

# CFSR Statewide Assessment Readiness Checklist, Timelines, and Organization



Capacity Building  
CENTER FOR STATES

## CFSR Round 4 Planning and Implementation Tool

### Introduction and Purpose

The Child and Family Services Review (CFSR) is a federal-state collaborative effort aimed at ensuring quality services are provided to children and families through state child welfare systems. The CFSR process<sup>1</sup> begins with the Statewide Assessment during which state child welfare agencies and their partners collaboratively prepare evidence to demonstrate how well the state's child welfare system is functioning. Completion of the Statewide Assessment includes:

- ♦ Examination of state performance on seven safety, permanency, and well-being outcomes, which includes an analysis of performance on statewide data indicators
- ♦ Assessment of the statewide functioning of seven systemic factors based on relevant evidence
- ♦ Consideration of how the state's vision and tenets for child welfare, current initiatives, and cross-cutting challenges shape performance

Preparing for the CFSR and the Statewide Assessment can sometimes seem daunting, particularly to those new to the process. State teams can use this tool to assess capacity and needs for conducting the Statewide Assessment, consider organization and partnerships, set timelines, and identify next steps to prepare. This tool is intended to be used along with the Children's Bureau's (CB) [CFSR Round 4 Procedures Manual](#).

### Tips and Things to Remember

- ♦ Planning and implementing the CFSR is a **collaborative effort** that benefits from diverse perspectives of individuals affected by and with a vested interest in child welfare outcomes. This includes meaningful involvement of people with lived experience, including persons of color and others who have been historically underserved, marginalized, and adversely affected by persistent poverty and inequality in the child welfare system.<sup>2</sup> States assemble teams<sup>3</sup> with diverse representation to plan and implement the CFSR, which may include:
  - ♦ Child welfare agency directors, county and regional directors, and program managers
  - ♦ Young people, parents, and other family members with lived experience in child welfare
  - ♦ Continuous quality improvement (CQI), quality assurance (QA), IT, and data staff
  - ♦ Caseworkers and supervisors

<sup>1</sup> For more detailed information on the CFSR Round 4 process, consult the [CFSR Process Resources on the CFSR Information Portal](#).

<sup>2</sup> See [Advancing Racial Equity and Inclusion Through the CFSRs](#).

<sup>3</sup> Find more information on collaboration and teaming strategies in [CFSR Procedures Manual Appendix E \("Collaborating During the Child and Family Services Review"\)](#) and the resources on the [Change and Implementation in Practice: Teaming](#) webpage.

### Use this tool to:

- ♦ Identify existing capacity and needs to conduct the Statewide Assessment
- ♦ Organize, prepare, and set timelines for CFSR tasks

### Organization

- ♦ [Tips and Things to Remember](#)
- ♦ [Readiness Checklist for Conducting the Statewide Assessment](#)
- ♦ [Organizational Structure and Partner Engagement](#)
  - ♦ [Partner Engagement for Assessment of Outcomes](#)
  - ♦ [Partner Engagement for Assessment of Systemic Factors](#)
- ♦ [Statewide Assessment Tasks and Timelines](#)
  - ♦ [Upfront Organization and Preparation](#)
  - ♦ [Examining Child and Family Outcomes](#)
  - ♦ [Examining Systemic Factor Functioning](#)
  - ♦ [Completing the Statewide Assessment Instrument](#)

