The Development of a Typology of Child Welfare Practice Tasks: Implications for Workforce Recruitment

by

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Abstract

This workshop reviews the process and findings generated from two studies that developed typologies of child welfare practice and tasks engaged in by Child Protective Investigators (CPI) and Child Protection Service (CPS) workers in Florida.

Child welfare workers in Florida are classified as child protective investigators (those making determinations of maltreatment—CPI workers) and child protection service workers (those employed by Community-Based Care agencies to provide service to children and families—CPS workers). This categorization parallels classifications used in other states. Although there is research and writings summarizing the general roles and responsibilities of those working within child welfare agencies, there is a lack of detailed task typologies that are generated from—in part—representative feedback from front-line workers and structured task analysis studies. The workshop will summarize processes and research engaged in that led to a detailed classification structure of tasks CPI and CPS workers are called upon to fulfill during any given day of work and the implications upon workforce development. The process was multi-faceted and included:

1) A detailed itemization of the standard activities (and tasks associated with these activities) of CPI and CPS workers in Florida via a content analysis of existing documents associated with legislative, administrative, and programmatic changes that may have affected service roles and responsibilities of child welfare services since 1990;

2) A comprehensive literature review of any best-practice standards endorsed by professional organizations or contained within the professional literature, and training curricula used by the Florida Department of Children and Families;

3) The development and utilization of representative advisory panels of DCF administrators and child protection supervisors and specialists;

4) The use of representative samples of front-line CPI and CPS workers that would serve as advisors and help refine or add to the itemization of tasks; and,
5) A task analysis study that involved the shadowing of a randomly sampled group of child welfare workers in 11 counties.

In the end, a classification typology of 141 individual tasks itemized within 5 service categories and 15 task categories was identified for CPI workers. Further, a typology of 115 individual tasks within 6 service categories and 20 task categories were identified for CPS workers.

This workshop will provided a detailed critical overview of these typologies and the data collection tools (paper- and web-based) generated from these studies that can assist agencies and administrators with task and workflow management analyses. A more refined identification of tasks, skills, and competencies demanded of front-line workers can aid in a more targeted recruitment of an effective and skilled workforce. This workshop focuses on Learning Cluster 5. Information presented will aid with a more detailed and critical appraisal of child welfare practice in Florida and the United States. These findings have relevance for child welfare administrators and advanced practitioners interested in fully understanding the complexities of child welfare practice and how best to document tasks/activities of workers in a manner that validity reflects these complexities.
Introduction and Background

This workshop reviews the process and findings generated from two studies that developed typologies of child welfare practice and tasks engaged in by Child Protective Investigators (CPI) and Child Protection Service (CPS) workers in Florida. The first study focused upon Child Protective Investigators and had a broader purpose of developing a web-based tool that would enable CPI workers to itemize their daily activities (via time diaries) so that the author or Florida Department of Children and Families officials could conduct an involved task analysis. These analyses would aid with:

- developing estimates of the time needed by child welfare staff to perform each service activity according to the certification training standards, and if possible, identify those practices that exceed the standards.
- developing workload standards and assessing statewide staffing needs for child protective investigative services.
- streamlining processes by assessing where time can best be saved through the modification of service protocols, administrative and supervisory practices, or the integration of new tools/technology into practice.

The second study focused upon Child Protection Service (CPS) workers providing service in 11 counties in Florida. The goal of this study was to develop a comprehensive and thorough understanding of the complexities of tasks associated with child welfare practice in mid-Florida. A detailed profile of what workers do in the field (across Partnership for Strong Families’ member agencies) was generated from a content and statistical analysis of data obtained from shadowing randomly selected workers (using a proportionate stratified random sampling procedure). This was done with full appreciation of the contexts in which service is provided and the perspective of front-line child welfare workers. Findings from this study aided with workflow analysis and recommendations for modifications in administrative and/or practice protocols. Although some comment may be made of the findings generated from each of the above noted studies, this workshop will primarily focus upon the structured process and efforts that led to the development of a typology of CPI and CPS worker tasks. These typologies are very detailed and, it is asserted, represent the complexity of tasks and job responsibilities child welfare workers are sanctioned to perform on any given
day within the field. It is argued that future workload and task analysis studies should be respectful of these complexities.

The Typology of Child Protective Investigator (CPI) Tasks

Time Diaries and Task Analyses

The primary goal of this project was to develop an instrument to collect detailed information about the duration and variety of Child Protective Investigators’ (herein referred to as CPI) work activities. A wide variety of data collection methods were considered for gathering this information. In the selection of the data collection method several factors were carefully considered, including data quality, convenience and ease of use for respondents, the potential for non-response and a variety of common biases, universality of access to the survey instrument, security and confidentiality of responses, cost effectiveness, and feasibility of implementation.

Time diaries have come to be regarded as the most reliable and valid means of recording time use. According to Economists F. Thomas Juster and Frank Stafford (1991), "The conclusion from these studies is that some form of diary instrument that records the chronology of various time uses over the day is the only valid measurement of time use, and less expensive substitutes are of substantially lower quality and have systematic biases of a major sort" (p. 482). As with any survey, there is the potential for a variety of biases, however time diaries appear to minimize several of the most critical biases including recall bias. Although time diaries place a larger burden upon respondents and require greater ingenuity in effectively implementing than some other survey methods, the substantially reduced potential for bias and more detailed data makes the time diary the optimal survey method.

There are a variety of different structures used for time diaries including telephone recall diaries (typically recall of a full day within 24 hours of that day), leave-behind diaries (manually recorded by the respondent throughout the day), and random time detailed reporting (where the randomly determined time for detailed reporting is signaled by a pager or programmed alarm wrist watch). The time diary structures, which are generally considered to be most valid and reliable, are also generally most expensive. For example, the random time detailed reporting is considered to produce the highest quality time diaries, but its high cost has caused it to be used primarily to test the quality of less expensive forms of time diaries. These tests have shown that the less expensive time diaries produce similar results to the more expensive time diaries and the minor improvement in data quality from these intensive methods do not justify the additional expense. Leave-behind diaries are generally considered to be the highest
quality of the less expensive time diaries, however it does have the drawback that it was fairly common for diaries to have been filled out in limited detail.

Primarily due to its lower cost, leave behind diaries were largely replaced by 24 hour recall telephone interview time diary surveys in which respondents were asked to recall their activities (including starting and ending times) in chronological order for either a fixed 24 hour period or for the prior day. These surveys had the advantage of lower cost and the ability to provide immediate prompts and feedback to respondents when responses were not at the target level of detail. Of course there were also other issues of variations in the mode of interview resulting in differences in the potential for selectivity bias due to inability to contact the respondent or unwillingness to participate in the survey, biases due to differences in the type of interaction, and differences in interviewer/data entry errors. However, Juster (1986) argues that the difference in data quality due to differences in interview mode is relatively small and is typically outweighed by differences in cost. For example, Juster (1986) states "Although leave-behind diaries appear to be of higher quality than recall diaries, the difference (of the order of 10%, and somewhat uncertain at that) does not appear to justify a cost difference that may be of the order of three or four to one" (p.400). With the development of computer assisted telephone interview software (CATI), telephone time diary surveys appear to have decreased in cost (due to the computer prompts reducing the amount of interview training required) and improved data quality (due to less potential for interviewer error and more specific prompting for certain types of information).

CATI survey methods would be inappropriate for CPI workers given the diversity and unpredictability of their work schedules. Given that CPI workers are required to investigate child maltreatment cases, deal with emergencies on a daily basis, and are required to be in the field a fair bit, it would be impossible to predict a time that would be best to telephone them or request they call back. In recent years, web-based surveys have experienced rapid growth, presumably due to lower cost, the potential for high ease of use, and the potential to reach targeted segments of the population who are familiar with the Internet. These types of surveys have particular appeal if those workers surveyed are required to use computers on a daily basis or are familiar with completing web surveys as part of their employment activities. These surveys provide a visual reference for answering questions. The dynamic nature of such instruments may assist with reducing respondent fatigue, especially if respondents are provided the opportunity to enter data at times convenient for them and are free to stop and start the data entry process at any time. For the type of population surveyed in this study, a carefully designed web survey can take advantage of many of the best elements of the leave-behind and CATI survey methods.

Given such, a Web-based data collection instrument was developed for the Florida Department of Children and Families for collecting real-time data of the tasks
completed from a representative sample of CPI workers over the course of a workweek. This is an instrument that can be easily modified to accommodate different definitions and classifications of CPI worker tasks according to variations in State laws or service protocols. Further modifications can be made to the time period that data are collected to accommodate different sampling mechanisms so as to ensure findings are externally valid (representative of the broader population of workers sampled).

This workshop will explore the process/methods used to itemize and more fully understand the standard activities (and tasks associated with these activities) of a child-welfare worker engaged in child protective investigative services in Florida. More details can be highlighted regarding the form and function of the data collection tool should time permit. Use of this tool has numerous benefits. For example, information garnered from this instrument can assist with the following:

- developing estimates of the time needed by child welfare staff to perform each service activity according to the certification training standards, and if possible, identify those practices that exceed the standards.
- developing workload standards and assessing statewide staffing needs for child protective investigative services.
- streamlining processes by assessing where time can best be saved through the modification of service protocols, administrative and supervisory practices, or the integration of new tools/technology into practice.

