Service Array and Resource Development: Systemic Factor Data Planning Worksheet

Capacity Building CENTER FOR STATES

CFSR Round 4 Planning and Implementation Tool

Introduction and Overview

As part of the Child and Family Services Review (CFSR), states assess the extent to which seven systemic factors function effectively to promote the safety, permanency, and well-being of children and families receiving child welfare services. These seven systemic factors include:

- Statewide information system
- Case review system
- Quality assurance system
- Staff and provider training
- **Service array and resource development**
- Agency responsiveness to the community
- Foster and adoptive parent licensing, recruitment, and retention

The CFSR Statewide Assessment process involves a review of data and evidence to strengthen understanding of child welfare system performance on 18 items associated with the seven systemic factors.[1]

This Data Planning Worksheet helps state teams consider existing information and data sources and additional data needs for assessing the statewide functioning of one systemic factor— **service array and resource development**. A robust array of available, accessible, and culturally relevant services can strengthen families and meet the individual needs of children, youth, parents, and caregivers, which is essential to achieving safety, permanency, and well-being outcomes.

The worksheet tables are intended to support state teams in early phases of preparing for the CFSR Statewide Assessment by taking stock of available information and data sources, considering limitations and gaps, and identifying additional data to generate or develop further before analysis begins. This tool draws from, and should be used together with, the more comprehensive information provided in Assessing Systemic Factor Functioning Using Data and Evidence.[2] Both resources highlight potential sources of relevant information and data that child welfare agencies and their partners can use to explore and demonstrate functioning of the system's service array and resource development systemic factor. Note, however, that the inclusion of data and information from the identified sources by itself does not mean that a state has demonstrated conformity with the factor in the Statewide Assessment.

Use this tool to:

- Identify existing and needed data sources to demonstrate evidence of service array and resource development system functioning
- Prepare for the CFSR Round 4 Statewide Assessment

Organization

Tips and Things to Remember

Worksheet Instructions

Planning Worksheet Tables for Existing Data Sources by Item (A)

- Item 29: Array of Services
- Item 30: Individualizing Services

Planning Worksheet Table for New Data Sources or Data Quality Improvements (B)

Appendix: Data Analysis Checklist

See also Data Planning Worksheets for other CFSR systemic factors

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1   For more information on the importance of collecting and using quality data and information to assess and routinely monitor statewide functioning of systemic factors and findings from CFSR Round 3, see Systemic Factors—Results From the CFSRs: 2015-2018.
2   Find more detailed information on each systemic factor and related items, questions to explore the systemic factor federal requirements and beyond, and sources of data for demonstrating functionality in Assessing Systemic Factor Functioning Using Data and Evidence on the CFSR Information Portal.

Tips and Things to Remember

- The Children's Bureau (CB) considers a systemic factor to be "functioning" if it is operating consistently and on an ongoing basis across the state for all relevant populations. Description of a law, procedure, or process alone is not sufficient to demonstrate the level of functioning.
- As part of efforts to advance equity for all children and families, states should consider how their data, policies, and practices may reflect or contribute to inequities in services or outcomes for specific populations.[3]
- While identifying and developing data sources and plans for assessing systemic factor functioning, state teams should engage various perspectives, including young people and families with lived experience, tribes, legal and judicial communities, and other child welfare system partners.
- While CB does not require a specific format for presenting data on systemic factors, to adequately demonstrate functioning, states must:
  - Present relevant and quality evidence
  - Use sound measurement principles
  - Rely on recent data (within the last 3 years)
- States can use the "Data Analysis Checklist" in the worksheet's appendix as a support in assessing the quality and relevance of evidence proposed for analysis.
- To show how well each systemic factor functions statewide, states should present quantifiable data as evidence where appropriate (e.g., number of children documented in an administrative report). Frequently, these data can be expressed in the form of a fraction showing what part of an identified population (the denominator) meets a specified condition (the numerator). In some cases, qualitative data (e.g., findings from interviews or focus groups) may be needed to provide context or to better understand systemic factor functioning.
- **The exhibit presented for each item on the worksheet pages below highlights a series of questions or key aspects and data sources that exemplify one way to demonstrate how well a systemic factor is functioning. While intended to support state thinking about available data, note that this is not the only way to demonstrate functioning.**
- State teams may need multiple types of data and information to demonstrate functioning. Yet while seeking to be comprehensive, state teams should also consider how relevant each potential source is to answer the specific questions posed in the Statewide Assessment. States may have additional data or information that can help explore other questions outside the scope of the federal requirements. Some of these data and information may be useful to other parts of the CFSR (e.g., root cause analysis of a problem area, Program Improvement Plan (PIP) development for improvement of a systemic factor) or ongoing CQI but may not be needed to demonstrate systemic factor functioning in the Statewide Assessment.