- ♦ Kin caregivers, foster parents, and adoptive parents
  - ♦ Tribal representatives (e.g., tribal leaders, tribal child welfare administrators, caseworkers)
  - ♦ Members of legal and judicial communities (e.g., Court Improvement Project director, judges, attorneys)
  - ♦ Managers from private child welfare agencies
  - ♦ Representatives of key programs serving children and families within the state
  - ♦ Other system and community partners, including prevention partners
- ♦ In addition to assembling a core team and related workgroups to conduct CFSR activities, states also **solicit input and feedback** from representatives of the above groups through interviews, focus groups, and collaborative meetings to discuss data and review drafts.
  - ♦ The CFSR reflects a **CQI approach** to improve outcomes by building on system strengths and strategically addressing identified needs. It is intended to build on and **align with other child welfare monitoring, reporting, planning, and improvement efforts**, including the 5-year Child and Family Services Plan (CFSP) and Annual Progress and Services Reports (APSR).<sup>4</sup>
  - ♦ The Statewide Assessment relies on **quality and relevant data and use of evidence** to evaluate and demonstrate outcome performance and systemic factor functioning.<sup>5</sup> This includes using data and evidence to explore possible inequities in programs administered, families served, child welfare practices, and child and family outcomes.<sup>6</sup>
  - ♦ An organizational **culture** that supports learning, continuous improvement, and advancing equity is essential to the assessment process.
  - ♦ Setting a strong foundation of partner engagement, a CQI mindset, and a comprehensive, evidence-informed Statewide Assessment will also position a state for preparing a quality **Program Improvement Plan (PIP)** that addresses CFSR findings.
  - ♦ State CFSR processes benefit from **preparing ahead** to engage partners in meaningful ways, form a CFSR team and workgroups, consider findings from related strategic planning efforts, identify and gather data and evidence, and plan for upcoming tasks. States that have completed the Statewide Assessment process frequently advise others to start early.

## Tool Organization

The following sections present fillable worksheets to consider readiness and capacity, organizational structure and partner engagement, and tasks and timelines for conducting the Statewide Assessment. Some teams may choose to complete the worksheets in a different order or may find that a prompt in one section leads to changes in another. State teams may use the tool independently, in collaboration with CB, or with the support of the [Capacity Building Center for States](#) (Center) while preparing for CFSR Round 4.

### Tool Sections and the Questions They Address

Readiness Checklist	Organizational Structure and Partner Engagement	Tasks and Timelines
Do you have the capacity and supports in place to begin the Statewide Assessment?	Who will you partner with to gather and examine data, assess outcomes, and explore systemic factor functioning?	What tasks need to be completed? By when? Who is responsible?

<sup>4</sup> Find more information on integration and alignment in [Strategic Planning in Child Welfare: Integrating Efforts for System Improvement](#). Use the [CFSR Connections and Integration Tool](#) to reflect on successes and lessons learned and identify next steps to promote an integrated approach.

<sup>5</sup> For more information on the use of data and evidence, see [CFSR: Guiding Principles, Framework, and Tools for the Statewide Assessment Process](#).

<sup>6</sup> See [Advancing Equity and Inclusion Through the CFSRs](#).

## Readiness Checklist for Conducting the Statewide Assessment

Use this worksheet to consider your state's readiness and capacity to conduct the Statewide Assessment and identify needs. For each element, indicate its current status, reflect on key considerations, and add notes and specific areas for attention or capacity building.

Element	Status	Considerations	Notes and Areas for Attention
Leadership support	<input type="checkbox"/> In place <input type="checkbox"/> In progress <input type="checkbox"/> None yet	<input type="checkbox"/> How do agency <b>goals and vision</b> align with the CFSR? How does agency leadership leverage the CFSR to achieve goals and advance strategic planning efforts? <input type="checkbox"/> Does agency leadership have a good <b>understanding of the CFSR process</b> and federal requirements? What additional information does leadership need to understand the process and agency capacity to complete the CFSR? <input type="checkbox"/> How will agency leadership be <b>engaged and updated</b> during the CFSR process? <input type="checkbox"/> How will agency leadership <b>engage other state leaders</b> in the CFSR process? <input type="checkbox"/> How can agency leadership <b>support</b> the CFSR Coordinator and team during the Statewide Assessment?	
Identified <b>CFSR Coordinator</b>	<input type="checkbox"/> In place <input type="checkbox"/> In progress <input type="checkbox"/> None yet	<input type="checkbox"/> What <b>experience</b> does the coordinator have with the CFSR and other federal or state CQI, strategic planning, or implementation efforts? <input type="checkbox"/> What <b>knowledge and skills</b> does the coordinator have to support the Statewide Assessment activities? <input type="checkbox"/> Given other workload responsibilities, what <b>support</b> does the coordinator need?	
Development of a <b>Statewide Assessment Team</b>	<input type="checkbox"/> In place <input type="checkbox"/> In progress <input type="checkbox"/> None yet	<input type="checkbox"/> Does the team include individuals with knowledge of different aspects of the <b>state child welfare system and its data</b> ? <input type="checkbox"/> Does the team reflect the <b>family and young people</b> the system serves? <input type="checkbox"/> Does the team include <b>tribal representatives</b> , as appropriate? <input type="checkbox"/> Does the team include members of <b>legal and judicial communities</b> ? <input type="checkbox"/> Does the team include other <b>key partners and service providers</b> involved in the state child welfare system? <input type="checkbox"/> Does the team include <b>individuals who were involved in the CFSP and APSR</b> or who can contribute to ongoing evaluation, analysis, and strategic planning? <input type="checkbox"/> Does the <b>racial and ethnic makeup</b> of the team represent the communities served? Are persons of color and others who have been historically underserved, marginalized, and adversely affected by persistent poverty and inequity in the state's child welfare system part of the team? If not, who is missing?	

