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Child Protective Service Worker Retention: A Systematic Review

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### Abstract

The purpose of this systematic review was to explore the empirical literature conducted on factors that influence worker retention of public child welfare child protective service workers. This systematic review analyzed the content of 19 empirically researched articles written within the last 10 years. The articles were examined for variables correlated with retention and turnover of workers in the Public Child Welfare (PCW) system. Most of the literature found for retention in Public Child Welfare (PCW) included the variable of organizational structures and supervision. There was more limited information in the literature about educational programs such as the Title IV-E program. The least amount of literature was found on intrapersonal factors, but what was found did imply they have an impact on PCW retention and therefore more research should be done to look into what factors relate to retention the most. The findings from the present review indicate that social workers' contribution to this research area is improving but limited to some extent, as discussed here with the limited information about educational programs and intrapersonal factors. Recommendations for future research on interventions for Child Welfare worker retention are also presented.

*Keywords: Public Child Welfare, Child Welfare Services, Retention, Turnover, Title IV E (program), training, organizational structure, supervision, intrapersonal factors, Child Welfare Workers.*

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List of Abbreviations

CWS	Child Welfare Services
NASW	National Association of Social Workers
NGO	Non-Governmental Organization
PCW	Public Child Welfare
PP	Participants
SWEC	Social Work Education Center

## Child Protective Service Worker Retention: A Systematic Review

### Chapter 1

According to multiple articles on the subject, the inability to maintain a stable child welfare workforce is problematic for the wellbeing of children and families serviced by the child welfare system. (Zlotnik & Pryce, 2013; Annie E. Casey Foundation, 2003; Flower, McDonald & Sumski, 2005). Zlotnik and Pryce (2013) found that the literature around the subject of retention found three major themes in lack of worker retention in the child welfare field: impact of burnout, lack of supervisory support, and lack of autonomy.

#### **Consequences of Child Welfare Worker Turnover**

The child welfare system works with a population that has already been traumatized. Turnover of social workers in child welfare is costly for agencies and families. For agencies, it means increased costs of recruitment and training. For caseworkers, it means filling in the gaps until replacements are hired (Bliss, Gillespie, and Gongaware, 2009). For children and families, it leads to higher rates of maltreatment (Wagner et al., 2009), and negatively impacts permanency (Flower et al., 2005) (Jacquet, 2012). The Annie E. Casey Foundation and Flowers, McDonald, & Sumski found the high rates of worker turnover in public child welfare results in longer out-of-home care for children, creates a loss of worker expertise, and leads to eventual service degradation (as cited in Sage, 2010). Worker turnover decreases opportunities for workers to establish productive relationships with clients, and has many other organizational costs, both fiscal and service-related (Graef and Hill, 2000; Dorch, 2007; Dorch, McCarthy, and Denofrio, 2008). Worker turnover has been linked to slower time to permanency for children, repeated incidents of abuse, and causes obvious problems for children, parents, and foster parents



who have to form relationships with a series of caseworkers. Turnover has also been linked to system inefficiency and overload for workers who stay (e.g., Flowers et al., 2005; Strolin-Goltzman, Kollar, & Trinkle, 2010).

### **Definition of Terms**

For the purpose of this study, Public Child Welfare (PCW) will be defined as any public, government, state, county, or federally funded child welfare agency that serves to investigate child maltreatment and provide services to families in the child welfare system. For many employed in child welfare, a complex constellation of personal and organizational factors and work experiences contributes to the decision to either remain or leave employment in the difficult child welfare work context (Ellett, 2009). Intrapersonal factors for the purpose of this article refer to attributes and factors possessed by PCW workers that contribute to the effects of turnover and retention in PCW such as: emotional exhaustion, burnout, resiliency, self-efficacy, human caring, and coping skills. One of the intrapersonal factors listed, emotional exhaustion, is a main component of burnout which, for the purpose of this study will be referred to as a chronic state of emotional and physical depletion (Cropanzano, Rupp, & Byrne, 2003). Burnout will be defined by previous studies as encompassing three general elements: emotional exhaustion, diminished personal accomplishment, and depersonalization of clients (Maslach and Jackson, 1986). Organizational factors will be any factors within the organizational structure of PCW that contribute to the turnover and or retention of PCW workers. The organizational factors include, supervision, training, autonomy, room for growth and promotion, caseload, and compensation. PCW workers are workers involved in Child Welfare that are referral or case carrying, administrative staff is not included in this population. Title IV-E refers to the federally funded

education program designed to create a better informed PCW workforce and retention in PCW (Clark, Smith, & Uota, 2013).

