

CHILD WELFARE WORKLOAD STUDY and ANALYSIS

Final Report

Prepared for:

Minnesota Department of Human Services
Child Safety and Permanency Division

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EXECUTIVE SUMMARY

Study Request and Objectives

At the end of 2008, the Minnesota Department of Human Services (MDHS) contracted with Hornby Zeller Associates, Inc. (HZA) through a competitive bidding process to conduct a workload study for its Child Safety and Permanency Division. The study was designed to assess and analyze how social workers who provide services to children and families spend their time and the nature of the activities they perform. The analyses would result in the development of a system for determining staffing need so that caseworkers are able to provide quality services while meeting not only state standards, but also federal requirements. Concerned caseworker retention might impede efforts at improvement even if workloads were reduced, the agency also requested that a component of the study determine the role of supervisors within child welfare practice to determine how supervisors spend their time and whether changes in their activities could enhance caseworker retention.

Approach

The primary model which has emerged as an alternative to caseload measurement uses time as the basic unit of measurement. By using time as the measure of workload, all types of workgroups can be compared with one another. Moreover, the resource side of the equation, namely social services agency staff, can be viewed in terms of time, as well. Each staff person has just so much time available. Thus, when workload is measured in terms of the time required for cases, the question of whether additional staffing resources are needed becomes a mathematical one: Is the amount of time required by the existing caseload greater than the time staff have available for casework?

Data Collection

Data were collected to measure two types of time – time spent on cases and time available for case work. A random moment survey was used to measure the time available for case work and a time study was conducted to measure the time spent on cases.

Random Moment Survey

The random moment survey (RMS) was designed to determine how workers and supervisors spend their time, including how much of that time is devoted to activities other than working with workgroups. Samples were drawn for each of the two groups, using lists of staff provided by the participating counties, with at least 2000 random moments selected for each group. Actual data collection was done through an automated e-mail notice, with the

county staff person being asked to respond to a brief on-line survey. A response rate over 99 percent was achieved overall, 99.3 percent for caseworkers and 99.5 percent for supervisors.

Time Study

Time spent on workgroup specific activities was also gathered on a sample basis rather than for all workgroups carried by workers in the participating counties. Workgroup types were classified into three categories – Intake, Investigations and Assessments; In-home Case Management; and Placement.

Some of the workgroup types represented “event” workgroups, while others represented “status” workgroups. An event workgroup is one in which one or more specific actions must take place before the workgroup either closes or passes to a new stage. A status workgroup, on the other hand, is one in which there is no specific activity occurring and any requirements attached to the workgroup are defined in terms of frequency, e.g., the family must be visited once a month. Status workgroups represent the ongoing stage of the workgroup.

Using the Department’s Statewide Automated Child Welfare Information System, SSIS, HZA selected a sample of workgroups for each of the status workgroup types. In total 2,155 workgroups across the status workgroup types were selected among the counties choosing to participate in the time study. During the first two to three weeks of the study, counties were asked to select the event workgroup types. If these had been selected in advance, parts of the event, e.g., the investigation, would have been missed and the estimates of the time spent on those workgroups would have been artificially low.

Time was also recorded on the web-based tool. Caseworkers and supervisors were given access to a secure website which was accessible only to participating counties and staff with password permission. While HZA placed the information about the sampled status workgroups on the website in advance, counties had to record some information about the workgroups on the website, along with the time it took to complete workgroup specific activities.

Staff Survey

The time study and RMS provide the two critical pieces of information needed for workload measurement, namely, the amount of time spent on cases and the amount of time staff have available for case work, respectively. To address the issue of worker retention and the potential role that supervisors play, a survey was administered to caseworkers, supervisors and case aides of the counties volunteering to participate in the various data collection phases of the project.

After conducting a literature review, HZA identified eight topics which impact children and family caseworkers. Respondents were asked to rate the extent, on a four-point scale, to which they agreed to a series of statements about these broad topics:

- agency policy;
- management and organization;
- your manager or supervisor;
- your co-workers or your staff;
- your position;
- training;
- job satisfaction; and
- the intent to stay or leave.

An e-mail notice was sent to county staff with a link to the survey asking staff to respond to the survey, hosted on HZA's secure server, which addressed staff retention and supervision. One survey instrument was used for caseworkers and case aides and a second for supervisors. In total, HZA received 869 responses of 1,013 requests to participate.

Data Analysis

The method of analysis used to measure time spent on a workgroup relies upon "model building." Activities were divided into one of two types: required and other. For event workgroups, required tasks were those tasks which were required, without exception, for the event to be completed. For status workgroups, required tasks were those tasks required to be completed on a monthly basis, without exception, for those workgroups to be considered to have been handled appropriately. (Appendix C lists the required actions or standards for each workgroup type.) Tasks categorized as other are not required for every single workgroup of a given workgroup type, although they may be required for specific clients. The calculated time required to handle a workgroup was simply the sum of the *time calculated* for completing required tasks and the time *actually* spent on other tasks.

Workload Study Results

How Workers Spend Their Time

Table E-1 shows how caseworkers and supervisors distribute their time among the four broad categories of activities: case-specific, administrative, training and non-work. The critical figure, at least for workload measurement, is the percentage of time staff have to spend on workgroup specific work. This is used to estimate how many hours workers have available to work on workgroups. After reducing the percentage of time staff spend on other workgroups, such as Developmental Disability and Adult Services, the

percentages of time may then be applied to determine the hours available to work on children and family workgroups.

Table E-1 Percents of Time Spent on Categories of Tasks		
Category	Caseworkers	Supervisors
Workgroup Specific	66.0%	14.0%
Workgroup Supervision	-	23.9%
Administrative	13.9%	40.7%
Training	3.4%	5.5%
Non-work	16.6%	15.7%
Total	99.9%	99.8%¹

Table E-2 shows the random moment study results providing the first piece of information needed for calculating workload, namely, the amount of time workers have available for case-specific work. Assuming a 40-hour work week, caseworkers have 104.3 hours per month for workgroup specific work.

Table E-2 Hours Staff Have Available for Children & Family Workgroups		
Time Available for Casework	Caseworkers	Supervisors
35 hour work week (143.50 hours/month)	91.27	51.52
37.5 hour work week (153.75 hours/month)	97.79	55.20
40 hour work week (164.00 hours/month)	104.30	58.88

Workload Measures

Table E-3 provides the second large piece of information: the amount of calculated time spent on each type of case.

The appropriate interpretation for these figures is that they represent the amount of time, expressed in hours, each of these types of workgroups requires in order to be handled in accordance with minimum process requirements. The times related to event-driven workgroup types (100 series workgroups) represent the amount of time for the event regardless of how long in terms of days, weeks or months it takes, while the time for status workgroups (200-400 series workgroups) is the number of hours per month.

¹ Percentages may not sum to 100 percent due to rounding.

**Table E-3
Summary of Caseload Size by Hours Available²**

Workgroup Type	Workgroup Definition	Calculated Hours
101	Intake Screening (Child)	1.48
102,104	Traditional (Family) Investigation/ Facility Investigation	17.00
103	Family Assessment Response	12.56
201, 412	Child Protective Case Management/ Trial Home Visit	4.17
202	Child Welfare Case Management	3.27
203, 204, 410	Parent Support Outreach Program/ Minor Parent Program/ Supervised Independent Living	3.47
205	Children's Mental Health	3.32
401	Shelter Care	12.03
402	Relative Foster Care/Tribal Members	7.61
403	Non-relative Family Foster Care	9.56
404, 405	Corporate Foster Care/Private Agency (therapeutic) Foster Care	6.19
406	Group Home	7.17
407	Residential Facility	8.98
408	Relative Pre-adoptive Home	4.87
409	Non-relative Pre-adoptive Home	7.49
413, 414	Correctional Placements	6.93
415, 416	ICPC Placements	5.53

Staff Survey

Two areas appear to be key in retaining staff – policy and communication – and these are probably related because some of the policy concerns have to do with the communication of policy. Improvements in policies also encompass the development of policies for some areas where it is lacking, greater clarity and coherence for other areas and uniformity between verbal instructions and written policy.

Conclusion

Workload

The real importance of the workload study lies not in the one-time answer to the question of how many more staff are needed but rather in the capacity for ongoing measurement. Whatever the answer about the size of the need for additional staff, it will change within a month or six months or a year, because both caseloads and staffing resources change over time. The most important information to be drawn from the workload study is, therefore, not the number of staff needed but rather the amount of time required to handle workgroups appropriately and the amount of time workers have to spend on workgroups.

² For purposes of the report, caseworkers are assumed to work a 40-hour week leaving 104.3 hours available for workgroup-specific activities.

These two pieces of information can be used on an ongoing basis, if the system has the capacity to generate periodic counts of workgroups and of staff resources. The analytic tool HZA will provide allows those numbers to be input and new estimates to be generated as frequently as the state or the county desires. The basic utilization of the tool will be relatively simple, involving the input only of aggregate caseloads and existing staffing. By inputting those figures, the agencies will be able to track their resource needs over long periods of time, showing not just temporary needs but also longer term trends.

Supervision and Staff Retention

Supervisors and caseworkers agree that greater communication needs to occur. The county agencies, through their supervisors, need to promote active listening techniques, regular provision of feedback, encouragement of worker input, improved dissemination of information and acknowledgement of workers' concerns and questions.

For this to occur, however, it will almost certainly be necessary for supervisors to have more time to devote to supervision. The RMS results show that supervisors on average spend only 40 percent of their time doing supervision, and that figure is lower in all county groupings other than metro/urban. Barely over half of that total involves supervision related to specific workgroups. Even after omitting leave and training time, supervisors only spend half of their time supervising. The activities which displace their supervisory functions are a combination of workgroup activities and administrative activities. The latter are more predominant in the large and small counties (which seem to share a number of similarities in this study), but they represent a substantial portion of time for supervisors across all county size groupings.

If worker concerns about policy and communication are to be addressed, it will most likely happen because supervisors spend more time with their staff. That will require either that supervisors do less direct work with clients that does not involve supervision or that they do fewer administrative functions. The appropriate choice may be different in each county, but it would appear that some choice needs to be made.

Next Steps

The assumption behind the calculated time spent on workgroups is that a workgroup is handled appropriately if minimum process requirements are met. MDHS is also interested in finding out whether increased time on a workgroup will correlate to increases in the achievement of positive outcomes as reflected in the Child and Family Services Review and other performance standards. To explore this question, in the coming year HZA will calculate

outcome measures at the county, strata and statewide levels and then compare the results to the average time county groupings or strata reported working on various workgroup types during the course of the workload study. Working with the counties, HZA will explore the potential that additional time spent in activities such as face-to-face contact, assessment of safety and risk, or service planning has for improving safety and permanency.

I. INTRODUCTION AND METHODOLOGY

Study Request and Objectives

At the end of 2008, the Minnesota Department of Human Services (MDHS) contracted with Hornby Zeller Associates, Inc. (HZA) through a competitive bidding process to conduct a workload study for its Child Safety and Permanency Division. The study was designed to assess and analyze how social workers who provide services to children and families spend their time and the nature of the activities they perform. The analyses would result in the development of a system for determining staffing need so that caseworkers are able to provide quality services while meeting not only state standards, but also federal requirements. Concerned caseworker retention might impede efforts at improvement even if workloads were reduced, the agency also requested that a component of the study determine the role of supervisors within child welfare practice to determine how supervisors spend their time and whether changes in their activities could enhance caseworker retention.

To guide this study, an Advisory Committee was formed that was composed of representatives of county agencies and Department staff. This committee met with HZA throughout the process to review the details of the study, including the tool development and analysis of the results.

General Approach

Most social services agencies tend to refer to “caseload” rather than to “workload,” but their intent in measuring caseload sizes is, in fact, to measure workload. Increasingly, caseload models of workload measurement have come to be recognized as inadequate because different types of cases or “workgroups,” as they are termed in Minnesota clearly require different levels of effort.

The primary model which has emerged as an alternative to caseload measurement uses time as the basic unit of measurement. By using time as the measure of workload, all types of workgroups can be compared with one another. Moreover, the resource side of the equation, namely social services agency staff, can be viewed in terms of time, as well. Each staff person has just so much time available. Thus, when workload is measured in terms of the time required for cases, the question of whether additional staffing resources are needed becomes a mathematical one: Is the amount of time required by the existing caseload greater than the time staff have available to handle cases?

Workgroup Types and Tasks Defined

HZA conducted focus groups across the state at the start of the workload study to identify the various types of workgroups staff handle on a day-to-day

basis and the types of activities they perform on behalf of those workgroups. Starting with workgroup type and task code definition documents used for other studies and a review of child welfare business process models for Minnesota, HZA presented the focus groups with two documents, one defining workgroup types and one defining activities. Based on the focus group input, HZA revised the definitions and shared draft copies of the two documents with the Advisory Committee for input and approval. Final versions of these two documents are included as Appendices A and B.

Data Collection

Data were collected to measure two types of time – time spent on cases and time available for case work. A random moment survey was used to measure the time available for case work and a time study was conducted to measure the time spent on cases.

Random Moment Survey

The random moment survey (RMS) was designed to determine how workers and supervisors spend their time, including how much of that time is devoted to activities other than working with workgroups. Samples were drawn for each of the two groups, using lists of staff provided by the participating counties, with at least 2000 random moments selected for each group. Actual data collection was done through an automated e-mail notice, with the county staff person being asked to respond to a brief on-line survey. The e-mail included the link to the survey. When responses were not received within an adequate period, HZA followed up with subsequent e-mails and phone calls. A response rate over 99 percent was achieved overall, 99.3 percent for caseworkers and 99.5 percent for supervisors.

Time Study

Time spent on workgroup specific activities was also gathered on a sample basis rather than for all workgroups carried by workers in the participating counties. Workgroup types were classified into three categories – Intake, Investigations and Assessments; In-home Case Management; and Placement.

Some of the workgroup types represented “event” workgroups, while others represented “status” workgroups. An event workgroup is one in which one or more specific actions must take place before the workgroup either closes or passes to a new stage. For example, Traditional/Family Investigations are considered event workgroups. The victim must be observed and interviewed, the perpetrator must be interviewed and a disposition must be rendered as to the allegations of abuse and/or neglect. A status workgroup, on the other hand, is one in which there is no specific activity occurring and any requirements attached to the workgroup are defined in terms of frequency,

e.g., the family must be visited once a month. Status workgroups represent the ongoing stage of the workgroup.

Using the Department's Statewide Automated Child Welfare Information System, SSIS, HZA selected a sample of workgroups for each of the status workgroup types. In total 2,155 workgroups across the status workgroup types were selected among the counties choosing to participate in the time study. To the extent possible, workgroups were selected in a manner which would minimize the burden of reporting by any one worker.

During the first two to three weeks of the study, counties were asked to select the event workgroup types. If these had been selected in advance, parts of the event, e.g., the investigation, would have been missed and the estimates of the time spent on those workgroups would have been artificially low. When the county selected an event workgroup, the information about that workgroup was entered on the web-based data collection tool. HZA then monitored the number of workgroups being selected and notified counties when sufficient numbers of workgroups had been identified for inclusion in the study.

Time was also recorded on the web-based tool. Caseworkers and supervisors were given access to a secure website which was accessible only to participating counties and staff with password permission. While HZA placed the information about the sampled status workgroups on the website in advance, counties had to record some information about the workgroups on the website, along with the time it took to complete workgroup specific activities. This information included items such as when the workgroup moved from one stage to the next (e.g., Intake to Investigation to Case Management as the report of maltreatment went from receipt of the call to investigation of the allegations and, then, to the opening of a workgroup) and whether the workgroup involved the Indian Child Welfare Act.

Staff Survey

The time study and RMS provide the two critical pieces of information needed for workload measurement, namely, the amount of time staff spent on a cases and the amount of time staff have available for case work, respectively. To address the issue of worker retention and the potential role that supervisors play, a survey was administered to caseworkers, supervisors and case aides of the counties volunteering to participate in the various data collection phases of the project.

To understand the turnover issue, it is necessary to understand the factors that impact workers' decisions to remain with the agency or to leave. The professional literature cites numerous factors including the following.

- 1) Caseloads are reasonable.

- 2) Workers are not required to be on-call in addition to their normal shifts.
- 3) There is an award system for recognizing talented staff, i.e., the agency has a career ladder that is based on performance rather than on tenure.
- 4) Workers feel respected, particularly by other professionals such as judges, attorneys, physicians and teachers.
- 5) Workers feel moderate to low stress from the external environment, i.e., the media, service providers and the community.
- 6) Workers feel a sense of personal accomplishment.
- 7) The work environment promotes open communication, flexibility and risk-taking.
- 8) Workers perceive an organizational commitment to employees.
- 9) The ratio of supervisors to workers is reasonable.
- 10) The organization provides the tools workers need to do their jobs, e.g., cell phones and up-to-date computers.
- 11) Workers have a professional commitment to children and families.
- 12) Workers report they are satisfied with their compensation, i.e., salaries are competitive.
- 13) Benefit packages are strong.
- 14) Incentive programs are in place to promote worker satisfaction.

Appendix F provides the references for several of the sources of these conclusions. After conducting the literature review, HZA identified eight topics which impact children and family caseworkers. Respondents were asked to rate the extent, on a four-point scale, to which they agreed to a series of statements about these broad topics:

- agency policy;
- management and organization;
- your manager or supervisor;
- your co-workers or your staff;
- your position;
- training;
- job satisfaction; and
- the intent to stay or leave.

