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Children's Services Practice Notes is a publication for child welfare workers produced four times a year by the North Carolina Division of Social Services and the Family and Children's Resource Program, part of the Jordan Institute for Families and the School of Social Work at the University of North Carolina at Chapel Hill.

In summarizing recent research, we try to give you new ideas for refining your practice. However, this publication is not intended to replace child welfare training, regular supervision, or peer consultation—only to enhance them.

Let us hear from you!

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CHILD WELFARE WORKER RETENTION

Turnover in child welfare is a serious challenge. In 2006, state administrators ranked caseworker recruitment and retention as the number two problem in the U.S. child welfare system (USGAO, 2006).

It is easy to see why. Our failure to attract and hang on to employees in child welfare is a drag on our performance. It lowers morale, reduces efficiency, and eats up time and money as agencies seek, hire, and train new employees.

More importantly, turnover interferes with our ability to keep children safe and achieve positive outcomes for them and their families (USGAO, 2003).

Retention is such a tough problem because leaving a job is a complex individual decision—one influenced by interwoven social, professional, and economic factors (Weaver

et al., 2006). Because of this there is no single, simple solution to worker retention. As the box below illustrates, today's workforce trends are not encouraging.

At the same time, agencies and researchers are working harder than ever to turn things around. This issue of *Practice Notes* describes the efforts currently being made by the UNC-Chapel Hill's recruitment and retention project, and it presents suggestions for things frontline staff, supervisors, administrators, and agency directors can do to solve the workforce crisis so we can stop worrying about staff vacancies and focus **all** our attention on serving families and children. ♦

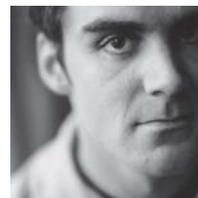


Photo: Illustration

Turnover has a detrimental effect on our ability to make well-supported and timely decisions about child safety.

WORKFORCE TRENDS IN SOCIAL WORK

In Social Work Generally

- 30% are 55 and older as compared to 13.9% across all occupations.
- High growth occupation (greater than the 14.8% projected national average) [BLS, 2004; Barth, 2001]
- Social workers earn about 11% less than those in other service occupations (Barth, 2001)
- Social workers are highly committed, which may lead to "stickiness" and help depress wages (Barth, 2001)

In Child Welfare Nationally

- Vacancies are staying open longer today than in 2000.
- Vacancy rates for public child welfare workers are significantly higher than those of other state and local government workers.
- Average pay is markedly lower than for nurses, teachers, police officers, and fire fighters (APFSA, 2004).

In Child Welfare in North Carolina (according to a 2004 NC Office of State Personnel Study)

- 73% of employees have less than 5 years experience
- Statewide vacancy rate = 31%
- Turnover rates highest in Case Management and Investigations
- At least 71 days needed to fill a SW III position

Source: Reprinted, with permission, from *Staying Power! A Director's Guide to Child Welfare Retention*, UNC-CH School of Social Work (2006)

CHILD WELFARE WORKER RETENTION IN NORTH CAROLINA

Much of what we know about the current status of child welfare worker retention in North Carolina comes from the NC Association of County Directors of Social Services. Gunderson and Osborne (2001) shared county data and responses to a statewide survey that are particularly telling.

Turnover Rates. Fifty-nine of North Carolina's 100 counties (including all but one of the major metropolitan counties) responded to a survey and reported that the average turnover rate was 44% among CPS workers. (Note: a 2004 study by the NC Office of State Personnel Study found an average statewide child welfare vacancy rate of 31%.)