### **Multicultural Relevance**

This study is multiculturally relevant due to the population that is impacted by turnover in PCW. Child welfare services (CWS) does not discriminate. Many different types of families have been impacted and will be continue to be impacted by CWS. Child Welfare Information Gateway (2016) discusses that CWS workers across the country work with children, youth, and families from varied backgrounds and communities such as African-American families, American Indian children and families, Asian American families, Hispanic families, faith-based communities, LGBTQ youth and families, military families, rural communities, as well as immigrant families that may or may not have legal residency or citizenship. All of these populations are vulnerable and require the skills of trained workers who have the skills and ability to work with diverse populations. The turnover of PCW workers impacts the services and care these families require. Employing competent and qualified employees is important to any organization, especially in child welfare where critical decisions that impact families and the safety, permanency, and well being of children are made on a daily basis. The quality of services can only be as high as the competence of the professionals that provide them (Ewalt, 1991).

### **Relevance to Social Work**

This literature is relevant to the field of social work on many levels. From an organizational standpoint it gives legislators, policy makers, and administrators in the field of child welfare a guide to what is important in structuring their systems to ensure retention of PCW workers. The National Association of Social Workers has led the field in the development of best practices for social workers in child welfare. PCW workers serve some of the most

vulnerable children, youth and families. The child welfare system is designed to support families and to protect children from harm through an array of prevention and intervention services (National Association of Social Workers, 2012). The population of focus includes children who have been or are at risk of abuse or neglect, children with special medical or mental health needs, and unaccompanied youth. (National Association of Social Workers, 2005). Studies indicate that social work degrees are the most appropriate degrees for the field of practice (Child Welfare League of America, 2005) and have been directly linked to better outcomes for children and families. This is congruent with the findings of the present study which suggest that the Title IV-E program better prepares social workers for the field of PCW and in turn mitigates turnover and burnout. Social workers in child welfare are also often faced with critical life and death decisions while working in stressful work environments that can include high caseloads and limited supervision, training and supports. State child welfare administrators have found that high caseloads and/or workloads can also contribute to staff turnover (American Public Human Services Association, 2005; Torrico Meruvia, 2010). In addition, stressful work conditions including inadequate salaries, administrative burdens, and the fear of violence can influence the recruitment and retention of qualified staff (Whitaker et al., 2004; Torrico Meruvia, 2010). The present study seeks to examine the organizational structures and intrapersonal factors that can help to mitigate the high rates of turnover.

**Purpose.**

The purpose of this study is to further explore the main variables and factors that contribute to retention and mitigation of turnover in the public child welfare system. As stated in the literature social workers in PCW work with extremely vulnerable populations that need consistency and workers who have been extensively and properly trained. These workers often

deal with high stress and traumatic environments, it is vitally important to look at the best practices for taking care of the social workers in PCW to ensure their wellbeing and retention so they may continue to serve the vulnerable populations of the child welfare system.

## Chapter 2

### Literature Review

#### **History and Impact of Child Welfare Services Turnover**

Public child welfare (PCW) is under great stress in the United States. All parties involved in the state and federal laws and regulations and PCW agencies acknowledge that the combination of these vital portions of the system do not always function together coherently (Cahalane & Sites, 2008). Research suggests pay and benefits are ineffective to sustain a stable workforce in public child welfare (Chen, Park, & Park, 2012). It is important to know what other mechanisms would motivate caseworkers to stay at the job. However, the relation of factors contributing to the prevalent problem of turnover in public child welfare remains unclear in part due to a lack of theoretical base in research (Chen, Park, & Park, 2012). According to a report from the United States General Accounting Office, staffing child welfare services is the second most serious problem in child welfare agencies next to funding. Ninety percent of states in the United States report recruitment and retention of staff as a problem (United States General Accounting Office, 2003). Gomez, Travis, Ayers-Lopez, and Schwab (2010) state that child welfare position vacancy rates exceed 12% nationally and the average length of employment is less than two years. Child Welfare Information Gateway (2016) reports: Turnover of frontline workers, as well as supervisory and management staff is a major concern in many child welfare agencies. In some jurisdictions, worker turnover is as high as 90% per year, while in others, turnover is fairly minimal. Turnover of senior managers and administrators also presents challenges for agencies, and greater attention is being given to succession planning and leadership development (as cited in Child Welfare Information Gateway, 2016).

### **Factors Contributing to Child Welfare Retention**

**Title IV-E.** The Title IV-E program is a federally funded program that has been used in many School of Social work programs across the United States to educate and prepare students entering the field of Child Welfare Services. The Title IV-E funds have specifically been used to create university-agency educational programs to meet the increasing demand for child welfare service and the retention of workers to deal with increasingly complex situations families and children in the system encounter (O'Donnel & Kirkner, 2009). The Title IV-E programs typically consist of internship which typically includes specialized child welfare training, financial support for students, internships in public child welfare organizations, and the active collaboration of child welfare agencies and educational programs.