Each statement was positive in nature, e.g., “I am made aware of policy and statute changes that affect my unit,” so that agreement with the statement reflected a positive reaction to the agency’s practices and disagreement a negative reaction. Respondents were then asked to what extent change was needed for each of the statements, rating the statements as either not important to change, somewhat important to change or very important to change.

An e-mail notice was sent to county staff with a link to the survey asking staff to respond to the survey, hosted on HZA’s secure server, which addressed staff retention and supervision. One survey instrument was used for caseworkers and case aides and a second for supervisors. Of the 892 caseworkers and case aides who were asked to respond, responses were received from 748 county caseworkers or 84 percent. Supervisors and front line managers were also sent an email with a link to which 111 of the 121 (92 percent) supervisors from the participating counties responded. In total, HZA received 869 responses of 1,013 requests to participate.

Locality Participation

County agencies were solicited to participate on a volunteer basis. Of Minnesota’s 87 counties, 40 chose to participate in one way or another. Thirty-three participated in all aspects of the study, while seven others participated only in the random moment survey and the worker retention surveys. To ensure that the participating counties were representative of the entire state, counties were classified by size, using classifications MDHS uses on a regular basis to assess outcomes and performance. The samples for the RMS and the time study were drawn by these classifications, with each group or stratum of counties given an equal number of hits on the RMS and, to the extent possible, of cases on the time study. Table 1 shows the list of counties, as well as their size classifications and levels of participation in the study.

County	Stratum	Random Moment Survey	Time Study ³	Worker Retention Survey
Aitkin County	Small	√	√	√
Blue Earth County	Large	√		√
Carlton County	Medium	√		√
Cass County	Medium	√	√	√
Clay County	Large	√		√
Cottonwood County	Small	√	√	√
Crow Wing County	Large	√		√
Dakota County	Metro/Urban	√	√	√
Dodge County	Medium	√	√	√
Faribault/Martin County	Medium	√	√	√
Freeborn County	Medium	√	√*	√
Grant County	Small	√	√	√
Hennepin County	Metro/Urban	√	√	√
Itasca County	Large	√	√*	√
Jackson County	Small	√	√	√
Kandiyohi County	Large	√		√
Kittson County	Small	√	√	√
Le Sueur County	Medium	√	√	√

³ Counties with an asterisk agreed to participate but with limited size samples.

**Table 1
County Participation**

County	Stratum	Random Moment Survey	Time Study ³	Worker Retention Survey
Lincoln/Lyon/Murray County	Large	√	√	√
Marshall County	Small	√	√	√
McLeod County	Large	√	√	√
Meeker County	Medium	√	√	√
Mower County	Large	√	√	√
Nicollet County	Medium	√		√
Nobles County	Medium	√	√	√
Olmsted County	Metro/Urban	√	√	√
Otter Tail County	Large	√	√	√
Pennington County	Small	√	√	√
Pine County	Medium	√	√	√
Pipestone County	Small	√	√	√
Red Lake County	Small	√		√
Rock County	Small	√	√	√
Scott County	Metro/Urban	√	√	√
Sibley County	Small	√	√	√
Stevens County	Small	√	√	√
Swift County	Small	√	√	√
Wadena County	Small	√	√	√
Washington County	Metro/Urban	√	√	√
Wilkin County	Small	√	√*	√
Yellow Medicine County	Small	√	√	√

Data Analysis

The method of analysis used to measure the time needed to handle a workgroup relies upon “model building.” Activities were divided into one of two types: required and other. For event workgroups, required tasks were those tasks which were required, without exception, for the event to be completed. For status workgroups, required tasks were those tasks required to be completed on a monthly basis, without exception, for those workgroups to be considered to have been handled appropriately. Appendix C lists the required actions or standards for each workgroup type. Time to travel to conduct face-to-face contact with the child and his or her family outside the office was added to the list of required tasks under the assumption that some travel time must take place if contact is to be made outside the office. While clearly not an activity that is required in policy, it is a task that must be performed to complete the task which is required in policy and statute; thus time for travel was added as a required task, as appropriate.

Tasks categorized as other are not required for every single workgroup of a given workgroup type, although they may be required for specific clients. The calculated time required to handle a workgroup was simply the sum of the

time calculated for completing required tasks and the time *actually* spent on other tasks.

These two times are themselves clearly averages, but they are different kinds of averages. For each required task, the time needed was calculated by dividing the total time spent on workgroups of that type performing that activity and dividing by the number of workgroups for which that activity was actually completed. If there were not sufficient workgroups of a given type completing one or more of the required tasks, the estimate of the time required for that task was calculated by combining the same information from different types of related workgroups.⁴

The calculation of the time actually spent on other tasks involved totaling the time spent on other tasks for the workgroup type(s) in question and dividing by the total number of workgroups for which some time was spent on other activities. In other words, this calculation was different from that for required tasks in two ways: by combining all other time together rather than dividing it by task and by counting all the workgroups of the relevant type(s) for which time was reported rather than counting only the workgroups showing time for specific tasks. Workgroups for which no time was reported were excluded from the analysis. Here, the assumption was made that caseworkers did not have the time to report their activities, not that casework did not occur.

The calculated time to spend on a workgroup, i.e., the standard to emerge from the time study, is the sum of the other time and the calculated time spent on all of the required tasks for that workgroup type. When measuring the time to be spent on the volume of workgroups at the statewide or locality level, it is assumed that all required tasks will be completed for each given workgroup type. Clearly, the more required tasks there are and the longer they take, the more time the workgroup type will require.

⁴ All of the data in the analyses were weighted so that the information coming from each stratum of counties was made to represent only that stratum's proportion of the state's caseload. In addition, workgroups from counties which indicated that they contracted for much of the case management for those types of workgroups were excluded from the analyses to prevent under-estimating the time actually needed to perform the case management function.

II. WORKLOAD STUDY RESULTS

While the major purpose of the random moment survey was to determine how much time staff have available to devote to case work, it also provided an opportunity to look at how staff typically spend their time. This can be done at various levels. At the broadest level, all activities were sorted into four categories:

- *Workgroup specific*—which includes tasks such as conducting face-to-face contacts, recording information in case notes, searching on and updating computer systems, developing assessments and providing or arranging for services;
- *Administrative*—which includes, among other tasks, reviewing policy manuals, developing resources, attending supervisory meetings and carrying out non-case specific clerical functions;
- *Training*—which includes both delivering and receiving training; and
- *Non-work*—which includes breaks, vacations, sick time and any other time spent not working during normal work hours.

Time Available for Workgroup Specific Activities

Table 2 shows how caseworkers and supervisors distribute their time among the four broad categories of activities. For supervisors, a fifth category was added, namely workgroup supervision. It is not surprising that the amount of time caseworkers spend on workgroup specific work is far greater than that of supervisory staff and that supervisory staff find themselves much more heavily involved in administrative types of activities. It is also not surprising that supervisors spend almost twice as much time performing supervisory activities as they do casework activities when engaged in workgroup-related activities.

Table 2		
Percents of Time Spent on Categories of Tasks		
Category	Caseworkers	Supervisors
Workgroup Specific	66.0%	14.0%
Workgroup Supervision	-	23.9%
Administrative	13.9%	40.7%
Training	3.4%	5.5%
Non-work	16.6%	15.7%
Total	99.9%	99.8%⁵

⁵ Percentages may not sum to 100 percent due to rounding.

The average time caseworkers spend on workgroups is similar to that found in other studies. For a workload study conducted on behalf of the Virginia Department of Social Services which encompassed all of that agency’s social services programs, not just child welfare, workers were found to spend 62.5 percent of their time engaged in workgroup-related activities. For a study just completed for a metropolitan county in New York’s child welfare division, i.e., Westchester County Department of Social Services, caseworkers were found to spend 71.1 percent of their time engaged in workgroup-specific activities, a percent that was higher than that realized for any other study HZA has performed elsewhere. In fact, over time HZA has found that the time devoted to casework seems to have been increasing, with earlier studies showing figures consistently around 60 percent. Even in Virginia, where the recent study was a follow-up to an earlier one, the percentage of time devoted to casework had increased compared to what had been found seven years earlier.

While caseworkers devote 66 percent of their time to workgroup specific activities and supervisors 37.9 percent, a portion of their time is spent on workgroup types other than those for children and family services program. A small portion of the time involves activities associated with the developmental disability and/or adult services programs. Table 3 displays the proportion of time which staff reported working on children and family workgroups as opposed to other program workgroups.

Table 3 Breakout of Workgroup Specific Activity by Program			
Program	Caseworkers	Supervisors – Workgroup Supervision	Supervisors – Workgroup Activity
Children & Family	63.6%	22.7%	13.2%
Developmental Disability/Adult Services	2.4%	1.2%	0.8%
Total	66.0%	23.9%	14.0%

The critical figure, at least for workload measurement, is the number of hours per month staff spend on workgroup specific work for child welfare workgroups. To be able to address the purpose of the study – how many workers are needed to handle a given month’s workload – one has to know both how many hours the current caseload requires and how many hours workers have available to them to work on cases, the latter of which the RMS data provide. The assumption made in this study was that whatever time workers currently spend on non-workgroup specific activities is not available for casework. Stated the other way around, whatever time they spend on casework is all the time they have available for casework.

Table 4 expresses the amount of time per month staff have available to devote to casework specifically involving children and family workgroups, varied by the hours staff are supposed to work in an average week.

Time Available for Casework	Caseworkers	Supervisors
35 hour work week (143.50 hours/month)	91.27	51.52
37.5 hour work week (153.75 hours/month)	97.79	55.20
40 hour work week (164.00 hours/month)	104.30	58.88

Counties who participated in the study were canvassed to determine the number of hours staff are scheduled to work in an average week, excluding time for lunch. Most of the counties, 81 percent, reported that staff are required to work 40 hours per week. That means that the amount of time a caseworker typically has available for workgroup specific activities is 104.3 hours per month. If the cases workers are assigned require more time than that, administrators may expect that not all of the activities required by policy will be completed.

How Workers Spend Their Time

Tables 5 and 6 show the percentages of how caseworkers and supervisors spend their time overall as well as by stratum or county-size.

Activity	Urban/ Metro	Large	Medium	Small	Overall
Developmental Disability or Adult Services	1.0%	2.0%	7.1%	5.9%	2.4%
Children & Families Workgroup Specific	64.9%	67.1%	58.2%	58.0%	63.6%
Intake	2.8%	3.5%	2.3%	1.8%	2.7%
Face-to-face Contact	10.0%	15.4%	12.1%	9.2%	11.0%
Other Contact	9.8%	9.5%	10.7%	7.7%	9.7%
Service Planning and Delivery	11.4%	8.4%	6.0%	7.4%	9.8%
Structured Workgroup Meetings	1.3%	3.0%	1.9%	1.9%	1.7%
Computer Documentation	6.8%	7.0%	8.4%	10.3%	7.4%
Paper Documentation	6.3%	6.5%	3.4%	3.0%	5.7%
Travel	2.8%	2.5%	4.3%	5.7%	3.2%
Consultation	3.5%	5.2%	3.9%	4.3%	3.9%
Court	6.3%	5.2%	3.2%	5.2%	5.7%
Licensing and Monitoring	3.3%	0.2%	1.4%	1.1%	2.3%
Eligibility	0.3%	0.2%	0.2%	0.2%	0.2%
Clerical	0.3%	0.5%	0.4%	0.2%	0.3%
Administrative	15.6%	8.6%	13.8%	13.2%	13.9%
Computer/SSIS	5.6%	2.0%	4.5%	3.2%	4.6%
Travel	3.8%	0.7%	2.8%	1.4%	2.9%

Table 5
Frequency of Caseworker Activities by Stratum

Activity	Urban/ Metro	Large	Medium	Small	Overall
Community Education/Outreach	1.0%	0.3%	1.3%	0.2%	0.9%
Clerical, Reception, Telephone	0.5%	0.5%	0.4%	0.9%	0.5%
General Supervision	0.8%	0.2%	0.0%	0.0%	0.5%
Federal and State Reviews	0.3%	0.0%	0.4%	1.6%	0.4%
Special Studies	0.5%	0.0%	0.4%	0.2%	0.4%
Unit Statistics	0.5%	0.2%	0.0%	0.0%	0.3%
Other Administrative Activities	2.3%	4.7%	3.2%	4.6%	3.0%
Case Specific Supervision	0.3%	0.0%	0.8%	1.1%	0.4%
Training	2.6%	4.7%	4.8%	5.7%	3.4%
Receive Training	2.3%	4.2%	3.4%	4.6%	2.9%
Provide Staff Training	0.3%	0.0%	0.6%	0.2%	0.2%
Interact with Professional Organizations	0.0%	0.2%	0.8%	0.9%	0.2%
Professional Reading	0.0%	0.3%	0.0%	0.0%	0.1%
Non-work Time	16.2%	17.6%	16.3%	17.0%	16.6%
Break	2.8%	1.8%	1.5%	2.7%	2.5%
Sick Leave	2.5%	4.4%	4.5%	2.7%	3.1%
Vacation or Other Leave	10.9%	11.4%	10.3%	11.6%	11.0%
Total	100.3%	100.0%	100.2%	99.8%	99.9%⁶

Table 6
Frequency of Supervisor Activities by Stratum

Activity	Urban/ Metro	Large	Medium	Small	Overall
Developmental Disability or Adult Services Supervision	0.5%	1.3%	2.2%	3.3%	1.2%
Workgroup Supervision	25.1%	18.6%	18.4%	20.2%	22.7%
Individual Supervision	9.1%	4.9%	3.0%	6.3%	7.3%
Group Supervision	1.4%	1.0%	1.4%	0.4%	1.2%
Case Review/Approval	5.1%	2.5%	5.8%	5.5%	4.8%
Consultation	9.3%	9.8%	8.2%	7.5%	9.1%
Workgroup Assignment	0.2%	0.4%	0.0%	0.5%	0.3%
Developmental Disability or Adult Services Workgroup Activity	0.2%	2.1%	1.4%	1.6%	0.8%
Workgroup Activities	14.6%	10.8%	12.4%	9.4%	13.2%
Intake	2.1%	3.0%	1.6%	3.1%	2.3%
Face-to-face Contact	0.2%	1.0%	0.4%	0.2%	0.4%
Other Contact	0.5%	0.7%	0.8%	0.5%	0.5%
Service Planning	2.6%	1.1%	1.6%	0.7%	2.0%
Structured Workgroup Meetings	0.5%	0.6%	0.8%	0.5%	0.5%
Computer Documentation	2.2%	0.0%	1.6%	1.2%	1.7%
Paper Documentation	0.7%	0.7%	0.8%	0.2%	0.7%
Travel	0.0%	0.2%	0.4%	0.5%	0.1%

⁶ Percentages in the Total row may not sum to 100 percent due to rounding.

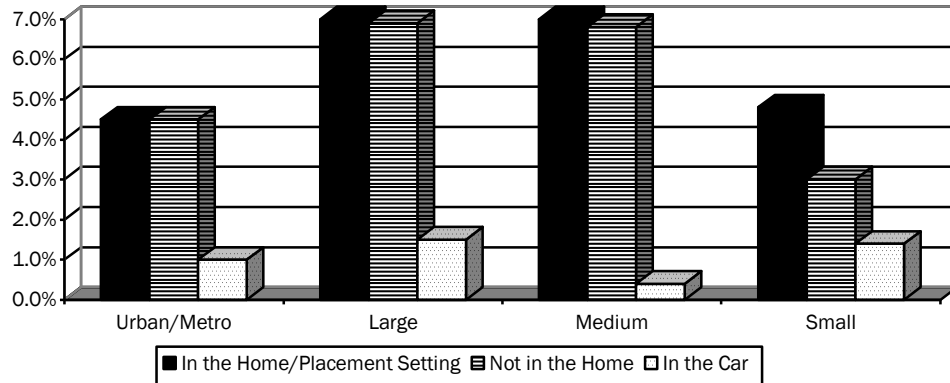
Table 6
Frequency of Supervisor Activities by Stratum

Activity	Urban/ Metro	Large	Medium	Small	Overall
Consultation	2.2%	1.5%	2.2%	1.1%	2.0%
Court	2.4%	1.8%	1.4%	1.4%	2.1%
Licensing and Monitoring	0.7%	0.2%	0.2%	0.0%	0.5%
Eligibility	0.5%	0.0%	0.6%	0.0%	0.4%
Administrative	39.4%	45.6%	40.0%	42.8%	40.7%
General Supervision	19.1%	19.3%	17.0%	12.1%	18.0%
Administration	15.8%	18.3%	13.4%	19.3%	16.2%
Other Non-workgroup Activities	4.5%	8.0%	9.6%	11.4%	6.5%
Training	4.0%	7.7%	5.4%	11.9%	5.5%
Receive Training	2.1%	6.6%	4.8%	9.4%	3.9%
Provide Staff Training	1.0%	0.2%	0.4%	0.2%	0.7%
Provider Training	0.2%	0.2%	0.2%	0.2%	0.2%
Interact with Professional Organizations	0.5%	0.7%	0.0%	2.1%	0.6%
Professional Reading	0.2%	0.0%	0.0%	0.0%	0.1%
Non-work Time	16.0%	13.8%	20.4%	10.8%	15.7%
Break	0.7%	1.1%	3.6%	1.2%	1.2%
Sick Leave	1.7%	2.8%	2.0%	3.5%	2.1%
Vacation or Other Leave	13.6%	9.9%	14.8%	6.1%	12.4%
Total	99.8%	99.9%	100.2%	100.0%	99.8%⁷

Caseworkers spend the single greatest proportion of their time engaged in face-to-face contact. On a statewide basis, they spend an equal percentage of time in face-to-face contact in the home or in the child's placement setting as in settings outside the home, such as in the office or at school. However, both the total amount of time spent in face-to-face contact and the proportions of those contacts which occurred in different settings varied by the size of the county. Large counties reported spending the greatest percentage of time in face-to-face contact, while small counties reported the least, followed closely by the metro/urban group. In addition, despite their relatively low percentage of time spent in face-to-face contact with clients, small counties reported nearly as much time in face-to-face contacts in the car as large counties, which showed the highest percentage. In general, small size counties do spend a greater percentage of their time traveling for case specific activities, compared to the other strata.

