

“Varying Perspectives on Retention in Public Child Welfare”

[Combined Panel Session]

Part I: *Dr. Patrick Leung & Dr. Nicole Willis*
University of Houston

Part II: *Dr. Sherrill Clark & Dr. Susan Jacquet*
University of California, Berkeley

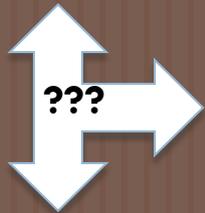
Part III: *Questions/Discussion*

August 30, 2011
2:00 pm to 3:30 pm

National Child Welfare Evaluation Summit
Washington, D.C.

Panel Agenda

TURNOVER



RETENTION

**MOTIVATION
TO WORK**

PART I:

Problem definition

Literature review

Theoretical framework

Study #1: Dissertation (Houston, TX)

PART II:

Study #2: Career Path Retrospective Study

Study #3: CaISWEC Public Child Welfare
Workforce Study

PART III:

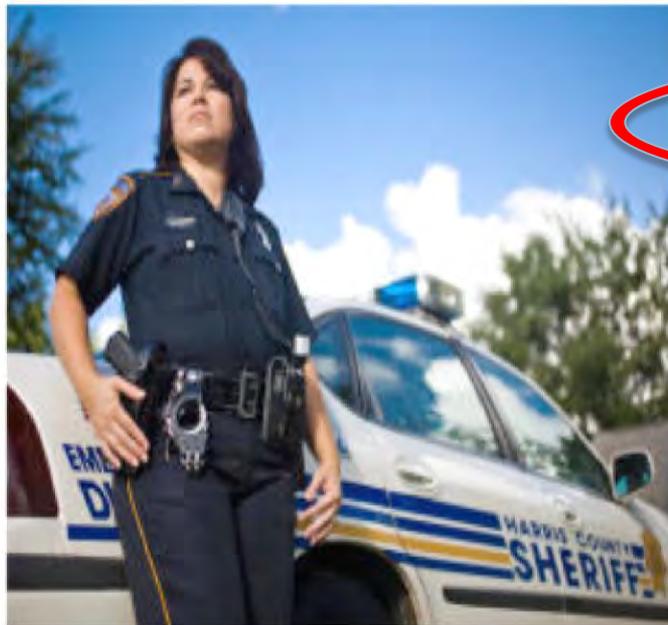
Questions/Discussion

CPS plan to save kids loses momentum

Most special officers hired by the agency to spot abuse problems have left the job

By TERRI LANGFORD
HOUSTON CHRONICLE

Oct. 12, 2009, 6:05AM



Nick de la Torre Chronicle

Terry Garza returned to her old job as a Harris County deputy after two years at CPS. While there, she quickly solved a problem that had stumped other workers for nine months.

An ambitious plan to save more children by hiring former law enforcement officers to improve abuse investigations lies in disarray with more than half the investigators leaving Texas Child Protective Services since the program began in 2005, state records show.

Of the 431 special investigators hired by CPS in the past four years to aid in the most complex cases, 273 have left the agency, the Houston Chronicle has found.

And today, the concept seems to have run aground as more than a third of the state's 236 positions sit vacant.

"Certainly we were aware in 2005 that adding the SI (special investigator) job was new for CPS, and we knew it was going to be a challenge," said Patrick Crimmins, CPS spokesman in Austin.

The SI program's apparent shortfalls come at a critical time as the agency confronts even more scrutiny over flawed investigations following four child abuse deaths, three in Houston and one in Dallas, involving families under examination by CPS.

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JULY 20, 2008

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CITY & STATE

INSIDE

■ With talk about \$200 textbooks, students' rights and uncertain funding, college students from across Texas gathered at the Capitol. **STORY ON PAGE 1**

DEATHS IN REVIEW | OBITUARIES | WEATHER

Problems persist for child welfare

■ Review finds Texas caseworker visits again falling short of federal standards

By JANET ELLIOTT
AUSTIN BUREAU

AUSTIN — High caseloads that prevent child welfare workers from making monthly visits with children and parents are again causing problems for the state with a federal review team.

Texas already is appealing a

\$4 million fine for insufficient caseworker visits stemming from a 2002 review. Preliminary results released last month from a 2008 review again found the state deficient.

The federal standard calls for 95 percent of children in state care to be seen monthly by a caseworker.

In the fiscal year that ended

last Aug. 31, only 75 percent of children were visited each month.

The latest Child and Family Services Review also faulted Texas for having too many children in long-term foster care and placing children on waiting lists for mental-health and substance-abuse services.

The state did not meet six of seven national standards designed to ensure that quality services are provided to the 30,000 children and their

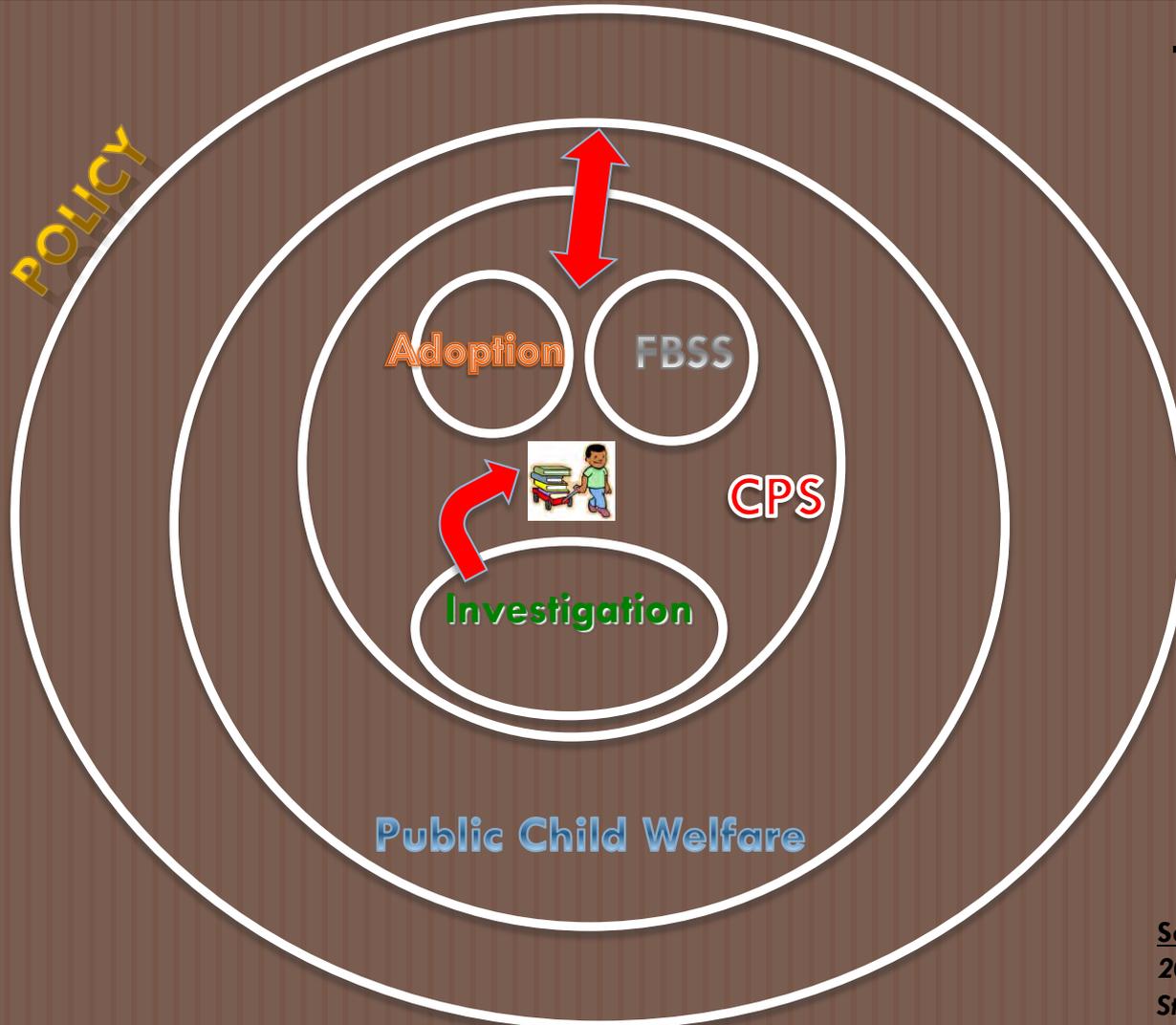
families in the child welfare system.

