



**STATE OF WASHINGTON**  
**DEPARTMENT OF CHILDREN, YOUTH, AND FAMILIES**

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**MEMORANDUM**

**TO:** Governor Jay Inslee and members of the Washington State Legislature

**FROM:** Ross Hunter, Secretary of the Department of Children, Youth and Families

**DATE:** 12/11/2023

**SUBJECT:** Child Welfare and Indian Child Welfare Workload Study

In the 2022 Supplemental budget, the Legislature provided DCYF with resources to contract with an outside entity to conduct a child welfare workload study. The purpose of this study was to evaluate the workload impacts of changes to state and federal laws and make recommendations to improve our staffing model and make system improvements.

In September 2022, we contracted with the Public Consulting Group (PCG) to conduct this study. The workload study was not intended to dictate caseload ratios, redefine job responsibilities, or tell the agency the number of full-time equivalents it needs. Instead, the study identified the amount of time it takes to perform child welfare case management activities and provided tools that we can use to analyze workloads and estimate staffing needs. A workload study informs decision-making of how staffing models and caseloads need to be adjusted to allow staff to perform quality casework and maintain a reasonable workload.

The next step for the agency is to convene the technical workgroup required under RCW 43.216.750, including staff from each region. DCYF annually convenes this workgroup to develop and update a workload model including standardized ratios for child welfare workers depending on the types of cases that they carry. The workload study that informed the workload model that we have today had not been updated in decades. This new workload study is a first step toward improving our staffing model.

The workload study and tools provided by PCG will inform how we determine staffing levels, caseload ratios, and staffing structure improvements to better support our workers.

Assistant Secretary Natalie Green and her team will convene the workgroup in January 2024 to begin the important process of developing the workload model. It will take time for this group to seek input from frontline workers, supervisors, and Area Administrators, analyze the need for workload changes, and develop new caseload ratios based upon the actual time it takes to complete tasks. The new Workload Model Report will be published in 2024 to inform child welfare staffing needs for the 2025-27 biennium.

# Child Welfare and Indian Child Welfare Workload Study Final Legislative Report

Washington Department of Children, Youth, and Families

June 2023

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## EXECUTIVE SUMMARY

In September of 2022, Public Consulting Group was contracted by the Washington Department of Children, Youth, and Families to conduct a workload study of its child welfare and Indian child welfare staff. The budget proviso issued by the Washington Legislature, which approved funding for this study, stated that the study must include an evaluation of workload impacts required by state and federal law and make recommendations for staffing models and system improvements. The final report must include recommendations to streamline internal processes; more equitably allocate staff and contracted resources statewide; reduce workload through technology; reduce staff attrition; and increase direct service time.

The workload study was designed to determine if the amount of time required by the existing caseload is greater than the time staff have available to complete the work using two types of measurements: the amount of time staff have available for casework and the amount of time each case type takes when policy standards are met using a Random Moment Time Survey and a time study of cases. The workload study also accounted for case characteristics that influence the time needed to work on cases, essentially providing a weighting for when those characteristics exist for even more precise measurement.

### KEY FINDINGS

The key findings of the workload study are summarized in Tables A-1 to A-4 and show the time staff have available for casework, the average time needed monthly to work on different types of cases, and the application of those two time measurements to calculate workload and caseworkers needed (Full Time Equivalents or FTEs) to handle DCYF's case volume in accordance with policy.

Table A-1 shows the percentage of time, translated into average hours per month that caseworkers, supervisors, and other case support staff have available for casework.<sup>1</sup>

**Table A-1. Hours Available for Casework**

	Caseworkers	Supervisors	Other Case Support Staff
<b>% of Time Available for Casework</b>	72.0%	37.4%	60.2%
<b>Avg workdays/month</b>	20.8	20.8	20.8
<b>Scheduled Hours/day</b>	8.0	8.0	8.0
<b>Hours available Overall/month</b>	166.4	166.4	166.4
<b>Hours available for Casework/month</b>	119.8	62.2	100.2

Table A-2 breaks down the calculated time standards for each case type into the average time needed for each required activity as well as the average time needed to perform all other case tasks.

**Table A-2. Calculated Time to Complete Required and Other Tasks by Case Type**

Case Type & Task	Task Time (Hours)
<b>Intake &amp; Assessment Cases</b>	
<b>Intake Decision</b>	<b>1.7</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Receive Report of Allegations	0.5

<sup>1</sup> The calculation used to derive "hours available for casework/month" is located in the methodology section of the report.

<b>Case Type &amp; Task</b>	<b>Task Time (Hours)</b>
Obtain Supervisory Review and Approval	0.1
Record Information in FamLink and Other Databases (e.g., CHET)	0.6
All other activities	0.6
<b>Information, Referral and Assessment</b>	<b>1.4</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Receive Report of Allegations	0.3
All other activities	1.1
<b>CPS Investigation</b>	<b>19.2</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Receive Report of Allegations	0.5
Screen for Criminal History	0.4
Review and screen for Service History	0.6
Face-to-face contact with child OR with both parent and child	2.5
Face-to-face contact with parent OR with both parent and child	2.4
Determine Present Danger	0.4
Determine Assessment Findings	0.6
Structured Decision-Making Risk Assessment	0.2
Record Information in FamLink and Other Databases (e.g., CHET)	3.6
Conduct Health and Safety Monitoring Visits	1.1
Travel (Arrange for, Complete, and Document)	3.1
All other activities	3.8
<b>Family Assessment Response (In-Home)</b>	<b>15.6</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Screen for History of Abuse and Neglect	0.4
Screen for Criminal History	0.4
Review and screen for Service History	0.4
Face-to-face contact with child OR with both parent and child	2.5
Face-to-face contact with parent OR with both parent and child	2.4
Determine Present Danger	0.2
Determine Assessment Findings	0.5
FAR Family Assessment (FARFA)	1.2
Record Information in FamLink and Other Databases (e.g., CHET)	2.7
Travel (Arrange for, Complete, and Document)	2.7
All other activities	2.1
<b>FVS, FRS, &amp; CFWS Case Types</b>	
<b>Family Voluntary Services (In-Home)</b>	<b>12.1</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-face contact with child OR with both parent and child	1.6
Face-to-face contact with parent OR with both parent and child	1.4
Record Information in FamLink and Other Databases (e.g., CHET)	2.0
Travel (Arrange for, Complete, and Document)	1.4
Conduct Health and Safety Monitoring Visits	1.1
All other activities	4.6
<b>Family Reconciliation Services (In-Home)</b>	<b>8.6</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-face contact with child OR with both parent and child	1.1

<b>Case Type &amp; Task</b>	<b>Task Time (Hours)</b>
Face-to-face contact with parent OR with both parent and child	1.2
Record Information in FamLink and Other Databases (e.g., CHET)	1.1
Travel (Arrange for, Complete, and Document)	1.8
All other activities	3.5
<b>Family Foster Home (OOH)</b>	<b>12.1</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-Face Contact in the Home or Placement Setting - With child	1.1
Record Information in FamLink and Other Databases (e.g., CHET)	1.3
Travel (Arrange for, Complete, and Document)	1.8
All other activities	7.9
<b>Kinship/Suitable Other Caregivers (OOH)</b>	<b>10.0</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-Face Contact in the Home or Placement Setting - With child	0.8
Record Information in FamLink and Other Databases (e.g., CHET)	1.2
Travel (Arrange for, Complete, and Document)	1.5
All other activities	6.5
<b>Unlicensed Kinship Caregivers (OOH)</b>	<b>10.6</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-Face Contact in the Home or Placement Setting - With child	0.9
Record Information in FamLink and Other Databases (e.g., CHET)	0.9
Travel (Arrange for, Complete, and Document)	1.7
All other activities	7.2
<b>Residential/Group Home etc. (OOH)</b>	<b>16.4</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-Face Contact in the Home or Placement Setting - With child	1.9
Record Information in FamLink and Other Databases (e.g., CHET)	1.3
Travel (Arrange for, Complete, and Document)	3.4
All other activities	9.7
<b>Independent Living (OOH)</b>	<b>4.4</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-Face Contact in the Home or Placement Setting - With child	0.7
Record Information in FamLink and Other Databases (e.g., CHET)	0.5
Travel (Arrange for, Complete, and Document)	1.1
All other activities	2.1
<b>ICPC - WA is Sending State (OOH)</b>	<b>9.5</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-Face Contact in the Home or Placement Setting - With child	0.7
Record Information in FamLink and Other Databases (e.g., CHET)	0.6
Travel (Arrange for, Complete, and Document)	1.8
All other activities	6.3
<b>ICPC - WA is Receiving State (OOH)</b>	<b>7.3</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-Face Contact in the Home or Placement Setting - With child	0.9
Record Information in FamLink and Other Databases (e.g., CHET)	1.5
Travel (Arrange for, Complete, and Document)	1.8
All other activities	3.0
<b>Missing From Care (OOH)</b>	<b>12.4</b>



<b>Case Type &amp; Task</b>	<b>Task Time (Hours)</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-Face Contact in the Home or Placement Setting - With child	3.6
Record Information in FamLink and Other Databases (e.g., CHET)	0.9
Travel (Arrange for, Complete, and Document)	1.8
All other activities	6.0
<b>Adoption or Guardianship (OOH)</b>	<b>11.2</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-Face Contact in the Home or Placement Setting - With child	1.5
Record Information in FamLink and Other Databases (e.g., CHET)	1.0
Travel (Arrange for, Complete, and Document)	2.5
All other activities	6.1
<b>Extended Foster Care (OOH)</b>	<b>5.6</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-Face Contact in the Home or Placement Setting - With child	1.2
Record Information in FamLink and Other Databases (e.g., CHET)	0.5
Travel (Arrange for, Complete, and Document)	1.8
All other activities	2.1
<b>Trial Return Home (OOH)</b>	<b>9.0</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-Face Contact in the Home or Placement Setting - With child	0.9
Record Information in FamLink and Other Databases (e.g., CHET)	0.9
Travel (Arrange for, Complete, and Document)	1.6
All other activities	5.6
<b>Licensing Case Types</b>	
<b>Foster Home Licensing Assessment</b>	<b>13.2</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Record Information in FamLink and Other Databases (e.g., CHET)	1.9
Initiate, Process, and Review Applications	1.1
Complete/Perform/Contribute to Background Checks	0.7
Conduct Home Studies/Updates	3.6
Develop a Training Plan	0.8
Conduct Monthly Provider Reviews	0.3
Travel (Arrange for, Complete, and Document)	1.3
All other activities	3.6
<b>Kinship Licensed/Suitable Other Licensing Assessment</b>	<b>16.8</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Record Information in FamLink and Other Databases (e.g., CHET)	1.9
Initiate, Process, and Review Applications	0.7
Complete/Perform/Contribute to Background Checks	0.7
Conduct Home Studies/Updates	7.9
Develop a Training Plan	0.8
Conduct Monthly Provider Reviews	0.2
Travel (Arrange for, Complete, and Document)	1.8
All other activities	2.7
<b>Unlicensed Kinship/Suitable Other Licensing Assessment</b>	<b>10.8</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Record Information in FamLink and Other Databases (e.g., CHET)	1.9

<b>Case Type &amp; Task</b>	<b>Task Time (Hours)</b>
Initiate, Process, and Review Applications	0.1
Complete/Perform/Contribute to Background Checks	0.7
Conduct Home Studies/Updates	4.2
Develop a Training Plan	0.8
Conduct Monthly Provider Reviews	0.2
Travel (Arrange for, Complete, and Document)	0.8
All other activities	2.0
<b>Licensed Foster Home Maintenance</b>	<b>5.1</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Record Information in FamLink and Other Databases (e.g., CHET)	1.9
Conduct Monthly Provider Reviews	0.2
(Case Consultation) With Supervisor	0.5
All other activities	2.4
<b>Kinship Licensed/Suitable Other Maintenance</b>	<b>5.8</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Record Information in FamLink and Other Databases (e.g., CHET)	1.9
Conduct Monthly Provider Reviews	0.2
(Case Consultation) With Supervisor	0.5
All other activities	3.1
<b>CPS Institutional or Licensed Facility Investigation</b>	<b>14.6</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-Face Contact in the Home or Placement Setting - With child	1.1
Face-to-face contact with caregiver OR service provider	1.5
Determine Present Danger	0.1
Determine Assessment Findings	0.6
Record Information in FamLink and Other Databases (e.g., CHET)	4.2
Travel (Arrange for, Complete, and Document)	2.5
All other activities	4.6

The two tables that follow show estimated FTE need based on case counts from May 24, 2023, and worker FTE counts from DCYF as of June 1, 2023. Of the case types listed, an additional 122.5 FTEs are required to serve the given volume of cases as of May 24. A total of 94.5 additional FTEs are needed for Intake, CPS Investigation, In-Home, and out-of-home (OOH) or placement case types, with 28.0 additional FTEs needed for licensing case types.

**Table A-3. Full-Time Equivalent Allocation Estimates, by Intake/Investigation, In-Home, and OOH Case Types**

<b>Case Types</b>	<b>5/24 Case Count</b>	<b>Time Standards (Hours)</b>	<b>Workload (Total Hours)</b>	<b>Allocated FTEs</b>	<b>Calculated FTE Need</b>	<b>FTE Need-Allocated Positions</b>
<b>Intake Decision*</b>	10,593	1.7	18,454.8	118.0	154.0	36.0
<b>CPS Investigation*</b>	1,855	19.2	35,616.0	277.6	297.3	19.6
<b>Family Assessment Response (In-Home)</b>	1,931	15.6	30,123.6	243.0	251.4	8.5

Case Types	5/24 Case Count	Time Standards (Hours)	Workload (Total Hours)	Allocated FTEs	Calculated FTE Need	FTE Need-Allocated Positions
Family Voluntary Services (In-Home)	570	12.1	6,881.1	60.7	57.4	-3.2
Family Reconciliation Services (In-Home)	393	8.6	3,396.0	25.9	28.3	2.5
Family Foster Home (OOH)	2,170	12.1	26,258.7	649.4	219.2	31.0
Kinship/Suitable Other Caregivers (OOH)	1,070	10.0	10,650.9		88.9	
Unlicensed Kinship Caregivers (OOH)	2,214	10.6	23,559.0		196.7	
Residential/Group Home/etc. (OOH)	273	16.4	4,469.6		37.3	
Independent Living (OOH)	467	4.4	2,066.7		17.3	
ICPC - WA is Sending State (OOH)	203	9.5	1,930.3		16.1	
Missing from Care (MFC) (OOH)	56	12.4	689.2		5.8	
Adoption (OOH)	215	11.2	2,402.5		20.1	
Extended Foster Care (OOH)	81	5.6	449.5		3.8	
Trial Return Home* (OOH)	1,010	9.0	9,042.1		75.5	
<b>Total</b>	<b>23,101.7</b>	<b>158.3</b>	<b>175,990.0</b>		<b>1,374.5</b>	

\*Counts for CPS Investigations and FAR come from the number of new screen-ins from the month of January.

Table A-4. Full-Time Equivalent Allocation Estimates, by Licensing Case Type

Licensing Case Types	5/24 Case Count	Time Standards (Hours)	Workload (Total Hours)	Allocated FTEs	Calculated FTE Need	FTE Need-Allocated Positions
Licensed Foster Home Maintenance	121	5.1	3,707.2	30.0	30.9	41.8
Kinship Licensed/Suitable Other Maintenance*	39	5.8	702.4		5.9	
Foster Home Licensing Assessment*	189	13.2	514.8		4.3	
Kinship Licensed/Suitable	46	16.8	3,175.2		26.5	

Licensing Case Types	5/24 Case Count	Time Standards (Hours)	Workload (Total Hours)	Allocated FTEs	Calculated FTE Need	FTE Need-Allocated Positions
Other Licensing Assessment*						
Unlicensed Kinship/Suitable Other Assessment	191	10.8	496.8		4.1	
CPS Institutional or Licensed Facility Investigation	10,593	14.6	2788.6	37.0	23.3	-13.7
<b>Total</b>	<b>11,178.7</b>	<b>66.3</b>	<b>11385.0</b>	<b>67.0</b>	<b>95.0</b>	<b>28.0</b>

\*Counts for Foster Home, Kinship Licensed/Suitable Other, and Unlicensed Kinship/Suitable Other Assessments come from the number reported into the workload study sample; this will represent an undercount of the true Assessment count.

## RECOMMENDATIONS

The following, abbreviated recommendations have been developed based on the findings and goals of the workload study. The full version of each recommendation can be found in the Recommendations section of the full report.

Table A-5. Recommendations

Recommendations
1. Align child welfare and ICWA caseloads with workloads based on the time standard calculations to estimate the number of full-time equivalents (FTE) needed.
2. Apply weights to cases with characteristics that impact the amount of time it takes to manage a case successfully, when calculating workload and caseload sizes.
3. Shift administrative tasks from caseworkers to other case support staff to increase the amount of time that caseworkers have to spend with families and streamline processes.
4. Enhance supports and resources for staff.
5. Further develop and improve DCYF culture, increase staff morale, and improve worker well-being.
6. Expand and enhance the Child Welfare Training and Advancement Program (CWTAP) to a formalized apprenticeship program, such as the Registered Apprenticeship Program (RAP), to cultivate talent and build a sustainable workforce pipeline.
7. Adopt alternative work schedules that increase worker flexibility by leveraging a team casework model.

Whichever considerations and recommendations DCYF choose to use, the long-term utility of the workload study is not to give DCYF an estimate of its current staffing needs, but to provide a means for it to make estimates of workload over time. A tool allowing the agency to make those calculations is being given to

DCYF separately, to facilitate those calculations. The tool will permit DCYF to estimate not only the statewide numbers, but also region-specific numbers. This is important as caseloads change over time, allowing the agency not only to demonstrate the need for additional staff when that occurs, but also to place those staff in the functions and sites where they are most needed. The tool is also designed to make adjustments in the time staff have available for casework and the time needed to handle cases as new policies and initiatives are implemented.

# I. INTRODUCTION

## OVERVIEW

The child welfare workforce historically has experienced challenges with recruiting and retaining professionals. Recent research shows that a caseworker handles a median of 55 cases annually and maintains their position with an agency for approximately 1.8 years.<sup>2</sup> The median annual turnover rate for caseworkers is between 14–22% and approximately 20% for supervisors.<sup>2</sup> The Coronavirus pandemic (COVID) exacerbated workforce challenges in the United States and reached an all-time high for the number of individuals that separated from their employment in November 2021; social assistance services had one of the largest increases.<sup>3</sup>

Compounding the challenges with the child welfare workforce crisis is the complexity of work with families and the effects it has on caseworkers such as compassion fatigue, burnout, and secondary trauma. These effects influence staff retention which impacts caseworkers' caseload size and workload. In addition, caseworkers must also manage the rise in administrative requirements as policy changes are implemented and the intensive interventions that complex cases require in addition to time required for documentation, coordination of services and travel, that further contribute to caseworker workloads.<sup>4</sup>

Round three of national Child and Family Service Reviews (CFSR)<sup>5</sup> indicated having high caseloads and workloads negatively affected:

- Timely acceptance of child maltreatment reports,
- Achievement of permanency goals for families,
- Ability for caseworkers to attend professional development opportunities, and
- Timely termination of parental rights (TPR) filing.

These results show a correlation between a caseworker's caseload size and workload and the safety, permanency, and well-being outcomes for families. Maintaining reasonable caseload and workload standards jointly benefits the caseworker and families according to the Children's Bureau.<sup>6</sup> Benefits may include:

- Improved family engagement and higher-quality services,
- Improved safety, permanency, and well-being outcomes for children and families,
- Improved caseworker retention rates,
- Improved caseworker mind-set and well-being,
- Enhanced performance on the CFSR, and

<sup>2</sup> Edwards, F., & Wildeman, C. (2018). Characteristics of the front-line child welfare workforce. *Children and Youth Services Review*, 89, 13–26. Retrieved from [Characteristics of the front-line child welfare workforce](#).

<sup>3</sup> Bureau of Labor Statistics. (2021). TED: The Economic Daily. *Number of quits at all-time high in November 2021*. [Web Publication]. Retrieved from [Number of quits at all-time high in November 2021](#).

<sup>4</sup> Collins-Camargo, C., Collins, J., & Wilfong, J. (2018). *Caseload and Workload: A synthesis of the evidence base, current trends, and future directions*. CWLA Press.

<sup>5</sup> JBS International, Inc. *Child and Family Service Reviews Aggregate Report Round 3: Fiscal Years 2015-2018*. U.S. Department of Health and Human Services, Administration for Children and Families, Children's Bureau, 2020, <https://www.acf.hhs.gov/media/13907>.

<sup>6</sup> Child Welfare Information Gateway. (2022). *Caseload and workload management*. U.S. Department of Health and Human Services, Administration for Children and Families, Children's Bureau. Retrieved from [Caseload and workload management Issue Brief](#).

- Improved compliance with state mandates.<sup>7</sup>

While some national organizations, such as the Child Welfare League of America (CWLA), have established benchmarks for child welfare agencies, those standards do not consider state and local nuances, nor do they account for changes in practice with many of the standards having been developed decades ago. While national performance indicators or outcomes have been established by the Children’s Bureau, the policy and practice requirements of states and their counties differ and thus the workload and caseload sizes must be adjusted to provide staff with sufficient time to handle their cases, taking a state’s nuances into account.

A universal staff-to-program workload standard is not feasible. Each organization must set effective workload standards through continuous, systematic examination of how key workload variables drive staffing needs, according to the Best Practices for Human Care Regulation study by the National Association for Regulatory Administration (NARA).<sup>8</sup> Variability in workload demands can be impacted by a number of case characteristics including where the child is placed, how many children are involved, what phase the case is in, if there is court involvement, and how many tasks need to be completed to manage a case or make a case determination, among other case nuances and complexities.

## BACKGROUND IN WASHINGTON

In 2022, the Washington State Legislature provided funding for the Washington Department of Children, Youth, and Families (DCYF) to contract for a child welfare workload study. The budget proviso stated that the study must include an evaluation of workload impacts required by state and federal law and make recommendations for staffing models and system improvements. A final report must be provided to the legislature by June 30, 2023. The report must include recommendations to streamline internal processes; more equitably allocate staff and contracted resources statewide; reduce workload through technology; reduce staff attrition; and increase direct service time.

The legislature directed that the study must consider, but not be limited to:

- Enacted laws and forthcoming legislation related to child welfare such as the Keeping Families Together Act, chapter 211, Laws of 2021, and the Family First Prevention Services Act.
- The study must include, at a minimum, all child welfare case carrying workers including but not limited to: Child protective services, child welfare case workers, and child welfare licensing staff, including foster care assessment, safety and monitoring, and child protective services licensing.
- The study must evaluate the workload impacts related to changes in the application of the federal Indian Child Welfare Act, 25 U.S.C. Secs. 1901–1963<sup>9</sup> and the Washington State Indian Child Welfare Act, chapter 13.38 RCW<sup>10</sup> as required by *In re Dependency of G.J.A., A.R.A., S.S.A., J.J.A., and V.A.*, 197 Wn.2d 868 (2021)<sup>11</sup> and *In re Dependency of Z.J.G. and M.E.J.G.*, 196 Wn.2d 152 (2020).<sup>12</sup>

<sup>7</sup> Child Welfare Information Gateway. (2022). *Caseload and workload management*. U.S. Department of Health and Human Services, Administration for Children and Families, Children’s Bureau. Retrieved from [Caseload and workload management Issue Brief](#).

<sup>8</sup> National Association for Regulatory Administration (NARA). (2017). *Best Practices for Human Care Regulation*. Retrieved from [Best Practices for Human Care Regulation](#)

<sup>9</sup> Indian Child Welfare Act, Title 25, U.S.C. § 1901-1963 (1978). Retrieved from [Office of the Law Revision Counsel](#)

<sup>10</sup> Indian Child Welfare Act, Chapter 13.38 RCW. Retrieved from [Washington State Legislator](#)

<sup>11</sup> *In re Dependency of G.J.A.*, 197 Wash. 2d 868, 489 P.3d 631 (2021). Retrieved from [LexisNexis Washington Courts](#)

<sup>12</sup> *In re Dependency of Z.J.G.*, 196 Wash. 2d 152, 471 P.3d 853 (2020). Retrieved from [LexisNexis Washington Courts](#)

Through a competitive bid, Public Consulting Group was selected as the contractor to conduct the child welfare workload study.

## PROJECT OBJECTIVES

DCYF identified the following objectives for the workload study:

1. Fulfill the legislative requirement to complete a child welfare workload study and submit findings and recommendations by June 30, 2023.
  - a. Contract with a vendor to complete the study by September 15, 2022.
  - b. Convene a workload study steering committee in accordance with the budget proviso to advise the vendor regarding methodology and recommendations by September 30, 2022.
  - c. Support the vendor's implementation of, and communication regarding, the workload study September 2022 through June 2023.
  - d. Review, finalize, and submit the vendor's report to the legislature by June 30, 2023.
2. Minimize impacts of the study on staff.
  - a. Coordinate with the vendor to ensure that staff receive clear instructions and support to participate in the study, and that the study timing is optimal by October 31, 2022.
  - b. Provide communication support and reinforce vendor messaging about the study September 2022 through June 2023.
3. Coordinate within DCYF and externally with stakeholders to maximize use of the workload study results and recommendations, and the workload analytic tool, to manage caseloads, staffing, and resources.
  - a. Identify opportunities for coordination within DCYF by October 31, 2022.
  - b. Initiate coordination and plan for use of workload study outputs November 2022 through June 2023.
  - c. Establish a process for ongoing use of the workload analytic tool.

