

# Staff and Provider Training: Systemic Factor Data Planning Worksheet



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## CFSR Round 4 Planning and Implementation Tool

This document was updated by the National Child Welfare Center for Innovation and Advancement in 2025.

### 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.<sup>1</sup>

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—**staff and provider training**. A well-functioning training program ensures that agency staff, staff of state-licensed or approved facilities, and foster and adoptive parents build the knowledge and skills needed to promote the safety, permanency, and well-being of children and to continue building capacity to improve performance.

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](#).<sup>2</sup> Both resources highlight potential sources of relevant information and data that child welfare agencies and their partners can use to explore and demonstrate statewide functioning of staff and provider training. 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 the functioning of staff and provider training
- ♦ 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 26: Initial Staff Training](#)
- ♦ [Item 27: Ongoing Staff Training](#)
- ♦ [Item 28: Foster and Adoptive Parent Training](#)

[Planning Worksheet Table for New Data Sources or Data Quality Improvements \(B\)](#)

[Appendix: Data Analysis Checklist](#)

<sup>1</sup> 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](#).

<sup>2</sup> 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.
- ♦ States should consider how their data, policies, and practices may reflect or contribute to variations in services or outcomes for different populations being served by the agency.
- ♦ 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

3 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 Existing Data Sources

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)<sup>4</sup> (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 [Planning Worksheet Table for New Data Sources or Data Quality Improvements \(Section B\)](#):

- ♦ 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 New Data Sources or Data Quality Improvements

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.

<sup>4</sup> 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

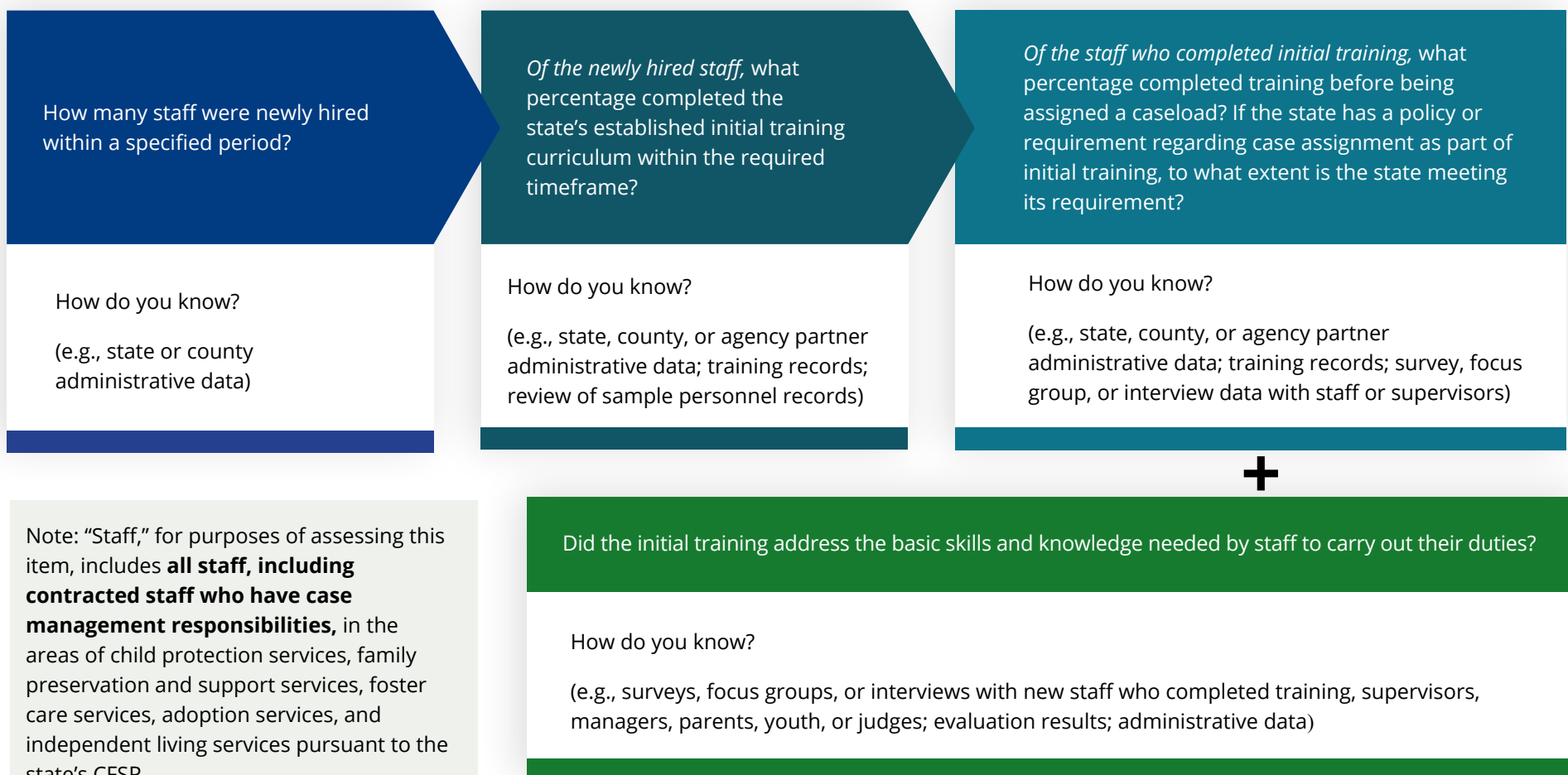
In the Statewide Assessment, states provide evidence on three items related to the functioning of their staff and provider training: initial staff training (item 26), ongoing staff training (item 27), and foster and adoptive parent training (item 28). The overview exhibits present key aspects of the 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 26. Initial Staff Training