The state did meet targets for serving children's educational needs.

"It's obviously very alarming," said state Sen. Carlos Uresti. "The system is bleeding itself if we don't address this (staff turnover) issue and address it as a crisis."

In July, caseworker turnover was high among caseworkers, who are supposed to
Please see **CASELOAD**, Page B5

Problem definition...



TURNOVER/RETENTION

- < 2 years employment
- Caseworkers/Specialists is 30-41 % rate
- Costs \$56 million annually

Sources: Brown et al., 2002; Cahalane & Sites, 2008; Faller & Ortega, 2009; McClure, 2008; Strolin et al., 2007

CHILD & FAMILY SERVICES REVIEW: OUTCOMES	Texas	California
Families have enhanced capacity to provide for child needs	38.5	58.5
Children receive appropriate services for educational needs	97.1	88.0
Children receive appropriate services to meet their physical and mental health needs	69.6	81.0
Children are first and foremost protected from abuse and neglect	61.3	80.6
Children are safely maintained in their homes whenever possible and appropriate	63.1	76.9
Children have permanency and stability in their living situations	37.5	41.0
The continuity of family relationships and connections is preserved for children	62.5	79.5

Sources: http://www.dfps.state.tx.us/documents/about/pdf/2009-02-01_2008_Texas%20CFSR.pdf
<http://www.childsworld.ca.gov/PG1520.htm>

“timely manner...”

“quality assessment...”

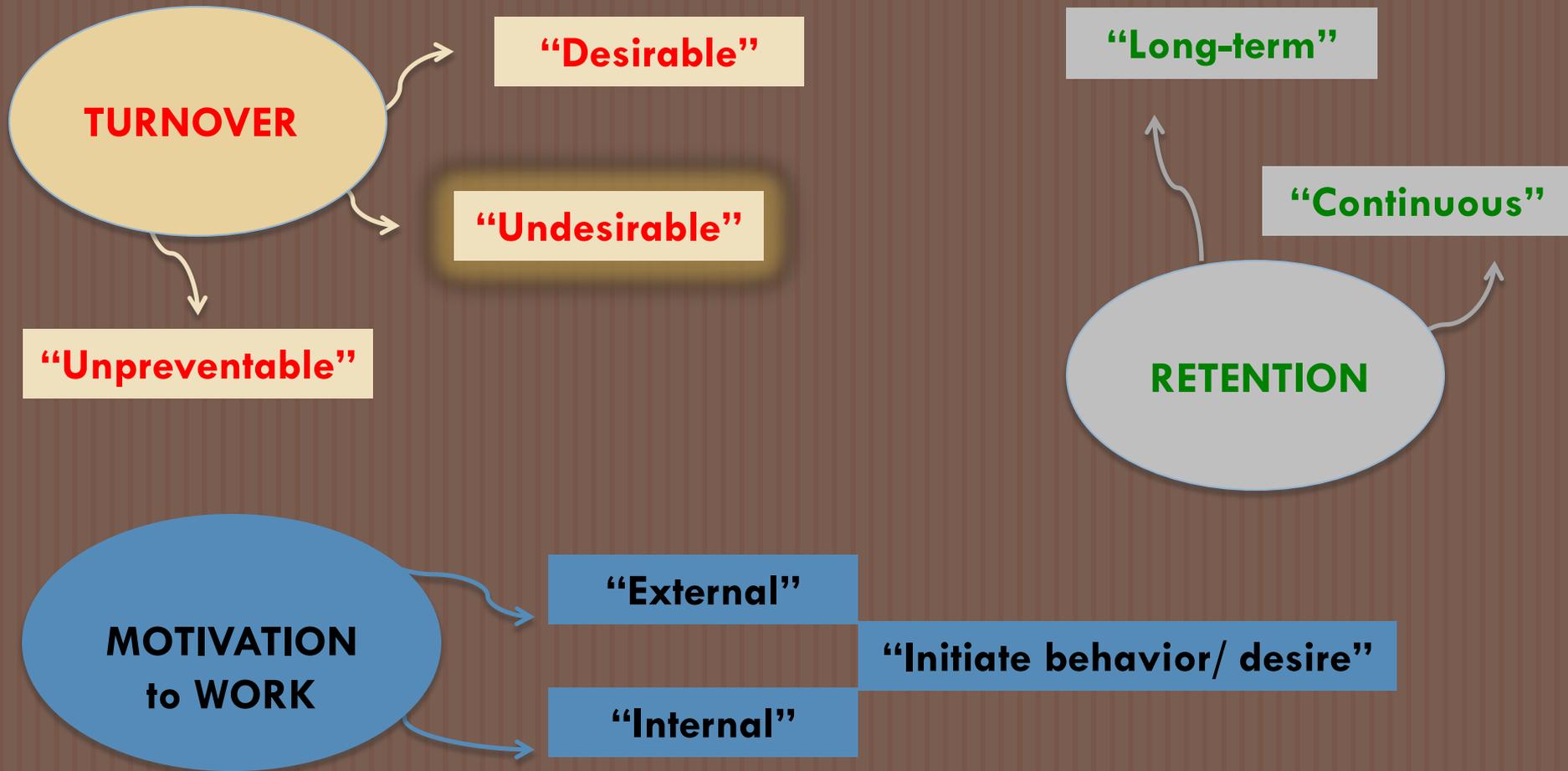
“frequency of case review...”

“consistency...”

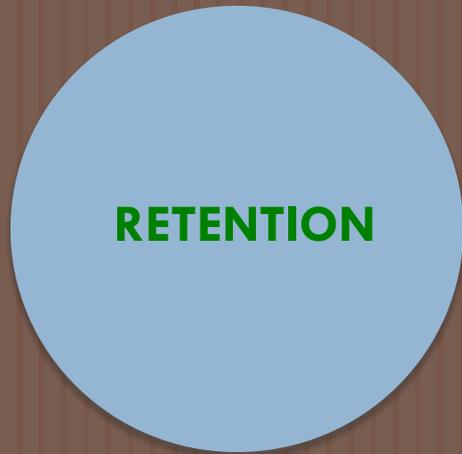
“services recommended, but not provided...”

“leadership skills...”

Definitions



Literature Review: Retention & Turnover



What can be done to RETAIN child welfare workers?