**Methods**

The first priority for this study involved the development of a detailed itemization of all service tasks/activities associated with job roles and responsibilities of CPI workers. This demanded a comprehensive review and content analysis of all laws, policies, training materials, and service protocols that had direct relevance to CPI workers in Florida, as well as any best-practice standards endorsed by professional organizations or contained within the professional literature. Following the initial itemization of tasks/activities of CPI workers, feedback and guidance was solicited from an advisory panel of DCF administrators and child protection supervisors and specialists, and focus groups of front-line CPI workers. The advisory panel and focus groups aided with the refinement of the task list provided by the author. In addition, the advisory panel and focus groups provided feedback and suggestions regarding the form and function of the data collection instrument. Following feedback from the advisory panel and focus groups, a web-based data collection instrument with a
relational/dynamic database was developed. This data collection instrument was piloted with CPI workers and revisions to the instrument were made in a manner consistent with the suggestions of CPI workers to ensure it was user-friendly. The following sub-sections provide a detailed overview of each of the activities denoted above.

**Itemization of Child Protective Investigative Workers’ Tasks**

The means and mechanisms for itemizing tasks to focus upon for the development of this instrument were numerous. Existing classification schemes (endorsed by DCF officials or outlined in service protocols) could be used to develop measurement tools. Alternatively, these resources in addition to interviews with, and feedback from, a sample of direct service workers can be used for the selection of task items. This latter approach is sensitive to the fact that there may be a number of supplemental tasks that workers are required to do as part of their daily responsibilities that are not necessarily mandated by State statutes or written service protocols. Both approaches were used in the construction of the task list.

**Content Analysis of Literature, Laws, Policies, and Service Protocols**

The first priority for this study involved the development of a detailed itemization of the standard activities (and tasks associated with these activities) of a child-welfare worker engaged in child protective investigative services in Florida. The project team obtained and reviewed existing documents associated with legislative, administrative, and programmatic changes that may have impacted upon service roles and responsibilities of child protective investigative services since 1990 (the last time a similar project was attempted). In addition, a review was conducted of task listings used in similar studies in other states, articles published in child welfare journals, select Child Welfare League of America publications, and training curricula used by the Department of Children and Families with new CPI workers. Any task/activity, responsibility, or action required (or recommended) of a CPI worker within any of these documents was detailed as part of the content analysis of these documents. These documents include (but were not limited to) the following:

- The entire operating procedures for Office of Family Safety of the Florida Department of Children and Families. Electronic versions of these documents were obtained from the following website: http://www5.myflorida.com/cf_web/myflorida2/healthhuman/publications/fsdr.html
• Chapter 65 of the Florida Department of State, Division of Elections, Florida Administrative Code. Particular focus was directed toward Chapter 65C-10 through 65C-12, which addresses protective investigation activities. An electronic version of this document was obtained from the following website: http://fac.dos.state.fl.us/

• Chapter 39 of the 2001 Florida Statutes. An electronic version of this document was obtained from the following website: http://www.leg.state.fl.us/Statutes/index.cfm?Mode=View%20Statutes&Submenu=1&Tab=statutes

• Existing federal legislation pertaining to the responsibilities of public child-welfare agencies and workers.

• A review of the 1990 Workload Standards Analysis of the Florida Department of Health and Rehabilitative Services Child Protective Investigation and Protective Supervision and Treatment Programs. This report was compiled by Omni Systems, Inc.

• A review of similar studies conducted in other states within the past 10 years. These include the 1994 workload study project report for the Division of Children and Families of the Texas Department of Human Services, and the 2000 California Child Welfare Workload Study conducted by the American Humane Association and the California Department of Social Services.

• A review of the research literature associated with task analysis and child protective services. This includes a review of articles published in the past 10 years in all the major child welfare periodicals published in the United States. These periodicals include the following: Child Welfare, Child Abuse and Neglect, Children and Youth Services Review, and Child and Youth Services.

• A general review of documents published by the U.S. Department of Health and Human Services and the National Clearinghouse on Child Abuse and Neglect within the past several years. Some of the titles of reviewed documents include Child Protective Services: A Guide for Caseworkers, Building Staff Capacity, and the National Study of Protective, Preventive and Reunification Services Delivered to Children and Their Families.
The content analysis of the above documents led to the itemization of 395 separate tasks that CPI workers might engage in as a means of fulfilling their job responsibilities. Given that some of the itemized tasks may have been generated from a review of documents that were not specific to Florida law and practices, feedback from Department and Children and Families officials and front-line workers was necessary in
order to refine the number and type of tasks generated from a content analysis of the above documents.

Advisory Panel and Focus Group Activities

A project advisory panel assisted with the selection and refinement of service activities/tasks to be examined in this study. Consideration was given toward ensuring statewide representation on this group. Membership included key administrative personnel and other stakeholders identified by the Department of Children and Families as important sources for consultation on matters related to this study. A consensus model (using modified-Delphi methods) was used to refine the list of specific activities/tasks engaged in by CPI workers. The advisory panel had the daunting task of reviewing each of the 395 tasks itemized by the project team and deciding which of those tasks should be combined with others, removed from the list, reclassified or redefined, or whether additional tasks should be added. This selection process was to take place while considering Florida laws, service protocols, regional practice variations, and activities within the field that are not captured by any of the written materials reviewed by the project team. The process of reviewing and refining the task list by the advisory panel took place via a review of mailed materials and instructions for rating and selecting tasks from an itemized list, two full-day meetings in Tampa, and one half-day telephone conference call.

Following a reclassification of tasks by the advisory panel, a series of focus groups with CPI workers was planned in order to further review and potentially refine the task list developed in consultation with the advisory panel. The use of focus groups of CPI workers would serve three purposes. First, these groups would aid in identifying and refining the definition of services/tasks (such as routine, low-frequency, or periodic tasks) completed by front-line workers in a manner they understand best and in accordance with actual practice throughout Florida. Second, these groups would aid the project team in determining the degree to which practice mandates are accomplished. Third, this process serves to reinforce the importance of front-line workers in this study and familiarizes them with the goals and objectives of the study. It was hoped this activity would increase the magnitude to which workers will be interested in participating in this study.

Focus group members were asked to review mailed materials and instructions for rating and selecting tasks from the itemized list revised by the advisory panel. They were also required to participate in one full-day meeting with the research team. DCF officials, following consultation with the author, determined focus group membership. CPI workers selected for focus groups had at least six months of experience, they carried a full caseload and they were identified by supervisory and/or
administrative staff as the most competent workers among their peers using performance evaluations. Focus group members were treated as DCF advisors to this project. DCF officials provided assurances that CPI workers could count any time spent on focus-group-related tasks as paid work time.

**Control Variables**

Although the primary role of the advisory panel and CPI focus group was to assist with the refinement of the list of tasks for which data would be collected, there were supplemental discussions regarding a number of factors thought to have an impact upon the time it would take to complete each task across varied contexts. CPI workers, supervisors, and specialists agreed that there were a number of factors associated with worker caseload, client characteristics and types of cases investigated, support resources available, and work-related stresses, among other factors, that significantly influence the efficiency and effectiveness of CPI workers’ actions. These factors could serve as control variables in any advanced analyses that intend to examine factors impacting upon any variations in time estimates to complete tasks across service districts. Further, these variables might aid in the development of more refined models for estimating staffing needs and resources for CPI workers given current work conditions, backlog issues, and variations in demand for service across regions of Florida. For example, it would be of value to itemize whether certain tasks associated with investigations vary according to the type of investigation or the number of children in a family. If variation existed (i.e., measured variation was statistically significant while controlling for confounding variable influences), this information would aid in determining the optimal caseload for workers according to allegation or case type.

A decision was made to collect information regarding these potential influences in two separate surveys that respondents would complete prior to and following the provision of data regarding tasks completed during a seven-day period. The development of these surveys was not an original deliverable for this project; however, feedback from the advisory panel and focus groups of CPI workers suggested this information would be important for truly understanding the factors impacting upon caseload and time demands upon CPI workers. Given such an *Entry and Exit Survey* was developed to supplement data obtained from the time diaries. Information was collected (in these surveys) with respect to the following class of variables: work characteristics (including caseload size, percentage of time devoted to service activities, safety assessment preference, counties where service provided, etc.), personal characteristics (including socio-demographic information, education background, etc.), social supports and resources available on the job, quality of supervision received, work
conditions, stress experienced, and job satisfaction variables. Further, it was decided to imbed in the time diary section of the data collection instrument a tool that collected information regarding the cases for which each task was associated. This, also, was not an originally planned deliverable for this project but would aid significantly in understanding the influence, if any, of case-related variables upon any observed variation in the time taken to complete standard CPI tasks.

The Data Collection Instrument

Following the revision of the task list and the development of content for supplemental surveys, web-based data collection instruments were developed. These instruments were housed on a secure website specifically developed for this project for which only study participants would have access via unique identification codes and passwords randomly generated by the research team. Kinsley Kerce was the computer programmer that aided with this task. After the data collection instruments were developed, they were beta-tested 100 times using graduate and doctoral students. Further, a pre-test of the final time diary instrument was conducted with CPI workers. The invitation to participate in this pre-test was sent out to all advisory panel members and the original list of 35 focus group members. An additional pre-test website was provided to additional CPI workers so they could experiment with the data collection instrument and provide feedback regarding its value, utility, and user-friendliness.

During the pre-test, CPI workers were given case scenarios and a mock list of activities for two days. Information was collected regarding the time it took to enter data, the user-friendliness of navigation tools and contingent messages/instructions, the usefulness of training and support tools available through the study website, the form and structure of the time diary, and any questions and concerns regarding the content of the instruments, the task analysis codes, and organization of the secure website. The feedback from those CPI workers that pre-tested the instruments was invaluable. The CPI workers suggested a number of minor revisions and one major revision in order to make the time diary more user-friendly. Following consultation with DCF officials, a decision was made to make all the revisions suggested by CPI workers. Some of the revisions suggested by the CPI workers during the pre-test led to the exclusion of contingency questions associated with certain tasks. Further, it was decided to make revisions to the task list (e.g. to exclude the classification of court-related tasks according to court hearing type, etc.). The final task list utilized in the study is contained in Appendix A. For information regarding the supplemental tools and web-based interface used for the full study, please see Perry, R., Graham, J., Kerce, K., and Babcock, P. (2004).
**Final Task List**

The final task list that resulted from consultation with the advisory panel and focus group of CPI workers is detailed in Appendix A. The task list is categorized according to service categories and task categories within each service category. The final classification structure was reviewed and approved by the advisory panel and CPI focus group. This sub-classification of tasks is important for conceptual reasons and for creating a user-friendly data collection tool. Here, the advisory panel and focus group provided feedback as to how CPI workers would classify and code their daily activities and how such should be represented in any user-friendly web-based survey tool. Finally, the task list included a broad classification of tasks that included general case management and administrative tasks. These tasks were thought to have applicability across a variety of specific service categories (responsibilities and roles).

