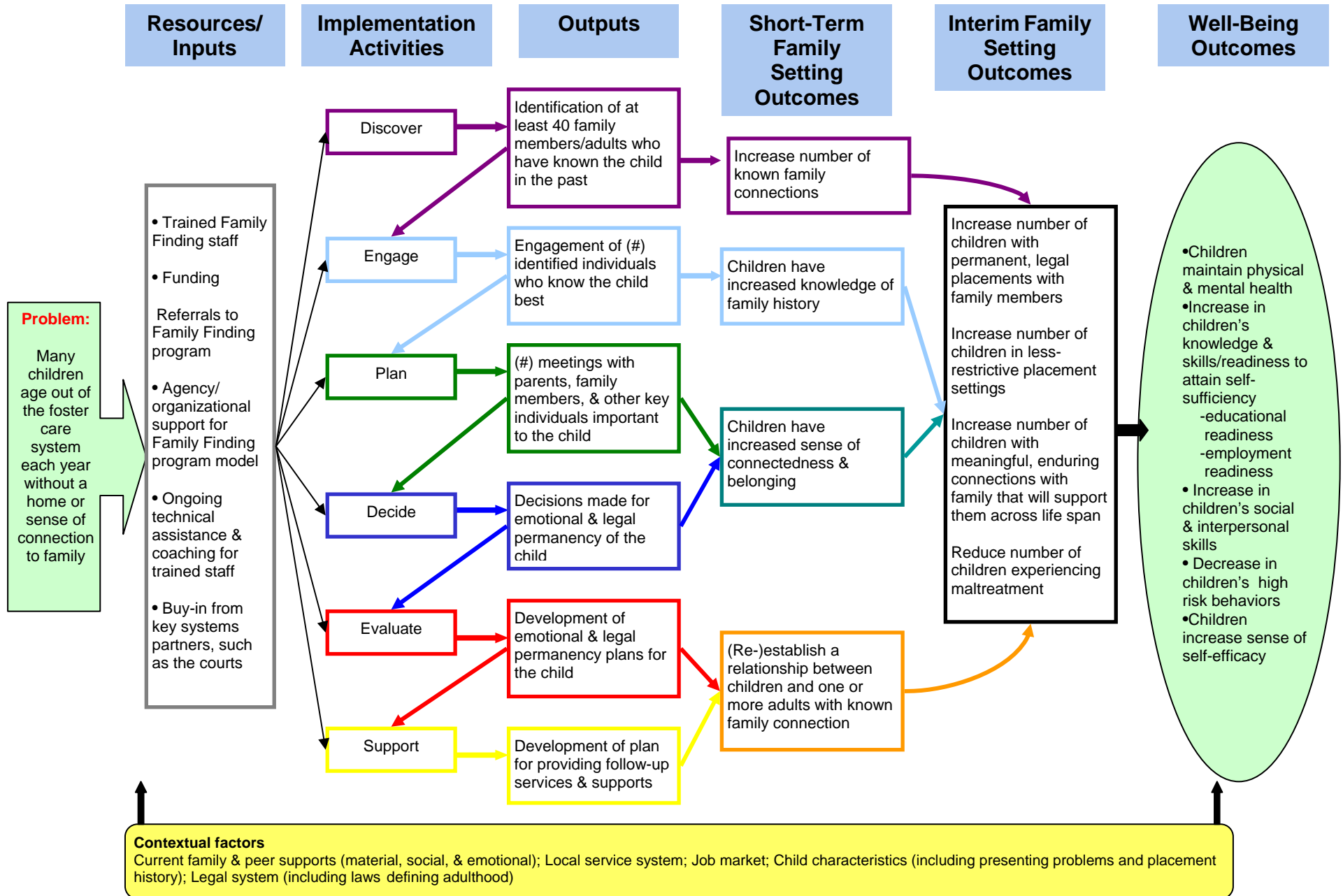


APPENDIX A

Logic Model

Family Finding Logic Model



APPENDIX B

List of Administrative Data Elements

List of Administrative Data Elements

Child SACWIS ID Number
Child birth date
Sex
Ethnicity (not mutually exclusive) <ul style="list-style-type: none"> • American Indian • Black • Cambodian* • Central American • Chinese • Filipino • Hispanic • Japanese • Mexican • Samoan • White • White – European • White - Middle Eastern
Hispanic
Type of disability (not mutually exclusive) <ul style="list-style-type: none"> • behavioral • emotional • physical health
Specific type of disability (examples listed below) <ul style="list-style-type: none"> • Allergies • Anemia • Asthma • Attention Deficit Hyperactive Disorder • Bronchiolitis • Cavities / Dental Caries • Cerebral Palsy
Use of psychotropic drugs
Removal (#) (all removal episodes included)
Total number of removals
Removal date
Removal reason (not mutually exclusive) <ul style="list-style-type: none"> • Care Taker Absence/Incapacity • Childs Disability or Handicap • Emotional Abuse • General Neglect • Physical Abuse • Sexual Abuse • Severe Neglect
Type of Substantiated Allegations of Abuse/Neglect <ul style="list-style-type: none"> • At Risk, Sibling Abused • Caretaker Absence/Incapacity • Emotional Abuse • General Neglect • Physical Abuse

<ul style="list-style-type: none"> • Severe Neglect • Sexual Abuse • Substantial Risk
Perpetrator (not mutually exclusive) <ul style="list-style-type: none"> • Brother/Brother • Daughter/Father (Adoptive) • Daughter/Father (Alleged) • Daughter/Father (Birth) • Daughter/Father (Presumed) • Daughter/Father (Step) • Daughter/Mother (Adoptive) • Daughter/Mother (Birth) • Daughter/Mother (Foster) • Granddaughter/Grandparent (Maternal) • Granddaughter/Grandparent (Paternal) • Grandson/Grandparent (Maternal) • Mother/Daughter (Birth) • No Relation/No Relation • Perp Not Identified • Significant Other/Significant Other • Sister/Brother (Half) • Son/Father (Adoptive) • Son/Father (Alleged) • Son/Father (Birth) • Son/Father (Presumed) • Son/Father (Step) • Son/Mother (Adoptive) • Son/Mother (Alleged) • Son/Mother (Birth)
Discharge date for removal
Discharge reason <ul style="list-style-type: none"> • Reunification with parent(s) or primary caretaker(s) • living with other relative(s) • adoption • emancipation • guardianship • transfer to another agency • runaway • death of child
Placement (#) <i>Note: Placement-specific information is obtained for each placement</i>
Placement date
Placement type <ul style="list-style-type: none"> • Foster Family Agency Certified Home • Foster Family Home • Group Home • Guardian Home • Relative/NREFM Home
Child's relationship to placement provider
Indicator that child stayed in same school with placement move

Out of state placement
Placed with sibling(s) and reasons for not placing with sibling
Exit from placement date
Reason for placement change
Total number of placements
All case plan goal and dates, including concurrent goals <ul style="list-style-type: none">• Adoption• Adoption With Siblings(s)• Legal Guardianship• Long Term Foster Care With Non-Relative• Long Term Foster Care With Relative• Maintain minor with Guardian• Self-Maintenance
Service objective (targeted case plan objectives for guardian of child)

APPENDIX C

Semi-structured Interview and Focus Group Guides

Family Finding Worker Interview

INTRODUCTION

Thank you very much for agreeing to meet with me today. I'm _____ and this is _____ from Child Trends, an organization in Washington, DC that performs research to improve programs and services for children and youth. Child Trends has been contracted to evaluate the Family Finding or [insert local name] services here in [insert local area] and in several other areas across the country. Our evaluation will seek to explore the impact of these services on child welfare outcomes and child well-being. As part of the evaluation we are conducting site visits to better understand the operation of the Family Finding or [insert local name] services in different locations around the country, and the local context within which the program operates.

You will notice that we are taking notes and recording our conversation so that we can accurately report your opinions, but your responses will not be linked with your name in any way -- everything will be anonymous. We will use the recording to fill in our written notes, but then the recording will be destroyed. If at any time you would like to say something that you do not want to be recorded, just say so and we will turn off the recorder.

I want to reiterate that what you say will be kept confidential. We will be writing reports to our various funders on what we learn from all of our site visits, but we will not be discussing specific programs and we will never identify who has said what.

Do you have any questions for us before we begin?

[If Family Finding services are used in front end, use the term “foster children and youth”. If services are used in the back end, use the term “foster youth”]

BACKGROUND

First, I'd like to ask you some questions about your background.

