

PIP Monitoring Procedures Guide

January 2019

Federal Child and Family Services Review

Overview

The Child and Family Services Reviews are a federal-state collaborative effort designed to help ensure that quality services are provided to children and families through state child welfare systems. The Children's Bureau (CB), Administration for Children and Families (ACF), U.S. Department of Health and Human Services (DHHS), has administered the reviews since 2000. They are reviews of state child welfare programs and practice that identify strengths and challenges in state programs and systems, focusing on outcomes for children and families in the areas of safety, permanency, and well-being. The reviews work in tandem with other state and federal frameworks for system planning, reform, and effective implementation, such as the Child and Family Services Plan (CFSP) and a well-functioning continuous quality improvement (CQI) system.

Purpose of the Reviews

Section 1123A of the Social Security Act (the Act) requires the DHHS to review state child and family services programs to ensure substantial conformity with the state plan requirements in titles IV-B and IV-E of the Act. Through the reviews, the CB also assesses state programs implemented under titles IV-B and IV-E related to child protection, foster care, adoption, family preservation and family support, and independent living services.

In addition to reviewing for states' substantial conformity with applicable state plan requirements, the reviews are designed to help states improve child welfare services and the outcomes for children and families who receive services. Based on the strengths and areas needing improvement within state programs identified by the reviews, states develop Program Improvement Plans (PIP) to address areas in which they were found not to be in conformity with any of the seven outcomes or seven systemic factors under review. Implementing PIP strategies helps states create lasting and statewide systemic change while also addressing the immediate needs of children and families.

Principles of the Reviews

The Child and Family Services Reviews (CFSR) are based on the following central principles and concepts:

- The reviews are a collaborative effort between the federal and state governments. Joint planning between state and federal staff occurs at multiple junctures throughout the process and may include preparing statewide assessment information, planning and involvement in the case review process, identifying issues and measurements for inclusion in the PIP, monitoring progress on related activities, and determining achievement of established goals.
- The reviews examine state programs from two perspectives.
 - First, they assess the outcomes of children and families served by the state's child welfare agencies.
 - Second, they examine identified systemic factors that affect the ability of state agencies to help children and families achieve positive outcomes.
- The review process collects information from a variety of sources so the CB can make determinations about a state's performance. These sources include the statewide assessment and by cross-referencing the state's CFSP or Annual Progress and Services Reports (APSRs); statewide data indicators; case records; case-related interviews with children, parents, foster parents, caseworkers, and other professionals; and interviews with Tribes, partners, and stakeholders, as necessary.
- Through the reviews, the CB promotes states' use of practice principles that support positive outcomes for children and families. These principles include family-centered practice, community-based services, individualizing services that address the unique needs of children and families, and strengthening parents' capacity to protect and provide for their children.
- The reviews capture state program strengths and areas needing improvement. They include a program improvement process that states use to make improvements, where needed, and build on an agency's identified

strengths. The reviews promote the development of the PIP designed to strengthen states' capacity to create positive outcomes for children and families. The reviews promote ongoing state self-evaluation of programs and outcomes.

- The reviews are best supported by a state's maintaining and enhancing its quality assurance system through a CQI approach so that ongoing measurement of service quality can promote continuous improvement in outcomes for the children and families served by the state.
- The reviews, and the results thereof, emphasize accountability. While the review process includes opportunities for states to make program improvements before having federal funds withheld for nonconformity, significant penalties are associated with the failure to make the identified improvements needed to improve outcomes.

Structure of the Reviews

The Child and Family Services Reviews are a partnership between federal and state staff and involve a two-phase process including a Statewide Assessment and an Onsite Review.

Statewide Assessment

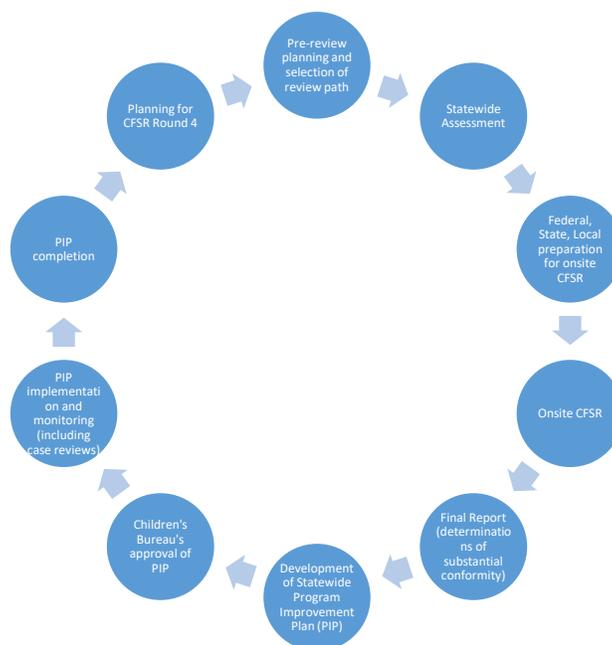
In the first phase, the staff of the state child welfare agency, representatives selected by the agency who were consulted in the development of the CFSP, and other individuals deemed appropriate and agreed upon by the state and the CB, complete a statewide assessment, using statewide data indicators to evaluate the programs under review and examine the outcomes and systemic factors subject to review.

Onsite Review

The second phase of the review process is an onsite review, which includes case reviews, case-related interviews for the purpose of determining outcome performance, and, as necessary, stakeholder interviews that further inform the assessment of systemic factors. There are two possible paths to the case reviews conducted during the onsite review:

1. The Traditional Review, a 1-week, onsite review during which a federal and state team reviews a sample of cases at three sites and conducts case-related and stakeholder interviews; or
2. The State Conducted Case Review, when approved by the Children's Bureau, which consists of case reviews within the context of the state's ongoing case review process during a defined 6-month period.

Figure 1. Federal Child and Family Services Review (CFSR) Process for Round 3



CFSR Statewide Assessment

Introduction

The statewide assessment, the first phase of the Child and Family Services Review, provides an opportunity for states to gather and analyze qualitative and quantitative data and information in order to evaluate their child welfare programs and practice, considering their programmatic goals and the desired outcomes for the children and families they serve.

The statewide assessment:

- Helps the state and Children’s Bureau (CB) prepare for the onsite review by providing evaluative information regarding the state’s practice and performance
- Provides information for making decisions regarding substantial conformity with the seven systemic factors, identifies areas needing additional examination through stakeholder interviews, and assists in preparing for and determining the content of those interviews
- Identifies state practice or performance issues that require clarification before or during the onsite review period
- Enables states, Tribes, partners, and stakeholders to identify early in the review process the areas potentially needing improvement and to begin developing their program improvement approach
- Provides states with the opportunity to build/expand their capacity for continuous quality improvement

Pennsylvania will use the Statewide Assessment Instrument to document the most recent assessment information available before the scheduled onsite review. Both quantitative and qualitative data will be included and used to assess the impact of state policies and practices on the children and families being served by the state child welfare agency, identify the state’s strengths and areas needing improvement, and identify areas that need further examination through the onsite review.

Overview

Pennsylvania conducts the statewide assessment in collaboration with partners internal and external to the state child welfare agency. Such collaboration occurs throughout the review process. The statewide assessment should include Tribes, partners, and stakeholders who were consulted in the development of the Child and Family Services Plan (CFSP) and/or whose involvement is deemed necessary for ongoing assessment and strategic planning. This alignment between the CFSP, ongoing planning, and the review is strengthened by the opportunity for states to refer to their CFSP/APSR, which must include an assessment of performance on the seven outcomes and seven systemic factors in the statewide assessment, updating information as needed¹. Pennsylvania’s CFSP and APSR submissions can be referenced at: <http://www.dhs.pa.gov/publications/pennsylvanias5yearchildandfamilyserviceplan20152019/>.

¹ See Title IV-B Child and Family Service Plan (ACYF-CB-PI-14-03), March 5, 2014, <http://www.acf.hhs.gov/sites/default/files/cb/pi1403.pdf>.

CFSR Onsite Review

Introduction

During the onsite review, there are two main activities that take place, which include: Case Reviews and Stakeholder Interviews.

Case reviews are conducted by teams of reviewers who examine a select number of cases that require both a case file record review to be completed in conjunction with case-specific interviews so that reviewers can gather information about child safety, permanency and well-being to inform their completion of the Federal tool, the Onsite Review Instrument (OSRI). Reviewers are supported by quality assurance staff to who examine the OSRI to ensure that the tool is completed accurately and with fidelity.

Also occurring during the onsite review, but separate and apart from the case-specific case reviews, are stakeholder interviews which are conducted for the purpose of collecting further qualitative and quantitative information about the state's systemic factors².

The specifics about the information that is evaluated from these two activities can be found in **CFSR Quick Reference Items List**. It should be noted that the information gathered from these two activities are used to supplement the data and information submitted as part of the statewide assessment.

The combination of this information is used to determine whether a state is in substantial conformity with federal requirements regarding the seven child and family outcomes and seven systemic factors, and to inform the development of plans for improvement and additional technical assistance.

Case Reviews

States meeting the Children's Bureau's (CB's) criteria for State Conducted Case Reviews may conduct their own case reviews using the federal OSRI. They must review a minimum of 65 cases over a 6-month review period from April 1 through September 30 in geographic areas, defined by the state, that meet CB criteria. During this time, federal staff participate in the state's case review process in the form of quality assurance and other oversight activities. States submit the data from these reviews to the CB, which, in addition to using information from the statewide assessment and stakeholder interviews, uses these data to inform determinations of substantial conformity as required at 45 CFR § 1355.34.

Stakeholder Interviews

Stakeholder interviews are another part of the onsite review phase of the CFSR, but these interviews are conducted separate and apart from the county-specific case reviews. The purpose of stakeholder interviews is to collect information needed to determine whether the state is in substantial conformity with the systemic factors. Stakeholder interviews are conducted with partners who are knowledgeable about the statewide functioning of the agency to obtain information regarding how the systemic factors are functioning and to supplement the data and information submitted by the state in the Statewide Assessment Instrument.

Tools and Resources to Support the CFSR Onsite Review

The Children's Bureau (CB) developed the following instruments and guides for collecting and recording information during the onsite review:

Case Reviews

- [Onsite Review Instrument and Instructions \(OSRI\)](#): This instrument is mandatory and is used to conduct case reviews. It contains questions that the reviewers must answer to determine the ratings for the 18 items within the seven outcomes under review and for documenting information to support those ratings.

² The seven systemic factors include the following: Statewide information system; Case review system; Quality assurance system; Staff and provider training; Service array and resource development; Agency responsiveness to the community; and Foster and adoptive parent licensing, recruitment, and retention

- [Case-Related Interview Guides and Instructions](#): These guides provide a framework for reviewers when conducting case-specific interviews on each case they are reviewing. There is a guide for use in interviewing each of the required interviewees: the child, the parents, the foster parent(s), and the caseworker. The guides suggest questions that will elicit information pertinent to each of the items in the Onsite Review Instrument (OSRI) and offer a way of explaining what the reviewer's questions will be about.
- [Quality Assurance Guide](#): This guide is used to facilitate discussions between Reviewers and the Quality Assurance (QA) team to ensure the accuracy of ratings and proper application of federal OSRI instructions. The guide helps those conducting QA to ensure that reviewers are applying the instrument correctly based on the case circumstances; to understand the key practice concerns that will need to be addressed within the instrument; to have the opportunity to obtain any needed clarification on rating process/criteria and applicability of items in the instrument; and to identify and address inconsistencies between information gathered from interviews and case documentation.

Stakeholder Interviews

- [Stakeholder Interview Guide \(SIG\)](#): This instrument is mandatory and provides the questions for conducting interviews with Tribes, partners, and stakeholders regarding the items within the seven systemic factors under review. The review team is responsible for determining which stakeholder interview questions to use from the guide to address the systemic factors for which groups and how to frame the questions for the interviewees.
 - There is also a [supplemental guide](#) that provides additional information on the state plan requirements that form the basis for the systemic factors and offers tips for rephrasing language appropriately for the stakeholder group being interviewed.

PA CFSR FINAL REPORT

The Children’s Bureau, Administration for Children and Families (ACF), in collaboration with the Pennsylvania Department of Human Services (DHS), Office of Children, Youth and Families (OCYF), completed a review of key areas of Pennsylvania’s child welfare policy and practice to ensure substantial conformity with the State plan requirements found in titles IV-B and IV-E of the Social Security Act. The Child and Family Services Review (CFSR) process was initiated with an analysis of child welfare data and the submission of a statewide assessment of areas seen as critical to the effective functioning of the child welfare system. During the period of April – July 2017, Pennsylvania staff and trained volunteers completed a state-conducted review of 65 cases with secondary oversight conducted by federal staff. In addition, the Children’s Bureau conducted interviews with the state’s stakeholders and partners.

Pennsylvania was found to be in substantial conformity with five of the seven systemic factors, including: Case Review System; Quality Assurance System; Staff and Provider Training; Agency Responsiveness to the Community; and Foster and Adoptive Parent Licensing, Recruitment and Retention. Pennsylvania is not in substantial conformity with any of the seven outcomes, as outlined below:

- ✦ Children are, first and foremost, protected from abuse and neglect.
- ✦ Children are safely maintained in their homes whenever possible and appropriate.
- ✦ Children have permanency and stability in their living situations.
- ✦ The continuity of family relationships and connections is preserved for children.
- ✦ Families have enhanced capacity to provide for their children’s needs.
- ✦ Children receive appropriate services to meet their educational needs.
- ✦ Children receive adequate services to meet their physical and mental health needs.

Pennsylvania is also not in substantial compliance with the systemic factors of: Statewide Information System and Service Array and resource Development.

A program improvement plan (PIP) is required to address each outcome and systemic factor determined not to be in substantial conformity. The PIP must be submitted to the Children’s Bureau Regional Office by February 1, 2018.

KEY OBSERVATIONS FROM THE REPORT

Strengths

- Commitment to continuous quality improvement
- Commitment to collaborative relationships with stakeholders
- Willingness to share data and information with stakeholders
- Strong practice in placing siblings together in foster care
- Ensuring children have appropriate services to meet their educational needs
- Stability of children’s placements
- Increased use of relative and kinship care placements
- Assessing the needs of relative caregivers and the provision of services to meet those needs
- Frequency of permanency hearings
- Strong collaborative partnership between agency and courts

Areas for Improvement

- Workforce concerns, including high caseloads and workforce turnover
- Safety is not consistently assessed and appropriate safety services are not routinely provided
- Safety plans are not always implemented or effectively monitored
- Concerns identified related to establishment of appropriate permanency goals
- Concurrent goals are not being implemented effectively to improve the timely achievement of permanency
- Parents, particularly non-custodial and fathers, are not consistently engaged in case planning and services
- Challenges with frequency and quality of caseworker contacts with parents, assessing parents’ needs and providing services to parents
- Concerns regarding availability of, and access to, substance abuse services

THE CFSR WAS NOT ENVISIONED TO BE A PASS-FAIL REVIEW, BUT RATHER, A REVIEW TO HELP STATES UNDERSTAND THEIR STRENGTHS AND WEAKNESSES AND TO GUIDE CONTINUOUS QUALITY IMPROVEMENT ACTIVITIES.

Jerry Milner

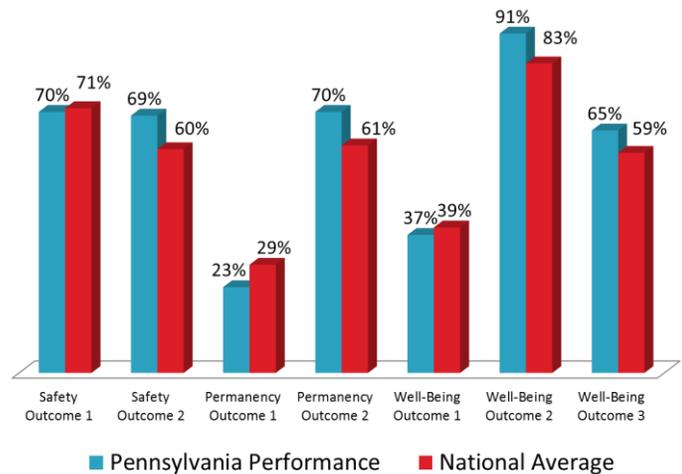
Associate Commissioner Children's Bureau

Things to Consider When Reviewing the CFSR Final Report

- ✚ “The CFSR was not envisioned to be a pass-fail review, but rather, a review to help states understand their strengths and weaknesses and to guide continuous quality improvement activities.” (Jerry Milner, 2017)
- ✚ The CFSR is a valuable tool in helping to raise the bar for outcomes for children and families.
- ✚ The conformity thresholds for the outcomes and performance indicators in the CFSR are high, as they well should be, given the vulnerable population they are designed to address.
 - NOTE: 95% of the cases must Substantially Achieve an outcome for the state to be found in substantial conformity for that outcome.
 - NOTE: To obtain a strength rating in most items, several areas of practice must be met.
- ✚ The number of cases reviewed in each county and across the state is not a statistically significant sample; yet, it has been noted that the findings from the reviews seem to be reflective of other findings seen within counties in Pennsylvania during the period under review, as well as nationally.
- ✚ Items rated as areas needing improvement often have some strengths in case practice that occurred, which may not be outlined within the final report, but this is reflected in the written rationales provided by reviewers and in-depth practice performance reports that are made available to states by the Children's Bureau.

Pennsylvania Outcomes vs. National Average*

*National average reflects findings from 24 states who conducted the CFSR in 2015 and 2016



Next Steps

A state determined not to be in substantial conformity with one or more of the seven outcomes or seven systemic factors under review must develop a Program Improvement Plan (PIP) jointly with the Children's Bureau that addresses identified areas of nonconformity. The state then implements the approved PIP and the Children's Bureau and the state monitor the plan's implementation and the state's progress toward plan-specified goals.

The PA Child Welfare Council and Subcommittees (Safety, Permanency, Well-Being and Resources/Cross-Categoricals) will serve as the stakeholder group who will support PIP development and statewide strategic planning. The Council will continue their review of the findings and analysis of data to support the identification of key strategies/interventions that will focus on practice-level and sustainable improvements to ensure positive outcomes are achieved for children and families across the Commonwealth.

The Onsite Review Instrument

Refer to Handout: Onsite Review Instrument

Overview

It is important to make connections about what is being assessed by the OSRI and how those elements impact each person's role as part of the CFSR case review process as well as the connections of how what we are evaluating as part of the case review process impacts the outcomes of safety, permanency and well-being. Site coordinators are not required to have detailed familiarity of the Onsite Review Instrument (OSRI) due to the fact that the completion and finalization of the OSRI is the responsibility of the CFSR reviewers and CFSR QA specialists and not the site coordinators. That being said, it can be extremely beneficial for site coordinators to have a foundational knowledge of what is evaluated as part of the OSRI. The benefits of having a foundational knowledge of the OSRI is based on several responsibilities that site coordinators have, to include:

- Site coordinators are responsible for communicating information about the CFSR and the information gathered as part of the CFSR case review process to staff and key stakeholders.
- Site coordinators will be responsible for scheduling interviews with those individuals that will provide information to aid in reviewers' completion of the OSRI. Having knowledge about the information that reviewers need to garner will aid in the assurances that the correct key case participants are scheduled and available for interviews.
- Site coordinators are responsible for file preparation. Site coordinators are to make sure that CFSR reviewers have access to all those components from the case file that will inform the reviewers' successful completion of the OSRI. (Example: The location of where child maltreatment reports are in the case file will be key to the reviewers' ability to fill complete Item #1 of the OSRI.)
- Site coordinators may be asked to be involved in activities associated with analysis of the findings from the site and will be resources for the county/state in identifying strategies and interventions that could be utilized to enhance practice and child/family outcomes.

Key Components of the OSRI

The federal case review tool, the Onsite Review Instrument (OSRI) is designed to assess performance related to federal safety, permanency and well-being outcomes. As such, each section of the OSRI is comprised of a series of items which contribute to the overall rating for each outcome. Each item consists of a series of applicability criteria CFSR reviewers must evaluate to determine whether the circumstances of the case warrant a rating on a particular item. It should be noted that in-home cases are not rated on the two permanency outcomes (corresponding to items #4 through #11 on the OSRI). An overview of each outcome, as well as the items rated in assessing each outcome is provided in **CFSR Quick Reference Items List**.