Sources and Types of Data

To assess performance on systemic factors, states use both quantitative and qualitative evidence, including:

- State administrative data from statewide information systems
- Management information reports
- Administrative data from courts, service providers, and other partners
- Information included in the Child and Family Services Plan (CFSP), Annual Progress and Services Report (APSR), Court Improvement Program (CIP) Strategic Plan, and other reports
- Case record reviews
- Surveys, interviews, or focus groups with case participants, agency staff, and system partners
- Quality assurance (QA) and continuous quality improvement (CQI) data
- Federal and state reviews and audits
- Program evaluations

Find additional tips and step-by-step guidance to support the collection and analysis of service array data:

- A Data-Driven Approach to Service Array Guide
- A Service Array Data Inventory Sample Worksheet

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3   See also Advancing Equity and Inclusion Through the CFSRs and consider the "Getting Curious" questions and considerations presented in Assessing Systemic Factor Functioning Using Data and Evidence.

Worksheet Instructions

A. Complete the Planning Worksheet Tables for <u>Existing Data Sources</u>

For each item:

1. Review the **question to answer** in the CFSR Statewide Assessment.

2. Look at the **overview exhibit** for a summary of the Assessment question's subcomponents and their interrelationships. For each component, consider "How do you know?"

3. Review the **subquestions** for exploring systemic factor federal requirements. (While the subquestions align with the exhibit, they may include additional questions for consideration or context.) In the **source table(s)**, place a check by available information and data sources that your state can use to address each question. Multiple sources may be needed to fully respond to each question and confirm reliability of the data or information.

4. For each existing source:
   - Enter a **title or brief description** (e.g., policy title or report name)
   - Identify the applicable **time period** of the information or data in the source that will address the subquestion (e.g., children exiting care in fiscal year 2021)[4] (note the time period may differ from the date the data or information were collected or recorded)
   - Describe the **scope** of the data, noting the specific population and/or geographic area as applicable (e.g., children in care for at least 60 days in region 1)
   - Identify any known data **limitations.** Consider—Are the data recent? complete? accurate? reliable?

5. In the item review:
   - Indicate whether the state has **sufficient data** to fully respond to the Statewide Assessment question
   - Identify **additional information or data** that may be needed to demonstrate systemic factor functioning
   - Document **data quality issues** that need to be addressed
   - Consider whether some available **data and information fall outside the scope** of the Statewide Assessment question and therefore should not be presented to demonstrate systemic factor functioning

> When the following conditions exist, move to the <u>Planning Worksheet Table for New Data Sources or Data Quality Improvements (Section B)</u>:
>
> - Available data sources are not sufficient to answer all components of the Statewide Assessment questions
> - Additional information or data needs to be collected/generated
> - Data limitations or data quality issues need to be addressed
>
> **(Consider * prompts in Section A tables as a reminder to visit Section B)**

B. Complete the Planning Worksheet Table for <u>New Data Sources or Data Quality Improvements</u>

1. List the relevant systemic factor, item, and subquestion where information or data is needed.

2. Describe the proposed information or data source, time period, scope, method of collection or development, expected completion date, lead person responsible, and other related notes.