**The Typology of Child Protection Service (CPS) Worker Tasks**

The typology of Child Protection Service (CPS) worker tasks extended from a broader task analysis study conducted in mid-Florida. This study focused on the tasks and time taken to complete tasks by frontline child welfare workers affiliated with Partnership for Strong Families (PSF) and its member agencies. PSF provides services (at the time of the study) to children via contracts with three agencies: Family Preservation Services, a private for-profit agency; Children’s Home Society, a private nonprofit agency; and Meridian Behavioral Healthcare, also a private nonprofit agency. These agencies serve a wide variety of clients in communities scattered across 11 counties in mid-Florida.

Data for workload and task analyses studies can be collected in multiple ways. Some methods are more rigorous, time-consuming, and demanding than other methods. Issues of feasibility (e.g., available resources, staffing, funds) frequently impinge upon study design elements. The goal of this study was to maximize validity while conserving costs. Yet, the quality and level of detail in any analysis (and, by extension, the validity of an analysis) are impacted by the quality and type of data used. Data for this broader study included both secondary (existing time-log) data and primary data collected from an analysis of worker activities performed on the job. First, there was an examination of existent time-log data completed between July 2005 and April 2006 by all employed child welfare workers in each agency participating in the study. These data were collected in the same manner across all agencies in accordance with state protocols. Second, a detailed profile of what workers do in the field (across PSF’s member agencies) was generated from a content and statistical analysis of data obtained
from shadowing workers who had been selected using a proportionate random-sampling procedure. Shadowing randomly selected workers on random work days was thought to provide a more comprehensive, contextually sensitive, and externally valid data for analysis.

The Shadowing Technique

Simply stated, shadowing involves a “…extended and detailed observation and documentation of the work activities of individuals” (Reder & Schwab, 1989) where the researcher “records the moment-by-moment activities of his or her subject, coding for such variables as time, location, event type, task and participants” (Kephart and Schultz, 2001, p.4). Shadowing is meant to provide a systematic, detailed, and rich understanding of a person’s activities and experiences within given contexts. Kephart and Schultz (2001) highlight “shadowing not only gives insight to the daily routines of the participants, but also gives a more in-depth background in which to posit the insights/interpretations from more general observations and interviews” (p. 15). As a technique, it is recommended when “…it is perceived that a self report might ignore information of interest and import to the research question and where less-focused observation might not yield the level of detail the research requires” (Kephart and Schultz, 2001, p. 22). Applied to child welfare practice, shadowing (as a technique) is intended to provide a comprehensive (and hopefully representative) overview of what workers’ do and the extent to which varied contexts impact upon workload trends especially when these context are not easily captured in time logs. Shadowing was the preferred method for collecting data on worker tasks for this study.

Development of a Task List for CPS Workers

Existing State-Wide Task Classification System

The Florida Department of Children and Families (at the time of this study) required CPS workers employed by sanctioned Community-Based Care (CBC) agencies to log their time spent on case-related activities according to an established task list. Prior to the collection of primary data for the broader study and consideration of an alternative task classification system, analysis of existing data collected from daily time and task logs of workers took place. Apart from general task categories, the existent task log required the workers to document the service type and associated code affiliated with each denoted task. By way of explanation, each worker was to identify whether each logged task was associated with case management or administrative functions. A content analysis of internal communications and memorandums to
workers denote examples of specific tasks or task categories affiliated with both case management and administrative activities. These include the following:

Case Management:
- Home visitation
- Travel to/from home visitation/appointments
- Court hearings
- Referral for case plan services
- Contacts/updates from service providers
- Writing case plans, Judicial Review Reports
- Permanency/legal/school staffing
- Home study on relatives/ non relatives for assigned case
- Preparation of eligibility documentation, subsidy forms
- Faxing/e-mailing/ telephone calls/ copying related to a specific case
- Adoption placement activities
- Calling Child in Care staff about a Medicaid card

Administrative:
- Training/Staff Development
- OTI/ICPC home study
- Work on closed cases

Among provided data, tasks were not broken down in accordance with any of the above examples for case management activities. This limits the level of specificity and scope of any task analysis using existing secondary data. Although the category of case management encompassed a wide breadth of activities, the final coding structure of tasks within provided data suggests that administrative and other activities were itemized with greater specificity. Among provided data, there were 15 logged task categories. These include (with the associated letter code):

A. Eligibility Determination
B. Medicaid Administration
C. Case Management
D. Foster Care Placement
E. Targeted Case Management
F. Staff Development and Training
G. Recruitment and Licensing
H. Transportation Foster Care/Group
I. Transportation - Other
J. In Home Services
K. Intensive In-Home Intervention
L. TANF Relative Caregiver Activities
M. Adoption Placement
N. Admin., Lunch, Leave, Not Working

It is unclear whether all workers coded data in accordance with the structure evident within the provided data. For example, one distinct category (O) is titled *Adoption Placement*. However, adoption placement activities are highlighted in internal agency communications as Case Management activities for time log entries. Further *In Home Services* and *Targeted Case Management* might easily be identified as general *Case Management* tasks by workers completing time logs. These concerns, however, appear to be moot when an analysis of the distribution of logged tasks across task categories is made.

The overwhelming majority of tasks completed by workers were identified as Case Management tasks. Among the 94,834 tasks logged between July 2005 and April 2006, 90,559 (95.5%) were identified as Case Management tasks. However, workers failed to provide a code for 2,754 tasks completed (for which time was logged). Therefore, among data with valid task codes, *Case Management* tasks represent 98.3% of coded entries. This level of homogeneity in coded data (without a further breakdown into specific tasks) does not lend itself to meaningful task analysis. There are a number of other potential limitations associated with these data realized from a review of existing data and consultation with a variety of administrators and data management personnel at Partnership for Strong Family agencies. These include:

- the data collection mechanism does not capture the extent to which workers multi-task;

- worker level of investment or perceived value in time logging may impact upon the reliability and validity of collected data;

- time logging may be perceived by select workers as a burdensome task that takes away from client contact time and has no direct benefit for workers; and,

- workers may inaccurately reflect the number and type of tasks accomplished given fatigue and/or the ease of entering a general Case Management code.

If workers think and/or feel a particular activity (such as time logging) has no particular value for their job, then investment of time and energy will lag and reactivity issues will impact upon the reliability and validity of collected data. It is very important that workers be invested in providing accurate data that reflects what they do.
A New Task Classification System for CPS Workers

Given the limitations in specificity of the existing task classification system and concern regarding the extent to which meaningful and detailed data was currently being collected, a revised task classification system was created and data was collected using the shadowing of randomly selected workers. Prior to the development of a draft task classification list, the author engaged in the following activities:

- A review of materials previously identified documents and materials (see pages 7-9), including existing documents associated with legislative, administrative, and programmatic changes that may have impacted upon service roles and responsibilities of child protective service work in Florida since 2004 (when the Community-Based Care model came into effect in Florida).

- A review of internal training manuals and protocols utilized by Partnership for Strong Families and their members agencies for initial training and professional development activities.

- Content analysis of any internal memorandums issues by agency administration within the 2 years prior to the study that focused on modifications in service and reporting protocols.

- Separate focus groups with current workers and administrative staff from Partnership for Strong Families and member agencies.

- Consultation and dialog with 13 research associates (who were current seasoned CPS workers or administrators employed in other CBC agencies) that would shadow workers for this study.

An initial (draft) task classification list was created by the author. However, the task list to be used in analyses was revised three times over a 2-month period following consultation with the 13 research associates, the focus groups of CPS workers, and feedback from administrative staff. The final list (see Appendix B) was formally approved by all workers and administrators consulted with on this project. For more details regarding how this task list was utilized in the collection of data via the shadowing of workers, please see Perry and Murphy (2008).


Appendix A

Child Protective Investigator (CPI) Workload Standards Study
Final Task List with Definitions

Service Categories

Task Categories

Specific Tasks

I. Initial Response and Investigation
   Case Commencement
   Child/Safety Risk Assessment
   Institutional Child Protective Investigation
   Disposition Decision

II. Removal and Placement of Child After Risk Assessment/Investigation
   Removal and Placement of Child
   Medical and Mental Health Assessments
   Placement of Indian and Military Child

III. Case Planning and Reunification Activities
   Case Plan/Case Planning Conference
   Service Planning Activities
   Reunification Activities

IV. Court Services and Case Supervision
   Court Services
   Case Supervision

V. General Tasks – Case Management
   Case Contacts
   Legal Issues and Background Checks
   Case Consultations
   Case Recording and Referrals
   Transportation
   Care and Contact with Child
   Other

VI. General Tasks – Administrative
   Paperwork
   Meetings
   Training and Professional Development
   Other

VII. Non-Case Related Activities
I. Initial Response and Investigation

All tasks typically completed from the time of case commencement until there is a disposition decision. This includes the completion of the Child Safety /Risk Assessment. It does not include activities associated with the initial removal of a child (please see “Removal and Placement of Child After Risk Assessment/Investigation).

A. Case Commencement

Contact with Referral Source
Verbal contact with the referral source or reporting party of alleged abuse during an investigator's initial response.