In rating each individual item, CFSR Reviewers determine whether a case meets the criteria to be rated as a strength, an area needing improvement, or not applicable for a particular item. Each outcome is assessed and rated as either substantially achieved, partially achieved, not achieved or not applicable.

The written rationale provided by CFSR Reviewers in the OSRI will also help provide context for all factors taken into account that led to an item and/or outcome rating. Additional considerations when interpreting the results of the OSRI include the following:

- Period Under Review (PUR)- Reviewers are required, in most instances, to consider the entire PUR in their evaluation of performance. Based on the sampling period, length of time the case was open, and date of the actual review, the PUR may in some cases, include a period of time up to a year and a half in which all case activity must be considered.
- Children Considered in Rating – For In Home cases, all children in the home are considered in the assessment of the safety and well-being outcomes. For Foster Care cases, on most items, except for Safety Item #1, only the target child in Foster Care is considered.

- Impact of State Policy- It is important to keep in mind that the OSRI is a federal review tool, and therefore assesses state performance relative to federal standards. Safety Item #1 is the only item where reviewers consider the state’s individual policy when rating the case.
- Assessment of Services – Safety Item #2 captures only safety-related services; Well-Being Item #12 is much broader, capturing services offered to the family that were not safety-related.
- Rating of biological parents, caregivers and paramours – Depending on the circumstances of the case, CFSR Reviewers must be cautious to ensure the appropriate parent/caregivers are rated or considered on specific safety, permanency and well-being items. Additionally, multiple people may be considered in assessing “mother,” “father” and “foster parent” in the OSRI. OSRI item specific considerations to keep in mind:
 - Paramours who have contact with children are rated in the assessment of performance on Safety Items #2 and #3.
 - Permanency Item #9 assesses connections to only parents from whom the child was removed and/or with whom the child will be reunified or with siblings in foster care. A non-custodial parent with whom a child had an existing relationship, but was not removed from and will not be returned to would be considered in this item if that relationship should be preserved.
 - Reviewers must evaluate the definitions of parents for Permanency Items #8 and #11 (and different individuals may be identified as parents in Well-Being Items #12, #13, and #15).
 - Paramours that have contact with children are included if in the household with the appropriate parent in Item #12B.
- APPLA Considerations - In Permanency Item #6, although there does not have to be a signed agreement with the foster parents/facility or a court order that specifies the permanency arrangement for APPLA cases, in answering Item #6C2, there should be some evidence of formal steps that were completed to make the arrangement permanent. Permanency Item #6C2 is not rated based on the establishment of a goal of APPLA by the court but **ONLY** on the commitment of a caretaker to provide permanency of a child until discharge from Foster Care.
- Concurrent Planning – While PA requires children in Foster Care to have both a primary and concurrent permanency goal, this is not a federal requirement. Therefore, failure to have a concurrent goal for a child in Foster Care in accordance with PA standards will not necessarily result in a negative assessment of performance on related CFSR Permanency Item #5. However, if a concurrent goal is identified for a child in Foster Care, the OSRI will rate the timeliness of determining both the primary and concurrent goals for the child as well as the appropriateness of both goals.

Concerted Efforts Examples

Item #	What Are	What Are Not
<p>2: Services to Family to Protect Child(ren) in the Home and Prevent Removal or Re-Entry into Foster Care</p> <p><i>*Important to remember that reviewer is not only looking to see if the family was engaged in the process but also if the family has access to the services*</i></p>	<ul style="list-style-type: none"> •Parent substance abuse was identified as a safety concern and referrals were made for drug rehabilitation services. •Agency provided trash removal/dumpster services to address home condition concerns to prevent placement. •Child was removed from the home due to a lack of appropriate supervision. The parents were then provided parenting services that directly addressed the importance of supervision and were provided assistance and guidance on how to safely provide supervision to ensure the safety of the child in the home. •Home-maker services were offered to a family to assist with home conditions. •Transportation was identified as a need for the family. The agency assisted in providing/obtaining transportation to assist in critical medical care that was necessary for the safety of the child. 	<ul style="list-style-type: none"> •The family does not have access to the safety services that have been recommended or offered and no additional assistance has been provided at this time to assist the family in obtaining these services. (Ex. Transportation, referral to community service for monetary assistance) •Services were not provided to the family to address the potential safety concerns. •Child entered placement due to a lack of services being provided for the family to address the safety concern. •Services provided did not directly address the need that was identified for the family to ensure the safety of the children. (Ex. Parents were provided in-home services that did not address appropriate supervision which was the safety concern identified as the reason for agency involvement.)
<p>3: Risk and Safety Assessment and Management</p>	<ul style="list-style-type: none"> •Formal safety and risk assessments were completed. Safety assessments revealed no safety threats in the home. •The agency informally assessed risk and safety on an ongoing basis during home visit discussions with mother and children, as well as contacts on the phone with case participants and collaterals between visits. •During each visit, the caseworker asked the child if he felt safe and assessed the child's interactions with the foster parent. •Safety concerns for the child in the group home placement were documented in the case file. These concerns were noted through a 	<ul style="list-style-type: none"> •Unsupervised visitation between the child and parents was allowed by the relative caregivers which was in violation of a court order. •The father refused to submit to a drug screen the day he arrived at an accident involving the mother and child. The agency did not complete any other assessment of safety or risk related to the father following his refusal of a drug screen and prior to implementing the safety plan.

	<p>formal incident report form from the group home which summarized the child’s violations of the placement rules and regulations, including episodes of being absent without leave (AWOL). These concerns were addressed through individual therapy with a focus on the child’s behaviors and how to effectively address those behaviors.</p> <ul style="list-style-type: none"> •The frequency and quality of visits was sufficient to ensure the safety of the child. 	
<p>6: Achieving Reunification, Guardianship, Adoption, or Other Planned Permanent Living Arrangement</p> <p>Definition of Timely Permanence:</p> <ul style="list-style-type: none"> •12 Months – Reunification •18 Months – Guardianship •24 Month – Adoption <p><i>*These are only guidelines and these timeframes may have been able to be met sooner or could take longer depending on</i></p>	<ul style="list-style-type: none"> •Regular and frequent visits, along with community visits, were conducted with the legal guardian to assess parenting capabilities as outlined in the Child Permanency Plan. •Medical appointments were attended by legal guardian, along with medical training, to ensure proper care of the target child as it was identified prior to placement that the legal guardian was not able to provide the needed medical care to assure safety of the child. •The caseworker provided consistent assessments of the home to ensure safety concerns that resulted in placement were being addressed to promote reunification. •Individual counseling for the child, parenting education for grandmother, and frequent visitation was provided as part of efforts to foster stability in the placement and support guardianship. •Transportation was provided to weekly counseling appointments to address parent mental health concerns that resulted in placement of the children. •Child preparation services (Child Specific Recruitment, Family Profiles, Child Profiles) were provided to assist in locating a potential resource home that was willing to support a goal of adoption. •Intensive services to support placement and assist the family in addressing the needs of the child were provided to the resource 	<ul style="list-style-type: none"> •Interstate Compact approval process has not yet been initiated which is delaying achievement of the permanency goal. •Case documentation states that the goal is reunification with the father; however, key participants believe that the goal is permanent legal custodianship. •It was learned that the reunification parent was not a viable resource. Despite this, the agency continued to pursue that as a primary goal. •No progress was being made towards the permanency objectives and a petition for termination of parental rights was filed at one year; however, a goal change to adoption did not occur for seven additional months. •A goal of OPPLA/APPLA was established due to the child being in a long-term care facility but there is some indication that the child may be able to reside in a foster home setting in the future.

<p><i>circumstances of the case*</i></p>	<p>home to provide stability within the placement to work towards the goal of adoption.</p> <ul style="list-style-type: none"> •Concurrent planning is evident, and the agency is working towards reunification, but also have identified an alternative and appropriate goal for the child. •A goal of OPPLA/APPLA was established due to the significant bond with the parent. The parent is unable to provide for the needs of the child and the foster family is willing to provide for the child until they reach majority. 	
<p>7: Placement with Siblings</p>	<ul style="list-style-type: none"> •Child was placed with their only sibling. •Casework staff and Guardian ad Litem advocated strongly for siblings to remain together. •At the time of placement, there were seven children removed from the home. Although the agency was not able to find a single placement with all the children in one home, the agency demonstrated concerted efforts through notes and interviews to place children in three foster homes according to age and sex. •Additional foster care agencies were utilized to determine if there were other resource families available that could accommodate the sibling group. •Diligent search efforts, family finding letters and conversations with family were completed in an effort to identify potential resources for the children to be placed in the same resource home. 	<ul style="list-style-type: none"> •Agency did not make considerations for additional placement options for the siblings to remain together. •When placing siblings, it was determined that the target child’s sister was placed with a relative and there was no room available in that home to take both children. There were no other efforts documented that showed the agency reviewed other attempts on an ongoing basis to place these children together. •Siblings were not placed in the same home initially due to safety concerns between the children, no services were provided in an effort to promote future sibling placement in the same home.
<p>8: Visiting with Parents and Siblings in Foster Care</p>	<ul style="list-style-type: none"> •Parents and child were able to contact each other via Skype while mother was residing in a different state. •In person supervised visitation was offered at a minimum of one hour per week. •Agency adjusted the time of day visits occurred to fit the parents’ work schedule. •Transportation to visits was provided. 	<ul style="list-style-type: none"> •The mother was hospitalized and the hospital did not allow children to visit; however, there were no attempts to use alternate means of contact between mother and child such as letters, phone calls, Skype, etc. •Agency did not ensure contact between the child and father who resides out of state.

	<ul style="list-style-type: none"> •Visits took place within the community. •Gas cards were provided to assist with visitation. •Child’s therapist worked with mother and child on abandonment and trauma issues to repair the relationship and encourage the development of a healthy connection between the two. •Age of the child and the need for more frequent visitation was considered (If the child is younger (between 0-5) more frequent visitation was offered; longer visits provided to younger children to promote positive bonding between parent/caregiver) •Everyday activities were encouraged during visitation to include completion of homework, modeling and encouraging appropriate parenting techniques and visits that included a meal that the parent was responsible for providing. 	<ul style="list-style-type: none"> •No evidence exists that the agency made any efforts to foster a relationship between the child (residing in a group home) and mother or sibling placed in another foster care placement. •It took the agency seven months to locate a therapist to assist with visitation between the child and mother.
<p>9: Preserving Connections</p>	<ul style="list-style-type: none"> •Child was maintained in the same community while in foster care. •Child was able to continue her connection with friends. •Child was able to maintain her enrollment in her home school. •Child was able to go to her sibling’s hockey games, even though the agency has no responsibility of the other sibling and does not have to ensure visitation occurs. •A relationship with therapeutic foster parents was able to be maintained although the child did not return to them. •Child was able to maintain extended family connections that were had prior to removal (letters, phone calls, visitation). •Tribe consistently received communication from the agency and the agency is making efforts to continue to have the child connected to tribal affiliation through community events and/or foster home placement. 	<ul style="list-style-type: none"> •The child had minimal, if any, contact with his extended family including his former relative caregivers (paternal aunt and uncle). •Agency did not maintain connections to family members, such as grandparents, aunts and uncles, and cousins. •Agency did not maintain the child’s connections to half-siblings. •There were many months where family members did not know where the child was and were not able to have contact with the child. •The child has tribal affiliation and no efforts have been made to continue that child’s connection with that tribe.
	<ul style="list-style-type: none"> •Agency regularly sends out letters to maternal and paternal relatives notifying them about the need for relatives to become 	<ul style="list-style-type: none"> •Agency did not attempt to search for the biological parents. •Agency did not attempt to locate relatives for the placement child.

<p>10: Relative Placement</p>	<p>involved in the case planning for the child and the child’s need for a permanent caregiver.</p> <ul style="list-style-type: none"> •Agency conducted family finding going back five generations and acted on information learned through family finding efforts. •Agency identified, located, informed, and evaluated maternal relatives as potential placements for the child. •Agency identified, located, informed, and evaluated paternal relatives as potential placements for the child. •Child was placed with relatives and support services were provided to ensure that child was able to safety remain in the home. 	<ul style="list-style-type: none"> •Relatives were not thoroughly evaluated to assess for appropriateness as a resource for the child, even though parents provided names.
<p>11: Relationship of Child in Care with Parents</p>	<ul style="list-style-type: none"> •The caseworkers ensured the parents were invited to all the child’s medical appointments. •The birth parents could call the home of the resource parents nightly to say goodnight to their son. •The resource parents invited the birth parents to see the child in a Halloween parade. •The mother participated in school and case conferences. •Mother and father have participated in early childhood services and services through the local school collaborative. •Agency assisted parents in finding transportation to attend events. 	<ul style="list-style-type: none"> •Agency did not make additional efforts to promote a relationship between a child and father. •Agency did not involve the biological mother in the child’s medical appointments or have the child attend church services with the mother. •The mother and father were not encouraged to participate in school activities, doctor appointments or therapeutic sessions.
<p>12A: Needs Assessment and Services to Children</p> <p><i>*This indicator considers social/emotional</i></p>	<ul style="list-style-type: none"> •The agency conducted informal assessments of the children’s needs by speaking with mother and children regularly at visits. It was identified that the children needed clothing and books and one child needed assistance with transportation to school. •Informal assessments occurred during caseworker home visits and through discussions with the child’s foster caregivers. Through these assessments, no needs, other than those related to 	<ul style="list-style-type: none"> •Agency did acknowledge the need for independent living services several months prior to his 16th birthday, but they did not proceed with the referral stating the reason as the youth lacking initiative. •Agency indicated that the family was already “flooded with services” meaning mental health services, and staff did not feel that additional services were needed. •The oldest child was involved in a service that was abruptly terminated. The oldest child requested continuation of the service.

<p><i>development connected to caregivers' relationship, social relationships and connections, social skills, self-esteem and coping skills*</i></p>	<p>educational, physical health, and behavioral/mental health, were identified for the child.</p> <ul style="list-style-type: none"> •Child has been enrolled in kickboxing which is helping address the child's social and emotional development. •Services for the oldest male child included enrollment in a summer day camp community program, assistance with school uniforms, and Christmas gifts. 	<p>There is no evidence of assessments completed or services considered for the two younger children.</p>
<p>12B: Needs Assessment and Services to Parents</p>	<ul style="list-style-type: none"> •The mother was identified as having substance abuse concerns. Agency set up appropriate drug and alcohol screening tests for mother. The mother was also referred for out-patient drug and alcohol treatment services and grief and loss counseling. The mother was also referred to co-parenting through the Court, as the co-parenting was addressed as a need. •The father was identified as having substance abuse concerns. He was recommended for drug screening. The agency referred the father for grief and loss counseling. He decided to receive this through his local church. •Grandmother has emotional issues due to losing her daughter to a heroin overdose. She was referred to and attends mental health counseling for issues related to her daughter's death and parent child conflict with child. •The agency wrote to the father to give him the opportunity to participate in the development of the family service plan and update him on child's progress. They provided him with the family service plan. Caseworker has been in contact with the father's counselor in prison. Since father is in prison, it was determined his needs are being met and the agency did not need to provide any further services. 	<ul style="list-style-type: none"> •The agency conducted formal and informal assessments and identified that the mother needed services to address her addiction to drugs and alcohol and stabilize her mental health issue; however, after her incarceration no efforts were made to further assess her needs or provide services. •Mother needed assistance regarding supervising her children while she is sleeping to prevent them from sexually acting out with each other, but she was not offered any services to assist with this. No information was found regarding facilitating mother's access to parenting classes. •The mother and father were identified as needing parenting classes, but neither parent was referred for services. The stepmother's and alternative care provider's needs were not assessed. •No thorough or accurate initial or ongoing assessments were conducted on either parent, hence, inability to render any services to the biological parents.
<p>12C: Needs Assessment and</p>	<ul style="list-style-type: none"> •An informal assessment of the foster parents' needs was conducted initially and ongoing throughout the child's placement. 	<ul style="list-style-type: none"> •Foster parents repeatedly reported to the agency that they lacked understanding about agency policy relating to the reasonable and prudent parent standard. They also had questions about their role as

<p>Services to Foster Parents</p>	<ul style="list-style-type: none"> •The foster mother felt that anything that was needed was provided, namely transportation assistance and general support services by the caseworker. The foster parents were experienced, and their needs were minimal. •The foster care agency therapist worked very closely with the foster parents to assist them in managing the child’s challenging behaviors. •Foster family received adoption services. They also received behavioral specialist consultant services through the child. Therapeutic staff support was also in the home six hours per week, although this service was for the child it was also a support to the foster family in helping them deal with the child’s behavior. 	<p>foster parents, concurrent planning, and various policies related to their care of the child.</p> <ul style="list-style-type: none"> •The previous foster mother could have benefited from additional support to deal with the child’s behaviors. Therefore, placement disruption may have been prevented if services were provided. •There were no assessments, resources, or services provided to the foster families to mitigate the conflict in the homes, which resulted in the child being removed from the homes on three occasions, including one that her sibling lived with her.
<p>13: Child and Family Involvement in Case Planning</p>	<ul style="list-style-type: none"> •Child was given placement options for his treatment and was actively involved in the decision-making process. •Agency actively involved the mother and father in case planning during phone calls and in-person meetings. •Each person was able to contribute to the plan through conversations during home visits and phone calls. •Strengths and needs were discussed, and the goals were established and continually reviewed and assessed through conversations during home visits and phone calls. •Caseworker met with each parent and each child individually and reviewed their needs and considered this in creating the family service plan (FSP). •Agency visited the mother in prison and in her home to discuss case planning efforts. 	<ul style="list-style-type: none"> •The children, ages 14 and 12, were not invited to any case plan meetings, nor were they involved in discussions related to the goals and objectives of the single case plan. Case plan was not reviewed with the children. •Mother was invited to both case planning meetings and participated in both meetings by phone. Father was invited to one but could not attend due to work circumstance and no offer was made to reschedule. •Father was not given any goals or objectives on the case plan. He was not given an opportunity to provide input into the plan and no further contact was made with him. •The agency did not actively or sufficiently engage the 16-year-old or his mother. The agency held no conversation with the mother prior to her being requested to sign established case plan. •The child was not questioned about his strengths and needs. The child was handed an already developed case plan. The child did not sign the case plan as witnessed in the case file.
	<ul style="list-style-type: none"> •The child is currently being serviced by an individualized education plan (IEP) or 504 plan to address educational needs. •The child is receiving tutoring or educational mentoring services. 	<ul style="list-style-type: none"> •Child is truant; no additional services provided to the family to address truancy concerns.

<p>16: Educational Needs of the Child</p>	<ul style="list-style-type: none">•ASQ was completed. Referral was made to Early Intervention services as needed.•Truancy concerns are currently present – services targeted to assist family in addressing these concerns have been provided and services are addressing underlying issues related to truancy concerns.•School and agency are working in conjunction with one another to complete formal and informal assessments to determine educational needs.	<ul style="list-style-type: none">•Child is showing educational needs/delays and no assessment is completed or present in the case file.•Child is not receiving any support services (Ex. through IEP or 504 plan) and is not on-target academically.
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PIP Monitoring Case Review Team

The entire CFSR team shares responsibility for ensuring that reviewers have access to information to inform their completion of the Onsite Review Instrument (OSRI) and to ensure that ratings are accurate and consistent. This is done by taking a collaborative, comprehensive and well-informed approach in the review of cases. The following provides a list of individuals who are integral to the success of these activities.