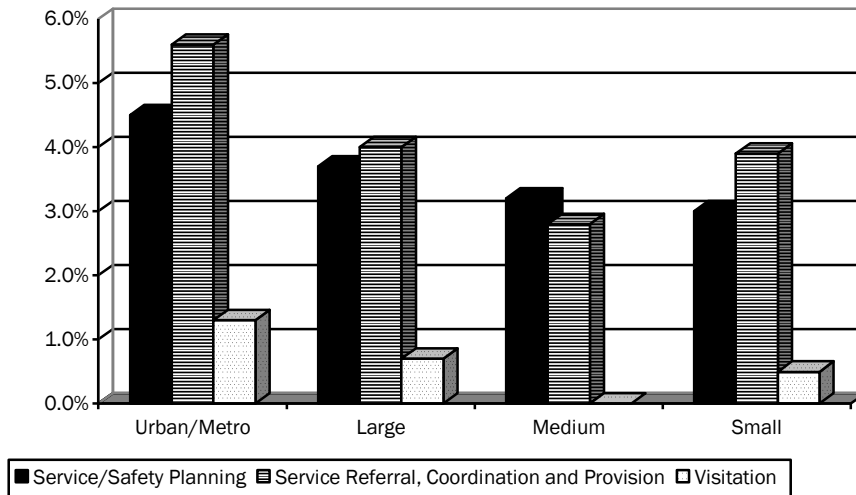
⁷ Percentages in the Total row may not sum to 100 percent due to rounding.

Chart 1
Breakout of Caseworker Face-to-face Contact by Stratum



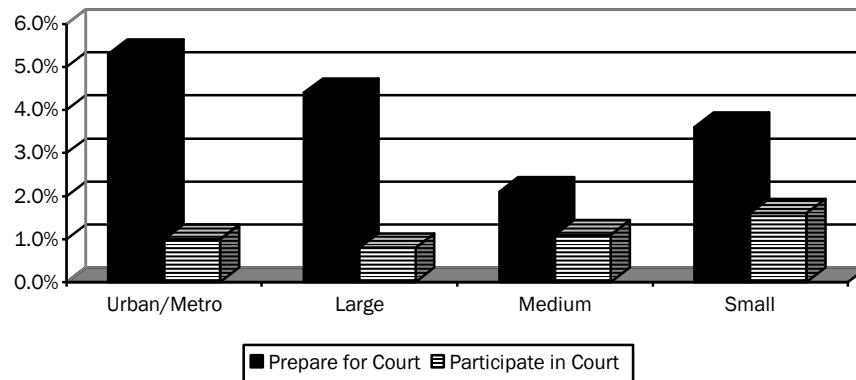
Caseworkers spend nearly ten percent of their time engaged in service planning and delivery, most of which is devoted to service referral, coordination and provision. The metro/urban counties spend a larger proportion of their time engaged in such activities compared to the other strata. They spend a greater proportion of time engaged in visitation compared to the other strata, as well.

Chart 2
Breakout of Caseworker Service Planning and Delivery by Stratum



Caseworkers spend a third to a half as much time on court activities as they do in face-to-face contact with clients, but four times as much of that time is spent preparing for court as participating in court hearings. Medium size counties spend the least amount of time engaged in court-related activities while the metro/urban counties spend the most. Small counties, however, spend the most time in court in relation to the time they spend with clients.

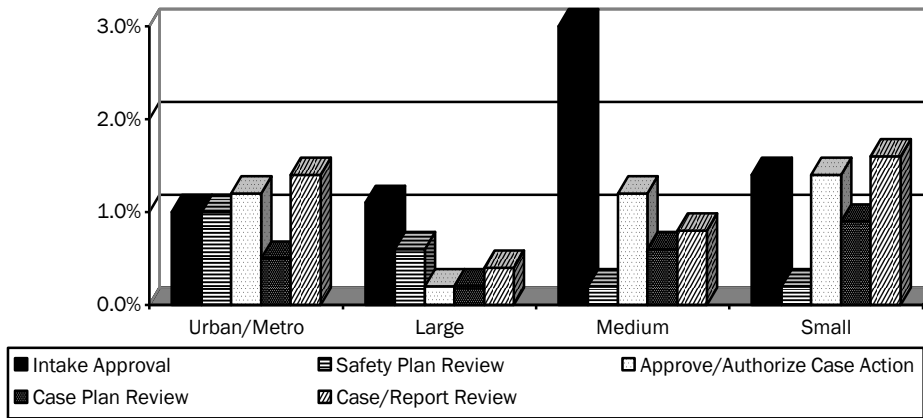
Chart 3
Breakout of Caseworker Court-related Activity by Stratum



As evidenced earlier in this section of the report, supervisors spend 23 percent of their time engaged in supervisory-related activities for children and family program workgroups and 13 percent in direct casework related activities, i.e., doing the same kinds of activities workers do. Of their supervisory time, the largest percentage is spent in consultation followed by individual supervision. Nearly eight percent of their time is spent in case specific consultation.

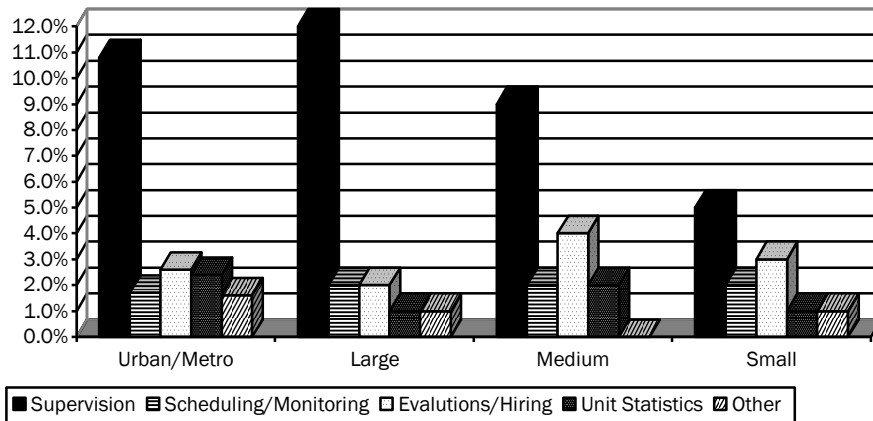
What is interesting to note is that while supervisors in large counties spend the largest percentage of time in consultation on a case, specifically ten percent, they spend the least percentage of time reviewing or approving decisions made by caseworkers and relatively small proportions of their time in individual supervision. They appear to be accessible to caseworkers but take a less proactive role in working with their workers than do supervisors in the other county groupings. The chart which follows displays for each of the four strata the percentages of time devoted to the various types of case reviews and approvals.

Chart 4
Breakout of Supervisor Case Review/Approval by Stratum



Supervisors spend 18 percent of their time engaged in non-workgroup specific supervision, much of which involves individual and group supervision as well as conducting unit meetings. In essence, when workgroup specific supervision is combined with what supervisors report as non-workgroup specific supervision, 33 percent of their time is spent in a supervisory capacity. Chart 5 depicts the types of activities that supervisors reported under the general supervision category.

Chart 5
Breakout of General Supervision by Stratum



Calculated Time Needed for Workgroups

While Table 4 showed the amount of time workers have available for workgroup specific work, Table 7 provides the other large piece of information needed for calculating workloads: the calculated amount of time required for each workgroup type.

The times related to event-driven workgroup types (100 series workgroups) represent the amount of time to complete the event, regardless of how many days, weeks or months the process consumes. For instance, policy allows caseworkers up to 45 days to complete the determination for an investigation or assessment workgroup. The times for these two workgroups, therefore, represent what is typically more than one month's work.⁸ It should also be noted that the times for the placement workgroup types are based on the child serving as the workgroup, rather than the family. Thus, when two or more children from the same family are in placement, each one counts separately in the workload measurement.

Workgroup Type	Workgroup Definition	Calculated Hours
101	Intake Screening (Child)	1.48
102,104	Traditional (Family) Investigation/ Facility Investigation	17.00
103	Family Assessment Response	12.56
201, 412	Child Protective Case Management/ Trial Home Visit	4.17
202	Child Welfare Case Management	3.27
203, 204, 410	Parent Support Outreach Program/ Minor Parent Program/ Supervised Independent Living	3.47
205	Children's Mental Health	3.32
401	Shelter Care	12.03
402	Relative Foster Care/Tribal Members	7.61
403	Non-relative Family Foster Care	9.56
404, 405	Corporate Foster Care/Private Agency (therapeutic) Foster Care	6.19
406	Group Home	7.17
407	Residential Facility	8.98
408	Relative Pre-adoptive Home	4.87
409	Non-relative Pre-adoptive Home	7.49
413, 414	Correctional Placements	6.93
415, 416	ICPC Placements	5.53

Table 8 breaks out the times needed for each workgroup type, showing the time calculated for each required activity, including travel when applicable, for each workgroup type and other time.

⁸ When agencies use these data on an ongoing basis to estimate the need for staff, HZA generally recommends that the time for this type of workgroup be attributed to a single month, i.e., to assume that all the work is done in the month in which the workgroup started the event. The results are the same over time, but this method makes it easier to track workloads.

⁹ For purposes of the report, caseworkers are assumed to work a 40-hour week leaving 104.3 hours available for workgroup-specific activities.

Table 8
Calculated Time to Complete Required and Other Tasks

Workgroup Type	Workgroup Definition	Task	Task Time
101	Intake Screening (Child)	Other	1.48
102, 104	Traditional/Family Investigation Facility Investigation	Face-to-face contact with child/caretaker	2.48
		Travel for face-to-face contact	2.01
		Safety assessment	0.11
		History of maltreatment search	0.32
		SSIS input	2.21
		Other	4.20
103	Family Assessment Response	Face-to-face contact with child/family	1.61
		Travel for face-to-face contact	1.72
		Safety assessment	0.19
		Risk assessment	0.23
		Family strengths/needs assessment	0.23
		History of maltreatment search	0.42
		SSIS input	1.48
		Other	2.49
201, 412	Child Protective Case Management Trial Home Visit	Monthly face-to-face visit with family	1.07
		Travel for face-to-face contact	0.72
		Other	2.38
202	Child Welfare Case Management	Monthly face-to-face visit with family	0.88
		Travel for face-to-face contact	0.65
		Other	1.74
203, 204, 410	Parent Support Outreach Program Minor Parent Program Supervised Independent Living	Monthly face-to-face visit with family	1.28
		Travel for face-to-face contact	0.91
		Other	1.28
205	Children's Mental Health	Monthly face-to-face visit with family	0.81
		Travel for face-to-face contact	0.62
		Other	1.89
401	Shelter Care	Monthly face-to-face visit with child	0.80
		Travel for face-to-face contact	1.61
		SSIS input	0.74
		Other	8.88
402	Relative Foster Care/Tribal Members	Monthly face-to-face visit with child	0.64
		Travel for face-to-face contact	1.13
		SSIS input	0.67
		Other	5.17
403	Non-relative Family Foster Care	Monthly face-to-face visit with child	0.91
		Travel for face-to-face contact	1.29
		SSIS input	0.89
		Other	6.47
404, 405	Corporate Foster Care/ Private Agency (therapeutic) Foster Care	Monthly face-to-face visit with child	0.80
		Travel for face-to-face contact	1.62
		SSIS input	0.67
		Other	3.10
406	Group Home	Monthly face-to-face visit with child	0.80
		Travel for face-to-face contact	1.64
		SSIS input	0.54
		Other	4.19

Table 8
Calculated Time to Complete Required and Other Tasks

Workgroup Type	Workgroup Definition	Task	Task Time
407	Residential Facility	Monthly face-to-face visit with child	0.80
		Travel for face-to-face contact	2.45
		SSIS input	0.74
		Other	4.99
408	Relative Pre-adoptive Home	Monthly face-to-face visit with child	0.80
		Travel for face-to-face contact	1.61
		SSIS input	0.74
		Other	1.72
409	Non-relative Pre-adoptive Home	Monthly face-to-face visit with child	0.80
		Travel for face-to-face contact	1.61
		SSIS input	0.65
		Other	4.43
413-414	Correctional Placements	Monthly face-to-face visit with child	0.80
		Travel for face-to-face contact	1.61
		SSIS input	0.74
		Other	3.78
415-416	ICPC Placements	Monthly face-to-face visit with child	0.80
		Travel for face-to-face contact	1.61
		SSIS input	0.74
		Other	2.38

Not surprisingly, the greatest amount of time spent in face-to-face contact is for investigation workgroups, followed by assessment workgroups. Such workgroup types often necessitate multiple visits with the child and his or her family, including attempts to make contact. The time spent in travel is greatest for children placed into a residential facility setting. Again, this is not surprising given the amount of distance caseworkers report that they need to travel to get to the residential facility to visit with the child. Corresponding with the higher contact times for investigations and assessments are higher times for travel as well.

Application of Time Available and Calculated Time Needed

The purpose of measuring the time caseworkers have available for casework and the calculated time needed for workgroups is to be able to determine the number of resources needed to handle a caseload. The calculation, referencing the formula displayed below, would be quite simple if caseworkers were responsible only for a single workgroup type.

$$\frac{\text{Number of Workgroups} \times \text{Minimal Time Needed}}{\text{Time Available for Casework}}$$

For example, if there were 100 children placed into Shelter Care as of the end of the month, 888 hours would be needed in the average month to spend on those workgroups, i.e., 8.88 hours per workgroup. Dividing the number of

hours to be spent, namely 888 hours, by the time caseworkers have available for casework, i.e., 104.30 hours, 8.5 or 9 caseworkers would be needed to manage a caseload of that size.

Generally, caseworkers are not responsible for a single workgroup type, but manage a variety of workgroups in a single month, even in a single day. The same formula can still be applied, summing the results for each workgroup type to project resource need. The table below illustrates how to use the data on a state- or county-wide basis.

Workgroup Type	Number of Workgroups	Time to be Spent	Average Monthly Hours	Resources Needed
Intake Screening	50	1.48	74.0	.7
Traditional/Facility Investigation	25	17.00	424.9	4.1
Family Assessment Response	25	12.56	313.9	3.0
CP Case Mgmt/ Trial Home Visit	50	4.17	208.5	2.0
CW Case Mgmt	50	3.27	163.5	1.6
PSOP/Minority Parent/ Supervised Independent Living	10	3.47	34.7	.3
Children's Mental Health	25	3.32	83.0	.8
Shelter Care	50	12.03	601.5	5.8
Relative Foster Care/ Tribal Members	25	7.61	190.3	1.8
Non-relative Family Foster Care	50	9.56	478.0	4.6
Corporate/ Therapeutic Foster Care	25	6.19	154.8	1.5
Group Home	25	7.17	179.3	1.7
Residential Facility	25	8.98	224.5	2.2
Relative Pre-adoptive Home	25	4.87	121.8	1.2
Non-relative Pre-adoptive Home	25	7.49	187.3	1.8
Correctional Placements	10	6.93	69.3	.7
ICPC Placements	5	5.53	27.7	.3
Total	500		3,536.7	33.9

Using the illustration above, nearly 34 caseworkers would be needed to manage the caseload size of 500 workgroups. A positive difference when subtracting the count of present full-time equivalents from the resulting count of resources needed indicates additional resources are needed, while a negative difference indicates resources may be distributed to other program

areas within the agency. A difference of zero indicates that there are a sufficient number of resources available to manage the present caseload.

ICWA Workgroups

With over a dozen American Indian tribes across Minnesota, the analysis measured the extent to which, if any, caseworkers spend either more or less time on workgroups involving tribal children. The results go in both directions.

For intake, investigation and assessment workgroups, caseworkers currently spend 22 percent more time on the average ICWA-related workgroup than on other workgroups. The result is nearly precisely the opposite for in-home case management workgroups. That is to say, 21 percent less time is spent on those workgroups than on non-tribal workgroups of the same type. Workgroups involving the placement of the children lie in the middle. Caseworkers report four percent more time on workgroups involving the removal of an Indian child than on their non-ICWA counterparts.

There are several potential explanations for these results. The most likely would seem to be that for some of these workgroups, both the in-home and the removal workgroups, the tribes themselves get involved and assume responsibility for some of the work the county caseworker would perform for other workgroups. At the front end of the process, however, establishing the initial contact with the tribe may require additional time that the workers do not have to devote to non-Indian workgroups. Ultimately, though, the workload study cannot determine why there are differences; that will have to be done by the counties themselves.