RETENTION

- GENDER
- AGE
- COMMITMENT TO CHILD WELFARE
- DEGREE
- TENURE/EXPERIENCE
- ~~•JOB SATISFACTION~~
- MOTIVATION TO WORK**
 - TRAINING**
 - SALARY
 - PROMOTION
- PROFESSIONAL DEVELOPMENT
- PROFESSIONAL AUTONOMY
- CASELOAD
- STRESS
- COLLEGIAL SUPPORT

TURNOVER



Intent to remain (*attitudinal*) or actual retention/turnover (*behavioral*)

Positive Impact

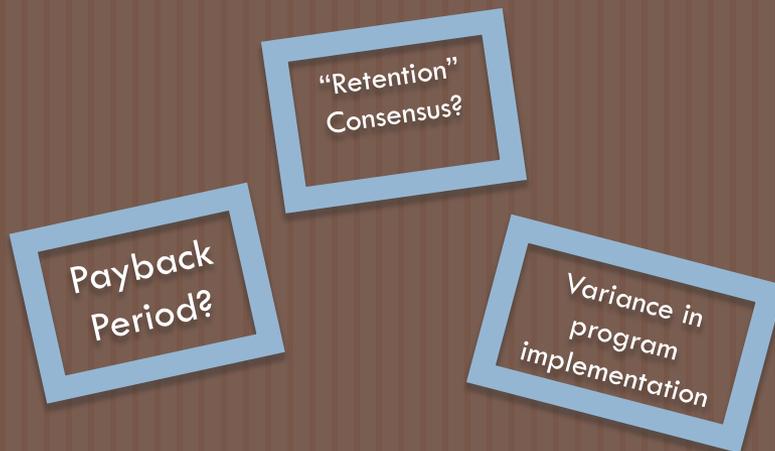
- > **employment length** (Auerbach et al., 2007; Calahane & Sites, 2008; Jacquet et al., 2007; Leung et al., 2010; O'Donnell & Kirkner, 2009)
- Child welfare outcomes** (Leung, 2008)
- Increase child welfare knowledge** (Gansle & Ellett, 2002)
- IV-E higher degrees** (Jones, 2002)

No Impact

- No difference in length of employment** (Dickinson & Perry, 2002; Jones, 2002)
- Salaries lower for IV-E** (Dickinson & Perry, 2002; Scannapieco & Connell-Carrick, 2003)
- Child welfare knowledge** (Gansle & Ellett, 2002)
- IV-E less tenure than non IV-E** (Jones, 2002)

Other Findings

- Exhaustion, Salary, Collegial support, Supervisor support, Age, Caseload, Previous experience, Commitment, Professional advancement, Growth, Job satisfaction** (Cahalane & Sites, 2008; Glisson & Hemmelgarn, 1998; Jacquet et al., 2007; Jones, 2002; Risley-Curtiss, 2002)
- MSW vs. B.A./B.S.W** (Shim, 2009; Weaver et al., 2007)





Motivation to work

“A desire to work which results from a sense of enjoyment or obligation, or a desire for external benefits, rewards or recognition or internal benefits” (Locke & Latham, 2004; Travis, 2006)

“A set of energetic forces derived from the P-I-E interaction that results in a set of psychological forces that initiate work-related behavior” (Latham & Pinder, 2005)

Variables Explored

- **Age** (Jurkiewicz, 2000)
- **Gender** (Gould-Williams & Davies, 2005)
- **Public sector less committed to work** (Buelens & Van den Broeck, 2007)
- **Perception of agency values worker** (Cameron & Pierce, 2002; Travis, 2006)
- **Motivation mediated by behavior—reward belief** (Alonso & Lewis, 1999)
- **Motivation related to higher productivity, lower turnover & lower absenteeism** (Harter et al., 2002; Salanova et al., 2005)
- **Perceived level of organizational support (safety, resources, availability, teamwork, fair rewards, trust, promotion, learning)** (Curran, 2001; Gould-Williams & Davies, 2005; Kahn, 1990)

Theoretical Framework

SOCIAL EXCHANGE THEORY
(Homans, 1958)

SYSTEMS THEORY
(von Bertalanffy, 1974)



Purpose of Study

- **Small sample sizes** (see Folaron & Hostetter, 2007; Landsman, 2007; Robin & Hollister, 2002; Scannapieco & Connell-Carrick, 2003; Shim, 2009; Weaver et al., 2009)
- **Variance among IV-E programs** (see Averbach et al., 2007; Jacquet et al., 2007; Leung et al., 2010)
- **Lack consensus regarding “retained”**
(see Dickinson & Perry, 2002; Robin & Hollister, 2002; Rosenthal & Waters, 2006; Westbrook et al., 2006)
- **IV-E research lack theoretical framework**
(see Brown et al., 2002; Cahalane & Sites, 2008; Scannapieco, 2007; Lehman et al., 2005)



- **Mostly business & industrial sectors**
(see Avery et al., 2007; Perry & Porter, 1982; Wright, 2001)
- **Various measures of motivation construct**
(see Grant, 2008; Heger, 2008, Ryan & Cornell, 1989)

“USING SYSTEMS THEORY & SOCIAL EXCHANGE THEORY TO UNDERSTAND FACTORS THAT IMPACT RETENTION, TURNOVER AND MOTIVATION TO WORK IN A PUBLIC CHILD WELFARE AGENCY” [*Dissertation 2011*]

Sample:

$N = 610$ TDPRS CPS workers

- Purposive sampling technique
- Inclusion Criteria: CPS Investigators II, III, IV, V; CPS Specialists II, III, IV, V; Faith-Based CPS Specialists II, III, IV; Kinship Caregiver CPS Specialists II, III, IV; Program Specialists I, III, IV, V.
- Exclusion Criteria: CPS Supervisor; CPS Director; CPS Administrator.

Instrument:

Questionnaire (*developed by Title IV-E Federal Region VI Roundtable Evaluation Committee [2007]*)

- 40 items
- Institutional Review Board approved 04/03/07 (*exempt under “category 2”*)
- Administered via Survey Monkey to TDPRS workers 02/14/08 to 03/24/08

Research Design:

Multi-group post-test only design

Secondary Data Analysis

- Content Analysis
- Standard Multiple regression

RQ1: Content Analysis

Research Question #1:

How does the level of motivation to work affect CPS caseworkers' intent to remain employed in and intent to leave the agency?

- a. What are the differences and similarities between caseworkers with low motivation to work and those with high motivation to work in terms of reasons to stay employed at CPS?
- b. What are the differences and similarities between caseworkers with low motivation to work and those with high motivation to work in terms of reasons why a caseworker might leave CPS?

Item #39 [MOTIVATION TO WORK]: (5=SA; 4=A; 3=U; 2=D; 1=SD)

"It is important for me to perform my job in conscientious manner"

"Once I undertake a task, I persist because of a sense of duty"

"I feel a strong sense of moral obligation in my work"

"When I see a wrong, I feel responsible for making it right"

Item #23 [INTENT TO STAY]

"What are the primary reasons that you stay at CPS?"

Item # 24 [INTENT TO LEAVE]

"What are some of the reasons why you would leave CPS?"

		Employment	
		<i>Intent to Remain</i>	<i>Intent to Leave</i>
Motivation to Work	<i>Low</i>		
	<i>High</i>		

RQ2: Content Analysis

Research Question #2:

How does Title IV-E training affect CPS caseworkers' intent to remain employed in and intent to leave the agency?

a. What are the differences and similarities between Title IV-E trained caseworkers and non-Title IV-E trained caseworkers in terms of reasons to stay employed at CPS?

b. What are the differences and similarities between Title IV-E trained caseworkers and non-Title IV-E trained caseworkers in terms of reasons why a caseworker might leave CPS?

Item #12 [TITLE IV-E TRAINING]: (0 = “no”; 1 = “yes”)

“Did you receive the Title IV-E stipend?”

Item #23 [INTENT TO STAY]

“What are the primary reasons that you stay at CPS?”

Item # 24 [INTENT TO LEAVE]

“What are some of the reasons why you would leave CPS?”