Abuse History Check
Activities associated with the assessment of the caregiver's own history of abuse as well as the child's history of abuse by gathering information from: prior reports and outcomes, other counselors/service providers, collateral contacts, Initial Child Safety Assessment(s), Service Planning Conference Checklists, child protection teams, schools, mental-health providers, physicians, parents and relatives, and the current caregiver (by interviews asking about own history of abuse and of the child's behaviors and other concerns).

Locate Child and Family
Conduct and document attempts to locate the child, family, or unidentified parents and adult relatives.

Initial Face-to-Face Contact
This includes any activities associated with conducting and documenting any interviews with the victim child, other child, alleged perpetrator, parent in the home (non-offender), or other non-offending adult(s). Please identify if attempted contact was successful or not.

Inform Caretaker of Their Rights
This includes activities associated with informing (verbally and in writing) any guardian or other person responsible for the child's welfare, including the adult household member identified as having allegedly mistreated a child, that a report has been received by the central abuse hotline alleging child abuse, neglect or abandonment. This task includes activities associated with informing caretakers of: the names of the person (CPI worker) responding, the responder's supervisor and all contact information, that caretakers have the right to review the department's records 30 days after the commencement of the investigation and anytime thereafter prior to the destruction of the record, they have the right to have an attorney present during any interviews; however, the department may pursue other avenues of gathering information about the safety of the child, general information about results of investigation and services related to the response/investigation that would assist in knowing what to expect, the
commitment of the department to the safety of the child and the involvement of the family as much as possible in decisions about service planning and provision. Included with this task is the filing of documentation of the notification and responses of the worker to questions asked by the individual receiving notification.

**Update Case Demographics in FAHIS**
This includes all activities necessary to update case demographics in the Florida Abuse Hotline Information System.

**Initial Report with CPT**
Verbal or written report to the Child Protection Team or any individual associated with the team (including the agency representative, medical personnel, law enforcement, school personnel, CPT staff, guardian ad litem, service providers, family, others as needed) and/or attendance at meetings to report results of assessments (medical or psychosocial) and communicate various perspectives on the case to CPT.

**Notify Law Enforcement**
This includes the verbal and/or written notification of abuse cases (when necessary to facilitate cooperation and/or when required by Florida statutes or operational protocol) to a local police department or county sheriff's department.

**Notify State's Attorney's Office**
This includes the verbal and/or written notification of abuse cases to the State's Attorney's Office when dependency or placement procedures are being initiated and as otherwise warranted or required by Florida statutes or operational protocol.

**Diligent Effort to Locate Parents**
This includes all continued efforts to locate the family, a missing or unidentified parent or locating an adult relative following the initial attempt to locate a child's parents.

**B. Child Safety/Risk Assessment**

**In-Home Emergency Services**
This includes all activities associated with the creation of a safety plan to assure the safety of the child when it has been determined that maltreatment has likely occurred, but where removal is not necessary. This includes the arrangement for alternate care in case of emergencies, medical care, food, clothes, shelter, emergency mental health care, crisis counseling and other items or services needed to ensure the well-being of the child.

**Assess Home Environment**
This includes any activities associated with visiting, observing, and
documenting a child's home environment. This includes activities associated with documenting and ensuring that basic utilities, shelter, furnishings, food/nutritional provisions, appropriate sleeping arrangements, medical care and emotional care are provided to a child, as well as, distinguishing between environmental conditions that arise because of neglect and those that arise because of poverty.

**Interview/Observed Child**
This includes all activities associated with arranging and interviewing a child and/or observation of a child in his/her home environment or in interaction with family members or caretakers in any setting. This interview is for the purposes of conducting a child safety/risk assessment and may include (but is not isolated to) the collection of the following information regarding the child(ren) in question: age, education and developmental level, attachment to caregiver and siblings, behavior toward caregiver, ability to communicate basic needs, medical/health problems, substance abuse issues, attachment to extended family or other adult caregiver, demonstration of age appropriate living skills, child's perception of the abuse, child's visibility in the community, playfulness and social skills, special education needs, appropriateness of sexual behavior, accessibility of alleged perpetrator, and history of abuse.

**Conduct Domestic Violence Screening**
This includes any interview of reporter, family members, friends, extended family members, or police when possible domestic violence has been indicated by the initial report of child maltreatment. It includes all activities associated the assessment regarding what occurred and obtaining pertinent information about the history of domestic violence and immediate safety concerns of alleged victims of domestic violence and children in the home.

**Family Group Conference**
This includes any activities associated with the planning/organizing, facilitation, and attendance at a Family Unity Meeting/Family Group Conference/Family Group Decision Making meeting. These meetings may include (but are not limited to) the identification and utilization of the strengths a family. Here, the family is involved in the assessment process and has direct input on the development of a case plan.

**Review Allegation Matrix**
This includes the use of the Allegation Matrix to assist in assessing the nature and severity of a reported injury or harm to a child, the substantial likelihood of immediate injury or harm to a child, the probability of further harm, determining if the necessary elements are present for a finding of child abuse, neglect, or abandonment, and reviewing any guidelines for worker actions.

**Complete Risk Assessment Form**
Time spent actually filling out or completing the child safety assessment (electronically or hard copy) and any supplemental forms
required for the completion of a risk assessment.

**Work With CPT /CAC/SATC**
This includes attending any staffing, trainings or other activities arranged by a CPT/CAC/SATC, and any telephone or face-to-face contact to discuss on-going case issues/concerns (after the initial report to the CPT) with these groups.

**C. Institutional Child Protective Investigation**

**Contact with Licensing Body**
This activity includes the notification and documentation of the person(s) responsible for the licensing of a substitute family care when a report of maltreatment has been received for that facility.

**Provide Full Written Report**
This includes the documentation of all contacts, assessments and determinations of child maltreatment (within the institution) and the provision of the report to all relevant parties.

**Advise DCF Supervisor**
This includes activities associated with the verbal or written notification of a DCF supervisor of a report of maltreatment of a child in placement and the worker’s assessment of that report.

**Follow-Up to State Attorney**
This includes the provision of any written report to the State Attorney subsequent to the provision of the initial full written report regarding an institutional child protection investigation.

**Advise Facility (Owner/Operator) of Report**
This includes any activities associated with contacting and/or advising by telephone or face-to-face contact the owner/operator of the stated unlicensed facility of the report of child maltreatment.

**Advise Child Welfare Staff Person**
This includes activities associated with the verbal and/or written notification of a DCF staff person of the report within 24 hours of receipt if the child is active on the caseload of a child welfare staff person.

**Advise Contract Manager of Report**
This includes any activities associated with contacting and/or advising by telephone or face-to-face contact the contract manager of the report involving any child who is receiving services.

**Advise the Florida Advocacy Committee**
This includes any activities associated with contacting and advising the appropriate human rights advocacy committee of a report of institutional child abuse or neglect with 48 hours of commencement
of the investigation/assessment.

**Notify Law Enforcement**
This includes all efforts to notify law enforcement (either by telephone or any other means) of allegations of institutional maltreatment and the assessment of such.

**D. Disposition Decision**

**Review Allegation Matrix**
This includes the use of the Allegation Matrix to assist in assessing the nature and severity of a reported injury or harm to a child, the substantial likelihood of immediate injury or harm to a child, the probability of further harm, determining if the necessary elements are present for a finding of child abuse, neglect, or abandonment, and reviewing any guidelines for worker actions.

**Supervisory Review of CSA/ICSA**
This includes any time spent communicating with a supervisor for purposes of reviewing the initial Child Safety Assessment.

**2nd Party Review**
This includes any time spent with other parties subsequent to supervisory review for purposes of reviewing the Child Safety Assessment.

**Child Safety Assessment Follow-Up**
This includes any activity performed in an effort to follow-up on the initial Child Safety Assessment, including telephone or face-to-face contact with the child, alleged abuser, or other pertinent family members.

**Update Risk Assessment Form**
This includes activities associated with the writing or typing an update of the Risk Assessment form following the child safety assessment follow-up.

**Supervisory Review of Follow-Up**
This includes any time spent with a supervisor for purposes of supervisory review of the child safety assessment follow-up.

**Oral Report to State Attorney and Law Enforcement**
This includes the oral/verbal notification to State Attorney and/or and law enforcement agency of the formal allegation and results of the investigation by DCF personnel.

**Written Report to State Attorney**
This includes any activities associated with submitting the required initial report of abuse allegation and results of the investigation to the State Attorney.

**Referral for Family Preservation Services**
This includes activities associated with advising a family and interested parties of a referral, and performing any activity needed to carry out the referral, for family preservation services.

Complete notification letter

Complete IDS

II. Removal and Placement of Child After Risk Assessment/Investigation

All tasks typically associated with the initial removal and placement of a child once the Child Safety/ Risk Assessment has been completed. This service category includes tasks associated with medical and mental health assessments as well as the placement of Indian and military children.

A. Removal and Placement of Child

Inform Child of Circumstances
This includes any discussion with an age- or developmentally-appropriate child the reasons for placement outside the home and subsequent procedures associated with such.

Complete Removal Documentation
This includes the completion of any forms or reports required to remove a child from the home.

Removal of Child From Home
All tasks related to the preparation for and actual removal of a child from the child’s own home, including pre-placement activities with the child and family.

Notify Parent(s) of Removal of Child
This includes any telephone or face-to-face contact with a parent or non-custodial parent to notify him/her of removal and to advise on reasons for removal, procedures, his/her right to be represented by counsel, and other case information.

Diligent Search for Missing Parent
This includes all attempts at locating a missing parent; any contacts and inquiries made to all known relatives, all programs of the department, and other state and federal agencies with potential information.