## II. METHODOLOGY

### GENERAL APPROACH: WORKLOAD VS. CASELOAD

Most child welfare staff would agree that not all cases require the same amount of effort. There can also be certain case characteristics that require more or less time to work on a case. Thinking of the full workload, or the time staff need to spend working on cases, the question that the study aimed to answer was, "Is the amount of time required of the existing caseload greater than the time staff have available to handle the cases?" Two types of time measurements were required to answer this question:

1. The amount of time staff have available for casework, and
2. The amount of time each case type takes when monthly or event-based policy standards are met.

#### Measuring Workload

Is the amount of time required by the existing caseload greater than the time staff have available to handle cases?



A workload study was commissioned by DCYF to answer the research questions, how much time do DCYF staff have available for casework and how much time does it take to manage each type of case in accordance with DCYF policy. A workload study examines and determines average times available for work and average times to complete different types of work. This workload study utilized two statistically valid data collection methodologies, a random moment time survey and a time study of cases.

A **random moment time survey (RMTS)** was used to measure how time is spent by a group of workers. Surveys were sent to participants via email over a sample period and workers responded by indicating the type of work they were completing when they received the RMTS. The results of the RMTS were used to measure how much time staff have available for casework and how much time is spent on non-casework activities, such as training and administrative tasks.

A **time study of cases (time study)** was used to determine the average time that it takes staff to perform a particular type of task for a particular case type, e.g., the amount of time it takes to conduct face-to-face visits with families for a family assessment response case. To collect this data, staff were asked to record all the activities that they complete for a sample of cases that were selected into the time study over a six-week data collection period. The results of the time study were used to determine how much time it takes on average to work on a particular type of case and thereby develop a standard for the average time it takes to carry out casework according to policy monthly for different types of cases.

Over the data collection period, data was reported and collected for a total of 4,258 of the 5,668 cases selected into the time study sample. The table below shows the number of cases that had time reported by case type.

**Table 1. Number of Cases with at Least 1 Minute of Time Reported in the Time Study**

Case Type Number	Case Type	Number of Cases with at Least 1 Minute of Time Reported
10	Intake Decision	898
11	Information, Referral and Assessment	112
12	CPS Investigation	390
13	CPS Institutional or Licensed Facility Investigation	99
14	Family Assessment Response (FAR)	441
20	Family Voluntary Services (FVS) (In-Home)	213
21	Family Reconciliation Services (FRS) (In-Home)	39
22	Family Foster Home (OOH)	323
23	Kinship/Suitable Other Caregivers (OOH)	284
24	Unlicensed Kinship Caregivers (OOH)	204
25	Residential/Group Home/Emergency Placement Services/Hospitalization (OOH)	163
26	Independent Living or Supervised Independent Living (e.g., Cocoon House) (OOH)	153
27	ICPC - WA is Sending State (OOH)	102
28	ICPC - WA is Receiving State (OOH)	25
29	Missing from Care (MFC) (OOH)	41
30	Juvenile Detention or Incarceration (OOH)	7
31	Adoption or Guardianship (OOH)	103
32	Extended Foster Care (OOH)	69
33	Trial Return Home (OOH)	126

Case Type Number	Case Type	Number of Cases with at Least 1 Minute of Time Reported
40	Foster Home Licensing Assessment	39
41	Licensed Foster Home Maintenance	76
42	Kinship Licensed/Suitable Other Licensing Assessment	189
43	Kinship Licensed/Suitable Other Maintenance	58
44	Unlicensed Kinship/Suitable Other Assessment	46
46	Kinship Navigator Unit (KNU)	23
47	Kinship Caregiver Engagement Unit (KCEU)	35
<b>Total Cases Reported</b>		<b>4,258</b>

## CASE TYPES AND TASKS DEFINED

### Focus Groups

To accurately calculate time available for casework and the time that it takes to manage particular types of cases, DCYF’s case types must first be discretely defined and be identifiable in FamLink, DCYF’s case management system. Additionally, it is critical to capture the full range of activities and tasks that caseworkers, supervisors, and other case support staff complete on a day-to-day basis. The definitions of case types and case activities and tasks serve as the foundation for data entry for the RMTS and time study.

To start, a comprehensive review of DCYF’s policies was conducted in September and October 2022, along with an extract of case data from FamLink. Twenty-seven case types were identified along with 21 categories of case specific tasks and 10 categories of non-case specific tasks. After completing the policy review PCG facilitated a series of focus groups to refine the list of case types and tasks. First, PCG conducted six in-person, regional focus groups November 1–4, 2022. One focus group was conducted for each of DCYF’s six child welfare regions and included a stratified participant group including representatives from urban and rural areas, new and seasoned staff, and various positions that engage in casework. Feedback during these sessions indicated that additional input would be needed regarding intake, background checks, Licensing Division, clerical, and Indian Child Welfare (ICW) processes. PCG hosted five additional focus groups virtually with staff in December 2022 and January 2023. Overall, more than 200 managers, supervisors, caseworkers, case aides, and other case support staff participated in focus groups to refine case types and tasks.



Figure 1. In-Person Focus Group Locations

To ensure that study terminology was clear and accurate, PCG utilized focus group feedback to identify and define the 27 case types, including various placement settings, and a list of tasks that DCYF staff complete on a day-to-day basis. Table 2 lists all case type categories and identifiers. The comprehensive list of case types and tasks can be found in Appendices A and B, respectively.

**Table 2. Case Type Categories and Case Type Identifiers**

<b>Case Type Number</b>	<b>PCG Case Type Name</b>	<b>Case Type Identifiers from FamLink or DCYF Staff</b>
10	Intake Decision	Selected in the sample by DCYF staff
11	Information, Referral and Assessment	Selected in the sample by DCYF staff
12	CPS Investigation	Investigation
13	CPS Institutional or Licensed Facility Investigation	Institutional or Licensed Facility Investigation
14	Family Assessment Response (In-Home)	FAR
20	Family Voluntary Services (In-Home)	FVS
21	Family Reconciliation Services (In-Home)	FRS
22	Family Foster Home (OOH)	Foster Home/Receiving Home Daily – FC Level I & II / Respite
23	Kinship/Suitable Other Caregivers (OOH)	Licensed Foster Home of Relative of Specified Degree Licensed Foster Home – Godparent/Supp Network Tribal Rel/or Rel not Spec Deg
24	Unlicensed Kinship Caregivers (OOH)	Relative of Specified Degree (Not receiving foster care payments) Court Ordered Unlicensed Placement
25	Residential/Group Home/Emergency Placement Services/Hospitalization (OOH)	Group Crisis Residential Center Therapeutic Foster Home – BRS/CHAPS Contract MTSC Group Home, Group Home – Staff Residential Hospital (with removal), Hotel/Office and Other Emergency Placement Services
26	Independent Living or Supervised Independent Living (e.g., Cocoon House) (OOH)	Supervised Independent Living
27	ICPC – WA is Sending State (OOH)	ICPC – last placement state not WA
28	ICPC – WA is Receiving State (OOH)	ICPC
29	Missing from Care (MFC) (OOH)	On the Run/ Various
30	Juvenile Detention or Incarceration (OOH)	Detention Center Detention/ JRA/ DOC, Trking / Temp, Situation/ Various
31	Adoption or Guardianship (OOH)	Adoption – Office = Region Adoptions, Placement = Adoptive Home
32	Extended Foster Care Youth (OOH)	Extended Foster Care
33	Trial Return Home (OOH)	Trial Return Home
40	Foster Home Licensing Assessment	Foster Home Licensing Assessment
41	Licensed Foster Home Maintenance	Licensed Foster Home Maintenance
42	Kinship Licensed/Suitable Other Licensing Assessment	Kinship Licensed/Suitable Other Licensing Assessment
43	Kinship Licensed/Suitable Other Maintenance	Kinship Licensed/Suitable Other Maintenance
44	Unlicensed Kinship/Suitable Other Assessment	Unlicensed Kinship/Suitable Other Assessment
46	Kinship Navigator Unit (KNU)	Selected in the sample by DCYF staff

Case Type Number	PCG Case Type Name	Case Type Identifiers from FamLink or DCYF Staff
47	Kinship Caregiver Engagement Unit (KCEU)	Selected in the sample by DCYF staff

## DATA COLLECTION

Prior to the start of data collection, PCG recorded training videos tailored to cohorts of staff within DCYF: Background Checks, Clerical, Discovery, and Relative Search, Caseworkers and ICW Caseworkers, Intake and Investigation, and Licensing Division (LD). The training videos were made available to staff via DCYF's Learning Management System. After training was completed PCG facilitated three live question and answer sessions during February and March 2023. PCG also developed a list of Frequently Asked Questions (FAQ), case sample guidance documents, participation guides for the RMTS and time study, and several other support materials for staff to reference via DCYF's Learning Management System as well as PCG's online data collection tool. These materials were available throughout the data collection process.

### Random Moment Time Survey

The RMTS was designed to determine how staff spend their time, including how much of that time is available for casework versus spent on activities other than working with cases (e.g., training, staff meetings, other administrative tasks, etc.). Though the focus of this study is the caseworker's workload, the time spent by other job roles helps give a complete picture of how casework gets done. By including supervisors and other case support staff, PCG was able to consider the tasks and time these other roles contribute to casework and how that relates to changes in practice that can improve efficiency.

#### RMTS Response Rate

A response rate of **84%** was achieved overall, **79%** for caseworkers, **89%** for supervisors, and **83%** for support positions.

A total of 6,480 random moments were selected in proportion to staff type and office size using lists provided by DCYF. The sample was collected from February 21 to March 31, 2023. Table 3 shows the number of sampled moments and participation rate by staff role.

Table 3. RMTS Participation

Staff Type Name	Total Moments	Completed Moments	Response Rate
Caseworker	2,145	1,705	79%
Other Case Support Staff	2,057	1,706	83%
Supervisor	2,140	1,907	89%
<b>Total</b>	<b>6,342</b>	<b>5,318</b>	<b>84%</b>

\*n = 138 moments were removed due to staff leaving or emails marked as "undeliverable."

### Time Study

The Time Study was designed to determine how much time is needed to handle cases in accordance with policy. Time spent on case specific activities was gathered on a sample basis rather than for all cases managed by workers to reduce the burden of participating in data collection. Case types were classified into three general categories: Licensing; Intake and Assessment, Family Voluntary Services (FVS), Family

Reconciliation Services (FRS); and Child and Family Welfare Services (CFWS). The time study was designed to capture the activities that are completed in the average month for ongoing status cases, as well as the activities that are completed for event cases that require a decision to be made, such as CPS Investigations and Licensing Assessments.

- An event case is one in which one or more specific actions must take place before the case either closes or passes to a new stage.
- A status case is one in which there is no specific activity occurring and any requirements attached to the case are defined in terms of frequency, e.g., the family must be visited once a month. Status cases represent the ongoing stage of a case.

Using a data extract of cases provided by DCYF, PCG selected a sample of 3,396 status type cases. To the extent possible, cases were selected in a manner which would minimize the burden of reporting by any one office, unit or worker. During the first two weeks of the study, DCYF staff were asked to select the event cases into the time study case sample. PCG staff monitored the entry of these event cases and notified DCYF when staff should stop adding cases of each type. These case types are listed below:

Washington DCYF's case sample participation rate in the time study is **the highest PCG has recorded in the last three years** and second-highest in the last five years.

- **CPS Investigation and Family Assessment Response** cases: were selected into the sample as they were assigned and opened for investigation/assessment.
- **Intake Decisions** as well as **Information, Referral, and Assessment** cases: to reduce the burden to Intake staff and to capture the activities that take place at different times of the day and days of the week, a schedule was provided for Intake staff to select the first 5 Intake Decisions as well as Information, Referral, and Assessment cases/calls received across regions and shifts.
- **CPS Institutional** or **Licensed Facility Investigations**: any new CPS Institutional or Licensed Facility Investigations that opened during the data collection period were selected by staff into the time study sample.
- **Foster Home, Kinship Licensed/Suitable Other**, and **Unlicensed Kinship/Suitable Other Licensing Assessments**: two cases per worker for each of the assessment types were selected into the time study sample by workers at the start of data collection. If any new Licensing Assessments were opened during data collection, they were also selected into the sample.

In total, 2,272 event cases were selected into the sample by DCYF staff.

Staff reported the time they worked on each sampled case using a web-based tool developed by PCG. While PCG placed the information about the sampled status cases on the website in advance, staff had to record some information about the cases on the website, along with the time it took to complete case specific activities. This information included items such as when the case moved from one stage to the next (e.g., Intake Decision to FVS as the report of maltreatment went from receipt of the call to assessment of the allegations and then, to the opening of a voluntary services case or placement change or removal from the home). The case editor page also permitted staff to indicate if a case was an Indian Child Welfare (ICW) case.

Data collection took place over an eight-week period, with collection extended for two weeks for additional case entry and an extra week for finalizing data entry. Of the 5,668 sampled cases, a total of 4,258 (75%) had time recorded. **This is the highest case sample participation rate that PCG has recorded in the last three years.** For the purpose of measuring the time needed to handle different types of cases, cases with zero time reported were excluded from the analysis. The table below shows the breakdown of staff who reported time by position type. Overall, of the 2,258 staff members invited to participate in data

collection, 911 reported at least one hour of activity during the data collection period, and on average, participating staff recorded an average of 21 hours of case activity.

**Table 4. Staff Participation**

Role Category	Caseworkers	Supervisors	Support	Total
<b>Number Invited to participate</b>	1,608	319	331	<b>2,258</b>
<b>Number Reported at least 1 hour</b>	680	135	96	<b>911</b>
<b>Average Hours Reported</b>	23.0	15.7	15.4	<b>21.1</b>
<b>Total Hours Reported</b>	<b>16,594</b>	<b>2,390</b>	<b>1,692</b>	<b>20,676</b>

## DATA ANALYSIS

### Workload Study

The measure of time needed to handle a case requires “model building.” Activities were categorized as tasks that are required each month by policy, tasks that are required for an event, and all other tasks. For status or ongoing cases, required tasks were those tasks required to be completed monthly, without exception, for a case to be considered to have been handled appropriately. 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. For events, required tasks were those tasks which were required for the event to be completed. Appendix C lists the required actions or standards for each case type.

Tasks categorized as “all other activities” are those which are not required for every single case of a given case type, although they may be required for specific clients or for less frequent periods than monthly, e.g., every 90 days, and are integral to performing quality casework.

For each required task, the time needed was calculated by dividing the total time spent on cases of that type when staff reported performing that activity by the number of cases for which that activity was actually completed. If there were not sufficient cases 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 cases.

The calculation of the time spent on all other activities involved totaling the time spent on “other” tasks for the case type(s) in question and dividing by the total number of cases for which some time was spent on the case. Cases for which no time was reported were excluded from the analysis.

The time required to be spent on a case, *i.e.*, the standard to emerge from the time study, is the sum of the “all other activities” time and the calculated time spent on all the monthly or event-required tasks for that case type. When measuring the time to be spent on the number of cases, it is assumed that all monthly or event-required tasks will be

**Time Needed for a Required Task =**

Total hours recorded for a specific task

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Total number of cases for which task was completed

**Time Needed for All Other Tasks =**

Total hours recorded spent on other tasks

---

Total number of cases for which time was reported

**Time Needed to Handle a Case =**

Sum of hours needed to complete all required tasks

+

Hours spent on other tasks



completed for each given case type. As a result, the more required tasks there are and the longer they take, the more time the case type will require. Below is an example of the FVS case type time standard calculation.

**Table 5. Methodology to Calculate Time Standards**

<b>Family Voluntary Services</b>	
<b>Task</b>	<b>Average Time Per Task (hours)</b>
Face-to-face contact with child	1.6
Face-to-face contact with parent	1.4
Conduct Health and Safety Monitoring Visits	1.1
Record information in FamLink	2.0
Travel (arrange for, complete and document)	1.4
All other activities	4.6
<b>Total Time</b>	<b>12.1</b>

## Organizational Assessment

Four data sources were analyzed for the organizational assessment including the results of a DCYF administered safety survey, an engagement survey, retention listening sessions, and an organizational social context survey which was administered by a third party. All data were collected prior to the start of the workload study.

Data sources were analyzed using NVivo software for qualitative analysis. The analysis focused on coding for references to workforce through the main topics of study identified by DCYF: to streamline internal processes, more equitably allocate staff and contracted resources statewide, reduce workload through technology, reduce staff attrition, and increase direct service time.

Within each topic of study were sub-category codes to align the organization of each reference accurately. When sufficient context was provided, statements were coded under the appropriate topic area. If the participant provided a clear, articulate statement(s) intended to address multiple categories, then the statement was coded under two or more of the corresponding topics.

## PROJECT LIMITATIONS

Before the results of the study are examined, it may be mindful to examine the limitations of the study. All studies have limitations. Strategies are employed to address those limitations such as: using evaluators with expertise in the topic and methodology; defining all terms; employing adequate sample sizes, random sampling and standardized tools; training participants prior to the start of data collection; ensuring an adequate length of time for data collection; using appropriate statistical tests; having champions in offices and study areas to answer questions and encourage active participation; and having evaluation support during the data collection period. Each of these methods were employed throughout the workload study conducted for DCYF.

Nevertheless, factors—both internal and external to the organization—can impact a study. Some are expected, e.g., worker transfers within the agency and departures during data collection, which may impact sampling. Unplanned events may also cause limitations in executing a workload study, such as postponing time study data collection to more adequately prepare staff to participate in the study. The limitations which may have had an impact on the workload study conducted for DCYF are examined below.

## **Multiple Worker Roles and Job Types**

The workload study conducted for Washington was complicated in that more than one staff type may contribute to casework across different types of cases, *i.e.*, caseworkers, other case support staff, and supervisors. For some case types, all three staff types work on a case which has the potential of activities overlapping across the roles. A challenge for this study was to differentiate the roles each staff type plays for a given case type.

## **Limited Case Samples**

A vital component in the calculation of resources needed to manage a case successfully involves measuring the time it takes to complete work on different types of cases (*e.g.*, Family Reconciliation Service, CPS Investigation, etc.). For some case types, the number of cases with time reported in the time study data collection period for a given type was so small, *e.g.*, Juvenile Detention or Incarceration (n=7), that a time standard for that particular case type could not be calculated. In such instances, the time reported for similar case types was combined to develop a time standard for a group of cases with similar characteristics.

## **Reporting Same Task for Common Cases**

When more than one child is placed into out-of-home care, it is common for caseworkers to talk to parents about each child when they have face-to-face or even non-face-to-face meetings with the parents. Staff who participated in the time study were asked to divide the time they spent meeting with the parents by the number of children involved in the case and then report the calculated time for each child selected into the time study sample (*e.g.*, if a caseworker spends one hour talking to parents and there are three children involved in the case, the caseworker would record 20 minutes of meeting time for each child). This methodology avoids creating exaggerated time standards, as staff are not reporting the full amount of time speaking with parents for each child when the discussion involved each of the children or at least more than one.

## **Documentation of All Tasks**

The work of child welfare staff is complex; documenting all tasks associated with the job can be a challenge. Despite the training that was provided prior to the start of the workload study and other preparation work that was completed by DCYF to ensure staff were prepared to participate in the full range of data collection, some staff did not understand how to successfully participate in and/or the importance of participating in the RMTS and the time study. Part of the challenge with documentation for staff was case selection and correctly identifying selected cases from a long list of cases. In an effort to protect privacy, case names and case worker names were not included in the case list for the time study leaving workers with only the case ID, client ID or provider ID to identify if any of the cases that they manage were included in the time study. The concern was whether the cases and codes input into the online data collection tool were the correct ones. To address these risks, several steps were taken.

1. The case sample list was updated by DCYF to include case worker and supervisor names to make it easier and more efficient to identify cases selected into the time study sample.
2. Additional training and question and answer sessions were held for workload study champions and participants to receive additional guidance and clarification as well as ask specific questions to the project team.
3. Several reference documents were created to supplement training materials including how-to guides for logging into the online data collection tool and entering data.
4. A Frequently Asked Questions document was created and updated weekly to provide guidance to time study participants throughout the course of the data collection period.
5. An additional two weeks were added to the time study data collection period to accommodate staff who sought more training to participate meaningfully.



## Consistency & Clarity of Study Communication

With more than 2,000 staff across the state of Washington participating in the study, relaying clear, concise, and consistent communication was a significant study challenge. Reference documents and FAQ on the online data collection tool and DCYF learning management system were the primary mode of communication with support provided via the Q&A sessions and via [WAWorkload@pcgus.com](mailto:WAWorkload@pcgus.com) email account. As PCG provided updates and DCYF asked questions, the FAQ was updated and posted weekly to the reference documents tab of the website. Furthermore, DCYF leadership regularly drafted and shared communications with workload study champions, area administrators, and workload study participants via management meetings, email, and the learning management system.

Barriers were noted as they arose and PCG staff worked with WA DCYF to address them (e.g., workers were advised if multi-tasking to take the total time and divide it by the number of tasks done and allot equal time to each task). In sum, study limitations were adequately offset by the numerous strategies put in place to maximize accuracy.

## Organizational Assessment Scope and Timeliness of Data Sets

The original scope of the organizational assessment included a PCG developed survey and supplemental focus groups. The scope was re-defined to entail data analysis by PCG of data sets from multiple surveys and listening sessions that were previously administered by DCYF. This pivot in scope may have limited the findings for the organizational assessment.

## Staff and Case Counts

Both staff and case counts used for FTE calculations were derived from point-in-time measurements. Where possible, multiple point-in-time measurements were averaged for a more representative count and more precise calculation of FTE need. It is critical to highlight the importance of monitoring workload and caseload trends over time as any one point-in-time assessment will have limited applicability and will not accurately represent workforce needs as case and staff counts may vary month to month.

## Licensing Staff Roles

The child welfare and Indian Child Welfare workload study included Licensing Division staff but did not include the portion of non-child welfare work that some Licensing Division staff roles may be responsible for managing. This should be considered when calculating Licensing Division staff need.

# III. WORKLOAD STUDY RESULTS

While the primary 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:

- **Case-specific**—which includes tasks such as conducting face-to-face contacts, recording information in case notes, searching on and updating case specific information in computer systems, preparing for and participating in team meetings, developing assessments and providing or arranging for services;
- **Administrative**—which includes, among other tasks, reviewing policy manuals, developing resources, attending non-case specific supervisory meetings and carrying out other 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 CASE-SPECIFIC ACTIVITIES

The table below shows how caseworkers, supervisors and support staff distribute their time among the four broad categories of activities.

**Table 6. Percent of Time Spent on Categories of Tasks**

Category	Caseworkers	Supervisors	Other Case Support Staff
<b>Case Specific</b>	72.0%	37.4%	60.2%
<b>Administrative</b>	9.8%	44.8%	22.2%
<b>Training</b>	3.8%	4.5%	3.7%
<b>Non-work</b>	14.4%	13.4%	13.9%

When the proportion of time Licensing caseworkers spend on cases is compared to caseworkers who work with children and families, little difference is observed between the two categories of caseworkers. Licensing caseworkers spend 71.4 percent of their time on casework while other caseworkers spend 72.1 percent of their time on casework.

The average percentage of time caseworkers overall spend on cases is similar to that found in other studies. Across workload studies PCG recently completed in other jurisdictions and states, on average, caseworkers spend 70 percent of their time on casework. The table below illustrates a comparison of child welfare agencies' percentage of time caseworkers have available for case work.

**Table 7. Comparison of Time Available Across Multiple Recently Completed Jurisdictions**

Category	WA DCYF	Jurisdiction A	Jurisdiction B	Jurisdiction C	Jurisdiction D
<b>Case Specific</b>	72.0%	70.0%	69.9%	69.9%	70.6%
<b>General Administration</b>	9.8%	16.6%	17.4%	8.1%	7.1%
<b>Training</b>	3.8%	1.7%	3.6%	6.8%	4.1%
<b>Non-Work</b>	14.4%	11.7%	9.0%	15.2%	18.2%

The critical figure for workload measurement is the number of hours per month staff spend on case specific work. To be able to address the purpose of the study, *i.e.*, how many workers are needed to handle a given month's workload, one must 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 RMTS data provide. The assumption made in this study was that whatever time workers currently spend on non-case specific activities is not available for casework. Stated another way, whatever time they spend on casework is the time they have available for casework.

Using this assumption and the average eight-hour days DCYF staff are scheduled to work (less time for lunch and breaks as well as scheduled holidays), caseworkers have 119.8 hours per month to work on cases. Supervisors have 62.4 hours while support workers have 100.2 hours per month to devote to casework.

Table 8. Hours Available for Casework

	Caseworkers	Supervisors	Other Case Support Staff
<b>% of Time Available for Casework</b>	72.0%	37.4%	60.2%
<b>Average workdays/month</b>	20.8	20.8	20.8
<b>Scheduled Hours/day</b>	8.0	8.0	8.0
<b>Hours available Overall/month</b>	166.4	166.4	166.4
<b>Hours available for Casework/month</b>	119.8	62.2	100.2

## HOW WORKERS SPEND THEIR TIME

The table below shows how caseworkers, supervisors and support staff spend their time in terms of the percentages of time they are engaged in case and non-case specific activities during an average month. Caseworkers spend the single greatest proportion of their time engaged in contact with the child and/or a parent. Overall, caseworkers spend 10.5 percent of their time documenting their work in the agency's computer systems which is slightly higher than that of support staff (7.4%); in comparison, supervisors reported spending only 1.6 percent of their time documenting their work in the agency's computer systems. Appendix D provides a detailed list of case-specific and non-case specific tasks, and the proportion of time different types of staff perform them.