		Employment	
		<i>Intent to Remain</i>	<i>Intent to Leave</i>
Title IV-E Training	<i>No</i>		
	<i>Yes</i>		

RQ3: Standard Regression

Research Question #3:

What impact do **demographic/personal** (age, gender, commitment to CPS), professional (training, degree, licensure, years of social service experience, CPS tenure, practice skills), and organizational (supervisor support, co-worker support, job demand) factors have on CPS caseworkers' motivation to work?

Hypothesis:

Demographic/personal, professional, and organizational factors have an impact on CPS caseworkers' motivation to work. Furthermore, *organizational* factors will have the strongest impact on motivation to work.

Demographic/Personal Variables

[Item #4]: Age

[Item #9]: Gender

[Item #22]: Commitment to CPS (5=SA; 4=A; 3=U; 2=D; 1=SD)

"I plan to retire from CPS"

"I intend to leave CPS within the next 12 months" *** reverse-coded

"I have future plans to get a job outside of CPS" *** reverse-coded

RQ3: Standard Regression

Research Question #3:

What impact do demographic/personal (age, gender, commitment to CPS), **professional** (training, degree, licensure, years of social service experience, CPS tenure, practice skills), and organizational (supervisor support, co-worker support, job demand) factors have on CPS caseworkers' motivation to work?

Professional Variables

[Item #12]: Title IV-E Training (1 = "yes"; 0 = "no")

[Item #18/ #19]: Degree (1 = "SW degree"; 0 = "no SW degree")

[Item #20]: Licensure (1="yes"; 0="no")

[Item #21]: Years of social service experience

[Item #11]: CPS Tenure

[Item #28/32/34/36]: Skill (1=low to 5=high) ***item #30 omitted due to construction error

"Describe your skill level in the following areas: casework; administrative; skills working with culturally diverse populations; skills working with persons with disabilities and/or special needs"

RQ3: Standard Regression

Research Question #3:

What impact do demographic/personal (age, gender, commitment to CPS), professional (training, degree, licensure, years of social service experience, CPS tenure, practice skills), and **organizational** (supervisor support, co-worker support, job demand) factors have on CPS caseworkers' motivation to work?

Organizational Variables (5=SA; 4=A; 3=U; 2=D; 1=SD)

[Item #25]: SUPERVISOR SUPPORT

"My direct supervisor respects my knowledge, skills and experience"

"My supervisor provides me with support so that I can be an effective worker"

[Item #25]: CO-WORKER SUPPORT

"My co-workers respect my knowledge, skills and experience"

"My work unit is cohesive"

[Item #26]: JOB DEMAND

"I feel that I can accomplish a satisfactory amount of work during an ordinary day"

"I am able to satisfy the multiple demands of my job with the current resources available"

COLLEGIAL
SUPPORT

RQ3: Standard Regression

Research Question #3:

What impact do demographic/personal (age, gender, commitment to CPS), professional (training, degree, licensure, years of social service experience, CPS tenure, practice skills), and organizational (supervisor support, co-worker support, job demand) factors have on CPS caseworkers' motivation to work?

Hypothesis:

Demographic/personal, professional, and organizational factors have an impact on CPS caseworkers' motivation to work. Furthermore, organizational factors will have the strongest impact on motivation to work.

RQ3: Standard Regression

Y' (motivation to work) = 11.377 + .031 (age) + .372 (gender) + .052 (commitment to CPS) - .083 (training) - .123 (degree) + .124 (licensure) - .014 (yrs soc service experience) - .018 (CPS tenure) + .247 (practice skills) + .074 (collegial support) - .075 (job demand)



<u>Variable</u>	<u>B</u>	<u>Beta</u>	<u>t</u>	<u>p</u>
Constant	11.377	--	--	--
Practice Skills	.247	.274	5.895	.000*
Age	.031	.175	2.934	.004*
Collegial Support	.074	.119	2.404	.017*
Commitment to CPS	.052	.079	1.623	.105
Job Demand	-.075	-.079	-1.573	.116
Gender	.372	.068	1.447	.149
CPS Tenure	-.018	-.059	-1.050	.294
Years Social Service Experience (pre-CPS)	-.014	-.044	-.885	.377
Degree	-.123	-.025	-.511	.609
Training	-.083	-.019	-.404	.687
Professional License	.124	.018	.350	.726

$R^2 = .164$

$F(11,411) = 7.309, p=.000$

*= $p < .05$



RQ1: Content Analysis

		Employment	
		<i>Intent to Remain</i>	<i>Intent to Leave</i>
Motivation to Work	12 ($z = -3.2$) to 16 ($z = -1.16$) <i>Low</i> $n=152$	229	350
	20 ($z = .886$) <i>High</i> $n=318$	418	468

Item #39 [MOTIVATION TO WORK]

"It is important for me to perform my job in conscientious manner"

"Once I undertake a task, I persist because of a sense of duty"

"I feel a strong sense of moral obligation in my work"

"When I see a wrong, I feel responsible for making it right"

Domain	Theme	Sub-theme	LOW MOT (n=229)			HIGH MOT (n=418)	
			n	%		n	%
Intrinsic	Contribute to Agency Mission	Helping Kids/Families	70	30.6		145	34.7
		Competency/Purpose	4	1.7		19	4.5
		Improve CPS Agency	N/A	--		3	<1
	Satisfaction	Job Duties	25	10.9		49	11.7
		Stress	N/A	--		1	<1
Extrinsic	Personal Support	Flexibility/Schedule	26	11.4		44	10.5
		Time Off	3	1.3		5	1.2
		Agency Environment	Variety	3	1.3		9
		Stability	19	8.3		9	2.2
		Collegial Relationships	14	6.1		31	7.4
		Positive Work Environment	6	2.6		15	3.6
		Appreciation	N/A	--		3	<1
		Observe Changes	2	<1		2	<1
		Job Challenge	1	<1		2	<1
	Professional	Skills/Knowledge/Experience	6	2.6		10	2.4
		Vertical Growth	3	1.3		2	<1
		Horizontal Growth	1	<1		1	<1
		Autonomy	2	<1		4	<1
		Financial	Salary	10	4.4		15
		Retirement	8	3.5		10	2.4
	Insurance Benefits	11	4.8		27	6.5	
Feasibility	Proximity		4	1.7		4	<1
	No Other Choice		6	2.6		5	1.2
	Comfortable		5	2.1		3	<1
Excluded	Random		2	--		6	--



Domain	Theme	Sub-theme	LOW MOT (n=350)			HIGH MOT (n=468)	
			n	%		n	%
Professional Congruence	Goals		8	2.2		11	2.4
	Commitment to Child Welfare		3	<1		7	1.5
	Competency (skills/knowledge)		2	<1		17	3.6
	Stress/Burnout		29	8.2		26	5.6
Unpreventable	Location/Relocation		3	<1		7	1.5
	Sick/Health		3	<1		6	1.3
	Financial Independence		7	2		10	2.1
	Forced/Pressured		2	<1		N/A	-
Agency Value	Growth		5	1.4		12	2.6
	Pay (general)		68	19.4		69	14.7
		Workload	6	1.7		10	2.1
		Hours	3	<1		5	1.1
		Skills/Education	5	1.4		7	1.5
		Cost of living	5	1.4		14	3.0
		Insurance/Benefits	5	1.4		8	1.7
		Vacation	3	<1		2	<1
		Appreciation	6	1.7		11	2.4
		Support (general)	7	2		3	<1
		Collegial	19	5.4		63	13.5
		Collaborative Systems	3	<1		4	<1
Agency Demand	Workload		31	8.9		31	6.6
	Caseload		27	7.7		29	6.2
	Hours (general)		19	5.4		9	1.9
		Personal Life	8	2.3		11	2.4

(Cont'd...)