**Statewide Assessment question:** 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 CFSP so that:

- ♦ Staff receive training in accordance with the established curriculum and timeframes for the provision of initial training; and
- ♦ The system demonstrates how well the initial training addresses the basic skills and knowledge needed by staff to carry out their duties?

#### Item 26 Source Tables



## Item 26 Source Tables

**Subquestion 26A.** What are the state's requirements and processes for the initial training of new staff? Does the state offer job shadowing and/or coaching for new staff? What is the state's process or requirement for assigning cases?

✓	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	CFSP (Training Plan)				
	APSR (Training Plan)				
	Narrative description of training program				
	Contract with agency partner(s) that provides training				
	Contracts with private agencies that have case management responsibilities				
	Other				
	None*				

**Subquestion 26B.** How does the agency track, monitor, and evaluate training completion?

✓	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	Description of process for tracking training				
	Administrative data from the state, county, or agency partner(s)				
	Contract with agency partner(s) that provides training				
	Interviews or focus group with persons responsible for monitoring training				
	Data from contracted private agencies that have case management responsibilities				
	Other				
	None*				

**Subquestion 26C.** Among all staff newly hired within a specified period, what percentage completed the state's established initial training curriculum in the required timeframe?

**Subquestion 26D.** Of the staff who completed initial training, what percentage completed training before being assigned a caseload? If the state has a policy or requirement regarding case assignment as part of initial training, to what extent is the state meeting its requirement?

✓	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	Administrative data from the county, state, or agency partner(s)				
	Review of sample personnel records				
	Surveys, interviews, or focus groups with new staff or supervisors, including private agency staff who have case management responsibilities				
	Training records				
	Other				
	None*				

**Subquestion 26E.** What evidence does the state have that the initial training addresses the basic skills and knowledge needed by staff to carry out their duties?

✓	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	CFSP				
	APSR				
	Description/narrative of state training				
	Surveys, interviews, or focus groups with new staff who completed the initial training, including private agency staff who have case management responsibilities				
	Interviews or focus groups with supervisors, training managers, judges, caregivers, parents, or youth				
	Evaluation results				
	Training tests				
	Administrative data from agency or training partner(s)				

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

#### Item 26 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 any variations in performance across the state or jurisdiction that impact statewide functioning of this item?	YES		NO	
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 27. Ongoing Staff Training