1. How long have you been a family finding worker or [insert local title]?

Probes:

- What interested you in applying for this position?
- Were you hired specifically for this position or were you already an agency employee?
- Can you describe your child welfare experience prior to your current position?

CASELOAD AND REFERRAL PROCESS

Now, I'd like to ask you some questions about the referral process and your caseload.

2. At what point in a case is it assigned to you?

3. Can you describe how a case becomes a part of (is referred to) your caseload?

4. Are there any characteristics of the children you serve that make it particularly difficult to achieve permanency for them?

If yes, probe:

- What are they?
- What strategies have you (or someone else at the agency) used to try to overcome these barriers?
- Which strategies were effective in assisting these children in achieving permanency which ones were not effective?

5. **If Using Front End Approach:** Are there any characteristics of the parents you serve that make it particularly difficult to achieve permanency for their children?

If yes, probe:

- What are they?
- What strategies have you (or someone else at the agency) used to try to overcome these barriers?
- Which strategies were effective in assisting these children in achieving permanency which ones were not effective?

6. **If Using Back End Approach:** Are the children who have been and are currently on your caseload the same as what you had expected? (e.g. age, background, placement history, etc.) Why or why not?

7. **If Using Front End Approach:** Are the families who have been and are currently on your caseload the same as what you had expected? Why or why not?

8. Do you feel that the number of children on your caseload is an appropriate number? Why or why not?

9. On average, how long do you “carry” a case?

- Does the case length differ from what you originally expected or planned? If so, why do you think this has occurred?

10. Have you had any problems with getting cases or maintaining a full caseload?

- What types of problems have you encountered?
- What, if anything, has been done to address these barriers?

11. How do you manage your caseload both in terms of time as well as adding new cases or closing out cases?

FAMILY FINDING ACTIVITIES

I am now going to focus on your responsibilities as a [insert local title], starting from the very beginning of a case and going through to when your work with the case ends.

12. Once a child is assigned to your caseload, what do you do first?

13. Do you have contact with the child’s primary caseworker?

- When does this contact occur?
- What occurs during this initial contact?

Discovery

14. What happens after the initial contact with the caseworker?

15. [If respondent does not mention this earlier] Is reviewing the case file part of your responsibilities?

- How often does this happen?
- Do you have full access to the file or only portions?

16. What are you trying to accomplish through the case review?

- What types of information are you looking for in the file?
- Why is that information important?
- Do you use a case review form to document information you find during your review of a case file?

17. After the initial review, do you ever go back to the case record? Why or why not?

18. Do you ask the **(If Using Front End Approach: family) (If Using Back End Approach: child(ren))** directly about relatives, kin, or other people that play or have played a significant role in their lives? Why or why not?

19. How many people are you typically able to identify as connections or potential life-long connections for the **(If Using Front End Approach: family) (If Using Back End Approach: child)?**

20. How do you find or attempt to find the whereabouts of those who you have identified as connections or potential life-long connections for a **(If Using Front End Approach: family) (If Using Back End Approach: child)?**

- What types of search tools do you use? (e.g. US Search, Accurint, Yellow pages, obituaries, etc)
- Do you conduct the internet searches yourself?
(If no) Who performs the searches? How do you retrieve the results?

21. How many individuals are typically found using these search efforts? Do you think the search efforts have been worthwhile? Why or why not?

22. Have you experienced any challenges in searching for and identifying relatives, kin or other caring adults for a child?

If yes, probe:

- What challenges have you experienced?
- What have you (or someone else at the agency) done to try to overcome these challenges or problems?

- Which strategies were effective in resolving the problems and which ones were not effective?

Engagement

23. Can you explain what your responsibilities are in terms of engaging relatives and other connections.

24. Do you attempt to engage all individuals that you identify in the discovery stage?

If no, probe:

- Why not?
- How many individuals do you typically engage for each child? Are there guidelines you try to follow?
- If it varies by child, what are the characteristics of children that guide your practice?

25. How do you contact these people initially? (e.g. phone or letter)

26. What is the general goal of that first contact?

27. **If Using Back End Approach:** Do you inform the child of your efforts? Why or why not?

- Do you inform the child before you initiate your efforts? Why or why not?
- Do you inform the child of your progress? Why or why not?

28. Have you experienced any challenges or barriers in engaging individuals to serve as support network (**If Using Back End Approach:** and/or a placement resource for a child)? (e.g. lack of resources to foster connections, resistance from court personnel, foster children, primary caseworkers, child's current caregiver, or relatives or involvement that dwindles overtime)

If yes, probe:

- What challenges have you experienced?
- What have you (or someone else at the agency) done to try to overcome these challenges or problems?

- Which strategies were effective in resolving the problems and which ones were not effective?

Planning

29. What happens after you have engaged a number of relatives or other supportive adults?

30. Are you routinely involved in any formal agency-run planning meetings? Why or why not?

Probes:

- Who facilitates these meetings?
- [Regardless of whether respondent is involved in agency planning meetings, ASK:] Does the agency utilize a particular approach to their planning meetings—for example, FGDM, TDM, family unity, etc.)?
- What is the general goal of these planning meetings?
- [If respondent is involved in agency planning meetings], what are you asked to contribute to the meeting?
- Are you generally pleased with your level of involvement in agency-run meetings?

31. Do you coordinate any meetings with the relatives and other adult supports who have been discovered and engaged? Why or why not?

Probes:

- How many meetings are typically held for each child?
- How many family members attend the meetings (in-person or via phone)?
- Outside of family members, who else is usually invited to these meetings?
- How many of these individuals usually attend the meetings?
- Is there an “official” approach used in convening these meetings? (e.g. FGDM, TDM, etc.)
- What is the general goal of these planning meetings?
- What types of things are discussed during these meetings?
- Have you experienced any challenges in convening these meetings? (e.g. lack of resources to assist those not in the area to attend the meetings, keeping the discussions on track, lack of skills needed to facilitate the meeting, etc.)

If yes, probe:

- What challenges have you experienced?
- What have you (or someone else at the agency) done to try to overcome these challenges or problems?
- Which strategies were effective in resolving the problems and which ones were not

- effective?

Decision-making

32. How do you and the planning team come to decisions regarding the child's emotional and legal permanency (**If Using the Front End Approach:** and how the family will secure a life-long supportive network)?

- Do these decisions typically include a primary plan as well as back-up plans?
- Do you document the decisions made during the team meetings on a form?
(Interviewer: request a copy of this form if one is used)

33. **If Using Back End Approach:** How are decisions made regarding a child's need for a life-long supportive network versus (perhaps immediate or long-term legal) placement needs?

Probes:

- Is one given a higher priority than the other? Why or why not?
- How and when might you (or the facilitator of the meetings) intervene when an agreement cannot be reached?

34. Have you and the planning teams experienced any challenges making decisions about a child's emotional and legal permanency (**If Using the Front End Approach:** and how the family will secure a life-long supportive network)?

If yes, probe:

- What challenges have you experienced?
- What have you (or someone else at the agency) done to try to overcome these challenges or problems?
- Which strategies were effective in resolving the problems and which ones were not effective?

Evaluation

35. How do you and the teams evaluate the plan created for the legal and emotional permanency of a child (**If Using the Front End Approach:** and a life-long supportive network for the family)?

Probes:

- Do you and the team explore whether you have identified and engaged an adequate number of people to ensure the success of the plan?

- Do you and the team explore whether the failure of your plan would result in the child remaining or returning to the foster care system?
- Do you and the team explore whether the plan includes individuals who are willing to offer their support if the plan is unsuccessful?
- Is there a form that you and the team use to facilitate the evaluation process?
(Interviewer: request a copy of this form if one is used)

36. Is a timeline typically developed for completion of the plan?

37. How individualized is the plan?

38. Have you and/or the team experienced any challenges with evaluating the plan for a child's emotional and legal permanency (**If Using the Front End Approach:** and a life-long supportive network for the family)?

If yes, probe:

- What challenges have you experienced?
- What have you (or someone else at the agency) done to try to overcome these challenges or problems?
- Which strategies were effective in resolving the problems and which ones were not effective?

Follow Up Support

39. How well do you feel the teams provide ongoing support to the child and (**If Using Back End Approach:** caregiver)(**If Using the Front End Approach:** parent)?

40. Is there an emphasis on providing informal supports rather than supports that require payment? Why or why not?

If yes, probe:

- Please give examples of informal supports and supports requiring payments that you or the team have provided.

