



# Child and Family Services Reviews

## Stakeholder Interview Guide

April 2014



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES  
ADMINISTRATION FOR  
**CHILDREN & FAMILIES**  
Administration on Children, Youth and Families  
Children's Bureau

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## STAKEHOLDER INTERVIEW GUIDE

OMB Control No: 0970-0214  
Expiration date: 2/28/2018

### Introduction and Instructions

Stakeholder interviews will be conducted during the onsite component of the Child and Family Services Reviews (CFSRs). The purpose of the stakeholder interviews is to collect information needed to determine whether the state is in substantial conformity with CFSR systemic factor federal requirements. However, because substantial conformity determinations can be made based on the information the state submits in its statewide assessment, stakeholder interviews may not be required to collect information about every systemic factor during the onsite component of the CFSR.

When stakeholder interviews are required, the review team interviews stakeholders who are representative of the types of organizations and individuals who participated in the development of the state's Child and Family Services Plan (CFSP), as required at regulations in 45 CFR 1357.15(1). These include representatives of courts, administrative review bodies, children's guardians ad litem, and other individuals or bodies assigned responsibility for representing the best interests of children. Interviews should be limited to approximately 1.5 hours for caseworkers, supervisors, and administrative case reviewers, and 1 hour for other respondents. The following are examples of stakeholders who may be interviewed:

- State child welfare director
- Child welfare agency administrator or program area administrator(s)
- Foster and adoptive parent(s)
- Court improvement program administrator(s)
- Court system representative(s) or juvenile court judge(s)
- Tribal leader(s)
- Tribal child welfare program administrator(s)
- Law enforcement representative(s)
- Representative(s) of administrative review bodies
- Caseworker(s) from the public child welfare agency or private agencies
- Supervisor(s) from the public child welfare agency or private agencies
- Youth being served by the agency
- Guardian(s) ad litem/legal representative(s) for children
- State foster and/or adoptive parent association representative(s)
- Agency attorney(s)
- Major child welfare contractor(s) or service provider(s)

Review teams may interview additional stakeholders who will inform a determination of the state's substantial conformity on the systemic factors as needed.

### Preparing for Stakeholder Interviews

This stakeholder interview guide identifies questions that may be asked during stakeholder interviews. Every question will not be necessary. Rather, the CFSR team leaders will specify the questions interviewers will ask selected stakeholders to inform substantial conformity determinations for systemic factors. The team leaders select the stakeholders and relevant interview questions based on the information the state provides in the statewide assessment.

- Reviewers should become thoroughly familiar with the questions in the stakeholder interview guide before beginning the stakeholder interviews. Reviewers should note that stakeholders may provide information out of sequence from the order of the stakeholder interview guide.
- Reviewers should become thoroughly familiar with the statewide assessment before conducting stakeholder interviews. Information in the statewide assessment will help reviewers understand what the state has already reported about systemic factor functioning and inform a goal-directed approach to conducting stakeholder interviews.
- Reviewers do not have to use the questions verbatim but should not veer from the substance of a question to gather extraneous information that is not needed for the purposes of the review. Reviewers note for each stakeholder that the review focuses on the most recent data and information and ask them to confine their responses to information that is reflective of that time period.

### **Stakeholder Interview Guide Structure**

The stakeholder interview guide is divided into seven systemic factor sections. Each section addresses a separate systemic factor. Each systemic factor is composed of one or more items. For example, the statewide information system and case review system systemic factors are composed of one and five items, respectively.

The items in this instrument begin with #19 instead of #1 because items #1 through 18 are outcome-related items covered in the onsite review instrument. Items related to the systemic factors, which are the focus of this instrument, are items #19 through 36.

Within the stakeholder interview guide, the questions are listed under each systemic factor item. Some questions are followed by *follow-up questions*. Follow-up questions should be used when the information indicated is not in the statewide assessment or can be considered as prompts if the interviewees do not provide the information when responding to the broader prior questions.

## Section I: Statewide Information System (Item 19)

### Item 19: Statewide Information System

How well is the statewide information system functioning statewide to ensure that, at a minimum, the state can readily identify the status, demographic characteristics, location, and goals for the placement of every child who is (or within the immediately preceding 12 months, has been) in foster care?

#### **Item 19 Questions:**

1. What statewide information and data are currently used to show whether the four statewide information system data elements are readily identifiable across the state for each child in foster care?

#### ***Follow-Up Questions:***

If statewide data or information exists, reviewers ask questions 1a and 1b:

- 1a. What do the current statewide information and data indicate about whether the four statewide information system data elements are readily identifiable across the state for each child in foster care?
- 1b. Are there other ways you know about for determining whether the four statewide information system data elements are readily identifiable across the state?

If statewide information or data do not exist, reviewers ask question 1c:

- 1c. How do you know whether the four statewide data elements are readily identifiable across the state for each child in foster care?
2. How do you know whether the referenced information or data are accurate and of good quality?
3. Can you provide any context that helps us understand the scope and limitations of the referenced data or information in terms of how well the federal requirement functions statewide (e.g., time frames, geographic representation, size of study, relevance of data to assess functioning of requirement)?
4. What are the barriers that specifically affect the state's ability to ensure that the four statewide information system data elements are readily identifiable across the state for each child in foster care?

#### ***Follow-Up to Question:***

- 4a. If barriers exist, to what extent do these affect the state's ability to ensure that the four statewide information system data elements are readily identifiable across the state for each child in foster care?