Readiness of New Hires. Directors also reported that 54% of the workers they hired were more than two years short of the experience needed to meet minimum job requirements. Counties estimated that it took 2-3 months to fill a vacancy and another 4-5 months before a newly-hired worker was ready to manage a

TURNOVER'S IMPACT ON OUTCOMES IN NC

During the 2001 Child and Family Services Review federal reviewers found that workforce deficiencies (e.g., turnover) negatively affected the ability of caseworkers in our state to:

- Investigate reports of child maltreatment in accordance with state policy.
- Maintain diligent efforts to provide services to families in order to protect children in their homes and prevent removal.
- Maintain stability of foster care placements.
- Establish permanency goals for children in a timely manner.
- Involve children and families in case planning.
- Adequately monitor child safety and well-being through frequent visits with children, focusing on case planning, service delivery, and goal attainment.
- Maintain sufficient face-to-face contact with parents to promote attainment of case goals and ensure children's safety and well-being.

Source: GAO, 2003

full caseload. Yet, directly after new hires attend the state-mandated 72 hours of preservice training, they are often given a full caseload because of agency vacancies and caseload demands.

Reasons to Stay. The Directors' Association also surveyed 170 social workers about issues of retention and high turnover rates. They identified the following as the most important reten-

tion aspects of their jobs: (1) work/family balance; (2) pride in their work; (3) salary; and (4) employee-focused management.

Reasons to Leave. In the same survey, workers said the reasons they would leave were: (1) low salary; (2) stress; (3) overwork; (4) bureaucratic, non-supportive nature of their agency; and (5) lack of advancement or educational opportunities. ♦

HOW WORKER TURNOVER AFFECTS KIDS IN FOSTER CARE

There are all sorts of reasons to see our failure to hang on to good child welfare workers as a problem.

For the people in the field, there are pressing concerns about stress and increased workload. When a worker departs, supervisors and colleagues must take on that person's responsibilities, often for months.

Then there's the cost. Conservative estimates are that agencies spend \$10,000 to recruit, hire, and train every single replacement child welfare worker (CSSP, 2006).

Of course the most significant impact is felt not by agencies but by families and children, who experience lower quality services and poorer outcomes as a result (GAO, 2003).

One of the most vivid illustrations we have encountered of the impact poor retention has on kids in care is a video called *When the Child Speaks: Impact of Caseworker Turnover on Children and Youth*. Filmed and edited for Maine's Child Welfare Training Institute by a youth in care, *When the Child Speaks* features foster care alumni talking about how they have been affected by worker turnover.

The excerpts at right are a powerful reminder of the personal costs of turnover borne by the children and families we serve. ♦

How Did Getting New Workers Affect You?



William

"You get upset, you get angry. That usually carries over into your social life, your school life. . . It's not like your DHS worker is some little block you can remove and put back in anytime you want."

"I thought it was my fault, that I did something that they didn't like or disappointed them . . . You're passed on to the next person and the next person . . . each time you're starting all over again . . . they ask you the same questions and you have to keep repeating your story."



Bryanna



Brystle

"I've had 12 social workers in 20 years . . . At some point I just started feeling like they're not competent enough to handle my situation."

To learn more about the video go to <www.cwti.org/RR>

WHAT IS NORTH CAROLINA DOING TO PROMOTE RETENTION?

How is North Carolina addressing employee retention in child welfare? Ours is a county run, state administered child welfare system, and so the honest—if unsatisfying—answer to this question is that county child welfare agencies are responding in different ways based on their unique needs and resources, and the NC Division of Social Services, the legislature, the universities, and their community partners are doing what they can to support them.

To get a more concrete picture of

our state’s response to the retention crisis, it might be helpful to reflect back to the recent past. In 1999 representatives of North Carolina’s 27 Families for Kids and IV-E Waiver counties met to talk about the problem of turnover among child welfare staff. At that time they came up with more than a dozen ways to attack the problem. Their suggestions later appeared in *Practice Notes* (vol. 4, no. 3).

Fast forward to 2006, when the NC Association of County Directors of Social Services surveyed all 100 county

child welfare agencies about recruitment and retention. Directors from 36 counties responded to the survey, the full results of which can be found at <www.ncacdss.org>.