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4 If the state's fiscal year (e.g., July 1-June 30) differs from the federal fiscal year (October 1-September 30), specify the related dates in the time period column of the source tables.

A. Planning Worksheet Tables for Existing Data Sources

In the Statewide Assessment, states provide evidence on two items related to service array and resource development: array of services (item 29) and individualizing services (item 30). The following section can help state teams consider available data sources and evidence for exploring systemic factor federal requirements by item. The overview exhibits present key aspects of the Statewide Assessment question, and the source tables can help teams identify and organize their data to respond to the overarching question and related subquestions. While intended to prompt critical thinking about how to demonstrate functioning, the approach represented is not the only possible approach.
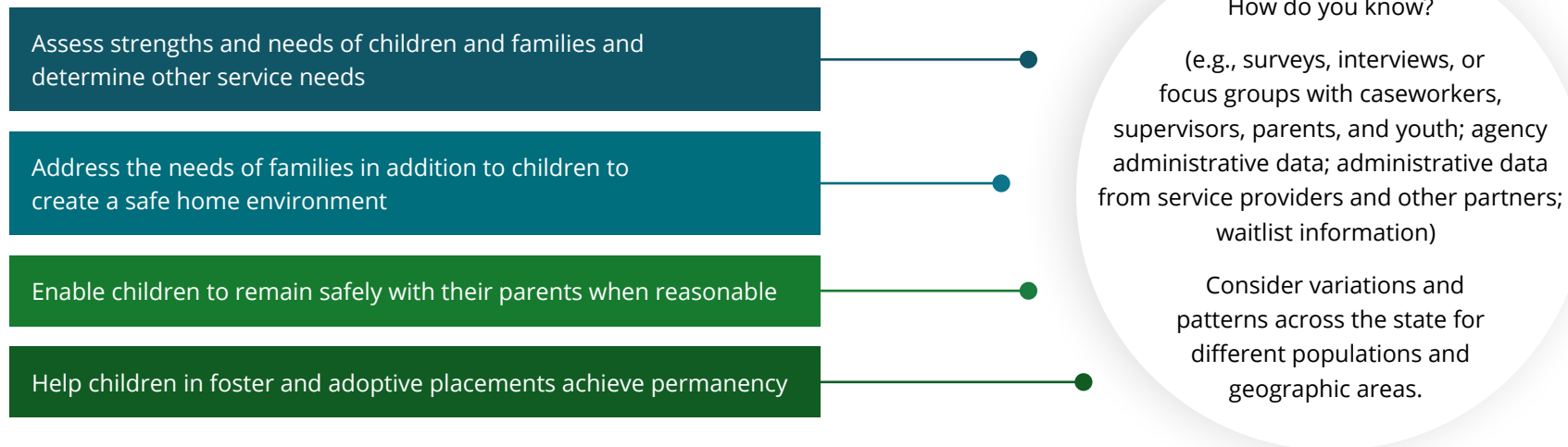
Item 29. Array of Services

Statewide Assessment question: How well is the service array and resource development system functioning to ensure that the range of services specified below is available and accessible in all political jurisdictions covered by the CFSP?

- ◆ Services that assess the strengths and needs of children and families and determine other service needs
- ◆ Services that address the needs of families in addition to individual children in order to create a safe home environment
- ◆ Services that enable children to remain safely with their parents when reasonable
- ◆ Services that help children in foster and adoptive placements achieve permanency

Item 29 Overview Exhibit A (Service Array Continuum)

Services are available and accessible statewide to:

Assess strengths and needs of children and families and determine other service needs

Address the needs of families in addition to children to create a safe home environment

Enable children to remain safely with their parents when reasonable

Help children in foster and adoptive placements achieve permanency

How do you know?

(e.g., surveys, interviews, or focus groups with caseworkers, supervisors, parents, and youth; agency administrative data; administrative data from service providers and other partners; waitlist information)

Consider variations and patterns across the state for different populations and geographic areas.