Element	Status	Considerations	Notes and Areas for Attention
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Does the agency have the capacity to conduct outreach and engagement of <b>individuals with lived experience</b><sup>7</sup> and other partners in the Statewide Assessment?</li> <li><input type="checkbox"/> Does the agency have plans to ensure that individuals with lived experience and other partners are <b>well prepared</b> to participate?</li> <li><input type="checkbox"/> Is there a process to <b>replace and onboard new members</b> as needed?</li> <li><input type="checkbox"/> Are team members <b>committed to remaining involved</b> through any CFSR PIP that may be needed? Is there a process to support them throughout the CFSR?</li> </ul>	
General <b>data expertise</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> In place</li> <li><input type="checkbox"/> In progress</li> <li><input type="checkbox"/> None yet</li> </ul>	<p>Do some team members have experience and expertise in:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Quantitative data collection and analysis?</b></li> <li><input type="checkbox"/> <b>Qualitative data collection</b> (e.g., conducting interviews and focus groups) and analysis?</li> <li><input type="checkbox"/> Examining data to explore potential <b>disproportionality or disparities</b> in outcomes?</li> <li><input type="checkbox"/> <b>CQI change and implementation processes</b><sup>8</sup>?</li> <li><input type="checkbox"/> <b>Communicating the results</b> of quantitative and qualitative analyses effectively to the range of partners and other interested parties?</li> <li><input type="checkbox"/> Technical <b>writing</b>?</li> </ul>	
Data and capacity for <b>assessing CFSR outcomes</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> In place</li> <li><input type="checkbox"/> In progress</li> <li><input type="checkbox"/> None yet</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does the state have current and relevant case review data or other data to demonstrate <b>performance on safety outcomes</b>?</li> <li><input type="checkbox"/> Does the state have current and relevant case review data or other data to demonstrate <b>performance on permanency outcomes</b>?</li> <li><input type="checkbox"/> Does the state have current and relevant case review data or other data to demonstrate <b>performance on well-being outcomes</b>?</li> <li><input type="checkbox"/> Does the state have the capacity to analyze performance and data trends on the CFSR <b>statewide data indicators</b><sup>9</sup> and other outcome data?</li> <li><input type="checkbox"/> Does the state have the capacity to <b>engage relevant partners</b> to generate data or discuss outcome findings? (See <a href="#">Partner Engagement for Assessment of Outcomes Table</a>)</li> </ul>	

7 For more information on involving and supporting individuals with lived experience in the CFSR, see the [Preparation Checklist for Engagement of Young People and Families in the CFSR](#) and [Strategic Planning in Child Welfare: Strategies for Meaningful Youth, Family, and Other Partner Engagement](#).

8 This may include knowledge and skills in problem exploration, identifying root causes of performance challenges, or developing and testing theories of change. For more detailed information on these and related topics, see the [Change and Implementation in Practice webpage](#).

9 For tips on exploring state performance on CFSR statewide data indicators, see the [Guide for Using the State Data Profile and Context Data](#).