The table below, which uses information from the Directors’ 2006 survey and other sources, sheds light on some of the system-level changes that have been made since 1999, highlights some agency-level strategies being applied today, and reveals areas where improvement may still be needed. ♦

STRATEGIES NC AGENCIES USE TO RETAIN WORKERS

AGENCY-LEVEL SUGGESTIONS FROM 1999

STATUS IN 2006

Improve the climate in the agency

The 2006 survey revealed agencies are doing a variety of things to improve the climate in child welfare: 44% have some form of dedicated on-call staff (to enhance practice and work-life balance for all staff) and 27% provide child welfare staff retreats. In addition, agencies employ a variety of techniques to support staff and help relieve stress, including providing access to Employee Assistance Programs, mental health counselors, and wellness programs. On the down side, 75% of responding counties said they do not provide personal leave time that child welfare staff can take without using vacation or sick time.

Ease new employees into their jobs

Although the 2006 survey did not ask about this, new information from research indicates this may be one of the most effective—and cost-effective—ways agencies can immediately improve staff retention. For more on this see the article on page 8.

Offer flexible hours

91% of counties responding to the 2006 survey said they offered some form of flexible and compressed work schedules to child welfare staff.

Fill vacancies faster

Counties in 1999 were concerned about the negative impact position vacancies had on other staff (and thus on retention). Prolonged vacancies are still a problem: a study by the NC Office of State Personnel (2004) found it takes at least 71 days for most agencies in the state to fill a vacant Social Worker III position. Of the agencies responding to the 2006 survey, 41% said they use contract agencies (temps) to help fill gaps when workers leave—most fund this with lapsed salary money.

SYSTEM-LEVEL SUGGESTIONS FROM 1999

Build preservice into MSW degree

In 1999 NC launched a IV-E stipend program. Offered through six participating universities, this program incorporates the mandatory preservice curriculum into BSW and MSW coursework so students participating in the program graduate ready to work.

Implement a multiple response system

NC’s Multiple Response System, which it began piloting in 2002, became the new standard of practice for all 100 counties in January 2006. Although this approach has been empirically shown to enhance child welfare practice in a number of ways, to date there is no evidence to suggest it affects worker retention.

Reduce foster care caseload standard

In 1999 North Carolina’s caseload standard for foster care was 1:20 (workers to children), which some agencies felt contributed to worker turnover. In 2002 the state changed the standard to 1:15.

WHAT CAN WE LEARN FROM THOSE WHO STICK AROUND?

Workforce issues have plagued public child welfare for decades. Naturally, the attention of researchers and people in the field has been drawn to the primary problem—high employee turnover rates. Although it is essential to find out all we can about turnover and its causes, some have suggested that we will never solve the retention problem if we overlook a key source of information—the many child welfare employees who survive the stresses, tensions, and difficulties and remain committed to child welfare throughout their careers.

For this reason, Westbrook, Ellis, and Ellett (2006) recently conducted a series of focus groups with child welfare workers and supervisors in urban, rural, and suburban communities in Georgia. What they learned from these “committed survivors” has implications for policy makers, agency directors, administrators, and supervisors.

THE STUDY

In all, 21 child welfare employees from a variety of service areas (CPS, intake, CPS ongoing, foster care, adoptions, and foster home/resource development) were interviewed. Participants had 11 or more years of experience in public child welfare, though some had been intermittently employed (leaving for a time and returning). They ranged in age from 31 to 60+. All were female, most were Caucasian, and most had a BA or BS degree.

Discussions with these highly competent, long-term employees centered around three questions: (1) How have you managed to stay in child welfare when so many workers are leaving? (2) What organizational factors have contributed to your longevity in this field? and (3) What personal factors have contributed to your longevity in this field?

Based on what they learned from the focus groups, Westbrook and colleagues suggest that child welfare agencies take the following steps to improve worker retention.

ADMINISTRATION

Support Supervisors. If they wish to retain child welfare staff, agency directors and administrators should pay close attention to supervisors. These individuals must be carefully selected and supported so they can become proficient mentors and professional role models for workers.