## Section II: Case Review System (Items 20–24)

### Item 20: Written Case Plan

How well is the case review system functioning statewide to ensure that each child has a written case plan that is developed jointly with the child's parent(s) and includes the required provisions?

#### **Item 20 Questions:**

1. What statewide information and data are currently used by the state to show whether each child has a written case plan developed jointly with the child's parent(s) that includes the required provisions?

#### ***Follow-Up Questions:***

If statewide data or information exists, reviewers ask questions 1a and 1b:

- 1a. What do the current statewide information and data indicate about whether each child has a written case plan developed jointly with the child's parent(s) that includes the required provisions?
- 1b. Are there other ways you know about for determining whether each child has a written case plan developed jointly with the child's parent(s) that includes the required provisions?

If statewide information or data do not exist, reviewers ask 1c:

- 1c. How do you know whether each child has a written case plan developed jointly with the child's parent(s) that includes the required provisions?
2. How do you know whether the referenced information and data are accurate and of good quality?
3. Can you provide any context that helps us understand the scope and/or limitations of the referenced data and/or information in terms of how well the federal requirement functions statewide (e.g., time frames, geographic representation, size of study, data collection process, relevance of data to assess functioning of requirement)?
4. What are the barriers that specifically affect the state's ability to ensure that each child has a written case plan that is developed jointly with the child's parent(s) that includes the required provisions?

#### ***Follow-Up to Question:***

- 4a. If barriers exist, to what extent do these barriers affect the state's ability to ensure that each child has a written case plan that is developed jointly with the child's parent(s) and includes the required provisions?

### Item 21: Periodic Reviews

How well is the case review system functioning statewide to ensure that a periodic review for each child occurs no less frequently than once every 6 months, either by a court or by administrative review?

#### **Item 21 Questions:**

1. What statewide information and data are currently used by the state to show whether periodic review for each child occurs no less frequently than once every 6 months, either by a court or by administrative review?

#### ***Follow-Up Questions:***

If statewide data or information exists, reviewers ask questions 1a and 1b:

1a. What do the current statewide information and data indicate about whether a periodic review for each child occurs no less frequently than once every 6 months, either by a court or by administrative review?

1b. Are there other ways you know about for determining whether a periodic review for each child occurs no less frequently than once every 6 months, either by a court or by administrative review?

If statewide information or data do not exist, reviewers ask question 1c:

1c. How do you know whether a periodic review for each child occurs no less frequently than once every 6 months, either by a court or by administrative review?

2. How do you know whether the referenced information and data are accurate and of good quality?
3. Can you provide any context that helps us understand the scope and/or limitations of the referenced data and/or information in terms of how well the federal requirement functions statewide (e.g., time frames, geographic representation, size of study, data collection process, relevance of data to assess functioning of requirement)?
4. What are the barriers that specifically affect the state's ability to ensure that a periodic review for each child occurs no less frequently than once every 6 months, either by a court or by administrative review?

#### ***Follow-Up to Question:***

4a. If barriers exist, to what extent do these barriers affect the state's ability to ensure that a periodic review for each child occurs no less frequently than once every 6 months, either by a court or by administrative review?

## Item 22: Permanency Hearings

How well is the case review system functioning statewide to ensure that, for each child, a permanency hearing in a qualified court or administrative body occurs no later than 12 months from the date the child entered foster care and no less frequently than every 12 months thereafter?

### **Item 22 Questions:**

1. What statewide information and data are currently used by the state to show whether a permanency hearing in a qualified court or administrative body occurs no later than 12 months from the date the child entered foster care and no less frequently than every 12 months thereafter?

#### ***Follow-Up Questions:***

If statewide data or information exists, reviewers ask questions 1a and 1b:

- 1a. What do the current statewide information and data indicate about whether, for each child, a permanency hearing in a qualified court or administrative body occurs no later than 12 months from the date the child entered foster care and no less frequently than every 12 months thereafter?
- 1b. Are there other ways you know about for determining whether, for each child, a permanency hearing in a qualified court or administrative body occurs no later than 12 months from the date the child entered foster care and no less frequently than every 12 months thereafter?

If statewide information or data do not exist, reviewers ask question 1c:

- 1c. How do you know whether, for each child, a permanency hearing in a qualified court or administrative body occurs no later than 12 months from the date the child entered foster care and no less frequently than every 12 months thereafter?
2. How do you know whether the referenced information and data are accurate and of good quality?
3. Can you provide any context that helps us understand the scope and/or limitations of the referenced data and/or information in terms of how well the federal requirement functions statewide (e.g., time frames, geographic representation, size of study, data collection process, relevance of data to assess functioning of requirement)?
4. What are the barriers that specifically affect the state's ability to ensure that, for each child, a permanency hearing in a qualified court or administrative body occurs no later than 12 months from the date the child entered foster care and no less frequently than every 12 months thereafter?

#### ***Follow-Up to Question:***

- 4a. If barriers exist, to what extent do these barriers affect the state's ability to ensure that, for each child, a permanency hearing in a qualified court or administrative body occurs no later than 12 months from the date the child entered foster care and no less frequently than every 12 months thereafter?



### Item 23: Termination of Parental Rights

How well is the case review system functioning statewide to ensure that the filing of termination of parental rights (TPR) proceedings occurs in accordance with required provisions?

#### **Item 23 Questions:**

1. What statewide information and data are currently used by the state to show whether filing of TPR proceedings occurs in accordance with required provisions?