Table 9. Frequency of Activities by Staff Position

Task Group	Caseworkers	Other Case Support Staff	Supervisors
<b>Case-Specific Subtotal</b>	<b>72.0%</b>	<b>37.4%</b>	<b>60.2%</b>
<b>Contacts</b>	16.7%	2.0%	4.3%
<b>Computer Documentation</b>	10.5%	7.4%	1.6%
<b>Intake Assessment (IA)</b>	4.6%	–	3.1%
<b>Review, Screening, and Case Mining</b>	4.6%	2.4%	2.9%
<b>Travel</b>	4.5%	0.7%	0.5%
<b>Case Consultation and Case Reviews</b>	4.4%	2.3%	5.2%
<b>Prepare for Court Hearings</b>	4.4%	10.4%	3.1%
<b>Assessment Tools and Activities</b>	4.3%	0.5%	1.5%
<b>Licensing and Monitoring</b>	3.8%	0.3%	0.8%
<b>Service Referral, Coordination or Provision</b>	3.4%	2.5%	1.6%
<b>Team Meetings</b>	2.7%	5.1%	4.6%
<b>Safety Decision/Safety Planning/Assessment Findings</b>	1.9%	0.1%	1.8%
<b>Participate in Court Hearings</b>	1.5%	0.1%	1.6%
<b>Arranging Family Time (Visitation)</b>	1.0%	1.1%	0.3%
<b>Adoption/Guardianship Processing</b>	1.0%	0.6%	0.6%
<b>Transportation of Client</b>	0.9%	0.6%	0.1%
<b>Supervisory Tasks</b>	0.7%	0.9%	25.9%
<b>ICWA Case-Specific</b>	0.7%	0.3%	0.2%
<b>Service Plans</b>	0.3%	0.1%	0.3%
<b>Eligibility Determinations</b>	0.1%	–	–

Task Group	Caseworkers	Other Case Support Staff	Supervisors
Conflicts, Appeals and Grievances	–	–	0.1%
<b>Non-Case-Specific Subtotal</b>	<b>28.0%</b>	<b>62.6%</b>	<b>39.8%</b>
General Administration	5.4%	8.1%	7.1%
Travel	1.9%	2.6%	0.8%
Clerical, Reception, Telephones	1.1%	28.8%	0.1%
Supervisory Tasks	0.5%	3.3%	12.9%
Special Studies	0.5%	0.3%	0.1%
Federal, State and Local Reviews and Communication	0.2%	0.9%	0.2%
Community Outreach	0.1%	0.3%	0.3%
Unit Statistics	0.1%	0.5%	0.6%
Training and Staff Development	3.8%	4.5%	3.7%
Non-work Activities	14.4%	13.4%	13.9%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

## CALCULATED TIME NEEDED FOR CASES

While staff have just so many hours in the average month for casework, the amount of time required for each case type provides the next critical element in measuring workload. The times, expressed in hours, related to event-driven case types, or those in which a conclusion must be made, *e.g.*, Intake Decisions, represent the amount of time needed to complete the event. It should also be noted that the times for cases involving children who are placed out of the home are based on the child, 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.

The measurement of the time needed to complete activities that are required in policy are limited to those cases in which the activity was documented as having been completed. The time needed to complete all other activities is measured by the average amount of time spent on those activities across the cases which were sampled and time was reported. Because the measure of time to complete required activities is limited to only those in which the activity occurred for a given case type, the time standard for each of the case types will increase as more activities are considered to be required; required activities are those which *must* be completed every month or for a decision to be made on a case, *e.g.*, complete a CPS investigation. The table below summarizes the total time needed each month to work on different types of cases.

**Table 10. Summary of Hours Needed by Caseworkers by Case Type**

Case Type	Calculated Hours
<b>Intake &amp; Assessment</b>	
Intake Decision	1.7
Information, Referral and Assessment	1.4
CPS Investigation	19.2
Family Assessment Response (In-Home)	15.6
<b>FVS, FRS, &amp; CFWS</b>	
Family Voluntary Services (In-Home)	12.1
Family Reconciliation Services (In-Home)	8.6
Family Foster Home (OOH)	12.1

Case Type	Calculated Hours
Kinship/Suitable Other Caregivers (OOH)	10.0
Unlicensed Kinship Caregivers (OOH)	10.6
Residential/Group Home etc. (OOH)	16.4
Independent Living (OOH)	4.4
ICPC - WA is Sending State (OOH)	9.5
ICPC - WA is Receiving State (OOH)	7.3
Missing From Care (OOH)	12.4
Adoption or Guardianship (OOH)	11.2
Extended Foster Care (OOH)	5.6
Trial Return Home (OOH)	9.0
<b>Licensing</b>	
Foster Home Licensing Assessment	13.2
Kinship Licensed/Suitable Other Licensing Assessment	16.8
Unlicensed Kinship/Suitable Other Licensing Assessment	10.8
Licensed Foster Home Maintenance	5.1
Kinship Licensed/Suitable Other Maintenance	5.8
CPS Institutional or Licensed Facility Investigation	14.6

These time standards include both the time spent on tasks that are required in policy and the time spent on all other activities needed to adequately serve a case. There are two case types not included in the table above, Kinship Navigator Unit (KNU) and the Kinship Caregiver Engagement Unit (KCEU). These two case types were added to the workload study to capture the average time that workers in those units work on licensing. The overall average time per KNU case was 1.2 hours, while the average time per KCEU case was 2.3 hours.

The table below breaks down the calculated time standards for each case type into the time for each required activity as well as the time needed for other tasks.

**Table 11. Calculated Time to Complete Required and Other Tasks**

Case Type & Task	Task Time (Hours)
<b>Intake &amp; Assessment Cases</b>	
<b>Intake Decision</b>	<b>1.7</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Receive Report of Allegations	0.5
Obtain Supervisory Review and Approval	0.1
Record Information in FamLink and Other Databases (e.g., CHET)	0.6
All other activities	0.6
<b>Information, Referral and Assessment</b>	<b>1.4</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Receive Report of Allegations	0.3
All other activities	1.1
<b>CPS Investigation</b>	<b>19.2</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Receive Report of Allegations	0.5

<b>Case Type &amp; Task</b>	<b>Task Time (Hours)</b>
Screen for Criminal History	0.4
Review and screen for Service History	0.6
Face-to-face contact with child OR with both parent and child	2.5
Face-to-face contact with parent OR with both parent and child	2.4
Determine Present Danger	0.4
Determine Assessment Findings	0.6
Structured Decision-Making Risk Assessment	0.2
Record Information in FamLink and Other Databases (e.g., CHET)	3.6
Conduct Health and Safety Monitoring Visits	1.1
Travel (Arrange for, Complete, and Document)	3.1
All other activities	3.8
<b>Family Assessment Response (In-Home)</b>	<b>15.6</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Screen for History of Abuse and Neglect	0.4
Screen for Criminal History	0.4
Review and screen for Service History	0.4
Face-to-face contact with child OR with both parent and child	2.5
Face-to-face contact with parent OR with both parent and child	2.4
Determine Present Danger	0.2
Determine Assessment Findings	0.5
FAR Family Assessment (FARFA)	1.2
Record Information in FamLink and Other Databases (e.g., CHET)	2.7
Travel (Arrange for, Complete, and Document)	2.7
All other activities	2.1
<b>FVS, FRS, &amp; CFWS Case Types</b>	
<b>Family Voluntary Services (In-Home)</b>	<b>12.1</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-face contact with child OR with both parent and child	1.6
Face-to-face contact with parent OR with both parent and child	1.4
Record Information in FamLink and Other Databases (e.g., CHET)	2.0
Travel (Arrange for, Complete, and Document)	1.4
Conduct Health and Safety Monitoring Visits	1.1
All other activities	4.6
<b>Family Reconciliation Services (In-Home)</b>	<b>8.6</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-face contact with child OR with both parent and child	1.1
Face-to-face contact with parent OR with both parent and child	1.2
Record Information in FamLink and Other Databases (e.g., CHET)	1.1
Travel (Arrange for, Complete, and Document)	1.8
All other activities	3.5
<b>Family Foster Home (OOH)</b>	<b>12.1</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-Face Contact in the Home or Placement Setting - With child	1.1
Record Information in FamLink and Other Databases (e.g., CHET)	1.3
Travel (Arrange for, Complete, and Document)	1.8
All other activities	7.9

<b>Case Type &amp; Task</b>	<b>Task Time (Hours)</b>
<b>Kinship/Suitable Other Caregivers (OOH)</b>	<b>10.0</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-Face Contact in the Home or Placement Setting - With child	0.8
Record Information in FamLink and Other Databases (e.g., CHET)	1.2
Travel (Arrange for, Complete, and Document)	1.5
All other activities	6.5
<b>Unlicensed Kinship Caregivers (OOH)</b>	<b>10.6</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-Face Contact in the Home or Placement Setting - With child	0.9
Record Information in FamLink and Other Databases (e.g., CHET)	0.9
Travel (Arrange for, Complete, and Document)	1.7
All other activities	7.2
<b>Residential/Group Home etc. (OOH)</b>	<b>16.4</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-Face Contact in the Home or Placement Setting - With child	1.9
Record Information in FamLink and Other Databases (e.g., CHET)	1.3
Travel (Arrange for, Complete, and Document)	3.4
All other activities	9.7
<b>Independent Living (OOH)</b>	<b>4.4</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-Face Contact in the Home or Placement Setting - With child	0.7
Record Information in FamLink and Other Databases (e.g., CHET)	0.5
Travel (Arrange for, Complete, and Document)	1.1
All other activities	2.1
<b>ICPC - WA is Sending State (OOH)</b>	<b>9.5</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-Face Contact in the Home or Placement Setting - With child	0.7
Record Information in FamLink and Other Databases (e.g., CHET)	0.6
Travel (Arrange for, Complete, and Document)	1.8
All other activities	6.3
<b>ICPC - WA is Receiving State (OOH)</b>	<b>7.3</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-Face Contact in the Home or Placement Setting - With child	0.9
Record Information in FamLink and Other Databases (e.g., CHET)	1.5
Travel (Arrange for, Complete, and Document)	1.8
All other activities	3.0
<b>Missing From Care (OOH)</b>	<b>12.4</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-Face Contact in the Home or Placement Setting - With child	3.6
Record Information in FamLink and Other Databases (e.g., CHET)	0.9
Travel (Arrange for, Complete, and Document)	1.8
All other activities	6.0
<b>Adoption or Guardianship (OOH)</b>	<b>11.2</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-Face Contact in the Home or Placement Setting - With child	1.5
Record Information in FamLink and Other Databases (e.g., CHET)	1.0
Travel (Arrange for, Complete, and Document)	2.5



<b>Case Type &amp; Task</b>	<b>Task Time (Hours)</b>
All other activities	6.1
<b>Extended Foster Care (OOH)</b>	<b>5.6</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-Face Contact in the Home or Placement Setting - With child	1.2
Record Information in FamLink and Other Databases (e.g., CHET)	0.5
Travel (Arrange for, Complete, and Document)	1.8
All other activities	2.1
<b>Trial Return Home (OOH)</b>	<b>9.0</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Face-to-Face Contact in the Home or Placement Setting - With child	0.9
Record Information in FamLink and Other Databases (e.g., CHET)	0.9
Travel (Arrange for, Complete, and Document)	1.6
All other activities	5.6
<b>Licensing Case Types</b>	
<b>Foster Home Licensing Assessment</b>	<b>13.2</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Record Information in FamLink and Other Databases (e.g., CHET)	1.9
Initiate, Process, and Review Applications	1.1
Complete/Perform/Contribute to Background Checks	0.7
Conduct Home Studies/Updates	3.6
Develop a Training Plan	0.8
Conduct Monthly Provider Reviews	0.2
Travel (Arrange for, Complete, and Document)	1.3
All other activities	3.6
<b>Kinship Licensed/Suitable Other Licensing Assessment</b>	<b>16.8</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Record Information in FamLink and Other Databases (e.g., CHET)	1.9
Initiate, Process, and Review Applications	0.7
Complete/Perform/Contribute to Background Checks	0.7
Conduct Home Studies/Updates	7.9
Develop a Training Plan	0.8
Conduct Monthly Provider Reviews	0.2
Travel (Arrange for, Complete, and Document)	1.8
All other activities	2.7
<b>Unlicensed Kinship/Suitable Other Licensing Assessment</b>	<b>10.8</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Record Information in FamLink and Other Databases (e.g., CHET)	1.9
Initiate, Process, and Review Applications	0.1
Complete/Perform/Contribute to Background Checks	0.7
Conduct Home Studies/Updates	4.2
Develop a Training Plan	0.8
Conduct Monthly Provider Reviews	0.2
Travel (Arrange for, Complete, and Document)	0.8
All other activities	2.0
<b>Licensed Foster Home Maintenance</b>	<b>5.1</b>
<b>Task</b>	<b>Task Time (Hours)</b>
Record Information in FamLink and Other Databases (e.g., CHET)	1.9



Case Type & Task	Task Time (Hours)
Conduct Monthly Provider Reviews	0.2
(Case Consultation) With Supervisor	0.5
All other activities	2.4
<b><i>Kinship Licensed/Suitable Other Maintenance</i></b>	<b>5.8</b>
Task	Task Time (Hours)
Record Information in FamLink and Other Databases (e.g., CHET)	1.9
Conduct Monthly Provider Reviews	0.2
(Case Consultation) With Supervisor	0.5
All other activities	3.1
<b><i>CPS Institutional or Licensed Facility Investigation</i></b>	<b>14.6</b>
Task	Task Time (Hours)
Face-to-Face Contact in the Home or Placement Setting - With child	1.1
Face-to-face contact with caregiver OR service provider	1.5
Determine Present Danger	0.1
Determine Assessment Findings	0.6
Record Information in FamLink and Other Databases (e.g., CHET)	4.2
Travel (Arrange for, Complete, and Document)	2.5
All other activities	4.6

The time standards developed for DCYF are similar to those found in other studies, where there are similar case types to draw comparisons. The table in Appendix E illustrates the comparison of child welfare agencies' time standards for required and non-required tasks to that of other jurisdictions for case types that are similar to those in Washington.

## CASE CHARACTERISTICS THAT IMPACT THE TIME TO COMPLETE ACTIVITIES

To more precisely measure the time it takes to manage different types of cases based on the characteristics of a case, we examined a set of case characteristics that were identified by DCYF leadership, the workload study steering committee, and focus group participants as potentially impacting the average time it takes caseworkers to handle their cases. Several variables were identified and investigated including:

- ICW Status
- Family Size
- Staff Tenure
- Age of the Child
- Primary Language of the Child
- Race of the Child
- Ethnicity of the Child
- Disability Indicator Present for Child

The impact of specified case characteristics was measured by examining the difference in the average time it takes to complete activities monthly when the case characteristic exists and when they do not. Data in FamLink was used to identify the case characteristics of each case for which case activities were reported in the time study. Time standards to complete specified activities, e.g., face-to-face contact with a child in the home or service planning, were calculated for several of the case characteristics and average time to complete tasks overall for other case characteristics, such as when too few cases were available to measure time to complete discrete activities or when specific activities were not expected to have an influence.

The following sections outline results of significance testing for each case characteristic. PCG used RStudio to run significance testing scripts using one-sample t-tests (also called student's t-test) to compare means

between sets of groups as determined by their “characteristics” in the analysis. When there were more than two groups, ANOVA was used instead. PCG identified the statistical significance of the results at the 0.1 level or lower, though most callouts were at the  $p < .001$  level. The results of the analysis are as follows. This level of testing means that there is between a 90 and 99 percent probability (depending on the p value) that a given case characteristic had a significant impact on the time needed to handle a case and the results were not just due to chance.

### Indian Child Welfare

The cases that were identified as ICW were analyzed and compared against non-ICW cases to determine if different amounts of time are needed to handle such cases. Tables 12 and 13 show a statistically significant difference in the amount of time needed to manage ICW cases. Additional testing was conducted using Hedge’s g statistic to measure effect size, resulting in a value of 1.45, which is considered a large effect.<sup>13</sup> The analysis was conducted for both licensing and non-licensing cases, with statistical significance found and measurable effect size noted for both case groupings. These statistical tests reveal that cases with ICW status take substantially more time to manage than cases without this affiliation.

**Table 12. ICW Analysis of all Case Types**

ICW Status	Total Hours Worked	Total Cases	Average Hours per Case
ICW	1,686.6	299	5.64*
Non-ICW	12,649.7	2,786	4.54

\*Denotes statistically significant difference between average hours spent,  $p < .001$

**Table 13. ICW Analysis, Licensing Cases Removed**

ICW Status	Total Hours Worked	Total Cases	Average Hours per Case
ICW	1,540.3	279	5.52*
Non-ICW	9,935.2	2,433	4.08

\*Denotes statistically significant difference between average hours spent,  $p < .001$

### Family Size

To measure the impact of family size, cases were analyzed and compared based on the number of children involved in the case to determine the amount of time needed to handle each case according to policy. The results displayed in the table below demonstrate a statistically significant difference in the amount of time needed to manage a case successfully based on the number of children who were in the home.

**Table 14. Family Size Analysis**

Case Type	Number of Children	Total Hours Worked	Number of Cases	Average Hours per Case
CPS Investigation	1	553.1	109	5.07*
	2	195.6	37	5.29*
	3 or more	227.2	26	8.74*
Family Assessment Response	1	365.8	80	4.57^
	2	333.2	85	3.92^
	3 or more	239.8	68	3.53^

<sup>13</sup> A g of 1 indicates the two groups differ by 1 standard deviation, a g of 2 indicates they differ by 2 standard deviations, etc.

Case Type	Number of Children	Total Hours Worked	Number of Cases	Average Hours per Case
Family Voluntary Services	1	448.5	62	7.23*
	2	143.2	29	4.94*
	3 or more	243.2	36	6.76*

\*Denotes statistically significant difference between average hours spent,  $p < .001$

^Denotes statistically significant difference in time at  $p < .007$

For CPS Investigation cases the ANOVA significance test revealed that there was a statistically significant difference in mean time spent between at least two groups ( $F = 414.87, p < 0.01^{14}$ ). Tukey’s HSD Test<sup>15</sup> for multiple comparisons was then completed and found that the mean value of time spent on families with three or more children was significantly different from those with one or two children at  $p < 0.01$ . The effect size for the difference between three or more and the other two groups was calculated using Hedges’  $g$ , resulting in large values of 6.36 and 4.48. The other case types did not reveal effect sizes as significant as CPS Investigation cases.

### Caseworker Tenure

To measure the impact of staff tenure, cases were analyzed and compared based on the year the caseworker was hired by DCYF. The results provided in the table below demonstrate a statistically significant difference in the time spent on casework for staff dependent on the year they were hired.

Table 15. Staff Tenure Analysis

Year Hired	Total Hours Worked	Cases Logged	Average Hours per Case
2018 or Earlier	7,860.0	1,766	4.45*
2019	1,700.4	345	4.93*
2020	941.8	216	4.36*
2021	2,887.3	471	6.13*
2022	2,660.1	450	5.91*

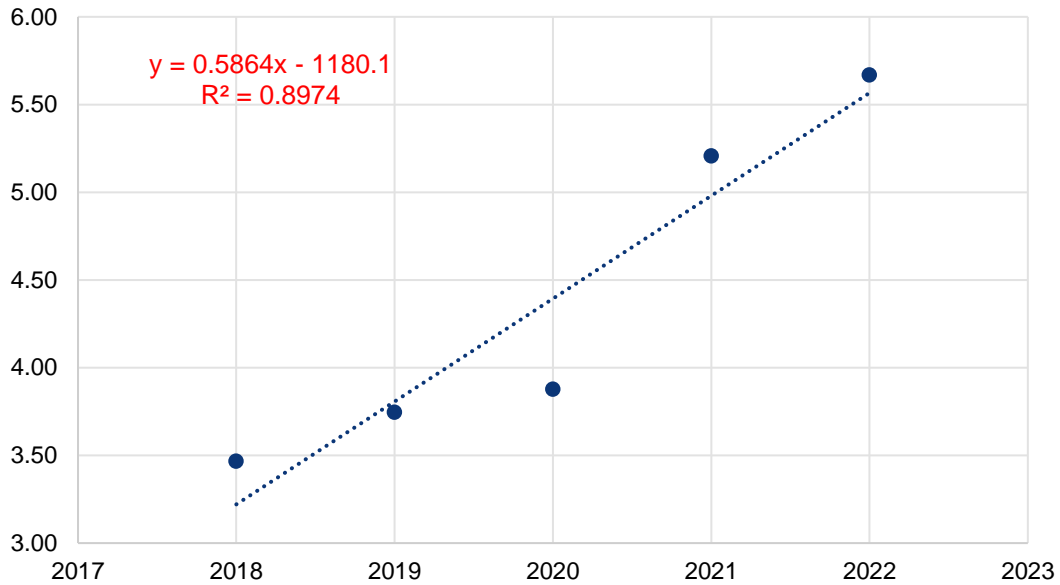
\*Denotes statistically significant difference between average hours spent,  $p < .001$

A one-way ANOVA was performed to compare the effect of staff tenure on time spent on cases. The ANOVA revealed that there was a statistically significant difference in mean time spent between at least two groups ( $F = 1,455.28, p < 0.01$ ). Tukey’s HSD Test for multiple comparisons found that the mean value of time spent was significantly different between all years at  $p < 0.01$ , with the exception of 2019 vs. 2020. There was a positive relationship where shorter tenure predicted longer average case times ( $R^2 = 0.89$ , slope of 0.58 hours per additional year of tenure,  $p < 0.01$ ). In other words, new staff take longer to process a case than more seasoned staff. Figure 2 shows the average hours per case per staff start year. Staff that were hired in 2022 needed almost two and one-half more hours to process a case than staff hired in 2018 or earlier.

<sup>14</sup> In ANOVA testing, if the F value is higher than the alpha value, in this instance 0.01, the difference between two means is deemed statistically significant.

<sup>15</sup> Tukey’s test compares the means of one group to the means of every other group to see if a statistical difference is dependent upon a specific combination of factors. In this instance, it’s not just a matter of having more than one child in a home, but in fact, having three or more children had a stronger effect (takes more time) than families who have just one or two children.

**Figure 2. Average Hours per Case per Staff Start Year**



### Age of Child

To measure the impact of the age of the child involved in a case on the amount of time needed to handle a case, cases were analyzed and compared based on the age of the child. The results contained in Table 16 demonstrate that there is a statistically significant difference in the time needed to manage cases based on the age of the children. Cases with young children or youth take more time to work than cases in which there are adult children (18+).

**Table 16. Age of Child Analysis**

Age of Child in Years	Total Hours Worked	Cases Logged	Average Hours per Case
0 to 1	729.8	86	8.49*
2 to 4	1,612.1	221	7.29*
5 to 6	708.2	111	6.38*
7 to 9	944.2	116	8.14*
10 to 13	1,028.6	132	7.79*
14 to 17	1,326.7	170	7.80*
18+	957.5	246	3.89*

*\*Denotes statistically significant difference between average hours spent, p<.001*

A one-way ANOVA test was performed to compare the impact of ages of children on time spent on cases. The ANOVA revealed that there was a statistically significant difference in mean time spent between at least two groups ( $F = 977.69, p < 0.01$ ). Tukey's HSD Test for multiple comparisons found that the mean value of time spent was significantly different between all ages at  $p < 0.01$ , with the exception of ages 0 to 1 vs. ages 7 to 9 and ages 10 to 13 vs. ages 14 to 17. Simple linear regression was also used to test if age significantly predicted time spent on cases. While there was a negative relationship where older age groups correlated to shorter average case times ( $R^2 = 0.31$ , slope of  $-0.40$  hours per additional age group), it was not statistically significant ( $p = 0.19$ ).

## Child Primary Language

To measure the impact of the primary language of the child involved in a case, cases were analyzed and compared based on their being non-English and English-speaking. While case workers and other child welfare staff may need to coordinate translators or translation services, according to Table 17 there is not a statistically significant difference in the amount of time it takes to handle a case based on the primary language of the child.

**Table 17. Child Primary Language Analysis**

Child Primary Language	Hours Worked	Number of Cases	Average Hours per Case
Non-English	286.7	71	4.04
English	10,895.2	1,980	5.50

*\*Denotes statistically significant difference between average hours spent,  $p < .001$*

## Race

To measure the impact of race of the child involved in a case on the amount of time needed to handle a case, cases were analyzed and compared based on status of white and non-white categories. Results in Table 18 demonstrate that there is not a statistically significant difference in the amount of time it takes to handle a case based on the race of the child.

**Table 18. Race of Child Analysis**

White or Non-White	Hours Worked	Number of Cases	Average Hours per Case
White	4,920.1	918	5.36
Black, Indigenous, and People of Color	5,112.2	869	5.88

*\*Denotes statistically significant difference between average hours spent,  $p < .001$*

## Ethnicity

To measure the impact of the ethnicity of a child, cases were analyzed and compared based on status of being Hispanic or non-Hispanic. The results displayed in Table 19 demonstrate that there is a statistically significant difference in the amount of time it takes to handle a case when the child is of Hispanic ethnicity.

**Table 19. Ethnicity Analysis**

Ethnicity	Total Hours Worked	Total Cases	Average Hours per Case
Hispanic/ Latino	1,910.5	375	5.09*
Non-Hispanic	9,271.4	1,664	5.57

*\*Denotes statistically significant difference between average hours spent,  $p < .001$*

Analyzing the results of the ethnicity analysis by case type revealed additional nuance to these findings:

- When a child or youth is placed with a Family Foster Home and Unlicensed Kinship Caregivers, caseworkers **spend less time with Hispanic/ Latino children** than non-Hispanic children.
- When a child or youth is placed with a Kinship/Suitable Other and Adoption/Guardianship, caseworkers **spend more time with Hispanic/ Latino children** than non-Hispanic children.