Set the tone. Workers and supervisors can feel devalued by the system, which can be bureaucratic and impersonal. Agency administrators and supervisors can counteract this by creating an organizational climate that is affirming and empowering.

Recognize hard work, celebrate successes. Westbrook and colleagues urge agency administrators to express appreciation for employees’ contributions and exceptional efforts. Formal ways to do this include sharing

information about workers’ and supervisors’ efforts and successes via the news media, agency newsletters, public forums, and staff meetings. Informal expressions of appreciation (e.g., personal comments about quality of work) also strengthen employees’ commitment to child welfare, which is linked to retention.

Advocate for competitive salaries. Adequate salaries are a way to protect the investment the agency has made in recruiting, selecting, and training employees.

SUPERVISION

Promote mentoring. New workers who start off with positive experiences that make them believe they can succeed in the field of child welfare are more likely to stick around. Early mentoring by veteran workers, supervisors, and administrators is one way to do this.

Emphasize on-the-job training. The child welfare veterans participating in this study saw on-the-job training as far more valuable than standardized, policy-focused training provided by the state child welfare agency, and felt it significantly impacts retention.

HIRING AND PERSONNEL

Assess applicants’ motivation. Participants confirmed what other research has told us—that strong levels of caring, altruism, and commitment to families are linked to retention of child welfare employees. Look for these traits when selecting new hires.

Develop reappointment preferences in policy for those who leave child welfare and later return. Experienced employees with good performance records are a valuable resource.

Create horizontal career paths. Not everyone is cut out for supervision and administration, yet often promotion to this level is the only means of advancement. Agencies should consider creating a horizontal career path (indexed by years of experience and salary levels) that would equitably compensate front line staff for remaining in direct services for their entire careers.

TO LEARN MORE

See Westbrook, T. M., Ellis, J. & Ellett, A. J. (2006). Improving retention among public child welfare workers: What can we learn from the insights and experiences of committed survivors? *Administration in Social Work, 30*(4), 37–62. ♦



To solve the problem of turnover we must learn from child welfare’s “committed survivors.”

NC'S RECRUITMENT AND RETENTION PROJECT by Nancy Dickinson, PhD

The continued loss of qualified and committed child welfare workers has a significant and detrimental effect on child welfare agencies and on the families and children they serve. To help address this serious problem, in 2003 the US Children's Bureau awarded 5-year grants to eight universities to undertake projects to increase the ability of public child welfare agencies to retain qualified child welfare workers.

The Jordan Institute for Families at the UNC–Chapel Hill School of Social Work received one of these grants. I have the good fortune of being the principal investigator (lead researcher) for this project. Our project is called "Child Welfare Staff Recruitment and Retention: An Evidence-Based Training Model," though in this article we will refer to it simply as North Carolina's R&R project.

Though our work is still in progress, I thought you would be interested in what we are doing, what we have learned so far, and how we anticipate our efforts will eventually benefit you and your agency.

NORTH CAROLINA'S R&R PROJECT

In an effort to improve the recruitment, selection, and retention of child welfare workers, we are developing and testing a model of workforce development. Our goal is to create resources that will help public child welfare directors and supervisors increase their ability to recruit, select, and retain a qualified and committed team of workers who understand and are prepared for child welfare work.

OTHER UNIVERSITY R&R PROGRAMS

Research shows that supervisors play key roles in the development of a competent, stable child welfare workforce (e.g. Dickinson & Perry, 2002; McCarthy, 2003), so it comes as no surprise that the common component among all eight federally-funded retention projects is the development and delivery of supervisor training specifically related to staff recruitment, selection, or retention. Below is a list of all retention projects, including links to those with web sites.