Note that while services may be *available* (i.e., existing and offered to families), they may not always be *accessible* (i.e., able to be used) due to various barriers (e.g., waitlists, service location, time of service delivery during work or school hours, absence of wheelchair ramps, other).

Item 29 Exhibit B (Example for Demonstrating Aspects of Service Array Functioning)

How many children and their families* during a selected period were assessed to need in-home services?

How do you know?
(e.g., administrative data; case review data; referral data)

Of these children and families, how many received in-home services within a specified period of time?

How do you know?
(e.g., service utilization data; surveys, interviews, or focus groups with parents, youth, caseworkers, and supervisors; agency administrative data; partner service data; case review data)

Consider variations and patterns across the state for different populations and geographic areas.

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How many children and their families* and caregivers during a selected period were assessed to need placement and other services following the child's removal from their home?

How do you know?
(e.g., administrative data; case review data; referral data)

Of these children, families, and caregivers, how many received placement and other services (e.g., services to support reunification or permanency) within a specified period of time?

How do you know?
(e.g., service utilization data; surveys, interviews, or focus groups with parents and youth; agency administrative data; partner service data; case record review data)

Consider variations and patterns across the state for different populations and geographic areas.

* Counts may reflect the number of children, number of families, or number of cases depending on how data are collected in the state's statewide information system.

Item 29 Source Tables

Subquestion 29A. What services does the state provide to assess the strengths and needs of children, youth, and families?

✔	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	Surveys, interviews, or focus groups with caseworkers or supervisors				
	Surveys, interviews, or focus groups with parents or youth				
	Administrative data (e.g., data from cases open for services across jurisdictions)				
	Administrative data from agency partners (e.g., Medicaid agency, courts, contractors, service providers)				
	Performance-based contracts and service or program evaluations				
	Other				
	None*				

Subquestion 29B. What services does the state provide to address the needs of families—in addition to individual children—to create a safe home environment?

✔	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	Surveys, interviews, or focus groups with caseworkers or supervisors				
	Surveys, interviews, or focus groups with parents or youth				
	Administrative data (e.g., data from cases open for services across jurisdictions)				
	Administrative data from agency partners (e.g., Medicaid agency, courts, contractors, service providers)				
	Performance-based contracts and service or program evaluations				

✔	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	Other				
	None*				

Subquestion 29C. What services does the state provide to enable children to remain safely with their parents when reasonable?

✔	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	Surveys, interviews, or focus groups with caseworkers or supervisors				
	Surveys, interviews, or focus groups with parents or youth				
	Administrative data (e.g., data from cases open for services across jurisdictions)				
	Administrative data from agency partners (e.g., Medicaid agency, courts, contractors, service providers)				
	Performance-based contracts and service or program evaluations				
	Other				
	None*				

Subquestion 29D. What services does the state provide to help children in foster and adoptive placements achieve permanency?

✔	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	Surveys, interviews, or focus groups with caseworkers and supervisors				
	Surveys, interviews, or focus groups with parents and youth				
	Administrative data (e.g., data from cases open for services across jurisdictions)				
	Administrative data from agency partners (e.g., Medicaid agency, courts, contractors, service providers)				

✔	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	Performance-based contracts and service or program evaluations				
	Other				
	None*				

Subquestion 29E. What are the differences in service *availability* for various populations, particularly those within the state that experience poorer outcomes? (In response to this question, consider data sources that reflect whether services for children and families existed.)

✔	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	Administrative data (e.g., referrals, utilization data)				
	Administrative data from agency partners (e.g., Medicaid agency, courts, contractors, service providers)				
	Surveys, interviews, or focus groups with caseworkers and supervisors				
	Surveys, interviews, or focus groups with attorneys representing parents, youth, or children				
	Surveys, interviews, or focus groups with foster and adoptive parents or kinship caregivers				
	Surveys, interviews, or focus groups with service providers				
	Other				
	None*				

Subquestion 29F. What are the differences in service *accessibility* for various populations, particularly those within the state that experience poorer outcomes? (In response to this question, consider data sources that reflect whether children and families could access available services.)