Element	Status	Considerations	Notes and Areas for Attention
Data and capacity for <b>assessing systemic factor functioning</b> <sup>10</sup>	<input type="checkbox"/> In place <input type="checkbox"/> In progress <input type="checkbox"/> None yet	<input type="checkbox"/> Does the CFSR Team have an understanding of the federal requirements for each of the seven systemic factors? <input type="checkbox"/> Does the state have current and relevant data to demonstrate functioning of the <b>statewide information system</b> or a plan to fill gaps? (Complete the related <a href="#">Data Planning Worksheet</a> ) <input type="checkbox"/> Does the state have current and relevant data to demonstrate functioning of the <b>case review system</b> or a plan to fill gaps? (Complete the related <a href="#">Data Planning Worksheet</a> ) <input type="checkbox"/> Does the state have current and relevant data to demonstrate functioning of the <b>quality assurance system</b> or a plan to fill gaps? (Complete the related <a href="#">Data Planning Worksheet</a> ) <input type="checkbox"/> Does the state have current and relevant data to demonstrate <b>staff and provider training</b> functioning or a plan to fill the gaps? (Complete the related <a href="#">Data Planning Worksheet</a> ) <input type="checkbox"/> Does the state have current and relevant data to demonstrate functioning of <b>service array and resource development</b> or a plan to fill gaps? (Complete the related <a href="#">Data Planning Worksheet</a> ) <input type="checkbox"/> Does the state have current and relevant data to demonstrate <b>agency responsiveness to the community</b> or a plan to fill gaps? (Complete the related <a href="#">Data Planning Worksheet</a> ) <input type="checkbox"/> Does the state have current and relevant data to demonstrate the functioning of <b>foster and adoptive parent licensing, recruitment, and retention</b> or a plan to fill gaps? (Complete the related <a href="#">Data Planning Worksheet</a> ) <input type="checkbox"/> Does the state have the capacity to engage relevant partners to generate data and <b>discuss data findings</b> on systemic factor functioning? (See <a href="#">Partner Engagement for Assessment of Systemic Factors</a> )	
Capacity for <b>summarizing results</b> and completing the Statewide Assessment Instrument	<input type="checkbox"/> In place <input type="checkbox"/> In progress <input type="checkbox"/> None yet	<input type="checkbox"/> Does the state have <b>technical writer(s)</b> with the knowledge and skills to accurately and concisely: <ul style="list-style-type: none"> <li>- Present a list of participants, roles, and involvement?</li> <li>- Describe the system’s vision, tenets, cross-cutting issues, and current initiatives to achieve desired outcomes?</li> <li>- Present performance data highlights and analyses on safety, permanency, and well-being outcomes, including strengths and areas needing improvement and deeper exploration?</li> <li>- Present evidence to demonstrate how each systemic factor functions?</li> </ul> <input type="checkbox"/> What <b>additional supports</b> are needed?	

<sup>10</sup> This checklist section helps summarize the status of data collection and planning in preparation for analysis of systemic factor functioning. For more detailed information, see the [Assessing Systemic Factor Functioning Using Data and Evidence](#) and complete the seven [Systemic Factor Data Planning Worksheets](#).

## Readiness Summary Questions

*After completing the readiness checklist, consider the following questions:*

- ♦ What changes in organizational capacity will be needed to complete a quality Statewide Assessment? (Consider resources, infrastructure, knowledge and skills, culture and climate,<sup>11</sup> and engagement and partnership.)
- ♦ What are the short-term priorities?



<sup>11</sup> Find more information on [organizational culture and climate](#) and other capacity dimensions in [A Guide to Five Dimensions of Organizational Capacity](#).

## Organizational Structure and Partner Engagement

*Use this section to consider the organizational structure and engagement that best supports the gathering, analysis, and discussion of evidence to evaluate child welfare programs, practices, and systems and consider the extent to which desired outcomes are achieved.*

### Organizing for the Statewide Assessment

States organize to conduct the Statewide Assessment in different ways. For example, some states form new workgroups to assess each CFSR outcome and systemic factor while others set up a process within existing collaborative groups. When writing the Statewide Assessment, some states will assign one writer who will interview individuals responsible for conducting the assessments of each outcome and systemic factor; others will assign different writers for each subsection and then identify one person to consolidate and align the sections.