Fordham University <www.fordham.edu>

Michigan State University
<www.socialwork.msu.edu/outreach/childwelfare.html>

SUNY Albany

University of Denver
<www.thebutlerinstitute.org/wrrrp.htm>

University of Iowa

University of Michigan

University of North Carolina <ssw.unc.edu/jif/rr/>

University of Southern Maine <www.cwti.org/RR/>

PROJECT DESIGN

North Carolina's R&R project employs an experimental design. Thirty-four North Carolina county departments of social services were randomly chosen to participate and then randomly assigned to intervention or comparison groups. The intervention counties are receiving supervisor training, directors' seminars, technical assistance and recruitment and selection resources. (Intervention counties are listed in the box on page 6.)

Both intervention and comparison counties are keeping records of child welfare worker turnover information, and all project counties are participating in periodic worker surveys. In fall 2008, when the project concludes, comparisons will be made between the two groups of project counties on recruitment, selection, and retention factors.

CONCEPTUAL FRAMEWORK

This project's activities are based on a conceptual framework that holds that attention to recruitment, selection, and retention—all three—is necessary in order to have a significant impact on the child welfare workforce.

As presented in Figure 1, these three outcomes are sequentially related and yet influenced by distinct dimensions. Factors related to the external environment directly impact the ability of the agency to recruit a favorable pool of candidates for child welfare positions. The nature of the work is a category of issues that affect the ability of managers and supervisors to select qualified child welfare staff. And retention of competent and committed child welfare workers is influenced by the agency climate and supervisory characteristics. Individual worker traits influence all three outcomes: recruitment, selection, and retention.

WORKER SURVEY RESULTS

This conceptual framework formed the basis for a survey that has been administered three times to child welfare workers in all 34 project counties.

In June 2005, 716 child welfare workers from 33 participating county departments of social services were invited to complete a web-based survey. With a response rate of 49.5%, 356 surveys were suitable for analysis.

The survey measured workers' perceptions about their work, supervisor, and agency, all shown in the literature to be related to intent to leave. Workers were also asked how likely they are to leave their positions within the next six months. Worker responses were defined by 16 scales designed to measure the domains of child welfare work, supervision, and the agency.

cont. p. 6



NC'S R&R PROJECT from p. 5

Five scales were found to be significantly related to a worker's intention to leave his or her public child welfare job: match between skill and work, agency recognition, accurate job portrayal, supervisor's emotional support, salary and benefits. In other words, workers responding to the survey told us that workers will likely intend to stay on the job if:

1. They feel they have the skills to do the work
2. The agency recognizes and rewards their contributions
3. They have accurate and realistic understanding of child welfare work before accepting the position
4. They feel emotionally supported by supervisors, and
5. Their salary and benefits are reasonable.

These findings highlight the complex nature of child welfare worker turnover and have implications for supervisor training, recruitment and selection methods, and agency culture change efforts.

NC'S R&R PROJECT PRODUCTS

This project is committed to helping agencies retain the highest-caliber and most stable child welfare workforce possible. Our *Staying Power!* training modules, video, and toolkits are designed to help them do this. The following products, currently under development, will be available for general use in late 2008.

Realistic Job Preview

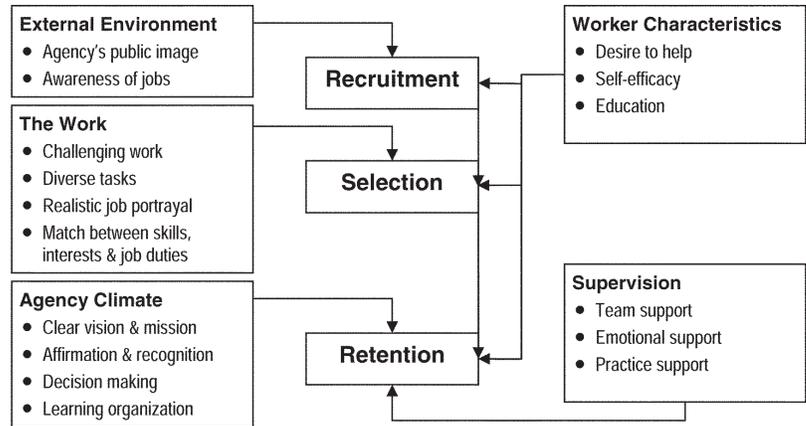
Prospective workers need a candid assessment of the field in order to determine whether child welfare work is a good fit for them. Our realistic job preview is a job-candidate selection tool that helps applicants make this important decision.