✔	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	Administrative data (e.g., referrals, utilization data, waitlist data)				
	Administrative data from agency partners (e.g., Medicaid agency, courts, contractors, service providers)				
	Surveys, interviews, or focus groups with caseworkers and supervisors				
	Surveys, interviews, or focus groups with parents and youth				
	Surveys, interviews, or focus groups with attorneys representing parents, youth, or children				
	Surveys, interviews, or focus groups with foster and adoptive parents or kinship caregivers				
	Surveys, interviews, or focus groups with service providers				
	Other				
	None*				

Subquestion 29G. To what extent were there waitlists for services? Which services had waitlists, if any? How long were/are the waiting times for services? How do waitlists vary by jurisdiction?

✔	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	Administrative data (e.g., utilization data)				
	Administrative data from agency partners (e.g., Medicaid agency, courts, contractors, service providers)				

✔	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	Surveys, interviews, or focus groups with caseworkers and supervisors				
	Surveys, interviews, or focus groups with parents and youth				
	Surveys, interviews or focus groups with foster and adoptive parents or kinship caregivers				
	Surveys, interviews, or focus groups with service providers				
	Other				
	None*				

Subquestion 29H. To what extent are there gaps in the service array that may impact the jurisdiction's ability to:

- Assess the strengths and needs of children and families and determine other service needs?
- Address the needs of families in addition to individual children in order to create a safe home environment?
- Enable children to remain safely with their parents when reasonable?
- Help children in foster and adoptive placement achieve permanency?

How do gaps vary by jurisdiction?

✔	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	Administrative data (e.g., referrals, utilization data)				
	Administrative data from agency partners (e.g., Medicaid agency, courts, contractors, service providers)				
	Surveys, interviews, or focus groups with caseworkers and supervisors				
	Surveys, interviews, or focus groups with parents and youth				

✔	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	Surveys, interviews, or focus groups with foster and adoptive parents or kinship caregivers				
	Surveys, interviews, or focus groups with service providers				
	Other				
	None*				