Emergency Shelter Placement
This includes all activities associated with locating an emergency placement, forms completion and required legal activities, and providing support services, such as (but not limited to) arranging for transportation of the child while placed.
Advise Placement of Special Needs of Child
This includes all activities associated with providing the shelter or placement parent/staff with information regarding special issues and needs of the child, including medical care needs, anticipated behavioral problems, developmental ability, etc.

Photograph and/or fingerprint all Children
Photographing child and areas of trauma visible on the child and/or fingerprint children in accordance with DCF protocols and State statutes.

Secure Clothes and Necessities for Child
All activities associated with gathering information regarding the child's habits, schedule, and needs and securing any such necessities when a child is being removed from the home.

Residential Placement Assessment
This includes any activities associated with the application process, orientation/training, home study, and certification, approval, and/or assessment of the appropriateness of a group facility placement for a child.

Obtain Department Approval of Placement
This includes activities associated with the submittal of a request for placement, related forms completion, and any other activities necessary to obtain department approval of placement.

Notify Department Staff of Shelter Arrangements
This includes any activity performed in an effort to notify department (DCF) staff of the placement/shelter arrangements of a child in a specific case.

Transfer of Child to Placement
Time in transport from removal of the child from the home to arrival at placement.

Contact with Child's School
Any contact (verbal or written) with the child's current and/or new school during the removal and placement process so as to notify child's school of child's absence and keep school advised of planning for child's attendance and set up any school changes.

Weekly Visits to Child in Shelter
This includes any time spent during face-to-face visits with child in shelter care in efforts to maintain a relationship with the child or as required by Florida Statutes or operational protocol.

Telephone Contact to Child in Shelter
Any telephone contact with child while in shelter care.

ICPC-Related Activities
Any ICPC-related activity, such as initial contact with a potential caregiver, requesting and reviewing home studies, related documentation and paperwork, and all subsequent contacts with caregiver or child.
Arrange Contacts Between Children and Family Members
This includes any coordination activities, such as telephone contact, related to arranging contacts/visits between children and their parents/family members at parent's or a relative's home or foster home/shelter.

Supervise Contacts Between Children and Family Members
Time spent at scheduled visitations supervising contact between children and their parents/ family members.

Prepare Incident Report
Completion and documentation of incident report forms and/or review of this report with supervisor.

B. Medical and Mental Health Assessments

Screen Child's Medical Status and Needs
This includes any activity associated with screening, documenting and referral for the medical service needs of a child at the time of case initiation.

Screen Child's Mental Health Needs
This includes any activity associated with screening, documenting and referral for the mental health needs of a child at the time of case initiation. This includes a referral to a mental health practitioner, such as a psychologist or psychiatrist for the purpose of conducting a Comprehensive Behavioral Assessment.

Screen Child's Education Status Needs
This includes any activities associated with gathering assessment information on a child's educational status, either from child's school or other professionals and documenting their educational service needs.

C. Placement of Indian and Military Child

Tribal-Related Activities
This includes any tribal-related activities associated with removal and placement of children, including regular and special placement requirements, tasks and considerations related to child protection protocols on Indian reservations.

Military-Related Activities
This includes any military-related activities associated with removal and placement of children, including regular and special placement requirements, tasks and considerations related to child protection protocol regarding children living on military bases or children of military
III. Case Planning and Reunification Activities
All tasks associated with the time period following the removal and placement of the child.

A. Case Plan/Case Planning Conference

Preparation of Case Plan
This includes all activities related to preparing a case plan or preparing for a case plan conference.

Attendance at Case Planning Conference
Time spent attending a formal case planning conference.

B. Service Planning Activities

Transfer Packet Activities/ESI
If an allegation is substantiated or ongoing service requested, this includes any activities associated with the completion of a transfer packet to a DCF service unit for provision of mandatory or voluntary services, referral to another State agency or community service provider.

ESI or Voluntary Case Staffing

C. Reunification Activities

Request Permission for Reunification
Related report or forms completion and submission of request to DCF for reunification of child with family.

Court-Related Services and Reunification
Preparation for and attendance at court hearings for reunification, meetings with CWLS attorney, related legal forms completion, or other court-related activities associated with reunification of a child with his/her family.

IV. Court Services and Case Supervision
All tasks associated with court services and hearings (including detention, shelter review, motion/status/review, arraignment, mediation/status, adjudicatory, disposition, criminal court, civil court, judicial review, and djj hearings). A sub-category of case supervision activities is also included.
A. Court Services

Legal Documents Preparation
This includes any activities associated with the preparation of documents that can serve as legal evidence of activities engaged in by DCF personnel. This may include the documentation of all contacts during an investigation, all observations made, and all information that supports court involvement using chronological notes, relevant documentation, factual documentation, quantitative documentation, and objective documentation of events surrounding a case.

Preparation of Court-Related Documents
This includes any activities associated with the preparation of documents to be submitted to or by a court by DCF staff or CWLS attorneys.

Court Mediation Activities

Court Appearance
This includes any time spent at a court testifying or providing and explanation of a report to a court official.

Court Liaison/Recommendations/Court Officer

Court Preparation (Other Than Documents)
This includes any activities associated with court preparation apart from the preparation/writing of court documents. These activities may include (but are not limited to) the notification of law enforcement of a report containing allegations of criminal conduct; meeting with CWLS; providing the child-welfare attorney all facts, documentation, reports, information, and a witness list relevant to a case.

Court Waiting Time
Any time spent waiting to appear in court or waiting for a court decision.

Termination of Parental Rights Activities
This includes any court or legal-related activities associated with terminating parental rights. These activities include (but are not limited to): the presentation of clear and convincing evidence of grounds for the termination of parental rights; establishing that parents were informed of their right to counsel, were offered a case plan (unless expeditious filing occurs) and the child was adjudicated dependent; and, the establishment that the best interests of the child will be served by granting the petition.

Assist with Discovery Demands

Inform Interested Parties of Hearing Details
This includes any activities associated with notifying the parents/caregivers, and all other staff and members of the CPT of the date, time and place of a court hearing.
Talk to Parties About Hearing and Results
This includes any conversation or contact with the child, parent, agency attorney about hearing details and results.

Diligent Search and Completion of Affidavits
This includes any attempts to locate any party that requires notification of a court hearing. It includes (but is not limited to) consulting telephone directories and directory assistance, searching a child’s school records, and contacting relatives of a party, the last known employer of a caregiver, child support/Department of Revenue, utility companies, a post office, housing authorities, law enforcement agencies, hospitals, the Veteran’s Association, economic services, and Social Security Administration. These activities may be engaged in for the purpose of completing affidavits for a hearing.

Serving Summons
This includes any activity (including travel time) associated with the delivery of a summons for a court hearing/procedure to any party.

Preparing a Predisposition Study
This includes any time spent with documenting basic assessment information of all pertinent information that will be used in court proceedings.

Surrenders

Preparing for a Civil Court Proceeding

Attend Mediation/Case Management Conference

B. Case Supervision

Organize Information for Meeting
Any activity performed in the process of gathering or organizing information prior to a case conference.

Review the Case File for Past History
Includes any activities associated with reviewing information concerning a particular case, the past history of a case file, any prior involvement of DCF with the family, etc. prior to participating in a case supervision meeting.

Case Conferences
Time spent attending and participating in a case conference.

Peer/Supervisory Review of Case Record
Time spent formally or informally with peers or supervisors for the purpose of reviewing a specific case record; all time spent reviewing cases of another worker for completion and accuracy, as well as, for assignment to a worker.
Staff Counseling
Time spent with individual workers on any issues other than case-related matters, formal performance appraisals, or supervisory reviews.

Worker Supervision Conference
Time spent in attendance at a worker supervision conferences.

Recruit and Supervise Students and Volunteers
All time spent recruiting and/or supervising students and/or volunteers.

V. General Tasks-Case Management
All tasks associated with the day-to-day case management activities that are common across all service categories. The tasks are subdivided into the following categories: case contacts, legal issues and background checks, case consultation, case recording and referrals, transportation, care and contact with child and other.

A. Case Contacts

Contact with Referral Source/Reporting Party
This involves activities associated with contacting (verbal or in writing) the referral source or reporting party of alleged abuse.

Telephone Contact with Clients
All telephone contacts. This includes any successful or unsuccessful attempts at contact by telephone to a victim child, other child, alleged perpetrator, parent in home, or other adult associated with this case. It does not include contacts with collaterals or the referral/reporting party.

Face-to-Face Contact - Office Visit
Any visit to the Department's office, such as for interviewing, support counseling or otherwise.

Face-to-Face Contact-Home/Field Visit
All visits by the investigator to the child's home as when conducting an interview, observing the immediate environment, or otherwise gathering case information, or any visit outside of the home and outside of the Department’s office.

School Visit
Any direct contact with or observation of child or collaterals on the premises of the child's school.

Attempted Contact with Collaterals
All instances in which contact with a collateral or referral source was attempted, by telephone or face-to-face, but was not successful.

Actual Contact with Collaterals
All successful contact, by telephone or face-to-face, with collateral contacts or referral sources that include (but are not limited to) witnesses, police, community agencies, and substitute caregivers.

B. Legal Issues and Background Checks

Awaiting Law Enforcement
Time spent waiting for an assist on a home visit, as when law enforcement is required or requested, or any time spent waiting for law enforcement to make contact with the investigator.

Participate in Family Conferencing
Arranging meetings and time spent attending family group conferences/meetings.

Provide Documents to Expert
Time spent transmitting documents, such as CPT reports, risk assessment, Child Safety Assessment, etc., to consulting experts, including psychological, medical, or other experts.

Contact with Guardian Ad Litem
All telephone and face-to-face contact with the guardian ad litem assigned to the case.

Consult with Child Welfare Legal
This includes any meetings, telephone contacts and/or conferring with Child Welfare Legal Services on any variety of issues regarding legal inquiries, legal assistance, or court-related activities.

Petition Files
This includes any activities associated with the preparation of court documents or any other documents for petitioning files.