- **State Site Coordinators** and **Local Site Coordinators** coordinate case sampling and exclusions, case file preparation, interview scheduling, other site logistics, and coordination and facilitation in the CFSR exit conference.
- **Reviewers** review a child/family case file and interview key case participants by asking focused questions for the purpose of gathering and reconciling the information needed to answer the relevant questions using the guidance within, and supplemental to, the OSRI in conjunction with the support and guidance of the quality assurance team.
- **Assigned Quality Assurance Specialists** assist in all aspects of the onsite review from helping reviewers prepare their questions for the interviews through the completion and finalization of the OSRI, by:
 - Answering questions;
 - Working with reviewers on clarifying issues by following the OSRI instructions and resources provided;
 - Monitoring reviewer progress in completing the OSRI in a timely manner;
 - Assisting reviewers to reconcile information to arrive at appropriate case ratings;
 - Collaborating with fellow QA specialists around challenging items and/or case circumstances while ensuring that the OSRI is completed with fidelity; and
 - Participating in multiple levels of quality assurance.
- **Quality Assurance Coordinator** oversees all quality assurance activities at the onsite review, by:
 - Providing guidance and decisions on quality assurance issues that arise;
 - Managing the flow of cases through the quality assurance process;
 - Reporting CFSR process and OSRI issues to CFSR project managers, as needed;
 - Leading QA debriefings to discuss any quality assurance issues that arise during the onsite CFSR;
 - Finalizing all cases at the onsite review; and
 - Participation in the CFSR exit conference.
- **CFSR Project Managers** oversee the planning, assessing, implementing, monitoring, and evaluation of PA's CFSR PIP Monitoring process. They also are a liaison between the state and the Children's Bureau.

PIP Monitoring County Orientation PowerPoint

Refer to Handout: PIP Monitoring County Orientation PowerPoint

CFSR Quick Items Reference List

Safety Outcome 1: Children are, first and foremost, protected from abuse and neglect.

Item 1: Were the agency's responses to all accepted child maltreatment reports initiated, and face-to-face contact with the child(ren) made, within time frames established by agency policies or state statutes?

Safety Outcome 2: Children are safely maintained in their homes whenever possible and appropriate.

Item 2: Did the agency make concerted efforts to provide services to the family to prevent children's entry into foster care or re-entry after reunification?

Item 3: Did the agency make concerted efforts to assess and address the risk and safety concerns relating to the child(ren) in their own homes or while in foster care?

Permanency Outcome 1: Children have permanency and stability in their living situations.

Item 4: Is the child in foster care in a stable placement and were any changes in the child's placement in the best interests of the child and consistent with achieving the child's permanency goal(s)?

Item 5: Did the agency establish appropriate permanency goals for the child in a timely manner?

Item 6: Did the agency make concerted efforts to achieve reunification, guardianship, adoption, or other planned permanent living arrangement for the child?

Permanency Outcome 2: The continuity of family relationships and connections is preserved for children.

Item 7: Did the agency make concerted efforts to ensure that siblings in foster care are placed together unless separation was necessary to meet the needs of one of the siblings?

Item 8: Did the agency make concerted efforts to ensure that visitation between a child in foster care and his or her mother, father, and siblings was of sufficient frequency and quality to promote continuity in the child's relationships with these close family members?

Item 9: Did the agency make concerted efforts to preserve the child's connections to his or her neighborhood, community, faith, extended family, Tribe, school, and friends?

Item 10: Did the agency make concerted efforts to place the child with relatives when appropriate?

Item 11: Did the agency make concerted efforts to promote, support, and/or maintain positive relationships between the child in foster care and his or her mother and father or other primary caregivers from whom the child had been removed through activities other than just arranging for visitation?

Well-Being Outcome 1: Families have enhanced capacity to provide for their children's needs.

Item 12: Did the agency make concerted efforts to assess the needs of and provide services to children, parents, and foster parents to identify the services necessary to achieve case goals and adequately address the issues relevant to the agency's involvement with the family?

Item 13: Did the agency make concerted efforts to involve the parents and children (if developmentally appropriate) in the case planning process on an ongoing basis?

Item 14: Were the frequency and quality of visits between caseworkers and child(ren) sufficient to ensure the safety, permanency, and well-being of the child(ren) and promote achievement of case goals?

Item 15: Were the frequency and quality of visits between caseworkers and the mothers and fathers of the child(ren) sufficient to ensure the safety, permanency, and well-being of the child(ren) and promote achievement of case goals?

Well-Being Outcome 2: Children receive appropriate services to meet their educational needs.

Item 16: Did the agency make concerted efforts to assess children's educational needs, and appropriately address identified needs in case planning and case management activities?

Well-Being Outcome 3: Children receive adequate services to meet their physical and mental health needs.

Item 17: Did the agency address the physical health needs of children, including dental health needs?

Item 18: Did the agency address the mental/behavioral health needs of children?

PIP Monitoring Interview Guide

Child/Youth Interview

Item 3—Ask about the child’s experience during the period under review, whether he or she felt safe, and whether the agency was checking in about safety.

- For in-home cases: Did/do you feel safe in your family home? If not, what was/is going on to make you feel unsafe? [If necessary, ask about specific risk and safety concerns present during the period under review.]
- For foster care cases: Did/do you feel safe in your foster home? During visits with your family? If not, what was/is going on to make you feel unsafe? [If necessary, ask about specific risk and safety concerns present during the period under review.] • Did you share any concerns about how you were feeling with the caseworker? How did he or she respond?
- When the caseworker visited, did he or she meet with you privately during part of each visit? Did he or she ask if you felt safe in your home (or foster home), or during visits with your family?

Item 4—Ask about the child’s placement history during the period under review, reasons for any changes, and stability of current or most recent placement.

- Do you know why you had to move from [describe placement/foster home name] to [describe next placement/foster home name]? How did you feel about moving? • How do you feel about where you are living now (or where you were placed last)?

Item 5—Ask about the appropriateness of the child’s permanency and backup goals during the period under review.

(NOTE: QA may need to guide reviewers about questions if TPR if applicable)

- What is your current or most recent permanency and backup goal and how do you feel about those goals: is it what he/she wanted; why or why not? • Has anyone discussed [indicate the permanency goal] with you? If yes, what did you talk about? Did you have the opportunity to talk to an attorney and/or Judge during Court hearings? What are your thoughts about your permanency goal/backup plan?

Item 6—Ask about the efforts made to achieve permanency for the child during the period under review. (NOTE: QA may need to guide reviewers to the fact that we focus on federal requirement for OPPLA/APPLA goal, not PA specific practice)

- Are you familiar with what a permanency plan is? What does the plan say? Do you believe the plan will be achieved? If not, is there a backup plan? Do you know what the agency or the court did/or is doing to try to make sure you could/can be (reunified/adopted/placed in guardianship, etc.)? • [If permanency was not achieved timely, older youth may provide input as to reasons for delays.] What do you think happened that made it hard for [specify goal] to happen sooner?

Item 7—Ask about efforts made to place siblings in foster care together.

- Ask the child about his or her siblings, and their relationship. • If placed separately, did anyone ever talk to you or your siblings about why you aren’t placed together? If so, when?

Item 8—Ask about the visitation arrangements for children with siblings and parents/caregivers.

- How often do/did you visit with your parents/siblings? • Where did visits take place? • How long were the visits? Did you feel they were long enough? • Was there anyone else present during visits with parents and/or siblings? If yes, who were they? • What kind of things did you do during visits? Did you enjoy the visits? Is there anything that would have made visits better or more enjoyable for you and your parents/siblings?

Item 9—Ask about the child’s connections and how they were preserved during the period under review.

- Do you have Native American heritage? Any Tribal affiliations? • Were any efforts made to ensure that you stayed connected with friends and family after you were placed in foster care? If so, what are you doing to stay connected to those people? • Who is important to you? Are there activities or things you participate in (i.e. Girl/Boy Scouts) within your community that are important to you? Are you a member of a local church?

Item 10—Ask about efforts to identify, locate, inform, and evaluate both paternal and maternal relatives as placement resources.

- Did your caseworker ask you about relatives (maternal and paternal) that you could possibly be placed with?

Item 11—Ask about efforts to promote, support, and maintain the child’s relationship with parents/caregivers during the period under review.

- Aside from visits, did you have any other contact with your parents? For example, did they come to school activities or attend doctor’s appointments with you? • Did you have this contact with both parents?

Items 12 - Ask about how the child(ren)’s needs were assessed and what needs were identified, and how services were provided to meet needs. (In-home cases should focus on all children in the home; FC cases should focus on just the target child.)

- Ask about any specific needs known to you and ask if the child was getting services to help. • Did the assessment consider the child’s past abuse/neglect history, separation/grief/loss concerns, and trauma? If the child is an adolescent, did the agency assess for independent living skills? Is there an independent living plan in the file? • If no known needs, ask generally: Did you participate in any activities or services? • Was there anything you wish your caseworker had helped you with?

Optional questions for older child/youth, depending on case circumstances: Ask about how the parents’ needs were assessed, what needs were identified, and how services were provided to meet needs.

- Do you think your parents received the services and help that they needed to take care of you and keep you safe? • Is there anything you think they needed help with that they needed to take care of you and keep you safe? • Is there anything you think they needed help with that they didn’t get?

Optional questions for older child/youth: Ask about how the foster parents’ needs were assessed, what needs were identified, and how services were provided to meet needs.

- Do you think your foster parents had what they needed in order to take good care of you? • Is there anything you think they needed help with that they didn’t get?

Item 13—Ask about how the child was involved in case planning.

- Did the caseworker talk to you regularly about what was happening in your life, asking you questions about how you were doing and what you may have needed? • Were you involved in any meetings where your case plan was discussed? • Did the caseworker talk with you about your current placement and what your goals are for your placement? Did they offer any resources to help you understand the current placement?

Item 14—Ask about the frequency and quality of the caseworker’s visits with the child.

- How often did your caseworker visit you? • Where did you usually visit? • What did you talk about? • About how long were the visits? • Who all was present during the visit? • Were the visits helpful for you? • If you ever needed to talk to your caseworker, were you able to contact him or her? What, if anything, did your caseworker do to ensure that you felt comfortable in sharing your thoughts about case goals and plans? Was your voice heard?

Item 16 – Ask about how the child’s educational needs were assessed and met.

- Did you have any concerns about your education during the period under review? • Did you need any special services? • Did you have an opportunity to discuss any educational needs/concerns with the agency? • Were you provided any additional support (Ex. IEP, tutoring services, 504)

Item 17 – Ask about how the child’s physical and dental health needs were assessed and met.

- Did you have any health or dental problems that the caseworker did not attend to?

Item 18 - Ask about how the child’s mental health needs were assessed and met.

- Did you have any concerns about your mental or behavioral health during the period under review? • Did you need or receive any services? Were there any services that you felt you needed but were not provided? If services were identified for you, did you receive them?

Parent/Caregiver Interview

Items 2 and 3 [Ask these questions to assist in determining whether item 2 is applicable for assessment]—Ask about how the agency assessed risk and safety during the period under review and what concerns were present in the case during the period under review.

- What is/was your understanding of the risk and safety concerns that existed during the period under review? • What kinds of things did the caseworker look for or ask about to determine that those concerns were being resolved? • Did you have a safety plan developed for your family? If so, can you talk about the plan? How was it monitored?
- [This question should be asked on all in-home cases and should be asked in foster care cases in which the child entered foster care during the period under review or was reunified during the period under review.] Were services offered to your family to keep your children safe in your home? - If not, do you know why not? • Did the Agency ask for your input on the services you felt would benefit your family? • Do you feel you were able to access the services that were recommended? Did the Agency assist you in obtaining services for your family?
- [For foster care cases] Did you have any concerns about the safety of your child while he or she was in foster care? • [If the case was closed during the period under review]—Can you describe what happened when your case was closed? For instance, did the caseworker come to your home and have a final conversation with you? • Describe any concerns you have about the child’s safety and/or with ensuring the child’s safety (across all settings in which the child is in)?

Item 5—Ask about the appropriateness of the child’s permanency goals during the period under review. (NOTE: QA may need to guide reviewers about questions if TPR is applicable)

- What was/were the permanency and backup goal(s) for your child when he or she was first removed from your home? What is the current permanency and backup goal for your child? [Parents may not be familiar with the term “permanency goal,” so provide examples and explain goals like reunification/return home, adoption, etc.] • Did the caseworker discuss the permanency and backup goal(s) with you? If so, can you tell me what those conversations were like? • [If permanency goals changed during the period under review and/or there were backup goals in place]—Do you think the goals in place during the period under review were appropriate for your child based on what was happening with the case and the child’s needs?

Item 6—Ask about the efforts made to achieve permanency for the child during the period under review. (NOTE: QA may need to guide reviewers to the fact that we focus on federal requirement for OPPLA/APPLA goal, not PA specific practice)

- What did the agency or the court do to try to ensure that your child achieved the goal of [indicate the child’s permanency goal]? • [If permanency was not achieved timely]—What were the barriers that you experienced in achieving [indicate permanency goal]? What could have been done to achieve the goal more quickly? • [If the child had backup goals]—What was your understanding of the backup plan of [name backup goal]? How did the caseworker explain that to you?

Item 7—Ask about efforts made to place siblings in foster care together.

- If you have more than one child, were all of your children placed in the same home? If the children were not placed together, do you know why they were not?? • Were you asked about potential family and friends that would be willing and able to care for your children?

Item 8—Ask about the visitation arrangements for children with siblings and parents/caregivers.

- Was a visitation plan developed for you and your children? If so, were you involved in developing it? • What was the frequency of visitation and how was frequency determined? • How frequently are you visiting with your child? • Where did visits take place? How was the location of visits determined? • How long were the visits? Did you feel they were long enough? • What activities were encouraged during the visit? • Were visits supervised? If so, how and why? • [If children were placed in separate foster homes]—Did your children have visits with their siblings in addition to visits with you? • Is

there anything that would have made visits better for you and your child? • Were the visits held at a time and location that was convenient for you? • Did you have adequate transportation to attend the visitation? If not, were you provided assistance in obtaining that transportation?

Item 9—Ask about the child’s connections and how they were preserved during the period under review.

- Does your child have Native American heritage? - If yes, is the child a member or eligible for membership in an Indian Tribe? If yes (if the child came into foster care during the period under review or had a TPR hearing during the period under review), were efforts made to notify the Tribe about foster care placement and/or TPR hearings? - If unsure, did the agency make any efforts to determine the child’s eligibility for membership?
- Were any efforts made to ensure that your child stayed connected with friends and family after they were placed in foster care? • What about other connections like church and school? • If so, how are these connections being maintained? • Are there individuals or activities that are important to your child?

Item 10—Ask about efforts to identify, locate, inform, and evaluate both paternal and maternal relatives as placement resources.

- Did the worker ask you about relatives (maternal and paternal) with whom your child could possibly be placed? • What other efforts did the agency make to find and/or place child with relatives?

Item 11—Ask about efforts to promote, support and maintain the child’s relationship with their parents/caregivers during the period under review.

- What efforts, aside from visitation, were made to support and strengthen your relationship with your child while he or she was in foster care? For example, were you encouraged to participate in school activities and case conferences, attend doctor’s appointments or engage in the child’s extracurricular activities? • What kinds of interactions (if any) did you have with your child’s foster parents? • Were you offered or provided with transportation or transportation funds to participate in events/appointments with your child?

Item 12—Ask about how the child(ren)’s needs were assessed, what needs were identified, and how services were provided to meet needs. (In-home cases should focus on all children in the home; FC cases should focus on just the target child.)

- Do you believe the agency accurately assessed your child(ren)’s needs during the period under review? • What kinds of services did your child(ren) receive? Were the services helpful? • Was there anything your child(ren) needed that the agency did not provide for?

Ask about how the parent’s needs were assessed, what needs were identified, and how services were provided to meet needs.

- How frequently was the agency meeting with you? • Do you feel you were given adequate time with the caseworker to discuss the family’s needs? • Do you believe the agency accurately assessed your needs during the period under review? • How did they assess your needs? What kinds of questions were you asked? • Were you asked for your input in what services would be beneficial for you and your family? • What kinds of services did you receive? • Were the services helpful to you? How were they helpful? • Were services easily accessible? • Was there anything you needed that the agency did not provide for?

Additional thoughts of the reviewers based off their interviews with the parents: • What does the parent need to provide care and supervision to ensure the well-being of the child? • What would the parent need to support his or her relationship with the child or build a relationship if one was not established before the child’s entry into foster care? • What underlying needs, if they continue to be unmet, will affect the individual’s capacity to parent and nurture his or her child? What is the parent’s capacity to engage in services and what supports may be needed to support engagement?

[For Foster Care cases] If children are in care and going to be reunified, what will the parents need to provide care for all of their children after reunification? (Optional, if the parent/caregiver has a relationship with the foster parents)—Ask about how the foster parents' needs were assessed, what needs were identified, and how services were provided to meet needs.

Item 13—Ask about how the child, mother, and father were engaged in case planning.

- Were you able to provide input in developing your case plan?
- What types of conversations did you have with the caseworker about your case plan? How frequently did the caseworker discuss the case plan with you? Did you discuss your progress with the plan and what additional resources you might need to be successful?
- Did you understand the purpose and content of your case plan? Did you have a copy of your plan?
- Can you describe what you and your family need to accomplish in order to have your case closed?
- How was your child involved in case planning activities?
- Were there adjustments made to scheduling and locations of meeting, if needed, to assist you in participating in case planning?

Item 14—Ask about the frequency and quality of the caseworker's visits with the child. (Applicable for in-home cases and foster care cases)

- How frequently did the caseworker visit the child(ren) during the period under review?
- Where did visits typically occur?
- If you were present during the visit, what was discussed?
- Did the worker visit with the child(ren) alone?
- Typically, how long were the visits?
- Did the child(ren) have regularly scheduled visits or were visits prompted by other things?

Item 15—Ask about the frequency and quality of the caseworker's visits with the parents/caregivers.

- How frequently did the caseworker visit you? Did you feel they were frequent enough?
- Where did visits occur?
- What was discussed during visits?
- Typically, how long were the visits? Did you feel they were long enough?
- Were the visits at a time and location that was convenient to you?
- Did you have regularly scheduled visits or were visits prompted by other things?
- Did you feel like your caseworker was accessible to you?
- Were you able to talk about things during your visit that you felt were important, regarding your child(ren) and your case?
- Did you discuss your case plan goals? Did the agency provide assistance in working towards the goals outlined in your case? If so, how? If not, what could they have provided to you that would assist you in completing the goals that were identified?

[For parents that are incarcerated or live further away]:

- How frequently did you receive communication from the caseworker regarding your children and the status of the case?
- How did you receive that information?
- What was discussed through this communication?

Item 16—Ask about how the child's educational needs were assessed and met.

- Did you have any concerns about your child(ren)'s education during the period under review?
- Did your child(ren) need any special services? If special services were needed, did the children receive them?
- Did you have an opportunity to discuss any educational needs/concerns with the agency?
- Were there any accommodations provided to the child as a result of educational needs/concerns? (Ex. IEP, tutoring)
- What assessment were completed for your child?

Item 17—Ask about how the child's physical and dental health needs were assessed and met.

- Did you have any concerns about your child(ren)'s physical and dental health during the period under review?
- Did they need or receive any services? If services were needed, did the child(ren) receive them?

Item 18—Ask about how the child's mental health needs were assessed and met.

- Did you have any concerns about your child(ren)'s mental or behavioral health during the period under review?
- Did they need or receive any services?
- What are the barriers to treatment/service providers?

Foster Parent Interview

Item 3—Ask about any specific risk and safety concerns present in the case during the period under review.

- Did you have any concerns about the child's safety during visitation with parents and/or other family members?
- Describe any concerns you have about the child's safety and/or with ensuring the child's safety (across all settings in which the child is in)?

Item 4—Ask about the child’s placement history during the period under review.

- [If the child is no longer in your home]—What was the reason for the child leaving your home? Is there anything that could have been done to prevent the child moving from your home?
- [If the child is still placed with the foster parent]—Do you plan to continue to provide a home for the child as long as a placement is needed? Do you have any concerns with the child’s current placement in your home or your ability to care for him or her?

Item 5—Ask about the appropriateness of the child’s permanency and backup goals during the period under review.

(NOTE: QA may need to guide reviewers about questions if TPR if applicable)

- Did the caseworker discuss the child’s permanency and backup goals of [indicate specific goal/s] with you?
- Do you believe the goal of [indicate permanency goal] is/was appropriate based on the child’s needs and the circumstances of the case? Why or why not?