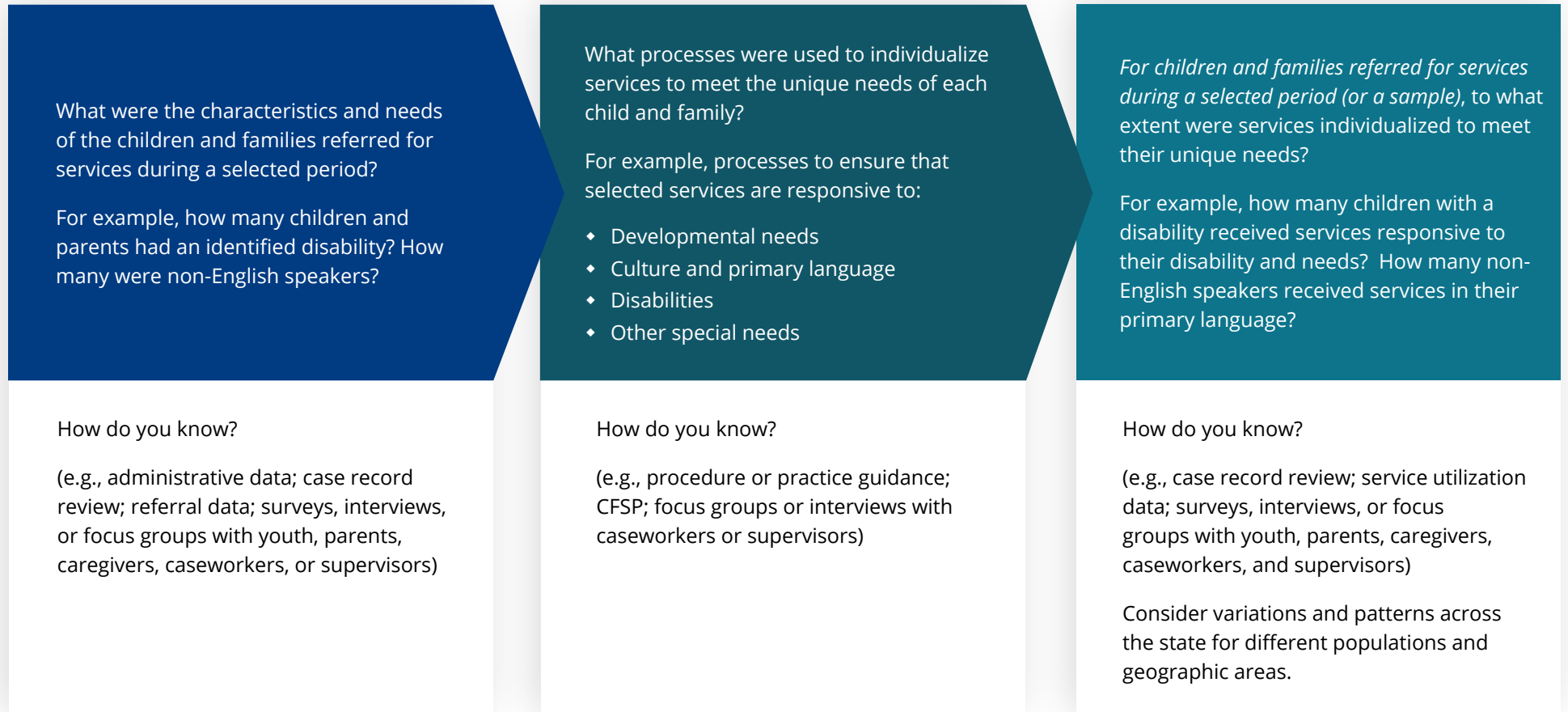## Item 29 Review

Are the available data sources sufficient to answer all components of the Statewide Assessment question using an appropriate measurement approach?	YES	NO*	
If not, what additional data or information needs to be collected or generated?*			
Are there data limitations or data quality concerns that need to be addressed to support quality evidence?	YES*	NO	
Do any of the data sources listed fall outside the scope of the Statewide Assessment question (e.g., address other questions or root causes)?	YES	NO	

Item 30. Individualizing Services

Statewide Assessment question: How well is the service array and resource development system functioning statewide to ensure that the services in item 29 can be individualized to meet the unique needs of children and families served by the agency?

Note: Services that are developmentally and/or culturally appropriate (including linguistically competent), responsive to disability and special needs, or accessed through flexible funding are examples of how the unique needs of children and families are met by the agency.

Item 30 Overview Exhibit

What were the characteristics and needs of the children and families referred for services during a selected period?

For example, how many children and parents had an identified disability? How many were non-English speakers?

What processes were used to individualize services to meet the unique needs of each child and family?

For example, processes to ensure that selected services are responsive to:

- Developmental needs
- Culture and primary language
- Disabilities
- Other special needs

For children and families referred for services during a selected period (or a sample), to what extent were services individualized to meet their unique needs?

For example, how many children with a disability received services responsive to their disability and needs? How many non-English speakers received services in their primary language?

How do you know?

(e.g., administrative data; case record review; referral data; surveys, interviews, or focus groups with youth, parents, caregivers, caseworkers, or supervisors)

How do you know?

(e.g., procedure or practice guidance; CFSP; focus groups or interviews with caseworkers or supervisors)

How do you know?

(e.g., case record review; service utilization data; surveys, interviews, or focus groups with youth, parents, caregivers, caseworkers, and supervisors)

Consider variations and patterns across the state for different populations and geographic areas.

State teams should consider and discuss available information and data to determine key characteristics and intersecting identities of the diverse populations served by their child welfare system and the distinct needs of identified groups (e.g., families of different racial and ethnic backgrounds, non-English speakers, children with disabilities, LGBTQ+ youth, unaccompanied refugee minors).

Item 30 Source Tables

Subquestion 30A. What are the state's processes for individualizing services to meet the unique needs of each child and family?