In developing an organizational approach to the Statewide Assessment, consider the following:

- ♦ How can the knowledge and skills of CFSR team members, agency staff, and partners be leveraged and organized?
- ♦ What existing internal or external collaborative groups and resources can contribute to the Statewide Assessment?
- ♦ How can the state meaningfully engage young people and families with lived experience, tribes, legal and judicial communities, and other system partners in the Statewide Assessment?
- ♦ What worked well and where were the challenges in collaboration to gather and analyze data and evidence for the CFSR Round 3 Statewide Assessment and other strategic planning efforts in the past?<sup>12</sup>
- ♦ How can the work best be allocated, coordinated, and completed given the tasks and timeframes?
- ♦ Do people leading subtasks have the technical capabilities to collect and generate data, conduct analyses, and write up the assessment?

*In the box below, define how your state will organize for the Statewide Assessment. Note how existing and new groups can contribute.*

<sup>12</sup> Use the [CFSR Connections and Integration Tool](#) to reflect and build on successes and lessons learned in prior system improvement efforts.

## Partner Engagement for Assessment of Outcomes

Different groups will have relevant experience and insights to help analyze and discuss performance on safety, permanency, and well-being outcomes and explore strengths, areas for improvement, and questions for deeper exploration. In the table below, identify which groups will be involved in data collection, analysis, or discussion of each outcome to inform the Statewide Assessment. If helpful, note the specific item(s) and avenues for participation (e.g., focus group, survey, or data discussion).

Groups	Safety Outcome 1	Safety Outcome 2	Permanency Outcome 1	Permanency Outcome 2	Well-Being Outcome 1	Well-Being Outcome 2	Well-Being Outcome 3
	Item 1 SWDI*	Items 2-3	Items 4-6 SWDI*	Items 7-11	Items 12-15	Item 16	Items 17-18
<i>Sample group 1</i>			<i>X (data discussion)</i>	<i>X (item 8)</i>			
Child welfare administrators and managers							
Caseworkers and supervisors							
CQI, QA, and data staff							
IT staff							
Training and development staff							
Licensing and recruitment staff							
Young people with lived experience							
Parents with lived experience							
Kin caregivers, foster and adoptive parents							
Tribal representatives							
Legal and judicial community							
Health and mental health agencies							
Educational representatives							
Other agencies serving children and families (including contractors)							
Community partners (including prevention partners and others)							
Other group: _____							

\*SWDI refers to the Statewide Data Indicators associated with Safety Outcome 1 and Permanency Outcome 1.



## Partner Engagement for Assessment of Systemic Factors

Different groups will have relevant experience and insights to help assess different systemic factors' functioning. In the table below, identify which groups will be involved in data collection, analysis, or discussion of each systemic factor to inform the Statewide Assessment. If helpful, note the specific item(s) and avenues for involvement.

Groups	Statewide Information System	Case Review System	Quality Assurance System	Staff and Provider Training	Service Array and Resource Development	Agency Responsiveness	Foster and Adoptive Parents
	Item 19	Items 20–24	Item 25	Items 26–28	Items 29–30	Items 31–32	Items 33–36
<i>Sample group 2</i>	X		X (focus group)	X (Item 26)			
Administrators and managers							
Caseworkers and supervisors							
CQI, QA, and data staff							
IT staff							
Training and development staff							
Licensing and recruitment staff							
Young people with lived experience							
Parents with lived experience							
Kin caregivers, foster and adoptive parents							
Tribal representatives							
Legal and judicial community							
Health and mental health agencies							
Educational representatives							
Other agencies serving children and families (including contractors)							
Community partners (including prevention partners)							
Other group: _____							
Other group: _____							

## Statewide Assessment Tasks and Timelines

Use the tables below to support project management and build a shared understanding of tasks and timeframes.

