

# DFPS Compensation Assessment and Employee Incentives Review

## Final Incentives Analysis Report

# 2017 FINAL REPORT DFPS Data 2000-2016

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Department of Family and Protective Services & University of Houston  
**DFPS Compensation Assessment and Employee Incentives Review**  
**Final Incentives Analysis Report**  
**2017 FINAL REPORT**  
**DFPS Data 2000-2016**

**Executive Summary**

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Texas Department of Family and Protective Services (DFPS) employees routinely operate within uncertain and difficult environments, in which client wellness and case outcomes rely on interconnected efforts of internal and external multidisciplinary teams. Given the unique nature of the agency's mission and history of reform, DFPS commissioned the Graduate College of Social Work at the University of Houston (UH-GCSW) as an independent third party to conduct an agency-wide assessment of employee incentives in the spirit of Transformation. Transformation is a rigorous self-improvement process to systematically improve work environment and programming. This is a bottom-up process that engages frontline staff to improve client safety, create a stable workforce, build internal leadership and support community collaboration.

The purpose of this review is to examine ways to improve DFPS application of employee financial incentives and compensations. The following report presents evidence of financial incentives that improve staff retention and reduce turnover based on relevant literature, previous reports by DFPS, secondary data provided by DFPS and results from original data collected from DFPS employees through a statewide e-Survey and focus groups. This report makes recommendations to DFPS and suggests best strategies to improve retention outcomes that are in line with the agency's goals to enhance the quality of staff, improve employee performance, sustain ongoing initiatives for improvements, and ensure adequate staffing. Three leading research questions that guide the study are: (1) Which incentives have been effective in DFPS staff retention? (2) What factors influence staff turnover at DFPS as an agency, and in each DFPS division? and (3) Will Merit Salary Increases, Paying Down of Overtime Hours to 140 Hours and the Mentoring Stipends improve recruitment and retention rates? Recruitment and retention rates are measured by workforce longevity, leaving and transfer.

This report includes data analyses from six major sources: 1) **DFPS Employees Data** 2000-2016, provided by DFPS, provided by DFPS in February 2017; 2) **DFPS County Data** 2000-2016, provided by DFPS in January 2017; 3) **e-Survey** data with quantitative and qualitative input from current (n=5,723) and former (n=75) DFPS employees, collected in 2016; 4) **Focus group** data from 37 focus groups across DFPS divisions and regions, collected in 2016; 5) **DFPS Annual Databooks** available at DFPS website from 2006 to 2015; and 6) **Other websites** that contain relevant and reliable data. Additionally, an extensive review of relevant literature from most recent years was conducted to examine effective workforce best practices, including staff development, supervision and staff relations, promotion and value of workforce, staff qualifications, retention strategies, minimizing caseload and turnover rates.

Major findings are summarized in ten areas:

1. **Pay Discrepancy:** There is a significant disparity between the annual salary a typical DFPS employee expects to be paid and their current salary. Comparison data show that the competitive salary of a specialist position is expected at \$55,642 in 2016, but DFPS data sources show that a DFPS employee received an average annual salary of \$43,834 in **2016**, with a pay discrepancy or underpaid value of **\$11,808**.
2. **Retention:** Employee records show that current employees have stayed on average 6.82 years at DFPS compared to terminated employees who stayed at DFPS for 3.56 years. Additionally, DFPS workers and supervisors are more likely to transfer to other divisions within DFPS or another public agency, than to terminate from DFPS employment. This phenomenon of “hopping” from one agency to another is more likely to occur the lower an employee is paid. However, salary rates are not a sole contributing factor to DFPS employees hopping or terminating employment with DFPS; other factors such as caseload and incentives may also contribute to hopping or termination.
3. **Transfer Rates:** DFPS County Data between 2000 and 2016 show that transfer rates have been higher than termination rates. However, when data are separated by divisions, higher termination rates than transfer rates were found in three positions, all within CPS: Conservatorship caseworkers (CVS), Family Based Safety Services workers (FBSS), Investigation Specialists (INV).
4. **Caseload:** Caseload number assigned to an employee is a significant contributing factor for DFPS employees to terminate their employment with DFPS. Caseload is also a significant factor that contributes to high transfer rates. Additionally, the higher the caseload, the lower a DFPS caseworker gets paid. According to DFPS focus groups, senior-level caseworkers who have higher salaries are assigned extremely difficult, but fewer cases because these cases require more attention and time, thus lowering their caseload number.
5. **e-Survey Findings from Current Employees:**
  - a) CPS Investigator Stipend, Comp Time, and the Mentoring Stipend are the top three financial incentives in all five divisions that encourage staff to stay at DFPS.
  - b) Respondents in all divisions agreed that the top work environment incentive to stay at DFPS is mobile and remote work. Two other top work environment incentives are peers and co-workers, and the state retirement pension plan.
  - c) The top three job experiences that are positively perceived are working with diverse populations, respondents’ education prepared them for the job, and professional development opportunities.
  - d) The top responses for negative job experiences are inadequate staffing and unmanageable caseloads.
  - e) The top two positive aspects of co-workers and supervisors are the great work done by the work unit and respect from co-workers and supervisors.
  - f) The top three job concerns are burnout, low pay, and lack of job incentives.

**6. Focus Groups Recommendations across Divisions:**

- a) Provide a clear career ladder for workers and supervisors.
- b) Provide financial incentives for earned advanced degrees.
- c) Provide compensation increases based on cost of living.

**7. Overall Impact of Incentives on Termination between 2015 and 2016:** Merit Increases were available for 2,886 employees in 2015, but only available for 21 employees in 2016. Data show that Merit Increases in 2015 reduced the likelihood of termination by 80.2%, but such effect was not found in 2016. These data suggest that without Merit Increases, termination would likely be higher. Findings also indicate that the number of employees who received One-time Merit was significantly higher in 2016 (n=2,661) comparing to only 96 employees received this incentive in 2015. The data in 2016 indicated that One-time Merit significantly reduced the likelihood of termination by 86.4%. These data support that One-time Merit had a significant impact in reducing termination of DFPS employees. In addition, it was consistently found that Comp Time Taken significantly reduced the likelihood of termination by 41.9% in 2016 and 44.3% in 2015, respectively. In terms of Pay Down of Overtime Hours from 240 to 140 hours (measured by Overtime Paid), it was found that the likelihood of termination was reduced in 2016 compared to 2015.

**8. Impact of Incentives on Termination by Region in 2016:** A significant interaction effect ( $p < .001$ ) was found by Region with Comp Time Taken, Overtime Taken, One Time Merit, CPS Investigator Stipend, and Mentoring Stipend in terms of reducing termination in 2016. Specifically, data on termination show that Comp Time Taken had the most positive impact on Region 10; Overtime Taken, One Time Merit Pay, CPS Stipends, and Mentoring Stipend had the most positive impact on Region 12.

**9. Impact of Incentives on Transfer by Region in 2016:** A significant interaction effect was found by Region with Overtime Taken, One Time Merit Pay, and CPS Investigator Stipend in terms of reducing transfer in 2016. Specifically, data on transfer show that Comp Time Taken had the most positive impact on Region 5; Overtime Taken had the most positive impact on Region 10; One Time Merit Pay, CPS Investigator Stipend and Mentoring Stipend had the most positive impact on Region 9.

**10. Incentives on Workforce Longevity, 2000-2016:** The results between incentives on retention are summarized with DFPS Employees Data between 2000 and 2016 with three statistical models on DFPS workforce longevity (likelihood to stay, likelihood to stay, likelihood to leave, and likelihood to transfer). The highly generalizable positive factor is “Merit Increase” that generates a significant level of likelihood in all three areas—longevity, reduction of leaving and reduction of transfer. Specifically, these 17-year data show that positive impacts on retention could be predicted by seven incentives:

- a) “Comp-time Taken” will increase longevity and reduce leaving.
- b) “Overtime Paid” will increase longevity.
- c) “Overtime Taken” will increase longevity and reduce leaving.
- d) “Merit Increase” will increase longevity, reduce leaving and reduce transfer.

- e) “One-time Merit pay” will increase longevity and reduce leaving.
- f) “CPS Investigator Stipend” will increase longevity and reduce leaving.
- g) “Mentoring Stipend” will reduce leaving.

## Recommendations:

Based on a review of the data provided by DFPS, e-survey data collected for this review, analyses of the focus group interviews, statistical models, and the literature, the UH GCSW research team makes the following 20 recommendations for improvements on retention, incentives, salary and transfer rates, work environment, and additional pilot programs.

### A. Retention

#### **Recommendation 1: Increase Average Base Salary (Scenario A)**

Provide salary increases for workers and supervisors.

Scenario A: Immediately offer an \$11,808 annual base salary increase to all workers, supervisors, and managers based on the salary on September 1, 2016 to provide a competitive market value salary so that the average Annual Base Salary will total \$55,642 in 2017.

Rationale for Scenario A: Average competitive salary for similar positions of workers and supervisors is on average \$55,642/year based on 2016 data, but the average DFPS salary in 2016 was only an average of \$43,834/year.

(Note: A similar version of this recommendation was adopted by DFPS for a select group of CPS employees for salary increases up to \$12,000 on the base salary effective December 1, 2016.)

#### **Recommendation 2: Increase Average Base Salary (Scenario B)**

Provide salary increases for workers and supervisors.

Scenario B: Immediately offer a \$6,000 annual salary increase to all workers and supervisors so the base salary as of September 1, 2016 totals an annual average of \$49,834, with an additional “Ongoing Merit” up to \$5,808, which is in line with Scenario A that a total of \$11,808 merit increase will be awarded based on DFPS Annual Appraisal Score in two years. Ongoing Merit will be an annual monetary value added to the base salary according to the DFPS Annual Appraisal. The rating scale will be 3 = \$5,808, 2 = \$3,808, and 1 = \$0. Additionally, DFPS should establish a leadership committee to develop criteria for outcome and merit-based measures that will standardize merit and pay increases.

Rationale for Scenario B: Employees who receive merit increases have a 76.9% increased likelihood of remaining at DFPS. With a merit increase that adds to a \$49,834 base salary, it will provide a strong incentive to provide a higher work quality. Based on previous Annual Appraisal statistics and a previous scale, 65% of DFPS employees rated as Distinguished and Commendable levels, 33% at the “Competent” level, and 2% at the Needs Improvement level. With merit increases based on performance, a majority of DFPS employees will have competitive job market salaries with an annual average increased from \$43,834 to \$55,642.

#### **Recommendation 3: Implementation of “Ongoing Merit” Starting FY18**

Offer “Ongoing Merit” incentive to all employees in subsequent years based on Annual Appraisal Scores with a rating scale of 3 = \$3,000, 2 = \$1,000, and 1 = \$0.

Rationale: This merit-based system will support continued motivation to maintain effective work quality and commitment to DFPS.

#### **Recommendation 4: Mandatory Annual Appraisal**

Require all DFPS employees to undergo an Annual Appraisal to determine work quality, work performance, and ongoing merit incentives.

Rationale: Not all DFPS employees have Annual Appraisal Scores. A mandatory Annual Appraisal policy will enable standardization across all DFPS divisions to determine ongoing merit incentives.

#### **Recommendation 5: Retention and Graduate Degrees**

Explore strategies to retain employees with graduate degrees.

Rationale: Study statistics show that DFPS workers with graduate degrees have an increased likelihood of leaving the agency at 39.5%, compared to workers without graduate degrees.

#### **Recommendation 6: Advanced Degrees Earned During Employment**

Create a standardized policy to reward workers who earn an advanced degree during their employment at DFPS.

Rationale: Focus groups reveal that advanced degrees earned during DFPS employment do not lead to salary increase. Employees should be incentivized to gain higher level skill sets to support retention strategies of high-quality workers.

#### **Recommendation 7: Additional Calculation of Termination Rates**

Calculate termination rates based on unduplicated employee counts in addition to the traditional turnover rates.

Rationale: Current practice of turnover rate includes the same employees who might have been terminated multiple times and some have returned to DFPS after terminated for a variety of reasons. Unduplicated counts will identify alternative ways to examine workforce issues.

### **B. Incentives**

#### **Recommendation 8: Comp Time Taken**

Develop specific policies so that comp time can be optimally utilized to support worker retention.

Rationale: DFPS statistics from 2000 - 2016 show workers that utilize comp time reduce their likelihood of leaving DFPS by 59.1%. However, employees in focus groups reported that they could not apply comp time due to large caseloads, work schedule, and policies regarding leave time.

#### **Recommendation 9: Overtime Taken**

Develop new strategies that allow employees to utilize overtime hours.

Rationale: Study statistics show that employees who are paid for overtime hours reduce likelihood of leaving DFPS by 44%. However, focus groups report that current DFPS practices bar overtime hours when employees approach the 140-hour criteria threshold; instead of overtime, employees are given comp time.

### **Recommendation 10: Consolidating All Incentives into One Receipt Category**

Combine different types of incentives into one receipt category, called “Financial Incentives” so that employees will recognize the receipt and amount of their award.

Rationale: DFPS focus groups reported that they could not recognize financial incentives by name, and could not distinguish between the incentives they received. Additionally, when each incentive is separately awarded, employees cannot visualize the total financial impact of combined incentives to overall salary increase.

## **C. Salary & Transfer**

### **Recommendation 11: “Hopping” Phenomenon**

Conduct an investigation of salary and salary inequity across all State agencies, with specific emphasis on departments that hold divisions with similar DFPS positions to record and reduce patterns of “hopping.” Advocate at the Texas Legislature to allocate more funds to DFPS to mitigate salary disparity across State agencies.

Rationale: Focus groups report that DFPS employees transfer to other Texas agencies to receive a higher salary, then “hop” back to DFPS to carry over their higher pay rate. Compared to the Department of Health and Human Services and the Department of Aging and Disability Services, DFPS offers lower annual salaries for workers in comparable positions. Additionally, this phenomenon affects workforce quality and results in a \$54,000 lost to DFPS per employee who transfers outside the agency.

### **Recommendation 12: Standardized Pay System**

Explore the feasibility of standardized pay among all DFPS investigation units.

Rationale: Focus groups identified DFPS divisions Child Care Licensing (CCL) and Adult Protective Services (APS) with investigation units that cover difficult and high-risk cases, but do not receive the Child Protective Services (CPS) \$5,000/year investigation stipend. The e-Survey reveals that the CPS investigator stipend is a significant retention factor within the division.

## **D. Transfer and Termination**

### **Recommendation 13: Transfer and Termination**

Collect and examine DFPS data on transfer rates in addition to termination rates.

Rationale: Overall transfer rates within DFPS and within each division are higher than termination rates, with a significantly negative correlation between caseload and salary. This means that high caseloads correlate to lower salary rates. High transfer rates must be seriously investigated because of high replacement costs after a transferred worker has vacated their position.

### **Recommendation 14: Transfer Rates by County**

Investigate counties that have higher transfer rates for comprehensive examination of agency culture and employee behavior.

Rationale: DFPS County Data from 2000 - 2016 show a pattern of specific counties that are affected more intensively by high transfer rates.

### **Recommendation 15: Supervisors' High Transfer Rate**

Examine the salary of DFPS supervisors compared to other State agencies to investigate the cause of high transfer rate among supervisors.

Rationale: DFPS supervisors have a higher transfer rate than caseworkers. This rate is also much higher than overall termination rates among caseworkers.

## **E. Work Environment**

### **Recommendation 16: Work Environment and Career Development**

Examine DFPS policy and culture that supports staff career development.

Rationale: After examining "hopping" patterns of DFPS employees within divisions, DFPS should be able to create career development incentives to prevent staff turnover due to salary competition of other State agencies.

### **Recommendation 17: Work Environment and Workload**

Examine DFPS policies for caseload distributions to improve worker satisfaction.

Rationale: Focus groups state that junior caseworkers carry higher caseloads compared to tenured caseworkers; however, tenured and bilingual caseworkers report more complex case assignments that contribute to longer work hours. A formulae staff input can be developed to include weighting case intensity to avoid perception of casework inequity.

### **Recommendation 18: Work Environment that Works**

Continue mobile and remote/teleworking for all DFPS employees.

Rationale: A review of focus groups and e-Survey results reveal that mobile and remote/teleworking have highly contributed to overall employee job satisfaction.

## **F. Proposal of Pilot Projects**

### **Recommendation 19: Work Environment and Peers**

Develop DFPS programs that support peer collaboration and function.

Rationale: A review of focus groups and e-Survey results show that employees consider peers and coworkers high contributing factors to job satisfaction. Caseworkers also report consistent on-the-job training from peers. However, supervisors reported a lack of funds to implement peer collaboration events or activities within meetings.

### **Recommendation 20: Work Environment and Recognition**

Implement DFPS strategies to publically recognize employee commitment to the work.

Rationale: A review of focus groups and e-Survey results show that employees possess strong commitment to human services, find their work rewarding, and have strong passion to help children and families. Motivation and a strong commitment to supporting vulnerable populations should be acknowledged to cultivate strong solidarity to DFPS mission goals, and community.



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**Tableau Reports links:** <https://public.tableau.com/profile/dr.monit.cheung#!/>

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Department of Family and Protective Services & University of Houston  
**DFPS Compensation Assessment and Employee Incentives Review**  
**2017 FINAL REPORT**  
**DFPS Data 2000-2016**

## I. Introduction

The Texas Department of Family and Protective Services (DFPS) contracted the University of Houston Graduate College of Social Work (UH-GCSW) to conduct a study to analyze DFPS financial incentives for their employees. DFPS recognized their employees routinely work under uncertain and difficult environments, in which client wellness and case outcomes rely upon the interconnected efforts of internal and external multidisciplinary teams. Given the unique nature of the DFPS mission and history of reform, this agency-wide assessment of employee incentives is conducted in the spirit of finding the best practices to retain staff and maximize employee capabilities in serving children and their families.

### Purpose

The following are the main analyses requested by DFPS: Current DFPS compensation strategies and the consequential effects on attracting, motivating and retaining employees statewide; recommendations for modifying existing policies or creating new DFPS Compensation practices.

This “Compensation Assessment and Employee Incentives Review” contains research data to:

- Identify the effectiveness of authorized DFPS financial incentives.
- Determine which DFPS financial incentives can improve retention outcomes.
- Describe recommended financial incentives.
- Assess the practicality, risks and sustainability of potential overtime savings being used to hire more staff.
- Prioritize financial incentives.
- Suggest an implementation plan that is outcome-based, measureable, and attainable within existing and future statutory authority.
- Determine the trends of DFPS turnover within DFPS and across agencies in the public sector.
- Propose pilot projects with specific aims of applying potential improvements in compensation policies for teams of DFPS employees and measuring improvement in retention outcomes across different DFPS geographical offices.

### Major Research Questions

To provide a comprehensive report to meet DFPS requests, this study has addressed two main questions: 1) Which incentives have been effective in improving DFPS staff retention? 2) What are the factors influencing staff turnover within DFPS and in each of the DFPS divisions? and 3) Will Merit Salary Increases, Paying Down of Overtime Hours to 140 Hours and the Mentoring Stipends improve recruitment and retention rates by region? Recruitment and retention rates are measured by workforce longevity, leaving and transfer.

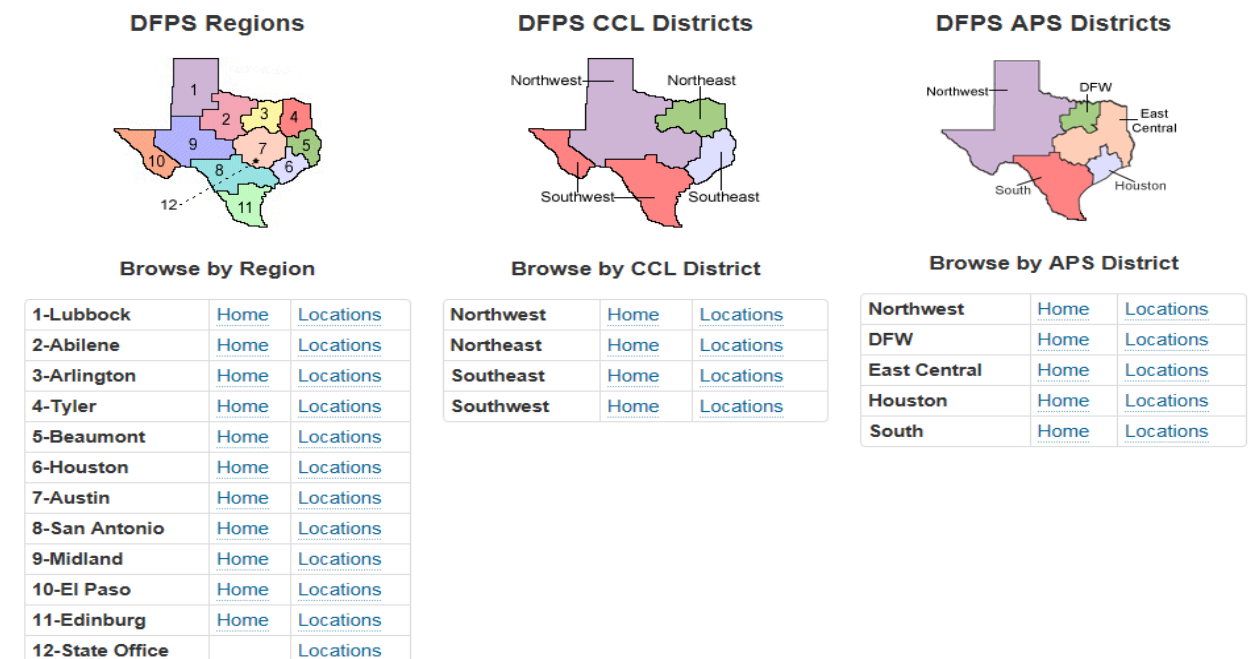
## Methods and Data Sources

This report includes literature and statistical data analyses from six major sources: 1) **DFPS Employees Data** 2000-2016, provided by DFPS, provided by DFPS in February 2017; 2) **DFPS County Data** 2000-2016, provided by DFPS in January 2017; 3) **e-Survey** data with quantitative and qualitative input from current (n=5,723) and former (n=75) DFPS employees, collected in 2016; 4) **Focus group** data from 37 focus groups across DFPS divisions and regions, collected in 2016; 5) **DFPS Annual Databooks** available at DFPS website from 2006 to 2015; and 6) **Other websites** that contain relevant and reliable data. Additionally, an extensive review of relevant literature from most recent years was conducted to examine effective workforce best practices, including staff development, supervision and staff relations, promotion and value of workforce, staff qualifications, retention strategies, minimizing caseload and turnover rates.

## Terms Defined in This Study

### 1. DFPS Regions-- Definition

For comparison purposes, “Regions” used in this report is defined by the twelve DFPS regions to compare data such as salaries, incentives, termination rates, transfer rates, turnover rates, and average caseload. When divisional data are compared (e.g., by CCL or APS Districts), data from the respective regions that form a district can be combined through clicking multiple regions on the interactive Tableau with region data. Below are the region and district maps published at the DFPS website (Figure 1):



Source: [http://www.dfps.state.tx.us/contact\\_us/map.asp](http://www.dfps.state.tx.us/contact_us/map.asp)

Figure 1. DFPS Maps



## 2. DFPS Definitions of Incentives, Turnover, Transfer, and Termination

This report will use DFPS definitions on turnover, transfer, and termination, mainly in the description of the research method and findings. However, when reporting what the literature stated about these variables, their definitions will be specifically included.

**Turnover:** According to Burstain (2009), turnover can be defined as “how often workers leave their position.” However, DFPS currently uses the Legislative Budget Board (LBB) definition that “calculates how many full-time, regular employees left the agency either voluntarily or involuntarily.” This is an incomplete view of worker force stability and internal turnover. For this reason, DFPS did not track transfers between CPS departments prior to 2006. A vacated position impacts supervisors, work teams and clients regardless of the reason the worker left. Recruiting, hiring, training and establishing new hires to fill vacated positions reduce time and energy on clients or overall work output. Therefore, turnover should be used as an umbrella-term to encompass workers who disrupt workforce functioning by vacating a position. This definition would distinguish between workers laterally transferred to a different department or State agency, being promoted, or leaving DFPS entirely. According to DFPS staff, turnovers can include internal (“Transfer”) and external (“Termination”) movements. For analyses using data from existing DFPS Databooks, “turnover” data are used; for statistical analyses using DFPS supplied data by county or by employee, “transfer” and “termination” have been separately calculated.

**Transfer** is an internal movement of staff or *churn*, defined as “any employee who transfers in or out of an employee position (e.g., non-career track promotion, demotion, stage of service transfer, program transfer, etc.)” (Email communication with Dr. Jeremy Stick, August 5, 2016). In reference to Rider 9 (June 1, 2016), “*Churn* captures all caseworkers who left the agency only after receiving a primary caseload as well as any caseworker who left their position, leaving a primary caseload behind, but remained within the agency” (p.11). *Churn* does not include individuals who remain within their position as they are progressing through the career ladder.

**Termination** is an external movement also referred to as “separations” including resignation, retirement, and transferring to other State government agencies. Based on communication with DFPS data administrators, “Turnover Rate” includes duplicated terminations by the same employee. For example, if an employee resigned, re-hired, resigned again, re-hired, and then resigned, with three resignations on the employee record, this employee would be counted having three terminations.

**DFPS Incentives:** Based on DFPS data, incentives include many forms including, but not limited to: locality pay, on-call pay, high risk pay, college degree pay, Title IV-E stipend for BSW/MSW, reimbursement for books, tuition and fees, bilingual pay, language interpreter stipend, equity adjustments, salary parity adjustment, recruitment and retention bonus, comp time, overtime, shift differential, CPS investigator pay (stipend), CPS mentoring stipend, CPS performance-based merits (one time), other one-time merits, benefit replacement pay (BRP), cost of living pay, fire brigade pay, max security pay, supplemental pay, or other bonuses. From DFPS analyses, salaries are considered an important incentive for employees to remain at the agency. As of December 1, 2015, “Pay Down of Overtime Hours from 240 to 140 Hours” is referred to as “Overtime Paid” in the data analysis in this report.

## Acronyms Used in This Report

Many acronyms are used in this report. For consistency purposes, the most frequently cited acronyms of the major divisions within DFPS (Department of Family and Protective Services), are listed in Table 1 below.

**Table 1. Acronyms Used in This Report**

Acronym	DFPS Division
APS	Adult Protective Services
CCL	Child Care Licensing
CPS	Child Protective Services
MS	Management System
PEI	Prevention and Early Intervention Program
RCCL	Residential Child Care Licensing
SO	State Office
SWI	Statewide Intake

## Organization of This Final Report

This final report is organized into five sections:

1. Introduction: Purpose and Research Questions
2. Literature Review: Best Practices
3. Research Methods: DFPS Employees and County Data Analyses, e-Surveys of Current and Former DFPS Employees and Focus Groups across DFPS Divisions
4. Summaries of Findings
5. Recommendations

## Citing This Report

Please obtain permission from Texas Department of Family and Protective Services for citing this report. If cited, please include this reference:

Leung, P. (2017). DFPS Compensation Assessment and Employee Incentives Review, Final Report. Houston, TX: Department of Family and Protective Services and University of Houston.

## II. Literature Analysis

### A. Best Practices in the Industry

This literature review has a focus on research with outcome studies in human service organizations **nationwide**, with key concepts related to measuring staff financial incentives and improving retention outcomes. These key concepts are: Staff Development, Supervision and Staff Relations, Promotion and Value of Workforce, Staff Qualifications, Retention Strategies, Caseloads, and Turnover.

#### 1. Staff Development:

- Offer opportunities for training and development linked to tenure to increase retention of competent staff employees (Allen, Bryant, & Vardaman, 2010).
- Offer training and development opportunities to build competency and decrease the desire to leave is crucial for jobs that require continuous skills updating (Hom & Griffeth, 1995).
- Offer leadership and retention management training to supervisors and managers so they can develop effective relationships and support the employees in their department (Aquino, Griffeth, Allen, & Hom, 1997; Griffeth, Hom, & Gaertner, 2000; Tepper, 2000).
- Offer ongoing skills development (Ramsay, 2006; Vance, 2006).
- Offer professional development training to supervisors so they can promote communication and teamwork by building on worker accomplishments, professional growth and education, and cooperative learning (Dickinson & Painter, 2009).
- Use qualitative methods to investigate the challenges of existing knowledge into practice (Bednar, 2003).

#### 2. Supervision, Staff Relations:

- Identify and remove abusive supervisors (Aquino, Griffeth, Allen, & Hom, 1997; Griffeth, Hom, & Gaertner, 2000; Tepper, 2000).
- Emphasize supervisor responsibility to reduce turnover, use retention strategies in manager evaluations, and increase oversight of abusive supervisors (Allen, Bryant, & Vardaman; 2010).
- Provide positive feedback and recognition of all employees (Ramsay, 2006; Vance, 2006).
- Promote a positive work environment and organizational culture, e.g., maintain a high level of trust so staff will be significantly more satisfied (Bednar, 2003).
- Support effective supervisors with skills that have been shown to increase employee retention like coaching, case consultation, and mentoring. Supervisors with experience in best practices with families and who establish measurable employee expectations reduce the desire to leave (Dickinson & Painter, 2009).
- Emphasize supervisors who provide support to strengthen worker retention (Dickinson & Perry, 2002).

#### 3. Promotion: Value of Workforce:

- Promote qualified workers to supervisor roles to increase retention (Clark, Smith, & Uota, 2013).
- Identify organizational aspects of the workplace, work stress, and professional identification that affect job satisfaction and occupational attachments (Landsman, 2001).

- Prevent staff burnout by strengthening organizational commitment through trainings, effective supervision, and strong relationships to reduce the chance of role conflict among employees (Leiter & Maslach, 1988).

#### 4. Staff Qualifications:

- Encourage MSW workers to use professional discretion with updated skills, mentor new employees to strengthen relationships, or become experts in specific skills (Dickinson & Painter, 2009).
- Ensure MSW workers can see their supervisors as a competent support (Dickinson & Painter, 2009).
- Support ongoing training for BSW graduates who are 80% more likely to be interested in long-term employment than MSW graduates (27%). Support clear pathways for MSW graduates to be supervisors (Lewandowski, 1998).
- Evaluate staff qualifications and present transparency of promotion decisions after employees obtain advanced degree to reduce negative perceptions (Lewandowski, 1998).
- Promote MSW workers to Direct Service Supervisors, including workers in State Central Registry, risk assessment, and direct service (Rittneer & Wodarski, 1999).

#### 5. Retention Strategies:

- Evaluate supervisors and managers on retention efforts (Aquino, Griffeth, Allen, & Hom, 1997; Griffeth, Hom, & Gaertner, 2000; Tepper, 2000).
- Support skill development by promoting feedback about worker ability, capability, and accomplishments (Dickinson & Painter, 2009).
- Identify factors that increase retention, such as support from the organization, supervisors, and coworkers; identify organizational culture including time length to tenure, job satisfaction, and professional commitment (Ellett, Ellis, Westbrook, & Dews, 2007; Hopkins, Cohen-Callow, Kim, & Hwang, 2010)
- Identify factors positively associated with job satisfaction and retention, which include empowering employees to take on more responsibilities by engaging in decision making processes and in problem-solving at the organizational level (Travis, 2006).

#### 6. Caseloads:

- Evaluate large caseloads and excessive workloads that reduce the desire to work (Yamatani, Engel, & Spjeldnes, 2009).
- Change the organizational policy that average caseloads for all employees exceeds recommended levels (NCWWI, 2011).
- Research reasonable workloads and caseloads and its effect on job satisfaction (Yamatani et al., 2009).

#### 7. Turnover:

- Communicate with legislators that the organizational cost of turnover ranges between 90% to 200% of annual salary (Cascio, 2006; Mitchell, Holtom, & Lee, 2001).
- Support a cohesive organizational culture by encouraging strong co-worker relationships, workgroup cohesion, and peer satisfaction to improve retention (Allen, Bryant, & Vardaman, 2010).

- Apply the unfolding model of turnover that identifies the different paths to turnover; prepare for turnover initiated by a shock or event that leads someone to consider quitting (Lee & Mitchell, 1994).
- Acknowledge that personal reactions can reveal dissatisfaction that can lead turnover, such as unrecognized accomplishments, unexpected feelings due to work environment, job-related stresses (e.g., being passed over for a promotion), non-job-related stresses, and external job opportunities (Mitchell et al., 2001).
- Use research to find factors that predict job satisfaction, burnout, and staff turnover that influence worker's decision to stay before they actually leave their positions (Shapiro, Dorman, Burkey, & Welker, 1999; Silver, Poulin, & Manning, 1997).

## **B. Best Practices in Public Sector**

- It is important to search for evidence using reliable research data to support the use of financial incentives to measure against a healthy workforce.
- The research team found little compensation research comparing State agencies of the 50 U.S. states.
- Detailed descriptions were found on three states that addressed innovative compensation strategies with staff retention data among child and family welfare agencies.

### **1. Compensation Research in the United States**

Compensation and pay satisfaction are not strong factors of individual turnover. Therefore, pay increases may not always be the most effective measure against turnover (Allen et al., 2010). Biggs and Richwine (2014) present wage factors that affect general state government workers in terms of recruitment and retention. Twelve recommended actions are outlined in the report:

- Recognize that salary reduction affects staff retention.
- Be transparent of the costs and values between in public-private sector compensations to make it easier to compare compensation packages.
- Remove the wages for public employees that fall below those paid in the private sector. Publicize benefits like health and retirement benefits are more generous in government employment.
- Report that public employees receive lower salaries than private-sector workers so that statistics can be changed. For example, the highest-paying state, Connecticut, has been paying a wage premium of 2% below private sector employers
- Report excellent benefits for public employees: for example, in 45 states health coverage is more valuable than private-sector coverage.
- Use statistics to illustrate a total retirement package to show that public sector benefits are larger than the private sector. For example, the value of traditional defined benefit (DB) pensions is defined in contribution (DC) plans such as 401(k) and Social Security. Together these can be termed "pension compensation." In every state, retirement compensation for state government employees is higher than the value for private-sector workers.

- Analyze the use of health coverage for retirees, which is higher than that in the private sector.
- Reference the practice in Connecticut that retiree health benefits can have an 18% increase, same as in wages, every year of the employee's working life.
- Promote that health coverage, retirement, and retiree health benefits are the three largest sources of non-salary compensation for state government employees.
- Highlight that the total compensation is measured as the sum of salaries and fringe benefits.

## 2. Three States with Outcome Data

With data readily available, Connecticut, New Jersey, and Louisiana were selected to provide detailed information about state worker compensation and retention outcomes. Connecticut provided the highest salaries and benefits for frontline workers in child and family service agencies, even higher than those in the private sector. From 2006 to 2009, annual staff turnover rate in Connecticut's child welfare agency was low, only 8% per annum. New Jersey showed the greatest improvement in reducing staff turnover, from 15.9% in 2004 to 7.2% in 2014; an 8.7% decrease, as well as retaining 73.9% of staff to work at the agency for over six years. New Jersey has a 4.7:1 frontline worker to supervisor ratio, and has provided at least 40 hours per year of supervision time for each employee. Louisiana conducted a 2016 survey that highlighted the value of peer and supervisor support. Louisiana's child and family agency practice of prioritizing MSW stipends to supervisors has resulted in workers who are less likely to leave.

### Connecticut

Strand, Spath, and Bosco-Ruggiero (2010) identified ten factors in Connecticut's Department of Children and Families that improved worker retention, employee relationships, and organizational management.

- Connecticut's state child welfare agency had fewer than eight percent turnover over a five-year period
- Although approximately 50% of staff reported that they wanted to quit, salary and benefits were a strong enough incentive to stay.
- Caseloads in Connecticut are low, but worker salaries are among the highest in the nation, and they have a viable pool of candidates to recruit from.
- In 2008, supervisors expressed significantly higher level of satisfaction with 2004-2008 grant-sponsored training focusing on supervisors. Training included a mentoring program for supervisors and a clinical consultation program.
- In Connecticut, high levels of organizational commitment was influenced by satisfied with supervision, working conditions, and the system of internal supports for job responsibilities and stresses.
- In Connecticut, organizational commitment was influenced the longer a manager was in a position if they attended four or more training programs and their satisfaction with supervision.

- In Connecticut, low satisfaction and organizational commitment was related to personal safety issues on the job and continued limited access to agency resources. 60% of staff reported ongoing problems with resources to support staff and communication issues.
- In Connecticut, workers reported the need for child welfare agencies to provide recognition and rewards for staff.
- In Connecticut, studies found that having training available may boost organizational commitment.
- Management training needs to be explored. In Connecticut, managers were promoted into their positions without training. Further information on the effect management has on supervisors, and its correlation with staff satisfaction with their supervisors needs to be investigated.

### New Jersey

Rutgers University's School of Social Work (2015) identified nine factors that impact effective agency culture, management, and worker retention in the New Jersey's Department of Children and Families:

- In New Jersey, compensation reflects the agency's commitment to its staff and its appreciation of their hard work. Pay is correlated with the organization's ability to remain competitive and can have a negative impact on an agency's capacity to recruit and retain employees
- According to New Jersey Department of Children and Families (NJ DCF), agency employees are defined by nine factors: attracted to child welfare, educated and prepared for the work, stable and consistent, diverse and reflective of the children served, committed, adequately compensated, well-supported, well-supervised, and well-trained.
- NJ DCF has sustained low turnover rates between 2004-2014, even with a 30% expansion of their caseload-carrying workforce (CLC) and an increase from 1,921 to 2,545 staff members.
- NJ DCF possesses age diversity, with 10% of the staff in their twenties, and about one-fifth (17.8%) older than 50; 72.2% of employees are between 30 - 49 years old.
- Intake, permanency, and adoption work units define and annually evaluate their own caseload standards. In 2015, no more than 20 cases were assigned per month to an intake worker.
- NJ DCF commits to effective support by assigning supervisors responsibility over an average of 4.7 frontline workers across all casework areas.
- There are 2,545 caseload-carrying (CLC) staff and 650 supervisors that had a total of 229,767 hours of annual training. 100% of DCF's CLC staff and supervisors received at least 40 hours of annual training.
- The Masters Child Welfare Education Program (MCWEP) is a partnership with NJ DCF and three New Jersey MSW programs. Casework supervisors are eligible to apply for the program and are legally bound to continue their employment at DCF for one year for each year of support received.

## Louisiana

The Child Welfare Policy and Practice Group (2016), a nonprofit organization, conducted an evaluation of the Louisiana Department of Children & Family Services (DCFS) and offered eighteen recommendations to improve the agency's ability to provide effective program services.

- Louisiana Department of Children & Family Services (DCFS) did not meet federal standards from 2009 to 2013. However, after some changes in their workforce policy in 2014, DCFS performance met the federal standard and went from being 34th nationally to 3rd.
- The most commonly referenced positive in staff surveys was the support of peers and supervisors, with many crediting their supervisor as the reason they stayed with the agency.
- Staff with more than one parish and corresponding travel demands reported higher workload pressures.
- Staff members feel intense pressure to accomplish tasks quickly because of performance evaluations. Most staff expressed frustration that the high demand of administrative duties challenged their ability to produce high-quality casework.
- Caseworkers want to periodically collaborate with intake peers to problem-solve and obtain mutual support.
- DCFS regularly self-evaluates their child welfare performance through its Continuous Quality Assurance system, and has identified several aspects of the organizational culture and structure that need improvement
- Only two-thirds of the cases reviewed for services to protect children in their own homes were considered adequate.
- Half the cases reviewed involved concerted efforts to involve parents and children in case planning.
- A little more than half the cases found that needs were appropriately assessed and services were provided.
- Two-thirds of the cases reviewed reported that caseworker visits with children were considered of sufficient frequency and quality.
- Somewhat more than half the cases were considered adequate with child visits with siblings and parents.
- A third of the cases discovered that caseworker visits with the mother and father of the child were of sufficient frequency and quality.
- Strategies that improve workplace culture and support the workforce have been found to maintain lower turnover rates throughout the country.
- Supervisors in Louisiana demonstrate and communicate expectations of front-line practice for caseworkers; provide performance feedback, mentoring; and work management supports to direct service providers.
- Of 150 front-line supervisors, 60% do not have a BSW. To reduce turnover, DCFS has given priority MSW stipends to supervisors because they are less likely to leave and provides a special entrance pay rate to staff with social work backgrounds.
- Despite financial limitations, DCFS has maintained its educational leave program.



- DCFS and the Louisiana Supreme Court work closely together on permanency initiatives through the Court Improvement Projects.
- DCFS performance has been ranked the first in the nation since 2011 and has been consistently awarded federal financial incentives.

## C. Prior Data on Texas DFPS Workers' Perceptions

### 1. DFPS Reports, 2013-2014

DFPS holds aggregate data reports on turnover and staff characteristics that are not categorized by individual employees. In 2014, data from DFPS showed that Child Protective Services (CPS) workers had a turnover rate of 23%; the Investigations units (INV) had a turnover rate at 31%; CPS Specialists II at 40% and Family Based Safety Services (FBSS) at 24%. Adult Protective Services (APS) workers had a turnover rate of 21%; Child Care Licensing (CCL) had turnover at 19%; and Statewide Intake Workers (SWI) was at 18%. There is no absolute definition of "turnover." However, "DFPS currently tracks staff turnover rates and the reasons for employee turnover, including promotions, retirements, dismissals, voluntary resignations, demotions due to voluntary and involuntary actions and lateral moves due to voluntary and involuntary actions" ([https://www.dfps.state.tx.us/About\\_DFPS/Title\\_IV-B\\_State\\_Plan/2015\\_Progress\\_Report/X\\_Statistical\\_Supporting\\_Information.pdf](https://www.dfps.state.tx.us/About_DFPS/Title_IV-B_State_Plan/2015_Progress_Report/X_Statistical_Supporting_Information.pdf)).

In addition, the research team found the first two following factors that addressed workforce issues in DFPS from the Texas State Auditor's Office 2009 Report and the remaining factors from the Texas State Auditor's Office 2013 Report.

- CPS caseworker turnover rates increased from 23% to 34.1% from 2004 - 2007.
- Overtime pay to CPS caseworkers increased 298% from \$1,754,474 to \$6,982,650 from 2004 - 2007 (Texas State Auditor's Office, 2009).
- Supervisors are expected to enforce training requirements, but there is no standardized policy in Texas to ensure CPS investigation caseworkers complete the 20 hours of annual training required by Title 40, Texas Administrative Code, Section 700.519.
- Supervisors play an important role in staff retention. Therefore, supervisors should be evaluated for required training prior to managing caseworkers.
- DFPS has rules for posting vacant supervisor positions, but it does not have established criteria for narrowing the pool of candidates. According to program directors, applicants are informally narrowed based on years of experience.
- DFPS has not developed procedures to ensure that the most qualified individuals to serve are selected as caseworker supervisors.
- Caseworker starting salaries are competitive, but salaries for tenured caseworkers are not as competitive and may result in lower retention for tenured staff.
- Caseworkers reported disappointment when the Department gave salary increases to incoming caseworkers with certain skills, like proficiency in Spanish or social work degrees that existing caseworkers could obtain, but will not receive additional compensations for.

- Performance standards may inappropriately measure casework performance. According to DFPS staff, the first and second sections of the performance evaluation can contradict each other when a supervisor can rate a caseworkers' performance high, but the objective performance standards are low.
- As of February 2013, at least 40% of DFPS CPS staff had not received an annual performance evaluation in the previous year.
- The main criterion for promotion is based on the certificate a caseworker receives after completing a set of training courses. This is perceived to be a priority over a caseworker's performance level.

## 2. The Stephen Group Report, 2014

The private consulting agency, The Stephen Group (TSG), was retained by the Texas Health and Human Services Commission (HHSC) and DFPS to conduct an Operational Review of CPS. The Review included a top-to-bottom assessment, recommendations, and implementation plan. The assessment evaluated organizational structure, staff workload, decision making factors, policy development, budgeting, and training practices based on several hundred meetings with staff and stakeholders. They proposed six recommendations that included: maximize time spent with children and families; create an environment for staff to grow their skills; build a "culture of excellence" focused on quality work; empower staff with responsibility, tools, and accountability; ensure CPS communicates regulations clearly; and show maximum dignity and respect for families by delivering timely and high-quality results. The research team found salient points that addressed effective supervision, work culture, staff satisfaction, turnover, and workload of TX CPS.

- CPS bases its performance on case closures within 60 days. Data show that when an investigator misses the target date, there is little agency incentive to address case issues. However, CPS workers report demotivation when receiving weekly emails about delinquent cases that suggest laziness or lack self-motivation to help clients.
- Many supervisors focus on tracking numbers over creating a supportive environment. Data show that staff are fearful of making metric mistakes that could result in their termination. This causes a "paralysis for field workers," shifts decision-making power to supervisors, decreases quality service to clients, and adds stress that furthers turnover.
- On average, supervisors have 11 years of experience before they are promoted. However, case managers have reported that many supervisors are inexperienced in a management role. Data show that CPS does not have a process to identify caseworkers who possess quality supervisory skills to increase effective guidance for field workers.
- Caseworkers are not empowered to make decisions because of frequent supervisor meetings that authorize their actions (holding a "staffing"). This slows the decision-making process, delays case closures, puts additional stress on supervisors, and builds lack of attachment to the agency among caseworkers.
- There is no standard monitoring system for quality management or program integrity. Although there are different departments that focus on program performance, there is no operation that examines the overall effectiveness of CPS. Each region has their own

regulations to assess service quality, but there is no regulatory program that ensures these regulations are implemented.

- Policy development is inconsistent and not well understood by staff. New policies add additional layers to field work because they do not repeal existing policy. Caseworkers do not internalize or implement new changes. Additionally, staff consults their supervisors for policy changes, which add demands on supervisors and results in conflicting interpretations.
- CPS does not make a distinction between workload and caseload when they assign cases. Case managers may have the same number of cases, but case difficulty may create unequal workloads among staff in the same department.
- Institutional knowledge is not strong due to high turnover rates. 43% or one quarter of new staff leaves within their first year at CPS. One-third of frontline staff leaves each year. In 2014, Commissioner Specia set a targeted goal of a 23% annual turnover. Organizational regulations like administrative, compliance, and technology requirements burdens are among reasons explaining why CPS workers leave. For instance, CPS requires paper case files for every case. However, caseworkers spend equal time managing paperwork as they do inputting data into software. Policy indicates that paperwork information is required to be inputted, scanned, or stored electronically after the case is closed.
- Baseline training does not prepare new caseworkers to face real-world CPS challenges because it focuses on compliance and policy regulations. There is not enough high-quality, on-the-job training or effective mentorship opportunities once new workers begin their duties. Additionally, the current mentorship process requires experienced staff to push their own caseload aside to provide learning opportunities for new workers.
- CPS struggles to find positive ways to recognize individual performance and create a positive work environment; instead, agency culture seems to focus on high profile mistakes of field workers. This structure emphasizes hierarchical supervision over teamwork and collaboration.
- Specialists have been assigned to work across Investigations, FBSS, and CVS without respect to individual worker skills and experience.
- Work hours and locations add additional stress to CPS staff. CPS workers have irregular hours that extend beyond a normal work day and puts stress on workers' families, often without overtime pay. For instance, a Priority 2 case requires a 72-hour response or a removal after work hours. Additionally, field workers typically drive about 30-40 miles a day. Investigators drive about 200 miles per day or 1,500 miles/month.
- CPS contracts translation services that are not consistently accessible. Bilingual cases are harder to coordinate, and CPS does not assign cases based on worker's language skills. This can have demoralizing influence on caseworker's effectiveness on other cases.
- Incentives are not open to all CPS workers. Class Title Investigators, including Investigator Supervisors, receive an additional \$5,000 annual stipend not available to the other class titles. There is a 3.4% increase for workers with BSWs, 6.8% increase MSWs through level V, but this does not extend to all workers with a supervisor title.
- In 2013, DFPS created changes to salaries that widen the pay gap between positions within the same department. CPS increased Level I & II Supervisors one pay group higher to eliminate salary compression between higher level workers to "create financial progression as a retention strategy." The 10% pay increase shifted the Level IV workers

beyond that of the Level I Supervisor by \$1,600. If the Level IV worker receives the MSW stipend and nominal overtime, the difference expands to over \$7,000.

- Two examples of regions with low turnover rates should be examined. Region 2, Wichita Falls, has three units that experience low turnover due to “good team office culture,” supportive supervisors, and low caseloads.
- Additionally, they implement a “three weeks on, one week off” policy. During the “off-week” the investigators are not assigned new cases, which allow the investigators continue work on current cases or engage in self-care practices.
- Region 10, El Paso, does not have high caseloads compared to other regions. However, cases may be more challenging due to geographical factors, such as 40-50% of children are placed outside of the city or in another region, a limited number of children in CPS, or involvement in gang activity. Supervisors are knowledgeable of these factors and offer specific support to caseworkers with these challenges.

#### Recommendations from the Stephen Group (2014) to CPS at DFPS:

- **Hiring:** Develop a vigorous and realistic job preview process that is completed before an application is submitted, such as online videos of current workers describing their duties and experiences. This will improve applicants’ understanding of job expectations. New hires should start their careers by shadowing experienced workers on cases during the training period and assist experienced staff in completing documentation, scheduling, transportation, and visitations. Mentors who are uninformed with management or personnel evaluations should be assigned to new hires.
- **Training:** Prioritize real-life training by redesigning program and materials to use actual contemporary cases rather than out-of-date fictionalized ones. The Basic Skills Development (BSD) program taught to caseworkers should provide training of real challenging personalities and examples of staff who have worked with unfamiliar cultures. Supervisors should be involved in the teaching and development of trainings to create rapport with new workers at the beginning of their CPS work. Trainings should include discussion, role playing, and reviewing active cases to be determined by refreshing the curriculum.
- **Policy development:** Re-examine policy development to ensure that they advance the goals of increasing staff time with children and families, empowering workers, speedy time for case decisions, and promoting a culture of quality.
- **Management:** Allow regional directors (RD) to reassign staff to balance workload challenges, assign turnover responsibility to RD, and promote a recognition campaign at every regional branch so that the RD can uplift valuable workers to create a better work environment. Management should reward mentoring newer caseworkers and supervisors who receive positive feedback from their department.
- **Supervisors:** Provide effective continuing education management training for supervisors and managers. CPS should build a leadership development program that builds management skills before a worker is promoted to supervisor. If CPS continues to train supervisors after they are promoted, bad relationships and communication styles of supervisors will continue to be key reasons for workers leaving the agency. Supervisors should also have the ability to shift complex cases to workers with appropriate experience.
- **Work culture:** Increase empowerment strategies with CPS staff’s engagement in a positive work culture. Decision-making is pushed to supervisors to avoid the possibility

of punishment for a poor choice. Therefore, there needs to be a major shift in decision-making discretion back to field workers, while giving them the tools and training to make effective choices.

- **Workload:** Create an effective method for assigning cases based on worker capabilities that include language, experience, and special abilities. Supervisors who understand the strengths of their staff will assign cases to workers who are most likely to achieve the highest quality outcome.
- **Incentives:** Apply a bonus or financial incentive for workers who take on unofficial supportive roles or mentoring roles that promote a positive workplace environment.

### 3. Sunset Advisory Commission, 2015

The Sunset Commission is one of several Texas agencies charged with monitoring state agency performance. It is composed of five Texas Senators, five Representatives, and two members of the public, appointed by the Lieutenant Governor and the Texas Speaker of the House. The Sunset Advisory Commission conducted a 2015 investigation of CPS to comprehensively examine the division's functioning, management practices, employee turnover, child care laws, and prevention programs. The review provided areas of improvement to remove unnecessary employee burdens to increase time spent with children and families.

- DFPS estimates that \$54,000 is lost for each caseworker that leaves (p.17)
- FY 2013, CPS lost 1,346 caseworkers, which is an estimated loss of \$72.7 million to DFPS
- Total cost is calculated using the expenditures from the Health and Human Services Commission (HHSC), which oversees DFPS' operations and human resource functions; such as, managing compensation, managing benefits, and resolving employee complaints and grievances through its Office of Civil Rights.

Recommendations to manage turnover include:

- DFPS should consolidate management functions to one operational unit to provide: training and hiring practices, review employee complaints, analyze exit interviews, retention evaluations, compliance regulations, positive performance levels, compile complaint trends, and systematically identify root causes of turnover.
- DFPS should create an independent mentoring program for CPS caseworkers. Mentors should not carry caseloads.
- DFPS should define its policy on the HHSC positive performance level system. Managers should be trained to not engage in negative consequences. They should report all action levels to the unit recommended in first bullet point. Management should only be concerned with improving the *quality* of casework.
- Turnover should be a tool to judge performance of CPS regional management.
- Managers should be trained on merit pay transparency and consistency.
- CPS should develop a standardized and objective method to distribute cases.
- These recommendations would cost \$181,000 annually, but will reduce turnover; this will save \$54,000 for each caseworker retained (p.30)

- DFPS estimates that full-time employees for complaint resolution would need starting salaries of \$40,000, which would include benefits.
- Sunset estimates one additional position with starting salary of \$60,000 is needed to conduct analysis and monitoring in Recommendation 1; this includes benefits
- DFPS would save \$5.4 million if it lost 100 fewer caseworkers.
- 55 existing vacant CPS caseworker positions could be repurposed into mentors, which would not cost the agency additional money.

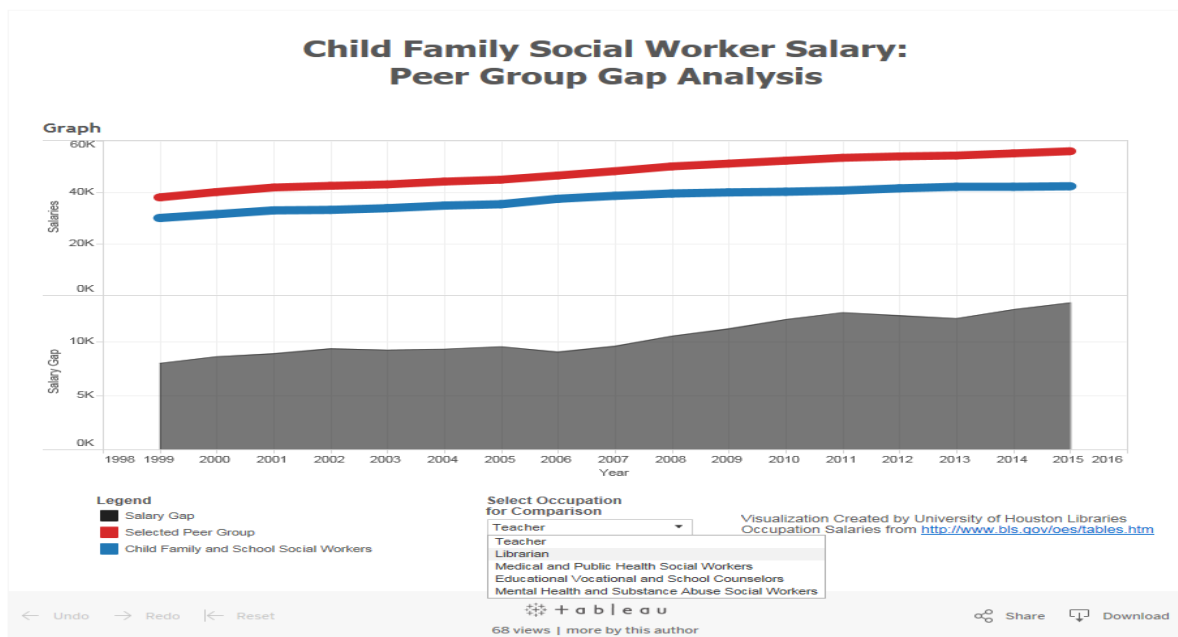
### III. Financial Incentives Analyses, 2000-2015

#### A. Salaries across Disciplines

There is no national data in the literature that used a comparative approach to examine child welfare worker’s salaries, either within the field of public child welfare or across associated youth disciplines. As a result, the research team designed a “salary gap” graph to use existing data from the Bureau of Labor Statistics (<http://www.bls.gov/oes/tables.htm>) to compare salaries across disciplines that serve children and families.

A screenshot of this figure is shown below (**Figure 2**). When accessing the interactive Tableau (see link below), click “Select Occupation for Comparison” to select one of the comparison groups. Stop the cursor at any point of a trend line to see each specific data point.

- There is no comparison of job titles among DFPS workers or supervisors. Therefore, as the closest occupation salary to DFPS workers, the employment title Child Family social workers is used for salary comparison.
- Child Family social workers received lower salaries than teachers; mental, medical, and public health social workers; educational, vocational, and school counselors; and substance abuse social workers.
- The biggest salary gaps with child family social workers occurred when comparing with counselors (educational, vocational, and school), as well as with teachers.



This interactive Tableau is available at:

[https://public.tableau.com/profile/uhrlibraries#!/vizhome/ChildFamilySocialWorkerSalaryPeerGroupGapAnalysis\\_0/Dashboard1](https://public.tableau.com/profile/uhrlibraries#!/vizhome/ChildFamilySocialWorkerSalaryPeerGroupGapAnalysis_0/Dashboard1).

Figure 2. Comparing Salaries across Workers in Child & Family Sectors

## 1. Comparing with Child & Family Workers

Child and Family Workers were used as a reference group to compare salaries for DFPS specialist positions. **Table 2** identifies a list of counselors and social workers whose typical work is similar to CPS and APS. The salary of nine groups of child and family workers in 2015 was averaged at about the \$50,000 level per year.

Table 2. Salaries among Child & Family Workers, 2015

<b>Job Title: Child &amp; Family Workers</b>	<b>Annual Salary</b>
Educational, Guidance, School, and Vocational Counselors	\$ 56,650
Healthcare Social Workers	\$ 55,510
Secondary School Teachers, Except Special and Career/Technical Education	\$ 53,640
Middle School Teachers, Except Special and Career/Technical Education	\$ 53,080
Elementary School Teachers, Except Special Education	\$ 52,810
Kindergarten Teachers, Except Special Education	\$ 51,160
Mental Health and Substance Abuse Social Workers	\$ 43,200
Child, Family, and School Social Workers	\$ 41,760
Rehabilitation Counselors	\$ 41,450
<b>AVERAGE 2015</b>	<b>\$ 49,918</b>

Source: United States Department of Labor, Bureau of Labor Statistics. (2015). *Occupational Employment Statistics*. Retrieved from <http://www.bls.gov/oes/tables.htm>



## 2. Comparing with Teachers & Counselors

Through available data on public websites, the research team examined annual salary among Texas School Districts and found that the average salaries of teachers and counselors are between \$46,000 and \$85,000 with a median of about \$52,000. A total of 19 job titles are also listed as a reference group to DFPS professional staff in Table 3 among various school districts available across Texas. This reference group suggests that school district jobs typically offer salaries higher than DFPS specialist positions.

Table 3. Annual Salary Comparison of School District Positions in Texas

School District	Job Title	Experience	Salary
Alief ISD	Teacher	0	Bachelor's - \$52,800 Master's - \$53,300 Doctorate - \$53,800
Arlington ISD	Counselor – Elementary/Special Education	0	\$57,524
Arlington ISD	Counselor – Junior High	0	\$58,947
Arlington ISD	Counselor – High School	0	\$60,371 - \$64,358
Arlington ISD	Teacher/Librarian/Nurse	0	\$51,500 (Teacher with a master's degree are paid an additional annual stipend of \$1,500 that is not considered toward range penetration of base salary.)
Austin ISD	Counselor	0	\$48,949 - \$60,205
Austin ISD	Teacher	0	\$46,810 - \$57,574 \$1,000 Special Ed Stipend \$2,500 Bilingual Ed Stipend
Dallas ISD	Teacher	0	\$50,000 - \$60,428
Dallas ISD	Social Worker	0-5	\$50,968 - \$62,263 (Bachelor's Degree) \$52,050 - \$63,585 (Master's Degree) \$54,214 - \$66,229 (Doctorate Degree)
El Paso ISD	Teacher	0	\$45,224.08
Houston ISD	Counselor	0-3	\$52,500 - \$62,800
Houston ISD	Teacher	0-3	\$51,500 - \$61,800
Laredo ISD	Teacher	0	\$47,250
Pasadena ISD	Counselor	0	\$63,053 - \$79,646
Pasadena ISD	Teacher	0	\$51,018 (Bachelor's Degree) \$52,018 (Master's Degree) \$74,146 (Bachelor Content Specialist) \$75,146 (Bachelor Content Specialist)
Pasadena ISD	Social Worker	0	\$63,053 - \$79,646
Pasadena ISD	Specialist, Behavior Response	0	\$71,336 - \$85,603
San Antonio ISD	Teacher	0	\$51,500 (Bachelor's Degree) \$53,500 (Master's Degree)
Wichita Falls ISD	Teacher	0	\$43,000

### 3. Comparing with Other Public Agencies in Texas

Before analyzing current DFPS compensation strategies, another research step aimed to collect data from public (city, county, and state) agencies to compare salaries among those who work with children and other vulnerable populations across agencies in Texas. Job titles from public websites with similar qualifications to DFPS workers and supervisors were searched. Public agencies from other states do not offer salaries that can be comparable to the cost of living index in Texas and therefore are not used for this comparison.

The search results are summarized in **Table 4** below, with a total of 27 job titles in public agencies listed in descending order of the salary range provided. The comparison is based on the data listed below that shows 22 job titles minimally require a Bachelor’s degree; DFPS jobs are ranked 19th because salary ranges lower than one job title requires a high school diploma. Below DFPS job titles, there are three job titles with salaries ranked lower than DFPS, and these titles are entered as another reference group to show the low status both in income and qualification expected of DFPS specialists. The average salaries among public agency positions range between \$42,000 and \$53,000, with a median of \$47,000.

**Table 4. Salary Comparison by Public Agencies in Texas**

Name of Agency	Job Title	Minimum Qualification	Salary	Rank*
Tarrant County	Minority Health Specialist	Must have a Bachelor’s degree or higher. Degree in community health, education or social sciences field preferred.	\$55,408.08 - \$60,948.94 Annually	1
City of Houston	Senior Counselor	1) Requires a Bachelor’s degree in a social or behavioral science, such as Sociology, Psychology, Social Work or Counseling 2) Three years of professional experience in counseling or related social services work are required 3) A Master’s degree in a social or behavioral science may substitute for two years of the experience requirement	\$52,451.10 - \$57,999.76 Annually	2
City of Houston	Public Health Investigator Specialist	1) Requires a Bachelor’s degree in the Social Sciences, Physical Science, Public Health or a closely related field. 2) Three years of experience in the public health field are required. 3) Pertinent professional experience in the public health field may be substituted for the above educational requirement on a year-for-year basis.	\$50,492.00 - \$52,312.00 Annually \$1,942.00 - \$2,012.00 Biweekly	3
Travis County	Social Worker	1) Master’s degree in Social Work AND two years social work experience counseling individuals in crisis/trauma situations. 2) LMSW	\$45,346.50 - \$50,793.60 Annually	4
Texas Alcoholic Beverage Commission	Agent Trainee	1. High School diploma or GED 2. Current Texas Commission on Law Enforcement (TCOLE) Basic Peace Officer Certification	Salary Group: C2 \$44,082.00 - \$44,082.00 Annually	5
Travis County	Victim Counselor Sr.	Bachelor’s degree in Social or Behavioral Sciences or a directly related field AND four-year experience in counseling/social services or criminal	\$42,382.08 - \$52,977.60 Annually	6

Name of Agency	Job Title	Minimum Qualification	Salary	Rank*
Texas Department of Family & Protective Services	CCL Prgm Improv Spec I	justice work OR, Any combination of education and experience that has been achieved and is equivalent to the stated education and experience and required knowledge, skills, and abilities sufficient successfully perform the duties and responsibilities of this job Bachelor's degree from an accredited college or university.	Salary Group: <b>B19</b> \$42,244.00 - \$68,960.00 Annually \$3,520.33 - \$5,746.66 Monthly	7
City of Laredo	Licensed Professional Counselor	1) Master's degree from an accredited college or university in Counseling, Psychology, or Social Work 2) At least two years of work experience in counseling	\$41,496.00 - \$56,035.20 Annually \$3,458.00 - \$4,669.60 Monthly	8
Travis County	Caseworker	Bachelor's degree in one of the Social or Behavioral Sciences AND two years' experience in social services related work	\$39,615.06 - \$49,518.98 Annually	9
Travis County	Parent Liaison	Bachelor's degree in one of the Social behavioral Science AND two years' experience in social services related work OR, Any combination of education and experience that has been achieved and is equivalent to the stated education and experience and required knowledge, skills, and abilities sufficient successfully perform the duties and responsibilities of this job.	\$39,615.06 - \$49,518.98 Annually	10
Texas Juvenile Justice Department - Gainesville State School	Investigator IV	High school diploma or GED. Must currently hold an active Texas Commission on Law Enforcement (TCOLE) Peace Officer license. Six years of full-time wage-earning experience that may be any combination of the following: canine officer or canine handler; investigative or law enforcement work; or experience as a correctional officer, case manager, social worker, human services specialist, parole officer, or probation officer working with juveniles or adults.	Salary Group: <b>B18</b> \$39,521.04 - \$42,919.80 Annually \$3,293.42 - \$3,576.65 Monthly	11
Texas State Board of Pharmacy Bexar County	Program Specialist I	Graduation from a standard senior high school or equivalent.	Salary Group: <b>B17</b> \$37,800.00 Annually \$3,150.00/month	12
Texas Medical Board	Intake Worker	Bachelor's Degree in Social Work or closely related field, and one year of direct client services experience	\$37,476.00 Annually \$3,123.00/month	13
Texas Medical Board	License and Permit Specialist III	Graduation from standard senior high or equivalent is required	Salary Group: <b>B16</b> \$36,311.88 Annually \$3,025.99/month	14
Tarrant County	Social Worker I	1) Must have a Bachelor's degree (BSW) or higher in Social Work. 2) Must have current Texas Social Work licensure.	\$36,115.20 – 39,724.80 Annually \$3,009.60 - \$3,310.40 Monthly	15

Name of Agency	Job Title	Minimum Qualification	Salary	Rank*
City of Houston	Counselor	1) Requires a Bachelor's degree in social or behavioral science, such as Sociology, Psychology, Social Work or Counseling. 2) Two years of professional experience in counseling or related social services work are required. A Master's degree in a social or behavioral science may be substituted for the experience requirement.	\$1,321.60 - \$1,840.00 Biweekly \$34,361.60 - \$47,840.00 Annually	16
Texas State Board of Pharmacy Texas Juvenile Justice Department - Gainesville State School	License & Permit Specialist III Case Manager III	Completion of requirements for graduation from a standard senior high or vocational school plus two years of college level work in job-related field. Master's degree with major in Clinical Psychology, Psychology, Sociology, Social Work, Family Relations, Guidance and Counseling, Rehabilitation, Criminal Justice-Corrections (not Law Enforcement or Police Sciences), Education (or education certification), or other related social science field. No experience required OR Bachelor's degree with major in Clinical Psychology, Psychology, Sociology, Social Work, Family Relations, Guidance and Counseling, Rehabilitation Criminal Justice-Corrections (not Law Enforcement or Police Sciences), Education (or education certification), or other related social sciences field. Two years of experience specifically relating to casework or primary service responsibilities including assessments, development, and implementation of individual case plans, development/coordination of services, and placement recommendations and referrals of youth. OR Unrelated Bachelor's degree. Three years of combined TJJD / TYC experience as a Case Manager II.	Salary Group: <b>B16</b> \$34,236.00 Annually \$2,853.00/month Salary Group: <b>B15</b> Minimum: \$32,976.00 Midpoint: \$42,511.00 Maximum: \$52,045.00 (Annually)	17
<b>Texas Department of Family and Protective Services</b>	CPS Alt Response Worker Trainee	Bachelor's degree OR and Associate's degree plus two years of relevant work experience OR 60 college credit hours plus two years relevant work experience OR 90 college credit hours plus one year of relevant work experience. Examples of relevant work experience in social, human, or protective services include paid or volunteer work within social service agencies or communities providing services to families or other at-risk populations.	Salary Group: <b>B15</b> \$32,976 - \$52,045 Annually \$2,748.00 - \$4,337.08 Monthly	19
Texas State Board of Dental Examiners	License and Permit Specialist II	Graduation from a standard senior high school or equivalent is required.	Salary Group: <b>B14</b> \$31,152.00 Annually \$2,596.00/month	20
<b>Texas Department of Family &amp;</b>	CPS FAD Spec I	Graduation from an accredited four-year college or university.	Salary Group: <b>B14</b> \$31,144.00 - \$49,134.00 Annually	21



Name of Agency	Job Title	Minimum Qualification	Salary	Rank*
Protective Services Texas Department of Family & Protective Services	CPS Investigator I	Bachelor's degree OR an Associate's degree plus two years of relevant work experience OR 60 college credit hours plus two years relevant work experience OR 90 college credit hours plus one year of relevant work experience. Examples of relevant work experience in social, human, or protective services include paid or volunteer work within social service agencies or communities providing services to families or other at-risk populations.	\$2,595.33 - \$4,094.50 Monthly Salary Group: <b>B14</b> \$31,144.00 - \$49,134.00 Annually \$2,595.33 - \$4,094.50 Monthly	<b>22</b>
Texas Department of Family & Protective Services	APS In Home Spec I	Graduation from an accredited four-year college or university.	Salary Group: <b>B14</b> \$31,144.00 - \$49,134.00 Annually \$2,595.33 - \$4,094.50 Monthly	<b>23</b>
Texas Real Estate Commission (State)	License & Permit Specialist I	High School Graduate or Equivalent	Salary Group: <b>B12</b> \$30,000.00 Annually \$2,500.00/month	24
San Antonio Housing Authority	Client Services Specialist I	1) High School GED required. 2) One year experience in apartment leasing or case management	\$29,455.92 Annually	25
Texas Lottery Commission	Lottery Claim Center Specialist III	High School graduate or GED equivalent is required	Salary Group: <b>A13</b> \$29,439.00 - \$37,914.00 Annually	26
Texas Funeral Service Commission	License and Permit Specialist I	No information provided	Salary Group: <b>B12</b> \$28,536.00 – \$34,000.00 Annually	27
			Min: \$41,020.67 Mid: <b>\$47,028.37</b> Max: \$53,036.07	

\*Ranking is ordered in descending order of salaries.

\*\*Reference groups include other Texas public agencies hiring specialists with salaries higher than DFPS.

## B. Comparing Salaries within Texas DFPS, 2015

### 1. Average Salary across Divisions

Comparisons of DFPS 2015 data in **Table 5** show the average salaries among five DFPS divisions for supervisors and caseworkers that are broken into monthly and annual wages. Child Care Licensing (CCL) and Residential Child Care Licensing (RCCL) are shown as a group because they share similar job requirements.

Table 5. Average Salary across DFPS Divisions

Division	Worker Type	Monthly Average 2015	Monthly Average 2016	Yearly Average 2015	Yearly Average 2016
APS	Supervisors	\$4,321.19	\$4,277.33	\$51,854.28	\$51,327.96
	Caseworkers	\$3,419.91	\$3,382.74	\$41,038.92	\$40,592.88
CCL/RCCL	Supervisors	\$4,202.37	\$4,180.87	\$50,428.44	\$50,170.44
	Caseworkers	\$3,205.50	\$3,281.51	\$38,466.00	\$39,378.12
CPS	Supervisors	\$4,117.65	\$4,364.40	\$49,411.80	\$52,372.80
	Caseworkers	\$3,324.18	\$3,741.81	\$39,890.16	\$44,901.72
SWI	Supervisors	\$4,213.15	\$4,341.66	\$50,557.80	\$52,099.92
	Caseworkers	\$3,424.18	\$3,484.22	\$41,090.16	\$41,810.64
DFPS Overall	Supervisors	\$4,159.29	\$4,339.42	\$49,911.48	\$52,073.04
	Caseworkers	\$3,340.29	\$3,652.85	<b>\$40,083.48</b>	<b>\$43,834.20</b>

Source: DFPS Salary of Caseworker and Supervisor Ranks by County and Year, 2000-2016

### 2. Comparing DFPS Current Employees' Actual and Expected Salaries (e-Survey)

A retention strategy could be effective if the gap between actual and expected salaries was reduced. It could also promote competitive staff salaries. Since there is no research in this area, the comparison value to reduce the gap is made possible by designing two questions in the e-Survey for both current and former employees: current monthly salary and expected monthly salary for workers with similar qualifications and experience.

On average, monthly average salary from 4,660 current employees is \$3,390.51 (SD= \$982.57). The expected salary per month among 4,461 current employees is \$4,427.17 (SD= 1,284.39). A paired sample t-test was conducted to assess significant differences between employee current salary and their expected salary. Results show that the expected salary is significantly higher

than current salary ( $t=95.621$ ,  $df=4401$ ,  $p<.001$ ). These statistics further show that employees are currently paid lower than expected, with an average pay discrepancy of \$1,037 per month or **\$12,444** per year.

### 3. Comparing Pay Discrepancies: Annual Salary 2016

**Table 6** represents DFPS data from 2000 – 2016 on average annual salary compared to market job salary. To streamline information and calculations, the current salary of DFPS caseworkers from the e-Survey will be used as the baseline. The following three figures will be used throughout this review:

Salary	Amount	Data Source
DFPS average annual salary	\$43,834	DFPS County Data, 2016
DFPS pay discrepancy	\$12,444	e-Survey Data, 2016
DFPS employees' expected annual salary	<b>\$56,278</b>	Updated from the above sources

**Table 6. Pay Discrepancies and Reference Salaries**

Reference Group	Market Salary	DFPS Salary	Pay Discrepancy
Child & Family Workers	\$49,918.00	\$39,890.16 (CPS Caseworkers)	<b>\$10,027.84</b>
Public Agency Specialists	\$53,036.07	\$40,083.48 (DFPS Caseworkers)	<b>\$12,952.59</b>
Current DFPS Employees (e-Survey)	<b>\$56,278.00</b>	<b>\$43,834.20</b>	<b>\$12,444.20</b>
<b>Average Discrepancy</b>			<b>\$11,808.21</b>
<b>DFPS Annual Salary among Caseworkers used as reference</b>			<b>\$43,834.00</b>
<b>Competitive Annual Salary for a Caseworker (Average)</b>			<b>\$55,642</b>

Sources: DFPS County Data, 2016; e-Survey data from this study, 2016; Public Agencies websites, 2016

## C. Incentives Offered by Texas DFPS

### Incentives across Regions

In the DFPS Employees Data between 2000 and 2016, 26 different columns are identified as incentives. For comparison purposes, incentives with sufficient data across regions or years are reported.

- In 2015 and 2016, nine incentives commonly across the 12 DFPS regions are included in the tables for analysis. Between 2000 and 2014, at least one and up to eight incentives with data across regions are included.
- Based on the 2016 data from DFPS, the common incentives by popularity (i.e., ranked by utilization rate within the year) are: Comp Time Taken (n=9,029, 60.1% of all unduplicated employee counts), Overtime Paid (6,741, 44.9%), Overtime Taken (5,087, 33.9%), CPS Investigator Stipend (3,371, 22.4%), One Time Merit Pay (2,661, 17.7%), Mentoring Stipend Pay (1,762, 11.7%), Benefit Replacement Pay (958, 6.4%), Locality Pay (214, 1.4%), and Merit Increase (8, 0.1%).
- Since the usage or “taken” of these incentives varied each year by regions and overall statewide totals, data visualization is presented in this report to help identify the trend of using these nine incentives across years and by regions.

#### Major findings:

- “Comp Time Taken” data first appeared in the 2014 employee record and it has since been the most utilized, as reflected in the incentive tables from 2014 to 2016.
- “Merit Increase” has been the only incentive on record throughout all studied years (2000-2016) even though it was utilized by only a few employees in 2009, 2010, 2011 and 2016.
- “Merit Increase” and “One Time Merit Pay” are reversely related; i.e., these two incentives are typically not simultaneously utilized. When Merit Increase is awarded, One Time Merit Pay is not used.
- Incentive usage is applied quite evenly to all 11 regions throughout the studied years except Region 12. However, in 2014, Region 9 had significantly more employees received Locality Pay than those from other regions.

The number of employees and percentage distributions among various types of incentives received by DFPS employees by Region are summarized in **Table 7** by year from 2000 to 2016. The largest percentage among the 12 regions per incentive by year is highlighted in **RED**.



Table 7. Comparing Incentives by Region, 2016-2000 (16 tables)

2016*		Merit Increase	Mentoring Stipend Pay	Locality Pay	CPS Investigator Stipend	Benefit Replacement Pay	One Time Merit Pay	Overtime Taken	Overtime Paid	Comp Time Taken	
Region	1	N	0	95	0	138	30	168	254	390	458
		% w/i Region	0.0%	15.3%	0.0%	22.2%	4.8%	27.0%	40.8%	62.7%	73.6%
	2	N	0	60	0	101	18	125	187	234	301
		% w/i Region	0.0%	13.4%	0.0%	22.5%	4.0%	27.8%	41.6%	52.1%	67.0%
	3	N	0	439	2	932	140	319	627	1475	1487
		% w/i Region	0.0%	14.4%	0.1%	30.5%	4.6%	10.4%	20.5%	48.3%	48.7%
	4	N	0	90	0	154	33	186	310	344	459
		% w/i Region	0.0%	14.7%	0.0%	25.2%	5.4%	30.4%	50.7%	56.2%	75.0%
	5	N	0	50	0	108	32	153	188	168	280
		% w/i Region	0.0%	13.0%	0.0%	28.1%	8.3%	39.8%	49.0%	43.8%	72.9%
	6	N	0	302	0	589	135	438	501	1113	1203
		% w/i Region	0.0%	13.3%	0.0%	25.9%	5.9%	19.2%	22.0%	48.9%	52.8%
	7	N	0	237	2	396	47	204	575	830	925
		% w/i Region	0.0%	16.7%	0.1%	27.9%	3.3%	14.4%	40.5%	58.5%	65.2%
	8	N	0	219	2	359	82	369	577	736	960
		% w/i Region	0.0%	13.9%	0.1%	22.8%	5.2%	23.4%	36.6%	46.7%	61.0%
	9	N	0	62	189	77	24	69	125	184	198
		% w/i Region	0.0%	18.1%	55.1%	22.4%	7.0%	20.1%	36.4%	53.6%	57.7%
	10	N	0	34	0	89	23	109	99	178	226
		% w/i Region	0.0%	10.8%	0.0%	28.2%	7.3%	34.5%	31.3%	56.3%	71.5%
	11	N	0	138	0	320	73	354	549	537	762
		% w/i Region	0.0%	12.4%	0.0%	28.8%	6.6%	31.9%	49.4%	48.3%	68.6%
	12	N	21	36	19	108	321	167	1095	552	1770
		% w/i Region	0.7%	1.3%	0.7%	3.8%	11.2%	5.8%	38.3%	19.3%	62.0%
TOTAL	N	21	1762	214	3371	958	2661	5087	6741	9029	
	% w/i State	0.1%	11.7%	1.4%	22.4%	6.4%	17.7%	33.9%	44.9%	60.1%	

\* 2016 data are provided by DFPS Employees Data on January 18, 2017.

\* No data on four incentives (County Supplemental Pay, Retention Payment, Retirement Incentive Pay, State Employee Incentive Pay).