Most Title IV-E partnerships contain a legally binding contract that students sign to work for a Public Child Welfare Agency for a specified amount of time, usually one to two years, upon graduation (Gansle & Ellett, 2002; Lewandowski, 1998; Zlotnik & Cornelius, 2000). While students are typically only contractually obligated for one to two years of work in the agency, the goal of Title IV-E programs is to prepare students for a long term career in PCW and to retain these highly-qualified and skilled child welfare workers at the agency long past their commitment period. One of the main goals and ideas of the Title IV-E program is that infusing social work values and methods will ultimately refocus the child welfare system on the development and maintenance of healthy families and safe children (Clark, 2003).

During the 1990s, the efforts of Title IV-E funding became more focused on the collaboration between social work education programs and public child welfare agencies to address recruitment and retention efforts as well as enhance qualifications and competencies of the child welfare workforce (Zlotnik & Pryce, 2013). In the early implementation of these

collaborations, the Council on Social Work Education surveyed 500 education programs across the United States and found that only six universities were accessing and using the funds for social work programs, by 1996 that number had increased to 68 schools (Zlotnik & Conelius, 2000). In 2011 the numbers had risen to 147 BSW programs and 94 MSW programs using Title IV-E funds for community partnerships, collaboration, and training (CSWE, 2011). In 2014, programs using Title IV-E funding were recorded as 143 BSW programs and 98 MSW programs (CSWE, 2014).

Since the use of funds started to grow for BSW and MSW programs, a national study was conducted in 2011 surveying 94 social work education programs (CSWE, 2011). The study was adapted from the 1996 study that included measures on educational, training, and research partnerships between universities and child welfare agencies. The researchers wanted to see if funds were still being allocated properly to programs that would boost child welfare service worker retention. The final numbers of participants from the 94 social work education programs surveyed was 1,853 Title IV-E Students from 88 schools, 803 student Child Welfare Workers earning degrees, and 395 Title IV-E Students without Child Welfare experience (CSWE, 2011). There were many positive outcomes described regarding the Title IV-E educational partnerships including: increased professionalism of the child welfare field as measured by the increased number of degreed social workers, Title IV-E graduates were retained in child welfare longer and showed more commitment to the field, and a third theme that came out in the study was positive relationship building and collaborations with agencies and stakeholders (CSWE, 2011). The results of the study present positive impacts of the Title IV-E funding program on social work education as well as the child welfare workforce especially in terms of retention (CSWE, 2011).

**Organizational Structure.** Most of the literature about retention in PCW includes the variable of organizational structure. The literature suggests the organizational structures and supports of the agencies child welfare workers are a part of play a large role in the worker's job satisfaction and whether or not they choose to stay in their agencies and professions.

Organizational structures in PCW include, but are not limited to policies and procedures, case-load, supervision, salary, opportunity for growth and agency culture.

Most of the research and discussions around the problems with turnover and retention in the PCW system points to interrelated issues of organizational structure such as: high caseloads, turnover, high intensity and nature of the work, low salaries, and agency working conditions (Cahalane and Sites, 2008). At the time of the Cahalane and Sites research in 2008, PCW was under great stress. The shortage of professional personnel was recognized as a nationwide problem. The major players looking into a solution for the issue with turnover and policies that influence agency and organizational structures were The United States Children's Bureau, The Child Welfare League of America, The National Association of Social Workers, the Council on Social Work Education, The American Public Health Services Administration, The American Humane Association, the Annie E. Casey Foundation, the Pew Charitable Trust, federal and state courts, state governments, and other players all working together to solve this problem of turnover in PCW (Cahalane and Sites, 2008). So many players involved suggest this issue is of the utmost importance and a complicated one to solve.

Although many agencies banded together in 2008 to research and brainstorm ways to lessen the vast amount of turnover in PWC across the United States, over the years this has remained an important issue and researchers have continued to look into organizational structures and variables that contribute to why PCW workers leave or stay in their agencies, as of



2012 research still showed worker retention in PCW, specifically in terms of organizational structures to still be an issue. Chiller and Crisp (2012) cite that although a considerable amount of research focused on identifying and examining why social workers decided to leave the profession of PCW the authors chose to focus on why the workers chose to stay, the variable they looked at was professional supervision as a factor to facilitate PCW workforce retention. The research showed that supervision was mentioned by all participants as being important for their well being, either throughout their social work career or at particular points along the way, supervision, was most importantly cited as one of the reasons they were still social workers in PCW (Chiller and Crisp, 2012). Supervision is a variable that has continued to be researched throughout the years as a factor that mitigates turnover and will be explored further in the results section of this paper.

**Intrapersonal Factors.** Intrapersonal factors appear to be the factors that have been looked at the least in literature in terms of retention in PCW. While there are little findings on these factors, the results are important to look at in terms of PCW retention. Cropanzano, Rupp, and Byrne, (2003) cite Maslach's (1986) burnout as an important component to job satisfaction and retention. Emotional exhaustion, a component of burnout, is having negative effects on organizational commitment, turnover and job performance. This research originally looked at a hospital population, but it still has implications for workers in PCW who also work under extremely stressful and unique circumstances. While this research studied specifically the hospital setting, burnout affects employees in all occupations, but is especially prevalent among human service workers (Marc and Osvat, 2013) which would include social workers in PCW.