### Statewide Assessment Timeframe

States receive notification from CB as to when their Statewide Assessment is due. Four months prior to that due date, CB transmits the [State Data Profile](#) as the official start of the CFSR round for that state. To adequately plan, prepare, and engage needed partners, states are encouraged to begin planning no less than 8–9 months beforehand and ideally, 12–14 months.<sup>13</sup> Timeframes for the Onsite Review following the Statewide Assessment will vary depending on whether it is a state-led or CB-led review, a decision made before the Statewide Assessment due date.

Consider when to start your state's preparation and planning by working backward from the Assessment due data. Enter dates below.

Statewide Assessment Due	State Data Profile and Statewide Assessment Instrument Transmitted (4 months before the Statewide Assessment is due)	Initial Preparation and Planning Starts (8–9+ months prior to transmittal)
Sample 12/15/2022	8/15/2022	No later than 12/15/2021

### Timeline Worksheets for Key Tasks in the Statewide Assessment

Use the worksheets in this section to consider what needs to be done, when, and by whom. In each of the four timeline tables below, enter applicable information on the following:

- ◆ **Tasks:** Sample tasks are shown in the first column of each table. Enter additional tasks in empty rows as needed.
- ◆ **Lead:** Enter the name of the person(s) responsible for each task.
- ◆ **Contributors:** Enter the names of other individuals who will contribute to the task or review drafts.
- ◆ **Draft 1 Due:** Enter first draft due dates, as applicable (e.g., for review by administrators, partners, Center staff, or CB staff).
- ◆ **Draft 2 Due:** Enter second draft due dates, as applicable (e.g., for review by administrators, partners, Center staff, or CB staff).
- ◆ **Finalize Date:** Keeping the final due date for the Statewide Assessment in mind, project when each task should be finalized.
- ◆ **Notes:** Enter notes on the status of each task, next steps, needed data, or other considerations.

Use these worksheets or a similar version in an electronic program management software to track status over time or create a Gantt chart to visualize timelines.

#### 1. Timeline for Upfront Organization and Preparation

Using the instructions above, complete this timeline table to document key upfront tasks to prepare for the Statewide Assessment. Sample tasks may include forming a team, establishing workgroups and defining roles, developing outreach and engagement plans (e.g., for families and young people with lived experience, legal and judicial communities, service providers), and identifying and planning for data and evidence. Timeline worksheets 2 and 3 will address data tasks in more detail.

<sup>13</sup> For a graphic overview of the full CFSR process, see [CFSR Process as Defined by Regulation](#).

Tasks	Lead	Contributors	Draft 1 Due	Draft 2 Due	Finalize Date	Notes
<b>Sample Task</b> <i>Develop an outreach plan to engage individuals with lived experience in child welfare.</i>	<i>A. Williams</i>	<i>E. Brown</i>	<i>1/26/24</i>	<i>NA</i>	<i>2/9/24</i>	<i>Identify young adults and family partners to co-develop the plan. Build from CFSP plan.</i>
Form a core team						
Identify workgroups and roles						
Develop partner outreach and engagement plans						
Develop training and ongoing supports for participants						
Develop communication plans						
Identify and plan for data and evidence needs						

## 2. Timeline for Examining Child and Family Outcomes

Using the instructions above, complete this table to reflect tasks and anticipated timeframes for assessing state performance on each CFSR outcome, including examining state performance on related statewide data indicators and collecting, analyzing, and discussing data on related items. In the “data sources and notes” column, identify the names of possible data sources (e.g., targeted administrative reports, case review data, court data, or other related sources) for each outcome.