As previously noted, while the primary language of a child was not a significant factor for case time, these findings could suggest that language and/or culture of the parents play a part in the time it takes to do good case work.

## Disability

To measure the impact on the amount of time needed to handle a case if a child has an identified disability, cases were analyzed and compared based on the extent to which a child had one or more disabilities compared to those with no indication of having an identified disability. The three most common disability types identified in FamLink were emotional disturbance, hearing impaired, and “other specialized care.” Each disability type requires additional time to manage the case.

Table 20 demonstrates that there is a statistically significant difference associated with having identified disabilities. In other words, it takes significantly more time to handle a case when a child has one or more disability indicators listed in their case.<sup>16</sup>

**Table 20. Disability Analysis**

Disability Status	Total Hours Worked	Total Cases	Average Hours per Case
No disability indicators in FamLink	8,336.52	1,688	4.94
At least one disability indicator identified in FamLink	2,845.35	351	8.11*

*\*Denotes statistically significant difference between average hours spent,  $p < .001$*

<sup>16</sup> The effect size for the difference between the groups was calculated using Hedge's  $g$ , resulting in a value of 0.33, which is considered a small effect.

## ORGANIZATIONAL ASSESSMENT FINDINGS

### *Themes in Barriers for Child Welfare Workforce Retention*

The results of the organizational assessment have been organized and categorized into themes that are defined in the descriptions below. The top three barriers to retention identified by staff in order of significance are workload, lack of incentive, and lack of support. The top three factors cited as creating retention challenges are workload, lack of trust in leadership, and lack of support. And the top three reasons for leaving DCYF as identified by staff are inadequate incentives, workload, and lack of trust in leadership.

1. **Heavy Workload:** Caseload size, stress, and burnout due to excessive workload were reported as key factors impacting workforce retention. Staff reported needing to consistently work overtime and having difficulty taking time off or taking breaks. Staff reported new policies or tasks being added to their plate without any attempt to take something off. There was a perception that staff who went above and beyond to do good casework were assigned more work.
2. **Insufficient Incentives:** Compensation, benefits, and flexibility were also closely related to retention. While pay was the primary part of this conversation, participants frequently commented on the inability to have a more flexible work schedule or to work remotely as well as having difficulty with finding daycare for their own children. Job flexibility was highlighted as a low-cost option for improving work/life balance and supporting staff to be accessible to and available for their own families.

Staff also frequently talked about the lack of training related to personal safety, being attacked or injured on the job, and having to go into homes and places that law enforcement would not accompany. This is not only a deterrent for staff to do the work, but also represents a liability for DCYF.

3. **Lack of Support:** Staff highlighted a lack of trust and support between workers, supervisors, and leadership as the third most influential factor for retention. Staff reported that they don't feel supported and they described some supervisors as having unrealistic expectations. Conversely, the lack of supervisor or leadership trust in staff was also discussed in instances of micromanagement and lack of job flexibility.

Contentious court experiences were also included in this category. Staff described numerous instances of being verbally attacked by public defenders, parent attorneys, and judges in the court room, being asked to disclose their personal information on the stand in front of clients and a general lack of trust or support from assistant attorney generals (AAGs) regarding their work as child welfare professionals.

4. **No Time/ Resources for Self-Care or Trauma Processing:** Trauma and vicarious trauma were also identified as a major factor for retention. Staff identified limited department resources to assist with processing trauma and heavy workloads which limited the ability of staff to take time for self-care.
5. **Inadequate New Worker Training:** Regional Core Training (RCT) curriculum and training processes were cited as lacking in preparing caseworkers for their job roles. Participants described RCT as an adequate way to learn DCYF policy but unhelpful in teaching practical procedures and skill sets needed to do the job. While mentorship and shadowing were recommended as the best way for new workers to learn, staff report that the onus of that training often falls to senior staff or supervisors with already full caseloads that really don't have time to adequately train someone. Further, the pace at which new workers acquired their caseload was viewed as too fast and that new staff became easily overloaded, despite department guidelines for slowly building caseloads for new hires.



6. **Lack of Tools or Resources:** Internal and external resources are important to support staff and families alike. Staff identified software limitations as well as a lack of reliable internet or cell phones for workers in the community. Staff also commented that neither FamLink nor the department intranet are intuitive or easy to navigate. In addition to department resource limitations, participants discussed at length the lack of provider and placement options for youth and families.
7. **Issues with Policies/ Procedures:** Workload, lack of support, and limited resources are also further complicated by unclear or mismatched policy and procedural expectations. For example, participants noted confusion around job duties in policy for Social Services Specialists (SSS). Some participants were unclear as to what the job requirements actually were for their position whereas others said they are regularly charged with duties outside their position.

Staff also discussed instances of unrealistic or idealistic policies such as placing children in relative care to the point of treating foster care and group care providers as sub-par options without understanding that family or relatives are not realistic options for every child. Staff cite that the large volume of child welfare policy has led to inconsistencies in procedural implementation across supervisors, units, and offices. DCYF's tendency to have so many rules written into policy sometimes becomes a barrier and liability for providing timely service to families.

8. **Unclear or Limited Career Advancement:** While the SSS track seems clear (e.g., staff advance from SSS1 to SSS2), practical opportunities for how to move from one position to another appear to be unclear to staff, leaving staff with questions about favoritism or bias. Staff talked in depth about the Child Welfare Training and Advancement Program (CWTAP) as a program with mixed support. Staff stated that while the department seemed to promote staff utilization of the program, they were still expected to carry a full case load and complete schooling on top of their already heavy workloads. Those that manage to complete the program stated it didn't have any meaningful financial benefit to them.

## **Themes in Potential Solutions for Improving Child Welfare Workforce Recruitment and Retention**

The results of the organizational assessment have been organized and categorized into themes that are broken out in the descriptions below. The top three proposed solutions for recruitment and retention identified by staff in order of significance are compensation, caseload, and support for staff.

1. **Provide Tangible Employee Support:** The single most suggested solution for workforce recruitment and retention was for improved compensation to more accurately match the complexity and stress of the job. Staff stated that they are viewed as essential workers, but not paid commensurate with the safety risks that workers in the community encounter.

As workload stress and trauma were both noted as major challenges for retention it follows that improved mental health support may be a solution. Additional support for mental health services beyond the limited options under the Employee Assistance Program (EAP) might include better access to mental health professionals and gym memberships as well as allocated time to use services. This recommendation was closely followed by requests for increased time off and protections around having time off to ensure that staff aren't coming back to added work when they return. Several comments were made specifically requesting options for a sabbatical based on employment longevity.

Staff also suggested improved support for DCYF staff child care. Staff commented on the frustration and struggle to find and pay for their own child care outside of trying to serve families on their caseload.

2. **Caseload:** Consistent with retention barriers, improved caseload and workload allocation was highlighted as another possible solution. Staff requested better, more equitable methodology for



determining caseload standards, including family characteristics, like number of children, type of services or programs, etc. The need for decreased caseloads at all levels and improved support from clerical workers and other staff who could assist with marginal tasks of casework, e.g., scheduling home visits or transporting youth/ families, was cited as another potential solution.

3. **Job Flexibility:** Understanding that policy and procedures have legislatively required tasks and timelines, staff suggested that there may be options for increased job flexibility with how the work gets done. First, staff requested options for more flexible work schedules, like working four, 10-hour shifts, instead of five, eight-hour shifts. Second, while supervisors have been able to continue remote work options, casework and clerical staff would also like to have these options where possible. Lastly, staff suggested that given recruitment struggles, staff vacancies, burnout, and challenges with child care, the department may consider options for job sharing, part-time work, or rotational positions. Job-sharing and part-time positions may help recruitment and retention efforts for people who need more job flexibility. Rotational positions could help to cover more immediate vacancies and department needs while also allowing staff to rotate away from case-carrying positions for a period of time to help them recover from trauma and support their mental health.
4. **Build Culture or Staff Morale:** Numerous anecdotes and focus group comments highlighted the negative culture of the organization with mistrust between supervisors, leadership, court system, and line staff. However, participants offered many suggestions for rebuilding trust and creating a better office culture and morale. Above all else, suggestions included efforts of the department to value and hear the concerns and ideas of staff. In other words, staff want to help make things better and offer suggestions for improvement without fear of retaliation when they point out something that isn't working well. They also want to see leadership take action on some of their ideas to show that DCYF is willing to be accountable and responsive to staff needs. In general, focus group participants requested that AAG's, leadership, and supervisors develop a deeper understanding and appreciation for the work that they do and suggested that leadership and supervisors go beyond high-level shows of appreciation via staff parties or gift cards.
5. **Develop Resources:** In addition to increased administrative support, staff requested improvements to department technology, including FamLink usability and navigation as well as improved digitization of documents and capability of the software for staff working in the community.
 

Staff also stressed the need for department support in recruitment and development of service providers in the community, especially placement providers for youth.
6. **Hiring Suggestions:** Hiring practices were also considered by focus groups. Participants suggested a two-prong approach to improving workforce recruitment. First, staff suggested more intentional cultivation of relationships with colleges and universities in the state to create a pipeline for hiring new graduates. Second, staff recommended consideration of waiving some hiring requirements to create a pool of emergency hires who can train faster and help absorb workload in the immediate. For both options, staff also suggested increased department transparency in job descriptions and recruitment efforts to better inform candidates of job expectations and potential challenges, so that they are less likely to quit mid-training.
7. **Training Suggestions:** Training suggestions were closely related to hiring suggestions and factors for retention. Focus groups suggested a revamp of Regional Core Training for new hires to include dedicated trainers and mentor resources who can offer adequate shadowing and guidance. Staff also recommended improved professional development opportunities for longer-term staff to include better supports for licensure (supervision) and CWTAP as well as cross-training and specialized training for staff supervisors.

## IV. RECOMMENDATIONS

1. **Align child welfare and ICW caseloads with workloads based on the time standard calculations to estimate the number of full-time equivalents (FTE) needed** using the following calculation: number of cases multiplied by the time standard, divided by the number of hours available for case work.

The tables below show estimated FTE need based on case counts from May 24, 2023, and worker FTE counts from DCYF as of June 1, 2023. Of the case types listed, an additional 122.5 FTEs are required to serve the given volume of cases as of May 24. A total of 94.5 additional FTEs are needed to manage Intake, CPS Investigation, In-Home, and OOH case types, with 28.0 additional FTEs needed to manage licensing case types.

**Table 21. Full-Time Equivalent Allocation Estimates, by Intake/Investigation, In-Home, and OOH Case Types**

Case Types	5/24 Case Count	Time Standards (Hours)	Workload (Total Hours)	Allocated FTEs	Calculated FTE Need	FTE Need-Allocated Positions		
Intake Decision*	10,593	1.7	18,454.8	118.0	154.0	36.0		
CPS Investigation*	1,855	19.2	35,616.0	277.6	297.3	19.6		
Family Assessment Response (In-Home)	1,931	15.6	30,123.6	243.0	251.4	8.5		
Family Voluntary Services (In-Home)	570	12.1	6,881.1	60.7	57.4	-3.2		
Family Reconciliation Services (In-Home)	393	8.6	3,396.0	25.9	28.3	2.5		
Family Foster Home (OOH)	2,170	12.1	26,258.7	649.4	219.2	31.0		
Kinship/Suitable Other Caregivers (OOH)	1,070	10.0	10,650.9		88.9			
Unlicensed Kinship Caregivers (OOH)	2,214	10.6	23,559.0		196.7			
Residential/Group Home/etc. (OOH)	273	16.4	4,469.6		37.3			
Independent Living (OOH)	467	4.4	2,066.7		17.3			
ICPC - WA is Sending State (OOH)	203	9.5	1,930.3		16.1			
Missing from Care (MFC) (OOH)	56	12.4	689.2		5.8			
Adoption (OOH)	215	11.2	2,402.5		20.1			
Extended Foster Care (OOH)	81	5.6	449.5		3.8			
Trial Return Home* (OOH)	1,010	9.0	9,042.1		75.5			
<b>Total</b>	<b>23,101.7</b>	<b>158.3</b>	<b>175,990.0</b>		<b>1,374.5</b>		<b>1,469.0</b>	<b>94.5</b>

Case Types	5/24 Case Count	Time Standards (Hours)	Workload (Total Hours)	Allocated FTEs	Calculated FTE Need	FTE Need-Allocated Positions
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\*Counts for CPS Investigations and FAR come from the number of new screen-ins from the month of January.

Table 22. Full-Time Equivalent Allocation Estimates, by Licensing Case Type

Licensing Case Types	5/24 Case Count	Time Standards (Hours)	Workload (Total Hours)	Allocated FTEs	Calculated FTE Need	FTE Need-Allocated Positions
Licensed Foster Home Maintenance	121	5.1	3,707.2	30.0	30.9	41.8
Kinship Licensed/Suitable Other Maintenance*	39	5.8	702.4		5.9	
Foster Home Licensing Assessment*	189	13.2	514.8		4.3	
Kinship Licensed/Suitable Other Licensing Assessment*	46	16.8	3,175.2		26.5	
Unlicensed Kinship/Suitable Other Assessment	191	10.8	496.8		4.1	
CPS Institutional or Licensed Facility Investigation	10,593	14.6	2788.6	37.0	23.3	-13.7
<b>Total</b>	<b>11,178.7</b>	<b>66.3</b>	<b>11385.0</b>	<b>67.0</b>	<b>95.0</b>	<b>28.0</b>

\*Counts for Foster Home, Kinship Licensed/Suitable Other, and Unlicensed Kinship/Suitable Other Assessments come from the number reported into the workload study sample; this will represent an undercount of the true Assessment count.

2. **Apply weights to cases with characteristics that impact the amount of time it takes to manage a case successfully, when calculating caseload sizes.** To more precisely measure the amount of time it takes to manage a case, case characteristics were examined, measured, and tested for significance and validity. Of the characteristics evaluated in this study, five were found to have statistical significance and effect sizes indicating a meaningful difference between cases with a given characteristic compared to those without that same characteristic. DCYF should consider applying weights to caseload calculations for the following characteristics:

- ICW status present for the case.
- Families with three or more children for CPS investigation cases.
- Caseworkers with less than two years of experience.
- Disability indicator present for the child.

The fifth characteristic that was found to have a meaningful impact on the amount of time it takes to manage the case is:

- Ethnicity of the child

A case weight is not recommended for ethnicity of the child at this time because the results of statistical testing revealed that the time differences, while meaningful, are nuanced between case types and the impact on time shifts from more time needed to work with non-Hispanic families to more time needed to work with Hispanic families, by case type. DCYF should consider further evaluating how ethnicity impacts case management approaches through additional research such as an equity assessment.

As a final deliverable of this workload study, PCG is developing an analytic workload tool that will contain precise recommendations for the value of each weight to apply to cases with the above case characteristics.

*If DCYF chooses to apply case weights, note that FTE calculations in the above table will be impacted, resulting in more FTEs being needed.*

3. **Shift administrative tasks from caseworkers to other case support staff to increase the amount of time that caseworkers have to spend with families and streamline processes.** The RMTS demonstrated that in an average month DCYF caseworkers have 72% of their time available for casework while the other 28% of their time is spent on non-case specific tasks. Caseworkers were found to spend almost five percent of their time in an average month on case-specific administrative tasks. By allocating these activities to other case support staff, caseworkers could increase the amount of direct-service time with children and families.
4. **Enhance Supports and Resources for Staff.** The single most suggested solution identified in the organizational assessment was for improved compensation in the form of pay, training, improved mental health supports, and enhanced technology resources that will improve well-being and align compensation packages with other emergency response workers facing burnout and safety risks while doing their jobs and meeting the needs of the children and families they serve. A caseworker is required to make potentially life or death recommendations and decisions every day with every telephone call, visit, and activity. It is, without exaggeration, one of the most important positions in government and in society and is now regularly recognized by state agencies across the country as an emergency or first responder profession.<sup>17</sup> As such, attrition is high, job vacancies are high, and worker morale is low. To address these problems, DCYF should consider:
  - Conducting a pay study or market wage analysis to analyze DCYF's pay practices and determine if they are competitive with other emergency personnel.
  - Enhancing technology resources to maximize the efficiency and functionality of DCYF's new Comprehensive Child Welfare Information System (CCWIS), digitize documents and improve tools and systems accessible to DCYF caseworkers working in the community.
  - Increasing supportive services that support workers' mental health and well-being.
    - Buncombe County, North Carolina, implemented a new crisis intervention program titled, Communications About Recent Events (CARE Tyme). The model is based on the Assisting Individuals in Crisis & Group Crisis Intervention training and philosophies through the [International Critical Incident Stress Foundation, Inc.](#) (ICISF). The CARE Tyme Model is used with staff from the same unit or department on a regular or intermittent basis to provide them with support to help minimize distress (*i.e.*, reoccurring emotional, cognitive, or physical affects), provide a healthy avenue to process second-hand trauma, decompress, and

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<sup>17</sup> North Carolina Department of Health and Human Services. (June 8, 2020). North Carolina Designates Child Protective Services Workers as Emergency First Responders. [Press Release]. Retrieved from [NC Designates CPS Workers as Emergency First Responders Press Release](#)

increase resiliency. Groups use trained facilitators, include group rules, and follow a structured format. Staff choose to be active or silent participants of the group.

The Crisis Intervention Model provides a rapid response to staff who encounter critical incidents on active cases. Examples of critical incidents include serious injury to a child (e.g., child under the age of three with allegations of physical abuse or who have injuries of undetermined origin, failure to thrive or severe medical neglect, fracture or inflicted/unexplained injury that is deemed by a physical as “non-accidental”); death of a child (including a child that has died for any reason and the family received services within 12 months preceding the fatality); and violent act that results in a death of another, high profile case that is receiving media attention, victim in case where allegations are against the current foster parent or non-relative placement provider. A trauma-informed process is activated to initiate the referral to the Crisis Intervention team within two to eight hours of the incident and the responding Resiliency Coordinator(s) uses a trauma informed approach to initiate contact with involved staff. Resiliency Coordinator(s) then provides acute mental health intervention or “first aid” to staff; resources are provided as appropriate, and follow-up is completed as needed. Coordinators will also conduct crisis debriefings and check-ins with staff as needed for appropriate follow-up.

- Developing respite programming for workers to address burnout and work-related trauma. Respite programming can look different depending on how it is designed.
  - Job rotation programs regularly transition employees between different jobs to ensure they gain exposure to various departments, divisions, or units or an organization while learning and improving skill sets. It encourages employee flexibility, lower turnover rates, and helps alleviate stress. Job rotation can also boost new ideas and perspectives on an organization and increase job satisfaction.<sup>18</sup>

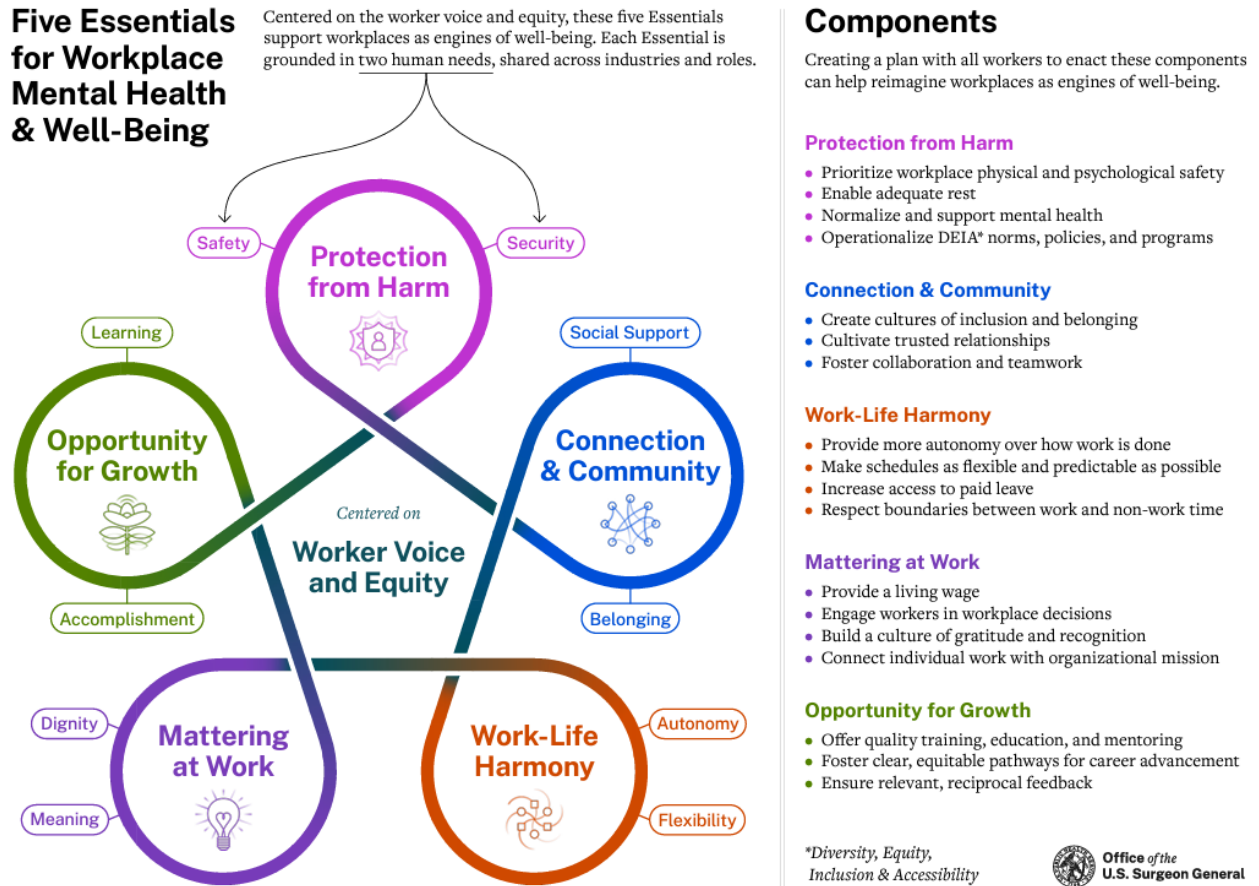
5. **Further develop and improve DCYF culture, increase staff morale, and improve worker well-being.** The organizational assessment uncovered a negative culture within DCYF with mistrust between supervisors, leadership, and line staff. Staff do not feel heard by leadership and do not believe that their suggestions are considered as potential solutions to DCYF problems which may contribute to DCYF’s high attrition rate. DCYF should consider approaches to building social connections and community at work by encouraging “prosocial” behavior by improving trust among and between leaders and workers. Examples include listening to worker concerns and explaining why key decisions are made within an organization. Leaders can build trust through small, everyday interactions, for example, by modeling and inviting others to share small moments of their life with them.<sup>19</sup>

The U.S. Surgeon General’s office authored a 2022 report that showcased a framework for worker mental health and well-being that identifies five essentials, centered on worker voice, that can help organizations create an environment that prioritizes well-being which is shown to improve productivity and organizational performance. The figure below illustrates five essentials for workplace mental health and well-being.

<sup>18</sup> Valamis. (2022). *Job Rotation: Advantages, Examples, Best Practices*. [Web Page]. Retrieved from [Job Rotation: Advantages, Examples, Best practices \[2022\] \(valamis.com\)](#)

<sup>19</sup> Office of the US Surgeon General. The US Surgeon General’s Framework for Workplace Mental Health and Well-Being. (2022). Retrieved from [The US Surgeon General's Framework for Workplace Mental Health and Well-Being](#).

Figure 3. Five Essentials for Workplace Mental Health and Well-Being



In 2021, DCYF executive agency leadership recognized the need to develop a cohesive approach to leadership development as a part of addressing its workforce crisis. A project team was formed in September 2021 and began developing draft leadership competencies built on multiple employee input sources. As this work continues, DCYF should incorporate findings from the workload study into its development of a broad based, cross-agency survey to obtain a more comprehensive and equitable understanding of the desired competencies of DCYF leaders that can improve trust between staff and leadership.

6. **Expand and enhance the Child Welfare Training and Advancement Program (CWTAP) to a formalized apprenticeship program, such as the Registered Apprenticeship Program (RAP), to cultivate talent and build a sustainable workforce pipeline.** RAPs are a proven model of job preparation, validated by the Department of Labor or a recognized State Apprenticeship Agency, which combine paid on-the-job learning with related instruction to progressively increase workers' skill levels and wages. RAPs are also a business-driven model that provide an effective way for employers to recruit, train, and retain workers. RAPs allow workforce partners, educators, and employers to develop and apply industry standards to training programs, thereby increasing the quality and productivity of the workforce. RAPs offer job seekers immediate employment opportunities that pay sustainable wages and offer advancement along a career path as they complete their training. The key elements of all RAPs include:
  - Industry Led – Programs are industry-vetted and approved to ensure alignment with industry standards and that apprentices are trained for highly skilled, high-demand occupations.



- **Paid Job** – Apprenticeships are jobs. Apprentices earn progressive wages as their skills and productivity increase.
- **Structured on-the-job learning/mentorship** – Programs provide structured on-the-job training to prepare for a successful career, which includes instruction from an experienced mentor.
- **Supplemental Education** – Apprenticeships are provided supplemental classroom education based on the employer’s unique training needs to ensure quality and success.
- **Diversity** – Programs are designed to reflect the communities in which they operate through strong non-discrimination, anti-harassment, and recruitment practices to ensure access, equity, and inclusion.
- **Quality and Safety** – Apprenticeships are afforded worker protections while receiving rigorous training to equip them with the skills they need to succeed and the proper training and supervision they need to be safe.
- **Credentials** – Apprenticeships earn a portable, nationally recognized credential within their industry.

