions as potential outcomes of a disempowering professional climate. As an example that can apply at the county and/or state level, climates were perceived as disempowering in cases wherein leadership approaches to implementing professional changes (e.g., new evidence-based practice, innovation in case documentation) primarily involved issuance of a system-wide mandate. Rather than allowing for the discretion of the staff enacting the practice, such mandates usually entailed vertically delivered expectations that were rigidly enforced. Consequently, implementation within professional systems was often experienced as leadership communicating that they do not trust the judgment and skills of the staff involved.

Beyond internal challenges, participants also described factors external to the profession that contributed to difficulties in recruiting and retaining workers. Initially, participants reported misconceptions and conflicting beliefs regarding the impact their roles and responsibilities have on CPS workforce functioning and psychological safety. For instance, despite having roles similar to those of other professionals categorized as First Responders (EMTs, firefighters), CPS workers are not considered part of this category and therefore do not receive the same support and respect from communities given to first responders. Instead, CPS workers had frequent experiences of being disrespected and belittled by interagency professionals, who simultaneously expected them to resolve issues far outside their scope or capacity.

Additionally, the accessibility and quality of family-related services and resources (i.e., local, state, national) were described as having complex influences on workforce recruitment and retention. In general, government policies and funding streams of social service systems were described as emphasizing competition rather than cooperation, resulting in intraprofessional conflict between county- and state-level CPS systems, as well as interprofessional tensions between county PCSAs and other local family-serving organizations. For instance, resource distribution based solely on demographics, without consideration of the complexity and/or severity of a community's needs, was described as an area of tension both within and across county-, state-, and national-level social service systems. In addition, these challenges can also have

indirect effects on workforce recruitment and retention, as these factors can have a negative impact on family engagement and outcomes, which subsequently influences turnover-related factors of job inefficacy and dissatisfaction.

Key Points

- ✓ Major strength: Workers feel fairly strongly that they can carry out their job competently
- ✓ Major weakness: Overall, workers reported a lack of clarity about what is expected of them
  - ➢ Caseworkers specifically reported high levels of job demands
- ✓ Significant opportunities for workforce retention:
  - ➢ Improving available supervision,
  - ➢ Strengthening external collaborations,
  - ➢ Targeting psychological safety
  - ➢ Family First policy changes
- ✓ Significant threats to workforce retention:
  - ➢ Disempowerment and a lack of voice
  - ➢ Limited social and family services available in the community

How Can We Improve Recruitment and Retention in Ohio?

Ongoing State-Level Efforts in Ohio

New investments by Gov. Mike DeWine and the Ohio General Assembly in the SFY2020-2021 biennial budget significantly increased state funding for children services, providing county agencies with new resources. Flexible funding in the form of the State Child Protection Allocation increased from $60 million to $110 million per year. Targeted funding (see below) was also made available. These investments were largely maintained in the SFY2022-2023 budget (SCPA increased to $120 million per year). While this new funding was used by county PCSAs to bolster the workforce in some areas, resources were primarily devoted to placement costs and not readily available to support or enhance worker retention. In the case of the best practices and foster care funding streams, for example, those funds were distributed by formula to counties in the first biennium but then withheld for incentives or special programming in the second, and there was political pressure on counties to refrain from using the funds to compensate caseworkers.

ODJFS has undertaken the following workforce-related efforts in the last five years:

- **QIC-WD:** The Quality Improvement Center for Workforce Development is a federal initiative of the Children's Bureau that has been evaluating workforce interventions (specifically coaching and Resiliency Alliance) over five years in six experimental and three control counties to improve retention. The results will demonstrate the relative value of these as well as interventions at seven other sites across the country.

- **EDMS:** ODJFS engaged Northwoods to create the Enterprise Document Management System in 2018 and funded the county share of ongoing costs for this caseworker mobile workforce support in the last two biennial budgets (SFY20-21 and SFY22-23).

- **Targeted Funding Streams:** Two new state funding streams, Best Practices and Foster Care Recruitment, were created in the SFY20-21 budget with the option for counties to use funds to support the workforce; these funding streams were not allocated to counties directly in the SFY22-23 budget.

- **OCST:** The Ohio Children Services Transformation Advisory Council was appointed by Gov. DeWine in 2019 to make recommendations for improving outcomes in the children services system, including workforce:
    - Evaluating the University Partnership Program;
    - Identifying technology solutions, including virtual reality headsets that enhance a "realistic job preview" for caseworker candidates;
    - Developing a consistent onboarding program for new workers;
    - Reducing red tape; and
    - Expanding career pathways by creating a tiered program.

- **Exit Surveys:** Departing casework staff are given the option to complete an exit survey to share their reasons for leaving.

- **Rapid Response Team:** Gov. DeWine identified funding to create a three-person team at the state to advise counties struggling with serious workforce crises.

- **Specialized Roles and Skills:** The state has adopted evidence-based practices over the years that provide counties with full or partial funding to hire workers with specialized skills for specific roles. These include Wendy's Wonderful Kids Child-Focused Adoption Recruiters (through a relationship with the Dave Thomas Foundation for Adoption that plans a significant expansion in 2022); Ohio START (Sobriety Treatment and Reducing Trauma) workers intervening with families struggling with substance use disorder and child maltreatment; and 30 Days to Family/Kinnect to Family workers identifying kinship placements for children.

While it is not yet fully known what impact these interventions will have on recruitment and retention, some have been well received, such as EDMS and VR headsets, while others may require some refinement and flexibility in order to be successful. "Stay surveys" are generally considered more useful than exit surveys, though county administration will want to engage union

leadership if planning such an intervention, where applicable.

ODJFS worked with PCSAO to survey counties in early 2021 regarding desired workforce interventions:

- Of the five interventions suggested by ODJFS, the most popular was a statewide or regional recruitment initiative that would include a central point for assistance with posting, advertising and recruiting along with a race/equity approach.

- The second most popular involved career pathways and apprenticeship efforts that would connect workers with only a high school diploma or associate's degree with needed education, training and support.

- Of open-ended responses provided, the most popular response by far was loan repayment and tuition reimbursement.

CPS Workforce Improvement Efforts in Other U.S. States

This section of the report details what we know about successful workforce efforts across the U.S. and other states with similar state-supervised, county-administered child protection systems. The literature on specific worker and agency characteristics that encourage retention is rather consistent, but this section of literature will move beyond these factors to consider larger-scale efforts with an intervention focus to address workforce turnover. Some of these efforts are unique to child welfare while others are not. Regardless, there are several important takeaways for PCSAs in Ohio in the ongoing effort to secure a strong child welfare workforce.

Evaluation and Effectiveness of Title IV-E University Programs

Research into workforce interventions specific to child welfare agencies first turned up several studies and evaluations of the Title IV-E child welfare agency and university partnership programs. Historically, the intention of the Title IV-E program was to "reprofessionalize" the child welfare workforce by increasing the number of social workers employed in child welfare agencies. While all states in the U.S. have access to these programs, it appears not every state evaluates and/or reports their outcomes. For instance, this study identified only ten Title IV-E evaluation publications for inclusion in the literature review. Specifically, Title IV-E program evaluation findings were reported from Texas, Colorado, California, Ohio, and New Jersey, whereas the remaining reviewed publications described study locations in more general geographic terms (e.g., mid-western U.S. state). In addition to limited availability, gaps and variation in the collection and reporting of Title IV-E data further limit this body of evidence. Within Ohio for instance, detailed information is available regarding participants of Title IV-E (referred to as UPP in the state) from the time of program enrollment through their entry into Ohio PCSA employment. However, minimal data is available regarding program-related outcomes once graduates enter employment (INNOVATIONS, 2021).

Overall, Title IV-E programs lack a consistent standard operating procedure across states. Important differences to note across the named state evaluations include California's focus on providing MSW degrees for program participants, Colorado's inclusion of BSW and MSW students, and New Jersey's evaluation of an in-house MSW program with classes provided monthly on the weekends for current child welfare employees. Based on the limited evidence available, the overall effects of Title IV-E on workforce employment decisions have been mixed, particularly in terms of comparative differences in the employment outcomes of program graduates versus non-graduates. Briefly we will highlight the specific outcomes described in each Title IV-E evaluation report, with specific consideration for any noted differences in program features.

In terms of the time Title IV-E graduates stay with their agency compared to non-graduates (Barbee, 2018; Clark, 2013; Trujillo, 2020), it seems turnover starts after 2-5 years of service for graduates (Barbee, 2018; Clark, 2013; Trujillo, 2020), a timeframe that does not meet the definition of long-term service, despite being generally longer than the associated payback obligation period. There is some evidence that in comparison to non-graduates, Title IV-E graduates are more committed to the field of child welfare, more motivated to serve at-risk children and families, and more likely to have a history of personal CPS experiences (Carr, 2019; Jacquet, 2012; Rao Hermon, 2018). This is an important finding for those programs only utilizing Title IV-E dollars for MSW programs. For instance, having experience working in CPS systems prior to receiving an MSW appeared to increase the likelihood that employees would stay in the field, whereas employees who entered the CPS workforce as MSW graduates without previous relevant experience were significantly more likely to leave their current employment (Jacquet, 2012).

Regarding child welfare workforce preparation as a goal of the Title IV-E program, evidence is also mixed regarding outcome differences among program graduates versus non-graduates. For instance, Title IV-E graduates often felt unprepared for paperwork and time management despite internship at the agency, though they did report more awareness of the basic structure and community resources compared to non-graduates (Barbee, 2018; Benton, 2018; Yoder Slater, 2018). Furthermore, both graduates and non-graduates reported being unprepared for caseload, paperwork and stress (Benton, 2018). More specifically, evidence indicates movement to a full caseload to be a significant feature of workforce preparation, wherein Title IV-E graduate and non-graduate employees are similarly affected. For instance, studies have found employment termination timing to be significantly related to the timing of new employee full caseload assignments. Moreover, this trend appears similarly across program graduates and non-graduates, despite these groups often receiving full caseloads at different times in their tenure (Barbee, 2018).

Organizational issues also have an effect on intent to stay employed in child welfare among Title IV-E graduates who are often more aware of and familiar with work in CPS agencies. Generally, a lack of recognition, insufficient autonomy, and self-efficacy mattered greatly to graduates who felt unable to express what they needed from the agency (Barbee, 2018). Additionally, graduates reported that a lack of opportunity for growth and limited case-focused supervision for licensure were factors in their intent to leave (Clark, 2013). To address these issues, one evaluation identified the unique evidence of peer support and/or a cohort effect with intent to stay. Title IV-E graduates in the evaluation of the New Jersey in-house MSW program identified peer support through their education cohort as one of the most important factors in remaining in the program and dedicated to their child welfare agency. Specifically, graduates reported their peers were both an emotional support as well as a resource support in their work (Deglau, 2018).

In summary, Title IV-E programs can be assumed to be an important component of any state and county child welfare agency looking to bring more workers into the field. Unfortunately, due to a lack of consistent practice of the program and limited data collection on the actual turnover in the numbers of graduates, rigorous evaluation is lacking. Even among those outcomes presented here, each study operationalized said outcome differently, particularly in terms of defining

and measuring turnover intentions (e.g., intent to stay, intent to leave) and/or actual turnover. Relevant literature is also void of conversation regarding positive versus negative turnover, a significant omission given the importance of distinguishing between retention of staff overall versus retention of competent staff specifically.

Key Points

✓ Title IV-E university program graduates generally stay with their agency longer when compared to non-graduates

✓ Title IV-E graduates are more committed to the field of child welfare and more motivated to serve at-risk children and families

✓ Both Title IV-E graduates and non-Title IV-E workers report not being prepared for the paperwork and time management demands of the job

✓ Title IV-E programs can be assumed to be a primary strategy of any state and county child welfare agency looking to bring more workers into the field, yet rigorous evaluation of Title IV-E programs is lacking

Approaches to Addressing Turnover-Related Factors

Moving beyond Title IV-E, we identified several other workforce efforts relevant to the report on Ohio's child welfare workforce. Five of these efforts were focused on shared decision making and leadership that address several workforce retention factors detailed in the report including support, autonomy, and predictability. Satisfaction with supervision and autonomy in decision making are often linked to worker turnover, and these studies address how changes in leadership and agency structure in decision making can impact the workforce.

An evaluation of **coaching for supervisors** in a large healthcare organization in the Southwest U.S. showed participants strengthened their own self-awareness of their leadership abilities. Participants in the coaching intervention received both group coaching and one-on-one coaching from experts in organizational behavior. Each participant completed a developmental 360-degree assessment focused on leadership competencies. Coaching sessions focused on the assessment and growing in competencies through open

discussion and consultation over a nine-month period. Coaching intervention participants were more likely to be with the agency after one year when compared with non-participants. Participants also had greater communication, leadership and people skills after the intervention (Liske & Holladay, 2016).

The **Design Team** intervention has been reported as an effective method of restructuring organizations to include frontline workers in decision making. This intervention is specific to planning for organizational change, rather than a restructuring of case decision making, as in the case of Child and Youth Protection Services in Amsterdam (CYPSA) (details provided later in this report section). The DT intervention took place in the Eastern U.S. Employees selected for this intervention were tasked with identifying workforce issues, and interventionists provided a framework for the group to address these problems. Team members were responsible for gathering feedback from their coworkers not involved with the intervention. Upper-level management was in complete support and developed protocols for communication and decision making from intervention outcomes. The intervention showed a strong increase in satisfaction with the nature of work, and the percentage of workers who said they were looking for another job declined, indicating a positive effect on workforce turnover. Both intervention sites experienced significantly greater satisfaction with communication, operating procedures, contingent rewards, benefits, and finding work to be meaningful and enjoyable after the intervention (Strolin-Goltzman, 2010).

In addition, the **Availability, Responsiveness, and Continuity** (ARC) organizational intervention is a large-scale effort with a focus on shared decision making to address barriers to service innovation in social service agencies. The intervention insists that effective social service systems must be mission driven, results oriented, participation based, improvement directed, and relationship focused. The ARC intervention involves several pieces including changes in organizational leadership focused on network building and cultivating personal relationships. Through leadership changes, organizations then move to including frontline and middle-management staff in shared decision making, team building, establishing feedback systems, and creating means to resolve conflict. Then by using these new systems of leadership and shared decision making, teams can participate in innovation development to improve their service systems. Teams do this through goal setting, continuous quality improvement, and job

characteristics redesign to best meet goals. Participation in this intervention has led to improved organizational climate, culture, and clinician work attitudes. Additionally, this intervention has decreased the probability of workforce turnover and addressed organizational climate concerns by decreasing role conflict, role overload, emotional exhaustion, and depersonalization (Glisson et al., 2012).

Child welfare agencies can also be attentive to workforce issues through leveraging resources and addressing worker autonomy. A national study of federal employees assessed worker satisfaction with **family-friendly programming** such as childcare, alternative work schedules, and Employee Assistance Programs. Results suggest that employee satisfaction with these programs had a negative effect on turnover, not simply the availability of the programs within agencies. For instance, a 2016 study found providing childcare and alternative work programs (e.g., flex time options, flexible work hours) significantly reduced turnover in agencies, whereas providing options for telework did not significantly impact turnover rates (Caillier, 2016). Furthermore, although employee satisfaction with EAP resources was associated with reduced workforce turnover, health and wellness programs were not found to be significantly related to rates of agency turnover (Caillier, 2016).

Notably, this data was collected prior to the COVID-19 pandemic, which significantly impacted work-life policies and resources (Raghavan, Demircioglu & Orazgaliyev, 2021). As the pandemic continues to influence many aspects of life in general, the full extent of the impact and implications of COVID-19 for workforce functioning and employment outcomes remain to be determined. Based on the preliminary data currently available, findings suggest an overall post-pandemic increase in the adoption of telework and digital tools, at both the organizational and individual employee levels (Raghavan, Demircioglu & Orazgaliyev, 2021). However, reports also indicate that responses to the pandemic crisis have varied significantly, both across and within U.S. government and employment sectors (Dzigbede et al., 2020). Moreover, prior studies have found that job satisfaction is negatively impacted when telework resources are available to employees but the leadership support to do so is not (Choi, 2018), indicating the critical importance of coordinated and flexible approaches to work-life policy and practice.

The use of **employee selection programs** into clinical supervision groups among child welfare workers can also be used to address job ambiguity, a problem often

encountered in the child welfare workforce. A three-part intervention addressing employee selection, clinical supervision, and 360-degree evaluation of workers was conducted in two areas of Missouri, a metro area and a rural area. The aim of the intervention was to improve the clinical competence of frontline supervisors and their workers, and to change organizational culture to refocus on treatment orientation. The employee selection program worked to identify workers most suited to child welfare so that they can become part of an integrated work unit focused on clinical supervision. The intervention provided learning labs to help supervisors gain and apply clinical skills and build an organizational culture in which staff feel interconnected within that unit. The 360-degree evaluation program enhanced the nature of supervision and focused on helping employees develop. The educational training completed for this intervention was provided by university partners, and employees were given graduate-level MSW credits for their participation. Worker job satisfaction, burnout ratings, time/stress management, and empowerment scores, as well as worker perception of supervisor competence, all demonstrated significant gains from baseline and against the comparison groups. This intervention focused on **creating a learning organization** and building strong teams of professionals to best serve children and families (Collins-Camargo, Sullivan, Washeck, Adams & Sundet, 2009).

Key Points

✓ Large-scale change interventions that include frontline workers in decision making such as the Design Team intervention and the Availability, Responsiveness, and Continuity intervention support worker autonomy

✓ Use of such approaches has been found to lead to greater satisfaction with communication, operating procedures, and organizational culture and climate, along with decreased role overload and emotional exhaustion

✓ The use of employee selection programs to identify workers best suited for CPS work can increase employee satisfaction and build strong teams

✓ Coaching is an effective intervention to develop supervisory skills

Effective Workforce Solutions in Similar Professional Contexts

In addition to efforts within the U.S., we also considered strategies that have been effective in improving workforce outcomes within similar national CPS systems.

In a child welfare agency in Sweden, for example, a **three-part intervention** included small-group supervision for newly educated social workers, team-strengthening activities, and leadership training for the five team leaders. Groups were led by outside facilitators through partnership with a local university. Team-building activities were also led by external facilitators in partnership with a university to give coworkers in teams opportunities to build communication and peer support.

From pre- to post-intervention, turnover halted, and the agency reported very few vacancies for workers. Additionally, participants reported increases in satisfaction with their organizational climate and felt their agency cared about their physical and mental well-being. However, participants did not report a change in their relationship with their supervisor as seen between coworkers. In part, this may be due to a lack of team leader participation in several components of program implementation, which suggests that interventions focused on teams give particular consideration to inclusion of direct supervisors (Tham, 2021).

The Child and Youth Protection Services in Amsterdam (CYPSA) undertook a **large agency structure change** to address major financial failings of the organization. The system was restructured to operate more horizontally with decision making happening in a team environment. Teams included family managers, a team leader, a senior family manager, and a psychologist. In the old organization, similar to many PCSAs in Ohio, leaders would distribute cases and then oversee decisions made by workers and monitor the outcomes. The new system required more reflexivity and autonomy for family managers in decision making while tasking team leaders with facilitating the process. Family managers were also provided with leadership training to enhance their empowering leadership abilities to facilitate this new process. Empowering leaders showed trust in their employees and their decisions through eye contact and calm speech in meetings. Disempowering leaders often showed an overall lack of interest in their work. Empowering leaders focused on distributing power in decision making and encouraging worker autonomy. Results of this study suggest that leaders struggled with

the difference between empowering practices and laissez-faire leadership practices, which tend to be more passive and appear as a lack of interest (Bunders, Broerse & Regeer, 2021).

Another aim of interventions to address workforce turnover is to provide **career development programs** and open more job opportunities for child welfare workers in agencies. In West London, U.K., child welfare agencies promoted recruitment and retention by creating more wide-ranging career progression for social workers from advanced practitioner and management levels. Beyond the initial training for social workers, the agency decided to provide a longer-term development program for advanced practitioners as well as one aimed at team leaders and supervisors. These programs were shown to be an important tool in combating "role slumping," a process wherein case tasks and decision making are escalated inappropriately to staff at higher levels (Searle & Patent, 2013). By enhancing skill levels of practitioners and providing clear performance standards, supervisors were less likely to micromanage, and decision making was pushed back to the appropriate level. Overall, the programs appeared to be assisting agencies in both attracting and retaining staff. Results suggest that those participants in the programs who reported a desire to remain in their job role also reported higher job satisfaction and increased motivation and trust levels in the agency (Searle & Patent, 2013).

Interventions aimed specifically at stress-related issues or addressing a worker's role demands have shown some success among police officers in Sweden. One intervention sought to prepare officers to successfully **cope with job-related stress**. The intervention included relaxation training, use of guided imagery to facilitate imaginal exposure to potentially stressful on-the-job incidents, and the mental practice of police tactical skills. Officers who received the training experienced lower levels of depression, anxiety, and social dysfunction than did the control group. Additionally, the intervention group experienced significantly less sleep difficulty than did controls, which is often a reported concern for police officers. Those participating in the training also reported greater use of coping strategies in their work (Arnetz, Arble, Backman, Lynch & Lublin, 2013).