% w/i Region = Percentage of Incentive Recipients over Total Employees within the Region

2015*		Merit Increase	Mentoring Stipend Pay	Locality Pay	CPS Investigator or Stipend	Benefit Replacement Pay	One Time Merit Pay	Overtime Taken	Overtime Paid	Comp Time Taken
Region 1	N	133	68	1	133	33	6	257	388	480
	% w/i Region	20.8%	10.6%	0.2%	20.8%	5.2%	0.9%	40.2%	60.7%	75.1%
2	N	73	38	1	93	27	3	214	174	264
	% w/i Region	17.7%	9.2%	0.2%	22.5%	6.5%	0.7%	51.8%	42.1%	63.9%
3	N	494	135	0	817	161	1	591	1122	1334
	% w/i Region	18.9%	5.2%	0.0%	31.3%	6.2%	0.0%	22.7%	43.0%	51.1%
4	N	128	51	1	157	43	10	342	252	437
	% w/i Region	21.4%	8.5%	0.2%	26.2%	7.2%	1.7%	57.1%	42.1%	73.0%
5	N	84	28	0	108	34	9	220	132	256
	% w/i Region	22.1%	7.4%	0.0%	28.4%	8.9%	2.4%	57.9%	34.7%	67.4%
6	N	477	121	2	590	164	11	585	960	1188
	% w/i Region	21.0%	5.3%	0.1%	26.0%	7.2%	0.5%	25.8%	42.3%	52.4%
7	N	273	115	0	399	67	9	737	658	900
	% w/i Region	19.8%	8.3%	0.0%	28.9%	4.9%	0.7%	53.4%	47.6%	65.2%
8	N	328	108	0	363	95	10	746	632	986
	% w/i Region	20.9%	6.9%	0.0%	23.1%	6.0%	0.6%	47.5%	40.2%	62.7%
9	N	70	34	176	74	24	5	144	183	231
	% w/i Region	19.1%	9.3%	48.0%	20.2%	6.5%	1.4%	39.2%	49.9%	62.9%
10	N	75	15	1	88	24	0	136	159	227
	% w/i Region	24.1%	4.8%	0.3%	28.3%	7.7%	0.0%	43.7%	51.1%	73.0%
11	N	236	67	0	300	86	0	617	490	796
	% w/i Region	21.3%	6.0%	0.0%	27.1%	7.8%	0.0%	55.7%	44.2%	71.8%
12	N	515	13	24	101	336	32	951	303	1449
	% w/i Region	21.2%	0.5%	1.0%	4.2%	13.9%	1.3%	39.2%	12.5%	59.8%
TOTAL	N	2886	793	206	3223	1094	96	5540	5453	8548
	% w/i State	20.5%	5.6%	1.5%	22.9%	7.8%	0.7%	39.4%	38.8%	60.8%

\* No data on four incentives (County Supplemental Pay, Retention Payment, Retirement Incentive Pay, State Employee Incentive Pay).  
 % w/i Region = Percentage of Incentive Recipients over Total Employees within the Region

2014*			Merit Increase	Locality Pay	CPS Investigator Stipend	Benefit Replacement Pay	One Time Merit Pay	Overtime Taken	Overtime Paid	Comp Time Taken
Region 1	N		124	0	137	38	0	292	281	474
	% w/i Region		18.8%	0.0%	20.8%	5.8%	0.0%	44.3%	42.6%	71.9%
2	N		86	0	89	33	3	235	106	266
	% w/i Region		21.5%	0.0%	22.3%	8.3%	0.8%	58.8%	26.5%	66.5%
3	N		435	0	839	177	48	722	756	1226
	% w/i Region		16.7%	0.0%	32.2%	6.8%	1.8%	27.7%	29.0%	47.0%
4	N		120	0	167	46	3	412	174	424
	% w/i Region		20.0%	0.0%	27.8%	7.7%	0.5%	68.7%	29.0%	70.7%
5	N		87	0	109	39	0	252	105	273
	% w/i Region		21.8%	0.0%	27.3%	9.8%	0.0%	63.0%	26.3%	68.3%
6	N		363	1	611	185	40	735	750	1143
	% w/i Region		15.5%	0.0%	26.1%	7.9%	1.7%	31.3%	32.0%	48.7%
7	N		255	0	404	78	15	785	488	863
	% w/i Region		18.4%	0.0%	29.2%	5.6%	1.1%	56.7%	35.3%	62.4%
8	N		317	4	391	111	13	854	407	928
	% w/i Region		19.2%	0.2%	23.7%	6.7%	0.8%	51.7%	24.6%	56.1%
9	N		85	173	77	30	2	151	140	215
	% w/i Region		23.4%	47.5%	21.2%	8.2%	0.5%	41.5%	38.5%	59.1%
10	N		63	0	93	24	1	150	127	229
	% w/i Region		20.0%	0.0%	29.5%	7.6%	0.3%	47.6%	40.3%	72.7%
11	N		233	0	313	93	3	699	357	773
	% w/i Region		19.8%	0.0%	26.6%	7.9%	0.3%	59.4%	30.3%	65.7%
12	N		463	23	87	374	56	915	315	1381
	% w/i Region		20.0%	1.0%	3.8%	16.2%	2.4%	39.6%	13.6%	59.8%
<b>TOTAL</b>	N		<b>2631</b>	<b>201</b>	<b>3317</b>	<b>1228</b>	<b>184</b>	<b>6202</b>	<b>4006</b>	<b>8195</b>
	% w/i State		<b>18.5%</b>	<b>1.4%</b>	<b>23.3%</b>	<b>8.6%</b>	<b>1.3%</b>	<b>43.6%</b>	<b>28.2%</b>	<b>57.7%</b>

\* No data on five incentives (Mentoring Stipend Pay, County Supplemental Pay, Retention Payment, Retirement Incentive Pay, State Employee Incentive Pay).

% w/i Region = Percentage of Incentive Recipients over Total Employees within the Region

2013*		Merit Increase	Mentoring Stipend Pay	Locality Pay	CPS Investigator Stipend	Benefit Replacement Pay	One Time Merit Pay	Overtime Taken	Overtime Paid
Region 1	N	150	1	123	50	7	275	233	428
	% w/i Region	24.4%	0.2%	20.0%	8.1%	1.1%	44.7%	37.9%	69.6%
2	N	85	0	86	36	23	243	96	268
	% w/i Region	22.1%	0.0%	22.4%	9.4%	6.0%	63.3%	25.0%	69.8%
3	N	461	0	698	203	117	707	630	1114
	% w/i Region	19.4%	0.0%	29.3%	8.5%	4.9%	29.7%	26.5%	46.8%
4	N	141	0	142	48	2	403	136	409
	% w/i Region	24.5%	0.0%	24.7%	8.3%	0.3%	70.1%	23.7%	71.1%
5	N	95	0	100	40	3	256	75	271
	% w/i Region	24.7%	0.0%	26.0%	10.4%	0.8%	66.7%	19.5%	70.6%
6	N	389	0	505	207	122	776	584	1061
	% w/i Region	17.5%	0.0%	22.8%	9.3%	5.5%	35.0%	26.3%	47.8%
7	N	292	0	332	89	23	664	443	789
	% w/i Region	23.2%	0.0%	26.4%	7.1%	1.8%	52.8%	35.2%	62.7%
8	N	350	0	344	126	12	759	334	815
	% w/i Region	22.9%	0.0%	22.5%	8.3%	0.8%	49.7%	21.9%	53.4%
9	N	42	133	73	46	138	160	144	221
	% w/i Region	11.9%	37.8%	20.7%	13.1%	39.2%	45.5%	40.9%	62.8%
10	N	73	0	86	29	6	123	109	200
	% w/i Region	24.4%	0.0%	28.8%	9.7%	2.0%	41.1%	36.5%	66.9%
11	N	265	0	273	104	12	633	339	716
	% w/i Region	23.2%	0.0%	23.9%	9.1%	1.1%	55.4%	29.7%	62.7%
12	N	504	22	84	396	135	901	266	1284
	% w/i Region	22.5%	1.0%	3.8%	17.7%	6.0%	40.3%	11.9%	57.4%
<b>TOTAL</b>	<b>N</b>	<b>2847</b>	<b>156</b>	<b>2846</b>	<b>1374</b>	<b>600</b>	<b>5900</b>	<b>3389</b>	<b>7576</b>
	<b>% w/i State</b>	<b>21.3%</b>	<b>1.2%</b>	<b>21.3%</b>	<b>10.3%</b>	<b>4.5%</b>	<b>44.1%</b>	<b>25.3%</b>	<b>56.7%</b>

\* No data on five incentives (Comp Time Taken, County Supplemental Pay, Retention Payment, Retirement Incentive Pay, State Employee Incentive Pay).

% w/i Region = Percentage of Incentive Recipients over Total Employees within the Region

2012*			Merit Increase	CPS Investigator Stipend	Benefit Replacement Pay	One Time Merit Pay	Overtime Taken	Overtime Paid	Comp Time Taken
Region 1	N		8	125	57	99	269	220	431
	% w/i Region		1.4%	21.8%	9.9%	17.2%	46.9%	38.3%	75.1%
2	N		6	77	48	67	256	96	279
	% w/i Region		1.5%	19.4%	12.1%	16.9%	64.5%	24.2%	70.3%
3	N		39	673	223	407	698	503	1099
	% w/i Region		1.8%	30.7%	10.2%	18.6%	31.8%	22.9%	50.1%
4	N		7	135	54	103	390	124	413
	% w/i Region		1.2%	23.9%	9.6%	18.2%	69.0%	21.9%	73.1%
5	N		6	90	43	54	256	62	264
	% w/i Region		1.7%	24.9%	11.9%	14.9%	70.7%	17.1%	72.9%
6	N		33	515	231	329	800	502	1119
	% w/i Region		1.6%	24.3%	10.9%	15.5%	37.8%	23.7%	52.8%
7	N		19	351	102	224	669	436	808
	% w/i Region		1.5%	28.5%	8.3%	18.2%	54.3%	35.4%	65.6%
8	N		24	340	139	288	750	365	839
	% w/i Region		1.6%	23.0%	9.4%	19.4%	50.6%	24.6%	56.7%
9	N		7	73	47	64	170	123	198
	% w/i Region		2.0%	21.2%	13.6%	18.6%	49.3%	35.7%	57.4%
10	N		4	69	31	48	124	97	210
	% w/i Region		1.4%	24.6%	11.0%	17.1%	44.1%	34.5%	74.7%
11	N		16	290	115	182	683	306	752
	% w/i Region		1.5%	26.9%	10.7%	16.9%	63.3%	28.4%	69.7%
12	N		46	69	433	353	905	229	1294
	% w/i Region		2.1%	3.2%	19.9%	16.2%	41.6%	10.5%	59.5%
<b>TOTAL</b>	N		<b>215</b>	<b>2807</b>	<b>1523</b>	<b>2218</b>	<b>5970</b>	<b>3063</b>	<b>7706</b>
	% w/i State		<b>1.7%</b>	<b>21.9%</b>	<b>11.9%</b>	<b>17.3%</b>	<b>46.6%</b>	<b>23.9%</b>	<b>60.2%</b>

\* No data on six incentives (Mentoring Stipend Pay, Locality Pay, County Supplemental Pay, Retention Payment, Retirement Incentive Pay, State Employee Incentive Pay).

% w/i Region = Percentage of Incentive Recipients over Total Employees within the Region

2011*		Merit Increase	CPS Investigator Stipend	Benefit Replacement Pay	One Time Merit Pay	Overtime Taken	Overtime Paid	Comp Time Taken
Region 1	N	0	121	62	0	287	329	401
	% w/i Region	0.0%	21.6%	11.1%	0.0%	51.3%	58.9%	71.7%
2	N	0	81	56	0	244	143	236
	% w/i Region	0.0%	21.9%	15.1%	0.0%	65.9%	38.6%	63.8%
3	N	0	639	238	2	561	789	896
	% w/i Region	0.0%	30.4%	11.3%	0.1%	26.7%	37.6%	42.7%
4	N	0	130	60	0	404	242	450
	% w/i Region	0.0%	23.6%	10.9%	0.0%	73.3%	43.9%	81.7%
5	N	0	95	56	0	236	103	270
	% w/i Region	0.0%	26.6%	15.7%	0.0%	66.1%	28.9%	75.6%
6	N	0	478	254	0	803	705	1034
	% w/i Region	0.0%	23.1%	12.3%	0.0%	38.8%	34.1%	50.0%
7	N	0	310	112	0	623	561	719
	% w/i Region	0.0%	28.1%	10.1%	0.0%	56.4%	50.8%	65.1%
8	N	0	330	145	0	710	598	766
	% w/i Region	0.0%	23.4%	10.3%	0.0%	50.4%	42.4%	54.4%
9	N	0	75	53	0	187	174	198
	% w/i Region	0.0%	21.9%	15.5%	0.0%	54.5%	50.7%	57.7%
10	N	0	80	35	0	112	165	203
	% w/i Region	0.0%	27.8%	12.2%	0.0%	38.9%	57.3%	70.5%
11	N	0	282	122	0	747	547	733
	% w/i Region	0.0%	26.7%	11.5%	0.0%	70.6%	51.7%	69.3%
12	N	3	62	463	1	823	227	1105
	% w/i Region	0.1%	2.9%	21.9%	0.0%	38.9%	10.7%	52.2%
<b>TOTAL</b>	N	<b>3</b>	<b>2683</b>	<b>1656</b>	<b>3</b>	<b>5737</b>	<b>4583</b>	<b>7011</b>
	% w/i State	<b>0.0%</b>	<b>21.8%</b>	<b>13.4%</b>	<b>0.0%</b>	<b>46.6%</b>	<b>37.2%</b>	<b>56.9%</b>

\* No data on six incentives (Mentoring Stipend Pay, Locality Pay, County Supplemental Pay, Retention Payment, Retirement Incentive Pay, State Employee Incentive Pay).

% w/i Region = Percentage of Incentive Recipients over Total Employees within the Region

2010*			Merit Increase	CPS Investigator Stipend	Benefit Replacement Pay	One Time Merit Pay	Overtime Taken	Overtime Paid	Comp Time Taken
Region 1	N		0	153	65	14	282	255	411
	% w/i Region		0.0%	25.3%	10.7%	2.3%	46.6%	42.1%	67.9%
2	N		0	87	58	3	223	110	222
	% w/i Region		0.0%	22.5%	15.0%	0.8%	57.8%	28.5%	57.5%
3	N		0	764	244	33	581	630	916
	% w/i Region		0.0%	34.3%	10.9%	1.5%	26.1%	28.3%	41.1%
4	N		0	162	63	8	418	231	452
	% w/i Region		0.0%	27.2%	10.6%	1.3%	70.3%	38.8%	76.0%
5	N		0	112	60	4	240	130	242
	% w/i Region		0.0%	30.1%	16.1%	1.1%	64.5%	34.9%	65.1%
6	N		0	547	272	23	719	631	1005
	% w/i Region		0.0%	25.4%	12.6%	1.1%	33.4%	29.3%	46.6%
7	N		0	374	123	23	690	471	745
	% w/i Region		0.0%	30.1%	9.9%	1.9%	55.6%	37.9%	60.0%
8	N		0	391	154	18	663	484	778
	% w/i Region		0.0%	26.4%	10.4%	1.2%	44.8%	32.7%	52.5%
9	N		0	88	59	8	131	137	159
	% w/i Region		0.0%	24.5%	16.4%	2.2%	36.5%	38.2%	44.3%
10	N		0	84	39	4	131	106	190
	% w/i Region		0.0%	26.7%	12.4%	1.3%	41.6%	33.7%	60.3%
11	N		0	352	128	21	713	420	706
	% w/i Region		0.0%	31.0%	11.3%	1.8%	62.7%	36.9%	62.1%
12	N		4	79	517	4	836	162	1192
	% w/i Region		0.2%	3.6%	23.3%	0.2%	37.7%	7.3%	53.7%
<b>TOTAL</b>	N		<b>4</b>	<b>3193</b>	<b>1782</b>	<b>163</b>	<b>5627</b>	<b>3767</b>	<b>7018</b>
	% w/i State		<b>0.0%</b>	<b>24.4%</b>	<b>13.6%</b>	<b>1.2%</b>	<b>43.0%</b>	<b>28.8%</b>	<b>53.6%</b>

\* No data on six incentives (Mentoring Stipend Pay, Locality Pay, County Supplemental Pay, Retention Payment, Retirement Incentive Pay, State Employee Incentive Pay)

% w/i Region = Percentage of Incentive Recipients over Total Employees within the Region

2009*		Merit Increase	CPS Investigator Stipend	Benefit Replacement Pay	One Time Merit Pay	Overtime Taken	Overtime Paid	Comp Time Taken	County Supplemental Pay	Retention Payment
Region 1	N	0	138	72	86	264	195	411	0	495
	% w/i Region	0.0%	23.6%	12.3%	14.7%	45.1%	33.3%	70.3%	0.0%	84.6%
2	N	0	88	65	54	216	88	247	0	337
	% w/i Region	0.0%	23.5%	17.3%	14.4%	57.6%	23.5%	65.9%	0.0%	89.9%
3	N	0	661	267	309	683	398	953	107	1956
	% w/i Region	0.0%	30.5%	12.3%	14.2%	31.5%	18.3%	43.9%	4.9%	90.2%
4	N	0	150	69	69	335	105	368	0	455
	% w/i Region	0.0%	27.0%	12.4%	12.4%	60.3%	18.9%	66.2%	0.0%	81.8%
5	N	0	96	70	48	228	44	231	0	302
	% w/i Region	0.0%	27.0%	19.7%	13.5%	64.0%	12.4%	64.9%	0.0%	84.8%
6	N	0	491	295	246	785	318	961	0	1716
	% w/i Region	0.0%	24.2%	14.5%	12.1%	38.6%	15.6%	47.3%	0.0%	84.4%
7	N	0	328	136	167	687	267	652	0	950
	% w/i Region	0.0%	27.8%	11.5%	14.1%	58.2%	22.6%	55.2%	0.0%	80.4%
8	N	0	335	171	193	664	265	731	0	1143
	% w/i Region	0.0%	24.6%	12.6%	14.2%	48.8%	19.5%	53.8%	0.0%	84.0%
9	N	0	80	64	42	127	109	168	0	287
	% w/i Region	0.0%	23.0%	18.4%	12.1%	36.5%	31.3%	48.3%	0.0%	82.5%
10	N	0	80	44	25	138	95	189	0	258
	% w/i Region	0.0%	26.7%	14.7%	8.3%	46.0%	31.7%	63.0%	0.0%	86.0%
11	N	0	337	145	140	624	380	714	0	869
	% w/i Region	0.0%	30.2%	13.0%	12.5%	55.9%	34.1%	64.0%	0.0%	77.9%
12	N	4	70	545	18	717	164	1284	1	1926
	% w/i Region	0.2%	3.2%	24.8%	0.8%	32.6%	7.4%	58.3%	<0.0%	87.5%
<b>TOTAL</b>	<b>N</b>	<b>4</b>	<b>2854</b>	<b>1943</b>	<b>1397</b>	<b>5468</b>	<b>2428</b>	<b>6909</b>	<b>108</b>	<b>108</b>
	<b>% w/i State</b>	<b>0.0%</b>	<b>22.7%</b>	<b>15.4%</b>	<b>11.1%</b>	<b>43.5%</b>	<b>19.3%</b>	<b>54.9%</b>	<b>0.9%</b>	<b>0.9%</b>

\* No data on four incentives (Mentoring Stipend Pay, Locality Pay, Retirement Incentive Pay, State Employee Incentive Pay)

% w/i Region = Percentage of Incentive Recipients over Total Employees within the Region



2008*			Merit Increase	CPS Investigator Stipend	Benefit Replacement Pay	One Time Merit Pay	Overtime Taken	Overtime Paid	Comp Time Taken	County Supplemental Pay
Region 1	N		81	139	78	2	258	233	396	0
	% w/i Region		13.7%	23.5%	13.2%	0.3%	43.7%	39.4%	67.0%	0.0%
2	N		57	97	74	8	231	144	264	0
	% w/i Region		14.2%	24.2%	18.5%	2.0%	57.6%	35.9%	65.8%	0.0%
3	N		267	776	294	16	750	455	1001	187
	% w/i Region		11.0%	31.9%	12.1%	0.7%	30.8%	18.7%	41.1%	7.7%
4	N		72	162	83	5	326	129	342	1
	% w/i Region		12.3%	27.6%	14.2%	0.9%	55.6%	22.0%	58.4%	0.2%
5	N		37	108	76	7	211	70	204	0
	% w/i Region		10.1%	29.5%	20.8%	1.9%	57.7%	19.1%	55.7%	0.0%
6	N		212	554	323	13	792	303	940	0
	% w/i Region		9.7%	25.4%	14.8%	0.6%	36.3%	13.9%	43.1%	0.0%
7	N		154	391	152	12	492	361	631	0
	% w/i Region		12.0%	30.5%	11.8%	0.9%	38.3%	28.1%	49.1%	0.0%
8	N		213	369	187	22	665	356	767	0
	% w/i Region		14.6%	25.3%	12.8%	1.5%	45.5%	24.4%	52.5%	0.0%
9	N		44	89	71	3	143	137	184	0
	% w/i Region		12.4%	25.0%	19.9%	0.8%	40.2%	38.5%	51.7%	0.0%
10	N		35	83	53	1	149	106	196	0
	% w/i Region		11.1%	26.3%	16.8%	0.3%	47.3%	33.7%	62.2%	0.0%
11	N		105	353	158	9	589	377	680	0
	% w/i Region		9.0%	30.2%	13.5%	0.8%	50.4%	32.3%	58.2%	0.0%
12	N		270	67	590	69	605	179	1267	1
	% w/i Region		12.4%	3.1%	27.0%	3.2%	27.7%	8.2%	58.0%	0.0%
<b>TOTAL</b>	N		<b>1547</b>	<b>3188</b>	<b>2139</b>	<b>167</b>	<b>5211</b>	<b>2850</b>	<b>6872</b>	<b>189</b>
	% w/i State		<b>11.6%</b>	<b>23.9%</b>	<b>16.1%</b>	<b>1.3%</b>	<b>39.1%</b>	<b>21.4%</b>	<b>51.6%</b>	<b>1.4%</b>

\* No data on five incentives (Mentoring Stipend Pay, Locality Pay, Retention Payment, Retirement Incentive Pay, State Employee Incentive Pay)  
 % w/i Region = Percentage of Incentive Recipients over Total Employees within the Region

2007*		Merit Increase	CPS Investigator Stipend	Benefit Replacement Pay	One Time Merit Pay	Overtime Taken	Overtime Paid	Comp Time Taken	County Supplemental Pay
Region 1	N	36	143	86	56	266	204	372	0
	% w/i Region	6.2%	24.7%	14.9%	9.7%	45.9%	35.2%	64.2%	0.0%
2	N	27	95	82	23	202	96	236	0
	% w/i Region	6.9%	24.3%	21.0%	5.9%	51.7%	24.6%	60.4%	0.0%
3	N	168	746	338	123	685	432	893	108
	% w/i Region	7.3%	32.3%	14.6%	5.3%	29.6%	18.7%	38.6%	4.7%
4	N	53	167	100	49	326	128	357	0
	% w/i Region	9.3%	29.5%	17.6%	8.6%	57.5%	22.6%	63.0%	0.0%
5	N	33	98	86	34	208	44	189	0
	% w/i Region	9.7%	28.9%	25.4%	10.0%	61.4%	13.0%	55.8%	0.0%
6	N	213	590	368	138	845	309	929	0
	% w/i Region	10.2%	28.3%	17.7%	6.6%	40.5%	14.8%	44.6%	0.0%
7	N	100	406	175	107	514	292	600	0
	% w/i Region	7.6%	31.0%	13.4%	8.2%	39.3%	22.3%	45.8%	0.0%
8	N	66	395	208	99	518	340	698	0
	% w/i Region	4.7%	28.1%	14.8%	7.0%	36.8%	24.2%	49.6%	0.0%
9	N	21	89	68	23	132	79	140	0
	% w/i Region	6.5%	27.7%	21.2%	7.2%	41.1%	24.6%	43.6%	0.0%
10	N	28	76	61	11	128	72	174	0
	% w/i Region	9.4%	25.6%	20.5%	3.7%	43.1%	24.2%	58.6%	0.0%
11	N	93	337	181	70	490	282	558	0
	% w/i Region	9.0%	32.8%	17.6%	6.8%	47.6%	27.4%	54.2%	0.0%
12	N	184	36	605	18	533	153	1076	1
	% w/i Region	9.4%	1.8%	30.9%	0.9%	27.2%	7.8%	54.9%	0.1%
<b>TOTAL</b>	N	<b>1022</b>	<b>3178</b>	<b>2358</b>	<b>751</b>	<b>4847</b>	<b>2431</b>	<b>6222</b>	<b>109</b>
	% w/i State	<b>8.1%</b>	<b>25.2%</b>	<b>18.7%</b>	<b>6.0%</b>	<b>38.5%</b>	<b>19.3%</b>	<b>49.4%</b>	<b>0.9%</b>

\* No data on five incentives (Mentoring Stipend Pay, Locality Pay, Retention Payment, Retirement Incentive Pay, State Employee Incentive Pay)  
 % w/i Region = Percentage of Incentive Recipients over Total Employees within the Region

2006*		Merit Increase	CPS Investigator Stipend	Benefit Replacement Pay	One Time Merit Pay	Overtime Taken	Overtime Paid	Comp Time Taken	County Supplemental Pay	Staff Retention
Region 1	N	91	131	91	0	271	153	322	0	23
	% w/i Region	18.1%	26.0%	18.1%	0.0%	53.8%	30.4%	63.9%	0.0%	4.6%
2	N	56	80	97	0	192	54	181	0	21
	% w/i Region	17.3%	24.8%	30.0%	0.0%	59.4%	16.7%	56.0%	0.0%	6.5%
3	N	244	650	367	7	642	354	846	100	91
	% w/i Region	12.6%	33.5%	18.9%	0.4%	33.1%	18.2%	43.6%	5.2%	4.7%
4	N	83	160	109	6	266	98	294	0	21
	% w/i Region	17.1%	33.0%	22.5%	1.2%	54.8%	20.2%	60.6%	0.0%	4.3%
5	N	55	103	93	3	175	29	165	0	26
	% w/i Region	17.5%	32.8%	29.6%	1.0%	55.7%	9.2%	52.5%	0.0%	8.3%
6	N	344	539	383	6	765	326	932	0	70
	% w/i Region	19.1%	30.0%	21.3%	0.3%	42.5%	18.1%	51.8%	0.0%	3.9%
7	N	183	350	191	4	467	247	581	0	41
	% w/i Region	16.6%	31.8%	17.3%	0.4%	42.4%	22.4%	52.7%	0.0%	3.7%
8	N	190	345	230	3	492	259	654	0	37
	% w/i Region	15.7%	28.4%	18.9%	0.2%	40.5%	21.3%	53.9%	0.0%	3.0%
9	N	43	72	68	0	118	59	133	0	11
	% w/i Region	17.1%	28.6%	27.0%	0.0%	46.8%	23.4%	52.8%	0.0%	4.4%
10	N	36	76	69	0	114	53	145	0	14
	% w/i Region	14.8%	31.1%	28.3%	0.0%	46.7%	21.7%	59.4%	0.0%	5.7%
11	N	136	247	188	2	441	186	529	0	50
	% w/i Region	16.9%	30.7%	23.4%	0.2%	54.8%	23.1%	65.7%	0.0%	6.2%
12	N	303	39	621	4	528	117	1118	1	10
	% w/i Region	17.0%	2.2%	34.9%	0.2%	29.7%	6.6%	62.8%	0.1%	0.6%
<b>TOTAL</b>	<b>N</b>	<b>1764</b>	<b>2792</b>	<b>2507</b>	<b>35</b>	<b>4471</b>	<b>1935</b>	<b>5900</b>	<b>101</b>	<b>415</b>
	<b>% w/i State</b>	<b>16.4%</b>	<b>25.9%</b>	<b>23.3%</b>	<b>0.3%</b>	<b>41.5%</b>	<b>18.0%</b>	<b>54.8%</b>	<b>0.9%</b>	<b>3.9%</b>

\* No data on four incentives (Mentoring Stipend Pay, Locality Pay, Retirement Incentive Pay, State Employee Incentive Pay)  
 % w/i Region = Percentage of Incentive Recipients over Total Employees within the Region

2005*		Merit Increase	CPS Investigator Stipend	Benefit Replacement Pay	One Time Merit Pay	Overtime Taken	Overtime Paid	Comp Time Taken	County Supplemental Pay	Retirement Incentive Pay
Region 1	N	9	90	105	0	248	159	293	0	0
	% w/i Region	2.1%	21.3%	24.8%	0.0%	58.6%	37.6%	69.3%	0.0%	0.0%
2	N	5	51	97	1	180	31	177	1	6
	% w/i Region	1.9%	19.2%	36.6%	0.4%	67.9%	11.7%	66.8%	0.4%	2.3%
3	N	93	482	392	2	774	394	837	99	20
	% w/i Region	5.3%	27.4%	22.3%	0.1%	44.0%	22.4%	47.6%	5.6%	1.1%
4	N	11	109	121	4	252	71	251	0	7
	% w/i Region	2.7%	26.5%	29.4%	1.0%	61.3%	17.3%	61.1%	0.0%	1.7%
5	N	5	65	98	0	167	45	165	0	5
	% w/i Region	2.0%	25.5%	38.4%	0.0%	65.5%	17.6%	64.7%	0.0%	2.0%
6	N	17	392	388	1	909	350	942	0	10
	% w/i Region	1.0%	24.2%	23.9%	0.1%	56.0%	21.6%	58.1%	0.0%	0.6%
7	N	19	231	202	2	588	305	622	0	14
	% w/i Region	1.9%	23.1%	20.2%	0.2%	58.7%	30.5%	62.1%	0.0%	1.4%
8	N	9	210	260	0	544	297	652	0	13
	% w/i Region	0.9%	20.9%	25.9%	0.0%	54.2%	29.6%	64.9%	0.0%	1.3%
9	N	4	44	83	1	128	41	133	0	2
	% w/i Region	1.9%	21.3%	40.1%	0.5%	61.8%	19.8%	64.3%	0.0%	1.0%
10	N	11	49	69	0	121	71	127	0	2
	% w/i Region	5.3%	23.6%	33.2%	0.0%	58.2%	34.1%	61.1%	0.0%	1.0%
11	N	9	170	188	1	463	178	465	0	3
	% w/i Region	1.3%	24.5%	27.1%	0.1%	66.7%	25.6%	67.0%	0.0%	0.4%
12	N	100	9	547	7	485	114	866	0	27
	% w/i Region	7.0%	0.6%	38.2%	0.5%	33.9%	8.0%	60.5%	0.0%	1.9%
<b>TOTAL</b>	<b>N</b>	<b>292</b>	<b>1902</b>	<b>2550</b>	<b>19</b>	<b>4859</b>	<b>2056</b>	<b>5530</b>	<b>100</b>	<b>109</b>
	<b>% w/i State</b>	<b>3.1%</b>	<b>20.5%</b>	<b>27.5%</b>	<b>0.2%</b>	<b>52.4%</b>	<b>22.2%</b>	<b>59.6%</b>	<b>1.1%</b>	<b>1.2%</b>

\* No data on four incentives (Mentoring Stipend Pay, Locality Pay, Retention Payment, State Employee Incentive Pay)  
 % w/i Region = Percentage of Incentive Recipients over Total Employees within the Region

2004*		Merit Increase	Benefit Replacement Pay	One Time Merit Pay	Overtime Taken	Overtime Paid	Comp Time Taken	County Supplemental Pay	Retirement Incentive Pay	State Employee Incentive Pay
Region 1	N	78	109	25	273	120	299	0	3	0
	% w/i Region	20.6%	28.8%	6.6%	72.0%	31.7%	78.9%	0.0%	0.8%	0.0%
2	N	53	115	16	177	36	196	0	3	0
	% w/i Region	22.1%	47.9%	6.7%	73.8%	15.0%	81.7%	0.0%	1.3%	0.0%
3	N	312	435	93	889	336	960	46	16	0
	% w/i Region	20.7%	28.9%	6.2%	59.1%	22.3%	63.8%	3.1%	1.1%	0.0%
4	N	69	113	20	267	95	270	0	5	0
	% w/i Region	18.4%	30.1%	5.3%	71.0%	25.3%	71.8%	0.0%	1.3%	0.0%
5	N	53	106	15	153	44	176	0	2	0
	% w/i Region	23.1%	46.3%	6.6%	66.8%	19.2%	76.9%	0.0%	0.9%	0.0%
6	N	300	421	88	1011	462	1034	0	14	0
	% w/i Region	20.3%	28.5%	6.0%	68.5%	31.3%	70.1%	0.0%	0.9%	0.0%
7	N	172	208	54	555	276	633	0	4	1
	% w/i Region	19.8%	24.0%	6.2%	63.9%	31.8%	72.9%	0.0%	0.5%	0.1%
8	N	167	255	50	591	331	605	0	16	0
	% w/i Region	20.0%	30.5%	6.0%	70.7%	39.6%	72.4%	0.0%	1.9%	0.0%
9	N	45	83	12	135	41	142	0	2	0
	% w/i Region	23.4%	43.2%	6.3%	70.3%	21.4%	74.0%	0.0%	1.0%	0.0%
10	N	36	87	11	115	57	135	0	4	0
	% w/i Region	19.1%	46.3%	5.9%	61.2%	30.3%	71.8%	0.0%	2.1%	0.0%
11	N	116	198	32	419	189	412	0	7	0
	% w/i Region	20.2%	34.4%	5.6%	72.9%	32.9%	71.7%	0.0%	1.2%	0.0%
12	N	264	480	82	445	147	882	0	21	0
	% w/i Region	22.0%	40.1%	6.8%	37.1%	12.3%	73.6%	0.0%	1.8%	0.0%
<b>TOTAL</b>	<b>N</b>	<b>1665</b>	<b>2610</b>	<b>498</b>	<b>5030</b>	<b>2134</b>	<b>5744</b>	<b>46</b>	<b>97</b>	<b>1</b>
	<b>% w/i State</b>	<b>20.7%</b>	<b>32.4%</b>	<b>6.2%</b>	<b>62.4%</b>	<b>26.5%</b>	<b>71.3%</b>	<b>0.6%</b>	<b>1.2%</b>	<b>0.0%</b>

\* No data on four incentives (Mentoring Stipend Pay, Locality Pay, CPS Investigator Stipend, Retention Payment)  
 % w/i Region = Percentage of Incentive Recipients over Total Employees within the Region

2003*		Merit Increase	Benefit Replacement Pay	Overtime Taken	Overtime Paid	Comp Time Taken	Retirement Incentive Pay	County Supplemental Pay
Region 1	N	31	110	223	15	266	0	0
	% w/i Region	8.4%	29.7%	60.3%	4.1%	71.9%	0.0%	0.0%
2	N	0	110	151	1	193	0	0
	% w/i Region	0.0%	45.6%	62.7%	0.4%	80.1%	0.0%	0.0%
3	N	1	435	693	38	978	0	53
	% w/i Region	0.1%	29.6%	47.1%	2.6%	66.5%	0.0%	3.6%
4	N	0	112	215	15	250	0	0
	% w/i Region	0.0%	29.8%	57.2%	4.0%	66.5%	0.0%	0.0%
5	N	0	104	133	0	182	0	0
	% w/i Region	0.0%	43.3%	55.4%	0.0%	75.8%	0.0%	0.0%
6	N	142	420	688	52	999	0	0
	% w/i Region	10.5%	31.0%	50.8%	3.8%	73.8%	0.0%	0.0%
7	N	1	210	451	55	605	0	0
	% w/i Region	0.1%	25.8%	55.3%	6.7%	74.2%	0.0%	0.0%
8	N	84	248	446	13	549	1	0
	% w/i Region	10.9%	32.2%	57.9%	1.7%	71.3%	0.1%	0.0%
9	N	0	86	127	2	138	0	0
	% w/i Region	0.0%	41.3%	61.1%	1.0%	66.3%	0.0%	0.0%
10	N	0	89	102	0	145	1	0
	% w/i Region	0.0%	44.7%	51.3%	0.0%	72.9%	0.5%	0.0%
11	N	2	200	341	10	414	0	0
	% w/i Region	0.4%	37.1%	63.3%	1.9%	76.8%	0.0%	0.0%
12	N	71	449	359	60	896	2	0
	% w/i Region	5.8%	36.7%	29.3%	4.9%	73.1%	0.2%	0.0%
<b>TOTAL</b>	<b>N</b>	<b>332</b>	<b>2573</b>	<b>3929</b>	<b>261</b>	<b>5615</b>	<b>4</b>	<b>53</b>
	<b>% w/i State</b>	<b>4.3%</b>	<b>33.0%</b>	<b>50.3%</b>	<b>3.3%</b>	<b>71.9%</b>	<b>0.1%</b>	<b>0.7%</b>

\* No data on six incentives (Mentoring Stipend Pay, Locality Pay, CPS Investigator Stipend, One Time Merit Pay, County Supplemental pay, Retention Payment)

% w/i Region = Percentage of Incentive Recipients over Total Employees within the Region

2002*			Merit Increase	Overtime Taken	Comp Time Taken
Region 1	N		32	151	191
	% w/i Region		8.7%	41.1%	52.0%
2	N		23	113	146
	% w/i Region		8.9%	44.0%	56.8%
3	N		130	434	522
	% w/i Region		8.2%	27.3%	32.9%
4	N		50	149	149
	% w/i Region		13.3%	39.7%	39.7%
5	N		31	102	121
	% w/i Region		12.0%	39.4%	46.7%
6	N		69	382	633
	% w/i Region		5.0%	27.8%	46.1%
7	N		80	254	367
	% w/i Region		9.6%	30.4%	43.9%
8	N		65	327	355
	% w/i Region		8.1%	40.9%	44.4%
9	N		22	95	101
	% w/i Region		10.1%	43.6%	46.3%
10	N		21	82	106
	% w/i Region		9.1%	35.5%	45.9%
11	N		59	251	287
	% w/i Region		10.2%	43.6%	49.8%
12	N		126	221	555
	% w/i Region		10.7%	18.7%	46.9%
<b>TOTAL</b>	<b>N</b>		<b>708</b>	<b>2561</b>	<b>3533</b>
	<b>% w/i State</b>		<b>8.8%</b>	<b>31.8%</b>	<b>43.8%</b>

\* No data on ten incentives (Mentoring Stipend Pay, Locality Pay, CPS Investigator Stipend, Benefit Replacement Pay, One Time Merit Pay, Overtime Paid, County Supplemental Pay, Retention Payment, Retirement Incentive Pay, State Employee Incentive Pay)  
 % w/i Region = Percentage of Incentive Recipients over Total Employees within the Region

2001*			Merit Increase	Comp Time Taken
Region	1	N	44	352
		% w/i Region	12.5%	100.0%
2	N		45	254
		% w/i Region	17.7%	100.0%
3	N		271	1522
		% w/i Region	17.8%	100.0%
4	N		59	357
		% w/i Region	16.5%	100.0%
5	N		50	267
		% w/i Region	18.7%	100.0%
6	N		255	1347
		% w/i Region	18.9%	100.0%
7	N		143	787
		% w/i Region	18.2%	100.0%
8	N		97	812
		% w/i Region	11.9%	100.0%
9	N		44	220
		% w/i Region	20.0%	100.0%
10	N		52	249
		% w/i Region	20.9%	100.0%
11	N		87	587
		% w/i Region	14.8%	100.0%
12	N		227	1197
		% w/i Region	18.9%	99.9%
TOTAL	N		1374	7951
		% w/i State	17.3%	100.0%

\* No data on eleven incentives (Mentoring Stipend Pay, Locality Pay, CPS Investigator Stipend, Benefit Replacement Pay, One Time Merit Pay, Overtime Taken, Overtime Paid, County Supplemental Pay, Retention Payment, Retirement Incentive Pay, State Employee Incentive Pay)  
 % w/i Region = Percentage of Incentive Recipients over Total Employees within the Region



		2000*	Merit Increase
Region	<b>1</b>	N	60
		% w/i Region	16.5%
	<b>2</b>	N	34
		% w/i Region	12.8%
	<b>3</b>	N	203
		% w/i Region	13.2%
	<b>4</b>	N	25
		% w/i Region	7.2%
	<b>5</b>	N	21
		% w/i Region	7.2%
	<b>6</b>	N	114
		% w/i Region	8.6%
	<b>7</b>	N	61
		% w/i Region	8.0%
	<b>8</b>	N	132
		% w/i Region	16.9%
	<b>9</b>	N	27
		% w/i Region	10.8%
	<b>10</b>	N	29
		% w/i Region	10.9%
	<b>11</b>	N	105
		% w/i Region	16.0%
	<b>12</b>	N	103
		% w/i Region	8.9%
<b>TOTAL</b>	<b>N</b>	<b>914</b>	
	<b>% w/i State</b>	<b>11.4%</b>	

\* No data on twelve incentives (Mentoring Stipend Pay, Locality Pay, CPS Investigator Stipend, Benefit Replacement Pay, One Time Merit Pay, Overtime Taken, Overtime Paid, Comp Time Taken, County Supplemental Pay, Retention Payment, Retirement Incentive Pay, State Employee Incentive Pay)

## IV. Length of Stay and Turnover in Texas

### A. Average Length of Stay, DFPS Employees, 2000 - 2016

Using unduplicated employee counts, the research team found that there are 12,432 current employees who have been on the job for an average of 6.82 years, with a median of 4.52 years. However, with unduplicated employee counts, 28,851 former employees had stayed at DFPS for an average of **3.56** years, with a median of 1.70 years. Between these two groups of data, there is a difference of **3.26** years in the average length of work at DFPS. (See **Table 8**.)

Table 8. Length of Stay: DFPS Employees 2000 - 2016

	Minimum	Maximum	Median	Average	Standard Deviation
Current Employees N=12,432	<0.01	24.35	4.52	<b>6.82</b>	6.50
Former Employees (2000 –2016) N=28,851	<0.01	24.35	1.70	<b>3.56</b>	4.49
Difference				<b>3.26</b>	2.01

Source: DFPS employee data, 2000-2016

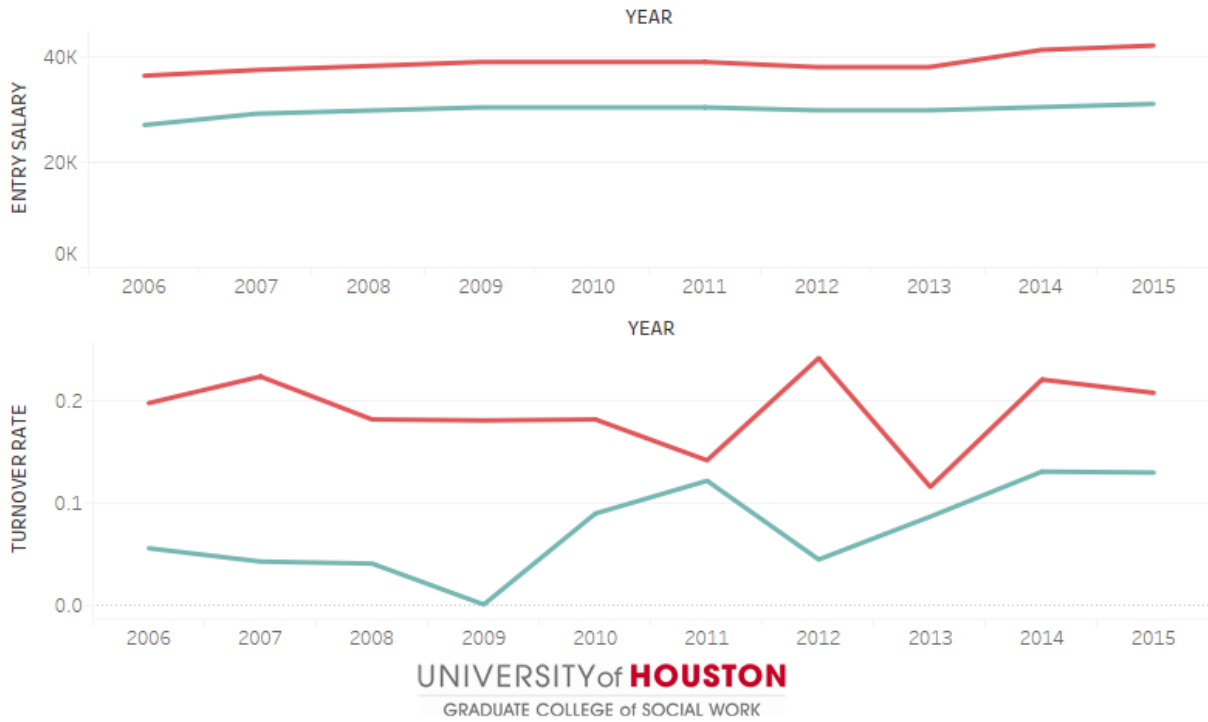
### B. Trends of DFPS Turnover

DFPS Databooks provide both entry salaries and turnover rates of workers and supervisors in APS, CCL/RCCL, CPS, and SWI divisions from 2006 to 2015\*. Tableau data visualization shows that throughout ten years, salaries have slightly increased, but turnover rates tend to fluctuate. Turnover rates are consistently significantly higher among workers than supervisors, except in 2008 when there was a big spike in RCCL supervisor turnover. (\*Note that 2016 Databook from DFPS website were not available at the time of finalizing this report.)



Measure Names  
 ■ SUPERVISOR  
 ■ INVESTIGATOR

*APS Facility Investigation - Entry Salaries and Turnover Rates of Investigators and Supervisors*

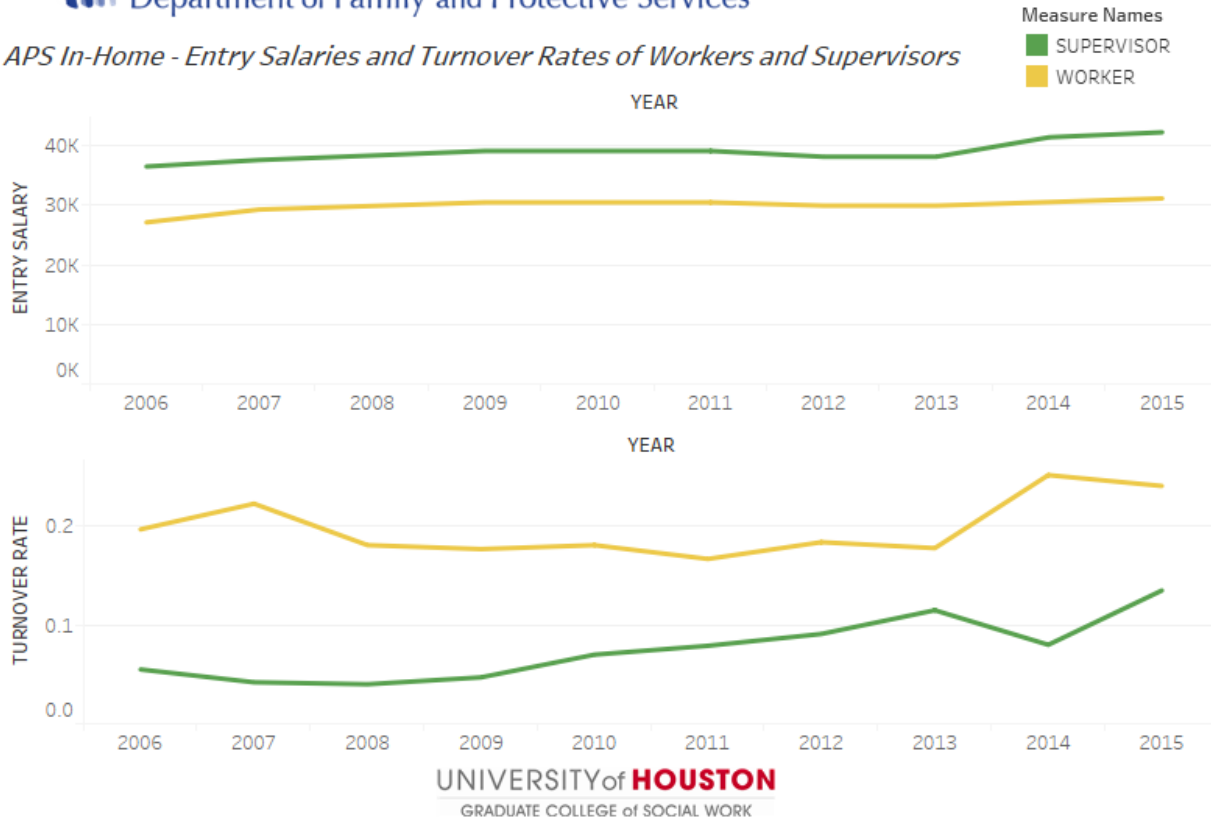


This interactive Tableau is available at:  
<https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/APSFACTILITYINVESTIGATIONSALARYTURNOVER/Dashboard1>  
 Source: DFPS Databooks, 2006-2015

Figure 3. Salaries and Turnover Rates: APS Facility Investigators and Supervisors, 2006-2015



APS In-Home - Entry Salaries and Turnover Rates of Workers and Supervisors



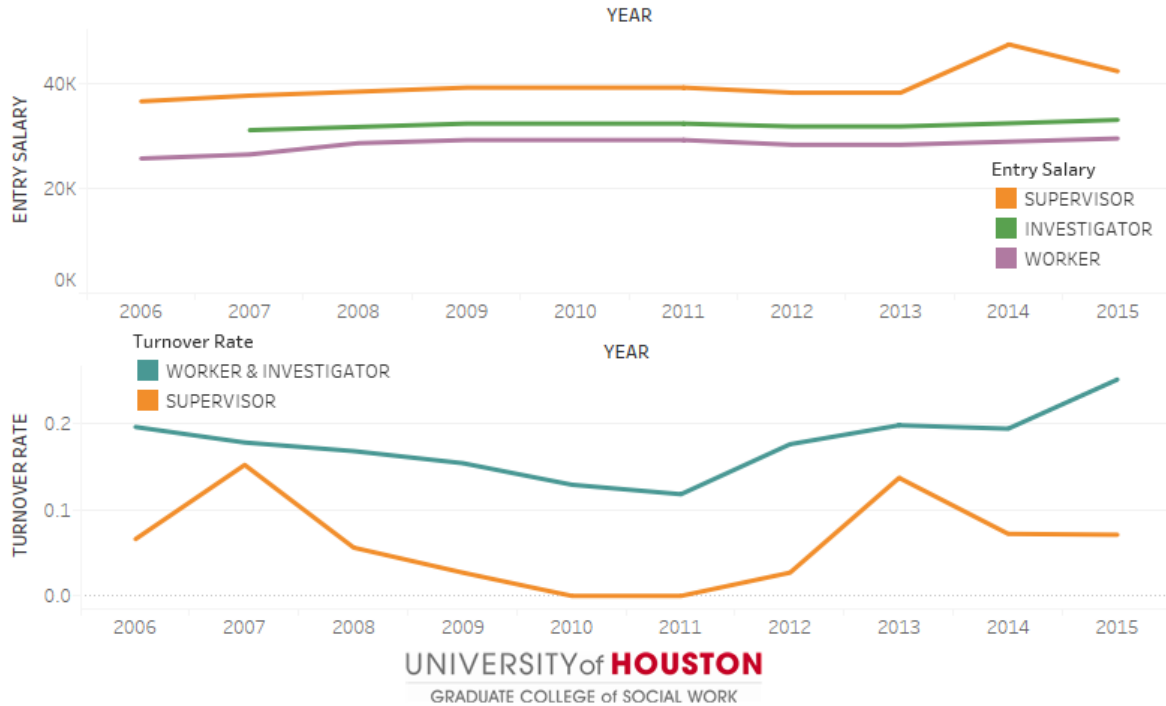
This interactive Tableau is available at: <https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/APSIN-HOMESALARIESTURNOVERRATES/Dashboard1>

Source: DFPS Databooks, 2006-2015

Figure 4. Entry Salaries and Turnover Rates: APS In-Home Workers and Supervisors, 2006-2015



*CCL - Entry Salaries and Turnover Rates of Workers, Investigators, and Supervisors*



This interactive Tableau is available at:  
<https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/CCLSALARYTURNOVERRATE/Dashboard1>  
 Source: DFPS Databooks, 2006-2015

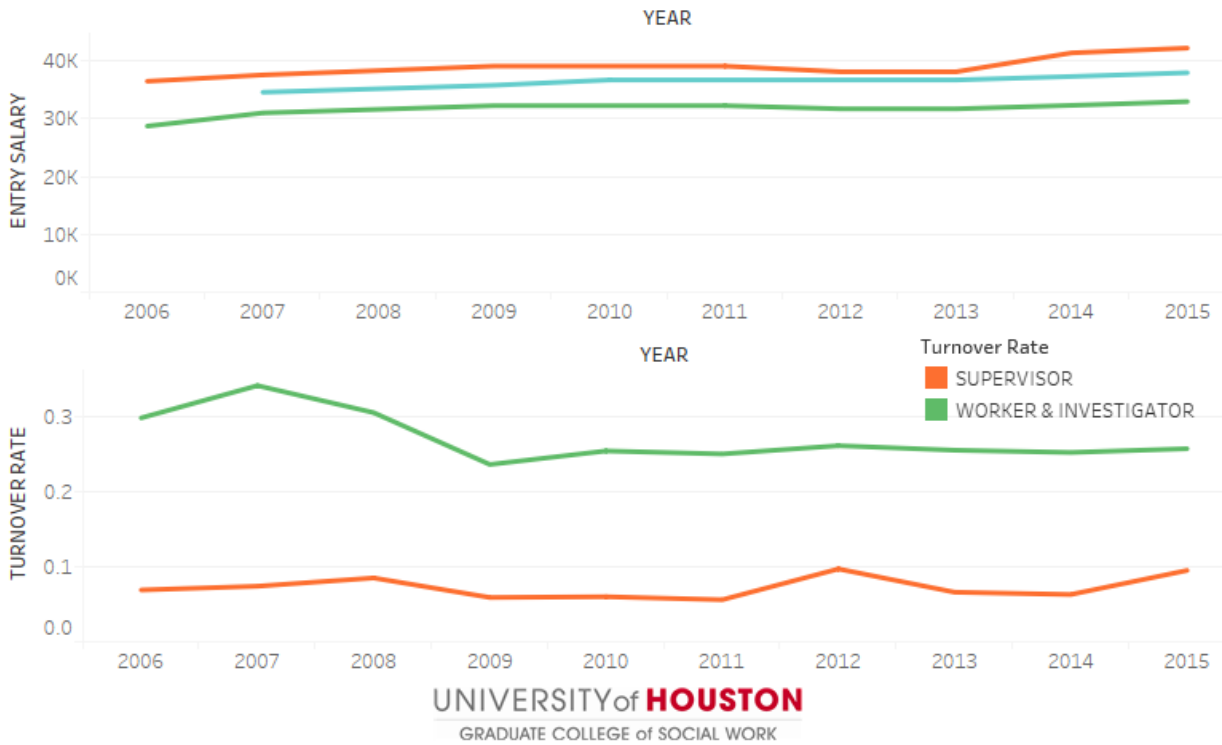
Figure 5. Entry Salaries and Turnover Rates: CCL Workers, Investigators and Supervisors, 2006-2015



TEXAS  
 Department of Family and Protective Services

Entry Salary  
 SUPERVISOR  
 INVESTIGATOR  
 WORKER

*CPS - Entry Salaries and Turnover Rates of Workers, Investigators, and Supervisors*



This interactive Tableau is available at:  
<https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/CPSENTRYRSALARIESTURNOVERRATES/Dashboard1>

Source: DFPS Databooks, 2006-2015

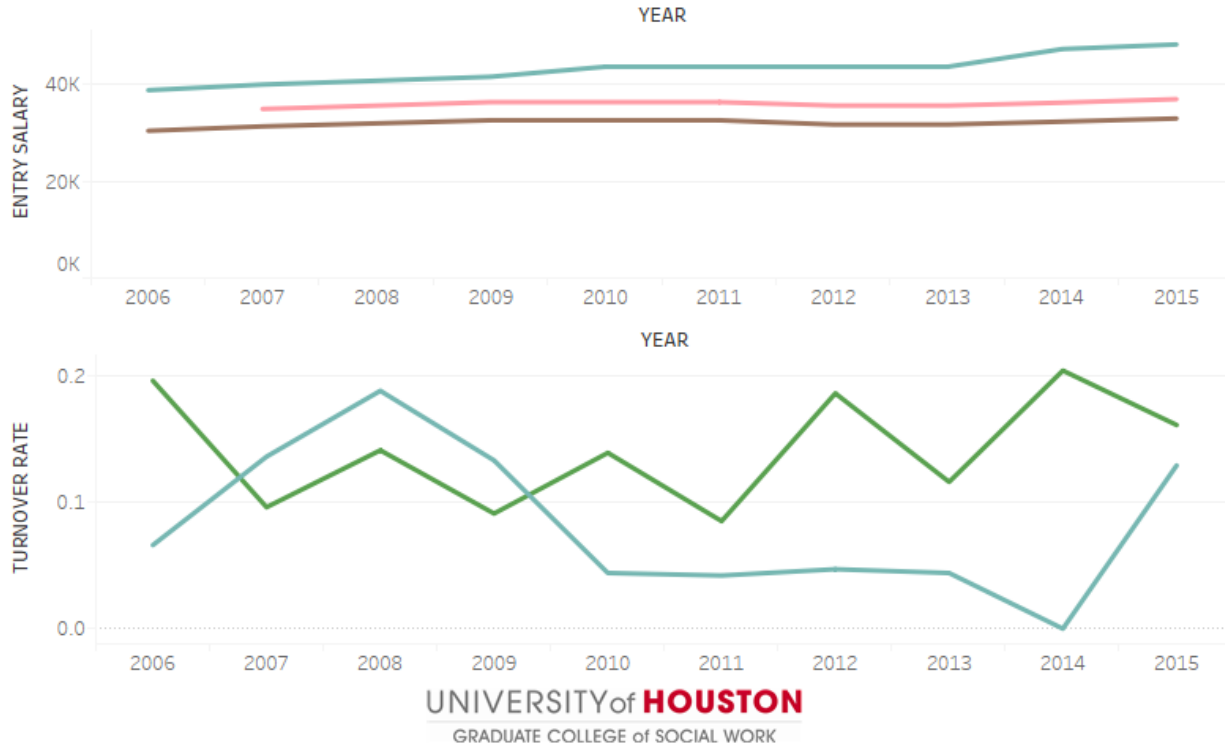
Figure 6. Entry Salaries and Turnover Rates: CPS Workers, Investigators and Supervisors, 2006-2015



Turnover Rate  
 SUPERVISOR  
 WORKER & INVESTIGATOR

Entry Salary  
 SUPERVISOR  
 INVESTIGATOR  
 WORKER

RCCL - Entry Salaries and Turnover Rates of Workers, Investigators, and Supervisors



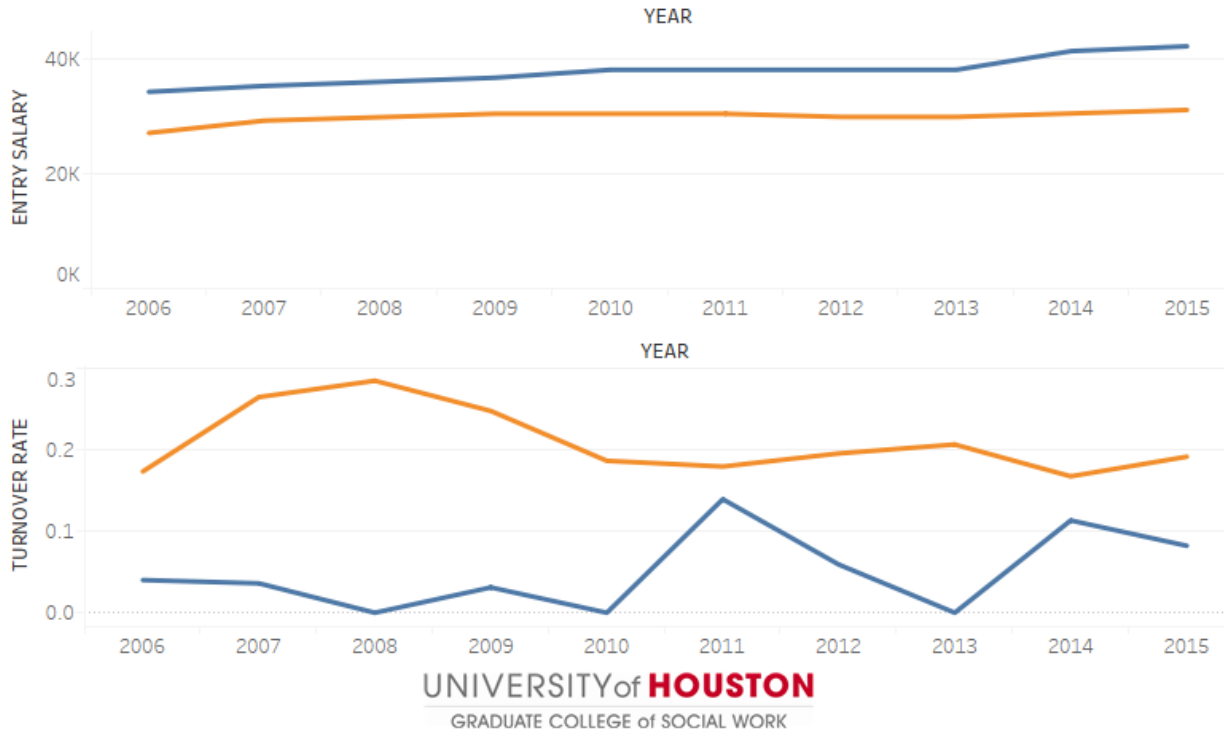
This interactive Tableau is available at:  
<https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/RCCLENTRYSALARYTURNOVER/Dashboard1>  
 Source: DFPS Databooks, 2006-2015

Figure 7. Entry Salaries and Turnover Rates: RCCL Workers, Investigators and Supervisors, 2006-2015



Measure Names  
 ■ SUPERVISOR  
 ■ WORKER

*SWI - Entry Salaries and Turnover Rates of Workers and Supervisors*



This interactive Tableau is available at:  
<https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/SWIENTRYSALARIESANDTURNOVERRATES/Dashboard1>

Source: DFPS Databooks, 2006-2015

Figure 8. Entry Salaries and Turnover Rates: SWI Workers and Supervisors, 2006-2015



**Table 9** shows data from five DFPS divisions from 2006 – 2015 from the annual DFPS Databooks at the DFPS website. Adult Protective Services (APS) positions are distinguished between facility investigators and in-home investigators. The data show a 10-year history of the average number of DFPS workers and supervisors, turnover rates, and average annual salaries.

Table 9. DFPS Turnover and Salaries Data, 2006 to 2015

<i>Division</i>	<b>Average # of Employees (FTE): Workers</b>									
	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
APS Facility Investigation	79.7	77.4	78.2	87.6	106.0	128.6	121.5	123.3	128.9	126.7
APS In-Home	405.8	528.7	575.9	588.3	568.1	564.6	540.8	541.5	538.7	537.7
CCL	249.1	252.4	264.6	274.5	260.1	262.7	255.4	250.0	270.4	216.7
RCCL	69.4	83.9	129.0	136.0	119.0	124.4	116.5	92.4	90.3	118.1
CPS	3338.8	3734.4	4061.0	4513.3	4660.2	4598.5	4551.7	4733.4	5188.1	5232.4
SWI	250.7	258.8	265.3	289.7	310.3	322.7	304.9	303.3	311.8	309.1

<i>Division</i>	<b>Average # of Employees (FTE): Supervisors</b>									
	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
APS Facility Investigation	13.2	14.7	14.3	16.0	20.6	23.6	22.7	22.4	22.7	22.4
APS In-Home	59.1	79.1	85.1	85.3	84.9	86.1	85.2	83.5	85.5	85.5
CCL	30.0	32.7	35.5	36.4	36.3	36.3	36.5	35.7	40.8	41.0
RCCL	14.0	14.6	21.9	22.3	22.4	23.8	21.8	22.4	22.6	21.8
CPS	615.0	754.0	850.6	884.4	827.9	787.9	741.7	733.9	809.7	835.3
SWI	28.1	28.2	30.4	32.1	33.5	34.7	33.2	32.8	34.2	35.2

<i>Division</i>	<b>Turnover Rate: Workers</b>									
	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
APS Facility Investigation	19.7%	22.3%	18.1%	18.0%	18.1%	14.1%	24.1%	11.5%	22.0%	20.7%
APS In-Home	19.7%	22.3%	18.1%	17.7%	18.1%	16.7%	18.4%	17.8%	25.2%	24.1%
CCL	19.6%	17.8%	16.8%	15.4%	12.9%	11.8%	17.6%	19.8%	19.4%	25.1%
RCCL	19.6%	9.6%	14.1%	9.1%	13.9%	8.5%	18.6%	11.6%	20.4%	16.1%
CPS	29.8%	34.1%	30.5%	23.6%	25.4%	25.0%	26.1%	25.5%	25.2%	25.7%
SWI	17.3%	26.4%	28.4%	24.7%	18.6%	17.9%	19.5%	20.6%	16.7%	19.1%

<i>Division</i>	<b>Turnover Rate: <i>Supervisors</i></b>									
	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
APS Facility Investigation	5.5%	4.2%	4.0%	0.0%	8.9%	12.1%	4.4%	8.6%	13.0%	12.9%
APS In-Home	5.5%	4.2%	4.0%	4.7%	7.0%	7.9%	9.1%	11.5%	8.0%	13.5%
CCL	6.6%	15.2%	5.6%	2.7%	0.0%	0.0%	2.7%	13.7%	7.2%	7.1%
RCCL	6.6%	13.6%	18.8%	13.3%	4.4%	4.2%	4.7%	4.4%	0.0%	12.9%
CPS	6.9%	7.4%	8.5%	5.9%	6.0%	5.6%	9.7%	6.6%	6.3%	9.5%
SWI	4.0%	3.6%	0.0%	3.1%	0.0%	13.9%	5.9%	0.0%	11.3%	8.2%

<i>Division</i>	<b>Average Annual Salary: <i>Workers</i></b>									
	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
APS Facility Investigation										
APS In-Home	27,132.00	29,281.00	29,881.44	30,481.44	30,481.44	30,481.44	29,932.92	29,932.92	30,532.92	31,144.00
CCL	25,632.00	26,401.00	28,545.96	29,145.96	29,145.96	29,145.96	28,239.00	28,239.00	28,839.00	29,439.00
RCCL	30,432.00	31,345.00	31,972.00	32,610.96	32,610.96	32,610.96	31,728.96	31,728.96	32,328.96	32,976.00
CPS	28,740.00	31,020.00	31,640.40	32,273.16	32,273.16	32,273.16	31,728.96	31,728.96	32,328.96	32,976.00
SWI	27,132.00	29,281.00	29,881.44	30,481.44	30,481.44	30,481.44	29,932.92	29,932.92	30,532.92	31,144.00

<i>Division</i>	<b>Average Annual Salary: <i>Investigators</i></b>									
	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
APS Facility Investigation	27,132.00	29,281.00	29,881.44	30,481.44	30,481.44	30,481.44	29,932.92	29,932.92	30,532.92	31,144.00
APS In-Home										
CCL		30,120.00	31,640.40	32,273.16	32,273.16	32,273.16	31,728.96	31,728.96	32,328.96	32,976.00
RCCL		34,944.00	35,642.88	36,355.68	36,355.68	36,355.68	35,650.92	35,650.92	36,251.04	36,976.00
CPS		34,602.00	35,201.96	35,805.92	36,729.00	36,728.96	36,728.96	36,728.96	37,328.96	37,976.00
SWI										

<i>Division</i>	<b>Average Annual Salary: <i>Supervisors</i></b>									
	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
APS Facility Investigation	36,504.00	37,599.00	38,351.00	39,117.96	39,117.96	39,117.96	38,145.96	38,145.96	41,416.08	42,244.00
APS In-Home	36,504.00	37,599.00	38,351.00	39,117.96	39,117.96	39,117.96	38,145.96	38,145.96	41,416.08	42,244.00
CCL	36,504.00	37,599.00	38,351.00	39,117.96	39,117.96	39,117.96	38,145.96	38,145.96	47,331.00	42,244.00
RCCL	38,825.00	39,990.00	40,790.00	41,605.92	43,673.00	43,672.90	43,672.90	43,672.90	47,331.00	48,278.00
CPS	36,504.00	37,599.00	38,351.00	39,117.96	39,117.96	39,117.96	38,145.96	38,145.96	41,416.08	42,244.00
SWI	34,308.00	35,337.00	36,043.00	36,763.92	38,145.96	38,145.96	38,145.96	38,145.96	41,416.08	42,244.00

Source: Texas DFPS Databooks, 2006 - 2015

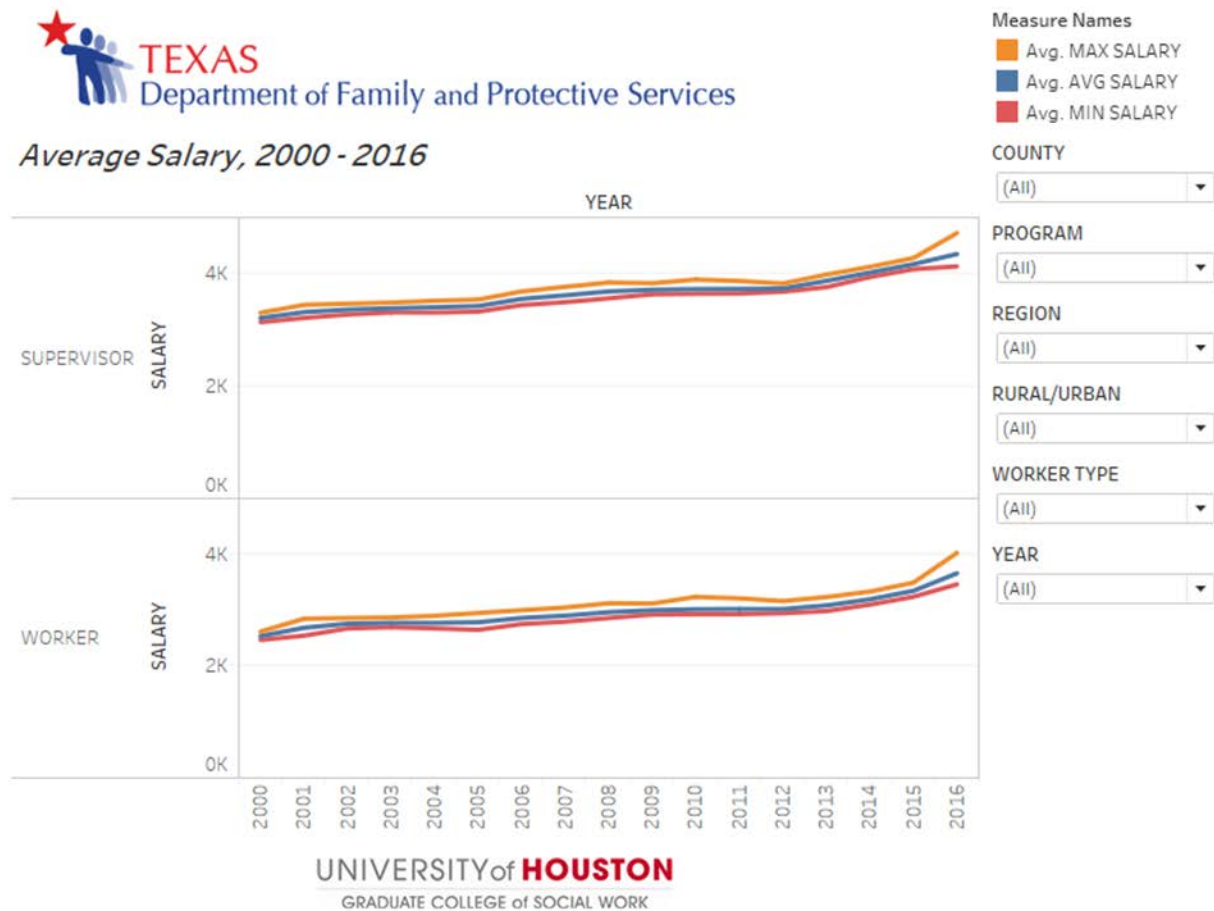
## V. DFPS Salary in Relations to Transfer and Termination Rates

With assistance from the DFPS data support team, DFPS County Data, 2000- 2016 are used for this project to study DFPS salary patterns, transfer and termination rates, among their employees in six program divisions: APS, CCL, RCCL, CPS, SWI, and MS (see definitions of these acronyms under Table 1).

### A. Salary Trends: Tableau Data Visualization by Division, 2000-2016

#### Average DFPS Salary: Supervisors and Workers

Average annual salary among DFPS caseworkers has remained consistent through 2000 – 2016, with a slight upward trend. Supervisors have always been paid more than caseworkers, with a higher upward trend. The maximum average salaries for supervisors and workers have shown a greater increase in 2016. **(Figure 9)**



Source: DFPS County Data, 2000-2016

This interactive Tableau is available at:

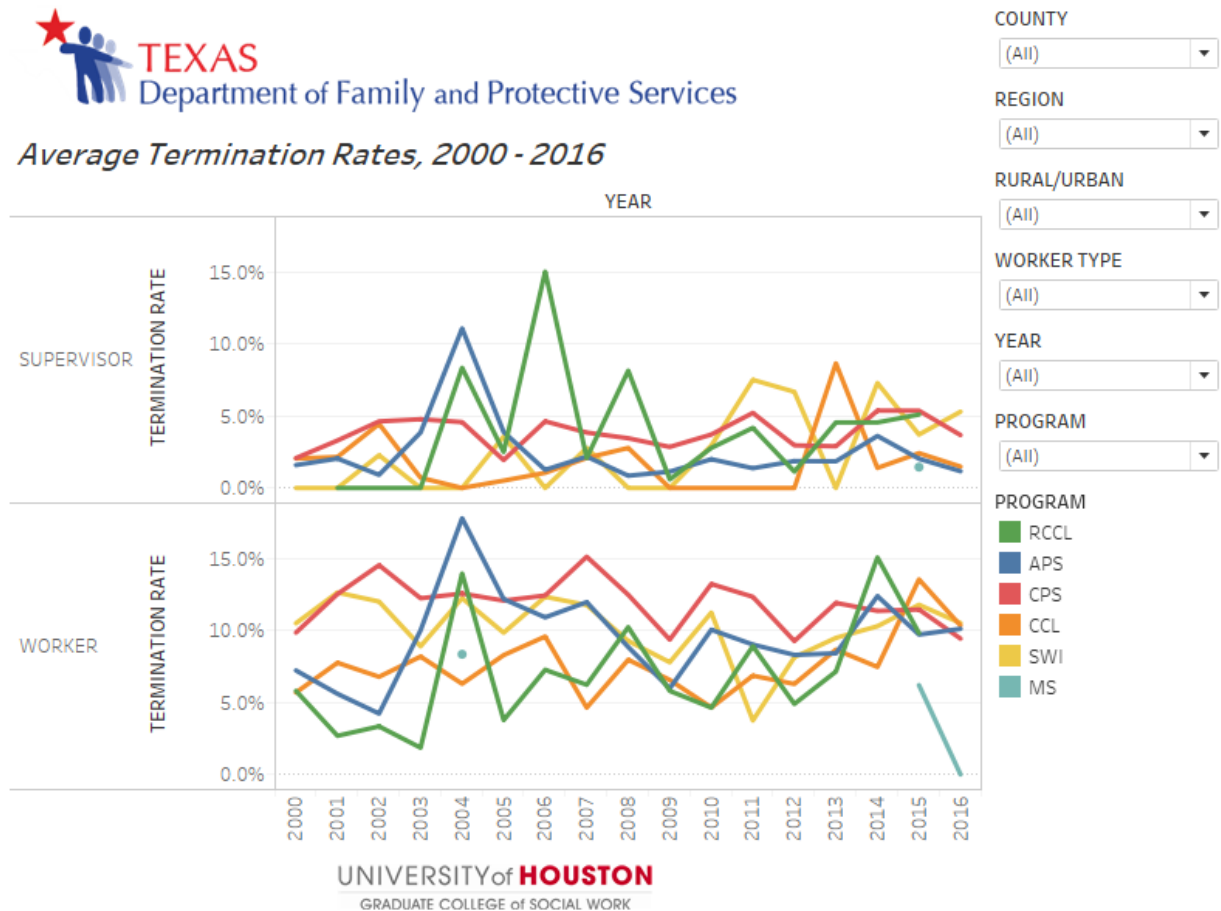
[https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/AverageSalary\\_2/Dashboard1](https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/AverageSalary_2/Dashboard1)

Figure 9. Average DFPS Salaries, 2004-2016

## B. Termination and Transfer Trends: Tableau Data Visualization, 2000-2016

### 1. Average Termination Rates by Division

On average, termination rates have fluctuated throughout 2000 to 2016. Among the five DFPS divisions, termination rates are always higher among caseworkers than supervisors. Additionally, termination is higher among workers in the CPS division than any other DFPS division. (Figure 10)



Source: DFPS County Data, 2000-2016

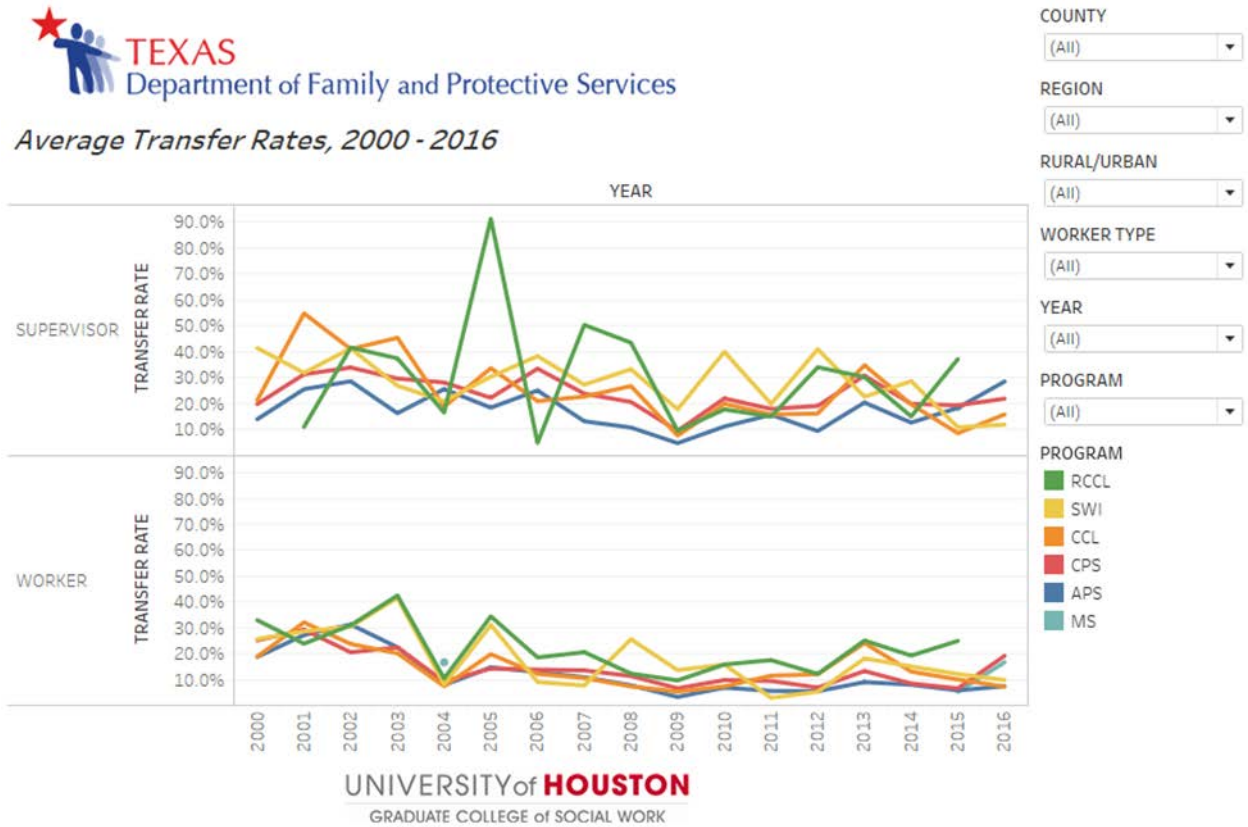
This interactive Tableau is available at:

[https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/AverageTermRate\\_0/Dashboard1](https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/AverageTermRate_0/Dashboard1)

Figure 10. Termination Rates by Divisions, 2000-2016

## 2. Average Transfer Rates by Division

On average, transfer rates have periodically spiked throughout 2000 to 2016. Among the five DFPS divisions, transfer rates are higher among supervisors than caseworkers. Additionally, transfer rates fluctuate to a higher degree among the RCCL division than other DFPS divisions. (Figure 11)



Source: DFPS County Data, 2000-2016

This interactive Tableau is available at:

[https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/AverageTransferRate\\_0/Dashboard1](https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/AverageTransferRate_0/Dashboard1)

Figure 11. Average Transfer Rates by Division, 2000-2016

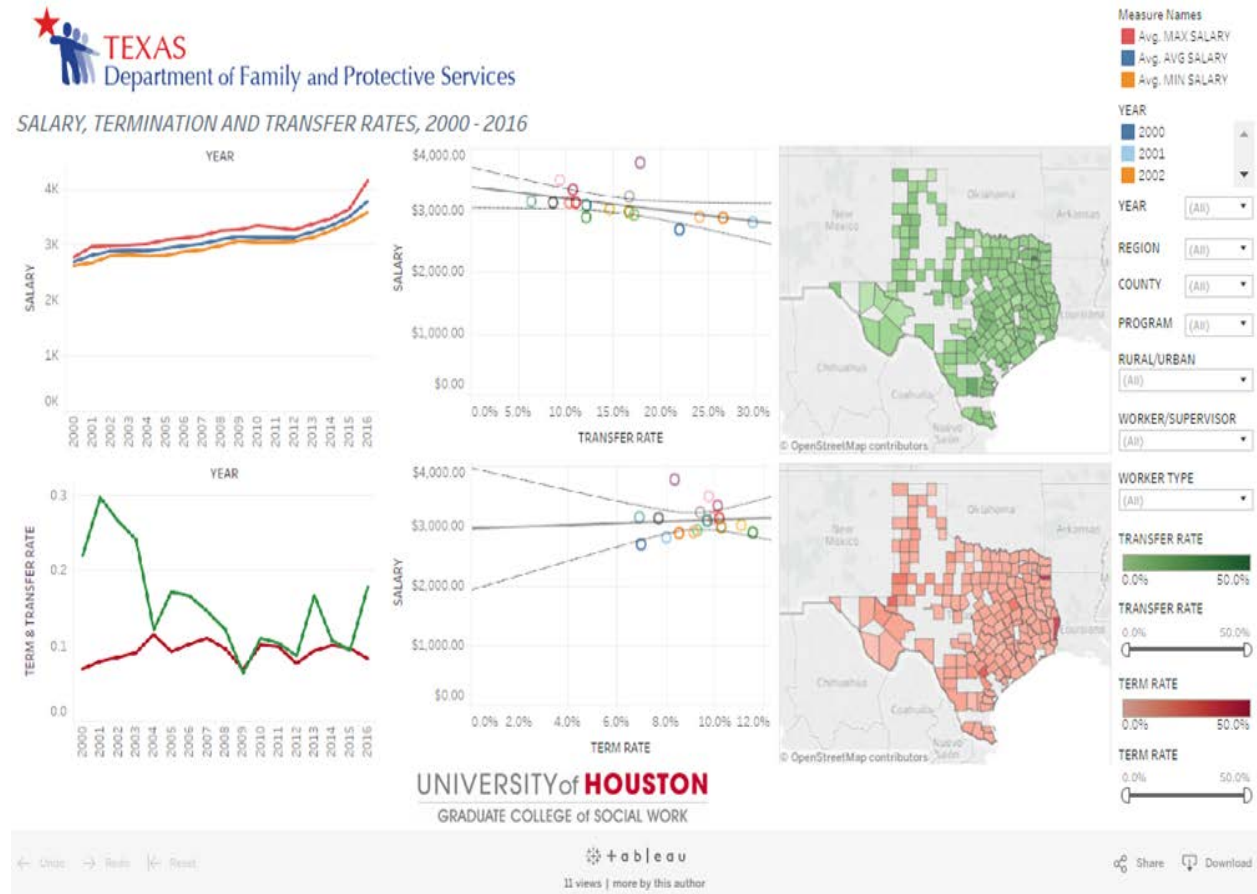
## C. Relationships between Salary, Termination and Transfer Rates

### Tableau Data Visualization by Division and Region, 2000-2016

Data Source: DFPS data file: Salary of Caseworkers and Supervision Ranks by County and Year (2000-2016)

#### 1. Overall Data by Division, Region, County and Year

Tableau reports available online show the relationship between Salaries, termination and transfer rates throughout the studied years from 2000 to 2016. This interactive Tableau shows the differences among counties, regions and divisions. A summary is described in the next pages. (Figure 12)



Data Source: DFPS County Data, 2000-2016

This interactive Tableau is available at:

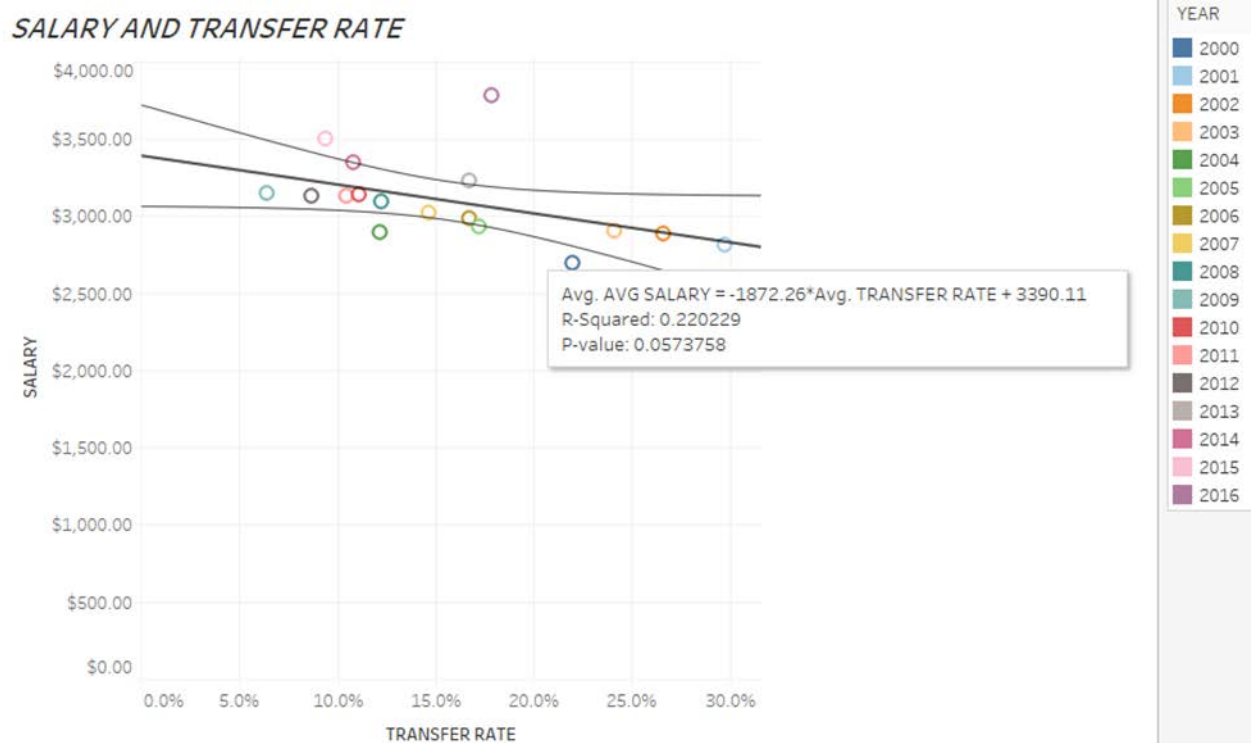
<https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/Supervisor/Dashboard1>

Figure 12. Salary, Termination and Transfer Rates in Texas, 2000-2016

## 2. Salary and Transfer Rate

There is a significant relationship between salary and transfer rate in the 16-year trend based on the DFPS data from 2000-2016.