III. STAFF SURVEY RESULTS

Ensuring that caseworkers have what would normally be reasonable workloads may not have much impact if turnover is so high that most workers have only limited experience. MDHS wanted, therefore, to explore why turnover occurred and whether changes in how supervisors spend their time might have an impact on reducing turnover.

To begin to address that issue, HZA administered a survey to caseworkers, supervisors and case aides to better understand why people stay on their jobs and what can be done to improve retention. Eight broad categories of factors which child welfare literature indicate are important to job retention and job satisfaction of caseworkers and supervisors were explored. These included:

- agency policy;
- management and organization;
- your manager or supervisor;
- your co-workers or your staff;
- your position;
- training;
- job satisfaction; and
- intent to stay or leave.

The results of each of these topics will be discussed in the following pages. From that discussion, and the RMS results shown for supervisors above, comes a summary of what appears most important to line staff and how supervisors might be able to address those issues. Appendix E shows the results for all the survey questions broken down by county size.

Agency Policy

Caseworkers and supervisors alike voiced concerns about the clarity and coherence of agency practice, indicating that change was needed. Supervisors also want to be made more aware of policy and statute changes that affect their units.

Nearly 85 percent of the caseworkers agree that they can easily access agency policy and statute. In fact, of the five questions asked of caseworkers about policy, this particular question received the highest positive response. The concern caseworkers noted most frequently was a need for clarity and coherence in agency practice, with fifty percent of the caseworkers overall rating this area as “very important to change.” Specific areas in which respondents noted the need for clarity included job roles and resource allocation; human resources; child protective services; intake, investigations and assessments; and visitation and parent involvement.

Similar to the caseworkers, supervisors (55 percent) felt it was very important to improve the clarity and coherence of agency practice. Supervisors raised specific concerns about the clarification of job roles and expectations of core duties, the need for a transition policy when supervisors change positions and the reasoning behind the move from specialist to generalist social work positions.

Over 80 percent of the supervisors agreed that they are made aware of policy and statute changes that affected their units. However, many (61 percent) also thought that improvement was needed on this issue. More specifically, concern was raised about the lack of notification or timeliness in regard to policy or statute changes, accountability for policies not yet received or implemented, clarification of ICWA policies and need for centralized policy references.

Management and Organization

Both groups of staff understand the agency's chain of command; supervisors, however, were more apt to voice the need for change. Both caseworkers and supervisors want to see change in the openness of communication while a larger proportion of supervisors (51 percent compared to 34 percent of caseworkers) would like a more open and flexible agency.

Nearly 95 percent of the responding caseworkers indicated that they understood the chain of command. The concern they raised was being involved in the decisions that directly affect their jobs with 42 percent raising this as an issue which was important to change. Even more important, with over half of the caseworkers reporting change was needed, was the extent to which their work environment promotes open communication. Medium and metro/urban counties were less likely to agree that the work environment promotes open communication than were workers in the other two groups.

Similar to the caseworkers, nearly all supervisors responded that they understand the agency's chain of command. They too, however, raised the issue of communication with 62 percent indicating change is needed. The degree to which supervisors believe that change in open communication is needed varied among the strata, ranging from 78 percent of the supervisors from small counties who believe change is needed indicating change is very important down to 29 percent of the large county supervisors indicating change was very important.

A third of the supervisors agreed that staff turnover was a challenge they faced. Supervisors from the large and small counties had higher percentages indicating this was important to change (57 percent and 60 percent, respectively).

Your Manager or Supervisor

Seventeen aspects of supervision were explored in this section of the survey, from establishing unit or personal goals to receiving support in decision-making to having mentoring support of the staff person's supervisor or manager. Both caseworkers and supervisors noted that their supervisors or managers were approachable, available and supportive. Many, however, do not see their immediate superior as a mentor. In addition, there seems to be concern that supervisors and managers are not being held accountable for their performance, with managers and supervisors indicating this is an area of needed change.

Caseworkers nearly always reported that their supervisors were approachable (92 percent) and supported the decisions they made (91 percent). The statements which they most disagreed with were that their supervisor was a team builder (26 percent), a good mentor (25 percent) and accountable for his or her performance (24 percent). Even more caseworkers thought it was very important to improve the extent to which supervisors were held accountable for their performance (34 percent), their competency (33 percent) and their ability to serve as a team builder (32 percent).

Among supervisors the responses in this section were similar to those of the caseworkers. Most agreement was found in regard to their managers' availability to discuss specific cases (97 percent) and their managers' approachability (96 percent). The areas where the most disagreement was found was their belief that their managers were good mentors (30 percent) and that management monitors their program in achieving goals (29 percent) and establishes clear unit goals (27 percent).

One interesting note is the extent to which supervisors from the large and medium size counties believed their managers or supervisors needed to improve in promoting training. As was seen in the results from the RMS, supervisors spent very little time in providing training, although they spent average or above average amounts of time attending training.

Your Co-workers, Your Staff

Disparity was found in the degree to which supervisors believe they hold their staff accountable and caseworkers believe their co-workers are in fact held accountable. Supervisors agreed to the statement that they do hold their staff accountable while many caseworkers disagreed with the statement. Nonetheless, caseworkers believe that their co-workers strive to produce the best possible results for children and families.

About 94 percent of the caseworkers agree that they can count on their co-workers to help them with work related problems and that their co-workers strive to produce the best possible results for those they serve. The area with

the most disagreement as to the statement involves co-workers being held accountable for their performance with a little over a third of the caseworkers stating that they disagree with the statement. Within this category, this is the factor that was most likely to be noted as very important to change (40 percent) with medium and large size counties expressing higher percentages of need (53 percent and 50 percent, respectively). These two strata also had higher percentages of caseworkers indicating that change was needed in co-workers adherence to the same standard of service.

Your Position

Both caseworkers and supervisors expressed competency in being able to do what is asked of them and, while they report they have to work overtime, they understand the need to do so. Either because there are not enough or they do not have authority over them, both groups responded that they have difficulties in accessing needed services and resources for children and families. They also believe that they do not have enough time to complete the critical duties of the job.

Nearly 97 percent of the caseworkers feel competent to do what is asked of them. Forty percent of the workers responded that they are required to work overtime; yet only 17 percent view this as an issue which is important to change. While a higher percentage of workers from the small stratum report their being required to work overtime (54 percent), it was the workers from the medium stratum that were more apt to think this was an important item to change (31 percent).

Nearly three-quarters of the caseworkers responded that their workload is reasonable with a third indicating this is important to change. Medium and small size counties were less apt to believe the size of their workload is reasonable with no more than two-thirds agreeing to the statement. Medium size counties, however, were more likely to indicate this as an important item to change (39 percent).

The next greatest concern was not having enough time to complete critical duties of the job (36 percent), with 35 percent of the caseworkers wanting very much to see that change. It was the medium size counties that not only reported the least satisfaction with time (53 percent) but also the greatest need for change (52 percent).

Caseworkers were asked what barriers exist in being able to complete their work in a competent manner. Administrative practice, including paperwork, standard operating procedures, policy interpretation and implementation, was referenced as the greatest hurdle. More specifically, workers voiced concern with the volume of paperwork and document requirements, difficulties with SSIS, time-reporting and other standard record-keeping policies and the lack of flexibility in terms of case approach. Communication was another issue

which caseworkers referenced, noting that there was a lack of communication between management, supervisors and staff; a delayed or absent line of communication between divisions and/or programs and lack of explanation in terms of new or changing policies.

In addition, over a quarter of the caseworkers disagreed with the statement that they can easily access needed services and resources for children and families while 30 percent believe this is a very important item to change. Medium sized counties, again, expressed the greatest dissatisfaction (36 percent) and the greatest need (37 percent).

The most frequently cited areas in which supervisors note change is needed are having enough time to complete the critical duties of the job (38 percent), having good work conditions at the agency (35 percent) and having sufficient decision-making authority over resources (36 percent).

Supervisors were also asked how often they met with staff to perform unit supervision as well as case-specific supervision. Supervision is most often provided on a weekly basis, regardless if provided on a unit or case-specific basis. As evidenced in Tables 10 and 11, more supervisors from the large counties report providing weekly supervision compared to the other strata.

Table 10 Frequency of Unit Supervision						
Stratum	Daily	Weekly	Monthly	Quarterly	Never	Other
Metro/Urban	9.1%	52.7%	5.5%	0.0%	0.0%	32.7%
Large	0.0%	84.6%	7.7%	0.0%	0.0%	7.7%
Medium	9.1%	45.5%	27.3%	0.0%	0.0%	18.2%
Small	9.1%	45.5%	36.4%	0.0%	0.0%	9.1%
Overall	7.8%	55.6%	12.2%	0.0%	0.0%	24.4%

Table 11 Frequency of Case-specific Supervision						
Stratum	Daily	Weekly	Monthly	Quarterly	Never	Other
Metro/Urban	5.3%	47.4%	10.5%	1.8%	1.8%	33.3%
Large	14.3%	50.0%	21.4%	0.0%	0.0%	14.3%
Medium	8.3%	33.3%	25.0%	0.0%	0.0%	33.3%
Small	7.7%	30.8%	7.7%	0.0%	0.0%	53.8%
Overall	7.3%	43.8%	13.5%	1.0%	1.0%	33.3%

Training

While a quarter of the workers disagree that the agency provides sufficient ongoing training, over 30 percent of the supervisors have this same concern.

Caseworkers are more concerned about their initial preparation to do the job and supervisors are more concerned with the receipt of ongoing training. However, over a third of the supervisors think it is very important to change the training they received when first assuming their supervisory roles.

The primary area of concern involves the extent to which the pre-service training helped the workers to prepare them to do the job. Fifty-six percent of the workers disagreed with this statement while 32 percent indicated this was very important to change. While workers from the medium sized counties expressed the greatest disagreement (64 percent), a greater percentage of workers from the large size counties indicated it was very important that changes be made (40 percent).

The supervisors' greatest concern was that the agency does not provide enough ongoing training for supervisors, with over 30 percent responding that the ongoing training is not sufficient and over 40 percent citing an important need for change. While the large counties have the higher percentage of discontent with ongoing training (36 percent), it is the smaller and metro/urban counties that have the higher percentages of supervisors indicating this is a very important item to change (50 percent and 41 percent, respectively).

Job Satisfaction

A number of factors were used to measure job satisfaction, 14 for caseworkers and 15 for supervisors. The score for caseworkers and supervisors was highest on "I feel I make a difference in what I do." Both groups concur that the public does not understand what they do and find this an important factor to change. While caseworkers were as concerned about their opportunities for advancement as were supervisors, they were also concerned about their ability to receive adequate raises. A factor which appears high on the lists for both groups is, "When stress builds up there are ways within the organization to diffuse it." A large proportion of both groups disagrees and finds this an important factor to change.

Table 12 Very Important to Change Public Perception				
Factor	Metro/Urban	Large	Medium	Small
Public needs to understand what the agency does.	28%	39%	43%	38%

While 70 percent of the workers disagree that the public understands what they do, this is most pronounced in the small counties (79 percent), followed closely by the large and medium (76 percent and 74 percent, respectively).

While caseworkers were more likely to agree that they receive adequate raises (61 percent) than that there are sufficient opportunities for advancement (39 percent), they were more interested in seeing changes come about in relation to raises.

One of the key areas where caseworkers most want to see change is when stress builds they have ways within the organization to diffuse it. This was most notable among medium and large size counties (48 percent and 44 percent, respectively).

Fifty-five percent of the supervisors disagreed with the statement, "There is sufficient opportunity for advancement." A greater percentage of supervisors from the small size counties indicated disagreement (77 percent); yet, they reported the smallest percentage of finding this factor to be important to change (11 percent).

As with caseworkers, supervisors are also concerned that there are ways to improve the opportunities to diffuse stress when it builds. This was most notable among the large and medium size counties, with half of the supervisors indicating that change is very important.

Intent to Stay or Leave

Caseworkers and supervisors were asked about their intention to stay on the job for the next two years. The vast majority (92 percent – caseworkers, 88 percent – supervisors) said they intended to do so. Caseworkers most favored the flexibility in their work hours (30 percent), the interesting work they do (27 percent), the benefits they receive (26 percent), their co-workers (25 percent) and autonomy/independence which they are afforded (23 percent). In comparison, supervisors most noted the interest in the work they do (35 percent) followed by their benefits (29 percent), salary (26 percent) and purpose or fulfillment (24 percent).

Among the eight percent of the caseworkers who plan to leave in the next two years, some are doing so because of (lack of) supervisor support (14 percent), job satisfaction (14 percent) and retirement (11 percent). Retirement was the most frequently noted reason given by the supervisors who intended to leave in the next couple of years with 12 percent planning to leave and 58 percent doing so due to retirement.

Supervisors were asked what could be done to retain caseworkers. Concern was raised that managers needed to improve their subject knowledge and build team skills. Clearer expectations and direction need to be given to employees in terms of job requirements, accountability and performance. Greater clarity in terms of communication would be helpful at all levels including the promotion of active listening techniques, regular provision of feedback and worker input, improved dissemination of information and

acknowledgement of workers' concerns and questions. Caseworkers provided similar responses to the same question.

IV. CONCLUSION

Workload

At the conclusion of any workload study, participants are generally most anxious to hear the “answer.” The answer is, of course, the size of the need for additional staff. For that to be calculated there must be a count of each of the workgroup types. The number of workgroups times the hours required for each type of workgroup provides the numerator in the equation. The number of workers times the number of hours workers have available provides the denominator. The result is the number of caseworkers needed in the agency. When that is compared to the actual number of caseworkers on the job, the agency has the “answer.”

The real importance of the workload study, however, lies not in that one-time answer but rather in the capacity for ongoing measurement. Whatever the answer about the size of the need for additional staff, it will change within a month or six months or a year, because both caseloads and staffing resources change over time. The most important information to be drawn from the workload study is, therefore, not the number of staff needed but rather the amount of time required to handle workgroups appropriately and the amount of time workers have available to spend on workgroups.

These two pieces of information can be used on an ongoing basis, if the system has the capacity to generate periodic counts of workgroups and of staff resources. The analytic tool HZA is providing allows those numbers to be input and new estimates to be generated as frequently as the state or the county desires. The basic utilization of the tool will be relatively simple, involving the input only of aggregate caseloads and existing staffing. By inputting those figures, the agencies will be able to track their resource needs over long periods of time, showing not just temporary needs but also longer term trends. It will be robust enough to allow the Department and its county agencies to make changes as changes in policy and statute are put into effect, so that workload need may be continually monitored.

Supervision and Staff Retention

Two areas appear to be key in retaining staff – policy and communication – and these are probably related because some of the policy concerns have to do with the communication of policy. Improvements in policies also encompass the development of policies for some areas where it is lacking, greater clarity and coherence for other areas and uniformity between verbal instructions and written policy.

Supervisors and caseworkers agree that greater communication needs to occur. The county agencies, through their supervisors, need to promote active listening techniques, regular provision of feedback, encouragement of worker

input, improved dissemination of information and acknowledgement of workers' concerns and questions.

For this to occur, however, it will almost certainly be necessary for supervisors to have more time to devote to supervision. The RMS results show that supervisors on average spend only 40 percent of their time doing supervision, and that figure is lower in all county groupings other than metro/urban. Barely over half of that total involves supervision related to specific workgroups. Even after omitting leave and training time, supervisors only spend half of their time supervising. The activities which displace their supervisory functions are a combination of workgroup activities and administrative activities. The latter are more predominant in the large and small counties (which seem to share a number of similarities in this study), but they represent a substantial portion of time for supervisors across all county size groupings.

If worker concerns about policy and communication are to be addressed, it will most likely happen because supervisors spend more time with their staff. That will require either that supervisors do less direct work with clients that does not involve supervision or that they do fewer administrative functions. The appropriate choice may be different in each county, but it would appear that some choice needs to be made.

Next Steps

The assumption behind the calculated time spent on workgroups is that a workgroup is handled appropriately if minimum process requirements are met. MDHS is also interested in finding out whether increased time on a workgroup will correlate to increases in the achievement of positive outcomes as reflected in the Child and Family Services Review and other performance standards. To explore this question, in the coming year HZA will calculate outcome measures at the county, strata and statewide levels and then compare the results to the average time county groupings or strata reported working on various workgroup types during the course of the workload study. Working with the counties, HZA will explore the potential that additional time spent in activities such as face-to-face contact, assessment of safety and risk, or service planning has for improving safety and permanency.

APPENDIX A – WORKGROUP TYPES AND DEFINITIONS

MINNESOTA CHILD WELFARE WORKLOAD STUDY ***WORKGROUP TYPES AND DEFINITIONS***

INTAKE, INVESTIGATIONS AND ASSESSMENTS

101 Intake Screening (Child)

Begins with a request for services or the receipt of a written or verbal allegation of child abuse or neglect and ends with the earliest of: 1) a decision that the report will be assigned to a worker for assessment or investigation; 2) a decision or referral for consideration that the agency will provide services (or additional services), including services for mental health issues and developmental disabilities; 3) a decision that the agency will provide information and referral only; or 4) a decision that the case will be screened out and no action will be taken.

102 Traditional/Family Investigation (Investigation Response)

Begins with the assignment of a workgroup for an investigation and ends with a determination as to whether maltreatment occurred and whether services should be provided.

103 Family Assessment Response

Begins with the assignment of a workgroup for a Family Assessment (formerly known as Alternative Response Family Assessment), including families that request services and reports of maltreatment screened out for investigation, and ends with a determination or recommendation as to whether services (or additional services) are needed and will be provided.