Key Points

✓ Multifaceted interventions that include team building and leadership training can increase job satisfaction and team cohesiveness, but team building must include direct supervisors

✓ Empowering leaders who show trust in their employees can support worker autonomy

✓ Specialized longer-term training programs for workers who want to advance in their careers can prevent role slumping and increase worker motivation

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Considerations for Adopting and Implementing Change Strategies

Ohio's Complex Children Services System: Balancing Consistency and Flexibility

Importance of a Coordinated and Comprehensive Approach

Current occupational intervention evidence indicates that, in order to maximize effectiveness, programs with workforce-related outcomes goals should involve targets and strategies at multiple levels (Holman, Johnson & O'Connor, 2018). Specifically, approaches should account for the transactional relationships between organizational contributors to turnover (i.e., primary level) as well as the interpersonal and individual-level cognitive, emotional and behavioral responses (i.e., secondary and tertiary level) of the organization's workforce (e.g., occupational stress and burnout, organizational commitment and turnover intentions) (Holman, Johnson & O'Connor, 2018; Hurrell, 1995).

To date however, intervention studies have predominantly focused on individual-level secondary and tertiary programs, whereas primary-level approaches to addressing organizational and systemic contributors to turnover remain largely unresearched (Sutcliffe et al., 2016). Subsequently, strategies effective in improving workforce burnout and turnover remain largely unavailable (Williams & Cooper, 2002); moreover, among the minimal approaches that are available, evidence of effectiveness is limited by significant inconsistencies and gaps in the literature

(Awa, Plaumann & Walter, 2010; Bercier & Maynard, 2015; Patel et al., 2017).

Based on current literature from organizational intervention and implementation research fields, well-defined and evidence-based explanatory models are essential for effective intervention development, implementation, and sustainment (Fraser, Richman, Galinksy & Day, 2009; Inauen et al., 2012). The minimal availability of strategies effective in addressing workforce burnout and turnover (Garcia et al., 2016) may therefore be due, at least partially, to the lack of consensus regarding the occupational feature levels (e.g., individual, interpersonal, organizational) and specific targets (e.g., role characteristics, leadership policies and practices, organizational climate and culture) to be addressed by innovation/program adoption.

In terms of worker turnover specifically, evidence from the relevant literature and local stakeholders suggests that fiscal strategies are a necessary component; alone however, they are insufficient for improving recruitment and retention within the CPS workforce. For instance, a recent evaluation of Ohio's UPP program reported that compared to non-graduates, graduates of the program were more skilled and prepared for work in children services (INNOVATIONS, 2021). However, this study also found that despite a fiscal incentive for entering PCSA employment being offered to program graduates, nearly half (45.5%) of individuals participating in the Ohio UPP program did not have plans to seek employment in an Ohio PCSA after graduation (INNOVATIONS, 2021).

In addition to the identification of problem causal mechanisms and their alignment with potential change targets and strategies, current evidence indicates success in adopting and attaining the outcome goals of innovation/programs depends significantly on stakeholders from the implementation context (internal, external) and the nature of their involvement during change planning and decision making (Aarons et al., 2011; Rollins et al., 2010). For instance, studies suggest that lacking leadership buy-in during innovation/program adoption can lead to lower levels of change readiness, as well as prevent the implementation of key change components (Gopalan et al., 2021). Alternatively, effectiveness in identifying and implementing innovation/program significantly increases when approaches involve continuous collaboration with stakeholders regarding the feasibility (e.g., resources, readiness), appropriateness (e.g., addresses need/gap) and acceptability (e.g., outcome

attainability) of potential changes (Birken et al., 2017; Bunger et al., 2017).

In terms of organizational improvement efforts specifically, evidence indicates that leadership communication and support play essential roles in achieving outcome goals. For example, researchers have increasingly recognized the influential role employees and managers play in the implementation and outcomes of organizationally adopted programs (Gopalan et al., 2020; Nielsen & Abildgaard, 2013). In particular, such components have been found to be critical for effectively implementing widespread changes within state-supervised, county-administered child welfare systems like Ohio's (Gopalan et al., 2021; Whitaker et al., 2020). Specifically, research suggests that such service systems tend to be more responsive to local needs, but also have fewer interagency partnerships, in addition to lower levels of consistency and flexibility in terms of: 1) case screen-in rates; 2) application of Traditional and Alternative Response practices; 3) median time of screen-in case decisions; and 4) median length of cases (Child Welfare Information Gateway, 2018).

Importance of Context-Specific Considerations

As indicated by the current evidence, innovation/program targets and strategies must be coordinated and comprehensive if implementation fidelity and outcome goals are to be achieved. Specifically, efforts to improve CPS workforce recruitment and retention are most likely to be successful if based on identified relevant professional strengths and weaknesses (Birken et al., 2017). However, due to the state-supervised, county-administered structure of Ohio's public children services system, the relevance and specific characteristics of these professional factors may vary significantly across the state's individual PCSAs.

Moreover, research indicates that organizational and systemic changes are often most effective when accommodations are made for the specific features of the implementation context (Holman et al., 2018; Whitaker et al., 2020). Therefore, in order to accurately determine if potential change strategies are appropriate and feasible for individual PCSAs, consideration should be given regarding the nature of retention-related professional (e.g., role characteristics, organizational leadership and climate) and environmental factors (e.g., demographic indicators, community health) within county-level implementation contexts.

Multi-level Workforce Involvement in Change Planning and Decision Making

According to current research, collaboration with community partners is considered essential for implementing an innovation/program effectively and ethically (Birken et al., 2017). In general, researchers have increasingly recognized the influential role employees and managers play in the implementation and outcomes of organizationally adopted programs (Nielsen & Abildgaard, 2013). In regards to implementation within child welfare organizations specifically, timing and quality of stakeholder collaboration have been shown to significantly influence the fidelity and outcomes of adopted programs (Aarons et al., 2014; Bunger et al., 2019).

In terms of addressing turnover specifically, the role of local leadership has been emphasized as a critical aspect of promoting workforce retention within child welfare settings (Griffiths et al., 2019; Park & Pierce, 2020). For instance, providing informational access and including staff in organizational decision making can lead to decreased feelings of depersonalization and inefficacy, subsequently increasing intentions to stay (Brimhall et al., 2017). Indeed, the very act of conducting an organizational assessment can lead to decreased levels of workforce burnout and job dissatisfaction, particularly when approaches involve actively encouraging, openly receiving, and constructively responding to employee feedback (Füllemann et al., 2016; Raney, 2014).

Given that experiences of organizational implementation can lead to increased levels of burnout and turnover intentions (Whitaker, 2020), it is critical that stakeholders be involved in identifying and adopting changes aimed at workforce functioning and retention. Specifically, collaboration with county-level stakeholders, including those from all children service levels and roles, should take place throughout all phases of change planning and implementation.

Agencies with collective bargaining agreements can be just as successful when implementing strategies, but of course must do so within the context of union negotiations.

Diversity, Equity, and Inclusion: Importance of Voice and Participation

Rural Community Resources and Needs

Initially, the rural nature of much of the state presents a particular set of both resources and risks to individuals living and working in these areas. According to a recent national report, children living in rural areas experience higher rates of maltreatment, regardless of type (e.g., neglect, physical abuse) or severity (Child Welfare Information Gateway, 2018).

In part, such maltreatment rate differences may be due to the fact that the prevalence rates for several risk factors strongly correlated with child maltreatment, such as poverty, unemployment, and addiction, are disproportionately high within rural areas (Child Welfare Information Gateway, 2018). In particular, the resource scarcities common in rural areas (e.g., transportation, internet, childcare, health services) have been indicated as potential barriers to both effective child welfare practice as well as general family safety and well-being (Child Welfare Information Gateway, 2018).

Substance use in general, and the opiate crisis specifically, has had a particularly detrimental impact on rural communities; nationally, the average opioid overdose rate within rural communities is 45% higher than in comparable urban communities (Kim et al., 2020). Additionally, studies have found that community rates of drug overdose and related hospitalization are significantly positively correlated with CPS caseload rates (Radel et al., 2018), which are subsequently associated with higher levels of CPS burnout and turnover (Graham & Shier, 2014).

In Ohio specifically, according to Census reports, the overall rate of poverty is 15%; however, 22% of children currently live in poverty-stricken households. Furthermore, the opiate epidemic has significantly impacted Ohio communities in general, and rural communities in particular. According to recent public health data, the state of Ohio has an overdose death rate three times higher than the national average, and is the state with the highest number of heroin- and opioid-related deaths specifically.

In addition to being associated with the functioning of children and families, complex and/or high levels of need within rural communities can also significantly affect individuals working within child welfare systems. In general, research suggests that a variety of community-level factors, including interpersonal connections, local language and appearance norms, family structure and role definitions, the meaning of time, as well as community history and experiences of marginalization, can all contribute to rural-urban differences in social service practice (Belanger & Brooks, 2009; Kim, 2017). In terms of turnover-related

psychosocial factors specifically, studies have found that rural and urban work environments can differ significantly in terms of workforce attitudes and perceptions of organizational climate (Kim, 2017).

Race Representation of Providers and Families

According to 2020 U.S. Census estimates, racial and ethnic minority groups represent approximately 40% of the nation's total population, and 22% of its rural population (U.S. Census Bureau, 2021). Within Ohio specifically, racial/ethnic minority groups comprise over 20% of the state population and 6% of its rural population. However, although minority groups represent an increasingly significant proportion of the country's population, systemic racial prejudice and discrimination continue to be a prevalent problem within the U.S. Currently, racial/ethnic minorities have been shown to experience various health and economic disparities both in general and within rural communities in particular (Avant, 2014).

If left unaddressed, the issue of structural racism has particularly significant negative implications for the functioning and long-term outcomes of children and families. For instance, studies suggest that children and youth from racial/ethnic minority groups are significantly less likely to receive mental health services, despite having psychosocial needs that are similar to those of their White counterparts (Kim & Garcia, 2016; Martinez, Gudiño & Lau, 2013; Raghavan et al., 2005). Within the U.S. child welfare system specifically, evidence indicates that racial minority families are overrepresented in maltreatment reporting and substantiation rates, as well as determinations regarding out-of-home placement and reunification (Detlaff, 2020).

Current research indicates that worker as well as child race are significantly related to the outcomes of system-involved families. Such racial differences within the child welfare system may be partly due to the fact that, in addition to being overrepresented in terms of family involvement, racial minorities are also underrepresented within the CPS workforce (Piescher, 2018). For instance, racial differences between system-involved families and the CPS staff assigned to them have been found to significantly influence the number and length of out-of-home placements (Ryan, Garnier, Zyphur & Zhai, 2006).

In addition to family outcomes, racial representation and inclusion also have significant implications for the recruitment and retention of CPS workforces. For instance, study findings indicate that rates of job satisfaction and intention to stay are significantly lower in organizations perceived as being poor in terms of diversity and inclusion climate (Brimhall, 2014). Alternatively, higher levels of workforce diversity and inclusion have been found to contribute to higher levels of organizational commitment, as well as lower levels of turnover intentions (Hwang, 2015). Such statistics highlight the importance of ensuring that workforce recruitment and retention improvement efforts involve addressing racial diversity and inclusion within Ohio social service systems.

Gender Identity and Sexual Orientation

Practice preparation and training should also include awareness regarding cultural perceptions of gender identity and sexual orientation within communities and the implications of such perceptions for lesbian, gay, bisexual, transgender, or questioning (LGBTQ) youth. In addition, because rural areas tend to have fewer families who are willing and able to offer placement to LGBTQ youth, young people requiring out-of-home care are also at risk of being placed outside their communities (Toner, 2013). Studies have found that without community support, these youth may be at increased risk of becoming human trafficking victims (Polaris, 2016).

Figure 6. Black Population, 2019
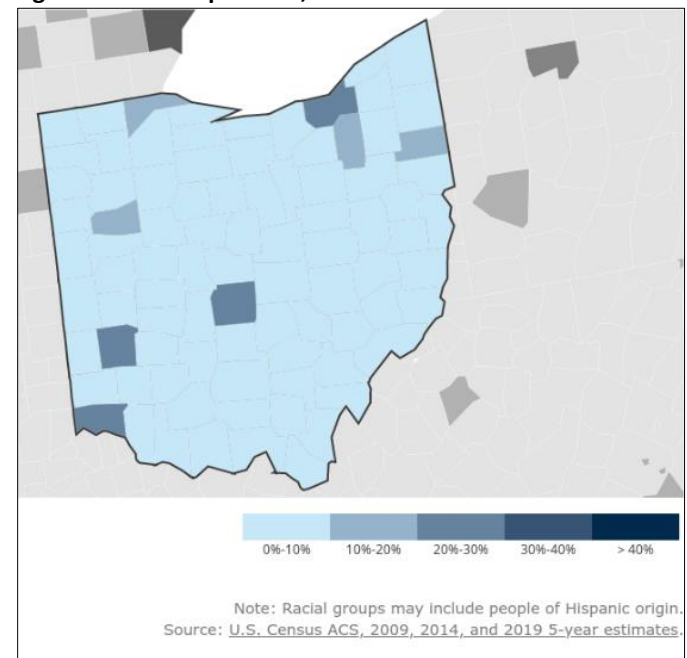
Recommendations for Improving Workforce Outcomes

Recommended Directions and Approaches

Based on this report's findings, our initial recommendation is to conduct further internal assessment of the specific factors influencing workforce outcomes. This assessment should include a retention study as well as the collection of stakeholder feedback, particularly regarding appropriate and feasible approaches for changing these influences. Subsequently, assessment findings should be used to inform the identification and adoption of specific policy/practice changes.

Specifically, we recommend:

STATE	COUNTY
Structured review of CPS role, purpose, policies and procedures, and values and behaviors, conducted in collaboration with county stakeholders. ✓ Include a review of the service system administrative structure, which should involve items addressing locus of responsibility for key functions. ✓ Structuring the review processes based on practice areas (e.g., prevention, investigation, teaming) should provide the basis for data collection and analysis.	Assessment of practice environments, structured similarly to the approaches utilized for this report. ✓ Use of the Context Assessment Index to help identify areas for improvement and inform subsequent change planning.

Recommended Goals and Specific Objectives

In general, organizational interventions fall into primary, secondary or tertiary levels; primary interventions focus on preventing problems by targeting causal factors, whereas secondary and tertiary interventions are aimed at mitigating and ameliorating the impact of workforce issues and related outcomes (Holman, Johnson & O'Connor, 2018). In terms of Ohio's CPS workforce specifically, evidence indicates that beyond individual-level influences, work-related interpersonal factors such as support and leadership, combined with organization factors around climate and culture, can significantly affect occupational commitment, retention, and turnover. To maximize effectiveness, approaches to improving workforce recruitment and retention should target multiple levels (primary, secondary, tertiary) as well as the transactional relationships between factors and processes at each level (i.e., multi-level) (Hurrell, 1995).

Researchers prepared a toolkit designed to assist county agency leaders in selecting interventions. Because of space restrictions, that toolkit could not be included in this report but is available as a separate document at this link.

Recommendation 1 *Reduce and Prevent Turnover-Related Risk Factors* *by Minimizing Professional Weaknesses and Threats*	
STATE	**COUNTY**
Goal 1: Reduce Workforce Burnout and Job Dissatisfaction	
Decrease experiences of job inefficacy by increasing recognition of workforce efforts in terms of the frequency, methods, and actors involved (e.g., positive	Decrease experiences of job inefficacy, to the extent possible within the county, by revising compensation and benefit policies to better reflect responsibilities and expectations.

feedback from leaders, incentives for professional development).
 	
  ✓ Develop a statewide benefit for caseworkers, such as loan repayment or tuition reimbursement.
  ✓ Provide funding to support counties in offering retention bonuses to staff.
	✓ Local resources, politics and perceptions vary significantly; county government may not be able to bear this responsibility alone.
	  ✓ Enhancing benefits in one county can exacerbate workforce challenges in surrounding counties.

Reduce perceptions of work ambiguity by ensuring that information-sharing processes and content are comprehensive and inclusive across all workforce levels and roles.
 	
  ✓ Work with counties to address confusion around role responsibility and accountability.
  ✓ Support counties in institutionalizing a process for employee voice and engagement.
	Reduce perceptions of work ambiguity by enhancing clarity and consistency in communication regarding role expectations by seeking and responding to employee feedback.
	
	  ✓ Employee voice and buy-in are key.

Improve manageability of role demands:
 	
  ✓ Reduce documentation requirements and overly restrictive policies.
  ✓ Be mindful of introducing more mandates, rules, and initiatives, including the need for implementation science, adequate resource investment, and technical assistance.
	Improve manageability of role demands:
	
	  ✓ Increase flexibility and opportunities for teaming cases and sharing caseloads.
	  ✓ Explore teaming both internally as well as with community partners in order to share responsibility across systems.

Goal 2: Decrease Negative Influences of Professional Climate and Leadership	

Increase workforce experiences of providing and receiving professional support:
 	
  ✓ Facilitate communication and collaboration across various professional levels (e.g., peers, managers, directors) and contexts (county and state service system, inter-agency partners).
	Increase workforce experiences of providing and receiving professional support:
	
	  ✓ Improve critical incident responses to be more trauma informed and worker centered.

Strengthen leadership skills, resources and supports by increasing the availability, accessibility, and effectiveness of leadership development opportunities (e.g., training, resources), particularly for frontline supervisors.
 	
  ✓ Develop a mobile crisis unit to assist counties in responding to severe staffing shortages, critical incidents, safety threats against staff, or conflicts of interest.
	Strengthen leadership skills, resources and supports by ensuring that expectations and communication regarding managerial roles and responsibilities are clear and consistent.
	
	  ✓ Establish policies and practices specifying the role of supervisors and managers in supporting teams (cases, inter-agency partners), particularly in areas such as caseworker critical thinking, decision making, and personal safety.
	  ✓ Train supervisors to identify early signs of stress and intervene before caseworkers reach burnout.

Decrease workforce experiences of disempowerment:
 	
  ✓ Improve state-county relationships by encouraging collaboration in developing, revising, and implementing systemic rules and regulations
	Decrease workforce experiences of disempowerment:
	
	  ✓ Support employee autonomy through encouraging participation in change planning and decision making, particularly in relation to planning and conducting role-related activities

STATE	COUNTY
(documentation mandates, productivity and outcome-related policies). ✓ Collaborate with county-level stakeholders regarding expectations that better account for case complexity and other workforce responsibilities.	(flexible work schedules, remote work options and requirements).

Recommendation 2
Bolster Recruitment and Retention Protective Factors by Maximizing Professional Strengths and Opportunities

STATE	COUNTY
Goal 1: Increase Organizational Commitment and Intention to Stay	
Promote positive leadership and organizational climate: ✓ Create a trauma-informed professional culture wherein systemic policies and leadership practices are supportive of workforce psychological safety. ✓ Invest in providing training and ongoing support to supervisors. ✓ Move toward safety science principles, particularly in cases of child fatalities.	Promote positive leadership and organizational climate: ✓ Create an organizational climate that encourages professional vulnerability and ongoing learning. ✓ Utilize flexible and creative approaches to providing opportunities for professional development, specialization, and advancement. ✓ Train supervisors in using learning organization and safety culture approaches that reinforce and enhance this climate. ✓ Conduct stay interviews.
Enhance the effectiveness of workforce recruitment and training practices: ✓ Increase opportunities and improve effectiveness of workforce recruitment approaches. ✓ Work with higher education institutions in expanding UPP throughout the state. ✓ Increase the accessibility and strategies of pre-employment workforce training (e.g., Title IV-E eligibility and regulations, case simulations and apprenticeships) without sacrificing professional standards.	Enhance the effectiveness of workforce recruitment and training practices: ✓ Improve hiring and onboarding practices through assessing and facilitating workforce preparedness (e.g., attitudes, expectations, experiences). ✓ Examine classifications, skill levels and the possibility of internal career pathways.
Goal 2. Improve Workforce and Community Experiences of the Profession	
Increase professional diversity and inclusion: ✓ Reform workforce recruitment approaches with increased consideration and inclusion of population diversity (race, sexual orientation/gender identity).	Increase professional diversity and inclusion: ✓ Increase workforce knowledge and skills for practicing self-reflexivity, cultural sensitivity, and family participation in decision making. ✓ Provide agency-wide Implicit Bias Training; incorporate addressing this topic as an ongoing component of professional development. ✓ Ensure equity in career advancement opportunities.
Increase public understanding and positive perceptions:	Increase public understanding and positive perceptions:

✓ Enhance public understanding of the purpose and responsibilities of the profession. ✓ Develop social media and public awareness campaigns that address misconceptions and pre-existing negative beliefs about children services.	✓ Encourage communication and collaboration with professional groups (NASW, PCSAO) and interagency partners (local judges, advocates, volunteers, faith-based groups, business representatives, local service and charitable organizations, community youth groups). ✓ Explore the potential for co-location, giving consideration to the possible benefits for families as well as inter-agency partnerships.

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Appendix A. Data Tables

Note: Survey results are presented below for each county size except major metro due to the fact that only one major metro participated in the study and researchers sought to ensure confidentiality for individual counties. As described in the report, county size typically did not have a significant influence on results.