41. Have you and/or the team experienced any challenges with actively supporting the child and (**If Using Back End Approach:** caregiver) (**If Using the Front End Approach:** and parent) in

accessing services and supports as needed? (e.g. grief and loss feelings surface after placement, child lacks skills needed to maintain positive relationships, lack of resources in the community)

If yes, probe:

- What challenges have you experienced?
- What have you (or someone else at the agency) done to try to overcome these challenges or problems?
- Which strategies were effective in resolving the problems and which ones were not effective?

42. Does the level of intensity in terms of your involvement on a case change over time?

43. How do you know when your involvement in a case should end?

Probes:

- What are the conditions for “closing” a family finding case?
- Are there other reasons why you may close out a case?

WORKING WITH PRIMARY CASEWORKER

Now, I'd like to ask you some questions about your interactions with primary caseworkers.

44. How closely do you work with the primary caseworkers while providing Family Finding (or [insert local title]) services?

- Does this vary based on the activity being performed? (If yes) How so?
- Does this vary based on the caseworker? (If yes) How so?
- Does this vary based on the needs of the child? (If yes) How so?

45. Is case information routinely shared between you and the primary caseworker (e.g. case updates)?

- How is this done?
- If the primary caseworker changes, how is information passed to new worker?

46. Have you experienced any challenges working with or communicating with primary caseworkers?

If yes, probe:

- What are they?
- What strategies have you (or someone else at the agency) used to try to overcome these barriers?
- Which strategies were effective in assisting these children in achieving permanency which ones were not effective?

DOCUMENTATION OF SERVICES

Now, I'd like to ask you some questions about how you document your work.

47. What types of documentation do you complete during your work? (e.g. documenting contacts made and progress towards and completion of activities)

- What types of contacts do you document? (e.g. phone, in-person and e-mail)
- In what format do you document your work (manual forms, automated database)?
- How often do you enter information?
- Do you document your case activities into the case record? (**If yes**) How so?
- **If private agency worker, probe:** Do you have access to automated child welfare system? (**If not**) Why not?

SUPERVISION

Now, I'd like to ask you some questions about the supervision and support you receive.

48. How often do you meet with or speak with your supervisor?

49. Is there a regularly established time or do you meet on an as-needed basis?

If on as-needed basis, probe:

- Who usually initiates these meetings?
- What kinds of situations would result in your requesting a meeting?

50. Do you feel that the amount of supervision you receive is adequate?

OTHER RESPONSIBILITIES

51. Do you have other duties outside of your role as a [insert local title]?

If yes, probe:

- What other duties do you have?

- How much time during a given week do you spend on these other duties?
- Do you have any difficulty balancing these additional duties with your responsibilities as a Family Finding (or [insert local title]) worker?

(If yes) Could you tell me more about that?

TRAINING

Now, I'd like to ask you a little bit about your training.

52. What, if any, formal training did you receive on the Family Finding model and how to implement Family Finding (or [insert local title]) services before you were assigned a caseload of children?

- Who conducted the training?
- How long was the training?

If reported receiving no or limited training, probe:

- Why do you think your training has been limited?
- Have you expressed a concern about this to anyone at your agency?
(If yes) Who did you express this concern to? What was their response?
- Are there any particular components of the model that are less clear?
(If yes) Have you received any additional training/assistance to assist you in understanding this/these components?

53. Did you receive training on any other models or interventions to prepare you for your role before you were assigned a caseload? (e.g. 3-5-7 grief and loss model, other permanency interventions, etc.)

54. What, if any, additional training have you received from your agency since being assigned a caseload?

Probe:

- Who conducted the training(s)?
- How long was the training(s)?
- What was/were the topic(s) of the training(s)?

OPINIONS

55. In general, how do you think Family Finding or [insert local name] services are different from the permanency services foster children/youth receive from traditional caseworkers?

56. In your opinion, have there been barriers (that you have not yet mentioned) to the success of the Family Finding (or [insert local name]) services overall?

- What about child welfare agency practices or procedures?

57. In your opinion, what have been the greatest facilitators of the Family Finding (or [insert local name]) services?

58. Are there particular elements or components of the model that you believe are critical for it to succeed?

59. Is there anything else you would like to share about your experience as a [insert local title] worker?

We've come to the end of the interview. Thank you so much for your time today. The information you provided will be an important part of our evaluation.

Family Finding Supervisor

INTRODUCTION

Thank you very much for agreeing to meet with me today. I'm _____ and this is _____ from Child Trends, an organization in Washington, DC that performs research to improve programs and services for children and youth. Child Trends has been contracted to evaluate the Family Finding or [insert local name] services here in [insert local area] and in several other areas across the country. Our evaluation will seek to explore the impact of these services on child welfare outcomes and child well-being. As part of the evaluation we are conducting site visits to better understand the operation of the Family Finding or [insert local name] services in different locations around the country, and the local context within which the program operates.

You will notice that we are taking notes and recording our conversation so that we can accurately report your opinions, but your responses will not be linked with your name in any way -- everything will be anonymous. We will use the recording to fill in our written notes, but then the recording will be destroyed. If at any time you would like to say something that you do not want to be recorded, just say so and we will turn off the recorder.

I want to reiterate that what you say will be kept confidential. We will be writing reports to our various funders on what we learn from all of our site visits, but we will not be discussing specific programs and we will never identify who has said what.

Do you have any questions for us before we begin?

[If Family Finding services are used in front end, use the term "foster children and youth". If services are used in the back end, use the term "foster youth"]

BACKGROUND

First, I'd like to ask you some questions about your background.

2. How long have you been a family finding supervisor or [insert local title]?

Probes:

- What interested you in applying for this position?
- Were you hired specifically for this position or were you already an agency employee?
- Can you describe your child welfare experience prior to your current position?

CASELOAD AND REFERRAL PROCESS

Now, I'd like to ask you some questions about the referral process and your caseload.

2. At what point in a case is it assigned to you?

3. Can you describe how a case becomes a part of (is referred to) the Family Finding worker's [or local agency's name for worker] caseload?

4. Are there any characteristics of the children on the Family Finding worker's caseload that make it particularly difficult to achieve permanency for them?

If yes, probe:

- What are they?
- What strategies have you (or someone else at the agency) used to try to overcome these barriers?
- Which strategies were effective in assisting these children in achieving permanency which ones were not effective?

5. **If Using Front End Approach:** Are there any characteristics of the parents on the Family Finding worker's caseload that make it particularly difficult to achieve permanency for their children?

If yes, probe:

- What are they?
- What strategies have you (or someone else at the agency) used to try to overcome these barriers?
- Which strategies were effective in assisting these children in achieving permanency which ones were not effective?

6. **If Using Back End Approach:** Are the children who have been and are currently on the Family Finding worker's caseload the same as what you had expected? (e.g. age, background, placement history, etc.) Why or why not?

7. **If Using Front End Approach:** Are the families who have been and are currently on the Family Finding worker's caseload the same as what you had expected? Why or why not?

8. Do you feel that the number of children on the caseloads is an appropriate number? Why or why not?

9. On average, how long do Family Finding workers "carry" a case?

- Does the case length differ from what you originally expected or planned? If so, why do you think this has occurred?

10. Have workers' had any problems with getting cases or maintaining a full caseload?

- What types of problems have they encountered?
- What, if anything, has been done to address these barriers?

11. How does the Family Finding worker manage their caseload both in terms of time as well as adding new cases or closing out cases?

FAMILY FINDING ACTIVITIES

I am now going to focus on the Family Finding worker's responsibilities starting from the very beginning of a case and going through to when the Family Finding work with the case ends.

12. Once a child is assigned to the Family Finding worker's caseload, what is done first?

13. Does the Family Finding worker have contact with the child's primary caseworker?

- When does this contact occur?
- What occurs during this initial contact?
- Do you, as the supervisor, also have contact with the caseworker—why or why not? In what situations might this occur?

Discovery

14. What happens after the initial contact with the caseworker?

15. [If respondent does not mention this earlier] Is reviewing the case file part of the Family Finding worker's responsibilities?

- How often does this happen?
- Do you have full access to the file or only portions?

16. What are they trying to accomplish through the case review?

- What types of information are you looking for in the file?
- Why is that information important?
- Do you use a case review form to document information you find during your review of a case file?