Another important component of intrapersonal factors explored in PCW is the personality

of the worker, this is important because it contributes to how the worker perceives their environment. Yankeelov, Barbee, Sullivan, and Antle (2008) explore this in terms of The Big Five Personality Inventory (Goldberg, 1992) a standardized 100 item scale measuring personality attributes, specifically, extroversion, emotional stability, openness to experience, agreeableness and conscientious. There is not much other research in terms of personality factors and PCW workers.

A third component of intrapersonal factors that contribute to retention in child welfare are resilience and coping skills. Ausbrooks (2007) refers to coping skills as the presence of protective factors to ameliorate stressors. Ausbrooks (2007) also discusses that poor coping skills would make it difficult to experience trauma, crises, and the associated stress, on a consistent basis without experiencing negative effects on one's emotional and psychological well-being. These are similar factors that contribute to burnout and in other literature (Marc and Osvat, 2013) have lead to a high rate of turnover in PCW.

## Chapter 3

### Methods

#### **Inclusion Criteria**

This systematic review of literature analyzed empirical research conducted in the field of social work on retention and burnout in Public Child Welfare (PCW). The articles for the systematic review were selected according to the following criteria: (a) public child welfare; (b) Title IV E; (c) intrapersonal Factors; (d) scholarly literature published since 2005; (d) published in a peer-reviewed journal; (e) conducted by at least one investigator affiliated with or has had affiliation with a department or school of social work and has a social work degree (e.g., BSW, MSW, PhD). Data collection utilized the following databases: Social Work Abstracts, Social Services Abstracts, and PsycInfo. The following journals were also individually searched: Child Welfare, Journal of Public Child Welfare, and Journal of Human Behavior and the Social Environment. An in-depth analysis including screening and filtering articles was then conducted to ensure inclusion criteria were met and full-text articles were examined for relevance and final study selection. Three variables: Intrapersonal Factors, Organizational Structure, and participation in the Title IV-E program were specifically investigated as they were the most prevalent in the literature.

#### **Systematic Review**

A systematic review is literature review designed to locate, appraise and synthesize the best available evidence relating to a specific research question to provide informative and evidence-based answers (Doing a systematic review: a student's guide, Boland et al., 2014). Multiple models were used in the construction of this systematic review. The thesis by Christine Kim submitted to California State University, Long Beach titled: Social Work on Interventions

for the Adolescent Substance Misuse: A Systematic Review of the Literature a Thesis (Kim, 2010) was used a template for a systematic review completed for the field of social work.

Additional frameworks utilized include Wright, Brand, Dunn, and Spindler (2007) and Boland, Cherry, and Dickson, (2013).

Once articles were obtained, they were organized into tables and separated according to major themes regarding retention. The three factors found most in the literature in terms of retention and or turnover in PCW are Title IV-E programs, organizational structures (including supervisory roles) and intrapersonal factors. All of the articles were examined to see what variables being explored had significant findings in terms of their contribution to PCW worker retention.

## Chapter 4

### Results

#### **Outcome Findings**

All three variables explored in this systematic review appear to contribute to retention of PCW workers. While the Title IV-E program, intrapersonal factors, and organizational factors all contributed to PCW retention, some variables showed to be more crucial than others. Some of these variable were also researched more than others. Some of the studies also contained more than one variable and were analyzed on each the variable findings and cited in the appropriate corresponding tables. Of the 18 studies examined (with 2/18 falling into two categories) : nine were categorized as Title IV-E studies, three as Intrapersonal Factors studies, and eight as Organizational Factors.

#### **Title IV-E Studies**

As referenced in Appendix A, the present study included 9 articles that examined Title IV-E as a variable for retention in PCW. The results of all 9 studies showed a correlation between participants who completed the Title IV-E program and their retention in PCW. The Title IV-E program not only contributed to retention in PCW, but showed lower scores on emotional exhaustion, role overload, and role conflict for participants in the Title IV-E program. The findings also showed that Title IV-E participants had significantly higher scores on fairness, growth, advancement, job satisfaction, organizational commitment, and cooperation (Cahalane and Sites, 2008). Rosenthal and Waters (2006) state Title IV-E participants are 52% less likely to leave PCW. Another variable, in addition to retention, impacted by the Title IV-E program is similar to the organizational structure variable in terms of supervision and peer support within

the Title IV-E program which strengthened participant's experiences and increased retention (O'Donnel and Kirkner, 2009).