Professional Position

Job Role	n	% of Sample	Job Unit	n	% of Sample
Caseworker	112	52%	Intake	53	24%
Supervisor	41	19%	Ongoing	49	22%
Program Manager/ Coordinator	13	6%	Specialized - Foster Care	12	5%
Director	11	5%	Specialized - Adoption	15	7%
			Specialized - Independent Living/ Transitional Youth	2	1%
Support Staff	21	10%	Peer Support	4	2%
Administration	10	5%	Administration	30	14%
Other	7	3%	Other/Combined Roles	54	24%
Total	**215**	**100%**	Legal	2	1%
			Total	**221**	**100%**

Professional Experience

Years in the Profession	n	% of Sample	Years in Current Position	n	% of Sample
Less than 1 year	17	8%	Less than 1 year	53	26%
1-2 years	37	18%	1-2 years	62	30%
3-5 years	28	13%	3-5 years	35	17%
5-10 years	46	22%	5-10 years	24	12%
10-15 years	28	13%	More than 10 years	30	15%
15-20 years	24	11%	**Total**	**204**	**100%**
More than 20 years	31	15%			
Total	**211**	**100%**			

Background

Education	n	% of Sample
BSW	32	13%
MSW	41	17%
Bachelor's degree in related field	104	43%
Master's degree in related field	26	11%
High School / No College Degree	21	9%
Associate's Degree	16	6%
Doctorate Degree	2	1%
Total	**242**	**100%**

State of the Workforce (Score Ranges 1-5)

Job Satisfaction	*n*	Mean	SD	Occupational Stress	*n*	Mean	SD
Statewide	210	3.47	0.64	Statewide	210	3.86	1.09
By County Size				*By County Size*			
Small	30	3.54	0.66	Small	31	3.81	1.05
Medium	47	3.46	0.56	Medium	47	4.00	1.08
Large	41	3.52	0.76	Large	40	3.68	1.16
Metro	59	3.44	0.67	Metro	59	3.97	0.96
Major Metro				Major Metro			
By County Region				*By County Region*			
CORTC	59	3.39	0.65	CORTC	59	3.64	1.16
ECORTC	40	3.52	0.61	ECORTC	40	4.18	1.01
NEORTC	33	3.53	0.65	NEORTC	33	4.03	0.98
NWORTC	9	3.52	0.60	NWORTC	9	3.89	1.27
SEORTC	9	3.33	0.65	SEORTC	10	3.70	0.82
SWORTC	43	3.40	0.73	SWORTC	43	3.74	1.05
WORTC	17	3.73	0.50	WORTC	16	3.94	1.29

Occupational Stress Across Contexts
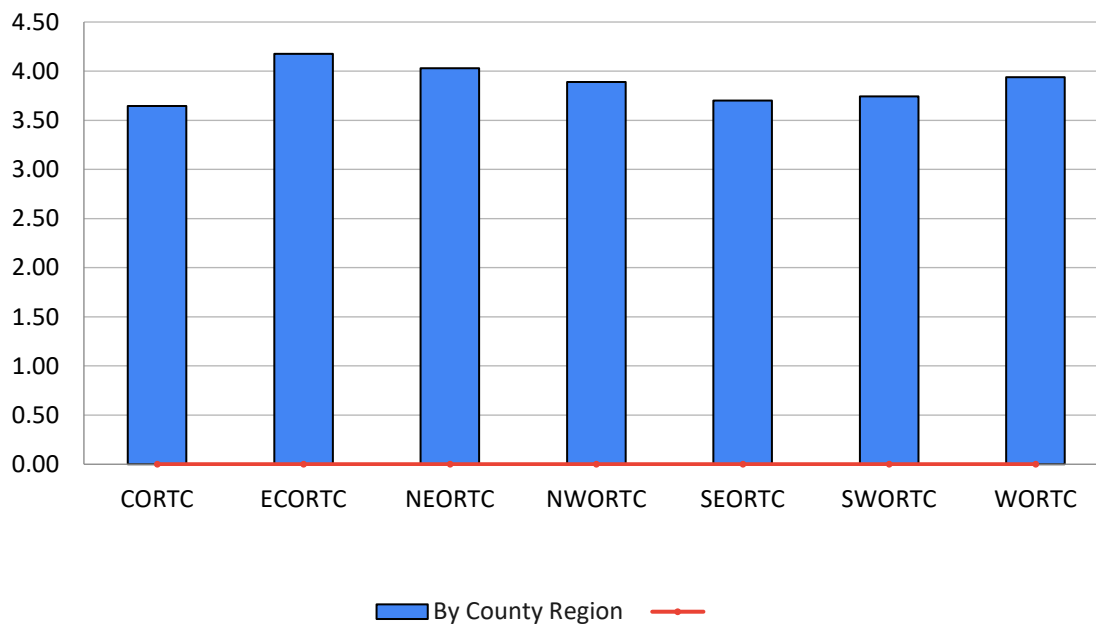
Job Satisfaction Across Contexts

Legend: By County Size

Occupational Stress Across Roles

Values by role:
- Caseworker: 4.22
- Supervisor: 3.66
- Program Manager: 2.86
- Director: 4.00
- Support Staff: 3.18
- Administration: 3.59
- Other: 3.83
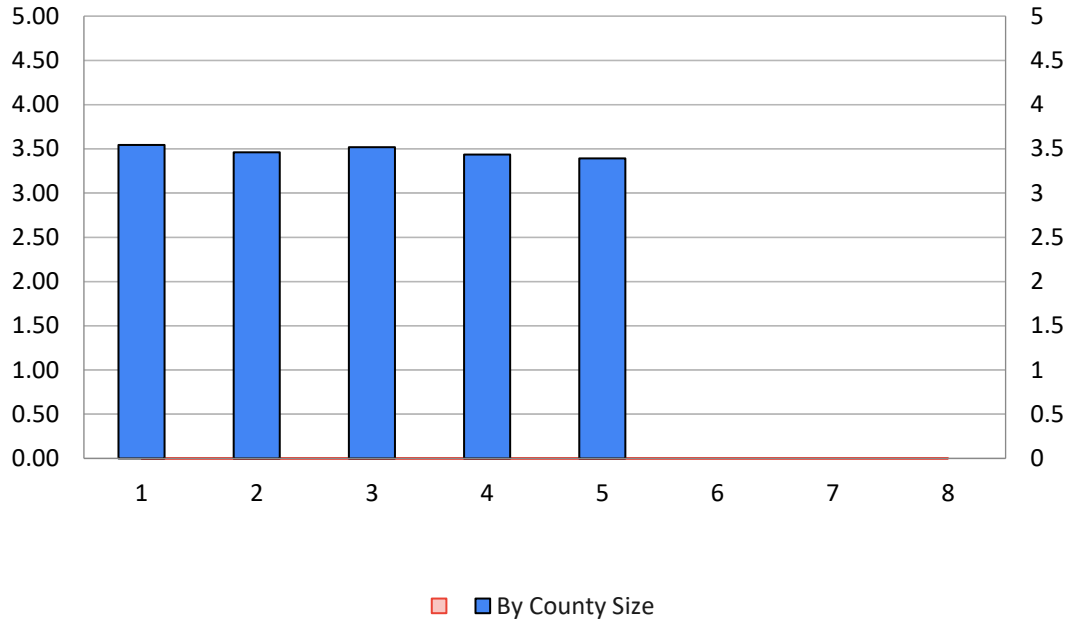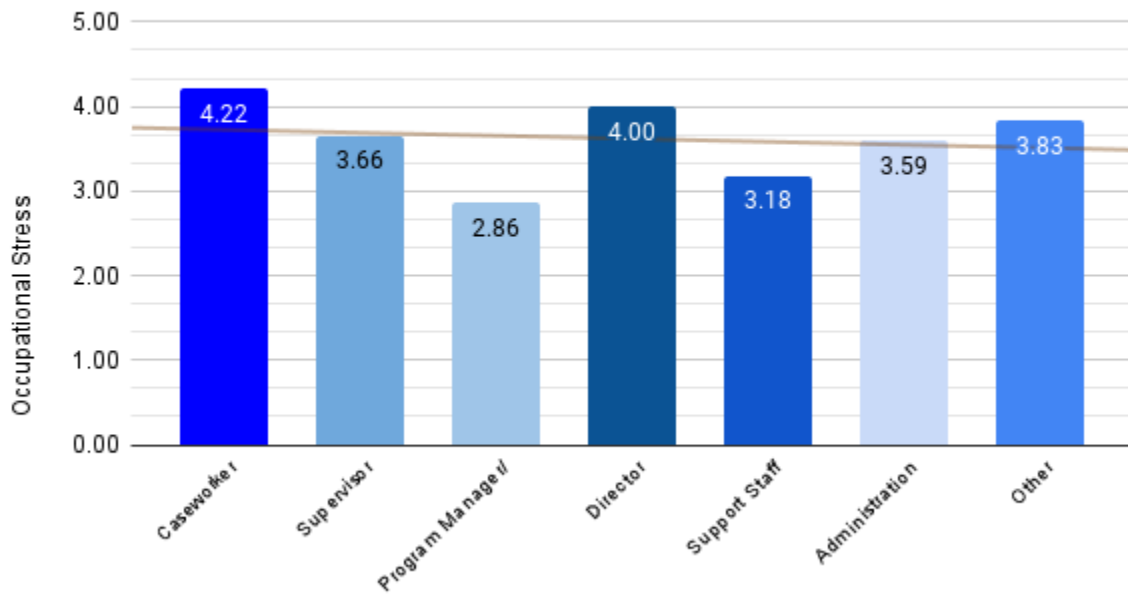
Organizational Commitment (Score Ranges 1-7)

Affective	*n*	Mean	SD	Continuance	*n*	Mean	SD	Normative	*n*	Mean	SD
Statewide	208	4.78	1.18	Statewide	195	4.33	1.27	Statewide	199	4.26	1.31
By County Size	████			*By County Size*	████			*By County Size*	████		
Small	29	4.94	1.13	Small	26	4.29	1.11	Small	28	4.67	1.09
Medium	48	4.93	1.04	Medium	45	4.51	1.34	Medium	46	4.23	1.30
Large	41	4.47	1.37	Large	38	4.12	1.27	Large	39	4.12	1.47
Metro	58	4.93	1.19	Metro	55	4.07	1.15	Metro	56	4.28	1.33
Major Metro	██	██	██	Major Metro	██	██	██	Major Metro	██	██	██
By County Region	████			*By County Region*	████			*By County Region*	████		
CORTC	54	4.66	1.27	CORTC	51	4.61	1.27	CORTC	50	4.14	1.36
ECORTC	42	4.89	1.12	ECORTC	39	4.46	1.20	ECORTC	40	4.31	1.26
NEORTC	34	4.43	1.27	NEORTC	34	3.94	1.31	NEORTC	33	3.97	1.35
NWORTC	9	5.30	1.10	NWORTC	8	4.38	1.21	NWORTC	9	4.54	0.59
SEORTC	9	5.04	0.90	SEORTC	8	4.44	0.92	SEORTC	9	5.00	1.19
SWORTC	42	5.06	1.12	SWORTC	39	4.21	1.28	SWORTC	41	4.40	1.38
WORTC	18	4.56	1.07	WORTC	16	4.19	1.38	WORTC	17	4.20	1.38

Context Assessment Index (CAI) Elements (Score Ranges 0-100%)

Organizational Culture	n	Mean	SD	Agency Leadership	n	Mean	SD	Evaluation Context	n	Mean	SD
Statewide	136	73.7	11.9	Statewide	173	73.5	11.9	Statewide	163	73.8	11.6
By County Size	███			*By County Size*	███			*By County Size*	███		
Small	22	74.7	12.8	Small	27	74.7	11.7	Small	26	75.6	12.4
Medium	32	74.0	13.3	Medium	42	73.4	12.4	Medium	36	75.0	12.2
Large	25	72.6	12.4	Large	32	74.1	13.2	Large	28	74.0	11.8
Metro	41	74.2	11.2	Metro	50	74.0	11.7	Metro	49	74.8	11.1
Major Metro	███	███	███	Major Metro	███	███	███	Major Metro	███	███	███
By County Region	███			*By County Region*	███			*By County Region*	███		
CORTC	34	72.3	11.0	CORTC	42	72.1	11.6	CORTC	40	68.5	9.8
ECORTC	28	76.2	14.0	ECORTC	38	75.3	13.0	ECORTC	33	77.2	13.3
NEORTC	24	69.8	11.9	NEORTC	28	68.0	12.0	NEORTC	27	69.6	10.8
NWORTC	6	72.4	11.7	NWORTC	8	72.7	10.4	NWORTC	7	74.8	9.0
SEORTC	8	74.8	10.4	SEORTC	8	75.4	8.4	SEORTC	9	74.6	11.6
SWORTC	26	75.1	11.7	SWORTC	35	75.7	12.1	SWORTC	33	77.1	11.0
WORTC	10	77.2	10.7	WORTC	14	78.3	9.0	WORTC	14	80.5	8.8

Retention-Related Professional Strengths (Score Ranges 1-5)

Supervisory Resources	n	Mean	SD	Job Clarity	n	Mean	SD	Work Efficacy	n	Mean	SD	Organizational Support	n	Mean	SD
Statewide	198	3.81	1.04	Statewide	197	3.21	0.78	Statewide	202	4.15	0.50	Statewide	206	3.36	0.73
By County Size	■	■	■	*By County Size*	■	■	■	*By County Size*	■	■	■	*By County Size*	■	■	■
Small	29	3.67	1.29	Small	29	3.15	0.73	Small	29	4.13	0.57	Small	31	3.42	0.84
Medium	43	3.79	1.02	Medium	46	3.26	0.80	Medium	46	4.17	0.53	Medium	45	3.28	0.73
Large	38	3.66	0.99	Large	38	3.29	0.76	Large	39	4.26	0.48	Large	39	3.18	0.73
Metro	56	3.77	1.05	Metro	53	3.19	0.79	Metro	56	4.15	0.50	Metro	58	3.44	0.78
Major Metro *By County Region*	■	■	■	Major Metro *By County Region*	■	■	■	Major Metro *By County Region*	■	■	■	Major Metro *By County Region*	■	■	■
CORTC	56	3.95	0.99	CORTC	57	3.25	0.82	CORTC	58	4.05	0.46	CORTC	57	3.39	0.62
ECORTC	37	3.79	1.28	ECORTC	38	3.20	0.77	ECORTC	38	4.17	0.55	ECORTC	40	3.40	0.87
NEORTC	33	3.65	1.01	NEORTC	33	2.97	0.70	NEORTC	33	4.12	0.49	NEORTC	32	3.24	0.73
NWORTC	8	3.38	0.95	NWORTC	9	2.67	0.85	NWORTC	9	4.30	0.59	NWORTC	9	2.92	0.68
SEORTC	9	3.59	0.89	SEORTC	9	3.19	0.38	SEORTC	9	4.00	0.41	SEORTC	10	3.45	0.54
SWORTC	40	3.80	1.01	SWORTC	37	3.40	0.78	SWORTC	40	4.23	0.51	SWORTC	42	3.47	0.75
WORTC	15	4.04	0.89	WORTC	14	3.45	0.71	WORTC	15	4.38	0.52	WORTC	16	3.30	0.82

Retention-Related Professional Weaknesses (Score Ranges 1-5)

Role Demands	n	Mean	SD	Work Ambiguity	n	Mean	SD	Job Disempowerment	n	Mean	SD	Organizational Hostility	n	Mean	SD
Statewide	205	2.78	0.70	Statewide	203	2.08	0.69	Statewide	203	2.69	0.78	Statewide	201	2.39	0.72
By County Size	■	■	■	*By County Size*	■	■	■	*By County Size*	■	■	■	*By County Size*	■	■	■
Small	28	2.76	0.64	Small	29	2.06	0.64	Small	29	2.72	0.82	Small	29	2.43	0.77
Medium	47	2.96	0.72	Medium	47	2.10	0.66	Medium	47	2.71	0.75	Medium	45	2.23	0.69
Large	39	2.63	0.70	Large	39	1.97	0.72	Large	39	2.64	0.96	Large	39	2.46	0.70
Metro	59	2.80	0.68	Metro	56	2.29	0.75	Metro	56	2.74	0.73	Metro	56	2.40	0.80
Major Metro *By County Region*	■	■	■	Major Metro *By County Region*	■	■	■	Major Metro *By County Region*	■	■	■	Major Metro *By County Region*	■	■	■
CORTC	58	2.70	0.64	CORTC	58	2.01	0.64	CORTC	58	2.62	0.83	CORTC	58	2.45	0.66
ECORTC	39	2.97	0.70	ECORTC	39	2.01	0.58	ECORTC	39	2.67	0.78	ECORTC	38	2.23	0.71
NEORTC	34	3.02	0.77	NEORTC	33	2.23	0.67	NEORTC	33	2.90	0.83	NEORTC	33	2.52	0.67
NWORTC	9	2.81	0.63	NWORTC	9	2.56	0.75	NWORTC	9	2.75	0.83	NWORTC	8	2.50	0.65
SEORTC	8	2.69	0.59	SEORTC	9	2.07	0.76	SEORTC	9	2.94	0.72	SEORTC	9	2.72	0.73
SWORTC	42	2.61	0.68	SWORTC	40	2.21	0.78	SWORTC	40	2.57	0.71	SWORTC	40	2.36	0.84
WORTC	15	2.53	0.76	WORTC	15	1.60	0.58	WORTC	15	2.67	0.65	WORTC	15	2.12	0.76

Appendix B. Literature Review

Report Topic	First Author (Publication Year)	Title	Abstract/Summary
Current State of the CPS Workforce			
	Edwards (2018)	Characteristics of the front-line child welfare workforce	In this study, we provide new national- and state-level estimates of workload and workforce instability among child welfare agencies using previously unavailable data that includes unique identifiers for US child welfare caseworkers in 46 states and supervisors in 43 states. We identify and describe 139,921 unique caseworkers and 31,124 unique supervisors who were in the child welfare workforce between 2003 and 2015. The median caseworker handles 55 cases annually and is on the job for about 1.8 years. The median state has an annual front-line caseworker turnover rate of between 14 and 22% annually, and a supervisor turnover rate of about 20% annually.
	Miller (2020)	Child welfare workers and peritraumatic distress: The impact of COVID-19	Whilst there is broad consensus that COVID-19 has had a pernicious impact on child welfare services, in general, and child welfare workers, specifically, this notion has not been thoroughly examined in the literature. This exploratory study examined COVID-19 related peritraumatic distress among child welfare workers (N = 1996) in one southeastern state in the United States (U.S.). Findings suggest that the study sample was experiencing distress levels above normal ranges; 46.4% of participants were experiencing mild or severe distress. Sexual orientation, self-reported physical and mental health, relationship status, supervision status, and financial stability impacted distress levels experienced by child welfare workers. Overall, data suggest that COVID-19 is impacting child welfare workers and there is a need to conceptualize, implement, and evaluate initiatives aimed at assuaging distress among child welfare workers.
Costs of Turnover			
	Dorch (2008)	Calculating child welfare separation, replacement, and training costs.	Across the country, incoming child welfare caseworkers have an average tenure of 2 years, and states are being evaluated on the quality of caseworker training programs and their ability to provide child welfare services that meet federally mandated outcomes. Policy makers do not know the cost of workforce turnover and replacement or the cost of training child welfare workers. The objectives of the study were to (1) obtain the separation, replacement, and training (SRT) costs for four counties in a major Northeastern state; (2) compare the SRT costs for the three different child welfare pre-service training models; (3) incorporate hidden intercounty transfer and tuition reimbursement cost; and (4) extrapolate the four-county average SRT costs to statewide average SRT costs. Results revealed that one pre-service training model was more than the state tuition for a 4-year bachelor's degree. Further, additional costs were incurred if new caseworkers transferred to another county and/or used Title IV-B tuition reimbursement funds in the first few years of employment.

Turnover Influences on CPS Outcomes			
	Curry (2019)	If you can't be with this client for some years, don't do it: Exploring the emotional and relational effects of turnover on youth in the child welfare system	Turnover among child welfare workers is a serious and well-documented problem. One of the reasons it is particularly troubling is that it disrupts relationships between young people in care and their child welfare professionals. These relationships have the potential to provide support to and enhance outcomes for youth who arguably already have a considerable history of relationship loss. To date, scholarship has focused primarily on the causes and remedies of turnover, instead of the effects. This study explores the lived experience of turnover from the child's perspective, adding an important and underrepresented voice in the literature. The findings presented in this article originate from a two-year, multi-perspective, multi-method qualitative study exploring relationships between young people in care and their child welfare professionals. Youth narratives reveal that turnover: happens frequently; is often abrupt and poorly processed; occurs with all their child welfare professionals; and is a relationship loss. These losses were found to impact the emotional and relational well-being of youth in a variety of complex ways. Practitioners, supervisors, administrators, researchers, and policy makers alike will find the child-centered and relationship-based approach to turnover discussed in this article, important and timely.
	Strolin-Goltzman (2010)	Listening to the voices of children in foster care: Youths speak out about child welfare workforce turnover and selection.	Child welfare workforce turnover rates across private and public child welfare agencies are concerning. Although research about the causes of child welfare workforce turnover has been plentiful, empirical studies on the effects of turnover on child outcomes are sparse. Furthermore, the voices and experiences of youths within the system have been largely overlooked. The purpose of this study was, first, to explore the experiences and opinions about child welfare workforce turnover and retention of youths in the child welfare system; second, to explore a relationship between the number of caseworkers a youth has had and his or her number of foster care placements; and third, to harness the suggestions of youths in resolving the turnover problem. Youths in the child welfare system (N = 25) participated in focus groups and completed a small demographic survey. Findings suggest that youths experience multiple effects of workforce turnover, such as lack of stability; loss of trusting relationships; and, at times, second chances. The article concludes with suggestions for caseworkers, state trainers, local and state administrators, and social work researchers on engaging with youths in relationships that facilitate genuine systems change around social work practice and the child welfare workforce crisis.