The regression line [ $SALARY = -1872.26 \times TRANSFER\ RATE + 3390.11$ ], where the contribution to the variances is 22.02% ( $R^2 = 0.220229$ ;  $p = 0.0573758$ ), addresses at a 94% confidence level of that a higher level of transfer may occur if the monthly salary at DFPS declines or if it does not match up with the market pay structure. (Figure 13)



Source: DFPS County Data, 2000-2016

This interactive Tableau is available at:

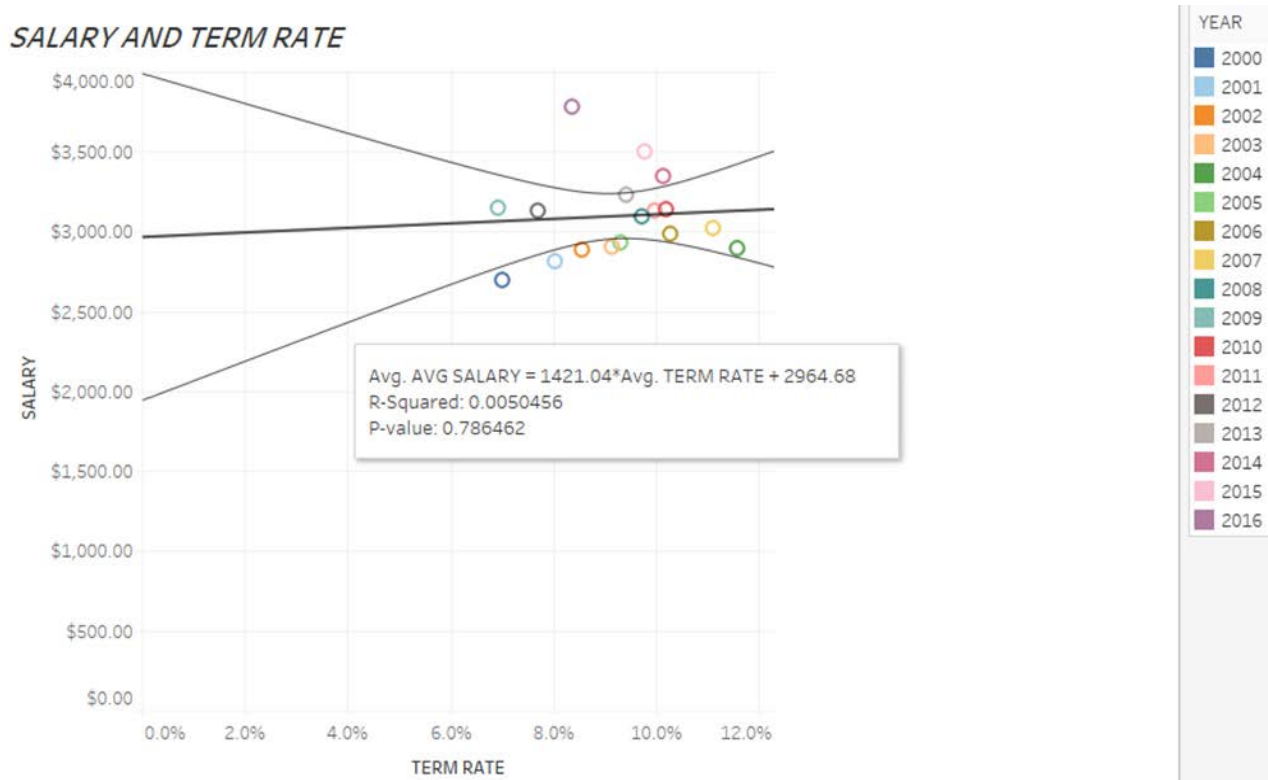
<https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/Supervisor/Dashboard1>

Figure 13. Salary and Transfer Rates, All Divisions, 2000-2016

### 3. Salary and Termination Rate

The relationship between salary and termination (“term”) rate has not achieved statistical significance in the 16-year trend line based on the DFPS data from 2000-2016.

The regression line [ $SALARY = 1421.04 \times TERM\ RATE + 2964.68$ ], where the contribution to the variances is about 5.05% ( $R^2 = 0.0050456$ ;  $p = 0.786462$ ), does not achieve statistical significance for further discussion. (Figure 14)



Source: DFPS County Data, 2000-2016

This interactive Tableau is available at:

<https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/Supervisor/Dashboard1>

Figure 14. Salary and Termination Rates, All Divisions, 2000-2016

However, data show that there is a higher transfer rate than termination rate among all DFPS workers and supervisors. Although overall transfer rate is higher than the overall term rate, when “Worker Type” is selected, reverse results were found:

- 1) The average term rate is higher than the average transfer rate, among CVS, FBSS, and INV workers, respectively.



2) All three types of workers are within the CPS Division.

a) Program: CPS, Worker Type: CVS (**Figure 15**)

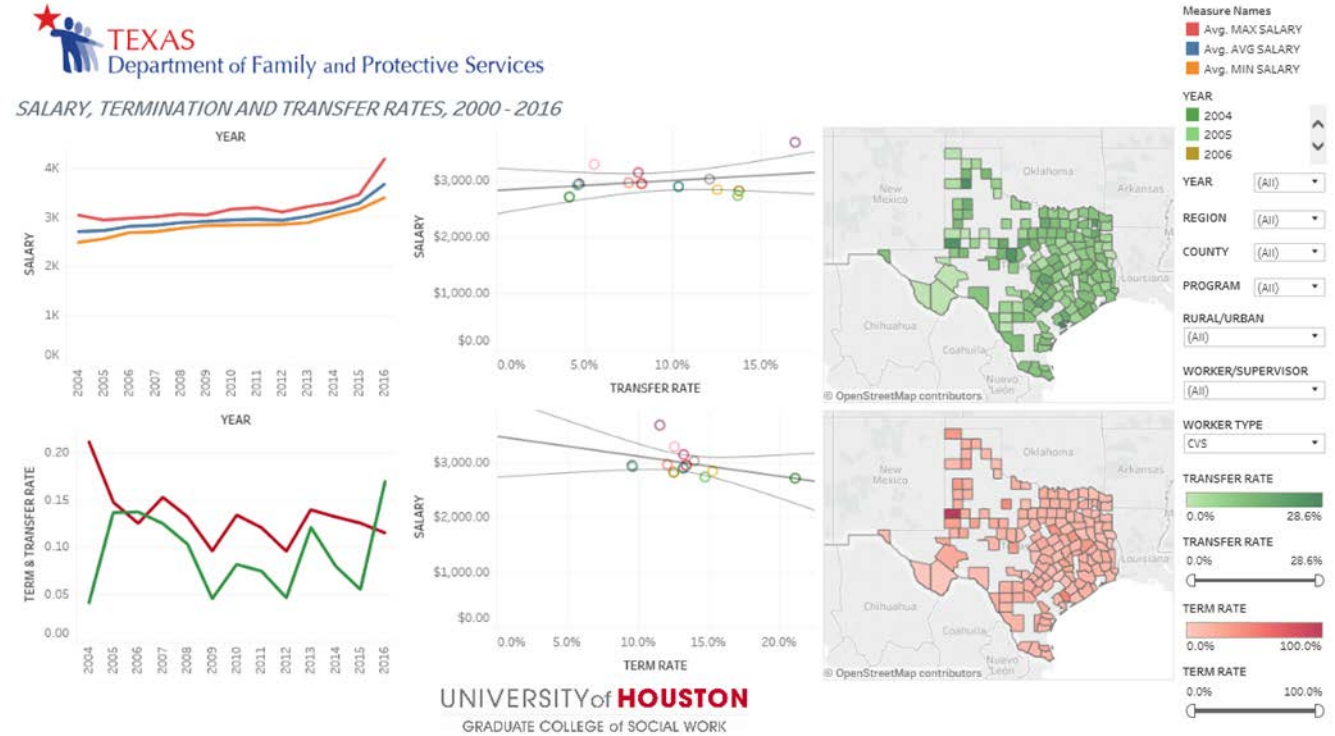
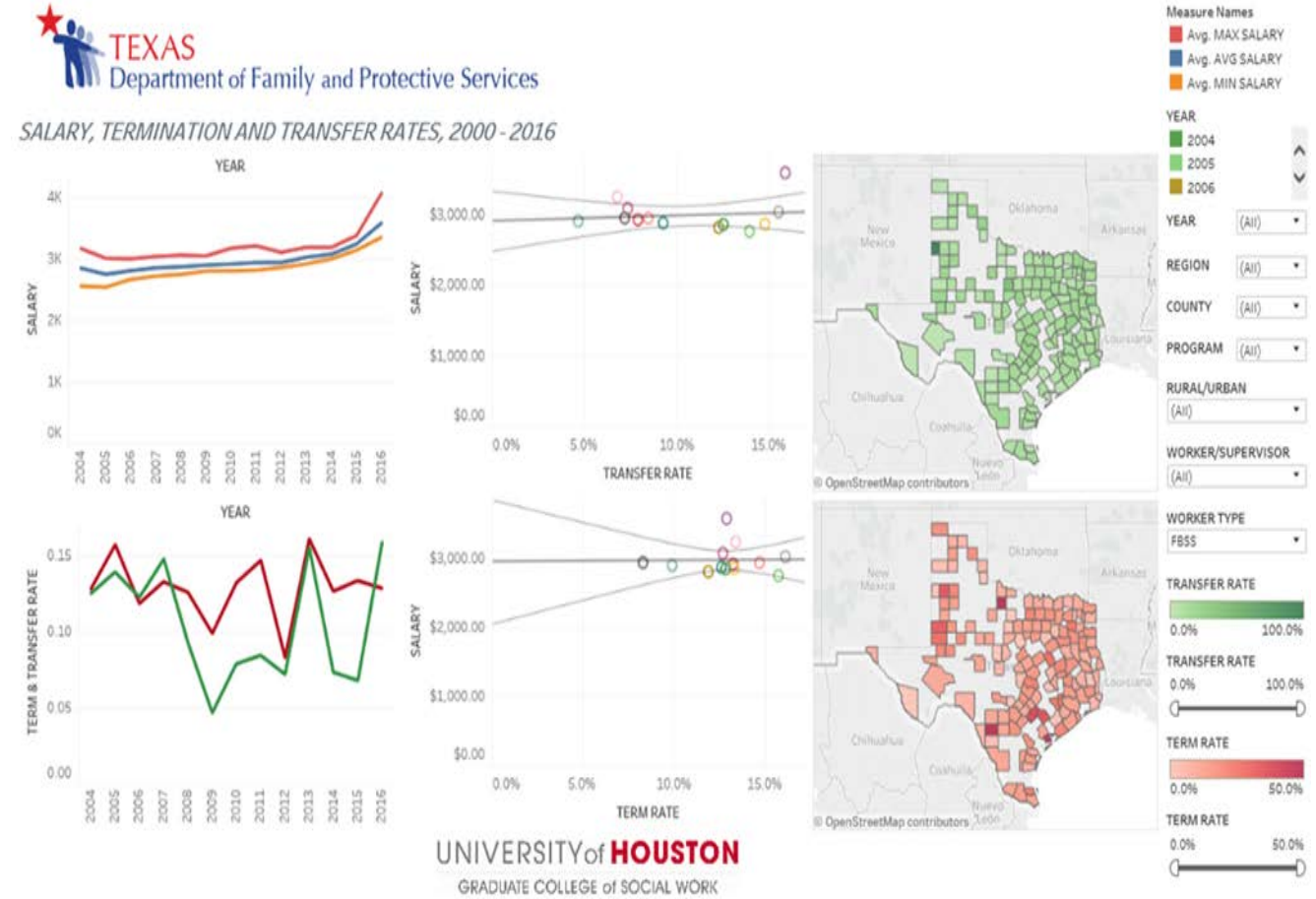


Figure 15. Salary, Termination and Transfer Rates among CVS Workers in Texas, 2004-2016

b) Program: CPS, Worker Type: FBSS (Figure 16)



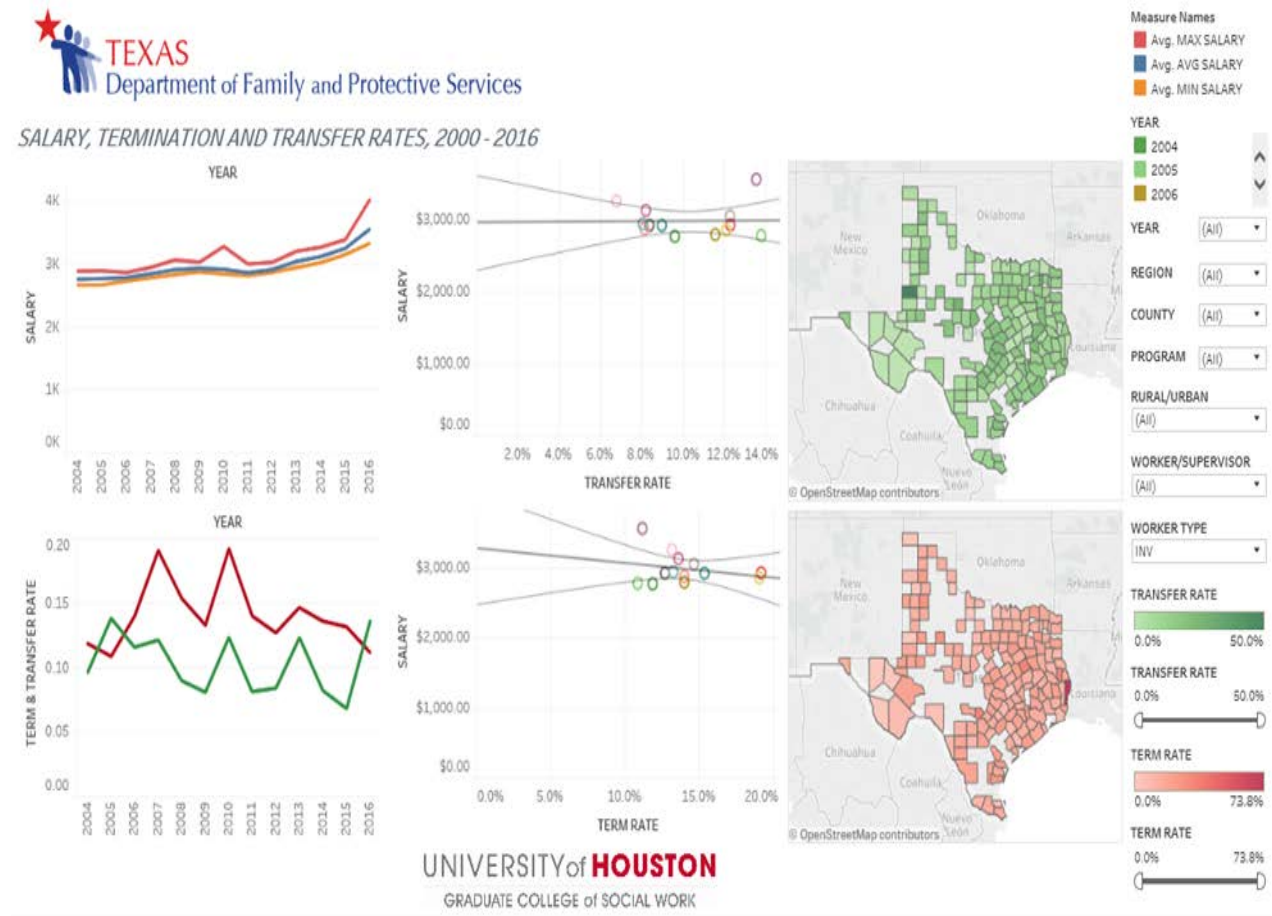
Source: DFPS County Data, 2000-2016

This interactive Tableau is available at:

<https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/Supervisor/Dashboard1>

Figure 16. Salary, Termination and Transfer Rates among FBSS Workers in Texas, 2004-2016

c) Program: CPS, Worker Type: INV (**Figure 17**)



Source: DFPS County Data, 2000-2016

This interactive Tableau is available at:

<https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/Supervisor/Dashboard1>

Figure 17. Salary, Termination and Transfer Rates among FBSS Workers in Texas, 2004-2016

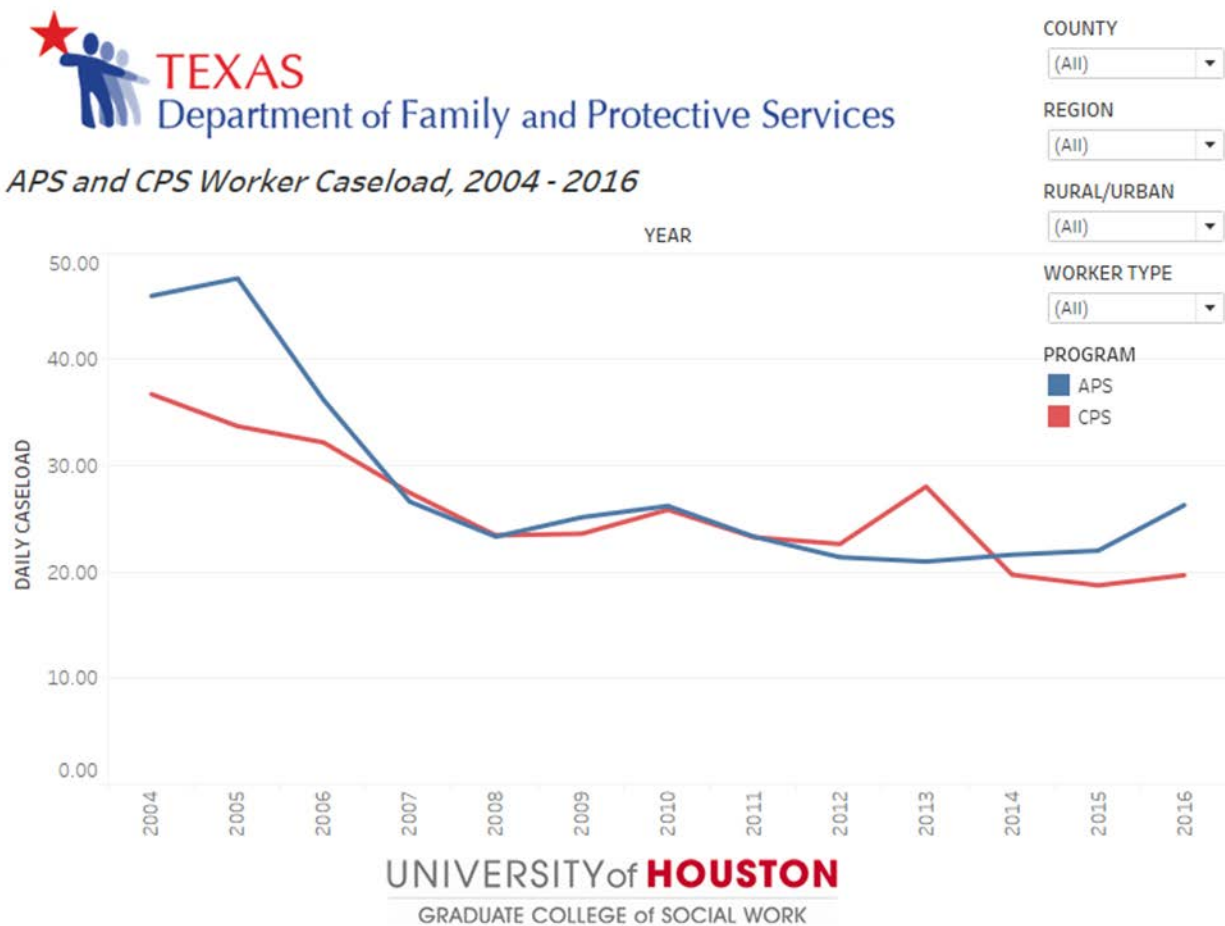
## VI. DFPS Caseload in Relations to Termination and Transfer, 2000-2016

### A. Caseload Trends: Tableau Data Visualization, 2004-2016

Data Source is provided by DFPS in a file “DFPS data file: Salary of Caseworkers and Supervision Ranks by County and Year (2000-2016).” Note that data pertaining to worker average daily caseload were only available for the years between 2004 and 2016.

#### 1. CPS and APS Worker Caseload, 2004-2015

On average, APS caseworkers have a larger load than CPS caseworkers, although 2013 saw a spike in CPS caseloads. This trend may have to do with the complexity and difficulty of child welfare casework, among other factors. (Figure 18)



Source: DFPS County Data, 2000-2016

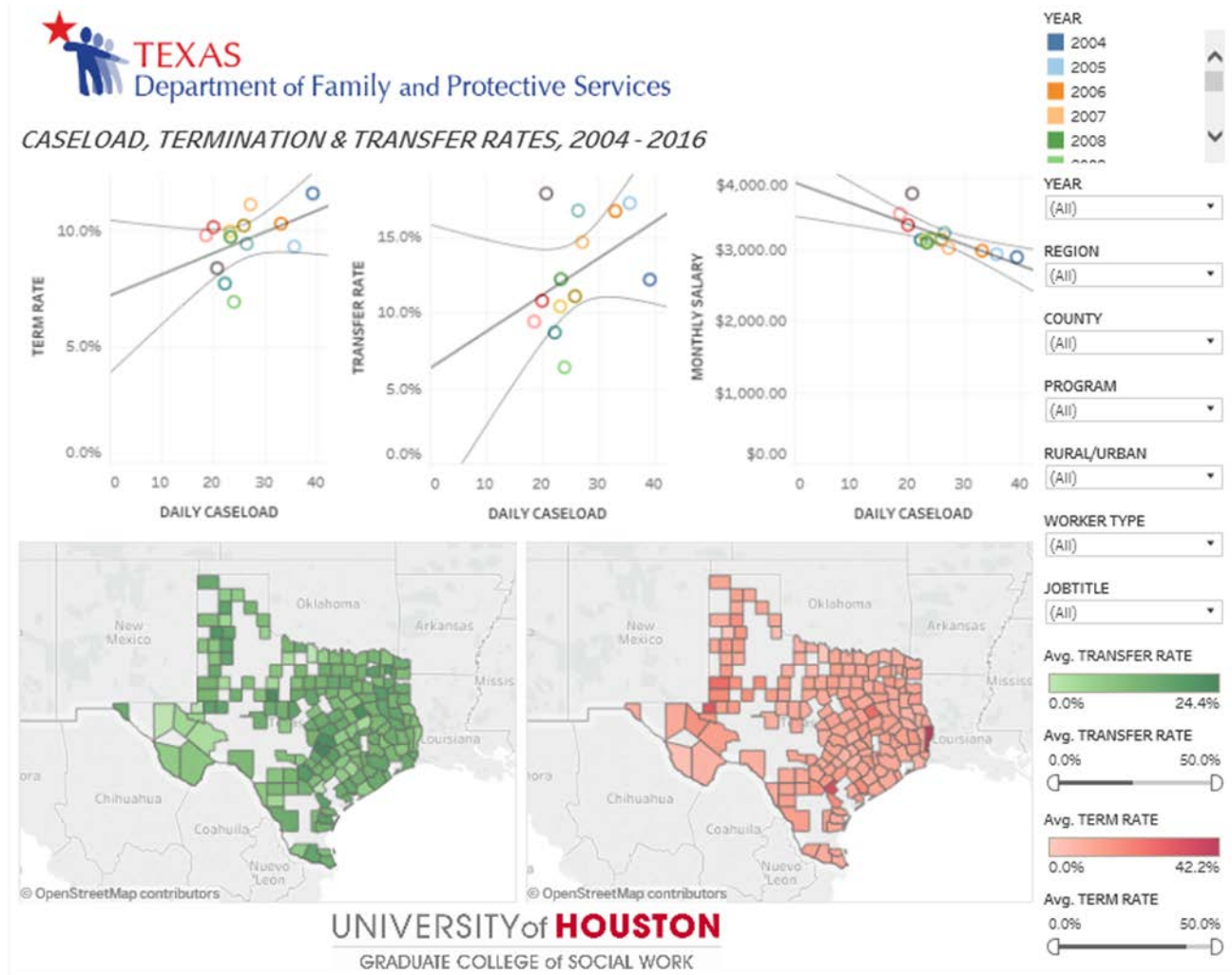
This interactive Tableau is available at:

[https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/AverageDailyCaseload\\_0/Dashboard1](https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/AverageDailyCaseload_0/Dashboard1)

Figure 18. APS and CPS Caseworker Caseload, 2004-2016

## 2. Caseload, Termination and Transfer Rates, 2004-2016

Termination rate and transfer rate are positively related to caseload, but the yearly data by county do not show statistical significance (see **Figure 19**). Detailed statistics will be presented in the next two Tableau presentations.



Data Source: DFPS County Data, 2000-2016

This interactive Tableau is available at:

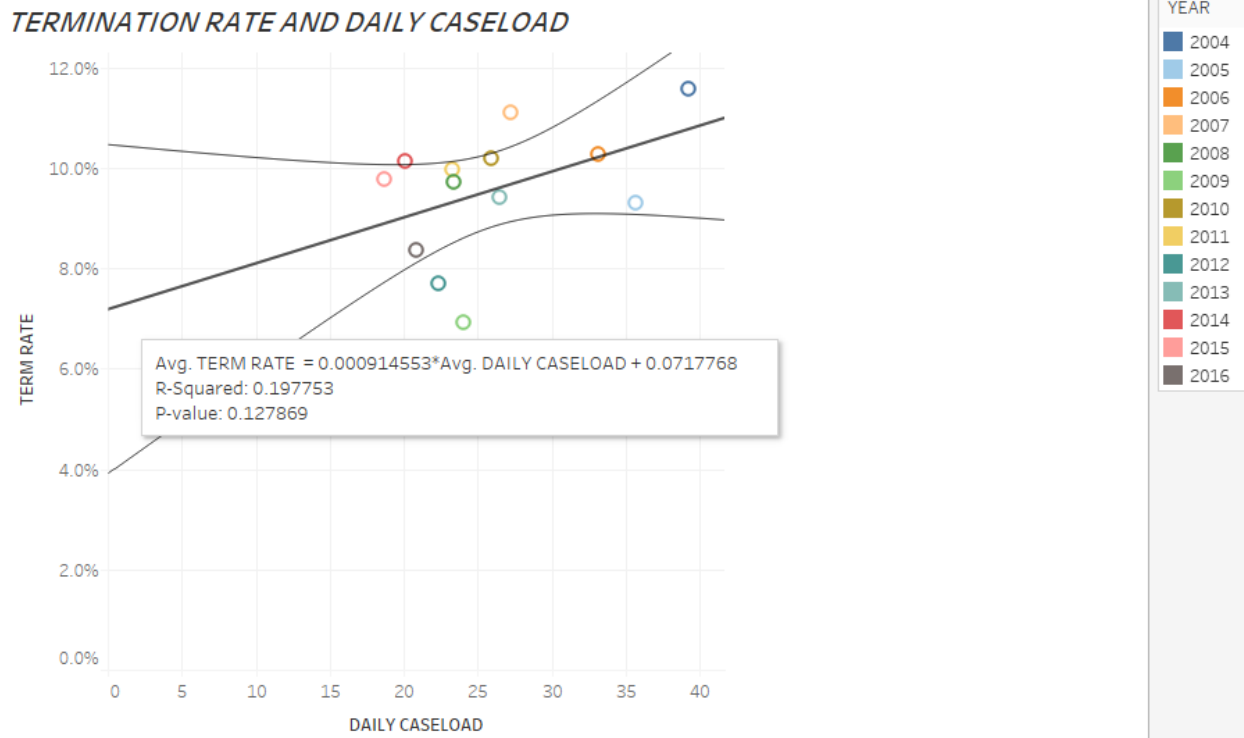
[https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/DFPS\\_0/Dashboard1](https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/DFPS_0/Dashboard1)

Figure 19. Caseload, Termination and Transfer Rates in Texas, 2004-2016 Tableau

### (a) Termination Rate and Average Daily Caseload

The relationship between termination rate and daily caseload has not achieved statistical significance in the 13-year trend line based on the DFPS County Data, 2004-2016. (**Figure 20**)

The regression line [ $TERM RATE = 0.000914553 \times DAILY CASELOAD + 0.0717768$ ], where the contribution to the variances is 19.8% ( $R^2 = 0.197753$ ;  $p = 0.127869$ ), does not provide significant findings for further discussions, but there may be an indication that high caseload is related to high termination rate.



Source: DFPS County Data, 2000-2016

This interactive Tableau is available at:

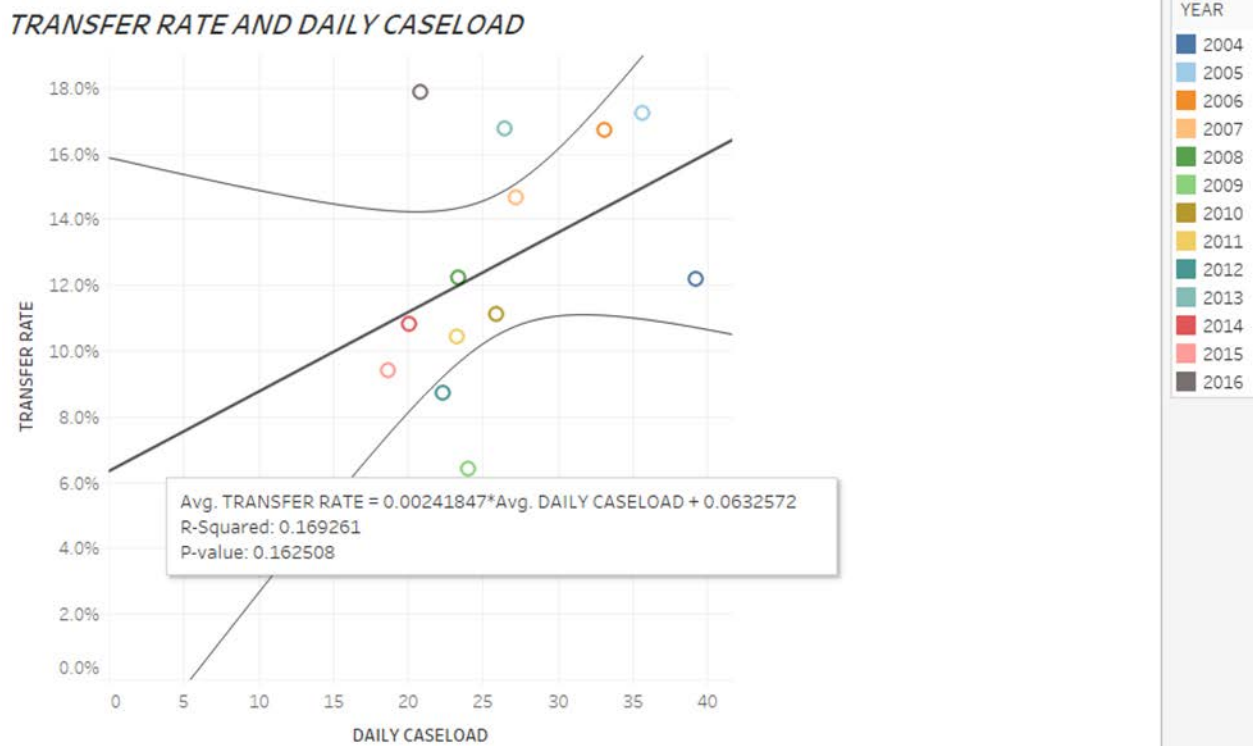
[https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/DFPS\\_0/Dashboard1](https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/DFPS_0/Dashboard1)

Figure 20. Termination Rate and Daily Caseload, All Divisions, 2004-2016 Tableau

### (b) Transfer Rate and Average Daily Caseload

There is a significant relationship between daily caseload and transfer rate in the 13-year trend based on the DFPS data from 2004-2016. (Figure 21)

The regression line [TRANSFER RATE = 0.00241847 x DAILY CASELOAD + 0.0632572], where the contribution to the variances is 16.93% ( $R^2 = 0.169261$ ;  $p = 0.162508$ ) does not achieve statistical significance, but it may indicate that a higher level of transfer may occur if the daily caseload at DFPS continues to increase.



Source: DFPS County Data, 2000-2016

This interactive Tableau is available at:

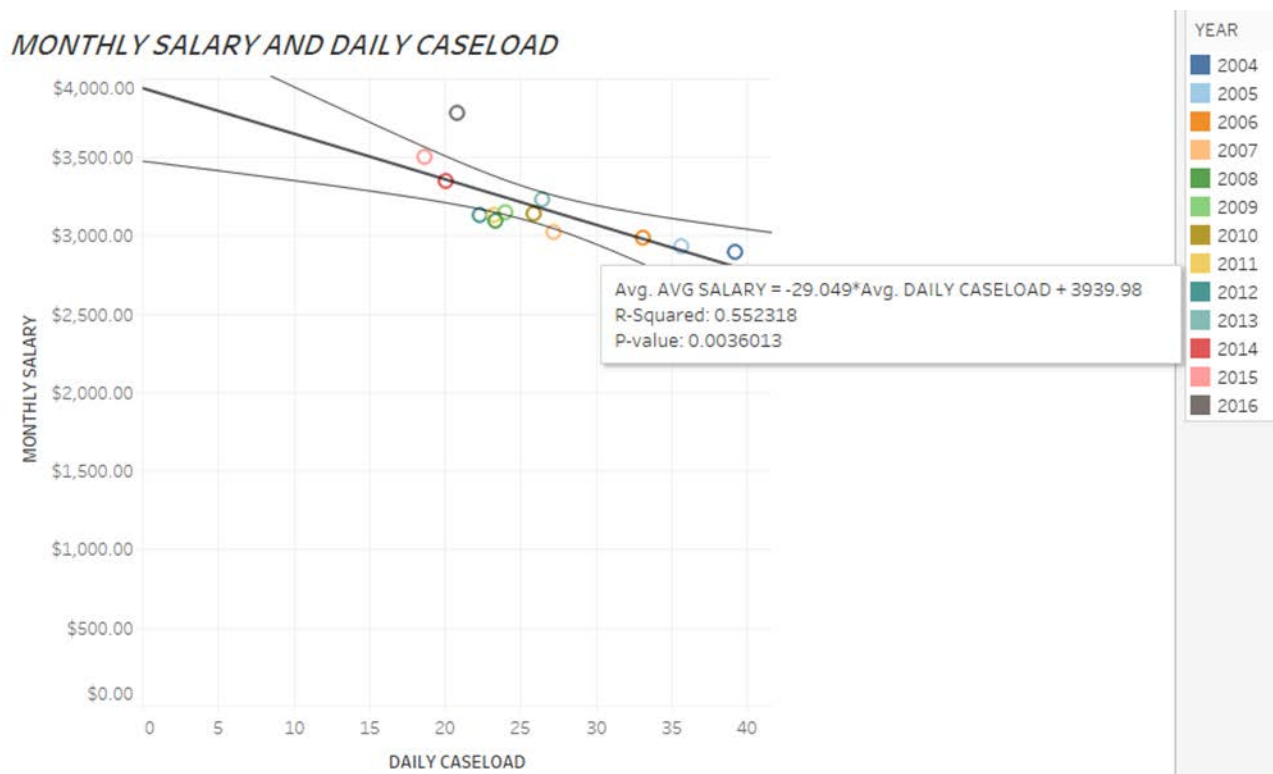
[https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/DFPS\\_0/Dashboard1](https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/DFPS_0/Dashboard1)

Figure 21. Transfer Rates and Daily Caseload, All Divisions, 2004-2016 Tableau

### 3. Monthly Salary and Average Daily Caseload

There is a significant relationship between daily caseload and monthly salary in the 13-year trend based on the DFPS data from 2004-2016. (Figure 22)

The regression line [ $SALARY = -29.049 \times DAILY\ CASELOAD + 3939.98$ ], where the contribution to the variances is 55.23% ( $R^2 = 0.552318$ ;  $p = 0.0036013$ ), has achieved statistical significance that a higher level of salary will continue its correspondence with lower daily caseload at DFPS. It was explained in the focus group meetings conducted by this study (see findings in this report) that caseworkers of a higher rank/position will get more complex cases and thus reduce their daily caseload because of more time involvement in complex cases. As a result, caseload and salary are significantly negatively related; the higher the caseload, the lower the salary. Additionally, according to focus group data, senior-level caseworkers who earn more are assigned extremely difficult but fewer cases that require more attention and time.



Source: DFPS County Data, 2000-2016

This interactive Tableau is available at:

[https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/DFPS\\_0/Dashboard1](https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/DFPS_0/Dashboard1)

Figure 22. Monthly Salary and Daily Caseload, All Divisions, 2004-2016 Tableau



## VII. DFPS Incentives in Relations to Termination and Transfer, 2000-2016

### A. Termination & Transfer (Counted with Unduplicated Employee IDs)

From DFPS Employees Data, termination rates by Region presented in **Table 10**, and transfer rates by Region in Table 11 are based on unduplicated employee IDs.

Table 10. Termination Rate by Year

Year	Termination Rate* by Region												State Total
	1	2	3	4	5	6	7	8	9	10	11	12	
2016	104	78	603	74	50	394	310	231	50	37	151	346	<b>2,429</b>
	16.9%	17.7%	19.95%	12.3%	13.1%	17.5%	22.2%	14.9%	14.7%	11.7%	13.7%	12.2%	<b>16.2%</b>
2015	114	50	488	89	43	427	246	237	66	21	155	221	<b>2,157</b>
	17.8%	12.1%	18.7%	14.9%	11.3%	18.8%	17.8%	15.1%	18.0%	6.8%	14.0%	9.1%	<b>15.3%</b>
2014	124	48	421	96	50	434	255	273	52	41	184	268	<b>2,246</b>
	18.8%	12.0%	16.1%	16.0%	12.5%	18.5%	18.4%	16.5%	14.3%	13.0%	15.6%	11.6%	<b>15.8%</b>
2013	98	41	303	69	48	359	228	241	68	23	198	237	<b>1,913</b>
	15.9%	10.7%	12.7%	12.0%	12.5%	16.2%	18.1%	15.8%	19.3%	7.7%	17.3%	10.6%	<b>14.3%</b>
2012	92	63	274	102	52	346	233	281	70	26	217	228	<b>1,984</b>
	16.0%	15.9%	12.5%	18.1%	14.4%	16.3%	18.9%	19.0%	20.3%	9.3%	20.1%	10.5%	<b>15.5%</b>
2011	99	45	282	97	37	277	201	242	62	38	196	174	<b>1,750</b>
	17.7%	12.2%	13.4%	17.6%	10.4%	13.4%	18.2%	17.2%	18.1%	13.2%	18.5%	8.2%	<b>14.2%</b>
2010	98	51	308	90	43	325	259	271	58	46	220	217	<b>1,986</b>
	16.2%	13.2%	13.8%	15.1%	11.6%	15.1%	20.9%	18.3%	16.2%	14.6%	19.3%	9.8%	<b>15.2%</b>
2009	72	43	320	80	47	308	239	207	55	42	222	220	<b>1,855</b>
	12.3%	11.5%	14.8%	14.4%	13.2%	15.2%	20.2%	15.2%	15.8%	14.0%	19.9%	10.0%	<b>14.7%</b>
2008	91	45	394	98	41	388	230	241	56	47	244	280	<b>2,155</b>
	15.4%	11.2%	16.2%	16.7%	11.2%	17.8%	17.9%	16.5%	15.7%	14.9%	20.9%	12.8%	<b>16.2%</b>
2007	95	54	425	121	49	422	288	306	53	40	203	252	<b>2,308</b>
	16.4%	13.8%	18.4%	21.3%	14.5%	20.2%	22.0%	21.7%	16.5%	13.5%	19.7%	12.9%	<b>18.3%</b>
2006	69	37	297	80	38	309	198	242	32	32	131	249	<b>1,714</b>
	13.7%	11.5%	15.3%	16.5%	12.1%	17.2%	18.0%	19.9%	12.7%	13.1%	16.3%	14.0%	<b>15.9%</b>
2005	68	41	383	63	36	336	206	212	32	30	98	205	<b>1,710</b>
	16.1%	15.5%	21.8%	15.3%	14.1%	20.7%	20.6%	21.1%	15.5%	14.4%	14.1%	14.3%	<b>18.4%</b>
2004	54	27	245	65	22	249	133	127	24	28	77	179	<b>1,230</b>
	14.2%	11.3%	16.3%	17.3%	9.6%	16.9%	15.3%	15.2%	12.5%	14.9%	13.4%	14.9%	<b>15.3%</b>
2003	55	26	236	68	26	196	119	103	36	30	79	209	<b>1,183</b>
	14.9%	10.8%	16.0%	18.1%	10.8%	14.5%	14.6%	13.4%	17.3%	15.1%	14.7%	17.1%	<b>15.2%</b>
2002	45	17	246	55	20	197	112	119	22	29	96	117	<b>1,075</b>
	12.3%	6.6%	15.5%	14.7%	7.7%	14.3%	13.4%	14.9%	10.1%	12.6%	16.7%	9.9%	<b>13.3%</b>
2001	40	18	251	44	22	217	109	129	30	29	81	150	<b>1,120</b>
	11.4%	7.1%	16.5%	12.3%	8.2%	16.1%	13.9%	15.9%	13.6%	11.6%	13.8%	12.5%	<b>14.1%</b>
2000	62	22	315	46	44	209	130	117	24	28	120	191	<b>1,308</b>
	17.0%	8.3%	20.6%	13.3%	15.2%	15.8%	17.0%	15.0%	9.6%	10.6%	18.3%	16.3%	<b>16.3%</b>

Source: DFPS Employees Data, 2000-2016

Table 11. Transfer Rate by Year

Year	Transfer Rate* by Region												State Total
	1	2	3	4	5	6	7	8	9	10	11	12	
2016	201	166	949	189	98	645	556	426	89	71	287	728	4,405
	32.3%	37.0%	31.1%	30.9%	25.5%	28.3%	39.2%	27.0%	25.9%	22.5%	25.8%	25.5%	29.3%
2015	55	52	228	54	25	177	152	75	30	18	70	305	1,241
	8.6%	12.6%	8.7%	9.0%	6.6%	7.8%	11.0%	4.8%	8.2%	5.8%	6.3%	12.6%	8.8%
2014	47	35	160	43	29	174	138	149	21	18	70	286	1,170
	7.1%	8.8%	6.1%	7.2%	7.3%	7.4%	10.0%	9.0%	5.8%	5.7%	5.9%	12.4%	8.2%
2013	66	68	224	69	49	224	145	140	38	45	97	269	1,434
	10.7%	17.7%	9.4%	12.0%	12.8%	10.1%	11.5%	9.2%	10.8%	15.1%	8.5%	12.0%	10.7%
2012	55	44	127	51	19	160	124	85	24	17	69	234	1,009
	9.6%	11.1%	5.8%	9.0%	5.2%	7.6%	10.1%	5.7%	7.0%	6.0%	6.4%	10.8%	7.9%
2011	30	29	89	40	18	127	63	55	23	25	44	148	691
	5.4%	7.8%	4.2%	7.3%	5.0%	6.1%	5.7%	3.9%	6.7%	8.7%	4.2%	7.0%	5.6%
2010	51	31	136	59	31	169	128	105	29	26	72	258	1,095
	8.4%	8.0%	6.1%	9.9%	8.3%	7.8%	10.3%	7.1%	8.1%	8.3%	6.3%	11.6%	8.4%
2009	29	20	85	25	17	99	83	44	16	11	57	169	655
	5.0%	5.3%	3.9%	4.5%	4.8%	4.9%	7.0%	3.2%	4.6%	3.7%	5.1%	7.7%	5.2%
2008	43	36	153	35	27	143	128	117	30	21	75	296	1,104
	7.3%	9.0%	6.3%	6.0%	7.4%	6.6%	10.0%	8.0%	8.4%	6.7%	6.4%	13.5%	8.3%
2007	50	39	209	48	38	186	135	99	27	31	93	286	1,241
	8.6%	10.0%	9.0%	8.5%	11.2%	8.9%	10.3%	7.0%	8.4%	10.4%	9.0%	14.6%	9.9%
2006	63	53	207	69	42	158	150	120	40	38	73	238	1,251
	12.5%	16.4%	10.7%	14.2%	13.4%	8.8%	13.6%	9.9%	15.9%	15.6%	9.1%	13.4%	11.6%
2005	60	37	195	50	29	159	129	122	20	20	80	285	1,186
	14.2%	14.0%	11.1%	12.2%	11.4%	9.8%	12.9%	12.2%	9.7%	9.6%	11.5%	19.9%	12.8%
2004	19	7	82	16	17	84	64	47	6	10	32	94	478
	5.0%	2.9%	5.4%	4.3%	7.4%	5.7%	7.4%	5.6%	3.1%	5.3%	5.6%	7.8%	5.9%
2003	70	54	298	79	47	212	183	185	46	39	88	284	1,585
	18.9%	22.4%	20.3%	21.0%	19.6%	15.7%	22.5%	24.0%	22.1%	19.6%	16.3%	23.2%	20.3%
2002	88	41	320	81	62	270	185	137	41	40	121	169	1,555
	24.0%	16.0%	20.2%	21.6%	23.9%	19.7%	22.1%	17.1%	18.8%	17.3%	21.0%	14.3%	19.3%
2001	68	61	334	81	62	239	193	158	51	46	132	188	1,613
	19.3%	24.0%	21.9%	22.7%	23.2%	17.7%	24.5%	19.5%	23.2%	18.5%	22.5%	15.7%	20.3%
2000	101	59	334	75	61	307	208	134	36	76	167	261	1,819
	27.7%	22.2%	21.8%	21.6%	21.0%	23.2%	27.3%	17.1%	14.3%	28.7%	25.4%	22.3%	22.7%

Source: DFPS Employees Data, 2000-2016

## B. Termination and Incentives

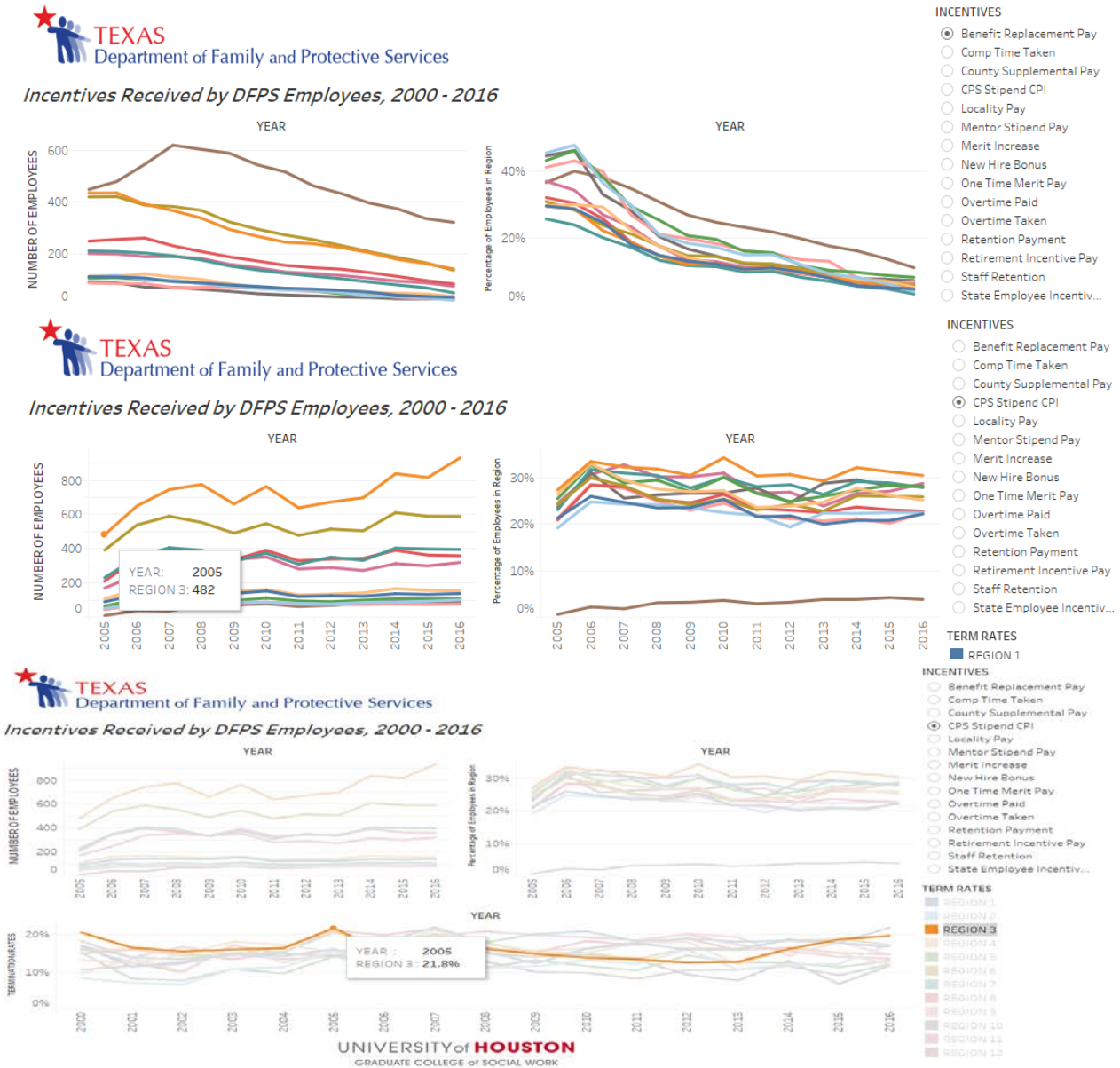
Findings between termination and incentives are mixed across regions. However, it is important to examine the relationship in each region. Using Tableau as a tool, this report includes interactive graphics to examine each of the incentives with annual data from the DFPS County Data set. By clicking on the drop-down menu “Incentives” on the Tableau to choose a specific incentive, one can check if there is a relationship between the chosen incentive in connection to the trend of termination rates of a selected region, particularly when the incentive has been added, increased or decreased.

As an example (see the Tableau illustrations below), let’s start clicking the “TERM RATES” legend to observe Region 3 trend line of termination rates. If “CPS Investigator Stipend” is clicked, one can see that Region 3 line (in sharp orange color) has the highest level of this incentive received by its employees, both in number (top left graph) and in percentage (top right graph) comparing with other regions. These interactive graphs not only provide the statistics when clicking on the lines of a specific year but also connect incentives received with the termination trend. The Region 3 termination rate trend line indicated that 2005 was the year termination rate was the highest, and it was also the same year when CPS Investigator Stipend has started to grow and maintained at a high level up to 2016. 1. Tableau Data Visualization: Incentives and Termination by Region, 2000-2016

When choosing a specific incentive, by clicking on the drop-down menu “Incentives” on the Tableau (Figure 23), one can check if there is a relationship between the chosen incentive and the trend of termination rates of a specific region since the incentive has been added, increased or decreased. For example, let’s start clicking the “TERM RATES” legend to observe Region 3 trend line of termination rates. If “CPS Investigator Stipend” is clicked, one can see that Region 3 line (in sharp orange color) has the highest level of this incentive received by its employees, both in number (top left graph) and in percentage (top right graph) comparing with other regions. These interactive graphs not only provide the statistics when clicking on the lines of a specific year, but also connect incentives received with the termination trend. The Region 3 termination rate trend line indicated that 2005 was the year termination rate was the highest and it was also the same year when CPS Investigator Stipend has started to grow until 2016.

The Tableau to view the following three interactive graphs is available at:

<https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/INCENTIVES/Dashboard1>



Source: DFPS County Data, 2000-2016

These interactive Tableau graphs are available at:

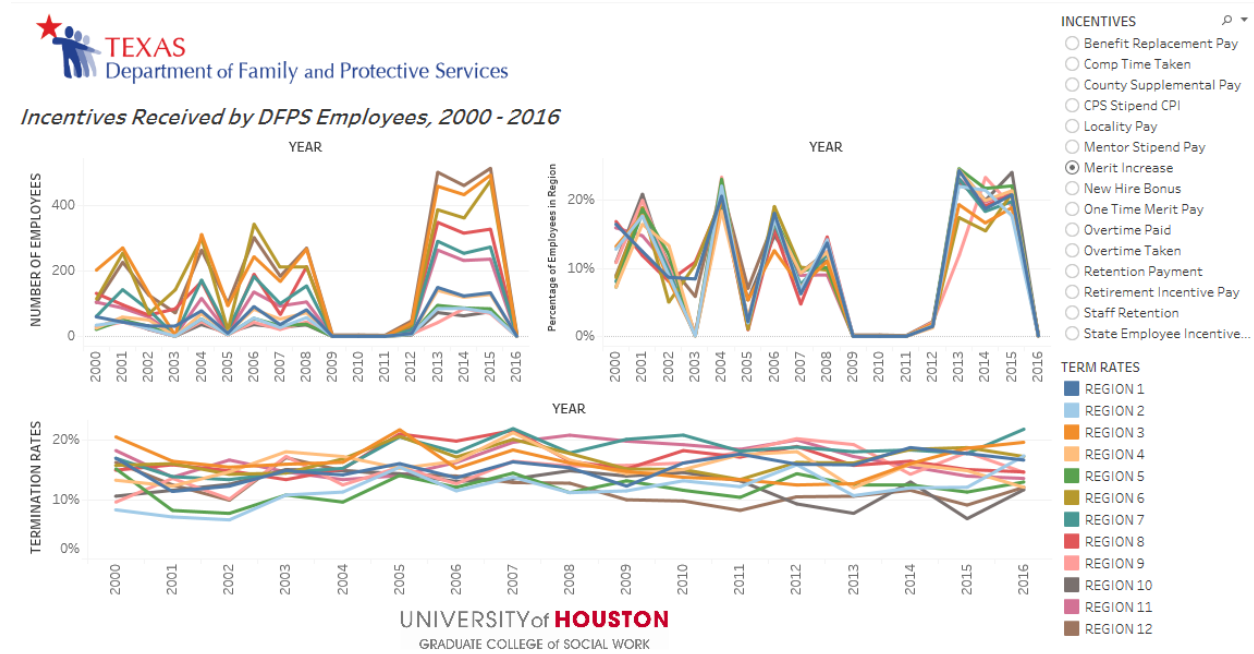
<https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/INCENTIVES/Dashboard1>

**Figure 23.** DFPS Incentives and Employee Termination Rates: Tableau Data Visualization 2000-2016

## Tableau Data Visualization: Specific Incentives and Termination

With DFPS data from 2000 to 2016, the following interactive Tableau (Figure 24) is used to illustrate the trend of four incentives—Merit Increase, Overtime Taken, Overtime Paid, and Mentoring Stipend, in terms of the number of employees who received the incentive and the percentages of employees in the region. The Tableau also includes the trends of termination rates across regions, as well as trends of other incentives. These four selected incentives have been consistently trended across regions with similar patterns of changes over the 17 years.

### (a) Merit Increase



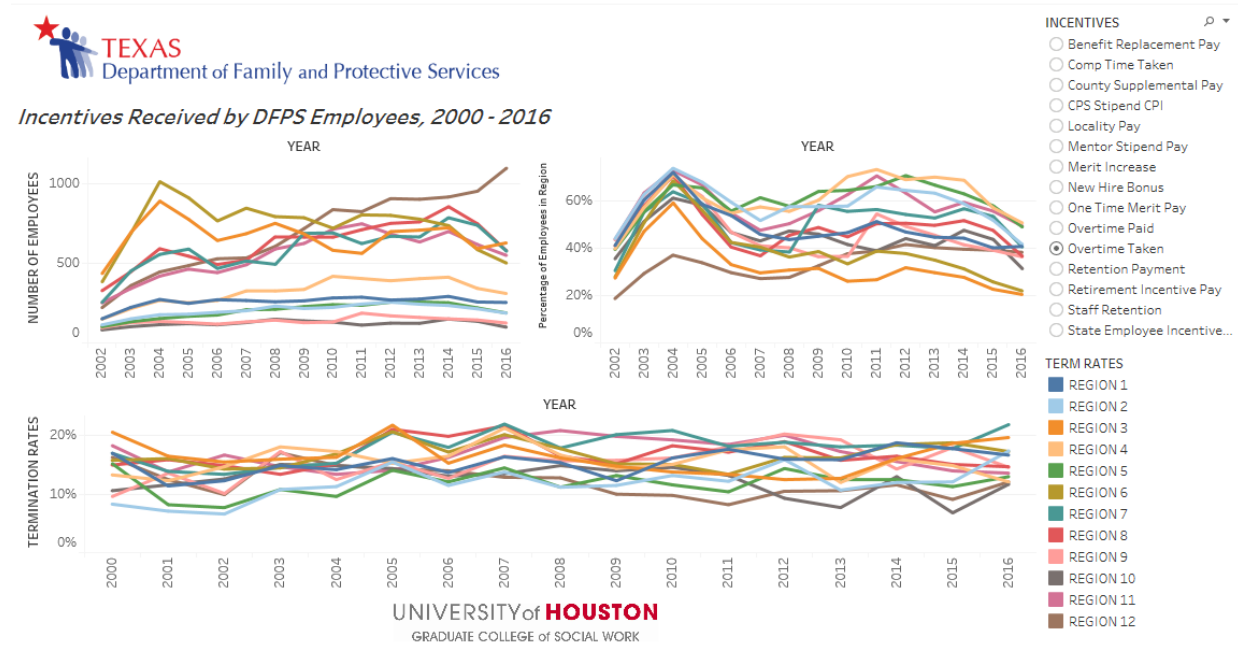
Source: DFPS County Data, 2000-2016

This interactive Tableau (by selecting “Merit Increase”) can be retrieved at:

<https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/INCENTIVES/Dashboard1>

Figure 24. Merit Increases: Number of Percentage of Employees across Regions, 2000-2016

**(b) Overtime Taken**



Source: DFPS County Data, 2000-2016

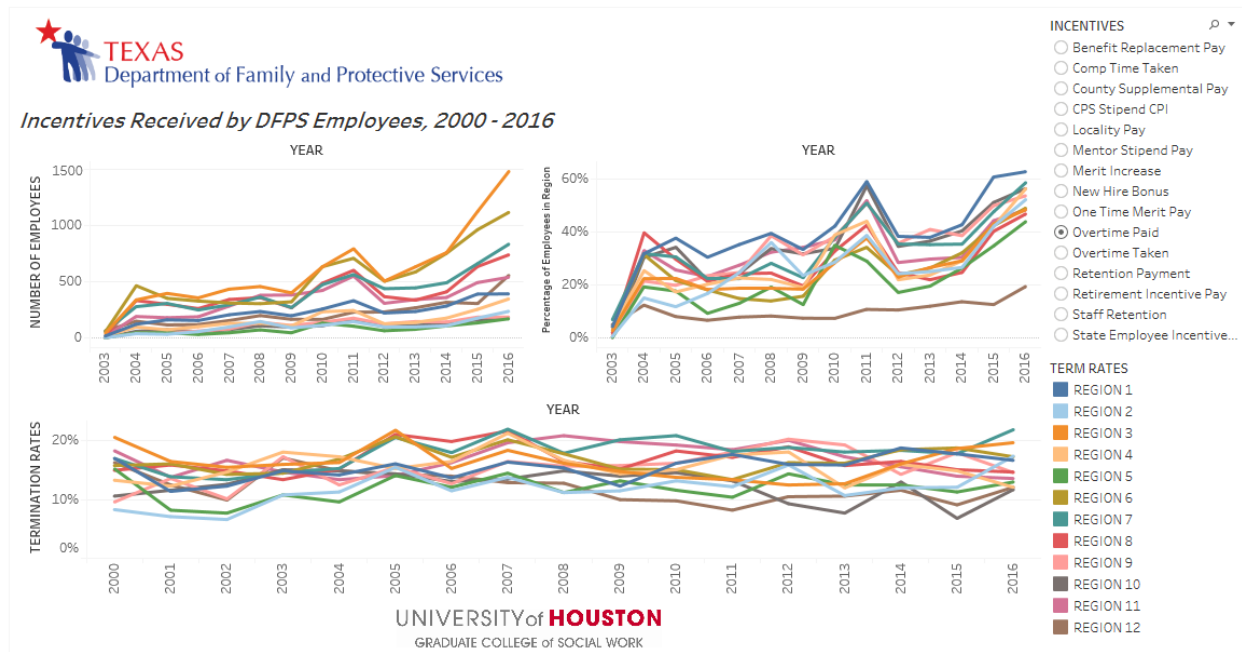
This interactive Tableau (by selecting “Overtime Taken”) can be retrieved at:

<https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/INCENTIVES/Dashboard1>

Figure 25. Overtime Taken: Number of Percentage of Employees across Regions, 2000-2016

**(c) Overtime Paid**

The only trend line that is uniquely different is the percentage of employees received overtime pay in Region 12 (see the right-top graph with the line in dark brown). See Figure 26.



Source: DFPS County Data, 2000-2016

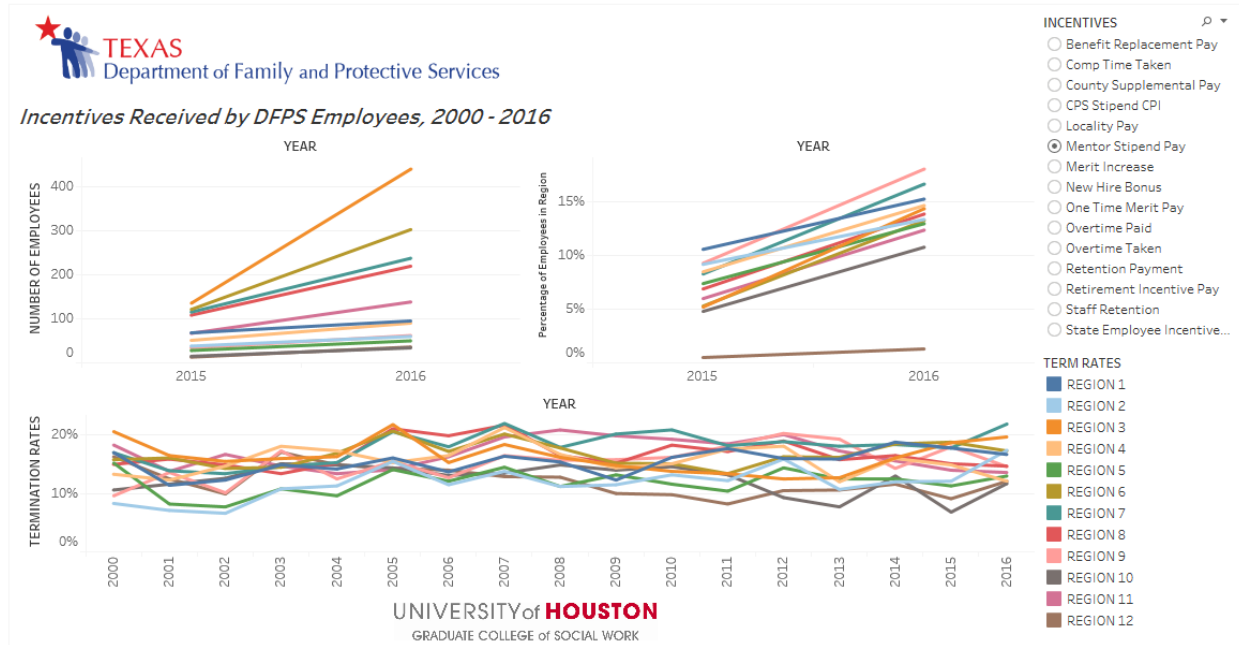
This interactive Tableau (by selecting “Overtime Paid”) can be retrieved at:

<https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/INCENTIVES/Dashboard1>

**Figure 26. Overtime Paid: Number of Percentage of Employees across Regions, 2000-2016**

**(d) Mentoring Stipends**

Region 12 shows the lowest trend line both in number of employees and percentage of employees received Mentor Stipend pay (see top graphs each with the line in dark brown being the lowest). See Figure 27.



Source: DFPS County Data, 2000-2016

This interactive Tableau (by selecting “Mentor Stipend Pay”) can be retrieved at:

<https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/INCENTIVES/Dashboard1>

**Figure 27. Mentoring Stipend Pay: Number of Percentage of Employees across Regions, 2000-2016**



## C. Incentives as Related to Termination and Transfer

It is hypothesized that DFPS has used incentives to award individual employees to prevent termination or transfer within each year (from 2000 and 2016). Logistic regression analyses aim to identify significant predictive factors of termination and transfer in two separate statistical models entering with demographic data and incentive data by year.

Major findings:

- The findings between those with a college degree vs. those without a college degree do not show any directional differences; i.e. degree holders are not more likely to leave than non-degree-holders.
- There is no significant pattern of termination or transfer when incentive data are analyzed across the 11 regions.

### 1. Termination Likelihood Analysis

A series of logistic regression analyses were conducted to determine the likelihood of termination as connected to employee characteristics such as degree holder, race/ethnicity, gender, DFPS region, and various types of incentives received. The following four tables (Table 12 to Table 15) summarize the odds ratio statistics generated with the DFPS data collected from 2000 to 2016. These odds ratio statistics are applied to indicate which predictors may significantly increase the likelihood of an employee's termination from DFPS. Odds ratio figures within a 99% confidence level ( $p \leq .01$ ) are highlighted in colors; among those figures, less than one (in **BLUE**) indicates a decrease in likelihood to be terminated within the year and above one (in **RED**) indicates an increase in likelihood to be terminated within the year.

From these tables, the likelihood distributions are visualized, with blue and red colors indicating significance, among (a) all employees, (b) APS employees, (c) CCL employees, and (d) CPS employees. Although no particular patterns are continuously applied in all of the studied years, it was generally found that:

Based on DFPS Employees Data, 2000-2016,

1. Employees tend to receive their "over-time paid" before termination. When employees have taken all their over-time pay, it is certainly a sign of departure without considering saving any over time for later use.
2. Many incentives, such as comp-time taken, one-time merit, benefit replacement pay, and merit increase tend to promote worker retention, as indicated by the significantly low odds ratios in most years of implementing these incentives.
3. During the years when staff retention (2005 and 2006) and retirement incentive pay (2004) were implemented, there were significant reductions in termination possibilities.
4. Data on CPS Investigator Stipend effect are inconclusive; although it was generally helpful to reduce termination likelihood in most years, there was a significant increase in termination likelihood in the year of 2006.

Based on Employees Data by Division,

5. "Over-time paid" significantly increases the likelihood of termination from APS, CCL, and CPS in all years of the incentive implementation.
6. Most incentives tend to reduce the likelihood of termination from CPS in most years.