17. After the initial review, does the Family Finding worker ever go back to the case record? Why or why not?

18. Does the Family Finding worker ask the **(If Using Front End Approach: family) (If Using Back End Approach: child(ren))** directly about relatives, kin, or other people that play or have played a significant role in their lives? Why or why not?

19. How many people are they typically able to identify as connections or potential life-long connections for the **(If Using Front End Approach: family) (If Using Back End Approach: child)**?

20. How does the Family Finding worker find or attempt to find the whereabouts of those who you have identified as connections or potential life-long connections for a **(If Using Front End Approach: family) (If Using Back End Approach: child)**?

- What types of search tools are used? (e.g. US Search, Accurint, Yellow pages, obituaries, etc)
- Who conducts the internet searches?

21. How many individuals are typically found using these search efforts? Do you think the search efforts have been worthwhile? Why or why not?

22. Have there been challenges in searching for and identifying relatives, kin or other caring adults for a child?

If yes, probe:

- What challenges?
- What have you (or someone else at the agency) done to try to overcome these challenges or problems?
- Which strategies were effective in resolving the problems and which ones were not effective?

Engagement

23. Can you explain what the Family Finding worker's responsibilities are in terms of engaging relatives and other connections.

24. Does the Family Finding worker attempt to engage all individuals identified in the discovery stage?

If no, probe:

- Why not?
- How many individuals are typically engaged for each child? Are there guidelines to follow?
- If it varies by child, what are the characteristics of children that guide your practice?

25. How are the people contacted initially? (e.g. phone or letter)

26. What is the general goal of that first contact?

27. **If Using Back End Approach:** Is the child informed of these efforts? Why or why not?

- Is the child informed before efforts are initiated? Why or why not?
- Is the child informed of progress? Why or why not?

28. Have there been any challenges or barriers in engaging individuals to serve as a support network (**If Using Back End Approach:** and/or a placement resource for a child)? (e.g. lack of resources to foster connections, resistance from court personnel, foster children, primary caseworkers, child's current caregiver, or relatives or involvement that dwindles overtime)

If yes, probe:

- What challenges?
- What have you (or someone else at the agency) done to try to overcome these challenges or problems?
- Which strategies were effective in resolving the problems and which ones were not effective?

Planning

29. What happens after a number of relatives or other supportive adults are engaged?

30. Are you or the Family Finding worker routinely involved in any formal agency-run planning meetings? Why or why not?

Probes:

- Who facilitates these meetings?
- [Regardless of whether respondent is involved in agency planning meetings, ask:] Does the agency utilize a particular approach to their planning meetings—for example, FGDM, TDM, family unity, etc.)?
- What is the general goal of these planning meetings?
- [If respondent or Family Finding worker is involved in agency planning meetings, ask:] What are you or the Family Finding worker asked to contribute to the meeting?
- Are you generally pleased with your and the Family Finding worker's level of involvement in agency-run meetings?

31. Does the Family Finding worker coordinate any meetings with the relatives and other adult supports who have been discovered and engaged? Why or why not?

Probes:

- How many meetings are typically held for each child?

- How many family members attend the meetings (in-person or via phone)?
- Outside of family members, who else is usually invited to these meetings?
- How many of these other individuals usually attend the meetings?
- Is there an “official” approach used in convening these meetings? (e.g. FGDM, TDM, etc.)
- What is the general goal of these planning meetings?
- What types of things are discussed during these meetings?
- Has the Family Finding worker experienced any challenges in convening these meetings? (e.g. lack of resources to assist those not in the area to attend the meetings, keeping the discussions on track, lack of skills needed to facilitate the meeting, etc.)

If yes, probe:

- What challenges have they experienced?
- What have you (or someone else at the agency) done to try to overcome these challenges or problems?
- Which strategies were effective in resolving the problems and which ones were not effective?

Decision-making

32. How does the Family Finding worker and the planning team come to decisions regarding the child’s emotional and legal permanency (**If Using the Front End Approach:** and how the family will secure a life-long supportive network)?

- Do these decisions typically include a primary plan as well as back-up plans?
- Do you document the decisions made during the team meetings on a form?
(Interviewer: request a copy of this form if one is used)

33. **If Using Back End Approach:** How are decisions made regarding a child’s need for a life-long supportive network versus (perhaps immediate or long-term legal) placement needs?

Probes:

- Is one given a higher priority than the other? Why or why not?
- How and when might you (or the facilitator of the meetings) intervene when an agreement cannot be reached?

34. Have the Family Finding worker and the planning teams experienced any challenges making decisions about a child’s emotional and legal permanency (**If Using the Front End Approach:** and how the family will secure a life-long supportive network)?

If yes, probe:

- What challenges have they experienced?
- What have you (or someone else at the agency) done to try to overcome these challenges or problems?
- Which strategies were effective in resolving the problems and which ones were not effective?

Evaluation

35. How does the Family Finding worker and the teams evaluate the plan created for the legal and emotional permanency of a child (**If Using the Front End Approach:** and a life-long supportive network for the family)?

Probes:

- Do they explore whether an adequate number of people have been identified and engaged to ensure the success of the plan?
- Do they explore whether the failure of the plan would result in the child remaining or returning to the foster care system?
- Do they explore whether the plan includes individuals who are willing to offer their support if the plan is unsuccessful?
- Is there a form or forms used to facilitate the evaluation process? (Interviewer: request a copy of this form if one is used)

36. Is a timeline typically developed for completion of the plan?

37. How individualized is the plan?

38. Have the Family Finding worker and/or the team experienced any challenges with evaluating the plan for a child's emotional and legal permanency (**If Using the Front End Approach:** and a life-long supportive network for the family)?

If yes, probe:

- What challenges have they experienced?
- What have you (or someone else at the agency) done to try to overcome these challenges or problems?
- Which strategies were effective in resolving the problems and which ones were not effective?

Follow Up Support

39. How well do you feel the teams provide ongoing support to the child and **(If Using Back End Approach: caregiver)(If Using the Front End Approach: parent)?**

40. Is there an emphasis on providing informal supports rather than supports that require payment? Why or why not?

If yes, probe:

- Please give examples of informal supports and supports requiring payments.

41. Have the Family Finding worker and/or the team experienced any challenges with actively supporting the child and **(If Using Back End Approach: caregiver) (If Using the Front End Approach: and parent)** in accessing services and supports as needed? (e.g. grief and loss feelings surface after placement, child lacks skills needed to maintain positive relationships, lack of resources in the community, etc.)

If yes, probe:

- What challenges have they experienced?
- What have you (or someone else at the agency) done to try to overcome these challenges or problems?
- Which strategies were effective in resolving the problems and which ones were not effective?

42. Does the level of intensity in terms of your involvement on a case change over time?

43. How do you know when the Family Finding worker's involvement in a case should end?

Probes:

- What are the conditions for "closing" a family finding case?
- Are there other reasons why you may close out a case?

WORKING WITH PRIMARY CASEWORKER

Now, I'd like to ask you some questions about the Family Finding worker's interactions with the primary caseworker.

44. How closely does the Family Finding worker work with the primary caseworkers while providing Family Finding (or [insert local title]) services?

- Does this vary based on the activity being performed? (**If yes**) How so?
- Does this vary based on the caseworker? (**If yes**) How so?
- Does this vary based on the needs of the child? (**If yes**) How so?

45. Is case information routinely shared between the Family Finding worker and the primary caseworker (e.g. case updates)?

- How is this done?
- If the primary caseworker changes, how is information passed to the new worker?

46. Has the Family Finding worker experienced any challenges working with or communicating with primary caseworkers?

If yes, probe:

- What are they?
- What strategies have you (or someone else at the agency) used to try to overcome these barriers?
- Which strategies were effective in assisting these children in achieving permanency? Which ones were not effective?

DOCUMENTATION OF SERVICES

Now, I'd like to ask you some questions about how the Family Finding worker documents his/her work.

47. What types of documentation is the Family Finding worker expected to complete? (e.g. to document contacts made and progress towards and completion of activities)

Probes:

- What types of contacts is the Family Finding worker expected to document? (e.g. phone, in-person and e-mail)
- In what format (manual forms, automated database)?
- How often should they enter information?

- Are they expected to document their case activities in the case record? (**If yes**) How so?
- **If private agency worker, probe:** Do your workers have access to the automated child welfare system? (**If not**) Why not?

SUPERVISION

Now, I'd like to ask you some questions about supervision and support.