### **Intrapersonal Factors Studies**

As referred to in Appendix B, three articles were examined for intrapersonal factors and their contribution to PCW retention. All three studies cited various constructs within the intrapersonal factors that either contributed to the retention or turnover of PCW workers. Burnout was a main component of intrapersonal factors that was observed. Workers' opportunities for achievement and autonomy but not peer affiliation are strongly associated with burnout in the field of PCW (Font, 2012). Findings on whether need satisfaction opportunities mediated relationships between employment characteristics and burnout are mixed (Font, 2012). Marc and Osvat (2013) discussed both burnout and occupational stress as intrapersonal factors that contribute to child welfare turnover. It was found that burnout was a high indicator of turnover in PCW (Marc & Osvat, 2013). This research also suggested that PCW workers were at highest risk for leaving the profession in their third year. This could be attributed to Title IV-E payback, but needs to be explored further. Contrary to other research, Marc and Osvat (2013) cite that MSWs were more likely to leave the profession of Child Welfare. Yankeelov, Barbee, Sullivan, and Antle (2009) looked at intrapersonal factors in PCW in terms of the Big 5 Personality Factors. This study proved to be insignificant and personality factors based on the Big 5 Inventory (Goldberg, 1992) had no relationship to PCW retention or turnover. Most importantly, the study showed personality is not predictive of commitment to PCW agency (Yankeelov et. al., 2009).

## **Organizational Factors**

As referenced in Appendix C, 8 articles were looked at in terms of how organizational structures contribute to retention or turnover of PCW employees. All articles had significant findings to show that organizational structure is a major contributor to retention and turnover in PCW. Five of the eight studies categorized as organizational factors cite supervision or supervisory support as an indicator of retention if it was adequate and an indicator for turnover if it was not. The importance and effectiveness of supervision is cited in numerous articles (Chiller & Crisp, 2012; Jacquet, Clark, Morazes, & Withers, 2007; Lizano, Hsiao, Mor Barak, & Casper, 2014; Srand & Bosco-Ruggiero, 2010; Yankeelov, Barbee, Sullivan, & Antle, 2009). A major finding noted in Jacquet et. al., (2007) is that Title IV-E participants who rated their supervisor more favorably were 1.46 times more likely to stay in their PCW agency after their Title IV-E payback. The studies that did not focus on supervision, or lack thereof, as the main variable for retention or turnover cited emotional exhaustion as a main component of burnout and turnover (Cahalane & Sites, 2008; Shim, 2010). Cahalane and Sites (2008) also found that a 67% of the population they studied left PCW agencies due to lack of promotion. Another less common, but important variable looked at in the organizational structure studies was salary. Font (2012) found that PCW workers with lower compensation had higher rates of burnout and turnover. Jacquet et. al., (2007) also noted the important variable of caseload which in this particular study had no bearing on retention. Adequate and preferred supervision appeared to mitigate the adverse effects of high caseloads. Overall in terms of organizational structures, adequate supervision is what appeared to be most important in terms of retention according to the literature.

## Chapter 5

### Discussion

In expanding on the body of research on retention in Public Child Welfare, the analysis of the research shows the Title IV E educational collaboration and training program as an important factor that has better prepared social workers for the field of Public Child Welfare. Additionally, much of the literature shows that the specific variables of organizational structure include: supervision, opportunities for growth and promotion, compensation. In the analysis of intrapersonal factors, the research supports that these factors did seem to play a role in PCW worker retention, however, the research regarding this factor of PCW retention is limited and should be explored further.

#### **Limitations**

It is important to note that the present review is preliminary in its findings and has many limitations. The conclusions of this review are limited to some extent by the possibility that not all published articles that fit the inclusion criteria were identified and included in this review. Relevant studies may have been published after searches of the databases were conducted. Though comprehensive search methods for searching key terms were utilized, it is likely that the search terms may not have captured all the articles that may be relevant to this review. Articles were not assessed for level of quality. Concerning search strategy, this review is also limited in that it does not include the grey literature, those studies that are hard to find or have not yet been published (Kim 2010). Limitations also include a lack of research on specific interventions that have been used to mitigate the effects of turnover and burnout in Public Child Welfare other than the research surrounding the Title IV E education program. Future research and reviews on a



similar topic may find it useful and important to address and overcome some of these limitations (Kim, 2010).

### **Suggestions for Future Research**

Future research would benefit from continuing to explore the factors that mitigate turnover and support retention in child welfare. Social Workers should broaden the research that currently supports the notion that educational programs such as Title IV-E contribute to retention in PCW. Other educational programs and interventions that are newer such as the many new coaching programs being implemented in PCW agencies across the country (Coaching in Child Welfare, 2012) should be implemented and examined in terms of their contribution to retention in PCW. Additional empirically based interventions that have been used with other health and human service worker populations, but not yet used with PCW workers, should be implemented and explored for correlation with retention. There simply needs to be more literature on what is being done to mitigate PCW worker turnover so we can better serve the vulnerable populations that are a part of the CWS system. Due to Title IV-E being a federally funded program, it is possible for there to be more research around that particular educational variable that contributes to retention. Research contributing to the knowledge on intrapersonal factors and retention in PCW is limited. Based on the findings, it seems important that more research be done on specific intrapersonal factors--such as how to mitigate emotional exhaustion and burnout factors in PCW. Organizational structures and factors appear to be well researched in the social work literature, but more specific research on supervision should be conducted and explored further based on the fact that multiple articles cite adequate supervision as a reason why workers choose to stay in PCW versus leave (Chiller & Crisp, 2012; Jacquet, Clark, Morazes, & Withers, 2007; Lizano, Hsiao, Mor, Barak, & Casper, 2014; Yankeelov, Barbee, Sullivan, & Antle, 2009).