There are five core building blocks involved in creating and operating a Registered Apprenticeship Program as illustrated in the figure below.

**Figure 4. Core Building Blocks of a Registered Apprenticeship Program.**



With more than 27,000 active RAPs with over 600,000 apprentices there are myriad of examples of programs operating in the U.S. including in Florida where an apprenticeship pathway has been developed to address the workforce crisis in teaching and education.

**Florida Program Overview:** Last year Florida rolled out an apprenticeship program for veterans, veterans’ spouses, and first responders as teachers who do not need to have a 4-year degree. It is made up of three major components, a bonus program, an apprenticeship program, and a dual enrollment educator scholarship program. The apprenticeship program,

- Establishes an additional pathway to becoming an educator. It will be the 13th different teaching pathway offered in Florida.
- Requires applicants to have an associate’s degree from an accredited postsecondary institution, a 3.0 cumulative grade point average, and a successful passage of a background check.
- Necessitates, once receiving a temporary certificate, the apprentice to spend the first two years in the classroom of a mentor teacher using team teaching requirements to further



develop pedagogy skills. This component would fulfill the on-the-job training component of the apprenticeship and its associated standards, allowing individuals to earn a paycheck while working toward their bachelor's degree.

- Requires mentor teachers to have at least seven years of teaching experience and highly effective ratings on Value Added Models scores or district performance reviews.
- Provides mentor teachers to be eligible for a bonus payable half after the first successful year of the apprenticeship and half after the second year.

The value and impact of career pathways and learning opportunities are well established. A 2018 report produced by LinkedIn found that 94% of employees surveyed said they would *stay* at a company longer if the company invested in their career development while 40% of respondents stated that they would or had *left* a place of employment because of the lack of career development.<sup>20</sup> These findings underscore the value of investing in a long-term solution career development pipeline.

7. **Adopt alternative work schedules that increase worker flexibility by leveraging a team casework model.** The organizational assessment findings show consistent suggestions from staff for increased job flexibility with how work gets done, including more flexible work schedules and remote work options where possible. Staff also reported working in chronically understaffed offices and working overtime as a general expectation of the job often without compensation and with little support from supervisors or leadership. Staff frequently reported that it seemed as if there were always new policies or tasks being added to their plate without any attempt to take something off. Increasing workload affects the ability of people to take time off, with instances of staff reporting that they haven't taken lunch in months and would continue to be assigned cases even when they were on leave. To address this problem, DCYF should consider adopting alternative work schedules that increase worker flexibility by leveraging a team casework model or "casework teaming."

Casework teaming is a child welfare staffing model and organizational approach in which multiple caseworkers share casework functions on certain cases. Group supervision is used to make case decisions, assess, and address child and family needs. Casework teaming is designed to reduce caseworker isolation and workload, strengthen staff retention and improve casework decision-making and service delivery to children and families. Child welfare units that successfully have used the casework teaming model report they are able to better meet the needs of the children and families they serve. Since a member of the team is always available to respond to or address the needs of a family if the primary caseworker is unavailable, families are more consistently supported.<sup>21</sup>

- In New York, the Office of Children and Family Services (OCFS) implemented casework teaming in a pilot in 2007 in multiple counties. New York built upon a casework teaming model used in Massachusetts and has since expanded to 30 teams in nine local Departments of Social Services which include teams from all child welfare program areas as well two interdisciplinary collaborations between adult protective services and children's services. Counties must apply to implement the casework team approach and OCFS manages the training, coaching, and cross-site learning.

Two core components of OCFS' casework teaming are group supervision and a sense of shared responsibility. During group supervision, which is facilitated by the unit supervisor,

<sup>20</sup> LinkedIn. Workforce Learning Report 2018. [Web Page]. Retrieved from: [LinkedIn Workforce Learning Report 2018](#)

<sup>21</sup> Casey. (2021). Issue Brief: Healthy Organizations. *What has been New York's experience with casework teaming?* [Web Page] Retrieved from [Casey Family Programs Resources](#)

all members of the unit collaborate to make strengths-based decisions about a case. This allows all members of the team to contribute their expertise. It also allows the supervisor to shift from being the only person responsible for final decisions to facilitating a team process where the supervisor provides supportive coaching and quality assurance. Additionally, group supervision allows new team members to benefit from the expertise of more experienced staff.

Frequent and open communication between team members and shared responsibility for cases ensure families benefit from the expertise of an entire team as opposed to just one caseworker. Being able to carve out and protect the time to conduct group supervision is essential to successful casework teaming. Additional components of casework teaming essential for successful group supervision and creating a sense of shared responsibility include:

- Allowing teams to determine the criteria for casework teaming (such as high risk of removal or domestic violence), with flexibility to team a case if it would be beneficial due to workload management.
  - Assigning a primary and secondary caseworker to teamed cases.
  - Presenting weekly updates about each teamed case during group supervision, with flexibility to adjust the frequency if it is not realistic given caseload requirements.
  - Ensuring each team member contributes to the case during group supervision.
  - Relying on case decisions made by team consensus with supervisory approval.
  - Establishing an operating agreement that addresses roles, responsibilities, expectations, and conflict resolution in relation to teaming.
- In Virginia a teaming approach called case banking is used. Within Virginia’s Department of Social Services, each case is assigned a primary worker and two secondary workers in the case management system. This manner of assigning three workers to every case is called case banking and allows for greater worker flexibility and prevents work bottlenecks.<sup>22</sup> If the primary worker is unavailable to perform a time-sensitive task, either of the two secondary workers can step in to assist.

Staff participating in casework teaming report greater cohesion, a greater sense of self-efficacy, and greater ability to help children and families due to shared decision-making and workload responsibilities, when compared to staff in a similar unit from the same county not using casework teaming according to 2007 and 2011 studies of New York’s teaming model.<sup>21</sup> In addition, the teaming units conducted group supervision with a greater focus on the quality of work and developing creative solutions, and placing less emphasis on task completion. Other benefits from implementing casework teaming, noted in the 2011 study include:

- Increased availability of a caseworker familiar with the case whenever the family needs immediate assistance,
- Reduced caseworker stress and workload,
- Enhanced caseworker decision-making skills,
- Shared responsibility for case outcomes and
- Increased flexibility.

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<sup>22</sup> Case Banking. (2014). [VaCMS Training](#)

## V. NEXT STEPS

The final step of this workload study is the transfer of workload analytic tools to DCYF. PCG will provide DCYF with two tools developed in Microsoft Excel that will allow DCYF to conduct ongoing oversight of time and resources needed across Washington, with one tool developed specifically for the unique work of DCYF's Licensing Division. With consistent use, the workload tool will allow DCYF to strategically assess and reallocate workloads and caseloads as needed based on the time standards resulting from this study. Further, the case weight analysis will help DCYF to strategically apply additional time needed to complete best practices. The tool is designed to enable DCYF to make updates to the time standards as new policies are put in place like those scheduled to take effect later this year to comply with Washington State Supreme Court decisions, in re Dependency of Z.J.G. and M.E.J.G. and In re Dependency of G.J.A. that will impact the amount of time required to complete casework for ICW cases.

Lastly, PCG will provide DCYF with the data needed to update time standards as changes in policy are planned and implemented. A guide will be provided describing how to use the data to update time standards.

## APPENDIX A. CASE TYPES AND DEFINITIONS

### CASE TYPES

#### 10–14. INTAKE AND ASSESSMENT DEFINITIONS

**10. Intake Decision**

Begins with the receipt of a written or verbal report alleging a caregiver is unable or unwilling to protect their child(ren) from present and impending danger and ends with a decision that the allegation should be screened-in for investigation, a referral is made for an alternative response, or the allegation does not qualify as an issue of child abuse or neglect.

**11. Information, Referral and Assessment**

Begins with a request for information or services and ends when that request or service referral has been provided.

**12. CPS Investigation**

Begins with an assignment of a worker to complete an assessment, including risk only assessments, and ends with a determination as to whether abuse or neglect has occurred and whether services are needed, in-the-home or the child(ren) should be placed out-of-the home.

**13. Institutional or Licensed Facility Investigation**

Begins with the receipt of an allegation involving potential abuse and/or neglect within a child caring facility as well as licensing complaints that involve DCYF licensed facilities as well as hospitals, facilities for mental health and developmental services, convalescent homes, drug and alcohol treatment facilities, schools, or juvenile justice placement settings and ends with a claim decision of founded/valid or unfounded/invalid.

**14. Family Assessment Response**

Begins with an assignment of a worker to complete the Family Assessment Response (FAR) assessment and ends when the family has been referred for services and can support themselves independently of the agency or determination to refer the case for a formal CPS Investigation or remove children from the home. The assessment can also end by the family moving out of the area, the youth reaching age of majority, tribal affiliation is present and/or the tribe taking over case management, or determining the allegation is erroneous or unable to complete the investigation.

## 20–32. FVS, FRS, CFWS DEFINITIONS

### 20. Family Voluntary Services

Begins with an assignment of a worker to coordinate intensive in-home services to prevent court action with a family. Ends approximately six months from date of assignment, when issues for court action have been mitigated, or when a family chooses to no longer participate in voluntary services.

### 21. Family Reconciliation Services

Begins with an assignment of a worker to coordinate voluntary services for youth experiencing family conflict and/or housing instability. Ends when youth is returned to the home and family is in a pre-crisis state, ongoing support services have been identified and arranged, or family chooses to no longer participate in voluntary services.

### 22–30. Out-of-Home Placement or Cases in DCYF Custody

Begins after the recommendation or determination for safety, with the decision made to remove the child and place him or her into out-of-home placement and ends when the child is reunified, exits from care, or becomes legally free for adoption or guardianship is established.

#### 22. Family Foster Home (OOH)

#### 23. Kinship/Suitable Other Caregivers (OOH)

#### 24. Unlicensed Kinship Caregivers (OOH)

#### 25. Residential/Group Home/Emergency Placement Services/Hospitalization (OOH)

#### 26. Independent Living or Supervised Independent Living (e.g., Cocoon House) (OOH)

#### 27. ICPC – WA is Sending State (OOH)

#### 28. ICPC – WA is Receiving State (OOH)

#### 29. Missing from Care (MFC) (OOH)

#### 30. Juvenile Detention or Incarceration (OOH)

- 31. Adoption or Guardianship (OOH)**  
Begins when parental rights have been terminated for a child in foster care and ends when the child is legally adopted, a youth reaches the age of majority (ages out), or parental rights are reinstated.
- 32. Extended Foster Care (OOH)**  
Youth ages 18-21 who can legally live on their own but remain in DCYF custody.
- 33. Trial Return Home (OOH)**  
Begins when a child who remains in DCYF custody is returned home on a trial basis and ends when DCYF custody is terminated, or the child is placed in an out-of-home setting.

#### **40–45. LICENSING DEFINITIONS**

- 40. Foster Home Licensing Assessment**  
Begins when a family/individual applies to be a foster parent and ends when a decision has been made regarding licensing the family/individual.
- 41. Licensed Foster Home Maintenance**  
Begins when a family/individual has been licensed to be a foster home including renewal process and ends when a decision is made to terminate the license.
- 42. Kinship Licensed/Suitable Other Licensing Assessment**  
Begins when a prospective relative or suitable other home applies for licensure and ends when the decision is made to license the home.
- 43. Kinship Licensed/Suitable Other Maintenance**  
Begins when the home of a licensed relative or suitable other has been licensed to be a foster home including renewal process and ends when a decision is made to terminate the license.
- 44. Unlicensed Kinship/Suitable Other Assessment**  
Begins when a prospective relative or suitable other applies to foster a relative child and ends when the decision is made regarding the appropriateness of the placement.
- 45. Unlicensed Kinship Care/Suitable Other Maintenance**  
Begins when the home of an unlicensed relative or suitable other has been licensed to be a foster home including renewal process and ends when a decision is made to terminate the license.

## APPENDIX B. TASK CODES AND DEFINITIONS

### CASE SPECIFIC TASK CODES AND DEFINITIONS

#### 100–103. INTAKE ACTIVITIES

- 100. **Receive Report of Allegations** – Receiving and reviewing the complaint, assessing the information to determine if the report meets the standard for an intake assessment or referral for CPS response, informing reporter of rights and responsibilities, and verifying the agency has jurisdiction and identifying the priority level of response or determining the report should be closed. May include telephone, fax, mail, and/or electronic contact with the reporter and time spent problem solving with the reporter.
- 101. **Subsequent Review of Alleged Maltreatment** – Conducting a subsequent review of a complaint based on additional information collected, confirming sufficient evidence exists to refer the report, and identifying the priority level of response or determining the report should be closed.
- 102. **Obtain Supervisory Review and Approval** – Meeting with and/or obtaining supervisor’s review of intake and initial decision to refer for an Assessment or CPS response or close the report.
- 103. **Assign Intake/Report for Investigation or CPS Response** – Assigning an assessment worker to the case.

#### 110–115. REVIEW, SCREENING, AND CASE MINING

Includes identifying and reviewing available paper and electronic files as well as contacting other data sources regarding household members.

- 110. **Screen for History of Abuse and Neglect** – Checking FamLink and CANS, as well as cross-reference other state’s child welfare departments, for history of child abuse or neglect.
- 111. **Screen for Criminal History** – Conducting a check of law enforcement records (includes OMNIXX or other system) to determine whether the applicant has a criminal history.
- 112. **Background Checks (non-licensing), Initiate WA courts website, State Patrol, and ODYSSEY** – Completing background checks including certificate of parental improvement and communicating responses to the case worker. Also includes completing any forms necessary to request the conduct of a background check and time spent emailing requests. Also includes suitability assessments.



- 113. Review and screen for Service History** – Gathering and assessing information through a review of the household’s history that includes prior intakes, service interventions, interviews, and observations.
- 114. Review Other Program Data Sources** – Gathering collateral information regarding benefits, child support, medical information, existing relatives, etc. – Includes but is not limited to BARCODE, WHALES, ACES, SEM, OSPI, CHET, JIS, PRISM, LINX, FORS, NCIC, Provider 1, Register VPO, jail rosters, Trans Union, Been Verified, Tribe/DCYF Memorandum of Understanding, social media, etc.
- 115. Person Searches** – Identifying people in FamLink, including household composition and demographics. Includes sending information to person merge specialist due to duplicate family members being generated in different cases. Also includes relative search, missing from care search.

## **119–178. CONTACTS**

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

- 119. Attempt Contact** – Applies only to attempted face-to-face contacts with case participants. May also include time spent actively searching for a parent/relative to notify them of court action or provide a service to them.

## **120–133. FACE-TO-FACE CONTACT IN THE HOME OR PLACEMENT SETTING**

Includes contacts virtually (with video) or in the home of the parents, foster home, or placement setting. *Be sure to document travel when contact is made in-person.*

- 120. With child**
- 121. With parent, legal guardian, or Native American custodian**
- 122. With both parent and child**
- 123. With consulate staff/representatives**
- 124. With tribal representative**
- 125. With caregiver (e.g., foster parent, relative, suitable other)**
- 126. With law enforcement (including adult/juvenile probation officers and jail)**
- 127. With legal parties – (e.g., AAG, child or parent attorney)**
- 128. With medical provider (e.g., physician, dentist, psychiatrist, counselor)**
- 129. With service providers (e.g., residential counselors, day care providers)**

- 130. With schools/education providers
- 131. With personal collaterals (e.g., siblings, adult children, neighbors, other)
- 132. With child advocates (e.g., CASA, dependency GAL)
- 133. With others

### **135–148. FACE-TO-FACE CONTACT NOT IN THE HOME OR PLACEMENT SETTING**

Includes contacts virtually (with video) or in the office and any place other than the person’s home, foster home or placement setting. *Be sure to document travel when contact is made in-person.*

- 135. With child
- 136. With parent, legal guardian, or Native American custodian
- 137. With both parent and child
- 138. With consulate staff/representatives
- 139. With tribal representative
- 140. With caregiver (e.g., foster parent, relative, suitable other)
- 141. With law enforcement (including adult/juvenile probation officers and jail)
- 142. With legal parties – (e.g., AAG, child or parent attorney)
- 143. With medical provider (e.g., physician, dentist, psychiatrist, counselor)
- 144. With service providers (e.g., residential counselors, day care providers)
- 145. With schools/education providers
- 146. With personal collaterals (e.g., siblings, adult children, neighbors, other)
- 147. With child advocates (e.g., CASA, dependency GAL)
- 148. With others

### **150–163. FACE-TO-FACE CONTACT WHILE TRAVELING (e.g., CAR, PLANE, TRAIN)**

Includes substantive discussions, e.g., case management, while transporting the child, family or provider.

- 150. With child
- 151. With parent, legal guardian, or Native American custodian

- 152. With both parent and child
- 153. With consulate staff/representatives
- 154. With tribal representative
- 155. With caregiver (e.g., foster parent, relative, suitable other)
- 156. With law enforcement (including adult/juvenile probation officers and jail)
- 157. With legal parties – (e.g., AAG, child or parent attorney)
- 158. With medical provider (e.g., physician, dentist, psychiatrist, counselor)
- 159. With service providers (e.g., residential counselors, day care providers)
- 160. With schools/education providers
- 161. With personal collaterals (e.g., siblings, adult children, neighbors, other)
- 162. With child advocates (e.g., CASA, dependency GAL)
- 163. With others

#### **165–178. NON FACE-TO-FACE CONTACT**

Includes telephone, text, mail (e.g., service letters), email, social media messages, and fax as well as time spent attempting to make contacts via telephone and retrieving voice mail messages.

- 165. With child
- 166. With parent, legal guardian, or Native American custodian
- 167. With both parent and child
- 168. With consulate staff/representatives
- 169. With tribal representative
- 170. With caregiver (e.g., foster parent, relative, suitable other)
- 171. With law enforcement (including adult/juvenile probation officers and jail)
- 172. With legal parties – (e.g., AAG, child or parent attorney)
- 173. With medical provider (e.g., physician, dentist, psychiatrist, counselor)
- 174. With service providers (e.g., residential counselors, day care providers)
- 175. With schools/education providers

176. **With personal collaterals (e.g., siblings, adult children, neighbors, other)**

177. **With child advocates (e.g., CASA, dependency GAL)**

178. **With others**

## 190–197. **SAFETY DECISION/SAFETY PLANNING/ASSESSMENT FINDINGS**

Includes developing and updating safety plans and assessments, as well as recording information.

190. **Determine Present Danger** – Includes the time to complete the safety assessment tool and consider and evaluate each potential safety threat by gathering and verifying information and using the five safety threshold criteria to determine if a safety threat exists.
191. **Develop Initial Safety Plan or Protective Action Plan** – Includes the time to set goals, tasks and objectives for the family; identify service needs, potential service providers, goals and time frames; and complete, review, update, and document a Safety Assessment/Safety Plan. This includes the time spent presenting or reviewing the plan with the client.
192. **Staffing of a Safety Plan** – Includes the time for the supervisor to meet with the assessment team, consider staffing needs, and align resources for the plan.
193. **Update Safety Plan or Protective Action Plan** – Includes the time to modify goals, tasks and objectives; identify needed services, potential service providers, goals and time frames; and prepare a modified written Safety Plan or protective action plan. This includes the time spent presenting or reviewing the plan with the client.
194. **Review Safety or Protective Action Plan with Supervisor** – Includes the time to meet with a supervisor to discuss and review the safety plan or protective action plan, either in a one-on-one or group session.
195. **Determine Assessment Findings** – Includes the time to make a finding of indicated, founded, unfounded, or unable to complete, valid or invalid (specific to licensing) at the end of the assessment. This may include a decision that a child needs to be removed from the home and placed with relatives or other placement setting for their safety.
196. **Conduct Supervisory Review** – Includes the time for a supervisor to review the assessment decision and justification, including time to meet with the Investigation Specialist to review the assessment documentation, decision and/or justification.
197. **Conduct Triage Meeting/Review** – Includes time to provide consultation to review the regional team recommendations, consider recommendations, and take action.

## **200–217. ASSESSMENT TOOLS AND ACTIVITIES**

Includes time spent conducting the assessment and recording information on completed assessments.

- 200. ARY – At Risk Youth Assessment and/or CHIN assessment tool**
- 201. Child Health and Education Tracking (CHET) – mental health screening**
- 202. CHINS petition**
- 203. Comprehensive Family Evaluation (CFE)**
- 204. DV Assessment and/or Specialized DV Assessment**
- 205. Early Intervention Assessment**
- 206. Family First Assessment**
- 207. Family Home Study DCYF form**
- 208. Family Rate Assessment**
- 209. FAR Family Assessment (FARFA)**
- 210. Foster Home Inspection Checklist DCYF form**
- 211. FRS Assessment/Tool**
- 212. FVS Assessment**
- 213. Investigative Assessment**
- 214. LD/CPS Investigative Assessment**
- 215. Missing from Care Debrief – CSEC Screening Tool**
- 216. SOGIE (12+ youth) questionnaire**
- 217. Structured Decision-Making Risk Assessment**

## **220–225. SERVICE PLANS**

Includes developing case plans and recording information.

- 220. Develop Initial Case Plan** – Includes the time to set goals, tasks, and objectives; identify needed services, potential service providers, goals, and time frames; and prepare a written plan document. Includes development of a case plan with and for a family whose children remain in the home as well as for those for whom out of home placement is needed which may include a reunification, visitation and/or transition plan. This includes the time spent presenting or reviewing the plan with the client, obtaining all participant signatures, and providing a copy to the family.

- 221. Update Case Plan** – Includes the time to modify goals, tasks, and objectives; identify needed services, potential service providers, goals, and time frames; and prepare a modified written plan document.
- 222. Review Case Plan with Supervisor** – Includes the time it takes to meet with a supervisor to discuss and review the plan, either in a one-on-one or a group session.
- 223. Develop Independent Living Transition Plan (ILTP)** – Includes the time to engage in strategic planning to help youth live independently, including exploring areas of education, employment, health management, family and community connections and enrichment activities.
- 224. Update Independent Living Transition Plan (ILTP)** – Includes the time to update a strategic plan to continue to help youth live independently, including areas of education, employment, health management, family and community connections and enrichment activities.
- 225. Review ILTP with Supervisor** – Includes the time it takes to meet with a supervisor to discuss and review the plan, either in a one-on-one or a group session.

### **230–243. TEAM MEETINGS**

Includes preparing, participating and documenting case-specific team meetings at all phases of the case for the purpose of decision-making or review, including, but not limited to Shared Planning Meetings, Family Team Decision Making Meetings, Transfer Meetings, Tribal Reviews, Administrative Reviews and any other scheduled team meetings. The meetings may or may not include family members.

#### **230–232. Shared Planning Meetings (e.g., Permanency Planning, MDT, and 16.5-, 17.5-, 20.5-, 30-day staffing)**

- 230. Prepare for Shared Planning Meeting** – Includes the time spent contacting people to attend meeting; arranging for space; securing an interpreter; preparing documents; and reviewing the case alone, with the supervisor, family members or professionals.
- 231. Participate in Shared Planning Meeting** – Includes the time participating in meeting, regardless of if family members are present.
- 232. Document the Shared Planning Meeting** – Includes the time preparing summary report, identifying who attended the Shared Planning meeting and the items discussed and distributing to relevant parties.

#### **233–235. Family Team Decision Making Meetings**

- 233. Prepare for Family Team Decision Making Meeting** – Includes the time spent contacting people to attend meeting; arranging for space; securing an interpreter; preparing documents; and reviewing the case alone, with the supervisor, family members or professionals.

- 234. Participate in Family Team Decision Making Meeting** – Includes the time participating in meeting, regardless of if family members are present.
- 235. Document the Family Team Decision Making Summary** – Includes the time preparing summary report, identifying who attended the meeting and the items discussed.
- 236–238. Shelter Care Case Conferences**
- 236. Prepare for Shelter Care Case Conference** – Includes the time spent contacting people to attend meeting; arranging for space; securing an interpreter; preparing documents; and reviewing the case alone, with the supervisor, family members or professionals.
- 237. Participate in the Shelter Care Case Conference** – Includes the time participating in meeting, regardless of if family members are present.
- 238. Document the Shelter Care Case Conference** – Includes the time for developing a written case plan including the expectations of CA and the parents regarding the care and placement of the parent's child.
- 239–243. Other Meetings**
- 239. Prepare for Other Formal Meetings** – Includes the time preparing documents and reviewing the case alone, with the supervisor, family members or professionals, (e.g., IEPs, refusal staffing or SUD, DV, BID, Child Protection Team, placement, Bridge staffing), or case review panel staffing (CPRs).
- 240. Participate in Other Formal Meetings** – Includes the time participating in other formal meetings.
- 241. Prepare for Transfer Meeting** – Includes the time spent preparing the case for transfer.
- 242. Participate in Transfer Meeting** – Includes the time participating in the meeting.
- 243. Wait Time** – Use this code only if no other work is done while waiting for a meeting to take place. When using waiting time to perform other tasks such as writing case notes, use the task code of the actual activity.
- 250–254. ICWA CASE-SPECIFIC**
- 250. Prepare Notification to Tribal Representatives** – Includes time spent completing initial Tribal notifications for a case.
- 251. Conduct Case Consultation with Tribe** – Includes time staff are seeking and/or obtaining guidance on a case at any time throughout the life of the case. May include additional inquiries and discussions regarding family lineage and pre-filing staffings.