48. How often do you meet with or speak with the family finding or [insert local title] worker?

49. Is there a regularly established time or do you meet on an as-needed basis?

If on as-needed basis, probe:

- Who usually initiates these meetings?
- What kinds of situations would result in your requesting a meeting?

50. How knowledgeable do you feel you are about the Family Finding model?

51. Other than you, is there anyone else that the [insert local title] worker receives consultation or support from to perform his/her duties?

If yes, probe:

- Who else do they speak to?
- What kinds of situations would result in them requesting consultation or support from this/these person/people?

52. Do you feel management is supportive of the work of you and your workers? Why or why not?

OTHER RESPONSIBILITIES

53. Do you have other duties outside of your role as a [insert local title] supervisor?

If yes, probe:

- What other duties do you have?
- How much time during a given week do you spend on these other duties?
- Do you have any difficulty balancing these additional duties with your responsibilities as supervisor to the Family Finding (or [insert local title]) worker?

TRAINING

Now, I'd like to ask you a little bit about your training.

54. What, if any, formal training did you receive on the Family Finding model and how to implement Family Finding (or [insert local title]) services before you were assigned a caseload of children?

Probes:

- Who conducted the training?
- How long was the training?

If reported receiving no or limited training, probe:

- Why do you think your training has been limited?
- Have you expressed a concern about this to anyone at your agency?
(If yes) Who did you express this concern to? What was their response?
- Are there any particular components of the model that are less clear?
(If yes) What are these components? Have you received any additional training/assistance to assist you in understanding this/these components?

55. Did you receive training on any other models or interventions to prepare you for your role before you were assigned a caseload? (e.g. 3-5-7 grief and loss model, other permanency interventions, etc.)

56. What, if any, ongoing training have you received from your agency related to Family Finding?

OPINIONS

57. In general, how do you think Family Finding (or [insert local name]) services are different from the permanency services foster children/youth receive from traditional caseworkers?

58. Have there been any changes in agency policies or practices that are the result of your agency's implementation of Family Finding (or [insert local title]) services?

59. In your opinion, have there been barriers (that you have not yet mentioned) to the success of the Family Finding (or [insert local title]) services overall?

60. In your opinion, what have been the greatest facilitators of the Family Finding (or [insert local title]) services?

61. Are there particular elements or components of the model that you believe are critical for it to succeed?

62. Is there anything else you would like to share about your experience as a [insert local title] supervisor?

We've come to the end of the interview. Thank you so much for your time today. The information you provided will be an important part of our evaluation.

Family Finding Administrator Interview

INTRODUCTION

Thank you very much for agreeing to meet with me today. I'm _____ and this is _____ from Child Trends, an organization in Washington, DC that performs research to improve programs and services for children and youth. Child Trends has been contracted to evaluate the Family Finding or [insert local name] services here in [insert local area] and in several other areas across the country. Our evaluation will seek to explore the impact of these services on child welfare outcomes and child well-being. As part of the evaluation we are conducting site visits to better understand the operation of the Family Finding or [insert local name] services in different locations around the country, and the local context within which the program operates.

You will notice that we are taking notes and recording our conversation so that we can accurately report your opinions, but your responses will not be linked with your name in any way -- everything will be anonymous. We will use the recording to fill in our written notes, but then the recording will be destroyed. If at any time you would like to say something that you do not want to be recorded, just say so and we will turn off the recorder.

I want to reiterate that what you say will be kept confidential. We will be writing reports to our various funders on what we learn from all of our site visits, but we will not be discussing specific programs and we will never identify who has said what.

Do you have any questions for us before we begin?

[If Family Finding services are used in front end, use the term “foster children and youth”. If services are used in the back end, use the term “foster youth”]

BACKGROUND INFORMATION

First, I'd like to ask you a little about your background.

1. How long have you been with [name of agency]?
2. What is your involvement in the Family Finding or [insert local title] program?
 - a. Do you supervise any of the Family Finding workers?

FAMILY FINDING SERVICES

Now, I'd like to ask you some questions about the Family Finding or [insert local title] services that are provided at your agency.

3. When did the agency first implement Family Finding?
4. Why did the agency implement Family Finding?
5. What types of children were targeted to receive Family Finding? Has the type of children targeted changed over time?
6. What, if any, kinds of barriers or problems has the Family Finding program experienced? How were the barriers resolved?
7. Are there components of the model that are particularly challenging to implement?

(If yes) What are they? What makes them challenging?
8. Do you think that the [insert local title] supervisors and workers received the training that they need to implement the Family Finding model? What types of training have they received? Are there plans for continued training?
9. Are there any services similar to Family Finding that are provided by your agency (or provided under subcontract with a private agency)?

Probe: Are these services targeted to the same type of children as the Family Finding services?

RELATIONSHIP WITH PUBLIC AGENCY

Now, I'm going to ask you some questions about your relationship with the public child welfare agency (*or the other units within the public child welfare agency, if the Family Finding program is housed in the public agency*).

10. Can you describe the current relationship between the Family Finding or [insert local title] services at your agency and the public child welfare agency (*or the other units within the public child welfare agency, if the Family Finding program is housed in the public agency*)?

11. How does the relationship impact the work of the Family Finding or [insert local title] program?

12. Have there been any changes in the public agency's policies or practices that are the result of your agency's implementation of Family Finding or [insert local name] services?

OPINIONS

13. In general, how do you think Family Finding or [insert local name] services are different from the permanency services foster children/youth receive from traditional caseworkers?

14. In your opinion, have there been barriers (that you have not yet mentioned) to the success of the Family Finding services overall?
 - a. What about child welfare agency practices or procedures?

15. In your opinion, what have been the greatest facilitators of the Family Finding or [insert local name] services?

16. Are there particular elements or components of the model that you believe are critical for it to succeed?

17. Is there anything else you would like to share about your experience about your work with the Family Finding or [insert local name] program?

We've come to the end of the interview. Thank you so much for your time today. The information you provided will be an important part of our evaluation.

Referring Caseworker Focus Group

INTRODUCTION

Thank you very much for agreeing to meet with me today. I'm _____ and this is _____ from Child Trends, an organization in Washington, DC that performs research to improve programs and services for children and youth. Child Trends has been contracted to evaluate the Family Finding or [insert local name] services here in [insert local area] and in several other areas across the country. Our evaluation will seek to explore the impact of these services on child welfare outcomes and child well-being. As part of the evaluation we are conducting site visits to better understand the operation of the Family Finding or [insert local name] services in different locations around the country, and the local context within which the program operates.

We have asked you to participate in this focus group to understand your experiences and opinions concerning permanency planning for foster children and youth and to find out your impressions of the Family Finding (or [insert local name]) services and any experiences you have had with these services.

I will be your facilitator for this session and _____ will be taking notes. We are taking notes and recording the session so that we can accurately report your opinions, but your responses will not be linked with your name in any way -- everything will be anonymous. No one from the child welfare agency or the Family Finding (or [insert local name]) unit/program will know who said what in this meeting. We **strongly request** that you and all other focus group participants not discuss what is said in this group today with others outside of the group. However, we cannot guarantee that all focus group participants will adhere to our request. We will use the recording to fill in our written notes, but then the recording will be destroyed. If at any time you would like to say something that you do not want to be recorded, just say so and we will turn off the recorder.

I'm not sure how many of you have participated in a focus group before, but let me give a brief overview of how this will work. As the facilitator, I will be asking questions, but I want the interaction to flow among you – let's have lots of open discussion. I encourage you to talk to and ask questions of each other. There may be times when I need to interrupt the conversation -- either to ask you to clarify something you may have said or to move the discussion on to another topic. Most people say they really enjoy participating in these groups, so we hope that you have fun.

I want to reiterate that what you say will be kept confidential. We will be writing reports to our various funders on what we learn from all of our site visits, but we will not be discussing specific programs and we will never identify who has said what.

Again, we are very pleased to have you here today, and we thank you for your time and your opinions.

Do you have any questions for us before we begin?

[If Family Finding services are used in front end, use the term “foster children and youth”. If services are used in the back end, use the term “foster youth”]

Let’s start by going around the room and giving your names and job positions. Tell us how long you’ve been in your position.

FAMILY FINDING SERVICES

Now, I’d like to ask you some questions about the Family Finding (or [insert local title]) services in your area.

1. How familiar are you all with the Family Finding (or [insert local title]) services that are offered at your agency? *(If some or all are not familiar, Interviewer can briefly review the Family Finding model)*

For those who are unfamiliar, probe:

- a. Now that you’ve gotten a sense of what these services are about, what are your impressions of these services?
- b. Would you refer children on your caseload to receive these services?