Conduct Background Checks
Any activities associated with the submission of background checks to the Florida Abuse Hotline Information System (for abuse registry history), the Client Information System (for service case history) law enforcement (for criminal records), and any others with respect to persons residing in the household where the child who is being allegedly abused lives.

C. Case Consultations

Case Consultation and Case Staffing
Formal and impromptu meetings with supervisors and case staffings for the purpose of casework review and approval, and information sharing between workers about a specific case or cases or clarification
Consult with Supervisor
Formal and impromptu meetings with supervisors regarding a specific case or cases. This includes any non-court related consultation with a supervisor.

Consult to (with) Peers
Formal and impromptu meetings between two or more peers for reasons of consultation concerning a particular case or course of action related to a case.

Mentoring/Consult with Mentor
Time spent acting as a mentor for another worker or consulting with a mentor or person who has advanced knowledge or experience in the particular area of interest.

Consult with Other Professionals
All contact for purposes of consultation with other professionals, including current and past service counselors, mental health counselors, and any current or previous provider (i.e., children's medical services, health department, etc.).

D. Case Recording and Referrals

Case Recording
Non-computer, chronological documentation of all case notes, case status, and case-related activities such as home visits, meetings and case conferences, reports received, services recommended, and reasons for referrals; documenting interviews with and statements made by child, family members, collateral contacts, case consultants, and referral sources made by telephone or face-to-face contact; documenting child's injury; and, documenting direct observations of child's and family members' behavior, family dynamics, and home environment.

Other Forms Completion
Completion of all other forms not associated with case recording.

Service Referral Activities
Activities associated with the development and recommendation of all service referrals made to clients, such as (but not limited to) services for substance abuse, domestic violence, or mental health.
E. Transportation

Transportation of Client
All activities related to transportation of a client, including making arrangements, transporting the client, and waiting for the client.

Accompany Clients to Appointments
Time spent throughout accompanying a client to an appointment, but not arranging for the appointment.

Other Travel
Any work related travel other than transportation of client.

F. Care and Contact with Child

Contact with Children in Shelter
All attempts at maintaining face-to-face contact with a child placed in shelter care.

Physical Care of Child
Any action taken to care for the physical well-being of a child, such as (but not limited to) a medical examination or securing appropriate food and medication for the child.

Secure Clothes and Necessities for Child
All activities associated with gathering information regarding the child's habits, schedule, and needs and securing any such necessities when a child is being removed from the home.

Photograph and/or fingerprint all Children
Photographing child and areas of trauma visible on the child and/or fingerprint children in accordance with DCF protocols and State statutes.

G. Other

Translation/Interpretation Activities
Any time spent translating or interpreting written or oral communication into the primary language of the reader or speaker or making arrangements for these services.

Waiting Time Other Than Court
Waiting for a client, collateral contact, other professionals, etc. other than in a court-related setting (e.g. waiting in hospital emergency rooms, schools, detention centers, etc.).

Initiate New Abuse Report if Needed
Contact with abuse registry, documentation of a report, consultation/contact with supervisor(s), etc., should information regarding a new allegation of maltreatment come to the attention of a worker during the course of their duties.

**Miscellaneous Casework Activities**
Any miscellaneous case-related activities/tasks not specified elsewhere.

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**VI. General Tasks-Administrative**
All tasks associated with the day-to-day administrative activities that are common across all service categories. The tasks are subdivided into the following task categories: paperwork, meetings, training and professional development, and other.

**A. Paperwork**

**Forms Completion**
Activities associated with completing forms, both administrative and case-related.

**Special Reports and Fact Sheets**
Completion of special projects, special reports, or surveys; time spent completing vouchers, time sheets, mailing lists, or other reports of an administrative nature that are not related to a specific case.

**Prepare Case for Interstate Compact**
All activities necessary to complete the requirements of the Interstate Compact, beginning with the determination to place a child out of state or upon request to place a child from out of state within the county.

**Word Processing**
All time spent typing and/or word processing any work requiring typing for the purposes of data entry or case recording.

**Computer Down Time**
Time spent waiting on a failure in technology equipment to be repaired, or any other down time related to computer or technology system outages.

**Mail/Fax/Photocopying/Filing**
Time spent preparing, opening, and reviewing mail, preparing and transmitting faxes, photocopying or waiting to photocopy materials, and filing paperwork.

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**B. Meetings**

**Prepare for Case Review Meeting**
Time spent in gathering and organizing information for an administrative or case review meeting, but not time spent attending one of these meetings.

**Multi-Disciplinary Teams**  
Time spent preparing for and attending a multi-disciplinary, inter-agency team, or child death review meeting.

**C. Training and Professional Development**

**Mentor New Staff**  
Time spent formally or informally providing guidance and mentorship to new workers.

**Attend Staff Development**  
Participation for and attending new and ongoing worker training related to office procedures, program policy and procedures, job specific skills, or other staff development training programs, and training conferences.

**Communication & Training with Other Agencies**  
Time spent contacting non-DCF, other state, federal or local government agencies, or community agencies for the purpose of collecting or providing information or policy clarification. This task also includes activities associated with the receipt of provision of training provided by a government or community agency other than DCF. This does not include instances when a government or community agency is used as a collateral contact in a specific case.

**Train/Work with student intern**  
Time spent directly training or working with a student intern or volunteer.

**D. Other**

**Handling Complaints**  
Receiving and accordingly handling or referring complaints brought to the agency or worker by the local community or others.

**Miscellaneous Administrative Activities**  
Any miscellaneous administrative or clerical tasks not specified elsewhere.

**VII. Non-Case Related Activities**  
All activities that are not directly related to a case but may occur in the course of a workday.
A. Non-Case Related Activities

Completing the survey/daily task log
Not scheduled to work
Not at work (on call)
Meal break
Break (other than meal)
Sick Leave
Other Leave

Back To Top
Appendix B

Task Classification for Child Protective Service (CPS) Worker Task Analysis Study

Task List with Definitions

Service Categories

Task Categories

Specific Tasks (See Detailed Definitions)

I. Initial Response and Investigation (Aiding initial investigation)

II. Removal and Placement/Replacement of Child
   - Removal and Placement of Child
   - Medical and Mental Health Assessments
   - Placement of Indian and Military Child

III. Case Planning and Reunification Activities
   - Case Plan/Case Planning Conference
   - Service Planning Activities
   - Reunification Activities

IV. Court Services and Case Supervision
   - Court Services
   - Case Supervision

V. General Tasks – Case Management
   - Case Contacts
   - Legal Issues and Background Checks
   - Child/Safety Risk Assessment (Not Affiliated with Initial Investigation)
      - Case Consultations
      - Case Recording and Referrals
      - Transportation
      - Care and Contact with Child
      - Other

VI. General Tasks – Administrative
   - Paperwork
   - Meetings
   - Training and Professional Development
   - Other

VII. Non-Case Related Activities

Back To Top
I. Initial Response and Investigation

These tasks are typically completed by DCF or Sherriff’s Department personnel throughout Florida. On occasion CBC staff may participate or collaborate with personnel engaged in the initial response and investigation tasks for a case referred for investigation and service via the Hotline. It is possible that staff are required or were requested to aid in the completion of tasks typically associated (via Florida statutes or established DCF protocols) with the initial response and investigation. DO NOT itemize activities as these tasks UNLESS such activities were considered (by agency, protocol, law, policy, or the court system) part of initial response and investigation-based activities. These tasks include the completion of the INITIAL Child Safety/Risk Assessment. If other Child Safety/Risk Assessments are conducted, these tasks are identified under case management service categories. It does not include activities associated with the initial removal of a child (please see “Removal and Placement of Child After Risk Assessment/Investigation) or any other case management or service activity associated with establishing or fulfilling a case plan.

II. Removal and Placement/Replacement of Child

All tasks typically associated with the removal and placement of a child once the initial Child Safety/Risk Assessment has been completed (see General Tasks—Case Management for other Child Safety/Risk Assessments that are completed). This service category includes tasks associated with medical and mental health assessments as well as the placement of Indian and military children.

A. Removal and Placement/Replacement of Child

1. Inform Child of Circumstances
   This includes any discussion with an age- or developmentally-appropriate child the reasons for placement outside the home, any change in placement, and subsequent procedures associated with such.

2. Complete Removal Documentation
   This includes the completion of any forms or reports required to remove a child from the home or replacement of a child in another setting.

3. Removal of Child From Home
   All tasks related to the preparation for and actual removal of a child from the child’s own home, including pre-placement activities with the child and family.

4. Removal of Child From Placement
   All tasks related to the preparation for and actual removal of a child from an existent placement and replacement in another setting, including pre-placement activities with the child, child’s family, foster family, or other relevant parties.

5. Notify Parent(s) of Removal of Child
   This includes any telephone or face-to-face contact with a parent or non-custodial parent to notify him/her of removal and to advise on reasons for removal from own home or placement, procedures, his/her right
to be represented by counsel, and other case information.

6. Diligent Search for Missing Parent
This includes all attempts at locating a missing parent; any contacts and inquiries made to all known relatives, all programs of the CBC, and other CBCs, state and federal agencies with potential information.

7. Emergency Shelter Placement
This includes all activities associated with locating an emergency placement, forms completion and required legal activities, and providing support services, such as (but not limited to) arranging for transportation of the child while placed.

8. Advise Placement of Special Needs of Child
This includes all activities associated with providing the shelter or placement parent/staff with information regarding special issues and needs of the child, including medical care needs, anticipated behavioral problems, developmental ability, etc.

9. Photograph and/or fingerprint all Children
Photographing child and areas of trauma visible on the child and/or fingerprint children in accordance with DCF/CBC protocols and State statutes.

10. Secure Clothes and Necessities for Child
All activities associated with gathering information regarding the child's habits, schedule, and needs and securing any such necessities when a child is being removed from the home.