Item 6—Ask about the efforts made to achieve permanency for the child during the period under review. (NOTE: QA may need to guide reviewers to the fact that we focus on federal requirement for OPPLA/APPLA goal, not PA specific practice)

- What did the agency or the court do to try to ensure that the child achieved the goal of [indicate permanency goal] in a timely manner?
- [If permanency was not achieved timely]—Do you know what the barriers were in achieving the goal of [indicate permanency goal] in a timely manner?

Item 7—Ask about efforts made to place siblings in foster care together.

- Were any of the child’s siblings placed in separate foster homes? If so, do you know why?
- Do you know what efforts the agency made to place them together?

Item 8—Ask about the visitation arrangements for children with siblings and parents/caregivers.

- Was a visitation plan developed for the family? If so, were you involved in developing it?
- What was the frequency of visitation and how was frequency determined?
- Where did visits take place? How was the location of visits determined?
- How long were the visits? Did you feel they were long enough?
- Were visits supervised? If so, how and why? [If children were placed in separate foster homes]—Did the child have visits with siblings in addition to visits with parents?
- Did you have any concerns regarding visitation for the child? Is there anything that would have made visits better for the child?

Item 9—Ask about the child’s connections and how they were preserved during the period under review.

- Were any efforts made to ensure that the child stayed connected with friends and family after placement in foster care?
- What about other connections like church and school? If so, how were these connections maintained?

Item 11—Ask about efforts to promote, support, and maintain the child’s relationship with parents/caregivers during the period under review.

- What efforts, aside from visitation, were made to support and strengthen the relationship between the child and parents/caregivers while he or she was in foster care? For example, were parents/caregivers encouraged to participate in school activities and case conferences, attend doctor’s appointments, or engage in the child’s extracurricular activities?
- What kinds of interactions (if any) did you have with your child’s parents/caregivers?
- Were these experiences the same with both Father and Mother? If they were different, how was the relationship different?
- Were there any concerns with transportation for parents/caregivers to have additional contact with the child?

Item 12—Ask about how the child(ren)’s needs were assessed, what needs were identified, and how services were provided to meet needs.

- Do you believe the agency accurately assessed the child’s needs during the period under review?
- What kinds of services did the child receive? Were the services helpful?
- Was there anything the child needed that the agency did not provide for?

Ask about how the foster parents’ needs were assessed, what needs were identified, and how services were provided to meet needs.

- How often did the caseworker visit with you? What types of things were discussed during visits/contact with the caseworker?
- Did you have any needs relating to your ability to care for the child?
- Were you provided with any services? Were they helpful?
- Were there any barriers to accessing services?
- Did you have the training you needed to meet any specific needs of the child?
- Was there anything you needed that you were not provided with?
- What does the foster parent and/or pre-adoptive parent need to parent and care for the child?
- How do the needs of the child affect the foster and/or pre-adoptive parent's ability to provide care and supervision and to ensure the well-being of the child?

Item 13—Ask about how the child was engaged in case planning.

- Was the child able to provide input in developing the case plan? How was your child involved in case planning activities?
- What types of conversations did the caseworker have with the child about the case plan? How frequently did the caseworker discuss the case plan with the child?
- Did the child understand the purpose and content of the case plan?
- Does the child understand the current placement goal?

Item 14—Ask about the frequency and quality of the caseworker's visits with the child.

- How frequently did the caseworker visit the child during the period under review?
- Where did visits typically occur?
- If you were present during the visit, what was discussed?
- Did the worker visit with the child alone?
- Typically, how long were the visits?
- Did the child have regularly scheduled visits or were visits prompted by other things?

Item 16—Ask about how the child's educational needs were assessed and met.

- Did you have any concerns about the child's education during the period under review?
- Did you have an opportunity to discuss any educational needs/concerns with the agency?
- Were any educational needs appropriately assessed?
- Were you provided with needed access to the child's school records?
- Did the child need or receive any special services/accommodations?
- What assessments were completed for the child?
- Is the child receiving any early intervention services?

Item 17—Ask about how the child's physical and dental health needs were assessed and met.

- Did you have any concerns about the child's physical or dental health during the period under review?
- Is the child up to date with any needed immunizations, annual check-ups, periodic dental screenings?
- Were you provided with or did you have access to the child's health records?
- Did the child need or receive any services? If so, were they helpful and adequate to meet the child's needs?
- Was the child on any medications? If so, how were they monitored?
- Were you provided guidance or assistance on administering the medication?

Item 18—Ask about how the child's mental health needs were assessed and met.

- Did you have any concerns about the child's mental or behavioral health during the period under review?
- Did the child need or receive any services? If so, were they helpful and adequate to meet the child's needs?
- Was the child on any medications? If so, how were they monitored?
- Were you provided assistance or guidance on how to appropriately administer medication?

Caseworker Interview

Item 1—Ask about the reasons for any delays in initiating investigations and/or completing face-to-face visits with victims.

- Did the Agency attempt contact within the designated timeframe outlined by the Agency?
- Did the Agency make face-to-face contact with the identified child within that timeframe?
- Based on documentation in the case record, verify with the social worker any noted delays in the investigation process.
- What were the reasons for delays? (Ex. Delays involving law enforcement)
- Were there any delays in the investigations and if so, what was the reason for delay?

Items 2 and 3 [Ask these questions to assist in determining if item 2 is applicable for assessment.] Ask about general practice for assessing risk and safety during the period under review.

- What formal/informal safety/risk assessments were completed during PUR (in all setting) initially and ongoing?
 - Safety threats – asking about all children in home

- Risk factors
- Intervals (frequency)
- Plan – family’s engagement in plan development

• Was there a new report received during the time the case was open? • Did the agency address the concerns with the family? • What did the assessment process involve? • Were specific assessment tools used? • Was your supervisor involved in reviewing assessments? • How often were assessments conducted? • Did those assessments address the concerns that were identified in the report? • Were assessments updated? If so, when/under what circumstances? • How were assessments documented (formal and informal)? • [If the case was closed during the period under review]—Did you do an assessment of risk/safety before case closure? If so, can you describe that process? • Did the agency appropriately assess and address risk and safety concern? • Were the children maintained in their homes when possible/appropriate?

Ask about the specific risk and safety concerns present in the case during the period under review. • How what safety and risk monitored? • What is the risk level of the case? How frequently are you visiting with the family to assess safety and risk of the child? • Were there any concerns that were reported, but not investigated?

• What were the key risk and safety concerns that existed during the period under review? • If safety concerns existed during the period under review, was a safety plan developed? How was it developed and monitored? Was it updated? • Did the agency ask for input from the family/identified caregiver to see what services they feel would be beneficial for the family? • Were services offered to the family to address safety concerns and prevent foster care placement or re-entry after reunification? - If not, why not? What were the reasons that the services were not offered? - If yes, what types of services were offered? How did the services address the specific safety concerns? • Was the family able to access these services? • Did the Agency assist the family in obtaining these services? • For foster care cases: Did any safety concerns exist for the child in care during visitation or in the foster care placement? - If yes, what were the concerns? Did the visit between the parent and the child need to end due to a safety concern? Did the individual providing supervision for the visit need to intervene to ensure the safety of the child? • Were reunification services provided to the family to assist with the child returning to the home? • Did the services that were provided to the family once the child was removed from the home, relate to the safety concerns for the reason for removal (are the services provided effective to mitigate safety concerns that resulted in placement?)

Item 4—Ask about the child’s placement history during the period under review.

• Verify the child’s placement history during the period under review based on the case record documentation. • For each placement during the period under review, ask: How was this placement identified for the child? What was the reason for the change in placement? How were placement changes determined to be in the best interests of the child? • How stable is the child’s current placement?

Item 5—Ask about the appropriateness of the child’s permanency goals during the period under review. (NOTE: QA may need to guide reviewers about questions if TPR if applicable)

• [If a goal is not documented in the case record]—What is/are the child’s current permanency goal(s)? • When was the goal established? • Describe the goals in place during the period under review and ask for each goal: Was this the most appropriate goal for the child? • Does the current goal meet the needs of the child? If yes, why? If no, why not? • Did the agency initiate a goal change if it was needed for the best interest of the child? • What were the reasons for any goal changes? Discuss any concerns about the timeliness of establishing goals and/or changing goals. Did aggravated circumstances exist? If so, does the permanency goal reflect the ongoing and unresolved safety concerns that prevent the child’s reunification or safe return to the parents/caregivers/home? • [If the child had concurrent goals]—How was concurrent planning implemented in the case? • Obtain any clarification needed regarding filing for termination of parental rights, if applicable. • Has the child been in foster care for 15 out of the most recent 22 months? If so, has the agency filed for termination of parental rights? If not, is there a reason beyond agency control that would prevent the agency from starting the termination process? • Will permanency be achieved timely based on the length of time the child has been in foster care? • Did the child have permanency and stability in his/her living situation?

Item 6—Ask about the efforts made to achieve permanency for the child during the period under review. (NOTE: QA may need to guide reviewers to the fact that we focus on federal requirement for OPPLA/APPLA goal, not PA specific practice)

- Has or will the child achieve permanency within an appropriate time frame (12 months for reunification, 18 months for guardianship, 24 months for adoption)?
- What efforts have been made by the court and the agency to achieve permanency in a timely manner?
- For a child with the goal of “other planned permanent living arrangement,” what formal steps have been taken to make the living arrangement permanent?
- What is the reason that the agency chose APPLA as the goal for this child?
- [If the child will not achieve permanency timely]—What were/are the barriers in achieving the permanency goal(s) timely?
- Were there absent parents? Were diligent search efforts made to locate absent parents on a regular basis? (ex. Prior to each CPP being reviewed/court hearing – may belong in concerted efforts?)
- Were services utilized to promote permanency (Child Specific Recruitment, Family Profiles, Child Profiles – may belong in concerted efforts doc?)
- Is there a justifiable reason for any delay in achieving permanency for the child [see examples in the OSRI]?
- How did the agency work with the courts in moving the case forward toward permanency?

Item 7—Ask about efforts made to place siblings in the same out-of-home/foster care setting.

- Was the child placed separately from siblings? Why?
- [If a valid reason for separation existed at one point during the period under review]— Were the circumstances for separate placement re-evaluated to consider if the siblings could be reunited?
- If they were not placed together during the initial placement and no reason exists for them not to be placed in the same resource home, did the agency continue to make efforts to locate a home where all of the children could be placed together?
- Were services provided, if reasons existed that they were separated, to promote success to place the children in the same home?
- Did the agency utilize family finding efforts to determine if there was a family or relative available?
- What does the family understand as the reason the children were not placed in the same home?

Item 8—Ask about the visitation arrangements for children with siblings and parents/caregivers.

- Was a visitation plan developed for the family? Who was involved in developing the plan?
- Did the family have a voice in creating the visitation plan?
- Were there any special accommodations that had to be considered when creating the visitation plan? (evening/weekend visitation, parent work schedules and/or treatment schedules)
- What was the frequency of visitation and how was frequency determined?
- Was the frequency of visitation being considered based on the relationship of the parent/caregiver?
- How is the agency determining frequency/length of visitation with each child?
- Where did visits take place? How was the location of visits determined?
- How long were the visits? Are longer visits being provided to a parent over the course of time, if that parent is working to develop a relationship with the child?
- Were visits supervised? If so, how and why?
- Did children have separate sibling visitation or was it only in the context of parent visitation?
- What efforts did the agency make to support and encourage visitation?
- Are activities being provided to promote continued bonding and relationship-strengthening? Was transportation or child care offered or provided?

Item 9—Ask about the child’s connections and how they were preserved during the period under review.

- Does the child have Native American heritage? - If yes, is the child a member of, or eligible for membership in, a federally recognized Indian Tribe? - [If yes, and the child came into foster care during the period under review or had a termination of parental rights hearing during the period under review]—What efforts were made to notify the Tribe about placement in foster care and/or termination of parental rights hearings? Was the child placed in accordance with Indian Child Welfare Act placement preferences? - If unsure, what efforts were made to determine the child’s eligibility for membership?
- Was the tribe provided an opportunity to be present at the hearing?
- What were the child’s important connections?
- What efforts were made to preserve these connections? (Examples of connections (i.e. neighborhood, community, faith, extended family, Tribe, school, and friends)
- What activities is the child currently participating in that they were also involved with prior to placement?
- Was the child maintained in the same school setting? Was transportation discussed if the child was not able to remain in the same school setting in an effort to keep him/her within the same school district?
- Were the child’s family relationships and connections preserved?

Item 10—Ask about efforts to identify, locate, inform, and evaluate both paternal and maternal relatives as placement resources throughout the period under review.

- What is the child’s current placement setting?
- What efforts were made to identify, locate, inform, and evaluate maternal/paternal relatives as placement resources?
- If resources were identified, how did the agency assess their willingness? If resources were available, how did the agency assess the family’s ability to be a resource for the child?
- Were efforts made throughout the period under review (ongoing) or just when the child first came into care (initially)?

Item 11—Ask about efforts to promote, support, and maintain the child’s relationship with parents/caregivers during the period under review.

- What efforts, aside from visitation, were made to support and strengthen the child’s relationship with parents/caregivers? For example, were parents encouraged to participate in school activities and case conferences, attend doctor’s appointments, or engage in the child’s extracurricular activities?
- Did both parents participate in these activities? If not, please describe the way in which Father was supported in strengthening that relationship? How was Mother supported in strengthening that relationship?
- Were efforts made to support a relationship between the foster parents and the child’s parents/caregivers so that they could serve as support system/mentors?
- Were efforts made to provide transportation or transportation funds for the parents/caregivers to participate in events/appointments with the child?

Item 12—Ask about how the child(ren)’s needs were assessed, what needs were identified, and how services were provided to meet needs. (In-home cases should focus on all children in the home; foster care cases should focus on just the target child.)

- [If the case was opened during the period under review]—Was a formal or informal initial and/or ongoing comprehensive assessment of the child(ren) conducted? - How was the assessment done? - What needs were identified?
- What assessments were completed, and by whom?
- [If the case was opened before the period under review]—Were periodic comprehensive assessments conducted during the period under review to assess needs and inform case planning? - How were assessments conducted? - What types of needs were identified and/or did the child’s needs change during the period under review?
- [If the child was exposed to domestic violence]—Was the child’s exposure to domestic violence in the home assessed to determine if he or she needed further mental health assessment or services?
- What services were provided for the child during the period under review?
- How did these services meet the child’s identified needs?
- How often were you meeting with the child?
- Did the child have a voice in the services or needs that were being provided to them?
- Were there any barriers to accessing services?

Ask about how the parents’/caregivers’ needs were assessed, what needs were identified, and how services were provided to meet needs.

- [If the case was opened during the period under review]—Was a formal or informal initial and/or ongoing comprehensive assessment of the mother/female caregiver and father/male caregiver conducted? - How was the assessment done? - What needs were identified?
- How often were you meeting with the child? Did the child have a voice in the services or needs that were being provided to them?
- [If the case was opened before the period under review]—Were periodic comprehensive assessments conducted during the period under review to assess needs of the mother/female caregiver and father/male caregiver? - How were assessments conducted? - What types of needs were identified and/or did their needs change during the period under review?

- What services were provided for the mother and father during the period under review?
- How frequently were you visiting with the parents to assess the needs?
- How did these services meet identified needs?
- Were there any barriers to accessing services?

Ask about how the foster parents’ needs were assessed, what needs were identified, and how services were provided to meet needs. (Cover all foster parents providing care to the child during the period under review.)

- How were the foster parents’ needs assessed during the period under review?
- Did the foster parents have any needs related to their ability to care for the child in their home?
- Were any services provided to the foster parents?
- Were there any barriers to accessing services?

Item 13—Ask about how the child and parents/caregivers were engaged in case planning. (Ask specifically for child(ren), mother, and father.)

- Describe the process you used to engage the parents/caregivers in case planning. How did you describe the purpose of the case plan to parents/caregivers? • How frequently did you engage parents/caregivers in case planning discussions? • What input did the parents/caregivers provide into the case plan? • Were special arrangements (scheduling/location of meetings) needed to promote participation in case planning? • How often are discussions held with the family regarding ongoing case planning and need for services? • Describe the process you used to engage the child(ren) in case planning. How did you describe the purpose of the case plan to the child(ren)? • What input did the child(ren) provide into the case plan? • Were any services provided to the child(ren) to help the child understand the current placement?

Item 14—Ask about the frequency and quality of the caseworker’s visits with the child.

- How frequently did you visit the child during the period under review [refer to any available documentation of visits from the case record]? • Where did visits occur? • What was discussed during these quality visits? • Did you visit with the child in the presence of parents, foster parents, or others? • Did you have an opportunity to meet with the child alone? • Typically, how long were the visits? • Did you have regularly scheduled visits or were visits prompted by other things? • Were there any safety concerns present during the PUR? If so, did this affect your visitation?

Item 15—Ask about the frequency and quality of the caseworker’s visits with the mother and father. (Ask questions for each parent/caretaker.)

- How frequently did you visit the mother/father during the period under review [refer to any available documentation of visits from the case record]? • Where did visits occur? • If you had a parent that was incarcerated or lived further away, how did you communicate with that parent? How frequently was your communication? • What was discussed during these quality visits? • Typically, how long were the visits? • Did you have regularly scheduled visits or were visits prompted by other things? • Did you have to adjust your visit time and/or location to meet the needs of the parents?

Item 16—Ask about how the child’s educational needs were assessed and met.

- What is the child’s current status in school (grade level, reading level)? • Were there educational concerns that prompted agency involvement?
- Were educational assessments conducted during the period under review? If so, how were they conducted? And by whom? • What needs were identified? • What services (if any) is the child receiving and how are they meeting identified needs? • Are there any barriers to accessing needed services? What efforts has the agency made to access the services? • Who all has been involved in discussing the educational needs or concerns of the child(ren)? • Have Early Intervention services been offered and received if determined to be beneficial?

Item 17—Ask about how the child’s physical and dental health needs were assessed and met.

- [If the child entered foster care during the period under review]—Was an Early Periodic Screening, Diagnosis, and Treatment test or other medical examination conducted upon the child’s entry into care? • When was the child’s last physical and dental exam? • What physical and dental health needs does the child have? • What services (if any) have been provided to the child and are they meeting the identified needs? • Is the child on any medication related to physical health? If so, how is that being monitored? • Did the agency provide assistance/guidance to the foster parents on how to administer the medication?

Item 18—Ask about how the child’s mental health needs were assessed and met.

- During the period under review, did the child have or develop any mental or behavioral health needs? • How were they assessed? • What services were provided to meet the identified needs and are they meeting these needs? • What are the barriers to treatment/service providers? • Are there unaddressed mental health or behavioral health concerns? If so, are they diagnosed? • Is the child on any prescription medications for mental health issues? If so, how is that being monitored? • Did the agency work with the foster parents to ensure that they were comfortable in administering the medication?

Guardian ad Litem Interview

Item 3—Ask about the child’s experience during the period under review, whether he or she felt safe, and whether the agency was checking in about safety.

- For in-home cases: Did/do you feel the child was safe? If not, what was/is going on to make you feel that the child was unsafe? [If necessary, ask about specific risk and safety concerns present during the period under review.]
- For foster care cases: Did/do you feel the child was safe in the foster home? Was the child safe during visits with family? If not, what was/is going on to make you feel that the child was unsafe? [If necessary, ask about specific risk and safety concerns present during the period under review.] • Did you share any concerns about how you were feeling with the caseworker or the Court? How did those individuals respond?

Item 4—Ask about the child’s placement history during the period under review, reasons for any changes, and stability of current or most recent placement.

- Do you know why the child had to move from [describe placement/foster home name] to [describe next placement/foster home name]? How did the child feel about moving? • How does the child feel about where he/she is living now (or where the child was placed last)?

Item 5—Ask about the appropriateness of the child’s permanency and backup goals during the period under review. (NOTE: QA may need to guide reviewers about questions if TPR if applicable)

- What is the current or most recent permanency and concurrent goal for the child and how do you feel about those goals: is it what the child wanted; why or why not? Is it in the best interests of the child based on case circumstances? • Have you or the case worker discussed [indicate the permanency goal] with the child? If yes, what did you talk about? Did the child have an opportunity to meet with you and/or the Judge during prior to and during Court hearings? What are your thoughts about the child’s permanency goal/backup plan?