- 252. **Prepare for Local Indian Child Welfare Advisory Committee (LICWAC) Case Review** – Includes the time spent preparing the case for specific review and responding to case specific questions.
- 253. **Prepare for Tribal Child Protection Team Meetings** – Includes the time preparing documents and reviewing the case alone, with the supervisor, family members or professionals.
- 254. **Conduct or Participate in Tribal Child Protection Team Meetings** – Includes the time spent participating in or conducting meetings, regardless of whether family members are present.

## 260–269. CASE CONSULTATION AND CASE REVIEWS

Includes time staff spend seeking and/or obtaining guidance on a case at any time throughout the life of the case, including when transferring a case to another unit. Consultation is coded according to either whom you are consulting with or the purpose, as follows:

- 260. **With Management – Program Administrator, Assistant Program Administrator, QPS, or other upper management**
- 261. **With Supervisor**
- 262. **With Co-worker**
- 263. **With Provider** – Includes foster placement, family aide, community specialist, services provider, counselor, physician, day care provider and/or transportation provider, Foster Care Assessment Program (FCAP), SCAN (Seattle Children Abuse Network) and equivalent hospitals or agencies.
- 264. **With Others** – Includes attorneys, law enforcement, MedCon, and other out-of-state agencies for cross reporting.
- 265. **Triage Staffing** – Includes meetings with staff regarding issues of a crisis nature to identify strengths, needs and next steps.
- 266. **Foster Care Rate Assessment** – Includes the time spent meeting with family, documenting, and providing information to the foster care rate assessor.
- 267. **Title IV-E** – Includes the time spent preparing the case for a Title IV-E audit and responding to case specific questions.
- 268. **Child and Family Services Review/Quality Services Review** – Includes the time spent preparing the case for the review and responding to case specific questions.
- 269. **Other Case-Specific Reviews** – Includes the time spent preparing the case for all other case specific reviews and responding to case specific questions, including fatality reviews, BEST practice meetings.

## 270–287. SERVICE REFERRAL, COORDINATION OR PROVISION

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

- 270. **Complete CHIPR** – Includes the time to gather information and create an out of home placement referral, summary of the child, history strengths and needs, current diagnoses, etc.
- 271. **Locate Placement Provider** – Includes the time to search for a temporary or more permanent placement for a child and complete contacts, applications, or paperwork for admission.
- 272. **Conduct Relative/Kinship Search** – Includes the time to engage family and children in the search for placement alternatives with absent parents, family, friends, or tribes.
- 273. **Help Client Obtain Financial Services** – Includes the time to search and help clients to apply for and access such services such as Medical Assistance, TANF, SSI, low-income housing including identifying resources, making contacts, and helping with applications.
- 274. **Refer to or Arrange for Medical Services** – Includes the time to locate and arrange for services such as physician visits, counseling, therapy and substance abuse treatment and complete referrals and applications for services.
- 275. **Refer to or Arrange for Social Services** – Includes the time to search for, make referrals to, and arrange transportation for day care, Wraparound Intensive Services (WISe) program, Department of Development Disabilities, and other evidence-based programs.
- 276. **Refer for Concrete Goods** – Includes time to arrange for housing referrals, diapers, wipes, clothing, hygiene items, food, etc.
- 277. **Resolve Conflicts** – Includes time to help resolve conflicts between the provider and client.
- 278. **Referral for ICPC Placement** – Includes time to complete referral packet and compile required documentation.
- 279. **Referral to Independent Living Services** – Includes time to identify appropriate youth, and complete and forward the referral to IYHP, including the Responsible Living Skills Program.
- 280. **Provide Services** – Includes the time to provide direct services to the child, adult, or family that is the primary focus of the case. Includes crisis services, mediation between family members, completion of social service applications (e.g., housing applications, SSI paperwork) helping a parent prepare a house for a child's return, support services and adoption assistance, or any other services provided to a client.

- 281. **Provide Supervision of Child** – Includes time to provide supervision for child or children in the office that is unrelated to family time, visitation, interviewing, or other case-related duties. Includes time spent supervising children on a co-worker’s caseload.
- 282. **Arrange for Forensic Interviews or Safety Interviews** – Includes the time to make preparations for forensic interviews including arranging for space to conduct the interviews.
- 283. **Prepare and Send Notifications for Services** – Includes time to write email or hard copy letter to inform family/caregivers of referral to service.
- 284. **Complete Runaway/MFC Child Activities** – Includes time to file a missing person’s report, call the National Center for Missing and Exploited Children, and notify a supervisor and management. Also includes time spent actively looking for a child.
- 285. **Arrange for Interpreter or Translation Services**
- 286. **Provide Interpreter/Translation Services** – Includes time to provide interpreting or translation services for cases.
- 287. **Process Referrals** – Include time to reconcile and process referrals such as purchasing concrete goods from Amazon and reconciling orders, uploading documents, etc.

## 290–292. 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.

- 290. **Arrange Travel** – Includes the time to arrange and prepare for travel to the contact site.
- 291. **Case-related Travel** – Includes the time to travel to make contacts with a family, provider, or collateral, or attend case-related meetings or court.
- 292. **Complete Post-travel Documentation** – Includes the time to complete paperwork associated with travel and reimbursement.

## 300. TRANSPORTATION OF CLIENT

- 300. **Provide Transportation of a Client** – Includes time to transport 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.

### 310–312. ARRANGING FAMILY TIME (VISITATION)

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

- 310. **Arrange for Visits** – Includes the time spent to arrange logistics of the visit.
- 311. **Coordinate Referral with Visitation Providers** – Includes the time to send a referral for visitation facilitation to providers and coordinate necessary documentation exchange once referral accepted.
- 312. **Supervise Visits** – Includes the time to supervise the actual visit time while caseworker or other agency staff person is observing.

### 320–327. COMPUTER DOCUMENTATION

Includes recording all case documentation in FamLink, CHET, WACAP, and other computer systems.

- 320. **Record Information in FamLink and Other Databases (e.g., CHET)** – Includes the time spent recording information on a case (including case assignment, case notes, all forms such as social profile, histories and updating legal/educational/medical/etc. correspondence, and incoming communications) directly into the computer system.
- 321. **Conduct Inquiries on the Computer** – Includes the time spent obtaining information from information systems and other sources to determine case status or for other information needs related to a case, but not including initial screening.
- 322. **Complete Service Authorizations** – Includes the time spent authorizing services and payments in FamLink for paid services.
- 323. **Complete Forms in Preparation for Computer Input** – Includes time spent completing paper forms to then be entered into FamLink at a later time.
- 324. **Provide or Receive Computer Mentoring** – Includes the time requesting or providing guidance on computer systems or FamLink.
- 325. **Record Case Documentation in Electronic Device** – Includes time spent recording information in a tablet or other electronic device, such as a laptop or phone, while in the field. Includes time spent emailing the content for upload to FamLink or another database.
- 326. **Request for Information** – Includes time spent gathering, purging, copying, and redacting of documentation in response to requests for information.
- 327. **Data Clean-Up** – Includes time spent person merging, reconciling data errors, de-linking cases, etc.

### 330. ELIGIBILITY DETERMINATIONS

Includes determining eligibility for Title IV-E and other state financial programs.

- 330. Obtain Supporting Documentation** – Includes time spent gathering documentation to determine eligibility for Title IV-E and other assistance programs.

### 340–347. PREPARE FOR COURT HEARINGS

Includes conducting preparation activities for court hearings and other legal proceedings, including preparing legal documents.

- 340. Consult with Attorney/AAG/DGAL** – Includes time spent briefing attorney, being briefed by an attorney, obtaining information, or providing information for court hearings.
- 341. Consult with Provider, Specialist or Supervisor** – Includes time spent conferring with qualified Indian experts in preparation for court hearings.
- 342. Prepare Information** – Includes the time spent reviewing case records, e-files, completing Family Time Assessment, and any other data collection or analysis needed for court documents and court participation.
- 343. Prepare and/or Complete Report to Court** – Includes the time spent preparing, completing, and/or e-filing motions, orders, e.g., petition, legal summary, including the Court Report, dependency petitions, declarations, visit reports, or shelter care tracking.
- 344. Conduct Paternity/Maternity Search** – Includes the time spent 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).
- 345. Complete Guardianship/TPR Referral** – Includes time spent completing a referral to have parents' rights terminated and compiling required documentation, guardianship referrals.
- 346. Prepare Parties for Court** – Includes time spent meeting with families and collaterals to prepare for court, e.g., meeting with guardian ad litem, foster parents, relatives, families, and children.
- 347. Perform Discovery** – Includes time spent gathering and redacting documentation for other parties for court hearings.

### 350–353. PARTICIPATE IN COURT HEARINGS

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

- 350. Attend Pre-court Meeting/Trial Preparation** – Includes time spent 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.

- 351. **Attend Court Hearings, Administrative Reviews, Judicial Reviews, and Court-related Meetings** – Includes time spent negotiating and/or engaging in mediation as well as time attending the hearing.
- 352. **Engage in Mediation** – Includes time spent negotiating and/or mediating with family, attorneys, AAG, guardians, etc.
- 353. **Wait Time** – Includes time spent waiting for a court proceeding to begin 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 activity for the case being worked.

### 360–368. SUPERVISORY TASKS

Includes providing supervisory tasks for case-specific activities by a supervisor or by a worker temporarily performing the role of the supervisor.

- 360. **Approve/Authorize Case Action (including case closure)**
- 361. **Consult with Case Worker/Specialist**
- 362. **Clinical Supervision**
- 363. **Confer with Client**
- 364. **Confer with Tribal Representative**
- 365. **Consult with Manager or Program Manager**
- 366. **Consult with Others (e.g., foster parents, caregivers, providers, legal representatives)**
- 367. **Field Observations** – Includes the time spent shadowing caseworkers.
- 368. **Quality Analysis** – Includes the time spent conducting quality analysis of case documentation.

### 370–381. ADOPTION/GUARDIANSHIP PROCESSING

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

- 370. **Complete Adoption/Guardianship Referral** – Includes time spent completing and processing the referral and compiling required documentation for referral packet.
- 371. **Locate Adoptive Placement** – Includes the time spent reviewing home studies, identifying homes and referring a case to the Selection Committee. Also includes providing forms and information to the committee and attending the selection committee meetings.
- 372. **Complete Case Specific Recruitment or Recruitment Support Activities** – Includes time spent developing a recruitment and post-

termination case plan for the child. Includes processing a referral to the Washington Adoption Resource Exchange (WARE).

- 373. Complete Adoption Subsidy** – Includes time spent gathering documentation, determining eligibility, and obtaining authorization/signature.
- 374. Complete Adoption Paperwork and Forms** – Includes time spent providing comprehensive information to prospective adoptive parent about a child as required, compiling child and identified parent information in the child's legally free hard file or FamLink electronic file, as well as verifying that the Child's Family & Medical Background Form is completed. Also includes completing legal paperwork, the Adoption Support Program Application Checklist, Post Placement Report, and a Waiver of Notice of Further Hearing.
- 375. Complete Legal Guardianship or Adoption Home Study and/or Renewal (Update)** – Includes the time spent preparing and completing a Resource Family Evaluation Report.
- 376. Complete Legal Guardianship or Adoption Agreement** – Includes time spent gathering documentation, determining eligibility, and obtaining authorization/signature.
- 377. Complete Legal Guardianship Paperwork and Forms** – Includes time spent completing the Guardianship Approval Checklist, Signed Declaration of Proposed Guardian court document.
- 378. Develop Reimbursement Request** – Includes the time spent preparing requests for reimbursement of non-recurring expenses and assistance.
- 379. Prepare Child for Adoption** – Includes the time spent engaging with the child to develop timelines, genograms, pictures for the Heart Gallery, life stories and life books.
- 380. Create Adoption Record** – Includes time spent creating the record prior to finalization.
- 381. Create Guardian or Adoption Disclosure** – Includes time spent compiling information and creating the document.
- 390–394. CONFLICTS, APPEALS AND GRIEVANCES**
- 390. Review Cases and Evidence** – Includes the time spent gathering case file information, reviewing case information and evidence related to a conflict, appeal, or grievance.
- 391. Write Legal Analyses** – Includes the time spent writing the formal legal analysis related to a conflict, appeal, or grievance.



- 392. **Conduct Supervisory/Peer Review** – Includes the time spent meeting with a peer or supervisor to review the case information, evidence, and legal analysis.
- 393. **Participate in Administrative Appeal Hearing** – Includes time spent participating in the hearing. May also include issuing Level 1 decisions, scheduling Level 2 hearings, obtaining Level 2 decisions, receiving copies of decisions, etc.
- 394. **Communicate with Ombudsman Office to Resolve Complaints**

#### 400–415 Licensing and Monitoring

Includes assessing, licensing, and monitoring resource families, licensed and unlicensed, and adoptive homes.

- 400. **Initiate, Process, and Review Applications** – Includes time spent preparing and sending outreach packets, reviewing completed packets and checklists, reviewing supporting documentation, and confirming that all information is complete.
- 401. **Review Family Home Study and Reassessment Applications** – Includes time spent reviewing a completed application, supporting documentation, and completing forms to confirm all information is complete.
- 402. **Complete/Perform/Contribute to Background Checks** – Includes time spent conducting background checks on individuals aged 16 and older, including those living on the premises, and other requirements of the Background Checks policy.
- 403. **Conduct Home Studies/Updates** – Includes conducting all visits required for a home study and related activities such as assessing home for compliance with standards, interviewing family members, obtaining references and other documentation, and writing up the results. May include visits held in the home or another location. This task applies to foster homes, unlicensed relatives and suitable persons.
- 404. **Complete Regional Licensing Activities** – Includes time spent verifying that CPAs, and Child Foster Homes meet licensing requirements, physically inspecting facilities, reviewing and completing documentation, and issuing licenses.
- 405. **Develop a Training Plan** – Includes time spent developing a training plan with the licensee based on the licensee's level of skill, education, age of the child(ren), and behaviors of the child(ren) the caregiver will serve.
- 406. **Conduct Monthly Provider Reviews** – Includes time meeting with a supervisor to review pending new license applications, unlicensed home studies, and renewals. Includes time spent reviewing the application and documentation to determine eligibility for licensure.

- 407. Conduct Staffing with Supervisor** – Includes time meeting with a supervisor, including to address parenting concerns or barriers to the home study or if the applicant is being required to provide additional information or complete evaluations.
- 408. Conduct Health and Safety Monitoring Visits** – Includes time spent conducting announced or unannounced visits and completing visit documentation.
- 409. Resolve Conflicts** – Includes time helping to resolve conflicts between families and providers and providing follow-up to reported conflicts.
- 410. Conduct Licensing Complaint Investigations** – Includes the time spent performing activities in response to a complaint of a licensing violation to determine if a violation of the WAC licensing regulations has occurred in a licensed facility.
- 411. Determination and Development of Adverse Actions** – Includes time spent determining the adverse action, issuing a probationary license, developing a plan to correct the area of noncompliance, and consulting with AAG on license denials, suspensions, or revocations.
- 412. Update Information for Renewal of Foster Home Licenses** – Includes time spent providing a reapplication packet to the licensee, updating information initially collected during the licensing process, and approving or denying the license.
- 413. Conduct Adoption Home Study Updates** – Includes time spent updating the home study when there are changes within the family, significant changes affecting the caregiver’s ability to care for children, needs of a child are significantly different than when the family was assessed in a previously approved home study, family is adopting another child that is outside the recommendations on the previous home study or the local court requires an update.
- 414. Prepare for Administrative Hearings** – Includes time spent preparing for administrative hearings for denied foster home licensing applicants.
- 415. Participate in Administrative Hearing** – Includes time spent participating in hearings for denied foster home licensing applicants. May also include issuing decisions, and receiving copies of decisions, etc.

## NON-CASE SPECIFIC TASK CODES AND DEFINITIONS

### 500–508. GENERAL ADMINISTRATION

- 500. **Review Policy Manual/Manual Updates** – Includes examining agency manuals and other standards to determine which statutes or policies apply to a specific case.
- 501. **Attend Supervisory or Other Administrative Meetings** – Includes meetings that are not related to a specific case including any activities related to periodic worker evaluation processes. This includes unit, departmental and committee meetings.
- 502. **Complete Reports** – Includes completing mileage reports, time sheets, or other reports of an administrative nature that are not related to a specific case.
- 503. **Review of Internal Mail** – Includes sending email and leaving voice mail.
- 504. **Process External Mail** – Includes receiving, reviewing, and sending non-case related correspondence only.
- 505. **Participate in Planning, Caseload Management, Scheduling and Time Management Activities**
- 506. **Participate in Staff Morale Events** – Includes engaging in recognition planning or other team-building events and activities.
- 507. **Participate in HR Consultations** – Includes participating in discussions about special accommodations, FMLA, continuing education consultation, etc. not disciplinary related.
- 508. **Receive or Provide Technology Consultation** – Includes providing support to address VPN or internet down, computer, cell phone, or Wi-Fi issues.

### 510–511. COMMUNITY OUTREACH

Includes the time spent engaging in non-case related community contacts, such as time devoted to community presentations, advisory boards, and multidisciplinary committees.

- 510. **Provide Community Training and Education** – Includes meeting with educators, steering committees, advisory committees, and boards.
- 511. **Non-case Specific Recruitment Activities** – Includes participating in general recruitment of resource homes, including adoptive families.

### 520–525. TRAVEL

Includes all out-of-office travel time for any work-related purpose that is not related to a specific case (e.g., attending meetings, training). Includes time arranging, preparing for and traveling.

- 520. **Arrange Non-Case Specific Travel** – Includes the arranging and preparing for traveling to the contact site.

- 521. **Conduct Non-Case Specific Travel** – Includes engaging actual travel, including time spent waiting for buses, trains, or planes.
- 522. **Complete Post-travel Non-Case Specific Documentation** – Includes completing paperwork associated with travel and reimbursement.
- 523. **Arrange for State Vehicle Maintenance** – Includes arranging for getting gas or oil change or other regular/special maintenance or detailing, obtaining a purchase order, documenting, and taking state vehicles for maintenance.
- 524. **Arrange for and Completing Building Maintenance** – Includes arranging for routine upkeep and repair services, ordering building supplies, installing lightbulbs, changing batteries, and making other small repairs.
- 525. **Oversee Building Contract** – Includes overseeing security, landscaping, cleaning, etc.

#### 530–534. CLERICAL, RECEPTION, TELEPHONES

- 530. **Triaging Calls, Provide Information, and Complete Referrals** – Includes transferring calls to appropriate department/person, providing information, and completing referrals for services.
- 531. **Clerical** – Includes typing, filing, mail handling, photocopying, and scanning not related to a specific case.
- 532. **Reception** – Includes logging arriving clients and visitors, answering non-case specific telephone calls and transferring calls to the appropriate personnel.
- 533. **Schedule Worker Time and Leave** – Includes calling and scheduling worker supervisor appointments which are not case specific, updating the worker's schedule to reflect changes and communicating the schedule to the worker.
- 534. **Process Time Sheets, Expense Vouchers, and Similar Records** – Includes conducting clerical activities to help case workers, supervisors and other staff process time sheets, non-case specific expense vouchers and other administrative records.

#### 540–548. SUPERVISORY TASKS

Includes engaging in non-case specific activities by the supervisor or by a worker filling in for a supervisor.

- 540. **Perform Group Supervision** – Includes reviewing new policies and case practice initiatives.
- 541. **Conduct Meetings** – Includes conducting administrative meetings, unit meetings, meetings with management or other DCYF meetings.
- 542. **Schedule Worker Time and Leave**

- 543. **Monitor Time Sheets, Expense Vouchers, and Similar Records**
  - 544. **Screen and Interview Job Applicants**
  - 545. **Conduct Performance Evaluations**
  - 546. **Counsel Staff (e.g., personnel problems, conflicts, and complaints)**
  - 547. **Process Grievances**
  - 548. **Conduct Disciplinary Action**
- 550–553. FEDERAL AND STATE REVIEWS AND COMMUNICATION**
- 550. **Federal, State and Local Reviews** – Includes contacting state, federal, or local government agencies to collect or provide information for purposes of policy clarification (other than regarding a specific case, where the appropriate contact code should be used instead). Includes work for or with legislative committees. Also includes PIP or AFCARS reviews.
  - 551. **Quality Assurance** – Includes preparing for an internal Quality Services Review, Clinical Case File Review (CCFR), Medical Provider Audit or the federal Child and Family Services Review.
  - 552. **Title IV-E Audit Reviews** – Includes preparing for an internal Title IV-E audit or the federal review of Title IV-E eligibility determinations or reviewing rate tracking and monitoring.
  - 553. **Other Special Program Reviews** – Includes preparing to participate in all other special program or case reviews, as well as participating in the reviews.
- 560. SPECIAL STUDIES**
- 560. **Special Studies** – Includes all time spent on special projects or surveys (e.g., time study, moments in time, and other projects).
- 570. UNIT STATISTICS**
- 570. **Unit Statistics** – Includes time spent on setting quantifiable goals, developing, or examining unit statistics and non-case specific quality assurance.
- 580–588. TRAINING AND STAFF DEVELOPMENT**
- 580. **Train Staff** – Includes preparing for and providing formal training programs, including new and on-going worker training and coaching of staff.
  - 581. **Train and Supervise Interns**
  - 582. **Train Providers (foster care, adoptive parents and other care providers)** – Includes delivering training programs to current and potential providers, including mandated reporters and CASAs.

- 583. Receive Training or Interview for New DCYF Position** – Includes training for job upgrades or interviewing for new positions within the agency.
- 584. Receive Training (other than for new DCYF positions)** – Includes receiving formal training (whether related to policies, procedures, or job specific skills). On the job training should not be included but instead should be coded under the appropriate case related task.
- 585. Receive Training on FamLink or another DCYF system**
- 587. Complete Professional Reading** – Includes reading background materials from journals and other professional literature.
- 588. Interact with Professional Organizations** – Includes renewing social work credentials, professional certifications, etc.
- 590–598. NON-WORK ACTIVITIES**
- 590. Sick Leave – Authorized time taken off due to illness.**
- 591. Vacation and Other Leave** – Includes leave such as annual vacation, administrative, emergency, holiday, military service, weather related closing and jury duty.
- 592. Schedule Adjustments** – Includes official time taken off to compensate for overtime worked.
- 593. Lunch**
- 594. Breaks**
- 595. Personal Time – Time (other than breaks or lunch) not otherwise classified.**
- 596. Unauthorized or Disciplinary Leave**
- 597. Safety or Security Issues** – Include time to negotiate, handle, and or document safety/security concerns within the facility/building
- 598. Medical Updates** – Includes time to obtain vaccinations or agency-required shots or reviews to reduce illnesses, such as flu shots, COVID vaccines, etc.