	Williams (2013)	Reducing turnover is not enough: The need for proficient organizational cultures to support positive youth outcomes in child welfare	High caseworker turnover has been identified as a factor in the poor outcomes of child welfare services. However, almost no empirical research has examined the relationship between caseworker turnover and youth outcomes in child welfare systems and there is an important knowledge gap regarding whether, and how, caseworker turnover relates to outcomes for youth. We hypothesized that the effects of caseworker turnover are moderated by organizational culture such that reduced caseworker turnover is only associated with improved youth outcomes in organizations with proficient cultures.The study applied hierarchical linear models (HLM) analysis to the second National Survey of Child and Adolescent Well-being (NSCAW II) with a U.S. nationwide sample of 2346 youth aged 1.5- to 18-years-old and 1544 caseworkers in 73 child welfare agencies. Proficient organizational culture was measured by caseworkers' responses to the Organizational Social Context (OSC) measure; staff turnover was reported by the agencies' directors; and youth outcomes were measured as total problems in psychosocial functioning with the Child Behavior Checklist (CBCL) completed by the youths' caregivers at intake and at 18-month follow-up.The association between caseworker turnover and youth outcomes was moderated by organizational culture. Youth outcomes were improved with lower staff turnover in proficient organizational cultures and the best outcomes occurred in organizations with low turnover and high proficiency.To be successful, efforts to improve child welfare services by lowering staff turnover must also create proficient cultures that expect caseworkers to be competent and responsive to the needs of the youth and families they serve.
	Goering (2018)	The impact of organizational culture and climate on outcomes in child welfare: A modified systematic review.	This systematic review explores findings from eight articles that assess how culture and climate within child welfare organizations impact outcomes for children and families who come into contact with these systems. Systematic methods for search, identification, and analysis of each study were utilized in this review. The review revealed inconsistent results across studies; however, some consistency was found with specific dimensions of culture and climate. The findings suggest that intervening at the client level alone might not be sufficient for achieving desired outcomes, and organizational factors warrant further exploration. The review identified methodological considerations organizational researchers should consider in future studies.
What We Know: Factors Contributing to Turnover			
	Kim (2014)	A meta-analysis of turnover intention predictors among U.S. child welfare workers	The severity and prevalence of turnover among child welfare workers have resulted in increased attention and research—particularly in the past decade. While the literature, in its current state, has improved our broad knowledge of the phenomenon, our understanding is still based on—and consequently limited by—a dispersed collection of studies varying in terms of methodology and often reflecting inconsistent findings. To address this research gap, we conducted a meta-analysis of the existing literature on the turnover intentions of public child welfare workers in the United States. Turnover intention was measured by various measures of either the intention to leave or the intention to remain employed. Twenty-two studies were included in the final analyses involving the assessment of the effect sizes for thirty-six predictors, broadly classified into demographic, work-related, work environment, and

			attitudes/perceptions categories. Our findings showed that the attitudes and perceptions of child welfare workers (e.g., organizational commitment and job satisfaction) had the highest influence on their turnover intention. In contrast, demographic predictors (e.g., such as age, race, and gender) showed small or negligible effects on turnover intention. Among work-related predictors, stress and burnout had medium to high influence on turnover intention while worker inclusion and autonomy showed medium effect sizes. Work environment indicators, such as different types of support (e.g., organizational, supervisor, co-worker, and spousal), had varying influence on turnover intention while a worker's perceptions of fairness and policy had relatively high effect sizes. Based on these findings, the research and practice implications are discussed.
	Hopkins (2010)	Beyond intent to leave: Using multiple outcome measures for assessing turnover in child welfare.	This study sought to provide a more comprehensive approach to assessing and predicting turnover in child welfare by utilizing established measures that go beyond "intent to leave" and capture a continuum of behaviors indicative of emotionally and physically withdrawing from work (job withdrawal, work withdrawal, job search behavior, and exit). Data collection was informed by a conceptual framework using previous research literature. Data was obtained from public agency databases and an online survey completed by 621 (56.5%) public child welfare employees across a diversified mid-Atlantic state with geographical and demographic representation. Hierarchical regression results confirm that a combination of individual, job/work, and organizational factors are related differentially to the various types of employee behaviors related to turnover. However, factors related to perceptions of the organizational climate explained significantly more variance in types of organizational withdrawal than personal or job characteristics. Employees' reports of "stress" (captured by emotional exhaustion, role overload, and role conflict) contributed more to job withdrawal, work withdrawal, job search behavior, and exit from the organization than any other factor. Armed with specific and predictive data related to types of organizational withdrawal, agency managers can become proactive in creating the conditions likely to enhance retention.
	Boyas (2012)	Exploring the relationship between employment-based social capital, job stress, burnout, and intent to leave among child protection workers: An age-based path analysis model.	Research suggests that age and organizational factors are consistently linked with job stress, burnout, and intent to leave among child protection workers. However, no study has contextualized how age matters with regards to these adverse employee outcomes. We conducted a theory driven path analysis that identifies sources of employment-based social capital, job stress, burnout, and intent to leave among two age groups. We used a statewide purposive sample of 209 respondents from a public child welfare organization in a New England state in the United States. Results suggest that the paths to job stress, burnout and intent to leave differed by age group. Social capital dimensions were more influential in safeguarding against job stress for older workers compared to younger workers. Our results justify creating workplace interventions for younger workers that target areas of the organization where relational support could enhance the quality of social interactions within the organization. Organizations may need to establish intervention efforts aimed at younger workers by creating

			different structures of support that can assist them to better deal with the pressures and demands of child protection work.
	Griffiths (2020)	Factors influencing the turnover of frontline public child welfare supervisors.	Frontline child welfare supervisors are a vitally important component for providing leadership in service delivery and workforce stability. This statewide study of public child welfare supervisors uses a modified version of a previously developed instrument (the CWEFS) to examine job satisfaction and factors influencing supervisors' intention to leave. A consistent negative perception of salary was found but a stratified pattern of dissatisfaction emerged across other variables when examined by intention to leave (Stayers, Undecided, and Leavers). A Hierarchical Binary Logistic Regression Model identified two factors that predicted intention to leave: dissatisfaction with administrative support and workload impact.
	Travis (2016)	I'm so Stressed!: A Longitudinal Model of Stress, Burnout and Engagement among Social Workers in Child Welfare Settings	The well-documented day-to-day and long-term experiences of job stress and burnout among employees in child welfare organisations increasingly raise concerns among leaders, policy makers and scholars. Testing a theory-driven longitudinal model, this study seeks to advance understanding of the differential impact of job stressors (work-family conflict, role conflict and role ambiguity) and burnout (emotional exhaustion and depersonalisation) on employee disengagement (work withdrawal and exit-seeking behaviours). Data were collected at three six-month intervals from an availability sample of 362 front line social workers or social work supervisors who work in a large urban public child welfare organisation in the USA. The study's results yielded a good model fit (RMSEA = 0.06, CFI = 0.96, NFI = 0.94). Work-family conflict, role ambiguity and role conflict were found to impact work withdrawal and exit-seeking behaviours indirectly through burnout. The outcome variable, exit-seeking behaviours, was positively impacted by depersonalisation and work withdrawal at a statistically significant level. Overall, findings, at least in the US context, highlight the importance of further examining the development of job burnout among social workers and social work supervisors working in child welfare settings, as well as the utility of long-term administrative strategies to mitigate risks of burnout development and support engagement.

	Schudrich (2013)	Intention to leave in social workers and educators employed in voluntary child welfare agencies.	Introduction: Individuals employed in child welfare settings can have a profound impact on children in care. Research shows that direct care staff can have an effect on emotional and physical outcomes for children with whom they work. This paper seeks to expand knowledge of the child welfare workforce by studying educators employed in child welfare settings and comparing their job satisfaction and intent to leave with that of prevention workers employed in similar settings.
			Materials and methods: Data for prevention workers (n = 538) were obtained from workers employed at all preventive service programs under contract with a large municipality. Data for educators were obtained from voluntary agencies located elsewhere in the state (n = 139). The instrument was a modified version of a survey developed to examine job satisfaction and potential turnover among public child welfare workers. Domains measured included various aspects of job satisfaction, intention to leave, and whether workers regretted taking their jobs. Data were analyzed using bivariate analysis and structural equation modeling (SEM).
			Results: While both educators and prevention workers varied on different domains of job satisfaction, their overall satisfaction did not differ nor did their intention to leave their jobs. Satisfaction with contingent rewards, the nature of the work and opportunities for promotion along with not regretting taking one's job were predictive of thinking about leaving one's job. Thinking about leaving was predictive of taking concrete steps towards actual leaving.
			Discussion: While people both prevention workers and educators report different levels of job satisfaction and work conditions in their agencies, job title itself has less to do with a worker's intention to leave, as measured by both thinking about leaving and taking steps towards actively looking for a new job, than other factors. Larger contextual factors may be at play in workers' decisions to stay employed. Suggestions are made for reducing turnover intentions along with suggestions for further study to clarify the role of organizational factors in workers' intention to leave.
	Lawrence (2019)	Measuring the impact of public perceptions on child welfare workers	The Public Perceptions of Child Welfare Scale measures how the social environment influences child welfare workers, including their job satisfaction and intent to leave. Psychometric studies have validated the scale for private child welfare workers, but there are no validation studies with public agency staff. This study fills that gap, showing stigma and respect are important constructs that also predict worker intent to leave. This research found an additional construct, blame, which was not present in private worker validation studies. The scale provides an important tool for the field as we continue to build evidence for effective recruitment and retention.

| | Haight (2017) | Moral injury among Child Protection Professionals: Implications for the ethical treatment and retention of workers. | This study considers any "moral injury" occurring among professionals working within the Child Protection System (CPS). Moral injury refers to the lasting psychological, spiritual and social harm caused by one's own or another's actions in high-stakes situations that transgress deeply held moral beliefs and expectations. We administered a modified version of the Moral Injury Events Scale (MIES) (Nash et al., 2013) to 38 CPS professionals. We then conducted in-depth, semi-structured, audio-recorded individual interviews with them to elaborate their responses to the MIES. Professionals' MIES scores and descriptions of their responses suggest that some professionals do experience moral injury as a result of their CPS involvement. Similar to parents involved with CPS, professionals described harm to themselves occurring through under-resourced systems, problematic professionals, unfair laws and policies, abusive parents, an adversarial system, systemic biases, harm to children by the system and poor-quality services. They also communicated feelings associated with moral injury such as anger and sadness, emotional numbing, and guilt and shame. These feelings have been reported by CPS-involved parents and are described in the existing moral injury literature. Many also described troubling, existential issues including their ability to function in an ethical and moral manner within a system they viewed as deeply flawed, and in an unsupportive working environment steeped in human misery. Nearly a third of all professionals described themselves or colleagues as actively seeking employment elsewhere. We discuss implications for the related issues of the ethical treatment and retention of professionals working within CPS. |
| | Fernandes (2016) | Organizational climate and child welfare workers' degree of intent to leave the job: Evidence from New York. | With increasingly unstable workforce in child welfare agencies, it is critical to understand what organizational factors lead to intent to leave the job based on job search behaviors. Using recent survey data collected among 359 child welfare workers from eight agencies in New York State during 2009–2011 and a Structural Equation Model (SEM) method, this study examines the relationship between employee perceptions of organizational climate and the degree of intent to leave the job (thinking, looking and taking actions related to a new job). Fifty-seven percent (n = 205) reported that they had considered looking for a new job in the past year. Bivariate analyses indicated that there were significant differences between those who looked for a job and those who did not look for a job in the past year. SEM analysis revealed that four organizational climate factors were predictive of decreasing the degree of intent to leave the job: Perceptions on organizational justice was most predictive factor for thinking of a new job followed by organizational support, work overload and job importance. The findings of this study help us understand the employee perceptions of different organizational factors that impact employee turnover especially from the time an employee thinks of leaving the job to actually taking concrete actions related to a new job. |

	Middleton (2015)	Relationship Between Vicarious Traumatization and Turnover Among Child Welfare Professionals.	Child welfare professionals work on the front lines with maltreated children and their families every day. The very nature of the work can have a significant impact on their emotional well being and ability to effectively perform their jobs, potentially limiting quality service delivery and contributing to overall workforce capacity issues such a turnover. This study examined the relationship between vicarious traumatization and turnover among 1,192 child welfare professionals in five different child welfare organizations across four states. Propositions from constructivist self-development theory (CSDT) were utilized to examine the causal relationship between vicarious traumatization and child welfare professionals' intent to leave their organization. Structural Equation Modeling (SEM) was used to assess the degree of fit between the observed data and a hypothesized theoretical model examining the relationship between vicarious trauma and intent to leave. Findings from SEM analyses revealed a significant relationship between vicarious traumatization and intent to leave. This finding indicates that child welfare professionals who experienced higher rates of vicarious traumatization are more likely to leave their organization. Implications of these findings for theory, practice, and research are delineated.
	Shier (2012)	Social workers and satisfaction with child welfare work: Aspects of work, professional, and personal life that contribute to turnover.	Social workers practicing in government-mandated child welfare programs experience several unique challenges and workplace stressors that can contribute to social worker workplace dissatisfaction and higher rates of turnover. Most research on workplace wellbeing primarily focuses on workplace characteristics rather than on other variables, such as personal and professional life factors. From a sample of child welfare workers (n = 145), and following a model of subjective well-being, our findings show that three factors--work, profession, and personal life--significantly predict overall social worker satisfaction and intention to leave, confirming previous research on the multiple aspects of a social worker's life that contributes to his or her subjective well-being.
	Griffiths (2017)	Unheard Voices: Why Former Child Welfare Workers Left Their Positions.	This mixed methods study used a snowball sample (n = 54) to capture retrospective insight from former public child welfare workers about job satisfaction and reasons they left their positions. Responses to open-ended questions suggested a theme of lack of organizational support as the primary reason they left. Former workers also reported that they wanted a voice and someone to hear their concerns, greater recognition, and opportunity to practice self-care. Quantitatively, workers in their positions 8 years or longer were the most satisfied on a 19-item global scale examining job satisfaction. Respondents were unhappy with their workloads and emotional impact of their positions.
Factors Contributing to Workforce Recruitment and Retention			
	Zeitlin (2014)	A mixed-methods study of the impact of organizational culture on workforce retention in child welfare	The recruitment and retention of a stable, qualified workforce has been an on-going challenge for the child welfare system. Prior research has identified both individual and organizational factors influencing retention and turnover in child welfare. The current study uses mixed methods to examine the impact of perceived organizational culture on workers' intention to remain employed. Thematic analysis of the qualitative data revealed that perceived organizational culture, as understood as being comprised of both relationships and values, could be related to worker retention.

			Based on the qualitative findings, the researchers selected quantitative measures to operationalize the various aspects of organizational culture. Results from the logistic regression indicated that intention to remain employed was significantly related to organizational culture. Implications for practice are discussed.
	Griffiths (2020)	A New Perspective: Administrator Recommendations for Reducing Child Welfare Turnover.	This study explores the qualitative survey findings from a statewide sample of child welfare administrators in one state (n = 86). When asked to provide suggestions for improving workforce retention, nine overarching themes emerged: compensation, decreased workload, organizational culture, job factors, professional development, frontline supervision, performance management, leverage external partners, and competent and engage leadership.
	Williams (2011)	A recent look at the factors influencing workforce retention in public child welfare	Consistency of services to children and their families continues to be an ongoing problem in public child welfare agencies. Worker turnover is high, thus affecting the availability of a well trained, experienced workforce. It is critical that we continue to explore the factors associated with worker turnover and retention in public child welfare agencies. Such knowledge will allow us to determine the needs of workers, administrators, and the agency in general, in an effort to create an environment that will result in worker retention, and a better quality of services. Children and their families will be major benefactors of such knowledge as the consistency and quality of services will be enhanced. Existing research has found that outcomes for families and children are affected by the workload and training of frontline workers, and organizational characteristics (GAO, 2003, NASW, 2004, and Milner, 2003). This study describes personal and organizational factors relative to worker retention for public child welfare workers in the northwest corridor of Georgia.
	Madden (2014)	An examination of retention and length of employment among public child welfare workers	Using longitudinal data collected over a 10 year period from a statewide sample of all new public child welfare caseworkers hired between 2001 and 2010 (N = 9195), the present study uses Cox Proportional Hazards Regression analysis to examine personal and organizational factors that affect length of employment among child welfare workers. This study adds to the expanding body of research on factors that impact retention of child welfare workers, as few other studies have explored how personal and organizational factors influence caseworker length of employment. Understanding factors that may influence caseworker retention, and specifically length of employment, is an important next step in understanding the type of caseworkers that agencies should target when hiring, as well as the types of workplace interventions and strategies that should be implemented to help retain caseworkers and move toward achieving a more stable workforce. The findings of this study suggest that a mixture of personal and organizational factors influenced the length of time that child welfare workers remained with the agency. Of the variables evaluated in the models, gender, social work education, Title IV-E involvement, organizational support and job desirability were shown to significantly influence longevity with the agency.

	Claiborne (2011)	Child welfare agency climate influence on worker commitment.	This research focuses on understanding the relationship of organizational climate to commitment for child welfare workers in private, non-governmental organizations. Commitment is measured as a latent construct of agency investment derived from Landsman's study (2001). Agency investment includes measures of workers' time, cost, and emotional difficulty for changing their line of work. Organizational climate is embedded in Parker et al. (2003) modification of James and colleagues' theory of primary domains of work environment perceptions. Parker's Psychological Climate survey measured organizational climate. Four hundred forty-one workers in three not-for-profit agencies under contract with the public child welfare system were sampled. Autonomy, Challenge and Innovation were significantly associated with agency investment. This indicates that worker perceptions of having job autonomy, the job being challenging, and the organization as innovative predict greater job commitment.
	Johnco (2014)	Child Welfare Workers' Perspectives on Contributing Factors to Retention and Turnover: Recommendations for Improvement	Rates of turnover are high in child welfare settings, impacting the organization, remaining workers and the children and families under their care. A number of demographic, psychological, social and organizational features have been associated with increased staff turnover, although we have limited understanding about how and why these factors are important; differences in influence at varying levels of seniority and career duration; and workers' perspectives on how to address workplace issues. This qualitative study assessed how factors impact employee retention and turnover in focus groups with 25 employees at different stages of employment: resigned case managers, case managers employed for less than one year and more than three years, and supervisors. Results suggested few differences in themes identified by groups. Two broad themes emerged for retention: supportive environment (including themes relating to children/parents, co-workers, and the organization) and opportunities within the agency (including new positions, experience and knowledge and job security). Two broad themes emerged for turnover: organizational issues (including themes about low compensation, challenging work demands, and system issues) and stress. Workers' perspectives and recommendations on how to address workplace problems were reported. Results are consistent with the existing literature, although a number of unique issues were identified, including workers' desire for clear communication flow through hierarchies, increased collaboration, and revisions to the way data is used/integrated. Workers expressed a strong desire to be heard by management, and this study reflects an important effort to provide feedback. These findings are relevant for informing organizational policy in child welfare agencies.
	Smith (2016)	Do child welfare job preview videos reflect evidence on retention and turnover?	To maintain a well-trained, competent work force and reduce turnover, child welfare agencies must use effective recruitment and retention practices. Many states use realistic job preview videos to recruit and retain appropriate, well-matched staff. The purpose of this study is to assess the content of child welfare realistic job preview videos to determine whether the content reflects current evidence on child welfare retention and turnover, and the mechanisms through which realistic job previews are most effective. The study involves content analysis of realistic job preview videos posted at the Child Welfare Information Gateway.