Behind the Scenes. Our "An Invitation to Choose" DVD

INTERVENTION COUNTIES

• Buncombe	• Madison	• Rutherford
• Caldwell	• McDowell	• Sampson
• Duplin	• Mitchell	• Watauga
• Edgecombe	• Nash	• Wayne
• Franklin	• New Hanover	• Wilson
• Halifax	• Polk	

Figure 1. Conceptual Framework of Influences on Recruitment, Selection and Retention



features 33 minutes of on-the-job interviews with child welfare workers talking openly about both the challenges and the rewards of their work. The interviews offer a realistic overview of what it's like "out in the trenches," giving prospective candidates a chance to understand whether the long hours, the paperwork, and the challenges and rewards of child welfare work are right for them.

Training

NC's R&R project has developed three training modules to equip child welfare supervisors, directors, and trainers with tools for transferring new skills to the agency. These interactive modules are designed to augment and amplify retention practices.

A Supervisor's Guide to Retention. This three-day curriculum enhances the ability of supervisors and managers to retain qualified child welfare workers.

A Director's Guide to Retention. This one-day seminar teaches agency directors techniques for keeping child welfare staff motivated, interested, and on the job.

Training of Trainers. The project offers assistance to child welfare trainers to help them increase their agency's long-term capacity to improve recruitment, selection, and retention of child welfare workers.

Toolkits

Recruitment and selection toolkits are designed to help public child welfare agencies increase the number and quality of candidates for child welfare positions.

Recruitment Toolkit. The recruitment toolkit includes flyers, posters, brochures, and two public service announcements, designed for distribution to local TV stations to encourage interest in child welfare work.

Selection Toolkit. Get the right person in the cont. p. 7

from p. 6

right job using a three-pronged approach: a standard interview, a fact-finding interview, and a written exercise.

Technical Assistance

There's no point in a training program without good follow-up to help you implement all you've learned. Technical assistance—offering ongoing consultation to improve your ability to recruit, select, and retain a qualified staff—will be made available to participating supervisors, agency directors, managers, and trainers during the final phase of the study to ensure a fluid and constant transfer of learning. When the curriculum is complete (late 2008), technical assistance will be made available to non-participating agencies.

WHAT WE HOPE TO LEARN

A key lesson that the project hopes to demonstrate is that integrated, evidence-based resources and training curricula can significantly improve the ability of supervisors and managers to recruit, select, and retain a competent child welfare staff.

Starting with variables from the literature that impact the separate dimensions of staff recruitment, selection, and retention, the project is developing and testing a comprehensive theory of how a competent child welfare workforce is developed. The project is also demonstrating those supervisory and management practices which are amenable to training and likely to improve the quality of the agency's workforce.

If it is successful, we believe this project could lead to policies at the county and state levels which address such factors as standardized, competency-based hiring procedures, resources for ongoing recruitment activities, organizational climate, and leadership development.

TO LEARN MORE

If you have questions about UNC-Chapel Hill's "Child Welfare Staff Recruitment and Retention: An Evidence-Based Training Model," please contact Nancy Dickinson, Jordan Institute for Families, UNC Chapel Hill School of Social Work, 301 Pittsboro St., CB #3550, Chapel Hill, NC 27599-3550, 919/962-6407. ◆

STUDY SHOWS HIGH STAFF TURNOVER LINKED TO MALTREATMENT RECURRENCE

While past research has documented the negative impact of high staff turnover on child welfare agencies in terms of such factors as case overload and low morale, a new study shows that high staff turnover is also associated with higher rates of recurrence of child abuse and neglect. The study, released by Cornerstones for Kids as part of its Human Services Workforce Initiative, offers recommendations for better agency functioning.