Item 6—Ask about the efforts made to achieve permanency for the child during the period under review. (NOTE: QA may need to guide reviewers to the fact that we focus on federal requirement for OPPLA/APPLA goal, not PA specific practice)

- Are you familiar with what is outlined in the child permanency plan? Do you and/or the child believe the plan will be achieved? If not, is there a backup plan? Do you know what the agency or the court did/or is doing to try to make sure the child could/can be (reunited/adopted/placed in guardianship, etc.)? If so, what? • [If permanency was not achieved timely, gather information about reasons for delays.] What do you think happened that made it hard for [specify goal] to happen sooner?

Item 7—Ask about efforts made to place siblings in foster care together.

- [If the child has siblings in placement] Are the child and his/her siblings placed together? Why or why not?

Item 8—Ask about the visitation arrangements for children with siblings and parents/caregivers.

- How often do/did the child visit with parents/siblings? • Where did visits take place? • How long were the visits? Did the child feel they were long enough? • Was there anyone else present during visits with parents and/or siblings? If yes, who were they? • What kind of things did the child do during visits? Did the child enjoy the visits? Is there anything that would have made visits better or more enjoyable for the child and his/her parents/siblings?

Item 9—Ask about the child’s connections and how they were preserved during the period under review.

- Does the child have Native American heritage or Tribal affiliations? • Were any efforts made to ensure that the child stayed connected with friends and family after the child was placed in foster care? If so, what is happening to ensure that the child stays connected to those people? • Who is important to the child? Are there activities or things the child likes to participate in (i.e. Girl/Boy Scouts) within his/her community or that are important to the child? Is the child a member of a local church?

Item 10—Ask about efforts to identify, locate, inform, and evaluate both paternal and maternal relatives as placement resources.

- Did the child’s caseworker ask the child about relatives (maternal and paternal) that the child could possibly be placed with? What efforts were made to identify, locate, contact and evaluate both paternal and maternal relatives?

Item 11—Ask about efforts to promote, support, and maintain the child’s relationship with parents/caregivers during the period under review.

- Aside from visits, did the child have any other contact with his/her parents? For example, did they come to school activities or attend doctor’s appointments with the child? • Did the child have contact with both parents?

Items 12 - Ask about how the child(ren)’s needs were assessed and what needs were identified, and how services were provided to meet needs. (In-home cases should focus on all children in the home; FC cases should focus on just the target child.)

- Ask about any child-specific needs known to you and ask if the child was getting services to help. • Did the assessment consider the child’s past abuse/neglect history, separation/grief/loss concerns, and trauma? If the child is an adolescent, did the agency assess for independent living skills? Is there an independent living plan in the file? • If no known needs, ask generally: Did the child participate in any activities or services? • Was there anything the child wished his/her caseworker had helped with?

Ask about how the parents’ needs were assessed, what needs were identified, and how services were provided to meet needs.

- Do you think the child’s parents received the services and help that they needed to take care of the child and keep the child safe? • Is there anything you think the parents needed help with that they needed to take care of the child and keep the child safe? • Is there anything you think the parents needed help with that they didn’t get?

Ask about how the foster parents’ needs were assessed, what needs were identified, and how services were provided to meet needs.

- Do you think your foster parents had what they needed in order to take good care of the child? • Is there anything you think the foster parents needed help with that they didn’t get?

Item 13—Ask about how the child was involved in case planning.

- Did the caseworker talk to the child regularly about what was happening in the child’s life, asking the child questions about how the child was doing and what the child may have needed? • Were you involved in any meetings where the child’s case plan was discussed? • Did the caseworker talk with the child about his/her current placement and what the child’s goals are for his/her placement? Did they offer any resources to help the child understand his/her current placement?

Item 14—Ask about the frequency and quality of the caseworker’s visits with the child.

- How often did the caseworker visit with the child? • Where did they usually visit and what did they talk about? • About how long were the visits? • Who all was present during the visit? • Were the visits helpful for the child? • If the child ever needed to talk to his/her caseworker, was the child able to contact him or her? What, if anything, did the caseworker do to ensure that the child felt comfortable in sharing his/her thoughts about case goals and plans? Was the child’s voice heard?

Item 16 – Ask about how the child’s educational needs were assessed and met.

- Did you or the child have any concerns about the child’s education during the period under review? • Did the child need any special services? • Did the child have an opportunity to discuss any educational needs/concerns with the agency? • Was the child provided any additional support (Ex. IEP, tutoring services, 504)?

Item 17 – Ask about how the child’s physical and dental health needs were assessed and met.

- Did the child have any health or dental problems that were not addressed?

Item 18 - Ask about how the child’s mental health needs were assessed and met.

- Did the child have any concerns about his/her mental or behavioral health during the period under review? • Did the child need or receive any services? Were there any services that you or the child felt were needed but were not provided? If services were identified for the child, did he/she receive them?

Parent's Attorney Interview

Items 2 and 3 [Ask these questions to assist in determining whether item 2 is applicable for assessment]—Ask about how the agency assessed risk and safety during the period under review and what concerns were present in the case during the period under review.

- What is/was your understanding of the risk and safety concerns that existed during the period under review? • What kinds of things did the caseworker look for or ask about to determine that those concerns were being resolved? • Did the child/family have a safety plan developed based on safety concerns? If so, can you talk about the plan? How was it monitored?

- [This question should be asked on all in-home cases and should be asked in foster care cases in which the child entered foster care during the period under review or was reunified during the period under review.] Were services offered to the family to keep the children safe in the parents' home? - If not, do you know why not? • Did the Agency ask for input from the parent(s) on the services he/she/they felt would benefit the family? • Do you feel the parent(s) was/were able to access the services that were recommended? Did the Agency assist the parent(s) in obtaining services for the family?

- [For foster care cases] Did the parent(s) have any concerns about the safety of their child while he or she was in foster care?
- [If the case was closed during the period under review]—Can you describe what happened when the case was closed? For instance, did the caseworker come to the parents' home and have a final conversation regarding safe case closure? • Describe any concerns the parent(s) have/had about their child(ren)'s safety and/or with ensuring the child(ren)'s safety (across all settings in which the child is/was in)?

Item 5—Ask about the appropriateness of the child's permanency goals during the period under review. (NOTE: QA may need to guide reviewers about questions if TPR if applicable)

- What was/were the primary and concurrent permanency goal(s) for the child when he or she was first removed from the parent(s) home? What is the current primary and concurrent permanency goal for the child? • Did the caseworker discuss the primary and concurrent permanency goal with the parent(s)? If you know, can you describe what you understand those conversations to have been? • [If permanency goals changed during the period under review and/or there were backup goals in place]—Do you think the goals in place during the period under review were appropriate for the child based on what was happening with the case and the child's needs?

Item 6—Ask about the efforts made to achieve permanency for the child during the period under review. (NOTE: QA may need to guide reviewers to the fact that we focus on federal requirement for OPPLA/APPLA goal, not PA specific practice)

- What did the agency or the court do to try to ensure that the child achieved the goal of [indicate the child's permanency goal]? • [If permanency was not achieved timely]—What were the barriers that you observed in achieving [indicate permanency goal]? What could have been done to achieve the goal more quickly? • [If the child had backup goals]—What was the parent(s) understanding of the backup plan of [name backup goal]? If known, how did the caseworker explain that to the parent(s)?

Item 7—Ask about efforts made to place siblings in foster care together.

- If the parent has more than one child, were all of the children placed in the same home? If the children were not placed together, do you know why they were not? • Were the parent(s) asked about potential family and friends that would be willing and able to care for the children?

Item 8—Ask about the visitation arrangements for children with siblings and parents/caregivers.

- Was a visitation plan developed for the parent(s) and his/her/their children? If so, were the parent(s) involved in developing it? • What was the frequency of visitation and how was frequency determined? • How frequently are the parent(s) visiting

with the child? • Where do/did visits take place? How was the location of visits determined? • How long were the visits? Did the parent(s) feel they were long enough? • What activities were encouraged during the visit? • Were visits supervised? If so, how and why? • [If children were placed in separate foster homes]—Did the children have visits with their siblings in addition to visits with the parent(s)? • Is there anything that would have made visits better for the parent(s) and your child? • Were the visits held at a time and location that was convenient for the parent(s)? • Did the parent(s) have adequate transportation to attend the visitation? If not, were the parent(s) provided assistance in obtaining that transportation?

Item 9—Ask about the child’s connections and how they were preserved during the period under review.

• Does the child have Native American heritage? - If yes, is the child a member or eligible for membership in an Indian Tribe? If yes (if the child came into foster care during the period under review or had a TPR hearing during the period under review), were efforts made to notify the Tribe about foster care placement and/or TPR hearings? - If unsure, did the agency make any efforts to determine the child’s eligibility for membership?

• Were any efforts made to ensure that the child stayed connected with friends and family after they were placed in foster care? • What about other connections like church and school? • If so, how are these connections being maintained? • Are you aware of whether there are individuals or activities that are important to the child? If so, who/what?

Item 10—Ask about efforts to identify, locate, inform, and evaluate both paternal and maternal relatives as placement resources.

• Did the caseworker ask the parent(s) about relatives (maternal and paternal) with whom the child could possibly be placed?
• What other efforts did the agency make to find and/or place the child with relatives?

Item 11—Ask about efforts to promote, support and maintain the child’s relationship with their parents/caregivers during the period under review.

• What efforts, aside from visitation, were made to support and strengthen the parent(s) relationship with the child while he/she was in foster care? For example, were the parent(s) encouraged to participate in school activities and case conferences, attend doctor’s appointments or engage in the child’s extracurricular activities? • What kinds of interactions (if any) did the parent(s) have with the child’s foster parents? • Were the parent(s) offered or provided with transportation or transportation funds to participate in events/appointments with the child?

Item 12—Ask about how the child(ren)’s needs were assessed, what needs were identified, and how services were provided to meet needs. (In-home cases should focus on all children in the home; FC cases should focus on just the target child.)

• Do you believe the agency accurately assessed the child(ren)’s needs during the period under review? • What kinds of services did the child(ren) receive? Were the services helpful? • Was there anything the child(ren) needed that the agency did not provide for?

Ask about how the parent’s needs were assessed, what needs were identified, and how services were provided to meet needs.

• How frequently was the agency meeting with the parent(s)? • Do you feel the parent(s) were given adequate time with the caseworker to discuss the family’s needs? • Do you believe the agency accurately assessed the parent(s) needs during the period under review? • How did the agency assess the parent(s) needs? What kinds of questions were the parent(s) asked? • Were the parent(s) asked for your input in what services would be beneficial for the family? • What kinds of services did the parent(s) receive? • Were the services helpful to the parent(s)? How were they helpful? • Were services easily accessible? • Was there anything the parent(s) needed that the agency did not provide for?

Additional thoughts of the reviewers based off their interviews with the parents: • What does the parent need to provide care and supervision to ensure the well-being of the child? • What would the parent need to support his or her relationship with the child or build a relationship if one was not established before the child’s entry into foster care? • What underlying needs, if they continue to be unmet, will affect the individual’s capacity to parent and nurture his/her child? What is the parent(s) capacity to engage in services and what supports may be needed to support engagement?

[For Foster Care cases] If children are in care and going to be reunified, what will the parents need to provide care for all of their children after reunification? (Optional, if the parent/caregiver has a relationship with the foster parents)—Ask about how the foster parents' needs were assessed, what needs were identified, and how services were provided to meet needs.

Item 13—Ask about how the child, mother, and father were engaged in case planning.

- Was/Were the parent(s) able to provide input in developing the case plan?
- What types of conversations did the parent(s) have with the caseworker about the case plan? How frequently did the caseworker discuss the case plan with the parent(s)? Did the parent(s) discuss his/her progress with the plan and what additional resources he/she/they might need to be successful?
- Did the parent(s) understand the purpose and content of the case plan? Did the parent(s) have a copy of the case plan?
- Can you describe what the parent(s) and family needed to accomplish in order to have the case closed?
- If known, how was the child involved in case planning activities?
- Were there adjustments made to scheduling and locations of meeting, if needed, to assist the parent(s) in participating in case planning?

Item 14—Ask about the frequency and quality of the caseworker's visits with the child. (Applicable for in-home cases and foster care cases)

- If known, how frequently did the caseworker visit the child(ren) during the period under review?
- Where did visits typically occur?
- If the parent(s) was/were present during the visit, what was discussed?
- Did the caseworker visit with the child(ren) alone?
- Typically, how long were the visits?
- Did the child(ren) have regularly scheduled visits or were visits prompted by other things?

Item 15—Ask about the frequency and quality of the caseworker's visits with the parents/caregivers.

- How frequently did the caseworker visit the parent(s)? Did the parent(s) feel they were frequent enough?
- Where did visits occur?
- What was discussed during visits?
- Typically, how long were the visits? Did the parent(s) feel they were long enough?
- Were the visits at a time and location that was convenient to the parent(s)?
- Did the parent(s) have regularly scheduled visits or were visits prompted by other things?
- Did the parent(s) feel like his/her/their caseworker was accessible?
- Were the parent(s) able to talk about things during the visit that were important, regarding the child(ren) and the case?
- Did the parent(s) discuss case plan goals? Did the agency provide assistance in working towards the goals outlined in your case? If so, how? If not, what could the agency have provided to the parent(s) that would assist him/her/them in completing the goals that were identified?

[For parents that are incarcerated or live further away]:

- How frequently did the parent(s) receive communication from the caseworker regarding his/her/their children and the status of the case?
- How did the parent(s) receive that information?
- What was discussed through this communication?

Item 16—Ask about how the child's educational needs were assessed and met.

- Did the parent(s) have any concerns about his/her/their child(ren)'s education during the period under review?
- Did the child(ren) need any special services? If special services were needed, did the child(ren) receive them?
- Did the parent(s) have an opportunity to discuss any educational needs/concerns with the agency?
- Were there any accommodations provided to the child as a result of educational needs/concerns? (Ex. IEP, tutoring)
- What assessment(s) was/were completed for the child(ren)?

Item 17—Ask about how the child's physical and dental health needs were assessed and met.

- Did the parent(s) have any concerns about the child(ren)'s physical and dental health during the period under review?
- Did the child(ren) need or receive any services? If services were needed, did the child(ren) receive them?

Item 18—Ask about how the child's mental health needs were assessed and met.

- Did the parent(s) have any concerns about your child(ren)'s mental or behavioral health during the period under review?
- Did they need or receive any services?
- What, if anything, are the barriers to accessing treatment/service providers?

Item Specific Definitions from OSRI Guide for Interview Scheduling

Item 8: Visiting with Parents and Siblings in Foster Care

“Mother” and “Father” are typically defined as the parents/caregivers from whom the child was removed and with whom the agency is working toward reunification.

Because the focus of item 8 is to promote continuity in the child’s relationships, do not include in this item a parent who did not have a relationship with the child prior to the child’s entry in foster care, even if the goal is to reunify with that parent. Visitation for a parent in that circumstance may be assessed as a service need in item 12 (see item 12 instructions).

Item 9: Preserving Connections

- Determine what the important connections were for the child prior to their placement in foster care and then determine whether concerted efforts were made to maintain those connections during the period under review.
- Do not rate this item based on connections to parents/caregivers from whom the child was removed and/or with whom the child will be reunified, or to siblings who are in foster care. Information about sustaining those connections is captured in other items. However, this item may be rated based on connections with siblings who are not in foster care and other extended family members, such as grandparents, uncles, aunts, or cousins.
- Connections to caregivers from whom the child was removed may also be included in this item if the goal is not to reunify the child with those caregivers and it is in the child’s best interest to preserve those relationships.
- If, prior to placement in foster care, the child had a relationship with a biological parent who was not the caregiver the child was removed from or that they are being reunified with (the parent is not part of the case plan), that connection may be included in this item if it is in the child’s best interest to preserve that relationship.

Item 11: Relationship of Child in Care with Parents

“Mother” and “Father” are typically defined as the parents/caregivers from whom the child was removed and with whom the agency is working toward reunification.

Because the focus of Item 11 is to promote, support, and maintain the child’s relationships with the parents/caregivers from whom the child was removed, do not include in this item a parent who did not have a relationship with the child prior to the child’s entry into foster care, even if the goal is to reunify with that parent. Services to support a parent in developing a new relationship with a child may be assessed as a service need in item 12 (see Item 12 instructions).

Item 12: Needs and Services of Child, Parents, and Foster Parents

Sub-Item 12A: Needs Assessment and Services to Children

- If the case is a foster care case, determine whether the agency assessed the needs of, and provided services for, the target child in the case, even if there are other children in the family in foster care or in the home.
- If the case is an in-home services case, determine whether the agency assessed the needs of, and provided services for, all children in the family unless you determine that based on case circumstances only specific children in the home should be assessed and provided with services.

Sub-Item 12B: Needs Assessment and Services to Parents

In-home services cases:

- “Mother” and “Father”, are typically defined as the parents/caregivers with whom the children were living when the agency became involved with the family and with whom the children will remain (for example, biological parents, relatives, guardians, adoptive parents).
- If a biological parent does not fall into any of the categories above, determine whether that parent should be included in this item based on the circumstances of the case. Some things to consider in this determination are: the reason for the agency’s involvement and the identified perpetrators in the case, the status of the children’s relationship with the parent, the nature of the case (court supervised or voluntary) and the length of case opening. If a biological parent indicates a desire during the period under review to be involved with the child and it is in the child’s best interests to do so, they should be assessed in this item.

Foster care cases:

- “Mother” and “Father” are typically defined as the parents/caregivers from whom the child was removed and with whom the agency is working toward reunification.
- “Mother” and “Father” include biological parents who were not the parents from whom the child was removed.
- “Mother” and “Father” include adoptive parents if the adoption has been finalized during the period under review.

Sub-Item 12C: Needs Assessment and Services to Foster Parents

Foster parents are defined as related or non-related caregivers who have been given responsibility for care of the child by the agency while the child is under the placement and care responsibility and supervision of the agency. This includes pre-adoptive parents if the adoption has not been finalized.

Item 13: Child and Family Involvement with Case Planning

In-home services cases:

- “Mother” and “Father”, are typically defined as the parents/caregivers with whom the children were living when the agency became involved with the family and with whom the children will remain (for example, biological parents, relatives, guardians, adoptive parents).
- If a biological parent does not fall into any of the categories above, determine whether that parent should be included in this item based on the circumstances of the case. Some things to consider in this determination are: the reason for the agency’s involvement and the identified perpetrators in the case, the status of the children’s relationship with the parent, the nature of the case (court supervised or voluntary) and the length of case opening. If a biological parent indicates a desire during the period under review to be involved with the child and it is in the child’s best interests to do so, they should be assessed in this item.

Foster care cases:

- “Mother” and “Father” are typically defined as the parents/caregivers from whom the child was removed and with whom the agency is working toward reunification.
- “Mother” and “Father” include biological parents who were not the parents from whom the child was removed.
- “Mother” and “Father” include adoptive parents if the adoption has been finalized during the period under review.

Item 15: Caseworker Visits with Parents

In-home services cases:

- “Mother” and “Father”, are typically defined as the parents/caregivers with whom the children were living when the agency became involved with the family and with whom the children will remain (for example, biological parents, relatives, guardians, adoptive parents).
- If a biological parent does not fall into any of the categories above, determine whether that parent should be included in this item based on the circumstances of the case. Some things to consider in this determination are: the reason for the agency’s involvement and the identified perpetrators in the case, the status of the children’s relationship with the parent, the nature of the case (court supervised or voluntary) and the length of case opening. If a biological parent indicates a desire during the period under review to be involved with the child and it is in the child’s best interests to do so, they should be assessed in this item.

Foster care cases:

- “Mother” and “Father” are typically defined as the parents/caregivers from whom the child was removed and with whom the agency is working toward reunification.
- “Mother” and “Father” include biological parents who were not the parents from whom the child was removed.
- “Mother” and “Father” include adoptive parents if the adoption has been finalized during the period under review.