#### ***Follow-Up Questions:***

If statewide data or information exists, reviewers ask questions 1a and 1b:

- 1a. What do the current statewide information and data indicate about whether filing of TPR proceedings occurs in accordance with required provisions?
- 1b. Are there other ways you know about for determining whether filing of TPR proceedings occurs in accordance with required provisions?

If statewide information or data do not exist, reviewers ask question 1c:

- 1c. How do you know whether filing of TPR proceedings occurs in accordance with required provisions?
2. How do you know whether the referenced information and data are accurate and of good quality?
3. Can you provide any context that helps us understand the scope and limitations of the referenced data and information in terms of how well the federal requirement functions statewide (e.g., time frames, geographic representation, size of study, data collection process, relevance of data to assess functioning of requirement)?
4. What are the barriers that specifically affect the state's ability to ensure that filing of TPR proceedings occurs in accordance with required provisions?

#### ***Follow-Up to Question:***

- 4a. If barriers exist, to what extent do these barriers affect the state's ability to ensure that filing of TPR proceedings occurs in accordance with required provisions?

### **Item 24: Notice of Hearings and Reviews to Caregivers**

How well is the case review system functioning statewide to ensure that foster parents, pre-adoptive parents, and relative caregivers of children in foster care are notified of, and have a right to be heard in, any review or hearing held with respect to the child?

#### **Item 24 Questions:**

1. What statewide information and data are currently used by the state to show whether foster parents, pre-adoptive parents, and relative caregivers of children in foster care are notified of, and have a right to be heard in, any review or hearing held with respect to the child?

#### ***Follow-Up Questions:***

If statewide data or information exists, reviewers ask questions 1a and 1b:

- 1a. What do the current statewide information and data indicate about whether foster parents, pre-adoptive parents, and relative caregivers of children in foster care are notified of, and have a right to be heard in, any review or hearing held with respect to the child?
- 1b. Are there other ways you know about for determining whether foster parents, pre-adoptive parents, and relative caregivers of children in foster care are notified of, and have a right to be heard in, any review or hearing held with respect to the child?

If statewide information or data do not exist, reviewers ask question 1c:

- 1c. How do you know whether foster parents, pre-adoptive parents, and relative caregivers of children in foster care are notified of, and have a right to be heard in, any review or hearing held with respect to the child?
2. How do you know whether the referenced information and data are accurate and of good quality?
3. Can you provide any context that helps us understand the scope and/or limitations of the referenced data and information in terms of how well the federal requirement functions statewide (e.g., time frames, geographic representation, size of study, data collection process, relevance of data to assess functioning of requirement)?
4. What are the barriers that specifically affect the state's ability to ensure that foster parents, pre-adoptive parents, and relative caregivers of children in foster care are notified of, and have a right to be heard in, any review or hearing held with respect to the child?

#### ***Follow-Up to Question:***

- 4a. If barriers exist, to what extent do these barriers affect the state's ability to ensure that foster parents, pre-adoptive parents, and relative caregivers of children in foster care are notified of, and have a right to be heard in, any review or hearing held with respect to the child?

## Section III: Quality Assurance System (Item 25)

### Item 25: Quality Assurance System

How well is the quality assurance system functioning statewide to ensure that it is (1) operating in the jurisdictions where the services included in the Child and Family Services Plan (CFSP) are provided, (2) has standards to evaluate the quality of services (including standards to ensure that children in foster care are provided quality services that protect their health and safety), (3) identifies strengths and needs of the service delivery system, (4) provides relevant reports, and (5) evaluates implemented program improvement measures?

#### **Item 25 Questions:**

1. What statewide information and data are currently used by the state to show whether the quality assurance system is functioning statewide to ensure that it:
  - is operating in the jurisdictions where the services included in the CFSP are provided?
  - has standards to evaluate the quality of services (including standards to ensure that children in foster care are provided quality services that protect their health and safety)?
  - identifies strengths and needs of the service delivery system?
  - provides relevant reports?
  - evaluates implemented program improvement measures?

#### ***Follow-Up Questions:***

If statewide data or information exists, reviewers ask questions 1a and 1b:

- 1a. What do the current statewide information and data indicate about whether the requirements outlined in questions 1-5 above are functioning across the state?
- 1b. Are there other ways you know about for determining whether the requirements outlined in questions 1-5 above are functioning across the state?

If statewide information or data do not exist, reviewers ask the question 1c:

- 1c. How do you know whether the requirements outlined in questions 1-5 above are functioning across the state?
2. How do you know whether the referenced information and data are accurate and of good quality?
3. Can you provide any context that helps us understand the scope and limitations of the referenced data and information in terms of how well the federal requirement functions statewide (e.g., time frames, geographic representation, size of study, data collection process, relevance of data to assess functioning of requirement)?
4. What are the barriers that specifically affect the state's ability to ensure that the quality assurance system functions as required statewide?

#### ***Follow-Up to Question:***

- 4a. If barriers exist, to what extent do these barriers affect the state's ability to ensure that a quality assurance system is functioning as required across the state?

## Section IV: Staff and Provider Training (Items 26-28)

### Item 26: Initial Staff Training

How well is the staff and provider training system functioning statewide to ensure that initial training is provided to all staff who deliver services pursuant to the Child and Family Services Plan (CFSP) that includes the basic skills and knowledge required for their positions?