(If no) Why not?

For those who are familiar, probe:

- a. How did you learn about these services?
- b. What are your impressions of the services?

2. Has anyone here ever referred a child to receive these services before?

If yes, probe:

- a. Could you tell me about your experience? How were you involved in the services?
- b. Could you tell me about the child’s experience?
- c. Did the services result in securing a supportive network for your child and/or a permanent placement for a child?

d. What, if any, barriers or challenges were faced in achieving legal and emotional permanency for child(ren)?

Were these barriers or challenges addressed?

(If yes) Who addressed them? How were they addressed?

PERMANENCY SERVICES

Now, I'd like to ask you some questions about permanency for foster children/youth and the services offered in your community that support permanency efforts.

3. How important is it that foster children/youth on your caseload achieve emotional permanency or secure a life-long supportive network?
4. What types of services do you provide the foster children/youth on your caseload to assist them in securing such a network?
5. Are there services in your local community that assist with securing such a network for foster children/youth?
6. How important is it that the foster children/youth on your caseload achieve legal permanency?
7. What types of services do you provide the foster children/youth on your caseload to assist them in achieving legal permanency?
8. Are there any services that you perform that are similar to Family Finding (or [insert local name]) services? (e.g. case record reviews, internet searches, convening permanency planning meetings, etc)

9. Are there services in your local community that assist you with achieving permanency for foster children/youth?

a. Are any of them similar to Family Finding (or [insert local name]) services?

If yes, probe:

a. What are they?

b. Do you regularly refer foster children/youth to receive these services?

BARRIERS AND FACILITATORS TO PERMANENCY

Now, I'd like to ask you some questions about barriers and facilitators to achieving permanency for the foster children/youth on your caseloads.

10. Have you experienced barriers or challenges to achieving legal and emotional permanency for foster children/youth on your caseload?

If yes, probe:

a. What strategies have you (or someone else at the agency) used to try to overcome these barriers?

b. Which strategies were effective in assisting these children in achieving permanency which ones were not effective?

11. Are there any characteristics of the foster children/youth you serve that make it particularly difficult to achieve permanency for them?

If yes, probe:

a. What are they?

b. What strategies have you (or someone else at the agency) used to try to overcome these barriers?

c. Which strategies were effective in working with these parents and which ones were not effective?

12. In your opinion, what have been the greatest facilitators of achieving permanency for foster children/youth?

We've come to the end of the focus group. Thank you so much for your time today. The information you provided will be an important part of our evaluation.

Family Finding Evaluation Birth Parent Focus Group Protocol

Introduction

Thank you very much for agreeing to speak with us today. My name is _____ and I'm with Child Trends, an organization in Washington, DC that performs research to improve programs and services for children and youth. With me today is _____, also with Child Trends.

We're conducting a study of the family finding services provided by Seneca Center for Children and Families. The goal of the study is to learn about the family finding services. In particular, the focus group is designed to allow parents like you to provide input into whether family finding is an effective approach for child welfare agencies to use and whether these services result in better outcomes for children.

I will be your facilitator for this session and _____ will be taking notes. We are taking notes and recording the session so that we can accurately report your opinions but your responses will not be linked with your name in any way -- everything will be anonymous. No one from [San Francisco County or Seneca Center] will know who said what in this group. To protect the identity of others, I ask that when talking about someone, you only use their first name, nickname, or call them by a title such as "sister, cousin, or brother."

We would like to point out that we do not expect or require that you discuss personal circumstances about your case with DSS such as why DSS became involved. We are only seeking to get your impressions of family finding services. We **strongly request** that you and all other focus group participants not discuss what is said today with others outside of the group. However, we cannot guarantee that all focus group participants will adhere to our request. We will use the recording to fill in our written notes, but then the recording will be destroyed. If at any time you would like to say something that you do not want to be recorded, just say so and we will turn off the recorder.

Your participation today is voluntary. You are free to choose not to participate in the focus group. Nothing bad will happen because you decide not to be in the study and you are not giving up any rights. Also, once we begin the focus group, you may choose to terminate your participation in the group at any time. You may choose to respond or not respond at any point during the discussion.

I'm not sure how many of you have participated in a focus group before, but let me give a brief overview. As the facilitator, I will be asking questions, but I want the interaction to flow among you -- let's have lots of open discussion. I encourage you to talk to and ask questions of each other. There may be times when I need to interrupt the conversation -- either to ask you to clarify something you may have said or to move the discussion on to another topic. Most people say they enjoy participating in these groups.

Do you have any questions for me right now? If you have any questions later, you can call Karin Malm at Child Trends and she will be happy to answer your questions. And if you have any questions about your rights as a participant in our talk today, you are welcome to call our Institutional Review Board (IRB) Office. You should have a copy of all the information we just went over, which has phone numbers for each of these people that you can contact if you ever have questions. Now that I've gone over this information with you, would you still like to participate?

(If yes) Ok, are you ready to begin?

(If no) Ok, that's no problem at all. I want to thank you for letting me tell you about our study.

Again, we are very pleased to have you here today, and we thank you for your time and your opinions.

Introduction—Ice Breaker

I'd like to start by going around the room and asking that you give your first name (nicknames are fine), and say one thing that you enjoy about the San Francisco Bay Area. I'll start, my name is [Karin], I don't live here but I love the weather. . .

Now, I'd like to ask you some questions about your involvement in the family finding process [interactions with the Seneca Center staff].

Initial Impressions of Family Finding

1. How did you first learn about family finding?

Probes:

- Who (what worker) first talked to you about “family finding”?
- What type of contact was the initial contact—phone, in-person?
- What were you told about family finding during this first contact?
 - What were you told about the purpose or goal of these services?
- When did you first have contact with the family finding specialist, [name]?
 - What types of things did the family finding specialist share that made you interested in speaking with her?
 - Is there anything that wasn't shared that you thought would have been important to know?
- What were your first impressions of the services?
 - Did you think these services might be helpful to you and your children? Why or why not?

[IF PARTICIPANTS DO NOT KNOW OR UNDERSTAND THE PURPOSE OF FAMILY FINDING, FACILIATOR SHOULD BRIEFLY DESCRIBE THE MODEL BEFORE GOING ON WITH ADDITIONAL QUESTIONS.]

Experiences with Seneca Family Finding Specialist

2. After the first contact, what types of contact have you [and other family members] had with the family finding specialist?

Probes:

- What topics are discussed?
- Did family members ever get asked to be a placement resource, that is, provide full-time care for your child/ren?
- Did you (or another family member) ever get asked if you would like to visit with the child/ren?
- Did you (or another family member) ever get asked if you'd like to call/email the child/ren?

- Was “emotional permanency” or putting together a life-long supportive network ever discussed? If so, what were you talk about this?

3. Did you and other family members ever meet as a group?

Probes:

- Who facilitated the meeting-DSS or the family finding specialist?
- Was the family finding specialist at the meeting(s)?
- What was the purpose of the meeting(s)?
- Did all family members who were invited attend the meetings—why or why not?
- Did you feel your voice was heard in the meeting(s)?
- What was your role in the meeting(s)?
- What were you told about the meetings before attending?
 - Was it what you expected when you came?
 - Was there a team approach to making decisions?
- Did the meeting have a successful outcome?
 - Did any of those that attended agree to serve as a lifetime connection for the child?
 - Were there unresolved issues or other challenges that occurred during the meeting? If so, how were they resolved?
 - Was there anything that you feel could have been done differently?
- If meetings were held, where were they held?
 - Was this place convenient for you and others that participated?
- Were the meetings convenient for your schedule?

If no participation, ask: What do you feel could have been done to ensure that you were able to participate in the meetings?

4. How often did you speak or communicate with the Family Finding specialist?

Probes:

- Would you have wanted more or less contact with the family finding specialist?
- What has been your role in the process, for example did you contact other family members? Did another family member contact you?

5. Were there any challenges to working with the Family Finding specialist? If so, describe.

Probes:

- Are there any characteristics of the Family Finding specialist that made it easy or difficult to work with them?
- Were there challenges to scheduling or attending time with the family finding specialist? Time for family meetings?

6. Do you think anything could have been done differently to help get you and other family members become more involved in the overall child welfare case process as well as more specifically family finding?

7. What were some things that helped the family finding process?

8. Has the family finding specialist provided any resources or services to you or other family members? If yes, can you describe.