✔	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	Procedure or practice guidance				
	CFSP/APSR				
	Surveys, interviews, or focus groups with caseworkers or supervisors				
	Other				
	None*				

Subquestion 30B. To what extent are services able to be individualized to meet the unique needs of children and families served by the agency?

✔	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	Case record review data				
	Surveys, interviews, or focus groups with parents or youth				
	Surveys, interviews, or focus groups with caseworkers or supervisors				
	Surveys, interviews, or focus groups with foster and adoptive parents or kinship caregivers				
	Other				
	None*				

Subquestion 30C. To what extent are the services in item 29 responsive to developmental needs?

✔	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	Surveys, interviews, or focus groups with parents or youth				
	Surveys, interviews, or focus groups with caseworkers or supervisors				
	Surveys, interviews, or focus groups with foster and adoptive parents or kinship caregivers				
	Other				
	None*				

Subquestion 30D. To what extent are the services in item 29 culturally responsive (including delivery in children's and families' primary language)?

✔	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	Surveys, interviews, or focus groups with parents or youth				
	Surveys, interviews, or focus groups with caseworkers or supervisors				
	Surveys, interviews, or focus groups with foster and adoptive parents or kinship caregivers				
	Other				
	None*				

Subquestion 30E. What are the disability and special needs characteristics of the children and families served by the state?

✔	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	Administrative data				
	Administrative data from agency partners				
	Surveys, interviews, or focus groups with caseworkers or supervisors				
	Other				
	None*				

Subquestion 30F. To what extent are the services in item 29 responsive to the disability and special needs of the children and families served?

✔	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	Surveys, interviews, or focus groups with parents or youth				
	Surveys, interviews, or focus groups with caseworkers or supervisors				
	Surveys, interviews, or focus groups with foster and adoptive parents or kinship caregivers				
	None*				

Subquestion 30G. How is the state using flexible funding to individualize services? What types of services are provided using flexible funding?

✔	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	Administrative data from state agency (utilization data)				
	Administrative data from agency partners				
	Surveys, interviews, or focus groups with caseworkers or supervisors				
	Surveys, interviews, or focus groups with foster and adoptive parents or kinship caregivers				
	Contract information				
	Other				
	None*				

Item 30 Review

Are the available data sources sufficient to answer all components of the Statewide Assessment question using an appropriate measurement approach?	YES		NO*	
If not, what additional data or information needs to be collected or generated?*				
Are there data limitations or data quality concerns that need to be addressed to support quality evidence?	YES*		NO	
Do any of the data sources listed fall outside the scope of the Statewide Assessment question (e.g., address other questions or root causes)?	YES		NO	

B. Planning Worksheet Table for New Data Sources or Data Quality Improvements

Complete this table to identify where the state team will fill gaps and address limitations to provide relevant and timely data and information that fully address the assessment questions for the systemic factor. Rows in this table should be completed when the following conditions exist: 1) Available data sources are not sufficient to answer all components of the Statewide Assessment question for the systemic factor item; 2) Additional information or data needs to be collected or generated; or 3) Data limitations or data quality issues need to be addressed to support quality evidence.

Systemic Factor and Item	Question to Answer	Information or Data Source	Time Period/ Scope	Method of Collection/ Development	Expected Completion Date	Lead	Notes

APPENDIX: Data Analysis Checklist

Excerpted from the Children's Bureau's [CFSRs: Guiding Principles, Framework, and Tools for the Statewide Assessment Process](#)

The Data Analysis Checklist provides a short, easy way to help assess the quality and relevance of evidence used for analysis. The questions focus on the scope and methods used to generate evidence and are designed to confirm that the information is relevant and reliable to use for analysis and to support observations and conclusions. This checklist is an optional resource that may be helpful for individuals planning, conducting, and/or reviewing data analysis done for a variety of purposes, including, but not limited to, Child and Family Services Plans (CFSPs), Annual Progress and Services Reports (APSRs), CFSR Statewide Assessments, Program Improvement Plans (PIPs), Court Improvement Program (CIP) Self-Assessments, and state program evaluations.
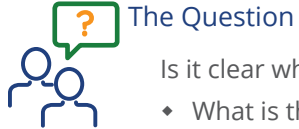
The Question

Is it clear what question this analysis is answering?
- What is the analytic question?[1]

The Evidence/Data/Methodology

Can you identify the source and characteristics of the data? Are the data provided, and are they complete?
- What is the data source?
- How current are the data (through what month/quarter/year)?