			A comparison of video content to findings from research on child welfare retention and turnover, and to research on realistic job preview effectiveness reveals some ways that the content of child welfare recruitment and retention efforts could be strengthened.
	Shim (2014)	Do Organisational Culture and Climate Really Matter for Employee Turnover in Child Welfare Agencies?	The purpose of this article is to investigate the effects of organisational culture and climate on employee turnover at public child welfare agencies. The data are drawn from public child welfare agencies in New York State. The empirical analysis indicates (i) that low-turnover agencies have more positive or constructive organisational culture and climate than high-turnover agencies; (ii) that, in particular, emphasis on rewards among organisational culture subscales and reduction in workload among organisational climate subscales show significant differences between two groups of agencies; and (iii) that only emphasis on rewards among organisational culture subscales has a significant and negative effect, or reduction, on employee turnover rates.
	Sedivy (2020)	Expanding our understanding of the role of peer support in child welfare workforce retention	Turnover is problematic for child welfare agencies and clients. To better understand the role of peer support in retention among caseworkers, this study explored whether staff perceive distinct types of peer support (operational and social-emotional) and examined the extent to which peer support differs by demographic and organizational factors in predicting intent to stay. Results from 1,703 caseworkers indicated that they perceive both types of peer support; both types are associated with job satisfaction, organizational climate, and intent to stay. Strategies to bolster peer support and opportunities for future research are discussed.
	Burns (2020)	Findings From a Longitudinal Qualitative Study of Child Protection Social Workers' Retention: Job Embeddedness, Professional Confidence and Staying Narratives.	The retention of social workers in child protection and welfare is an ongoing concern in many countries. While our knowledge based on the turnover of child protection and welfare social workers is growing, much less is known about 'stayers'—those who undertake this work for over 10+ years. This article draws on the data gathered over a decade in Ireland on these social workers. The article addresses three questions: (i) What can we learn from social workers with 10+ years' experience of child protection and welfare about their retention? (ii) Does job embeddedness theory help explain their choices to stay? (iii) Does the 'career preference typology' (Burns, 2011. British Journal of Social Work, 41(3), pp. 520–38) helps to explain social workers' retention? The main findings are that if you can retain social workers beyond the 5-year point, their retention narrative intensifies, their embeddedness in the organisation and community strengthens and they have a stronger sense of professional confidence as they move out of the early professional stage. A surprising finding of this study was that nearly all of the social workers in this study had a staying narrative that changed little between their interviews a decade apart.

	Willis (2017)	Finding Health and Meaning in Texas-Sized Turnover: Application of Seminal Management Principles for Administration and Research in U.S. Public Child Welfare Agencies	Public child welfare agencies in the United States have struggled with high turnover rates, especially among caseworkers. Research has explored turnover in terms of negative organizational outcomes, and efforts have been developed to reduce overall turnover rates. However, there has been little change in turnover rates in the last 30 years. The public child welfare system is inclined to higher turnover due to the unique nature of the work. Efforts to reduce the overall turnover rate fail to recognize the heterogeneity and healthy aspects of turnover unique to public child welfare organizations, which present challenges for both practice and research. By critically questioning how turnover is socially constructed, measured, and addressed, and integrating seminal management principles, a more meaningful metric can be developed. These challenges are explored, and recommendations are proposed for administration and research that include reconstructing and applying a new perspective on turnover to inform and evaluate initiatives that can reduce the impact of dysfunctional turnover within public child welfare organizations.
	Yankeelov (2009)	Individual and organization factors in job retention in Kentucky's child welfare agency.	A major concern in the field of child welfare continues to be the high rate of employee turnover. The purpose of this research was to examine a variety of individual and organizational factors that differentiate leavers from the stayers in child welfare using a prospective design and data from the Kentucky Cabinet for Health and Family Services (CHFS). The results of this study show that the stayers (N = 448) and leavers (N = 275) in this child welfare agency did not differ in their gender, race, or cumulative G.P.A. MSWs were more likely to leave the agency and employees with majors other than psychology or social work were more likely to stay. Stayers reported being more attached to their supervisors and receiving more guidance. Rural workers also perceived greater support from their supervisors than did urban workers. Implications for practice are discussed.
	Kruzich (2014).	Individual and work group influences on turnover intention among public child welfare workers: The effects of work group psychological safety	The antecedents and consequences of workgroup psychological safety were examined in a statewide study of 1040 public child welfare workers nested within 239 supervisory work units. Work group psychological safety mediated the effects of individual-level antecedents on turnover intention. Structural equation results indicated that when controlling for supervisory work unit-level clustering, a worker's perception of supervisory support and their office administrators' attention to human resources were significantly and positively associated with a worker's level of work group psychological safety. In turn, group psychological safety was significantly and positively associated with workers' intent to remain employed in their current organization. These findings underscore the importance of the supervisory work group in shaping individual attitudes and behavioral intentions, as well as the importance of including work units in the conceptual, measurement, and analytic models used in future studies of staff retention.
	Radey (2018)	Learning, Negotiating, and Surviving in Child Welfare: Social Capitalitalization Among Recently-hired Workers	In the child welfare workplace, accessible relationships and support, although understudied, are vital to worker success. Using telephone interviews with a statewide sample of recently hired, frontline workers (N = 38), this study applied a social capital framework to consider support functionality or capitalization. Findings highlight that, although nearly all workers recognized the importance of instrumental and expressive

			support, many workers did not capitalize on support. Agencies may benefit from an atmosphere focused on collective interests rather than individual survival. Policy can promote supportive atmospheres through providing agencies with the ability and time to foster recently hired workers' skills.
	Hwang (2012)	Organizational Inclusion, Commitment, and Turnover Among Child Welfare Workers: A Multilevel Mediation Analysis	This study focuses on an attitudinal variable (organizational commitment) as a mediator and examines why turnover intention among child welfare workers would be affected by worker's perception of inclusion, at the organizational level, at different organizations using multilevel analysis. The results of the study showed that individual worker's organizational commitment plays a mediating role between organizational inclusion and individual turnover intention. The findings suggest that intervention aimed at reducing turnover and retaining quality workers may be more effective with a combined approach of targeting individual attitudes with changing organizational structures.
	Boyas (2013)	Organizational tenure among child welfare workers, burnout, stress, and intent to leave: Does employment-based social capital make a difference?	Research has shown that child welfare organizations have a prominent role in safeguarding their workers from experiencing high levels of job stress and burnout, which can ultimately lead to increased thoughts of leaving. However, it is not clear whether these relationships are shaped by their length of organizational tenure. A cross-sectional research design that included a statewide purposive sample of 209 child welfare workers was used to test a theoretical model of employment-based social capital to examine how paths to job stress, burnout, and intent to leave differ between workers who have worked in a child welfare organization for less than 3 years compared to those with 3 years or more of employment in one organization. Path analysis results indicate that when a mixture of dimensions of employment-based social capital are present, they act as significant direct protective factors in decreasing job stress and indirectly shape burnout and intent to leave differently based on organizational tenure. Thus, organizations may have to institute unique intervention efforts for both sets of workers that provide immediate and long-term structures of support, resources, and organizational practices given that their group-specific needs may change over time.
	Brown (2019)	Pathways to Retention: Job Satisfaction, Burnout & Organizational Commitment among Social Workers	Purpose: Job satisfaction, burnout, and organizational commitment remain concerns for human service organizations. Few studies have utilized a large sample of social workers to investigate these factors while also considering practice setting. In the present study, work-related burnout, satisfaction with workload, and satisfaction with organizational environment are examined as factors contributing to organizational commitment while comparing the measurement and predictive strength of these factors based on practice setting. Method: Confirmatory factor analyses and structural equation modeling were used to estimate and compare factors related to organizational commitment with a sample of 1,786 social workers practicing in the United States. Results: Satisfaction with organizational environment showed a strong positive relationship with organizational commitment. Work-related burnout was confirmed to have a negative relationship with organizational commitment. No measurement or structural model differences existed between social workers from different types of practice

			settings. Discussion: Findings suggest that increasing satisfaction with organizational environment is a better target for retaining employees than reducing workloads. Results emphasize the need for human service organizations to foster work environments which provide a climate of wellness, support, and recognition of employees' contributions at work.
	Katz (2021)	Perceptions of agency leadership and intent to stay: an examination of turnover in the child welfare workforce.	Retention of the child welfare workforce is an ongoing challenge. In this study, we evaluate the association between child welfare workers' perceptions of agency leadership and their intent to remain at their agencies. The sample included 119 frontline child welfare workers surveyed at three child welfare agencies in a large Northeastern city. Participants who viewed agency leadership more positively were more likely to intend to remain at their agencies than those who viewed it less positively (p = .008). Agency administrators looking to minimize turnover may benefit from engaging in clear and consistent communication with frontline workers and multi-level consensus building.
	Lee (2011)	Psychological empowerment and child welfare worker outcomes: A path analysis.	The purpose of this study was to investigate how work environment and psychological empowerment related to worker outcomes in public child welfare. These relationships were examined by testing a conceptual model in which psychological empowerment mediated the relationships between work environment variables (quality of supervision and role ambiguity) and worker outcome variables (emotional exhaustion and intentions to remain employed in child welfare). Responses from 234 public child welfare front-line workers in a southeastern state were used to test the proposed mediating model. The results of the study revealed that quality of supervision and psychological empowerment were directly related to workers' intentions to remain employed in child welfare. An indirect relationship between quality of supervision and intentions to remain through the mediating variable of psychological empowerment was found. Quality of supervision was also indirectly related to worker emotional exhaustion through the mediating variable of psychological empowerment. While the work environment variable role ambiguity was not directly related to the outcomes emotional exhaustion or intentions to remain, indirect relationships through the mediating variable of psychological empowerment were found.
	McFadden (2015)	Resilience and Burnout in Child Protection Social Work: Individual and Organisational Themes from a Systematic Literature Review	Child protection social work is acknowledged as a very stressful occupation, with high turnover and poor retention of staff being a major concern. This paper highlights themes that emerged from findings of sixty-five articles that were included as part of a systematic literature review. The review focused on the evaluation of research findings, which considered individual and organisational factors associated with resilience or burnout in child protection social work staff. The results identified a range of individual and organisational themes for staff in child protection social work. Nine themes were identified in total. These are categorised under 'Individual' and 'Organisational' themes. Themes categorised as individual included personal history of maltreatment, training and preparation for child welfare, coping, secondary traumatic stress, compassion fatigue and compassion satisfaction. Those classified as organisational included workload,

			social support and supervision, organisational culture and climate, organisational and professional commitment, and job satisfaction or dissatisfaction. The range of factors is discussed with recommendations and areas for future research are highlighted.
	Augsberger (2012)	Respect in the workplace: A mixed methods study of retention and turnover in the voluntary child welfare sector	A significant challenge facing the child welfare system is the recruitment and retention of a stable and qualified workforce. Several studies have identified individual and organizational factors impacting workforce turnover. The current study expands upon previous research by utilizing a mixed methods design to examine the relationship between workers' perceptions of respect in the workplace and their intention to leave. Thematic analysis of the qualitative data revealed that workers perceive a lack of respect in five domains including organizational support, fair salary and benefits, fair promotion potential, adequate communication and contingent rewards. Based on the qualitative findings, researchers designed the Respect Scale, a quantitative scale measuring the concept perceived respect. Results from the logistic regression found that workers who score lower on the Respect Scale were significantly more likely to intend to leave their current job. Research and practice implications are discussed.
	Geisler (2019)	Retaining Social Workers: The Role of Quality of Work and Psychosocial Safety Climate for Work Engagement, Job Satisfaction, and Organizational Commitment	The present study investigated how psychosocial safety climate (PSC), job demands (role conflict and work-family conflict), job resources (social support from superiors and social community at work), and assessments for quality of work relate to social workers' work engagement, job satisfaction, and organizational commitment. The results of the questionnaire study (N =¬†831) showed that quality of work was strongly related to all three outcomes, whereas PSC was found to be related to social workers' job satisfaction. The contribution of the study is discussed in relation to understanding the retention of social workers.
	McCrae (2015)	Retention and job satisfaction of child welfare supervisors.	Supervisors play a vital role in workplace productivity and organizational health, and are at the forefront of improving the capacity of the child welfare workforce. Yet there is limited research about their organizational longevity and satisfaction compared with child welfare caseworkers. This study uses data from 85% of supervisors statewide in a child welfare organization to describe intent to leave, supervision provided and received, and job qualities. Questions are: (1) what are the personal and job qualities of child welfare supervisors? (2) To what extent do supervisors report receiving and providing supervision, and (3) what personal and job qualities predict intent to leave among supervisors? Using bivariate and multivariate analyses, results showed that supervisors who receive more frequent supervision report lower levels of job stress and time pressure and more positive perceptions of organization leadership. These supervisors also reported providing more supervision to caseworkers. Greater time pressure predicted intent to leave among supervisors, indicating that there is an important balance between workload and resources in efforts to maintain quality supervisors.

	Kothari (2021)	Retention of child welfare caseworkers: The role of case severity and workplace resources	A highly skilled and committed child welfare workforce is necessary to support the safety, permanency, and well-being of children in foster care. Nevertheless, turnover is high. Job burnout and dissatisfaction are top reasons for quitting child welfare, and leaving is likely due to a mismatch of job demands and job resources. Despite the need for child welfare agencies to retain satisfied employees who wish to remain on the job, research has largely focused on those who leave. This study applied the Job Demands-Resources model and an employee resilience lens to identify characteristics and job conditions of caseworkers, with a focus on those who are satisfied and plan to stay. Multinomial logistic regressions were used to examine job demands and job resources of Satisfied Stayers (workers who are satisfied and wish to remain at the agency) and Ambivalent Stayers (workers who are ambivalent about their satisfaction, but intend to stay) as compared to Undecided Workers (workers who are unsure about their job satisfaction and staying). Results revealed key distinctions between subgroups on job demands, job resources, as well as demographic and job characteristics. Case severity was the critical job demand for all groups, and all three job resources (supportive supervision, coworker support, and work tools) predicted being a Satisfied Stayer. Findings may be helpful in identifying job conditions agencies might target to improve caseworkers‚Äô retention. Improving work conditions by bolstering resources, in addition to reducing demands, has benefits for employees and the children and families they serve.
	deGuzman (2020)	Retention of child welfare workers: staying strategies and supports	High annual turnover rates that plague child welfare agencies are costly and disrupt services. Numerous studies have focused on aspects of the workplace and the characteristics of child welfare workers that may be associated with leaving. Fewer studies have explored the types of worker supports that agencies can offer to encourage retention. This two-study paper utilized data from public child welfare caseworkers to examine predictors of self-reported intent to stay and its association with actually staying at the agency. Results of Study 1 indicated that that self-reported intent to stay was a key predictor of staying (as was number of years on the job). Results of Study 2 indicated that self-efficacy, peer support, supervision, and organizational supports were key predictors of intent to stay. Newer workers differed somewhat from more experienced workers, providing an opportunity for reflection on how agencies can best support staff during different phases of their career.
	Strolin-Goltzman (2008)	Should I stay or should I go? A comparison study of intention to leave among public child welfare systems with high and low turnover rates.	This comparison study analyzes the commonalties, similarities, and differences on supervisory and organizational factors between a group of high turnover systems and a group of low turnover systems. Significant differences on organizational factors, but not on supervisory factors, emerged from the statistical analysis. Additionally, this study found that low turnover is not necessarily predictive of a healthy organizational environment. Implications for turnover reduction and prevention are provided in conclusion.
	Strand (2010)	So you have a stable child welfare workforce – What's next?	The purpose of the study was to explore the contribution of personal and agency factors to job satisfaction, organizational commitment and retention indicators (intention to leave, preference for leaving, and looked for a job) in a state child welfare agency with fewer than eight percent turnover for five years. On balance, results from this analysis reveal that child

| | Radey (2021) | The Importance of Job Demands and Supports: Promoting Retention Among Child Welfare Workers | Child welfare workers typically face strict deadlines, limited training periods, high caseloads, and understaffing. These high-demand positions often coupled with few organizational or supervisory supports contribute to decreased worker well-being and low retention. Informed by the Job Demands-Resources model, we examined common demand-resource sub-groups among recently-hired child welfare workers and how sub-group membership contributed to agency retention. This study used data from the Florida Study of Professionals for Safe Families (FSPSF), a four-year, longitudinal cohort study of child welfare workers hired in 2015‚Äì16 (n = 912). We used a three-step Latent Profile Analysis (LPA) with logistic regression to identify profiles of workers based on demand and support levels at 6¬†months to predict agency retention 12¬†months later. Findings resulted in five profiles: floundering, surviving through supervisor, surviving through role, surviving through supports, and thriving. Profile distributions indicated both demands and supports were independently important for retention. Each profile had higher odds of staying at the agency compared to the floundering profile, those floundering in role and support (ORs = 2.08‚Äì7.68). Those in the thriving profile, thriving in role and support, had higher odds of staying when compared to each other profile (ORs = 2.12‚Äì7.68). Findings identify that demands and supports operate in an additive way to promote retention and suggest that agencies can address individual aspects of workers‚Äô role and support challenges to improve retention without requiring a single approach to combat workload and environment simultaneously. |
| | Chen (2010) | The influence of job satisfaction on child welfare worker's desire to stay: An examination of the interaction effect of self efficacy and supportive supervision. | Prior research shows child welfare workforce has constantly been challenged by worker's turnover issue. Although improving job satisfaction is adopted by many agencies as a solution to encourage workers to stay, little is known whether its effect remains under the influence of certain psychosocial factors of workers. The present study attempts to explore the effect of job satisfaction on child welfare worker's desire to stay through examining the intervening effects of worker's work related self-efficacy and supervisor's support. Our findings showed that the interaction effect did exist such that job satisfaction had greater positive impact for workers of high self-efficacy in terms of the desire to stay. Findings further revealed that job satisfaction had substantial impacts on improving worker's desire to stay under most of the circumstances, except for the circumstance when workers concurrently perceiving low work related self-efficacy and low supervisor's support. Finding also revealed that supervisor's support was particularly important to retain workers of low self-efficacy. In conclusion, improving job satisfaction may not be a universal approach for worker retention due to the influence of worker's self-efficacy. On the other hand, we recognize that supervisor's support is an important factor in addition to job satisfaction that cannot be overlooked in child welfare worker retention. In light of the significant interaction |

(Top of page, continued text from previous entry:) welfare staff are satisfied with their jobs and dedicated to their work. Most significant is the finding that approximately 50% of the staff report that they would prefer to leave, but salary and benefits are a strong incentive to stay. Organizational culture appears to be the contributing factor to this finding. Implications for policy, practice and research are discussed.

			effect that was identified in the present study, we suggested the need to examine the interaction effect among retention predictors in future research.
	Rittschof (2016)	The Influence of Transformational Leadership and Job Burnout on Child Protective Services Case Managers' Commitment and Intent to Quit	Job burnout is prevalent in child welfare with turnover rates estimated between 20% and 40% nationwide. Although effective leadership has been shown to facilitate positive job attitudes and low job burnout in many industries, including healthcare organizations, limited research exists examining whether transformational leadership affects job burnout and job attitudes among child protective services (CPS) case managers. Moreover, no research exists examining whether job burnout mediates the relationships between transformational leadership and job attitudes. This study was designed to examine the relationships between transformational leadership, job burnout, and job attitudes among CPS case managers and whether job burnout mediates those relationships. Bass's theory of transformational leadership and Maslach's theory of job burnout provided the theoretical frameworks for this study. In this nonexperimental study, 197 CPS case managers (83% women) participated by completing an online survey. Results indicated that transformational leadership and job burnout correlated with each other and with job attitudes as hypothesized, and job burnout partially mediated the relationships between transformational leadership and the criterion variables. Our findings suggest that child welfare organizations should hire and/or train transformational leaders to reduce job burnout and increase job attitudes among CPS case managers. Directions for future research are discussed.
	Kim (2015)	The mediating roles of leader–member exchange and perceived organizational support in the role stress–turnover intention relationship among child welfare workers: A longitudinal analysis	This study sought to identify the mediating roles of leader–member exchange (LMX) and perceived organizational support (POS) as social exchange relationships in the role stress–turnover intention relationship using a longitudinal perspective. Using three waves of 1-year data from a child welfare workforce study, cross-sectional and longitudinal path analyses were conducted. Findings indicated significant indirect effects of LMX and POS on the role stress–turnover intention relationship at a series of static time points. Changes in LMX and POS mediated the relationship between changes in role stress and turnover intention at the first 6-month time point, whereas mediating effects at the other two time points were not revealed. The findings underscore the importance of both social exchanges, LMX and POS, in managing child welfare workers. Implications for practice and future research are discussed.
	Lee (2011)	The retention of public child welfare workers: The roles of professional	The purpose of the current study was to investigate how professional organizational culture and coping strategies (control coping and avoidance coping) related to workers' intentions to

		organizational culture and coping strategies	remain employed in child welfare. With a sample of 234 frontline workers employed in Department of Human Services-Division of Family and Children Services (DHS-DFCS) offices in a state in the Southeastern region of the U.S., the current study tested a model in which coping strategies mediate the relationship between professional organizational culture and workers' intentions to remain employed in child welfare. Structural equation modeling was used to test the proposed model. Results revealed that professional organizational culture and control coping were significantly and positively related to workers' intentions to remain employed in child welfare. In addition, control coping mediated the relationship between professional organizational culture and worker retention. On the other hand, a significant relationship between avoidance coping and workers' intentions to remain employed in child welfare was not found. Implications of the findings for practice and recommendations for future research are discussed.
	Benton (2016)	Understanding the diverging paths of stayers and leavers: An examination of factors predicting worker retention	The retention of qualified, competent staff has been a longstanding challenge for child welfare agencies. Given the stressful nature of child welfare work, difficulties with recruitment and retention of staff may not be surprising. However, considering the costs of chronic turnover, efforts to increase retention are crucial. The current study utilizes a large sample (n = 1102) of Title IV-E graduates from one statewide consortium in order to explore the usefulness of a conceptual model for understanding retention and turnover of workers in public child welfare. Logistic regression models reflect that at least one variable from each of four categories (worker, job-extrinsic, job-intrinsic, responses to job) predicted retention. Implications for child welfare workforce research, agency practice, and Title IV-E MSW programs are discussed.
	Selden (2015)	Voluntary Turnover in Nonprofit Human Service Organizations: The Impact of High Performance Work Practices.	Voluntary turnover in nonprofits can present a significant cost, reducing the performance of a nonprofit and challenging its sustainability over time. This study examines voluntary turnover in a sample of human service (HS) nonprofit organizations in eight states, exploring the relationship between the implementation of high performance work practices (HPWP) and voluntary turnover. The findings demonstrate that certain HPWPs, including onboarding, leadership development, compensation, and employee relations, are associated with lower voluntary turnover. The results suggest that human service nonprofits seeking to improve retention should invest more time and resources in developing employees as future leaders and cultivating a positive working environment.
	Boraggina-Ballard (2021)	What motivates highly trained child welfare professionals to stay or leave?	This mixed-methods study used an integrated approach to investigate the drivers that impact the transition from student to child welfare professional and factors that motivated a highly trained cohort of child welfare professionals to stay or leave the child welfare workforce (post one-year employment). The concept of transfer of learning and self-determination theory guided the analysis of emergent themes and quantitative data, where appropriate. Results suggest it is essential that child welfare agencies cultivate an organizational culture and climate of support and that some of the most intrinsically motivated child welfare workers are likely to leave.