Experiences with DSS

9. What contact have you had with the county child welfare agency?

Probes:

- Was “emotional permanency” or putting together a life-long supportive network ever discussed? If so, what is your understanding of this?

10. What is your general impression of DSS and its workers?

Probes:

- Has DSS (DSS caseworkers) generally been helpful to your family? Why or why not?
- How do you think DSS could be more helpful to families? Families in need of some support?
- How do you think DSS could be more helpful to parents like you?
- If you participated in DSS-led meetings, were these helpful? Did you feel your voice was heard?

Okay, we’ve come to the end of the questions. Do you have anything else you’d like to tell us about family finding? Thank you all so much for taking the time to participate in the focus group.

Family Finding Evaluation Relative Focus Group Protocol

Introduction

Thank you very much for agreeing to speak with us today. My name is _____ and I'm with Child Trends, an organization in Washington, DC that performs research to improve programs and services for children and youth. With me today is _____, also with Child Trends.

We're conducting a study of the family finding services provided by Seneca Center for Children and Families. The goal of the study is to learn about the family finding services. In particular, the focus group is designed to allow relatives to provide input into whether family finding is an effective approach for child welfare agencies to use and whether these services result in better outcomes for children.

I will be your facilitator for this session and _____ will be taking notes. We are taking notes and recording the session so that we can accurately report your opinions. To protect the identity of others, I ask that when talking about someone, you only use their first name, nickname, or call them by a title such as "sister, cousin, or brother." We will be taking notes during the interview so we can accurately report your responses but your responses will not be linked with your name in any way -- everything will be anonymous. No one from [San Francisco County or Seneca Center] will know who said what in this group.

We would like to point out that we do not expect or require that you discuss personal circumstances about the children or parents involved with DSS such as why the children were removed from their home or the status of their cases. We are only seeking to get your impressions of family finding services. We **strongly request** that you and all other focus group participants not discuss what is said in this group today with others outside of the group. However, we cannot guarantee that all focus group participants will adhere to our request. We will use the recording to fill in our written notes, but then the recording will be destroyed. If at any time you would like to say something that you do not want to be recorded, just say so and we will turn off the recorder.

Your participation today is voluntary. You are free to choose not to participate in the focus group. Nothing bad will happen because you decide not to be in the study and you are not giving up any rights. Also, once we begin the focus group, you may choose to terminate your participation in the group at any time. You may choose to respond or not respond at any point during the discussion.

I'm not sure how many of you have participated in a focus group before, but let me give a brief overview. As the facilitator, I will be asking questions, but I want the interaction to flow among you -- let's have lots of open discussion. I encourage you to talk to and ask questions of each other. There may be times when I need to interrupt the conversation -- either to ask you to clarify something you may have said or to move the discussion on to another topic. Most people say they enjoy participating in these groups.

Do you have any questions for me right now? If you have any questions later, you can call Karin Malm at Child Trends and she will be happy to answer your questions. And if you have any questions about your rights as a participant in our talk today, you are welcome to call our Institutional Review Board (IRB) Office. You should have a copy of all the information we just went over, which has phone numbers for each of these people that you can contact if you ever have questions. Now that I've gone over this information with you, would you still like to participate?

(If yes) Ok, are you ready to begin?

(If no) Ok, that's no problem at all. I want to thank you for letting me tell you about our study.

Again, we are very pleased to have you here today, and we thank you for your time and your opinions.

Introduction—Ice Breaker

I'd like to start by going around the room and asking that you give your first name (nicknames are fine), and say one thing that you enjoy about the San Francisco Bay Area. I'll start, my name is [Karin], I don't live here but I love the weather. . .

Now, I'd like to ask you some questions about your involvement in the family finding process [interactions with the Seneca Center staff].

Initial Impressions of Family Finding

2. How did you first learn about family finding?

Probes:

- Who (what worker) first talked to you about “family finding”?
- What type of contact was the initial contact—phone, in-person?
- What were you told about family finding during this first contact?
 - What were you told about the purpose or goal of these services?
- When did you first have contact with the family finding specialist, [name]?
 - What types of things did the family finding specialist share that made you interested in speaking with her?
 - Is there anything that wasn't shared that you thought would have been important to know?
- What were your first impressions of the services?
 - Did you think these services might be helpful to the family members (children, birth parents)? Why or why not?

[IF PARTICIPANTS DO NOT KNOW OR UNDERSTAND THE PURPOSE OF FAMILY FINDING, FACILIATOR SHOULD BRIEFLY DESCRIBE THE MODEL BEFORE GOING ON WITH ADDITIONAL QUESTIONS.]

Experiences with Seneca Family Finding Specialist

2. After the first contact, what types of contact have you [and other family members] had with the family finding specialist?

Probes:

- What topics are discussed?
- Did you (or another family member) ever get asked to be a placement resource, that is, provide full-time care for the child/ren?
- Did you (or another family member) ever get asked if you would like to visit with the child/ren?
- Did you (or another family member) ever get asked if you'd like to call/email the child/ren?

- Was “emotional permanency” or putting together a life-long supportive network ever discussed? If so, what were you talk about this?

3. Did you and other family members ever meet as a group?

Probes:

- Was the family finding specialist at the meeting(s)?
- What was the purpose of the meeting(s)?
- Did all family members who were invited attend the meetings—why or why not?
- Did you feel your voice was heard in the meeting(s)?
- What was your role in the meeting(s)?
- What were you told about the meetings before attending?
 - Was it what you expected when you came?
 - Was there a team approach to making decisions?
- Did the meeting have a successful outcome?
 - Did any of those that attended agree to serve as a lifetime connection for the child?
 - Were there unresolved issues or other challenges that occurred during the meeting? If so, how were they resolved?
 - Was there anything that you feel could have been done differently?
- If meetings were held, where were they held?
 - Was this place convenient for you and others that participated?
- Were the meetings convenient for your schedule?

If no participation, ask: What do you feel could have been done to ensure that you were able to participate in the meetings?

4. How often did you speak or communicate with the Family Finding specialist?

Probes:

- Would you have wanted more or less contact with the family finding specialist?
- What has been your role in the process, for example did you contact other family members? Did another family member contact you?

5. Were there any challenges to working with the Family Finding specialist? If so, describe.

Probes:

- Are there any characteristics of the Family Finding specialist that made it easy or difficult to work with them?
- Were there challenges to scheduling or attending meetings, making contact with the family finding specialist?

6. Do you think anything could have been done differently to help get you and other family members more involved with the case process or family finding?

7. What were some things that helped the family finding process?

8. Has the family finding specialist provided any resources or services to you or other family members? If yes, can you describe.

Experiences with DSS

9. What, if any, contact have you (or other family members) had with the county child welfare agency?

Probes:

- Did you (or another family member) ever get asked to be a placement resource, that is, care for the children on a full-time basis?
- Did you (or another family member) ever get asked if you would like to visit with the child/ren?
- Did you (or another family member) ever get asked if you'd like to call/email the child/ren?
- Were you ever asked to be involved in planning for the future of the child/ren?
- Was "emotional permanency" or putting together a life-long supportive network ever discussed? If so, what is your understanding of this?

10. What is your general impression of DSS and its workers?

Probes:

- Has DSS (DSS caseworkers) generally been helpful to your family? Why or why not?
- How do you think DSS could be more helpful to families? Families in need of some support?
- How do you think DSS could be more helpful to relatives like you?

Okay, we've come to the end of the questions. Do you have anything else you'd like to tell us about family finding? Thank you all so much for taking the time to participate in the focus group.

Program Staff Observations

Overview

As part of the Family Finding evaluation process study, we will be conducting naturalistic observations of the frontline staff of the various programs under evaluation. The observations, while not representative, will allow us to more thoroughly document and describe the Family Finding activities under evaluation. As part of observing (shadowing) Family Finding staff in their daily public activities, research staff will also plan to observe their interactions with youth and families. However, we are not collecting data on these youth and families. The sole purpose of observing these interactions is to provide examples of how program staff implement the Family Finding model. The observations will not be recorded by any means—audio or visual.

This instruction guide outlines the protocol we will be following for the observation component of the process study. Overall, data collected during the site observations will be used to explore how the Family Finding Model is being implemented.

The observations will be conducted one-on-one, that is one researcher observing one Family Finding staff member. In each program site, a member of the research team will shadow a Family Finding worker for 2-4 hours.