## APPENDIX C. MATRIX OF POLICY REQUIREMENTS (MONTHLY OR EVENT-BASED)

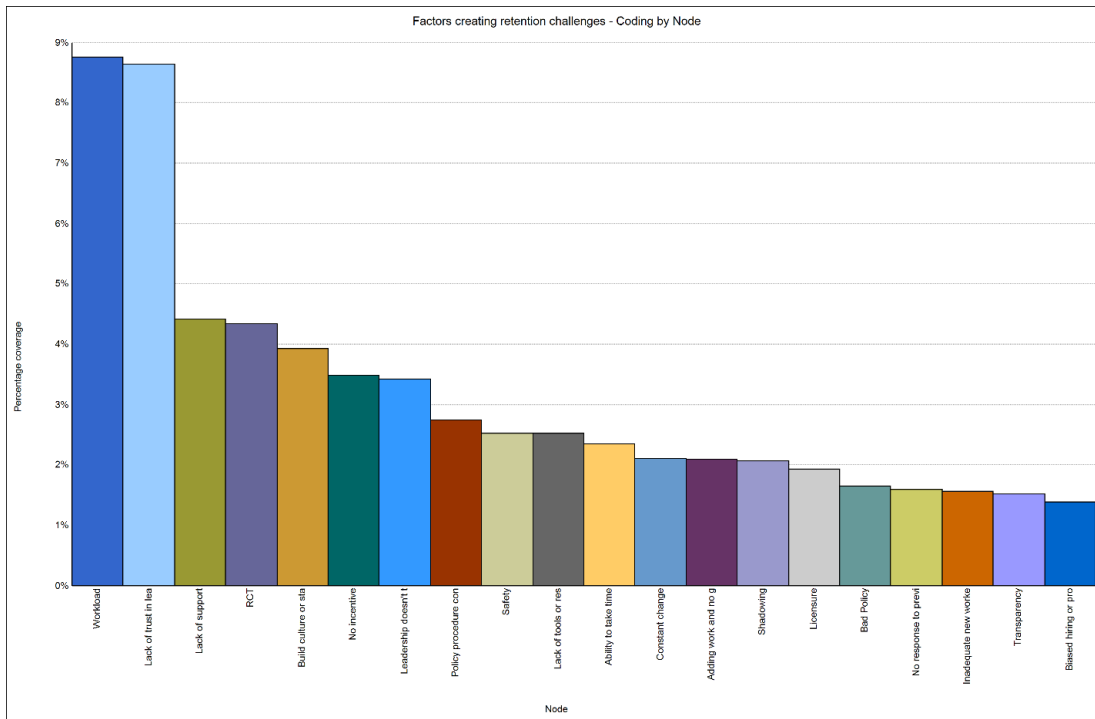
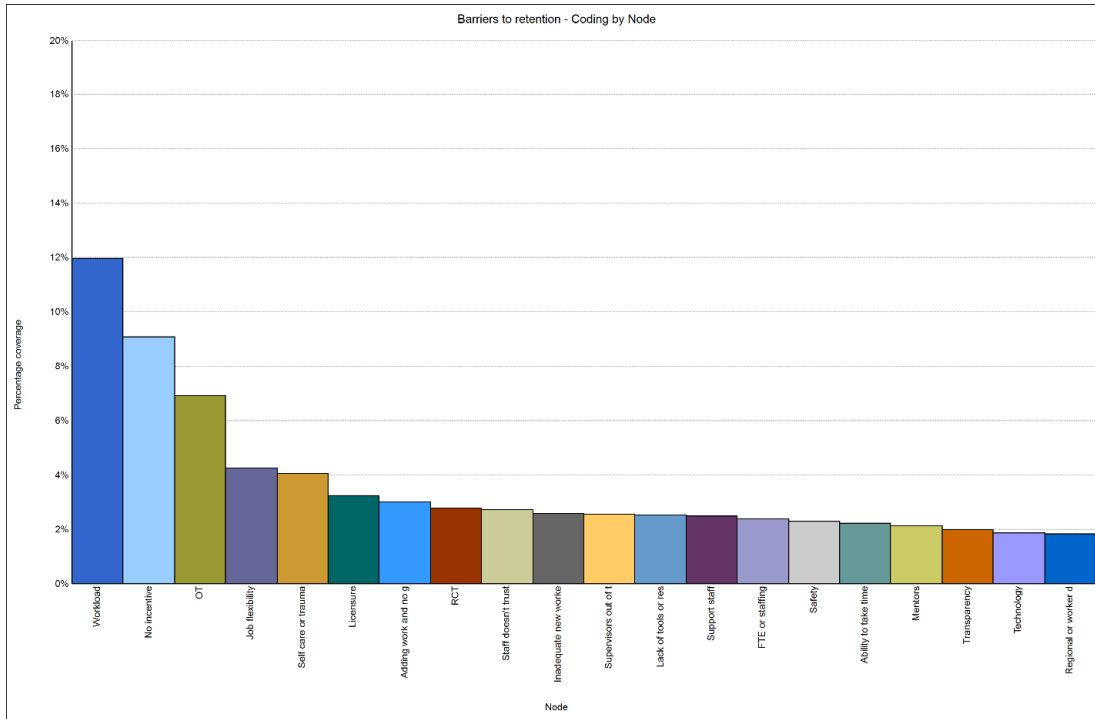
<b>Case Type &amp; Task</b>
<b><i>Intake &amp; Assessment Case Types</i></b>
<b><i>Intake Decision</i></b>
Receive Report of Allegations
Obtain Supervisory Review and Approval
Record Information in FamLink and Other Databases (e.g., CHET)
<b><i>Information, Referral and Assessment</i></b>
Receive Report of Allegations
<b><i>CPS Investigation</i></b>
Receive Report of Allegations
Screen for Criminal History
Review and screen for Service History
<i>Face-to-face contact with child OR with both parent and child</i>
<i>Face-to-face contact with parent OR with both parent and child</i>
Determine Present Danger
Determine Assessment Findings
Structured Decision-Making Risk Assessment
Record Information in FamLink and Other Databases (e.g., CHET)
Conduct Health and Safety Monitoring Visits
Travel (Arrange for, Complete, and Document)
<b><i>Family Assessment Response (In-Home)</i></b>
Screen for History of Abuse and Neglect
Screen for Criminal History
Review and screen for Service History
<i>Face-to-face contact with child OR with both parent and child</i>
<i>Face-to-face contact with parent OR with both parent and child</i>
Determine Present Danger
Determine Assessment Findings
FAR Family Assessment (FARFA)
Record Information in FamLink and Other Databases (e.g., CHET)
Travel (Arrange for, Complete, and Document)
<b><i>FVS, FRS, &amp; CFWS Case Types</i></b>
<b><i>Family Voluntary Services (In-Home)</i></b>
<i>Face-to-face contact with child OR with both parent and child</i>
<i>Face-to-face contact with parent OR with both parent and child</i>
Record Information in FamLink and Other Databases (e.g., CHET)
Conduct Health and Safety Monitoring Visits
Travel (Arrange for, Complete, and Document)
<b><i>Family Reconciliation Services (In-Home)</i></b>
<i>Face-to-face contact with child OR with both parent and child</i>
<i>Face-to-face contact with parent OR with both parent and child</i>
Record Information in FamLink and Other Databases (e.g., CHET)
Travel (Arrange for, Complete, and Document)

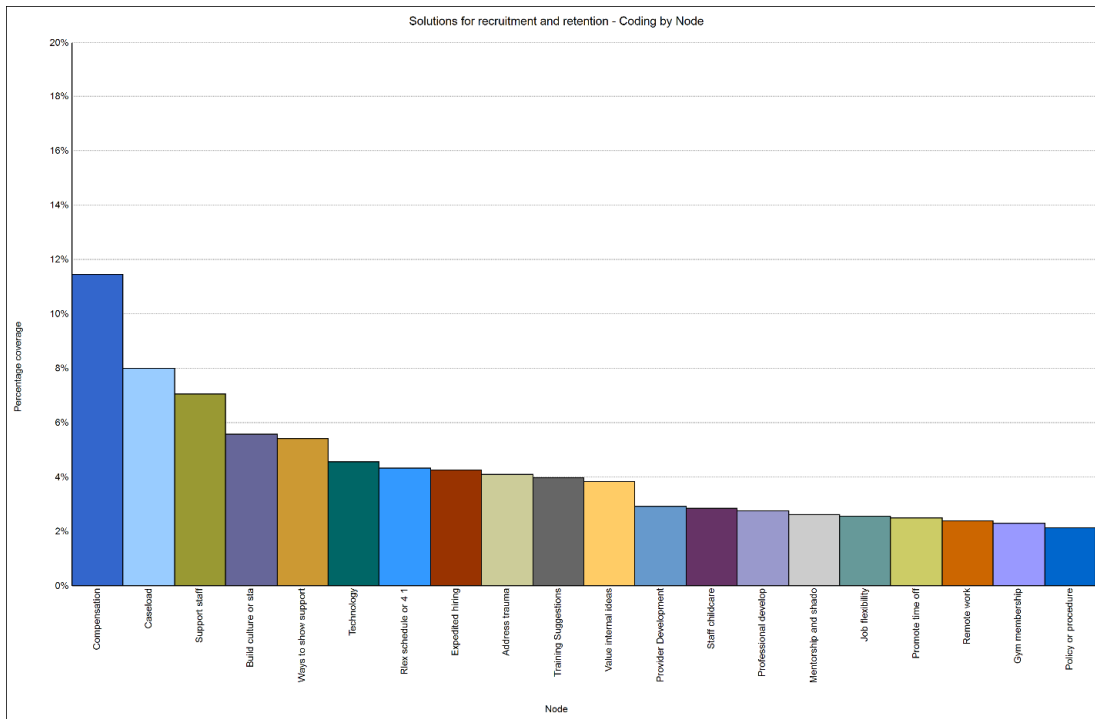
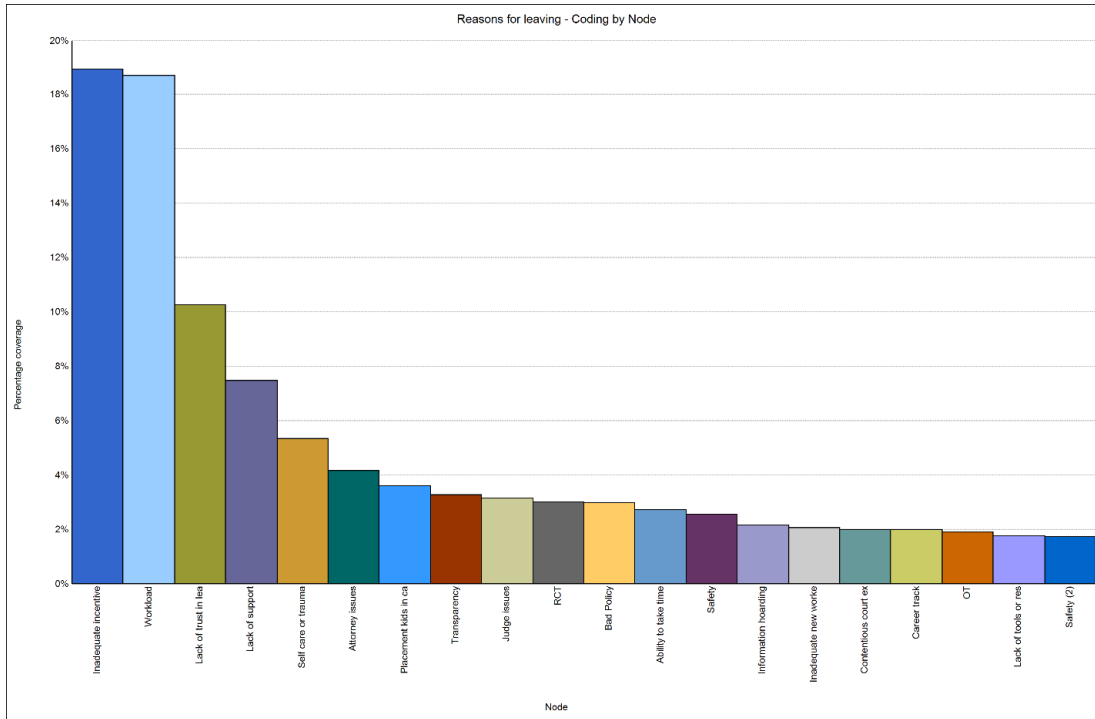


<b>Case Type &amp; Task</b>
<b><i>Family Foster Home (OOH)</i></b>
Face-to-Face Contact in the Home or Placement Setting - With child
Record Information in FamLink and Other Databases (e.g., CHET)
Travel (Arrange for, Complete, and Document)
<b><i>Kinship/Suitable Other Caregivers (OOH)</i></b>
Face-to-Face Contact in the Home or Placement Setting - With child
Record Information in FamLink and Other Databases (e.g., CHET)
Travel (Arrange for, Complete, and Document)
<b><i>Unlicensed Kinship Caregivers (OOH)</i></b>
Face-to-Face Contact in the Home or Placement Setting - With child
Record Information in FamLink and Other Databases (e.g., CHET)
Travel (Arrange for, Complete, and Document)
<b><i>Residential/Group Home etc. (OOH)</i></b>
Face-to-Face Contact in the Home or Placement Setting - With child
Record Information in FamLink and Other Databases (e.g., CHET)
Travel (Arrange for, Complete, and Document)
<b><i>Independent Living (OOH)</i></b>
Face-to-Face Contact in the Home or Placement Setting - With child
Record Information in FamLink and Other Databases (e.g., CHET)
Travel (Arrange for, Complete, and Document)
<b><i>ICPC – WA is Sending State (OOH)</i></b>
Face-to-Face Contact in the Home or Placement Setting - With child
Record Information in FamLink and Other Databases (e.g., CHET)
Travel (Arrange for, Complete, and Document)
<b><i>ICPC – WA is Receiving State (OOH)</i></b>
Face-to-Face Contact in the Home or Placement Setting - With child
Record Information in FamLink and Other Databases (e.g., CHET)
Travel (Arrange for, Complete, and Document)
<b><i>Missing From Care (OOH)</i></b>
Face-to-Face Contact in the Home or Placement Setting - With child
Record Information in FamLink and Other Databases (e.g., CHET)
Travel (Arrange for, Complete, and Document)
<b><i>Adoption or Guardianship (OOH)</i></b>
Face-to-Face Contact in the Home or Placement Setting - With child
Record Information in FamLink and Other Databases (e.g., CHET)
Travel (Arrange for, Complete, and Document)
<b><i>Extended Foster Care (OOH)</i></b>
Face-to-Face Contact in the Home or Placement Setting - With child
Record Information in FamLink and Other Databases (e.g., CHET)
Travel (Arrange for, Complete, and Document)
<b><i>Trial Return Home (OOH)</i></b>
Face-to-Face Contact in the Home or Placement Setting - With child
Record Information in FamLink and Other Databases (e.g., CHET)
Travel (Arrange for, Complete, and Document)
<b><i>Licensing Case Types</i></b>
<b><i>Foster Home Licensing Assessment</i></b>
Record Information in FamLink and Other Databases (e.g., CHET)

<b>Case Type &amp; Task</b>
Initiate, Process, and Review Applications
Complete/Perform/Contribute to Background Checks
Conduct Home Studies/Updates
Develop a Training Plan
Conduct Monthly Provider Reviews
Travel (Arrange for, Complete, and Document)
<b><i>Kinship Licensed/Suitable Other Licensing Assessment</i></b>
Record Information in FamLink and Other Databases (e.g., CHET)
Initiate, Process, and Review Applications
Complete/Perform/Contribute to Background Checks
Conduct Home Studies/Updates
Develop a Training Plan
Conduct Monthly Provider Reviews
Travel (Arrange for, Complete, and Document)
<b><i>Unlicensed Kinship/Suitable Other Licensing Assessment</i></b>
Record Information in FamLink and Other Databases (e.g., CHET)
Initiate, Process, and Review Applications
Complete/Perform/Contribute to Background Checks
Conduct Home Studies/Updates
Develop a Training Plan
Conduct Monthly Provider Reviews
Travel (Arrange for, Complete, and Document)
<b><i>Licensed Foster Home Maintenance</i></b>
Record Information in FamLink and Other Databases (e.g., CHET)
Conduct Monthly Provider Reviews
(Case Consultation) With Supervisor
<b><i>Kinship Licensed/Suitable Other Maintenance</i></b>
Record Information in FamLink and Other Databases (e.g., CHET)
Conduct Monthly Provider Reviews
(Case Consultation) With Supervisor
<b><i>CPS Institutional or Licensed Facility Investigation</i></b>
Face-to-Face Contact in the Home or Placement Setting - With child
<i>Face-to-face contact with caregiver OR service provider</i>
Determine Present Danger
Determine Assessment Findings
Record Information in FamLink and Other Databases (e.g., CHET)
Travel (Arrange for, Complete, and Document)

## APPENDIX D. ORGANIZATIONAL ASSESSMENT ANALYSES IN GRAPHICAL REPRESENTATION





## APPENDIX E. PROPORTION OF TIME SPENT ON CASE-SPECIFIC AND NON-CASE SPECIFIC TASKS

Task ID	Task Group	Task	Caseworker	Supervisor	Support
<b>Case-Specific Tasks</b>					
100	Intake Assessment (IA)	Receive Report of Allegations	3.7%	0.6%	
101	Intake Assessment (IA)	Subsequent Review of Alleged Maltreatment	1.5%	2.0%	
102	Intake Assessment (IA)	Obtain Supervisory Review and Approval	0.4%	0.5%	
103	Intake Assessment (IA)	Assign Intake/Report for Investigation or CPS response	0.8%	2.1%	
110	Review, Screening, and Case Mining	Screen for History of Abuse and Neglect	2.0%	2.3%	0.5%
111	Review, Screening, and Case Mining	Screen for Criminal History	0.5%	0.1%	0.9%
112	Review, Screening, and Case Mining	Background Checks (non-licensing), Initiate WA courts website, State Patrol, and ODYSSEY	0.4%		0.7%
113	Review, Screening, and Case Mining	Review and screen for Service History	1.4%	0.8%	0.7%
114	Review, Screening, and Case Mining	Review Other Program Data Sources	1.1%	0.8%	2.5%
115	Review, Screening, and Case Mining	Person Searches	0.9%	0.8%	1.1%
119	Contacts	Attempt Contact	1.8%	0.2%	1.1%
120	Contacts	Face-to-Face Contact in the Home or Placement Setting - With child	3.4%	0.5%	0.2%
121	Contacts	Face-to-Face Contact in the Home or Placement Setting - With parent, legal guardian, or Native American custodian	0.4%	0.2%	0.4%
122	Contacts	Face-to-Face Contact in the Home or Placement Setting - With both parent and child	1.2%		
125	Contacts	Face-to-Face Contact in the Home or Placement Setting - With caregiver (e.g., foster parent, relative, suitable other)	0.6%		
126	Contacts	Face-to-Face Contact in the Home or Placement Setting - With law enforcement (including adult/juvenile probation officers and jail)	0.1%		
128	Contacts	Face-to-Face Contact in the Home or Placement Setting - With medical provider (e.g., physician, dentist, psychiatrist, counselor)		0.1%	

Task ID	Task Group	Task	Caseworker	Supervisor	Support
130	Contacts	Face-to-Face Contact in the Home or Placement Setting - With schools/education providers	0.3%		
135	Contacts	Face-to-Face Contact Not in the Home or Placement Setting - With child	0.9%	0.7%	0.7%
136	Contacts	Face-to-Face Contact Not in the Home or Placement Setting - With parent, legal guardian, or Native American custodian	1.1%	0.3%	
137	Contacts	Face-to-Face Contact Not in the Home or Placement Setting - With both parent and child	0.2%	0.1%	0.2%
140	Contacts	Face-to-Face Contact Not in the Home or Placement Setting - With caregiver (e.g., foster parent, relative, suitable other)	0.1%		
142	Contacts	Face-to-Face Contact Not in the Home or Placement Setting - With legal parties – (e.g., AAG, child or parent attorney)	0.1%		
143	Contacts	Face-to-Face Contact Not in the Home or Placement Setting - With medical provider (e.g., physician, dentist, psychiatrist, counselor)	0.1%		
144	Contacts	Face-to-Face Contact Not in the Home or Placement Setting - With service providers (e.g., residential counselors, day care providers)	0.1%		
145	Contacts	Face-to-Face Contact Not in the Home or Placement Setting - With schools/education providers	0.1%		
151	Contacts	Face-to-Face Contact While Traveling (e.g., car, plane, train) - With parent, legal guardian, or Native American custodian	0.2%		
165	Contacts	Non Face-to-Face Contact - With child	0.5%	0.1%	
166	Contacts	Non Face-to-Face Contact - With parent, legal guardian, or Native American custodian	3.1%	1.1%	0.2%
168	Contacts	Non Face-to-Face Contact - With consulate staff/representatives	0.3%	0.1%	
170	Contacts	Non Face-to-Face Contact - With caregiver (e.g., foster parent, relative, suitable other)	2.2%	0.6%	1.2%
171	Contacts	Non Face-to-Face Contact - With law enforcement (including adult/juvenile probation officers and jail)	0.4%	0.4%	0.4%
172	Contacts	Non Face-to-Face Contact - With legal parties – (e.g., AAG, child or parent attorney)	0.5%	0.5%	
173	Contacts	Non Face-to-Face Contact - With medical provider (e.g., physician, dentist, psychiatrist, counselor)	1.1%	0.3%	0.5%
174	Contacts	Non Face-to-Face Contact - With service providers (e.g., residential counselors, day care providers)	0.7%	0.3%	

Task ID	Task Group	Task	Caseworker	Supervisor	Support
175	Contacts	Non Face-to-Face Contact - With schools/education providers	0.7%	0.3%	0.2%
176	Contacts	Non Face-to-Face Contact - With personal collaterals (e.g., siblings, adult children, neighbors, other)	1.3%	0.2%	
177	Contacts	Non Face-to-Face Contact - With child advocates (e.g., CASA, dependency GAL)	0.1%	0.1%	
178	Contacts	Non Face-to-Face Contact - With others	1.7%	1.1%	0.4%
190	Safety Decision/Safety Planning/Assessment Findings	Determine Present Danger	0.8%	0.4%	
191	Safety Decision/Safety Planning/Assessment Findings	Develop Initial Safety Plan or Protective Action Plan	0.7%	0.4%	
192	Safety Decision/Safety Planning/Assessment Findings	Staffing of a Safety Plan	0.1%	0.8%	
193	Safety Decision/Safety Planning/Assessment Findings	Update Safety Plan or Protective Action Plan	0.2%	0.1%	
194	Safety Decision/Safety Planning/Assessment Findings	Review Safety or Protective Action Plan with Supervisor	0.2%	0.1%	
195	Safety Decision/Safety Planning/Assessment Findings	Determine Assessment Findings	0.6%	0.4%	0.4%
196	Safety Decision/Safety Planning/Assessment Findings	Conduct Supervisory Review	0.1%	0.6%	
197	Safety Decision/Safety Planning/Assessment Findings	Conduct Triage Meeting/Review		0.2%	
200	Assessment Tools and Activities	ARY – At Risk Youth Assessment and/or CHIN assessment tool	0.1%	0.1%	
201	Assessment Tools and Activities	Child Health and Education Tracking (CHET) – mental health screening	0.5%		
203	Assessment Tools and Activities	Comprehensive Family Evaluation (CFE)	0.7%	0.7%	



Task ID	Task Group	Task	Caseworker	Supervisor	Support
204	Assessment Tools and Activities	DV Assessment and/or Specialized DV Assessment	0.1%		
207	Assessment Tools and Activities	Family Home Study DCYF form	0.7%	0.2%	
208	Assessment Tools and Activities	Family Rate Assessment	0.1%		0.2%
209	Assessment Tools and Activities	FAR Family Assessment (FARFA)	2.0%	0.2%	0.5%
210	Assessment Tools and Activities	Foster Home Inspection Checklist DCYF form	0.2%		
211	Assessment Tools and Activities	FRS Assessment/Tool	0.1%		
212	Assessment Tools and Activities	FVS Assessment	0.1%	0.3%	
213	Assessment Tools and Activities	Investigative Assessment	0.9%	1.0%	0.5%
214	Assessment Tools and Activities	LD/CPS Investigative Assessment	0.6%		0.2%
217	Assessment Tools and Activities	Structured Decision-Making Risk Assessment	0.1%		
220	Service Plans	Develop Initial Case Plan		0.2%	
221	Service Plans	Update Case Plan	0.4%	0.3%	0.4%
222	Service Plans	Review Case Plan with Supervisor	0.1%		
230	Team Meetings	Shared Planning Meetings - Prepare for Shared Planning Meeting	0.3%	0.4%	2.3%
231	Team Meetings	Shared Planning Meetings - Participate in Shared Planning Meeting	0.7%	1.9%	1.4%
232	Team Meetings	Shared Planning Meetings - Document the Shared Planning Meeting		0.2%	2.0%
233	Team Meetings	Family Team Decision Making Meetings - Prepare for Family Team Decision Making Meeting	0.1%	0.6%	2.3%
234	Team Meetings	Family Team Decision Making Meetings - Participate in Family Team Decision Making Meeting	0.8%	2.7%	3.2%
235	Team Meetings	Family Team Decision Making Meetings - Document the Family Team Decision Making Meeting			1.4%
239	Team Meetings	Other Meetings - Prepare for Other Formal Meetings	0.4%	0.4%	0.9%
240	Team Meetings	Other Meetings - Participate in Other Formal Meetings	1.0%	1.2%	0.2%

Task ID	Task Group	Task	Caseworker	Supervisor	Support
241	Team Meetings	Other Meetings - Prepare for Transfer Meeting	0.2%	0.2%	
242	Team Meetings	Other Meetings - Participate in Transfer Meeting	0.3%	0.1%	
250	ICWA Case-Specific	Prepare Notification to Tribal Representatives	0.6%	0.1%	0.5%
251	ICWA Case-Specific	Conduct Case Consultation with Tribe	0.3%	0.1%	0.2%
252	ICWA Case-Specific	Prepare for Local Indian Child Welfare Advisory Committee (LICWAC) Case Review		0.1%	
253	ICWA Case-Specific	Prepare for Tribal Child Protection Team Meetings		0.1%	
254	ICWA Case-Specific	Conduct or Participate in Tribal Child Protection Team Meetings	0.1%		
260	Case Consultation and Case Reviews	With Management		0.7%	
261	Case Consultation and Case Reviews	With Supervisor	3.0%	1.7%	0.2%
262	Case Consultation and Case Reviews	With Co-worker	1.3%	1.8%	2.0%
263	Case Consultation and Case Reviews	With Provider	0.3%	0.1%	0.4%
264	Case Consultation and Case Reviews	With Others	0.9%	1.5%	0.4%
265	Case Consultation and Case Reviews	Triage Staffing	0.1%	0.5%	
266	Case Consultation and Case Reviews	Foster Care Rate Assessment			0.5%
268	Case Consultation and Case Reviews	Child and Family Services Review/Quality Services Review	0.1%	0.3%	0.9%
269	Case Consultation and Case Reviews	Other Case Specific Reviews	0.4%	2.0%	2.0%
270	Service Referral, Coordination or Provision	Complete CHIPR	0.1%	0.2%	
271	Service Referral, Coordination or Provision	Locate Placement Provider	0.3%	0.5%	0.2%
273	Service Referral, Coordination or Provision	Help Client Obtain Financial Services	0.6%	0.1%	0.7%
274	Service Referral, Coordination or Provision	Refer to or Arrange for Medical Services	0.3%	0.2%	
275	Service Referral, Coordination or Provision	Refer to or Arrange for Social Services	1.3%	0.4%	