*"Staff," for purposes of assessing this item, includes all contracted and non-contracted staff who have case management responsibilities in the areas of child protection services, family preservation and support services, foster care services, adoption services, and independent living services pursuant to the state's CFSP.*

#### **Item 26 Questions:**

1. What statewide information and data are currently used by the state to show:
  - whether all staff receive training pursuant to the established curriculum and time frames for the provision of initial training?
  - how well the initial training addresses basic skills and knowledge needed by staff to carry out their duties?

#### ***Follow-Up Questions:***

If statewide data or information exists, reviewers ask questions 1a and 1b:

- 1a. What do the current statewide data and information indicate about:
  - (a) whether all staff receive training pursuant to the established curriculum and time frames for the provision of initial training?
  - (b) how well the initial training addresses basic skills and knowledge needed by staff to carry out their duties?
- 1b. Are there other ways you know about for determining:
  - (a) whether all staff receive training pursuant to the established curriculum and time frames for the provision of initial training?
  - (b) how well the initial training addresses basic skills and knowledge needed by staff to carry out their duties?

If statewide data or information do not exist, reviewers ask question 1c:

- 1c. How do you know whether:
  - (a) all staff receive training pursuant to the established curriculum and time frames for the provision of initial training?
  - (b) how well the initial training addresses basic skills and knowledge needed by staff to carry out their duties?
2. How do you know whether the referenced information and data are accurate and of good quality?
3. Can you provide any context that helps us understand the scope and/or limitations of the referenced data and/or information in terms of how well the federal requirement functions statewide (e.g., time frames, geographic representation, size of study, data collection process, relevance of data to assess functioning of requirement)?

4. What are the barriers that specifically affect the state's ability to ensure:
- (a) that all staff receive training pursuant to the established curriculum and time frames for the provision of initial training?
  - (b) how well the initial training addresses basic skills and knowledge needed by staff to carry out their duties?

**Follow-Up to Question:**

- 4a. If barriers exists, to what extent do these barriers affect the state's ability to ensure:
- (a) that all staff receive training pursuant to the established curriculum and time frames for the provision of initial training?
  - (b) how well the initial training addresses basic skills and knowledge needed by staff to carry out their duties?

### Item 27: Ongoing Staff Training

How well is the staff and provider training system functioning statewide to ensure that ongoing training is provided for staff that addresses the skills and knowledge needed to carry out their duties with regard to the services included in the CFSP?

*"Staff," for purposes of assessing this item, includes all contracted and non-contracted staff who have case management responsibilities in the areas of child protection services, family preservation and support services, foster care services, adoption services, and independent living services pursuant to the state's CFSP.*

*"Staff," for purposes of assessing this item, also includes direct supervisors of all contracted and non-contracted staff who have case management responsibilities in the areas of child protection services, family preservation and support services, foster care services, adoption services, and independent living services pursuant to the state's CFSP.*

#### **Item 27 Questions:**

1. What statewide information and data are currently used by the state to show:
  - whether all staff receive training pursuant to the established annual, bi-annual hourly, or continuing education requirement and time frames for the provision of ongoing training?
  - whether the ongoing training addresses skills and knowledge needed by staff to carry out their duties with regard to the services included in the CFSP?

#### ***Follow-Up Questions:***

If statewide data or information exists, reviewers ask questions 1a and 1b:

1a. What do the current statewide information and data indicate about:

- (a) whether all staff receive training pursuant to the established annual, bi-annual hourly, or continuing education requirement and time frames for the provision of ongoing training?
- (b) whether the ongoing training addresses skills and knowledge needed by staff to carry out their duties with regard to the services included in the CFSP?

1b. Are there other ways you know about for determining:

- (a) whether all staff receive training pursuant to the established annual, bi-annual hourly, or continuing education requirement and time frames for the provision of ongoing training?
- (b) whether the ongoing training addresses skills and knowledge needed by staff to carry out their duties with regard to the services included in the CFSP?

If statewide information or data do not exist, reviewers ask question 1c:

1c. How do you know:

- (a) whether all staff receive training pursuant to the established annual, bi-annual hourly, or continuing education requirement and time frames for the provision of ongoing training?
- (b) whether the ongoing training addresses skills and knowledge needed by staff to carry out their duties with regard to the services included in the CFSP?

2. How do you know whether the referenced information and data are accurate and of good quality?

3. Can you provide any context that helps us understand the scope and/or limitations of the referenced data and/or information in terms of how well the federal requirement functions statewide (e.g., time frames, geographic representation, size of study, data collection process, relevance of data to assess functioning of requirement)?
4. What are the barriers that specifically affect the state's ability to ensure that:
  - (a) all staff receive training pursuant to the established annual, bi-annual hourly, or continuing education requirement and time frames for the provision of ongoing training?
  - (b) the ongoing training addresses skills and knowledge needed by staff to carry out their duties with regard to the services included in the CFSP?

***Follow-Up to Question:***

- 4a. If barriers exist, to what extent do these identified barriers affect the state's ability to ensure that:
  - (a) all staff receive training pursuant to the established annual, bi-annual hourly, or continuing education requirement and time frames for the provision of ongoing training?
  - (b) the ongoing training addresses skills and knowledge needed by staff to carry out their duties with regard to the services included in the CFSP?