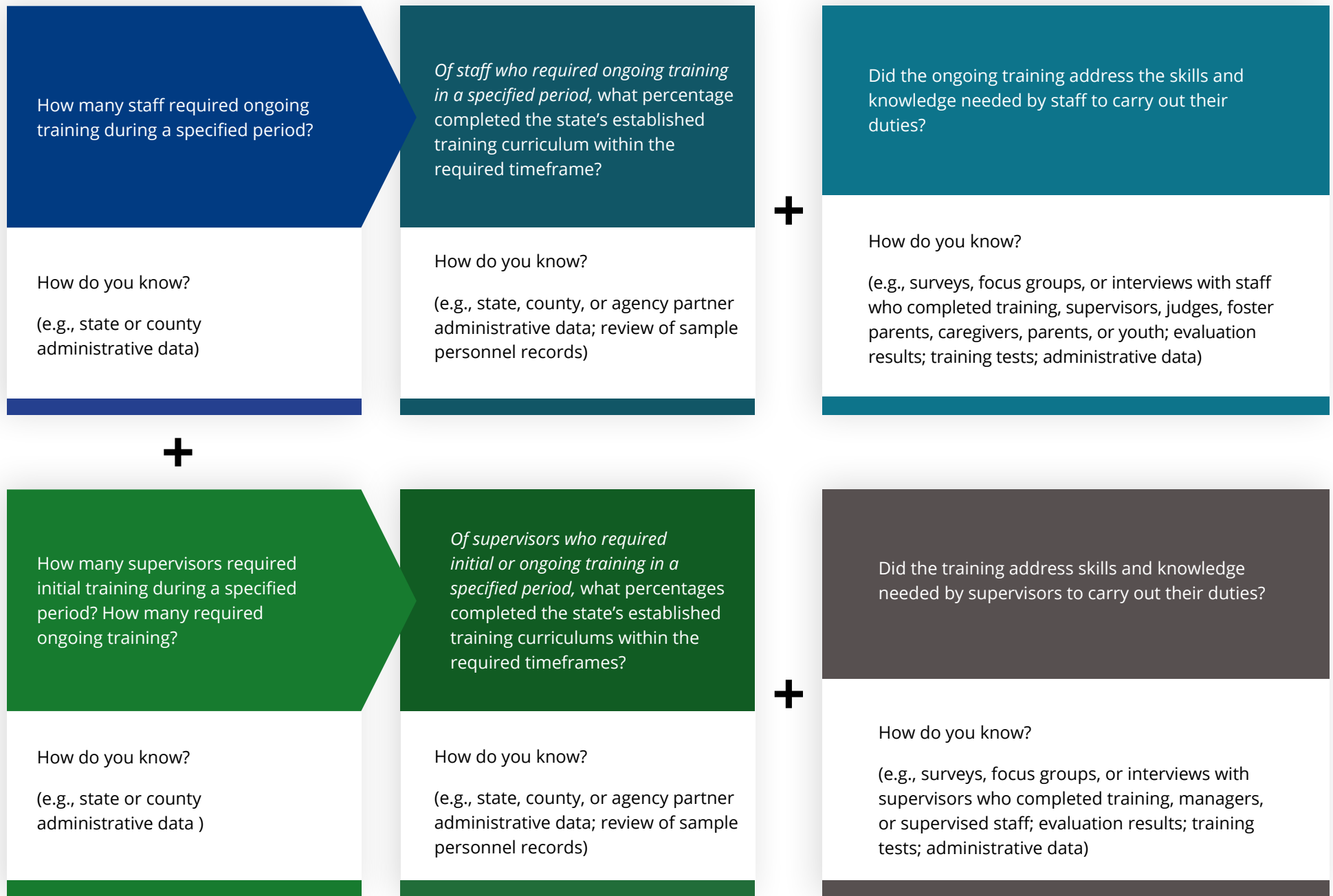
**Statewide Assessment question:** How well is the staff and provider training system functioning statewide to ensure that ongoing training is provided for staff that addresses the skills and knowledge needed to carry out their duties with regard to the services included in the CFSP so that:

- ♦ Staff receive training pursuant to the established curriculum and timeframes for the provision of ongoing training; and
- ♦ The system demonstrates how well the ongoing training addresses the skills and knowledge needed by staff to carry out their duties?

##### Notes:

- ♦ "Staff," for purposes of assessing this item, includes all staff, including 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 also addresses direct supervisors of the above staff.
- ♦ Assessment responses should address both initial and ongoing training of supervisors under this item, along with ongoing training of staff.

Item 27 Overview Exhibit





## Item 27 Source Tables

Subquestion 27A. What are the state's requirements and processes for ongoing training of staff?

Subquestion 27B. What are the state's requirements and processes for initial and ongoing training of supervisors?

✓	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	CFSP				
	APSR				
	Narrative description of training program				
	Contract with agency partner(s) that provides training				
	Contracts with private agencies that have case management responsibilities				
	Other				
	None*				

Subquestion 27C. How does the agency track, monitor, and evaluate training completion?

✓	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	Description of the process for tracking training				
	Administrative data from the state, county, or agency partner(s)				
	Contract with agency partner(s) that provides training				
	Interview or focus group with persons responsible for monitoring training				
	Data from contracted private agencies that have case management responsibilities				
	Other				
	None*				

**Subquestion 27D.** Among staff who required ongoing training within a specified period, what percentage completed training during the required timeframe?