	Griffiths (2017)	Who stays, who goes, who knows? A state-wide survey of child welfare workers	Child welfare workforce turnover remains a significant problem with dire consequences. Designed to assist in its retention efforts, an agency supported state-wide survey was employed to capture worker feedback and insight into turnover. This article examines the quantitative feedback from a Southern state's frontline child welfare workforce (N = 511), examining worker intent to leave as those who intend to stay employed at the agency (Stayers), those who are undecided (Undecided), and those who intend to leave (Leavers). A series of One-Way ANOVAs revealed a stratified pattern of worker dissatisfaction, with stayers reporting highest satisfaction levels, followed by undecided workers, and then leavers in all areas (e.g., salary, workload, recognition, professional development, accomplishment, peer support, and supervision). A Multinomial Logistic Regression model revealed significant (and shared) predictors among leavers and undecided workers in comparison to stayers with respect to dissatisfaction with workload and professional development, and working in an urban area. Additionally, child welfare workers who intend to leave the agency in the next 12 months expressed significant dissatisfaction with supervision and accomplishment, and tended to be younger and professionals of color.
CPS Workforce Improvement Efforts in Other States			
	Benton (2018)	I was prepared for the worst I guess: Stayers' and leavers' perceptions of their title IV-E education.	Child welfare workforces across the nation are experiencing high turnover and have for decades. The chronic cost of turnover makes efforts to increase retention crucial. The Title IV-E education stipend program is one way that many states employ to improve their child welfare worker tenure. Through qualitative interviews, this study examines Title IV-E graduates' experiences and perceptions of preparedness for working in child welfare agencies. Examining how the responses of stayers and leavers differ and assessing similarities collectively can inform educational and agency enhancements to improve services, as well as worker competence and retention.
	Bunders (2021)	Leadership for Empowerment: Analyzing Leadership Practices in a Youth Care Organization Using Peer Video Reflection	In recent years, increased complexity and persistent challenges induced governmental organizations to transform their ways of operating. Inherent to such transformations are shifts in approaches to leadership and organizational learning. However, adopting strategies that empower staff to take complex context-appropriate decisions has shown to be difficult. This paper aims to gain insight into empowering and disempowering leadership practices in complex transformation processes. Team leaders of a governmental organization participated in observing videos of weekly team meetings, noting positive and negative interactions between the peer-team leader and team members. Their observations were analyzed using the four dimensions of psychological empowerment. All team leaders showed empowering and disempowering practices within one case discussion. The findings illustrate in which contexts these practices are triggered. Results help to theoretically elucidate academic debates about the relationships between empowerment and control, differences between empowerment and laissez-faire and between empowering and destructive leadership in human service organizations.

	Packard (2015)	Measuring organizational change tactics to improve child welfare programs: Experiences in 13 counties.	This study introduces a new measure that assesses the extent of organizational change tactics usage within a human service organization. The Organizational Change Tactics Questionnaire (OCTQ) was developed based on a comprehensive review of effective organizational change tactics and adapted to the unique needs of human service organizations. This study presents the psychometric properties of the OCTQ using the tool with 13 large child welfare organizations experiencing organizational change. Respondents who saw a greater use of change tactics and those who were more involved with the change process were significantly more likely to perceive the change process as successful.
	Scannapieco (2012)	Professionalization in public child welfare: Historical context and workplace outcomes for social workers and non-social workers.	This article recaps the historic role of the U.S. Children's Bureau in the development and professionalization of public child welfare services. A review of the empirical literature explores relationships between professional preparation and outcomes in service delivery, job performance and preparedness, social work values, and retention of staff. This review informs the evaluation study, which draws from a longitudinal appraisal of almost 10,000 child welfare workers in Texas, about one third with degrees in social work. The study found significant differences between the experiences and perceptions of those with social work degrees and those with degrees in other fields.

Solutions That Have Been Tried and Succeeded		
Kull (2019)	Capacity assessment and integration support for the Washington State Department of Children, Youth, and Families: Final report	In Washington, people of color and economically disadvantaged communities are disproportionally engaged with the child welfare and juvenile justice systems, and racial/ethnic and socioeconomic disparities are evident in measures of population well-being from birth through early adulthood. Hence, the integration of Washington's legacy agencies providing services for children, youth, and families across the developmental continuum—Children's Administration, the Department of Early Learning, and Juvenile Rehabilitation Administration, respectively—into the Department of Children, Youth, and Families (DCYF) presented a unique opportunity for the state: it was afforded the chance to take stock of its performance measures, processes, and infrastructure on how child- and family-serving human services agencies evaluate the quality of their service delivery, identify areas for improvement, and invest in opportunities to not only enhance service delivery but also to promote well-being among the population. Chapin Hall at the University of Chicago was contracted to assess the strengths and areas for growth in DCYF's current performance improvement system. Using a gap analysis approach, Chapin Hall drew on five mixed-methods tasks—a policy review, an evidence and practice review, process mapping, system reform case studies, and data appraisal and performance analyses—to detail how the service areas, specifically, and DCYF, broadly, are executing a performance improvement system relative to existing state and federal policy, scientific and grey literature, and best practices from exemplar jurisdictions. Findings point to notable strengths across the service areas in how DCYF executes performance improvement activities, as well as areas for growth, particularly around the processes and infrastructure for evidence generation, dissemination, and application in the performance improvement cycle. In response to these areas for growth, Chapin Hall highlighted how DCYF can increase its capacity for performance improvement related to performance measurement, staff capacity, and agency buy-in.
Barbee (2011)	Cost effectiveness of an integrated service delivery model as measured by worker retention.	This study sought to examine the impact of housing child welfare ongoing teams in the community, near client neighborhoods, and in a setting that also co-locates other service providers that serve the same clients. The focus was the impact of location and service integration on perceptions of worker stress and actual worker turnover. Thirty four workers from this type of setting and from a more traditional setting in two urban cities in a Southern state were interviewed. In addition turnover rates were calculated and compared. It was found that those located near clients and with staff from other agencies had better morale, lower stress levels, more positive attitudes toward clients and client contexts, knew more about the communities the clients lived in and had more chances to collaborate to solve client problems than those in a more traditional setting with co-location only with family support staff. The turnover rate was lower in the integrated service delivery setting than in either the traditional setting or the state overall. Thus, integration of service delivery benefits not only the child welfare workforce participants, but also the clients who have greater access to other service providers and to the bottom line of the agency through the retention of workers. Implications are described.

Claiborne (2014)	Design Teams as an Organizational Intervention to Improve Job Satisfaction and Worker Turnover in Public Child Welfare	This study focuses on the field test of a design team intervention in two rural and one urban site experiencing high workforce turnover. Hypothesis 1: Job satisfaction is significantly improved among public child welfare workers participating in the Design Team intervention. Hypothesis 2: Job satisfaction is significantly related to lower turnover in public child welfare workers participating in the Design Team intervention. The Design Team is an externally facilitated intervention in which team members consist of caseworkers and supervisors representing all services provided by the agency. The facilitator uses a formal logic model and team building expertise to guide the team. A pre-post design and structural equation modeling findings indicate a positive impact to overall worker job satisfaction and satisfaction with the nature of their work, and has strong potential to reduce turnover.
Barbee (2018)	Factors affecting turnover rates of public child welfare front line workers: Comparing cohorts of title IV-E program graduates with regularly hired and trained staff	The purpose of the study is to examine the impact of a statewide intervention (BSW level Title IV-E Program) on both the workers' intent to leave the job and their actual exit from a state administered public child welfare agency. Employees completed an extensive survey including scales assessing individual, team, and organizational variables that might impact turnover. Results show that more Title IV-E graduates stay with the agency than do regular hires and leave at a slower rate. Different variables impact intent to leave compared to actual exit and vary across type of employee. Implications for the workforce are discussed.
Carr (2019)	Hot Topic: Title IV-E MSW Education and "Intent to Stay" in Public Child Welfare	The 2018 proposed Family First Prevention Services Act suggests a change in the funding formula of Title IV-E of the Social Security Act-from entitlement to block grants. This study aimed to support the continuation of entitlement support based on the evidence that Title IV-E educational programs are effective in improving retention after the workers have obtained an MSW degree. Using a multigroup, multiple regression approach, this study analyzed secondary data collected from an e-survey sent to public child welfare (PCW) workers in a southern state. Data from 1,025 workers compare "intent to stay" (ITS) factors between PCW workers who received and those who did not receive the Title IV-E MSW educational stipend. The main analysis was conducted using Mplus version 7.4, with R version 3.3.2 used for data screening. Findings indicate that Title IV-E-supported education moderates the strength of the following ITS factors: respect from coworkers, team cohesion, self-assessed skills in working with special needs clients, and holding an MSW degree. MSW holders expressed lower ITS levels unless they had received Title IV-E stipends. These results provide evidence that Title IV-E education could help retain MSW graduates in PCW.
Altman (2016)	I could not have made it without them: Examining trainee cohort perspectives on MSW education for public child welfare	This article reports findings from an evaluation of an MSW child welfare training program focused on increasing retention of knowledgeable, competent and experienced child protective service workers. From qualitative data gathered as part of the process evaluation, we found the cohort effect to be the most salient factor participants experienced as contributing to their successful program completion and their 100% retention rate. Analysis of the cohort effect yielded five themes instrumental in participants' individual and collective success: mutual support, empowerment, belief in self and their finding of a home base which ultimately helped them to launch their professional selves.

	Strolin-Goltzman (2010)	Improving turnover in public child welfare: Outcomes from an organizational intervention.	This study examines the effects of an organizational intervention on intention to leave child welfare. Using a non-equivalent comparison group design, twelve child welfare agencies participated in either the Design Team intervention condition or a comparison condition. Organizational factors and intention to leave were assessed pre and post intervention. Findings from GLM Repeated Measures indicate significant group by wave interactions for three of the six organizational variables (professional resources, commitment, and burnout) and intention to leave. All of these interactions showed a greater positive improvement for the DT group than the comparison group. Structural equation modeling demonstrates good model fit with significant pathways leading from the intervention through intervening organizational variables to intention to leave. Intervening at the organizational level can help child welfare agencies improve organizational shortcomings, while also decreasing intention to leave. Evidence suggests that by improving organizational factors affecting the workforce, service quality will improve.
	Yoder Slater (2018)	IV-E or not IV-E, that is the question: comparisons of BSW Child Welfare Scholars and matched trainee confidence and retention.	Our longitudinal study examined the effectiveness of BSW IVE Scholar training (n = 52) compared with a matched cohort (n = 57) of traditionally trained employees. The BSW IV-E Scholars felt significantly more prepared than their traditionally-trained coworkers. BSW IV-E Scholars were significantly more likely to be retained in the first five years of employment than the matched cohort trainees. The study lends strong support for the retention and preparation advantages of BSW Title IV-E training over traditional employee training. This is important given the significant investment of training dollars for IV-E at the Federal, state, and local levels.
	Trawver (2021)	Learning from the Field: Development of a Statewide Public Child Welfare Workforce Mentoring Program	As public child welfare agencies continue to experience high rates of workforce turnover and low rates of retention, employee mentoring and coaching has been forwarded as a potential mechanism to positively impact the workforce. Using a qualitative multi-method case study approach, this learning case describes an innovative statewide child welfare worker new employee mentoring program implemented by the State of Alaska Office of Children's Services. Drawn from the perspectives of key leadership, line supervisors, and other stakeholders responsible for the development of the program, results included broad support and observed supervisor and employee benefits. Implications of this learning case are relevant to both child welfare agencies as well as other social service programs considering development of mentoring programs and implementation of broad system-wide programs.
	Collins-Camargo (2012)	Measuring organizational effectiveness to develop strategies to promote retention in public child welfare	Public child welfare agencies are under pressure to improve organizational, practice and client outcomes. Related to all of these outcomes is the retention of staff. Employee intent to remain employed may be used as a proxy for actual retention. In this study public child welfare staff in one Midwestern state were surveyed using the Survey of Organizational Excellence (Lauderdale, 1999) and the Intent to Remain Employed (Ellett, Ellett & Rugutt, 2003) scales to assess the extent to which constructs such as perceptions of organizational culture, communication and other areas of organizational effectiveness were associated with intent to remain employed. A number of statistically significant relationships were identified which were presented to the public agency for use in the development of strategies for organizational improvement. Data were also analyzed regionally and based on urban/suburban/rural status to enable development of targeted approaches. This case study presents an example of how ongoing measurement of organizational effectiveness can be used as a strategy for organizational improvement over time in the child welfare system.

	Collins-Camargo (2009)	One state's effort to improve recruitment, retention, and practice through multifaceted clinical supervision interventions.	The professional literature has described the critical role child welfare supervisors play in the recruitment and retention (R&R) of a competent workforce and in practice enhancement to produce positive outcomes for children and families. Building on findings from a federally funded demonstration project related to implementation of clinical supervision in the child welfare setting, this article provides a description of a comprehensive approach to achievement of these outcomes: an integrated implementation of an employee selection protocol, 360-degree evaluation and employee development planning, and peer consultation and support groups for supervisors. An outline of the evaluation designed to assess relative effectiveness of each component on organizational culture, staff R&R, and practice is provided.
	Trujillo (2020)	Preparing the child welfare workforce: Organizational commitment, identity, and desire to stay	Background: Since 1995, Colorado has had a Title IV-E child welfare Stipend Program, most recently involving four universities in partnership with the Colorado Department of Human Services. Objective: A ten-year cohort study was conducted to understand program graduates' experiences with organizational commitment, the impact of stipends on child welfare professional identity and desire to remain in the child welfare field. Participants and methods: The mixed methods evaluation involved 245 stipend graduates from 2006 to 2016 from Bachelor of Social Work (BSW) and Master of Social Work (MSW) programs and included an online survey and focus groups. Results: Results indicate stipend graduates remained in the workforce beyond payback periods, felt prepared for the job, appreciated the skills and networks gained from their programs, and expressed gratitude for the financial assistance. Graduates identified workforce factors including peer support, supervisor support, and mobility in the agency as key retention sources for remaining in child welfare.
	Clark (2013)	Professional development opportunities as retention incentives in child welfare.	This study examined the career paths of 415 Title IV-E MSW graduates in one state retrospectively over 180 months post-graduation to discover factors that could be important in affecting retention in public child welfare agencies. The Title IV-E educational program is designed to be a retention strategy at the same time as it is a professionalization strategy. We surmised that perceived organizational support (POS) contributes to retention by acknowledging the workers' needs for career development support. The median survival time for these child welfare social workers was 43 months for the first job and 168 months for the entire child welfare career. The initial analysis showed steep drops in retention occurred at 24–36 months post-graduation, approximately at the end of the Title IV-E work obligation. Upon further examination, Kaplan–Meier tests showed organizational factors relevant to workers' professional career development predicted retention. Having access to continuing education and agency-supported case-focused supervision for licensure were correlated with retention at the 24–36 month post-graduation mark. At 72 months post-graduation, promotion to supervisor was a significant factor found to encourage retention. Being a field instructor for MSW students and being promoted to a managerial position were not significantly related to retention.

	Wilke (2017)	Recruitment and retention of child welfare workers in longitudinal research: Successful strategies from the Florida Study of Professionals for Safe Families	Longitudinal panel studies are effective strategies to assess the personal impact of child welfare work, as well as employment outcomes of workers over time. However, longitudinal studies encounter obstacles such as disproportionate attrition that threaten the validity of findings. This paper provides an overview of the Florida Study of Professionals for Safe Families (FSPSF), a 5-year longitudinal panel study of newly hired workers into the child welfare workforce. The purpose of this paper is three-fold: 1) describe the study methodology and recruitment and retention techniques for the FSPSF; 2) illustrate Estrada and colleagues' Tailored Panel Management framework (2014) through FSPSF methodological decisions; and 3) provide guidance and time estimates of key tasks for those interested in undertaking similar projects, with a particular focus on electronic data collection and communication strategies. Initial results are excellent – 84% of all eligible workers completed baseline surveys (n = 1,451). At Wave 2 (6 months), 81% of those workers were retained, with preliminary findings of 84% retention of the original baseline respondents at Wave 3 (12 months).
	Jacquet (2012)	Successful Student Recruitment for Public Child Welfare: Results From California's Title IV-E MSW Stipend Program Evaluation.	Data on seven cohorts of MSW students revealed successful recruitment efforts of the California Social Work Education Center Title IV-E program to select students most suitable for work in public child welfare. Compared to non-IV-E students, racially diverse IV-E students were more committed to direct services and case management but not drawn to private practice. Unlike non-IV-E students, IV-E students preferred work with poor and at risk families, but not clinical clients. The IV-E students' future goals tended toward service, not career advancement. Additionally, a high percentage of IV-E graduates remain in child welfare at least three years postgraduation.
	Deglau (2018)	What's in an MSW? Graduate education for public child welfare workers, intention, engagement, and work environment.	This study employs a mixed methods analysis of exit survey data gathered from public child welfare employees at their completion of a Title IV-E funded MSW program, distinct because it was initiated during a period of major reform and permitted students to continue employment during their studies. Findings suggest that opportunities for growth and manageable levels of stress were associated with intentions to stay and engagement with the work, reflected in respondents' positive perceptions of their roles in the work environment and their retrospective assessments of the impact of their social work education.

Solutions That Have Been Tried and Failed			
	Leung (2020)	Social Work Degrees and Title IV-E Stipends: Predictive Factors for Worker Retention in Public Child Welfare.	Since 1980, Title IV-E education programs have provided stipends and academic training for public child welfare (PCW) workers. Based on survey data of 5,723 PCW workers from a southern state, multivariate analyses were conducted to examine the relationship between social work education, perception toward Title IV-E programs, and workforce retention. Results indicate that having a positive perception toward Title IV-E stipends could reduce intent to leave. However, intent to leave was high among PCW workers with an MSW degree.
	Rao Hermon (2018)	Views on workplace culture and climate: Through the lens of retention and title IV-E participation.	Retention of public child welfare (PCW) workers is the focus of much scholarly research. Examinations of the topic have ranged from assessments of workers' background to job factors and attitudinal components about the workplace. Unlike most studies, the present study uses agency administrative data on retention. In it, 502 PCW workers responded to a point-in-time survey covering a wide range of topics including job satisfaction, commitment to child welfare, perceptions of culture and climate, Title IV-E status, and demographic variables. While Title IV-Es were more likely to leave the agency, several significant interactions between Title IV-E and retention status showed that Title IV-Es who left the agency had significantly lower supervisor satisfaction and influence than Title IV-Es who stayed; and lower efficacy scores than non-Title IV-Es who left. No such differences were found for non-Title IV-E stayers and leavers. Implications for these differences for county agencies and universities are discussed.
Effective Workforce Solutions in Similar Social Service Systems			
	Nylén (2017)	A pilot-study of a worksite based participatory intervention program: Its acceptability and short-term effects on work climate and attitudes in human service employees	BACKGROUND: Psychosocial factors, including job demands and poor resources, have been linked to stress, health problems, and negative job attitudes. However, worksite based interventions and programs targeting psychosocial factors may change employees' perceptions of their work climate and work attitudes. OBJECTIVE: This pilot study describes a newly developed worksite based participatory organizational intervention program that was tested in the social service sector. It is evaluated using participants' perceptions of the intervention to investigate its acceptability as a feature of feasibility and its short-term effects on work climate factors (job demands and resources) and work-related attitudes. METHODS: Forty employees of a Swedish social service unit provided self-reports before, during, and after the intervention. RESULTS: As for effects, quantitative role overload and social support decreased while turnover intention increased. Responses to an open-ended question showed that participants considered the intervention program valuable for addressing issues relating to the psychosocial work climate. CONCLUSIONS: Although the findings are preliminary, it was possible to carry out this worksite based participatory organizational program in this particular setting. Also, the preliminary findings underscore the challenges associated with designing and implementing this type of intervention program, thus adding to the methodological discussion on implementation and evaluation.