Domain	Theme	Sub-theme	LOW MOT			HIGH MOT		
			(n=350)			(n=468)		
			n	%		n	%	
Agency Climate	Culture/Environment	Unethical/Unfair Treatment	9	2.6		11	2.4	
		Safety	1	<1		3	<1	
		Cohesion/Conflict	14	4		14	3	
	Bureaucracy Changes			7	2		6	1.3
		Policy/Procedure		9	2.6		7	1.5
		Staff restructure/loss		9	2.6		7	1.5
Attractiveness (Other Agencies)	Agency Value	Better Salaries	12	3.4		27	5.8	
		Better Opportunities	10	2.9		7	1.5	
		Better Benefits	N/A	--		5	1.1	
		Advancement Opportunities	N/A	--		4	<1	
		Autonomy	N/A	--		2	<1	
	Professional Congruence	Less Stress	2	<1		3	<1	
Excluded	No Intent to Leave		1	--		9	--	
	Random		2	--		2	--	

RQ2: Content Analysis

		Employment	
		<i>Intent to Remain</i>	<i>Intent to Leave</i>
Title IV-E Training	<i>No</i>	700	871
	<i>Yes</i>	250	313

Item #12 [TITLE IV-E TRAINING]: (0 = “no”; 1 = “yes”)

“Did you receive the Title IV-E stipend?”

Item #23 [INTENT TO STAY]

“What are the primary reasons that you stay at CPS?”

Item # 24 [INTENT TO LEAVE]

“What are some of the reasons why you would leave CPS?”

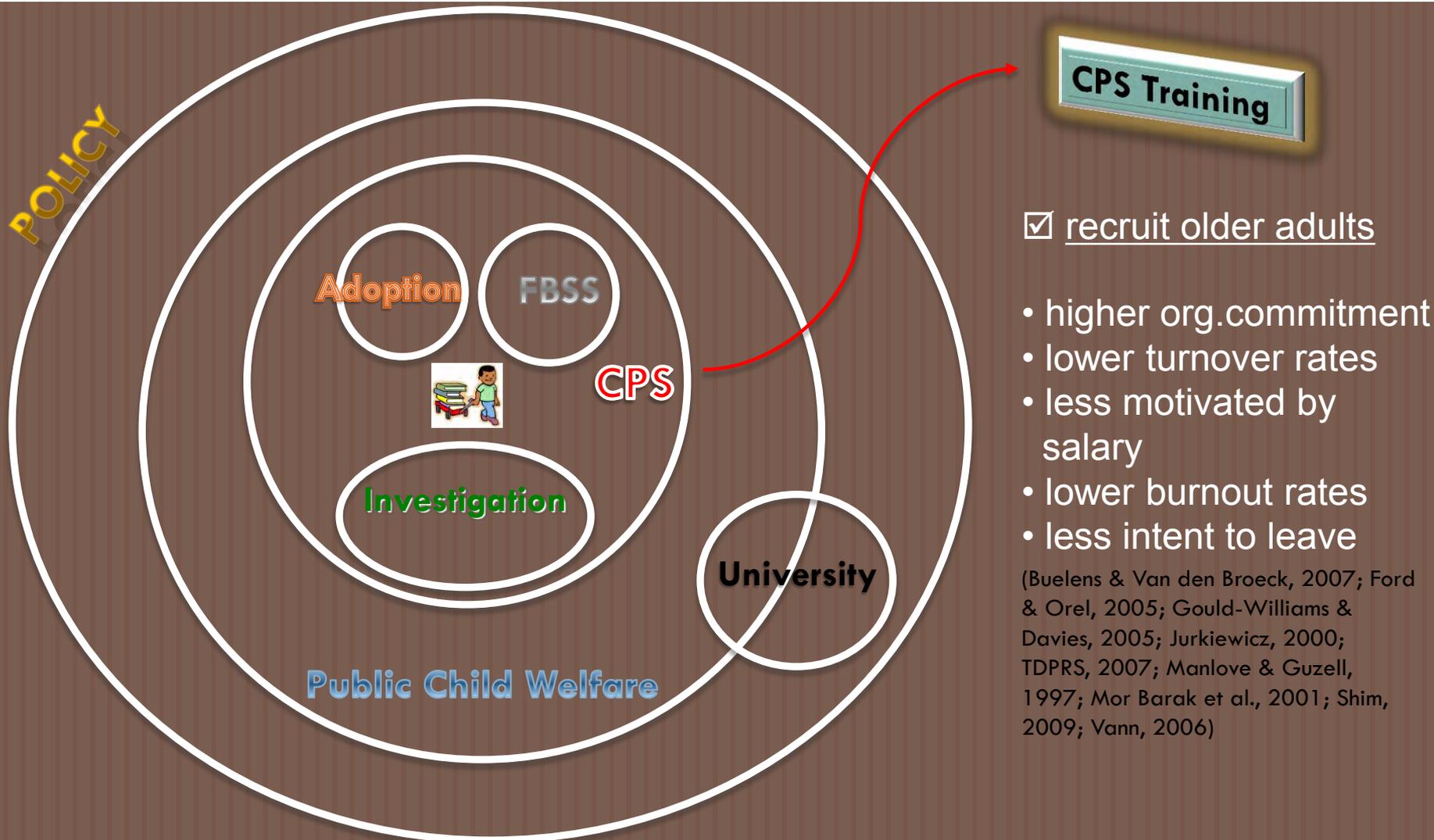
Domain	Theme	Sub-theme	Title IV-E (n=250)			Non-Title IV-E (n=700)		
			n	%		n	%	
Intrinsic	Contribute to Agency Mission	Helping Kids/Families	73	29.2		232	33.1	
		Competency/Purpose	4	1.6		21	3	
		Improve CPS Agency	3	1.2		1	<1	
		Satisfaction	Job Duties	40	16		81	11.6
			Stress	N/A	--		1	<1
Extrinsic	Personal Support	Flexibility/Schedule	28	11.2		80	11.4	
			Time Off	4	1.6		6	<1
		Agency Environment	Variety	3	1.2		11	1.6
		Stability	5	2		24	3.4	
		Collegial Relationships	18	7.2		60	8.6	
		Positive Work Environment	12	4.8		15	2.1	
		Appreciation	N/A	--		N/A	--	
		Observe Changes	1	<1		2	<1	
		Job Challenge	1	<1		3	<1	
		Professional	Skills/Knowledge/Experience	11	4.4		17	2.4
			Vertical Growth	5	2		6	<1
			Horizontal Growth	2	<1		1	<1
			Autonomy	2	<1		2	<1
		Financial	Salary	6	2.4		30	4.2
			Retirement	9	3.6		31	4.4
		Insurance Benefits	14	5.6		50	7.1	
Feasibility	Proximity		3	1.2		9	1.2	
	No Other Choice		6	2.4		17	2.4	
	Comfortable		N/A	--		N/A	--	
Excluded	Random		3	--		7	--	

Domain	Theme	Sub-theme	Title IV-E (n=313)			Non-Title IV-E (n=871)	
			n	%		n	%
Professional Congruence	Goals		15	4.8		13	1.5
	Commitment to Child Welfare		6	1.9		14	1.6
	Competency (skills/knowledge)		6	1.9		17	2
	Stress/Burnout		15	4.8		72	8.3
	Job Satisfaction		1	<1		1	<1
Unpreventable	Location/Relocation		2	<1		6	<1
	Sick/Health		N/A	-		12	1.4
	Financial Independence		11	3.5		20	2.3
Agency Value	Growth		7	2.2		23	2.6
	Pay (general)		69	22		129	14.8
		Workload	4	1.3		15	1.7
		Hours	2	<1		10	1.1
		Skills/Education	14	4.5		11	1.3
		Cost of living	8	2.6		26	3
		Insurance/Benefits	3	<1		14	1.6
		Vacation	2	<1		4	<1
		Appreciation	8	2.6		23	2.6
		Support (general)	N/A	-		9	1
		Collegial	24	7.7		87	10
		Collaborative Systems	3	<1		16	1.8
Agency Demand	Workload		17	5.4		62	7.1
	Caseload		24	7.7		52	6
	Hours (general)		11	3.5		33	3.8
		Personal Life	7	2.2		27	3.1

(Cont'd...)