### **Item 28: Foster and Adoptive Parent Training**

How well is the staff and provider training system functioning to ensure that training is occurring statewide for current or prospective foster parents, adoptive parents, and staff of state licensed or approved facilities (that care for children receiving foster care or adoption assistance under title IV-E) that addresses the skills and knowledge base needed to carry out their duties with regard to foster and adopted children?

*The following individuals are subject to this training requirement:*

1. *current or prospective foster and adoptive parents; and*
2. *staff of state licensed or approved facilities that care for children receiving foster care or adoption assistance under title IV-E that addresses the skills and knowledge base needed to carry out their duties with regard to foster and adopted children.*

#### **Item 28 Questions:**

1. What statewide information and data are currently used by the state to show whether the above-referenced current and prospective caregivers and staff of state licensed or approved facilities that care for children receiving foster care or adoption assistance under title IV-E receive:
  - training pursuant to the established annual, bi-annual hourly, or continuing education requirement and time frames for the provision of initial and ongoing training?
  - initial and ongoing training that addresses the skills and knowledge base needed to carry out their duties with regard to foster and adopted children?

#### ***Follow-Up Questions:***

If statewide data or information exists, reviewers ask questions 1a and 1b:

- 1a. What do the current statewide information and data indicate about whether the above-referenced current and prospective caregivers and staff of state licensed or approved facilities that care for children receiving foster care or adoption assistance under title IV-E receive:
  - (a) training pursuant to the established annual, bi-annual hourly, or continuing education requirement and time frames for the provision of initial and ongoing training?
  - (b) initial and ongoing training that addresses the skills and knowledge base needed to carry out their duties with regard to foster and adopted children?
- 1b. Are there other ways you know about for determining whether the above-referenced current and prospective caregivers and staff of state licensed or approved facilities that care for children receiving foster care or adoption assistance under title IV-E receive:
  - (a) training pursuant to the established annual, bi-annual hourly, or continuing education requirement and time frames for the provision of initial and ongoing training?
  - (b) initial and ongoing training that addresses the skills and knowledge base needed to carry out their duties with regard to foster and adopted children?

If statewide information and data do not exist, reviewers ask question 1c:

- 1c. How do you know whether the above-referenced current and prospective caregivers and staff of state licensed or approved facilities that care for children receiving foster care or adoption assistance under title IV-E receive:
  - (a) training pursuant to the established annual, bi-annual hourly, or continuing education requirement and time frames for the provision of initial and ongoing training?



- (b) initial and ongoing training that addresses the skills and knowledge base needed to carry out their duties with regard to foster and adopted children?
- 2. How do you know whether the referenced information and data are accurate and of good quality?
- 3. Can you provide any context that helps us understand the scope or limitations of the referenced data or information in terms of how well the federal requirement functions statewide (e.g., time frames, geographic representation, size of study, data collection process, relevance of data to assess functioning of requirement)?
- 4. What are the barriers that specifically affect the state's ability to ensure that the above-referenced current and prospective caregivers and staff of state licensed or approved facilities that care for children receiving foster care or adoption assistance under title IV-E receive:
  - (a) training pursuant to the established annual, bi-annual hourly, or continuing education requirement and time frames for the provision of initial and ongoing training?
  - (b) initial and ongoing training that addresses the skills and knowledge base needed to carry out their duties with regard to foster and adopted children?

***Follow-Up to Question:***

- 4a. If barriers exist, to what extent do these barriers affect the state's ability to ensure that the above-referenced current and prospective caregivers and staff of state licensed or approved facilities that care for children receiving foster care or adoption assistance under title IV-E receive:
  - (a) training pursuant to the established annual, bi-annual hourly, or continuing education requirement and time frames for the provision of initial and ongoing training?
  - (b) initial and ongoing training that addresses the skills and knowledge base needed to carry out their duties with regard to foster and adopted children?

## Section V: Service Array and Resource Development (Items 29-30)

### Item 29: Array of Services

How well is the service array and resource development system functioning to ensure that the following array of services is accessible in all political jurisdictions covered by the Child and Family Services Plan (CFSP)?

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

For each of the following questions, each of these four categories of service should be addressed.

#### **Item 29 Questions:**

1. What statewide information and data are currently used by the state to show:
  - whether the state has all the above-referenced categories of services in each political jurisdiction covered by the CFSP?
  - whether there are any gaps in the above-referenced categories of services in terms of the accessibility of such services across all political jurisdictions covered by the CFSP?

#### ***Follow-Up Questions:***

If statewide data or information exists, reviewers ask questions 1a and 1b:

- 1a. What do the current statewide information and data indicate about:
  - (a) whether the state has all the above-referenced services in each political jurisdiction covered by the CFSP?
  - (b) whether there are any gaps in the above-referenced array of services in terms of accessibility of such services across all political jurisdictions covered by the CFSP?
- 1b. Are there other ways you know about for determining:
  - (a) whether the state has all the above-referenced services in each political jurisdiction covered by the CFSP?
  - (b) whether there are any gaps in the above-referenced array of services in terms of accessibility of such services across all political jurisdictions covered by the CFSP?

If statewide information or data do not exist, reviewers ask question 1c:

- 1c. How do you know:
  - (a) whether the state has all the above-referenced services in each political jurisdiction covered by the CFSP?
  - (b) whether there are any gaps in the above-referenced array of services in terms of accessibility of such services across all political jurisdictions covered by the CFSP?
2. How do you know whether the referenced data and information are accurate and of good quality?