	Arnetz (2013)	Assessment of a prevention program for work-related stress among urban police officers	Objective: To determine the efficacy of a primary prevention program designed to improve psychobiological responses to stress among urban police officers. Methods: A random sample of 37 police cadets received complementary training in psychological and technical techniques to reduce anxiety and enhance performance when facing a series of police critical incidents. Training was done by Special Forces officers, trained by the authors in imaging. A random sample of 38 cadets, receiving training as usual, was followed in parallel. Assessment of somatic and psychological health, and stress biomarkers, was done at baseline, immediately following training, and after 18 months as regular police officers. Comparison was done using two-way repeated analysis of variance (ANOVA) and logistic regression. Results: The intervention group improved their general health and problem-based coping as compared to the control group. They also demonstrated lower levels of stomach problems, sleep difficulties, and exhaustion. Training was associated with an OR of 4.1 (95% CI, 1.3-13.7; $p < 0.05$) for improved GHQ scores during the study as compared to no changes or worsening score. Conclusions: This first primary prevention study of high-risk professions demonstrates the validity and functional utility of the intervention. Beneficial effects lasted at least during the first 2 years on the police force. It is suggested that preventive imagery training in first responders might contribute to enhanced resiliency.
	Holmes (2014)	Cost calculator methods for estimating casework time in child welfare services: A promising approach for use in implementation of evidence-based practices and other service innovations	Estimating costs in child welfare services is critical as new service models are incorporated into routine practice. This paper describes a unit costing estimation system developed in England (cost calculator) together with a pilot test of its utility in the United States where unit costs are routinely available for health services but not for child welfare services. The cost calculator approach uses a unified conceptual model that focuses on eight core child welfare processes. Comparison of these core processes in England and in four counties in the United States suggests that the underlying child welfare processes generated from England were perceived as very similar by child welfare staff in California county systems with some exceptions in the review and legal processes. Overall, the adaptation of the cost calculator for use in the United States child welfare systems appears promising. The paper also compares the cost calculator approach to the workload approach widely used in the United States and concludes that there are distinct differences between the two approaches with some possible advantages to the use of the cost calculator approach, especially in the use of this method for estimating child welfare costs in relation to the incorporation of evidence-based interventions into routine practice.
	Caillier (2016)	Does Satisfaction With Family-Friendly Programs Reduce Turnover? A Panel Study Conducted in U.S. Federal Agencies.	This article sought to understand the association between employee satisfaction with several family-friendly programs and turnover in U.S. federal agencies. It also built on previous cross-sectional studies that examined the relationship between these benefits and both attitudes and outcomes. More specifically, this article used social exchange theory to develop hypotheses regarding the effect of telework, alternative work schedules, child care subsidies, elder care, employee assistance programs, and health and wellness programs on turnover. Furthermore, 4 years of panel data were obtained from the Federal Employee Viewpoint Survey and FedScope to test the hypotheses. Consistent with social exchange theory, results from the balanced panel model indicate that satisfaction with family-friendly programs in general had a significant, negative effect on turnover at the .10 level. The results also indicate that alternative work schedules, child

		care programs, and employee assistance programs reduced turnover. Child care and employee assistance programs were significant at the .10 level. Telework, elder care, and health and wellness programs, on the other hand, were not found to have an impact on turnover. The implications the results have for theory and practice are discussed in the article.
Liske (2016)	Evaluating coaching's effect: Competencies, career mobility and retention.	Purpose: Leadership coaching has become an increasingly common method to maximize competency development and behaviors for organizational leaders as well as to improve retention and career mobility. Few empirical studies have tested its capacity to generate such outcomes. The purpose of this paper is to evaluate the effectiveness of a coaching program within a healthcare organization, showing significant impact to the leaders' behaviors and retention, measured through non-self-report data. Design/methodology/approach: In the present study, the behaviors associated with leadership competencies were evaluated using a quasi-experimental design to determine if significant gains have been achieved following a coaching intervention when compared to prior competency ratings. Retention and career movement of participating leaders were tracked to compare rates against a control group. Findings: In the present study, leadership coaching was evaluated. Results indicate that individuals who participated in the program, in comparison with those that did not, showed significantly improved leadership competencies and significantly higher retention rates one year post-program. Implications for leadership development programs are discussed. Research limitations/implications: One possible limitation of this study is the program structure in the experimental condition received both individual and group coaching so the competency improvement cannot be parsed out to one type of coaching vs another. The authors suggest that this limitation is an opportunity for future research to explore differing effects by coaching type."
Dollard (2014)	Evaluation of a participatory risk management work stress intervention	This study evaluated the effects of a participatory risk management intervention in an Australian public sector organization. In this quasiexperimental cohort study, intervention workgroups attended capacitybuilding workshops and developed and implemented action plans to reduce work and organizational stress risk factors (e.g., job design, performance management, work quality, and organizational change) and stress outcomes (e.g., work stress, morale, and sickness absence duration). There were 5 intervention and 17 control workgroups. An existing organizational development survey of work conditions and well-being was administered as a risk assessment and evaluation tool. Data were collected before the intervention (Time 1 [T1], Intervention n = 94, Control n = 511) and 12 months after (Time 2 [T2], Intervention, n = 123, Control n = 556). Multivariate analysis of variance showed a Group (Intervention vs. Control) vó Time (T1 vs. T2) interaction effect with significant improvements for job design, training and development, and morale; and marginal effects for quality and positive performance management. Positive organizational change was not significant. Organizational sickness absence duration decreased, which is consistent with an intervention effect. Results were quite robust against competing explanations (i.e.,

			changing cohorts), although regression to the mean could explain improvements in morale. Top management commitment and support, worker participation, and action plan implementation appeared important for positive change. We discuss the challenges associated with organizational stress interventions that for sustainability reasons try to capitalize on organizational processes. ¬© 2014 American Psychological Association.
	Tham (2021)	Not Rocket Science: Implementing Efforts to Improve Working Conditions of Social Workers.	The aim of the study was to investigate if the working conditions of child welfare social workers in one municipality would be improved after the implementation of three initiatives: weekly small group supervision for newly educated social workers, team-strengthening activities and training for the team leaders. Five teams consisting of thirty-six child welfare social workers and five team leaders participated. At project start and after the two project years (2017–2018), the social workers' perception of their working conditions was measured by a questionnaire (QPS Nordic). After the two years the social workers rated several aspects of their working conditions more positively. They were more satisfied with the organisational climate and leadership and with the collaboration in their work group. Turnover, which had been high for many years, had almost stopped and vacancies were now filled. The social workers were now more often satisfied with the quality of their work. Interestingly, these positive changes had occurred at the same time as the social workers now reported higher demands and more often experienced role conflicts. The overall results of this small-scale study indicate that working conditions of social workers can be improved after the implementation of rather modest means.
	Glisson (2012)	Randomized trial of the availability, responsiveness, and continuity (ARC) organizational intervention with community-based mental health programs and clinicians serving youth.	Objective: Evidence-based Practice (EBP) implementation is likely to be most efficient and effective in organizations with positive social contexts (i.e., organizational culture, climate, and work attitudes of clinicians). The study objective was to test whether an organizational intervention labeled Availability, Responsiveness and Continuity (ARC) could improve the organizational social contexts of community-based mental health programs for youth. Method: The study randomly assigned 26 community-based mental health programs for youth to ARC or control conditions. The organizational cultures, climates, and work attitudes of clinicians (n = 197) in the programs were assessed with the Organizational Social Context (OSC) measure for mental health services at baseline and following the 18-month ARC intervention. Results: Hierarchical linear models (HLM) analyses indicated that organizational culture, climate, and work attitudes were significantly improved in the ARC condition after 18 months. Clinicians in programs assigned to ARC reported less rigid, less centralized and less apathetic organizational cultures, more engaged and functional organizational climates with less role conflict, and work attitudes with improved morale, job satisfaction, and organizational commitment. Conclusions: ARC improved the organizational social contexts of clinicians in community-based mental health programs for youth. Results suggest that organizational intervention strategies can be used to create the types of organizational social contexts that are believed to be necessary for EBP implementation and other service innovations in mental health programs.

	Searle (2012)	Recruitment, retention, and role slumping in child protection: The evaluation of in-service training initiatives.	In response to endemic recruitment and retention problems within social work, the West London Social Work Alliance devised an ambitious initiative across eight local authorities creating a career pathway for child and family social workers through to front line team manager level. We examine the impact and effectiveness of two programmes and reveal a tendency for 'role slumping', whereby tasks and decision making are escalated inappropriately to higher levels. The resultant lack of clarity about roles and responsibilities can also have a more pernicious impact on the confidence and competence of those who should be performing these duties. Evidence showed these programmes increased the competence and confidence of delegates, confirmed by their line managers, but delegates also reported high job satisfaction, motivation and employer trust. The design of the training enabled improvements to be more effectively cascaded not just within one authority, but across all. Our evaluation reveals an array of tangible benefits for individuals and employers, but raises concern about the potential longevity of these benefits. The programme needed ongoing engagement and communication with managers and those new to the organisation concerning the programmes' content and there was no concurrent attention towards organisational push factors, which also contribute to staff turnover.
	Aarons (2011)	The soft underbelly of system change: The role of leadership and organizational climate in turnover during statewide behavioral health reform.	This study examined leadership, organizational climate, staff turnover intentions, and voluntary turnover during a large-scale statewide behavioral health system reform. The initial data collection occurred 9 months after initiation of the reform, with a follow-up round of data collected 18 months later. A self-administered structured assessment was completed by 190 participants (administrators, support staff, providers) employed by 14 agencies. Key variables included leadership, organizational climate, turnover intentions, turnover, and reform-related financial stress ("low" vs. "high") experienced by the agencies. Analyses revealed that positive leadership was related to a stronger empowering climate in both high- and low-stress agencies. However, the association between more positive leadership and lower demoralizing climate was evident only in high-stress agencies. For both types of agencies, empowering climate was negatively associated with turnover intentions, and demoralizing climate was associated with stronger turnover intentions. Turnover intentions were positively associated with voluntary turnover. Results suggest that strong leadership is particularly important in times of system and organizational change and may reduce poor climate associated with turnover intentions and turnover. Leadership and organizational context should be addressed to retain staff during these periods of systemic change.
Considerations for Strengthening Ohio's CPS Workforce			
	Whitaker (2020)	Does adoption of an evidence-based practice lead to job turnover? Results from a randomized trial	It is important to understand the impact of implementation of evidence-based practices (EBPs) on the workforce. EBP implementation can increase job demands, stress, and burnout, and may thereby exacerbate turnover. This study examined the effects of implementation of an EBP on turnover among staff at nine child welfare agencies. A total of 102 providers were randomized to either adopt an EBP, SafeCare¬©, or continue providing services as usual. Participants completed a baseline survey assessing demographics, attitudes toward EBPs, and organizational functioning, and provider turnover was recorded for up to 18 months following implementation. The overall turnover rate was 35%, but did not differ by EBP assignment (odds ratio [OR] = 1.27; 95% confidence interval [0.66, 2.45]). Variables associated with turnover included age (OR =

			0.92), years since degree completion (OR = 0.94), prior exposure to EBP (OR = 3.91), believing that adopting an EBP was burdensome (OR = 0.52), and motivation for change (OR = 0.89). EBP assignment moderated two aspects of negative attitudes toward EBP (divergence and monitoring) to predict turnover; those attitudes were only positively related to turnover for individuals assigned to the EBP (OR = 1.46, 1.16). Implications of the findings for implementation are discussed.
	Pervan (2016)	Examining the Public's Desire to Punish Socially Stigmatized Service Workers in Crisis: Can Empathy Buffer Anger?	"We examined whether a SSW portrayed as responsible for a crisis would have the public's desire to punish them attenuated when they felt empathic concern for them. Our finding suggests that empathy does not reduce the negative impact that feelings of anger have on this behavior. The importance of anger is consistent with the crisis literature (Coombs, 2007) although further analysis did not support Kim and Cameron's (2011) assertion that certainty over controllability of attribution will mediate the effect of anger on desire to punish. In this study we were only interested in the desire to punish, but in the majority of cases, 63.5 % respondents chose not to. Future research is needed to determine why respondents chose not to punish and whether their behavior and/or attitudes toward SSWs changed, for better or worse, as a result of the crisis event. It is, however, concerning for public policy makers that a potential avenue for mitigating the effect of negative media reporting, building empathic concern amongst the community, may not be sufficient, at least in terms of reducing an angry public's desire to punish. Research on empathy should continue though as Batson et al.'s (2002) work is potentially useful to social marketer looking to improve the public's relationship with SSWs and reduce the stigmatized labour evident in their roles (Bove & Pervan, 2013). Practical implications, at this early stage of the research, suggest that organizations representing SSWs should prioritize the quelling of public anger following a crisis event, over the generation of empathy toward workers prior to its occurrence."
	Gustavsson (2013)	Managing Child Welfare in Turbulent Times	Although diminished resources are part of economic cycles, the current phase appears to be more protracted than previously thought. Agencies may now need to incorporate decline as part of a long-term plan and develop new coping strategies (Bozeman, 2010). Responses at both the micro and macro levels offer multiple strategies. Encouraging staff to innovate and use their resources and skills may provide surprising results. Line staff are in contact with the service community and may be the fint to learn of new services. Getting approval to pay for these new services can be complex, even though the costs for these services can be modest. Allowing case managen to authorize temporary payment pending review by the contract/fiscal division of the agency can help staff provide much-needed services. However, this would require administrators to decentralize and delegate functions to line staff and supervisors. Large bureaucracies can find this difficult to do as they are faced with accountability demands that require central control, extensive documentation, and standardization, all of which can inhibit much-needed creativity and innovation

	Wilke (2019)	Predictors of Early Departure among Recently Hired Child Welfare Workers	Child welfare workforce turnover has been well studied, although there is limited understanding of factors related to the timing of departure. This study examines predictors of early job departure among newly hired child welfare workers. Data come from the first two waves of a longitudinal study. The sample for this analysis included 1,257 respondents. Hierarchical logistical regression was used to investigate worker characteristics and organizational influences on early departure. Early leavers, or those who left within the first six months, were 14.8 percent (n = 186) of the sample. Regression results indicated that two worker characteristics-years of previous work experience and major of college degree-predicted early departure. Two measures of organizational influences during the transition from training to casework were significant predictors of early departure: (1) caseload size the first week after training and (2) role ambiguity. These findings suggest that organizational attention to the orientation and socialization of newly hired child welfare professionals are likely to be instrumental to preventing early turnover.
	Pervan (2015)	Stigmatized service workers in crisis: mitigating the effects of negative media	Purpose: The purpose of this paper is to examine how a crisis affects public attitudes toward stigmatized service workers (SSWs) who are blamed by the media for the event. Design/methodology/approach: Hypotheses grounded in two theories, crisis communication and empathic concern, are tested using two experimental design studies of 180 and 107 adult respondents. Findings: The effects of both empathy (positive) and anger (negative) on attitudes toward the SSWs involved in crisis are mediated by controllability of attribution of crisis. Empathic concern mitigates negative public attitudes toward stigmatized workers and appears to remove the effect of anger but only when the crisis severity is not too high. In a severe crisis both empathy and anger are important predictors of public response. Research limitations/implications: Boundary conditions in terms of severity, nature and victim of crisis and media framing need to be investigated. Practical implications: Proactive crisis management practice is required by professional associations of SSW. Eliciting empathy and paying attention to prior crisis history and professional reputation offers scope to quell public anger and desire for punishment. Social implications: The attrition rates of socially stigmatized workers following crisis events have profound social and financial costs to society. This study sets a foundation for substantive managerial change in crisis response, and how the perception of socially stigmatized workers, is managed. Originality/value: This study is the first to examine the voracity of two theories which provide informed but different insights to public response to service workers in crisis.
	DeFraia (2016)	Workplace disruption following psychological trauma: Influence of incident severity level on organizations, post-incident response planning and execution	Background: Psychologically traumatic workplace events (known as critical incidents), which occur globally, are increasing in prevalence within the USA. Assisting employers in their response is a growing practice area for occupational medicine, occupational social work, industrial psychology and other occupational health professions. Traumatic workplace events vary greatly in their level of organizational disruption. Objective: To explore whether extent of workplace disruption influences organizations‚Äô decisions for post-incident response planning and plan execution. Methods: Administrative data mining was employed to examine practice data

			from a workplace trauma response unit in the USA. Bivariate analyses were conducted to test whether scores from an instrument measuring extent of workplace disruption associated with organizational decisions regarding post-incident response. Results: The more severe and disruptive the incident, the more likely organizations planned for and followed through to deliver on-site interventions. Following more severe incidents, organizations were also more likely to deliver group sessions and to complete follow-up consultations to ensure ongoing worker recovery. Conclusion: Increasing occupational health practitioners‚Äô knowledge of varying levels of organizational disruption and familiarity with a range of organizational response strategies improves incident assessment, consultation and planning, and ensures interventions delivered are consistent with the level of assistance needed on both worker and organizational levels.
Challenge of Addressing in County-Administered System			
	Boyas (2015)	Exploring patterns of employee psychosocial outcomes among child welfare workers	Child welfare workers continue to suffer from increased levels of job stress and burnout, often resulting in an intention to leave. Although the literature on these psychosocial employee outcomes is extensive, much of it is limited in that it has failed to determine if variability exists across these constructs in a way that can be systematically categorized. This cross sectional exploratory study utilized a statewide purposive sample of respondents (N = 209) from a public child welfare organization in a Northeastern state. Two complementary cluster methods and discriminant function analysis were used to determine if subtypes of job stress, burnout, well-being, job satisfaction and intent to leave exist among public child welfare workers. Since the results yielded three different clusters of workers, an Analysis of Variance was used to identify significant group differences, while Scheffé post hoc tests were examined to determine which groups differed. Findings show that the all three clusters significantly vary from one another in terms of the adverse employee psychosocial outcomes. Our findings suggest that child welfare workers represent a heterogeneous group with dissimilar psychosocial needs. To meet those employee needs and maximize their work output, child welfare administrators should make a concerted effort to better understand the unique needs of this strained workforce.
	Kim (2017)	The quest for rural child welfare workers: How different are they from their urban counterparts in demographics, organizational climate, and work attitudes?	Recruiting and retaining child welfare workers in rural communities have been noted as major problems. Although there has been research on organizational culture and climate in child welfare, little is known about organizational climate and work attitudes in rural child welfare agencies and how these may differ from urban agencies. Using Glisson's theoretical framework, the purpose of this study is to explore the differences in organizational climate between rural and urban areas. Results showed that rural workers reported lower levels of job stress and higher growth and advancement, role clarity, and organizational commitment than urban workers. The results of multiple regression analysis showed different factors were associated with urban and rural child welfare workers' work attitudes. Compared with their urban counterparts, rural child welfare workers appear to value cooperation and collaboration with coworkers more highly, have clearer expectations and adequate resources, and opportunities for professional growth and promotion. The findings suggest that different managerial strategies may be needed to enhance the organizational climate depending on whether the work setting is rural or urban.

Strolin-Goltzman (2008)	The relationship between organizational characteristics and workforce turnover among rural, urban, and suburban public child welfare systems.	Many child welfare agencies across the country are experiencing a severe workforce crisis involving high staff turnover rates. The purpose of this study was to analyze the similarities and differences on intention to leave among rural, urban, and suburban child welfare districts with an explicit focus on organizational, individual, and supervisory factors. Eight hundred and twenty workers and supervisors from twentyfive child welfare agencies participated in a survey addressing organizational, individual, and supervisory factors related to workforce turnover. ANOVAand Logistic regression models were conducted in the analysis. Findings suggest that there are unique influences on intention to leave among the three localities. Implications for social work education and organizational practice are discussed
Aguiniga (2013)	Understanding intention to leave: A comparison of urban, small-town, and rural child welfare workers	This study compared the influence of personal and organizational factors on intention to leave among 2,903 public child protection caseworkers and supervisors residing in urban, small-town, and rural counties in Texas. Although geographical location was not found to be a predictor of intention to leave, underlying factors that may influence and explain the differences between urban, small-town, and rural employees' intention to leave were identified. Workers residing in urban areas were more likely to have a master's degree and be members of a racial/ethnic minority group, while workers in small-town counties were older and had longer tenure at the agency.
Equity and Inclusion		
Hwang (2015)	A structural equation model of the effects of diversity characteristics and inclusion on organizational outcomes in the child welfare workforce.	The purpose of this study was to investigate the effects of diversity characteristics and organizational inclusion on organizational outcomes (e.g., organizational commitment, job satisfaction, and intention to leave) among public child welfare workers. The study used secondary data collected from public child welfare workers across a diversified Mid-Atlantic state. Structural Equation Modeling (SEM) was used to test the conceptual model. The results indicated that workers' higher perceptions of inclusion resulted in significantly higher levels of organizational commitment and job satisfaction. Furthermore, higher levels of workers' organizational commitment played a role in significantly reducing their intention to leave. The findings of the study provide practical implications for enhancing diversity management and organizational commitment, including instituting more participative decision-making structures and processes, and creating more accessible organizational information networks.
Brimhall (2017)	Increasing Workplace Inclusion: The Promise of Leader-Member Exchange.	With increased workforce diversity, human service organizations are recognizing the need to create inclusive workplaces; yet little is known about how leaders can enhance workplace inclusion. We collected data at three time points in 6-month intervals from a public child welfare organization (n = 363). Using latent change score models, we analyzed whether leader-member exchange influenced how inclusion changed over time. Results indicate that favorable perceptions of leader-member exchange are associated with increased feelings of inclusion 6 and 12 months later. Findings highlight the importance of improving leadership interactions with their employees to increase workplace inclusion.