Table 12. Termination Likelihood (Overall): Logistic Regression Analyses 2000-2016

Compared with Other Categories	Odds Ratio by Year																
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
No Degree	.305**	.443**	.331**	1.501	.711	1.90**	1.413*	.718*	.578**	.440**	.640**	.539**	.547**	.526**	.483**	.451**	.665*
BA or Above	.516**	.759	.624*	.908	.783	2.46**	1.547**	.820*	.488**	.453**	.434**	.380**	.507**	.555**	.490**	.484**	.573**
Region 1	1.181	.835	1.934*	.875	.579	.595*	.848	1.079	.811	.590*	.804	1.146	.739	.658*	.737	.890	.925
Region 2	.536*	.544	.998	1.053	.850	1.253	.822	.834	.623*	.664	.840	.983	1.184	.502*	.605*	.677	1.124
Region 3	1.49**	1.342	1.540*	.751	.826	1.422*	.959	1.345	1.017	1.153	.737*	.916	.774	.605**	.748*	1.061	1.070
Region 4	.794	.924	1.898*	.925	.840	1.133	1.148	1.996	1.072	1.069	.921	1.532*	1.496*	.678	.884	.977	.678*
Region 5	.968	.610	.961	.766	.557	1.110	.880	1.383	.747	1.318	.715	1.006	1.289	.909	.671	.796	1.083
Region 6	1.004	1.241	1.720**	.742	.754	1.465*	1.222	1.859	1.155	1.199	.831	.989	1.051	.823	.757*	1.110	1.004
Region 7	1.079	1.108	1.574*	.752	.524**	1.024	1.158	1.815	1.042	1.503*	1.287	1.299	1.004	.819	.830	1.013	1.239
Region 8	1.004	1.214	2.035**	.672	.522**	1.032	1.375	1.629	1.025	1.117	1.079	1.287	1.373*	1.012	.922	.892	.894
Region 9	.567	1.157	1.454	1.371	.724	1.060	.830	1.165	.926	.803	.778	1.313	1.134	1.148	.502*	1.264	.852
Region 10	.570	.908	1.538	1.207	.653	.603	.905	.921	.881	.710	.889	.888	.461*	.270**	.526*	.325**	.781
Region 11	1.141	1.044	2.778**	1.267	.565*	.755	1.163	1.674	1.263	1.049	1.236	1.465*	1.466*	.885	.806	.792	.954
WHITE	.776	.575	1.327	1.553	1.428	1.226	.488*	.634	1.094	3.053	.939	.532	.717	1.039	1.149	.687	.817
HISPANIC	.995	.629	1.395	1.690	1.242	1.317	.457*	.572	1.035	2.906	.835	.459	.601	.945	1.040	.650	.656
BLACK	.924	.707	1.224	1.844	1.407	.991	.446*	.680	1.127	3.033	.880	.504	.642	1.000	1.197	.674	.732
ASIAN	.676	.718	1.242	3.285	1.477	.763	.711	.804	.636	3.964	1.172	.770	.876	1.307	++	.730	.672
Female	.862	.856	.940	1.112	.849	.778*	.745	.837	.851	.837	.882	.948	.839	.876	.871	.836*	.797**
Comp Time Taken	-	-	.020**	.066**	.954	.703**	1.133	1.008	.555**	.541**	.669**	.715**	.596**	.561**	.465**	.557**	.613**
Over Time Paid	-	-	-	15.83**	11.47*	8.28**	1.40**	3.15**	3.12**	11.03**	5.15**	3.41**	11.347**	16.74**	12.89**	7.31**	5.506**
Over Time Taken	-	-	.029**	.144**	.371**	.636**	.760**	.783**	.980	-	.594**	.685**	.718**	.840*	.849*	.848*	.961
One Time Merit Pay	-	-	-	.194**	2.143	.000	.268**	.303*	.262**	.431*	.000	.186**	.438**	.172**	.071*	.148**	
Benefit Replacement Pay	-	-	-	.032**	.480**	.243**	.280**	.287**	.331**	.456**	.278**	.219**	.343**	.232**	.429**	.323**	.299**
CPS Investigator Stipend	-	-	-	-	.193**	1.25*	1.059	1.061	.717**	.899	1.006	.620**	.745**	.749**	.853	.976	
Staff Retention	-	-	-	-	.075**	.401**	-	-	-	-	-	-	-	-	-	-	-
Retirement Incentive Pay	-	-	-	.158**	-	-	-	-	-	-	-	-	-	-	-	-	-
County Supplemental Pay	-	-	-	.544	1.263	.610	.682	.433	.380	-	-	-	-	-	-	-	-
Locality Pay	-	-	-	-	-	-	-	-	-	-	-	-	.433	1.020	.589	.927	
New Hire Bonus	-	-	-	-	-	-	-	-	-	-	-	.372	2.347	-	-	-	-
Mentoring Stipend Pay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	.121**	.355**
Merit Increase	.130**	.157**	.152**	.769	.152**	.000	.31**	.020**	.242*	.000	-	.000	.086**	.089**	.210**	.198**	1.520
Constant	.551	.458	.363	.650	.294	.135**	.469*	.339*	.326**	.070**	.258**	.342*	.326*	.184**	.192**	.279**	.243**

Notes: <1 (in BLUE) indicates a decrease in likelihood to be terminated within the year; >1 (in RED) indicates an increase in likelihood to be terminated within the year

\*p<.01; \*\* p<.001; +insufficient subjects

2000: Nagelkerke R<sup>2</sup>=.073;  $\chi^2=353.08$ , df=19, p<.001  
 2001: Nagelkerke R<sup>2</sup>=.072;  $\chi^2=324.69$ , df=23, p<.001  
 2002: Nagelkerke R<sup>2</sup>=.368;  $\chi^2=1799.59$ , df=21, p<.001  
 2003: Nagelkerke R<sup>2</sup>=.561;  $\chi^2=3024.92$ , df=23, p<.001  
 2004: Nagelkerke R<sup>2</sup>=.325;  $\chi^2=1668.517$ , df=26, p<.001  
 2005: Nagelkerke R<sup>2</sup>=.306;  $\chi^2=1938.12$ , df=27, p<.001  
 2006: Nagelkerke R<sup>2</sup>=.101;  $\chi^2=652.29$ , df=27, p<.001  
 2007: Nagelkerke R<sup>2</sup>=.170;  $\chi^2=1056.81$ , df=27, p<.001

2008: Nagelkerke R<sup>2</sup>=.132;  $\chi^2=1075.99$ , df=26, p<.001  
 2009: Nagelkerke R<sup>2</sup>=.280;  $\chi^2=2173.13$ , df=25, p<.001  
 2010: Nagelkerke R<sup>2</sup>=.202;  $\chi^2=1612.757$ , df=24, p<.001  
 2011: Nagelkerke R<sup>2</sup>=.160;  $\chi^2=1050.58$ , df=25, p<.001  
 2012: Nagelkerke R<sup>2</sup>=.318;  $\chi^2=2598.31$ , df=26, p<.001  
 2013: Nagelkerke R<sup>2</sup>=.377;  $\chi^2=3169.70$ , df=27, p<.001  
 2014: Nagelkerke R<sup>2</sup>=.326;  $\chi^2=2988.27$ , df=25, p<.001  
 2015: Nagelkerke R<sup>2</sup>=.272;  $\chi^2=2393.349$ , df=27, p<.001  
 2016: Nagelkerke R<sup>2</sup>=.220;  $\chi^2=2082.40$ , df=27, p<.001

Source: DFPS Employees Data, 2000-2016

**Table 13. Termination Likelihood (APS): Logistic Regression Analyses 2000-2016**

Compared with Other Categories	Odds Ratio by Year																
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
No Degree	.182*	.416	.324	5.391	.582	3.561	1.714	.595	.773	.353	.423	.335	.157	.217	.595	.359	.123
BA or Above	.179**	.372	.461	.341	1.015	4.235	2.076	.682	.684	.447*	.472*	.168**	.418*	.711	.332*	.566	.685
Region 1	3.563	9.991E+7	.000	1.816	.316	.179	.324	.237	1.237	.894	.324	.995	.175	.746	1.345	.891	.572
Region 2	1.769	1.218E+8	.240	.502	.674	.197	.627	1.167	.554	1.102	.616	.651	1.148	.256	.543	1.198	.514
Region 3	3.190	2.117E+8	.055*	.263	.963	.511	.880	1.220	1.041	1.410	.304	.739	1.157	.971	.748	.777	.411
Region 4	2.283	7.483E+7	.268	.700	1.124	.643	.603	.549	.854	2.135	.183	1.240	1.243	.603	.457	.483	.456
Region 5	6.282	3.127E+7	.082	.999	.766	.760	1.104	.762	1.015	2.245	.285	.805	.877	.307	.861	1.142	.483
Region 6	2.565	1.721E+8	.404	.342	.462	.198	.550	.714	1.151	.952	.377	1.055	1.380	.595	.621	1.164	.400
Region 7	4.593	1.879E+8	.295	.352	.743	.104*	.418	.619	1.387	2.018	.732	1.082	.912	.747	.328	1.242	.747
Region 8	2.531	2.319E+8	.664	.285	.922	.859	1.336	1.262	1.294	.930	.565	.620	.680	1.089	.689	.923	.109*
Region 9	1.567	1.277E+8	.386	.572	.641	.590	.210	1.000	.477	2.684	.281	.706	1.070	.292	.480	1.518	.362
Region 10	1.383	6.077E+8	1.462	.287	1.117	.267	.708	.702	.921	2.012	.505	.150	.680	.781	.649	.870	.092
Region 11	3.629	2.916E+8	.372	1.518	.872	.119*	.446	.563	1.197	.576	.847	.613	1.143	1.522	1.525	.821	.398
WHITE	5.683E+8	.101	.600	2.949E+8	1.313	.417	.262	.206	1.052	.066*	1.505E+8	.699	.278	.322	7.091	4.169E+8	.621
HISPANIC	7.657E+8	.087	.386	4.243E+8	.982	.484	.175	.206	1.174	.079*	1.043E+8	.552	.373	.289	4.038	3.572E+8	.642
BLACK	4.172E+8	.138	.742	5.907E+8	1.422	.268	.142	.179	1.423	.108	2.296E+8	.466	.248	.430	6.960	3.567E+8	.801
ASIAN	3.858	.410	5.803	60.265	1.543	.078	.141	.147	.806	.071	.988	1.571	.645	.126	++	1.420E+8	.456
Female	1.164	1.237	.985	1.655	1.422	.781	.937	1.286	.940	.678	.727	.793	.933	1.777	.689	.952	.725
Comp Time Taken	-	-	.029*	.014**	.984	.499*	.696	.671	.657	.587	.842	.667	.618	.899	.550	.456*	.458*
Over Time Paid	-	-	-	213.19**	1.893*	9.348*	3.149*	8.88**	4.41**	29.037**	33.939**	9.289**	37.072**	45.287**	97.245**	16.977**	13.331**
Over Time Taken	-	-	.148	.199	.844	.939	1.284	1.110	.868	-	.475*	.418**	.696	.359**	.294**	.434*	.877
One Time Merit Pay	-	-	.	-	.186	.000	.000	.473	.000	.000	.000	-	.313	9.404	.000	.000	1.610
Benefit Replacement Pay	-	-	-	.000	.874	.421*	.468*	.552	.176**	.465	.137*	.914	.270	.107	.223	.149*	.384
CPS Investigator Stipend	-	-	-	-	-	.000	.588	.385	.244	.000	.000	.209	.000	.055	.000	.736	.303
Staff Retention	-	-	-	-	-	-	.000	-	-	-	-	-	-	-	-	-	-
Retirement Incentive Pay	-	-	-	-	.210	.000	-	-	-	-	-	-	-	-	-	-	-
County Supplemental Pay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
New Locality Pay	-	-	-	-	-	-	-	-	-	-	-	-	-	.000	5.645	.000	.986
New Hire Bonus	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
New Mentoring Stipend Pay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	.000
Merit Increase	.069*	.172*	.370	.271	.444*	.000	.095**	.081	.134**	-	-	-	.000	.218*	.373	.160*	-
Constant	.000	.000	2.376	.000	.220	.354	1.016	1.254	.219	1.674	.000	.484	.731	.367	.065	.000	.532

\*p<.01; \*\*p<.001; ++insufficient subjects  
 2000: Nagelkerke R<sup>2</sup>= .124;  $\chi^2=47.33$ , df=19, p<0.001  
 2001: Nagelkerke R<sup>2</sup>= .135;  $\chi^2=48.40$ , df=19, p<0.001  
 2002: Nagelkerke R<sup>2</sup>= .352;  $\chi^2=115.02$ , df=21, p<0.001  
 2003: Nagelkerke R<sup>2</sup>= .655;  $\chi^2=295.72$ , df=23, p<0.001  
 2004: Nagelkerke R<sup>2</sup>= .101;  $\chi^2=45.48$ , df=25, p=.007  
 2005: Nagelkerke R<sup>2</sup>= .344;  $\chi^2=191.41$ , df=26, p<0.001  
 2006: Nagelkerke R<sup>2</sup>= .172;  $\chi^2=100.25$ , df=26, p<0.001  
 2007: Nagelkerke R<sup>2</sup>= .457;  $\chi^2=280.94$ , df=26, p<0.001

2008: Nagelkerke R<sup>2</sup>= .174;  $\chi^2=113.72$ , df=25, p<0.001  
 2009: Nagelkerke R<sup>2</sup>= .370;  $\chi^2=233.729$ , df=23, p<0.001  
 2010: Nagelkerke R<sup>2</sup>= .366;  $\chi^2=240.44$ , df=24, p<0.001  
 2011: Nagelkerke R<sup>2</sup>= .255;  $\chi^2=151.72$ , df=23, p<0.001  
 2012: Nagelkerke R<sup>2</sup>= .414;  $\chi^2=281.72$ , df=25, p<0.001  
 2013: Nagelkerke R<sup>2</sup>= .457;  $\chi^2=280.94$ , df=26, p<0.001  
 2014: Nagelkerke R<sup>2</sup>= .561;  $\chi^2=465.97$ , df=25, p<0.001  
 2015: Nagelkerke R<sup>2</sup>= .407;  $\chi^2=278.00$ , df=26, p<0.001  
 2016: Nagelkerke R<sup>2</sup>= .333;  $\chi^2=204.72$ , df=26, p<0.001

Source: DFPS Employees Data, 2000-2016

Table 14. Termination Likelihood (CCL): Logistic Regression Analyses 2000-2016

Compared with Other Categories	Odds Ratio by Year																
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
No Degree	.411	1.026	2.522	1.055	.712	1.640*	1.285	1.517	1.087	.253	.906	1.005	.000	.725	.172	1.392	1.274
BA or Above	.353	.678	3.393	.582	1.309	2.729**	1.585	1.615	.372	.455	.433	.606	.396	.918	.066*	.633	.754
Region 1	1.741	3.259	.000	4.850	.308	.685	.629	3.892	1.288	.283	.604	.000	.000	1.432	.040	1.142E+8	2.098
Region 2	1.293	.000	.000	3.562	.000	1.675	1.236	.000	.000	.000	.000	.000	1.628	.660	.000	6.960E+7	3.292
Region 3	1.571	3.642	1.225	.418	1.160	1.737	1.146	3.232	1.389	.273	.799	.657	.437	.961	.296	1.047E+8	2.585
Region 4	.000	.000	1.191	.000	2.047	1.399	.822	1.332	2.937	.000	2.956	.000	1.360	1.513	.083	8.530E+7	1.832
Region 5	.648	.000	.000	1.167	.000	1.316	.000	.000	.929	.139	.000	.000	.000	.000	.000	1.032E+8	.000
Region 6	2.464	3.082	.849	3.932	.582	1.887	2.036	3.109	1.183	.498	1.182	.786	1.004	3.176	.290	8.939E+7	1.928
Region 7	.882	.411	1.711	1.607	.000	1.299	1.056	3.782	.725	.711	1.030	1.233	.331	2.279	.070*	6.230E+7	1.766
Region 8	.785	.000	.538	2.017	.480	1.128	1.481	.865	.373	.573	.451	1.203	1.313	1.395	.172	1.099E+8	3.138
Region 9	.450	6.928	3.268	11.450	.000	1.145	.000	.000	.000	.000	.000	.000	1.063	.000	.000	.674	5.604
Region 10	.000	.000	.000	.846	.000	.809	2.180	4.858	.902	.557	.000	.965	.000	.000	.000	.326	.000
Region 11	.729	3.174	1.080	9.828	.830	.847	2.241	1.857	.532	.338	3.051	.246	3.172	.851	.003*	3.195E+7	1.512
WHITE	1.907E+8	.000	6.074E+7	1.311E+6	3.052E+8	1.346	2.008E+8	1.849E+8	2.269E+8	4.217E+7	1.768E+8	1.945E+8	1.165E+8	1.077E+8	.755	2.204	.152
HISPANIC	3.709E+8	.000	1.281E+8	6.537E+5	7.493E+7	1.427	3.086E+8	2.763E+8	4.176E+8	4.609E+7	2.067E+7	2.387E+8	5.855E+7	6.042E+7	.494	3.134	.183
BLACK	1.518E+8	.000	6.508E+7	2.693E+6	4.012E+8	1.085	2.392E+8	2.276E+8	2.681E+8	5.581E+7	1.548E+8	1.468E+8	5.248E+7	7.496E+7	.790	3.811	.219
ASIAN	.990	.000	-	+	-	1.042	5.698E+8	2.102E+8	9.140E+7	1.115E+8	1.172	1.276	1.920E+8	9.202E+7	++	.000	.291
Female	.838	.848	1.058	.881	.536	.639**	.700	1.109	.422	1.253	1.500	.241	2.245	1.919	.760	2.383	.501
Comp Time Taken	-	-	.000	.020**	1.343	.723**	1.061	.657	.383	.396	.346	.404	.482	.612	.676	.968	.226**
Over Time Paid	-	-	-	.000	93.94**	9.309**	1.403	9.78**	15.305	50.435**	30.225**	13.289**	22.96**	18.51**	727.387**	36.158**	52.894**
Over Time Taken	-	-	.000	.477	.443	.618**	.714	.581	2.072	-	.639	.347	.513	1.009百心	.564	.502	.417
One Time Merit Pay	-	-	-	-	1.129	1.585	.000	.000	.000	.000	.000	-	.604	.225	.000	.000	.000
Benefit Replacement Pay	-	-	-	.000	.068*	.206**	.138**	.291	.335	.069	.183	.061	.402	.143	1.126	.393	.061
CPS Investigator Stipend	-	-	-	-	-	.163**	.000	.000	.000	.000	.000	.000	.000	.253	.000	.100	.000
Staff Retention	-	-	-	-	-	-	.936	-	-	-	-	-	-	-	-	-	-
Retirement Incentive Pay	-	-	-	-	.000	.123*	-	-	-	-	-	-	-	-	-	-	-
County Supplemental Pay	-	-	-	-	-	1.143	-	-	-	-	-	-	-	-	-	-	-
New Locality Pay	-	-	-	-	-	-	-	-	-	-	-	-	-	1.594	5.758	1.298E+8	-
New Hire Bonus	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Merit Increase	.000	.144	.331	1.329	.323	.000	.075	.243	.349	-	-	-	.000	.000	.019*	.450	.000
Constant	.000	1.600E+9	.000	.000	.000	.119**	.000	.000	.000	.000	.000	.000	.000	.000	1.505	.000	1.087

\*p<.01; \*\*p<.001; ++insufficient subjects  
 2000: Nagelkerke R<sup>2</sup>=.168;  $\chi^2=41.87$ , df=19, p<.001  
 2001: Nagelkerke R<sup>2</sup>=.614;  $\chi^2=180.76$ , df=22, p<.001  
 2002: Nagelkerke R<sup>2</sup>=.369;  $\chi^2=89.62$ , df=20, p<.001  
 2003: Nagelkerke R<sup>2</sup>=.614;  $\chi^2=180.76$ , df=22, p<.001  
 2004: Nagelkerke R<sup>2</sup>=.514;  $\chi^2=112.24$ , df=24, p=.001  
 2005: Nagelkerke R<sup>2</sup>=.360;  $\chi^2=1731.67$ , df=27, p<.001  
 2006: Nagelkerke R<sup>2</sup>=.229;  $\chi^2=54.82$ , df=26, p=.001  
 2007: Nagelkerke R<sup>2</sup>=.229;  $\chi^2=57.31$ , df=25, p<.001

2008: Nagelkerke R<sup>2</sup>=.245;  $\chi^2=70.45$ , df=25, p<.001  
 2009: Nagelkerke R<sup>2</sup>=.355;  $\chi^2=88.16$ , df=25, p<.001  
 2010: Nagelkerke R<sup>2</sup>=.359;  $\chi^2=72.49$ , df=24, p<.001  
 2011: Nagelkerke R<sup>2</sup>=.394;  $\chi^2=77.55$ , df=23, p<.001  
 2012: Nagelkerke R<sup>2</sup>=.383;  $\chi^2=93.99$ , df=25, p<.001  
 2013: Nagelkerke R<sup>2</sup>=.393;  $\chi^2=116.68$ , df=26, p<.001  
 2014: Nagelkerke R<sup>2</sup>=.659;  $\chi^2=211.99$ , df=25, p<.001  
 2015: Nagelkerke R<sup>2</sup>=.507;  $\chi^2=178.43$ , df=26, p<.001  
 2016: Nagelkerke R<sup>2</sup>=.488;  $\chi^2=169.24$ , df=25, p<.001



**Table 15. Termination Likelihood (CPS): Logistic Regression Analyses 2000-2016**

Compared with Other Categories	Odds Ratio by Year																
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
No Degree	.272**	.518*	.214**	2.292*	1.063	4.926	1.251	.718*	.497**	.418**	.668*	.601*	.622*	.658	.397**	.557*	.623*
BA or Above	.567**	1.072	.471**	.815	1.003	5.756	1.52**	.820*	.468**	.417**	.413**	.383**	.546**	.473**	.433**	.491**	.583**
Region 1	1.774	1.382	6.617*	.972	.492	1.548	1.506	1.079	1.215	.625	1.390	1.223	1.528	.964	1.188	2.421	1.351
Region 2	.800	.934	3.612	1.462	.739	5.524	1.243	.834	1.051	.714	1.398	1.098	2.375	.789	.954	1.686	1.656
Region 3	2.268	2.103	4.817	1.127	.660	4.295	1.640	1.345	1.600	1.289	1.246	.966	1.417	.882	1.150	2.881*	1.629
Region 4	1.332	1.801	6.609*	1.355	.589	.000	2.028	1.996	1.770	1.118	1.635	1.662	3.071*	.991	1.466	2.750*	.952
Region 5	1.328	1.231	3.579	.781	.323	.000	1.276	1.383	1.122	1.363	1.270	1.093	2.738	1.568	.978	2.011	1.667
Region 6	1.469	1.988	5.494*	.982	.640	4.588	2.164	1.859	1.897	1.301	1.429	1.015	1.923	1.230	1.184	3.009*	1.522
Region 7	1.609	1.864	4.683	.963	.383	3.014	2.099	1.815	1.643	1.608	2.194	1.333	1.931	1.178	1.354	2.760*	1.780
Region 8	1.598	1.934	6.688*	.945	.369	.000	2.284	1.629	1.627	1.286	1.822	1.333	2.720*	1.579	1.483	2.362	1.409
Region 9	.990	1.961	5.053	1.876	.558	4.203	1.644	1.165	1.611	.780	1.416	1.456	2.190	1.961	.810	3.656*	1.249
Region 10	.909	1.104	5.064	2.313	.620	.000	1.459	.921	1.317	.660	1.460	.944	.774	.330	.801	.786	1.379
Region 11	1.776	1.495	9.320**	1.700	.412	5.480	1.998	1.674	2.017	1.182	2.089	1.534	2.728*	1.295	1.159	2.197	1.403
WHITE	.991	1.033	1.389	.589	1.351	6.728E+8	.507	.634	1.253	14.934*	.890	.423*	.664	1.189	1.041	.560	.837
HISPANIC	1.180	1.225	1.379	.536	1.247	1.142E+9	.475	.572	1.175	14.229	.830	.401*	.584	1.101	.983	.500	.660
BLACK	1.140	1.241	1.147	.578	1.379	2.208E+8	.449*	.680	1.189	15.141*	.819	.435	.627	1.087	1.068	.525	.727
ASIAN	1.067	1.621	.798	.963	2.446	-	.729	.804	.844	27.892*	1.686	.834	.552	1.960	++	.600	.565
Female	.746*	.719*	.862	1.121	.807	1.326	.698**	.837	.817*	.784*	.836	.984	.813	.856	.856	.824	.814*
Comp Time Taken	-	-	.016**	.038**	.980	.529	1.29*	1.008	.565**	.565**	.704**	.746**	.564**	.544**	.442**	.558**	.614**
Over Time Paid	-	-	-	35.429**	17.2**	8.740*	1.31*	3.15**	3.05**	11.017**	4.536**	3.171**	12.76**	19.396**	12.892**	6.417**	5.331**
Over Time Taken	-	-	.020**	.123**	.31**	.565	.741**	.783**	.911	-	.575**	.719**	.730**	.866	.868	.878	1.108
One Time Merit Pay	-	-	-	-	.19**	.000	.000	.268**	.306	.257**	.442*	.000	.169**	.421**	.172**	.093	.153**
Benefit Replacement Pay	-	-	-	.027**	.41**	.370	.221**	.287**	.359**	.510**	.222**	.109**	.340**	.216**	.340**	.281**	.214**
CPS Investigator Stipend	-	-	-	-	-	3.615E+7	1.24*	1.059	1.080	.722**	.966	1.035	.659**	.813*	.839*	.969	1.023
Staff Retention	-	-	-	-	-	-	.408**	-	-	-	-	-	-	-	-	-	-
Retirement Incentive Pay	-	-	-	-	.213	.000	-	-	-	-	-	-	-	-	-	-	-
County Supplemental Pay	-	-	-	-	.503	-	.624	.682	.444*	.361	-	-	-	-	-	-	-
New Locality Pay	-	-	-	-	-	-	-	-	-	-	-	-	-	.321*	.805	.512	.930
New Hire Bonus	-	-	-	-	-	-	-	-	-	-	-	.376	2.737	-	-	-	-
New Mentoring Stipend Pay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	.129**	.363**
Merit Increase	.125**	.160**	.106**	1.143	.11**	.000	.338**	.020**	.227**	-	-	-	.067**	.073**	.206**	.189**	-
Constant	.336	.144*	.188	1.131	.271	.000	.276*	.339*	.195*	.014**	.169**	.373	.168*	.096**	.129**	.131**	.150**

\*p<.01; \*\*p<.001; ++insufficient subjects  
 2000: Nagelkerke R<sup>2</sup>=.081;  $\chi^2$ =280.64, df=19, p<.001  
 2001: Nagelkerke R<sup>2</sup>=.075;  $\chi^2$ =241.03, df=19, p<.001  
 2002: Nagelkerke R<sup>2</sup>=.418;  $\chi^2$ =1528.84, df=21, p<.001  
 2003: Nagelkerke R<sup>2</sup>=.606;  $\chi^2$ =2301.97, df=23, p<.001  
 2004: Nagelkerke R<sup>2</sup>=.398;  $\chi^2$ =1537.10, df=26, p<.001  
 2005: Nagelkerke R<sup>2</sup>=.352;  $\chi^2$ =92.176, df=25, p<.001  
 2006: Nagelkerke R<sup>2</sup>=.106;  $\chi^2$ =507.98, df=27, p<.001  
 2007: Nagelkerke R<sup>2</sup>=.170;  $\chi^2$ =1056.81, df=26, p<.001  
 2008: Nagelkerke R<sup>2</sup>=.138;  $\chi^2$ =850.28, df=26, p<.001  
 2009: Nagelkerke R<sup>2</sup>=.302;  $\chi^2$ =1796.68, df=24, p<.001  
 2010: Nagelkerke R<sup>2</sup>=.203;  $\chi^2$ =1241.59, df=24, p<.001  
 2011: Nagelkerke R<sup>2</sup>=.156;  $\chi^2$ =862.37, df=24, p<.001  
 2012: Nagelkerke R<sup>2</sup>=.347;  $\chi^2$ =2179.10, df=26, p<.001  
 2013: Nagelkerke R<sup>2</sup>=.411;  $\chi^2$ =2662.69, df=27, p<.001  
 2014: Nagelkerke R<sup>2</sup>=.336;  $\chi^2$ =2349.80, df=25, p<.001  
 2015: Nagelkerke R<sup>2</sup>=.266;  $\chi^2$ =1786.52, df=27, p<.001  
 2016: Nagelkerke R<sup>2</sup>=.234;  $\chi^2$ =1674.16, df=26, p<.001

Source: DFPS Employees Data, 2000-2016

## 2. Transfers Likelihood Analysis

A series of logistic regression analyses were conducted to determine the likelihood of transfer as connected to employee characteristics such as degree holder, race/ethnicity, gender, DFPS region, and various types of incentives received. The following four tables (Table 16 to Table 19) summarize the odds ratio statistics generated with the DFPS data collected from 2000 to 2016. These odds ratio statistics are applied to indicate which predictors may significantly increase the likelihood of an employee's transfer as defined earlier. Odds ratio figures within a 99% confidence level ( $p \leq .01$ ) are highlighted in colors; among those figures, less than one (in **BLUE**) indicates a decrease in likelihood to be terminated within the year and above one (in **RED**) indicates an increase in likelihood to be terminated within the year.

From these tables, the likelihood distributions are visualized, with **blue** and **red** colors indicating significance, among (a) all employees, (b) APS employees, (c) CCL employees, and (d) CPS employees. Although no particular patterns are continuously applied in all of the studied years, it was generally found that:

### Based on DFPS Employees Data, 2000-2016,

1. Employees receive their "over time paid" before transfer.
2. "Comp-time taken" and "over time taken" are connected with the significantly high likelihood of transfer in most years.
3. Receiving CPS Investigator Stipend tends to increase transfer likelihood in all years since 2004.

### Based on Employees Data by Division,

4. No significant patterns are found in APS or CCL.
5. In CPS, the trend data indicate that the employees who were awarded CPS Investigator Stipends are more likely to make a transfer.

**Table 16. Transfer Likelihood (Overall): Logistic Regression Analyses 2000-2016**

Compared with Other Categories	Odds Ratio by Year																	
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	
No Degree	.185*	.320**	.192**	1.256	.568	1.030	3.49**	1.51*	1.152	.890	1.086	.894	.974	1.278	1.254	1.021	.986	
BA or Above	.656*	1.197	.851	1.390	.842	1.548*	3.93**	3.53**	2.59**	1.298*	1.619**	1.355*	1.158	1.360**	1.231	1.178	1.612**	
Region 1	1.226	1.108	1.564*	.629*	.601	.572*	.738	.379**	.365**	.455**	.530**	.636	.683	.739	.407**	.526**	.851	
Region 2	.993	1.611*	.935	.774	.294*	.470**	.997	.395**	.452**	.510*	.505*	.900	.799	1.232	.522*	.838	1.091	
Region 3	.933	1.382*	1.425*	.775	.758	.471**	.636**	.366**	.333**	.368**	.367**	.522**	.406**	.677**	.387**	.586**	.708**	
Region 4	.903	1.440	1.414	.797	.520	.435**	.864	.302**	.304**	.391**	.556**	.746	.575*	.728	.378**	.532**	1.036	
Region 5	.927	1.531	1.660*	.694	.888	.372**	.762	.366**	.355**	.405	.456**	.497*	.311**	.781	.406**	.384**	.623*	
Region 6	1.010	1.028	1.270	.512**	.842	.384**	.509**	.400**	.358**	.444**	.513**	.782	.555**	.744*	.494**	.544**	.727*	
Region 7	1.260	1.621**	1.562**	.817	1.014	.559**	.886	.465**	.542**	.653	.627**	.636*	.688*	.757	.566**	.682*	1.017	
Region 8	.695*	1.117	1.141	.921	.770	.513**	.633**	.316**	.414**	.289**	.461**	.461**	.648**	.555**	.290**	.717*		
Region 9	.583*	1.576	1.333	.922	.365	.335**	1.026	.426*	.439**	.479	.610	.835	.547*	.862	.374*	.388**	.640	
Region 10	1.406	1.002	1.198	.761	.673	.422**	.894	.376*	.277**	.304**	.543*	1.057	.424*	1.028	.277**	.313**	.539*	
Region 11	1.175	1.279	1.485*	.555**	.735	.480**	.466**	.351**	.285**	.424**	.402**	.441**	.434**	.562**	.309**	.353**	.632**	
WHITE	.569	.958	1.021	.578	1.016	1.141	.821	3.228	.612	1.032	.504	1.372	1.077	2.480	1.015	.971	1.663	
HISPANIC	.606	1.250	.943	.548	.941	.962	.862	3.405	.803	1.242	.476	1.409	1.014	2.525	1.146	.997	1.778	
BLACK	.621	1.061	1.132	.561	.778	1.055	.797	2.988	.693	1.244	.534	1.317	1.109	2.535	.965	.890	1.385	
ASIAN	.400	1.025	1.123	.450	1.097	.731	.703	1.916	1.059	.772	.436	1.398	.755	1.894	++	.669	1.162	
Female	1.212*	1.162	1.104	1.090	1.029	1.236	1.101	1.049	1.283	1.179	1.190	1.293	1.228	1.234	1.394**	1.155	1.159	
Comp Time Taken	-	-	1.654**	4.030**	3.160**	2.292**	1.64**	1.489**	1.167	1.674**	1.731**	1.447**	1.623**	1.916**	1.655**	1.737**	1.835**	
Over Time Paid	-	-	-	.685	.602**	.659**	1.081	1.047	1.46**	.890	.901	.809	.920	.927	1.175	1.098	1.280**	
Over Time Taken	-	-	1.344**	1.235*	1.148	1.043	1.189	1.408**	1.36**	-	1.138	1.390**	1.262*	1.308**	1.347**	1.177	1.160*	
One Time Merit Pay	-	-	-	-	.932	.598	.674	1.264	1.305	1.346	.740	.000	.892	.842	.769	1.347	1.200*	
Benefit Replacement Pay	-	-	-	.680**	1.235	1.849**	1.170	.988	.781*	.879	.754*	.899	.747	.660**	.669*	.779	.762	
CPS Investigator Stipend	-	-	-	-	-	1.841**	2.16**	1.80**	2.10**	2.776**	2.793**	2.131**	2.089**	1.886**	1.954**	1.851**	1.237*	
Staff Retention	-	-	-	-	-	-	1.41*	-	-	-	-	-	-	-	-	-	-	
Retirement Incentive Pay	-	-	-	-	.619	.433	-	-	-	-	-	-	-	-	-	-	-	
County Supplemental Pay	-	-	-	-	1.263	1.390	1.235	2.30*	.893	.193	-	-	-	-	-	-	-	
New Locality Pay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.090	.849	1.784	.696
New Hire Bonus	-	-	-	-	-	-	-	-	-	-	-	-	.000	.000	-	-	-	
New Mentoring Stipend Pay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	.631*	1.993**	
Merit Increase	1.029	.937	.712*	1.334	.683*	.451**	.989	.382**	.766	.000	-	.000	.704	.683**	.804*	.945	3.047	
Constant	.755	.178**	.167**	.117**	.043**	.068**	.034**	.023**	.096**	.042**	.124**	.028**	.064**	.027**	.063**	.082**	.040**	

\*p<.01; \*\*p<.001; ++insufficient subjects  
 2000: Nagelkerke R<sup>2</sup>=.061;  $\chi^2=327.74$ , df=19, p<.001  
 2001: Nagelkerke R<sup>2</sup>=.053;  $\chi^2=271.49$ , df=19, p<.001  
 2002: Nagelkerke R<sup>2</sup>=.085;  $\chi^2=438.20$ , df=21, p<.001  
 2003: Nagelkerke R<sup>2</sup>=.99;  $\chi^2=507.88$ , df=23, p<.001  
 2004: Nagelkerke R<sup>2</sup>=.05;  $\chi^2=146.69$ , df=26, p<.001  
 2005: Nagelkerke R<sup>2</sup>=.091;  $\chi^2=464.61$ , df=27, p<.001  
 2006: Nagelkerke R<sup>2</sup>=.112;  $\chi^2=638.39$ , df=27, p<.001  
 2007: Nagelkerke R<sup>2</sup>=.115;  $\chi^2=514.15$ , df=26, p<.001

2008: Nagelkerke R<sup>2</sup>=.084;  $\chi^2=496.09$ , df=26, p<.001  
 2009: Nagelkerke R<sup>2</sup>=.052;  $\chi^2=223.681$ , df=25, p<.001  
 2010: Nagelkerke R<sup>2</sup>=.069;  $\chi^2=399.80$ , df=24, p<.001  
 2011: Nagelkerke R<sup>2</sup>=.394;  $\chi^2=169.70$ , df=25, p<.001  
 2012: Nagelkerke R<sup>2</sup>=.047;  $\chi^2=256.845$ , df=26, p<.001  
 2013: Nagelkerke R<sup>2</sup>=.057;  $\chi^2=382.09$ , df=27, p<.001  
 2014: Nagelkerke R<sup>2</sup>=.056;  $\chi^2=347.87$ , df=25, p<.001  
 2015: Nagelkerke R<sup>2</sup>=.050;  $\chi^2=321.35$ , df=27, p<.001  
 2016: Nagelkerke R<sup>2</sup>=.069;  $\chi^2=555.54$ , df=27, p<.001

Source: DFPS Employees Data, 2000-2016



**Table 17. Transfer Likelihood (APS): Logistic Regression Analyses 2000-2016**

Compared with Other Categories	Odds Ratio by Year																
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
No Degree	.373	.237	.442	1.245	.128	1.228	1.344	5.35*	.653	.952	1.657	2.236	.529	1.041	1.142	.575	1.341
BA or Above	1.511	2.447	2.239	2.033	.679	2.369	3.336	4.30**	2.38*	.894	2.065	2.267	1.624	2.462*	.999	1.421	1.670
Region 1	9.883	5.173E+8	1.077	.611	.000	.285	2.162	.493	.080**	.000	.284	.252	.249	.475	.509	.037*	.209
Region 2	5.218	5.616E+8	.505	.214	.000	.278	1.289	.729	.116*	.237	.621	.621	1.503	.651	.993	.194*	.669
Region 3	5.675	3.015E+8	.567	.434	.253	.424	.983	.736	.025**	.364	.980	.641	.657	2.188	1.086	.199*	.358
Region 4	10.487	4.158E+8	.854	.499	.078	.405	1.404	.881	.015**	.094	2.259	.542	.141	.301	.314	.143*	.208
Region 5	7.447	9.694E+8	.698	.728	.000	.071*	.816	1.430	.053**	.190	.511	.555	.813	.528	.308	.087*	.193
Region 6	3.514	6.216E+8	.432	.441	.131	.196*	1.189	.489	.034**	.124	.546	.451	.469	2.924	.610	.120**	.306
Region 7	8.033	6.663E+8	.674	.852	.193	.533	.908	.811	.139**	.350	3.765	.333	1.004	.686	1.147	.383	.920
Region 8	5.712	4.174E+8	.444	.632	.041	.409	.496	.647	.121**	.150	.589	.427	.585	1.750	.682	.162*	.415
Region 9	4.926	8.564E+8	.656	.297	.000	.121*	1.623	.568	.019*	.540	1.193	.432	.342	1.025	.902	.295	.753
Region 10	13.860	2.944E+8	.797	.394	.270	.467	.616	1.378	.028*	.000	.808	.658	.202	1.494	.613	.223	.330
Region 11	6.039	5.035E+8	.810	.403	.187	.320	.580	1.156	.079**	.246	1.194	.524	.000	1.853	.476	.189*	.524
WHITE	.208	3.311E+8	.456	1.011	1.192E+8	1.799	1.552E+8	5.719E+7	.354	5.702E+7	.066	1.221E+8	.391	3.422E+8	1.246	2.372E+8	221511
HISPANIC	.233	6.126E+9	.497	1.221	7.337E+7	1.581	1.266E+8	7.781E+7	.271	3.812E+7	.093	1.254E+8	.352	2271E+8	1.110	2.589E+8	179581
BLACK	.274	5.024E+8	.871	1.280	1.542E+8	1.758	7.429E+7	1.223E+8	.543	9.206E+7	.132	9.850E+7	.301	2.557E+8	1.408	2.734E+8	211846
ASIAN	.216	5.464E+8	.399	5.926	2.109	.000	1.538E+8	.568	.000	1.607	.000	1.837E+8	.000	1.314E+8	++	1.825E+8	195186
Female	1.216	1.137	1.070	.885	.613	1.289	.705	.789	.911	1.903	1.262	1.230	2.049	.909	1.392	.946	1.844
Comp Time Taken	-	1.198	1.264	3.467**	1.660	3.470**	1.451	1.192	1.153	1.183	2.210*	1.301	1.537	.872	1.413	2.288*	2.151*
Over Time Paid	-	.000	-	.000	.236	.820	2.79*	1.227	1.912	2.103	2.721	1.011	1.619	2.278	2.023	1.348	.522
Over Time Taken	-	-	1.335	1.486	15.36*	.900	1.356	.994	1.740	-	.548	1.235	1.008	3.843**	1.509	1.066	1.128
One Time Merit Pay	-	-	-	-	.000	1.980	6.891	1.309	.000	.000	-	.981	.714	2.870	.000	1598E+10	
Benefit Replacement Pay	-	-	-	.631	.814	1.571	1.911	1.195	.485	1.411	.521	.842	.507	.390	1.078	.977	.846
CPS Investigator Stipend	-	-	-	-	5.490E+9	2.279E+10	110.14**	2.284E+10	2.827E+10	1.536E+10	3.745E+10	2.309E+10	159.838**	141292	19380.0	11.816	131.996**
Staff Retention	-	-	-	-	-	1.328	-	-	-	-	-	-	-	-	-	-	-
Retirement Incentive Pay	-	-	-	.000	.608	-	-	-	-	-	-	-	-	-	-	-	-
County Supplemental Pay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
New Locality Pay	-	-	-	-	-	-	-	-	-	-	-	-	-	1.560	.000	2.418	.093
New Hire Bonus	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
New Mentoring Stipend Pay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	237082
Merit Increase	.869	-	.727	1.505	1.138	.519	1.250	.996	1.098	-	-	-	.895	.502	1.068	1.681	-
Constant	.148	-	.468	.083	.000	.041	.000	.000	.874	.000	.302	.000	.112	.000	.030*	.000	.000

\*p<.01; \*\*p<.001; ++insufficient subjects

2000: Nagelkerke R<sup>2</sup>=.099;  $\chi^2=49.75$ , df=19, p<.001  
 2001: Nagelkerke R<sup>2</sup>=.164;  $\chi^2=86.31$ , df=23, p<.001  
 2002: Nagelkerke R<sup>2</sup>=.115;  $\chi^2=61.98$ , df=21, p<.001  
 2003: Nagelkerke R<sup>2</sup>=.156;  $\chi^2=76.85$ , df=23, p<.001  
 2004: Nagelkerke R<sup>2</sup>=.259;  $\chi^2=46.16$ , df=24, p=.004  
 2005: Nagelkerke R<sup>2</sup>=.151;  $\chi^2=75.10$ , df=26, p<.001  
 2006: Nagelkerke R<sup>2</sup>=.215;  $\chi^2=101.68$ , df=26, p<.001  
 2007: Nagelkerke R<sup>2</sup>=.139;  $\chi^2=64.87$ , df=25, p<.001

2008: Nagelkerke R<sup>2</sup>=.269;  $\chi^2=117.23$ , df=25, p<.001  
 2009: Nagelkerke R<sup>2</sup>=.167;  $\chi^2=46.999$ , df=23, p=.002  
 2010: Nagelkerke R<sup>2</sup>=.302;  $\chi^2=141.32$ , df=25, p<.001  
 2011: Nagelkerke R<sup>2</sup>=.165;  $\chi^2=68.00$ , df=23, p<.001  
 2012: Nagelkerke R<sup>2</sup>=.112;  $\chi^2=94.80$ , df=25, p<.001  
 2013: Nagelkerke R<sup>2</sup>=.221;  $\chi^2=111.23$ , df=26, p<.001  
 2014: Nagelkerke R<sup>2</sup>=.165;  $\chi^2=81.60$ , df=25, p<.001  
 2015: Nagelkerke R<sup>2</sup>=.128;  $\chi^2=62.48$ , df=26, p<.001  
 2016: Nagelkerke R<sup>2</sup>=.184;  $\chi^2=87.08$ , df=26, p<.001

Source: DFPS Employees Data, 2000-2016



**Table 18. Transfer Likelihood (CCL): Logistic Regression Analyses 2000-2016**

Compared with Other Categories	Odds Ratio by Year																
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
No Degree	.151*	.196	.218*	3.769	1.006	1.008	.462	.987	.151	.825	.000	1.550	1.501	.542	.244	.000	.000
BA or Above	.450	1.523	.584	1.142	.561	1.422	2.695	1.379	.635	.956	.613	1.755	1.077	.837	.526	.456	.696
Region 1	3.618	.829	2.494	.387	1.307	.212**	.326	.515	.000	.000	.315	.000	.056	.391	.026*	.000	.000
Region 2	.343	1.226	.371	.698	.000	.163**	.000	1.388E+8	.025*	.000	.440	.114	.000	.720	.161	.529	.594
Region 3	1.437	.953	.804	1.166	.065	.176**	.215	9.714E+7	.020**	.233	.158	.102*	.019**	.140*	.012**	.045**	.109*
Region 4	.279	.886	1.280	.163	.381	.157**	.000	1.233E+8	.000	.000	.000	.354	.000	.184	.000	.130	.213
Region 5	2.832	.853	2.373	.178	.000	.174**	.484	1.316E+8	.000	.579	.000	.000	.000	.000	.000	.173	.000
Region 6	.829	1.185	1.078	.925	.410	.159**	.434	1.036E+8	.020**	.109	.345	.115*	.021**	.151*	.034**	.037**	.142*
Region 7	1.519	2.537	.559	.988	.358	.205**	.205	1.508E+8	.033**	.323	.218	.143	.115**	.385	.092**	.139*	.197
Region 8	1.052	.628	.405	1.002	.199	.198**	.207	1.961E+7	.025**	.183	.590	.060*	.072**	.233	.046**	.090*	.597
Region 9	2.191	1.976	1.102	.484	.000	.136**	2.090	.912	.000	.000	.000	.000	.031*	.000	8.875E+8	.000	.380
Region 10	1.365	.243	.658	1.216	.000	.138**	.227	2.577E+8	.050*	1.028	1.331	.000	.148	.188	.111	.000	.000
Region 11	1.499	1.619	.745	.559	.096	.194**	.370	7.863E+7	.000	.000	.241	.000	.037**	.044*	.009**	.146	.000
WHITE	3.545E+8	.499	1.713	4.272	2.679E+7	.940	1.895E+8	1.207E+8	1.260E+8	4.691E+7	3.133E+7	1.498E+8	8.516E+7	3.761E+8	1.473	.118	3025245 23.900
HISPANIC	2.752E+8	.705	2.956	2.718	6.865E+7	.659	1.498E+8	1.445E+8	2.189E+8	1.658E+7	4.957E+7	3.057E+8	1.211E+8	5.631E+8	3.655	.205	8759502 4.740
BLACK	3.242E+8	.458	1.378	3.464	1.633E+7	.784	2.505E+8	1.134E+8	1.063E+8	5.715E+7	1.513E+7	9.765E+7	1.203E+8	3.494E+8	1.028	.229	1143341 03.500
ASIAN	2.094E+8	.624	-	+	-	.614	.970	.891	9.531E+e	.713	.639	1.476	6.502E+7	1.982E+8	++	.369	8129025 13.500
Female	.958	.699	.629	1.167	2.271	1.206	.630	1.619	.527	1.466	.512	1.248	.610	1.750	4.086	2.066	1.041
Comp Time Taken	-	-	1.920*	4.156**	1.488	2.233**	2.064	1.122	1.194	1.503	1.278	1.899	1.893	2.553	2.091	1.084	1.853
Over Time Paid	-	-	-	4.533	.601	.596**	2.784	2.090	1.686	1.182	8.309**	7.601**	6.304**	1.474	1.300	1.799	1.789
Over Time Taken	-	-	1.055	.736	1.221	.993	1.948	1.963	3.296	-	2.046	1.350	1.688	2.075	1.116	2.829	2.693
One Time Merit Pay	-	-	-	-	.000	1.338	.000	.000	.387	4.061E+8	3.177E+11	-	.417	.760	1.115	.000	2.619E+18
Benefit Replacement Pay	-	-	-	.679	.299	1.819**	.611	.567	.958	.616	3.051	1.369	.781	1.018	.229	.405	.372
CPS Investigator Stipend	-	-	-	-	-	1.929**	15.36*	1.698E+10	1.986E+18	2.715E+10	1.593E+10	5.977E+16	1.358E+17	49.253*	9.491E9	221.566**	4.220E+18
Staff Retention	-	-	-	-	-	-	5.128E+8	-	.517	-	-	-	-	-	-	-	-
Retirement Incentive Pay	-	-	-	-	1.665	.462	-	-	.000	-	-	-	-	-	-	-	-
County Supplemental Pay	-	-	-	-	-	1.486	-	-	-	-	-	-	-	-	-	-	-
New Locality Pay	-	-	-	-	-	-	-	-	-	-	-	-	-	9.388E+7	.000	9.148E+8	-
New Hire Bonus	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Merit Increase	.568	.604	.754	1.843	.153	.704	.989	.000	-	-	-	-	.000	2.129	1.002	1.620	.000
Constant	.000	.721	.460	.011**	.000	.249*	.000	.000	-	.000	.000	.000	.000	.000	.186	.870	.000

\*p<.01; \*\*p<.001; ++insufficient subjects

2000: Nagelkerke R<sup>2</sup>=.104;  $\chi^2$ =.053, df=19, p<.001  
 2001: Nagelkerke R<sup>2</sup>=.148;  $\chi^2$ =47.78, df=19, p<.001  
 2002: Nagelkerke R<sup>2</sup>=.119;  $\chi^2$ =42.65, df=20, p=.002  
 2003: Nagelkerke R<sup>2</sup>=.185;  $\chi^2$ =63.09, df=22, p<.001  
 2004: Nagelkerke R<sup>2</sup>=.25;  $\chi^2$ =34.47, df=24, p=.077  
 2005: Nagelkerke R<sup>2</sup>=.102;  $\chi^2$ =365.68, df=27, p<.001  
 2006: Nagelkerke R<sup>2</sup>=.275;  $\chi^2$ =61.86, df=26, p<.001  
 2007: Nagelkerke R<sup>2</sup>=.242;  $\chi^2$ =50.74, df=25, p=.002

2008: Nagelkerke R<sup>2</sup>=.452;  $\chi^2$ =130.37, df=25, p<.001  
 2009: Nagelkerke R<sup>2</sup>=.264;  $\chi^2$ =39.20, df=23, p=.019  
 2010: Nagelkerke R<sup>2</sup>=.392;  $\chi^2$ =70.00, df=24, p<.001  
 2011: Nagelkerke R<sup>2</sup>=.387;  $\chi^2$ =68.472, df=23, p<.001  
 2012: Nagelkerke R<sup>2</sup>=.417;  $\chi^2$ =114.23, df=25, p<.001  
 2013: Nagelkerke R<sup>2</sup>=.248;  $\chi^2$ =72.14, df=26, p<.001  
 2014: Nagelkerke R<sup>2</sup>=.402;  $\chi^2$ =108.26, df=25, p<.001  
 2015: Nagelkerke R<sup>2</sup>=.309;  $\chi^2$ =69.49, df=26, p<.001  
 2016: Nagelkerke R<sup>2</sup>=.339;  $\chi^2$ =73.35, df=25, p<.001

Source: DFPS Employees Data, 2000-2016

**Table 19. Transfer Likelihood (CPS): Logistic Regression Analyses 2000-2016**

Compared with Other Categories	Odds Ratio by Year																
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
No Degree	.096**	.207**	.145**	1.455	.581	.291	3.73**	1.508*	1.274	.683	.958	.939	1.087	1.164	1.233	1.130	.992
BA or Above	.508**	1.054	.713	1.413	.981	1.273	4.01**	3.53**	2.99**	1.470**	1.902**	1.478*	1.281	1.471**	1.400*	1.100	1.949**
Region 1	.885	1.544	1.848	.210**	.381	1.037	.392**	.379**	.290**	.472*	1.152	.747	.885	.788	.405**	.623	1.599
Region 2	.916	2.644	1.262	.374*	.241*	1.095	.664	.395**	.313**	.493	1.109	.847	.762	1.384	.464*	.867	1.956*
Region 3	.711	2.269	2.073	.266**	.482	.264	.391**	.366**	.260**	.318**	.723	.493*	.484*	.674	.367**	.652	1.241
Region 4	.667	2.422	1.772	.296**	.317*	.000	.540**	.302**	.265**	.378**	1.222	.678	.710	.793	.379**	.557	1.879*
Region 5	.601	2.108	2.016	.223**	.698	.000	.492*	.366**	.285**	.309*	.983	.473	.272**	.907	.422*	.399*	1.129
Region 6	.868	1.486	1.865	.162**	.527	.357	.291**	.400**	.284**	.430**	1.087	.799	.708	.737	.485**	.629	1.280
Region 7	1.010	2.403	2.342	.268**	.650	.524	.567*	.465**	.398**	.610	1.109	.635	.750	.799	.500*	.696	1.738*
Region 8	.530	1.870	1.757	.318**	.504	.407	.392**	.316**	.299**	.264**	.964	.439*	.439*	.635	.510*	.298**	1.220
Region 9	.409	2.366	1.767	.457*	.304	.977	.581	.426*	.414*	.436	1.357	.976	.691	.997	.253*	.259*	1.085
Region 10	1.154	1.744	1.466	.254**	.402	.242	.634	.376*	.206**	.273*	1.105	1.185	.477	1.124	.233**	.342*	.989
Region 11	1.006	2.077	2.134	.187**	.448	.439	.286**	.351**	.222**	.415**	.817	.476	.528	.563	.296**	.376**	1.098
WHITE	.714	.792	1.151	.641	1.072	1.512	.787	3.228	.477	1.008	.680	2.729	.836	2.232	.838	1.032	1.747
HISPANIC	.720	.870	.961	.625	1.047	2.045	.843	3.405	.631	1.170	.592	2.621	.735	2.207	.969	.885	1.913
BLACK	.757	.843	1.214	.614	.783	.994	.761	2.988	.506	1.121	.684	2.750	.824	2.154	.815	.874	1.538
ASIAN	.514	.716	1.401	.784	1.362	-	1.015	1.916	1.137	.234	.595	4.787	.476	2.306	++	.531	1.128
Female	1.237	1.237	1.205	1.040	1.058	1.380	1.196	1.049	1.303	1.097	1.200	1.301	1.110	1.216	1.350*	1.128	1.141
Comp Time Taken	-	-	1.613**	4.845**	4.68**	3.662	1.56**	1.489**	1.251	1.831**	1.802**	1.663**	1.817**	2.107**	1.751**	1.907**	1.939**
Over Time Paid	-	-	-	.677	.548**	2.001	.997	1.047	1.304	.679*	.766*	.680**	.726*	.805*	1.039	.991	1.272**
Over Time Taken	-	-	1.363**	1.141	1.054	2.058	1.144	1.408**	1.33*	-	1.257*	1.393*	1.395**	1.219*	1.413**	1.226*	1.172
One Time Merit Pay	-	-	-	-	.891	1.031	.579	1.264	1.191	1.153	.550	.000	.882	1.026	.998	.832	1.060
Benefit Replacement Pay	-	-	-	.534**	1.548*	.997	1.178	.988	.827	.917	.779	.873	.674	.636*	.688	.809	.888
CPS Investigator Stipend	-	-	-	-	-	16.450	1.98**	1.80**	1.78**	2.352**	2.606**	2.042**	2.025**	1.703**	1.832**	1.745**	1.133
Staff Retention	-	-	-	-	-	-	1.375	-	-	-	-	-	-	-	-	-	-
Retirement Incentive Pay	-	-	-	-	.390	.518	-	-	-	-	-	-	-	-	-	-	-
County Supplemental Pay	-	-	-	-	1.231	-	1.212	2.30*	.912	.000	-	-	-	-	-	-	-
New Locality Pay	-	-	-	-	-	-	-	-	-	-	-	-	.891	1.531	2.632	.663	-
New Hire Bonus	-	-	-	-	-	-	-	-	-	-	-	-	.000	.000	-	-	-
New Mentoring Stipend Pay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	.613*	2.019**
Merit Increase	1.139	.995	.723	1.337	.619*	.221	1.055	.382**	.724	-	-	-	.777	.751*	.767*	.904	-
Constant	1.010	.149*	.111**	.254*	.043**	.047	.058*	.023**	.161	.055**	.045**	.013**	.072**	.031**	.079**	.080**	.021**

\*p<.01; \*\* p<.001; ++insufficient subjects

2000: Nagelkerke R<sup>2</sup>=.086;  $\chi^2$ =326.88, df=19, p<.001  
 2001: Nagelkerke R<sup>2</sup>=.061;  $\chi^2$ =214.36, df=19, p<.001  
 2002: Nagelkerke R<sup>2</sup>=.080;  $\chi^2$ =285.36, df=21, p<.001  
 2003: Nagelkerke R<sup>2</sup>=.129;  $\chi^2$ =459.23, df=23, p<.001  
 2004: Nagelkerke R<sup>2</sup>=.077;  $\chi^2$ =170.44, df=26, p<.001  
 2005: Nagelkerke R<sup>2</sup>=.257;  $\chi^2$ =63.81, df=25, p<.001  
 2006: Nagelkerke R<sup>2</sup>=.122;  $\chi^2$ =512.37, df=27, p<.001  
 2007: Nagelkerke R<sup>2</sup>=.115;  $\chi^2$ =514.15, df=26, p<.001

2008: Nagelkerke R<sup>2</sup>=.086;  $\chi^2$ =366.63, df=26, p<.001  
 2009: Nagelkerke R<sup>2</sup>=.065;  $\chi^2$ =202.629, df=24, p<.001  
 2010: Nagelkerke R<sup>2</sup>=.076;  $\chi^2$ =318.39, df=24, p<.001  
 2011: Nagelkerke R<sup>2</sup>=.049;  $\chi^2$ =153.02, df=24, p<.001  
 2012: Nagelkerke R<sup>2</sup>=.055;  $\chi^2$ =215.51, df=26, p<.001  
 2013: Nagelkerke R<sup>2</sup>=.063;  $\chi^2$ =309.82, df=27, p<.001  
 2014: Nagelkerke R<sup>2</sup>=.052;  $\chi^2$ =234.70, df=25, p<.001  
 2015: Nagelkerke R<sup>2</sup>=.054;  $\chi^2$ =249.62, df=27, p<.001  
 2016: Nagelkerke R<sup>2</sup>=.078;  $\chi^2$ =468.96, df=26, p<.001

Source: DFPS Employees Data, 2000-2016

## D. Connecting Incentives to Termination and Transfer across Regions

### Merit Salary Increases, Pay Down of Overtime Hours, and Mentoring Stipend: Impact on Retention (2016)

In addressing the question, “Do merit salary increases, the paying down of overtime hours to 140 hours, and mentoring stipends improve recruitment and retention rates by region?” From 2015 to 2016, the Research Team conducted logistic regression analyses on the interaction effect between each of the more frequently utilized incentives by region on “termination” and “transfer”. “Termination” refers to an employee’s separation from DFPS in a particular year. “Transfer” refers to an employee’s transfer in or out of a position (e.g., promotion, demotion, stage of service transfer, program transfer, etc.) in a particular year within the agency.

In 2016, “Pay Down of Overtime Hours from 240 to 140 hours” (effective December 1, 2015) is referred to as “Overtime Paid” in data analysis.

First, the interaction effects between termination and incentives and between transfer and incentives were calculated on the 2016 data. Findings are statistically significant at  $p < .001$  level. Second, the same calculations were performed on the 2015 data for comparison purposes. However, the interactive effects in 2015 were not found statistically significant.

Since the interaction effects between incentives and regions on termination and on transfer are significant in 2016, but not in 2015, the report of findings will focus on termination as follows:

- 1. Impact of Incentives on Termination by Region in 2016:** A significant interaction effect ( $p < .001$ ) was found by Region with Comp Time Taken, Overtime Taken, One Time Merit, CPS Investigator Stipend, and Mentoring Stipend in terms of reducing termination in 2016. Specifically, data on termination show that Comp Time Taken had the most positive impact on Region 10; Overtime Taken, One Time Merit Pay, CPS Stipends, and Mentoring Stipend had the most positive impact on Region 12.
- 2. Impact of Incentives on Transfer by Region in 2016:** A significant interaction effect ( $p < .001$ ) was found by Region with Overtime Taken, One Time Merit Pay, and CPS Investigator Stipend in terms of reducing transfer in 2016. Specifically, data on transfer show that Comp Time Taken had the most positive impact on Region 5; Overtime Taken had the most positive impact on Region 10; One Time Merit Pay, CPS Investigator Stipend and Mentoring Stipend had the most positive impact on Region 9.
- 3. Overall Impact of Incentives on Termination between 2015 and 2016:** Merit Increases were available for 2,886 employees in 2015, but only available for 21 employees in 2016. Data show that Merit Increases in 2015 reduced the likelihood of termination by 80.2%, but such effect was not found in 2016. These data suggest that without Merit Increases, termination would likely be higher. Findings also indicate that the number of employees who received One-time Merit was significantly higher in 2016 ( $n=2,661$ ) comparing to only 96 employees received this incentive in 2015. The data in 2016 indicated that One-time Merit significantly reduced the likelihood of termination by 86.4%. These data

support that One-time Merit had a significant impact in reducing termination of DFPS employees. In addition, it was consistently found that Comp Time Taken significantly reduced the likelihood of termination by 41.9% in 2016 and 44.3% in 2015, respectively. In terms of Pay Down of Overtime Hours from 240 to 140 hours (measured by Overtime Paid), it was found that the likelihood of termination was reduced in 2016 compared to 2015. (See Table 12 to Table 15.)

To summarize regional differences between 2015 and 2016, the following 12 tables (from Table 21 to Table 32) present with cross-tabulated statistics in terms of each of the six significant incentives with its effect on termination and transfer in separate tables. Highlighted percentage under each termination or transfer data column represents the most positive effect among the 12 regions with the use of a specific incentive. Compared across regions, the lower the percentage indicates a better outcome in reducing termination or transfer. Based on these 12 tables, regions with the lowest termination or transfer percentage as connected to the use of one of the six significant incentives are listed below (Table 20):

**Table 20. Interaction Effect: Region with Incentives Connecting to Lowest Percentage of Termination and Transfer**

INCENTIVE	REGION that has...			
	Lowest % in <b>Termination</b>		Lowest % in <b>Transfer</b>	
	Year 2015	Year 2016	Year 2015	Year 2016
Merit Increase	Region 10	--	Region 8	--
Comp Time Taken	Region 10	Region 10	Region 8	Region 5
Overtime Taken	Region 10	Region 12	Region 8	Region 10
One Time Merit Pay	--	Region 12	--	Region 9
CPS Investigator Stipend	Region 12	Region 12	Region 8	Region 9
Mentoring Stipend	Regions 5, 6, 10	Region 12	Region 8	Region 9

--Data not sufficient to compare across regions

Table 21. Impact of “Merit Increase” on Termination: Interaction Effect by Region, 2015 & 2016

Termination (Number of Employees and Rate in %)								
Region	Merit Increase 2015				* Merit Increase 2016			
	NO		YES		NO		YES	
	Stay	Termed	Stay	Termed	Stay	Termed	Stay	Termed
1	399 78.9%	107 21.1%	126 94.7%	7 5.3%	518 83.3%	104 16.7%	-	-
2	296 87.1%	44 12.9%	67 91.8%	6 8.2%	371 82.6%	78 17.4%	-	-
3	1649 78.0%	466 22.0%	472 95.5%	22 4.5%	2452 80.3%	602 19.7%	-	-
4	386 82.0%	85 18.0%	124 96.9%	4 3.1%	538 87.90%	74 12.10%	-	-
5	254 85.8%	42 14.2%	83 98.8%	1 1.2%	334 87.0%	50 13.0%	-	-
6	1388 77.5%	402 22.5%	452 94.8%	25 5.2%	1,884 82.7%	394 17.3%	-	-
7	872 78.7%	236 21.3%	263 96.3%	10 3.7%	1,108 78.1%	311 21.9%	-	-
8	1018 81.8%	226 18.2%	317 96.6%	11 3.4%	1343 85.3%	232 14.7%	-	-
9	233 78.5%	64 21.5%	68 97.1%	2 2.9%	293 85.4%	50 14.6%	-	-
10	215 91.1%	21 8.9%	75 100.0%	0 0.0%+	279 88.3%	37 11.7%	-	-
11	724 83.0%	148 17.0%	229 97.0%	7 3.0%	960 86.4%	151 13.6%	-	-
12	1702 89.2%	207 10.8%	501 97.3%	14 2.7%	2,491 87.9%	344 12.1%	19 90.5%	2 9.5%+

\*p<.001; showing a significant interactive effect between this incentive and Region on Termination  
 +Highlighted percentage represents the most positive effect among the 12 regions with the use of a specific incentive. Compared across Regions, the lower the percentage indicates a better outcome in reducing termination.

Source: DFPS Employees Data, 2000-2016

**Table 22. Impact of “Comp Time Taken” on Termination: Interaction Effect by Region, 2015 & 2016**

Termination (Number of Employees and Rate in %)								
Region	Comp Time Taken 2015				*Comp Time Taken 2016			
	NO		YES		NO		YES	
	Stay	Termed	Stay	Termed	Stay	Termed	Stay	Termed
1	125 78.6%	34 21.4%	400 83.3%	80 16.7%	132 80.5%	32 19.5%	386 84.3%	72 15.7%
2	125 83.9%	24 16.1%	238 90.2%	26 9.8%	116 78.4%	32 21.6%	255 84.7%	46 15.3%
3	1031 80.9%	244 19.1%	1090 81.7%	244 18.3%	1,239 79.1%	328 20.9%	1,213 81.6%	274 18.4%
4	133 82.1%	29 17.9%	377 86.3%	60 13.7%	124 81.0%	29 19.0%	414 90.2%	45 9.8%
5	107 86.3%	17 13.7%	230 89.8%	26 10.2%	87 83.7%	17 16.3%	247 88.2%	33 11.8%
6	850 78.8%	229 21.2%	990 83.3%	198 16.7%	881 82.0%	194 18.0%	1,003 83.4%	200 16.6%
7	377 78.4%	104 21.6%	758 84.2%	142 15.8%	367 74.3%	127 25.7%	741 80.1%	184 19.9%
8	470 80.2%	116 19.8%	865 87.7%	121 12.3%	508 82.6%	107 17.4%	835 87.0%	125 13.0%
9	104 76.5%	32 23.5%	197 85.3%	34 14.7%	115 79.3%	30 20.7%	178 89.9%	20 10.1%
10	74 88.1%	10 11.9%	216 95.2%	11 4.8% +	72 80.0%	18 20.0%	207 91.6%	19 8.4%+
11	251 80.4%	61 19.6%	702 88.2%	94 11.8%	289 82.8%	60 17.2%	671 88.1%	91 11.9%
12	873 89.5%	102 10.5%	1330 91.8%	119 8.2%	937 86.3%	149 13.7%	1,573 88.9%	197 11.1%

**\*p<.001; showing a significant interactive effect between this incentive and Region on Termination**  
 +Highlighted percentage represents the most positive effect among the 12 regions with the use of a specific incentive. Compared across Regions, the lower the percentage indicates a better outcome in reducing termination.

Source: DFPS Employees Data, 2000-2016

**Table 23. Impact of “Over Time Taken” on Termination: Interaction Effect by Region, 2015 & 2016**

Termination (Number of Employees and Rate in %)								
Region	Over Time Taken 2015				* Over Time Taken 2016			
	NO		YES		NO		YES	
	Stay	Termed	Stay	Termed	Stay	Termed	Stay	Termed
1	305 79.8%	77 20.2%	220 85.6%	37 14.4%	299 81.3%	69 18.8%	219 86.2%	35 13.8%
2	172 86.4%	27 13.6%	191 89.3%	23 10.7%	214 81.7%	48 18.3%	157 84.0%	30 16.0%
3	1627 80.6%	391 19.4%	494 83.6%	97 16.4%	1,960 80.8%	467 19.2%	492 78.5%	135 21.5%
4	212 82.5%	45 17.5%	298 87.1%	44 12.9%	262 86.8%	40 13.2%	276 89.0%	34 11.0%
5	136 85.0%	24 15.0%	201 91.4%	19 8.6%	175 89.3%	21 10.7%	159 84.6%	29 15.4%
6	1362 81.0%	320 19.0%	478 81.7%	107 18.3%	1,476 83.1%	301 16.9%	408 81.4%	93 18.6%
7	511 79.3%	133 20.7%	624 84.7%	113 15.3%	649 76.9%	195 23.1%	459 79.8%	116 20.2%
8	677 82.0%	149 18.0%	658 88.2%	88 11.8%	839 84.1%	159 15.9%	504 87.3%	73 12.7%
9	180 80.7%	43 19.3%	121 84.0%	23 16.0%	190 87.2%	28 12.8%	103 82.4%	22 17.6%
10	161 92.0%	14 8.0%	129 94.9%	7 5.1%+	191 88.0%	26 12.0%	88 88.9%	11 11.1%
11	402 81.9%	89 18.1%	551 89.3%	66 10.7%	482 85.8%	80 14.2%	478 87.1%	71 12.9%
12	1334 90.6%	139 9.4%	869 91.4%	82 8.6%	1,519 86.3%	242 13.7%	991 90.5%	104 9.5%+

\**p*<.001; showing a significant interactive effect between this incentive and Region on Termination  
 +Highlighted percentage represents the most positive effect among the 12 regions with the use of a specific incentive. Compared across Regions, the lower the percentage indicates a better outcome in reducing termination.

Source: DFPS Employees Data, 2000-2016

**Table 24. Impact of “One Time Merit Pay” on Termination: Interaction Effect by Region, 2015 & 2016**

Termination (Number of Employees and Rate in %)								
Region	One Time Merit Pay 2015				* One Time Merit Pay 2016			
	NO		YES		NO		YES	
	Stay	Termed	Stay	Termed	Stay	Termed	Stay	Termed
1	519 82.0%	114 18.0%	6 100.0%	0 0.0%+	357 78.6%	97 21.4%	161 95.8%	7 4.2%
2	360 87.8%	50 12.2%	3 100.0%	0 0.0%+	250 77.2%	74 22.8%	121 96.8%	4 3.2%
3	2120 81.3%	488 18.7%	1 100.0%	0 0.0%+	2140 78.2%	595 21.8%	312 97.8%	7 2.2%
4	500 84.9%	89 15.1%	10 100.0%	0 0.0%+	358 84.0%	68 16.0%	180 96.8%	6 3.2%
5	328 88.4%	43 11.6%	9 100.0%	0 0.0%+	188 81.4%	43 18.6%	146 95.4%	7 4.6%
6	1829 81.1%	427 18.9%	11 100.0%	0 0.0%+	1,459 79.3%	381 20.7%	425 97.0%	13 3.0%
7	1127 82.1%	245 17.9%	8 88.9%	1 11.1%	910 74.9%	305 25.1%	198 97.1%	6 2.9%
8	1325 84.8%	237 15.2%	10 100.0%	0 0.0%+	986 81.8%	220 18.2%	357 96.7%	12 3.3%
9	296 81.8%	66 18.2%	5 100.0%	0 0.0%+	227 82.8%	47 17.2%	66 95.7%	3 4.3%
10	290 93.2%	21 6.8%	-	-	172 83.1%	35 16.9%	107 98.2%	2 1.8%
11	953 86.0%	155 14.0%	-	-	614 81.1%	143 18.9%	346 97.7%	8 2.3%
12	2171 90.8%	221 9.2%	32 100.0%	0 0.0%+	2,343 87.1%	346 12.9%	167 100.0%	0 0.0%+

**\*p<.001; showing a significant interactive effect between this incentive and Region on Termination**  
**+Highlighted percentage represents the most positive effect among the 12 regions with the use of a specific incentive. Compared across Regions, the lower the percentage indicates a better outcome in reducing termination.**

Source: DFPS Employees Data, 2000-2016



**Table 25. Impact of “CPS Investigator Stipend” on Termination: Interaction Effect by Region, 2015 & 2016**

Termination (Number of Employees and Rate in %)								
Region	CPS Investigator Stipend 2015				*CPS Investigator Stipend 2016			
	NO		YES		NO		YES	
	Stay	Termed	Stay	Termed	Stay	Termed	Stay	Termed
1	421 83.2%	85 16.8%	104 78.2%	29 21.8%	409 84.5%	75 15.5%	109 79.0%	29 21.0%
2	284 88.8%	36 11.3%	79 84.9%	14 15.1%	287 82.5%	61 17.5%	84 83.2%	17 16.8%
3	1532 85.5%	260 14.5%	589 72.1%	228 27.9%	1,756 82.8%	366 17.2%	696 74.7%	236 25.3%
4	385 87.1%	57 12.9%	125 79.6%	32 20.4%	406 88.6%	52 11.4%	132 85.7%	22 14.3%
5	247 90.8%	25 9.2%	90 83.3%	18 16.7%	242 87.7%	34 12.3%	92 85.2%	16 14.8%
6	1395 83.2%	282 16.8%	445 75.4%	145 24.6%	1,434 84.9%	255 15.1%	450 76.4%	139 23.6%
7	813 82.8%	169 17.2%	322 80.7%	77 19.3%	826 80.7%	197 19.3%	282 71.2%	114 28.8%
8	1059 87.6%	150 12.4%	276 76.0%	87 24.0%	1,045 85.9%	171 14.1%	298 83.0%	61 17.0%
9	238 81.2%	55 18.8%	63 85.1%	11 14.9%	228 85.7%	38 14.3%	65 84.4%	12 15.6%
10	211 94.6%	12 5.4%	79 89.8%	9 10.2%	204 89.9%	23 10.1%	75 84.3%	14 15.7%
11	696 86.1%	112 13.9%	257 85.7%	43 14.3%	706 89.3%	85 10.7%	254 79.4%	66 20.6%
12	2108 90.7%	215 9.3%	95 94.1%	6 5.9%+	2,405 87.5%	343 12.5%	105 97.2%	3 2.8%+

\*p<.001; showing a significant interactive effect between this incentive and Region on Termination  
 +Highlighted percentage represents the most positive effect among the 12 regions with the use of a specific incentive. Compared across Regions, the lower the percentage indicates a better outcome in reducing termination.

Source: DFPS Employees Data, 2000-2016

**Table 26. Impact of “Mentoring Stipend” on Termination: Interaction Effect by Region, 2015 & 2016**

Termination (Number of Employees and Rate in %)								
Region	Mentoring Stipend 2015				*Mentoring Stipend 2016			
	NO		YES		NO		YES	
	Stay	Termed	Stay	Termed	Stay	Termed	Stay	Termed
1	464 81.3%	107 18.7%	61 89.7%	7 10.3%	432 82.0%	95 18.0%	86 90.5%	9 9.5%
2	326 86.9%	49 13.1%	37 97.4%	1 2.6%	318 81.7%	71 18.3%	53 88.3%	7 11.7%
3	1989 80.4%	485 19.6%	132 97.8%	3 2.2%	2,070 79.2%	545 20.8%	382 87.0%	57 13.0%
4	463 84.5%	85 15.5%	47 92.2%	4 7.8%	453 86.8%	69 13.2%	85 94.4%	5 5.6%
5	309 87.8%	43 12.2%	28 100.0%	0 0.0%	289 86.5%	45 13.5%	45 90.0%	5 10.0%
6	1719 80.1%	427 19.9%	121 100.0%	0 0.0%	1,609 81.4%	367 18.6%	275 91.1%	27 8.9%
7	1025 81.0%	241 19.0%	110 95.7%	5 4.3%	905 76.6%	277 23.4%	203 85.7%	34 14.3%
8	1230 84.0%	234 16.0%	105 97.2%	3 2.8%	1,139 84.0%	217 16.0%	204 93.2%	15 6.8%
9	269 80.8%	64 19.2%	32 94.1%	2 5.9%	237 84.3%	44 15.7%	56 90.3%	6 9.7%
10	275 92.9%	21 7.1%	15 100.0%	0 0.0%	247 87.6%	35 12.4%	32 94.1%	2 5.9%
11	889 85.4%	152 14.6%	64 95.5%	3 4.5%	836 85.9%	137 14.1%	124 89.9%	14 10.1%
12	2191 90.9%	220 9.1%	12 92.3%	1 7.7%	2,475 87.8%	345 12.2%	35 97.2%	1 2.8%+

**\*p<.001; showing a significant interactive effect between this incentive and Region on Termination +Highlighted percentage represents the most positive effect among the 12 regions with the use of a specific incentive. Compared across Regions, the lower the percentage indicates a better outcome in reducing termination.**

Source: DFPS Employees Data, 2000-2016

Table 27. Impact of “Merit Increase” on Transfer: Interaction Effect by Region, 2015 & 2016

<b>Transfer</b> (Number of Employees and Rate in %)								
Region	Merit Increase 2015				*Merit Increase 2016			
	NO		YES		NO		YES	
	Stay	Transfer	Stay	Transfer	Stay	Transfer	Stay	Transfer
1	463 91.5%	43 8.5%	121 91.0%	12 9.0%	528 84.9%	94 15.1%	-	-
2	298 87.6%	42 12.4%	63 86.3%	10 13.7%	371 82.6%	78 17.4%	-	-
3	1933 91.4%	182 8.6%	448 90.7%	46 9.3%	2,744 89.8%	310 10.2%	-	-
4	429 91.1%	42 8.9%	116 90.6%	12 9.4%	506 82.7%	106 17.3%	-	-
5	278 93.9%	18 6.1%	77 91.7%	7 8.3%	342 89.1%	42 10.9%	-	-
6	1642 91.7%	148 8.3%	448 93.9%	29 6.1%	2,046 89.8%	232 10.2%	-	-
7	995 89.8%	113 10.2%	234 85.7%	39 14.3%	1,189 83.8%	230 16.2%	-	-
8	1182 95.0%	62 5.0%	315 96.0%	13 4.0%+	1,394 88.5%	181 11.5%	-	-
9	271 91.2%	26 8.8%	66 94.3%	4 5.7%	312 91.0%	31 9.0%	-	-
10	223 94.5%	13 5.5%	70 93.3%	5 6.7%	283 89.6%	33 10.4%	-	-
11	812 93.1%	60 6.9%	226 95.8%	10 4.2%	983 88.5%	128 11.5%	-	-
12	1667 87.3%	242 12.7%	452 87.8%	63 12.2%	2,479 87.4%	356 12.6%	15 71.4%	6 28.6%

\* $p < .001$ ; showing a significant interactive effect between this incentive and Region on Transfer  
 +Highlighted percentage represents the most positive effect among the 12 regions with the use of a specific incentive. Compared across Regions, the lower the percentage indicates a better outcome in reducing transfer.

Source: DFPS Employees Data, 2000-2016

**Table 28. Impact of “Comp Time Taken” on Transfer: Interaction Effect by Region, 2015 & 2016**

Transfer (Number of Employees and Rate in %)								
Region	Comp Time Taken 2015				*Comp Time Taken 2016			
	NO		YES		NO		YES	
	Stay	Transfer	Stay	Transfer	Stay	Transfer	Stay	Transfer
1	154 96.9%	5 3.1%	430 89.6%	50 10.4%	149 90.9%	15 9.1%	379 82.8%	79 17.2%
2	136 91.3%	13 8.7%	225 85.2%	39 14.8%	133 89.9%	15 10.1%	238 79.1%	63 20.9%
3	1186 93.0%	89 7.0%	1195 89.6%	139 10.4%	1,475 94.1%	92 5.9%	1,269 85.3%	218 14.7%
4	156 96.3%	6 3.7%	389 89.0%	48 11.0%	143 93.5%	10 6.5%	363 79.1%	96 20.9%
5	120 96.8%	4 3.2%	235 91.8%	21 8.2%	93 89.4%	11 10.6%	249 88.9%	31 11.1%+
6	1024 94.9%	55 5.1%	1066 89.7%	122 10.3%	1,001 93.1%	74 6.9%	1,045 86.9%	158 13.1%
7	448 93.1%	33 6.9%	781 86.8%	119 13.2%	461 93.3%	33 6.7%	728 78.7%	197 21.3%
8	568 96.9%	18 3.1%	929 94.2%	57 5.8%+	576 93.7%	39 6.3%	818 85.2%	142 14.8%
9	133 97.8%	3 2.2%	204 88.3%	27 11.7%	137 94.5%	8 5.5%	175 88.4%	23 11.6%
10	81 96.4%	3 3.6%	212 93.4%	15 6.6%	84 93.3%	6 6.7%	199 88.1%	27 11.9%
11	306 98.1%	6 1.9%	732 92.0%	64 8.0%	324 92.8%	25 7.2%	659 86.5%	103 13.5%
12	882 90.5%	93 9.5%	1237 85.4%	212 14.6%	993 91.4%	93 8.6%	1,501 84.8%	269 15.2%

\**p*<.001; showing a significant interactive effect between this incentive and Region on Transfer  
 +Highlighted percentage represents the most positive effect among the 12 regions with the use of a specific incentive. Compared across Regions, the lower the percentage indicates a better outcome in reducing transfer.

Source: DFPS Employees Data, 2000-2016

**Table 29. Impact of “Over Time Taken” on Transfer: Interaction Effect by Region, 2015 & 2016**

Transfer (Number of Employees and Rate in %)								
Region	Over Time Taken 2015				* Over Time Taken 2016			
	NO		YES		NO		YES	
	Stay	Transfer	Stay	Transfer	Stay	Transfer	Stay	Transfer
1	356 93.2%	26 6.8%	228 88.7%	29 11.3%	319 86.7%	49 13.3%	209 82.3%	45 17.7%
2	173 86.9%	26 13.1%	188 87.9%	26 12.1%	223 85.1%	39 14.9%	148 79.1%	39 20.9%
3	1856 92.0%	162 8.0%	525 88.8%	66 11.2%	2191 90.3%	236 9.7%	553 88.2%	74 11.8%
4	240 93.4%	17 6.6%	305 89.2%	37 10.8%	256 84.8%	46 15.2%	250 80.6%	60 19.4%
5	152 95.0%	8 5.0%	203 92.3%	17 7.7%	178 90.8%	18 9.2%	164 87.2%	24 12.8%
6	1564 93.0%	118 7.0%	526 89.9%	59 10.1%	1608 90.5%	169 9.5%	438 87.4%	63 12.6%
7	582 90.4%	62 9.6%	647 87.8%	90 12.2%	717 85.0%	127 15.0%	472 82.1%	103 17.9%
8	792 95.9%	34 4.1%	705 94.5%	41 5.5%+	891 89.3%	107 10.7%	503 87.2%	74 12.8%
9	211 94.6%	12 5.4%	126 87.5%	18 12.5%	198 90.8%	20 9.2%	114 91.2%	11 8.8%
10	165 94.3%	10 5.7%	128 94.1%	8 5.9%	191 88.0%	26 12.0%	92 92.9%	7 7.1%+
11	455 92.7%	36 7.3%	583 94.5%	34 5.5%+	501 89.1%	61 10.9%	482 87.8%	67 12.2%
12	1303 88.5%	170 11.5%	816 85.8%	135 14.2%	1,568 89.0%	193 11.0%	926 84.6%	169 15.4%

**\*p<.001; showing a significant interactive effect between this incentive and Region on Transfer**  
 +Highlighted percentage represents the most positive effect among the 12 regions with the use of a specific incentive. Compared across Regions, the lower the percentage indicates a better outcome in reducing transfer.

Source: DFPS Employees Data, 2000-2016

**Table 30. Impact of “One Time Merit Pay” on Transfer: Interaction Effect by Region, 2015 & 2016**

Transfer (Number of Employees and Rate in %)								
Region	One Time Merit Pay 2015				*One Time Merit Pay 2016			
	NO		YES		NO		YES	
	Stay	Transfer	Stay	Transfer	Stay	Transfer	Stay	Transfer
1	578 91.3%	55 8.7%	6 100.0%	0 0.0%+	383 84.4%	71 15.6%	145 86.3%	23 13.7%
2	359 87.6%	51 12.4%	2 66.7%	1 33.3%	275 84.9%	49 15.1%	96 76.8%	29 23.2%
3	2380 91.3%	228 8.7%	1 100.0%	0 0.0%+	2,481 90.7%	254 9.3%	263 82.4%	56 17.6%
4	536 91.0%	53 9.0%	9 90.0%	1 10.0%	362 85.0%	64 15.0%	144 77.4%	42 22.6%
5	346 93.3%	25 6.7%	9 100.0%	0 0.0%+	212 91.8%	19 8.2%	130 85.0%	23 15.0%
6	2079 92.2%	177 7.8%	11 100.0%	0 0.0%+	1,660 90.2%	180 9.8%	386 88.1%	52 11.9%
7	1222 89.1%	150 10.9%	7 77.8%	2 22.2%	1,036 85.3%	179 14.7%	153 75.0%	51 25.0%
8	1487 95.2%	75 4.8%	10 100.0%	0 0.0%+	1,069 88.6%	137 11.4%	325 88.1%	44 11.9%
9	332 91.7%	30 8.3%	5 100.0%	0 0.0%+	248 90.5%	26 9.5%	64 92.8%	5 7.2%+
10	293 94.2%	18 5.8%	-	-	192 92.8%	15 7.2%	91 83.5%	18 16.5%
11	1038 93.7%	70 6.3%	-	-	679 89.7%	78 10.3%	304 85.9%	50 14.1%
12	2096 87.6%	296 12.4%	23 71.9%	9 28.1%	2,360 87.8%	329 12.2%	134 80.2%	33 19.8%

\*p<.001; showing a significant interactive effect between this incentive and Region on Transfer  
 +Highlighted percentage represents the most positive effect among the 12 regions with the use of a specific incentive. Compared across Regions, the lower the percentage indicates a better outcome in reducing transfer.