Tasks	Lead	Contributors	Draft 1 Due	Draft 2 Due	Finalize Date	Data Sources and Notes
<p><b>Assess safety outcome 1:</b> Children are, first and foremost, protected from abuse and neglect.</p> <ul style="list-style-type: none"> <li>Examine performance on statewide data indicators: <ul style="list-style-type: none"> <li>Maltreatment in foster care</li> <li>Recurrence of maltreatment</li> </ul> </li> <li>Analyze data for Item 1: Timeliness of initiating investigations of reports of child maltreatment</li> </ul>						
<p><b>Assess safety outcome 2:</b> Children are safely maintained in their homes whenever possible and appropriate.</p> <ul style="list-style-type: none"> <li>Analyze data for Item 2: Services to family to protect child(ren) in the home and prevent removal or reentry into foster care</li> <li>Analyze data for Item 3: Risk assessment and safety management</li> </ul>						

Tasks	Lead	Contributors	Draft 1 Due	Draft 2 Due	Finalize Date	Data Sources and Notes
<p><b>Assess permanency outcome 1:</b> Children have permanency and stability in their living situation.</p> <ul style="list-style-type: none"> <li>♦ Examine performance on statewide data indicators:               <ul style="list-style-type: none"> <li>♦ Permanency in 12 months for children entering foster care</li> <li>♦ Permanency in 12 months for children in foster care 12 to 23 months</li> <li>♦ Permanency in 12 months for children in foster care 24 months or more</li> <li>♦ Reentry to foster care</li> <li>♦ Placement stability</li> </ul> </li> <li>♦ Analyze data for Item 4: Stability of foster care placement</li> <li>♦ Analyze data for Item 5: Permanency goal for child</li> <li>♦ Analyze data for Item 6: Achieving reunification, guardianship, adoption, or another permanent planned living arrangement</li> </ul>						
<p><b>Assess permanency outcome 2:</b> The continuity of family relationships and connections is preserved for children.</p> <ul style="list-style-type: none"> <li>♦ Analyze data for Item 7: Placement with siblings</li> <li>♦ Analyze data for Item 8: Visiting with parents and siblings in foster care</li> <li>♦ Analyze data for Item 9: Preserving connections</li> <li>♦ Analyze data for Item 10: Relative placement</li> <li>♦ Analyze data for Item 11: Relationship of child in care with parents</li> </ul>						
<p><b>Assess well-being outcome 1:</b> Families have enhanced capacity to provide for their children’s needs.</p> <ul style="list-style-type: none"> <li>♦ Analyze data for Item 12: Needs and services of child, parents, and foster parents</li> <li>♦ Analyze data for Item 13: Child and family involvement in case planning</li> <li>♦ Analyze data for Item 14: Caseworker visits with child</li> <li>♦ Analyze data for Item 15: Caseworker visits with parent(s)</li> </ul>						

Tasks	Lead	Contributors	Draft 1 Due	Draft 2 Due	Finalize Date	Data Sources and Notes
Assess <b>well-being outcome 2</b> : Children receive appropriate services to meet their education needs. ♦ Analyze data for Item 16: Educational needs of the child						
Assess <b>well-being outcome 3</b> : Children receive adequate services to meet their physical and mental health needs. ♦ Analyze data for item 17: Physical health of the child ♦ Analyze data for item 18: Mental/behavioral health of the child						

### 3. Timeline for Examining Systemic Factor Functioning

Using the instructions above, complete this table to reflect tasks and anticipated timeframes for examining the functioning of each systemic factor. This table should be used together with the related [Systemic Factor Data Planning Worksheets](#) to track tasks, leads, and due dates in one place.

Tasks	Lead	Contributors	Draft 1 Due	Draft 2 Due	Finalize Date	Notes
<a href="#">Assess statewide information system functioning</a> ♦ Analyze data for Item 19: Statewide information system						
<a href="#">Assess case review system functioning</a> ♦ Analyze data for Item 20: Written case plan ♦ Analyze data for Item 21: Periodic reviews ♦ Analyze data for Item 22: Permanency hearing ♦ Analyze data for Item 23: Termination of parental rights ♦ Analyze data for Item 24: Notice of hearings and reviews to caregivers						
<a href="#">Assess quality assurance system functioning</a> ♦ Analyze data for Item 25: Quality assurance system						