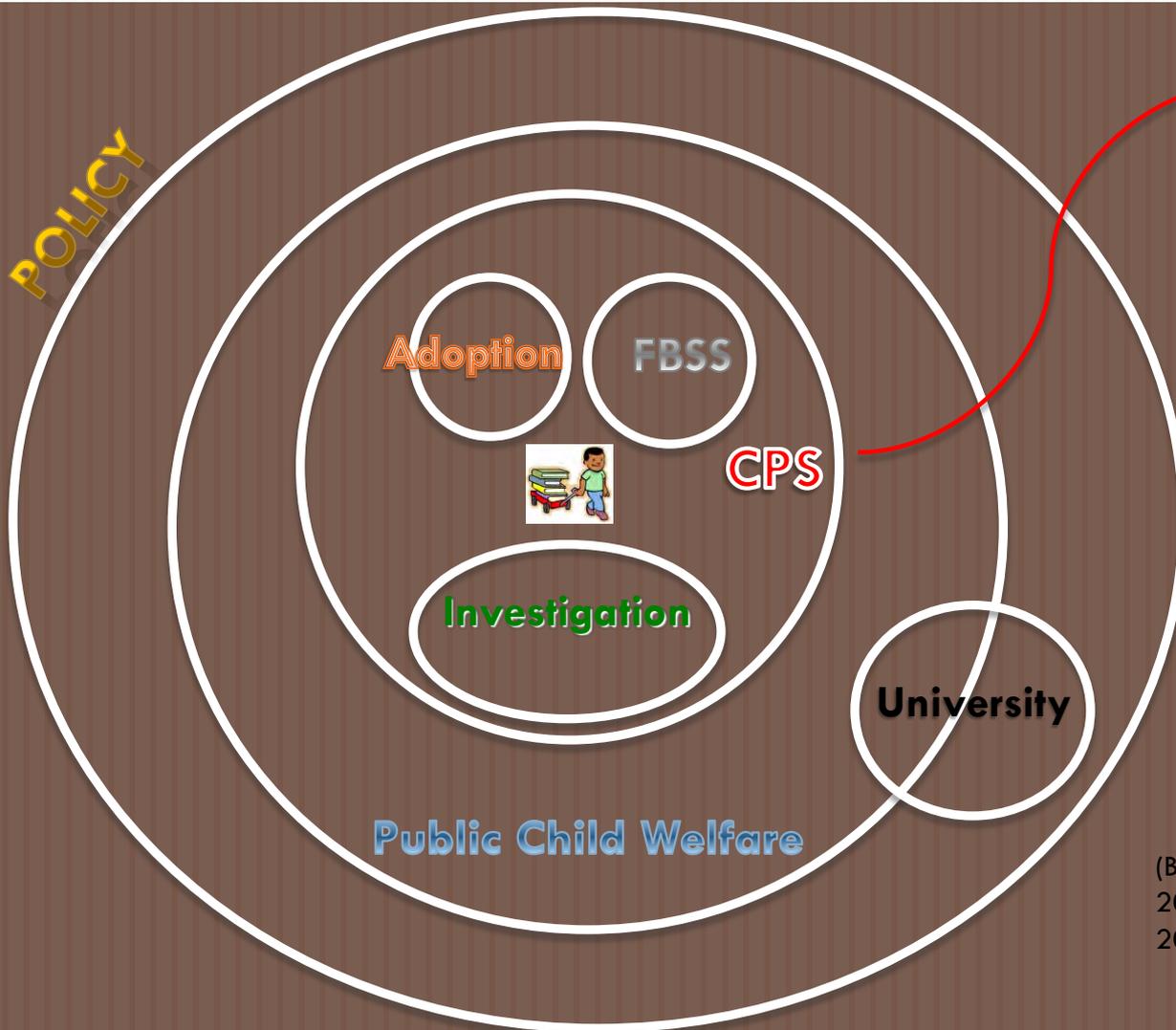
Agency Climate	Culture/Environment	Unethical/Unfair Treatment	5	1.6		2	<1
		Safety	3	<1		4	<1
		Cohesion/Conflict	9	2.9		15	1.7
	Bureaucracy		5	1.6		17	2
	Changes		N/A	-		4	<1
		Policy/Procedure	9	2.9		6	<1
		Staff restructure/Loss	5	1.6		16	1.8
Attractiveness (Other Agencies)	Agency Value	Better Salaries	11	3.5		59	6.8
		Better Opportunities	2	<1		13	1.5
		Better Benefits	N/A	-		9	1
		Advancement Opportunities	1	<1		5	<1
		Autonomy	1	<1		N/A	-
	Environment		N/A	-		3	<1
		Flexibility	N/A	-		4	<1
		Location	N/A	-		1	<1
	Professional Congruence						
		Less Stress	4	1.3		5	<1
		Commitment to Child Welfare	N/A	-		3	<1
Excluded	No Intent to Leave		6	-		13	
	Random		N/A	-		7	

Discussion: CPS Training



- recruit older adults
- higher org.commitment
- lower turnover rates
- less motivated by salary
- lower burnout rates
- less intent to leave

(Buelens & Van den Broeck, 2007; Ford & Orel, 2005; Gould-Williams & Davies, 2005; Jurkiewicz, 2000; TDPRS, 2007; Manlove & Guzell, 1997; Mor Barak et al., 2001; Shim, 2009; Vann, 2006)