Suggested research would also include studies that delve into more implementation of evidence based interventions that cover the variables found to increase retention such as, but not limited to: supervisory support relationships, trainings around self-care and coping skills, education, support services and fostering positive working relationships, assessment and training for resilient personality factors that contribute to a worker's perspective and overall job satisfaction.

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## Appendix A

Table 1: Title IV-E

<u>Study</u>	<u>Sample</u>	<u>Selected Variable</u>	<u>Methods</u>	<u>Measure</u>	<u>Findings</u>
Cahalane & Sites, 2008	N=305 graduates of a large PA Title IV E Program	Retention in Child Welfare Services after Title IV E payback	Longitudinal Survey based study	The Children's Services Organizational Climate Survey: Glisson and Hemmelgarn (1998)  Psychological Climate Questionnaire James and Sells (1981), 115 items that measure 14 domains of the work environment.	Respondents reported an average of 11 and 15 years in child welfare.  Lack of promotion accounted for 67% of respondents who left public child welfare.  Title IV E participants lower scores on emotional exhaustion, role overload, role conflict, and significantly higher scores on fairness, growth, advancement, job satisfaction, organizational commitment, and cooperation
Clark, Smith, & Uota, 2013	N=415 Title IV-E MSW graduates	Retention in Child Welfare Services after Title IV E payback and organizational factors.	Quantitative survey	Kaplan Meier test to measure organizational factors	The major finding of this study is that specially-trained Title IV-E MSW child welfare social workers stay working in public child welfare over the long term.
Hartering-Saunders & Lyons, 2013	N= 10 studies on Title IV E and retention.	Title IV E as a variable for retention.	Systematic Review	6 Quasi-experimental  4 Non-Experimental	Number of research studies on Title IV E and retention is small.  The research that does exist points to Title IV E being impactful on retention in PCW.
Jacquet, 2012	N=5740 (1003 Title IV E, 4737 Non Title IV E)	Retention in Child Welfare Services after Title IV E	Qualitative Longitudinal Survey	Demographics, Prior Child Welfare Work Experience, MSW and preference of population, motivations and career aspirations "Impact of Training" instrument developed by the State Title IV E evaluation committee.	The study validates Title IV E students with a commitment to child welfare have increased rates of retention.  Results show that Title IV E has been successful in recruitment of students with attitudes and commitment for service to the disadvantaged and the poor.

<u>Study</u>	<u>Sample</u>	<u>Selected Variable</u>	<u>Methods</u>	<u>Measure</u>	<u>Findings</u>
Leung, Brown, Chavkin, Fong, & Urwin, 2010	N= 226 (139 Title IV E, 87 Non Title IV E)	Retention of Title IV E and non Title IV E Child Welfare Services Practitioners	Quantitative Survey based study	“Impact of Training” instrument developed by the State Title IV-E evaluation committee.	A larger portion of the Title IV E participants stay to fulfill a commitment to agency clients than do Non Title IV-E participants.
Madden, Scannapieco, & Painter, 2014	N=9195 public child welfare case workers hired between 2001 and 2010	Retention and Length of Employment in Public Child Welfare	Quantitative, Longitudinal, Survey based study	Cox Proportional Hazards Regression Analysis examine personal and organizational factors that affect length of employment in child welfare	At the end of the 10 year study 53% of the sample had left child welfare and 47% remained employed by child welfare.  Title IV E students were disproportionately more likely to remain employed by public child welfare than participants who were not from Title IV E. Title IV E fared better on retention as well as job preparedness and performance.
Morazes, Benton, Clark, and Jacquet, 2010	N= 386 Specially trained MSW child welfare workers (304 stayers and 82 leavers of the public child welfare system.)	The difference between Title IV E students retained in child welfare and those who left.	Longitudinal Qualitative Interview Study	18 item interview focusing on graduates thoughts, feelings, and experiences in child welfare and Title IV E.	Both stayers and leavers were dually committed to and motivated by the population of children and families.