11. Residential Placement Assessment
This includes any activities associated with the application process, orientation/training, home study, and certification, approval, and/or assessment of the appropriateness of a group facility placement for a child.

12. Obtain Agency/Department Approval of Placement
This includes activities associated with the submittal of a request for placement, related forms completion, and any other activities necessary to obtain department approval of placement.

13. Notify Department Staff of Shelter Arrangements
This includes any activity performed in an effort to notify CBC or department (DCF) staff of the placement/shelter arrangements of a child in a specific case.

14. Transfer of Child to Placement
Time in transport from removal of the child from the home to arrival at placement.

15. Contact with Child's School
Any contact (verbal or written) with the child's current and/or new school during the removal and placement process so as to notify child's school of child's absence and keep school advised of planning
for child's attendance and set up any school changes.

16. Weekly Visits to Child in Shelter
This includes any time spent during face-to-face visits with child in shelter care in efforts to maintain a relationship with the child or as required by Florida Statutes or operational protocol.

17. Telephone Contact to Child in Shelter
Any telephone contact with child while in shelter care.

18. OTI/ICPC-Related Activities
Any ICPC-related activity, such as initial contact with a potential caregiver, requesting and reviewing home studies, related documentation and paperwork, and all subsequent contacts with caregiver or child.

19. Arrange Contacts Between Children and Family Members
This includes any coordination activities, such as telephone contact, related to arranging contacts/visits between children and their parents/family members at parent's or a relative's home or foster home/shelter.

20. Supervise Contacts Between Children and Family Members
Time spent at scheduled visitations supervising contact between children and their parents/ family members.

21. Prepare Incident Report
Completion and documentation of incident report forms and/or review of this report with supervisor.

B. Medical and Mental Health Assessments

1. Screen Child's Medical Status and Needs
This includes any activity associated with screening, documenting and referral for the medical service needs of a child at the time of case initiation.

2. Screen Child's Mental Health Needs
This includes any activity associated with screening, documenting and referral for the mental health needs of a child. This includes a referral to a mental health practitioner, such as a psychologist or psychiatrist for the purpose of conducting a Comprehensive Behavioral Assessment.

3. Screen Child's Education Status Needs
This includes any activities associated with gathering assessment information on a child's educational status, either from child's school or other professionals and documenting their educational service needs.
C. Placement of Indian and Military Child

1. Tribal-Related Activities
   This includes any tribal-related activities associated with removal and placement (or replacement) of children, including regular and special placement requirements, tasks and considerations related to child protection protocols on Indian reservations.

2. Military-Related Activities
   This includes any military-related activities associated with removal and placement (or replacement) of children, including regular and special placement requirements, tasks and considerations related to child protection protocol regarding children living on military bases or children of military personnel.

III. Case Planning and Reunification Activities
   All tasks associated with the time period following the removal and placement of the child.

   A. Case Plan/Case Planning Conference

      1. Preparation of Case Plan
         This includes all activities related to preparing a case plan or preparing for a case plan conference.

      2. Attendance at Case Planning Conference
         Time spent attending a formal case planning conference.

      3. Family Team Conference
         This includes any activities associated with the planning/organizing, facilitation, and attendance at a Family Unity Meeting/Family Team Conference/Family Team Decision Making meeting. These meetings may include (but are not limited to) the identification and utilization of the strengths a family. Here, the family is involved in the assessment process and has direct input on the development of a case plan.

B. Service Planning Activities

   1. Transfer Packet Activities/ESI
      This includes any activities associated with the completion of a transfer packet between/among CBC units for provision of mandatory or voluntary services, referral to another State agency or other community service provider.

   2. Case Transfer Staffing (CTS/ESI) or Voluntary Case Staffing
C. Reunification Activities

1. Request Permission for Reunification
   Related report or forms completion and submission of request to CBC for reunification of child with family.

2. Court-Related Services and Reunification
   Preparation for and attendance at court hearings for reunification, meetings with CWLS attorney, related legal forms completion, or other court-related activities associated with reunification of a child with his/her family.

IV. Court Services and Case Supervision

All tasks associated with court services and hearings (including detention, shelter review, motion/status/review, arraignment, mediation/status, adjudicatory, disposition, criminal court, civil court, judicial review, and djj hearings). A sub-category of case supervision activities is also included.

A. Court Services

1. Preparation of Court-Related and Legal Documents
   This includes any activities associated with the preparation of documents to be submitted to or by a court by CBC staff or CBC/CWLS attorneys. These documents may (but are not restricted to) serve as legal evidence of activities engaged in by CBC personnel. This may include the documentation of all contacts during an investigation, all observations made, and all information that supports court involvement using chronological notes, relevant documentation, factual documentation, quantitative documentation, and objective documentation of events surrounding a case.

2. Court Appearance
   This includes any time spent at a court testifying or providing and explanation of a report to a court official.

3. Court Liaison/Recommendations/Court Officer

4. Court Preparation (Other Than Documents)
   This includes any activities associated with court preparation apart from the preparation/writing of court documents. These activities may include (but are not limited to) the notification of law enforcement of a report containing allegations of criminal conduct; meeting with CWLS; providing the child-welfare attorney all facts, documentation, reports, information, and a witness list relevant to a case.

5. Court Waiting Time
   Any time spent waiting to appear in court or waiting for a court decision.
6. Termination of Parental Rights Activities
   This includes any court or legal-related activities associated with terminating parental rights. These activities include (but are not limited to): the presentation of clear and convincing evidence of grounds for the termination of parental rights; establishing that parents were informed of their right to counsel, were offered a case plan (unless expeditious filing occurs) and the child was adjudicated dependent; and, the establishment that the best interests of the child will be served by granting the petition.

7. Assist with Discovery Demands

8. Inform Interested Parties of Hearing Details
   This includes any activities associated with notifying the parents/caregivers, and all other staff and members of the CPT of the date, time and place of a court hearing.

9. Talk to Parties About Hearing and Results
   This includes any conversation or contact with the child, parent, agency attorney about hearing details and results.

10. Diligent Search and Completion of Affidavits
    This includes any attempts to locate any party that requires notification of a court hearing. It includes (but is not limited to) consulting telephone directories and directory assistance, searching a child's school records, and contacting relatives of a party, the last known employer of a caregiver, child support/Department of Revenue, utility companies, a post office, housing authorities, law enforcement agencies, hospitals, the Veteran's Association, economic services, and Social Security Administration. These activities may be engaged in for the purpose of completing affidavits for a hearing.

11. Serving Summons
    This includes any activity (including travel time) associated with the delivery of a summons for a court hearing/procedure to any party.

12. Preparing a Predisposition Study
    This includes any time spent with documenting basic assessment information of all pertinent information that will be used in court proceedings.

13. Surrenders

14. Preparing for a Civil Court Proceeding

15. Court Mediation Activities, Attend Mediation/Case Management Conference
B. Case Supervision (Court and Non-Court Related)

1. Organize Information for Meeting
   Any activity performed in the process of gathering or organizing information prior to a case conference.

2. Review the Case File for Past History
   Includes any activities associated with reviewing information concerning a particular case, the past history of a case file, any prior involvement of DCF or CBC with the family, etc. prior to participating in a case supervision meeting.

3. Case Conferences
   Time spent attending and participating in a case conference.

4. Formal Supervision/Consult with Supervisor
   Formal meetings (typically scheduled) with supervisors regarding a specific case or cases. This includes any non-court related consultation with a supervisor.

5. Impromptu Supervision/Consult with Supervisor
   Impromptu/nonscheduled meetings with supervisors regarding a specific case or cases. This includes any non-court related consultation with a supervisor.

6. Formal Supervision/Consult with Lead Worker
   Formal meetings (typically scheduled) with lead workers in unit regarding a specific case or cases. This includes any non-court related consultation with a lead worker.

7. Impromptu Supervision/Consult with Supervisor
   Impromptu/nonscheduled meetings with lead workers regarding a specific case or cases. This includes any non-court related consultation with a lead worker.

8. Peer/Supervisory Review of Case Record
   Time spent formally or informally with peers (who are not lead workers) for the purpose of reviewing a specific case record; all time spent reviewing cases of another worker for completion and accuracy, as well as, for assignment to a worker.

9. Staff Counseling
   Time spent with individual workers on any issues other than case-related matters, formal performance appraisals, or supervisory reviews.

10. Worker Supervision Conference
    Time spent in attendance at worker supervision conferences.
11. Recruit and Supervise Students and Volunteers
All time spent recruiting and/or supervising students and/or volunteers.

V. General Tasks-Case Management
All tasks associated with the day-to-day case management activities that are common across all service categories. The tasks are subdivided into the following categories: case contacts, legal issues and background checks, case consultation, case recording and referrals, transportation, care and contact with child and other.

A. Case Contacts

1. Contact with Referral Source/Reporting Party
   This involves activities associated with contacting (verbal or in writing) the referral source or reporting party of alleged abuse.

2. Telephone Contact with Clients (Children/Families)
   All telephone contacts. This includes any successful or unsuccessful attempts at contact by telephone to a victim child, other child, alleged perpetrator, parent in home, or other adult associated with this case. It does not include contacts with collaterals or the referral/reporting party.

3. Face-to-Face Contact - Office Visit
   Any visit to the service center, such as for interviewing, support counseling or otherwise.

4. Face-to-Face Contact-Home/Field Visit
   All visits by the case manager to the child's home as when conducting an interview, observing the immediate environment, or otherwise gathering case information, or any visit outside of the home and outside of the service center.

5. School Visit
   Any direct contact with or observation of child or collaterals on the premises of the child's school.

6. Attempted Contact with Collaterals
   All instances in which contact with a collateral or referral source was attempted, by telephone or face-to-face, but was not successful.