Task ID	Task Group	Task	Caseworker	Supervisor	Support
276	Service Referral, Coordination or Provision	Refer for Concrete Goods	0.5%	0.1%	1.4%
277	Service Referral, Coordination or Provision	Resolve Conflicts	0.1%		
279	Service Referral, Coordination or Provision	Referral to Independent Living Services	0.3%		0.2%
280	Service Referral, Coordination or Provision	Provide Services	0.7%	0.4%	0.2%
283	Service Referral, Coordination or Provision	Prepare and Send Notifications for Services	0.1%		
285	Service Referral, Coordination or Provision	Arrange for Interpreter or Translation Services	0.1%		0.4%
286	Service Referral, Coordination or Provision	Provide Interpreter/Translation services		0.1%	
287	Service Referral, Coordination or Provision	Process Referrals	0.4%	0.6%	3.5%
290	Travel	Arrange Travel	0.3%	0.1%	0.9%
291	Travel	Case-related Travel	6.0%	0.7%	0.9%
292	Travel	Complete Post-travel Documentation		0.1%	0.2%
300	Transportation of Client	Provide Transportation of a Client	1.3%	0.1%	1.6%
310	Arranging Family Time (Visitation)	Arrange for Visits	0.6%	0.4%	1.2%
311	Arranging Family Time (Visitation)	Coordinate Referral with Visitation Providers	0.4%	0.1%	0.4%
312	Arranging Family Time (Visitation)	Supervise Visits	0.5%		1.2%
320	Computer Documentation	Record Information in FamLink and Other Databases (e.g., CHET)	9.4%	1.8%	11.9%
321	Computer Documentation	Conduct Inquiries on the Computer	0.6%	0.2%	1.4%
322	Computer Documentation	Complete Service Authorizations	0.1%		0.4%
323	Computer Documentation	Complete Forms in Preparation for Computer Input	1.1%	0.4%	1.1%
324	Computer Documentation	Provide or Receive Computer Mentoring			0.2%
325	Computer Documentation	Record Case Documentation in Electronic Device	2.7%	0.1%	2.1%
326	Computer Documentation	Request for Information	0.7%	0.2%	2.1%
327	Computer Documentation	Data Clean-Up			0.7%
330	Eligibility Determinations	Obtain Supporting Documentation	0.2%		

Task ID	Task Group	Task	Caseworker	Supervisor	Support
340	Prepare for Court Hearings	Consult with Attorney/AAG/DGAL	0.6%	0.9%	
341	Prepare for Court Hearings	Consult with Provider, Specialist or Supervisor	0.1%	0.1%	
342	Prepare for Court Hearings	Prepare Information	1.6%	1.3%	2.7%
343	Prepare for Court Hearings	Prepare and/or Complete Report to Court	3.0%	2.1%	1.1%
345	Prepare for Court Hearings	Complete Guardianship/TPR Referral	0.1%		
346	Prepare for Court Hearings	Prepare Parties for Court	0.2%	0.3%	
347	Prepare for Court Hearings	Perform Discovery	0.6%	0.4%	24.1%
350	Participate in Court Hearings	Attend Pre-court Meeting/Trial Preparation	0.1%	0.3%	
351	Participate in Court Hearings	Attend Court Hearings, Administrative Reviews, Judicial Reviews, Mediation, and Court-related Meetings	1.7%	2.0%	
353	Participate in Court Hearings	Wait Time	0.3%	0.3%	0.2%
360	Supervisory Tasks	Approve/Authorize Case Action (including case closure)	0.1%	8.8%	0.4%
361	Supervisory Tasks	Consult with Case Worker/Specialist	0.7%	19.7%	1.2%
362	Supervisory Tasks	Clinical Supervision	0.1%	9.1%	0.4%
363	Supervisory Tasks	Confer with Client		0.2%	
364	Supervisory Tasks	Confer with Tribal Representative		0.1%	
365	Supervisory Tasks	Consult with Manager or Program Manager	0.2%	1.4%	0.2%
366	Supervisory Tasks	Consult with Others (e.g., foster parents, caregivers, providers, legal representatives)		2.5%	0.2%
367	Supervisory Tasks	Field Observations		0.1%	
368	Supervisory Tasks	Quality Analysis		1.1%	
370	Adoption/Guardianship Processing	Complete Adoption/Guardianship Referral	0.1%	0.2%	0.2%
371	Adoption/Guardianship Processing	Locate Adoptive Placement		0.1%	
372	Adoption/Guardianship Processing	Complete Case Specific Recruitment or Recruitment Support Activities			0.2%

Task ID	Task Group	Task	Caseworker	Supervisor	Support
374	Adoption/Guardianship Processing	Complete Adoption Paperwork and Forms	0.5%	0.5%	0.2%
375	Adoption/Guardianship Processing	Complete Legal Guardianship or Adoption Home Study and/or Renewal (Update)	0.1%		
376	Adoption/Guardianship Processing	Complete Legal Guardianship or Adoption Agreement		0.1%	0.2%
377	Adoption/Guardianship Processing	Complete Legal Guardianship Paperwork and Forms			0.2%
379	Adoption/Guardianship Processing	Prepare Child for Adoption	0.1%		
380	Adoption/Guardianship Processing	Create Adoption Record	0.1%	0.1%	0.2%
381	Adoption/Guardianship Processing	Create guardian or adoption disclosure	0.6%		0.5%
394	Conflicts, Appeals and Grievances	Communicate with Ombudsman Office to Resolve Complaints		0.1%	
400	Licensing and Monitoring	Initiate, Process, and Review Applications	0.7%	0.2%	0.2%
401	Licensing and Monitoring	Review Family Home Study and Reassessment Applications	0.8%	0.5%	0.4%
402	Licensing and Monitoring	Complete/Perform/Contribute to Background Checks	0.1%		0.2%
403	Licensing and Monitoring	Conduct Home Studies/Updates	2.1%		
406	Licensing and Monitoring	Conduct Monthly Provider Reviews	0.1%		
407	Licensing and Monitoring	Conduct Staffing with Supervisor	0.1%		
408	Licensing and Monitoring	Conduct Health and Safety Monitoring Visits	0.4%		
409	Licensing and Monitoring	Resolve Conflicts	0.2%	0.1%	0.2%
410	Licensing and Monitoring	Conduct Licensing Complaint Investigations	0.1%	0.1%	
412	Licensing and Monitoring	Update Information for Renewal of Foster Home Licenses	0.6%	0.4%	
413	Licensing and Monitoring	Conduct Adoption Home Study Updates	0.1%		
<b>Non Case-Specific Tasks</b>					
500	General Administration	Review Policy Manual/Manual Updates	0.2%	0.8%	0.8%
501	General Administration	Attend Supervisory or Other Administrative Meetings	1.7%	5.9%	3.1%
502	General Administration	Complete Reports	1.4%	0.9%	1.8%
503	General Administration	Review of Internal Mail	6.9%	5.2%	3.7%
504	General Administration	Process External Mail	0.7%	0.5%	1.1%
505	General Administration	Participate in Planning, Caseload Management, Scheduling and Time Management Activities	6.5%	3.5%	1.5%

Task ID	Task Group	Task	Caseworker	Supervisor	Support
506	General Administration	Participate in Staff Morale Events	1.2%	0.5%	0.3%
507	General Administration	Participate in HR consultations		0.3%	0.1%
508	General Administration	Receive or Provide Technology Consultation	0.5%	0.5%	0.5%
510	Community Outreach	Provide Community Training and Education	0.2%	0.5%	0.2%
511	Community Outreach	Non-case Specific Recruitment Activities	0.2%	0.3%	0.2%
520	Travel	Arrange Non-Case Specific Travel	2.4%	0.2%	0.6%
521	Travel	Conduct Non-Case Specific Travel	4.1%	1.8%	2.1%
522	Travel	Complete Post-travel Non-Case Specific Documentation	0.5%	0.2%	0.6%
523	Travel	Arrange for State Vehicle Maintenance			0.6%
524	Travel	Arrange for and Completing Building Maintenance			0.1%
530	Clerical, Reception, Telephones	Triaging Calls, Provide Information, and Complete Referrals	2.4%		3.4%
531	Clerical, Reception, Telephones	Clerical	1.7%		34.2%
532	Clerical, Reception, Telephones	Reception			6.0%
533	Clerical, Reception, Telephones	Schedule Worker Time and Leave		0.2%	1.3%
534	Clerical, Reception, Telephones	Process Time Sheets, Expense Vouchers, and Similar Records			1.1%
540	Supervisory Tasks	Perform Group Supervision	0.2%	4.4%	
541	Supervisory Tasks	Conduct Meetings	0.2%	9.9%	1.5%
542	Supervisory Tasks	Schedule Worker Time and Leave		2.0%	0.4%
543	Supervisory Tasks	Monitor Time Sheets, Expense Vouchers, and Similar Records		5.3%	1.3%
544	Supervisory Tasks	Screen and Interview Job Applicants		3.6%	1.2%
545	Supervisory Tasks	Conduct Performance Evaluations		0.6%	0.1%
546	Supervisory Tasks	Counsel Staff (e. g., personnel problems, conflicts, and complaints)	1.0%	6.2%	0.8%
547	Supervisory Tasks	Process Grievances		0.3%	
548	Supervisory Tasks	Conduct Disciplinary Action	0.2%		

Task ID	Task Group	Task	Caseworker	Supervisor	Support
550	Federal, State and Local Reviews and Communication	Federal, State and Local Reviews		0.5%	0.1%
551	Federal, State and Local Reviews and Communication	Quality Assurance		0.2%	1.2%
553	Federal, State and Local Reviews and Communication	Other Special Program Reviews	0.7%		0.2%
560	Special Studies	Special Studies	1.7%	0.3%	0.4%
570	Unit Statistics	Unit Statistics	0.2%	1.5%	0.8%
580	Training and Staff Development	Train Staff	0.7%	2.9%	2.0%
581	Training and Staff Development	Train and Supervise Interns			0.1%
583	Training and Staff Development	Receive Training or Interview for New DCYF Position	2.4%	1.4%	0.7%
584	Training and Staff Development	Receive Training (other than for new DCYF positions)	7.4%	3.2%	1.5%
585	Training and Staff Development	Receive Training on FamLink or another DCYF system	1.2%	1.1%	0.8%
587	Training and Staff Development	Complete Professional Reading	0.7%		0.8%
588	Training and Staff Development	Interact with Professional Organizations	1.2%	0.9%	1.2%
590	Non-work Activities	Sick Leave	14.6%	7.7%	8.7%
591	Non-work Activities	Vacation and Other Leave	20.1%	19.4%	6.7%
592	Non-work Activities	Schedule Adjustments	2.6%	1.4%	0.8%
594	Non-work Activities	Breaks	13.2%	5.8%	4.8%
595	Non-work Activities	Personal Time	1.0%	0.6%	0.4%



## APPENDIX F. TIME STANDARD COMPARISON TO RECENT WORKLOAD STUDY JURISDICTIONS

Comparison of Time Standards Across Multiple Jurisdictions

Case Type	DCYF Caseworkers				Jurisdiction A			Jurisdiction B			Jurisdiction C		
	Tasks Required Monthly	All Other Tasks	Total Time Calc.	Avg Time Reported	Tasks Required Monthly	All Other Tasks	Total Time	Tasks Required Monthly	All Other Tasks	Total Time	Tasks Required Monthly	All Other Tasks	Total Time
Intake Decision	1.17	0.55	1.73	1.04	-	-	-	3.1	0.5	3.6	-	-	-
Information, Referral and Assessment	0.27	1.11	1.38	1.28	-	-	-	-	-	-	-	-	-
CPS Investigation	8.13	3.79	11.93	6.55	-	-	-	12.0	0.4	12.4	11.5	7.4	18.9
CPS Institutional or Licensed Facility Investigation	9.41	4.62	14.04	10.95	-	-	-	-	-	-	-	-	-
Family Assessment Response (In-Home)	8.29	2.09	10.38	4.55	-	-	-	-	-	-	-	-	-
Family Voluntary Services (In-Home)	6.39	4.56	10.95	7.34	3.95	2.84	6.79	5.9	1.8	7.7	6.5	3.3	9.8
Family Reconciliation Services (In-Home)	5.15	3.49	8.64	4.75	3.74	3.06	6.80	-	-	-	-	-	-
Family Foster Home (OOH)	4.17	7.93	12.10	9.63	4.10	3.91	8.01	4.4	2.5	6.9	6.2	4.8	11.0
Kinship/Suitable Other Caregivers (OOH)	3.50	6.45	9.95	7.66	3.44	3.20	6.64	4.1	1.6	5.7			
Unlicensed Kinship Caregivers (OOH)	3.48	7.16	10.64	8.52	-	-	-	5.3	2.8	8.1	6.1	4.1	10.2
Residential/Group Home/Emergency Placement Services/Hospitalization (OOH)	6.67	9.72	16.39	12.64	4.17	3.53	7.70	3.7	2.3	6.0	6.2	6.1	12.3
Independent Living or Supervised Independent Living (e.g., Cocoon House) (OOH)	2.36	2.06	4.42	2.89	2.61	2.31	4.92	5.9	1.6	7.5	4.8	2.7	7.5
ICPC – WA is Sending State (OOH)	3.17	6.32	9.50	6.95	3.27	2.57	5.84	-	-	-	-	-	-
ICPC – WA is Receiving State (OOH)	4.22	3.05	7.26	4.33	1.74	0.62	2.36	-	-	-	-	-	-
Missing from Care (MFC) (OOH)	6.35	6.01	12.35	8.84	3.72	6.81	10.53	4.5	3.5	8.0	-	-	-

**Comparison of Time Standards Across Multiple Jurisdictions**

Case Type	DCYF Caseworkers				Jurisdiction A			Jurisdiction B			Jurisdiction C		
	Tasks Required Monthly	All Other Tasks	Total Time Calc.	Avg Time Reported	Tasks Required Monthly	All Other Tasks	Total Time	Tasks Required Monthly	All Other Tasks	Total Time	Tasks Required Monthly	All Other Tasks	Total Time
<b>Adoption or Guardianship (OOH)</b>	5.03	6.14	11.17	8.10	2.45	2.06	4.51	5.9	1.6	7.5	4.8	4.0	8.8
<b>Extended Foster Care (OOH)</b>	3.49	2.08	5.57	3.22	-	-	-	-	-	-	-	-	-
<b>Trial Return Home (OOH)</b>	3.39	5.56	8.96	6.73	-	-	-	5.9	1.6	7.5	3.9	3.3	7.2
<b>Foster Home Licensing Assessment</b>	8.55	3.63	12.18	5.07	-	-	-	7.8	1.6	9.4	11.3	2.5	13.8
<b>Licensed Foster Home Maintenance</b>	3.89	2.18	6.07	2.80	-	-	-	0	4.1	4.1	0	0.1	0.1

# Washington DCYF Child Welfare and Indian Child Welfare Workload Study

Legislative Report Addendum

June 2023



**PUBLIC**  
CONSULTING GROUP

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## INDIAN CHILD WELFARE POLICY ANALYSIS

### BACKGROUND

The Indian Child Welfare (ICW) Policies and Procedures Manual and applicable Department of Children Youth and Families (DCYF) ICW forms and ICW trainings were revised to reflect the changes necessary to comply with Washington State Supreme Court decisions, In re Dependency of Z.J.G. and M.E.J.G. and In re Dependency of G.J.A.

On September 3, 2020, the Washington State Supreme Court issued an opinion in In re Dependency of Z.J.G. and M.E.J.G. holding that a court has a “reason to know” that a child is or may be an Indian Child when a participant in the child custody proceeding indicates that the child has tribal heritage. The Supreme Court’s opinion clarifies that if there is any indication from any participant that a child has Indian heritage the protections under the federal Indian Child Welfare Act (ICWA) and the Washington State Indian Child Welfare Act (WICWA) must be applied. This expansion in “reason to know” will increase the number of child welfare cases in which these protections apply. Additionally, DCYF must improve its systems to provide legal notice to Tribes in cases in which there is “reason to know,” train staff and put appropriate IT systems in place.

This addendum to the workload study report includes additional analysis on the impact of new policies on the amount of time it takes to manage an ICW case.

## PROJECTED TIME IMPACT OF NEW POLICY

The table below lists the upcoming changes to Washington’s ICW policy, documents if the change is anticipated to impact the time caseworkers need to spend on an ICW case and identifies the task(s) from the Workload Study where time to work on an ICW case is likely to be impacted.

*Table 1. Implications on Time Needed to Manage an ICW Case by Policy*

ICW Policy Chapter	Policy Date	Policy Change Description / Major Changes	Implication on Time	Time Standard Implication
Ch. 2 Introduction	8/2/2021	Remove “contractor” from the list of individuals explicitly required to follow the ICW Policies and Procedures.  Contracts specifically address contractor requirements. DCYF policies rarely include contractors in the scope unless it’s when the law or state HR policy requires it.	None	None

ICW Policy Chapter	Policy Date	Policy Change Description / Major Changes	Implication on Time	Time Standard Implication
		DCYF to review contracts and contract language to ensure that fidelity to the ICW policies and procedures is included when appropriate.		
Ch. 3 State and Tribal Memoranda of Agreements	8/2/2021	<p>Remove specific reference to original 1987 agreement. This agreement is the foundation for current agreements but not currently binding.</p> <p>Finalize revised agreement template; Host Consultation on Template; Increase staff and AAG capacity to revise agreements considering new template/new policies and procedures.</p>	None	None
Ch. 5 CPS	2/8/23	<p>Follow Chapter 20. Providing Confidential Records to Tribes policy and regularly:</p> <p>a. Provide known tribes all records obtained by DCYF during the course of the investigation and intervention.</p> <p>b. Request from known tribes any records they obtain during the course of the investigation and intervention and can share under their confidentiality policies.</p>	Increased support time	Code 169 (Non-face-to-face contact with tribe)
Ch. 5 CPS	2/8/23	<p>During a CPS investigation or CPS FAR when there are reason to know children or they may be Indian children who are from a Washington State federally recognized tribe or out-of-state tribe with a Memoranda of Agreement (MOA):</p> <p>Contact tribal social services within 24 hours to:</p> <p>a. Determine if the tribe would like to participate in the CPS investigation or CPS FAR.</p>	Increased Intake Time	<p>Consider codes 169 (Non-face-to-face contact with tribe)</p> <p>Code 250 (Notification to Tribal representatives)</p> <p>Code 251 (Case consultation with Tribe)</p>

ICW Policy Chapter	Policy Date	Policy Change Description / Major Changes	Implication on Time	Time Standard Implication
		<p>b. Request permission to enter on reservation land prior to interviewing the children or family.</p> <p>c. Gather information relevant to the investigation from the tribe about the family.</p>		
Ch. 6 Voluntary Placement Agreements	7/9/22	<p>This policy was created to separate it from the Voluntary Relinquishment Policy.</p> <p>Changes include:</p> <p>Added language about seeking for parents or Indian custodians before placing in a voluntary placement.</p> <p>Provide guidance when a tribe does not respond to contact about a VPA or disagrees with the need for a VPA. (Document and staff with supervisor before moving forward).</p> <p>Includes general limitations for VPAs in Washington.</p> <p>Added the requirement to file a petition and the required contents of that petition.</p>	None	None
Ch. 6 Voluntary Placement Agreements	11/29/22	<p>Ensuring there are no fit parents available for placement before pursuing a VPA.</p> <p>Cross reference created to Kinship Care policy, <i>Searching for, Placing with, and Supporting Relatives and other Suitable Persons</i> policy that requires workers “Attempt to learn the identity, location, and custodial status of any parents or Indian custodians who are not offering a VPA and the reasons they cannot assume custody of the children.”</p>	Increased Person Search Time	Code 115 (Person search)
Ch. 11 Adoption	7/9/21	Clarifies procedures for enrolling a child in a tribe and what to do when they are eligible for enrollment in multiple tribes	None	None

ICW Policy Chapter	Policy Date	Policy Change Description / Major Changes	Implication on Time	Time Standard Implication
		<p>Changed who will support an adoption worker when they cannot reach a tribe for approval of an adoption. The adoption worker will ask Office of Tribal Relations (OTR) to contact the tribe instead of LICWAC</p>		
<p>Ch. 12 Children from Canadian First Nations</p>	<p>7/9/21</p>	<p>Include provisions detailing the need to recognize the Canadian citizenship of First Nations Children and utilize larger child welfare policies relevant to dual citizenship.</p> <p>Augment the case practice guidance for children/families of non-Federally Recognized Tribes and Canadian First Nation.</p>	<p>Increased Person Search Time</p>	<p>Code 115 (Person search)</p>
<p>Ch. 13 Reason to Know</p>	<p>9/1/22</p>	<p>Narrows language when there is a reason to know child or is an Indian child based on their residence on a reservation. The previous language created a reason to know when a child or family member may have been domiciled or a resident of a reservation or Alaska Village at any point in time.</p> <p>The new language directly tracks the federal regulations. This will provide more clarity and prevent an overbroad interpretation of reason to know.</p> <p>Moves the following information to the Dependency Cases policy:</p> <p style="padding-left: 40px;">Follow WICWA and ICWA:</p> <p style="padding-left: 40px;">Unless the court makes a finding that the child is not an Indian child and there is reason to know the child is or may be an Indian child and is younger than 18 or Older than age 18 but their dependency, established prior to their 18th</p>	<p>Increased contact time</p> <p>Increased Notification time</p> <p>Increased documentation time</p>	<p>Code 169 (Non-face-to-face contact with Tribal representative)</p> <p>Code 250 (Prepare notification to Tribal representatives)</p> <p>Code 320 (Record information in case management systems)</p>



ICW Policy Chapter	Policy Date	Policy Change Description / Major Changes	Implication on Time	Time Standard Implication
		<p>birthday, has not been dismissed.</p> <p>Adds a requirement that at every case transfer staffing that caseworkers must verify whether the Indian Identity Request (IIR) form has been completed and the Tribal Inquiry and Legal Notice policies have been followed.</p> <p>Specifies where the caseworker must document new information creating reason to know.</p>		
Ch. 17 Transferring Cases to Tribal Court	9/1/22	<p>This was made a stand-alone policy. It was previously a part of the Casework Activities for Court Proceedings policy, but that policy has now been divided into: Transferring Cases to Tribal Court, Dependency Cases, Termination of Parental Rights (TPR), and Title 13 Guardianships.</p> <p>Adoption hearings were omitted from the possible hearings that can be transferred.</p> <p>DCYF supports transfer at any phase of a case. DCYF, however, is not a party to adoption cases, so they have no role in, and thus need for policies regarding, transfer of an adoption proceeding.</p>	None	None
Ch. 19 QEW	7/9/22	<p>Provision that allows for the use of DCYF employees as a Qualified Expert Witness (QEW) but only if OTR specifically approves.</p> <p>Revised provisions related to training requirements to clarify that a QEW is eligible for a contract so long as they are able to prove that they have fulfilled the training requirements. As previously worded, it would have required QEWs to participate in a specific</p>	<p>Increased training time</p> <p>Increased documentation time</p>	<p>Code 584 (Receive training)</p> <p>Code 320 (Record information in case management systems)</p>

ICW Policy Chapter	Policy Date	Policy Change Description / Major Changes	Implication on Time	Time Standard Implication
		<p>DCYF sponsored training to receive a contract.</p> <p>Revised provision requiring that notice include information about the need for a QEW. Language has been added to promote outreach in numerous ways including cover letters to legal notice, but how outreach is performed has been left up to the caseworker and AAG.</p> <p>DCYF employees will be allowed to serve as QEW in a narrow set of circumstances.</p> <p>For Contract QEW language was changed to allow for them to show that they have met the training requirements, where previous language implied that to be a QEW one would be required to take a specific DCYF QEW training.</p> <p>The requirement that information about the need for a QEW in legal notice has been removed but in its place language has been added to promote outreach to tribes regarding QEWs in numerous ways including cover letters to legal notice, but how outreach is performed has been left flexible.</p>		
Ch. 21 Sharing Confidential Records with Tribes	2/10/22	<p>Updated language throughout policy including making tribe plural, changed “intervene” to “when a court has permitted tribes to participate in the proceedings”, Clarified that disclosure is only limited to “prior to a court proceeding or where tribes are not participating in a court proceeding.”</p> <p>Clarified that in addition to secured email confidential documents could be shared via hard copy via</p>	None	None

ICW Policy Chapter	Policy Date	Policy Change Description / Major Changes	Implication on Time	Time Standard Implication
		mail stamped confidential or secured fax.		
Ch. 24 Payment for Services – Tribal Payment Only	10/7/22 and 2/8/23	The Payment for Services for Children in Tribal Custody policy was on hold to determine the best way to move forward internally based on a need for a more comprehensive manual.	None	None

Analyses were done at the conclusion of the Time Study to determine if different amounts of time are needed to handle ICW cases, with the analyses demonstrating that on average caseworkers need to spend an additional 1.1 hours monthly on cases involving tribal-related families and children. Using the data from the Workload Study in conjunction with the policy change, the weighting on ICW cases was recalculated to account for the additional time needed to manage the requirements of the policy change.

Additional time was allotted to ICW cases for all case types for the following tasks:

- 115: Person Searches,
- 169: Non Face-to-Face Contact - With tribal representative,
- 250: Prepare Notification to Tribal Representatives, and
- 320: Record Information in FAMLINK and Other Databases.

For CPS Investigation and Family Assessment Response case types, the policy change indicates even more additional time will be needed to carry out the following required tasks:

- 169: Non Face-to-Face Contact - With tribal representative,
- 250: Prepare Notification to Tribal Representatives, and
- 251: Conduct Case Consultation with Tribe.

Table 2 displays the average time spent on cases overall and the added time needed to devote to ICW cases, prior to implementation of the new policy change. The table also displays the added time caseworkers will need to spend on ICW cases based on the policy change and the weights that are recommended to apply when measuring workload. A case weight of 1.55 should be applied to all case types with the exception of CPS Investigations and Family Assessment Response (FAR). For these last two case types, CPS Investigations and FAR, a weight of 1.86 is recommended.

*Table 2. Updated ICW Case Weights*

Case Types	Average Hours per Case	Case Weight
All Cases	4.23	1.00
Current ICW Cases	5.52	1.30
ICW With Future Policy Changes – All Case Types Excluding CPS Inv. & FAR	6.58	1.55
ICW With Future Policy Changes – CPS Inv. & FAR Case Types	7.87	1.86