<u>Study</u>	<u>Sample</u>	<u>Selected Variable</u>	<u>Methods</u>	<u>Measure</u>	<u>Findings</u>
O'Donnell & Kirkner 2009	N=267 MSWs that agreed to participate over a 5 year span.	Title IV E and rates of turnover in public child welfare.	5 year longitudinal Qualitative Study	1st year survey Section 1 measured pp experiences, perceptions of and skills as part of internship placements. Section 2 measured perceptions of graduate education and how well they felt prepared for a job in public child welfare. Section 3 measured level of commitment to child welfare practice in the PCW agency.	Stayers were more likely to report supportive influences : positive relationships with supervisors and peers that contributed to alleviating stress, agency training opportunities, and promotion opportunities.  80% of pp perceived that their graduate education prepared them for child welfare practice.
Rosenthal & Waters, 2006	N= 839 PCW workers who began work in PCW in 1999	Predictors of PCW retention and performance focusing on Title IV E	4 year longitudinal study	Tracks retention using administrative records.  Ordinal logistic regression of supervisory performance evaluations of 382/839 workers.	Quality and ability of MSW education was significantly predictive of commitment to PCW, which, in turn, was significantly related to retention past the stipend completion period. Participants in a Title IV E funded social work educational program predicted better retention, risk of termination decreased by 52% County supervisor factors did not predict retention suggestion importance of factors external to the work environment.

## Appendix B

Table 2: Intrapersonal Factors

<u>Study</u>	<u>Sample</u>	<u>Selected Variable</u>	<u>Methods</u>	<u>Measure</u>	<u>Findings</u>
Font, 2012	N=1981 caseworkers from 85 agencies	Burnout	Used the National Surveys of Child and Adolescent Well-Being (NSCAW I and II) Use the nationally representative longitudinal sample of the NSCAW II because it had more extensive interviews with case workers and agency directors.	Qualitative Overview of the NSCAW II looking into both intrapersonal factors and work place motivation (see Table 3 for Job Characteristic variables) Intrapersonal Factors: Achievement, Autonomy, Affiliation. Uses a need-satisfaction model to test a theoretical explanation of burnout.	Workers' opportunities for achievement and autonomy but not peer affiliation are strongly associated with burnout. Findings are mixed on the extent to which need satisfaction opportunities mediated relationships between employment characteristics and burnout.
Marc & Osvat, 2013	N=18 social workers employed in state institutions and NGOs in Oradea	Burnout and occupational stress	Interview-based survey method and individual semi-structured interview	Qualitative  Thematic Content analysis: Demographic, Presence of stress and burnout factors at work, Symptoms of burnout, solutions for preventing burnout	Main factors determining burnout syndrome are: excessive professional demands, time constraints, populations they work with, lack of support from supervisors and colleagues, repetitive work, lack of rest, family life issues.  Burnout was experienced by most social workers in the study leading to a lack of retention. This particular sample had a high turnover rate.

<u>Study</u>	<u>Sample</u>	<u>Selected Variable</u>	<u>Methods</u>	<u>Measure</u>	<u>Findings</u>
Yankeelov, Barbee, Sullivan, & Antle, 2009	N=723 Kentucky Cabinet for Health and Family Services (CHFS) workers	Individual and Organizational factors in Job retention (See Organizational Factors in Table 3)	Non-experimental prospective research design.  Pre and Post test surveys, training, and data comparison.	Phase 1: Pre and post training questionnaire (Big 5 personality inventory, and Social Provision Scale, Multi-dimension workplace environment inventory, and items assessing the quality of work assistance provided by their supervisor in four areas). In post training questionnaire participants were asked to rate the trainers, training qualities, and supervisors attitude toward training.. Phase 2 matched employment data to an employee ID number from the survey to measure retention.	Data suggested that workers in child welfare at their highest risk for leaving the agency in their third year.  MSWs were more likely to leave the agency.  Employees with majors other than psychology or social work were more likely to stay.  Those who left versus those who stayed did not differ in their personality traits.  Personality is not predictive of training, transfer, or commitment to PCW agency.

## Appendix C

Table 3: Organizational Factors

<u>Study</u>	<u>Sample</u>	<u>Selected Variable</u>	<u>Methods</u>	<u>Measure</u>	<u>Findings</u>
Cahalane & Sites, 2008	N=305 Pennsylvania Title IV E graduates	Retention in PCW and organizational factors	Longitudinal Qualitative Survey based study.	The Children's Services Organizational Climate Survey: Glisson and Hemmelgarn (1998)  Psychological Climate Questionnaire James and Sells (1981), 115 items that measure 14 domains of the work environment	Lack of promotion accounted for 67% of respondents who left public child welfare.  Workers retained had significantly lower scores on: emotional exhaustion, role overload, role conflict and higher scores on: fairness, growth, advancement, job satisfaction, organizational commitment, and cooperation.
Chiller & Crisp, 2012	N=6 Social workers from the state of Victoria with 10 to 30 years of experience in PCW.	The impact of supervision on retention.	Qualitative Interview survey study.	Semi-structured interview, Reflection on why the workers thought they stayed in the field when many others had not.  Interviews ranged from 20 minutes to an hour in duration.	Supervision was mentioned by all participants as being important for their wellbeing and even "vital", either throughout their careers or at particular points.  Supervision was listed as a medium through which stresses and concerns can be externalized and explored, facilitating critical reflection an important forum for learning.