7. Actual Contact with Collaterals
   All successful contact, by telephone or face-to-face, with collateral contacts or referral sources that include (but are not limited to) witnesses, police, community agencies, and substitute caregivers.

8. Attempted Contact with Substitute Caregiver
   All instances in which contact with a substitute caregiver
attempted, by telephone or face-to-face, but was not successful.

9. Actual Contact with Substitute Caregiver
All successful contact, by telephone or face-to-face, with substitute caregivers.

B. Legal Issues and Background Checks

1. Awaiting Law Enforcement
Time spent waiting for an assist on a home visit, as when law enforcement is required or requested, or any time spent waiting for law enforcement to make contact with the case manager.

2. Provide Documents to Expert
Time spent transmitting documents, such as CPT reports, risk assessment, Child Safety Assessment, etc., to consulting experts, including psychological, medical, or other experts.

3. Contact with Guardian Ad Litem
All telephone and face-to-face contact with the guardian ad litem assigned to the case.

4. Consult with Child Welfare Legal
This includes any meetings, telephone contacts and/or conferring with Child Welfare Legal Services on any variety of issues regarding legal inquiries, legal assistance, or court-related activities.

5. Petition Files
This includes any activities associated with the preparation of court documents or any other documents for petitioning files.

6. Conduct Background Checks
Any activities associated with the submission of background checks to the Florida Abuse Hotline Information System (for abuse registry history), HomeSafeNet, the Client Information System (for service case history) law enforcement (for criminal records), and any others with respect to persons residing in the household where the child who is being allegedly abused lives.

C. Child Safety/Risk Assessment

1. In-Home Emergency Services
This includes all activities associated with the creation of a safety plan to assure the safety of the child when it has been determined that maltreatment has likely occurred, but where removal is not necessary. This includes the arrangement for alternate care in case of
emergencies, medical care, food, clothes, shelter, emergency mental health care, crisis counseling and other items or services needed to ensure the well-being of the child.

2. Assess Home Environment
This includes any activities associated with visiting, observing, and documenting a child's home environment. This includes activities associated with documenting and ensuring that basic utilities, shelter, furnishings, food/nutritional provisions, appropriate sleeping arrangements, medical care and emotional care are provided to a child, as well as, distinguishing between environmental conditions that arise because of neglect and those that arise because of poverty.

3. Interview/Observe Child
This includes all activities associated with arranging and interviewing a child and/or observation of a child in his/her home environment or in interaction with family members or caretakers in any setting. This interview is for the purposes of conducting a child safety/risk assessment and may include (but is not isolated to) the collection of the following information regarding the child(ren) in question: age, education and developmental level, attachment to caregiver and siblings, behavior toward caregiver, ability to communicate basic needs, medical/health problems, substance abuse issues, attachment to extended family or other adult caregiver, demonstration of age appropriate living skills, child's perception of the abuse, child's visibility in the community, playfulness and social skills, special education needs, appropriateness of sexual behavior, accessibility of alleged perpetrator, and history of abuse.

4. Conduct Domestic Violence Screening
This includes any interview of reporter, family members, friends, extended family members, or police when possible domestic violence has been indicated by the initial report of child maltreatment. It includes all activities associated the assessment regarding what occurred and obtaining pertinent information about the history of domestic violence and immediate safety concerns of alleged victims of domestic violence and children in the home.

5. Family Team Conference Specific to Risk Assessment Activities
This includes any activities associated with the planning/organizing, facilitation, and attendance at a Family Unity Meeting/Family team Conference/Family team Decision Making meeting. These meetings may include (but are not limited to) the identification and utilization of the strengths a family. Here, the family is involved in the assessment process and has direct input on the development of a case plan.

6. Complete Risk Assessment Form
Time spent actually filling out or completing the child safety assessment (electronically or hard copy) and any supplemental forms required for the completion of a risk assessment.
7. Work With CPT /CAC/SATC
   This includes attending any staffing, trainings or other activities
   arranged by a CPT/CAC/SATC, and any telephone or face-to-face
   contact to discuss on-going case issues/concerns (after the initial
   report to the CPT) with these groups.

D. Case Consultations

1. Consult to (with) Peers
   Formal and impromptu meetings between two or more peers (person
   currently employed with PSF member agencies and contracted agents) for
   reasons of consultation concerning a particular case or course of
   action related to a case.

2. Consult with Other Professionals
   All contact for purposes of consultation with other professionals (not defined
   as peers), mental health counselors, and any current or previous provider
   (i.e., children's medical services, health department, etc.).

E. Case Recording and Referrals

1. Case Recording
   Non-computer, chronological documentation of all case notes, case
   status, and case-related activities such as home visits, meetings and
   case conferences, reports received, services recommended, and
   reasons for referrals; documenting interviews with and statements
   made by child, family members, collateral contacts, case consultants,
   and referral sources made by telephone or face-to-face contact;
   documenting child's injury; and, documenting direct observations of
   child's and family members' behavior, family dynamics, and home
   environment. (See Paperwork Tasks—Word Processing, when case
   recording is associated with computer).

2. Other Forms Completion
   Completion of all other forms not associated with case recording.

3. Service Referral Activities
   Activities associated with the development and recommendation of
   all service referrals made to clients, such as (but not limited to)
   services for substance abuse, domestic violence, or mental health.

F. Transportation

1. Transportation of Client
   All activities related to transportation of a client, including making
arrangements, transporting the client, and waiting for the client.

2. Accompany Clients to Appointments
   Time spent throughout accompanying a client to an appointment, but not arranging for the appointment.

3. Other Travel
   Any work related travel other than transportation of client.

G. Care and Contact with Child

1. Contact with Children in Shelter/Placement
   All attempts at maintaining face-to-face contact with a child placed in shelter care.

2. Physical Care of Child
   Any action taken to care for the physical well-being of a child, such as (but not limited to) a medical examination or securing appropriate food and medication for the child.

3. Secure Clothes and Necessities for Child
   All activities associated with gathering information regarding the child's habits, schedule, and needs and securing any such necessities when a child is being removed from the home.

4. Photograph and/or fingerprint all Children
   Photographing child and areas of trauma visible on the child and/or fingerprint children in accordance with DCF/CBC protocols and State statutes.

H. Other

1. Translation/Interpretation Activities
   Any time spent translating or interpreting written or oral communication into the primary language of the reader or speaker or making arrangements for these services.

2. Waiting Time Other Than Court
   Waiting for a client, collateral contact, other professionals, etc. other than in a court-related setting (e.g. waiting in hospital emergency rooms, schools, detention centers, etc.).

3. Initiate New Abuse Report if Needed
   Contact with abuse registry, documentation of a report, consultation/contact with supervisor(s), etc., should information regarding a new allegation of maltreatment come to the attention of
a case manager during the course of their duties.

4. Miscellaneous Casework Activities
Any miscellaneous case-related activities/tasks not specified elsewhere.

VI. General Tasks-Administrative
All tasks associated with the day-to-day administrative activities that are common across all service categories. The tasks are subdivided into the following task categories: paperwork, meetings, training and professional development, and other.

A. Paperwork

1. Forms Completion
Activities associated with completing forms, both administrative and case-related.

2. Special Reports and Fact Sheets
Completion of special projects, special reports, or surveys; time spent completing vouchers, time sheets, mailing lists, or other reports of an administrative nature that are not related to a specific case.

3. Prepare Case for Interstate Compact
All activities necessary to complete the requirements of the Interstate Compact, beginning with the determination to place a child out of state or upon request to place a child from out of state within the county.

4. Word Processing
All time spent typing and/or word processing any work requiring typing for the purposes of data entry or case recording.

5. Computer Down Time/Not Working Properly
Time spent waiting on a failure in technology equipment to be repaired, or any other down time related to computer or technology system outages.

6. Mail/Fax/Photocopying/Filing
Time spent preparing, opening, and reviewing mail, preparing and transmitting faxes, photocopying or waiting to photocopy materials, and filing and organizing case paperwork.

7. Time Checking Voicemails and Other Unspecified Phone Contact.
This was a task code added during the content analysis of shadow notes. There were occasions when workers were checking voicemails or engaging in telephone conversations which the shadower was not able to ascertain the context or reason of the contact (e.g. if personal or work-related).
B. Other Meetings

1. Attending General Unit or Agency Meeting
   Time spent in general unit, staff, or administrative meetings and organizing information for these meetings.

2. Prepare for Case Review Meeting
   Time spent in gathering and organizing information for an administrative or case review meeting, but not time spent attending one of these meetings.

3. Multi-Disciplinary Teams
   Time spent preparing for and attending a multi-disciplinary, inter-agency team, or child death review meeting.

C. Training and Professional Development

1. Mentor New Staff
   Time spent formally or informally providing guidance and mentorship to new workers.

2. Attend Staff Development
   Participation for and attending new and ongoing worker training related to office procedures, program policy and procedures, job specific skills, or other staff development training programs, and training conferences.

3. Communication & Training with Other Agencies
   Time spent contacting non-CBC, other state, federal or local government agencies, or community agencies for the purpose of collecting or providing information or policy clarification. This task also includes activities associated with the receipt of provision of training provided by a government or community agency other than PSF member agencies. This does not include instances when a government or community agency is used as a collateral contact in a specific case.

4. Train/Work with student intern
   Time spent directly training or working with a student intern or volunteer.

D. Other

1. Handling Complaints
   Receiving and accordingly handling or referring complaints brought to the agency or worker by the local community or others.
2. Miscellaneous Administrative Activities
   Any miscellaneous administrative or clerical tasks not specified elsewhere.

VII. Non-Case Related Activities
   All activities that are not directly related to a case but may occur in the course of a workday.

   A. Non-Case Related Activities

   1. Completing the time sheet/log
   2. Meal break
   3. Break (other than meal)
   4. Non-work related discussions/contact

   Back To Top