PIP Monitoring Case Selection and Elimination Process

Purpose

One of the priority tasks in preparing the sample of cases to be reviewed as part of the case review process for CFSR PIP Monitoring is to identify which cases are going to be reviewed and which cases are to be eliminated. It is important to consider and consistently apply the required elimination criteria and track the reasons for case eliminations. It is also important to consider and consistently apply the over-representation considerations and track reasons for case eliminations due to over-representation of certain cases within each site's sample.

Required Federal Case Elimination Criteria

PA will adhere to the federally required case elimination criteria outlined below:

All Case Types

- A case open for subsidized adoption payment only and not open to other services.
- A case open for subsidized guardianship payment only and not open to other services.
- A case in which the target child reached the age of 18 before the period under review.
- A case in which the selected child is or was in the care and responsibility of another state, and the state being reviewed is providing supervision through an Interstate Compact on the Placement of Children (ICPC) agreement.
- A case appearing multiple times in the sample, such as a case that involves siblings in foster care in separate cases or an in-home services case that was opened more than one time during a sampling period.

In-Home Cases and In-Home (Alternative/Differential Response) Cases

- In-Home services case open for fewer than 45 consecutive days during the period under review.
- In-Home services case in which any child in the family was in foster care for more than 24 hours during the period under review.

Foster Care Cases

- A foster care case in which the child is in foster care for fewer than 24 hours during the period under review.
- A foster care case in which a child was on a trial home visit (placement at home) during the entire period under review.
- A foster care case that was discharged or closed according to agency policy before the sample period.
- A foster care case in which the child's adoption or guardianship was finalized before the period under review and the child is no longer under the care of the state child welfare agency.
- A case in which the child was placed for the entire period under review in a locked juvenile facility or other placement that does not meet the federal definition of foster care.

Case Elimination May Also Be Appropriate in The Following Situations:

- Cases in which the key individuals are unavailable during the onsite review or are unwilling to be interviewed, even by telephone.
 - The key individuals in a case (e.g. Child, age six and older; the parent(s); the foster parent(s); the caregiver(s); and the caseworker/supervisor.)
 - There may be cases that should not be eliminated even though key individuals are unavailable. Before eliminating these cases, CFSR Project Managers will determine whether sufficient information and perspectives can be obtained from the available parties.
 - Children on runaway status should not be eliminated from the sample unless it has been determined that pertinent information needed to complete the OSRI cannot be obtained from other available parties, such as the Guardian ad Litem or other significant individuals.

- For cases where key individuals are unwilling to be interviewed or families are unwilling to participate or cannot be located, Local Site Coordinators should note all outreach efforts made by the agency to engage the family (letters, phone call, visit to the home).
- Cases involving out-of-county or out-of-state family members or services are considered on a case-by-case basis, depending on the availability of key individuals.
- If an interview with a critical party to the case is cancelled at the last minute and this results in insufficient information being available to review the case, the case should be eliminated from the sample after approval of local and State Site Coordinators in consultation with CFSR Project Managers and as needed with the Children's Bureau.
 - Reasonable efforts to see the participation of key individuals in the case needs to be made to ensure the validity of the random sample.
 - Reasonable efforts must include making phone calls, sending letters and conducting home visits.
 - In the event a case is eliminated, the Children's Bureau will be consulted in collaboration with the CFSR Project Managers and the local site coordinators to determine whether sufficient time exists to use a back-up case, following the numerical order provided in the sample. The same case type as the case that is eliminated will be used in its place.
- An in-home or in-home (Alternative/Differential Response) case found with a foster care episode during the period under review may not be reviewed as a foster care case.

Over-Representation Considerations

In addition to the federal required exclusion criteria, PA will apply the following case exclusions to account for over-representation of certain cases in the state's case sample.

Caseworker/Supervisor

- PA proposed and was approved to include an exclusion criterion to address situations in which case selection for the CFSR would result in over-representation of a caseworker. In each jurisdiction, no caseworker will have more than two cases in the sample. This overrepresentation criterion is to be applied throughout the sampling period.
- While the application of the caseworker exclusion criterion should help address other concerns about over-representation of certain cases in the sample, PA has reserved the ability to apply, if needed, the following additional case exclusions.

CPS/GPS

- Each site will be assigned the number of foster care cases and in-home cases that they are to include in the sample based on the case distribution.
- For the in-home cases, the sample list will designate whether the case was opened from a CPS or GPS (differential/alternative response) referral. Based on the relatively small number of in-home cases being reviewed in each jurisdiction under PA's proposed case distribution methodology, PA proposed and was approved to include a case exclusion to ensure that each jurisdiction includes at least one CPS and one GPS case as part of the in-home sample of cases being reviewed at that location.
- If, the county does not have a minimum of one CPS and one GPS included as part of the in-home sample after all other exclusion criteria are applied, the county will go down the randomized sample in order, excluding cases as needed, until the needed referral type (CPS or GPS) can be included.

Shared Cases

- Shared cases may be cases meeting what is outlined in the [Shared Case Responsibility Bulletin \(OCYF Bulletin 3130-10-01\)](#); therefore, shared cases may be found within both the in-home and foster care samples.

- The number of in-home services cases that fall under the definition of shared case can vary from county to county based on the policies and procedures established between the County Children and Youth Agency and the county’s Juvenile Probation Office.
- For foster care cases, the 2016A AFCARS data available indicates the proportion of children reported to be served under a “shared case” (also referred to as a JPO case) is around six percent. It differs slightly when looking at the statewide proportion and the proportion of just the seven counties selected for review.
 - In the 2016A six-month AFCARS file, 6.5 percent (1402 records) contained the JPO identifier;
 - Of the seven selected counties, 6.0 percent (83 records) of cases were identified as JPO cases.

To ensure that there is no over-representation of shared cases in the statewide sample, PA proposed and was approved to have a case exclusion criterion in which no county should have more than one shared case included in the review across both case types (in-home and foster care). If a county has more than one shared case across both case types, the case with the greatest assigned random sample number (furthest down on either list) will be excluded.

Philadelphia - Community Umbrella Agencies

In Philadelphia, the majority of in-home and foster care cases receive case management through one of ten Community Umbrella Agencies (CUAs). As of June 2016, 483 cases (including both in-home and foster care) were with DHS and the rest assigned to the CUAs. The number of cases and children served by each CUA as of June 28, 2016 is outlined in the table below.

Active Cases and Children at CUA on June 28, 2016 (Includes In-Home and Foster Care)

CUA	Cases	Children	% of CUA Assigned Cases
01 - NET	504	1,121	9.762%
02 – APM	583	1,309	11.292%
03 – TPFC	584	1,171	11.311%
04 - CCS	365	653	7.0695%
05 -WW	782	1,490	15.146%
06 - TNCP	384	756	7.438%
07 - NET	477	930	9.239%
08 - BETH	465	967	9.006%
09 - TPFC	513	981	9.036%
10 – WW	506	947	9.8%
Total	5163	10,325	

PA believes that through random sampling and application of the caseworker overrepresentation exclusion criteria, there will be a reduced chance that any one CUA may be significantly over-represented in the sample. However, PA has reserved the opportunity to include the following exclusion criteria, as a precaution:

- After all other exclusion criteria outlined in this document, both federal and state specific, are applied to the Philadelphia in-home and foster care samples, the Philadelphia sample should be reviewed to ensure no single CUA (1-10) or Philadelphia DHS should represent greater than 25% (5 cases) in the overall case sample.

If a single CUA or DHS represents more than five cases across both case types (in-home and foster care), the case with the greatest assigned random sampling number (furthest down on either list) will be excluded first.

Case Elimination Process

NOTE: For those who were involved in the case exclusion process in 2017, this is an area where they will see changes for the 2019 reviews.

NOTE: Email communications and check-in calls will be critical in this process to keep the working case list up to date and the case selection and interview scheduling process moving in a timely fashion.

- Once the randomized in-home and foster care samples have been produced, they will be uploaded to the county via the OCYF CFSR Docushare site (or returned via SeGov). Copies of the initial randomized samples will be maintained in Docushare until the conclusion of the county's review.
- Through the case exclusion process, the goal is to ensure only eligible cases are prepared for review and that the minimum number of applicable cases is met in each county for the CFSR items.
 - Briefly explain the federal requirement for minimum number of applicable cases
 - Refer to **Number of Applicable Cases by Item and County**
- Due to the complexity of appropriately applying all exclusion criteria, the CFSR Project Managers and State Site Coordinator will coordinate to identify the first in-home and foster care cases selected for review by applying the exclusion criteria outlined in here. These cases will be identified on the working case list (see **2019 CFSR PIP Monitoring Working Case List and Data Elements for PIP Monitoring Working Case List**).
- The CFSR Project Managers will upload the working case list to Docushare or email to county local site coordinators.
 - *NOTE: The working case list initially received by the county will not contain the full number of in-home and foster care cases that will be reviewed in the county. This is because family participation will need to be confirmed on a case to aid in determining what exclusion criteria to apply to subsequent cases. For example: Need to confirm a case is in the sample in order to determine whether caseworker/supervision elimination criteria applies).*
- Upon receipt of the working case list, the local site coordinators will do the following:
 - **Step 1:** Review the case(s) to confirm they do not meet any of the federal case exclusion criteria (see *Required Case Elimination Criteria above*).
 - If the case meets a federal case exclusion, the local site coordinator should email the CFSR Project Manager and provide the following information in the body of the email:
 - Random #, type of case (in-home or foster care) and federal case exclusion criteria the case is believed to meet.
 - CFSR Project Managers will confirm the case should be excluded and update and send the working case list.
 - The local site coordinators will need to then review the case(s) that has/have been added to replace the excluded case to ensure it/they do not meet any of the federal exclusion criteria.
 - **Step 2:** Once it has been confirmed that the cases currently on the working case list do not meet any federal exclusion criteria, the local site coordinator will complete the sections of the working case list that are highlighted in green. The local site coordinator will then upload the updated working case list to Docushare or send via email to the CFSR Project Managers.
 - The CFSR Project Managers will review the information and make any changes necessary to the working case list based on state specific exclusion criteria approved by ACF. The CFSR Project Managers will then upload the revised working case list to Docushare or send via email and confirm for the local site coordinators those cases where the county can begin reaching out to the family to secure their agreement in participation.
 - **Step 3:** The local site coordinators will work to confirm whether the family agrees to participate in the review. The agency must make diligent efforts to reach the family by sending letters, making phone calls, or conducting home visits. If all these attempts have been made and the family has not responded, the local site coordinators should email the CFSR Project Managers and in the body of the email provide the following information:
 - Random #, type of case (in-home or foster care) and note the case should be excluded as family participation cannot be obtained. A brief description of the efforts made to contact the family should be noted.
 - *NOTE: In general, the county should not spend more than 1 week to 1 ½ weeks trying to contact the family before notifying the CFSR Project Managers.*

- As families agree to participate, the local site coordinators should email the CFSR Project Managers to let them know the family has been confirmed. The email should include
 - Random #, type of case (in-home or foster care) and a brief note confirming that the family has agreed to participate.
- As cases are confirmed for the sample, the CFSR Project Managers will update the working case list and add new cases until the required number of cases for review and back-up cases have been confirmed (1 in-home, 1 in-home/differential response, 2 foster care).
- Each time a new case is added to the working case list, steps 1-3 should be followed.
- The CFSR Project Managers will maintain a spreadsheet containing a list of all excluded cases and the exclusion justification in the county folder in DocuShare.
- For cases active on the working case list, the local site coordinators are asked to monitor the cases and notify the CFSR Project Managers if the case closes or there is a change in caseworker/supervisor. The local site coordinators should also apprise the CFSR Project Managers of any other significant case activity that may impact inclusion of the case in the review.
 - Significant activities that should be reported include:
 - Child is on or goes on runaway status
 - Child is placed or moves to a placement out of county or state
 - The county is aware or becomes aware that another county child welfare agency investigated/assessed the family or provided services to the family since April 1, 2018.
- CFSR Project Managers should be notified once family participation has been confirmed on a case.

Number of Applicable Cases by Item and County

Information about the Baseline Number of Applicable Cases for each CFSR County for each OSRI Item								
OSRI Item #	Item Focus	Butler	Mercer	Centre	Lycoming	Lehigh	Northampton	Philadelphia
1	"Timeliness of GPS/CPS "	4	2	2	4	6	3	9
2	Services to prevent placement/re-entry	1	1	1	4	1	0	3
3	"Risk/Safety assessment"	12	5	9	5	6	7	21
4	"Stability of placement"	7	3	6	3	4	4	13
5	Appropriate/Timely Permanency goal	7	3	6	2	4	4	12
6	"Goal achievement"	7	3	6	3	4	4	13
7	Placement with siblings	4	1	5	2	1	1	8
8	Visits with Parents/Siblings	5	3	5	3	3	2	11
9	Preserving Connections	7	3	5	2	4	4	13
10	Relative placement (maternal/paternal)	7	3	5	2	4	4	13
11	Relationship of child with parents	4	3	4	2	3	1	10
12	Overall needs and services	12	5	9	5	6	7	21
12a	"Needs/Services to child"	12	5	9	5	6	7	21
12b	"Needs/Services to parents"	9	5	7	5	5	5	18
12c	"Needs/Services to foster parents"	6	2	5	2	4	4	9
13	Child/Family planning involvement	10	5	8	5	6	6	19
14	Caseworker visits with Child	12	5	9	5	6	7	21
15	Caseworker visits with Parents	9	5	7	5	5	5	18
16	"Educational Needs"	9	1	4	4	4	6	18
17	"Physical/Dental Health"	8	4	6	4	5	5	16
18	Mental/Behavioral Health	6	2	4	3	5	6	13
Total # of Cases reviewed by County		12	5	9	5	6	7	21

2019 CFSR PIP Monitoring Working Case List

Refer to Handout: 2019 CFSR PIP Monitoring Working Case List

Data Elements for PIP Monitoring Working Case List

NOTE: This is not the actual “PIP Monitoring Working Case List” document, as that document is an Excel document. This Word document outlines the key data elements on the “PIP Monitoring Working Case List” Excel document.

In Home

- Random #
- Case accepted for services date
- Case closed date
- Caseworker
- Supervisor
- CUA (Philadelphia Only)
- CPS/GPS (at time case was accepted for services)
- Were any CPS/GPS reports received on the family since April 1, 2018?
- If applicable, which parent is deceased? When?
- Have the rights of either parent been terminated or are in the process of being terminated? Which parent? When?
- Are the whereabouts of any of the parents’ unknown? If yes, which parent(s)?
- Family has agreed to participate?
- Child(ren) remaining in the home (To be added after case confirmed)

Foster Care

- Random #
- Case accepted for services date
- Case closed date
- Date child discharged from Foster Care, if different than case closure date
- Caseworker
- Supervisor
- CUA (Philadelphia Only)
- Were any CPS/GPS reports received on the family since April 1, 2018?
- If applicable, which parent is deceased? When?
- Have the rights of either parent been terminated or are in the process of being terminated? Which parent? When?
- Are the whereabouts of any of the parents’ unknown? If yes, which parent(s)?
- Family has agreed to participate?
- Child(ren) remaining in the home (To be added after case confirmed)

PIP Monitoring Letters

Letter for Biological Parents

PENNSYLVANIA CHILD WELFARE CASE REVIEWS

Regarding: Sally Child

Dear Ms/Mr. Biological Parent:

Your child's case has been randomly selected as part of _____ County's Child Welfare Case Reviews and we'd like to get your input regarding services provided to you and your child(ren) during your involvement with Child Welfare Services. Selected counties in the state are participating in a federal case review process to obtain feedback and assess areas where counties are doing well and areas where counties can make improvements so that children and families have better outcomes.

As part of the review process, I would like to meet with you in person to ask about your experiences with child welfare services, and to obtain your feedback regarding what worked well for you, concerns you may have, and what you might want to change.

Any information you share with me or other members of the case review team is confidential, will not be shared with your social worker (should the case be currently open), and will not affect the case outcome or any benefits you may be receiving.

In addition to meeting with you, I will also be arranging interviews with your child(ren), your child(ren)'s care providers (foster or relatives), and your social workers, as well as reviewing case records. While your participation is voluntary, it is highly valued, and I hope you decide to participate. The information you share is extremely valuable and can be used to help make program improvements in the child welfare system.

Please contact me at (XXX) XXX-XXXX to arrange an interview or to discuss any concerns you may have regarding your participation. Thank you for your assistance with improving the child welfare in our community.

Sincerely,

Susie Social Worker

Regarding: Sally Child

Dear Caregiver/Relative:

The above child's case has been selected for review regarding services provided to the child, family, and care providers, and our records indicate that he/she was placed with you during some portion of the review period. Selected counties in the state are participating in a federal review process to obtain feedback and assess areas where counties are doing well and areas where counties can make improvements so that children and families have better outcomes.

As part of the review process, I would like to meet with you in person to ask about your experiences with child welfare services, and to obtain your feedback regarding what worked well for you, concerns you may have, and what you might want to change.

Any information you share with me or other members of the case review team is confidential, will not be shared with your social worker (should the case be currently open), and will not affect the case outcome or any benefits you may be receiving.

In addition to meeting with you, I will also be arranging interviews with the child, the child's parents/guardians, and the social workers, as well as reviewing case records. While your participation is voluntary, it is highly valued and I hope you decide to participate. The information you share is extremely valuable and can be used to help make program improvements in the child welfare system.

Please contact me at (XXX) XXX-XXXX to arrange an interview or to discuss any concerns you may have regarding participating. Thank you for your assistance with improving the child welfare system in our community.

Sincerely,

Susie Social Worker

Letter for Foster Family Agency/Group Home

PENNSYLVANIA CHILD WELFARE CASE REVIEWS

Regarding: Sally Child

Foster Family Agency/ Group Home Agency Administrator:

_____ County has begun conducting child welfare case reviews in order to obtain feedback and assess areas where _____ County is doing well and areas where we can make improvement; so that children and families can better achieve safety, permanence, and well-being. Selected counties in the state are participating in this process to meet federal and state case review requirements, and to assess areas where counties are doing well and areas where counties can make improvements so that children and families have better outcomes.

As part of the review process, our case reviewers will be reaching out to current and prior care providers for the child whose case was selected for review, in order to schedule in person interviews about their experiences with child welfare services, and to obtain their feedback regarding what worked well for them, concerns they may have, and what they might want to change. Additional interviews may be scheduled with your agency's staff who were/are assigned to the child/home during the review period.

Any information the foster parents or social workers share with the case reviewers is confidential, will not be shared with the social worker (should the case be currently open), and will not affect the case outcome. The information is used in aggregate form to improve the performance and service delivery of child welfare services in _____ County.

In addition to meeting with care providers and possible meetings with placement agency staff, case reviewers will also be arranging interviews with the child, the child's parents/guardians, and county social workers, as well as reviewing case records. While your participation and assistance is voluntary, it is highly valued and I hope you decide to participate. The information you share is extremely valuable and can be used to help make program improvements in the child welfare system.

If you have any questions regarding the case review process, please contact me at (XXX) XXX-XXXX.

Sincerely,

Susie Social Worker

PENNSYLVANIA CHILD WELFARE CASE REVIEWS

Dear Youth:

_____ County wants to hear from you about how we're doing!

Your case has been randomly selected as part of _____ County's Child Welfare Case Reviews and we'd like to get your input about services provided to you. Selected counties in the state are doing case reviews so we can find out if there are things we did that were great, and if there were things that could be done better.

As part of the review process, I would like to meet with you in person to ask about your personal experiences with child welfare services, and to get your feedback about what worked well for you and what you might want to change.

Any information you share with me or other members of the case review team:

- is confidential (this means information that you share won't be identified as being shared by you);
- will not affect the outcome of your case; and
- will not affect any benefits you or your family may be receiving.

Your participation is voluntary, but I hope you decide to participate. The information you share is extremely valuable and can be used to help make improvements to the child welfare system.

I will be contacting your parent or foster parent to arrange a time to meet with you soon. If you have any questions, you can call me at (XXX) XXX-XXXX. Thank you for helping make the child welfare system better!