<u>Study</u>	<u>Sample</u>	<u>Selected Variable</u>	<u>Methods</u>	<u>Measure</u>	<u>Findings</u>
Font, 2012	N=1981 Workers from 85 Agencies	Employment factors on retention and burnout.	Used the National Surveys of Child and Adolescent Well- Being (NSCAW I and II) Use the nationally representative longitudinal sample of the NSCAW II because it had more extensive interviews with case-workers and agency directors.	Qualitative Overview of the NSCAW II looking into both intrapersonal factors and workplace motivation (see Table 2 for Intrapersonal variable) Employment Factors: Consent Decrees, Privatization, Job Type, and Worker Salary. Uses a need-satisfaction model to test a theoretical explanation of burnout.	Agency consent decrees act as mediators to burnout.  Workers with lower compensation have higher rates of burnout and turnover.  Job type should be taken into account when assessing for turnover and burnout, but PCW vs. Private made no significant difference.
Jacquet, Clark, Morazes, & Withers, 2007	N=765 Title IV-E MSWs in PCW survey respondents.	Supervision, caseloads and retention.	Qualitative Interviews and Survey.	Mailed surveys w/ questions relating to: child welfare work experiences, work conditions, and demographic information and retention/intent to leave.  Questions about caseload, satisfaction, perception of work environment and social support systems (Immediate supervisor, others supervisors, peers, friends or relatives, spouse or partner. Used a Principal Components Analysis to see if 5 support systems were distinct variables.	Results of logistic regression analyses showed support from supervisor, concurrent county employment, and perceptions of caseload size as predictors of retention.  Participants who rated their supervisor favorably were 1.46 times more likely to stay with their agency after TITLE IV E payback.  Caseload size did not predict retention.

<u>Study</u>	<u>Sample</u>	<u>Selected Variable</u>	<u>Methods</u>	<u>Measure</u>	<u>Findings</u>
Lizano, Hsiao, Mor Barak, & Casper, 2014	N=361 PCW workers	Work Family Conflict (WFC) and social support in the workplace.	Quantitative data collected in 2004 from Title IV E child welfare training mixed-method retention study on PCW workers.	Measured relationships between WFC, worker well-being, and the moderating effect of social support on WFC and well-being.	<p>A key finding of this study was the negative and significant relationship found between WFC and the worker well-being and job burnout.</p> <p>Supervisory support was the only form of social support found to mitigate some of the negative consequences of WFC on wellbeing.</p>
Shim, 2010	N= Workforce retention study survey data from New York State Social Work Education Consortium collected 2002-2003	PCW Turnover in regards to organizational structure and climate.	Systematic Review	Regression analysis of workforce retention study from New York State SWEC measuring organizational structure in terms of: achievement/ Innovation/ Competence, cooperation/ Supportiveness/ Responsiveness and emphasis on rewards. Organizational Climate is measured in terms of: role clarity, personal accomplishment, emotional exhaustion, and workloads. All measured in correlation to intention to leave.	<p>This study implies that public child welfare agencies are able to decrease employee's turnover through creating a positive organizational culture and climate.</p> <p>By reducing employees' emotional exhaustion individual employees develop their coping skills and capacity, and child welfare agencies benefit from competent and qualified employees staying at their organization.</p>



<u>Study</u>	<u>Sample</u>	<u>Selected Variable</u>	<u>Methods</u>	<u>Measure</u>	<u>Findings</u>
Strand & Bosco-Ruggiero, 2010	N=74 stakeholders from 12 jurisdictions of PCW where child welfare class action lawsuits were pending (140 staff total)	Social Work education and PCW mentorship programs for PCW retention	Quasi-experimental Program implementation and evaluation	Reactions questionnaire, developmental plan, quarterly Evaluation, Perceptions of the benefits of being a mentor.  Psychosocial and career mentoring.  End of the year program questionnaire, one-month follow-up program activity feedback, a six-month follow-up survey	Participants stated they planned to stay in PCW for a minimum of 5-10 more years.  Mentees reported they have more confidence, their network has grown, and their investment in their job and the agency has increased.
Yankeelov, Barbee, Sullivan, & Antle, 2009	N=723 Kentucky Cabinet for Health and Family Services (CHFS) workers	Organizational Factors and Job Retention (See Individual and Organizational factors in Table 2)	Non-experimental prospective research design.  Pre and Post test surveys, training, and data comparison.	Phase 1: Pre and post training questionnaire (Big 5 personality inventory, and Social Provision Scale, Multi-dimension workplace environment inventory, and items assessing the quality of work assistance provided by their supervisor in four areas). In post training questionnaire participants were asked to rate the trainers, training qualities, and supervisors attitude toward training.	The relationship between supervisor and worker is extremely important when dealing with the issue of retention in child welfare. Having a supportive supervisor who is believed to be competent is a key factor in staying on the job. Longitudinal studies are needed in the field of child welfare to more adequately assess the retention rates of child welfare workers by state and nationally.