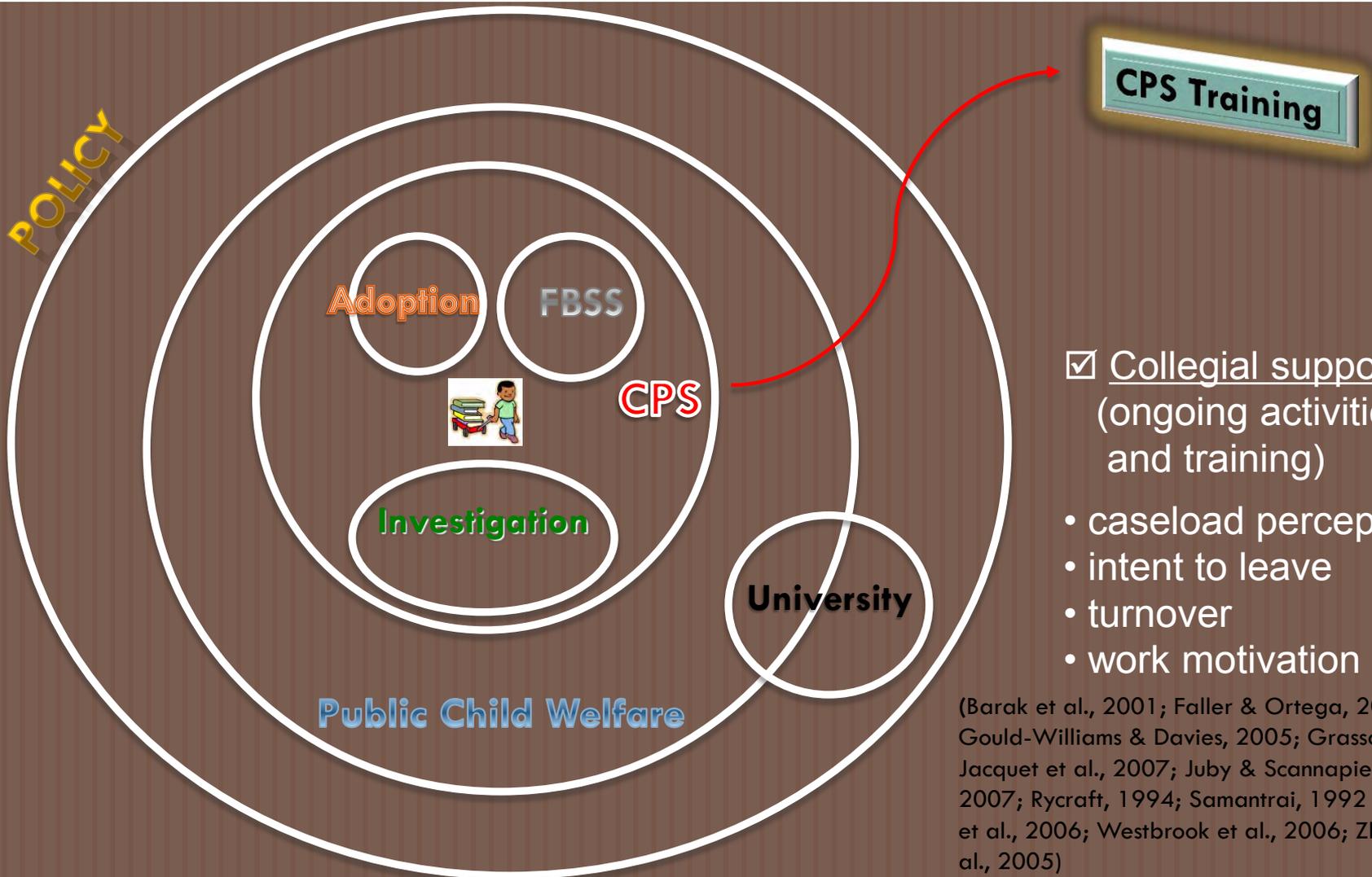


CPS Training

☑ Practice skills
(ongoing prof. development)

- competencies & tenure
- lower turnover rates
- competencies & case outcomes

(Barker, 2003; Caselman & Brandt, 2007; Ellett, 2001; Jones & Okamura, 2000; Risley-Curtiss 2002)

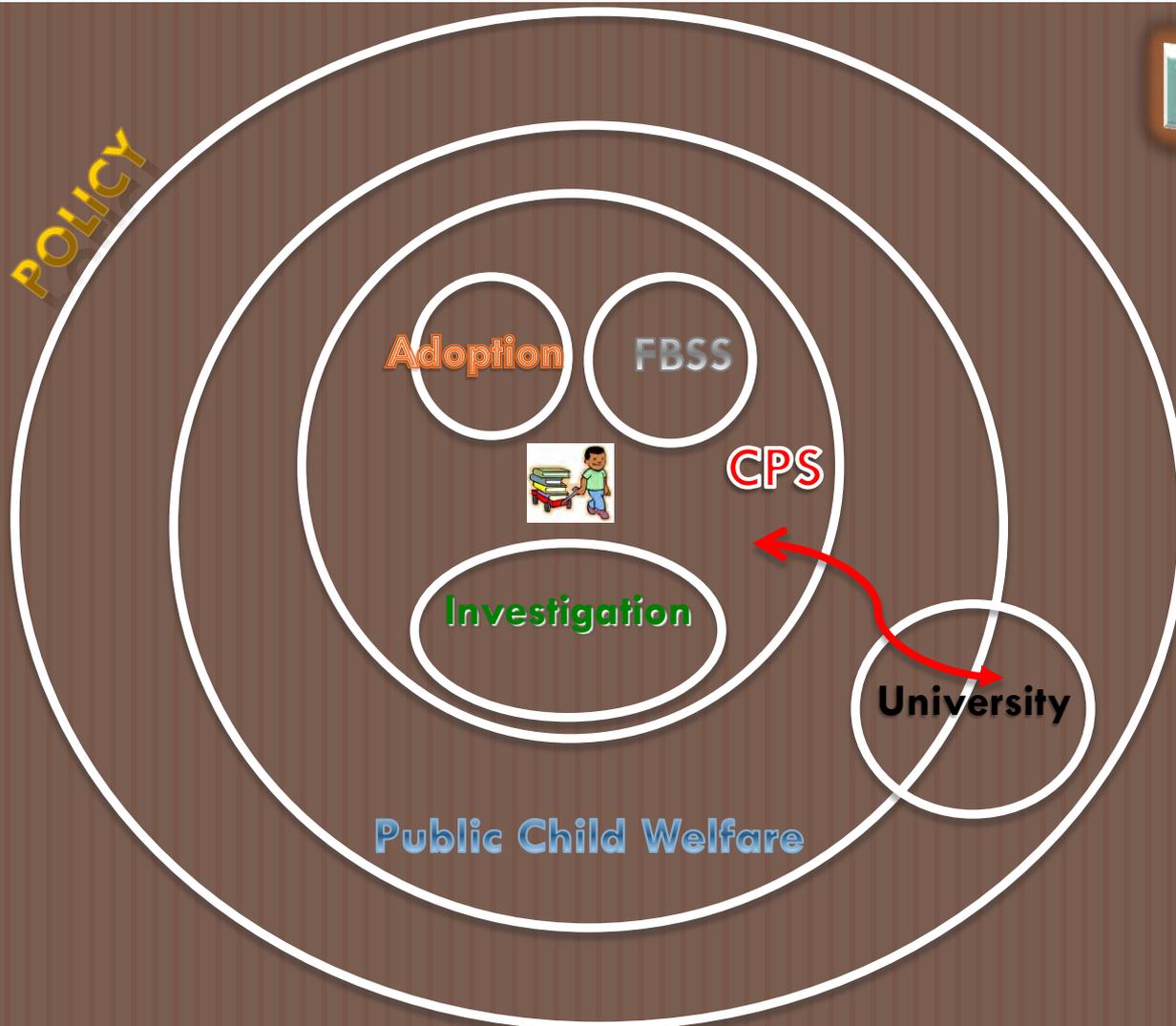


☑ Collegial support
(ongoing activities
and training)

- caseload perception
- intent to leave
- turnover
- work motivation

(Barak et al., 2001; Faller & Ortega, 2009; Gould-Williams & Davies, 2005; Grasso, 1994; Jacquet et al., 2007; Juby & Scannapieco, 2007; Rycraft, 1994; Samantrai, 1992; Strolin et al., 2006; Westbrook et al., 2006; Zlotnik et al., 2005)