Data from 2002 on 12 diverse California counties provided information on nearly 3,000 workers and more than 40,000 cases. The data allowed researchers to classify the counties as high, moderate, or low functioning based on workplace characteristics, efficiency measures, and maltreatment recurrence outcomes at 3, 6, and 12 months.

The highest functioning county agencies had both the lowest turnover rate, at 9%, and the lowest rates of maltreatment recurrence, at 6% to 15% over the three time periods. In comparison, the lowest functioning agencies had a staff turnover rate of 23% and maltreatment recurrence rates of 15% to 22%.

The study's authors suggest that recurrences of child abuse and neglect can be reduced by maintaining child welfare staff through such measures as:

- Increased salaries for workers and supervisors
- Elimination of overtime
- Elimination of on-call work
- Emphasis on completing written case plans

Relationship Between Staff Turnover, Child Welfare System Functioning and Recurrent Child Abuse is available at

<www.cornerstones4kids.org/images/ccd_relationships_306.pdf>

Reprinted from the *CB Express*, May 2006 Vol. 7, No. 4

<cbexpress.acf.hhs.gov>

INNOVATIVE CHILD WELFARE STAFFING STRATEGY

To promote quality of services and ease the pressure when a child welfare worker leaves, Cleveland County DSS "overhires" two SW III Reserve Positions. These positions complete social work tasks for other child welfare workers and do not carry caseloads. When a vacancy occurs, one of the reserve workers steps up to fill it.

Karen Ellis, the agency's Assistant Director, says this prevents daytime staff from inheriting caseloads and ultimately helps keep children safe because worker caseloads remain manageable. To learn more about this strategy, contact Ms. Ellis (704/487-0661, x. 755; Karen.Ellis@clevelandcounty.com).

STUDY: IMPROVE RETENTION BY GIVING NEW WORKERS CASES GRADUALLY

In a new study, Weaver, Chang, and Gil de Gibaja (2006) suggest there is at least one relatively simple, inexpensive, effective strategy agencies can use to hang on to their child welfare workers.

Forty-four of California's 58 counties participated in the study, which examined both workers' intent to leave and actual rates of turnover. Potential subjects for the study were all new public child welfare workers hired in California between April 2000 and April 2001. Final turnover data were collected from each study county from June to August 2003.

Contrary to some earlier studies (e.g., Rycraft, 1994), Weaver and colleagues found that caseload size does not seem to be related to turnover. However, they did find newly hired workers who were allowed more time to get used to child welfare work before being given a full caseload were much more likely to remain on the job than new workers who were quickly given full caseloads. The authors note that this is an important and unexpected result of the study, and indicates a change in practice that can be implemented by administrators immediately, at relatively little cost.

To read the other findings of this study, which are described in a training module called *The Retention of Child Welfare Workers*, go to http://www.csulb.edu/projects/ccwrl/Weaver_module.pdf.

HOW YOU IMPACT WORKER RETENTION

Individual, job, and agency factors all contribute to turnover. Therefore, no matter what your position in your agency—front line staff, supervisor, administrator or director—you can partially control one or more of these factors.



Photo illustration

- **Frontline Staff.** Child welfare workers have the biggest influence on the individual factors that affect turnover, including self-esteem, family support, worker well-being, and the amount of support they provide to and seek/receive from peers.
- **Supervisors** can influence not only individual factors but job and agency factors, including staff development and training, improvements to self-efficacy, job challenge, role clarity, social support, autonomy and discretion, quality of supervision.
- **Managers and administrators** have the biggest influence on the agency factors that affect child welfare turnover, including salary, caseload/workload, training and professional educational opportunities, organizational climate and culture, cooperation over conflict, rewards for best practice, and rewards for continuous improvement.

Source: Weaver, Chang, & Gil de Gibaja, 2006

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