Source: DFPS Employees Data, 2000-2016

**Table 31. Impact of “CPS Investigator Stipend” on Transfer: Interaction Effect by Region, 2015 & 2016**

Transfer (Number of Employees and Rate in %)								
Region	CPS Investigator Stipend 2015				* CPS Investigator Stipend 2016			
	NO		YES		NO		YES	
	Stay	Transfer	Stay	Transfer	Stay	Transfer	Stay	Transfer
1	471 93.1%	35 6.9%	113 85.0%	20 15.0%	423 87.4%	61 12.6%	105 76.1%	33 23.9%
2	286 89.4%	34 10.6%	75 80.6%	18 19.4%	293 84.2%	55 15.8%	78 77.2%	23 22.8%
3	1662 92.7%	130 7.3%	719 88.0%	98 12.0%	1927 90.8%	195 9.2%	817 87.7%	115 12.3%
4	414 93.7%	28 6.3%	131 83.4%	26 16.6%	390 85.2%	68 14.8%	116 75.3%	38 24.7%
5	259 95.2%	13 4.8%	96 88.9%	12 11.1%	256 92.8%	20 7.2%	86 79.6%	22 20.4%
6	1571 93.7%	106 6.3%	519 88.0%	71 12.0%	1,531 90.6%	158 9.4%	515 87.4%	74 12.6%
7	879 89.5%	103 10.5%	350 87.7%	49 12.3%	875 85.5%	148 14.5%	314 79.3%	82 20.7%
8	1159 95.9%	50 4.1%	338 93.1%	25 6.9%+	1,079 88.7%	137 11.3%	315 87.7%	44 12.3%
9	270 92.2%	23 7.8%	67 90.5%	7 9.5%	242 91.0%	24 9.0%	70 90.9%	7 9.1%+
10	213 95.5%	10 4.5%	80 90.9%	8 9.1%	203 89.4%	24 10.6%	80 89.9%	9 10.1%
11	769 95.2%	39 4.8%	269 89.7%	31 10.3%	714 90.3%	77 9.7%	269 84.1%	51 15.9%
12	2049 88.2%	274 11.8%	70 69.3%	31 30.7%	2,412 87.8%	336 12.2%	82 75.9%	26 24.1%

\* $p < .001$ ; showing a significant interactive effect between this incentive and Region on Transfer  
 +Highlighted percentage represents the most positive effect among the 12 regions with the use of a specific incentive. Compared across Regions, the lower the percentage indicates a better outcome in reducing transfer.

Source: DFPS Employees Data, 2000-2016

**Table 32. Impact of “Mentoring Stipend” on Transfer: Interaction Effect by Region, 2015 & 2016**

Transfer (Number of Employees and Rate in %)								
Region	Mentoring Stipend 2015				*Mentoring Stipend 2016			
	NO		YES		NO		YES	
	Stay	Transfer	Stay	Transfer	Stay	Transfer	Stay	Transfer
1	523 91.6%	48 8.4%	61 89.7%	7 10.3%	462 87.7%	65 12.3%	66 69.5%	29 30.5%
2	331 88.3%	44 11.7%	30 78.9%	8 21.1%	329 84.6%	60 15.4%	42 70.0%	18 30.0%
3	2254 91.1%	220 8.9%	127 94.1%	8 5.9%	2,395 91.6%	220 8.4%	349 79.5%	90 20.5%
4	500 91.2%	48 8.8%	45 88.2%	6 11.8%	443 84.9%	79 15.1%	63 70.0%	27 30.0%
5	329 93.5%	23 6.5%	26 92.9%	2 7.1%	303 90.7%	31 9.3%	39 78.0%	11 22.0%
6	1975 92.0%	171 8.0%	115 95.0%	6 5.0%	1,807 91.4%	169 8.6%	239 79.1%	63 20.9%
7	1118 88.3%	148 11.7%	111 96.5%	4 3.5%	1,021 86.4%	161 13.6%	168 70.9%	69 29.1%
8	1391 95.0%	73 5.0%	106 98.1%	2 1.9%+	1,220 90.0%	136 10.0%	174 79.5%	45 20.5%
9	306 91.9%	27 8.1%	31 91.2%	3 8.8%	259 92.2%	22 7.8%	53 85.5%	9 14.5%+
10	279 94.3%	17 5.7%	14 93.3%	1 6.7%	254 90.1%	28 9.9%	29 85.3%	5 14.7%
11	974 93.6%	67 6.4%	64 95.5%	3 4.5%	869 89.3%	104 10.7%	114 82.6%	24 17.4%
12	2113 87.6%	298 12.4%	6 46.2%	7 53.8%	2,468 87.5%	352 12.5%	26 72.2%	10 27.8%

\*p<.001; showing a significant interactive effect between this incentive and Region on Transfer  
 +Highlighted percentage represents the most positive effect among the 12 regions with the use of a specific incentive. Compared across Regions, the lower the percentage indicates a better outcome in reducing transfer.

Source: DFPS Employees Data, 2000-2016



## E. Workforce Longevity

### Model 1: Longevity in the Workforce (Ordinary Least Squares Multiple Regression Analyses)

The purpose of this study was to identify factors that significantly influence employment longevity (tenure) of DFPS employees. The study was primarily exploratory in nature, since no specific a priori hypotheses were proffered other than group differences discussed below. Due to the very large sample size, we adopted an alpha of .001 to establish statistical significance. All computations were performed using R (version 3.3.2) and various packages, noted where applicable.

This study includes those DFPS employees with at least a Baccalaureate Degree from 2000 to 2016. The rationale for analyzing the employees with at least a Baccalaureate Degree is that most of the workers without at least a Baccalaureate Degree are likely in fundamentally different roles (e.g., administrative) compared with those who do hold a four-year degree. We hypothesized factors influencing these workers might be quite different than for those providing direct services.

In all instances, DFPS workers who were involuntarily terminated were excluded from the study, as were employees whose monthly salary exceeded \$6,000. Higher salaried employees were omitted because they were likely in leadership rather than front-line roles, which were the focus of this study. There were no missing data excepting education. An extremely large portion of education data were missing (60%), and this missingness was not random; it appears more recent hires were more likely to have missing education data. Because of the centrality of education level to this study, cases with missing education data were omitted (i.e., listwise deletion). Accordingly, it is possible that parameter estimates were biased<sup>1</sup>.

Prior to conducting the main analysis, we checked all basic assumptions for multivariate analyses following Tabachnick and Fidell (2013) and noted several concerns. Several variables exhibited serious departures from normality: owing to floor effects (pile-up of scores near zero) and restricted range, skewness and kurtosis were prevalent for all interval-scaled covariates except for age. Analysis of z-scores indicated up to 1.7% of data values may be univariate outliers (p-value of z-score below .001). Univariate skewness and kurtosis also manifested as heteroscedasticity and multivariate outliers, the latter of which we examined graphically using the R package **mvoutlier** (Filzmoser & Gschwandtner, 2015). In addition, a plot of residuals against predicted scores (from regression diagnostics of models described below) revealed a mildly curvilinear association among the predictors and tenure. Finally, the residuals were skewed. Dichotomization of the compensation-related covariates (except salary) and natural log transformation of tenure ameliorated these problems.

The results of the OLS (Ordinary Least Squares) Regression from 2000 to 2016 are presented below (see Table 33):

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<sup>1</sup> All analyses described in this report were also performed for DFPS employees with missing education data. However, it was impossible to derive meaningful results because of the confounding effects of mixed populations.

**Table 33. Ordinary Least Squares (OLS) Regression: 2000 - 2016**

(Subjects with at Least Baccalaureate Degree)

Variable	<i>B</i>	<i>SE B</i>	<b>Exp(<i>B</i>) [99.9% CI]</b>		<b>Sig.</b>
Age	0.003	0.001	1.003	[1.001, 1.005]	<.001
Male	-0.056	0.015	0.946	[0.899, 0.994]	<.001
Black/African American	0.037	0.015	1.038	[0.987, 1.092]	.015
Hispanic	0.011	0.017	1.011	[0.955, 1.071]	.514
Asian	-0.019	0.045	0.981	[0.847, 1.137]	.666
Native American	0.037	0.079	1.037	[0.800, 1.345]	.643
Graduate degree	-0.087	0.017	0.917	[0.867, 0.969]	<.001
Salary	0.000	0.000	1.000	[1.000, 1.000]	<.001
Comp. time taken (yes)	0.296	0.019	1.345	[1.264, 1.432]	<.001
Overtime paid (yes)	0.108	0.015	1.114	[1.059, 1.172]	<.001
Overtime taken (yes)	0.307	0.019	1.359	[1.278, 1.445]	<.001
Merit increase (yes)	0.570	0.018	1.769	[1.664, 1.879]	<.001
One-time merit pay (yes)	0.230	0.050	1.258	[1.066, 1.485]	<.001
CPS Investigator Stipend (yes)	0.177	0.016	1.194	[1.131, 1.260]	<.001
Mentoring Stipend (yes)	0.189	0.149	1.208	[0.740, 1.970]	.205
Region 1	-0.075	0.028	0.928	[0.847, 1.016]	.007
Region 2	-0.005	0.039	0.995	[0.875, 1.131]	.890
Region 3	-0.004	0.015	0.996	[0.947, 1.048]	.804
Region 4	-0.026	0.027	0.974	[0.891, 1.065]	.339
Region 5	0.044	0.038	1.045	[0.924, 1.182]	.241
Region 6	-0.047	0.016	0.954	[0.905, 1.006]	.003
Region 7	-0.046	0.019	0.955	[0.898, 1.016]	.014
Region 8	-0.093	0.018	0.911	[0.857, 0.968]	<.001
Region 9	0.018	0.039	1.018	[0.895, 1.158]	.651
Region 10	-0.013	0.044	0.987	[0.853, 1.142]	.768
Region 11	-0.101	0.024	0.904	[0.836, 0.978]	<.001
Region RCCL	0.232	0.058	1.262	[1.043, 1.526]	<.001
Region SO	-0.063	0.027	0.939	[0.859, 1.027]	.020

*Note.*  $n = 5,678$ . Stein's adjusted  $R^2$  (.583) achieved significance,  $F(28, 5649) = 287.2, p < .001$ . CI = confidence interval. Dependent variable (tenure) was log transformed. Baseline comparison group for ethnicity is White. Region was grand mean deviation coded.  
 Data Source: DFPS Employees Data (1/18/2017)

## Model 2: Leaving the Workforce (Survival Analysis)

The analyses discussed thus far comprise only those employees for whom complete tenure data were available. That is, employees whose total tenure was censored (i.e., not observed) because they were either (a) already employed with DFPS at the time of their first available employment record and/or (b) still employed by DFPS at the time data collection ceased (12/31/2016), were excluded. Because this involved such a large number of employees ( $n = 5,678$ ), we also fit a Cox proportional hazards regression model, which is capable of accounting for censoring (Fox & Weisberg, 2011). In addition to the usual multivariate analysis assumptions, Cox regression models also assume covariates' effects are constant across time (i.e., proportional hazards). We used the R **survival** package (Therneau, 2015) to check this assumption and found non-proportional effects for several covariates. Accordingly, we used a robust estimation method implemented in the R package **coxrobust** (Bednarski & Borowicz, 2006). Although the robust estimator largely outperformed the standard Cox regression partial likelihood estimator, diagnostic plots revealed it was not able to entirely mitigate violations of proportional hazards. Nevertheless, this model's results (presented in Table 34 below) generally converged with the OLS approach.

As before, the exponentiated unstandardized partial regression coefficients (listed as  $\text{Exp}(B)$ ) are interpreted as effect sizes. However, instead of describing covariates' direct association with tenure in years (like the OLS model), the Cox regression effect sizes describe covariates' association with yearly hazard rate (HR) for voluntary separation from DFPS. For instance, males' HR is 22.3% ( $1.224 - 1$ ) higher than females' HR (holding other covariates constant). This means males are approximately 22% more likely to voluntarily depart DFPS in any given year. Conversely, each additional year of age (at point of hire) is associated with a 1.2% ( $1 - 0.988$ ) decrease in the yearly HR. So, after controlling for other covariates, a person hired at age 40 is 12% less likely to quit in any given year when compared with a person hired at age 30. Exponentiated coefficients for non-significant predictors are not statistically distinguishable from 1, which represents no effect on the hazard rate.

**Table 34. Cox Proportional Hazards Regression: 2000 – 2016**

(Subjects with at Least Baccalaureate Degree)

Variable	<i>B</i>	<i>SE B</i>	<b>Exp(<i>B</i>) [99.9% CI]</b>	<b>Sig.</b>
Age	-0.012	0.002	0.988 [0.983, 0.994]	<.001
Male	0.202	0.037	1.224 [1.084, 1.382]	<.001
Black/African American	-0.114	0.038	0.892 [0.786, 1.012]	.003
Hispanic	-0.025	0.043	0.975 [0.846, 1.124]	.555
Asian	0.092	0.111	1.097 [0.761, 1.580]	.406
Native American	-0.020	0.186	0.981 [0.532, 1.808]	.916
Graduate degree	0.333	0.041	1.395 [1.218, 1.597]	<.001
Salary	-0.002	0.000	0.998 [0.998, 0.999]	<.001
Comp. time taken (yes)	-0.895	0.057	0.409 [0.339, 0.493]	<.001
Overtime paid (yes)	0.105	0.040	1.111 [0.974, 1.268]	.009
Overtime taken (yes)	-0.579	0.052	0.560 [0.472, 0.665]	<.001
Merit increase (yes)	-1.879	0.055	0.153 [0.128, 0.183]	<.001
One-time merit pay (yes)	-1.521	0.125	0.219 [0.145, 0.330]	<.001
CPS Investigator Stipend (yes)	-0.272	0.041	0.762 [0.665, 0.872]	<.001
Mentoring Stipend (yes)	-1.832	0.338	0.160 [0.053, 0.487]	<.001
Region 1	0.337	0.068	1.401 [1.119, 1.754]	<.001
Region 2	-0.234	0.095	0.791 [0.579, 1.082]	.014
Region 3	0.055	0.037	1.057 [0.935, 1.195]	.136
Region 4	0.228	0.067	1.256 [1.008, 1.564]	.001
Region 5	-0.107	0.089	0.899 [0.670, 1.206]	.232
Region 6	0.260	0.040	1.297 [1.137, 1.481]	<.001
Region 7	0.187	0.046	1.205 [1.038, 1.401]	<.001
Region 8	0.380	0.046	1.462 [1.256, 1.702]	<.001
Region 9	0.017	0.096	1.017 [0.742, 1.394]	.859
Region 10	-0.231	0.107	0.794 [0.558, 1.129]	.031
Region 11	0.277	0.059	1.319 [1.086, 1.601]	<.001
Region RCCL	-0.633	0.138	0.531 [0.337, 0.836]	<.001
Region SO	0.122	0.056	1.129 [0.940, 1.356]	.029

*Note.* Total  $n = 11,503$ , including 5,678 complete observations and 5,825 censored observations. Model parameters estimated using smooth modification of partial likelihood (robust). The model explained a significant portion of variance in tenure, extended Wald test:  $\chi^2(28) = 4099, p < .001$ . Baseline comparison group for ethnicity is White. Region was grand mean deviation coded.

Data Source: DFPS Employees Data (1/18/2017)

### Model 3: DFPS Employee Transfers (Logistic Regression)

As a follow up to the main analyses pertaining to DFPS employee longevity (referred to as “tenure” in the previous report), we also conducted an analysis of transfers, which included the number of times employees were either demoted or promoted (non-career track promotions only), plus the number of times they transferred. The samples in the present analysis are identical to the ones in the DFPS longevity analysis, as are all predictors/covariates, with the exception of salary. Salary was non-significant and caused model identification problems, so we excluded it from the analysis.

To properly model this highly skewed variable, we trichotomized it into an ordinal variable with three levels: zero transfers, one transfer, and more than one transfer. We fit a cumulative link model (i.e., ordinal logistic regression) using R version 3.3.2 and the ordinal package (Christensen, 2015a). Cumulative link models are fit via maximum likelihood estimation. As with previous analyses, we used a sequential approach, entering control variables as step one followed by substantive predictors as step two. We followed Tabachnick and Fidell (2013) to check basic assumptions, as discussed in the previous study. However, one additional concern for ordinal regression is a check of cross-tabulations for all pairwise discrete variables, which revealed small numbers of Asian and Native American employees; the present analysis probably does not have sufficient statistical power to detect effects associated with these two groups. Other diagnostics specifically pertaining to fitting cumulative link models are discussed later.

One important assumption of ordinal logistic regression is proportional odds. In a fixed-effects model, only one regression coefficient is estimated for each continuous predictor (the number of coefficients for discrete predictors is equivalent to one less than the number of levels of the predictor). Therefore, this single coefficient must accurately describe the predictor’s effect across all thresholds of the dependent variable. In the present study, the dependent variable (transfers) has three levels, and therefore two thresholds: one threshold separating 0 and 1, and another threshold separating 1 and 2. In a fixed-effects model, a single coefficient estimates the predictor’s association with (a) the likelihood of having no transfers versus one or more transfers *and* (b) the likelihood of having zero or one transfer versus having more than one transfer. This is the proportional odds assumption. If the proportional odds assumption is not tenable, it is better to estimate two separate coefficients (i.e., one for each threshold). In the present study, we used a mixed-effects approach since the proportional odds assumption held only for some predictors (Christensen, 2015b). Therefore, the model contains a mixture of fixed- and random-effects, the latter referring to separate coefficients being estimated for each threshold. Table 35 presents the regression coefficients and other model data.

The model diagnostics revealed no concerns with convergence or non-linearity (Christensen, 2015b). In the 2000 to 2016 data, Age at hire was a significant predictor; the exponentiated coefficient of 0.958 indicates for each additional year of age at hire, the odds of having one or more transfers (as opposed to none) is approximately 4% lower ( $1 - 0.958$ ). Similarly, for each additional year the odds of having more than one transfer (as opposed to zero or one) is about 4% lower. Thus, it appears increased age at hire is associated with fewer transfers, holding other variables constant.

It also appears African American employees tend to have fewer transfers vis-à-vis their White colleagues, although the effect size is considerably higher than age. Namely, African American employees are about 37% less likely to have one or more transfers (compared with no transfers) or more than one transfer (compared with zero or one transfer). A similar trend is evident for Hispanic employees. However, by far the most important predictor is tenure or longevity as a DFPS employee. Because tenure was log transformed, interpretation of the effect size is not straightforward. The effect size itself is not terribly relevant here, however, since tenure is merely a control variable: employees with greater longevity will obviously also tend to have more transfers. Controlling for tenure helps isolate effects of substantive predictors in the full model.

The full model also achieved significance,  $\chi^2(35) = 3113.2, p < .001$ . A few substantive variables achieved or approached statistical significance. It appears there is a general trend for overtime payment to associate with fewer transfers. Notice there are two parameter estimates for overtime paid: one for crossing the zero/one threshold and another for crossing the one/more than one threshold. The first parameter did not achieve significance, but the second parameter approached it. Namely, those workers who received overtime payment were about 37.6% less likely ( $1 - .624$ ) to have more than one transfer versus only one transfer. Similarly, receipt of a merit increase was associated with an approximately 35% reduction in the odds of having one versus no transfers.

**Table 35. Ordinal Logistic Regression: 2000 - 2016**

(Subjects with at Least Baccalaureate Degree)

Variable	B	SE B	Exp(B) [99.9% CI]	Sig.
Age	-0.043	0.004	0.958 [0.945, 0.971]	<.001
Male	-0.091	0.099	0.913 [0.659, 1.265]	.359
Black/African American	-0.464	0.096	0.629 [0.458, 0.862]	<.001
Hispanic	-0.294	0.104	0.745 [0.529, 1.049]	.005
Asian	0.569	0.244	1.766 [0.792, 3.942]	.020
Native American	0.308	0.419	1.361 [0.343, 5.401]	.462
Tenure (0 1)	3.120	0.098	22.646 [16.405, 31.263]	<.001
Tenure (1 >1)	3.710	0.154	40.854 [24.615, 67.807]	<.001
Graduate degree	0.145	0.101	1.156 [0.829, 1.612]	.151
Comp time taken (yes) (0 1)	-0.301	0.136	0.740 [0.473, 1.158]	.027
Comp time taken (yes) (1 >1)	0.614	0.323	1.848 [0.638, 5.348]	.057
Overtime paid (yes) (0 1)	-0.233	0.098	0.792 [0.574, 1.094]	.018
Overtime paid (yes) (1 >1)	-0.472	0.149	0.624 [0.382, 1.018]	.002
Overtime taken (yes) (0 1)	-0.110	0.131	0.896 [0.582, 1.378]	.399
Overtime taken (yes) (1 >1)	-0.138	0.249	0.871 [0.384, 1.976]	.579
Merit increase (yes) (0 1)	-0.429	0.111	0.651 [0.452, 0.938]	<.001
Merit increase (yes) (1 >1)	-0.278	0.135	0.757 [0.486, 1.181]	.040
One-time merit pay (yes) (0 1)	-0.421	0.286	0.656 [0.256, 1.682]	.140
One-time merit pay (yes) (1 >1)	-0.181	0.333	0.834 [0.279, 2.496]	.586
CPS Investigator Stipend (yes) (0 1)	0.083	0.100	1.087 [0.782, 1.510]	.404
CPS Investigator Stipend (yes) (1 >1)	0.497	0.127	1.644 [1.082, 2.496]	<.001
Mentoring Stipend (yes)	-2.148	0.987	0.117 [0.005, 3.002]	.030
Region 1	-0.084	0.171	0.919 [0.524, 1.614]	.624
Region 2	-0.389	0.245	0.678 [0.303, 1.517]	.113
Region 3	-0.213	0.093	0.808 [0.595, 1.097]	.022
Region 4	-0.039	0.164	0.962 [0.561, 1.650]	.812
Region 5	0.153	0.210	1.165 [0.584, 2.325]	.465
Region 6	-0.065	0.098	0.937 [0.679, 1.294]	.504
Region 7	0.207	0.107	1.230 [0.865, 1.749]	.054
Region 8	0.079	0.112	1.082 [0.749, 1.564]	.482
Region 9	-0.312	0.240	0.732 [0.332, 1.612]	.194
Region 10	0.151	0.258	1.163 [0.498, 2.718]	.560
Region 11	-0.043	0.145	0.958 [0.594, 1.543]	.769
Region RCCL	1.151	0.298	3.161 [1.186, 8.427]	<.001
Region SO	-0.197	0.143	0.821 [0.513, 1.315]	.169

Note.  $n = 5,678$ . Model fit was significantly better than an intercept-only model,  $\chi^2(35) = 3113.2, p < .001$ . Nagelkerke's pseudo- $R^2 = .534$ . CI = confidence interval. Baseline comparison group for ethnicity is White. Region was grand mean deviation coded. Tenure was log transformed. CIs and  $p$ -values estimated using Wald method (normal theory).

Data Source: DFPS Employees Data (1/18/2017)

## Summary of Workforce Longevity Analyses

### a) Integrative Findings from Three Statistical Models

Table 36 and Table 37 illustrate the effect of demographic and incentive variables on workforce retention. Statistics from all three models presented previously from Table 33 to Table 35 are compared to identify consistency in terms of the effects to improve the likelihood to stay (workforce longevity), reduce the likelihood to leave and reduce the likelihood to transfer (as turnover indicators). In addition, statistical significance is used in the comparisons to support the findings. Among the 29 variables entered into the three models, 10 factors with statistical significance at  $p < .01$  are interpreted. In addition, a comparison of the three statistical results between 2015 and 2016 is summarized in Table 38.



**Table 36. Workforce Analysis 2000-2015: A Comparison across Three Statistical Models**

Workforce Analysis 2000-2015 Data Source: DFPS Employees Data (1/18/2017)	Longevity: Likelihood to Stay		Likelihood to Leave		Likelihood to Transfer	
	OLS Regression		Cox Proportional Hazards Regression		Ordinal Logistic Regression	
Variable	Odds Ratio	<i>p</i>	Odds Ratio	<i>p</i>	Odds Ratio	<i>p</i>
Age	1.002	<.001	0.988	<.001	0.958	<.001
Male	0.943	<.001	1.238	<.001	0.948	.599
Black/African American	1.045	.004	0.849	<.001	0.612	<.001
Hispanic	1.014	.405	0.959	.542	0.728	.003
Asian	0.992	.852	1.063	.637	1.765	.021
Native American	1.028	.728	0.947	.777	1.462	.377
Graduate degree	0.918	<.001	1.459	<.001	1.142	.194
Salary	1.000	<.001	0.998	<.001		
Tenure (0 1)					23.903	<.001
Tenure (1 >1)					45.422	<.001
<b>Comp time taken (yes) (0 1)</b>	<b>1.344</b>	<b>&lt;.001</b>	<b>0.348</b>	<b>&lt;.001</b>	<b>0.710</b>	<b>.013</b>
<b>Comp time taken (yes) (1 &gt;1)</b>					<b>1.694</b>	<b>.111</b>
<b>Overtime paid (yes) (0 1)</b>	<b>1.114</b>	<b>&lt;.001</b>	<b>1.048</b>	<b>.341</b>	<b>0.797</b>	<b>.023</b>
<b>Overtime paid (yes) (1 &gt;1)</b>					<b>0.616</b>	<b>.002</b>
<b>Overtime taken (yes) (0 1)</b>	<b>1.362</b>	<b>&lt;.001</b>	<b>0.482</b>	<b>&lt;.001</b>	<b>0.917</b>	<b>.512</b>
<b>Overtime taken (yes) (1 &gt;1)</b>					<b>0.837</b>	<b>.493</b>
<b>Merit increase (yes) (0 1)</b>	<b>1.696</b>	<b>&lt;.001</b>	<b>0.131</b>	<b>&lt;.001</b>	<b>0.685</b>	<b>.001</b>
<b>Merit increase (yes) (1 &gt;1)</b>					<b>0.780</b>	<b>.076</b>
<b>One-time merit pay (yes) (0 1)</b>	<b>1.221</b>	<b>&lt;.001</b>	<b>1.101</b>	<b>.486</b>	<b>0.665</b>	<b>.180</b>
<b>One-time merit pay (yes) (1 &gt;1)</b>					<b>0.863</b>	<b>.701</b>
<b>CPS Investigator Stipend (yes) (0 1)</b>	<b>1.200</b>	<b>&lt;.001</b>	<b>0.711</b>	<b>&lt;.001</b>	<b>1.038</b>	<b>.712</b>
<b>CPS Investigator Stipend (yes) (1 &gt;1)</b>					<b>1.575</b>	<b>.001</b>
<b>Mentoring Stipend (yes)</b>	<b>0.653</b>	<b>.168</b>	<b>0.088</b>	<b>.001</b>	<b>1.254</b>	<b>.869</b>
Region 1	0.934	.013	1.357	<.001	0.862	.397
Region 2	0.984	.681	0.837	.092	0.760	.262
Region 3	0.996	.784	1.036	.450	0.785	.011
Region 4	0.970	.256	1.168	.080	0.980	.905
Region 5	1.051	.178	0.906	.584	1.095	.673
Region 6	0.951	.002	1.271	<.001	0.931	.464
Region 7	0.959	.023	1.182	.030	1.164	.163
Region 8	0.917	<.001	1.423	<.001	1.112	.347
Region 9	1.028	.480	0.949	.603	0.783	.314
Region 10	0.977	.601	0.794	.060	1.229	.434
Region 11	0.908	<.001	1.329	<.001	0.959	.777
Region RCCL	1.266	<.001	0.568	<.001	3.146	<.001
Region SO	0.925	.004	1.246	<.001	0.783	.101

**Table 37. Workforce Analysis 2000-2016: A Comparison across Three Statistical Models**

Workforce Analysis 2000-2016 Data Source: DFPS Employees Data (1/18/2017)	Longevity: Likelihood to Stay		Likelihood to Leave		Likelihood to Transfer	
	OLS Regression		Cox Proportional Hazards Regression		Ordinal Logistic Regression	
Variable	Odds Ratio	<i>p</i>	Odds Ratio	<i>P</i>	Odds Ratio	<i>p</i>
Age	1.003	<.001	0.988	<.001	0.958	<.001
Male	0.946	<.001	1.224	<.001	0.913	.359
Black/African American	1.038	.015	0.892	.003	0.629	<.001
Hispanic	1.011	.514	0.975	.555	0.745	.005
Asian	0.981	.666	1.097	.406	1.766	.020
Native American	1.037	.643	0.981	.916	1.361	.462
Graduate degree	0.917	<.001	1.395	<.001	1.156	.151
Salary	1.000	<.001	0.998	<.001		
Tenure (0 1)					22.646	<.001
Tenure (1 >1)					40.854	<.001
<b>Comp time taken (yes) (0 1)</b>	<b>1.345</b>	<b>&lt;.001</b>	<b>0.409</b>	<b>&lt;.001</b>	<b>0.740</b>	<b>.027</b>
<b>Comp time taken (yes) (1 &gt;1)</b>					<b>1.848</b>	<b>.057</b>
<b>Overtime paid (yes) (0 1)</b>	<b>1.114</b>	<b>&lt;.001</b>	<b>1.111</b>	<b>.009</b>	<b>0.792</b>	<b>.018</b>
<b>Overtime paid (yes) (1 &gt;1)</b>					<b>0.624</b>	<b>.002</b>
<b>Overtime taken (yes) (0 1)</b>	<b>1.359</b>	<b>&lt;.001</b>	<b>0.560</b>	<b>&lt;.001</b>	<b>0.896</b>	<b>.399</b>
<b>Overtime taken (yes) (1 &gt;1)</b>					<b>0.871</b>	<b>.579</b>
<b>Merit increase (yes) (0 1)</b>	<b>1.769</b>	<b>&lt;.001</b>	<b>0.153</b>	<b>&lt;.001</b>	<b>0.651</b>	<b>&lt;.001</b>
<b>Merit increase (yes) (1 &gt;1)</b>					<b>0.757</b>	<b>.040</b>
<b>One-time merit pay (yes) (0 1)</b>	<b>1.258</b>	<b>&lt;.001</b>	<b>0.219</b>	<b>&lt;.001</b>	<b>0.656</b>	<b>.140</b>
<b>One-time merit pay (yes) (1 &gt;1)</b>					<b>0.834</b>	<b>.586</b>
<b>CPS Investigator Stipend (yes) (0 1)</b>	<b>1.194</b>	<b>&lt;.001</b>	<b>0.762</b>	<b>&lt;.001</b>	<b>1.087</b>	<b>.404</b>
<b>CPS Investigator Stipend (yes) (1 &gt;1)</b>					<b>1.644</b>	<b>&lt;.001</b>
<b>Mentoring Stipend (yes)</b>	<b>1.208</b>	<b>.205</b>	<b>0.160</b>	<b>&lt;.001</b>	<b>0.117</b>	<b>.030</b>
Region 1	0.928	.007	1.401	<.001	0.919	.624
Region 2	0.995	.890	0.791	.014	0.678	.113
Region 3	0.996	.804	1.057	.136	0.808	.022
Region 4	0.974	.339	1.256	.001	0.962	.812
Region 5	1.045	.241	0.899	.232	1.165	.465
Region 6	0.954	.003	1.297	<.001	0.937	.504
Region 7	0.955	.014	1.205	<.001	1.230	.054
Region 8	0.911	<.001	1.462	<.001	1.082	.482
Region 9	1.018	.651	1.017	.859	0.732	.194
Region 10	0.987	.768	0.794	.031	1.163	.560
Region 11	0.904	<.001	1.319	<.001	0.958	.769
Region RCCL	1.262	<.001	0.531	<.001	3.161	<.001
Region SO	0.939	.020	1.129	.029	0.821	.169

**b) Interpretations**

**Table 38. Likelihood to Stay, Leave, or Transfer: Comparing 2000-2015 and 2000-2016**

Incentive	2000-2015	2000-2016	Difference	2000-2015	2000-2016	Difference	2000-2015	2000-2016	Difference
	Likelihood to Stay+ (Longevity)			Likelihood to Leave*			Likelihood to Transfer*		
Comp time taken (yes) (0 1)	+34.4%	+34.5%	Helpful but with 0.1% reduced effect	-65.2%	-59.1%	Helpful but with 6.1% reduced effect	-29.0%	-26.0%	Helpful but with 3.0% reduced effect
Overtime paid (yes) (0 1)	+11.4%	+11.4%	No Change	+4.8%	+11.1%	Not Helpful and 6.3% worse	-20.3%	-20.8%	Helpful with 0.5% improvement
Overtime paid (yes) (1 >1)							-38.4%	-37.6%	Helpful but with 0.8% reduced effect
Overtime taken (yes) (0 1)	+36.2%	+35.9%	Helpful but with 0.3% reduced effect	-51.8%	-44.0%	Helpful but with 7.8% reduced effect	-8.3%	-10.4%	Helpful with 2.1% improvement (but not statistically significant)
Merit increase (yes) (0 1)	+69.6%	+76.9%	Helpful with 7.3% improvement	-86.9%	-84.7%	Helpful but with 2.2% reduced effect	-31.5%	-34.9%	Helpful with 3.4% improvement
Merit increase (yes) (1 >1)							-22.0%	-24.3%	Helpful with 2.3% improvement
One-time merit pay (yes) (0 1)	+22.1%	+25.8%	Helpful with 3.7% improvement	+10.1%	-78.1%	Helpful with 88.2% improvement	-33.5%	-34.4%	Helpful with 0.9% improvement (but not statistically significant)
CPS Investigator Stipend (yes) (0 1)	+20.0%	+19.4%	Helpful but with 0.6% reduced effect	-28.9%	-23.8%	Helpful but with 5.1% reduced effect	+3.8%	+8.7%	Not Helpful and 4.9% worse (but not statistically significant)
CPS Investigator Stipend (yes) (1 >1)							+57.5%	+64.4%	Not Helpful and 6.9% worse
Mentoring Stipend (yes)	-34.7%	+20.8%	Helpful with 55.5% improvement (but not statistically significant)	-91.2%	-84.0%	Helpful but with 7.2% reduced effect	+25.4%	+11.7%	Not Helpful and 13.7% worse (but not statistically significant)

+ In “longevity” column, positive (+) percentage is a “helpful” indicator to retention as employees tend to stay.  
 - In “likelihood to leave” and “likelihood to transfer” columns, negative (-) percentage is a “helpful” indicator to retention as employees tend NOT to leave or transfer.  
 Blank=Not sufficient data

Note: When comparing the findings from all three statistical models between 2015 and 2016, the highly generalizable positive factors are “Merit Increase” and “One time Merit” that generate a statistically significant high level of likelihood toward retention.

Likelihood differences are based on findings presented in Table 36 & Table 37.

**c) Summary of Findings: Incentives on Workforce Longevity, 2000-2016**

The results between incentives on retention are summarized with DFPS Employees Data between 2000 and 2016 with three statistical models on DFPS workforce longevity (likelihood to stay, likelihood to leave, and likelihood to transfer) (see Table 39). The highly generalizable positive factor is “Merit Increase” that generates a significant level of likelihood in all three areas—longevity, reduction of leaving and reduction of transfer. Specifically, these 17-year data show that positive impacts on retention could be predicted by seven incentives:

- a) “Comp-time Taken” will increase longevity and reduce leaving.
- b) “Overtime Paid” will increase longevity.
- c) “Overtime Taken” will increase longevity and reduce leaving.
- d) “Merit Increase” will increase longevity, reduce leaving and reduce transfer.
- e) “One-time Merit pay” will increase longevity and reduce leaving.
- f) “CPS Investigator Stipend” will increase longevity and reduce leaving.
- g) “Mentoring Stipend” will reduce leaving.

**Table 39. Interpretations of Retention Effect by Employee Characteristics and Incentives, 2000-2016**

Employee Characteristic	Likelihood to...						Generalizable Impact on Retention
	STAY		LEAVE		TRANSFER		
One year increased in Age	↑	0.3%	↓	1.2%	↓	4.2%	Positive +
Male	↓	5.4%	↑	22.4%	NS	--	Negative
African American	*	*	*	*	↓	3.7%	Positive
Graduate Degree	↓	8.3%	↑	39.5%	NS	--	Negative
Comp Time Taken	↑	34.5%	↓	59.1%	NS	--	Positive
Overtime Paid	↑	11.4%	*	*	*	*	Positive
Overtime Taken	↑	35.9%	↓	44.0%	NS	--	Positive
Merit Increase	↑	76.9%	↓	84.7%	↓	34.9%	Positive +
One-Time Merit Pay	↑	25.8%	↓	78.1%	NS	--	Positive
CPS Investigator Stipend	↑	19.4%	↓	23.8%	NS	--	Positive
Mentoring Stipend	NS	--	↓	84.0%	NS	--	Positive
Region 1	*	*	↑	40.1%	NS	--	Negative
Region 4	NS	--	↑	25.6%	NS	--	Positive
Region 6	*	*	↑	29.7%	NS	--	Negative
Region 8	↓	8.9%	↑	46.2%	NS	--	Negative
Region 11	↓	9.6%	↑	31.9%	NS	--	Negative
Region RCCL	↑	26.2%	↓	46.9%	↑	3 times higher	Positive

↑ Likelihood Increased \*\*p<.001

↓ Likelihood Reduced \*\*p<.001

\*p<.05

NA= Data Not Available NS=Not Significant

Percentage Not Reported

--Data Not Interpreted

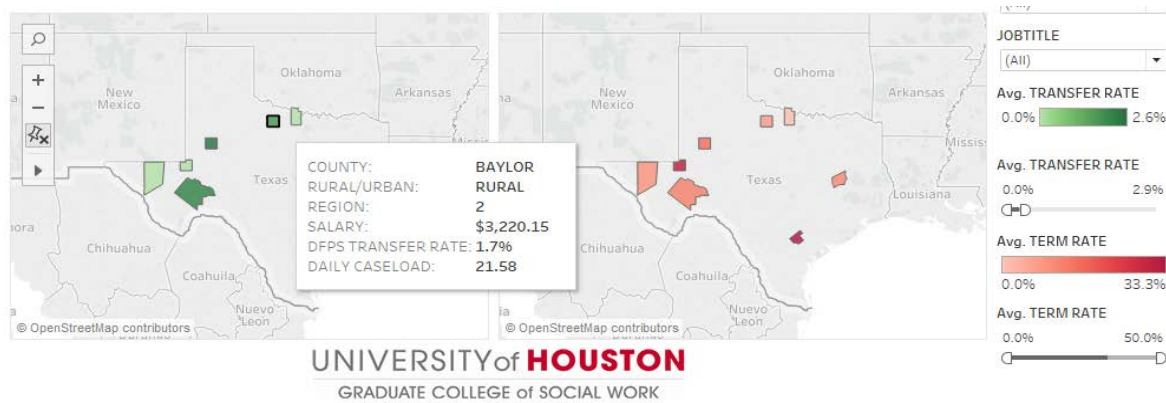
+With high significance achieved from all three statistical models, the highly generalizable findings are “Age” and “Merit Increase.”

## VIII. Transfer Rates by County & Division

### A. Lowest Transfer Rates across Counties

There are two counties with the lowest transfer rates from 2004-2016 across all DFPS divisions: (a) Baylor County with a 1.7% transfer rate, an average caseload of 21.58, and an average annual salary of \$3,220.15; and (b) Pecos County with a 2.1% transfer rate, an average caseload of 20.46, and an average salary of \$3,043.48. These counties are used as examples because they provide complete data for the studied years between 2004 and 2016. These examples are based on DFPS County Data, 2000-2016:

a) Baylor has a 1.7% transfer rate, an average caseload of 21.58, and an average annual salary of \$3,220.15. **(Figure 28)**

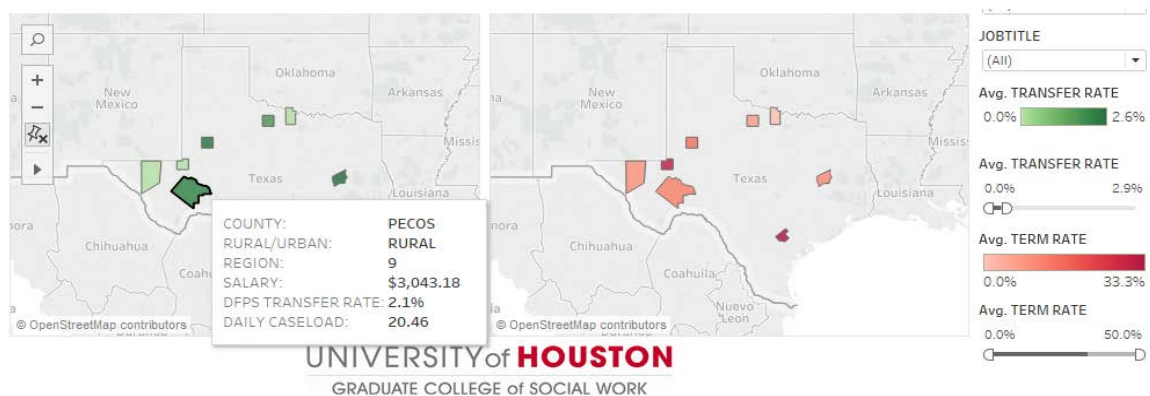


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Figure 28. Lowest Transfer Rates across Counties in Texas 2004-2016: Baylor County

b) Pecos has a 2.1% transfer rate, an average caseload of 20.46, and an average annual salary of \$3,043.18. **(Figure 29)**

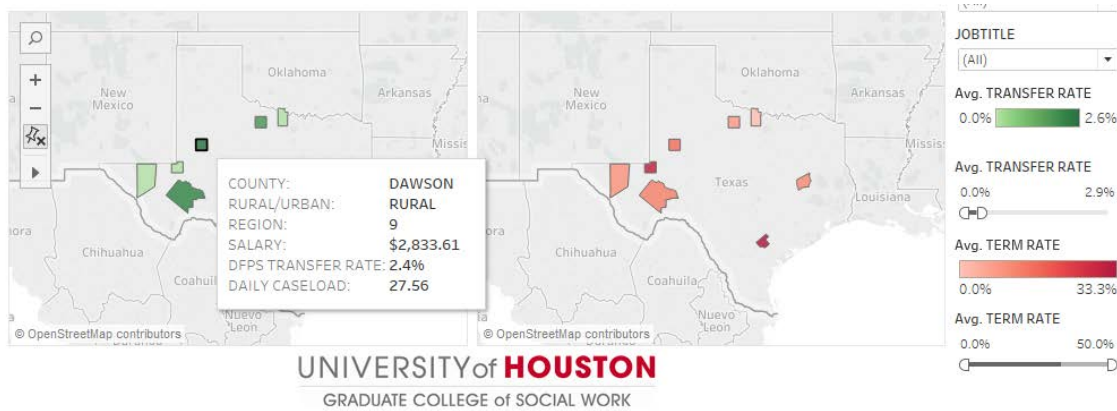


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Figure 29. Lowest Transfer Rates across Counties in Texas 2004-2016: Pecos County

c) Dawson has a 2.4% transfer rate, an average caseload of 27.56, and an average annual salary of \$2833.61. (Figure 30)

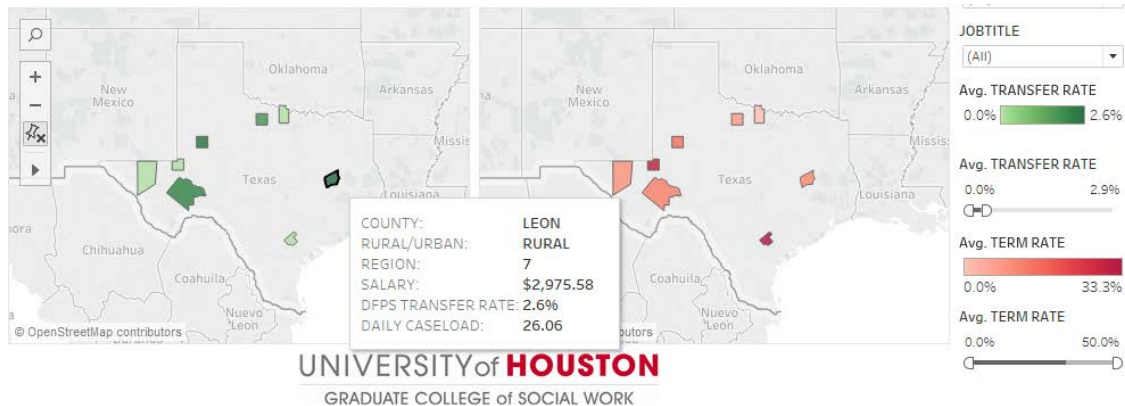


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Figure 30. Lowest Transfer Rates across Counties in Texas 2004-2016: Dawson County

d) Leon has a 2.6% transfer rate, an average caseload of 26.06, and an average annual salary of \$2,975.58. (Figure 31)



This interactive Tableau is available at:

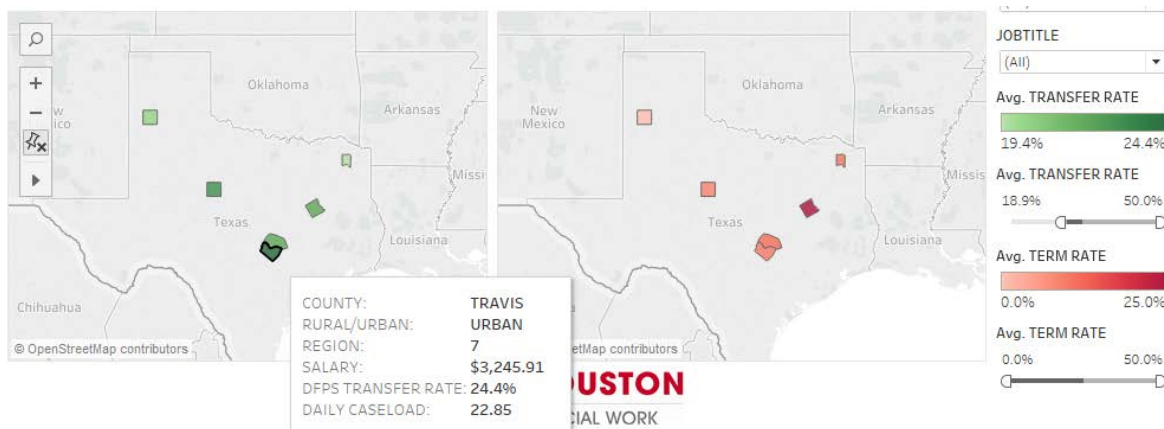
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Figure 31. Lowest Transfer Rates across Counties in Texas 2004-2016: Leon County

## B. Highest Transfer Rates across Counties

There are two counties with the highest transfer rates from 2004-2016 across all DFPS divisions: (a) Travis County with a transfer rate of 24.4% and an average caseload of 22.85; and (b) Taylor County with a transfer rate of 22.9% and an average caseload of 21.60. These counties are used as examples because they provide complete data for the studied years between 2004 and 2016. These examples include:

- a) Travis has a 24.4% transfer rate, an average caseload of 22.85, and an average annual salary of \$3,245.91. (Figure 32)

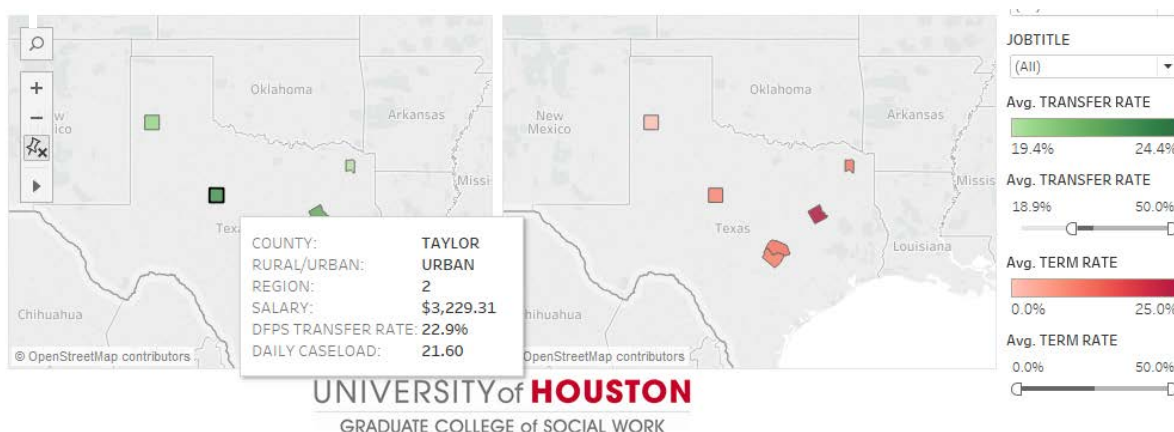


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Figure 32. Highest Transfer Rates across Counties in Texas 2004-2016: Travis County

- b) Taylor has a 22.9% transfer rate, an average caseload of 21.60, and an average annual salary of \$3,229.31. (Figure 33)

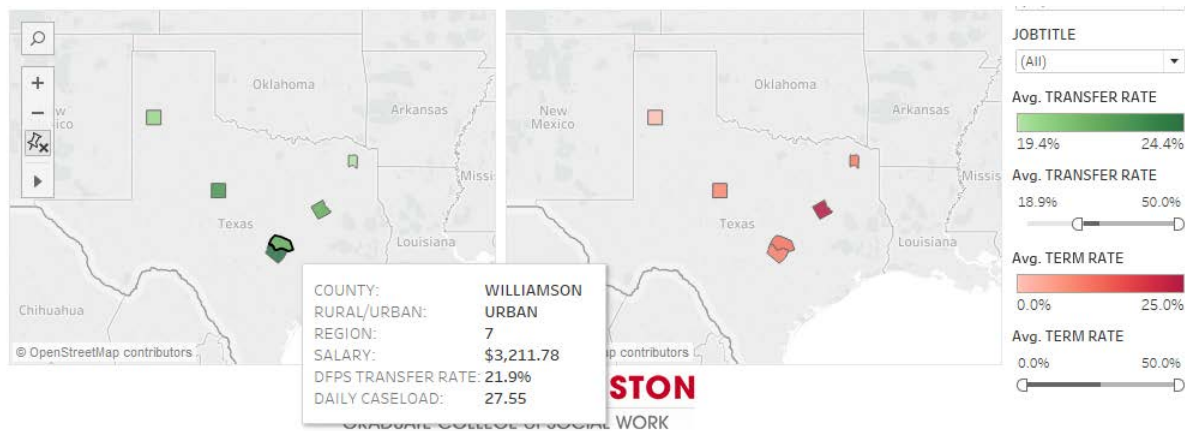


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Figure 33. Highest Transfer Rates across Counties in Texas 2004-2016: Taylor County

- c) Williamson has a 21.9% transfer rate, an average caseload of 27.55, and an average annual salary of \$3,211.78. **(Figure 34)**



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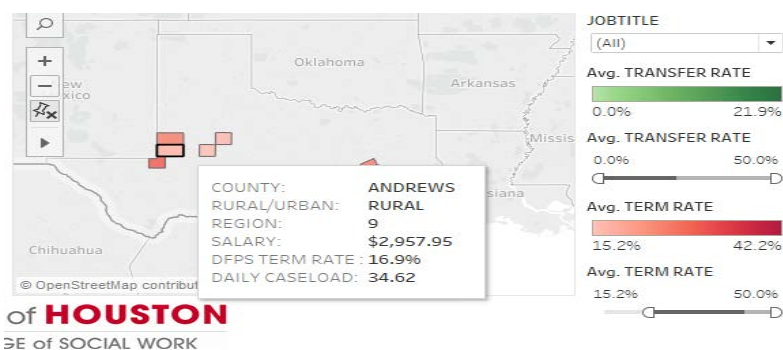
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Figure 34. Highest Transfer Rates across Counties in Texas 2004-2016: Williamson County

### C. Highest Termination Rates across DFPS Divisions

The three counties with the highest termination rates from 2004-2016 across all DFPS divisions are: (a) Andrew County with a 16.9% termination rate and an average caseload of 34.62; (b) Scurry County with a 16.5% termination rate and an average caseload of 25.64; and (c) Bee County with a 16.4% termination rate and an average caseload of 23.03. These counties are used as examples because they provide complete data for the studied years between 2004 and 2016. These examples include:

- a) Andrew has a 16.9% termination rate and an average caseload of 34.62. **(Figure 35)**



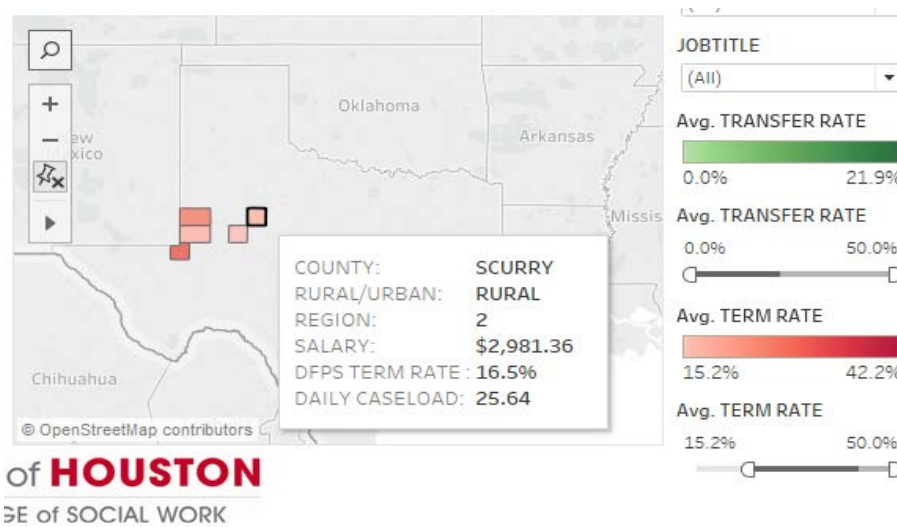
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Figure 35. Highest Termination Rates across Counties in Texas 2004-2016: Andrew County



b) Scurry has a 16.5% termination rate and an average caseload of 25.64. (Figure 36)

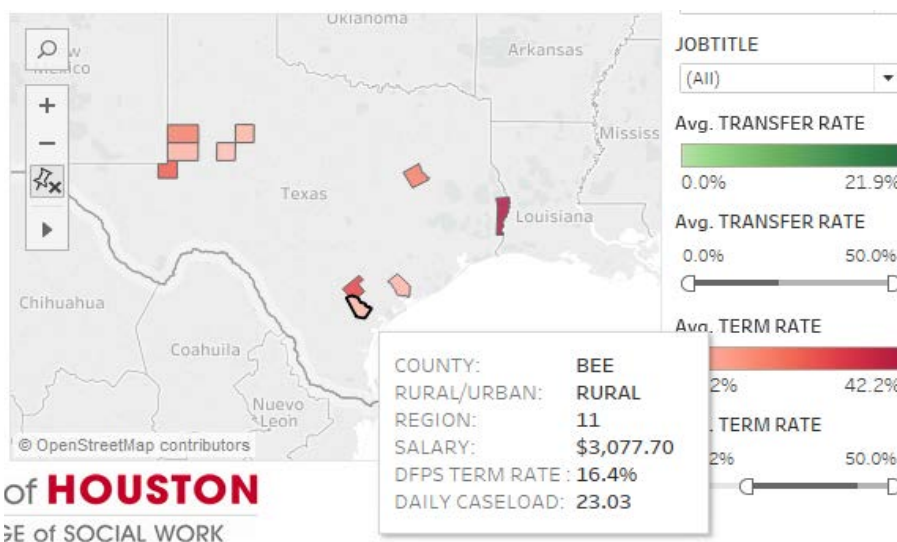


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Figure 36. Highest Termination Rates across Counties in Texas 2004-2016: Scurry County

c) Bee has a 16.4% termination rate and average caseload of 23.03. (Figure 37)



This interactive Tableau is available at:

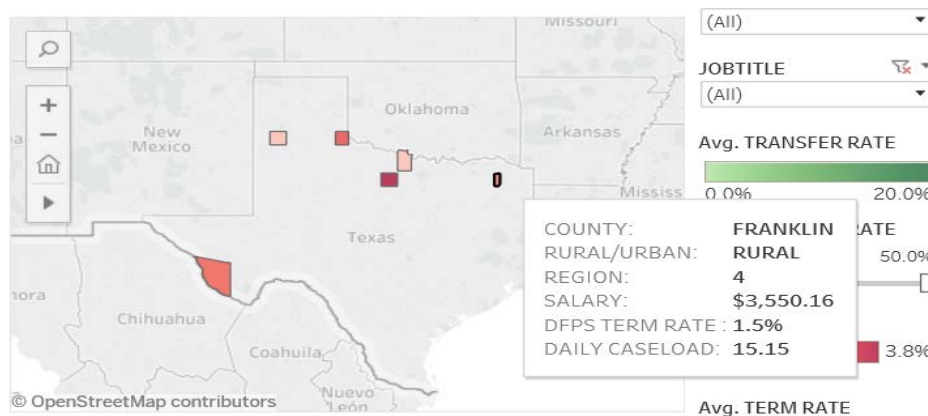
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Figure 37. Highest Termination Rates across Counties in Texas 2004-2016: Bee County

### D. Lowest Termination Rates across Divisions

Three counties with the lowest termination rates from CPS in 2004-2016 are: (a) Franklin County with a 1.5% termination rate, an average caseload of 15.5, and an average salary of \$3,550.16; (b) Presidio County with a 2.1% termination rate, an average caseload of 13.44, and an average salary of \$3,350.70; and (c) Childress County with a 2.3% termination rate, an average caseload of 19.14, and an average salary of \$3,088.49. These counties are used as examples because they provide complete data for the studied years between 2004 and 2016. These examples include:

a) Franklin has a 1.5% termination rate and an average 15.15 caseload. (Figure 38)

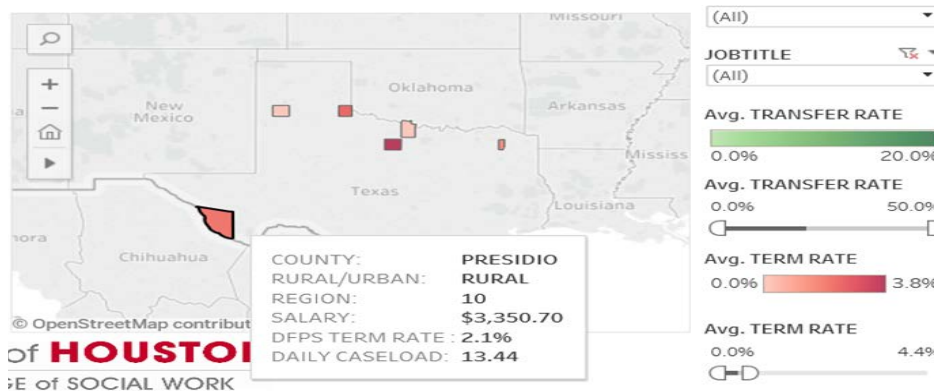


This interactive Tableau is available at:

[https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/DFPS\\_0/Dashboard1](https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/DFPS_0/Dashboard1)

Figure 38. Lowest Termination Rates across Counties in Texas 2004-2016: Franklin County

b) Presidio has a 2.1% termination rate, and an average caseload of 13.44. (Figure 39)

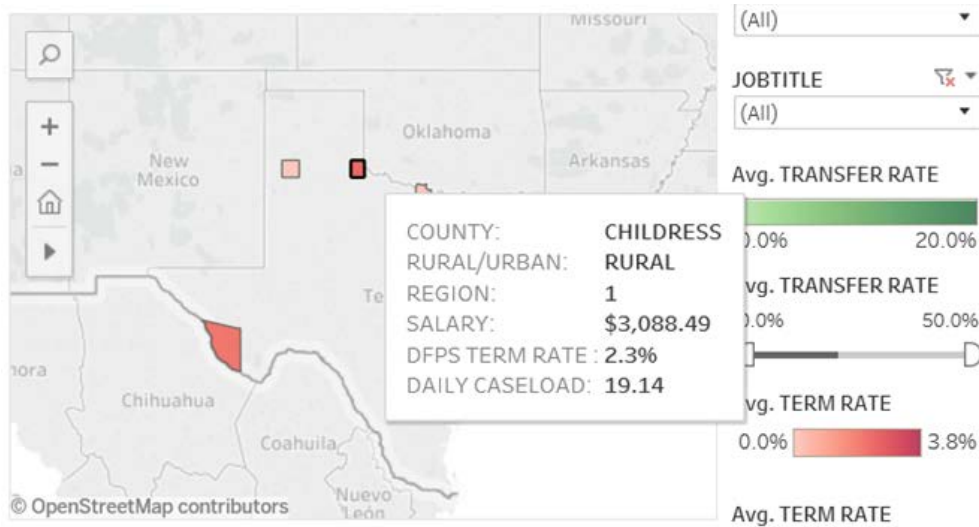


This interactive Tableau is available at:

[https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/DFPS\\_0/Dashboard1](https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/DFPS_0/Dashboard1)

Figure 39. Lowest Termination Rates across Counties in Texas 2004-2016: Presidio County

c) Childress has a 2.3% termination rate and an average caseload of 19.14. (Figure 40)

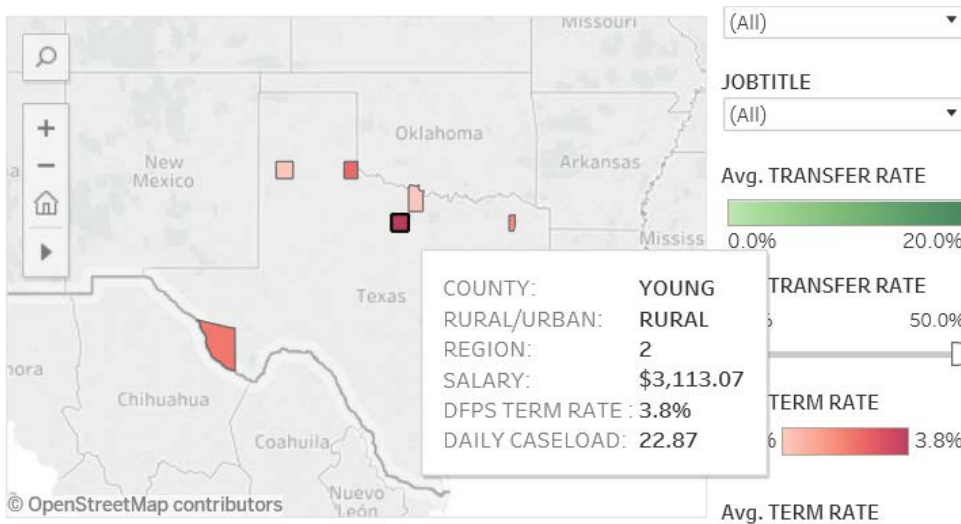


This interactive Tableau is available at:

[https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/DFPS\\_0/Dashboard1](https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/DFPS_0/Dashboard1)

Figure 40. Lowest Termination Rates across Counties in Texas 2004-2016: Childress County

d) Young has a 3.8% termination rate and an average caseload of 22.87. (Figure 41)



This interactive Tableau is available at:

[https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/DFPS\\_0/Dashboard1](https://public.tableau.com/profile/dr.monit.cheung#!/vizhome/DFPS_0/Dashboard1)

Figure 41. Lowest Termination Rates across Counties in Texas 2004-2016: Young County

Source: DFPS Caseload, Termination & Transfer Rates, 2004 – 2016.

## **IX. DFPS Compensation Strategies and Outcomes: e-Survey and Focus Groups**

### **A. Research Methods**

The research team, led by Dr. Patrick Leung, initiated and implemented two direct research projects to examine DFPS compensation strategies and outcomes with data taken directly from DFPS employees. The data was received with assistance from DFPS data management staff and contract managers. Statistical analyses of multiple regression and survival analysis were conducted on retention data using 2016 employee data that contain the demographic and employment longevity variables as described earlier. The variables include: length of employment, termination, and transfer. In terms of methods of data collection, the research team designed and administered an e-Survey among current and former employees who provided their first-hand perceptions of DFPS compensation and incentives as they related to promoting retention outcomes. Statewide focus groups were conducted among current caseworkers and supervisors to collect qualitative data on their perceptions of retention and turnover factors, their reasons for continued employment at DFPS, and major reasons of employees leaving the agency.

### **B. e-Survey**

#### **1. e-Survey for Current Employees**

The Survey on Assessing Salaries, Incentives, and Work Retention (DFPS, 2016) began online on September 28, 2016. The research team designed and administered this e-Survey via SurveyMonkey.com. The Administrative Staff of DFPS sent the link to DFPS employee email addresses. While the survey was open, three reminder emails were sent. 12,330 surveys were sent, based on the total number of email addresses in August 2016. The response rate for this survey was 46.42% or 5,723 employees. There are missing responses in each survey item, so response rate may vary for each item. The research team at the University of Houston Graduate College of Social Work designed the questionnaire based on a former survey in 2008 with Child Protective Services (CPS). The survey was closed on October 17, 2016.

The e-Survey is divided into three parts: 1) demographics; 2) helpfulness of incentives in terms of financial enhancement and work environment enhancement; 3) perception of salary and job advancement, job experiences, work environment, supervisors and co-workers, motivation, and job concerns; and 4) open-ended comments on reasons for staying, reasons for leaving, and other comments regarding salaries, incentives, and retention issues. Responses were analyzed in this report to answer the question: Did incentives help worker retention? The e-Survey can be found in a “pdf” format in Appendix A.

#### **2. Demographics of Respondents: Current Employees**

Among the 5,723 respondents, 4,231 (73.9%) currently work at Child Protective Services (CPS), 460 (8.0%) at Adult Protective Services (APS), 395 (6.9%) with an “Other” response, 380 (6.6%) at Child Care Licensing (CCL), 199 (3.5%) at Statewide Intake (SI), 39 (0.7%) at Prevention and

Early Intervention (PEI), and 19 (0.3%) did not indicate a work division. The majority of respondents (n=3,644, 63.7%) indicated Urban as their primary work location, while one third (n=1,913, 33.4%) indicated Rural.

In terms of gender, most respondents (n=4,774, 83.4%) were female, 15.1% (n=863) were male, and 1.5% (n=86) did not indicate their gender. In terms of ethnicity, almost half (45.4%, n=2,596) of the respondents identified as White, followed by Hispanic (27.4%, n=1,596), African American (20.5%, n=1,173), Other (n=125), Asian American (1%, n=57), Native American (.5%, n=30), and no indication (3%, n=173).

The average age of the respondents was 40.86 (SD=10.788). Over half of the respondents (n=3,063, 53.5%) were 31 to 49 years-old, followed by those who were 50 years or older (n=1,262, 22.2%). One thousand and fifty individuals (18.4%) were between the ages of 18 and 30.

On average, respondents have worked in DFPS for 8.33 years (SD=7.59). The highest number of respondents (n=1,507, 26.1%) indicated they were employed with DFPS for two or less years; 1,441 respondents (24.8%) reported six to ten years, 1,002 respondents (17.1%) for three to five years, 643 respondents (11.4%) for 11 to 15 years, 447 respondents (7.8%) for 16 to 20 years, and 465 respondents (7.8%) for 21 or more years.

The majority of respondents (n=4,669, 81.6%) indicated that they had a Bachelor's Degree, while 16.1% (n=920) reported they did not. Almost one fourth indicated they had an Advanced Degree (n=1,337, 23.4%) and 4,237 respondents (74.0%) did not have an Advanced Degree.

The majority of respondents (n= 3,567, 62.3%) indicated they had prior job-related experience, while 1,934 respondents (33.8%) did not have prior experience. The majority of respondents (n= 3,190, 55.7%) indicated they did not have prior volunteer job-related experience, while 2,297 respondents (40.1%) did have prior volunteer experience.

The average monthly salary was \$3,390.51 (SD=982.57), with 157 (2.74%) of respondents indicated they earned less than \$2,000 a month; 1,634 (28.55%) respondents reported \$2,001 – \$3,000 a month, 1,876 (32.78%) respondents earned \$3,001 – \$4,000, 729 (12.74%) respondents at \$4,001 – \$5,000, and 264 (4.61%) respondents reported \$5,000 or more.

Respondents further estimated a “usual” monthly salary for someone with similar qualifications and experience. The average expected salary from 4,461 respondents was \$4,427.17 per month (SD=1,284.39). A detailed breakdown of income expectations can be found in Table 1. A paired sample t-test was conducted to assess whether there were significant differences between current and expected salaries. Statistically, the expected salary is significantly higher than the respondents' current salary ( $t=95.621$ ,  $df=4401$ ,  $p<.001$ ). This result suggests that DFPS employees perceived that they are being paid much lower than their expectation by an average pay discrepancy of \$1,037 per month. (See **Table 40**).

Table 40. [e-Survey] Demographics of Respondents: DFPS Current Employees

<b>Demographics</b>	<b>Number of Workers</b>	<b>%</b>
<b>Division</b>		
CPS	4,231	73.9
APS	460	8.0
CCL	380	6.6
PEI	39	0.7
Statewide Intake	199	3.5
Other	395	6.9
No Response	19	0.3
<b>Primary Work Location</b>		
Urban	3,644	63.7
Rural	1,913	33.4
No response	166	2.9
<b>Gender</b>		
Male	863	15.1
Female	4,774	83.4
No Response	86	1.5
<b>Ethnicity</b>		
African American	1,173	20.5
Asian American	57	1.0
Hispanic	1,569	27.4
Native American	30	0.5
White	2,596	45.4
Other	125	2.2
No Response	173	3.0
<b>Age</b>		
18 to 30	1,050	22.2
31 to 49	3,063	53.5
50 to 50+	1,262	22.2
Mean= 40.86; SD= 10.79		
<b>Number of Year</b>		
0 to 2	1,507	26.1
3 to 5	1,002	17.1
6 to 10	1,441	24.8
11 to 15	643	11.4
16 to 20	447	7.8
21+	465	7.8
No Response	219	3.8

Mean= 8.33; SD= 7.59

**Education Level**

Bachelor's Degree	4,669	81.6
Do Not have a Bachelor's Degree	920	16.1
No Response	134	2.3

**Advanced Degree**

Advanced Degree	1,337	23.4
Do Not have an Advanced Degree	4,237	74.0
No Response	149	2.6

**Prior Job-related Experience**

Related Experiences	3,567	62.3
Did Not have Related Experiences	1,934	33.8
No Response	222	3.9

**Prior Volunteer Job-related Experience**

Related Volunteer Job Experience	2,297	40.1
Did Not Have Related Volunteer Job Experience	3,190	55.7
No Response	236	4.1

**Current Monthly Salary**

Less than \$2,000	157	2.74
\$2,001-\$3,000	1,634	28.55
\$3,001-\$4,000	1,876	32.78
\$4,001-\$5,000	729	12.74
\$5,000+	264	4.61
No Response	1,063	18.57

Mean= 3390.51; SD=982.57

**Expected Monthly Salary**

Less than \$2,000	34	0.59
\$2,001-\$3,000	581	10.15
\$3,001-\$4,000	1,387	24.24
\$4,001-\$5,000	1,580	27.61
\$5,001+	879	15.36
No Response	1,262	22.05

Mean=4427.17; SD=1,284.39

### 3. Demographics of Respondents: Former Employees

The e-Survey was also sent to 281 former CPS employees. A total of 75 responses were received, constituting a 26.69% response rate. Most respondents (74.7%) worked in an urban location. The majority (n=64, 85.3%) were female. Their mean age was 32.57 (SD=8.44). Almost half (n=31, 41.3%) indicated they were African American; 34.7% (n=26) White; and 16% (n=12) Hispanic. Most respondents (n=67, 89.4%) worked at DFPS from zero to two years and the average length of prior DFPS employment was 0.77 years (SD=1.15).

Most respondents (n=73, 97.3%) indicated they have a Bachelor’s Degree and 20% (n=15) indicated they have an Advanced Degree. Half (n=38, 50.7%) had some job-related experiences, while almost the other half did not have any prior job-related experience before entering DFPS. Before they left DFPS, they earned \$2,638.45 per month (SD=474.71), or \$31,661.40 a year, on an average. They felt that their expected salary at the time of departure should have been \$3,476.49 (SD=724.98), which was \$838.04 lower than what they expected at that time. (See Table 41).

Table 41. [e-Survey] Demographics of Respondents: Former Employees

Demographics*	Number of Respondents	%
<b>Division</b>		
CPS	75	100.00
APS	0	0.0
CCL	0	0.0
PEI	0	0.0
Statewide Intake	0	0.0
Other	0	0.0
No Response	0	0.0
<b>Primary Work Location</b>		
Urban	56	74.7
Rural	13	17.3
No response	6	8.9
<b>Gender</b>		
Male	9	12.0
Female	64	85.3
No Response	2	2.7
<b>Ethnicity</b>		
African American	31	41.3
Asian American	0	0.0
Hispanic	12	16.0
Native American	0	0.0
White	26	34.7
Other	2	2.7



No Response	4	5.3
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Age

18 to 30	36	48.0
31 to 49	30	40.0
50+	3	4.0
No Response	6	8.0

Mean= 32.57; SD=8.44

Number of Years

0 to 2	67	89.4
3 to 5	1	1.3
6 to 10	1	1.3
No Response	6	8.0

Mean= .77; SD=1.15

Education Level

Have a Bachelor's Degree	73	97.3
Do Not have a Bachelor's Degree	0	0.0
No Response	2	2.7

Have an Advanced Degree	15	20.0
Do Not have an Advanced Degree	56	74.7
No Response	4	5.3

**Prior Job-related Experience**

Have Related Experiences	38	50.7
Did Not have Related Experiences	35	46.7
No Response	2	2.7

**Prior Volunteer Job-related Experience**

Have Related Volunteer Job Experience	35	46.7
Did Not Have Related Volunteer Job Experience	36	48.0
No Response	4	5.3

**Monthly Salary When Left DFPS**

Less than \$2,000	9	12.0
\$2,001-\$3,000	40	53.3
\$3,001-\$4,000	14	18.7
\$4,001-\$5,000	0	0.0
\$5,000+	0	0.0
No Response	12	16.0

Mean=2,638.45; SD=474.711

**Expected Monthly Salary**

Less than \$2,000	1	1.3
\$2,001-\$3,000	15	20.0
\$3,001-\$4,000	35	46.7
\$4,001-\$5,000	4	5.3
\$5,001+	1	1.3
No Response	19	25.3
Mean= 3,476.49; SD= 724.98		

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## 4. e-Survey Quantitative Findings

### a. Comparing Incentives among Current Employees, Current CPS Employees, and Former CPS Employees

In the survey (see Appendix), eight sets of questions (#17, #19, #21, #22, #23, #24, #25, #26) were used to assess experiences to financial incentives, work incentives, and worker retention factors. A five-point scale was provided to rate level of agreement, from Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), to Strongly Disagree (1). “Don’t Know” or “N/A” was recoded as no response or system missing for computation purposes. The only difference between the survey for current employees and the survey for former employees was the use of the past tense and the rephrasing of some statements to reflect the past experiences for former employees. Since the majority (73.9%) of the current employees work in CPS and the former employees worked in CPS, separate data are included below to compare with CPS current employees.

**Question #17. Financial Incentives.** Twenty-four items were used for respondents to assess whether existing financial incentives at DFPS encouraged them to stay. Higher mean scores indicate higher levels of encouragement.

The top financial incentives were somewhat different between current and former employees. For the current employees, 11 items were rated as positive (above 3.0); for the former employees, 22 items were viewed as positive. Among the top 11 incentives, these three groups of respondents shared that **Title IV-E Stipend for BSW/MSW** was encouraging. The strongest level of agreement with “financial incentives encouraging them to stay” appears first in the following list:

#### Current DFPS Employees (N=5,723)

1. CPS Investigator Pay/Stipend
2. Overtime
3. CPS Mentoring Stipend
4. Comp Time
5. CPS Performance
6. One Time Merits
7. Benefit Replacement Pay
8. Reimbursement
9. Title IV-E Stipend for BSW/MSW
10. Shift Differential
11. [all the rest are below 3.00 on average]

#### Current CPS Employees (n=4,231)

1. CPS Investigator Pay/Stipend
2. Overtime
3. CPS Mentoring Stipend
4. CPS Performance-Based Merits
5. One-time Merits
6. Title IV-E Stipend for BSW/MSW
7. Comp Time
8. Benefit Replacement Pay
9. Reimbursement

#### Former CPS Employees (N=75)

1. Locality Pay
2. College Degree Pay
3. Shift Differential
4. High Risk Pay
5. On-call Pay
6. Cost of Living
7. Equity Adjustments
8. Salary Parity Adjustment
9. Language Interpreter
10. Title IV-E Stipend of BSW/MSW
11. Reimbursement
12. Fire Brigade
13. Recruitment and Retention Bonus
14. Comp Time
15. Max Security
16. One-Time Merits
17. Overtime
18. Benefit Replacement Pay
19. CPS Performance-Based Merits
20. Bilingual Pay
21. CPS Mentoring Stipend

**Blue** =High level of agreement across all three groups of respondents

Among the current employees, 13 items were rated as negative (below 3.0), while only 2 items were rated not favorable among the former employees. Only one item (Supplemental Pay) was common across these three groups of respondents, not as a helpful incentive to stay. The strongest level of disagreement with financial incentives appears first in the following list:

<b>Current DFPS Employees</b>	<b>Current CPS Employees</b>	<b>Former CPS Employees</b>
1. Cost of Living Pay	1. Cost of Living Pay	1. <b>Supplemental Pay</b>
2. High Risk Pay	2. High Risk Pay	2. CPS Investigator Pay
3. On-Call Pay	3. Fire Brigade	
4. Salary Parity Adjustments	4. On-call Pay	
5. Fire Brigade	5. Salary Parity Adjustment	
6. Recruitment and Retention Bonus	6. Max Security	
7. Equity Adjustments	7. Recruitment and Retention Bonus	
8. Max Security	8. Equity Adjustments	
9. College Degree Pay	9. College Degree Pay	
10. Locality Pay	10. <b>Supplemental Pay</b>	
11. <b>Supplemental Pay</b>	11. Locality Pay	
12. Bilingual Pay	12. Shift Differential	
13. Language Interpreter Stipend	13. Bilingual Pay	
	14. Language Interpreter Stipend	

**Red**=High level of disagreement with the statement across all three groups of respondents

**Question #19. Work Environment Incentives.** Ten items were used to assess the degree that work environment incentives at DFPS encouraged them to stay (See Table 3). The higher the mean score, the higher the level of encouragement the incentive has provided.

Current employees expressed in 6 incentives in the work environment as positive (above 3.0). Former employees found 3 items to be positive. Shared in common are the three items on the top favorable list by former employees: state retirement pension plan, office location, and mobile/remote work. The strongest level of agreement with work environment incentives appears first in the following list:

<b>Current DFPS Employees</b>	<b>Current CPS Employees</b>	<b>Former CPS Employees</b>
1. <b>Mobile/Remote Work</b>	1. <b>Mobile/Remote work</b>	1. <b>State Retirement Pension Plan</b>
2. Peers or Co-workers	2. Peers or Co-workers	2. <b>Office Location</b>
3. <b>State Retirement Pension Plan</b>	3. Supervisors	3. <b>Mobile/Remote Work</b>
4. Supervisors	4. <b>State Retirement Pension Plan</b>	
5. <b>Office Location</b>	5. <b>Office Location</b>	
6. On-the-job Training	6. On-the-Job Training	

**Blue** =High level of agreement across all three groups of respondents

The common incentives perceived as negative (below 3.0) are all the three incentives expressed by the current employees: awards, recognition and educational leave. All these 3 items in **RED** were commonly perceived as negative (not helpful for retention) across these three groups of respondents. The strongest level of disagreement with work environment incentives being engaging appears first in the following list:

**Current DFPS Employees**

1. Awards
2. Recognition for Tasks Done Well
3. Educational Leave

**Current CPS Employees**

1. Child Care Support
2. Award(s)
3. Recognition for Tasks Done Well
4. Educational Leave

**Former CPS Employees**

1. Educational Leave
2. Recognition for Tasks Done Well
3. Supervisors
4. Awards
5. Child care support
6. Lead Responsibility
7. On-the-job Training
8. Peers or Co-workers

**Red** =High level of disagreement with the statement across all three groups of respondents

**Question #21. Salary and Job Advancement.** Nine items were used to rate their level of agreement to statements regarding salary and job advancement that have helped with worker retention. This set of questions was coded reversely to identify the level of disagreement. Higher mean scores indicate higher levels of disagreement.