Discussion: IV-E Practice & Policy

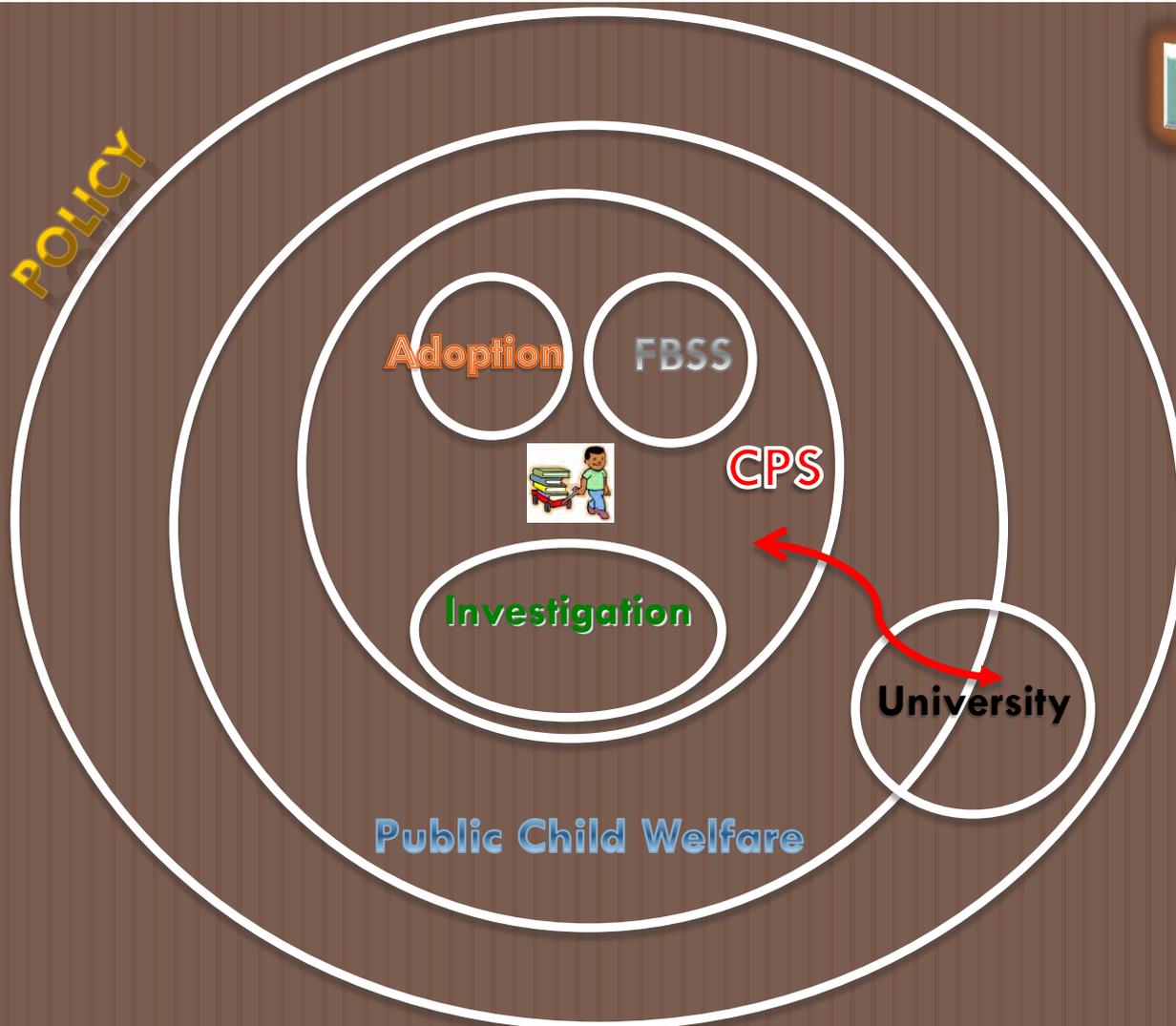


IV-E Practice & Policy

- ☑ salary commensurate with education
- retention
- motivation to work

(Dickinson & Perry, 2002; Gnsele & Ellett, 2002; Gneezy & Rustichini, 2000; Gould-Williams, 2005; Heger, 2007; Leung et al., 2010; O'Malley, 2000; Robin & Hollister, 2002; Rosenthal & Waters, 2006; Rycraft, 1994; Shim, 2009)

POLICY

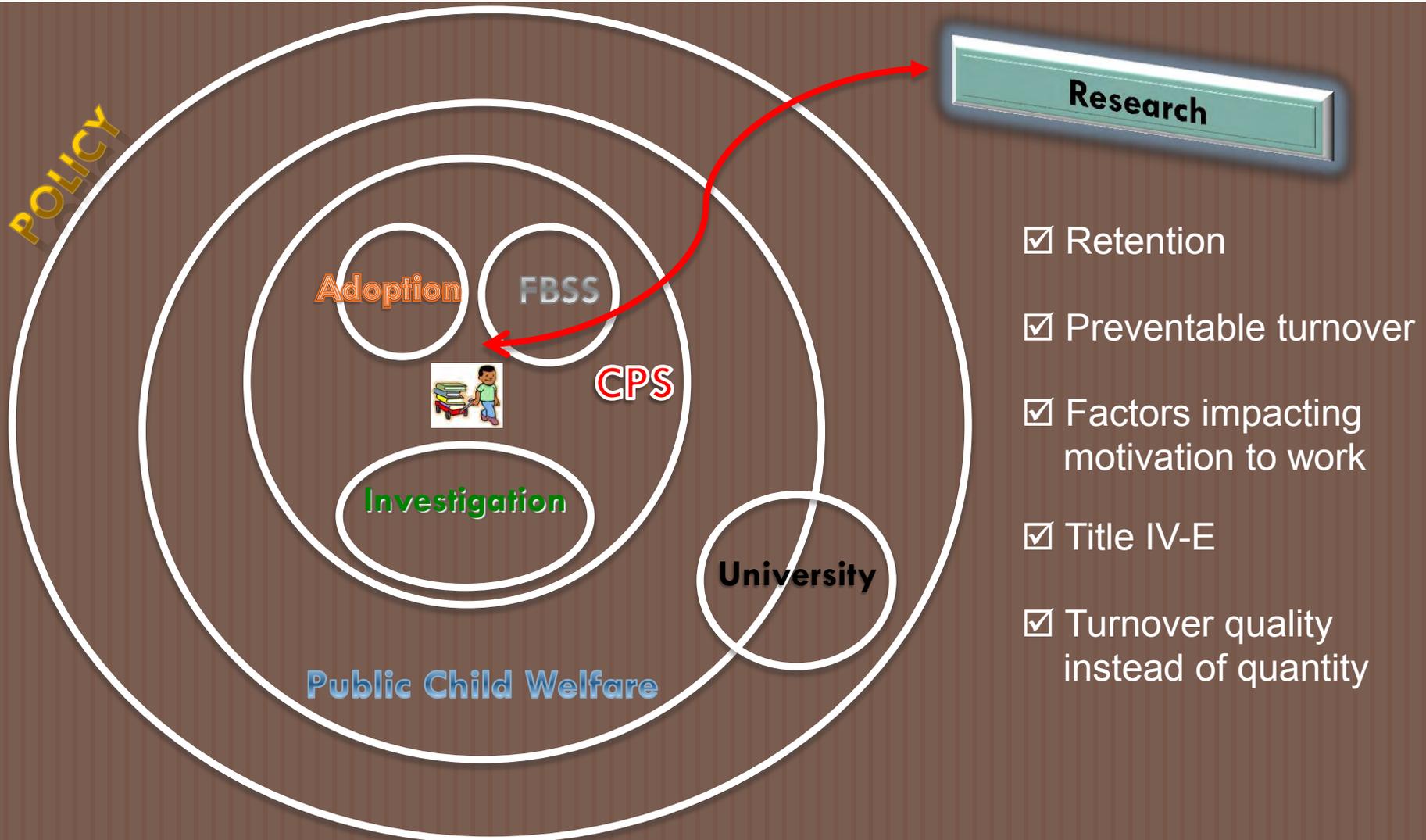


IV-E Practice & Policy

- ☑ goodness of fit
- application process
- FBSS, CVS, etc.
- retention
- motivation to work

(Burstain, 2009; Cameron & Pierce, 2002; Gould-Williams, 2005; O'Malley, 2000; Robin & Hollister, 2002; Rosenthal & Waters, 2006; Rycraft, 1994; Travis, 2006)

Discussion: Research



- ☑ Retention
- ☑ Preventable turnover
- ☑ Factors impacting motivation to work
- ☑ Title IV-E
- ☑ Turnover quality instead of quantity