104 Facility Investigation

Begins with the assignment to investigate a licensed foster home, emergency relative placement, day care home or correctional facility and ends with a determination as to whether maltreatment occurred and whether (protective) services are needed.

IN-HOME CASE MANAGEMENT

Begins after the recommendation or determination of the need for ongoing services and the workgroup is opened with the child remaining in his or her home and ends when the workgroup is closed or when the child is placed out of the home.

- 201 Child Protective Case Management
- 202 Child Welfare Case Management
- 203 Parent Support Outreach Program
- 204 Minor Parent
- 205 Child Mental Health

PLACEMENT

Begins when the county has been given custody of a child through a court order or when a child is placed in a voluntary placement such as with a relative or a child is placed on a 72 hour hold and ends when the child is returned home, adopted, receives a legal guardian, reaches legal majority, or otherwise leaves the custody of the county or tribe or voluntary care. For the purposes of the workload study, the placement/case type or location changes as the child moves from one type of placement to another.

- 401 Shelter Care
- 402 Relative Foster Care/Tribal Members (includes non-custodial parent)
- 403 Family (non-relative) Foster Care
- 404 Corporate Foster Care
- 405 Private Agency (therapeutic) Foster Care
- 406 Group Home
- 407 Residential Facility (includes medical or mental health facilities)
- 408 Relative Pre-adoptive Home
- 409 Non-relative Pre-adoptive Home
- 410 Supervised Independent Living
- 411 Runaways, AWOLS, Whereabouts Unknown
- 412 Trial Home Visit
- 413 Correctional Placements Unlocked/Unsecured
- 414 Correctional Placements Locked/Secured
- 415 ICPC Placement (Minnesota is receiving state)
- 416 ICPC Placement (Minnesota is sending state)

APPENDIX B – TASK CODES AND DEFINITIONS

MINNESOTA CHILD WELFARE WORKLOAD STUDY

WORKLOAD STUDY

WORKGROUP SPECIFIC TASK CODES AND DEFINITIONS

1001 - 1002. *Intake Activities*

Includes reviewing initial referrals and requests for services.

- 1001. Receive Allegations or Request for Services – Receiving and reviewing the complaint or request for services, assessing the information to determine if the report meets the standard for a child protection report, obtaining the referral number, informing reporter of rights and responsibilities, and verifying that the agency has jurisdiction and tribal eligibility. May include face-to-face contact with the reporter or client and time spent problem solving with the caller/reporter.
- 1002. Provide Information and Referral – Providing information and referral at the time of intake.

1011 - 1016. *Background Checks/Screening*

Includes identifying and reviewing available paper and electronic files as well as contacting other counties regarding anyone in the family.

- 1011. Screen for History of Abuse and Neglect – Checking SSIS for history of child abuse or neglect.
- 1012. Screen for Criminal History – Initiating a check of law enforcement records to determine whether the applicant has a criminal history.
- 1013. Screen for Service History – Determining whether the family/household/applicant is known to the program or to other social services programs and/or has a known SSN and reviewing any electronic or paper files found during the search.
- 1014. Screen for History of Abuse and Neglect, Screen for Criminal History and Screen for Services History – Conducting all three of the above screenings at once or in one sitting.

- 1015. Obtain Supervisory/Team Review and Approval of Intake – Obtaining supervisor’s, team’s or individual intake worker’s review of priority designation, investigative caseloads and follow-up.
- 1016. Assign Assessment/Investigation – Assigning a family assessment social worker or investigative social worker to the case or workgroup.

1101 – 1149. *Contacts*

Includes making intake, investigative, assessment and case management contacts with children, families, collaterals and providers.

- 1101. Attempt Contact – Applies only to attempted face-to-face contacts.

Face-to-Face Contact in the Home or Placement Setting

Includes contacts both in the home of the parents and in the foster home.

- 1111. With child
- 1112. With parent, legal guardian, or American Indian custodian
- 1113. With both parent and child
- 1114. With collaterals (i.e., workers, GAL’s, educators)
- 1115. With tribal representative
- 1116. With foster parent
- 1117. With child and foster parent
- 1118. With law enforcement /county attorney
- 1119. With service provider
- 1120. With others

Face-to-Face Contact Not in the Home

Includes contacts in the office and any place other than the person’s home, foster home or placement setting.

- 1121. With child
- 1122. With parent, legal guardian, or American Indian custodian
- 1123. With both parent and child
- 1124. With collaterals
- 1125. With tribal representative
- 1126. With foster parent
- 1127. With child and foster parent
- 1128. With law enforcement
- 1129. With service provider
- 1130. With others

Face-to-Face Contact While in the Car

Includes contacts while transporting the child, family or provider.

- 1131. With child
- 1132. With parent, legal guardian, or American Indian custodian
- 1133. With both parent and child
- 1134. With collaterals
- 1135. With tribal representative
- 1136. With foster parent
- 1137. With child and foster parent
- 1138. With law enforcement
- 1139. With service provider
- 1140. With others

Non Face-to-Face Contact

Includes telephone, e-mail, voice mail and fax as well as time spent attempting to make contacts via telephone, and retrieving voice mail messages.

- 1141. With child
- 1142. With parent, legal guardian, or American Indian custodian
- 1143. With collaterals
- 1144. With tribal representative
- 1145. With foster parent
- 1146. With law enforcement
- 1147. With reporter
- 1148. With service provider
- 1149. With others

1201 - 1210. *Structured Decision Making*

Includes time spent using and completing the tools in structured decision-making at all stages of the case, regardless if completed face-to-face with the client. The work includes the time recording the structured decision making results in SSIS as well as any updates or re-assessments completed.

- 1201. Safety Assessment
- 1202. Risk Assessment
- 1203. Family Strengths/Needs Assessment
- 1204. Child Well-being Assessment
- 1205. Mental Health Screening Tools (includes ASQ and CASI)
- 1206. Reunification Assessment
- 1207. Other assessments not covered in Structured Decision Making
- 1208. Investigative/Assessment Determination
- 1209. ICWA Checklist
- 1210. Other Check Lists

1301 - 1306. *Service/Safety Planning*

Includes developing and updating case and safety plans and recording information.

- 1301. Develop Initial Case Plan – Setting goals, tasks, and objectives; identifying needed services, potential service providers, goals, and time frames; and preparing a written plan document. Includes development of a case plan for a family whose children remain in the home as well as for those for whom the Out of Home Placement Plan is needed as well as the SELF Plan. This includes the time spent presenting or reviewing the plan with the client.

- 1302. Update Case Plan – Modifying goals, tasks, and objectives; identifying needed services, potential service providers, goals, and time frames; and preparing a modified written plan document. Includes modifying the case plan for a family whose children remain in the home as well as for those for whom the Out of Home Placement Plan has been completed or a SELF Plan. This includes any time spent presenting or reviewing the updates with the client.

- 1303. Develop Initial Safety Plan – Setting goals, tasks and objectives; identifying needed services, potential service providers, goals and time frames; and preparing a written Safety Plan. This includes the time spent presenting or reviewing the plan with the client.

- 1304. Update Safety Plan – Modifying goals, tasks and objectives; identifying needed services, potential service providers, goals and time frames; and preparing a modified written Safety Plan. This includes the time spent presenting or reviewing the plan with the client.

- 1305. Review Case Plan with Supervisor – Discussing with supervisor about the case plan, either in a one-on-one or a group session.

- 1306. Review Safety Plan with Supervisor – Discussing with supervisor about the safety plan, either in a one-on-one or a group session.

1311 – 1313. *All Team Meetings*

Includes team meetings at all phases of the case or workgroup for the purpose of decision-making or review, including, but not limited to Child Protection Team Decision Making, Team Decision Making, Staffings, Family Group Decision Making, Tribal Reviews, Youth Transition Conferences, Group Consultation Meetings, Administrative Reviews and any other scheduled team meetings. The meetings may or may not include family members.

- 1311. Preparation Time – Contacting people to attend meetings; arranging for space; preparing documents; and reviewing the case alone, with the supervisor, family members or professionals.
- 1312. Wait Time – Code here only if no other work is done while waiting. When using waiting time to perform other tasks such as writing case notes, use the task code of the actual activity.
- 1313. Participate in Team Meetings – Participating in any team meetings, regardless if family members are present.

1321 – 1326. *Workgroup Consultation*

Includes time for staff to seek and/or obtain guidance on a case or workgroup at any time throughout the life of the case. Consultation is coded according to whom you are consulting with, as follows:

- 1321. With Management – Director, Assistant Director, Administrator, Senior Supervisor or other upper management.
- 1322. With Supervisor
- 1323. With Co-worker
- 1324. With Provider – Includes homemaker, family aide, community specialist, services provider, counselor, physician, day care provider and/or transportation provider.
- 1325. With Tribe
- 1326. With Others – Includes attorneys and law enforcement.

1341 - 1350. *Service Referral, Coordination or Provision*

Includes searching, arranging for or directly providing services to children and families.

- 1341. Locate Placement Provider – Searching for a temporary or more permanent placement for a child and completing contacts, applications or paperwork for admission. Also includes using a Matching Tool.
- 1342. Conduct Relative/Kinship Search – Engaging family and children in the search for placement alternatives with absent parents, family, friends or tribes.

- 1343. Help Client Obtain Financial Services – Searching, applying for and accessing such services as Medical Assistance, TEFRA, SSI low-income housing including identifying resources, making contacts and helping with applications.
- 1344. Refer to or Arrange for Medical Services – Locating and arranging for services such as physician visits, counseling, therapy and substance abuse treatment and completing referrals and applications for services.
- 1345. Refer to or Arrange for Social Services – Locating and arranging for services such as transportation (including securing a volunteer driver), occupational therapy and parenting education and completing referrals and applications for services.
- 1346. Resolve Conflicts – Helping to resolve conflicts between the provider and client.
- 1347. Provide Services – Providing direct services to the child or adult who is the primary focus of the case. Includes mediation between family members, helping a parent prepare a house for a child’s return or any other services provided to a client. This does not include transporting clients or providing translation/interpretation services.
- 1348. Provide Translation/Interpretation Services – Arranging for translation services, but does not include the actual translating or interpreting.
- 1349. Arrange for Forensic Interviews – Making preparations for forensic interviews including arranging for space to conduct the interview.
- 1350. Prepare and Send Notifications for Services

1351 - 1352. Eligibility Information

- 1351. Collect Eligibility Information – Contacting families or others to collect information and documentation that would make a child and/or family eligible for Title IV-E, Medical Assistance or other reimbursement to the county/state. Also includes completing the service application and recertification as well as gathering additional information and reassessment after rejection.
- 1352. Determine Eligibility – Determining and re-determining eligibility for Title IV-E, relative custody assistance, adoption assistance and subsidy payments or other funding sources.

1361 – 1363. *Travel*

Travel in this section only pertains to travel conducted by the caseworker or supervisor, not arranging for travel for a client or transporting a client.

- 1361. Arrange Travel – Arranging and preparing for travel to the contact site.
- 1362. Travel – Includes travel for making contacts with a family, provider or collateral, attending case-related meetings or court.
- 1363. Complete Post-travel Documentation – Completing paperwork associated with travel and reimbursement.

1370. *Transportation of Client*

Includes transportation provided for a client when no substantive conversation regarding the case occurs. Waiting time between dropping the client off at the appointment and providing the return ride should be coded here. When using waiting time to perform other tasks such as writing case notes, use the task code of the actual activity.

1381 – 1382. *Visitation*

Includes activities associated with preparing for and carrying out supervision of visits between parents and children as well as between siblings.

- 1381. Arrange for Visits – Arranging logistics of the visit.
- 1382. Supervise Visits – Includes actual visit time while caseworker or other agency staff person is observing.

1401 – 1405. *Computer Documentation*

Includes all case documentation in SSIS or other systems not covered in previous codes.

- 1401. Record Information in SSIS – Recording information on a case directly into the computer system.
- 1402. Conduct Inquiries on the Computer – Obtaining information from information systems and other DHS sources to determine case status or for other information needs related to a case, but not including initial screening.

- 1403. Complete Service Arrangement – Authorizing services and payments in SSIS for paid services.
- 1404. Complete Forms in Preparation for Computer input.
- 1405. Provide or Receive Computer Mentoring – Requesting or providing guidance on computer systems or SSIS.

1411 – 1416. Paper Documentation

Includes all case documentation not covered in previous codes which are completed manually (i.e., paper form). (Do not use codes for any computer documentation.)

- 1411. Case Notes – Completing, dictating or transcribing case notes.
- 1412. Forms – Completing all forms such as social profile, histories and updates related to issues of dependency, neglect and termination of parental rights.
- 1413. Correspondence/Notices – Developing all correspondence about the case.
- 1414. Incoming Communications – Examining reports, and other reviews to determine case requirements. Includes police and court reports, private petitions, and written reports of maltreatment. Does not include initial intake documentation.
- 1415. Translation – Providing written or oral language translation (including sign language) for staff or other agencies.
- 1416. Request for Information – Gathering, purging, copying and sanitizing documentation in response to requests for information.

1430. Policy/Statute Review and Clarification

Includes examining agency manuals and other standards to determine which statutes or policies apply to a specific case.

1501 – 1508. Prepare for Court Hearings

Includes preparation activities including preparing legal documents.

- 1501. Consult with Attorney/County Attorney – Briefing attorney, being briefed by an attorney, obtaining information, or providing information for court hearings.

- 1502. Consult with Specialist or Supervisor
- 1503. Prepare Information – Reviewing case records and any other data collection or analysis needed for court documents and court participation.
- 1504. Prepare Report to Court – Preparing reports such as CPS, Foster Care, Guardianship or parental evaluation as well as predisposition reports, permanency reports, affidavits and reports for termination of parental rights.
- 1505. Complete Legal Documents – Preparing petitions and other legal documents, except for court reports and notifications.
- 1506. Conduct Paternity Search – Performing activities involved in establishing paternity and searching for missing and unknown parents. Activities may include requesting and assisting with a paternity test (DNA test).
- 1507. Discovery – Gathering, purging, copying and sanitizing documentation for other parties for court hearings.
- 1508. Prepare and Send Notifications – Preparing informal memos and reminders that may be sent to court regarding a placement change.

1511 – 1513. *Participate in Court Hearings*

Includes time going to court, participating in hearings and recording results.

- 1511. Pre-court Meeting – Discussing the case with participants including family members, service providers, guardians ad litem, tribal representatives and legal counsel, prior to the start of the court hearing. Includes time spent showing videos to the client in preparation for court.
- 1512. Court Hearing and Court-related Meetings – Includes negotiation and/or mediation time as well as time while hearing is in progress.
- 1513. Wait Time – Code here only when no other work is done while waiting. When using waiting time to perform other tasks such as writing case notes, use the task code of the actual activity.

1521 – 1527. *Supervisory Tasks*

Includes time spent on case-specific activities by a supervisor or by a worker temporarily performing the role of the supervisor.

- 1521. Assign a Worker to a Workgroup
- 1522. Approve/Authorize Case Action (including case closure)
- 1523. Consult with Worker
- 1524. Review Cases and Reports
- 1525. Confer with Client
- 1526. Confer with Tribal Representative
- 1527. Consult with Others

1601 – 1609. *Licensing and Monitoring*

Includes assessing, approving, licensing and monitoring providers of out-of-home services, for relative (licensed and un-licensed), non-relative and facility foster care providers regardless of which staff member provides them.

- 1601. Provide Information/Accept Application – Assisting an applicant with completing forms to be approved or licensed for out-of-home placement.
- 1602. Provider Orientation – Providing orientation to an individual prospective provider.
- 1603. Conduct Home Visit/Home Study – Includes all visits required for a home study and related activities such as assessing home for compliance with standards and writing up the results.
- 1604. Obtain References – Obtaining oral and written references for prospective foster or adoptive parents or other caregivers.
- 1605. Train Individual Provider – Arranging, monitoring and delivering training to foster care providers as well as providing ongoing support. Training a group of foster care providers is a non-case specific task.
- 1606. Resolve Conflicts – Helping to resolve conflicts between families and providers, and providing follow-up to reported conflicts.

- 1607. Check on Complaints and Potential Licensing Violation – Performing activities in response to a complaint of a licensing violation.
- 1608. Develop and Monitor Corrective Action – Working with providers to develop and monitor correction action plans.
- 1609. Update Information for Licensing Renewal – Updating information initially collected during application and assessment process.

1701 – 1705. *Clerical*

Includes time spent on case specific clerical activities.

- 1701. Filing – Filing administrative paperwork, case records and other documentation.
- 1702. Typing/Word Processing – Typing and/or word-processing forms, letters, memos or other work where the information has already been recorded in another hard copy form. If the task is that of typing information for the first time, it would be recorded under the most appropriate activity code above.
- 1703. Photocopying – Photocopying, copying DVDs or scanning materials or waiting to photocopy or scan.
- 1704. Mailing/Emailing/Faxing – Preparing correspondence on the case for mailing, but does not include the actual writing or typing.
- 1705. Photographs – Preparing photos for print and printing the selected photo(s).

1801 – 1807. *Conflicts, Appeals and Grievances*

Includes receipt and review of request for appeal or grievance (presented in writing or by other means), setting up and attending conference/hearing, developing summary of facts, and sending out notification of action letters.