All nine items were rated as negative (above 3.0 with reverse-scored) by all current and former employees. Although the ranking turns out to be different among these items, a common sentiment is related to salary and advanced degree not being connected to salary increase. The strongest level of disagreement with salary and job advancement incentives appear first in the following list:

<b>Current DFPS Employees</b>	<b>Current CPS Employees</b>	<b>Former CPS Employees</b>
1. I am satisfied with my salary.	1. I am satisfied with my salary.	1. Salary was appropriate considering the cost of living in my location.
2. Salary is appropriate considering the cost of living in my location.	2. I receive pay raises often.	2. My advanced degree provided me with opportunities for salary increase.
3. I receive pay raises often.	3. Salary is appropriate considering the cost of living in my location.	3. My salary was appropriate considering my academic achievement.
4. My salary is appropriate considering my academic achievement.	4. My salary is appropriate considering my academic achievement.	4. I received pay raises often.
5. My advanced degree has provided me with opportunities for salary increase.	5. My advanced degree has provided me with opportunities for salary increase.	5. My advanced degree provided me with opportunities for promotion.
6. My advanced degree has provided me with opportunities for promotion.	6. My advanced degree has provided me with opportunities for promotion.	6. Obtaining an advanced degree helped my DFPS career.
7. I am satisfied with DFPS promotion opportunities.	7. I am satisfied with DFPS opportunities for promotion.	7. I was satisfied with my salary.
8. Obtaining an advanced degree would help my DFPS career.	8. Obtaining an advanced degree would help my DFPS career.	8. There were opportunities for career advancement within my division.
9. There are opportunities for career advancement at my division.	9. There are opportunities for career advancement within my division.	9. I was satisfied with DFPS opportunities for promotion.

**Blue** =High level of agreement across all three groups of respondents

**Question #22. Job Experience.** Eight items were used to rate the level of agreement to statements regarding job experience at DFPS. Higher mean scores indicate higher levels of agreement.

Six items were rated as positive (above 3.0) among the current DFPS employees, while only one item (about professional development) was positive with input from former CPS employees, which were also perceived as positive in the other two groups. The strongest level of agreement with job experience appears first in the following list:

**Current DFPS Employees**

1. I have the skills to work with diverse populations.
2. My education adequately prepared me to handle my job responsibilities.
3. **I am satisfied with my professional development.**
4. I am satisfied with my current job responsibilities.
5. My experiences while working for DFPS have been positive.
6. I would recommend DFPS to job-seekers.

**Current CPS Employees**

1. I have the skills to work with diverse populations.
2. My education adequately prepared me to handle my job responsibilities.
3. **I am satisfied with my professional development.**
4. I am satisfied with my job responsibilities.
5. My experiences while working for DFPS have been positive.
6. I would recommend DFPS to job-seekers.

**Former CPS Employees**

1. I was satisfied with my job responsibilities.
2. **I was satisfied with my professional development.**

**Blue** =High level of agreement across all three groups of respondents

Two items were rated as negative (below 3.0) among current DFPS employees; all but one item was perceived as negative by former CPS employees. Two items in the current groups were listed also in the former group as not helpful for retention. The strongest level of disagreement with job experience appears first in the following list:

**Current DFPS Employees**

1. **There is adequate staffing in my division.**
2. **My caseload is manageable.**

**Current CPS Employees**

1. **There is adequate staffing in my division.**
2. **My caseload is manageable.**

**Former CPS Employees**

1. **There was adequate staffing in my division.**
2. I would recommend DFPS to job-seekers.
3. My education prepared me to handle my job responsibilities.
4. **My caseload was manageable.**
5. My experiences while working for DPS were positive.
6. I had skills to work with diverse populations.

**Red** =High level of disagreement with the statement across all three groups of respondents

**Question #23. Work Environment.** Six items were used to rate their level of agreement to statements regarding work environment at DFPS. Higher mean scores indicate higher levels of agreement.

Five items were rated as positive (above 3.0) among current DFPS employees, while only one item was found positive among former CPS employees that was shared commonly with the other two groups. The strongest level of agreement with work environment appears first in the following list:

**Current DFPS Employees**

1. DFPS provides me opportunities to work with other professionals.
2. I like my work environment.
3. I like the multiple demands of my work.
4. I can accomplish my day-to-day assigned tasks.
5. The training required by DFPS has helped me to do my job better.

**Current CPS Employees**

1. DFPS provides me opportunities to work with other professionals.
2. I like my work environment.
3. I like the multiple demands of my work.
4. I can accomplish my day-to-day assigned tasks.
5. The training required by DFPS has helped me to do my job better.

**Former CPS Employees**

1. DFPS provided me opportunities to work with other professionals.

**Blue** =High level of agreement across all three groups of respondents

One item from current DFPS employees vs. all but one item was rated as negative (below 3.0). The most negative item appears first in the following list:

**Current DFPS Employees**

1. DFPS provides me with adequate job retention incentives.

**Current CPS Employees**

1. DFPS provides adequate job retention incentives.

**Former CPS Employees**

1. DFPS provided me with adequate job retention incentives.
2. I liked my work environment.
3. I could accomplish my day-to-day assigned tasks.
4. I liked the multiple demands of my work.
5. The training required by DFPS has helped me to do my job better.

**Red** =High level of disagreement with the statement across all three groups of respondents

**Question #24. Supervisors/Coworkers.** Eight items were used to rate their level of agreement to statements regarding supervisors and co-workers. Higher mean scores indicate higher levels of agreement.

Seven items were rated as positive (above 3.0) in the current CPS group. Two items (co-workers and work unit) were shared among all three groups that were helpful for retention. The strongest level of agreement with supervisors/coworkers appears first in the following list:

**Current DFPS Employees**

1. My work unit has done good work.
2. My co-worker(s) respect(s) me.
3. My supervisor respects me.
4. I like to work in my current division.  
My supervisor provides me with support.
5. My work unit is cohesive.
6. I receive adequate supervision.

**Current CPS Employees**

1. My work unit has done great work.
2. My co-worker(s) respect me.
3. My supervisor respects me.
4. I like to work in my current division.
5. My supervisor provides me with support.
6. My work unit is cohesive.
7. I receive adequate supervision.

**Former CPS Employees**

1. My co-worker(s) respected me.
2. My work unit did great work.

**Blue** =High level of agreement across all three groups of respondents

One item from current DFPS employees vs. most items were rated as negative (below 3.0) by former CPS employees. Work unit being awarded was perceived as not helpful for retention. More negative is listed first.

**Current DFPS Employees**

1. My work unit has been awarded for the work we did.

**Current CPS Employees**

1. My work unit has been awarded for the work we did.

**Former CPS Employees**

1. My work unit was awarded for the work we did.
2. I received adequate supervision.
3. My supervisor provided me with support.
4. My work unit was cohesive.
5. I liked to work in the division I was in.
6. My supervisor respected me.



**Question #25. Motivation.** Seven items were used to rate their level of agreement to statements regarding motivation. Higher mean scores indicate higher levels of agreement.

All seven items were rated as positive (above 3.0) by current DFPS employees, but only the first four with the same order were rated positively by former CPS employees. The strongest level of agreement with motivation appears first in the following list:

**Current DFPS Employees**

1. It is important to me to perform my job to the best of my abilities.
2. Once I undertake a task it is my duty to see it through to the end.
3. I feel a strong sense of moral obligation in my work.
4. When I see a wrong I feel responsible for making it right.
5. My work is rewarding to me. I am motivated to stay at DFPS.
6. I encourage others to work at DFPS.

**Current CPS Employees**

1. It is important to me to perform my job to the best of my abilities.
2. Once I undertake a task, it is my duty to see it through to the end.
3. I feel a strong sense of moral obligation in my work.
4. When I see a wrong, I feel responsible for making it right.
5. My work is rewarding to me.
6. I am motivated to stay at DFPS.
7. I encourage others to work at DFPS.

**Former CPS Employees**

1. It was important to me to perform my job to the best of my abilities.
2. Once I undertook a task it was my duty to see it through to the end.
3. I felt a strong sense of moral obligation in my work.
4. When I saw a wrong I felt responsible for making it right.

**Blue** =High level of agreement across all three groups of respondents

Two motivation items were rated negatively by former CPS employees. The most negative appears first:

**Current DFPS Employees**

No items

**Current CPS Employees**

No items

**Former CPS Employees**

1. I was motivated to stay at DFPS.
2. I encouraged others to work at DFPS.

**Question #26. Job Concerns.** Eight items were used to rate their level of agreement to statements regarding job concerns. Higher mean scores indicate higher levels of agreement. Because these items were related to job concerns, a higher level of agreement indicated a higher level of concern.

Two items were rated as positive (below 3.0) by current DFPS employees, and one item from former CPS employees. No items were commonly perceived as positive across all three groups. The closer the level of disagreement, the less the respondent has a concern with their job:

**Current DFPS Employees**

1. I plan to retire from DFPS within 12 months because of job concerns.
2. I intend to leave DFPS within 12 months.

**Current CPS Employees**

1. Low pay has prompted staff to leave DFPS.
2. Burnout has prompted my former colleagues to leave.
3. Lack of job incentives has prompted staff to leave DFPS.
4. Incentives offered by DFPS are not easily redeemable.
5. I face overwhelming challenges in my day-to-day work.
6. I have future plans to get a job outside of DFPS.

**Former CPS Employees**

1. I had a plan to get a job outside of DFPS before I left.

Six items were rated as negative (above 3.0) by current DFPS employees, while all but one item was negatively perceived by former CPS employees. No common ones were found across these three groups. The closer the level of agreement, the more the respondent has a concern with their job:

**Current DFPS Employees**

1. Burnout has prompted my former colleagues to leave.
2. Low pay has prompted staff to leave DFPS.
3. Lack of job incentives has promoted staff to leave DFPS.
4. Incentives offered by DFPS are not easily redeemable.
5. I face overwhelming challenges in my day-to-day work.
6. I have future plans to get a job outside DFPS.

**Current CPS Employees**

1. I plan to retire from DFPS within 12 months because of job concerns.
2. I intend to leave DFPS within 12 months.

**Former CPS Employees**

1. Burnout prompted my former colleagues to leave.
2. I faced overwhelming challenges in my day-to-day work.
3. Incentives offered by DFPS were not easily redeemable.
4. Lack of job incentives promoted staff to leave DFPS.
5. Low pay prompted staff to leave DFPS.
6. I once had intent to leave DFPS within 12 months.
7. I had planned to retire from DFPS before I left.

Table 42. [e-Survey] Financial Incentives: 3 Groups of Respondents

Financial Incentives*	DFPS Current			CPS Current			CPS Former		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
Locality Pay	2.92	1.401	2,354	2.89	1.403	1,903	3.75	1.51	48
On-call Pay	2.73	1.554	2,095	2.73	1.545	1,655	3.60	1.50	43
High risk pay	2.67	1.581	2,058	2.66	1.575	1,626	3.61	1.69	44
College Degree pay	2.82	1.512	2,776	2.81	1.511	2,121	3.67	1.59	52
Title IV-E stipend for BSW/MSW	3.11	1.440	1,780	3.16	1.429	1,462	3.34	1.53	35
Reimbursement	3.14	1.458	1,758	3.10	1.467	1,355	3.33	1.49	27
Bilingual Pay	2.96	1.560	1,626	2.97	1.564	1,262	3.09	1.53	23
Language Interpreter Stipend	2.99	1.495	1,323	2.99	1.499	1,025	3.41	1.42	17
Equity Adjustments	2.79	1.495	1,778	2.78	1.499	1,365	3.46	1.44	24
Salary Parity Adjustment	2.74	1.498	1,844	2.74	1.495	1,401	3.46	1.47	24
Recruitment and Retention Bonus	2.79	1.561	2,264	2.78	1.559	1,736	3.23	1.65	31
Comp Time	3.21	1.333	4,108	3.16	1.349	3,063	3.20	1.63	51
Overtime	3.24	1.446	3,743	3.28	1.454	2,884	3.18	1.67	56
Shift Differential	3.02	1.472	1,755	2.97	1.480	1,314	3.65	1.52	31
CPS Investigator Pay (Stipend)	3.46	1.396	1,898	3.49	1.397	1,641	2.97	1.65	39
CPS Mentoring Stipend	3.22	1.426	1,877	3.23	1.431	1,682	3.04	1.72	27
CPS Performance-Based Merits (One Time)	3.21	1.433	2,940	3.22	1.438	2,650	3.13	1.67	31
One-Time Merits	3.18	1.431	3,437	3.19	1.433	2,581	3.19	1.64	27
Benefit Replacement Pay (BRP)	3.16	1.430	1,939	3.13	1.444	1,472	3.13	1.70	24
Cost of Living	2.67	1.619	2,979	2.64	1.610	2,208	3.48	1.65	40
Fire Brigade	2.74	1.333	1,005	2.70	1.348	810	3.29	1.69	17
Max Security	2.80	1.421	1,193	2.75	1.436	940	3.19	1.86	21
Supplemental	2.93	1.467	1,335	2.88	1.470	1,033	2.91	1.69	22

\*High scores indicate a high level of agreement with the statement.

Blue =High level of agreement across all three groups of respondents

Red =High level of disagreement with the statement across all three groups of respondents

Table 43. [e-Survey] Salary and Job Advancement: 3 Groups of Respondents

Salary & Job Advancement * (Q21)	DFPS Current			CPS Current			CPS Former		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
<b>I receive pay raises often.</b>	1.69	.933	4279	1.69	0.921	3,178	1.88	1.12	34
<b>Obtaining an advanced degree would help my DFPS career.</b>	2.48	1.366	3947	2.50	1.377	2,944	1.97	1.23	32
<b>My salary is appropriate considering my academic achievement.</b>	1.75	.887	4444	1.70	0.856	3,313	1.80	1.17	51
<b>Salary is appropriate considering the cost of living in my location.</b>	1.69	.867	4499	1.69	0.855	3,346	1.73	1.06	51
<b>I am satisfied with my salary.</b>	1.66	.847	4533	1.63	0.813	3,376	2.00	1.32	53
<b>My advanced degree has provided me with opportunities for promotion.</b>	2.06	1.090	2109	2.02	1.064	1,586	1.97	1.20	32
<b>My advanced degree has provided me with opportunities for salary increase.</b>	1.86	1.021	2135	1.82	0.981	1,609	1.75	1.16	32
<b>There are opportunities for career advancement within my division.</b>	2.66	1.269	4223	2.66	1.267	3,130	2.32	1.39	44
<b>I am satisfied with DFPS opportunities for promotion.</b>	2.27	1.153	4290	2.26	1.144	3,182	2.04	1.67	45

\*Low scores indicate a high level of disagreement with the statement.

**Red** =High level of disagreement with the statement across all three groups of respondents

Table 44. [e-Survey] Job Experiences: 3 Groups of Respondents

Job Experience * (Q22)	DFPS Current			CPS Current			CPS Former		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
<b>I am satisfied with my job responsibilities.</b>	2.16	1.10	4,501	3.43	1.150	3,353	4.28	.95	50
<b>I am satisfied with my professional development.</b>	3.51	1.032	4,580	3.51	1.033	3,330	3.61	1.34	49
<b>I have the skills to work with diverse populations.</b>	4.37	.679	4,481	4.37	0.684	3,343	2.90	1.42	48
<b>I would recommend DFPS to job-seekers.</b>	3.26	1.105	4,429	3.20	1.116	3,301	1.82	1.20	49
<b>My experiences while working for DFPS have been positive.</b>	3.44	.991	4,495	3.37	0.994	3,353	2.42	1.40	50
<b>My caseload is manageable.</b>	2.96	1.259	3,737	2.89	1.260	2,823	1.96	1.10	49
<b>My education adequately prepared me to handle my job responsibilities.</b>	3.63	1.080	4,357	3.59	1.098	3,201	1.88	1.14	51
<b>There is adequate staffing in my division.</b>	2.80	1.304	4,373	2.83	1.299	3,252	1.53	.97	51

\*High scores indicate a high level of agreement with the statement.

**Blue** =High level of agreement across all three groups of respondents

**Red** =High level of disagreement with the statement across all three groups of respondents

Table 45. [e-Survey] Work Environment: 3 Groups of Respondents

Work Environment: Current DFPS and CPS Employees and Former CPS Employees (Q23)

Work Environment *	DFPS Current			CPS Current			CPS Former		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
I like my work environment.	3.81	0.938	4,488	3.78	0.936	3,348	2.27	1.28	48
I like the multiple demands of my work.	3.65	0.955	4,474	3.60	0.963	3,337	2.73	1.38	48
I can accomplish my day-to-day assigned tasks.	3.62	1.094	4,475	3.55	1.116	3,334	2.57	1.49	47
DFPS provides me opportunities to work with other professionals.	3.98	0.792	4,446	4.02	0.767	3,316	3.57	1.34	47
DFPS provides adequate job retention incentives.	2.26	1.123	4,286	2.23	1.118	3,187	1.51	.944	45
The training required by DFPS has helped me to do my job better.	3.33	1.059	4,401	3.32	1.061	3,292	2.82	1.36	49

High scores indicate a high level of agreement with the statement.

Blue =High level of agreement across all three groups of respondents

Table 46. [e-Survey] Supervisors/Workers: 3 Groups of Respondents

Supervisors/Coworkers: Current DFPS and CPS Employees and Former CPS Employees (Q24)

Supervisors/Coworkers*	DFPS Current			CPS Current			CPS Former		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
I receive adequate supervision.	4.01	0.934	4,456	3.99	0.941	3,324	2.56	1.56	48
I like to work in my current division.	4.14	0.835	4,468	4.13	0.848	3,335	2.77	1.55	48
My supervisor provides me with support.	4.06	1.022	4,451	4.05	1.027	3,317	2.63	1.54	48
My supervisor respects me.	4.17	0.960	4,402	4.16	0.965	3,281	2.89	1.67	47
My co-worker(s) respect me.	4.25	0.761	4,435	4.24	0.762	3,316	3.52	1.46	48
My work unit is cohesive.	4.02	0.978	4,323	4.04	0.968	3,300	2.70	1.55	47
My work unit has done great work.	4.34	0.709	4,440	4.34	0.709	3,284	3.11	1.48	45
My work unit has been awarded for the work we did.	2.69	1.274	4,094	2.65	1.274	2,899	2.00	1.34	40

\*High scores indicate a high level of agreement with the statement.

Blue =High level of agreement across all three groups of respondent

Table 47. [e-Survey] Motivation: 3 Groups of Respondents

Motivation: Current DFPS and CPS Employees and Former CPS Employees (Q25)

Motivation*	DFPS Current			CPS Current			CPS Former		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
<b>It is important to me to perform my job to the best of my abilities.</b>	4.80	0.422	4,458	4.81	0.419	3,327	4.71	.849	48
<b>Once I undertake a task, it is my duty to see it through to the end.</b>	4.76	0.455	4,456	4.77	0.449	3,325	4.60	.818	48
<b>I feel a strong sense of moral obligation in my work.</b>	4.74	0.499	4,451	4.75	0.497	3,323	4.67	.859	48
<b>When I see a wrong, I feel responsible for making it right.</b>	4.60	0.607	4,448	4.62	0.598	3,319	4.49	.975	47
<b>My work is rewarding to me.</b>	4.21	0.896	4,437	4.20	0.910	3,309	3.68	1.38	47
<b>I am motivated to stay at DFPS.</b>	3.49	1.176	4,409	3.46	1.188	3,287	2.17	1.42	48
<b>I encourage others to work at DFPS.</b>	3.25	1.153	4,373	3.19	1.160	3,259	2.25	1.23	48

High scores indicate a high level of agreement with the statement.

Blue =High level of agreement across all three groups of respondent



Table 48. [e-Survey] Job Concerns: 3 Groups of Respondents

Job Concerns: Current DFPS and CPS Employees and Former CPS Employees (Q26)

Job Concerns*	DFPS Current			CPS Current			CPS Former		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
<b>Burnout has prompted my former colleagues to leave.</b>	4.45	0.829	4,163	4.51	0.786	3,128	4.75	.488	44
<b>I face overwhelming challenges in my day-to-day work.</b>	3.66	1.089	4,371	3.77	1.057	3,259	4.51	.906	47
<b>Incentives offered by DFPS are not easily redeemable.</b>	4.02	0.967	3,798	4.08	0.943	2,896	4.28	1.05	43
<b>Lack of job incentives has prompted staff to leave DFPS.</b>	4.32	0.876	4,031	4.33	0.887	3,032	4.26	1.03	43
<b>Low pay has prompted staff to leave DFPS.</b>	4.58	0.748	4,239	4.59	0.756	3,171	4.40	.963	45
<b>I intend to leave DFPS within 12 months.</b>	2.51	1.206	3,860	2.53	1.206	2,896	3.49	1.68	43
<b>I plan to retire from DFPS within 12 months because of job concerns.</b>	1.95	0.944	2,909	1.98	0.955	2,159	3.93	1.27	41
<b>I have future plans to get a job outside of DFPS.</b>	3.14	1.32	3,641	3.14	1.332	2,783	2.94	1.61	47

\*High scores indicate a high level of agreement with the statement.

Blue =High level of agreement across all three groups of respondent

## 5. Comparing Incentives across Five Divisions: Current DFPS Employees

The following tables (from **Table 49** to **Table 56**) summarize the mean and standard deviation in the items in the e-Survey in eight areas of incentives as rated by the current DFPS employees by five divisions. Note that CCL also includes RCCL. Printed in **BLUE** are the items or statements agreed, on average above 3.0 on the 5-point scale, shared commonly by all five divisions. The items in **RED** are those not agreed as supportive incentives for employees to stay to work at DPFS, as indicated by an average below 3.0, shared by all five divisions: CPS, APS, CCL/RCCL, PEI, and SWI. (Definitions of these acronyms can be found in Table 1.)

Table 49. [e-Survey] Financial Incentives: Current DFPS Employees by Division

Financial Incentives* (Q17)	APS			CCL			CPS			PEI			SWI		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
Locality Pay	2.94	1.405	217	2.89	1.363	161	2.89	1.403	1,903	3.20	1.135	10	3.00	1.454	54
On-call Pay	2.52	1.608	221	2.89	1.568	101	2.73	1.545	1,655	3.80	0.837	5	3.05	1.584	40
High risk pay	2.51	1.626	200	2.87	1.622	106	2.66	1.575	1,626	3.75	0.957	4	3.17	1.424	35
College Degree pay	2.73	1.526	246	2.75	1.525	176	2.81	1.511	2,121	2.91	1.514	11	3.11	1.337	85
Title IV-E stipend for BSW/MSW	2.92	1.444	142	2.73	1.483	75	3.16	1.429	1,462	3.00	1.414	4	2.97	1.402	30
Reimbursement	3.37	1.382	167	3.24	1.462	88	3.10	1.467	1,355	3.89	1.269	9	3.34	1.187	35
Bilingual Pay	2.85	1.559	155	2.90	1.522	89	2.97	1.564	1,262	3.33	1.033	6	2.86	1.556	35
Language Interpreter Stipend	2.88	1.468	129	3.00	1.485	69	2.99	1.499	1,025	3.20	0.447	5	2.90	1.448	29
Equity Adjustments	2.85	1.520	156	2.74	1.488	110	2.78	1.499	1,365	3.44	1.130	9	2.81	1.283	36
Salary Parity Adjustment	2.70	1.534	170	2.71	1.539	112	2.74	1.495	1,401	3.27	1.348	11	3.05	1.413	42
Recruitment and Retention Bonus	2.66	1.597	199	2.82	1.626	134	2.78	1.559	1,736	3.23	1.301	13	3.18	1.409	62
Comp Time	3.18	1.353	340	3.32	1.260	270	3.16	1.349	3,063	3.58	1.027	26	3.78	.986	134
Overtime	2.92	1.468	300	3.04	1.407	227	3.28	1.454	2,884	3.25	1.238	16	3.61	1.133	118
Shift Differential	2.58	1.357	149	3.06	1.499	85	2.97	1.480	1,314	3.88	0.641	8	3.85	1.128	123
CPS Investigator Pay (Stipend)	2.92	1.368	59	2.91	1.313	57	3.49	1.397	1,641	3.67	0.816	6	3.65	1.129	26
CPS Mentoring Stipend	2.89	1.275	56	3.02	1.432	60	3.23	1.431	1,682	3.50	0.837	6	3.36	1.254	25
CPS Performance-Based Merits (One Time)	2.97	1.367	62	2.88	1.469	76	3.22	1.438	2,650	3.86	0.900	7	3.59	1.040	37
One-Time Merits	2.99	1.421	275	3.14	1.465	224	3.19	1.433	2,581	2.80	1.568	15	3.62	1.193	99
Benefit Replacement Pay (BRP)	3.17	1.420	159	3.23	1.476	123	3.13	1.444	1,472	2.67	1.366	6	3.61	1.220	46
Cost of Living	2.64	1.625	260	2.68	1.671	199	2.64	1.610	2,208	3.33	1.676	15	2.79	1.625	90
Fire Brigade	2.76	1.282	75	2.76	1.283	49	2.70	1.348	810	3.25	0.500	4	3.16	.765	19
Max Security	2.85	1.379	97	2.84	1.357	62	2.75	1.436	940	3.50	0.577	4	3.29	1.122	24
Supplemental	2.99	1.471	116	3.04	1.492	76	2.88	1.470	1,033	3.83	0.983	6	3.43	1.168	28

\*High scores indicate a high level of agreement with the statement.

Blue=High level of agreement across all five divisions

Table 50. [e-Survey] Working Environment Incentives: Current DFPS Employees by Division

Working Environment Incentives * (Q19)	APS			CCL			CPS			PEI			SWI		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
Mobile/Remote work	4.33	0.882	343	4.33	.941	269	3.95	1.153	2,868	3.96	1.160	24	4.53	.739	116
Peers or Co-workers	3.93	0.974	380	3.84	1.076	298	3.90	1.002	3,351	3.72	0.980	25	3.99	.886	136
Supervisors	3.89	1.063	384	3.64	1.195	298	3.79	1.150	3,347	3.59	1.152	27	3.96	.988	138
Office Location	3.67	1.120	382	3.37	1.265	297	3.62	1.137	3,340	3.41	1.366	27	3.34	1.173	133
On-the-Job Training	3.40	1.039	370	3.16	1.110	282	3.17	1.150	3,206	2.95	1.317	20	3.38	1.059	130
Award(s)	2.71	1.127	328	2.56	1.126	252	2.57	1.223	2,803	2.42	1.261	19	2.77	1.227	105
Recognition for Tasks Done Well	3.03	1.206	357	2.83	1.187	281	2.87	1.285	3,082	3.19	1.297	26	3.33	1.137	128
Child Care Support	2.57	1.176	133	2.28	1.263	109	2.37	1.323	1,489	2.55	1.214	11	2.18	1.259	40
Educational Leave	3.17	1.198	174	2.62	1.274	105	2.91	1.326	1,667	2.86	1.406	14	3.22	1.111	65
State Retirement Pension Plan	4.05	1.017	347	3.98	1.064	279	3.77	1.106	3,013	4.16	0.987	25	3.88	1.181	128

\*High scores indicate a high level of agreement with the statement.

**Blue** =High level of agreement across all five divisions

**Red** =High level of disagreement with the statement across all five divisions

Table 51. [e-Survey] Salary & Job Advancement: Current DFPS Employees by Division

Salary & Job Advancement * (Q21)	APS			CCL			CPS			PEI			SWI		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
<b>I receive pay raises often.</b>	1.83	1.040	351	1.57	0.905	284	1.69	0.921	3,178	1.65	0.977	26	1.94	1.097	127
<b>Obtaining an advanced degree would help my DFPS career.</b>	2.47	1.349	321	2.23	1.331	257	2.50	1.377	2,944	2.88	1.563	25	2.58	1.331	119
<b>My salary is appropriate considering my academic achievement.</b>	1.86	0.962	366	1.72	0.890	292	1.70	0.856	3,313	2.03	1.177	32	1.95	0.979	130
<b>Salary is appropriate considering the cost of living in my location.</b>	1.78	0.913	375	1.54	0.802	295	1.69	0.855	3,346	1.58	0.807	31	1.66	0.941	134
<b>I am satisfied with my salary.</b>	1.77	0.966	375	1.62	0.822	297	1.63	0.813	3,376	1.84	0.884	32	1.92	0.993	132
<b>My advanced degree has provided me with opportunities for promotion.</b>	2.16	1.134	168	1.97	1.076	127	2.02	1.064	1,586	2.45	1.317	20	2.49	1.184	55
<b>My advanced degree has provided me with opportunities for salary increase.</b>	2.01	1.136	166	1.74	1.017	127	1.82	0.981	1,609	2.38	1.161	21	2.33	1.230	57
<b>There are opportunities for career advancement within my division.</b>	2.84	1.280	349	2.49	1.255	285	2.66	1.267	3,130	2.81	1.400	31	3.13	1.220	126
<b>I am satisfied with DFPS opportunities for promotion.</b>	2.43	1.226	359	2.12	1.090	285	2.26	1.144	3,182	2.21	1.320	29	2.66	1.250	131

\*Low scores indicate a high level of disagreement with the statement.

**Red**=High level of disagreement with the statement across all five divisions

Table 52. [e-Survey] Job Experience: Current DFPS Employees by Division

Job Experience * (Q22)	APS			CCL			CPS			PEI			SWI		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
I am satisfied with my job responsibilities.	3.59	1.083	373	3.48	1.117	298	3.43	1.150	3,353	3.52	1.122	27	3.92	.792	135
I am satisfied with my professional development.	3.67	0.948	371	3.46	1.026	297	3.51	1.033	3,330	3.04	1.248	26	3.62	.848	134
I have the skills to work with diverse populations.	4.41	0.673	372	4.35	.658	296	4.37	0.684	3,343	4.54	0.508	26	4.40	.588	135
I would recommend DFPS to job-seekers.	3.44	1.078	366	3.32	1.067	292	3.20	1.116	3,301	3.28	1.208	25	3.79	.893	135
My experiences while working for DFPS have been positive.	3.65	0.981	372	3.52	.974	296	3.37	0.994	3,353	3.56	0.847	27	3.77	.843	133
My caseload is manageable.	2.65	1.284	315	3.30	1.095	280	2.89	1.260	2,823	3.35	1.137	20	4.00	.867	110
My education adequately prepared me to handle my job responsibilities.	3.60	1.076	363	3.78	.993	294	3.59	1.098	3,201	3.92	1.038	25	3.88	1.016	130
There is adequate staffing in my division.	2.35	1.332	367	2.80	1.292	294	2.83	1.299	3,252	2.67	0.961	27	3.23	1.247	133

\*High scores indicate a high level of agreement with the statement.

**Blue** =High level of agreement across all five divisions

**Red** =High level of disagreement with the statement across all five divisions

Table 53. [e-Survey] Work Environment: Current Employees

Work Environment * (Q23)	APS			CCL			CPS			PEI			SWI		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
<b>I like my work environment.</b>	3.91	0.927	372	3.88	.954	296	3.78	0.936	3,348	3.81	1.075	27	4.04	.839	133
<b>I like the multiple demands of my work.</b>	3.70	0.950	371	3.67	.975	297	3.60	0.963	3,337	3.89	0.847	27	3.89	.853	131
<b>I can accomplish my day-to-day assigned tasks.</b>	3.60	1.087	373	3.75	.956	296	3.55	1.116	3,334	3.78	0.934	27	4.27	.737	134
<b>DFPS provides me opportunities to work with other professionals.</b>	4.05	0.746	372	3.83	.851	294	4.02	0.767	3,316	4.00	0.707	25	3.72	.980	133
<b>DFPS provides adequate job retention incentives.</b>	2.32	1.175	361	2.17	1.063	286	2.23	1.118	3,187	2.32	1.145	25	2.82	1.200	128
<b>The training required by DFPS has helped me to do my job better.</b>	3.58	0.910	368	3.35	1.026	294	3.32	1.061	3,292	2.96	1.207	25	3.70	.989	134

\*High scores indicate a high level of agreement with the statement.

**Blue** =High level of agreement across all five divisions

Table 54. [e-Survey] Supervisors/Coworkers: Current DFPS Employees by Division

Supervisors/Coworkers* (Q24)	Mean	APS SD	N	Mean	CCL SD	N	Mean	CPS SD	N	Mean	PEI SD	N	Mean	SWI SD	N
<b>I receive adequate supervision.</b>	4.08	0.910	371	4.01	.942	295	3.99	0.941	3,324	3.81	0.981	26	4.26	.651	131
<b>I like to work in my current division.</b>	4.23	0.720	370	4.14	.881	295	4.13	0.848	3,335	3.92	1.093	26	4.19	.735	131
<b>My supervisor provides me with support.</b>	4.17	0.963	370	3.97	1.138	296	4.05	1.027	3,317	3.96	1.038	26	4.37	.704	131
<b>My supervisor respects me.</b>	4.26	0.910	367	4.08	1.044	294	4.16	0.965	3,281	4.12	0.909	26	4.39	.710	130
<b>My co-worker(s) respect me.</b>	4.34	0.705	366	4.18	.887	296	4.24	0.762	3,316	4.19	0.634	26	4.29	.629	128
<b>My work unit is cohesive.</b>	4.08	0.982	368	3.94	1.051	295	4.04	0.968	3,300	3.27	1.041	26	4.05	.854	128
<b>My work unit has done great work.</b>	4.40	0.686	365	4.25	.748	292	4.34	0.709	3,284	4.12	0.653	26	4.36	.679	124
<b>My work unit has been awarded for the work we did.</b>	2.98	1.260	329	2.66	1.255	262	2.65	1.274	2,899	2.74	1.287	23	3.09	1.280	109

\*High scores indicate a high level of agreement with the statement.

**Blue** =High level of agreement across all five divisions



Table 55. [e-Survey] Motivation: Current DFPS Employees by Division

Motivation* (Q25)	APS			CCL			CPS			PEI			SWI		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
<b>It is important to me to perform my job to the best of my abilities.</b>	4.75	0.467	371	4.79	.450	295	4.81	0.419	3,327	4.96	0.196	26	4.76	.431	131
<b>Once I undertake a task, it is my duty to see it through to the end.</b>	4.69	0.529	371	4.76	.468	295	4.77	0.449	3,325	4.92	0.272	26	4.73	.444	131
<b>I feel a strong sense of moral obligation in my work.</b>	4.70	0.547	371	4.75	.479	295	4.75	0.497	3,323	4.88	0.332	25	4.62	.588	131
<b>When I see a wrong, I feel responsible for making it right.</b>	4.53	0.678	371	4.61	.590	295	4.62	0.598	3,319	4.65	0.629	26	4.44	.646	131
<b>My work is rewarding to me.</b>	4.28	0.818	370	4.22	.915	293	4.20	0.910	3,309	4.31	0.736	26	4.22	.797	131
<b>I am motivated to stay at DFPS.</b>	3.51	1.168	369	3.54	1.140	292	3.46	1.188	3,287	3.08	1.222	25	3.79	1.086	131
<b>I encourage others to work at DFPS.</b>	3.43	1.139	364	3.27	1.138	291	3.19	1.160	3,259	3.00	1.080	25	3.77	.973	131

\*High scores indicate a high level of agreement with the statement.

**Blue** =High level of agreement across all five divisions

Table 56. [e-Survey] Job Concerns: Current DFPS Employees by Division

Job Concerns* (Q26)	APS			CCL			CPS			PEI			SWI		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
<b>Burnout has prompted my former colleagues to leave.</b>	4.44	0.791	350	4.28	.931	275	4.51	0.786	3,128	4.30	0.876	23	4.31	.759	123
<b>I face overwhelming challenges in my day-to-day work.</b>	3.71	1.081	371	3.38	1.096	287	3.77	1.057	3,259	3.32	1.215	25	2.94	1.025	128
<b>Incentives offered by DFPS are not easily redeemable.</b>	3.93	0.946	312	3.92	.971	235	4.08	0.943	2,896	3.72	1.179	18	3.42	1.042	108
<b>Lack of job incentives has prompted staff to leave DFPS.</b>	4.23	0.934	338	4.37	.796	267	4.33	0.887	3,032	4.29	0.717	21	4.04	.828	116
<b>Low pay has prompted staff to leave DFPS.</b>	4.49	0.841	351	4.69	.619	286	4.59	0.756	3,171	4.54	0.509	24	4.54	.630	124
<b>I intend to leave DFPS within 12 months.</b>	2.47	1.192	315	2.39	1.184	249	2.53	1.206	2,896	2.73	1.279	22	2.34	1.284	119
<b>I plan to retire from DFPS within 12 months because of job concerns.</b>	1.93	0.910	241	1.88	.892	201	1.98	0.955	2,159	1.92	1.320	13	1.64	.710	97
<b>I have future plans to get a job outside of DFPS.</b>	3.24	1.320	306	3.09	1.285	238	3.14	1.332	2,783	3.30	1.455	20	2.94	1.410	118

\*High scores indicate a high level of agreement with the statement.

**Blue** =High level of agreement across all five divisions

**Red** =High level of disagreement with the statement across all five divisions

## 6. Summary of Quantitative Results: Current Employees

A descriptive analysis of the current employee e-Survey data shows the following major findings:

1. CPS Investigator's pay stipend, CPS overtime, and the CPS mentoring stipend are the top three financial incentives out of all five divisions that encourage staff to stay at DFPS.
2. The top three financial incentives that have not achieved its adequate function are: cost of living, high risk pay, and on-call pay.
3. Respondents in all divisions agreed that the top work environment incentive to stay at DFPS is mobile and remote work. Two other top work environment incentives are peers and co-workers, and the state retirement pension plan.
4. All items on salary and job advancement are negatively perceived by respondents, particularly related to salary satisfaction and the cost of living adjustment.
5. The top three job experiences that are positively perceived are working with diverse populations, respondents' education prepared them for the job, and professional development opportunities.
6. The top responses for negative job experiences are inadequate staffing and unmanageable caseloads.
7. Respondents generally expressed that they liked the work environment and felt that they could handle their work demands to accomplish day-to-day tasks.
8. The top two positive aspects of co-workers and supervisors are the great work done by the work unit and respect from co-workers and supervisors.
9. The respondents expressed high levels of motivation, including "it is important to me perform my job to the best of my abilities."
10. The top three job concerns are burnout, low pay, and lack of job incentives.

## 7. Qualitative Comments Written in e-Survey: Current Employees

In the e-Survey, five open-ended questions were provided under 1) incentive to stay, 2) work environment, 3) reasons to stay, 4) reasons to leave, and 5) other comments. After collecting the written comments from the survey, thematic analysis was conducted by two research associates and reviewed by the PIs. The summaries below provide the themes in each group of comments. While each theme can stand alone, many direct quotes listed below connected to a theme overlap several other themes. These themes have been generated from direct quotes. Examples are reported under each theme in a smaller font, and each group of statements has been written by one respondent.

### *Incentives to Stay*

The first open-ended question (Question#18) was about incentive and retention strategies at DFPS that have encouraged employees to stay. Seven themes were identified through these open-ended comments: pay raise/increase, merit raises, cost of living raise, overtime/on-call/comp time, stipend, incentives, and supervisors.

## 1. Pay raise/increase

There is really no financial incentive to work at DFPS. They pay is way below standard and there is really no room for advancement for getting a pay raise or pay increase. You just have to love your job and love working with children to stay with DFPS. One thing that really sucks in my position is that if someone is newly hired and I have been employed with the agency for ten years, our base salary will be the same. Here I am with over ten years of experience and I am getting the same base pay as someone who has been working for one day. Yes, we do get longevity pay, but the base salary is the same. It just seems a little odd to me.

With the agency hiring people with no degrees or with associate's degrees, a pay increase for those with bachelors or higher degrees should be put into place. Tenured workers should be compensated for their time and efforts and working through all the change.

I don't receive any of the above financial incentive except for overtime that is required to be paid to me. I am a specialist IV and can't receive any pay increases unless legislature does a percentage which is across the board or unless I receive merit pay. I have never received anything for working and living in the Dallas area which has a higher cost of living. I also have never received any extra pay since I have a Master's degree because it's not a MSW. I believe that's it's unfair that only investigators get additional pay because CVS and FBSS also work long hours and in potential hazardous conditions. There are no retention efforts being done to keep the long term employees because we are often at the top of the certification levels and can only receive pay increases when legislature approves an across the board percent increase for all employees.

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Bonuses are scarce and essentially unheard of. While I feel that currently my salary is good for my experience, I have maxed out my pay raises and in the next 5 years will fall behind what someone of my experience should have. There should be yearly pay raises or frequent merits that compensate for the plateau in salary.

Majority of the incentives listed above are not allowable for State Office employees. I'm a program specialist with state office and the only way to get a pay raise is to change positions. This is really unfortunate. We rarely receive merit and performance raises because field staff get all of the incentives. We come from the field and have a lot of knowledge and experience about what the field does. We often work on the most complex issue and barriers in the agency without incentives. We work hard to get to this level; but once you get here there are no step increases for on-going work performance. Everyone should have the opportunity to get a pay increase despite their position title.

## 2. Merit Raises

The merit raises are usually provided to employees that are favored by upper management in the CPS system, as my history has been with working with CPS. Employees are not given bonus for extinguished work or for going above and beyond the job duty. Employees are rarely recognized for the efforts and strain that they place themselves in. Loyal employees are overlooked and raises or increases in pay are given to new employees who have little to no experience.

When merits are awarded to all staff regardless of program specialty and truly based upon performance; these types of incentives increase morale greatly and are wonderful, echoed this idea! The problem is many staff are aware that the merit raises are directed towards certain program specialties (and rightly so for some positions), used heavily to encourage newer staff to stay, and also awarded to staff that may not be deserving.

The one major disappointment I have regarding compensation is that DFPS has steadfastly placed merit raises at the lowest priority. Other agencies make this a high priority - or even a regular event - but DFPS has consistently chosen to place other needs first. In more than a decade, I have received two one-time merits and no merit raises.

Some of us do not qualify for incentives such as the Performance Based Merit because of our pay grade or our PAC. If a Performance Based Merit is based on "performance" then that should be the only reason why we do/do not receive one. One time merits are decent, but rare, so the chances of getting one are few and far between. There really are no incentives for veteran employees.

## 3. Cost of Living Raise

[The] cost of living and medical insurance increases, pay does not.

The cost of living keeps increasing and our pay is not going up to meet that cost. Some of the merits are not available to all works due to just receiving a promotion due to them meeting their certification.

Every year every employee is entitled to a cost of living raise, whether it be 1% up to 5%. Inflation is still continuing to raise the cost of goods and services, and if everything is going up except a paycheck then there will continue to be a higher turnover. The state has cheated its employees out of this and is possibly crippling employees

We rarely get a cost of living raise and when we do it is taken away by higher medical premiums.

The CPS structure lacks an opportunity for continue career advancement and career ladder. There are no routine cost of living raises, and anytime they have been offered in the past they have been offset by increased out-of-pocket employee costs for our healthcare plans or annuity contributions.

The financial incentives are too low, especially in regards to cost of living differences between urban, rural, and region. For example, it costs far more to live in Austin, Dallas, and Houston, than it does to live in the southern portion of Texas. The work performed can be the same or similar, but the pay, in the end, comes out different due to this

financially. I really do not like these surveys because the only purposes are for statistical research, not to hear what the employees are saying through a black bubble.

The cost-of-living is way higher than what I'm making I am a single mother with five children and one in college and I cannot survive, there are days when I don't have gas in my truck because my travel takes forever to get to me. It's bothersome that I work to help protect children and yet I can't even take care of myself in the appropriate way financially.

fact. I believe a cost of living adjustment needs to be made in order to equalize these regional differences in the cost of living.

#### 4. OT/Comp time/On-call

To clarify, I strongly disagree with the department's policy on overtime. When I originally came to work for the department, I worked in another position: community engagement. (I've transferred to my current position 10 mos. ago.) Anyhow, the position I formerly held often called that I work after "traditional" business hours, including evenings and weekends. The position included planning, organizing, and managing special projects, and/or special events activities (such as Back to School projects, Fall Festival, Hairathon, Christmas gifts, Thanksgiving donations) and working with volunteers, etc. Like most special projects and events, many hours of planning and work are required, in order for the project to be successful. Consequently, as a single-parent, I often had my own two children here with me at the office, after hours (eating take-out for dinner) as I worked, or accompanying me to work in between baseball and basketball games on Saturday mornings. The most disheartening thing was the sacrifice seemed to be underappreciated. In fact, rather than compensating for the time (in excess of 40 hours) that was invested, I was REQUIRED to take time off, in order to avoid having to compensate me in a paycheck for the work I had already done. This policy of mandating that I take time off instead, would impact the progress of a project, and put me further behind in other projects. As a result, I often found myself back in the cycle of spending evenings and weekends at work - which was NEVER reflected on my paycheck. In order to maintain work productivity, I came to the conclusion that I would be required to work, and if additional time was required, I'd have to work, without compensation. In terms of cost of living, personally I don't feel the department is competitive. For example, I have worked for the state of Texas (collectively), for over 10 years. I've been with DFPS since 2012, and I will see my first pay increase of \$20 next month. Meanwhile, as my children are growing, so are their needs, as well as the cost of everyday living. As my employer, I feel I have been committed to the department, as well as the people we serve. Sadly, rather than feeling a sense of "security", I feel the pressure of consistent financial stress.

I wish we could choose between getting paid over time for working on-call instead of using it as time off. Employees mentioned the requirement of workers gaining 140 hours of overtime before seeing any of the pay back as well.

Overtime is base pay it's not time and a half like it should be. I don't feel that it's fair that you get to hold onto 140 of my overtime hours that I worked to sit in the bank I think that's unfair that's my money I worked very hard for that I don't understand why we have to have a bank.

If I work on call after hours, I am not allowed to accrue overtime so I am forced to take those hours off during the work week.

We do not get paid on call. We have to accumulate 140 hours worked, however, when one takes vacation or any leave we are asked to take it from our banked overtime first which is not an incentive.

#### 5. Stipend

APS worker do not get any stipend which is unfair. We work with very difficult cases and situation. I can praise my workers all I want but if the merit raise is not available all the time how do I keep my workers to stay. I have many leave because of the pay. Our job is hard to do and not everyone can do this. We need to start paying our workers what they deserve. Also Supervisor only get a onetime raise once they become Supervisor 11 no more opportunity to raises. CVS Specialists don't get stipends and we are away from our own families just as much as investigators are. It's difficult when you love a job but you have to always find yourself looking because you can't live off the salary. I am required to do on-call as well as my investigators and we do not get the on-call stipend.

Investigations should get a higher stipend due to the large amount of driving we do and also for the wear and tear of our vehicles. The stipend does not cover enough to support that. Also the gas mileage doesn't cover the gas we use on a weekly basis.

The overtime, stipend, and travel are all illusions to a workers income. You only get them if you are an investigator out in the field. It's a double edged sword, its good while you're an investigator but it's sad if you want to move up. My concern is more with the mentoring program's stipend. Though I can see why people want to be mentors for even the small stipend.... however, not everyone who mentors is good at it. A lot of people are simply collecting 300 extra each month.

All stages of serve deserve a stipend as we all do the same work but in different timeframes. Not enough is known about educational stipends

or incentives because agency policy requires approval from upper management who tends to not approve incentives or make it difficult to further education.

## 6. Incentives

When I was with CPS many of the items above were very influential, but now that I am in APS as a Contract Manager, there are no incentives, no raises, no bonuses, and therefore nothing really to encourage longevity.

Being an Admin Tech there are not many financial incentives. It would be nice if there was a way to advance from an Admin I to an Admin II or III, or know that we will reach the top of our pay scale. There isn't much incentive to not being able to do something to advance or to reach more financially.

There are no financial incentives. Have been recommended for merit but have received nothing not even cost of living since I started.

We do not receive any incentive to stay, NONE whatsoever. Family Based Safety Services works with families short and long term; even up to one year. FBSS does not receive any incentives compared to Investigation and Conservatorship. FBSS does not get paid overtime or comp time until we reach a limit and we are not allowed to reach a limit.

I believe that all CPS workers should get an incentives pay because of the caseloads, the time we spend with driving up and down road. We spend more time protecting others that we don't met the needs of our own family. The investigation paid should be cut, or given to everyone in the agency. The other incentives is not enough to give out because they are only allotted so many onetime merits, or 5, 3.5 % merited money. The state of Texas Legislature should give CPS a cost of living raise because we are just important as they are. They need to use some of the rainy day fund.

No incentive to becoming a supervisor. Mentoring program does not pay enough to keep a worker motivated to continue mentoring besides helping turnover but there are not enough mentors to see a change in the turnover.

## 7. Supervisor

Not many of the incentives above apply to supervisors in this area. New hires were at one point getting pay incentives for hard to hire areas, but the staff already employed didn't see any adjustments for working in those areas. There seems to be more incentives for new workers and certain program areas. Supervisors do not get paid overtime. I feel supervisors should be getting paid overtime as they work hand and hand with workers and are with them many times after hours. In addition in Laredo we do not get paid more because we are bilingual. Conservatorship workers do not get stipends as they are not "first responders and not at risk" as they go out to the homes. However they do have to make face to face contacts with parents and are just as "at risk" throughout the legal part of the case. Conservatorship workers do not attain a stipend however I feel are more at risk as they work diligently with parents who pose a threat to them if it is a cartel case and or drug case where every day maybe watched from these individuals yet we have our workers seek parents and ensure a face to face is done. The Department asks conservatorship workers to make their face to face contacts in the home of the parents to evaluate their living situation; however they do not get compensated as investigations do when during the investigation stage which may last 30 days vs. a conservatorship case that lasts a year and possibly a year and a half. I feel conservatorship staff should get a bigger stipend than investigations as they are at risk daily and through the life of the legal case.

Many of the incentives listed do not apply to the normal worker/supervisor. I work long hours to be able to get the job completed. I have stock piled comp leave that just turns into sick leave because there is not enough time to take leave. Supervisors need to be given overtime. All new staff hired are being paid a higher salary than staff that have been here for many years. There are many staff that make more money than me that are just being hired on and I am a supervisor who has been here for 9 yrs.

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As a CCL supervisor I am required to be on call for a week every 6 weeks. But there is no additional pay to be on-call. The CCI on-call with the supervisor receives additional pay to be on-call. Back up CCL CCI investigators don't receive the same pay as the CCI investigators because they are not on-call. But the supervisor who is on call receives no extra pay but is bound by the same restrictions: no drinking, no leaving the geographical area and always have phone and computer with you. There is no additional pay for bilingual workers at CCL. There is very little or no money for one time merit raises at CCL.

## *Work Environment*

Question 20 asked that respondents comment on various aspects of the work environment as factors encouraging them to remain working at DFPS. Sixteen items were identified and feedback was provided. Those themes are as follows: working, supervisor, office, mobile, job, time, support, staff, child care, leave, positive, recognition, train, manage, incent, and pay.

## *Working*

The first theme was that of "Working" under which the subthemes of mobile work, tele-

work, workload and work environment were identified.

### 1. Mobile Work

Mobile/remote work was recently approved for my division (eff. September 1st). I feel that this has greatly improved my chances of staying put in my current position and my division, and in my opinion will help with retention DFPS wide if this policy were to be enforced across the board.  
I like being a mobile worker, so I can work alone with no distractions.

It was convenient to work from home that making that drive back and forth. To me this was an incentive being taken away.

I would like the option of being more mobile since the entire unit I supervise is mobile.

Working mobile/remote is a double edged sword. Yes it gives you freedom but with that freedom comes the expectation that you will work any and all hours.

Mobile work is a fantastic perk, but only if staff are able to be disciplined to stay on task and use mobile work as it is intended. Otherwise there is a lot of opportunities for abuse of time if the staff is unethical or easily distracted.

When they start with the agency, feeling a part of a "team" is very important. When workers are mobile, they don't have the interactions and friendships that are essential in making them feel a part of a team that is doing great things.

As a supervisor, I am not permitted to mobile/remote work although this would be more efficient and productive some days.

### 2. Tele-work

Wish there were more tele-work opportunities. State employees should be allowed to work from at minimum 2 days per week across all of the agencies. Other States have implemented this and it has saved other States millions in resources, reduces traffic congestion in major cities, and boosts employee morale.

Mobility for supervisors has recently been taken away. I believe that mobility was one of the incentives to working at this agency. Almost every other job role within the state allows for mobility. I believe that one tele-work day a week is beneficial as the majority of us in supervision accomplish more and are more productive tele-working.

20 year old case worker is trusted to work from home, yet 35, 45, 55 year old attorney are not.

Not all programs are allowed to be mobile but have some flexibility. Mobility should be consistent across programs. Tele-work is very important to me and I would encourage all to take advantage.

At this time mobile work is not provided to me and my coworkers, which makes us feel unappreciated and less important. The ability to work from home some days has been appreciated. Since we are not able to have a mobile work schedule, an incentive to work at the nearest office to our homes would be greatly appreciated and economical for all.

Working from home is more stressful because you have to give them a sheet of what you plan on doing, then if you don't get it all done you're automatically assumed to be slacking. I have asked my supervisor if I can stay off email and phone when I work from home so I can get stuff done, he said no. So I answer my phone and end up taking longer and the whole point of working from home is thrown out the window. They also only let you do it twice a month. Or you can contract to do it once a week but if you have something come up like a training that falls on your WFH day you can't pick another day.

We aren't allowed to work from home. I feel like I get more work done from home because there are less distractions and I am able to concentrate more.

Would like additional days to tele-work due to over an hour each way to/from work drive.

### 3. Workload

Workload is often unmanageable which makes me want to leave rather than be blamed for a child injury or death.

What is the advantage of gaining sick leave, annual leave, administrative leave when it is never a good time because of workloads to take leave?

### 4. Work Environment

Sometimes tenured workers create a negative environment for newer workers by gossiping and trying to pit people against each other. It does not help when (some) supervisors part-take in the gossiping and enable their tenured workers to isolate new workers who then end up quitting.

One of my concerns with our workspace is that we do not have enough rooms to work in. Some units have more than 4 to a room, and although this is sometimes a social choice, we still seem to run out of space for the typical mobile caseworker.

My hope is that our out-of-county peers should not have to hunt for a room, but feel welcomed to our office. I suggest Unit Rooms with smaller desk space per person. It may be feasible to knock out a wall between rooms in order for the entire unit to be together. Then, smaller rooms marked "mobile", on the bottom floor, could be for out-of-county workers to use when needed. The planners of this change should take note how many out of county spaces would be needed. Also, we are encouraged not to personalize our space due to the mobility status of the environment. I suggest that if in-county workers could claim and personalize the smaller workspaces, that Unit rooms would afford, our work environment would be uplifting and a relief from the stresses of the job and that some color at least in the halls would be beneficial as well. Also, a section of assigned rooms in one

Work environment is very strained, with identifiable "special treatment" and identifiable "targeted staff" while also suggesting that some workers are treated differently than others.  
Work environment is not good... ugly building and not child or family friendly. Offices smell and the carpets in the elevators are dirty and nasty.  
Work building isn't clean and it is supposed to be wireless yet there is no signal In the buildings and the signal boosters doesn't reach the whole building.

area, possibly on the ground floor, would be beneficial and welcoming to the out-of-county workers who need space at our building.  
Work environment is amazing, coworkers and supervisors are amazing.

Where I currently work provides an amazing environment which is the only thing keeping me in this job.

## *Supervisor*

### 1. Negative Complaints

Workers and supervisor and higher up need to be on the same page, everyone that works for CPS needs to know and understand that we work together to try and protect the children and hopefully work with families so the children can return to them; yet every department seems to be doing their own thing. We need consistency from the top down, every department investigations, FBSS, CVS Kinship child care licensing everyone has to know that CPS has standards and we need to follow them.  
Some supervisors are pro-mobile, and allow you to work from where it is efficient and convenient, while other supervisors want you to be in the office but then do not provide a work space that you can be proud of" which suggests a lack of consistency among supervisors.  
Few rewards. Don't usually hear a good job was done; mainly negative feedback about what has not been done.  
Unprofessional supervisor who doesn't know how to supervise, lead or give credit where credit is due. Rather will talk down and ridicule in front of whomever with care what is said. Supervisor does not back his subordinates in any form or fashion, will take the side of the supervisor and then retaliate against the subordinate.

My supervisor is more of an obstacle than a help. She is "old-school" in everything she does and clings to old paperwork that I'm pretty sure no other units use. She doesn't know how to do half of what we do, and therefore we can't really go to her with questions. This also leads us to be constantly nagged by the new caseworkers coming to us with questions that the supervisor really should be answering. Our supervisor doesn't come up with our unit activities or moral boosting ideas, that all comes from the caseworkers themselves.  
My supervisor did not allow me to work remotely. I was rarely recognized, even though I worked hard.

I had no support from my supervisor, and when I brought my concerns to the attention of the PD, to my knowledge, she did nothing.

### 2. Positive Comments

My supervisor is very easy to talk to and to ask questions. She is always there when I have a question. She is an amazing Boss. My co-workers are also amazing to work with as well. They are constantly working hard to help those who don't have a voice. I have a lot of faith in my unit. They work hard every day to ensure there is safety for all the kids that they have to see.  
I have amazing team and supervisor which is probably why I stay in this job.

My unit has been blessed to have a wonderful supervisor who consistently recognizes our work. She goes above the call to show her appreciation by leaving little gifts on our desks; this is very much appreciated by all of us and makes us want to do even more to have the best unit we can, which says a lot being as short-handed as we are.

My supervisor's expectations are high as they should be. She does hold staff accountable, but offers guidance and assistance to improve on identified areas that might need improvement. I carry a very good working relationship with peers, management, and staff overall.

## *Office*

### 1. Positive about Office

Although most of the workers are mobile, I think our offices could be a little more up to date. Some of us do spend most of our days at the office.

I don't mind working from home occasionally but I work better in the office.

### 2. Negative about Office

There are now 2 workers per office which is very distracting because we were told we could work mobile and now are not allowed to.

My office is very uncomfortable-desk sucks, chair sucks, back hurts constantly. I have noticed that some workers appear isolated and don't really know what they are doing since they don't have the closeness of their co-workers being in an office together and working together day to day.



### 3. Suggestions

Since we are not able to have a mobile work schedule, an incentive to work at the nearest office to our homes would be greatly appreciated and economical for all.

Need office with privacy. Most state employees work jobs that need privacy. Cube offices are not appropriate for managers and program specialist that are always on the phone or having to hear others personal PHONE CALLS.

#### *Mobile*

Although my position could be mobile, I am not considered mobile and have to be in an office every day.

We don't get the opportunity to work from a remote area. We should be able to, but we don't. Too many supervisors that don't trust for the work to be done. Too many chiefs have power control issues. Not trust means lack of work by the little Indians.

We are told that we are mobile, but it is something that they try to take away from us if we have a high caseload, like working remotely is somehow the problem and not the impossible volume of work that we are given.

We are supposed to be a mobile workforce but are required to work in the office. If working from home, we are supposed to close 2 cases each day. It's a confusing message. I like working at the office with my co-workers... however, this still confuses me. Therefore if I work from home, I feel guilty.

Although we can work mobile, the majority of the supervisors still want the workers in the office, they tend to treat workers like students instead of professionals. Although we can work mobile, the majority of the supervisors still want the workers in the office, they tend to treat workers like students instead of professionals.

We are mobile workers yet we are being told we need to be in the office. They want empty offices in case there are workers from other regions that come in to work, but we are expected to be in the office. We are being micromanaged and it's even harder to get things done when you have to give your exact location and exactly what you are doing every hour of the day.

#### *Job*

With the nature of our job, we are never commended only reprimanded when something goes wrong. Supervisors, workers and PDs often lose their job when children die yet there is no burden to those who have more contact with children such as teachers, neighbors, and family.

#### *Time*

We're asked to do a lot of work and a lot of in-home visits even when the children are school aged. It's hard to get so many visits done before 5 and not have overtime or be asked to flex the hours because they don't want us to get a payout for overtime.

Workers are being mandated to work nights and weekends to keep up with the demanding workloads. This is in addition to the overtime already worked with the nature of the job. This is not conducive to maintaining a healthy work/ home life balance and is contributing to the high turnover.

Work hours are too long to even think about the above incentives.

#### *Support*

### 1. Receiving Positive Supports

My unit and coworkers are great support for me...in an environment where we do not know where we will end up from one day to the next or if we will be home late due to an emergency case. There are days where I will work over 12 hours and late hours due to attempting to contact families who are evading us or because we had a removal granted to us at 5 p.m. and we now have to look for placement...it is great to know that many of my coworkers are willing to drop what they are doing to help me in hopes that it will alleviate stress on me.

### 2. Lack of Supports

No support if mistake is made. Head-must roll if a mistake is made. No focus on positive aspects or strengths, rather a focus on what has not been done, what someone failed to do, or that the person is not getting it done.

After requesting to move my office for at least one year, I did not move until I became seriously ill and had to support my request with medical documentation.

#### *Staff*

Administrative staff do not have a work ladder, admin staff stay at the same pay level with no possibilities of an increase unless they move positions. There are admin staff who have worked for the state for 15 or more years and only get the across the board raises provided to

As caseworkers we are not given incentives to go on for further education and as an investigator it is impossible with the caseload to continue for further education. Also we as caseworkers to not have support when it comes to our personal children in provide assistance

everyone. The minimum pay for admins has increased over the 17 1/2 years I have been with the state, which is great for new staff being hired. Admin staff who have been here for decades earn minimal wages. Admin staff should be awarded for their knowledge and experience in our field. This is the largest retention issue with admins, they change positions they like or are good at in order to get an increase.

Administration staff are able to do a lot of their job functions from home, but are not given the ability to work from home unless they are a PD administrator or higher.

### *Child Care*

If the job requires one to work after hours, either we should be allowed to earn overtime or there should be differential pay, or there should be something taken into account since being a single mother requires me to make child care arrangements and I do not get compensated and the Department just takes advantage of the fact that they are not paying out any extra for the adjustments that workers have to make to meet their employment requirements.

Child care is extremely expensive, it eats up HALF my income. Almost makes it pointless to work. I work for child care licensing and cannot afford great daycare. Seems crazy. . Daycare charges \$1 per minute you are late. I feel like those of us who require child care are at a disadvantage sometimes.

I would like for the Department to provide staff with Child Care Support. It would be a great benefit knowing that my child is in a safe environment while I am at work; it would also make a one feel supported by their employer.

Child care offered to workers would be a huge incentive and effect retention significantly.

### *Leave*

Was trying to do my practicum for my Master's and was only going to be given 3 hours of educational leave a week to complete my hours. I had to stop going to school because I don't want to get another job but it was not going to work with only 3 hours of educational leave each week when I needed more.

The education leave is not honored by supervisors even if it is granted by the agency so this is not something that I will request again through the agency.

### *Positivity*

Your environment does impact your ability or your willingness to stay employed with your current agency. There needs to be positivity and team work in working for DFPS because of the individual case load and circumstances.

### *Recognition*

Recognition was identified as a theme and subthemes developed were from the perspective of the workers and supervisors.

#### 1. Worker Perspective

This agency does not recognize tenured staff. There should be an incentive for those employees who dedicate their time and talents to the agency. Merit increases should be given to tenured staff, not staff who have been here less than 10 years. The retirement system is what has kept me at with my employer.

when we are forced to work paycheck to paycheck (as a single mother). It is difficult because this is the job I wanted and have the desire to help children who need a voice. In the process our own families are being pushed aside at times to protect others children.

Admin support staffs are not given the option to work from home.

We are not always allowed to be mobile, child care is always a factor because we have to work outside of business hours and child care is either not available and obviously child care extremely expensive since we have to pay out of pocket. As a Department we have the funds to pay for our client's daycare needs but the State cannot find a way to assist with employees who need childcare assistance (financially/availability).

This Agency should have child care support. This job schedule is very difficult for working parents. The only thing that makes it manageable is the flexible schedule and even that is not going away. Working from home is becoming more frowned upon and I have been verbally reprimanded for taking time off to care for my child.

We should have special daycares for state employees and their children. We should not have to pay for child care it should be funded by the state.

I am not aware of any child care support. I pay 1200+ a month for daycare and do not qualify for any programs.

It is great to be able to work remotely, but our equipment doesn't always work well and we have to store things in our own homes which take up space. Although I'm in a master's program, I don't get to benefit from educational leave because my caseload is too high. I was barely able to take off four weeks for major surgery and when I returned, I was already behind because of the lack of staff in our area and ability to maintain caseloads in one's absence.

Workers accrue so much comp time and overtime, that annual leave is seldom used. After so much is squired, it is converted to sick leave if not used.

I don't care for recognition for completing a job I should be fulfilling in the first place. I don't care for awards unless related to money. There are some of us who are quiet workers but work twice as hard as the people considered to be popular and likeable. If I could have an achievable award to work towards it would encourage me to work even harder. Right now I do not feel like my hard work pays off.

workers.  
We are rarely complimented for a job well done by the administration. Peers are the most encouraging.

## 2. Supervisor Perspective

We focus on worker recognition but supervisors are not recognized on any level. I have felt less supported as a supervisor than as a worker. I earn less money annually as a supervisor due to not receiving overtime.

Co-workers and good supervisors are the main reason staff stay. WE work long hours with little recognition. WE get recognized when we make a mistake or don't meet performance. Staff are exhausted and tired of not feeling supported from the state level. There is no exception or consideration for rural workers and the geography they have to cover versus the urban area with little travel time or distance. There is such an emphasis on stats, it stresses staff out.

### *Training*

Training for new hires is not effective. Too many leave training without a true sense of what this job is and end up leaving within months. The state is wasting money on training people who will not stay. There has to be a more effective way of showing potential new hires what they are about to get themselves into. On the job training is mediocre and ineffective.

Supervisor is under trained and inconsistent. I've been in three different programs and there is no consistency, they all do as they wish with no regard to the worker. We are not treated as individuals, we are like cookie cutter people, all expected to work the same way.

### *Management*

Upper management show little concern about putting caseworkers in dangerous situations. The nature of the work is risky at best but decisions by PA puts caseworkers, children and others in situations that could be dangerous. For example, PA demanded caseworkers leave at 1am and 3am in the morning to place children instead of allowing them to wait until daylight to travel. There are no concerns of expecting workers to work more than 20 hours at a time and this increases risk while driving. Supervisor's management skills are not consistent.

CPS management have unrealistic expectations for the employees. They send us in the homes and have all of the requirements for us and we are just one person. They come down on us when something isn't completed but does not look at the fact that we have 20 other cases, not to mention the number of children on the cases.

### *Incentives*

The theme of incentives was broken down into three subthemes: related to colleagues, schedule and passion.

#### 1. Colleagues

Of course, everyone is a family in our office and that is a huge factor in workers staying long term myself included but once our "upper" management run off good workers with their illogical and sometimes downright stupid decisions, even a work family can't make you stay.

If it weren't for the people I work with I would not have stayed with this agency all these years. There is very little compensation or reward for work well done and instead a constant feeling of being ridiculed.

#### 2. Schedule

Flexibility in schedule is the main reason I stay employed with the department.

#### 3. Passion

I remain at the agency because I care about families and child safety. That is the main reason you have to have the heart to work for this agency. I am still working here because of me and because I care about the type of work we are doing.

I like my team, supervisor and work location. However, there are NOT incentive that have made me stay with the agency this long. Again, thankfully, I love helping children and families.

## Pay

The final theme identified from this question was in regards to pay. Within the theme the subthemes developed were the retirement scheme, complaints about low pay, health insurance and pension.

### 1. Retirement Scheme

I am saving for retirement at this job and overall benefits are nice.

The current retirement system is what kept me at the job for 26 years.

### 2. Complaints about Low Pay

I am very satisfied with my workload, supervisor, unit peers, and coworkers, but I believe that I deserve an increase in pay, since my work load has tripled since I began in this unit, and I continue to produce exceptional work consistently and effectively. This work is not easy, stressful on personal life and hazardous at times. Why are we not paid fairly for that?

When DFPS gives an increase in pay, it shouldn't take it back by increasing the amount of payout for benefits. The last so called pay increase was eaten up with an increase in the amount we had to pay for our insurance package. Therefore, there basically was no pay raise.

### 3. Health Insurance

The benefits received by state employee is good - by no means in comparison to federal employees - but at least as a state employee we are privy to a lot of benefits that are not offered by employment in the private sector. I'm an employee in south Texas and our options for medical coverage is limited compared to state employees in other parts of the state (more specific we have not one option to consider an HMO in South Texas).

Health insurance needs some major work though. Current plan not even close to as good as plans I've had with other employers.

### 4. Pension

They screwed over some recent hires with the retirement plan on saying even though they were hired under the belief that they would be vested for 100% health insurance in 10 years, they changed it and said any staff hired in the last 4 years no longer were eligible because they had to have 5 years by the time the new rule went into effect. Existing staff should have been grandfathered in instead of retroactively taking away a retirement benefit they thought they had when they agreed to work here. I am not affected by this as I had more tenure, but several other staff were.

We don't have some of these incentives currently. Our state pension needs to be adjusted to a better system like TCDRS is. We shouldn't be using a pension anymore and should have a system similar to TCDRS where they earn 7% annually on their retirement (every year), rather than putting money in and only being able to obtain a set amount at the end. My retirement after 20 years is less than \$2000 a month!! This is unacceptable. Retirement in TCDRS after 20 years is close to \$4000 a month.

Question 29 of the survey asked respondents to identify reasons that they would stay and continue to work at DFPS. Several themes emerged from the data and they are as follows: flexibility, mobile, helping families and children, love/care, protection, making a difference, aps/elderly, mission, unit and security.

### 1. Flexibility

I am able to work flexibly and still provide support to my family.

My only reason for staying is some of the flexibility that comes with the job.

The flexibility of my job is unmatched, and it helps with getting my work done and helping my family.

I love the flexibility in my work schedule because it allows me to take care of my family too.

### 2. Mobile

I know the job very well and I am used to the fast pace of the job. I enjoy being a mobile worker and being able to work either from home or anywhere I choose to. I have a very supportive and

My primary reason for staying with DFPS is the amount of flexibility I have as a mobile worker. The state health plan is really good. I really enjoy reunifying families.

understanding supervisor that I feel that I can speak openly with about my work. I do enjoy the job on most days and feel like I make a difference.

Honestly, I like the option of working at my mobile office but other than that, I'm only here because I need to pay the bills.

I like that I can make my own schedule and being a mobile worker has really kept me here.

### 3. Helping Families and Children

The job I do is very important to helping the community I live and serve. I also came back to work for the department because I myself have ideas to help have the department, caseworkers, and the community to get on one page of the story and be there to protect the unprotected and unspoken individuals in the area. I love children and want to be a help to families. There is a great need in this area.

The satisfaction of the work I do and knowing I am helping children and families. The reward of knowing I am doing the right thing. Working in an environment with co-workers that don't always do the right thing, makes it more important to me to know I am doing what's right.

My primary reason for staying at the agency was for the flexibility and being a mobile caseworker. I enjoy working with many families and the excitement of learning how different people live. I enjoy working with my families even during the hard times and having a positive outcome in their lives.

### 4. Love/Care

I enjoy the elderly population and feel great personal gratification knowing I was able to help someone who was in a state of abuse, neglect, or exploitation. The elderly population is often forgotten by family, friends, neighbors. Sometimes I am the only person they have the opportunity to visit them and just a simple visit can improve their disposition and know that other people do really care about them.

I love caring and taking care of the elderly population. I am not in the midst of receiving incentives at this time but the true incentive is taking of the elderly. It would be beneficial to receive additional incentives for advanced degrees, extra community involvements, and just for having an unpredictable workload in general.

I love working with my foster kids and their families. I love doing adoptions and help securing permanency for children in the system. I have greatly enjoyed working at CPS however lately I have been very discouraged and negative.

I love the work we do....looking after those that don't have a voice. This work has value for me. I love it. I enjoy the flexibility as well.

I like my Job Description and look to the new Commissioner to fix the problem and allow us to return to the job that we were hired for in DFPS. I love working for the victims of crime and whatever. It makes me feel good to do my part to right the wrongs of society. To be fair, to be right and to have a positive result.

### 5. Protection

I like protection work. I think DFPS has a particularly unique stance in the community. Governmental protection of children and families almost does not exist in other countries. This is why global entities such as the UN were formed. I understand this unique right to people living in America and want to maintain it.

It's a shame that protective services are needed, but they are necessary, and doing my part to protect vulnerable children and adults is important and rewarding. I thoroughly care about and enjoy the people with whom I've worked for 25 years! I'm vested with the state. I am reliant on health insurance benefits and will require retirement benefits in the future.

I love what I do. I love protecting the elderly and disabled population. I also love the management team that I work for. They teach me every day to be a better leader. My supervisor is absolutely fantastic and he makes the job worth doing day in and day out when I have a stressful day.

I believe in protecting the unprotected. I work with incredibly skilled people. My work group has become like family to me.

### 6. Making a Difference

I feel that the work that I do matters, to the community and I want to make a difference. I like the hours and flexibility to be able to spend time with my family. It is a predictable schedule and the work environment, although "trying" can be rewarding.

I have a passion for children and I believe family is important. I take pride in my work and I enjoy working with multiple families. I love each and every one of my kids on my caseload and I truly feel like I am making a difference in their lives. I love my job and I am 100% committed to my children and teens.

I stay with DFPS due to I believe in the mission and the values of the Department. I have supportive supervision. I believe that we

make a difference in the lives of families. I enjoy the individuals I work with in the agency as well as other community members.

## 7. APS/Elderly

I find working with and for vulnerable individuals rewarding. I am passionate about this population and feel strongly about the importance of our work. I think I do good work towards protecting individuals who cannot protect themselves. I also enjoy supporting our field staff and creating policy and tools that help them serve elderly and disabled individuals.

My primary reason to stay with APS, is the stability as I have a family. The long term- which is retirement is a good reason to stay with the agency. Besides this, I love my job and love helping others. I love the people who work alongside of me to help me through this journey.

I love my job and I believe in the mission of APS. I feel that it was a calling for me to be in APS.

The population APS serves is important to me, and I feel like I have a role in serving them. I also like my supervisor and coworkers. I am currently in an MSW program and receiving tuition reimbursement through DFPS (graduating December 2017). I will then stay with the agency at least two more years per the reimbursement agreement.

I love what I do. I love protecting the elderly and disabled population. I also love the management team that I work for. They teach me every day to be a better leader. My supervisor is absolutely fantastic and he makes the job worth doing day in and day out when I have a stressful day.

## 8. Mission

I stay because I believe in the mission. My current reason of staying with the agency is utilizing my experience (both supervisory, skill, and ability) to better select candidates to do this job. I also see that my skill is needed to better new supervisors in understanding good selections during interviews vs poor and discussion of best needs of the agency/unit, etc. I stay because I care about the staff we have at this agency. I stay because I feel an immense responsibility to ensure we hire and train competent people to do such an important job. I stay because my immense loyalty to the agency. I have never stayed because I feel that the state has or continues to compensate me fairly. I am fortunate I was able to keep my salary as a program director when I came to the position as hiring specialist, without asking. For the first time, I felt that "someone" felt I was compensated.

I like the work I do and believe in the mission, we just need people in state office to make the right decisions to help us achieve these goals.

I love the mission of CPS, I like the actual work I do very much, and I like my coworkers and supervisors.

Public service is deeply rewarding to me. I believe in our mission. I believe that protecting those who cannot protect themselves is a noble endeavor. As a manager, I believe in providing the best support and advocacy for my staff so that they can do their best work in this difficult field. I like having job security. I like having benefits and paid leave. I like the people with whom I work and appreciate the common purpose which we share.

I believe in our agency's mission to protect the unprotected. As a trainer, I take pride in helping, encouraging, and teaching new workers. I also, have always been part of a supportive environment. My units and supervisors are a big reason I stayed with the agency.

## 9. Unit

After working as a TX Works Advisor for 6 1/2 yrs., I am happy to say that DFPS has been a welcomed change. I am happy to be surrounded by a great group of people. My supervisors have all been wonderful to work for. Our unit works really well together and the fact that our unit is all about team work, makes me want to continue to work for DFPS.

Love My unit and my PD I work for. I believe in the work that we do. Feel like I need to be doing this job, because not everyone can.

I enjoy my current position and the work we do and I enjoy my supervisor and co-workers. I feel as though my unit functions well cohesively and my supervisor is supportive and knowledgeable.

I believe in the work we do. My unit has become a very cohesive unit that is like family, and that is the main reason I stay.

## 10. Security

Job security. I have been here for 8 years. I just hired four new workers and I would like to at least see them through their first year.

I have over 23 years with the department. I'm moving towards retirement. Benefits are essential.

I enjoy the work I do. It is a flexible job and family focused. The retirement and pension are good and the benefits ensure my family's health is taken care of. I am located very close to my

I stay with DFPS because of job security, morale from my peers, flexibility in my schedule and the need to support my family.

It is all I know. I love the work I do. I feel very effective in my job and want to be a leader. I have job security. I loved my job. I got excited about my job. The benefits made it worth all the hard work. I am a hard worker. I was proud of my ability to do my job. I loved developing my staff.

home so I can maintain my 40+ hour work week while still checking on things needed near or in my home. I have stayed at DFPS because of the quality of state-paid benefits. I also like my supervisor and the staff in my office. I also like the flexibility of my schedule and my ability to set my own working hours if necessary. It provides job security and I need to earn a living.

I have stayed with DFPS due to the time off that I accrue, the benefits, and the retirement. It is nice knowing that when I get to the retirement age that I will have something. I have enjoyed the flexibility at times.

## *Reasons for Leaving DFPS*

Question 30 in the e-Survey asked respondents to provide reasons that they would leave DFPS. Those themes identified are: Financial, Benefits/Insurance, Retirement, Amount of Work, Management, Supervisor, Support, Work/Family, Numbers/Requirements/Demands, Upward Mobility/Raise, Stress, and Incentives. These themes will be discussed based on statements respondents made and several themes have subthemes within them that will also be discussed.

### 1. Financial

Not receiving better pay. Also, I have peers who have degrees/advanced degrees and it still does not provide them with opportunities for promotion or salary increases. Most of these DFPS departments hire their friends from other departments because they are a good 'fit for the management team'. It's not what you know but who you know most of the time and a lot of managers go by hear-say and hold grudges based on past experiences with previous and current employees, which in turn means: no promotion.

Low pay - I do not usually qualify for public assistance and I have tried. The salary does not meet the rise of cost of living - for instance my 2-bedroom apartment for my family of 3 is over \$1000 monthly and this apartment is not fancy whatsoever. I struggle monthly for groceries yet I work for an agency that readily pays for daycare, household items, etc. for CPS families that don't always need it. I am a tenured worker and do not receive pay raises or even a simple appreciation message for working tirelessly. There is no incentive or opportunity to advance. I have applied to numerous higher positions and I have learned over the years that the hiring process is not equal - supervisors make "friends" with hiring specialists and choose who they want; meanwhile they just go through the motions so it looks good on the surface. I applied for a job once in Austin that I was more-than qualified for, and the supervisor called me a week later telling me that I was her choice candidate but she "had" to choose the more tenured worker that applied because she feared she would receive backlash. So I didn't get the job even though I was more qualified and suited for the job description. It is not a neutral process and supervisors hire their friends.

Once I receive my master degree, my primary reason for leaving would be due to the lack of pay once you receive an advanced degree. It is not fair that someone coming in brand new would receive more money when you have any years of experience and would be more familiar with policies and procedures. The pay is well below the threshold in other states. The cost of living keeps going up but DFPS pay stays the same.

The amount of responsibilities for the little pay I get. I feel we are not compensated for all the hard work we do. Even when we are on call for a whole week we are not compensated. We have to be available 24-7 incase an emergency comes in but we don't get compensated.

### 2. Benefits/Insurance

We get a raise and then get told we are receiving more benefits and we end up losing money. Yet, even with "more benefits" I still have outstanding doctor bills. It makes no sense. My reasons for leaving would be for more pay while having the same security of retirement and insurance. Salary is inadequate. I began working for the state of Texas because of benefits offered. Over time, the benefits package has not kept pace with economic conditions so now neither the benefits nor the pay is adequate compensation for level of quality work that is expected from CCL staff.

If I did not need to stay for retirement benefits, I probably would have left if career advancements had not been available to me.

A higher paying job that offered at or above the same benefits & flexibility.

### 3. Retirement

I only have 2 1/2 years to retire. Therefore I'll stay until I retire unless a better paying state job becomes available. I have decided that it is time to retire and use my experience to help children and families in the private sector. My primary reason for staying is that I am too close to retirement. I plan on retiring as soon as I am eligible. I feel the workload has ALWAYS been unmanageable. The requirements put on all levels of staff are unrealistic considering we are responsible for children's lives.

I have about 8 more years until I retire. Hopefully that will be the only reason I would leave. Since I don't make enough money, I feel like I will have to do early retirement and find a second job to supplement my income.

## *Amount of Work*

The amount of work done by DFPS workers was discussed as a reason to leave. Subthemes within this category are: Retention, workload/caseload, overtime, comp time, on call and burnout.