Sincerely,

Susie Social Worker

Onsite Case Review Preparations

CFSR Case-Related Interviews and Case Summaries

Through the review process, the Children’s Bureau wants to gain a full understanding of what occurred that affected child and family outcomes in a case. It is critical for reviewers to obtain information from a variety of sources before making determinations about outcomes. Case-related interviews with key individuals involved in the case serve as an opportunity to determine what has occurred in the case, confirm case record documentation, collect information that might be missing from the record, and obtain input about case participants’ experiences. The interview information will be weighed equally with information obtained from the case file documentation.

Required Interviews with Key Case Participants

When scheduling interviews with key case participants, it is important to keep in mind that there are often multiple parents and/or caregivers who should be included in the review process. Ensuring that all the relevant participants of the case are available for interviews is critical for a successful review process.

The following individuals related to a case must be interviewed unless they are unavailable or unwilling to participate:

- The child (school-age);
- The child’s parent(s) and/or caregivers;
- The child’s foster parent(s), pre-adoptive parent(s), or other caregiver(s), such as a relative caregiver or group home staff, if the child is in foster care; and
- The family’s caseworker (when the caseworker has left the agency or is no longer available for interview, it is necessary to schedule interviews with the supervisor who was responsible for the caseworker assigned to the family).

As needed, on a case-by-case basis, other individuals who have relevant information about the case also may be interviewed, such as the child’s Guardian ad Litem or advocate, a parent’s significant other, or other family members.

The following guidance should be considered when identifying the key case participants in a case who should be interviewed:

Children

- Only school-age children are interviewed, unless other arrangements are made. Cases involving children younger than school age, children who are developmentally younger than school age, or children who are incapacitated due to physical or mental health issues or delays should be seen but do not require an interview. A draft letter explaining the CFSR process to a child/youth is included in **Letter for Youth**.

Children in in-home cases include:

- All children in the family home

Children in foster care cases include:

- The target child.
- Other children in the family home are optional at the reviewer’s discretion, depending on case circumstances (there may be cases that warrant interviews with other children in the home because they are included in the assessment of safety outcomes, but this should be considered on a case-by-case basis and should be requested as needed by reviewers during the review).

Parents/Caregivers in In-Home Cases

Parents/caregivers in in-home cases include:

- Parents/caregivers with whom the children were living when the agency became involved with the family and with whom the children will remain (for example, biological parents, relatives, guardians, adoptive parents).
- If a biological parent does not fit the definition above, he or she may need to be included in interviews based on the circumstances of the case. Some things to consider in this determination are the reason for the agency’s involvement, the identified perpetrators in the case, the status of the children’s relationship with the parent, the nature of the case

(court supervised or voluntary), and the length of case opening. If, during the period under review, a biological parent indicated a desire to be involved with the child and it is in the child's best interests to do so, the parent should be included in the case review and should be interviewed.

Parents/Caregivers in Foster Care Cases

Parents/caregivers in foster care cases include:

- Parents/caregivers from whom the child was removed and with whom the agency is working toward reunification.
- Biological parents who were not the parents from whom the child was removed.
- Adoptive parents, if the adoption has been finalized during the period under review.

If it has been documented that it is not in the child's best interests to involve a parent in case planning, or if the parent did not want to be involved in the child's life during the entire period under review, that parent does not need to be interviewed. A draft letter explaining the CFSR process to a biological parent is included in **Letter for Biological Parent**. There is also a draft letter explaining the CFSR process to a caregiver included in **Letter for Caregiver**.

Foster Parents

Foster parents include related or non-related caregivers who have been given responsibility for care of the child by the agency while the child is under the placement and care responsibility and supervision of the agency. This includes pre-adoptive parents if the adoption has not been finalized. If there are multiple foster parents during the period under review, all foster parents should be included for interviews. A draft letter explaining the CFSR process to a foster parents/group home staff is included in **Letter for Foster Family Agency & Group Home**.

Interview Guides

Guidance on conducting key case participant interviews [Child(ren), Parents/Caretakers, Foster Parents, and Caseworkers] is provided in the **PIP Monitoring Interview Guide**. The guidance includes suggested language for introducing the interview process to the interviewee as well as specific questions that can be asked that will cover the key areas in the OSRI that should be informed by case participant information. It is suggested that those scheduling interviews review these guides so that they are clear on the information that is to be gathered by CFSR reviewers as part of the interview process.

Potential Exceptions to Conducting Interviews

- Preschool-age children
- Parents who cannot be located despite the agency's demonstrated efforts to locate them, or a parent who lives outside of the United States
- There is a safety or risk concern in contacting any party for an interview;
- Any party who is unable to consent to an interview due to physical or mental health incapacity
- Any party who refuses to participate in an interview and the agency can document attempts to engage him or her
- Any party who is advised by an attorney not to participate due to a pending criminal or civil matter

Unacceptable Exceptions to Conducting Interviews

- An age cut-off that does not consider a child's developmental capacity; e.g., a policy of not interviewing children under age 12
- A party who refuses to participate in an interview, but the agency did not attempt to engage him or her beyond a letter
- A party who has a pending criminal, civil, or procedural matter before the agency; e.g., appeal of termination of parental rights
- A party who cannot be located but the agency has not made attempts to locate the individual
- A party who speaks a language other than English

Optional Interviews

Interviews with other professionals knowledgeable about the case may be arranged but are not required as part of the CFSR case review process. When numerous service providers are involved with a child or family, the Children's Bureau suggests that

interviews be scheduled only with those most recently involved, those most knowledgeable about the family, or those who provide the primary services the family is receiving. Other individuals who have relevant information about the case also may be interviewed, such as the child's guardian ad litem or advocate, or other family members. Additional interviews beyond the required interviews will be considered on a case-by case basis in conjunction with the local and State Site Coordinator and in consultation with the CFSR Project Managers.

Arranging Interviews

Case-related interviews should be scheduled to take place after reviewers have had an opportunity to review case record documentation thoroughly. This allows CFSR Reviewers to explore relevant issues and confirm or verify information found in the case record with each person interviewed. As possible, interviews with caseworkers, parents, foster parents, and children should be conducted in person. When travel arrangements and the schedules of reviewers preclude travel to conduct these interviews in person, or when persons to be interviewed prefer not to have reviewers in their homes or offices, the local site coordinator may arrange to hold the interviews in an appropriate location. Telephone interviews and/or video conferencing may be arranged for individuals located a distance from the review site.

The Local Site Coordinator(s) for each county will have primary responsibility for the scheduling of case-specific interviews. Other county agency staff may be asked to assist with scheduling, as needed. All scheduled interviews should be identified for reviewers and QA staff on the **PIP Monitoring Interview Schedule**.

Points to consider when scheduling interviews

- Consider who is being interviewed when determining length of time for an interview.
 - In general, parents and foster parents should be allowed 1 ½ hours for interviews. Consider scheduling more time if an older focus child/youth will be interviewed during the same appointment time. Time should be allotted for the focus child/youth to be seen and interviewed as appropriate to their age and developmental level (for example, 15 minutes may be adequate for a 5-year-old child, while a 17-year-old youth may require 45 minutes). At least 45 minutes should be allotted for most provider interviews. Thirty minutes is not sufficient for most interviews.
- Make sure to allow enough travel time between appointments and allow some time for flexibility, including allowing time for the reviewers to eat lunch.
- Keep in mind any special instructions that CFSR Reviewers may need to be aware of if, for example, traveling to conduct interviews with incarcerated individuals or at schools.
- Interviews on the first day of the onsite CFSR may be scheduled into the early evening hours to accommodate family work schedules and the number of interviews required.
- Scheduling of interviews on the second day should be avoided when possible. If an interview must be scheduled on the second day, it should be scheduled in the morning and when possible, not involve travel on the part of the CFSR Reviewers.
- When completing the interview schedule, provide identifying and contact information regarding persons being interviewed.
 - For example, rather than identifying someone as a therapist, indicate the name of the person for whom they are the therapist and from which agency, as well as general contact information.

The Local Site Coordinator(s), the State Site Coordinator(s) and the assigned CFSR Project Managers should review which interview schedules for each case to assure that the CFSR Reviewers will be able to interview all key parties involved in a case and to confirm logistics of any extended travel for CFSR Reviewers, language/cultural barriers, etc.

Once interviews have been scheduled and confirmed, the Local Site Coordinator(s) will send the completed schedule to the assigned caseworker and supervisor. The caseworker and supervisor are to hold the identified time for which they are scheduled to be interviewed, as be available by cell phone, if needed.

The assigned CFSR Project Manager should receive all finalized copies of all the interview schedules at least 5 business days in advance of the onsite review along with completed **PIP Monitoring Case Summary** for each case. The assigned CFSR Project Manager will then forward the **PIP Monitoring Interview Schedule** and **PIP Monitoring Case Summary** to the assigned CFSR

review team assigned to each case. These documents are to be password protected and emailed, assuring to send the password to open the documents in a separate email. State Site Coordinators should speak with CQI Project Managers if they are not sure about how to password protect documents.

PIP Monitoring Case Summary

CASE SUMMARY			
County:	Case Name:	Date of CF SR:	
Type of case: <input type="checkbox"/> In-Home <input type="checkbox"/> In-Home (AR/DR) <input type="checkbox"/> Foster Care			
Children's Name(s):			
Child(ren)'s Name(s)	Gender	DOB	Race/Ethnicity
Parent/Caregivers:			
Name	Relationship to Child	Race/Ethnicity	Whereabouts of parents/Deceased/TPR status, if applicable
	Biological Mother		
	Biological Father		

Additional information to note regarding family household composition: (Please include names, ages, relationships for those individuals not referenced above)

Current Caseworker:	Date Assigned:	Phone:	E-mail:
Current Supervisor:	Date Assigned:	Phone:	E-mail:

Names of Caseworkers and Supervisors assigned during the PUR:

Date of most recent case opening:	Date of most recent case closure (if applicable):
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Reports:

Report Date	Name of Child	Allegation	Priority Level, if applicable	CPS or GPS

Date of most recent placement in agency care and custody (if applicable):

Placements:

Placement Date	Placement Type	Reason for Change in Placement Setting

Reason for most recent agency involvement (i.e. why the case was opened and accepted for services):

Child/Family Case Summary:

Please provide a summary of the key events of what has occurred regarding the status/progress of the case during the period under review³.

Describe the services provided to child(ren), parents, caregivers and foster parents (if applicable) during the period under review:

Please provide a brief summary of what the services were, who received the service and who provided the service.

For Out of Home Cases ONLY:

Provide a summary of visitation that occurred during the period under review (i.e. dates of visits between child and mother, father, and siblings):

For ALL Cases:

Provide a summary of caseworker visits with the child, mother and father during the period under review (i.e. dates of visits)

³ Period Under Review (PUR): The PUR includes case activity from April 1, 2018 to the date of the onsite case review.

PIP Monitoring Interview Schedule

Identified Family/Child(ren)'s Name(s), DOB, and Age:

-
-

Case/Record Number:

Date(s) of CFSR Onsite Review:

Period Under Review:

CFSR Review Team Members:

- **County Staff Scheduler:** *Name and contact information*
- **CFSR Reviewer:** *Name and contact information*
- **CFSR Reviewer:** *Name and contact information*
- **Assigned QA specialist:** *Name and contact information*

Day 1	Activity	Notes
8:00 AM - 8:30 AM	Welcome, Site Orientation, Introductions	<i>Lead by State/Local Site Coordinators</i>
8:30 AM – 10:00 AM	Case File Review, Interview Preparations; Fill out Face Sheet of OSRI	
10:00 AM – 11:00 AM	Caseworker/Supervisor Interview	
11:00 AM – 12:00 PM	Meet with Assigned QA Specialist	<i>Purpose: To discuss case inclusion, conflict of interest, seeing the child, interview preparations, OSRI item considerations, etc.</i>
12:00 PM - 1:00 PM	LUNCH (onsite) and interview preparations	<i>Coordinated by State Site Coordinator</i>
Any time between 1:00 PM – 8:00 PM	Interviews with key case participants	
Any time between 1:00 PM – 8:00 PM	Interviews with key case participants	
Any time between 1:00 PM – 8:00 PM	Interviews with key case participants	
Any time between 1:00 PM – 8:00 PM	Interviews with key case participants	
Any time between 1:00 PM – 8:00 PM	Interviews with key case participants	
4:00 PM – 5:00 PM	QA debrief before QA/Review team departs onsite location	<i>Lead by QA Coordinator</i>
Day 2	Activity	Notes
8:00 AM – 8:30 AM	Logistical Check-In	<i>Lead by State/Local Site Coordinators</i>
8:30 AM – 9:30 AM	Phone Interviews; Follow up interviews Only	<i>NOTE: Preferably onsite or by telephone</i>
9:30 AM – 12:00 PM	Complete OSRI in collaboration with assigned QA Specialist	
12:00 PM – 1:00 PM	LUNCH (onsite)	<i>Coordinated by State Site Coordinator</i>

1:00 PM – 5:00 PM	Complete OSRI in collaboration with assigned QA Specialist	
4:00 PM – 5:00 PM	QA debrief before QA/Review team departs onsite location	
Day 3	Activity	Notes
8:00 AM – 8:30 AM	Logistical Check-In	<i>Lead by State/Local Site Coordinators</i>
8:30 AM – 12:00 PM	Complete OSRI in collaboration with assigned QA specialist to submit for rationale review and finalization by QA coordinator	
12:00 PM – 1:00 PM	LUNCH (onsite)	<i>Coordinated by State Site Coordinator</i>
1:00 PM - 4:00 PM	Finalization of all OSRIs; CFSR Reviewer Feedback Form; Completion of Caseworker/Supervisor Feedback Form	

PIP Monitoring Case Record Preparation

The review team will need to have access to any paper and/or electronic files when reviewing a case. It will be necessary for the paper file to be organized according to the county agency's policies and procedures and if a file guide is available, it should be provided to the review team and/or site coordinators. The State Site Coordinator(s) should be notified of documents found only in the county agency's computer system and not in the paper file. The Local Site Coordinator(s) will make arrangements to print needed documents from the computer system prior to the onsite review week, if necessary. The following reports/documents/information (from the entire period under review – from 4/1/18 to the dates of the onsite review) will need to be accessible during the onsite review process:

- Protective service reports
- Intake reports/screening forms (*From entire period under review – from 4/1/18 to dates of the onsite review*)
- Assessments including:
 - Initial assessments (*From entire period under review – from 4/1/18 to dates of the onsite review*)
 - Safety assessments and safety plans
 - Risk assessments
 - Parental assessments
 - Functional assessments
- Case notes/dictation (*From entire period under review – from 4/1/18 to dates of the onsite review*)
- *NOTE: There are times that reviewers may need to access information outside of the period under review*
- Efforts to locate parent(s) whose whereabouts is/are unknown as well as the engagement of non-custodial parents
- Information pertaining to inquiries about the child(ren)'s culture and heritage and or whether the child(ren) have tribal affiliations
- Court Information including:
 - Court reports
 - Court orders
 - Other court documents
- Child and Family Plans including:
 - Family Service Plans
 - Child Permanency Plans
 - IL Plans

- 90 Day Transition Plan
- FGDM Plan
- Family Finding Efforts
- Permanency Action Plan (if applicable)
- Documentation of service provision including:
 - Visitation logs (if not in current dictation)
 - Medical assessment and records
 - School assessment and records
 - Mental Health/Behavioral assessment and records
- Any additional county specific information you would like to include

Pre – Onsite Review Logistics

County agencies will need to assist in coordinating some logistics to assist in the preparation for the onsite CFSR. These logistical considerations include:

- Room Reservations:
 - A home base or central location for the duration of the onsite CFSR days (i.e. area where reviewers convene, where site coordinators are stationed, where case file records are kept, etc.);
 - NOTE: Each review team should have their own separate table and chairs and should not have to pair up with other review teams.
 - NOTE: There needs to be sufficient space to work and ample outlets for plugging in extension cords and power strips for use of laptop computers.
 - NOTE: Review teams are encouraged to stay hydrated and maintain their health throughout the onsite review. Therefore, access to water is appreciated. If water is not accessible, notification to CFSR Reviewers before the onsite QSR is requested, if water fountains will not be readily accessible.
 - A separate location for members of the Quality Assurance (QA) team;
 - NOTE: The number of individuals varies at each site based on the number of cases to be reviewed.
 - Interview rooms accommodating individuals who are interviewed at the agency and/or for phone interviews that review teams will be conducting; and
 - The location of where the county exit conference meeting will be held following the onsite review.
- Cellular phone/telephone/speakerphone access:
 - NOTE: Ensure that any necessary long-distance codes and directions on how to use the phone are available for CFSR Reviewers.
 - NOTE: It is critical to ensure that there is quality cellular phone access at the onsite review location, as CFSR Reviewers and QA staff will need to be able to receive text messages to their cell phones to receive verification codes to access the Online Monitoring System (OMS)
- Parking, security, and building access (during and after hours)
 - NOTE: There will be some late nights during the review week, possibly as late as 8pm
- Suggestions for hotel accommodations
- Recommendations for vendors who can provide catered lunch should be provided to CFSR project managers or state site coordinators.

Final Preparations for the Onsite QSR

The following outlines those final preparations that are to be coordinated by the Local Site Coordinator(s) and/or the county:

- The most finalized and up-to-date interview schedule and case summary (NOTE: Multiple copies of the interview schedule and case summary for each case)
 - CFSR Reviewers get 1 copy of each interview schedule and 1 copy of the case summary for each case they are assigned (1 for each reviewer), but only for the cases they are assigned)
 - Assigned QA Specialist (1 for each QA Specialist, but only for the cases they are assigned)
 - Local Site Coordinator (1 copy of each schedule and case summary for every case)
 - State Site Coordinator (1 copy of each schedule and case summary for every case)
 - CFSR Project Manager (1 copy of each schedule and case summary for every case)
- Maps/written directions to each location the CFSR review team is traveling to for interviews
 - NOTE: It can be helpful to provide a photo of the location in which the individuals are to be going, but this is not required.
- Case files must be made ready for review by the date of the onsite CFSR and available to CFSR Reviewers at all times during the onsite review. The case file should be orderly and as up to date as possible. Information to be included in the case file is outlined in **PIP Monitoring Case Record Preparation**. Case files are not to be removed from the room in which CFSR Reviewers are working.
 - The Local Site Coordinator(s) will print documents or request that fellow county staff print documents from any applicable county agency case management system (not already included in the case file) for inclusion in materials provided to CFSR Reviewers for the onsite CFSR. Loading of necessary documents to flash drives for use by reviewers during the onsite review is also permissible in lieu of printing.
 - For counties with primarily electronic case files, the CFSR Project Managers will work with the local and State Site Coordinators to determine appropriate steps for ensuring all necessary case record documents are available to reviewers.
 - Local Site Coordinator(s) may want to provide a file guide that will assist CFSR Reviewers with locating key documents within the case file.
- County-specific information (see **PIP Monitoring Local Area Information At-A-Glance**)
 - One copy for each review team, QA Specialists, QA Coordinators, State Site Coordinator, Local Site Coordinator, and CFSR Project Manager
- A shred box for papers to be shredded

The following outlines those final preparations that are to be coordinated by the assigned CFSR Project Manager in collaboration with the Statewide/Regional Resource Specialist from CWRC:

- CFSR project managers, in consultation with state and Local Site Coordinators, will fill out the **PIP Monitoring Onsite Box Materials Request Form** so that the Statewide/Regional Resource Specialist from CWRC will secure the correct amount of materials that will be needed at each site. The CFSR Onsite Box Materials Request Form is to be completed one month prior to the onsite review so that the Statewide/Regional Resource Specialist can request all necessary equipment, copies and materials prior to the three-week out timeframe.
- CFSR Onsite Box Materials Requests Forms include an inventory of the following:
 - Wi-Fi Hub – one Wi-Fi hub can accommodate up to 15 users
 - CFSR Reviewer Feedback Form – one hardcopy for each CFSR Reviewer
 - CFSR Confidentiality Forms – one hardcopy for each CFSR Reviewer, QA Specialists, QA Coordinators, Local Site Coordinator, State Site Coordinator, and CFSR Project Manager
 - Onsite Review Instruments – one hardcopy for each CFSR review team and QA Specialist
 - CFSR Tools and Resources – one hardcopy for each CFSR review team and QA Specialist
 - State CPS/GPS policy – one hardcopy for each CFSR Reviewer, QA Specialist, QA Coordinator, Local Site Coordinator, and State Site Coordinator

- Review week schedule poster - one poster for each room that CFSR Reviewers and QA Specialists will be located (see **PIP Monitoring Case Review Week Schedule**)
- Name Badges - one name badge for each CFSR Reviewer, QA Specialist, QA Coordinator, Local Site Coordinator, State Site Coordinator, and CFSR Project Manager
- Flip chart pad - one poster for each room that CFSR Reviewers will be located
- Markers
- Roll of blue painters' tape
- 8" x 11" Notepads - one for each CFSR Reviewer and QA Specialist
- Pens – one for each CFSR Reviewer and QA Specialist
- 3" x 3" Post-it Notes - one for each CFSR Reviewer and QA Specialist
- Laptops – as needed, based on information provided by CFSR Reviewers and QA Specialists
- Power strips and extension cords – as needed, based on the number of review teams and QA Specialists at each location

PIP Monitoring Local Area Information at a Glance

Important phone numbers:

Name	Phone Number
County Office of Children and Youth	
Local Site Coordinator	
Local Site Coordinator	
State Site Coordinator	
State Site Coordinator	
CFSR Project Manager	
CFSR Project Manager	
Security	
Childline	1-800-932-0313

Building Information:

Cafeteria is located ...