Tasks	Lead	Contributors	Draft 1 Due	Draft 2 Due	Finalize Date	Notes
<u>Assess <b>staff and provider training system</b> functioning</u> <ul style="list-style-type: none"> <li>Analyze data for Item 26: Initial staff training</li> <li>Analyze data for Item 27: Ongoing staff training</li> <li>Analyze data for Item 28: Foster and adoptive training</li> </ul>						
<u>Assess functioning of <b>service array and resource development</b></u> <ul style="list-style-type: none"> <li>Analyze data for Item 29: Array of services</li> <li>Analyze data for Item 30: Individualizing services</li> </ul>						
<u>Assess <b>agency responsiveness to the community</b></u> <ul style="list-style-type: none"> <li>Analyze data for Item 31: State engagement and consultation with stakeholders pursuant to the CFSP and APSR</li> <li>Analyze data for Item 32: Coordination of CFSP services with other federal programs</li> </ul>						
<u>Assess functioning of <b>foster and adoptive parent licensing, recruitment, and retention</b></u> <ul style="list-style-type: none"> <li>Analyze data for item 33: Standards applied equally</li> <li>Analyze data for item 34: Requirements for criminal background checks</li> <li>Analyze data for Item 35: Diligent recruitment of foster and adoptive homes</li> <li>Analyze data for Item 36: State use of cross-jurisdictional resources for placement</li> </ul>						

#### 4. Timeline for Completing the Statewide Assessment Instrument

Using the instructions above, complete this table to reflect tasks and anticipated timeframes for each of the [Statewide Assessment Instrument](#) sections. Consider the time needed to consolidate and refine analyses from prior tasks, draft text, conduct reviews, make revisions, and finalize.

Tasks	Lead	Contributors	Draft 1 Due	Draft 2 Due	Finalize Date	Notes
<b>Section 1:</b> Describe the state agency and <b>involvement</b> of individuals with lived experience and other partners in the Statewide Assessment process						
<b>Section 2:</b> Describe the state's <b>vision and organizational structure</b> , initiatives, cross-cutting issues, and other context affecting overall performance						
<b>Section 3:</b> Present an assessment of safety, permanency, and well-being <b>outcomes</b> and supporting practices (including the state's assessment of substantial conformity for each)						
<b>Section 4:</b> Present an assessment of statewide <b>systemic factor functioning</b> (including the state's assessment of substantial conformity for each)						

### Approach to Monitoring

*In the box below, describe how your team will monitor and ensure timely progress against the timelines, identify and address potential challenges, and adjust dates as appropriate.*

As a reminder, when your team completes the Statewide Assessment, consider how the team can:

- ◆ Foster the ongoing [engagement of young people and families](#) and other system partners
- ◆ Build on your Statewide Assessment findings in the CFSR [Onsite Review](#) and development of [Program Improvement Plans](#)
- ◆ [Make connections to other strategic planning efforts](#)

## Find More CFSR Planning Tools and Supports

Visit the Center for States' [CFSR Round 4 Implementation and Planning Tools webpage](#) to find additional CFSR Round 4 Planning Tools. These tools support:

- ♦ Strengthening use of data and evidence
- ♦ Communicating with partners about the CFSR
- ♦ Engaging youth and families with lived experience in the CFSR process
- ♦ Getting ready for CFSR Round 4

**The Center for States is available to provide state child welfare agencies with support** in completing CFSR tools, developing timelines and project management supports, and preparing for CFSR Round 4. To request services tailored to your needs, contact your [Center for States Liaison](#) or email [capacityinfo@icfi.com](mailto:capacityinfo@icfi.com).

## For More Information on Preparing for the CFSR and Statewide Assessment

Children's Bureau. (2022). [Child and Family Services Reviews Procedures Manual](#).

Children's Bureau. (2022). [Statewide Assessment Instrument](#).

Children's Bureau. (2022). [Child and Family Services Reviews: Guiding Principles, Framework, and Tools for the Statewide Assessment Process](#).

Children's Bureau. (2002, March 23). [Round 4 CFSR National Call #5: Statewide Assessment](#).

Children's Bureau. (2022). [Advancing Equity and Inclusion Through the Child and Family Services Reviews](#).

Children's Bureau. (2022). [Assessing Systemic Factor Functioning Using Data and Evidence](#).

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