- 1801. Provide Information – Providing applicant or client with written rights of appeal or grievance, written appeal or grievance policy, and other information in written or oral form.
- 1802. Participate in Conflict Resolution – Helping to resolve conflicts, establish corrective actions and providing follow-up to reported conflicts prior to reaching the formal grievance stage.

- 1803. Schedule Conference or Hearing – Setting date and time for conference, arranging meeting space, and notifying applicant/ client.
- 1804. Develop Summary of Facts
- 1805. Attend Conference/ Hearing – Waiting for applicant/ client, participating in face-to-face or telephone conference, and documenting conference.
- 1806. Conduct Follow-up Activity after Conference/ Hearing – Updating the file and setting date and time for follow-up activities.
- 1807. Document Final Disposition of Conference/ Hearing – Recording information in SSIS.

1901 – 1906. Adoption Processing

Includes activities associated with searching for a pre-adoptive placement, recruitment when case specific and completing forms and documentation as part of the adoption process.

- 1901. Locate Adoptive Placement – Reviewing home studies of prospective adoptive homes and meeting with families to assess their interests.
- 1902. Participate in Case Specific Recruitment – Recruiting a home for a specific child. General recruitment for adoptive families is a non-case specific task.
- 1903. Complete Adoption Assistance Agreement – Gathering documentation, determining eligibility and obtaining authorization/signature.
- 1904. Process Sibling Separation Requests
- 1905. Meet Family (full disclosure)
- 1906. Complete Adoption Paperwork and Forms – Completing any other paperwork and forms necessary for finalizing an adoption such as a proposed adoption report.

APPENDIX C – WORKGROUP STANDARDS

MINNESOTA DEPARTMENT OF HUMAN SERVICES WORKLOAD STUDY CASE PRACTICE STANDARDS

Background

The workload standard being developed for each case type reflects the time it takes to perform both “required” and “other” activities. This paper suggests what tasks should be considered required for each case type. Required tasks are those that must occur in every case.

Required

As a first step in calculating the time needed to handle a workgroup, the average time spent on each task which is required of a given type will be determined. Each of the resulting times will be summed to determine the time needed to complete all “required” tasks, by workgroup type.

Other

The average amount of time spent completing all other tasks, i.e., average across all workgroups whether or not a particular one shows these tasks, will be calculated for each workgroup type to derive the time needed to complete the non-required or other tasks. These are the tasks which need to be completed, dependent on the circumstances of the workgroup (e.g., arrange for services, supervise visits).

The sum of the times needed to complete required tasks will be added to the other tasks time to determine the total time needed to handle a workgroup for a given workgroup type.

Required Tasks

For each workgroup type, the required tasks are identified along with the task code(s) and source(s).

102 Traditional/Family Investigation

- Complete a face-to-face contact with the child victim (1111, 1113, 1121, 1123, 1131 or 1133)
- Complete a face-to-face contact with the primary caretaker (1112, 1113, 1122, 1123, 1132 or 1133)
- Complete a safety assessment (1201)
Source: Minnesota Administrative Rules, 9560.0216, Subpart 6
Life of A Case: 1.3, Business Process Model Text (1.3.10) – Child contact

- Screen for history of maltreatment (1011 or 1014)
Source: Life of A Case: 1.3, Business Process Model Text (1.3.5)
- Record information in SSIS (1401)
Source: Life of A Case: 1.1 and 1.3, Business Process Model Text (1.1.12, 1.3.10)

103 Family Assessment Response

- Complete a safety assessment (1201)
- Complete a risk assessment (1202)
Source: Life of A Case: 1.2, Business Process Model Text (1.2.2, 1.2.12)
- Complete a family strengths/needs assessment (1203)
Source: Life of A Case: 1.2, Business Process Model Text (1.2.12)
- Screen for history of maltreatment (1011 or 1014)
Source: Life of A Case: 1.2, Business Process Model Text (1.2.3)
- Complete a face-to-face contact with the child and family (1111 and 1112, 1113, 1121 and 1122, 1123, 1131 and 1132 or 1133)
Source: Life of A Case: 1.2, Business Process Model Text (1.2.10)
- Record information in SSIS (1401)
Source: Life of A Case: 1.1 and 1.2, Business Process Model Text (1.1.15, 1.2.15, 1.2.22)

104 Facility Investigation

- Complete a face-to-face contact with the child victim (1111, 1113, 1121, 1123, 1131 or 1133)
- Complete a face-to-face contact with the primary caretaker (1112, 1113, 1122, 1123, 1132 or 1133)
- Complete a safety assessment (1201)
Source: Minnesota Administrative Rules, 9560.0216, Subpart 6
Life of A Case: 1.3, Business Process Model Text (1.3.10) – Child contact
- Screen for history of maltreatment (1011 or 1014)
Source: Life of A Case: 1.3, Business Process Model Text (1.3.5)
- Record information in SSIS (1401)
Source: Life of A Case: 1.1 and 1.3, Business Process Model Text (1.1.12, 1.3.10)

- Send notification to caretaker of alleged victim (1413)
Source: Life of A Case: 1.3, Business Process Model Text (1.3.12, 1.3.37)

200 Series In-home Case Management Workgroups

- Conduct a face-to-face visit with the family on a monthly basis (1111 and 1112, 1113, 1121 and 1122, 1123, 1131 and 1132 or 1133)
Source: Minnesota Administrative Rules, 9560.0228, Subpart 4

400 Series Placement Workgroups

- Conduct a face-to-face visit with the child on monthly basis (1111, 1113 or 1117)
Source: Life of A Case, 1.6, Business Process Model Text (1.6.19)
- Record information in SSIS (1401)

Travel for Face-to-face Contact

While Minnesota's regulations and policy do not require travel to take place per se, it is a task which must be completed to carry out the face-to-face contacts which must take place outside of the home, e.g., monthly visit with the family in the home for workgroups where the child remains in the home. It is for this reason that time to travel to conduct face-to-face contact in the home or a venue other than the home or office has been added as a required task for all workgroup types with the exception of Intake Screening, workgroup type 101, where face-to-face contact is not required.

APPENDIX D – CALCULATED TIME TO SPEND ON WORKGROUPS

**Table D-1
Calculated Time Needed for Workgroups**

Workgroup Type	Workgroup Definition	Tasks	Calculated Time	Number of Workgroups
101	Intake Screening (Child)	Other	1.48	683
102, 104	Traditional/Family Investigation Facility Investigation	Face-to-face contact with child/caretaker	2.48	61
		Travel for face-to-face contact	2.01	125
		Safety assessment	0.11	47
		History of maltreatment search	0.32	197
		SSIS input	2.21	65
103	Family Assessment Response	Other	4.20	84
		Face-to-face contact with child/family	1.61	113
		Travel for face-to-face contact	1.72	68
		Safety assessment	0.19	30
		Risk assessment	0.23	33
		Family strengths/needs assessment	0.23	33
		History of maltreatment search	0.42	36
201, 412	Child Protective Case Management Trial Home Visit	SSIS input	1.48	102
		Other	2.49	124
		Monthly face-to-face visit with family	1.07	200
202	Child Welfare Case Management	Travel for face-to-face contact	0.72	147
		Other	2.38	240
		Monthly face-to-face visit with family	0.88	86
203, 204, 410	Parent Support Outreach Program Minor Parent Program Supervised Independent Living	Travel for face-to-face contact	0.65	65
		Other	1.74	126
		Monthly face-to-face visit with family	1.28	78
205	Children's Mental Health	Travel for face-to-face contact	0.91	43
		Other	1.28	112
		Monthly face-to-face visit with family	0.81	92
401	Shelter Care	Travel for face-to-face contact	0.62	72
		Other	1.89	128
		Monthly face-to-face visit with child	0.80	283
		Travel for face-to-face contact	1.61	392
		SSIS input	0.74	379
		Other	8.88	18

**Table D-1
Calculated Time Needed for Workgroups**

Workgroup Type	Workgroup Definition	Tasks	Calculated Time	Number of Workgroups
402	Relative Foster Care/Tribal Members	Monthly face-to-face visit with child	0.64	47
		Travel for face-to-face contact	1.13	47
		SSIS input	0.67	42
		Other	5.17	71
403	Non-relative Family Foster Care	Monthly face-to-face visit with child	0.91	108
		Travel for face-to-face contact	1.29	131
		SSIS input	0.89	124
		Other	6.47	189
404, 405	Corporate Foster Care Private Agency (therapeutic) Foster Care	Monthly face-to-face visit with child	0.80	283
		Travel for face-to-face contact	1.62	32
		SSIS input	0.67	27
		Other	3.10	44
406	Group Home	Monthly face-to-face visit with child	0.80	283
		Travel for face-to-face contact	1.64	31
		SSIS input	0.54	28
		Other	4.19	50
407	Residential Facility	Monthly face-to-face visit with child	0.80	283
		Travel for face-to-face contact	2.45	60
		SSIS input	0.74	48
		Other	4.99	79
408	Relative Pre-adoptive Home	Monthly face-to-face visit with child	0.80	283
		Travel for face-to-face contact	1.61	392
		SSIS input	0.74	379
		Other	1.72	32
409	Non-relative Pre-adoptive Home	Monthly face-to-face visit with child	0.80	283
		Travel for face-to-face contact	1.61	392
		SSIS input	0.65	29
		Other	4.43	43

**Table D-1
Calculated Time Needed for Workgroups**

Workgroup Type	Workgroup Definition	Tasks	Calculated Time	Number of Workgroups
413, 414	Correctional Placement	Monthly face-to-face visit with child	0.80	283
		Travel for face-to-face contact	1.61	392
		SSIS input	0.74	379
		Other	3.78	24
415, 416	ICPC Placement	Monthly face-to-face visit with child	0.80	283
		Travel for face-to-face contact	1.61	392
		SSIS input	0.74	379
		Other	2.38	44

APPENDIX E – STAFF SURVEY RESULTS

**Table E-1
Caseworker Survey**

Factors/Statements		<u>Current Status</u>								<u>Importance to Change</u>					
		Strongly Agree		Agree		Disagree		Strongly Disagree		Not		Somewhat		Very	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Agency Policy															
1	My agency has a clear vision and mission.	134	23%	352	61%	71	12%	20	4%	93	36%	79	31%	85	33%
2	I can easily access agency policy and statute.	152	26%	337	58%	77	13%	12	2%	120	47%	72	28%	62	24%
3	I am made aware of policy and statute changes that affect my position.	120	21%	358	62%	83	14%	14	2%	91	35%	81	31%	88	34%
4	There is clarity and coherence to agency practice	48	8%	272	48%	181	32%	72	13%	47	17%	93	33%	139	50%
5	I support virtually all of the agency's policies.	54	10%	324	61%	141	27%	13	2%	61	26%	123	52%	55	23%
Management and Organization															
7	I understand the agency's chain of command.	228	40%	316	55%	28	4%	4	0%	139	53%	73	28%	53	20%
8	I can access people in charge when I need a decision.	169	29%	329	57%	68	12%	8	1%	125	47%	69	26%	75	28%
9	My agency is flexible and adaptable to change.	93	16%	287	50%	160	28%	33	6%	70	25%	115	41%	97	34%
10	I am involved in decisions that directly affect my job.	62	11%	232	41%	193	34%	80	14%	61	20%	113	38%	127	42%
11	The work environment promotes open communication.	87	15%	266	14%	151	26%	68	12%	63	21%	78	26%	159	53%
Your Supervisor															
12	My supervisor establishes my goals clearly.	134	23%	336	58%	81	14%	25	4%	119	42%	88	31%	76	27%
13	My supervisor monitors my progress in achieving the goals.	120	21%	318	55%	112	20%	25	4%	125	44%	100	35%	62	22%
14	My supervisor regularly provides clinical or case-specific supervision.	152	27%	297	52%	91	16%	32	5%	134	46%	85	29%	71	25%
15	My supervisor is approachable.	268	46%	265	46%	34	6%	12	2%	149	52%	63	22%	74	26%
16	My supervisor supports the decisions I make.	225	39%	294	51%	46	8%	8	1%	142	51%	69	25%	70	25%
17	My supervisor helps me learn and improve.	181	32%	268	47%	100	18%	24	4%	125	44%	84	30%	75	26%
18	My supervisor is willing to consider an alternative perspective.	181	32%	302	53%	68	12%	22	4%	119	41%	80	28%	90	31%

**Table E-1
Caseworker Survey**

Factors/Statements	<u>Current Status</u>								<u>Importance to Change</u>							
	Strongly Agree		Agree		Disagree		Strongly Disagree		Not		Somewhat		Very			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
19	My supervisor is competent.															
20	My supervisor is held accountable for his or her performance.															
21	My supervisor promotes the used of the training I receive.															
22	My supervisor is a good mentor.															
23	My supervisor is trustworthy and builds trust in others.															
24	My supervisor is a team builder.															
25	My supervisor provides emotional support when I need it.															
26	My supervisor builds partnerships outside of our unit.															
27	My supervisor is willing to make tough decisions.															
28	My supervisor delegates work appropriately.															
Your Co-workers																
29	My co-workers are held accountable for their performance.															
30	The majority of my co-workers adhere to the same standard of service.															
31	I can count on my co-workers to help me with work related problems.															
32	I believe my co-workers strive to produce the best possible results with children and families.															
Your Position																
33	I had the chance to experience the job before starting.															
34	I was given a realistic description of my job expectations before I accepted this position.															
35	I understand what is expected of me.															
36	My position allows me to experience new and different assignments.															
37	I feel competent to do what is asked of me.															

**Table E-1
Caseworker Survey**

Factors/Statements	<u>Current Status</u>								<u>Importance to Change</u>							
	Strongly Agree		Agree		Disagree		Strongly Disagree		Not		Somewhat		Very			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
38	My workload is reasonable.	89	16%	333	58%	113	20%	37	7%	101	35%	99	34%	92	32%	
39	Documentation requirements are reasonable.	49	9%	245	43%	194	34%	85	15%	74	24%	105	34%	129	42%	
40	I have enough time to complete the critical duties of my job.	42	7%	324	57%	145	25%	61	11%	78	26%	119	39%	106	35%	
41	I get cooperation when working with other agencies.	83	14%	446	77%	42	7%	6	1%	130	46%	100	36%	51	18%	
42	I am rarely, if ever, required to work overtime.	64	11%	278	48%	175	31%	57	10%	125	44%	113	39%	49	17%	
43	I am rarely, if ever, required to be on call.	123	21%	286	50%	126	22%	39	7%	156	56%	88	31%	36	13%	
44	I have the tools I need to do my job.	149	26%	345	60%	71	12%	14	2%	132	46%	88	31%	65	23%	
45	I feel physically safe at my job.	138	24%	388	67%	45	8%	8	1%	140	50%	81	29%	59	21%	
46	I am dedicated to the fundamental goals of this organization.	222	38%	342	59%	13	2%	1	0%	161	58%	61	22%	54	20%	
47	We have good working conditions at my agency.	116	20%	354	62%	92	16%	13	2%	114	40%	103	36%	71	25%	
48	I am permitted to use flex time.	216	38%	305	53%	37	6%	16	3%	147	53%	65	23%	67	24%	
49	I am easily able to access needed services and resources for children and families.	76	14%	337	60%	131	23%	21	4%	91	32%	110	38%	86	30%	
Training																
51	The pre-service training really helped to prepare me for the job.	30	5%	217	39%	244	44%	68	12%	66	23%	130	45%	93	32%	
52	The training materials used are up-to-date and informative.	40	7%	353	63%	141	25%	24	4%	85	30%	113	40%	87	31%	
53	Trainers are qualified on the topics they present.	50	9%	423	76%	74	13%	12	2%	103	36%	108	38%	73	26%	
54	The agency provides adequate ongoing training.	64	11%	358	63%	114	20%	32	6%	97	34%	99	35%	87	31%	
55	The agency provides opportunities for professional development.	72	13%	353	62%	113	20%	30	5%	95	34%	104	37%	85	30%	
Job Satisfaction																
57	I enjoy the day-to-day tasks of my job.	132	23%	408	71%	35	6%	4	1%	138	48%	95	33%	53	19%	
58	I feel I make a difference in the work I do.	173	30%	373	65%	26	5%	5	1%	148	52%	71	25%	67	23%	

**Table E-1
Caseworker Survey**

Factors/Statements	<u>Current Status</u>								<u>Importance to Change</u>							
	Strongly Agree		Agree		Disagree		Strongly Disagree		Not		Somewhat		Very			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
59	The work I do is appreciated.	98	17%	330	58%	122	21%	22	4%	118	41%	99	34%	71	25%	
60	There is a good fit between my work and my life.	126	22%	376	65%	68	12%	8	1%	138	48%	82	29%	67	23%	
61	I am appropriately compensated for the work I perform.	81	14%	324	56%	134	23%	36	6%	99	33%	101	34%	96	32%	
62	My benefit package is good.	101	18%	368	64%	86	15%	20	4%	112	39%	104	36%	74	26%	
63	My pay is equivalent to that of other professionals with similar status.	78	14%	323	57%	124	22%	41	7%	97	33%	103	35%	91	31%	
64	I receive timely raises.	80	14%	354	62%	107	19%	27	5%	110	38%	98	34%	84	29%	
65	I receive adequate raises.	53	9%	294	51%	183	32%	43	8%	85	29%	101	35%	107	37%	
66	There is sufficient opportunity for advancement.	28	5%	193	34%	282	49%	69	12%	82	27%	132	43%	93	30%	
67	I am proud to work at this agency.	137	24%	372	66%	48	9%	11	2%	135	47%	90	31%	63	22%	
68	When stress builds there are ways within the organization to defuse it.	35	6%	239	42%	229	41%	62	11%	67	22%	119	39%	121	39%	
69	I feel respected by other professionals.	105	18%	403	71%	59	10%	5	1%	141	49%	90	31%	59	20%	
70	The public understands what I do.	16	3%	157	28%	303	53%	95	17%	60	19%	148	47%	109	34%	