	Brimhall (2014)	The mediating role of inclusion: A longitudinal study of the effects of leader-member exchange and diversity climate of job satisfaction and intention to leave among child welfare workers	Due to increasing diversity among clients and workers in the public child welfare] sector, it is essential to understand how workforce diversity can be channeled into positive organizational outcomes. Using theories of symbolic interaction, reference groups, and social identity, we tested a conceptual model of the relationships between diversity characteristics, leader–member exchange, diversity climate, perception of inclusion, and job satisfaction and intention to leave among public child welfare workers. The current study used two waves of data from 363 employees of a large urban public child welfare agency in the western United States. Path analysis results indicate that leader–member exchange and diversity climate have a positive effect on job satisfaction through inclusion, and that a positive organizational diversity climate can lower intention to leave through both inclusion and job satisfaction. Findings illustrate how organizational climates of diversity and inclusion affect both job satisfaction and intention to leave, providing insight into organizational factors that can be targeted for workplace interventions.
	Mor Barak (2016)	The promise of diversity management for climate of inclusion: A state of-the-art review and meta-analysis.	Applying a theory-based conceptual model of organizational diversity, climate of inclusion, and beneficial/detrimental outcomes, this study analyzes 30 qualified studies (N = 496,740 workers) published during the past 2 decades. Results indicate that although diversity is associated with both beneficial and detrimental outcomes, diversity management efforts that promote a climate of inclusion are consistently associated with positive outcomes (? = .42, 95% CI = .29, .54) (N = 290,854). Findings suggest that human service organizations should move beyond a sole focus on increasing diversity representation to developing policies and practices that engender a climate of inclusion.
	Piescher (2018)	The role of Title IV-E education and training in child protection workforce diversification.	Educating, training, and diversifying the workforce are strategies that may help reduce racial/ethnic disparities that plague child protection system (CPS). Title IV-E education and training programs support the development of a specially trained, highly skilled workforce; yet, little research examining their impact on workforce diversification exists. The current study assessed the relationship between Title IV-E education and training and workforce diversity and leadership in a state system that is plagued with racial disparities using data from a statewide child welfare survey (n = 679) and existing population-level sources. Findings revealed that while children of color were disproportionately overrepresented in the CPS, professionals of color were disproportionately underrepresented (as compared to the state's overall population and the population of children served within CPS). Title IV-E education and training programs were associated with both child protection workforce diversity and CPS leadership roles. Implications for recruitment, retention, education, and partnership are discussed.
Recommendations Strengthening Ohio's CPS Workforce			
	Ouellette (2020)	A Systematic Review of Organizational and Workforce Interventions to Improve the Culture and Climate of Youth-Service Settings	Both organizational culture and climate are associated with service quality and outcomes across youth-service settings. Increasing evidence indicates capacity of organizational interventions to promote a positive and effective culture and climate. Less is known about common intervention components across studies and service settings. The current systematic review reviewed 9223 citations and identified 31 studies, across six youth-service settings, measuring changes over time in organizational culture and climate following implementation of an organizational or workforce support intervention. Results highlight the promise of organizational

			interventions, a need for more comparison and randomized designs, and future directions for maximizing capacity of organizations to promote health for frontline providers and the children they serve.
Romero (2016)	Benefits of Mentoring Programs for Child Welfare Workers: A Systematic Review		With the growing awareness of the need for effective child welfare workforce retention interventions, this review systematically evaluates the ways in which child welfare workers benefit from both formal and informal workforce mentoring programs. Of the 136 documents identified, six met inclusion criteria for the study. Although synthesis of the data demonstrated a lack of consistency across studies, results of varied statistical analysis presented evidence that mentoring programs result in positive personal and career benefits to child welfare workers. These results are relevant to practitioners and administrators who are interested in retaining a competent and stable workforce through effective interventions.
Cao (2016)	Change Communication Strategies in Public Child Welfare Organizations: Engaging the Front Line		In public child-welfare agencies, successful organizational change depends on effective internal communication and engagement with frontline workers. This qualitative study examines approaches for communicating planned organizational change among frontline child-welfare workers. Five, 90-minute focus groups were conducted with 50 frontline workers in an urban, public child-welfare agency. Consistent with prior research on change communication in business organizations, two broad categories of communication strategies were described: programmatic (top-down) and participatory approaches. Results suggest that participatory communicative strategies emphasizing employee engagement might be most effective in combination with programmatic approaches that communicate targeted messages about the change.
Capacity Building Center for States (2017)	Coaching in Child Welfare		Helps child welfare administrators, managers, and supervisors understand the potential role of coaching in supporting their workforce. Support is key for child welfare worker retention. Drawing from available research, this issue brief discusses coaching functions, effectiveness, models, and strategies.
Annie E. Casey Foundation (2018)	Five Steps to a Stronger Child Welfare Workforce: Hiring and Retaining the Right People on the Frontline		Outlines research- and practice-informed practical steps that can be taken in order to improve recruitment and retention of the workforce in child welfare agencies. Steps include the following: 1) Partner with HR, 2) Get Strategic, 3) Create a Competency-Based Culture, 4) Develop Data and Build a Dashboard, and 5) Build a Positive Work Environment.
Fuller (2018)	Increasing worker buy-in for child welfare reform: Examining the influence of individual, organizational, and implementation factors.		In an effort to improve outcomes for children and families, child welfare systems across the U.S. have placed an increased emphasis on implementing evidence-supported interventions (ESIs). Evaluations of these programs often reveal, however, that implementation of child welfare reforms are incomplete and front-line workers sometimes use their discretion to selectively implement certain practice changes while failing to implement others. Implementation frameworks and guidebooks have been developed to facilitate the translation of ESIs into effective practice with clients; these guides often suggest that a critical first step in the implementation process is to gain buy-in from stakeholders within the agency and surrounding community. Few studies, however, have examined the influences on worker buy-in for child welfare reform efforts. The current study uses data collected during the statewide implementation of a child welfare reform to examine the individual,

			organizational, and implementation factors that predict worker buy-in for the reform. Using the results of a worker survey (N = 558), stepwise regression found a positive association between a participant's sense of purpose in their work and buy-in for the new initiative. In addition, receiving coaching on specific practices associated with the new initiative was related to higher levels of buy-in. The paper concludes by discussing limitations of the study and the implications of the findings for child welfare implementation efforts.
	Gomez (2010)	In search of innovation: A national qualitative analysis of child welfare recruitment and retention efforts	This national qualitative study explores recruitment and retention strategies within state child welfare agencies and the perceived effectiveness of these strategies. The study includes a national review of 50 state child welfare websites, and qualitative interviews with 18 individuals in 13 states. The findings highlight agencies' identification and investment of similar types of recruitment and retention efforts; yet agencies still grapple with elevated turnover rates despite continued efforts. This article comprehensively explored national utilized and underutilized strategies that have been employed to help alleviate child welfare recruitment and retention challenges. Further, mechanisms for overcoming and promoting innovation to understand the effectiveness of child welfare recruitment and retention strategies are addressed.
	Capacity Building Center for States (2018)	Inventory of Innovations: Workforce Development	To address workforce-related challenges, states and jurisdictions have begun implementing innovative programs that focus on improving workforce recruitment, job satisfaction, and retention. Innovation can be defined as the creation and/or adoption of new ideas and practices to improve organizational outcomes (Borins, 2006). Innovative approaches to addressing these issues are surfacing from within child welfare and from aligned providers in the public and private sectors. The discussion below outlines recent research on child welfare workforce management, recommendations for recruitment and retention of workers, and innovative examples.
	Strand (2015)	Promising innovations in child welfare education: Findings from a national initiative.	For many years, schools of social work have engaged in partnerships, especially with public child welfare agencies, to prepare a competent and professional child welfare workforce through the mechanism of Title IV-E training. In 2008 the National Child Welfare Workforce Institute (NCWWI) established an additional resource for preparing students in social work schools for child welfare practice. Twelve NCWWI traineeship programs supported a diverse group of BSW and MSW students from 2008 to 2013 and prepared them for client-centered practice informed by child welfare and leadership competencies. This article highlights a curriculum innovation in an MSW program and a field innovation in a BSW program that were designed to increase the readiness of BSW and MSW students for child welfare practice.

	Turley (2020)	PROMOTING THE RETENTION, MENTAL HEALTH AND WELLBEING OF CHILD AND FAMILY SOCIAL WORKERS: A SYSTEMATIC REVIEW OF WORKFORCE INTERVENTIONS	High quality children's social care requires well-trained, supported, motivated, and experienced staff in order to build effective relationships with families and to improve children's outcomes. Yet poor workforce retention, mental health, and wellbeing are pressing concerns within social care. Child and family social workers in particular experience poor working conditions (Ravalier & Boichat, 2018) such as high demands, limited autonomy, poor support, negative societal perceptions, and a highly emotional context. They work with children and families who have often experienced high levels of trauma and may well be reluctant to engage with a social worker. Poor working conditions can lead to high levels of burnout (Hussein, 2018), presenteeism (going to work when ill) (Ravalier & Boichat, 2018; Ravalier & Walsh, 2017), and turnover (Curtis et al., 2009). Given the well-documented links between improving employee wellbeing and staff retention (Kim & Kao, 2014), efforts to improve the former may have domino effects on the latter. Furthermore, we anticipate that increasing social worker wellbeing, mental health or retention may also benefit children and families using services, due to improved staff performance and effective relationships with client families.
	Walsh (2015)	Selecting and Implementing Evidence-Based Practices: A Guide for Child and Family Serving Systems	This guide was created to be a companion to the CEBC registry of programs and is based on the emerging body of research known as implementation science and on lessons learned through CEBC technical assistance efforts with county child welfare systems. In contrast to the many excellent academic and scholarly texts available on the topic of implementation, this guide was designed specifically for child welfare administrators and social services providers to provide information and examples of implementation relevant to those working with children and families in the child welfare system. It provides concrete information that child welfare systems across the nation can use to evaluate what their system needs, examine what programs are currently being used in their system, make decisions about which new programs to add, and plan for implementation activities. Numerous resources referenced throughout this guide are provided in the Appendices including a glossary in Appendix A that provides definitions of key implementation terms.
			Historical administrative data from the fint year of the IUC training academies (FY 1991-92) were matched with those chud welfare worken who were stOl working with DCFS in October 2010. On the basis of the percentage of worken who were stiU here, an annualized rate of worker turnover was calculated. The analysis suggests that there has been a significant ROI for DCFS training. In fact, there is almost a 12:1 ratio in terms of child welfare savings and more than a 50:1 ratio in the overall economic savings based on IUC programs.
	Webb (2012)	What Can Be Done to Promote the Retention of Social Workers? A Systematic Review of Interventions.	There are long-standing concerns in many developed countries about high workforce turnover within social work and the associated negative impact on service users and agencies. While much research has focused on establishing the antecedents to turnover and retention, less attention has been given to establishing the effectiveness of interventions designed to reduce undesirable turnover. A systematic review of research in social work, teaching and nursing identified and appraised the evidence. Of the 699 unique references identified, fifteen studies were included in this review (all but one from the USA); the lack of consistency in definitions and outcome measurement precluded meta-analysis, but twelve studies were deemed to be of sufficient quality for narrative synthesis. In general, interventions addressing organisational and administrative

			factors (rather than individual employee factors) produced stronger effects, reinforcing current policies in England and previous research into the determinants of turnover.
	National Child Welfare Workforce Institute (NCWWI) (2018)	Workforce Development Planning and Assessment Tool Kit: Facilitator's Guide	Guides facilitators through the implementation of NCWWI's Workforce Development Planning and Assessment Tool Kit and their Workforce Development Framework. The Framework was specifically designed to improve the child welfare workforce. The guide includes background information, planning strategies, support materials, steps, and supplemental information.
Recommendations: State-Level			
	Lee (2021)	Child welfare reform: The role of federal court oversight in child protective service workers' caseloads.	Legal measures such as class action lawsuits and consent decrees may be effective in reducing child welfare workers' caseloads as part of systematic change. Schools of social work should expose their generalist and clinical track students to macro courses that address the role of such legal measures. Policy planning related to child welfare reform should involve frontline workers' experiences and perspectives.
	Deaver (2020)	Culture of Safety: Using Policy to Address Traumatic Stress Among the Child Welfare Workforce	Human services professionals from all fields may be exposed to dangerous and even traumatic experiences while fulfilling their job responsibilities. Despite the data identifying trauma exposure as a workforce problem, the literature focusing on policy and practice interventions is sparse. Using a safety culture framework, this article describes a case example of one statewide public child welfare agency that utilized innovative policies as one driver of a systemic shift toward enhanced safety culture in an attempt to mitigate the effects of trauma exposure among child welfare workers. Practice implications, next steps, and future research are discussed.
	U.S. Children's Bureau (2015)	Supporting Change in Child Welfare: An Evaluation of Training and Technical Assistance	This special issue of Training and Development in Human Services Supporting Change in Child Welfare: An Evaluation of Training and Technical Assistance primarily focuses on findings from a series of studies conducted as part of a cross-site evaluation of National Resource Centers and Implementation Centers funded by the Children's Bureau from 2008-2014. Brian Deakins and Jane Morgan, from the Child Welfare Capacity Building Division of the Children's Bureau helped pull together the papers from that cross-site evaluation and describe each one in their introduction which follows this one. The model of providing both training and technical assistance to courts, tribes, and states is one that local child welfare systems should consider as they approach building capacity in their own jurisdictions. To facilitate the ability of tribal, state, and county child welfare systems to make the leap from the national example to the local level, the final paper in this special issue by Helen Cahalane, Cindy Parry, and Wendy Unger shows an example of how one child welfare training system incorporates training, coaching, and organizational enhancement activities in their partnership with local child welfare agencies in order to build effective child welfare organizations.

Recommendations: County-Level			
	Child Welfare Information Gateway (2020)	Supervising for Quality Child Welfare Practice	Presents an overview of child welfare supervision and explores the dimensions of supervision that agencies may want to consider as they seek to strengthen the effectiveness of their services to children and families. This bulletin is designed to provide child welfare supervisors, managers, and related professionals with examples of States' efforts to strengthen supervisory capacity and with tools and resources to enhance supervisory skills.
	Kinjerski (2014)	Supervision: The Cornerstone for Caseworkers to Flourish	Identifies collaborative, strengths-based ways supervisors can effectively support case managers in child welfare. Turnover is identified as a possible consequence of supervisors not being attentive to encouraging caseworkers to flourish.

Appendix C. Glossary of Key Terms

Autonomy -- This term refers to the level of independence and control workers have over specific aspects of their jobs, which include: 1) Skill Discretion; 2) Decision Authority; and 3) Participation in Decision Making.

1. *Skill Discretion:* The level of skill and creativity required on the job, and the independence and flexibility workers are allowed in deciding what skills and strategies to employ in order to accomplish role tasks.
2. *Decision Authority*: The level of control workers have in determining specific role tasks (size and pacing of caseload assignments) and in making job-related decisions (family case plans, referrals, determinations).
3. *Participation in Decision Making*: The potential and level of participatory influence workers have within organization-level planning and decisions, as well as union and work-group participation.

Conflict -- This term refers to job-related conflict workers may experience due to: 1) Roles; 2) Interpersonal Hostility; and 3) Lacking/Poor Organizational Support.

1. *Role Conflict:* Role conflict may occur when workers receive simultaneous incompatible demands that interfere with one another and make it difficult to carry out the job. Workers may also experience role conflict involving moral disagreements between the work itself and the worker's moral compass; for example, a lack of cultural awareness in child welfare practices.
2. *Interpersonal Hostility:* Arguments with other professionals and poor treatment from coworkers and supervisors are frequently noted job stressors in organizations. Behavioral aspects of workers attitudes such as irritation, evading conversation, and behavior deemed "difficult" which may be the result of interpersonal workplace conflict.
3. *Lacking/Poor Organizational Support:* Insufficient and/or unsupportive supervision may lead to expectations of workers that are incompatible with making them feel safe. Conflict between work and life responsibilities and boundaries can contribute to considerable personal and organizational tensions.

Depersonalization -- This term refers to distant or indifferent attitudes towards work resulting from workers' experiences of professional identity loss. One of the three main components of worker burnout (along with compassion fatigue and inefficacy), depersonalization is often a result of workers having frequent or severe experiences of disempowerment or inefficacy. Feelings of depersonalization can lead to negative, callous, and cynical worker behaviors, and/or impersonal treatment of colleagues or clients.

Disempowerment -- In general, this concept is defined as the forcible denial by one or more persons in a position of power over the rights and choices of another person or group. Regarding the context of this report specifically, workers experience disempowerment when they are unable to make the decisions they were hired and trained to make, when their feedback is ignored or minimized by supervisors and administration, and/or when workplace culture involves disregard for work-life boundaries and implicit expectations to overwork.

Efficacy -- This concept is generally defined as the ability to perform a task to a satisfactory or expected degree. In relation to this report, this refers to the extent to which employees feel competent in being able to fulfill the duties and responsibilities of their job.

Empowerment -- In general, this term is defined as the granting of the power, right, or authority to perform various acts or duties. Regarding work-related contexts specifically, workers experience empowerment when they are able to take action to address problems or concerns by discussing problems with supervisors, and/or suggesting solutions to leadership.

Empowering Leadership -- Leaders are empowering when they demonstrate confidence in workers by encouraging horizontal (as opposed to vertical) communication, and developing non-hierarchical organizational power structures. In the context of this report, empowering leadership attitudes and practices often involve allowing more worker autonomy and responsibilities, and encouraging participation in decision-making.

Inefficacy -- In the context of work-related experiences, this concept involves feeling a lack of competence to achieve job goals and/or meet productivity

expectations. Worker experiences of inefficacy can occur when supervisors micromanage or do not allow workers the flexibility to make decisions. Supervisors can also experience feelings of inefficacy, particularly when stretched thin between completing their job duties and making case-level decisions for their workers.

Job Clarity -- Perceptions of job clarity occur when leadership policies/practices are consistent and workers have a clear understanding regarding 1) immediate role expectations and 2) long-term expectations of their job.

1. ***Immediate Role Expectations:*** In terms of immediate role expectations, job clarity indicates workers know what tasks they're supposed to accomplish, when and how they are expected to accomplish these tasks, how their work will be assessed (timing, measurement), and the potential consequences/outcomes of their work evaluations.
2. ***Long-Term Expectations of Job:*** Regarding longer-term aspects of the job, job clarity involves workers knowing what their unit, role, and individual employee goals are, how their tasks relate to these goals, and how their work impacts the larger goals of the agency.

Predictability -- This term refers to workers' experiences with various aspects of rapidly changing working life - in relation to this report, this concept focuses on 1) Work Ambiguity/Clarity and 2) Communication and Information-Sharing.

1. ***Work Ambiguity/Clarity:*** Predictability in this context refers to the level of ambiguity or clarity workers have regarding the perceived and expressed expectations associated with their jobs (see other Glossary entries for more details).
2. ***Communication and Information-Sharing:*** Job predictability also involves the extent to which organizational communication and information sharing was clear and consistent, particularly in regard to policies and procedures impacting employees. To what degree employees know what to expect regarding ongoing work arrangements (tasks, co-workers, superiors), and the security of their jobs (e.g., rumors of change, future employability and job prospects).

Professional/Systemic Injustice -- In terms of this report, the concept of professional/systemic injustice includes two distinct components: 1) Procedural; and 2) Relational.

1. ***Procedural Injustice:*** Procedural injustice within professional/service system contexts occurs when decision-making procedures are not consistently applied, correctable, ethical, and/or do not include input from affected parties.
2. ***Relational Injustice:*** Worker experiences of injustice can also involve a lack of respectful, considerate and fair treatment from supervisors and others in positions of authority (e.g., professional leadership witin the same and/or other service systems).

Risk and Protective Factors -- A risk factor is something that increases the chance of a negative (i.e., undesired) outcome. A protective factor decreases the risk of a negative outcome, and/or increases the likelihood of a positive (i.e., desired) outcome.

Role Demands -- This term refers to the psychological stressors associated with accomplishing work and meeting role expectations. Stressors can include mental and/or physical workload, organization constraints on task completion, unexpected tasks and/or conflicting demands.

Self-reflexivity: This term refers to the process of becoming self-aware. In the context of this report, this process involves providers making regular efforts to consider their own thoughts and actions in light of different contexts. When providers are self-reflexive, they self-critique their frame of reference, cultural biases, and the ethical issues that emerge in field work.

Work Ambiguity -- Workers may experience work ambiguity when job duties and responsibilities are not clearly defined within employment policies, and/or when these expectations are not consistently communicated and enforced across leadership.

Appendix D. County Toolkit for Improving Workforce Outcomes

Due to its formatting and size, the toolkit is only available online at
https://www.pcsao.org/pdf/misc/WorkforceCountyToolkit2022.pdf.