### 1. Retention

The unhealthy way in which this agency does business and thinks it is normal. The agency puts protecting the agency above anything else, and to some extent, I understand this. However, the agency is made up of individual people who ARE the agency. Each deserves to be protected while we protect Texas children. I believe retention will continue to be an issue until this is changed.

The pay is low. The upper management does not seem to be concerned about retention and has more of a "if you don't want to be here then leave" attitude. Retaining workers would lead to lower caseloads and better caseworker. Better pay would greatly help in retaining caseworkers.

The State needs to learn how to pay their employees a good salary and train them well so they can retain them. This way the turnover rate won't be so high. But until these things and more are done, it'll continue to stay the same-disgruntled, underpaid workers that are overworked and stretched to the limit that will eventually find employment elsewhere.

We retain bad employees and allow supervisors to run off good employees, leaving staff who are here for benefits and job security who don't care about children or this agency.

### 2. Workload/Caseload

I work overtime almost every day and continually feel like I am drowning in the workload. My caseload is too high to meet deadlines and comply with policy and I am frustrated by this. This job can easily overtake your life and I often feel guilty for not being available 24/7. If I cannot keep a balance between work and my personal life, I will have to leave DFPS.

Overwhelming and unrealistic standards for documentation and workloads.

The workload demands often can't be met within a 40 hour work week and there is no OT options for supervisor level staff. The pay lags behind the private sector significantly and increased financial demands for a growing family have made it where I have considered taking other positions outside CPS. The office I work in does not have many positions for advancing past a supervisor position, therefore my ability to increase my income within the agency is now very limited. There is no system for frequent or regular pay increases.

The reasons I would leave DFPS is because although I understand that caseload comes with the job and I deeply respect that because that is why I have a job in the first place, I can't seem to comprehend the level of pressure that is being put on us on top of all the other issues that we have going on. For instance, if a supervisor, program director and program administrator are seeing that we have a huge caseload and that we are going above and beyond, they try to impose other ideas on us that hurt the work we do. For example, the implementation of SOS. Whoever (and I can't say who decided to implement this due to lack of transparency) only hurt us instead of helping us. How? by increasing the caseload and putting more pressure on us to close cases within 30 days. But how do you expect us to close cases within 30 days if you are asking us to do more? At the end this only makes me feel like the state is treating me like a robot which is a reason why I am thinking of leaving. We are not robots, we are human beings with families to support and hard workers who want to get the job done to continue self growth and helping others. I also don't like that they don't care for the tenured workers and make it seem like we are replaceable. The state prefers to pay and waste money on new workers instead of having a one on one interview with tenured workers to see how the job can become more manageable and actually doing something about it. I doubt surveys are going to help because I



have been doing Surveys since I started 3 years ago and nothing has changed. IT really is sad and going out on my cases with the idea that I will try and change people's mentality of CPS just makes me sadder.

Leave for lower caseloads and ability to better serve the population.

### 3. Overtime

I am made to take OT to have a day off and vacation. I am not allowed to use any other time until my overtime is gone unless I am sick. Vacation time should be used for vacations not overtime.

I have more time off and more banked overtime hours than I could ever possibly use. And I know some of it will expire. Which is disheartening to say the least. What's the point of acquiring all of that time off if you never get to use it or cash it out.

I don't like that I have to work day and night on call, build up a bunch of OT, but am always too busy to take it. We should get cash payment for on-call work, so we could see a benefit right away.

My caseload has more than doubled in the last few months, mostly because so many workers are quitting. It is impossible to work at the rate that is required at this time. I believe if there were more financial incentives it may be worth the extra stress, but at this pay grade it is not. I don't consider overtime to be a financial incentive as I would prefer to have that time to spend with my family.

### 4. Comp Time

I have to work overtime consistently, but as a supervisor I am not paid overtime, but instead I received "comp time". It is not easy to take vacations and between my annual leave and comp time, I have a great deal of time stored. We receive laughable "comp time" that expires before we can use it. Right now, I have over 100 hours of comp time. I doubt I will use more than 8 hours of it before it expires.

Although having the option to use our comp time is good, it is very hard for us to take time off when we have so much work to do. A lot of people end up losing comp time hours due to not wanting to take time off to avoid falling behind on work.

### 5. On Call

On call duty is very stressful and demanding.

Being on call for week every 6th week is also overwhelming. Holidays are a bust because of this. All in all I would leave because the amount of work that is being asked for is becoming overwhelming. This job takes away much needed time for your family while trying to save others.

On call should have its own special unit. Trying to work on-call and manage a case load is difficult.

I had to work late the night before Thanksgiving, go out on a call on Christmas Eve, go out on a call on the day after Christmas, I worked late into the night on New Year's Eve, I had to go out on a call during the Superbowl, I worked 13 hours per day on calls over the 4th of July weekend, and now I see that I'm scheduled to be on call through the Thanksgiving weekend. It shouldn't be this hard to help our community and I'm seriously thinking about leaving soon because I would like to spend the holidays with my family this year.

### 6. Burnout

The job has a high turnover, therefore creating burnout for the ones who stay here. The caseloads are extremely high for the workers and make it too difficult to manage at times.

The demands are downright ridiculous and policies aren't making children safer but looks good on paper. I don't like the direction the department is going in regard to policies and caseloads.

I plan to be with DFPS for several years. I anticipate however that after a number of years, I could experience burnout due to the demands of the job and caseload relative to the compensation received.

Overwhelmed with the high caseloads and experiencing burnout with the position.

### Management/Supervisor

Unsupportive/punitive/harsh and cliquish mentality of upper management...lack of ability to promote up...lack of accountability still by upper management despite the commissioner saying there will be an air of accountability. Lack of decision making by upper management. Division amongst upper management and staff below. Low pay that is inconsistent with education, experience and cost of living. Lack of recognition and merit increases...low morale. Ongoing and

Upper management is not accessible and then they tend to jump on to staff in extremely disrespectful ways without having all the information. I feel that promotions and even merit raises rarely go to the people who are working hard every day, but instead then to go to those who spend their time self-promoting. I also feel that upper management is out of touch with the challenges facing caseworkers. For example, in the past our previous regional director would always volunteer for a shift on child

consistent surveys being done by staff yet the same management remains in place as if it is not the problem. Supervisors and staff below have to be adversely affected by the decisions made by upper management, which often results in some new policy, form, program protocol or task that had to be done.

Not enough support from supervisors. Supervisors expect too much out of us. Supervisors don't make themselves available. Supervisors over exaggerate. Not enough time to relax. When the supervisors contact us we need to be available and working too much in the evenings.

A disconnect between upper management and field staff

## Support

Leadership does not support or appear to have understanding of contract management day to day struggles. Nor do they address issues that are repeatedly brought to their attention. Leadership is visionary. However, they must also understand and address long-standing issues rather than try and change something just to start new. Changing something does not mean it will address long-standing problems.

Lack of support system from management and if the job becomes too overwhelming to little or no support.

## Work/Family

The neglect that my family suffers due to the high amount of work and hours placed. As a manager I must get the job done regardless of how many hours I put into my job and that has negatively affected my family. Given I am a responsible person, I have had to choose between my family and completing my job." Significant pay increase in the private sector. I currently live from pay check to pay check and am not always able to provide all my children need. If I could find a job with more pay and some of the reward of protecting children, I would leave. My family's needs drive me to seek jobs outside of DFPS. I have two young children and not being able to buy things like clothes and shoes sometimes is depressing and makes me wonder why I stay.

Lack of work-life balance which is extremely important. We put our family on the back burner for this job. There isn't any flexibility in my department because the lack of trust among management. Caseworkers aren't allowed any input on how to improve children's safety although we are in the field and have day-to-day knowledge on what's going on.

watch--this inspired workers and supervisors and let us know that she was willing to take on those extra duties. Since she left, not one member of upper management has ever been on child watch and in meetings I often hear comments like 'workers get overtime for doing it and I don't so I'm not going to do'. I think this shows a real disconnect with the staff who are doing this difficult job every day.

Very poor management (supervisor on up); Everything is blamed on the worker and nothing on the impossible amount of work that we are given to do and expected to complete in an 8 hour day; no way to advance--been a Worker IV for many, many years; nowhere to advance; upper management never changes and is very set in their ways.

Lack of support and positive motivation through supervision. Lack of communication with the ever changing changes. Job requirements that consume your private family time and life.

## 1. Family

I cannot place my family second to families out in the community, and in spending numerous hours, literally always working, day and evenings, has taken a toll on not spending time with my own family. Pay is not rewarding to motivate someone to stay.

## 2. Balance

Balance workload with family life as a reason to leave DFPS.

## 3. Numbers/Requirements/Demands

The agency is no longer the place I started. Child safety is no longer the focus. The agency is now focused on numbers and data. The agency does not value people. They will hire anyone to work here and do not care if they stay or go. State office is very disconnected from the field. They are numbers driven and do not understand what field staff do.

The work is so demanding that any other goals be it education, professional, or personal can be stagnated because there is not enough time to do it once you finish doing everything needed for the job.

Numerous petty requirements with no help. The agency is only concerned about numbers and statistics of caseload. We receive about 7 to 8 cases a week in disproportionately but are expected to close 2 cases a day (which is unreal). Then we are threatened with disciplinary actions and denied vacation for having too high a caseload. This causes high turnover rates.

There are many reasons for me to leave the agency including very low pay, constant demands on my time that go beyond 8 hours without compensation, and unrealistic demands.

During my tenure, I have been challenged with unrealistic expectations of the amount of time that I should dedicate to my families and the unrealistic expectations of all of the "requirements" to meet all other aspects of case work inclusive of documentation, court reports, referrals, telephone calls, texts etc.

## Upward Mobility/Raise

### 1. Career Ladder

I have been a Supervisor II for almost 3 years. I cannot be promoted any time soon because PD's don't leave. I can't make any more money than I am already making. So I am basically maxed out for career ladder and pay. I am a single mother and I can't even afford to save money because I live paycheck to paycheck. And I have three college degrees.

I am stuck in my current position as a Supervisor II. There is only 1 level of certification on the career ladder once you become a supervisor. If I want to move up, I would have to change positions which I do not wish to do. The number one reason I would leave DFPS is if I found a higher paying job...ANY higher paying job. It is very sad that many of the people who work for DFPS are on government assistance. I do not know how single parents are able to do this job. The only reason I can afford to keep this job is because I am married and my husband also works full time. Also, it does not make sense to me that over my 8+ years with the agency, I have had 3 merit raises (for performance) and I still only make the minimum pay for a Supervisor II. Those merit raises should account for something in my overall pay rate since I did get them for superior job performance.

I see that the longer I stay with DFPS the less pay I take home due to high health benefits cost takes up most of my monthly pay. There is no career ladder for administrative assistant staff.

If you jump a position on the career ladder, you also skip the pay increase despite increasing job responsibilities which discourages qualified individuals to apply for higher level positions.

### 2. Advancement

If another position was presented that offered a larger salary or a different opportunity for advancement became available. My current position offers no additional incentives, only one certification opportunity is available, after reaching this at the two year mark, advancement in this position is nonexistent.

Lack of advancement. Although the department/agency offers career ladder, once a tenured investigator reaches the last level of certification, there are no more opportunities for advancement. Longevity pay is insignificant and there is no standard of living pay raise that can keep up with inflation. Private sector offers better salaries for similar positions requiring a bachelor's degree such as teachers, nurses, etc.

I feel I make "okay" money but now with the position I am in I have not more room for advancement in my salary. I am a Supervisor 2 and once you get the one upgrade you are only eligible for longevity pay increase and a merit when it comes along and someone else is not more deserving. I think there should always be some level of increase or at least more than one salary increase for the supervisor.

### 3. Pay Raise

I am a tenured worker and do not receive pay raises or even a simple appreciation message for working tirelessly. I feel that if there continues to be a lack of pay raises and incentives that it may cause me to eventually look at other employment options as everyone in the Department has so much responsibility, pressure, deadlines, etc. that it becomes hard to keep a positive attitude when you have little to no recognition via raises, bonuses, etc.

...not to mention new hires have received significant pay raises over the past years, while tenured staff's pay has not changed.

### 4. Merit Raise

When I was given a merit raise and was told it was hush money because I wanted to know how to get a raise.

I can't get enough pay, didn't even get my last 10% pay raise as they said I was topped out for my pay grade; lost out on a merit raise that I was told that I would get due to being topped out for my pay grade.

I have received some merit raises throughout the years but nothing close to the work I do. It is very frustrating to see them handed out basically "in order" to some units - whether you

deserve them or not. We get nothing as a CSS. There are no cost of living raises, insurance keeps going up, and there is no rewards for me. I will say I was happy to receive the merit bonus last time, but paperwork took three months so then I am not eligible for another one for an extra three months. That sucks! Bottom line - money.

## 5. Stress

The stress of work demands creates a very hostile office environment, professionalism suffers as a result of this creating an imbalance in the consistency of appropriate interactions between Supervisors and staff.

I see the new emphasis on data adding more stress to staff, while de-emphasizing quality work.  
To reduce stress and increase pay and the time spent with family.

I would like to have less stress in my life. The last few years, this job has become very stressful with no relief. I work long hours as staff are very overwhelmed with high workloads, but there is not monetary incentive in any way. I would like to help my son pay for college, so a position that offered more money and different stress would be appealing.

The high stress, lack of time with my own child/family and high pressure demands put on me.

## 6. Incentives

Support staff are often left out in financial incentives even though they are direct delivery staff.  
I believe if there were more financial incentives it may be worth the extra stress, but at this pay grade it is not. I don't consider overtime to be a financial incentive as I would prefer to have that time to spend with my family.  
I also feel like I do extra work since I am bilingual and I translate forms, assist coworkers but never get any extra incentives for it.

I am a worker 4 and there are no financial incentives after becoming a worker 4.

I will leave because the lack of incentives for support staff and pay increases. Eligibility staff have good employees but only one can be chooses if a merit raise comes up. It is totally unfair because we all give our best to try and make the unit succeed. Finding a job within the same field that can provide better pay and better incentives.

## *Other Comments*

The final question of the e-Survey asked respondents for comments regarding any other DFPS Employee Salary and Retention Issues they would like to express. Comments from 55 respondents can be categorized into ten themes: workload/demands, negative/positive of the work, pay issues, working a second job, general negative comments, incentives, negative comments about their supervisors, lack of higher positions, burnout, and family.

These 55 comments are quoted as follows:

- (1) The demands of the work far outweigh the pay offered. There has been no effort to incentivize long-term careers with CPS. The majority of the pay increase has gone to filling new hire positions.
- (2) You have not given us a raise in years, but constantly add more work to our caseloads. You threaten us with being fired when we cannot live up to those extreme standards. I have never seen anyone granted an incentive in my area.
- (3) When people find higher pay job, they all leave this place. The people who left behind have double, triple caseload with a little support.
- (4) People rarely leave due to salary - It's the workloads and expectations for each case that cannot be handled in a 40 hour work week. It's a punitive environment instead of a positive learning experience. There is ZERO work life balance as we are expected to carry and answer our state cell phones 24/7 even if we are not on-call.
- (5) The problem with this job is that the work is intense and the hours are sometimes non-stop not to mention the emotional toll it has on people and the likelihood that it will sweep over into one's personal life is imminent causing more issues and stress.
- (6) I feel as though more workers would stay if they didn't have overwhelming caseloads and documentations that cause them to pull consistent overtime without being able to have time to relax and document accordingly between visits.
- (7) (Most) people who work at CPS, do it because we have a caring heart, because we love children and we want to make positive changes in the lives of children and our communities.

- (8) DFPS is a wonderful place to work, as long as you have the right support around you, i.e. coworker, supervisor, and support staff. The benefits are good as well, and having holidays off is a great incentive.
- (9) I love working with families and that is why I say.
- (10) People only stay here because they enjoy this work and don't want to stop helping families and children.
- (11) In my 18.8 years of service in this agency, I have only received 2 one-time performance pay raises in the last couple years although I have always done good work and volunteered my services routinely.
- (12) After speaking to them, I felt like my advance degree was undermined because it was not in Social Work. Although I know that Social Work would help, the Advance degree I have has also prepared me to work with families. I feel that if a person comes into the Department with advance degree there should be some bump in their pay.
- (13) It's very disappointing that I got my masters while working at DFPS but I do not receive a pay increase when I graduated.
- (14) I want to remain at CPS, but my pay has not kept up with inflation. I was not rewarded or even acknowledged for receiving my master's degree. I certainly have not gotten a pay raise or promotion for it. I have counseling skills and experience, which is why I will leave once my full license is obtained. I can make more in private practice.
- (15) Pay does not equate to the type and amount of work. High caseloads that require skilled workers. Current pay is entry level and is grossly lower than other professionals i.e. Police, Fire, EMS, Social Workers.
- (16) The amount of stress (because of our dedication) and (our high) workload is not compensated in our pay. Our pay compared to other working professionals with our same degrees and less work is not right.
- (17) The pay is pathetic compared to the time spent and commitment required. If a job regularly requires you to sacrifice time with your family, you should be compensated accordingly.
- (18) Bilingual pay could be higher. Knowing another language is a very important skill and at times a difficult skill to learn for others. It deserves to be paid as an appreciated skill set. \$100 extra for a whole other language is a bit skim to be honest.
- (19) A Bilingual person should also receive some incentive rather their position is advertised it or not. I am the only one in my unit that is Bilingual and I have also been the one assigned a case where Spanish is the predominately language of communication. However when asked about some type of raise for it, it was downplayed as well and was told it needs to be advertised in my position.
- (20) DFPS has struggled in making an appropriate pay scale. New employees make more than others that have been here longer. There is no incentive to move up, as pay is actually decreased by taking away stipends, overtime etc... It is beneficial to move up, and then return to worker status in order to get the higher salary from moving up, but then getting the overtime and stipend back when moving down. I have lower level employees making significantly more than me which makes me feel as if the work I do means less than them.
- (21) I have had to get a second job on several occasions to make ends meet but no one in this department gives anything but excuses about not having the funds to give raises.
- (22) It's really not fair and it is sad that most caseworkers and supervisors have to get second jobs just to make ends meet. It's not right. If we are here to make this a career we shouldn't have to get second and their jobs just to pay our monthly bills and have extra in case of emergencies.
- (23) I have to work a second job in order to stay with the agency and support myself and my daughter. All admins do. But my issue is my position is not an admin position and the way they are wanting the RC positions to go would not fall under admin duties. I work when other admins don't and get nothing for it."
- (24) I have seen workers/supervisors struggle financially to the point that they have to request for government assistance (if they even qualify) or moonlight/work a second job.
- (25) As support staff it is stressed to us the fact that our job description says "other duties as assigned" and that we must adhere to that. However that one statement gets taken advantage of as support staff can be given tasks to complete that are far beyond the pay grade.
- (26) I do not believe that the salaries of the support staff are adequate given that we help out more and more each day and the workers are the ones that are getting the salary raises as an incentive to stay not us. Maybe they just need to remember that without the support staff the workers would have a lot more to do.
- (27) Administrative Assistants have no chance of advancing within that position. You're hired on at a set salary and, unless you happen to receive a merit raise, there is NO potential for ever receiving additional pay regardless that you've received "Distinguished" evaluations year after year. Other positions are able to get additional pay just by having completed certain trainings and being in their positions for a set number of months.
- (28) I am concerned about the lack of incentives for administrative and state office staff. It is incredibly difficult to attract and maintain the quality of staff that is required to lead statewide initiatives with the current salary levels.
- (29) The State is concerned about worker retention, salaries and training but does not seem to care about any of these items for administrative

staff.

(30) There are not enough realistic incentives offered. Instead of earning time off that I will never be able to use, give me a jean pass, \$5.00 gift card to subway, gas card...things like that. Things that employees in the field everyday can realistically use in our day to day jobs.

(31) STOP giving us time off as an incentive, guess what it expires before I even knew I had it. PAY US, gas cards, lunch cards, movie tickets, something other than a few hours that will NEVER get used.

(32) I believe there should be pay incentives associated with people who do good work. Too many staff feel entitled and believe they are owed additional funding vs actually earning what they are worth.

(33) Since there are no opportunities for raises I will be stuck at this low salary for many years to come if I stay with DFPS though I have a lot of great past work experience and though a higher salary would be an incentive to stay here.

(34) Money is important and if ALL levels of staff NOT just upper management would get pay raises that was significant and made us feel like we were valued, stress levels would decrease, retention would be better and people would want to work for CPS and not look outside of other social work agencies that pay appropriately and value their staff and their talents.

(35) Full cost of living raises should take place yearly not in percentages. True raises should be given if deserved. In my unit we cover the whole region, there are 2 supervisors, 2 case aides, and 18 workers to myself. I make no more and practically have 3 units in one.

(36) Other employers (like Dell) are aware of this and that is why they give their employees a "Cost of Living" Raise every two years. The TX legislature either doesn't value us as employees or they just don't care because they haven't given us raises in years. The last time they gave us a raise, it was the same time that the cost of the medical insurance increased. So that "raise" that they gave us was swallowed up by insurance premiums and I actually saw a decrease in my take home pay because of it.

(37) It would be amazing if DFPS could provide a cost of living incentive. Make existing incentives transparent. Provide more opportunities to work in different areas or have different tasks to perform to avoid burn out.

(38) In some of the offices that have new supervisor they are not fair to their workers. There are some prejudices.

(39) Workers have expressed to me that some supervisors have a general mistrust of staff, which leads to low morale and people not staying.

(40) Workers do not leave DFPS because of money; workers leave because of their supervisors.

(41) Workers do not always feel appreciated. Sometimes when speaking with a supervisor you get the feeling that they are too busy or do not want to talk to you. Workers need to feel appreciated and sometimes need a fun day or half day at a unit meeting where there are no deadlines and no stress.

(42) We do not receive a cost-of-living raise and when we did our insurance went up so it was not seen. Additionally, when staff upstate gets a stipend for being Spanish speakers, we do not get one in the south. There is absolutely no career ladder for the special investigator. While a special investigator can sometimes be promoted to a special investigator program director, these positions are often filled by non-special investigators, therefore road blocking the special investigator.

(43) If I try to promote for a better salary or position and take a one step up position I get a 7% raise, but if I promote two steps up, I still only get a 7% raise. This does not allow staff to truly promote up and make a fair salary. External applicants can negotiate their salary, but internal applicants have no ability to do that. This means that there is not incentive to promote up to manager positions, when I could just take a step up into a regular position and make the same salary at promotion. This is not good for the agency as a whole or for employees with longevity that would like to stay if there were more incentive to do so.

(44) Promotions are given on the basis of people who the upper management knows.

(45) There are people working less years, some without degree's but got positions because they were liked by people in higher positions.

(46) I have never work for a place where I have seen so much burnout. I think the workers are under pay and they, including the clerical staff need to have more incentives. The department needs to retain their workers because even clerical staff have left for better positions in the private sector.

(47) Incentives for workers and better salary can motive Workers to possible stay verses burn out.

(48) All workers do not make what they are supposed to, and we work ridiculous hours that make it impossible to balance home life, and impossible to not burn out.

(49) Workers are becoming burnt out and leaving as the agency piles on more work, does not recognize the workers who stay around, continue to tell us about incentives to gain new employees and the avenues to keep them, but no pay increase or incentives for those of us who train them and get work with them to encourage them to stay.

(50) You are going to continue to lose quality people due to low pay and burn out if you cannot address the caseload overload issue and if employees cannot afford to live in the city where they work.

(51) Balancing work and family is challenging at times, however at times it seems as if you are expected to neglect your duties with your family and focus on departmental issues.

(52) Like I said I love working with families and that is why I stay, but GOD help me if I didn't have my husband I couldn't do this anymore as he makes enough money to support our family along with the fact he has to put up with a stressed out wife on most days that would forget her head if it wasn't attached to her body.

(53) Workers live pay check to paycheck and have difficulty maintaining a family due to pay and hours.

(54) Its very upsetting that I can't take care of my family without government assistance and a part time job.

(55) My current salary cannot and does not support my family which is an insult after all the long stressful hours I have put into this job and having to deal with the emotional impact it has on my life every day.

## 8. Summary of Qualitative Results: Current Employees

Seven themes under incentives to stay are identified as: Pay raise/Increase, Merit Raises, Cost of Living Raise, Overtime/On-call/Comp time, Stipend, Incentives and Supervisors. Generally, comments are concerns related to administrative demands, such as not being compensated equitably among positions and divisions, as well as focusing too much on work quantity.

## C. Focus Groups

Thirty-seven focus groups were conducted during the month of October 2016 with each of the 5 divisions of the Texas Department of Family and Protective Services (DFPS). A total of 4 sessions were conducted with Adult Protective Services (APS) employees, 6 sessions were completed with Child Care Licensing/Residential Child Care Licensing (CCL/RCCL) employees, 20 sessions were conducted with Child Protective Services (CPS) employees, 2 sessions were completed for Prevention and Early Intervention (PEI) employees, and 5 sessions were conducted with State Wide Intake (SWI) employees. Whenever possible, separate sessions were conducted for workers (administrative and support staff) and for supervisors (program directors and program administrators). The majority of those groups were conducted in person; however, due to scheduling difficulties, 1 CCL/RCCL group was conducted via interactive web television and 4 CPS groups were conducted via telephone. All focus groups were conducted in English.

For each group, participants were asked a series of seven questions concerning their experiences working for their particular division of DFPS. These questions were as follows:

1. What motivates you to stay and continue working at DFPS?
2. What were the main reasons your former colleagues have given for leaving DFPS?  
What would make current DFPS colleagues want to leave?
3. What are the most unique opportunities you have obtained through your job at DFPS?
4. Are you satisfied with your current job responsibilities at DFPS? Please explain.
5. Beyond financial compensation, what could DFPS do in the future to retain a good workforce?
6. Have you ever received any of the following incentives while at DFPS? If yes, have any of these incentives helped you to continue your work at DFPS?
7. What other recommendations would you suggest for DFPS?

For each group, one member of the research team took notes during each of the focus groups while another led the discussion. Sessions were not audio or video recorded to help ensure the anonymity of participants. Each participant was given a handout with the focus group questions and was asked to record their demographic information, and write any additional comments they had in relation to the research questions. Handouts were collected at the end of the focus groups. This handout is included in Appendix D. Participants in web-based and telephone sessions were asked for their demographic information at the completion of the session. Participants were also given the email address of the Principal Investigator in case they had additional feedback concerning the compensation and benefits structure of DFPS that they did not wish to share with the group.

### 1. Overall Demographics

A total of 346 DFPS employees participated in the focus groups comprised of 203 non-Supervisors, 141 Supervisors, and two unknown titles. 42 employees from Adult Protective Services, 61 employees from Child Care Licensing/Residential Child Care Licensing, 196 employees from Child Protective Services, 27 employees from Statewide Intake, and 20 employees from Prevention and Early Intervention participated in these focus groups (See **Table 57**). 17.3% of participants in the non-supervisory groups reported being administrative or support



staff, while 82.7% reported being workers or non-administrative employees. 75% of those in the supervisory groups reported being a Supervisor, while 25% of the participants in these groups reporting being a Program Administrator or Program Director. The overall demographic characteristics of those participating in the focus groups are included in **Table 58**.

Table 57. [Focus Group] Job Positions of Participants

DFPS Division	Focus Group Participants	Percent	Position		
			No. of Workers	No. of Supervisors	Unknown
Adult Protective Services	42	12.1	27	13	2
Child Care Licensing	61	17.6	45	16	
Child Protective Services	196	56.6	91	105	
State Wide Intake	27	7.8	21	6	
Prevention and Early Intervention	20	5.8	18	2	
<b>Total</b>	<b>346</b>	<b>100.0</b>	<b>203</b>	<b>141</b>	<b>2</b>

Table 58. [Focus Group] Overall Demographics of Participants

Overall Demographics		Overall Workers (N=203)	Overall Supervisors (N=141)
Years of Services	Mean (SD)	7.41 (7.02)	12.79 (6.84)
	Range	1-36	3-36
Age	Mean (SD)	39.59 (9.97)	42.87 (8.64)
	Range	22-65	27-60
Gender	Female	85.5%	87.1%
	Male	14.5%	12.9%
Race/Ethnicity	White/Caucasian	37.5%	46.6%
	Black/African-American	30.5%	24.4%
	Latino/Hispanic	31.0%	26.0%
	Asian	0.5%	1.5%
	Multiple	0.5%	1.5%
Highest Degree	Doctoral	--	2.2%
	Masters	22.7%	35.0%
	Bachelors	63.4%	62.0%
	High School	13.9%	0.7%

## 2. Trends Consistent Across DFPS Divisions

### *a) Factors Contributing to Turnover*

1. Low pay in relation to the amount of work required to do the job effectively.
2. High/unmanageable caseloads.
3. Inadequate staffing.
4. Job demands required work beyond the 40 hour. Employees consistently had to work during “off” hours to ensure deadlines and documentation standards were met.
5. Continually increasing documentation that was required translated into less time spent on providing direct services to children, elders and families.
6. Over time was not paid as it occurred and often was converted to “comp” time.
7. Workers frequently accrued “comp” time that they could not use, due to the reasons mentioned above. Lack of appropriate time off led to high levels of stress, burnout and compassion fatigue.
8. Comp time expires after 12 months and other forms of leave are converted to sick time that cannot be accessed unless one is ill.
9. Extremely limited opportunities for advancement and subsequent pay increases once one reaches the highest existing level of worker (Worker IV) or supervisor (Supervisor II).
10. No pay adjustments for tenured employees to compensate for higher starting salaries of new employees. Tenured employees are not rewarded for their service.
11. No additional compensation for higher levels of education, especially when obtained while employed by DFPS.
12. No additional compensation for bilingual employees unless they were employed by CPS in certain regions.
13. Lack of supportive management.

### *b) Factors Contributing to Retention*

1. Feeling they are making a difference in the lives of vulnerable populations.
2. Believing that they help to keep children, youth and elders safe.
3. The ability to work from home or in the field, rather than only from the office.
4. Being able to regularly take time off without that time increasing one’s overall workload.
5. Loyalty to fellow workers, teamwork and comradery supported retention.
6. Supportive, consistent and competent supervisors with field based experience similar to those they supervise.

In terms of overall recruitment and retention of quality employees, those we spoke with overwhelmingly recommended adjusting the overall DFPS salary structure to be similar to that of other human service agencies outside of DFPS. This recommendation was not only in relation to higher starting salaries, but also included increasing the salaries of tenured employee to be in line with what those hired today at a particular job classification would be making as a baseline, and then adjusted further for number of years’ service. They continually stated that raising the starting salaries without adjusting the starting salaries of tenured employees as well was directly

related to turnover of tenured employees. Their recommendation is in line with what was done in the past for teachers employed by the State of Texas. They also reported that guaranteeing additional compensation for employees with any type of advanced degree (MA, MS, MSW, MBA, MPH etc.) *across all DFPS divisions and job titles* would help them to remain employed with DFPS. Finally employees stated that additional compensation for all employees who are bilingual, *not just those in bilingual units, and regardless of job classification*, would assist DFPS in recruiting and retaining high-quality employees.

### 3. Major Themes and Suggestions

With input from 346 participants in 37 focus groups, it appears that the main motivator for individuals staying employed at DFPS is a sense of commitment to improving the lives of those they serve, and a sense of loyalty and investment in their colleagues/coworkers. This loyalty to one's peers is especially keen for employees with longer terms of service within DFPS.

There are a number of themes that are consistent across all direct service divisions in DFPS which impact employee turnover including ever increasing job responsibilities with minimal changes in compensation, limited opportunities for career advancement and higher levels of compensation, high turnover, unmanageable caseloads, difficulties taking earned time off, inconsistencies in management/supervision and high levels of stress.

Overall, employees expressed that they were inadequately compensated for the amount of work that was required to do their jobs well, their level of education required for employment, and the importance of the work that they were doing to help ensure the safety and wellbeing of vulnerable populations such as children, the elderly and those who are disabled. Monetary compensation in relation to the workload and job associated stress was not perceived as equal to other degreed service professionals with degrees. Teachers and nurses were frequently cited as having higher levels of compensation and better benefits packages, as were other State of Texas agencies not under DFPS umbrella.

Similarly, employees reported feeling that advanced education and the associated skill sets that come with an advanced degree were not valued within the DFPS system, as they did not receive higher levels of compensation for holding any advanced degree other than the MSW. Even though after attaining their MSW degrees during the course of their DFPS employment, they were not given additional compensation upon degree completion, further decreasing their motivation to stay employed with DFPS.

Due to the shifting demographics within the state of Texas, being bilingual in Spanish is a necessity in the majority of areas of the state if a worker wants to execute his or her job functions consistently well within the ethnically diverse client system. However, the vast majority of bilingual employees do not get additional compensation even though they bring this additional skill to their place of employment. Furthermore, if these employees reside in areas where there are not many bilingual employees, they are often burdened with extra work as they have to be involved in some way on all of the cases with Spanish-only speaking clients. Even those who were hired as bilingual workers expressed not knowing anything about the bilingual pay.

The overall DFPS workforce is made up principally of women, most of whom are the primary care takers of their own families, as well as wage earners. These employees are frequently put in the position of having to prioritize the needs of families served by DFPS over their own family's needs, leading to job dissatisfaction and increased risk of turnover.

A list of recommendations for improvement of employee recruitment and retention within DFPS by division is attached below (see **Table 59**). It appears that compensation and turnover issues have persisted over time and across administrations. Thus, it appears that there is no “quick and easy” way to address these concerns. However, it is imperative to the health, safety and wellbeing of vulnerable children, families and elders in our state to have a well-trained, sustainable workforce to assist them in addressing their many diverse needs consistently and completely. As such, the highest priority suggestions, which are thought to have the most positive impact on retention in the shortest amount of time, are included below in narrative form.

#### **4. Recommended Improvements: All Divisions**

1. Provide a clear career ladder for workers and supervisors.
2. Provide educational stipends for advancement of higher degrees and skill sets.
3. Do not set expiration on comp time, convert comp time into admin time, or establish a reasonable comp policy.
4. Provide true compensation increase based on cost of living.

#### **5. Recommended Improvements: Divisions with Direct Client Contact (APS, CPS, CCL/RCCL, and SWI):**

1. Higher salary adjustment for tenured employees.
2. Higher starting salary for new employees.
3. Additional compensation for advanced degrees, regardless of DFPS division, type of degree, or when it was earned.
4. Bilingual pay for all bilingual employees.
5. Pay overtime as it occurs, rather than waiting until 140 hours have accrued.
6. Comp time should not expire after 12 months because employees have earned the time, and should be allowed to use it when it is convenient to their schedule and caseloads. If not, employees should be paid for comp time that they are unable to use due to high caseload or staffing issues.
7. More flexibility in scheduling for work-related activity when they do not fit into a standard 8am - 5pm work day. Scheduling options should be offered to increase off-time and improve employee quality of life, such as rotating 9/80 schedules (allowing for three days off every other week), 4/40 workweeks (allows 3 days off every week) and 3/36-4/48 workweeks (workers have 3-12 hour shifts one week, followed by 4-12 hours shifts the next)
8. Lower caseloads.
9. Lower employee to supervisor ratio.

10. Fewer “on call” shifts requiring workers to execute their regular job functions during the day, be on call at night, and then work again the next day. This constitutes a safety risk to both employees and those in their care.
11. Locality pays adjustments.
12. Additional opportunities or more monetary compensation for tenured employees who are at the top of their career ladder.
13. Employees should not have to move into supervisory positions, or change divisions within DFPS as a means of obtaining additional compensation.
14. Standardized pay scale and a classification system across DFPS for direct client contact divisions based on minimum educational requirements for job functions.
15. Reconsideration and revision of documentation standard guidelines to ensure that workers are not required to complete documentation during scheduled “off” days.
16. Child care stipends or onsite child care should be provided when employees are required to work beyond the standard 8-hour work day.
17. Although specific to CPS only, children and youth should not be housed in CPS offices.

#### 6. Recommended Improvements: Specific for PEI

1. Return to a focus on prevention, rather than crisis management, and engage in proactive, rather than reactive work strategies.
2. Outline a clear strategic plan for the next 5 years.
3. Review all current positions for functional overlap to ensure alignment with job descriptions within the new division system.
4. Create standardized on-boarding process for new employees.
5. Create guidelines for merit and promotion.
6. Implement biannual employee evaluations.
7. Create middle management structure with decision making authority.

Table 59. [Focus Groups] Recommended Improvements by DFPS Division

<i>Recommendation</i>	<i>APS</i>	<i>CPS</i>	<i>CCL RCCL</i>	<i>SWI</i>	<i>PEI</i>
<b>Career Ladder</b>	X	X	X	X	X
<b>Educational Stipend</b>	X	Extend Existing	X	X	X
<b>No Expiration of Comp Time</b>	X	X	X	X	X
<b>No Conversion of Admin Time</b>	X	X	X	X	X
<b>Regular Pay Increase Opportunities</b>	X	X	X	X	X
<b>True Cost of Living Increases</b>	X	X	X	X	X
<b>Salary Adjustment for Tenured Employees</b>	X	X	X	X	

<b><i>Recommendation</i></b>	<b><i>APS</i></b>	<b><i>CPS</i></b>	<b><i>CCL RCCL</i></b>	<b><i>SWI</i></b>	<b><i>PEI</i></b>
<b>Higher Starting Salary</b>	X	X	X	X	
<b>Increase Pay by Education Level – Initial or Obtained on the Job</b>	X	X	X	X	
<b>Appropriate Staffing Levels</b>	X	X	X	X	
<b>Bilingual Pay</b>	X	X	X	X	
<b>Overtime Paid Out, As Earned No “140 Rule”</b>	X	X	X	X	
<b>No “6 Month Hold” for Additional Compensation/Promotion</b>	X	X	X	X	
<b>More Opportunities To Take Earned Time Off</b>	X	X	X	X	
<b>Rotating 4/40, 3/36-4/48 or 9/80 Work Schedule</b>	X	X	X	X	
<b>Reduced Number of Reports Per Supervisor</b>	X	X	X	X	
<b>Reduced Caseloads</b>	X	X	X		
<b>Consistency in Mileage Reporting</b>	X	X	X		
<b>Appropriate Staffing Levels</b>	X	X	X		
<b>Re-evaluate Documentation Standard Timelines</b>	X	X	X		
<b>Budget for Supervisory Teams to Engage in Teambuilding Activities</b>	X	X	X		
<b>Child Care Stipend or Employer Sponsored Child Care</b>	X	X	X		
<b>Increased Worker Input in Policy Making &amp; Implementation</b>	X	X	X		
<b>Increased Supervisor Input in Policy Making &amp; Implementation</b>	X	X	X		
<b>More Per Unit Administrative Support</b>	X	X	X		
<b>Incentives for Holding Professional Licensure</b>	X	X	X		
<b>Fewer “On Call” Shifts - Reduce 24 Hour Work Days – Safety Concerns</b>	X	X			
<b>Less Geographically Restricted Advancement Opportunities</b>			X	X	
<b>Improved Training</b>			X	X	
<b>Discretionary Funds for Child Needs - Shoes, Luggage etc.</b>		X			
<b>Cross Training of CCL/RCCL Employees</b>			X		
<b>Veridesks or Other Standing Desk Option</b>				X	

## 7. Focus Group Results by Division

### a) Adult Protective Services

A series of four focus groups was conducted in two days during the annual Adult Protective Services (APS) conference at the South Padre Island Convention Center. Due to scheduling difficulties in relation to the conference, all four groups contained a mix of workers/admins and supervisors/program directors/program administrators.

#### *Demographics of APS Participants*

A total of 42 APS administrators and staff participated in these focus groups. See **Table 60** for demographic characteristics of 40 participants who chose to share their demographic information.

Table 60. [Focus Groups] APS Participant Demographics

Overall Demographics		Overall Workers (N=27)	Overall Supervisors (N=13)
Years of Services	Mean (SD)	7.72 (6.45)	15.08 (8.81)
	Range	1-22	6-36
Age	Mean (SD)	39.89 (9.19)	45.08 (7.97)
	Range	24-63	36-59
Gender	Female	70.4%	61.5%
	Male	29.6%	38.5%
Race/Ethnicity	White/Caucasian	37.1%	38.5%
	Black/African American	25.9%	38.5%
	Latino/Hispanic	37.0%	23.0%
	Asian	--	--
	Multiple	--	--
Highest Degree	Doctoral	--	7.7%
	Masters	25.9%	30.8%
	Bachelors	74.1%	61.5%
	High School	--	--

### *Responses to Research Questions*

#### ***What motivates you to stay and continue working at APS?***

Flexibility was the most frequently cited reason that APS workers were motivated to continue working at the DFPS division. Employees reported that they valued the independence that the job gave them, and that they could tailor their schedules to fit with the rest of their lives. They reported that they were able to “flex” their time so that they could do things that contributed to overall quality of life, such as attend their children’s sporting events, go to a doctor’s appointment or pick their children up from school. Workers also reported that the ability to work remotely and not be “tied to a desk all day” was something that motivated them to stay at APS. They further stated that their jobs have become more streamlined and efficient because of technology to complete field notes in real time and have them automatically uploaded into the central data management system. However they also reported that often supervisors did not have the benefit of working remotely, and were expected to complete all work from the

physical office location. Employees also reported that it was fairly easy to transfer from one part of the state to another if a partner or family member needed to relocate.

APS workers were also motivated to stay because of the love of the work and feeling good about the work that they were doing. Participants often talked about how it made them feel good to know that they helped to keep a vulnerable elder safe, and that they got personal fulfillment out a job well done. These employees also reported that they felt they made a real difference in improving the lives of others. Related to this point, a number of employees said they loved the work, but were only able stay employed at APS because they had a partner who was the primary wage earner for their family; thus, they did not have to worry about their salary being so low. They also reported that if their family financial situation changed, they would have to seriously consider seeking employment elsewhere.

Many employees also reported a sense of loyalty to, and comradery with their fellow employees. One employee likened working for APS to his military service, stating that everyone had to work together or no one would be successful at their very important mission. Many stated that they bonded as a result of the intensity and stress of the job. A number of employees described their colleagues as “trustworthy” and that they had mutual respect for one another. A number of employees also stated that their coworkers kept them motivated when they felt overwhelmed and unappreciated by government officials, legislators, and others in the community who did not understand the intensity of their work. Many reported that they would feel “bad” or “guilty” if they quit because they knew that their APS colleagues would suffer due to the increased caseload as a result of employee turnover.

The benefits such as health insurance and retirement benefits, such as life insurance and a pension were also frequently cited as reasons why employees stayed at APS, particularly by those with less than 10 years experience when they would be eligible for retirement. Employees who had worked 20+ years for APS had additional motivation to stay because they were hired with social security taxes covered by the State that continues in the present. Employees mentioned company sponsored health insurance coverage (for them, but not their families) as a motivator to stay with APS, but also acknowledged that it was an “expected” benefit because most social services agencies offered health insurance packages similar to this.

Individuals in more rural and economically depressed areas of Texas reported the difficulty of finding another means of secure, full-time employment as a factor that motivated them to stay in their current position. Many of them indicated that if the economy was more viable or other opportunities with better compensation were available, they would seriously consider leaving APS due to the workload and stress level.

***What were the main reasons your former colleagues have given for leaving APS? What would make current APS colleagues want to leave?***

The number one APS response was low pay, especially in relation to other DFPS divisions like Child Protective Services (CPS) with similar job functions, but received higher pay with sometimes a lower level of education. This was a very contentious point for not only workers, but also for supervisors who are also paid at a lower rate for similar job functions. Workers felt that it was unfair that they were required to have a Bachelor’s Degree for their jobs, but certain CPS positions that paid more only required a high school diploma with some college or field related experience. It was also frequently mentioned that APS workers doing investigations do not receive additional compensation for doing investigative work like CPS employees. Employees stated that they were expected to do “two or three jobs in one”, which



meant that they were tasked with doing investigations *and* direct service provision. One worker stated, “We do it all, investigations, direct services, placement, you name it we have do it all ourselves, we don’t have separate units for each component of the job.” Many workers felt devalued in relation to the job that they did and the populations that they served. This lack of parity also motivated many APS workers to seek employment with other State of Texas agencies outside of DFPS. Workers also reported that they did not receive regular cost of living adjustments.

High caseloads and understaffed units were frequently cited as reasons for leaving or planning to leave APS. This problem was made worse each time an employee left and remaining employees were required to take on the cases of the former employee. Workers reported feeling “overburdened”, “stressed out” and “unable to keep up”. They cited that they often had a caseload of 45-50, which would go higher every time someone left their unit. Both workers and administrators frequently cited that over the years, they have been expected to take on additional responsibilities as part of the job but have not received additional compensation for these responsibilities. Many employees reported that their job was too focused on documentation, and not focused enough on service provision. They stated that the amount of documentation required takes away from the quality of work that can realistically be accomplished within the confines of a 40-hour work week. They further reported that as State demographics shift, and more people reach the age of “elders”, there has been a sharp increase in the number of cases of abuse and neglect reported.

The substitution of comp time for overtime pay was another reason that was frequently cited for employees leaving APS. Employees reported they were often “strongly recommended” to take leave every time their overtime hours approached the 140 maximum allowed “in the bank”. These employees reported feeling that taking this time off was a penalty, rather than an incentive; the time off overburdened their colleagues while they were gone, and they had even more work to do when they returned. In essence, many employees reported that they were simply “too busy to take time off” because if they did, it put them more and more behind.

Limited opportunities for advancement were also a factor highlighted by APS employees at all levels. Many Level 4 and 5 Workers, and those at the Supervisor 2 levels reported that they had very limited opportunities to advance once they reached those levels; thus, they had few or no opportunities to increase their salary after their first 3-4 years of employment with APS. This issue was compounded for those that had long tenure at APS because new hires had a significantly higher base salary even with a lower job classification. Thus, they stated that there was no parity in reimbursement within APS or between APS and other DFPS divisions.

Employees were also concerned about disparities in continuing education benefits, as well as career advancement and compensation for obtaining a Master’s Degree. The biggest concern was that they felt that it was unfair that an employee would not receive additional compensation for completing an advanced degree while working at APS. An employee that is hired must already have a Master’s Degree in social work in order to be eligible for additional compensation. Also, they felt it was inequitable that CPS provides an educational stipend so employees do not have to pay for classes “out of pocket”, but APS employees must pay for their classes up front in a reimbursement program with the agency.

Mileage and travel reimbursement policy was another concern for many APS employees, especially those who had to work on cases after business hours or on weekends. They reported that they would only be reimbursed for mileage from the office to the client’s location regardless if they had come from home or another place while “on call”, even the office was further away.

Conversely, if the worker's home was closer to the case, the worker was expected to claim the mileage from home instead of from the office. Thus, they were being reimbursed for the least number of miles possible, and reimbursement "standards" varied to benefit the State, not the worker. Workers also reported that the standard rate of mileage reimbursement was lowered due to lower gas prices (\$2.00 per gallon), but that it had not been increased in the past when gas prices were over \$3.50 per gallon. APS workers also stated that they had lower levels of per diem during the first and last day of a trip (\$27 daily) compared to middle days (\$36 daily), regardless of how early they departed or how late they arrived home. They also felt that this was inequitable to the daily per diem of other agencies, such as those in the Health and Human Services Commission (HHSC) who allow \$54 per diem for travel.

Employees frequently mentioned shifts in "culture" toward meeting numbers and documentation standards, and away from true quality of care related to service provision. As part of this culture shift, they described supervisors as "lacking empathy", "unsupportive", "unappreciative" or even "hostile". They often cited motivation to leave came from a lack of support from those above them, coupled with high levels of stress and large caseloads. They reported this to be particularly acute for newer employees who had not yet cultivated long-term relationships with their coworkers. They also reported that the overall administrative culture within APS has become more punitive and less supportive. Additionally, supervisors often made it difficult for them to utilize their educational benefits, as they were constantly given new cases which made attending school very challenging.

A number of workers also cited that their safety concerns were not taken seriously by administration, and that they were frequently subject to operating in hazardous/toxic work environments when they had to perform removals. Workers in rural areas were especially concerned about people within households under investigation that may have firearms readily available, and that they frequently encountered people with substance abuse and mental health issues. Their safety was further at risk because many of these rural areas were very isolated; these areas did not have cell coverage, so they are unable to quickly call for backup from other workers or law enforcement. Workers characterized their supervisors' responses to these concerns as dismissive, and that they were told it was "just part of the job". Workers also stated that changes to the risk classification scheme did not allow for workers' clinical judgment. As a result, reoccurring cases that had a very limited chance of full resolution (e.g., financial abuse) were automatically classified at a higher "risk" level, even if it may be unwarranted; this led to a higher number of active cases requiring higher levels of care.

### ***What are the most unique opportunities you have obtained through your job at APS?***

The majority of the employees found it hard to identify "unique" opportunities obtained through their employment at APS. The most frequently cited opportunity was the chance to make connections and network with a large number of community partners and agencies. Others reported that APS was a good "training ground" to learn transferrable skill sets that would benefit them in higher paying jobs outside of DFPS later in their careers. Flexibility to leave the office setting for work reasons was also something that was cited. However, this benefit was related to an employee's job function within APS, rather than opportunities for working at APS in general.

### ***Are you satisfied with your current job responsibilities at APS? Please explain.***

Responses to this question were mixed, with about 50% of participants indicating that

they were satisfied with current job responsibilities, and the other half indicating that they were dissatisfied with current job responsibilities. For those who were satisfied, factors like loving the work, having new and different activities every day, and the ability to make a real difference in the lives of others led to satisfaction. Many indicated that they specifically liked to work with the elderly and those who are disabled. Others reported that the mobility of the job and being able to work from almost any location were responsible for their satisfaction. Many indicated that they worked at APS because they love the work.

However, employees that were dissatisfied with their jobs voiced high levels of dissatisfaction, almost entirely related to the amount of work that was expected for compensations that APS currently provided. Two workers with the same job outside of Texas reported that in New Mexico and South Carolina, workers were compensated between \$10,000 and \$15,000, respectively, more per year for the same position and job functions. Issues that were discussed included lack of additional compensation for additional education attained while on the job; this included no additional compensation when hired with a Master's degree in something other than social work, such as psychology, counseling, sociology, human development, human services management or family studies.

Employees also expressed frustration at having to “pick up the slack” for mediocre workers year after year; they reported feeling penalized for their efficiency and good work because supervisors would assign them more cases. Employees indicated that there was no incentive for poorly performing workers to do a better job, stating that “no one gets fired for poor performance; the only way someone gets fired is if someone dies.” They also indicated turnover and staffing issues were ongoing and almost always led to higher caseloads; the expectation that they “help out” when the unit was understaffed led to a decrease in job performance and an increase in stress levels. One worker stated that it was very important for her to set boundaries around continually “helping out” an underperforming colleague, as continual help would not lead to an improvement in her colleague's performance, but a decrease in her own work. Dissatisfied employees also stated that the amount of travel that was required led to their dissatisfaction, particularly for those in large regions, in which they may have to drive two or more hours from one case to another. Many employees also indicated dissatisfaction of not being paid while on-call, where they have to drop everything at a moment's notice to take on a case. Although they are received comp time, they reported that actual monetary compensation would more fully offset the impact that being on-call had on their home lives.

***Beyond financial compensation, what could APS do in the future to retain a good workforce?***

The vast majority of respondents understood this question to mean “beyond one's base salary” rather than “beyond financial compensation”. As such, the majority of responses were related to additional forms of compensation or additional opportunities for career advancement that would result in higher levels of compensation. These suggestions included: additional pay for any advance education, not just for MSW degrees; more opportunities for advancement within the system that did not require administrative/supervisory roles; opportunities for raises beyond the 12 and 24 month standards; opportunity for raises after 6 months of employment, stabilizing insurance premiums; annual or biannual cost-of-living adjustments; adjusting pay based on cost-of-living in one's area of residence; retention and longevity bonuses; improve compensation for on-call time; hazard pay; and actual overtime pay, instead of comp time.

Others offered non-monetary based suggestions concerning improvement of retention within APS. Their suggestions included: lower caseloads; hiring more staff to compensate with

the increase in the elderly population; allowing supervisors more time for mentoring and developing new staff instead of just reviewing cases, especially since the workforce is more mobile and less office based; better training that was more in line with what workers actually do on a day-to-day basis; make districts and coverage areas smaller; better training of intake workers to determine an “emergency” or delayed response; and decreasing the worker to supervisor ratio.

***Have you ever received any of the following incentives while at APS? If yes, have any of these incentives helped you to continue your work at APS?***

Most of the incentives listed as possible options were not accessible by APS employees. Employees in these groups stated that they did not believe that comp time and overtime were “incentives”, but rather part of their employer’s responsibility that was required by law. Other “incentives” were also described as things that educated employees came to expect as part of a standard compensation package. Employees reported receiving comp time frequently, and occasionally receiving actual overtime pay. Employees also reported that they received a cost-of-living increase of 1% in 2015, but that the increase was offset by continually increasing insurance premiums for employees’ health insurance coverage. Employees reported that they did not receive additional compensation for “hazard”, “high risk”, “maximum security”, “shift differential pay” or additional stipends for performing investigations like counterparts in other State of Texas agencies or other DFPS divisions. Some workers who had long tenure at APS reported that they had received a one-time merit bonus while working for APS, but the majority of participants had not received this incentive. Employees reported that they do not receive a “credit” if they declined insurance coverage through the State in favor of using a spouse’s insurance, like those employed in Texas institutions of higher learning. Interestingly, employees also reported that they were not given additional compensation for being bilingual; but in many southern and western regions, being bilingual was required or a necessity for employment to perform their job functions adequately. A number of employees also stated that they took advantage of the educational reimbursement offered by APS, as it would “be a benefit even if I’m no longer employed at APS”.

***What other recommendations would you suggest for APS or DFPS?***

Employees reiterated a number of suggestions brought up in discussions about workforce retention, including: parity in compensation, benefits equitable to other DFPS divisions, incentives for maintaining one’s professional license, paying for CEUs and biannual licensure renewal fees, allowing overtime pay instead of comp time, opportunity for specializations and a separation of investigations from direct service provision, stipend for mentoring, additional compensation to all bilingual employees, better ways of ensuring employee safety in rural areas, hazard or “investigations” pay, making sure people get paid for each job level of advancement (e.g., promotion from II to a IV instead of a II to a III), a tenure-based pay system, over-hiring to account for future attrition and increasing the number of opportunities for advancement for tenured employees.

## b) Child Care Licensing/Residential Child Care Licensing

A series of six focus groups for Child Care Licensing (CCL) and Residential Child Care Licensing (RCCL) employees were conducted. Face-to-face groups were conducted in Houston, San Antonio, Arlington and two in Austin. Participants from El Paso, Edinburgh, Harlingen and Corpus Christie participated in focus groups via live web stream. Separate groups were conducted for workers/administrators and for supervisors/program directors & program administrators.

### *Demographics of CCL/RCCL Participants*

A total of 45 CCL/RCCL workers/administrators and 16 CCL/RCCL supervisors/program directors and program administrators participated in these focus groups (see Table 61).

**Table 61. [Focus Groups] CCL/RCCL Participant Demographics**

Demographics		Workers (N=45)	Supervisors (N=16)
Years of Services	Mean (SD)	6.63 (6.07)	12.73 (6.24)
	Range	1-22	4-24
Age	Mean (SD)	38.98 (9.74)	42.80 (7.06)
	Range	22-60	32-54
Gender	Female	91.1%	93.7%
	Male	8.9%	6.3%
Race/Ethnicity	White/Caucasian	27.5%	50.0%
	Black/African-American	25.0%	21.4%
	Latino/Hispanic	47.5%	21.4%
	Asian	--	7.2%
	Multiple	--	--
Highest Degree	Doctoral	--	--
	Masters	20.9%	18.7%
	Bachelors	67.4%	81.3%
	High School	11.6%	--

### *Responses to Research Questions*

#### *What motivates you to stay and continue working at CCL/RCCL?*

##### Workers:

The majority of participants indicated that doing a job that helped to protect children was the primary reason they stayed working in Child Care Licensing/Residential Child Care Licensing (CCL/RCCL). They reported fulfillment and satisfaction from the job, and felt good that they were helping to keep children safe. Employees reported that they got to do something different every day and they were able to engage in a wide variety of tasks within the community. The majority of participants also reported flexibility in their schedule so that they could attend to

their family's own needs. The ability to work remotely and not being stuck in an office all of the time were also seen as valuable, and motivated them to continue to work for CCL/RCCL. Only one employee who was a mobile worker indicated the preference for having a designated "home base" within a traditional office setting to work. All other employees who had the option of mobile working indicated that the ability to work outside of a traditional office setting was one of the largest benefits of the job, and they would be motivated to look for employment elsewhere if they were unable to remain mobile.

Peers were also frequently cited as reasons why employees continued to work at CCL/RCCL. As one participant stated, "Our peers are critical, because of the amount of work we do. If we didn't have them, it would be too much, they help to remind you on the bad days why we do what we do." Even workers who did not have a fixed "home base" reported strong relationships with their peers due to mobile tools that they used, such as Skype for Business. Participants close to retirement age reported retirement benefits and pensions as factors that motivated them to continue working for CCL/RCCL. Participants in more rural and/or economically depressed areas of the state reported being motivated to continue to work for CCL/RCCL as it provided them with a stable and dependable income because other employment opportunities were limited. However, they also indicated that they would consider leaving CCL/RCCL if other opportunities with higher levels of compensation were to become available.

#### Supervisors:

Supervisors cited many of the same reasons as employees for continued work at CCL/RCCL, including: love of the job, the work and the mission of the agency, having the ability to have flexibility in schedule to promote work/life balance, benefits like health insurance and retirement package, a sense of loyalty to peers and strong connections with peers.

#### ***What were the main reasons your former colleagues have given for leaving CCL/RCCL? What would make current CCL/RCCL colleagues want to leave?***

#### Workers:

Inadequate and inequitable compensation in relation to other divisions within DFPS, particularly CPS, and other state agencies, such as the Department of Corrections or the Division of Licensing and Regulation, was one reason employees and their colleagues left CCL/RCCL or considered leaving CCL/RCCL. They reported better compensation within other State of Texas agencies, and that employees without a degree were paid the same or more than current CCL/RCCL employees who are required to have a Bachelor's Degree. There were many CCL employees who were displeased with the fact that RCCL employees performing the same job functions had high salaries than they did. Employees also stated that the number of responsibilities associated with the job had increased tremendously in recent years, particularly in terms of documentation, but that their pay had not increased accordingly.

Participants frequently stated that the pay was too low for the amount of work they had to do on a daily basis. They cited high rates of turnover leading to higher caseloads as a reason to leave CCL/RCCL. Almost every participant reported that their caseload was currently too high and remained unrealistically high for extended periods of time due to understaffing. "It's a domino effect, one person leaves, which leaves more work for everyone else. So another worker gets frustrated and stressed out and leaves too. It's a never ending cycle." Another worker added,

“You see your team go from 7 to 5, and there is more work. Then from 5 to 3, and there is even more work, then you have to decide if you will be the one to leave so that you aren’t just a team of 1. It’s pretty hard on your mental health.”

Workers also consistently reported that their workload was so high that it could not realistically be completed within the confines of a 40 hour work week, and often required work on their “off” time to keep up. Workers also reported that they often felt that they were penalized for doing good work, as they were often assigned “tougher cases” and carried higher caseload than lower performing peers. As one worker stated,

“I feel really taken advantage of, my workload is much higher than some other workers but they get paid the same as me. If a hard case comes in, I’m the one who gets it because my supervisors says, ‘I know you’ll do a good job with this, I know you can handle it’.”

Supervision was another key reason why employees left CCL and RCCL. Workers in one region stated that they had experienced 100% management turnover within the last three years. A worker in a different region stated she had “15 different supervisors in the 13 years that I have worked here.” Workers also reported nepotism in the hiring and promotion of supervisors. Workers in one region stated that relationships between some of the facilities they inspected and legislators or agency leaders impacted their ability to issue citations for violations and keep children safe. Workers felt this “set them up” for scrutiny if a major incident could have been prevented, with one employee stating, “I’m the one who will get fired, not my supervisor, and not their buddy in the government.” Lack of supervisor support was also mentioned by workers as a reason employees planned to leave CCL/RCCL. Others reported that they felt that there was too much variability among division and supervisors, which led to inconsistencies in the way that standards and guidelines were interpreted and enforced; this includes the guidelines for mobile working.

Like APS workers, CCL/RCCL workers stated that they did not get reimbursed for mileage from home; rather, they got reimbursed mileage from the office unless their home address was closer to their visitation site. They also reported that they felt it was unfair that they could not be reimbursed for mileage until it reached 200 miles. They also stated it was very difficult for them to get reimbursement for travel or work completed over the weekend.

Training issues were also identified by CCL/RCCL workers as reasons why employees left DFPS. CCL/RCCL employees reported that they could not complete their training locally and that it was “overwhelming” to travel around the state for training. They also reported that many times, their training process was delayed while they waited for a training class to fill up. This practice led newly hired employees to leave before they were assigned caseloads. Workers also reported that there was no “crossover” or “cross training” between CCL and RCCL, which may help to alleviate understaffing issues. Workers also stated that they felt that it was inequitable that RCCL workers got paid more than CCL workers, but that they also frequently carried lower caseloads. Some CCL/RCCL workers stated that they were not adequately trained to conduct investigations, so that training only covered “monitoring”, and that they had to rely on peers to provide on-the-job training that they needed. Conversely, a number of employees reported that they were concerned about the anticipated implementation of a centralized “Investigations Unit” that would cross CCL, APS and CPS. They were concerned that this unit would approach investigations from a law enforcement perspective, rather than a human services perspective. Workers expressed their displeasure about being mandated to consult with Complex Investigations Analysts who often were not well-versed in the job functions of licensing. As one

worker stated, “They should be there as a resource that we can use when we need them, so far they have just made more work for us.” Others stated that they felt that having a separate investigations unit made it seem like their knowledge and experience were not valued. One employee stated that,

“We are trained to be experts in this, just like APS are experts at their jobs, and CPS is an expert at theirs. You can’t just have someone who is supposed to be an expert at all of it, especially people who have not worked for the agency before, and now some of those people don’t even have a degree. They don’t know social services; that’s not the answer.”

Some participants also reported that the change in the minimum retirement age to age 60 made a number of employees leave for higher paying positions. Workers also indicated that they have no incentives to pursue higher education. Others stated that only individuals with a Master’s Degree in Social Work were eligible for additional reimbursement, which they thought was inequitable since many held Masters’ Degrees in areas that were directly related to their job duties or that contributed positively to their ability to perform their jobs well. They also stated that they felt that it was unfair that bilingual employees had to be part of a “bilingual unit” in order to qualify for additional compensation; however, in some areas, employees could not do their jobs well unless they were bilingual but they did not receive additional compensation for that skill set. Bilingual workers also frequently reported getting extra work as they were frequently asked to translate for English only employees, and that they also ended up with additional work because “I get all of the Spanish speaking cases. It’s not fair.”

### Supervisors:

Supervisors stated many of the same reasons for peers leaving CCL and RCCL including low pay, high workload, inadequate compensation in relation to the job expectations, no education based incentives, no “investigations” stipend even though they conduct investigations and low pay. One supervisor stated,

“Many of our workers and some of our supervisors have to keep a second job to make ends meet, especially if they are single parents. This really presents a problem if someone is ‘on call’ and working their other job and then gets called in.”

Some of the reasons that were unique to supervisors were that they were not eligible for overtime compensation, but could engage in mobile working. Supervisors also stated that they were not able to take reoccurring merit-based pay increases when they transitioned from workers into supervisory roles. Another supervisor stated, “After two years, there is nowhere else to go, no more promotions, no more pay increases, that’s when people leave.”

Supervisors also stated that they are frequently undervalued by the public and within DFPS, “No one recognizes the work we do the way they recognize CPS. We keep children safe as well – most of the time we are the first ones to realize something is wrong, not CPS.” However a number of CCL/RCCL supervisors reported working for CPS and APS in the past, but decided to transfer to licensing due to “Better work/life balance – you work about 55-60 hours a week instead of 75 to 80.”

Another concern that led to supervisor attrition was “An ever decreasing focus on capacity building and team building. We need more focus on leadership, growing our team and keeping our team.” Supervisors reported that they did not have adequate time to develop their workers and coach them on “soft skills” since they were pressured to focus on documentation. As one supervisor stated, “We need less of a focus on paperwork and getting warm bodies to fill open slots. We need to keep trained people.”



***What are the most unique opportunities you have obtained through your job at CCL/RCCL?***

Workers:

Networking was most frequently identified as the most unique opportunity that CCL/RCCL employees obtained through their work at DFPS. Many employees reported that they cultivated these relationships not only to ensure a higher level of safety and care for children, but also to lay the groundwork for potential employment and future collaborations after leaving CCL/RCCL. Others cited unique opportunities included participation at the “Crimes Against Children” conference and some investigations trainings. However, these opportunities were only cited by a small group of participants. One worker stated that she had been nominated by her supervisor to participate in the HHSC Leadership Institute. However, none of the other participants in her focus group had heard of that program or were aware of how to become involved in it. The vast majority of CCL/RCCL focus groups could not identify any unique opportunities that they obtained through their job with DFPS.

Supervisors:

The opportunity to have interaction with and a better understanding of the legal system was cited as one of the most unique opportunities supervisors obtained through their work at CCL/RCCL. Supervisors perceived these skills as transferrable to potential future employment opportunities. Supervisors also reported they liked the diversity of the people that they interacted with when they had been workers in the field.

***Are you satisfied with your current job responsibilities at CCL/RCCL? Please explain.***

Workers:

Overall, workers indicated that they were not very satisfied with their current job responsibilities in child care licensing. They reported that over the years, their job responsibilities have increased significantly, but their compensation had not. They also cited that the increasing number of new regulations, policies and procedures had not served to help protect vulnerable children and youth. With these changes came significant increases in their daily workload that was not adequately acknowledged by their supervisors, and that they did not receive the necessary management support to be consistently successful. They consistently reported difficulties meeting documentation standards, unless they worked “outside of work hours” on the weekend and in evening due to requirements for same day/next day documentation. However, overtime would not be awarded for these hours unless there was prior approval, which workers reported varied widely from supervisor to supervisor. The ability to “telework” was also supervisor-dependent, with each supervisor developing their own “unwritten” policy about telework. This practice led to a lack of consistency across the division. Additionally, it was reported that employees who transferred from outside of CCL/RCCL from other divisions were often able to come in at a higher rate of pay than those who were at the same rank but started their initial employment at CCL/RCCL.

Employees also voiced dissatisfaction that their career advancement opportunities were geographically restricted, so that if they wished to advance further after a certain level, they had to be willing to relocate to the Austin area where the main administrative office was located. This move was not feasible for the majority of group participants; and thus, their opportunities

for advancement were limited. Participants also reported that they felt that advancement opportunities and promotions were highly “political” and based on relationships with those in power, rather than on merit, skill, experience or leadership potential. They also reported dissatisfaction with the timeline for raises that disincentive longer terms of service because employees reported that raises were eligible at the 2- and 4-year mark; but that beyond that, there were no opportunities for raises no longer how tenured they were. The pay differential between CCL and RCCL was also frequently mentioned as a reason for dissatisfaction.

Employees who reported satisfaction with their current responsibilities cited the flexibility of the job. One worker stated, “Your schedule for the month is set, so you can work around other things and just take investigations as they come in.” However, other employees stated that it was hard for them to “flex” their time with their current workload and timelines for documentation. Another worker stated that “I know we can ‘flex’ but it’s just not practical, you need 40 hours and then some.” Yet another employee stated, “If you take time off, you can’t enjoy yourself because you are dreading how much you will have to do when you get back. It’s just not worth it.”

### Supervisors:

Overall, supervisors reported that they were dissatisfied with their current job responsibilities. They cited many different reasons for this dissatisfaction, including: high worker to supervisor ratio, limited time for mentoring and staff development, no additional compensation for bilingual employees – even though the job required bilingual workers, and employees’ perception that CCL and RCCL were stepping stones to better paying State or Federal jobs. One supervisor stated, “I’d love to develop my staff more, to go into the field with them, but I have to be in the office all of the time.” Another said, “At one time there was a feeling of family, of cohesion, but that takes time and trust to develop and right now, there are too many staff per supervisor to allow for that to develop naturally.” Other supervisors stated they thought that it was unrealistic that they were tasked with morale building and retention of workers, but they did not receive any budget for activities that would promote these goals. Supervisors stated that they frequently paid out-of-pocket for activities designed to promote a positive work environment, but that they had no means of reimbursement for these activities. Finally, supervisors stated that they received less and less autonomy to make decisions that would have a positive impact on their specific region. Several supervisors stated that “It’s unrealistic to try to do everything exactly the same way in every region and expect it to work well for every region.”

### ***Beyond financial compensation, what could CCL/RCCL do in the future to retain a good workforce?***

### Workers:

Workers had a number of suggestions that they felt would help CCL/RCCL retain a good workforce. The number one thing mentioned, even though the question asked about incentives beyond financial compensation, was raising starting salary across all jobs within CCL/RCCL. They also suggested adjusting the pay of those who have worked for CCL/RCCL for many years, much in the same way that pay has been adjusted for Texas teachers when the minimum starting salary was increased. Compensation-based suggestions also included bilingual pay for all DFPS employees, mentoring stipends and increased compensation for advanced degrees related to

human services for new hires and those who obtain the degree while working for CCL/RCCL.

Workers also identified a number of things that were not related to financial compensation that they felt would lead to retention of a good workforce. These included: promotions based more on job performance and less on politics, consistently hold providers accountable for violations “regardless of who they are friends with”, put the focus back on prevention rather than reacting to a bad event, put more decision-making capacity in the hands of those doing fieldwork rather than administrators who have limited to no direct field experience, as well as more consistent application of rules, regulations and standards, particularly when it comes to telework. They also stated that training should be more “hands on” and “region specific”. Another suggestion would be to engage in more morale boosting and team building activities, such as pot lucks or and recognizing people when they are doing a good job, rather than always pointing out where they need to improve.

### Supervisors:

Supervisors recommended many of the same things that workers did to retain a good workforce, including bilingual pay, lower caseloads, more training for staff that was relevant and specific to their day-to-day functions, have training classes occur more frequently so that there was less “lag time” between hiring and completing training. Supervisors also suggested that the establishment of “specializations” and expansion of the current career ladder would help to retain a good workforce. They also stated that there was a need for more recognition of tenured workers and a focus on retaining them, rather than just a focusing on retaining new workers. As one supervisor stated, “The tenured workers are our backbone, this division would completely collapse without them.” Supervisors also thought building stronger working relationships with law enforcement, mental health and medical/legal professionals would help to retain a strong workforce. Many supervisors stated that they felt expanding these collaborations and opportunities for consultation outside of CCL/RCCL to be essential to the success of their division.

***Have you ever received any of the following incentives while at CCL/RCCL? If yes, have any of these incentives helped you to continue your work at CCL/RCCL?***

### Workers & Supervisors:

Most of the incentives listed as possible options were not accessible by CCL/RCCL employees. Employees did report receiving comp time frequently and occasionally receiving actual overtime pay, unless they were supervisors who were not eligible for OT. Employees reported that they did not receive additional “hazard”, “high risk” or “maximum security” compensation or “shift differential pay” like counterparts in other DFPS divisions, nor did they receive an additional stipend for performing investigations. They also reported that they did not receive additional compensation for mentoring. Some workers who had long tenure at CCL/RCCL reported that they had received a one-time merit bonus while working for within the division; but, the majority of participants had not received this incentive, and administrative employees within CCL/RCCL often were not eligible for merit. Employees also stated that they were not eligible for merit pay if they had changed job classifications or received a raise within the last six months. Most employees also reported that they were not given additional compensation for being bilingual, unless they were part of a designated bilingual unit. Employees also reported that there was no incentive to further one’s education because there was

only HHSC tuition reimbursement for specific job roles, but no reimbursement or stipend program for general advanced education.

***What other recommendations would you suggest for CCL/RCCL or DFPS?***

Workers:

Higher levels of base compensation were the number one recommendation made by CCL/RCCL workers and supervisors. Employees reiterated a number of suggestions that were brought up in regard to prior questions that they felt would lead to workforce retention, including: parity in compensation, benefits and “perks” similar to other DFPS divisions, overtime pay instead of comp time, paying overtime as it was earned (not waiting for it to accumulate over 140 hours), the opportunity for specializations and a career ladder, reimbursement for higher education while employed at DFPS, cost of living increases and adjustments to pay based on locality, a stipend for mentoring rather than an unpaid job requirement, more formalized training directly relevant to the duties in the field so new employees do not rely on other workers to mentor them, consistent application of rules and policies, additional compensation to all bilingual employees, increasing the number of opportunities for advancement for tenured employees and switching to a biweekly (not monthly) pay schedule. Employees also stated that yearly stipends for automobile maintenance would be helpful and that mobile and teleworking opportunities should be expanded.

Supervisors:

Supervisors mentioned all of the same recommendations as their workers. In addition to those recommendations, supervisors also stated that they would like to be eligible for overtime pay, have an ongoing career ladder, and have bonuses for achieving longevity milestones, such as 5, 10, 15 and 20 years of service. They also suggested ongoing recognition for high performing staff, such as employee of the month awards with small (\$50) bonuses or giving “blocks” of holiday time that can be allocated any way, rather than forcing time off on official state holidays. Supervisors also advocated for budgeted money for teambuilding and employee retention activities, better state-sponsored vision plan coverage, lower caseloads, more well-trained staff to address the large number of facilities opening across the state. In addition, some recommendations included rental cars that are available 24 hours a day instead of only during business hours, more timely reimbursement for travel and other expenses, assistance with child care, consistent cost of living raises, locality pay and smaller regions to assist decreasing the time workers are in their cars so that they will have more time to interact with facilities and providers.

A few days prior to our final focus group with CCL/RCCL with supervisors, DFPS announced a proposed pay increase of \$12,000 annually for CPS workers only. Supervisors in CCL/RCCL stated that if this pay increase was instituted only in CPS, rather than across DFPS, that other divisions would lose a large number of workers and supervisors simply based on the salary differential. As one supervisor stated, “A lot of people are paid so poorly that they can’t afford not to go where the money is.” Another supervisor stated, “If they do that, it will not only kill morale, it will make our staffing issues even more severe.”

**c) Child Protective Services**

A series of 20 focus groups was conducted with a total of 196 CPS employees. Face-to-face

groups were held in Region 1 (Lubbock), Region 3 (Arlington), Region 5 (Beaumont), Region 6 (Houston), Region 7 (Austin & Killeen), Region 8 (San Antonio), and Region 10 (El Paso). Due to scheduling difficulties, phone meetings were conducted with workers from Region 2 (Abilene) and Region 9 (Midland). Workers from Region 4 (Tyler) and Region 11 (Edinburg) were unable to participate in the focus groups due to difficulties with scheduling.

### *Demographics of CPS Participants*

A total of 91 CPS workers/administrators and 105 CPS supervisors/program directors and program administrators participated in the focus groups. (See **Table 62**).

**Table 62. [Focus Groups] CPS Participant Demographics**

Demographics		Workers (N=91)	Supervisors (N=105)
Years of Services	Mean (SD)	8.28 (7.87)	12.90 (6.58)
	Range	1-36	3-36
Age	Mean (SD)	40.23 (10.25)	42.84 (9.02)
	Range	22-64	27-66
Gender	Female	88.9%	89.3%
	Male	11.1%	10.7%
Race/Ethnicity	White/Caucasian	24.2%	45.4%
	Black/African-American	41.4%	24.7%
	Latino/Hispanic	32.2%	26.8%
	Asian	1.1%	1.0%
	Multiple	1.1%	2.1%
Highest Degree	Doctoral	--	2.0%
	Masters	19.8%	35.6%
	Bachelors	59.3%	60.4%
	High School	20.9%	2.0%

### *Answers to Research Questions*

#### ***What Motivates You to Stay and Continue Working at CPS?***

##### Workers:

Workers reported a number of reasons why they chose to stay and continue working at CPS. The most frequently cited reason was that they loved working with children and families, and thought that the work they were doing was important. One worker stated, “If we all left, who would work with these families?” Workers frequently reported that they liked the work that they did with families, and were fulfilled by knowing they made a difference in their lives, “It’s great when you get to see a family change, and everyone starts to function better. But it’s a very slow process, and it’s doesn’t always happen.” Workers felt that their job was important and that they make a positive impact on child safety and stability on a daily basis.

Another reason workers cited for staying at CPS was the relationships formed with their coworkers. They stated that other workers in their unit provided them with support when the job

got overwhelming because their coworkers could understand the intensity associated with their job in a way that no one outside of CPS could. For the most part, workers reported mutually respectful relationships with their peers, particularly among tenured workers. Workers in rural area with smaller numbers of workers reported higher levels of cohesion and support among fellow workers than those in larger urban centers.

Job security was also a reason why many workers reporting staying with CPS, as one worker stated, “Unfortunately I will always have a job, and it will be full time. They won’t cut my hours because child abuse is such a widespread problem.” Others reiterated that in areas outside major urban centers, there were few opportunities for steady employment, even for college graduates. Some workers mentioned that having their own children in college motivated them to stay with CPS until their children had completed their studies. Workers also stated their pension and benefits were the reasons why they continue to work at CPS, especially for workers who were older at the time of the focus groups, and those with longer terms of service. Workers also stated that reimbursement for travel mileage was a benefit that they used to supplement their base salary.

Finally, flexibility was frequently mentioned by workers as a reason they remained employed by CPS. They stated that they liked that they did not have to work behind a desk every day and that they had an easier time attending to their own family’s needs due to flexible schedules. However, all workers who mentioned flexibility characterized it as a tradeoff for the extended hours that they frequently worked. One worker stated that, “It’s a blessing and a curse, you can flex your time but it is far outweighed by the extra time you put into the job.”

#### Supervisors:

Supervisors stated the same reasons as workers for remaining employed at CPS. The love of working with children and families, the personal fulfillment that it brought and the opportunity to be a part of a positive transformation of a family were the primary reasons for staying employed at CPS. They reported that they had a unique opportunity to touch families in ways that they otherwise could not, as one supervisor said, “There’s no one else in the state that does what we do.” Other supervisors stated that the process of developing new workers to ensure there was a well-trained, sustainable workforce in the future was what motivated them to stay with CPS. Some stated that they liked the security of the job, and the fact that their ability to remain employed full-time was not dependent on the local economy. Supervisors also talked about the relationships with their peers that they had developed over the years as a reason to stay employed at CPS. Supervisors also frequently mentioned that the job was never boring, and that they experienced something new almost every day. However, many supervisors stated that in the last 2-3 years, the amount on “newness” was overwhelming. One supervisor stated that,

“I like change and having to tackle new problems regularly, but it seems like every time I turn around these days, there is a new policy or procedure that has been handed down and it’s very overwhelming to myself and my staff. We need some more stability to function effectively. We just need everything to slow down just a little, so we can catch up.”

Finally, others stated that they had 20+ years working for DFPS, and it was difficult for them to begin employment someplace new if an opportunity for a new job was presented to them.

***What were the main reasons your former colleagues have given for leaving CPS? What would make current CPS colleagues want to leave?***

### Workers:

Workers reported many reasons that their colleagues left CPS, and frequently stated that the job was structured in such a way that workers were “set up to fail”. Reasons for leaving CPS included high caseloads; understaffing; low-based pay; increasing responsibilities with no increase in compensation; unrealistic expectations concerning what amount of work could be done in the time allotted; not receiving overtime pay, only comp time; no regular cost of living adjustments, coupled with increasing benefit premiums; shift in focus from service provision to documentation; wasted time by having to document the same information in multiple places and systems because there is no system integration; unrealistic timeframes for work completion, particularly documentation; and working hours that cut into their own family time, especially when youth did not have placements and workers had to care for them at the CPS office. Workers reported that they would be on call for up to three weekends per month, which seriously impacted their home lives and their ability to plan activities with their own families.