Conducting the Site Observations

1. Prior to conducting the first observation, familiarize yourself with the Family Finding model and any written materials about the Family Finding services at the local site where the observation will take place.
2. We will be observing office and field activities, and then recording our observations via tape recorder afterwards. The first section of the Site Observation Fieldguide should be used to briefly describe the physical setting, Family Finding worker, any clients observed (e.g. youth, family members or other caring adults), and the program activity. The second section of the Fieldguide contains a set of observation topics and probes to be used as memory triggers when completing your observation audionotes. It is important to memorize the observation topics and probes prior to conducting the first observation, so that your attention is more likely to be alerted when a given behavior occurs.
3. Plan to arrive at the program site 15 minutes prior to the beginning of the session. Arriving early will allow time to take descriptive notes on the setting and obtain background information on the worker to complete the first page of the site observation field guide. Introduce yourself to the Family Finding worker you will be observing. Be sure to inform the caseworker of the following:

Thank you so much for allowing me to spend a few hours with you today. I'm observing you today to more thoroughly document and describe the Family Finding (or [insert local title])

services. The sole purpose of observing you is to provide examples of how you and your colleagues use the Family Finding Model to serve children and youth and their families.

I am not tape recording our time together, but I will jot down notes from time to time as reminders for later when I write-up full notes on my observations. You and the families you may come into contact with today will not be identified in the observation notes or any reports that result from these observations.

I will not share my observations with your employer or others beyond the research team. However, if I observe any interactions between you and a youth that causes concern about the youth's safety, I will release this information to the youth welfare agency and I will inform your employer.

4. As the Family Finding worker begins his/her activities, pick an unobtrusive spot to observe. Make note of the physical appearance and dress, general mood and attitude, and other relevant details about the program staff member observed. For each of the activities observed, note the description of the physical settings, the elapsed time for each type of activity, goal/purpose of activity, and sequence of steps in the activity. Also, make mental notes about the Family Finding worker's approach and skills, use of the Family Finding model, and the quality of the interactions between the worker and the youth and their family. You may also use a small notepad to jot down keywords as reminders for completing your audionotes afterwards, but this should be done as inconspicuously as possible.
5. If the program staff activity involves youth and/or their family members or other adults, introduce yourself to them. Be sure to inform them of the following:

My name is _____ and I work for Child Trends. Child Trends is conducting an evaluation of the Family Finding (or [insert local title]) services and as part of this evaluation I am spending some time today with {name of Family Finding staff member} to more thoroughly document and describe the Family Finding (or [insert local title]) services. The sole purpose is to provide examples of how {program staff member} assists you and your family. I am not collecting any information on you.

I am not recording our time together, but I will jot down notes as reminders for later when I write-up full notes on my observations. You will not be identified in the notes or any reports.

I will not share my observations with others, such as the {local public youth welfare agency}. I will only share my observations with the research team. **(IF A YOUTH, ADD:** However, if I observe anything between you and {program staff member} that seems harmful to you, I will report it to {local public youth welfare agency}).

If you do not want me to watch and listen while {name of program staff member} works with you today that is okay. Choosing not to be observed will not affect the assistance you receive from {name of program staff member} or any other agencies that may assist you now or in the future. If you choose not to be observed, I will move away so I cannot overhear your conversation. Is it okay if I observe you and {name of program staff member} today?

6. If the activity involves a youth and/or their family members note the physical appearance and dress, general mood and attitude, and other relevant details about the individual(s) observed. Be aware of the program staff member's efforts to engage the individual during the observation as well as the individual's level of engagement during the observation. If observing a youth, take note of the emotional quality of adult-youth interaction during the observation and the youth's responsiveness to the program staff member. Be able to describe the responsiveness of the program staff member towards each individual and his/her needs. Finally, if observing a youth, note the opportunities for the youth to make his/her own decisions during the observation. Take special note of any unusual or extreme behaviors, responses, or events that occur during the activity. You may also use a small notepad to jot down keywords as reminders for completing your audionotes afterwards, but this should be done as inconspicuously as possible.

7. Following each observation, the researcher should audiotape their description of what occurred during the field activity, using the fieldguide topics and probes as memory triggers and incorporating as much descriptive detail as possible. It is important to describe what you see, hear, smell, taste, and touch without merely summarizing or adding your interpretation or analysis of what is occurring. For these observations, the primary purpose is to describe WHAT is happening rather than WHY it is happening.

**Family Finding Evaluation
Process Study
Site Observation Field Guide**

Site Name: _____ Observer Name: _____

Date: _____ Start Time: _____

End Time: _____

Number of Youth observed:

Male _____

Female _____

Number of Relatives or other caring adults:

Male _____

Female _____

Length of time as FF worker:

Years of experience in child welfare:

Highest level of education:

Discipline:

Description of Physical Setting:

(note size of space, cleanliness, state of repair, materials and equipment, lighting, temperature, noise level, and other relevant details)

Description/Impressions of Family Finding Worker:

(note physical appearance and dress, general mood and attitude, and other relevant details)

If Relevant, Description/Impressions of Youth, Relatives, or Other Caring Adults:

(note physical appearance and dress, general mood and attitude, and other relevant details)

Description of Activity:

(note the stage in the Family Finding model that best represents the activity conducted, goal/purpose of activity, sequence of steps in the activity, the amount of time to complete the activity, any challenges encountered, whether the goal/purpose of the activity was achieved, and other relevant details)

FOR THE OBSERVATION AUDIONOTES:

Describe the sequence of events and interpersonal dynamics you observed during the activity, including as much descriptive detail as you can remember. In describing this sequence, try to touch on the following issues – Family Finding worker’s approach and skills, use of the Family Finding model, and the quality of the interactions between the worker and the youth and their family as they occurred during the observation period.

I. Family Finding Staff

Describe the worker’s approach and ability to carry out the activity.

- skill level
- ability to handle challenges
- ability to collaborate

If other staff were involved in the activity, describe what their involvement was.

II. Family Finding Model

Describe the worker’s use of the model within the observed activity.

- where the activity fit within the model
- whether the activity and/or how it was carried out represented a modification of the model
- whether the activity reflected the worker’s knowledge of the model or a model component
- whether the activity and/or how it was carried out reflected a focus on achieving legal and emotional permanency for the child(ren) on the case

III. Quality of the Worker-Relative Interactions

Describe the responsiveness of the Family Finding worker towards the relative or other caring adult and their needs.

- actively listened to the relative or other caring adult
- showed respect towards relative or other caring adult and their opinions
- seemed to know the individual and/or made efforts to get to know them as individuals
- communicated the value and importance of the activity

Describe relative or other caring adult's responsiveness to the Family Finding Worker.

- listened to worker
- acted respectfully towards worker
- seemed comfortable with worker
- openly shared their feelings and opinions

Describe the emotional quality of worker-relative interaction during the activity.

- appeared to enjoy each other's company
- exchanged positive affect (smiling, laughing, gentle teasing)
- exchanged negative affect (sarcasm, anger)
- amount of eye contact between relative or other caring adult and worker

IV. Quality of the Worker-Youth Interactions

Describe the responsiveness of the Family Finding worker towards youth and their needs.

- actively listened to youth
- showed respect towards youth and their opinions
- verbally recognized youth needs and wants
- seemed to know individual youth and/or made efforts to get to know them as individuals
- communicated the value and importance of the activity

Describe youth responsiveness to the Family Finding Worker.

- listened to worker
- acted respectfully towards worker
- seemed comfortable with worker
- shared their opinions

Describe the emotional quality of worker-youth interaction during the activity.

- appeared to enjoy each other's company
- exchanged positive affect (smiling, laughing, gentle teasing)
- exchanged negative affect (sarcasm, anger)
- amount of eye contact between youth and worker

APPENDIX D

Number of Types and Site Visit Participants

Number and Types of Site Visit Participants*

Participants	1st Site Visit July 2009	2nd Site Visit July 2010	3rd Site Visit June 2011
CW Agency Director	1	1	1
CW Program Administrator/Manager–small group interview	2	4	3
CW Program Unit Supervisors–focus group	7	7	8
Caseworkers with family finding experience–focus group	12	5	7
Caseworkers with no family finding experience–focus group	6	2	3
family finding supervisors–small group interview	1	2	3
family finding specialists–small group interview	4	4	3
Parents–focus group	0	8	11
Relatives–focus group	0	5	5
Family Meeting Attendees–observation	0	9	0
Total	33	47	44

*Participants may have participated in interviews or focus groups in multiple years.