**Table E-2
Supervisor Survey**

Factors/Statements		Current Status								Importance to Change					
		Strongly Agree		Agree		Disagree		Strongly Disagree		Not		Somewhat		Very	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Agency Policy															
1	My agency has a clear vision and mission.	34	35%	49	50%	15	15%	0	0%	13	0%	15	0%	22	40%
2	I can easily access agency policy and statute.	33	34%	53	55%	11	11%	0	0%	14	24%	17	41%	15	36%
3	I am made aware of policy and statute changes that affect my unit.	28	28%	52	54%	17	18%	0	0%	14	21%	8	19%	26	60%
4	There is clarity and coherence to agency practice.	16	17%	50	51%	25	26%	6	6%	14	11%	16	34%	26	55%
5	I support virtually all of the agency's policies.	17	18%	62	65%	15	16%	2	2%	15	24%	18	47%	11	29%
6	I am responsible for teaching and/or reinforcing policy in my unit.	55	57%	41	43%	0	0%	0	0%	15	35%	9	22%	17	43%
Management and Organization															
8	I understand the agency's chain of command.	57	59%	34	35%	4	4%	2	2%	14	33%	18	37%	15	31%
9	I can access people in charge when I need a decision.	48	50%	37	38%	12	12%	0	0%	14	31%	17	33%	19	36%
10	My agency is flexible and adaptable to change.	23	25%	47	50%	23	25%	1	1%	17	14%	18	35%	26	51%
11	I am sufficiently involved in decisions that directly affect my unit.	32	33%	47	48%	16	17%	2	2%	14	22%	20	39%	20	39%
12	The work environment promotes open communication.	24	25%	44	45%	21	22%	8	8%	14	17%	11	21%	32	62%
13	Staff turnover is a challenge in my agency.	6	6%	26	27%	48	50%	17	18%	14	18%	21	41%	21	41%
Your Supervisor															
14	Management establishes my goals clearly.	11	12%	58	61%	24	25%	2	2%	16	25%	20	41%	17	35%
15	Management monitors our progress in achieving the goals.	17	18%	51	53%	25	26%	3	3%	15	20%	27	53%	14	28%
16	My manager is available to discuss specific cases if needed.	38	39%	56	58%	3	3%	0	0%	14	43%	18	35%	11	22%
17	My manager is approachable.	51	53%	42	43%	4	4%	0	0%	14	42%	11	22%	18	36%
18	My manager supports the decisions I make.	41	43%	49	52%	4	4%	1	1%	16	38%	16	30%	17	32%

**Table E-2
Supervisor Survey**

Factors/Statements	<u>Current Status</u>								<u>Importance to Change</u>							
	Strongly Agree		Agree		Disagree		Strongly Disagree		Not		Somewhat		Very			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
19	My manager helps me learn and improve.	24	26%	54	57%	12	13%	4	4%	17	33%	20	39%	15	29%	
20	My manager is willing to consider an alternative perspective.	32	33%	56	58%	7	7%	1	1%	15	31%	17	35%	17	35%	
21	My manager is competent.	43	45%	41	13%	11	12%	1	1%	15	33%	12	25%	21	43%	
22	My manager is held accountable for his or her performance.	31	33%	39	41%	17	18%	8	8%	16	24%	20	36%	22	40%	
23	My manager promotes the used of the training I receive.	36	37%	53	55%	5	5%	3	3%	14	36%	14	28%	18	36%	
24	My manager is a good mentor.	24	25%	43	45%	24	25%	4	4%	16	30%	20	40%	15	30%	
25	My manager is trustworthy and builds trust in others.	33	36%	47	51%	10	11%	3	3%	18	35%	11	22%	21	43%	
26	My manager is a team builder.	24	25%	49	52%	18	19%	4	4%	16	26%	14	28%	23	46%	
27	My manager provides emotional support when I need it.	24	25%	53	56%	14	15%	4	4%	16	31%	19	36%	17	33%	
28	My manager builds partnerships outside of our unit.	34	36%	49	52%	10	11%	2	2%	16	33%	16	33%	17	35%	
29	My manager is willing to make tough decisions.	34	36%	44	47%	15	16%	1	1%	17	29%	16	33%	18	38%	
30	My manager delegates work appropriately.	25	27%	54	59%	12	13%	1	1%	19	32%	21	42%	13	26%	
Your Staff																
31	I hold my staff accountable for their performance.	39	40%	58	59%	1	1%	0	0%	13	31%	13	25%	23	44%	
32	My staff strives to produce the best possible results with children and families.	58	59%	36	37%	4	4%	0	0%	13	36%	7	17%	25	50%	
33	I have an adequate say in who works in my unit.	40	41%	37	38%	15	16%	5	5%	14	39%	12	24%	19	37%	
34	By and large my staff is competent to do their jobs.	52	53%	46	47%	0	0%	0	0%	13	37%	10	20%	21	43%	
35	My staff can access the services needed for children and families.	25	26%	60	61%	12	12%	1	1%	13	20%	17	32%	26	48%	
Your Position																
36	I was given a realistic description of my job expectations before I accepted this position.	24	25%	53	55%	17	18%	3	3%	14	34%	21	42%	12	24%	
37	I had the chance to experience the job before starting.	5	5%	25	26%	50	52%	17	18%	14	50%	18	33%	9	17%	

**Table E-2
Supervisor Survey**

Factors/Statements	<u>Current Status</u>								<u>Importance to Change</u>							
	Strongly Agree		Agree		Disagree		Strongly Disagree		Not		Somewhat		Very			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
38	In understand what is expected of me.	25	26%	65	67%	6	6%	1	1%	14	34%	18	34%	17	32%	
39	My position allows me to experience new and different assignments.	44	45%	41	42%	13	13%	0	0%	13	36%	20	38%	14	26%	
40	I feel competent to do what is asked of me.	33	35%	61	64%	1	1%	0	0%	16	35%	15	31%	17	35%	
41	I have enough time to complete the critical duties of my job.	17	17%	51	52%	21	21%	9	9%	13	37%	13	25%	20	39%	
42	I am rarely, if ever, required to work overtime.	8	8%	44	46%	37	39%	7	7%	15	41%	23	45%	7	14%	
43	I am rarely, if ever, required to be on call.	17	18%	43	45%	25	26%	11	12%	15	61%	14	29%	5	10%	
44	I am permitted to use flex time.	44	46%	40	42%	7	7%	4	4%	16	46%	13	25%	15	29%	
45	I have the tools I need to do my job.	48	50%	46	47%	3	3%	0	0%	14	40%	17	34%	13	26%	
46	We have good working conditions at my agency.	38	39%	50	52%	5	5%	4	4%	14	28%	19	36%	19	36%	
47	I am dedicated to the fundamental goals of this organization.	61	62%	37	38%	0	0%	0	0%	13	46%	10	20%	17	34%	
48	I feel physically safe at my job.	60	61%	39	0%	0	0%	0	0%	13	47%	13	26%	14	28%	
49	I have sufficient decision-making authority over staff.	36	37%	57	58%	4	4%	1	1%	13	44%	12	24%	16	32%	
50	I have sufficient decision making authority over resources.	23	34%	50	52%	19	20%	5	5%	14	36%	15	28%	19	36%	
Training																
57	I received training in supervision and or leadership within six months of assuming that role.	33	34%	42	43%	16	17%	6	6%	14	29%	16	31%	20	39%	
58	The training helped me be a better supervisor or manager.	26	30%	48	55%	11	13%	3	3%	23	34%	13	30%	16	36%	
59	Trainers are qualifies on the topics they present.	26	29%	56	63%	6	7%	1	1%	22	45%	8	19%	15	36%	
60	The agency provides adequate ongoing training.	24	25%	44	45%	24	25%	5	5%	14	23%	19	37%	21	40%	
61	The agency provides opportunities for professional development.	26	27%	53	56%	13	14%	3	3%	16	31%	17	35%	16	33%	
Job Satisfaction																
63	I enjoy the day-to-day tasks of my job.	31	32%	64	65%	3	3%	0	0%	13	38%	16	34%	13	28%	

**Table E-2
Supervisor Survey**

Factors/Statements	<u>Current Status</u>								<u>Importance to Change</u>						
	Strongly Agree		Agree		Disagree		Strongly Disagree		Not		Somewhat		Very		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
64	I feel I make a difference in the work I do.	38	39%	58	59%	2	2%	0	0%	13	40%	14	30%	14	30%
65	The work I do is appreciated.	23	24%	52	55%	20	21%	0	0%	16	35%	21	44%	10	21%
66	There is a good fit between my work and my life.	31	32%	57	59%	9	9%	0	0%	14	38%	17	36%	12	26%
67	I am appropriately compensated for the work I perform.	32	33%	51	52%	13	13%	2	2%	13	36%	19	38%	13	26%
68	My benefit package is good.	35	36%	51	53%	9	9%	2	2%	14	37%	18	37%	13	27%
69	My pay is equivalent to that of other professionals with similar status.	25	26%	46	47%	23	24%	4	4%	13	37%	16	31%	16	31%
70	I receive timely raises.	30	31%	51	52%	13	13%	4	4%	13	35%	21	43%	11	22%
71	I receive adequate raises.	26	27%	38	40%	29	30%	3	3%	15	30%	22	44%	13	26%
72	There is sufficient opportunity for advancement.	9	9%	35	36%	46	47%	7	7%	14	37%	22	41%	12	22%
73	I am proud to work at this agency.	36	37%	54	55%	7	7%	1	1%	13	43%	16	33%	12	25%
74	When stress builds there are ways within the organization to defuse it.	11	12%	39	42%	37	39%	7	7%	17	18%	18	35%	24	47%
75	I get cooperation when working with other agencies.	21	22%	67	70%	8	8%	0	0%	15	36%	18	36%	14	28%
76	I feel respected by other professionals	25	26%	64	67%	7	7%	0	0%	15	35%	20	39%	13	26%
77	The public understands what I do.	2	2%	35	36%	42	43%	18	19%	14	9%	21	38%	29	53%

**Table E-3
Caseworker Survey by Strata**

Factors/Statements	<u>Metro/Urban</u>				<u>Large</u>				<u>Medium</u>				<u>Small</u>				
	<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		
	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	
Agency Policy																	
1	My agency has a clear vision and mission.	81%	19%	25%	37%	92%	8%	31%	29%	82%	18%	40%	36%	89%	11%	44%	21%
2	I can easily access agency policy and statute.	79%	21%	26%	29%	94%	6%	32%	16%	86%	14%	33%	21%	92%	8%	26%	19%
3	I am made aware of policy and statute changes that affect my position.	77%	23%	28%	39%	87%	13%	40%	32%	89%	11%	27%	29%	94%	6%	41%	19%
4	There is clarity and coherence to agency practice	49%	51%	31%	55%	74%	26%	44%	36%	52%	48%	35%	46%	68%	27%	31%	50%
5	I support virtually all of the agency's policies.	68%	32%	48%	26%	76%	24%	57%	20%	70%	30%	51%	24%	77%	23%	61%	15%
Management and Organization																	
7	I understand the agency's chain of command.	92%	8%	27%	19%	99%	1%	24%	29%	95%	5%	28%	20%	99%	1%	31%	14%
8	I can access people in change when I need a decision.	88%	12%	21%	27%	87%	13%	24%	32%	85%	15%	36%	28%	86%	14%	32%	26%
9	My agency is flexible and adaptable to change.	62%	38%	38%	38%	75%	25%	38%	29%	64%	36%	38%	36%	76%	24%	60%	24%
10	I am involved in decisions that directly affect my job.	41%	59%	33%	49%	68%	32%	51%	30%	56%	44%	36%	40%	70%	30%	47%	28%
11	The work environment promotes open communication.	58%	42%	26%	52%	32%	27%	26%	50%	56%	44%	19%	61%	69%	31%	35%	48%
Your Supervisor																	
12	My supervisor establishes my goals clearly.	86%	14%	26%	23%	80%	20%	25%	35%	73%	27%	42%	29%	76%	24%	39%	29%
13	My supervisor monitors my progress in achieving the goals.	82%	18%	32%	17%	75%	25%	28%	30%	67%	33%	39%	29%	68%	32%	47%	21%

**Table E-3
Caseworker Survey by Strata**

Factors/Statements	<u>Metro/Urban</u>				<u>Large</u>				<u>Medium</u>				<u>Small</u>				
	<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		
	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	
14	My supervisor regularly provides clinical or case-specific supervision.	83%	17%	25%	19%	75%	25%	29%	32%	74%	26%	35%	30%	72%	28%	36%	27%
15	My supervisor is approachable.	93%	7%	19%	24%	98%	2%	13%	24%	85%	15%	29%	32%	87%	13%	31%	26%
16	My supervisor supports the decisions I make.	93%	7%	24%	20%	91%	9%	15%	33%	82%	18%	33%	30%	90%	10%	23%	26%
17	My supervisor helps me learn and improve.	83%	17%	25%	25%	79%	21%	26%	26%	64%	36%	34%	36%	80%	20%	44%	20%
18	My supervisor is willing to consider an alternative perspective.	84%	16%	25%	29%	96%	4%	23%	33%	74%	27%	34%	38%	84%	16%	31%	28%
19	My supervisor is competent.	88%	12%	20%	27%	86%	14%	12%	50%	75%	25%	23%	43%	93%	7%	28%	20%
20	My supervisor is held accountable for his or her performance.	78%	22%	24%	29%	84%	16%	13%	44%	64%	37%	31%	42%	78%	22%	38%	29%
21	My supervisor promotes the used of the training I receive.	87%	13%	28%	18%	87%	13%	26%	26%	84%	16%	43%	17%	90%	10%	38%	10%
22	My supervisor is a good mentor.	77%	23%	29%	21%	79%	21%	26%	31%	62%	38%	27%	40%	83%	17%	51%	14%
23	My supervisor is trustworthy and builds trust in others.	81%	19%	28%	23%	87%	13%	23%	33%	64%	36%	13%	58%	82%	18%	36%	26%
24	My supervisor is a team builder.	75%	25%	28%	25%	82%	18%	23%	38%	59%	41%	33%	46%	78%	23%	38%	33%
25	My supervisor provides emotional support when I need it.	79%	21%	24%	25%	91%	9%	17%	27%	69%	31%	31%	36%	75%	25%	44%	22%
26	My supervisor builds partnerships outside of our unit.	85%	15%	29%	22%	87%	13%	26%	28%	67%	33%	24%	42%	83%	17%	49%	17%
27	My supervisor is willing to make tough decisions.	86%	14%	24%	24%	79%	21%	26%	36%	72%	28%	29%	42%	86%	16%	35%	25%
28	My supervisor delegates work appropriately.	85%	15%	26%	23%	78%	22%	33%	33%	65%	35%	37%	32%	74%	26%	41%	26%

**Table E-3
Caseworker Survey by Strata**

Factors/Statements		<u>Metro/Urban</u>				<u>Large</u>				<u>Medium</u>				<u>Small</u>			
		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>	
		Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very
Your Co-workers																	
29	My co-workers are held accountable for their performance.	69%	31%	34%	35%	64%	36%	22%	50%	50%	50%	23%	53%	67%	33%	36%	25%
30	The majority of my co-workers adhere to the same standard of service.	76%	24%	32%	33%	79%	21%	19%	45%	81%	19%	34%	36%	86%	14%	37%	15%
31	I can count on my co-workers to help me with work related problems.	94%	6%	28%	25%	97%	3%	19%	28%	91%	9%	32%	27%	96%	4%	28%	18%
32	I believe my co-workers strive to produce the best possible results with children and families.	94%	6%	31%	25%	95%	5%	16%	36%	93%	7%	28%	32%	96%	4%	24%	20%
Your Position																	
33	I had the chance to experience the job before starting.	33%	67%	23%	14%	28%	72%	25%	8%	41%	59%	40%	13%	33%	67%	46%	11%
34	I was given a realistic description of my job expectations before I accepted this position.	85%	15%	28%	17%	78%	22%	32%	23%	71%	29%	36%	24%	73%	27%	32%	22%
35	I understand what is expected of me.	94%	6%	25%	26%	95%	5%	21%	29%	89%	11%	39%	17%	94%	6%	20%	0%
36	My position allows me to experience new and different assignments.	85%	15%	32%	13%	95%	5%	31%	17%	88%	12%	40%	11%	96%	4%	31%	10%
37	I feel competent to do what is asked of me.	98%	2%	22%	21%	99%	1%	30%	16%	93%	7%	33%	21%	94%	6%	44%	5%
38	My workload is reasonable.	77%	23%	27%	31%	77%	23%	50%	21%	67%	33%	39%	39%	67%	33%	33%	31%
39	Documentation requirements are reasonable.	58%	42%	33%	36%	52%	48%	36%	36%	41%	59%	29%	55%	36%	64%	42%	48%
40	I have enough time to complete	69%	31%	38%	30%	70%	30%	46%	26%	47%	53%	33%	52%	62%	38%	47%	38%