Workers in rural areas also cited a lack of community resources to help vulnerable families that led to worker turnover. As one worker stated, “You know what you want to do, and should do to help these families. But sometimes the resources aren’t there to provide for them, and you feel bad about that if you are the person who is supposed to be helping them.” They cited a lack of foster families and residential treatment options as strong contributors to job-related stress, leading to burnout and the decision to leave. One worker even described incidents when youth had to be housed at the office, and no laundry facilities were available, stating that “Workers had to wash clothes by hand in buckets and in the skink, it was ridiculous.” Others stated that coworkers left because they constantly had to buy things that children needed, such as shoes and luggage. However, they had difficulties being reimbursed for them. One worker stated, “I’m always buying luggage for kids. Think about how you would feel if all your belongings were just thrown in a garbage bag for you to take from one place to the next. I was even told once that a youth who was being placed in a different city didn’t need a duffle bag, that they could have carried their trash bag on to the plane. This is how the system treats these kids. To me they are worth more than that, so I buy what they need, but I have colleagues who said they just couldn’t afford to do it anymore, and they couldn’t not do it; so they left.”

Burnout and high stress levels were frequently cited as reasons why people left CPS. One worker stated, “You deal with nasty awful things on a daily basis, it makes you kind of lose faith in people in general.” Workers reported being threatened, assaulted, and harassed while on the job by family members of children that they had removed from homes. “It gets old after a while, being the target of all of it. Like somehow it’s your fault that they are bad parents, it’s your fault they abused their kids.” Others stated that dealing with the abuse and neglect of children and youth day after day was emotionally draining, especially because what they perceived as the “root” issue was not addressed by CPS or anyone else.

“For most of these families, the root of the issue is poverty, which leads to instability, not enough resources, too many people living together in a small space, high levels of stress, no one to adequately supervise the kids. They use drugs and alcohol to cope because they don’t have the education or knowledge of how to do it any other way. They just know how they were raised and it keeps going.”

Workers also reported that they frequently felt undervalued by supervisors and those in higher administration and that their quality of life at work was very dependent on the quality of the supervisor in their unit. Additionally, they stated that many good workers left the agency

because of supervisory changes. Strong supervisors were replaced with supervisors who did not have a good work ethic, were not strong communicators or would not consider employee feedback. They stated that supervisors promoted to fill empty employment spots, but that they did not receive training in supervision or management techniques. Workers who were tenured and considered “strong” employees often cited that they felt that they were penalized for good work by being assigned extra cases because their supervisors “know they can handle it.” They felt that this practice was unfair, and did not build capacity within units; but rather, served to decrease capacity because they were constantly overloaded.

They also reported inconsistent information shared in the agency, with one worker stating that “if you ask ten different people the same question, you are likely to get 7 or 8 different answers.” Others reported often “bad supervisors stay forever, you either have to do a lateral transfer or quit, because they are not going anywhere.” They also reported that those same supervisors had to approve transfer requests, and often the plan “backfired” when a transfer was requested due to supervisor/worker conflict. Others stated that they felt that their supervisors did not support them during disagreements with foster parents or attorneys. One worker stated that, “I want someone to back me up, to trust my judgement and experience and say ‘yes, my worker is right, she has the best solution for this child’s safety and wellbeing’.” The also stated that they had to accommodate attorneys, foster providers or birth parents’ schedules, which frequently disrupted their own; this had a negative impact on workers’ abilities to accomplish all their work tasks. One worker stated that “we have to accommodate everyone else, but they will never reschedule for us. It’s like, oh, the CPS worker can meet whenever, and we’re going to work off of my schedule.”

Workers also reported that many colleagues left due to issues with training, specifically that they were required to complete trainings in order to move up the career ladder. However, these trainings were frequently cancelled due to low attendance because workers were called out on emergencies. Workers reported that they often had to wait between 6-12 months for training to be offered again, and that their supervisors had discretion to approve their attendance at trainings. Workers stated that supervisors would not approve training if they were engaged in personality conflicts with particular workers, or if the workers had “too many cases” to take time off for training – both of which had an impact on workers’ career advancement.

There were a number of Human Services Techs and Administrative Support Staff in one group, who stated some concerns that were unique to them, rather than to caseworkers and investigators. They stated that people often left those positions because there was little to no formal training upon hire. One worker reported that, “You just follow someone around for a week and hope that you catch on” and that they had no opportunities to attend continuing education training. They also reported that there were very few options for career advancement, especially if they were hired in at the HST III level. They stated that the only means of advancement for them was to work for a few years, obtain college credits, and then move to case management/direct service provision departments. These workers also stated that they did not like being characterized as “non-essential personnel” and that it made them feel “devalued” and “insignificant”.

### Supervisors:

Supervisors cited many reasons that their colleagues left and factors that made them consider leaving that were similar to worker responses. These factors included high caseloads, understaffing, low base pay, increasing responsibilities with no increase in compensation, high



levels of stress and limited time with their own families. One worker stated that, “we are taking care of everyone else’s kids, so we hardly have time for our own”. They also reported that the policy to keep youth without placements at the CPS office was problematic, putting more burden on their employees who were forced to provide round-the-clock care.

Some supervisors reported that a number of their employees were asked to leave the agency due to low levels of job performance and documentation issues including falsification of documents; although, it did not happen as frequently as it should. They also reported that individuals who were asked to leave frequently told other employees that “management issues” were the reason they left, rather than the fact that they had been let go.

Supervisors also cited unique reasons for colleagues leaving/reasons why they would leave. The main reason that they cited was a lack of trust between upper management and supervisors, which leads to micromanagement. They stated that because there were a number of poorly performing supervisors who “seem to just stay around forever”, those at the Director and upper administrative levels did not allow supervisors autonomy on hiring and firing decisions, as well as how to best run their particular unit on a day-to-day basis. They also reported that many “subpar” supervisors who have worked for DFPS for many years have personal relationships with those in upper management, so they are allowed to “keep sliding by” rather than held accountable to the same standards as others. They also reported very little emotional support or empathy from upper management. One supervisor reported being reprimanded by upper management for “helping her staff too much” when the worker assisted staff with paperwork after the staff member’s caseload almost doubled due to unexpected employee attrition. Supervisors also reported spending money out-of-pocket to boost the morale of the unit as gratitude for their staff, such as acknowledgments of birthdays, employment anniversaries and holidays. They also paid for lunch or snacks for monthly staff meetings because CPS does not provide a budget for their meetings. They also often paid for things the children in their care, such as new shoes or uniforms; even though reimbursement is available, it is not usually received in a timely manner.

Supervisors also cited safety concerns for reasons that colleagues had left CPS, especially in rural areas with limited cell coverage or places where law enforcement could not respond in a timely manner. Although a policy exists to ask a colleague for backup when they believed there would be a safety risk, supervisors reported the difficulty of finding colleagues in the area and who could take time to accompany another worker on a visit; this was especially difficult if colleagues were struggling to manage their own caseloads. Others recounted instances in which they were accompanied by law enforcement on a visit, but officers consistently had unarmed workers attempt to enter the house in ahead of the officer. Although supervisors understood this as a way to attempt to diffuse the situation, they stated, “You don’t know what will happen, especially with parents who have been up for 4 days on meth. This man has a gun and a Taser and he’s asking me to go in first while he hangs back? That puts me at risk”. Others reported instances in which law enforcement refused to accompany them on visits to certain areas. This is consistent with concerns reported by workers in Adult Protective Services (APS).

Finally, the overall level of stress associated with the job was reported by supervisors as a reason their colleagues had left CPS. One supervisor shared that, “Every decision I make has the potential to put me behind bars. Some decision from 6 months ago can come up and bite me tomorrow. We do the best that we can for these families based on the information we have at the time, but sometimes things are just unpredictable.” This concern was also reflected by another supervisor who stated, “Basically, we are paid to predict people’s future behavior, and as any

psychologist will tell you, that's not easy and usually not accurate." Supervisors stated that the way CPS is portrayed in the media also adds to their stress levels, with supervisors stating that they are usually portrayed as needlessly removing children from their families or as incompetent and uncaring people who *should* have removed children from their families. Many felt that no matter what they did, they would be judged negatively by the public.

Please refer to the section "Job Satisfaction" for additional information on factors that contributed to employees leaving their CPS positions.

### ***What are the most unique opportunities you have obtained through your job at CPS?***

#### Workers:

Workers and administrators identified a number of unique opportunities that came with working for CPS. Workers reported that the friendships and comradery they experienced in with others who were committed to helping children and families was the most unique opportunity obtained through their employment. They felt gratified by preventing dangerous situations on a regular basis. Some workers stated that working for CPS was unique because you could easily move from one area of the agency to another. For example, workers could move from Investigations to Conservatorship in order to learn new skills. It was cited by many workers that CPS was a great training ground for other jobs later in life because "People know that if you worked for CPS, you can work anywhere. They know you have skills and flexibility and that you can deal with stress. It makes you more attractive on the job market."

Training and education were frequently cited as unique opportunities while working for CPS. The most frequently cited opportunity was the Title IV-E stipend that allowed workers to obtain an MSW while employed at CPS in exchange for a term of service after graduation. Others reported that some of the conferences and trainings they were able to attend, such as the Joint Investigation Training, were opportunities they could not obtain elsewhere. Workers characterized their networking opportunities with people in the community as a unique benefit of the job, especially partnering with law enforcement, attorneys and judges. Others reported that the youth they worked with in the past frequently sought them out on social media to give them updates on their lives, which workers saw as a unique experience. One worker said that "I love it when they send me a message and tell me they are in college, or tell me that they are thinking about working for CPS so that they can help others."

#### Supervisors:

Supervisors cited many of the same unique opportunities obtained through their work at CPS as the workers. Their state-sponsored pension and insurance plan during retirement were most frequently cited as something unique to CPS. As one supervisor stated, "Not many companies offer pensions. If we didn't have it, I'd certainly work someplace else, but I stay because I know I'll be taken care of when I'm older and unable to do this work." This sentiment was reiterated frequently by supervisors and program directors.

Supervisors reported that a unique experience was the ability to be a part of a bad situation and help to resolve it in a positive way for the family involved. They reported that other jobs do not have the opportunity to see family transformations. Similar to worker responses, some supervisors reported that working for CPS made them very attractive to future employers, with one stating, "They know if you worked for CPS that you have the skills to work anywhere and can handle anything".

Some supervisors also mentioned that unique training opportunities offered through CPS were experiences that they did not think they could find elsewhere, such as trainings on conflict management or de-escalation techniques. They also frequently mentioned the Title IV-E stipend and appreciated the fact that they could complete their field placements at their place of employment. Supervisors also frequently cited their work with different community partners as unique experiences, particularly those in law enforcement and the judicial.

***Are you satisfied with your current job responsibilities at CPS? Please explain.***

**Workers:**

The vast majority of workers in the focus groups stated that they were not satisfied with their current job responsibilities at CPS. Low monetary compensation for the work required by the job was cited as the number one reason for job dissatisfaction by both workers and supervisors.

Although many workers reported that they liked the opportunity to improve the lives of children and families, the type of work they did and the flexibility that it afforded them. However, they also reported feeling underappreciated when they worked extra hours to accomplish job tasks. Two analogies were mentioned by workers in multiple regions when this question was asked. The first cited that workers felt like “A hamster in a wheel, running faster and faster, working harder and harder and getting nowhere.” Another feeling was like they were in a domestic violence relationship with their job. Multiple workers stated they felt like an abused partner, being hurt repeatedly, with no support or energy to leave.

“We feel beat down on a daily basis by our bosses, families and the public. The legislature refers to us as ‘broken’ and it hurts to hear that. I know we work hard every day and no one acknowledges that, no one talks about the successes or the kids that we save. No one, not even our own bosses or program directors.”

Another worker added that, “We know it’s killing us, both physically and emotionally, but we stay, we stay for the kids.”

Workers reported removing their badges before going out in public during the day unless they were on official business, or not revealing that they work for CPS to “avoid being treated poorly in public. One worker said that, “People you don’t even know will come up to you and say something hateful or they’ll roll their eyes and tell you how much your agency sucks. It happens all of the time.” Many workers reported a desire to leave their jobs at CPS, but also feeling “stuck” and unable to leave. Workers also reported that they “feel guilty every time I make a plan to leave, I think about how it will make things worse for my coworkers, and maybe make things worse for kids. So I stay. I’m stuck.”

Workers stated that they often had to fill multiple roles, which were often poorly defined and for which they were not adequately trained. For example, a number of workers stated that they had to be “a parent, a therapist, a nurse to manage medications, a teacher and a caseworker – everyone needs us to be different things and we can’t be all of those things for all of those families.” Workers stated that their timeframes for documentation were unrealistic and that they often worked many hours beyond a 40-hour work week to complete the job done effectively. Workers stated that they were constantly assigned new tasks and were expected to handle their current job responsibilities, as well as “anything else assigned to you.” They frequently stated that the new documentation timelines were unrealistic and prohibited them from utilizing comp time. They also stated that their workloads had increased significantly over time with no

increase in compensation. Many workers stated that the increased documentation requirements took away from interacting directly with families or building relationships with them. As one worker said, “I’m always behind, but at least I really know my families, I can tell you what is going on with each and every one of them. I feel that is more important to safety, than if a form is filled out.” They frequently reported dissatisfaction related to the trade-off between paperwork and time spent with families. As one worker said,

“You can spend real time with families or you can do all your documentation, but you can’t do both. They tell us to document while we are with families, but to me that is disrespectful, it gives the impression that you are not really listening and that you are just checking things off a list to get out the door and on to the next case. That doesn’t help to build trust or enhance safety.”

Workers also reported that high caseloads often limited their ability to advance within the agency, as they were often denied time off to attend required trainings to increase promotions.

Other major reasons leading to dissatisfaction were policies and procedures that changed frequently. “It seems like we are told to do things one way, then the next week, there’s a new directive, a new policy. Then we do it a different way before we can even figure out if the last way was working or not.” One worker stated, “The policy guidelines for my job are about 3 phone books thick and still expanding.” The constant change was perceived as inefficient and frustrating to workers. Workers frequently stated that new policies and procedures were implemented without sufficient training of staff, and that often supervisors could not adequately explain how to implement the new policies and procedures. One worker said that, “They just give us this new procedure and say ‘here, do this’ but you get no training and you are expected to start doing it tomorrow.”

Many workers stated that it was difficult for them to keep a “normal” schedule because emergencies frequently came up that derailed their daily schedule. Comp time in place of overtime pay, particularly because comp time was a 1-to-1 swap, was another reason for worker dissatisfaction. They expressed a preference for additional monetary compensation, rather than using for comp time because “We are all too busy to take the comp time anyway.” Workers frequently talked about forgoing time off, even if they had a great deal of comp time accumulated, because they would have a great deal of extra work prior to taking leave and upon return. Repeatedly, workers stated, “I know I need to take time off but it’s just not worth it. I’m buried in work before I take off and I’m buried when I get back.” Workers also stated that even if they did take time off, they used it to catch up on documentation or they worried about what they had to do when they got back to the office. Workers also cited being called in for an emergency while taking time off; this is another reason that they did not try to utilize their comp time. “It seems like no matter what, whenever I’m off, something goes sideways and I get called in. I may as well just work.”

Workers also cited on-call shifts, and shifts that last almost 24 hours as problematic for their satisfaction and safety. Workers in numerous groups frequently recounted expectations to work normal shifts, in addition to being on call. If they received a call afterhours, they could work through the night finding a placement and transporting the child to the placement. Afterwards, supervisors expected them to be back at work or at court the next day at 8am to work another day with minimal sleep. Workers from every region reported this issue and also reported that they felt this was a safety risk for them and for the children in their care. Some stated that their supervisors expected them to “flex” their time in those cases, but that “We don’t have time to flex, I can’t come in 4 hours late, I have too much work to do, too many things

scheduled that can't be put off or I'll fall behind. We are set up to fail.”

Workers reported that they were “informally mandated” to take comp time, even when they had extremely high caseloads and did not want to take the time off if their accumulated overtime hours approached the limit. “I work all this overtime and get comp hours but I don't have time to take it, but then my supervisor makes me take time off even though she knows I am totally swamped just to avoid paying me OT.” Other workers had similar concerns, with one stating that, “If they would actually pay me for all I did, that would be great, but I get comp time I can't use instead of OT pay. I think that's pretty shady. I'd feel more appreciated if I got OT like workers elsewhere, and if it was paid as I earned it rather than after I had 140 hours accumulated.”

Limited career ladders were frequently identified as a reason for dissatisfaction by administrative/support staff such as admins, HSTs and casework assistants. Paraprofessionals felt that they were provided with inadequate training and had no means to move up or to obtain a raise unless they moved into direct service delivery. Others stated that there was not enough administrative support for each of the units and that they were overburdened by supporting multiple units. Support staff stated that as workers responsibilities increased, so did theirs. Lack of adequate administrative support was also cited as a reason why workers were dissatisfied with their current job functions. Both workers and administrators stated that there needed to be at least one Human Service Tech for each unit, depending on the number of workers in that unit. HSTs and casework assistants also felt that they had the ability to help workers with direct service delivery, but that they were underutilized in this area.

Lack of local resources, particularly outside of urban areas, was frequently cited by workers as a reason leading to dissatisfaction. One worker stated that having to find placements all over the state really impacted her ability to complete her job functions.

“I had a kid who had to be placed 5 hours away, and once a month I have to fly down to make my visit. I also have to fly down to move the youth if anything happens with the placement, even if the placement change is only 10 minutes away from where he was; it kills my whole day to be on a plane and go down there for two hours and then fly back. It's not a good use of my time or the State's money”

Workers reported that at times local workers are available to assist with youth who are placed outside their region, but frequently these workers were also too busy to assist, so the worker from the child's home region had to complete all the tasks. These instances were cited frequently by workers in more rural areas that often flew or drove considerable distances to find appropriate placements for their youth. Workers also reported that this problem was compounded as many local residential facilities in the Valley and Western part of the State were converting to facilities to house immigrant and refugee children through the Federal government because they paid more to house them. Thus, local children in CPS custody had limited local placement opportunities.

Finally, workers said that they were very dissatisfied with the policy of housing children and youth without placements at the CPS office, and being responsible for their care if they were temporarily housed in hotels. They reported that the workers themselves were responsible for the youth from 8am – 5pm, even on the weekends. Thus, others had to rotate supervision of the children/youth during the evening, night and early morning hours. Workers reported that there needed to be at least two adults per child available for supervision, which required many in the unit to work unreasonable hours if they had multiple children needing supervision. These extended hours led to worker sleep deprivation and contributed to feelings of being overwhelmed

and “Never being off”.

Some workers stated that having a good supervisor was associated with higher levels of satisfaction for them, that having someone in place that can help them to prioritize and to help them learn how to effectively manage the workload was very helpful for them. However, they reported that those types of supervisors were not the norm, “I’ve had a lot of bosses, and now that I’ve had a good one, I know how much of a difference it can make.”

### Supervisors:

Supervisors’ responses were similar to those of the workers and administrators. Most supervisors reported that they liked the work itself, but that they were not satisfied with the overall work environment and organizational structure. They stated that there was always more work than could be successfully executed in an eight hour day, and that new responsibilities were constantly added. However, no prior job responsibilities would be removed to accommodate the new requirements. They reported that the job expectations are not reasonable and that they constantly worked afterhours in order to keep up. They reported that over the years, jobs have become more paperwork intensive. A number of supervisors stated that they would be more satisfied with their job and its responsibilities if they were eligible for overtime pay and were able to obtain it on an ongoing basis, rather than as “comp time”.

Supervisors talked extensively about how hard it was to take time off and how comp time was not a benefit for them. They stated, as did many workers, that in order to take comp time, they must work harder the week before to prepare for time off, and then were buried in work the returning week to get caught up. One supervisor stated, “people don’t stop treating kids badly just because I’m on vacation.” Others reported it would take them an entire day or more just to get caught up on a week’s worth of emails if they took a vacation. They also reported the burden that they felt that it placed on their colleagues when they took time off, as the colleagues would have to cover their responsibilities in addition to their own. Also, they reported that some duties they had to do themselves because colleagues could not do them, which inevitably left supervisors to catch up upon their return, even if they only took one day off. One supervisor stated, “Taking one day off can disrupt a whole two weeks of work.” Supervisors also reported consistent pressure from upper management to not take time off and to in turn encourage their workers to not take time off, which many supervisors perceived as hypocritical. One supervisor stated that, “Those at the State level work 8-5, have holidays and every weekend off. They can take vacations pretty easily and they are telling me and my staff that we can’t even take off a couple of days to take care of ourselves or our kids.” Some supervisors highlighted the difficulties with mobile technology, stating that there is no respect for supervisors’ “off-time”, and they felt that they are expected to be available 24/7 no matter what. They responded that this concern was particularly acute when they were designated as the medical power of attorney for children/youth in care. One supervisor said that, “You just can’t turn off your phone, a child may need you or one of your employees will tell your boss that their supervisor was not available if something bad went down”.

Supervisors also stated that turnover and workers without sufficient job knowledge or prior human services experience also contributed to their dissatisfaction. They constantly cited understaffed units as a problem, but that the core issue of a full *and* competent unit was not ever addressed. They stated that they felt like the focus was more on recruiting “warm bodies” rather than capacity building and developing a competent, sustainable workforce. One supervisor stated that, “It’s not so much about the number of workers as it is about the quality of worker.

I'd rather have 3 strong workers in my unit than six that were minimally competent." Another person added, "Not everyone is suited to this job, there are some people you know aren't going to make it." Supervisors attributed the difficulty of attracting top caliber workers to positions within CPS to the low compensation associated with jobs at all levels of CPS. Multiple supervisors stated that higher salaries were the only way that a competent and sustainable workforce could be developed and maintained. Supervisors in particular regions also expressed serious concerns that supervisors were no longer included in the hiring process, with one stating "You don't have any input in who will be in your unit, and that is often upsetting to the cohesion of the employees that have been around for a while". Supervisors also stated that they felt they had little to no autonomy concerning firing underperforming employees,

"You document and document, and send up the chain to the PD, then the PA, then to legal and then wait. In the meantime a problem worker is out in the field making mistakes and putting kid's safety at risk. The ironic thing is if there is an adverse event, as the supervisor, you are blamed for the worker's mistakes, regardless of how many times you have told someone, 'hey, we need to get rid of so and so, they aren't performing, they are bringing us down, they can't do the job'."

Supervisors from certain regions also expressed dissatisfaction with performing HR related functions, in addition to their supervisory role. "I have to keep track of FMLA, disability leave, this leave, that leave, this document, this paperwork. We need a person just to handle the HR related stuff because I was not trained to do it."

Finally, supervisors stated that the focus on reactive responses, rather than proactive responses contributed to their levels of job dissatisfaction. They reported that this was particularly acute when problems specific to one region prompted a response that had implications for workers statewide. One supervisor stated,

"You can't do things the same way in all regions and get good results. We all have different needs and different resources available. If there is a problem in a specific region, then address it in that region, but don't change policies state wide when the current policies and procedures are working other places."

Other supervisors added, "You read about an issue in another region and you know a policy change will be coming down the pipe within a week, and most of the time it's not an improvement." Still others added, "You can't do things the same way in rural and urban areas. They are just too different." Supervisors stated that policy makers frequently failed to consider unintended consequences of overarching policy changes, with one supervisor stating,

"I feel like we are constantly being penalized for the performance of people in other regions who have issues that are different than ours. Overall we perform pretty well and now all of these changes are having a negative impact on how we work and the stress level of our workers."

Supervisors also emphasized this point in relation to documentation time constraints that made it unrealistic for workers to complete all of their job responsibilities, meet their documentation deadlines and have adequate time off. When asked if they felt all of these policy changes contributed positively to increasing child safety, the overwhelming response of supervisors was "No."

### ***Beyond financial compensation, what could CPS do in the future to retain a good workforce?***

#### Workers:

Like the focus groups from other DFPS divisions, CPS workers had a negative reaction to this question and focused on additional financial-based compensation as a way in which CPS could retain a good workforce. They suggested factors such as higher salaries, additional pay for all bilingual employees, decreasing number of days workers were expected to work “on-call” shifts, extending educational benefits to all jobs within CPS, hazard pay and better compensation for travel. Workers frequently cited getting paid overtime (OT) rather than comp time, and also recommended paying out OT during the pay period during which it was accrued, rather than having to wait until it accumulated over 140 hours. However, they also cited a number of ways that they felt that CPS could retain good workers that were not directly related to their own individual compensation. Appropriate staffing levels to lower caseloads was the most frequently cited suggestions. Also, workers recommended peer involvement in the interviewing and hiring process so that they could assist in the vetting of potential employees, as well as present them with a more accurate description of the job and its associated expectations. As one worker stated, “No one tells them the real deal during the hiring process, then they get on the job and realize it is nothing like the recruiter or supervisor said it would be, they try to make it sound one way, but in reality, it’s a whole other thing.”

Streamlining responsibilities and having more administrative support for non-clinical issues was mentioned by many workers. Others spoke of the need for more well trained supervisors, stating that “If someone was a bad worker, they definitely should not become a supervisor” and that “I don’t have time to train someone from another department on what we do, I have enough of my own work to do, they should promote supervisors from within the same department.” Some workers also stated if they had more empathic and supportive supervisors, it would be easier to retain a strong workforce. One worker stated, “Supervisors should be here to support the workers, but instead they are just focused on CYA.” Other suggestions to increase worker retention included daycare (which was the most frequently cited suggestion by female workers), benefits swapping options, better training that deal directly with work in the field and clinical decision making, more administrative support that includes both an HST and Admin in each unit (instead of one or the other) and more consistency in supervision and management. One worker reported that “I had 8 different supervisors over the last 8 years and they all wanted me to do things differently”. Workers also stated that consistent enforcement of policies across supervisors would be helpful, as the way policies are implemented and enforced varied significantly from region to region and from supervisor to supervisor. Finally, they stated the need for a designated person to answer the phones in each unit, such as an hourly employee/receptionist. Some workers and HST/admins stated that they had to rotate phone shifts, which put them even more behind on their caseloads because it left them with four days, instead of five, to complete their work in the field.

Development of additional resources for families and placements for the children and youth were also frequently cited by workers, particularly for youth who were in regions where youth were temporarily housed in their offices

“Having kids stay here is not good for them, and it’s not good for us. It increases our hours and our workload and these places are not appropriate, many of them don’t have showers and such, no laundry facilities, kids are on air mattresses instead of beds. I wonder if those people in Austin would do if they were the kids sleeping on the floor in the capitol building.”

Workers also stated the need for services to be offered locally for clients, particularly mental health, substance abuse and domestic violence services. Many workers stated that the



complexity of daily cases increased significantly in recent years, with most families referred for having multiple needs beyond just financial and parenting support. Workers stated that they are not adequately trained to address those needs, and that many of them such as mental health and substance abuse, were ongoing needs that CPS was not adequately equipped to handle. =One worker said,

“People with mental health issues or substance abuse problems have to manage that their entire lives, they don’t want CPS there the whole time. Their goal is to get us out of their lives. We need affordable community based treatment mental health services to support these families long term. We are not set up to handle those things, so often times it looks like we failed the families, but we aren’t set up to provide the things that they really need.”

Workers also suggested that retention could be improved if they had more voice in the policy decision-making process. They reported that they frequently perceived that those who were making the policies were out of touch with the day to day job responsibilities of on the ground workers, and as such, the policies that they made often had unintended negative consequences. One worker stated, “If they had just asked an actual worker about this policy, they would have told them that it wouldn’t work. Period. But yet here we are trying to make it work.”

### Supervisors:

One group of supervisors became quite angry when this question was posed, stating “This is insulting that you are asking about things beyond money, that implies that they are not even considering giving us more money, and that is demoralizing.” Another added, “It seems like they already have an idea of what they think will help, and that money isn’t a part of it – like they won’t even care if you put a recommendation for a raise in your report.” Many supervisors stated their distrust in upper management’s ability or willingness to respond appropriately to their feedback.

“We get surveys all the time, we give feedback and nothing happens, or they don’t take our feedback into consideration. It’s like they have already decided on a course of action and ask us our opinions after the fact so they can say we were included in the process. Honestly, I think you all are wasting your time, because the upper administration is going to do what they want to do regardless of what information you bring them, or what you recommend. That is the way it’s been in the past and I doubt that will change this time.”

Supervisors suggested a number of ways in which CPS retention could be improved. All supervisors in this group agreed that a substantial increase in monetary compensation for all CPS employees was the most impactful way that they could recruit and retain a good workforce. Like workers and those in many other DFPS divisions, they suggested financial compensation aside from base salary, such as eligibility for overtime and travel compensation for supervisors. Supervisors also reported that overtime pay for themselves and workers would be more effective than comp time, especially since it was so difficult to use the comp time unless they had approached their “comp time limit”; then, they were in essence forced to take leave. One supervisor stated “Comp time means nothing to me; I’m penalized for using it before and after. I’m earning comp time that I can’t use every day, so it’s like I’m doing all that work for free”. Others stated that they felt that it was unfair that comp time was given as “straight time” rather than time and a half. As one supervisor stated, “If your OT wage is time and a half, then your comp time should be time and a half as well.” They frequently reported uncompensated work to

“keep up”, but they did not claim the work because they would only be reimbursed in comp time, which they already were unable to utilize; thus, it expired. They also suggested retention bonuses to show appreciation for staff members who had reached certain milestones of service such as 5, 10, 15, or 20 years of service in CPS.

Supervisors suggested that one way they thought CPS could improve retention is through the process of “over hiring” to ensure all cases were covered if someone went on vacation or left unexpectedly. They stated that staffing units at a bare minimum puts an undue burden on other unit employees when someone leaves, forcing them to take on additional cases until a new employee is found and trained to take the exiting employee’s place. They repeatedly emphasized that adequate staffing would lead to lower levels of employee burnout, which would in turn lead to higher levels of retention. One long tenured supervisor stated that “We need more workers and they need lower caseloads” to improve work/life balance for workers, so that the work/life balance for supervisors would improve as well. Supervisors stated that they would like units made up of no more than five workers, and to have an HST dedicated to each of the units (rather than being shared among units). They also suggested expanding the stipend program for investigators to include other employees, such as those working in conservatorship because they also have stressful labor intensive jobs. Supervisors also suggested that the IV-E stipend program (or similar educational benefits) should be extended to those in Family Based Safety Services. Supervisors also suggested that retention could be improved by expanding supervisors’ opportunities to work remotely on a more flexible basis, rather than one designated day per month where they could work remotely.

***Have you ever received any of the following incentives while at CPS? If yes, have any of these incentives helped you to continue your work at CPS?***

Workers:

CPS workers reported getting the following incentives consistently: comp time, investigations stipend, IV-E Stipend, assistance with books and fees, shift differential (but not enough to make up for time away from family) and OT (but this was almost always converted to comp time). Workers also stated that they occasionally got the following incentives: locality pay (only in certain areas), bilingual pay (but not offered to all bilingual staff), pay for an advanced degree (but usually had to be hired in with the Master’s to receive this; many who got a Master’s while on the job reported no pay increase with the completion of their degree), on-call pay (but only in investigations or a worker who was called in, otherwise you are not compensated for the actual time you are “on-call”), cost of living adjustments (that were offset by increase in benefit premiums) and one-time merit pay. Workers also reported receiving the CPS mentoring stipend, but many stated that they discontinued participation in the program because “the amount of work was not worth the money you got for it.” It appears that CPS workers reported a higher number of incentives than any other group of workers or supervisors across DFPS. However, CPS workers often said that these incentives were applied inconsistently and most of them, aside from the IV-E stipend, did not contribute to their tenure at CPS.

Supervisors:

Supervisors reported receiving comp time, and a few reported merit raises or occasional one-time merit bonuses (once every ten years). However, they also reported that if they received merit raises as workers, it did not follow them when they were promoted to supervisors;

therefore, some supervisors started their new role with less than they had as workers. They also reported that the pay structure was formed so that the last time the starting salary for new workers was adjusted, the salary of existing employees was not adjusted as well. Thus, there were many less tenured employees who made the same amount or more money than they were. They reported that too much focus was given to keep new employees and not enough emphasis was on rewarding long-time employees. Supervisors also stated that they felt it was poor policy that additional financial incentives were not possible within a six month period of receiving any additional monetary compensation such as a bonus or a raise. Thus, overall these incentives did not increase their motivation to work at CPS. Please see associated quantitative data for a full overview of incentives received by CPS employees.

### ***What other recommendations would you suggest for CPS or DFPS?***

#### Workers:

Raising pay across all job categories of CPS was the number one recommendation offered by workers and supervisors. Workers recommended that CPS establish additional “perks” for employees with longer tenure, particularly so they would not have to quit, and then try to re-hire in to obtain a higher salary or degree-based pay. They also recommended standardized bonuses based on years of service; that OT was available and that it was paid out monthly; more training opportunities available, along with the ability to attend those trainings; and more opportunities for Human Services Techs, Case Aides, and other non-degreed workers. One worker stated,

“The way they treat us shows that maybe they really don’t care about turnover and about keeping kids safe, if that was really a priority they would pay us what other professionals with the same levels of experience and education are making to do jobs related to children and safety.”

Another stated that administration needed to decide if they wanted quantity of work, or quality of work, because “You can’t have both, there’s always a tradeoff. When you have a high caseload, eventually the quality of the work is going to suffer.” Others stated that having to work extra to supervise hard-to-place children who were being housed within the office was something that needed to change. One worker stated, “I don’t want to work overtime just to babysit because we can’t find a placement, which takes time away from my own family.”

Workers in one region stated that they did not like “the list” (a publically available list of cases with overdue documentation or overdue visits) being available to all supervisors and workers across the region. They felt that rather than encouraging transparency, this list was punitive and encouraged people to emphasis self-preservation and their numbers, rather than working toward the betterment of the unit as a whole. As one workers stated,

“I can see the performance stats of a worker way across the state, because ‘the list’ contains other information I need to access. I feel like that’s none of my business, and my stats are none of theirs. My supervisor should have access to this information but not the other supervisors in other regions, and certainly not other workers. It’s an invasion of privacy, and I’m not saying that because I’m behind, I’m on point. It’s like releasing people’s grades publically, we don’t do that, and you have no way of knowing the mitigating circumstances around those numbers, it just gives people a reason to judge. The list is used to intimidate us.”

The vast majority of suggestions offered by workers were in direct relation to the issues

that contributed to their job dissatisfaction, such as low pay, high stress, high workloads, limited appreciation and low work/life balance. These things included bilingual pay; consistent cost of living increases; travel cards so that they did not have to pay for travel expenses up front and then wait for reimbursement; expansion of educational benefits, similar to those of Title IV-E; an established career ladder for tenured employees that does not require a move to management; paying employees for an advanced degree, even if it was not in social work; paying employees more if they obtain a Master's degree while on the job; offering incentives to maintain one's professional licensure, such as free CEUs or payment of licensure renewal fees; lower caseloads; more administrative support; establishment of night units so that there would be fewer "on-call" shifts, particularly between two scheduled day shifts; development of more local placements, both residential treatment and foster families; decreased documentation so that workers could spend more time interacting directly with families; extension of existing documentation timelines; and improving the infrastructure of CPS buildings, like exterminating for rats and other pest infestations, leaky roofs, non-working restrooms, facilities that were loud, and larger office space to house the required number of employees.

### Supervisors:

Supervisors reported that the most important recommendation to recruit and retain a good workforce was to pay employees more and to increase salaries of tenured workers to be comparable to those of newly hired workers. One worker stated that, "Our tenured workers are the ones who make this place run, who pick up the slack, who do extra, and they don't see any of the benefits the new workers see. That's extremely unfair and demoralizing." The second most frequently reported element to retain a good workforce within CPS was to listen to employees and act in their best interests. They stated their apprehension that the information gathered in the online survey and in focus groups would go nowhere, and that the status quo would continue to be maintained. As one supervisor stated, "We've been through this before, we give feedback and nothing happens, just a report sitting on some administrator's or politician's desk." These supervisors stated that they felt their input was unimportant to those making budgetary decisions, which makes them lose faith in the system as a whole. They also reported that creating a more positive culture where they were appreciated for a good work, rather than just punished when they did not perform well, would be helpful to maintain morale and overall job satisfaction.

Supervisors also reported that they needed more opportunities for career advancement, particularly ones that did not require a move to Austin. They stated that all "specialty" positions were located in the capitol. One employee stated, "I'm not really sure what it is that I could do in Austin that I couldn't do as well right here. We have the technology for teleconferencing; this really limits the advancement opportunities for those of us who are not in major urban areas." Others also reported that if they did not already live in Austin, your chances of advancing to higher level positions were small because "You weren't already on their radar, cultivating those relationships with the people in power." Supervisors stated that once you are at the Supervisor 2 level, there was no opportunity for advancement or higher pay. Supervisors recommended annual or bi-annual reviews that would be tied to merit increases. They stated one way that DFPS could help compensate for the lack of advancement was to allow recurring merit-earned pay as workers carried forward into their supervisory salaries; this would mean that supervisors were eligible to for OT pay. Additionally, a recommendation was to ensure all bilingual supervisors were compensated extra pay for having the extra skill set. One supervisor stated, "I'm the only one in my office that is bilingual and in our region we are starting to have more

and more non-English speaking cases. People don't realize how much time it takes out of your day to be doing translation for the whole office every time a non-English case comes in."

Supervisors also stated that there should be bonuses for supervisors who have high levels of worker retention, "I know the State is saving money every time we don't have to train someone new, they could use some of that money for retention bonuses." Supervisors also advocated for overtime pay instead of comp time, not only for themselves, but for their employees as well. One supervisor added,

"You are going to always have a small percentage of people who will stay and do the work, and do it well because it is their passion; but that is not the majority of people, especially employees with high emotional intelligence and strong work related knowledge. If we really want to recruit quality employees the pay must be increased significantly for new employees and those who have served here through all the chaos. Think of it this way, if I'm just out of college and I know that I can make \$45,000 at this job at a hospital and \$35,000 at CPS with longer hours and a lot more stress, the smart person is going to pick the hospital job. Many potentially good employees don't even consider us as they know the pay is extremely low and the stress is extremely high."

Another worker stated something similar,

"In Texas, you can work as a first year teacher with a Bachelor's degree and make close to \$50,000 per year for a 9 month job. If you come to work for CPS right out of college with a Master's degree, you work 12 months, have high job stress and make significantly less than that. And teachers usually get a pay bump with each year of service. We don't have that here. Honestly I'm surprised that we get any qualified candidates these days."

Both workers and supervisors stated that increasing the number of qualified foster families was essential to retaining good workforce. This would help workers and supervisors who were "maxed out" with the number of cases and who should not have the additional responsibility of providing 24-hour on-site care for children with no placements. They also stated that both waiting in court all day without a definite timeframe of when the case would be heard, as well as last minute resets due to changes in attorney's schedules had a negative impact on their ability to do their job functions in a timely manner. They suggested strengthening partnerships with judges/attorneys to be more respectful of their time, and the time of caseworkers.

Supervisors also suggested that there be more consistent accountability and transparent structures in place. Thus, supervisors stated that they need the autonomy of decision-making they used to have. One supervisor said that, "Right now there is no trust, and you can't run an agency successfully if there is no trust. Micromanagement is at an all-time high, but so are adverse outcomes, so I don't see the point of it. Clearly it's not working." Specifically supervisors stated that they wanted more input in the hiring and firing process for their units, and they wanted to discontinue the (STARK) pre-screening tool currently used. Supervisors doubted the predictive validity of this instrument and stated, "Just because they perform well on this test doesn't mean they will do well in the field. And it also screens out those who may be great employees. It is a bad tool for making hiring decisions." They stated that hiring specialists did not understand needs for each unique job division. Thus, the people hired in were not a good "fit" for the jobs they were assigned to." Another supervisor added,

"It just seems like another government contract given out to someone who knew someone. I know they use it in a lot of Texas agencies, but it doesn't work for CPS. I want to see the data showing that it can actually predict employees who will work hard

and stay employed at CPS.”

Finally, supervisors stated that the agency had to return to being “strengths-based” and “proactive”, rather than being reactive and focused on deficits. One supervisor stated, “We tell our workers to find the strengths in these families, not just the flaws. We need to do that with ourselves. We need to build on our strengths and consistently acknowledge them, rather than just focusing on what is wrong with the agency. There are good things happening in each and every unit, but they are overshadowed by the bad . . . and as much as people would like to think we could prevent *all* abuse and neglect, we just can’t. Everyone focuses on the bad, but in order for morale to improve, we need to also focus on the good. That also means doing things to consistently support work/life balance.”

**d) Statewide Intake**

Five focus groups were conducted with the employees of Statewide Intake (SWI) at their office in Austin Texas. Three of those groups were conducted with workers and two groups were conducted with supervisors and were comprised of participants from both day and night shifts.

*Demographics of SWI Participants*

A total of 21 workers/administrators and four supervisors/program directors participated in these focus groups. (See **Table 63**).

**Table 63. [Focus Groups] SWI Participant Demographics**

Demographics		Workers (N=21)	Supervisors (N=6)
Years of Services	Mean (SD)	6.65 (6.62)	8.50 (5.82)
	Range	1-25	3-18
Age	Mean (SD)	40.40 (11.90)	41.33 (9.65)
	Range	28-65	29-53
Gender	Female	85%	100%
	Male	15%	--
Race/Ethnicity	White/Caucasian	95%	66.7%
	Black/African-American	5%	--
	Latino/Hispanic	--	33.3%
	Asian	--	--
	Multiple	--	--
Highest Degree	Doctoral	--	--
	Masters	15%	50%
	Bachelors	80%	50%
	High School	5%	--

*Answers to Research Questions*

***What Motivates You to Stay and Continue Working at SWI?***

Workers:

Flexibility and benefits were the most widely cited reasons why SWI workers chose to

continue to work for DFPS. Workers stated that the benefits, such as the pension plan and availability of leave time that included administrative leave and annual leave helped them to stay at DFPS. In terms of flexibility, since they are a small and centralized unit, they reported it was relatively easy to find coverage so that they could take time off. Many workers reported that the opportunity to apply for teleworking after one year of service motivated them to stay; those who were already teleworking reported this option as the number one reason that they continued to work at SWI. Workers also reported high levels of communication and support from other SWI workers.

Some workers stated that they stayed at SWI because they felt that they were performing an important service, that they were doing their part to help keep vulnerable populations safe. A number of workers had transferred from other divisions within DFPS, such as APS and CPS, and stated that they continued to work at intake because there are no “on-call” shifts. This meant that they did not have to stay late to complete their work, and they were able to leave the work behind after their shift was over; this allowed them to spend more time with their own families.

### Supervisors:

Supervisors also cited many of the same reasons as workers for continuing to work at SWI. These included flexibility, benefits, love of the work, and better work/life balance than in other divisions within DFPS. For example, supervisors stated that it was much easier to utilize comp time or to flex their schedules to accommodate doctor’s appointments or their own family’s activities. They also reported that the pension and health insurance benefits after retirement helped to keep them employed at SWI, and this was particularly true for those who were more tenured and closer to retirement.

Supervisors also stated that the “culture” was more supportive at SWI than at other DFPS divisions that they had worked for, particularly in terms of upper management listening and responding to their concerns. They attributed this to the fact that the current leadership of SWI had come from within the ranks of the division, so they had a clearer understanding of the job and what it takes to be successful in the division. One supervisor stated, “Our bosses came up with us, they know the job, they’ve done it. I’d hate it if someone who hadn’t actually done it was making all of the decisions.” They also stated that their peers were cooperative, mutually supportive and would cover their shifts any time that it was necessary. Supervisors also reported that they had the ability to take time off to “recharge” and to focus on their own families. Finally, supervisors stated that they loved what they did and felt that their positions filled a very important need. They described their jobs as “The front door to the front lines”, and that “We help to protect the unprotected.”

***What were the main reasons your former colleagues have given for leaving SWI? What would make current SWI colleagues want to leave?***

### Workers:

The most frequently cited reasons for employee turnover in SWI were the stress associated with the job, secondary trauma, low pay and limited career track for those who do not want to go into management. Many workers stated that the types of calls they received on a daily basis were emotionally draining and that because they never found out if the cases were resolved; they frequently experienced anxiety about the safety of the people who were the subject of abuse and neglect reports. One worker was brought to tears during the focus group

stating, “You hear about horrible, terrible things that should never ever be happening, and you hear it for 8 hours a day, year after year. I almost can’t take it anymore.” One worker stated that, for many former employees, the stress of the job was just too much, “If you can’t engage in external self-care, this job will eat you alive. You have to be hard to stay here over the years.” Workers also reported that those who had left did so due to low pay. Additionally, the starting salary for new workers was increased, and current workers’ wait times for promotion was decreased so many times that after two years, a new worker would be making the same or more than a worker with 10 years of experience; many supervisors said this was unfair. One worker stated, “Why should someone with less experience make more than me? When they raised the starting salary, why didn’t we all get some additional compensation?” Others stated that once they reached the Worker IV level, they had to transfer to a different DFPS division or go into management in order to get a raise.

“You can get to Worker IV in about 4 years, then you’re done with raises. How do they expect people to stay beyond that if they know they are not able to move up any more? Merit almost is never available, cost of living is a joke because your insurance goes up more than your cost of living adjustment, and even if you do an outstanding job, there are no systems in place that allow you to continue to develop. I totally understand why people leave, some went years and years without a raise prior to leaving.”

Others stated that the pay was “Insultingly low for someone who is required to have a college degree.” They often stated that the amount of pay in comparison to the amount and intensity of work that was required does not balance out. One worker added,

“You get cussed out in this job on a daily basis, people tell you ‘You’re not a Christian, you’re going to hell, you’re an awful person’. You see the very worst in people. You are constantly dealing with mean, angry people. I try to not take it personally but it makes you feel really bad after a while.”

Workers also mentioned the difficulties that they and others had responding to callers with intellectual disabilities, stating that it was very difficult and time consuming to elicit the information they needed from these callers who often could not provide the necessary details to the intake worker. They also reported receiving no training specific for this issue.

### Supervisors:

Supervisors cited many of the same reasons as employees for turnover within SWI. These reasons included low pay; high levels of job stress and lack of a career track after Supervisor II; lack of incentives for excellence; no real incentives to reward or retain tenured workers; and difficult calls associated with working the night shift. Like workers, supervisors were at their pay ceiling once they reached the Supervisor II level, unless they switched to a different division within DFPS. Supervisors also stated that they were paid the same or less than colleagues with fewer years of tenure, regardless of how well you do the job. Some supervisors stated, “The ‘C’ supervisor gets paid just the same as the ‘A’ supervisor, and may actually get paid more if the ‘A’ supervisor was hired years ago and the ‘C’ supervisor was hired after the pay structure changed.” Supervisors frequently emphasized the value of experience for their jobs and felt that more tenured supervisors who had come from within the ranks were more adequately prepared to appropriately support workers. Supervisors also reported that it was hard to review calls, as they often had to deal with all of the “Nasty, angry people” who contacted SWI, and that supervisors had to be “100% internally motivated because no one is going to tell you ‘thank you’ or ‘good job’, they are only going to point out what you missed or did wrong.”



They stated that many supervisors left because they were expected to run their units like a traditional call center that only took orders or complaints; however, the stakes are much higher for this type of call center, as “Many of these calls are a matter of life and death, not a matter of getting your cable bill adjusted.”

***What are the most unique opportunities you have obtained through your job at SWI?***

Workers:

Workers identified face-to-face trainings that they used to be able to take part in as one of the unique opportunities that they received while working at SWI. These trainings covered special topics, such as mental health, partnering with the legal system to enhance client outcomes, medical aspects of child abuse and domestic violence. However, workers also stated that the vast majority of trainings that they currently received were web-based, that they were only task-specific, and not meant to enhance their overall understanding of issues faced by families interacting with DFPS. They also reported a decline in the quality of face-to-face trainings since the new training company (CLOE) was contracted to conduct them.

One other unique opportunity reported by SWI workers was the availability of annual EAP sessions to help process the secondary trauma they experienced on the job. This service, along with monthly onsite debriefings with a mental health professional, was thought to be unique and beneficial to SWI staff. Employees reported no difficulties with these services, because they received adequate time to participate in these meetings.

Supervisors:

Supervisors participating in the focus groups only identified one unique experience that they gained from their employment at SWI. They, like the workers, stated that face-to-face special topics trainings had motivated them to remain working at SWI, because it brought novelty to the job.

***Are you satisfied with your current job responsibilities at SWI? Please explain.***

Workers:

About half of the workers reported that they were satisfied with their current job responsibilities, most often reporting it was because they were able to come in, work their shifts and then leave without bringing any additional work home with them. Many reported that not having caseloads was a reason why they were satisfied with their job responsibilities. Others stated that their satisfaction came from knowing that they helped people get connected to the services they needed or that they enjoyed talking to a variety of people on the phones. Some reported that they felt good to support workers in multiple divisions within DFPS. Others reported that their job helped to develop the skills to work with difficult people, with multiple workers stating “People are usually really angry or really emotional, so you have to stay calm and focused in order to get the information that you need.”

Conversely, about half of the workers participating in the focus groups stated that they were not satisfied with their current job responsibilities at SWI. Factors like high levels of job stress, secondary trauma, inconsistent supervision, no additional pay for increased education and concerns about the implementation of the “IMPACT” system were all mentioned during the focus groups. Workers reported that many employees within the DFPS system did not

understand their jobs because of the assumption that they only provided referrals and linkage to a single DFPS division, specifically to CPS. They stated,

“We have to know all of the policies for all of the DFPS divisions. You need to know when to refer a case to law enforcement, you need to know where to refer them out to if what they need is not covered by DFPS – so we also need to know what services are provided by DADS and DSHS, so it’s just a lot of information and the policies for each one are constantly changing, it’s hard to keep up”.

Some workers cited the repetition of the job as a reason for dissatisfaction, stating that it was emotionally challenging to “Hear bad stuff all day long every day for eight hours – eventually it really gets to you, you can’t take hearing the negativity and abuse anymore.” Workers also stated that it was stressful to know that if they missed something, it could potentially lead to an adverse outcome like the death of a child. This caused a number of workers high levels of anxiety.

Workers also reported dissatisfaction with the program improvement mechanisms that were in place, stating, “If you take too long on a call then you are not being efficient enough, if you don’t stay on a call long enough, you aren’t being thorough.” Workers stated that they were expected to complete a call approximately every 40 minutes, and that sometimes they were pressured to sacrifice quality in place of speed. A few group members stated that different supervisors enforced policies in different ways, stating “If you fill in for someone you have no idea how their supervisor may do things, and sometimes it’s very different than yours.” A few participants also expressed dissatisfaction that they did not receive an increase in pay after they had completed a Master’s degree while working for SWI, stating “It seems as if the whole (DFPS) system does not value education – any place else that you would work would reward you for increasing your knowledge and bettering yourself, but not here.” Finally some workers stated that they were concerned about the implementation of the “IMPACT” system, fearing that it may lead to worker replacement and job loss.

### Supervisors:

Supervisors also had mixed responses when asked about job satisfaction. Many of them mentioned that they liked that they did not have to take the job home with them, but that they still had a high workload and wished they were eligible for overtime when it was necessary. Others stated that they liked that there were new challenges associated with the job every day.

Many supervisors reported that they had low levels of satisfaction with their current job responsibilities, stating that “Workers who are barely competent leads to job dissatisfaction.” Supervisors also stated that stagnant compensation and limited career ladders contributed to their dissatisfaction, saying

“There are a number of us who have gone over 10 years without a raise, because we can’t move up any further unless you want to become a PD, but because we are small, there are a very limited number of jobs, so you are just stuck at the same rate of pay.”

Others stated that their satisfaction was limited by the scope of the work that they do, “It’s mostly administrative, and I’m a Social Worker, so I may go back to CPS”. Another factor contributing to supervisors’ dissatisfaction with their responsibilities was the lack of time for staff development and team building, both of which they felt would contribute to higher levels of satisfaction for everyone within SWI.

### ***Beyond financial compensation, what could SWI do in the future to retain a good workforce?***

### Workers:

Like many of those participating in these groups across DFPS, SWI workers focused on things that would lead to additional financial compensation, such as more steps in the career ladder and additional opportunities for training and development. This was especially important in regard to policy changes within the other divisions, along with opportunities for special topics training. Workers also recommended more frequent breaks from the phone to be able to get up and walk around, or the option of ergonomic standing desks. As one worker stated, “I need to get up more, stand more, for my health, not because I want to slack off or to do less work. Being stationary all day is bad for your overall health.” Workers also suggested the inclusion of more teambuilding/social activities, more opportunities to work from home, employee of the month, and not automatically assigning all new workers to work the night shift.

### Supervisors:

Supervisors reported that they would like to be able to engage in telecommuting, “I know I can’t do it every day, but once a week would be nice – Austin traffic is awful.” Others reported that more consistent enforcement of policies, which included guidance on how to implement and train employees on policy changes, would be helpful to them. Night supervisors stated that they and night workers were often unable to take part in unit wellness activities because they were usually scheduled during daytime hours while they were sleeping. Supervisors also reported that more consistent communication with their teleworkers would be helpful as they do not get to build relationships with remote workers as easily as those who they see every day. Conversely, they considered teleworking to be a good thing for the division as it “Decreases the number of call-ins” on a regular basis, and increased worker morale.

Supervisors spoke extensively about the need for better quality face-to-face training opportunities. They stated their displeasure over the decrease in quality of training over recent few years. Supervisors spoke at length about the trainings that were currently being conducted in person by the Center for Learning and Organizational Excellence (CLOE), or online trainings that were inappropriate, condescending and served to reinforce inaccurate cultural and gender stereotypes. They were particularly displeased concerning the training on sexual harassment, and the training on ethnic pride and discrimination. They also stated that these trainings often did not take an intersectional approach to identity and that they frequently talked about addressing the “age gap”, but neglected to cover other key identity components in any meaningful way. They stated that current trainings were vastly inferior to prior trainings that had been conducted by faculty from the University of Texas, such as “Undoing Racism” and the “Poverty Simulation Training.” They also stated that most online trainings that SWI workers and supervisors were required to complete were not relevant to their job functions.

*Have you ever received any of the following incentives while at SWI? If yes, have any of these incentives helped you to continue your work at SWI?*

### Workers:

Workers reported receiving the following incentives: comp time, overtime, shift differential, one time merit raise, percentage merit raise that carried forward, recruitment bonus, longevity pay and higher base pay for an MSW or BSW. However, not all SWI employees, particularly those in administrative roles were eligible for merit raises. Additionally, anyone who had received merit or any other type of compensation change or promotion within the last

six months was not eligible to be considered for merit pay. Workers stated that shift differential contributed to longevity, but that the other incentives were either too small or too infrequent to have much of an impact on retention. Workers also expressed a strong preference for being paid overtime pay rather than receiving comp time. However, one worker was astute in pointing out that, “Comp time and overtime are NOT incentives, they are things that employers are legally mandated to provide if you work over 40 hours.”

#### Supervisors:

Supervisors reported receiving the following incentives: comp time, shift differential, recruitment bonus, and longevity pay. Again, shift differential appeared to be the only incentive that contributed in a meaningful way to supervisor retention.

#### ***What other recommendations would you suggest for SWI or DFPS?***

#### Workers:

Workers offered a number of suggestions for increasing retention within SWI. These included: stipend or reimbursement program for SWI workers to advance their education, a career ladder because workers often “max out” after four years of service, and being paid overtime instead of comp time. They also suggested an onsite café, assistance with child care, particularly for those working nights and evenings, as well as more opportunities for telecommuting. Workers also stated that there needed to be additional incentives for tenured employees, and suggested adjusting tenured employees’ pay to be comparable to that of new employees. They also suggested merit pay for multiple employees in the same unit, additional compensation for having a Master’s degree in any human services related profession (rather than just for the MSW), as well as additional compensation both for those hired in with a Master’s Degree *and* for those for those who achieve it while working for SWI. Regular cost of living adjustments and a living wage so that they would not be required to work a second job to meet their monthly expenses, particularly for workers with a family. Other suggestions to improve retention included flexible work weeks such as 4-10 hour shifts or a 10/80 schedule which would allow for three day weekends periodically.

Workers also cited that they would like to see a better understanding of policy and procedures from CPS workers with whom they interacted, as these workers were frequently not up-to-date on current policies. They also suggested that supervisors should work one shift a month on the phones so that they would “Not lose touch with what is actually going on.” Workers also frequently suggested that there was a huge need for additional bilingual SWI employees, that the language line was slow and inefficient and often did not have the terminology to translate many terms accurately or correctly. They also stated that due to the length of translated calls, their productivity scores were negatively impacted.

#### Supervisors:

Supervisors offered many of the same suggestions of SWI workers including: stipend or reimbursement program for SWI workers who advance their education, more of a career ladder, paid overtime instead of comp time, locality pay due to the high cost of housing in Austin and more bilingual workers. Supervisors also suggested bilingual pay for any employees who are bilingual, more opportunities for telecommuting, additional incentives for tenured employees (particularly adjusting their pay to be comparable to those of employees starting today at the

same pay grade) and allowing for merit pay to multiple employees in the same unit. They also advocated for additional compensation for having a Master’s Degree in any human services related profession (not just social work) and additional compensation for those who are hired in with a Master’s Degree *and* those who achieve it while working for SWI. Supervisors also stated that they hoped the people who read this report take their feedback seriously and incorporate worker and supervisor suggestions into future policies related to SWI.

**e) Prevention and Early Intervention Services**

Two focus groups were conducted at the Prevention and Early Intervention (PEI) office in Austin. Separate focus groups were conducted for workers and supervisors. PEI is currently the smallest division within DFPS, employing approximately 65 employees in total. PEI focus groups identified needs that were distinct from those identified from workers and supervisors within other DFPS divisions. One reason for this difference is that some current PEI initiatives have only recently become a part of DFPS, having formerly been housed within the Texas Health and Human Services Commission (HHSC), in May 2016. Thus, there were numerous concerns cited in relation to this transition and the associated reorganization of PEI. Additionally, PEI employees have a focus on contract management and identification of subcontractors for direct service provision. Thus, PEI employees do not interface directly with clients, families or facilities like APS, CPS, CCL/RCCCL and SWI. As such, they are not subject to many of the same stressors and challenges as employees within other DFPS divisions. PEI employees do not carry caseloads and are not subject to “on call”, night or weekend shifts; they work a traditional work schedule from 8am – 5pm, Monday through Friday.

**Demographics of PEI Participants**

A total of 18 PEI workers/administrators and two PEI supervisors/program directors & program administrators participated in the focus groups. Since there are only a total of 4 PEI employees in supervisory roles, the demographics and responses of the two supervisors are integrated into the answers from PEI non-supervisory employees to help to maintain their anonymity. (See **Table 64**). [Table 64. \[Focus Groups\] PEI Participant Demographics](#)

Demographics		(N=20)
Years of Services	Mean (SD)	5.11 (5.89)
	Range	1-16
Age	Mean (SD)	39.0 (8.43)
	Range	27-61
Gender	Female	78.9%
	Male	21.1%
Race/Ethnicity	White/Caucasian	71.4%
	Black/African-American	21.4%
	Latino/Hispanic	7.2%
	Asian	--
	Multiple	--
Highest Degree	Doctoral	--
	Masters	52.6%
	Bachelors	36.8%
	High School	10.6%

## *Answers to Research Questions*

### ***What motivates you to stay and continue working at PEI?***

The mission and purpose of PEI were most frequently mentioned as reasons employees continued to stay within this division. They reported that it was important for them to work in an environment focused on improving equity and other social justice-based initiatives. Employees also reported the opportunity to telework and having a flexible schedule as positively impacting their willingness to remain employed at PEI. One employee, who used to work for another division of DFPS, stated that within PEI,

“My education and background are more respected. Here, my team and my supervisor respect my knowledge and experience, and as such, I am treated like a professional. That did not happen within other divisions of DFPS, even though I had the same degree.”

### ***What were the main reasons your former colleagues have given for leaving PEI? What would make current PEI colleagues want to leave?***

Both supervisors and non-supervisory employees reported challenges related to the move from HHSC to DFPS, which influenced some people’s desire to leave PEI. These challenges included unclear understanding of new job-related responsibilities, no systems in place for onboarding new hires, inadequate training for new hires, a lack of systems in place for day-to-day operations – including clearly outlined policies and procedures – and no clear direction of guidelines for program monitoring and associated evaluation reports. One employee stated, “We don’t know who to ask about getting your phone set up, or your computer. We don’t know the process or procedures.”

Limited opportunities for development and advancement, as well as a lack of a career ladder also were reasons why employees left PEI. Although low levels of compensation were reported, they were reported primarily by those who used to be employed through HHSC and who generally had received higher levels of compensation while part of that agency. As one employee said,

“There used to be some autonomy related to raises etc., now it is all governed by a scale that is very low. You can no longer pay your outstanding employees what they are worth because that is above the top of the currently existing pay scale.”

A number of employees indicated that since the transition, the department was in “triage” mode, which was contrary to the whole vision of a department focusing on prevention. As one employee stated, “After the merger, we have become a lot more reactive rather than proactive.” Others stated that the added layers of bureaucracy following the transition to DFPS was difficult for employees who were more accustomed to autonomy and flexibility when they worked under HHSC. It was expressed by those who used to work under HHSC that, “There is significantly more rules and regulations now, and much less flexibility, which makes our jobs much more challenging.”

### ***What are the most unique opportunities you have obtained through your job at PEI?***

Unique opportunities identified by PEI employees included the opportunity to easily switch among divisions within DFPS, so they could gain experience in different program areas; also the ability to obtain a certification in contracts management, although this is now required of all PEI employees who are involved in the contract process.

***Are you satisfied with your current job responsibilities at PEI? Please explain.***

In general, employees reported that they were not currently satisfied with their job responsibilities at PEI, namely because the majority of the participants were still very unclear concerning specifics about their job responsibilities. Those who used to work under HHSC stated, “It feels more like an acquisition than a merger, they make us subject to their organizational structure and we did not retain any of the autonomy that we used to have.” They also reported that there was inadequate assessment done prior to the transition to DFPS to determine “who will be doing what”, and that there were inadequate efforts made to assess all job functions to align them within the new system. Employees reported that there was now often duplication to certain responsibilities, while other responsibilities did not have anyone assigned to them and led to high levels of inefficiency. They also cited a lack of strategic planning prior to the reorganization, which resulted in a misalignment of priorities within the larger PEI structure and each individual program contained within that structure.

A number of those working with third party vendors and contractors expressed their dissatisfaction with the levels of accountability of those parties, affecting their timelines, and thus influencing their interactions with their supervisory team. They stated that delays from third parties lead to missing deadlines, which made them look bad in the eyes of their supervisors. They also stated that there were no mechanisms in place to hold third parties accountable for agreed upon work product and timelines, which was frustrating to them.

Workers who were in “lead” positions stated that this designation put them in a difficult place because they were expected to lead a team, but that they had no real ability to make decisions that those in lead roles usually had. They stated that they have “a title but no authority and no autonomy”, which led to confusion and delays in key decision making as all day-to-day decisions had to be approved at the next level. They stated that since there are only 4 people in the current management team, these managers needed fewer direct reports; this could allow team leaders more decision-making capacity that would assist in decreasing the workload of upper management and make the system run more efficiently. As one lead stated, “Why hire me to be a ‘lead’ if I can’t make decisions?” Another stated, “We lead teams but we are not part of ‘leadership’.” Still another remarked about the inefficiency of the current organizational system, stating “It seems that everything has to go through the legal department, which I understand but it seems silly to have to go through three people in order for it to get there.”

***Beyond financial compensation, what could PEI do in the future to retain a good workforce?***

Employees stated that they would like to have regular biannual employee evaluations so that they know where they stand. They reported that no evaluations have been completed since the transition, leaving many employees unclear about their roles and expectations. Those new to DFPS also stated that they needed additional information about the opportunities for advancement within DFPS.

***Have you ever received any of the following incentives while at PEI? If yes, have any of these incentives helped you to continue your work at PEI?***

The vast majority of incentives that were reported by current PEI employees were received by employees who had previously been part of the HHSC system, including merit increases, cost of living increases and administrative leave. Others reported receiving recruitment and retention bonuses while working for other divisions within DFPS. Some DFPS

employees stated that they received salary adjustments so that their salaries would be consistent with the employees who came over from HHSC.

***What other recommendations would you suggest for PEI or DFPS?***

It was mentioned that the nature of prevention work required a different infrastructure and approach than direct investigations and direct service provision, resulting from a complaint that was filed. This set PEI apart from other DFPS divisions, and presented those in PEI with unique challenges. As one employee stated, “It’s hard to do prevention when the whole system is set up based on a crisis management model.” Another employee stated, “It’s like trying to do preventative medicine in the emergency room.” Employees also indicated that a return to a focus on health and wellness, rather than a focus on abuse and neglect was indicated in order for PEI to truly address the mission and goals of the division.

Employees stated that PEI needed a clear strategic plan so that employees could know “Where we are headed and what we are doing”, as they said that this was currently unclear to the majority of those currently employed by PEI. Employees also stated that there was a need for additional job advancement opportunities including more opportunities for professional development including management training, and a clearly defined career ladder. As one employee stated, “I want to know that there will be someplace for me to advance into in 5 years.” Others stated that an overall salary increase and an expansion of merit based pay increase opportunities would assist with employee retention. Employees also suggested additional pay for advanced degrees that were related to their jobs, such as for those having degrees in Human Resource Management or Public Policy. Finally, employees suggested allowing for more autonomy in decision making and “Allowing people in key positions to make day-to-day judgment calls instead of always having to send it up the chain.” They indicated that many of the systems in place that may work for those who are direct service providers may not work as effectively for those working in PEI, due to differences in focus and content of work.



## X. Major Findings

Major findings are summarized in ten areas:

1. **Pay Discrepancy:** There is a significant disparity between the annual salary a typical DFPS employee expects to be paid and their current salary. Comparison data show that the competitive salary of a specialist position is expected at \$55,642 in 2016, but DFPS data sources show that a DFPS employee received an average annual salary of \$43,834 in 2016, with a pay discrepancy or underpaid value of **\$11,808**.
2. **Retention:** Employee records show that current employees have stayed on average 6.82 years at DFPS compared to terminated employees who stayed at DFPS for 3.56 years. Additionally, DFPS workers and supervisors are more likely to transfer to other divisions within DFPS or another public agency, than to terminate from DFPS employment. This phenomenon of “hopping” from one agency to another is more likely to occur the lower an employee is paid. However, salary rates are not a sole contributing factor to DFPS employees hopping or terminating employment with DFPS; other factors such as caseload and incentives may also contribute to hopping or termination.
3. **Transfer Rates:** DFPS County Data between 2000 and 2016 show that transfer rates have been higher than termination rates. However, when data are separated by divisions, higher termination rates than transfer rates were found in three positions, all within CPS: Conservatorship caseworkers (CVS), Family Based Safety Services workers (FBSS), Investigation Specialists (INV).
4. **Caseload:** Caseload number assigned to an employee is a significant contributing factor for DFPS employees to terminate their employment with DFPS. Caseload is also a significant factor that contributes to high transfer rates. Additionally, the higher the caseload, the lower a DFPS caseworker gets paid. According to DFPS focus groups, senior-level caseworkers who have higher salaries are assigned extremely difficult, but fewer cases because these cases require more attention and time, thus lowering their caseload number.
5. **e-Survey Findings from Current Employees:**
  - g) CPS Investigator Stipend, Comp Time, and the Mentoring Stipend are the top three financial incentives in all five divisions that encourage staff to stay at DFPS.
  - h) Respondents in all divisions agreed that the top work environment incentive to stay at DFPS is mobile and remote work. Two other top work environment incentives are peers and co-workers, and the state retirement pension plan.
  - i) The top three job experiences that are positively perceived are working with diverse populations, respondents’ education prepared them for the job, and professional development opportunities.
  - j) The top responses for negative job experiences are inadequate staffing and unmanageable caseloads.
  - k) The top two positive aspects of co-workers and supervisors are the great work done by the work unit and respect from co-workers and supervisors.

- l) The top three job concerns are burnout, low pay, and lack of job incentives.

**6. Focus Groups Recommendations across Divisions:**

- d) Provide a clear career ladder for workers and supervisors.
- e) Provide financial incentives for earned advanced degrees.
- f) Provide compensation increases based on cost of living.

**7. Overall Impact of Incentives on Termination between 2015 and 2016:** Merit Increases were available for 2,886 employees in 2015, but only available for 21 employees in 2016. Data show that Merit Increases in 2015 reduced the likelihood of termination by 80.2%, but such effect was not found in 2016. These data suggest that without Merit Increases, termination would likely be higher. Findings also indicate that the number of employees who received One-time Merit was significantly higher in 2016 (n=2,661) comparing to only 96 employees received this incentive in 2015. The data in 2016 indicated that One-time Merit significantly reduced the likelihood of termination by 86.4%. These data support that One-time Merit had a significant impact in reducing termination of DFPS employees. In addition, it was consistently found that Comp Time Taken significantly reduced the likelihood of termination by 41.9% in 2016 and 44.3% in 2015, respectively. In terms of Pay Down of Overtime Hours from 240 to 140 hours (measured by Overtime Paid), it was found that the likelihood of termination was reduced in 2016 compared to 2015.

**8. Impact of Incentives on Termination by Region in 2016:** A significant interaction effect ( $p < .001$ ) was found by Region with Comp Time Taken, Overtime Taken, One Time Merit, CPS Investigator Stipend, and Mentoring Stipend in terms of reducing termination in 2016. Specifically, data on termination show that Comp Time Taken had the most positive impact on Region 10; Overtime Taken, One Time Merit Pay, CPS Stipends, and Mentoring Stipend had the most positive impact on Region 12.

**9. Impact of Incentives on Transfer by Region in 2016:** A significant interaction effect was found by Region with Overtime Taken, One Time Merit Pay, and CPS Investigator Stipend in terms of reducing transfer in 2016. Specifically, data on transfer show that Comp Time Taken had the most positive impact on Region 5; Overtime Taken had the most positive impact on Region 10; One Time Merit Pay, CPS Investigator Stipend and Mentoring Stipend had the most positive impact on Region 9.

**10. Incentives on Workforce Longevity, 2000-2016:** The results between incentives on retention are summarized with DFPS Employees Data between 2000 and 2016 with three statistical models on DFPS workforce longevity (likelihood to stay, likelihood to stay, likelihood to leave, and likelihood to transfer). The highly generalizable positive factor is “Merit Increase” that generates a significant level of likelihood in all three areas—longevity, reduction of leaving and reduction of transfer. Specifically, these 17-year data show that positive impacts on retention could be predicted by seven incentives:

- h) “Comp-time Taken” will increase longevity and reduce leaving.
- i) “Overtime Paid” will increase longevity.

- j) "Overtime Taken" will increase longevity and reduce leaving.
- k) "Merit Increase" will increase longevity, reduce leaving and reduce transfer.
- l) "One-time Merit pay" will increase longevity and reduce leaving.
- m) "CPS Investigator Stipend" will increase longevity and reduce leaving.
- n) "Mentoring Stipend" will reduce leaving.

## XI. Overall Recommendations

### A. Retention

#### Recommendation 1: Increase Average Base Salary (Scenario A)

Provide salary increases for workers and supervisors.

Scenario A: Immediately offer an \$11,808 annual base salary increase to all workers, supervisors, and managers based on the salary on September 1, 2016 to provide a competitive market value salary so that the average Annual Base Salary will total \$55,642 in 2017.

Rationale for Scenario A: Average competitive salary for similar positions of workers and supervisors is on average \$55,642/year based on 2016 data, but the average DFPS salary in 2016 was only an average of \$43,834/year.

(Note: A similar version of this recommendation was adopted by DFPS for a select group of CPS employees for salary increases up to \$12,000 on the base salary effective December 1, 2016.)

Table 65. Average Retention Saving Per Employee Who Stay After the Proposed Average Salary

Current Salary: \$43,834 average			Proposed Salary: \$55,642		
Average Salary		If leaving:	Salary if	Accumulative	Cost Saving
1 <sup>st</sup> Year	\$43,834	\$43,834	\$55,642	\$55,642	
2 <sup>nd</sup> Year	\$43,834	\$87,668	\$55,642	\$111,284	
3 <sup>rd</sup> Year	\$43,834	\$131,502	\$55,642	\$166,926	
3.26 <sup>th</sup> Year	\$11,397	\$142,899	\$14,466	\$181,392	
4 <sup>th</sup> Year		Rehire cost: \$54,000*			
Total Earned if Leaving at 3.26th year	<b>\$142,899</b>	<b>\$196,899</b>	<b>\$181,392</b>	<b>\$181,392</b>	<b>\$196,899- \$181,392= \$15,507</b>

Data based on:

- 2016 Average Salary DFPS average annual salary: \$43,834; DFPS pay discrepancy: \$12,444  
 DFPS expected annual salary: \$52,834
- Average length of stay for terminated employees: **3.26 years** before leaving
- \*\$54,000 employee replacement cost (Sunset, 2015)

#### Recommendation 2: Increase Average Base Salary (Scenario B)

Provide salary increases for workers and supervisors.

Scenario B: Immediately offer a \$6,000 annual salary increase to all workers and supervisors so

the base salary as of September 1, 2016 totals an annual average of \$49,834, with an additional “Ongoing Merit” up to \$5,808, which is in line with Scenario A that a total of \$11,808 merit increase will be awarded based on DFPS Annual Appraisal Score in two years. Ongoing Merit will be an annual monetary value added to the base salary according to the DFPS Annual Appraisal. The rating scale will be 3 = \$5,808, 2 = \$3,808, and 1 = \$0. Additionally, DFPS should establish a leadership committee to develop criteria for outcome and merit-based measures that will standardize merit and pay increases.

Rationale for Scenario B: Employees who receive merit increases have a 76.9% increased likelihood of remaining at DFPS. With a merit increase that adds to a \$49,834 base salary, it will provide a strong incentive to provide a higher work quality. Based on previous Annual Appraisal statistics and a previous scale, 65% of DFPS employees rated as Distinguished and Commendable levels, 33% at the “Competent” level, and 2% at the Needs Improvement level. With merit increases based on performance, a majority of DFPS employees will have competitive job market salaries with an annual average increased from \$43,834 to \$55,642.

### **Recommendation 3: Implementation of “Ongoing Merit” Starting FY18**

Offer “Ongoing Merit” incentive to all employees in subsequent years based on Annual Appraisal Scores with a rating scale of 3 = \$3,000, 2 = \$1,000, and 1 = \$0.

Rationale: This merit-based system will support continued motivation to maintain effective work quality and commitment to DFPS.

### **Recommendation 4: Mandatory Annual Appraisal**

Require all DFPS employees to undergo an Annual Appraisal to determine work quality, work performance, and ongoing merit incentives.

Rationale: Not all DFPS employees have Annual Appraisal Scores. A mandatory Annual Appraisal policy will enable standardization across all DFPS divisions to determine ongoing merit incentives.

### **Recommendation 5: Retention and Graduate Degrees**

Explore strategies to retain employees with graduate degrees.

Rationale: Study statistics show that DFPS workers with graduate degrees have an increased likelihood of leaving the agency at 39.5%, compared to workers without graduate degrees.

### **Recommendation 6: Advanced Degrees Earned During Employment**

Create a standardized policy to reward workers who earn an advanced degree during their employment at DFPS.

Rationale: Focus groups reveal that advanced degrees earned during DFPS employment do not lead to salary increase. Employees should be incentivized to gain higher level skill sets to support retention strategies of high-quality workers.

### **Recommendation 7: Additional Calculation of Termination Rates**

Calculate termination rates based on unduplicated employee counts in addition to the traditional turnover rates. .

Rationale: Current practice of turnover rate includes the same employees who might have been terminated multiple times and some have returned to DFPS after terminated for a

variety of reasons. Unduplicated counts will identify alternative ways to examine workforce issues.

## B. Incentives

### Recommendation 8: Comp Time Taken

Develop specific policies so that comp time can be optimally utilized to support worker retention.

Rationale: DFPS statistics from 2000 - 2016 show workers that utilize comp time reduce their likelihood of leaving DFPS by 59.1%. However, employees in focus groups reported that they could not apply comp time due to large caseloads, work schedule, and policies regarding leave time.

### Recommendation 9: Overtime Taken

Develop new strategies that allow employees to utilize overtime hours.

Rationale: Study statistics show that employees who are paid for overtime hours reduce likelihood of leaving DFPS by 44%. However, focus groups report that current DFPS practices bar overtime hours when employees approach the 140-hour criteria threshold; instead of overtime, employees are given comp time.

### Recommendation 10: Consolidating All Incentives into One Receipt Category

Combine different types of incentives into one receipt category, called “Financial Incentives” so that employees will recognize the receipt and amount of their award.

Rationale: DFPS focus groups reported that they could not recognize financial incentives by name, and could not distinguish between incentives they received. Additionally, when each incentive is separately awarded, employees cannot visual the total financial impact of combined incentives to overall salary increase.

## C. Salary and Transfer

### Recommendation 11: “Hopping” Phenomenon

Conduct an investigation of salary and salary inequity across all State agencies, with specific emphasis on departments that hold divisions with similar DFPS positions to record and reduce patterns of “hopping.” Advocate at the Texas Legislature to allocate more funds to DFPS to mitigate salary disparity across State agencies.

Rationale: Focus groups report that DFPS employees transfer to other Texas agencies to receive a higher salary, then “hop” back to DFPS to carry over their higher pay rate. Compared to the Department of Health and Human Services and the Department of Aging and Disability Services, DFPS offers lower annual salaries for workers in comparable positions. Additionally, this phenomenon affects workforce quality and results in a \$54,000 lost to DFPS per employee who transfers outside the agency.

### Recommendation 12: Standardized Pay System

Explore the feasibility of standardized pay among all DFPS investigation units.

Rationale: Focus groups identified DFPS divisions Child Care Licensing (CCL) and Adult Protective Services (APS) with investigation units that cover difficult and high-risk cases, but do not receive the Child Protective Services (CPS) \$5,000/year investigation stipend. The e-Survey reveals that the CPS investigator stipend is a significant retention

factor within the division.

## D. Transfer and Termination

### Recommendation 13: Transfer and Termination

Collect and examine DFPS data on transfer rates in addition to termination rates.

Rationale: Overall transfer rates within DFPS and within each division are higher than termination rates, with a significantly negative correlation between caseload and salary. This means that high caseloads correlate to lower salary rates. High transfer rates must be seriously investigated because of high replacement costs after a transferred worker has vacated their position.

### Recommendation 14: Transfer Rates by County

Investigate counties that have higher transfer rates for comprehensive examination of agency culture and employee behavior.

Rationale: DFPS County Data from 2000 - 2016 show a pattern of specific counties that are affected more intensively by high transfer rates.

### Recommendation 15: Supervisors' High Transfer Rate

Examine the salary of DFPS supervisors compared to other State agencies to investigate the cause of high transfer rate among supervisors.

Rationale: DFPS supervisors have a higher transfer rate than caseworkers. This rate is also much higher than overall termination rates among caseworkers.

## E. Work Environment

### Recommendation 16: Work Environment and Career Development

Examine DFPS policy and culture that supports staff career development.

Rationale: After examining "hopping" patterns of DFPS employees within divisions, DFPS should be able to create career development incentives to prevent staff turnover due to salary competition of other State agencies.

### Recommendation 17: Work Environment and Workload

Examine DFPS policies for caseload distributions to improve worker satisfaction.

Rationale: Focus groups state that junior caseworkers carry higher caseloads compared to tenured caseworkers; however, tenured and bilingual caseworkers report more complex case assignments that contribute to longer work hours. A formula can be developed that includes staff input of weighting case intensity to avoid perception of casework inequity.

### Recommendation 18: Work Environment that Works

Continue mobile and remote/teleworking for all DFPS employees.

Rationale: A review of focus groups and e-Survey results reveal that mobile and remote/teleworking have highly contributed to overall employee job satisfaction

## F. Proposal of Pilot Projects

### Recommendation 19: Work Environment and Peers

Develop DFPS programs that support peer collaboration and function.

Rationale: A review of focus groups and e-Survey results show that employees consider peers and coworkers high contributing factors to job satisfaction. Caseworkers also report consistent on-the-job training from peers. However, supervisors reported a lack of funds to implement peer collaboration events or activities within meetings.

### **Recommendation 20: Work Environment and Recognition**

Implement DFPS strategies to publically recognize employee commitment to the work.

Rationale: A review of focus groups and e-Survey results show that employees possess strong commitment to human services, find their work rewarding, and have strong passion to help children and families. Motivation and a strong commitment to supporting vulnerable populations should be acknowledged to cultivate strong solidarity to DFPS mission goals, and community.

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