Vending area is located ...

Smoking area is...

There is no smoking in the ...

Restrooms are located ...

Parking is available ...

See _____ for parking vouchers, if needed

Access code to office ...

After Hours Emergency Contact ...

PIP Monitoring CFSR Onsite Box Materials Form

Item	Amount	Notes
Wi-Fi hub		
Confidentiality Forms		
Onsite Review Instruments		
CFSR Tools and Resources		
State CPS/GPS policy		
Poster: Review week schedule		
Name badges		
Flip chart pad		
Markers		
Roll of blue painters' tape		
Notepads		
Pens		
Post-it notes		
Laptops		
Power strips		
Extension cords		
CFSR reviewer feedback forms		

PIP Monitoring Case Review Week Schedule

Onsite CFSR		
Day 1	Day 2	Day 3
8:00am-8:30am Welcome and Orientation – State/Local Site Coordinators, QA staff, Reviewers	8:00am-8:30am Logistical check-in	8:00am-8:30am Logistical check-in
8:30am-10:00am Case File Review, Interview Preparations; Fill out Face Sheet of OSRI	8:30am—9:30am Phone interviews, Follow up interviews only	8:30am-12:00pm Complete OSRI in collaboration with assigned QA specialist to submit for rationale review and finalization by QA coordinator
10:00am -11:00am Interview with Caseworker/Supervisor	9:30am-12:00pm Complete OSRI in collaboration with assigned QA Specialist	
11:00am-12:00pm Meet with assigned QA Specialist (case inclusion, conflict of interest, seeing the child, etc.)	12:00-1:00pm Lunch onsite	12:00pm-1:00pm Lunch onsite
12:00pm-1:00pm Lunch (onsite) and interview preparations	1:00pm-4:00pm Complete OSRI in collaboration with assigned QA Specialist	1:00pm-4:00pm Finalization of all OSRIs; CFSR Reviewer Feedback Form; Completion of Caseworker/Supervisor Feedback Form
1:00pm-8:00pm Interviews with case participants; Complete OSRI, as able	4:00pm-5:00pm QA debrief before QA/Review team departs onsite location	
4:00pm-5:00pm QA debrief before QA/Review team departs onsite location		

Onsite Case Review Activities

The Onsite Review Days/Week

It will be important for CFSR staff to be on time for the CFSR onsite review week. CFSR staff that will be traveling from out of town should ideally arrive the night before the first day of the onsite review week.

Each CFSR site might have different schedules based on the number of cases reviewed at each location as well as the number of staff assigned to support each case review location. Please refer to **PIP Monitoring Case Review Week Schedule** for more information about the schedule of the onsite case review activities. The following will provide an overview highlighting some of the activities that occur during the onsite review week:

Welcome and Orientation

Local and state site coordinators are advised to discuss the site-specific logistics (i.e. home base set up, security issues, case file format, interview room locations, directions, etc.) with the CFSR Reviewers and QA staff at the start of the review. The site coordinators should emphasize key points for reviewers (i.e. the role of the reviewer, onsite CFSR schedule, timeframes for completing and submitting Onsite Review Instrument via the Online Monitoring System, reminders about professionalism, importance of explaining the purpose of the CFSR to all those being interviewed, etc.). Local and state site coordinators should also reference the posters that are posted throughout the room and provide information about the instructions for Internet access.

Case File Review

Case files are to be available to the review teams throughout the review week. It is most ideal to have a file guide available for each review team so that the reviewers have a guide to reference where the key documents within the case file are located. For those case file documents that are not printed out and included in the case file, a flash drive of the documents (i.e. dictation, case notes) may be provided to reviewers. Reviewers will review the case file information in conjunction with information gathered via the interviews that are to be conducted. Reviewers are NOT permitted to take case files or materials within the case files or on the flash drives with them to any location other than the main room that they are working in unless approved by the Local Site Coordinator. Case files should be secured in a locked location overnight to ensure their safety/confidentiality.

Reviewers meeting with QA Specialists

QA Specialists are the party primarily responsible for guiding review teams through the case review process and clarifying the application of the OSRI to the cases being reviewed. Therefore, it is critical that QA Specialists engage in ongoing communication with the CFSR Reviewers to which they are assigned throughout the CFSR onsite review process. To help facilitate this communication process, time has been built into the schedule of CFSR onsite review activities (see **PIP Monitoring Case Review Week Schedule**) to ensure QA Specialists and CFSR Reviewers connect regularly. State and Local Site Coordinators should monitor during the onsite review to confirm that CFSR Reviewers and QA Specialists are engaging in these activities as scheduled and that QA Specialists are responsive to CFSR Reviewers requests for assistance.

Conflict of Interest

It is the responsibility of all team members supporting the CFSR onsite review (state and Local Site Coordinators, QA Specialists, CFSR Reviewers, CFSR Project Managers) to be mindful of potential conflict of interest issues. A case will not be assigned to a CFSR Reviewer or QA Specialist in which a conflict of interest exists.

A conflict of interest is defined as circumstances in which:

- the CFSR Reviewer and/or QA Specialist/Coordinator was directly involved in either casework or supervisory oversight of the case;
- the CFSR Reviewer and/or QA Specialist/Coordinator is related to or knows the family (i.e. neighbor);
- the CFSR Reviewer and/or QA Specialist/Coordinator has been a foster parent for any child(ren) in the family;
- the CFSR Reviewer and/or QA Specialist/Coordinator works in the same site as the review and had involvement or oversight of the case; or

- any other circumstance in which the CFSR staff (CFSR Reviewer, Local and/or State Site Coordinator, QA Specialists, and/or CFSR Project Managers) perceives and/or it is reported to be a potential conflict of interest

Conflicts of interest are to be reported immediately to CFSR staff (QA Specialists, Local and/or State Site Coordinator, and/or CFSR Project Managers). If the Local and/or State Site Coordinator verify that a conflict is in fact present, the Local and State Site Coordinators will work together to identify a replacement CFSR Reviewer and/or QA Specialist only for the case where the conflict exists. If it has been determined that a conflict of interest is present, that individual having the conflict of interest may not further participate in any part of the review where the conflict was determined, including being prohibited from participating in any discussion of the case that could affect the ratings of the case.

Local and State Site Coordinators are assigned to provide logistical support to the CFSR reviews only and are not to participate in any activities related to OSRI interpretation or case rating in order to avoid any issues related to potential conflicts of interest. If a conflict of interest has been identified with either a Local or State Site Coordinator, the CFSR Project Managers will be notified and will determine any appropriate actions necessary to mitigate the conflict. Such actions may include assignment of a replacement Site Coordinator or actions to ensure that the Site Coordinator may not further participate in any part of the review where the conflict was determined including being prohibited from participating in any discussion of the case that could affect the ratings of the case.

Safety Issues

In accordance with federal requirements, PA's CFSR case review process includes protocol for addressing any safety issues that arise during the course of the onsite review. CFSR Reviewers must report any identified safety concerns regarding any children that they come in contact with as a result of their involvement with the CFSR case review process. If there is an immediate medical emergency, the CFSR Reviewer(s) should first contact 911. CFSR Reviewer(s) should report any safety concerns to the Local and/or State Site Coordinator. Safety concerns include but are not limited to: allegations of maltreatment; critical incidents in foster care; case participants' threats of harm to self or others; or any other circumstances which present an immediate threat to a child or children's safety.

Depending on the specific case circumstances, one or more of the following actions will be taken:

1. The CFSR Reviewer(s) will notify the Local and/or State Site Coordinator.
2. Upon notification, the Local Site Coordinator will determine/confirm whether the case is currently active.
 - a. Active cases: If the case is currently active, the Casework Supervisor that has oversight of the case will be immediately notified of the safety concern so that they can strategize their response and appropriate next steps. The casework supervisor will notify the Local Site Coordinator of the steps taken to address the safety concern(s), ideally before the close of business on the day the information was provided to the Casework Supervisor. Local Site Coordinators will share that information with State Site Coordinators, First Level QA Specialists assigned to the case and CFSR Reviewers assigned to the case.
 - i. In accordance with PA law, CFSR Reviewer(s) may be directed to report the safety concerns and any allegations of child maltreatment to ChildLine. Calls of suspected child abuse or neglect must be placed to ChildLine at: 1-800-932-0313.
 - b. Closed cases: If the case is closed, and the concern warrants a new investigation/assessment, the Local Site Coordinator will advise the CFSR Reviewer(s) to report the safety concerns and any allegations of child maltreatment to ChildLine. In accordance with PA law, calls of suspected child abuse or neglect must be placed to ChildLine at: 1-800-932-0313.
3. The CFSR Reviewer(s), assigned First Level QA Specialist and the Local and/or State Site Coordinator will consult about whether there are any presenting issues that could potentially impact the completion of the case review. Safety concerns that result in a report being made to ChildLine should be discussed by the CFSR Reviewer(s) and the QA Specialist to determine how the new information should be integrated into the assessment of the case using the OSRI. The Local and/or State Site Coordinator will consult with CFSR Project Managers to determine whether the case review can proceed in the event there are concerns about the ability to complete the case review. If there are concerns about the CFSR Reviewers ability to complete the case review, CFSR Project Managers will consult with the Children's Bureau to determine if the case situation rises to the level of possible case elimination.

While the role of a CFSR Reviewer does not fall under PA's definition of a mandated reporter, it should be noted that some CFSR Reviewers and CFSR staff members might also be mandated reporters by virtue of their employment or other roles outside of the CFSR as defined by PA's Child Protective Services Law. Nothing outlined in the process for addressing safety concerns during the CFSR described in this manual exempts a mandated reporter from their responsibilities to make a report of suspected child abuse as required under the Child Protective Services Law. Information about mandated reporters can be found at: <http://keepkidssafe.pa.gov>. Mandated reporter calls of suspected child abuse or neglect should be placed to ChildLine at: 1-800-932-0313. Mandated Reporters can also report electronically at: www.compass.state.pa.us/cwis.

Lunch

Ensuring that all CFSR staff (site coordinators, reviewers and QA Specialists) receive lunch is important so that all parties have the sustenance necessary to complete the tasks at hand. During PIP monitoring, funds have been made available for lunch to be catered for all CFSR staff. Local site coordinators are to work with CFSR Project Managers and State Site Coordinators, in advance of the CFSR, by providing information for potential vendors to cater lunches for CFSR staff. CFSR project managers and/or their designee will secure vendors to provide lunch for the CFSR onsite review days. During the onsite review, State Site Coordinators will follow the instructions provided by the CFSR Project Manager and/or their designee to comply with policies and procedures outlined for catering ordering, delivery and payment.

Interviews with Case Participants

Interviews with case participants are often best done in person so that individuals are able to meet, explain the case review process, and discuss the case while also being able to observe body language and interactions of case participants. Interviews with key participants can and should ideally be scheduled at the CFSR site whenever possible. Interview rooms should be reserved to accommodate the number of people scheduled for the interview and should be conducive to an interview environment. If in person interviews are not an option, phone interviews and/or video conferencing (i.e. Skype) is also an option. If key case participants do not have transportation to travel to the home base, public transportation passes and/or reimbursement for travel may also be an option for consideration. CFSR Reviewers may also need to travel off-site for interviews with key case participants. If traveling off-site for interviews, CFSR Reviewers will need to be provided with directions to the off-site location. Some CFSR Reviewers may also find it helpful to receive a photo of the location that they are to go, which is an added reassurance that they are in the correct location for the interview.

Logistical Check In

During each morning of the onsite review, there will be a scheduled logistical check-in. All CFSR Reviewers, QA Specialists/Coordinators and Local and State Site Coordinators are to attend this logistical check-in. The only time an individual is not permitted to attend the logistical check-in is if reviewers are scheduled for interviews. The purpose of the logistical check-in is to review any key information that needs to be relayed by all parties that are part of the CFSR case review process. Examples of things that may be discussed include:

- Information about the Onsite Review Instrument – reminders, cautions, etc.
- Information about the Online Monitoring System – log in, QA notes, etc.
- Information about lunch orders
- Reminders about professionalism, role clarification, etc.
- Guidance from Quality Assurance Specialists – tips and tricks to remember
- Interview schedule changes/updates/requests
- Check in on any safety issues and/or conflicts of interest

Monitoring and Tracking OSRI Status

During the CFSR onsite review process, QA Specialists are primarily responsible for ensuring CFSR Reviewers are managing their time effectively in order to remain on track with scheduled review activities. CFSR Local and State Site Coordinators in turn are responsible for ensuring all CFSR onsite review activities flow efficiently in accordance with the CFSR review week schedule. Both QA Specialists and CFSR Local and Site Coordinators should utilize the Online Monitoring System (OMS) in their monitoring efforts to track reviewer progress in completing the OSRI and to check the status of QA activities.

Feedback Loops

QA Debriefings

The purpose of a QA debriefing is to provide an opportunity for QA Specialists, the QA Coordinator and State and Local Site Coordinators to come together to discuss their observations and experiences related to their quality assurance efforts. The hope is that by reviewing issues that have arisen during the quality assurance process there will be a greater awareness of how to consistently and effectively address issues that come about when reviewers are completing the OSRI in the OMS. If there have been QA issues that rose to the level of a QA tracking form being completed, then the resolution of those issues is also discussed during the QA debriefing. Awareness of QA issues across CFSR sites is also key; therefore, QA issues will be shared with QA Specialists via posts made on the CWRC CFSR webpage (<http://www.pacwrc.pitt.edu/CFSR.htm>)

Feedback

Feedback loops are important to any successful continuous quality improvement process. While feedback from QA Specialists will be gathered as part of the QA debriefing, CFSR Reviewers will be able to provide feedback regarding their experience at the conclusion of each CFSR site's review week. Site coordinators and/or QA specialists are responsible for disseminating and collecting CFSR Reviewer feedback forms (see **CFSR Reviewer Feedback Form**). CFSR Project Managers will also debrief in person with Local and State Site Coordinators to discuss their experience with the onsite review process and to obtain feedback regarding opportunities for improvement.

County Exit Conference

Will follow a format similar to the exit conferences held in 2017, however comparison of results between 2017 and 2019 will also be included. The county can select who will attend the exit conference. The county should let CFSR Managers know in advance the general audience that will be attending, as this helps the CFSR Managers tailor the presentation to be appropriate to the audience. Exit conference will be held the morning of the fourth day of the review week. Knowing this date in advance, counties can schedule out early so that key individuals they would like to participate can attend.

PIP Monitoring Caseworker/Supervisor Feedback Form

Date:

Case Name:

Period Under Review:

Caseworker/Supervisor:

Name of QA Specialist Completing the Form:

Note for Caseworkers/Supervisors: *This form provides feedback regarding the overall findings for the case based on the reviewers' completion of the federal case rating tool, the Onsite Review Instrument (OSRI). If you would like further information about the findings for your case, please see your county CFSR local site coordinator.*

Safety

<p align="center">Areas of Strength</p> <p><i>Briefly highlight key areas of strength related to safety in a few bullet points (no more than 4). Focus on the overall outcomes and/or overall items where it makes sense to do so, with any relevant examples of concerted efforts that you think are good to highlight.</i></p>	<p align="center">Areas for Improvement</p> <p><i>Briefly highlight key areas needing improvement related to safety in a few bullet points (no more than 4). Focus on the overall outcomes and/or items where it makes sense to do so and provide high level context for why the outcome was an area needing improvement.</i></p>
<p>Shawntese Jordan Mock Case Example:</p> <ul style="list-style-type: none"> • Reports of maltreatment that were received during the period under review were addressed timely to ensure Shawntese's safety. • The agency responded appropriately to any safety concerns for Shawntese. The caseworker was very thorough in assessing risk and safety concerns and ensured supervised visitation occurred when needed. 	<p>Shawntese Jordan Mock Case Example:</p> <ul style="list-style-type: none"> • No areas needing improvement were identified related to safety for this case.

Permanency

<p align="center">Areas of Strength</p> <p><i>Briefly highlight key areas of strength related to safety in a few bullet points (no more than 4). Focus on the overall outcomes and/or overall items where it makes sense to do so, with any relevant examples of concerted efforts that you think are good to highlight.</i></p>	<p align="center">Areas Needing Improvement</p> <p><i>Briefly highlight key areas needing improvement related to safety in a few bullet points (no more than 4). Focus on the overall outcomes and/or items where it makes sense to do so and provide high level context for why the outcome was an area needing improvement.</i></p>
<p>Shawntese Jordan Mock Case Example:</p> <ul style="list-style-type: none"> • The foster home Shawntese was placed in was stable and met her needs. • Shawntese's permanency goal of reunification was established quickly and was appropriate given case circumstances. • The agency worked to ensure important connections were preserved for Shawntese while she was in foster care. Examples include supporting quality visitation between Shawntese and her mother and working to keep Shawntese in her same school. 	<p>Shawntese Jordan Mock Case Example:</p> <ul style="list-style-type: none"> • Time to reunification extended beyond 12 months. It was identified that the necessary conditions for reunification had been achieved by the mother prior to 12 months, so permanency could potentially have been reached earlier. • Paternal relatives were not explored as possible placement resources for the child.

Well-Being

<p style="text-align: center;">Areas of Strength</p> <p><i>Briefly highlight key areas of strength related to safety in a few bullet points (no more than 4). Focus on the overall outcomes and/or overall items where it makes sense to do so, with any relevant examples of concerted efforts that you think are good to highlight.</i></p>	<p style="text-align: center;">Areas Needing Improvement</p> <p><i>Briefly highlight key areas needing improvement related to safety in a few bullet points (no more than 4). Focus on the overall outcomes and/or items where it makes sense to do so and provide high level context for why the outcome was an area needing improvement.</i></p>
<p>Shawntese Jordan Mock Case Example:</p> <ul style="list-style-type: none"> • The agency appropriately assessed all Shawntese’s needs, including educational, physical, and mental/health behavioral needs and ensured she received the necessary services. The services were tailored to meet Shawntese’s needs. • The agency appropriately assessed Shawntese’s parents and her foster mother’s needs and ensured services were provided to meet identified needs. • The caseworker actively engaged Shawntese and her parents in case planning. Even though the father was incarcerated, the caseworker made efforts to engage him where appropriate. • The caseworker conducted quality visits with Shawntese and her mother on a regular basis. 	<p>Shawntese Jordan Mock Case Example:</p> <ul style="list-style-type: none"> • No areas needing improvement were identified related to well-being for this case.

New Information about Case Learned Through Review Process

Briefly highlight key areas needing improvement related to safety in a few bullet points (no more than 4). Focus on the overall outcomes and/or items where it makes sense to do so and provide high level context for why the outcome was an area needing improvement.

Shawntese Jordan Mock Case Example:

- No new/conflicting information was learned that should be relayed to caseworker/supervisor.