Is the information presented clearly labeled?

Does the population selected for the analysis match the question?
- What population is selected for analysis?

Does the method of analysis match the question being asked or the observation being made?
- If the analysis is about a system outcome, does the method use aggregate data?
- If the analysis is about a root cause, does the analysis rely on targeted data collection, either qualitative or quantitative?
- If the analysis is about the quality of a system of care, does it rely on qualitative data collection, such as through focus groups?

Should there be a comparison group, and if so, is it included in the analysis?
- What population is used for comparison?

Does the analysis consider variation (e.g., by place, by population, over time)?

Does the analysis consider whether observed variations may be a consequence of disparities in systems, structures, policies, and/or practices?

Are the limitations of the data identified?

Is the data source accurate and reliable?

Does the analysis answer the question?

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1   A research or analytic question is designed to guide the acquisition and generation of evidence that when processed (or analyzed) increases one's knowledge and is related to a theory or a hypothesis. A good data analytic question specifies the target population and the measurable change that population should experience. Sometimes the question is descriptive (e.g., How often do children placed in care move during their first year in care?), sometimes it is comparative (e.g., Are children who enter care in 2021 moving more now in their first year of care as compared with children placed in care in 2019?), and sometimes it is causal (e.g., To what extent are children who were placed in care in 2021 moving more in their first year of care because of pandemic-related issues?).

The Conclusion

Are the arguments summarized and clear?

Are all the graphic representations of the data clearly explained in the narrative?

Were associated factors or data used to better inform the analysis?

- For example, if the analysis considered timely permanence, did it also refer to performance on reentry to care?

Is the conclusion verified or contradicted by other sources of data?

- For example, did feedback from individuals with vested interests, focus groups, surveys, or other administrative data support the analytic findings or suggest possible alternatives?

Are there perspectives not accounted for in the analysis?

Do the results suggest that further analysis may be indicated?

After a decade of CQI system and performance measurement work, advancements in our knowledge of implementation science,[2] the introduction and application of the CQI change and implementation process, and the call to action to transform and create equitable child welfare systems, the Children's Bureau believes that states are well-positioned to complete high-quality Statewide Assessments.

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2   Annie E. Casey Foundation. (August 12, 2017). What is implementation science? [blog post].

Find More CFSR Planning and Implementation Tools and Supports

Access CFSR Systemic Factor Data Planning Worksheets for the other six systemic factors.
Find additional CFSR Round 4 Planning and Implementation Tools that 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 Round 4

The Center for States is available to provide state child welfare agencies with support in data planning and preparing for CFSR Round 4. To request services tailored to your needs, email capacityinfo@icfi.com or contact your Center for States Liaison.

Additional Resources on Assessing Systemic Factor Functioning and the CFSR Statewide Assessment

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

Children's Bureau. (2022). CFSRs: Guiding Principles, Framework, and Tools for the Statewide Assessment Process.

Children's Bureau. (April 6, 2022). CFSR Round 4 National Call #6: Systemic Factors and Stakeholder Interview Guide. (Webinar video)

Children's Bureau. (2022). CFSR Procedures Manual. (Chapter 2)

Children's Bureau. (2022). Statewide Assessment Instrument. (Section IV, includes guiding questions)

Children's Bureau. (2020). Systemic Factors—Results From the CFSRs: 2015–2018.

Capacity Building Center for States. (2019). A Data-Driven Approach to Service Array.

Capacity Building Center for States. (2019). Service Array Data Inventory Sample Worksheet.

JBS International. CFSR Information Portal. CFSR Round 4 Resources. (Webpage)