3. Can you provide any context that helps us understand the scope or limitations of the referenced data and/or information in terms of how well the federal requirement functions statewide (e.g., time frames, geographic representation, size of study, data collection process, relevance of data to assess functioning of requirement)?
4. What are the barriers that specifically affect the state's ability to ensure that:
  - (a) the state has all the above-referenced services in each political jurisdiction covered by the CFSP?
  - (b) there are no gaps in the above-referenced array of services in terms of accessibility of such services across all political jurisdictions covered by the CFSP?

**Follow-Up to Question:**

- 4a. If barriers exist, to what extent do these barriers affect the state's ability to ensure that:
  - (a) the state has all the above-referenced services in each political jurisdiction covered by the CFSP?
  - (b) there are no gaps in the above-referenced array of services in terms of accessibility of such services across all political jurisdictions covered by the CFSP?

### Item 30: Individualizing Services

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?

#### **Item 30 Questions:**

1. What statewide information and data are currently used by the state to show whether the services identified in item 29 are developmentally and/or culturally appropriate (including linguistically competent), responsive to disability and special needs, or accessed through flexible funding, as examples of how the unique needs of children and families are met by the agency?

#### ***Follow-Up Questions:***

If statewide data or information exists, reviewers ask questions 1a and 1b:

- 1a. What do the current statewide information and data indicate about whether the services identified in item 29 are developmentally and/or culturally appropriate (including linguistically competent), responsive to disability and special needs, or accessed through flexible funding, as examples of how the unique needs of children and families are met by the agency?
- 1b. Are there other ways you know about for determining whether the services identified in item 29 are developmentally and/or culturally appropriate (including linguistically competent), responsive to disability and special needs, or accessed through flexible funding, as examples of how the unique needs of children and families are met by the agency?

If statewide information or data do not exist, reviewers ask question 1c:

- 1c. How do you know whether the services identified in item 29 are developmentally and/or culturally appropriate (including linguistically competent), responsive to disability and special needs, or accessed through flexible funding, as examples of how the unique needs of children and families are met by the agency?
2. How do you know whether the referenced data and information are accurate and of good quality?
3. Can you provide any context that helps us understand the scope and/or limitations of the referenced data and/or information in terms of how well the federal requirement functions statewide (e.g., time frames, geographic representation, size of study, data collection process, relevance of data to assess functioning of requirement)?
4. What are the barriers that specifically affect the state's ability to ensure that the services identified in item 29 are developmentally and/or culturally appropriate (including linguistically competent), responsive to disability and special needs, or accessed through flexible funding, as examples of how the unique needs of children and families are met by the agency?

#### ***Follow-Up to Question:***

- 4a. If barriers exist, to what extent do these barriers affect the state's ability to ensure that the services in item 29 are developmentally and/or culturally appropriate (including linguistically competent), responsive to disability and special needs, or accessed through flexible funding, as examples of how the unique needs of children and families are met by the agency?

## Section VI: Agency Responsiveness to the Community (Items 31-32)

### Item 31: State Engagement and Consultation With Stakeholders Pursuant to CFSP and APSR

How well is the agency responsiveness to the community system functioning statewide to ensure that, in implementing the provisions of the Child and Family Services Plan (CFSP) and developing related Annual Progress and Services Reports (APSRs), the state engages in ongoing consultation with Tribal representatives, consumers, service providers, foster care providers, the juvenile court, and other public and private child- and family-serving agencies and includes the major concerns of these representatives in the goals, objectives, and annual updates of the CFSP?

#### **Item 31 Questions:**

1. What statewide information and data are currently used by the state to show whether, in implementing the provisions of the CFSP and related APSRs, the state engages in ongoing consultation with Tribal representatives, consumers, service providers, foster care providers, the juvenile court, and other public and private child- and family-serving agencies and includes the major concerns of these representatives in the goals, objectives, and annual updates of the CFSP?

#### ***Follow-Up Questions:***

If statewide data or information exists, reviewers ask questions 1a and 1b:

- 1a. What do the current statewide information and data indicate about whether, in implementing the provisions of the CFSP and related APSRs, the state engages in ongoing consultation with Tribal representatives, consumers, service providers, foster care providers, the juvenile court, and other public and private child- and family-serving agencies and includes the major concerns of these representatives in the goals, objectives, and annual updates of the CFSP?
- 1b. Are there other ways you know about for determining whether, in implementing the provisions of the CFSP and related APSRs, the state engages in ongoing consultation with Tribal representatives, consumers, service providers, foster care providers, the juvenile court, and other public and private child- and family-serving agencies and includes the major concerns of these representatives in the goals, objectives, and annual updates of the CFSP?

If statewide information or data do not exist, reviewers ask question 1c:

- 1c. How do you know whether, in implementing the provisions of the CFSP and related APSRs, the state engages in ongoing consultation with Tribal representatives, consumers, service providers, foster care providers, the juvenile court, and other public and private child- and family-serving agencies and includes the major concerns of these representatives in the goals, objectives, and annual updates of the CFSP?
2. How do you know whether the referenced data and information are accurate and of good quality?
3. Can you provide any context that helps us understand the scope and limitations of the referenced data and/or information in terms of how well the federal requirement functions statewide (e.g., time frames, geographic representation, size of study, data collection process, relevance of data to assess functioning of requirement)?

4. What are the barriers that specifically affect the state's ability to ensure that, in implementing the provisions of the CFSP and related APSRs, the state engages in ongoing consultation with Tribal representatives, consumers, service providers, foster care providers, the juvenile court, and other public and private child- and family-serving agencies and includes the major concerns of these representatives in the goals, objectives, and annual updates of the CFSP?