**Subquestion 27E.** Among supervisors who required initial or ongoing training within a specified period, what percentages completed each training during the required timeframes?

✓	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	Administrative data from the state, counties, or contracted private agencies that have case management responsibilities				
	Administrative data from the agency partner(s) that provides training				
	Review of sample personnel records				
	Other				
	None*				

**Subquestion 27F.** What evidence does the state have that the ongoing training addresses the skills and knowledge needed by staff to carry out their duties?

**Subquestion 27G.** What evidence does the state have that the initial and ongoing trainings address the skills and knowledge needed by supervisors to carry out their duties?

✓	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	CFSP				
	APSR				
	Description/narrative of state procedures				
	Surveys, focus groups, or interviews with staff or supervisors who completed training, including private agency staff who have case management responsibilities				
	Focus groups or interviews with supervisors, managers, caseworkers, judges, foster parents, caregivers, parents, or youth				
	Administrative data from the agency or training partner(s)				
	Evaluation results				
	Training tests				

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

#### Item 27 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 any variations in performance across the state or jurisdiction that impact statewide functioning of this item?	YES		NO	
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 28. Foster and Adoptive Parent Training

**Statewide Assessment question:** 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 (who receive title IV-E funds to care for children) so that:

- ♦ Current or prospective foster parents, adoptive parents, and staff receive training pursuant to the established annual and biannual hourly/continuing education requirement and timeframes for the provision of initial and ongoing training; and
- ♦ The system demonstrates how well the initial and ongoing training addresses the skills and knowledge base needed to carry out their duties with regard to foster and adopted children?



## Item 28 Source Tables

**Subquestion 28A.** What are the state's requirements and processes for initial training of all current or prospective foster parents, adoptive parents, and staff of state-licensed or approved facilities? For ongoing training?

✓	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	CFSP				
	APSR				
	Narrative description of training requirements in state regulations governing foster and adoptive parents				
	Contract with agency partner(s) that provides training				
	Contract with state-licensed or approved facilities that addresses training requirements				
	Narrative description of training requirements in state regulations governing state-licensed or approved facilities				
	Other				
	None*				

**Subquestion 28B.** How does the agency track, monitor, and evaluate training completion?

✓	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	Description of the process for tracking training				
	Administrative data from the state, counties, or from the agency partner(s)/facility				
	Contract with agency partner(s) that provides training				
	Interview or focus group with persons responsible for monitoring training				
	Other				

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

**Subquestion 28C.** Among all current or prospective foster parents, adoptive parents, and staff of state-licensed or approved facilities who required initial training in a specified period, what percentage completed initial training in the required timeframe?

**Subquestion 28D.** Among all current or prospective foster parents, adoptive parents, and staff of state-licensed or approved facilities who required ongoing training in a specified period, what percentage completed ongoing training in the required timeframe?

✓	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	Administrative data from the state or counties				
	Administrative data from the provider (e.g., private child placement agencies, facility, or agency partner responsible for oversight of state-licensed and approved facilities)				
	Review of sample records				
	Other				
	None*				

**Subquestion 28E.** What evidence does the state have that the initial and ongoing training addresses the skills and knowledge needed by caregivers and staff in licensed or approved facilities to carry out their duties with regard to caring for foster and adoptive children?

✓	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	CFSP				
	APSR				
	Description/narrative of state procedures				
	Surveys, focus groups, or interviews with foster and adoptive parents and staff who completed training				

✓	Possible Data Sources	Title/Description	Time Period	Scope of Data	Data Limitations
	Focus groups or interviews with agency licensing staff, supervisors of staff who completed training, caregivers, parents, or youth				
	Evaluation results				
	Training tests				
	Administrative data from the agency, facility, or training partner(s)				
	Other				
	None*				

#### Item 28 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 any variations in performance across the state or jurisdiction that impact statewide functioning of this item?	YES		NO	
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?<sup>1</sup>



### 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, or 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)?

Are the limitations of the data identified?

Is the data source accurate and reliable?

Does the analysis answer the question?

<sup>1</sup> 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?

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

## Need Additional CFSR Support?

The National Child Welfare Center for Innovation and Advancement (NCWCIA) provides data-driven assistance to public child welfare agencies to help them identify innovative ways to address challenges and improve performance and outcomes so that children can remain safe and with their families whenever possible.

To request services tailored to your needs, email [NCWCIA-Info@jbsinternational.com](mailto:NCWCIA-Info@jbsinternational.com) or contact your [NCWCIA innovation and advancement navigator](#).

## 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](#).

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

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