**Table E-3
Caseworker Survey by Strata**

Factors/Statements	<u>Metro/Urban</u>				<u>Large</u>				<u>Medium</u>				<u>Small</u>			
	<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>	
	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very
	the critical duties of my job.															
41	89%	11%	38%	18%	94%	6%	21%	29%	95%	5%	40%	13%	93%	7%	37%	15%
42	69%	31%	39%	8%	48%	52%	38%	22%	51%	49%	40%	31%	46%	54%	41%	21%
43	84%	16%	28%	8%	68%	32%	22%	20%	54%	56%	45%	14%	46%	54%	35%	21%
44	92%	8%	22%	22%	81%	19%	34%	16%	74%	26%	42%	29%	79%	21%	40%	23%
45	93%	7%	25%	22%	83%	17%	24%	29%	91%	9%	39%	15%	92%	8%	33%	20%
46	97%	3%	20%	20%	98%	2%	12%	27%	97%	3%	36%	15%	99%	1%	18%	0%
47	84%	16%	36%	21%	86%	14%	36%	18%	73%	27%	37%	36%	80%	20%	32%	27%
48	90%	10%	21%	27%	99%	1%	8%	21%	87%	13%	32%	25%	87%	13%	33%	17%
49	74%	26%	36%	29%	81%	19%	41%	25%	64%	36%	37%	36%	73%	27%	45%	29%
	Training															
51	47%	53%	40%	29%	47%	53%	47%	40%	36%	64%	56%	34%	41%	59%	44%	35%
52	69%	31%	39%	28%	69%	31%	38%	43%	70%	30%	46%	32%	79%	21%	34%	24%
53	84%	16%	34%	26%	85%	15%	42%	28%	84%	16%	51%	26%	86%	14%	32%	24%
54	76%	24%	33%	30%	76%	24%	36%	33%	60%	40%	39%	33%	85%	15%	34%	26%

**Table E-3
Caseworker Survey by Strata**

Factors/Statements	<u>Metro/Urban</u>				<u>Large</u>				<u>Medium</u>				<u>Small</u>				
	<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		
	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	
55	The agency provides opportunities for professional development.	76%	24%	35%	29%	80%	20%	40%	27%	63%	37%	45%	30%	78%	22%	26%	36%
Job Satisfaction																	
57	I enjoy the day-to-day tasks of my job.	92%	8%	31%	18%	100%	0%	33%	21%	92%	8%	34%	18%	94%	6%	40%	19%
58	I feel I make a difference in the work I do.	94%	6%	21%	26%	99%	1%	21%	30%	91%	9%	30%	18%	94%	6%	35%	16%
59	The work I do is appreciated.	77%	23%	33%	23%	79%	21%	16%	34%	67%	33%	42%	25%	71%	29%	47%	21%
60	There is a good fit between my work and my life.	88%	12%	27%	24%	90%	10%	30%	21%	85%	15%	30%	25%	80%	20%	33%	23%
61	I am appropriately compensated for the work I perform.	77%	23%	29%	32%	68%	32%	38%	38%	65%	35%	42%	28%	54%	46%	38%	36%
62	My benefit package is good.	88%	12%	31%	24%	78%	22%	27%	33%	74%	26%	47%	24%	68%	32%	48%	25%
63	My pay is equivalent to that of other professionals with similar status.	74%	26%	31%	32%	73%	27%	25%	43%	71%	29%	49%	22%	55%	45%	43%	29%
64	I receive timely raises.	73%	27%	28%	29%	79%	21%	26%	41%	86%	14%	47%	19%	75%	25%	41%	27%
65	I receive adequate raises.	59%	41%	33%	35%	63%	37%	26%	49%	66%	33%	44%	31%	57%	43%	39%	36%
66	There is sufficient opportunity for advancement.	46%	54%	40%	32%	26%	74%	38%	34%	39%	61%	50%	24%	24%	76%	50%	30%
67	I am proud to work at this agency.	89%	11%	32%	21%	95%	5%	29%	20%	85%	15%	29%	29%	90%	10%	36%	17%
68	When stress builds there are ways within the organization to defuse it.	46%	54%	42%	36%	55%	45%	31%	44%	45%	55%	31%	48%	58%	42%	46%	35%
69	I feel respected by other professionals.	87%	13%	31%	21%	94%	6%	18%	25%	90%	10%	34%	17%	86%	14%	40%	19%

**Table E-3
Caseworker Survey by Strata**

Factors/Statements	<u>Metro/Urban</u>				<u>Large</u>				<u>Medium</u>				<u>Small</u>			
	<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>	
	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very
70 The public understands what I do.	36%	64%	45%	28%	24%	76%	45%	39%	27%	73%	45%	43%	21%	79%	56%	38%

**Table E-4
Supervisor Survey by Strata**

Factors/Statements	<u>Metro</u>				<u>Large</u>				<u>Medium</u>				<u>Small</u>				
	<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		
	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	
Agency Policy																	
1	My agency has a clear vision and mission.	81%	18%	50%	50%	100%	0%	50%	0%	83%	17%	0%	0%	85%	15%	43%	57%
2	I can easily access agency policy and statute.	91%	8%	31%	36%	72%	29%	57%	29%	100%	0%	50%	33%	85%	15%	43%	43%
3	I am made aware of policy and statute changes that affect my unit.	76%	23%	16%	58%	93%	7%	33%	50%	100%	0%	0%	88%	83%	17%	29%	57%
4	There is clarity and coherence to agency practice.	60%	39%	24%	%	79%	21%	78%	22%	100%	0%	33%	50%	62%	39%	14%	71%
5	I support virtually all of the agency's policies.	78%	22%	47%	32%	86%	14%	50%	13%	100%	0%	67%	17%	83%	17%	20%	80%
6	I am responsible for teaching and/or reinforcing policy in my unit.	100%	0%	21%	37%	100%	0%	44%	22%	100%	0%	0%	67%	100%	0%	17%	67%
Management and Organization																	
8	I understand the agency's chain of command.	91%	9%	42%	31%	100%	0%	43%	0%	100%	0%	43%	29%	92%	8%	11%	56%
9	I can access people in change when I need a decision.	81%	19%	24%	38%	93%	7%	29%	14%	100%	0%	43%	29%	100%	0%	11%	56%

**Table E-4
Supervisor Survey by Strata**

Factors/Statements	<u>Metro</u>				<u>Large</u>				<u>Medium</u>				<u>Small</u>				
	<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		
	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	
10	My agency is flexible and adaptable to change.	73%	27%	46%	46%	79%	21%	57%	14%	82%	18%	0%	71%	69%	31%	11%	78%
11	I am sufficiently involved in decisions that directly affect my unit.	74%	26%	39%	39%	86%	71%	71%	14%	92%	8%	14%	57%	92%	8%	22%	56%
12	The work environment promotes open communication.	59%	41%	21%	66%	93%	7%	43%	29%	83%	17%	14%	57%	85%	15%	11%	78%
13	Staff Turnover is a challenge in my agency	22%	78%	44%	33%	50%	50%	29%	57%	42%	58%	43%	29%	54%	46%	40%	60%
Your Supervisor																	
14	Management establishes my goals clearly.	67%	33%	43%	36%	92%	8%	20%	40%	75%	25%	38%	37%	75%	25%	50%	25%
15	Management monitors our progress in achieving the goals.	60%	40%	61%	25%	100%	0%	43%	28%	83%	17%	50%	38%	75%	25%	38%	25%
16	My manager is available to discuss specific cases if needed.	95%	5%	39%	14%	100%	0%	29%	29%	100%	0%	38%	37%	100%	0%	25%	25%
17	My manager is approachable.	95%	5%	22%	41%	93%	7%	29%	29%	100%	0%	13%	37%	100%	0%	25%	25%
18	My manager supports the decisions I make.	96%	4%	31%	28%	100%	0%	14%	43%	92%	8%	38%	37%	83%	17%	33%	33%

**Table E-4
Supervisor Survey by Strata**

Factors/Statements	<u>Metro</u>				<u>Large</u>				<u>Medium</u>				<u>Small</u>				
	<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		
	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	
19	My manager helps me learn and improve.	79%	21%	39%	29%	93%	7%	29%	29%	92%	8%	38%	37%	82%	18%	44%	22%
20	My manager is willing to consider an alternative perspective.	91%	9%	27%	39%	93%	7%	43%	29%	100%	0%	37%	38%	83%	17%	50%	25%
21	My manager is competent.	51%	15%	19%	52%	93%	7%	43%	29%	82%	91%	37%	38%	92%	8%	14%	29%
22	My manager is held accountable for his or her performance.	65%	35%	44%	40%	93%	7%	29%	29%	92%	8%	13%	50%	75%	25%	37%	38%
23	My manager promotes the used of the training I receive.	86%	14%	33%	30%	100%	0%	14%	43%	100%	0%	25%	50%	100%	0%	25%	37%
24	My manager is a good mentor.	64%	36%	43%	36%	79%	21%	29%	29%	83%	17%	25%	38%	82%	18%	57%	0%
25	My manager is trustworthy and builds trust in others.	82%	18%	26%	44%	93%	7%	14%	43%	92%	8%	13%	50%	90%	10%	29%	28%
26	My manager is a team builder.	69%	31%	31%	52%	86%	14%	29%	29%	100%	0%	14%	57%	82%	18%	29%	28%
27	My manager provides emotional support when I need it.	77%	23%	37%	37%	86%	14%	25%	25%	100%	0%	37%	38%	75%	25%	44%	22%
28	My manager builds partnerships outside of our unit.	84%	16%	30%	44%	86%	14%	29%	29%	100%	0%	62%	13%	92%	8%	14%	29%
29	My manager is willing to make tough decisions.	79%	21%	39%	39%	100%	0%	50%	17%	92%	8%	25%	50%	75%	25%	13%	38%

**Table E-4
Supervisor Survey by Strata**

Factors/Statements	<u>Metro</u>				<u>Large</u>				<u>Medium</u>				<u>Small</u>				
	<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		
	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	
30	My manager delegates work appropriately.	80%	20%	39%	32%	100%	0%	43%	14%	100%	0%	50%	13%	83%	17%	43%	28%
Your Staff																	
31	I hold my staff accountable for their performance.	98%	2%	15%	44%	100%	0%	38%	38%	100%	0%	38%	50%	100%	0%	33%	44%
32	My staff strives to produce the best possible results with children and families.	97%	3%	15%	50%	93%	7%	13%	38%	100%	0%	13%	63%	92%	8%	13%	50%
33	I have an adequate say in who works in my unit.	74%	26%	30%	33%	79%	21%	0%	50%	92%	8%	25%	50%	92%	8%	25%	25%
34	By and large my staff is competent to do their jobs.	100%	0%	27%	35%	100%	0%	0%	50%	100%	0%	14%	57%	100%	0%	25%	50%
35	My staff can access the services needed for children and families.	88%	12%	32%	46%	86%	14%	25%	50%	100%	0%	25%	50%	69%	31%	40%	50%
	Your Position																
36	I was given a realistic description of my job expectations before I accepted this position.	78%	22%	42%	19%	93%	7%	22%	44%	75%	25%	63%	13%	75%	25%	43%	29%
37	I had the chance to experience the job before starting.	29%	71%	35%	17%	57%	43%	44%	11%	25%	75%	25%	13%	15%	85%	25%	25%

**Table E-4
Supervisor Survey by Strata**

Factors/Statements	<u>Metro</u>				<u>Large</u>				<u>Medium</u>				<u>Small</u>				
	<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		
	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	
38	In understand what is expected of me.	91%	9%	32%	29%	92%	8%	33%	33%	100%	0%	38%	38%	92%	8%	38%	38%
39	My position allows me to experience new and different assignments.	83%	17%	35%	31%	23%	7%	56%	22%	92%	8%	25%	25%	92%	8%	43%	14%
40	I feel competent to do what is asked of me.	98%	2%	27%	26%	100%	0%	50%	38%	100%	0%	13%	63%	100%	0%	43%	29%
41	I have enough time to complete the critical duties of my job.	80%	20%	27%	23%	57%	43%	33%	44%	42%	58%	25%	63%	62%	38%	11%	56%
42	I am rarely, if ever, required to work overtime.	64%	36%	48%	7%	29%	71%	50%	25%	46%	55%	29%	29%	46%	54%	44%	11%
43	I am rarely, if ever, required to be on call.	74%	26%	35%	12%	36%	64%	25%	13%	46%	55%	0%	14%	54%	46%	38%	0%
44	I am permitted to use flex time.	91%	9%	26%	26%	93%	7%	22%	33%	80%	20%	25%	25%	77%	23%	25%	38%
45	I have the tools I need to do my job.	100%	0%	27%	26%	93%	3%	44%	22%	92%	8%	25%	38%	92%	8%	57%	14%
46	We have good working conditions at my agency.	90%	10%	26%	41%	92%	8%	50%	30%	100%	0%	50%	38%	85%	15%	38%	25%
47	I am dedicated to the fundamental goals of this organization.	100%	0%	12%	35%	100%	0%	25%	38%	100%	0%	25%	50%	100%	0%	38%	13%
48	I feel physically safe at my job.	100%	0%	23%	23%	100%	0%	22%	44%	100%	0%	38%	25%	100%	0%	25%	25%

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Supervisor Survey by Strata**

Factors/Statements	<u>Metro</u>				<u>Large</u>				<u>Medium</u>				<u>Small</u>				
	<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		
	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	
49	I have sufficient decision-making authority over staff.	98%	2%	31%	27%	93%	7%	13%	38%	83%	17%	13%	50%	92%	8%	25%	25%
50	I have sufficient decision making authority over resources.	71%	29%	29%	32%	64%	36%	25%	50%	100%	0%	25%	50%	85%	15%	33%	22%
Training																	
57	I received training in supervision and or leadership within sex months of assuming that role.	88%	22%	23%	42%	79%	21%	44%	22%	83%	17%	38%	38%	69%	31%	38%	50%
58	The training helped me be a better supervisor or manager.	84%	16%	30%	30%	79%	21%	25%	38%	91%	9%	25%	50%	85%	15%	38%	38%
59	Trainers are qualifies on the topics they present.	89%	11%	15%	30%	100%	0%	13%	38%	100%	0%	43%	29%	22%	8%	14%	57%
60	The agency provides adequate ongoing training.	69%	31%	41%	41%	64%	36%	33%	33%	83%	17%	38%	38%	69%	31%	25%	50%
61	The agency provides opportunities for professional development.	77%	23%	36%	32%	86%	14%	25%	38%	92%	8%	50%	25%	100%	0%	29%	43%
Job Satisfaction																	
63	I enjoy the day-to-day tasks of my job.	95%	5%	38%	25%	100%	0%	13%	38%	100%	0%	57%	29%	100%	0%	25%	25%

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Factors/Statements	<u>Metro</u>				<u>Large</u>				<u>Medium</u>				<u>Small</u>				
	<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		
	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	
64	I feel I make a difference in the work I do.	98%	2%	25%	33%	93%	7%	13%	25%	100%	0%	57%	29%	100%	0%	38%	25%
65	The work I do is appreciated.	79%	21%	50%	15%	79%	21%	13%	38%	82%	18%	33%	33%	75%	25%	63%	13%
66	There is a good fit between my work and my life.	91%	9%	38%	21%	86%	14%	25%	38%	92%	8%	43%	29%	92%	8%	38%	25%
67	I am appropriately compensated for the work I perform.	88%	12%	36%	24%	93%	7%	25%	13%	83%	17%	38%	38%	62%	38%	56%	33%
68	My benefit package is good.	91%	9%	32%	28%	100%	0%	38%	25%	83%	17%	38%	25%	69%	31%	50%	25%
69	My pay is equivalent to that of other professionals with similar status.	83%	17%	23%	35%	64%	36%	38%	25%	58%	42%	38%	25%	46%	54%	44%	33%
70	I receive timely raises.	80%	20%	40%	28%	100%	0%	25%	13%	75%	25%	63%	13%	85%	15%	50%	25%
71	I receive adequate raises.	68%	32%	41%	33%	79%	21%	25%	13%	73%	27%	57%	14%	42%	58%	63%	25%
72	There is sufficient opportunity for advancement.	47%	53%	35%	31%	50%	50%	25%	25%	58%	42%	50%	0%	23%	77%	67%	11%
73	I am proud to work at this agency.	93%	7%	32%	24%	79%	21%	13%	25%	100%	0%	50%	25%	92%	8%	38%	25%
74	When stress builds there are ways within the organization to defuse it.	55%	45%	41%	48%	50%	50%	13%	50%	67%	33%	25%	50%	39%	62%	50%	38%

**Table E-4
Supervisor Survey by Strata**

Factors/Statements	<u>Metro</u>				<u>Large</u>				<u>Medium</u>				<u>Small</u>				
	<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		<u>Current</u>		<u>Change</u>		
	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	Agree	Disagree	Somewhat	Very	
75	I get cooperation when working with other agencies.	91%	9%	42%	27%	86%	14%	11%	33%	100%	0%	50%	38%	92%	8%	29%	14%
76	I feel respected by other professionals.	96%	4%	39%	23%	86%	14%	44%	22%	92%	8%	50%	38%	85%	15%	25%	25%
77	The public understands what I do.	48%	52%	41%	52%	14%	86%	22%	78%	42%	85%	38%	38%	15%	85%	44%	44%

APPENDIX F – STAFF RETENTION LITERATURE

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