***Follow-Up to Question:***

- 4a. If barriers exist, to what extent do these barriers affect the state's ability to ensure that, in implementing the provisions of the CFSP and related APSRs, the state engages in ongoing consultation with Tribal representatives, consumers, service providers, foster care providers, the juvenile court, and other public and private child- and family-serving agencies and includes the major concerns of these representatives in the goals, objectives, and annual updates of the CFSP?

### **Item 32: Coordination of CFSP Services With Other Federal Programs**

How well is the agency responsiveness to the community system functioning statewide to ensure that the state's services under the Child and Family Services Plan (CFSP) are coordinated with services or benefits of other federal or federally assisted programs serving the same population?

#### **Item 32 Questions:**

1. What statewide information and data are currently used by the state to show whether the state's services under the CFSP are coordinated with services or benefits of other federal or federally assisted programs serving the same population?

#### ***Follow-Up Questions:***

If statewide data or information exists, reviewers ask questions 1a and 1b:

- 1a. What do the current statewide information or data indicate about whether the state's services under the CFSP are coordinated with services or benefits of other federal or federally assisted programs serving the same population?
- 1b. Are there other ways you know about for determining whether the state's services under the CFSP are coordinated with services or benefits of other federal or federally assisted programs serving the same population?

If statewide information or data do not exist, reviewers ask question 1c:

- 1c. How do you know whether the state's services under the CFSP are coordinated with services or benefits of other federal or federally assisted programs serving the same population?
2. How do you know whether the referenced information and data are accurate and of good quality?
3. Can you provide any context that helps us understand the scope and/or limitations of the referenced data and/or information in terms of how well the federal requirement functions statewide (e.g., time frames, geographic representation, size of study, data collection process, relevance of data to assess functioning of requirement)?
4. What are the barriers that specifically affect the state's ability to ensure that the state's services under the CFSP are coordinated with services or benefits of other federal or federally assisted programs serving the same population?

#### ***Follow-Up to Question:***

- 4a. If barriers exist, to what extent do these barriers affect the state's ability to ensure that the state's services under the CFSP are coordinated with services or benefits of other federal or federally assisted programs serving the same population?

## Section VII: Foster and Adoptive Parent Licensing, Recruitment, and Retention (Items 33-36)

### Item 33: Standards Applied Equally

How well is the foster and adoptive parent licensing, recruitment, and retention system functioning statewide to ensure that state standards are applied to all licensed or approved foster family homes or child care institutions receiving title IV-B or IV-E funds?

#### **Item 33 Questions:**

1. What statewide information and data are currently used by the state to show whether the state's standards are applied equally to all licensed or approved foster family homes or child care institutions receiving title IV-B or IV-E funds?

#### ***Follow-Up Questions:***

If statewide data or information exists, reviewers ask questions 1a and 1b:

- 1a. What do the current statewide information and data indicate about whether the state's standards are applied equally to all licensed or approved foster family homes or child care institutions receiving title IV-B or IV-E funds?
- 1b. Are there other ways you know about for determining whether the state's standards are applied equally to all licensed or approved foster family homes or child care institutions receiving title IV-B or IV-E funds?

If statewide information or data do not exist, reviewers ask question 1c:

- 1c. How do you know whether the state's standards are applied equally to all licensed or approved foster family homes or child care institutions receiving title IV-B or IV-E funds?
2. How do you know whether the referenced information and data are accurate and of good quality?
3. Can you provide any context that helps us understand the scope and/or limitations of the referenced data and/or information in terms of how well the federal requirement functions statewide (e.g., time frames, geographic representation, size of study, data collection process, relevance of data to assess functioning of requirement)?
4. What are the barriers that specifically affect the state's ability to ensure that the state's standards are applied equally to all licensed or approved foster family homes or child care institutions receiving title IV-B or IV-E funds?

#### ***Follow-Up to Question:***

- 4a. If barriers exist, to what extent do these barriers affect the state's ability to ensure that the state's standards are applied equally to all licensed or approved foster family homes or child care institutions receiving title IV-B or IV-E funds?



### Item 34: Requirements for Criminal Background Checks

How well is the foster and adoptive parent licensing, recruitment, and retention system functioning statewide to ensure that the state complies with federal requirements for criminal background clearances as related to licensing or approving foster care and adoptive placements, and has in place a case planning process that includes provisions for addressing the safety of foster care and adoptive placements for children?

#### **Item 34 Questions:**

1. What statewide information and data are currently used by the state to show whether the state complies with federal requirements for criminal background clearances as related to licensing or approving foster care and adoptive placements, and has in place a case planning process that includes provisions for addressing the safety of foster care and adoptive placements for children?

#### ***Follow-Up Questions:***

If statewide data or information exists, reviewers ask questions 1a and 1b:

- 1a. What do the current statewide information or data indicate about whether the state complies with federal requirements for criminal background clearances as related to licensing or approving foster care and adoptive placements, and has in place a case planning process that includes provisions for addressing the safety of foster care and adoptive placements for children?
- 1b. Are there other ways you know about for determining whether the state complies with federal requirements for criminal background clearances as related to licensing or approving foster care and adoptive placements, and has in place a case planning process that includes provisions for addressing the safety of foster care and adoptive placements for children?

If statewide information or data do not exist, reviewers ask question 1c:

- 1c. How do you know whether the state complies with federal requirements for criminal background clearances as related to licensing or approving foster care and adoptive placements, and has in place a case planning process that includes provisions for addressing the safety of foster care and adoptive placements for children?
2. How do you know whether the referenced information and data are accurate and of good quality?
3. Can you provide any context that helps us understand the scope and/or limitations of the referenced data and/or information in terms of how well the federal requirement functions statewide (e.g., time frames, geographic representation, size of study, data collection process, relevance of data to assess functioning of requirement)?
4. What are the barriers that specifically affect the state's ability to ensure that the state complies with federal requirements for criminal background clearances as related to licensing or approving foster care and adoptive placements, and has in place a case planning process that includes provisions for addressing the safety of foster care and adoptive placements for children?

***Follow-Up to Question:***

- 4a. If barriers exist, to what extent do these barriers affect the state's ability to ensure that the state complies with federal requirements for criminal background clearances as related to licensing or approving foster care and adoptive placements, and has in place a case planning process that includes provisions for addressing the safety of foster care and adoptive placements for children?

### **Item 35: Diligent Recruitment of Foster and Adoptive Homes**

How well is the foster and adoptive parent licensing, recruitment, and retention system functioning to ensure that the process for ensuring the diligent recruitment of potential foster and adoptive families who reflect the ethnic and racial diversity of children in the state for whom foster and adoptive homes are needed is occurring statewide?

#### **Item 35 Questions:**

1. What statewide information or data are currently used by the state to show whether the diligent recruitment of potential foster and adoptive families who reflect the ethnic and racial diversity of children in the state for whom foster and adoptive homes are needed is occurring statewide?

#### ***Follow-Up Questions:***

If statewide data or information exists, reviewers ask questions 1a and 1b:

- 1a. What do the current statewide information and data indicate about whether the diligent recruitment of potential foster and adoptive families who reflect the ethnic and racial diversity of children in the state for whom foster and adoptive homes are needed is occurring statewide?
- 1b. Are there other ways you know about for determining whether the diligent recruitment of potential foster and adoptive families who reflect the ethnic and racial diversity of children in the state for whom foster and adoptive homes are needed is occurring statewide?

If statewide information or data do not exist, reviewers ask question 1c:

- 1c. How do you know whether the diligent recruitment of potential foster and adoptive families who reflect the ethnic and racial diversity of children in the state for whom foster and adoptive homes are needed is occurring statewide?
2. How do you know whether the referenced information and data are accurate and of good quality?
3. Can you provide any context that helps us understand the scope and/or limitations of the referenced data and/or information in terms of how well the federal requirement functions statewide (e.g., time frames, geographic representation, size of study, data collection process, relevance of data to assess functioning of requirement)?
4. What are the barriers that specifically affect the state's ability to ensure that the diligent recruitment of potential foster and adoptive families who reflect the ethnic and racial diversity of children in the state for whom foster and adoptive homes are needed is occurring statewide?

#### ***Follow-Up to Question:***

- 4a. If barriers exist, to what extent do these barriers affect the state's ability to ensure that the diligent recruitment of potential foster and adoptive families who reflect the ethnic and racial diversity of children in the state for whom foster and adoptive homes are needed is occurring statewide?

### **Item 36: State Use of Cross-Jurisdictional Resources for Permanent Placements**

How well is the foster and adoptive parent licensing, recruitment, and retention system functioning to ensure that the process for ensuring the effective use of cross-jurisdictional resources to facilitate timely adoptive or permanent placements for waiting children is occurring statewide?

#### **Item 36 Questions:**

1. What statewide information and data are currently used by the state to show whether the effective use of cross-jurisdictional resources to facilitate timely adoptive or permanent placements for waiting children is occurring statewide?

#### ***Follow-Up Questions:***

If statewide data or information exists, reviewers ask questions 1a,1b and 1c:

- 1a. What do the current statewide information or data indicate about whether the effective use of cross-jurisdictional resources to facilitate timely adoptive or permanent placements for waiting children is occurring statewide?
- 1b. What percentage of all home studies received from another state to facilitate a permanent foster or adoptive care placement are completed within 60 days?
- 1c. Are there other ways you know about for determining whether the effective use of cross-jurisdictional resources to facilitate timely adoptive or permanent placements for waiting children is occurring statewide?

If statewide information or data do not exist, reviewers ask questions 1d and 1e:

- 1d. How do you know whether the effective use of cross-jurisdictional resources to facilitate timely adoptive or permanent placements for waiting children is occurring statewide?
  - 1e. How do you know what percentage of all home studies received from another state to facilitate a permanent foster or adoptive care placement are completed within 60 days?
2. How do you know whether the referenced data and information are accurate and of good quality?
  3. Can you provide any context that helps us understand the scope and/or limitations of the referenced data and/or information in terms of how well the federal requirement functions statewide (e.g., time frames, geographic representation, size of study, data collection process, relevance of data to assess functioning of requirement)?
  4. What are the barriers that specifically affect the state's ability to ensure the effective use of cross-jurisdictional resources to facilitate timely adoptive or permanent placements for waiting children is occurring statewide?

#### ***Follow-Up to Question:***

- 4a. If barriers exist, to what extent do these barriers specifically affect the state's ability to ensure the effective use of cross-jurisdictional resources to facilitate timely adoptive or permanent placements for waiting children is occurring statewide?