

Child Welfare Study to Enhance Equity with Data (CW-SEED)

Instrument 1: Interview Topic Guide

These interviews will help the Child Welfare Study to Enhance Equity with Data (CW-SEED) project team understand how and to what extent local child welfare agencies and other organizations involved with child welfare agencies collect and use data to examine equity in child welfare services and family outcomes. The respondents will include leaders from the child welfare agency.

The average estimated public reporting burden for this collection of information is about 120 minutes per interview. Providing information is voluntary, and all responses that are collected are kept private to the extent permitted by law.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid Office of Management and Budget (OMB) control number. The OMB number for this information collection is **xxxx-xxxx, and the expiration date is xx/xx/20xx.**

Background

1. Introduce the moderator and co-facilitator

Thank you for taking the time to speak with us today. My name is [NAME,] and my colleague is [NAME]. We are from Mathematica, an independent research firm, and we are here to learn about [DATA PRACTICE OF INTEREST].

[If virtual] We especially appreciate your willingness to participate in this discussion virtually.

2. Explain the project and purpose of discussion

I am going to start out by giving you a bit of background and talk about why we wanted to meet with you today. We are conducting the Child Welfare Study to Enhance Equity with Data (CW-SEED) project for the Office of Planning, Research, and Evaluation in the Administration for Children and Families at the U.S. Department of Health and Human Services. This project is designed to understand how data practices may be implemented by child welfare agencies to advance equity and address inequities. By data practices we mean the planning, collection, access, and analysis; use of statistical tools and algorithms; and data reporting and dissemination. Findings from this study are intended to identify emerging practices and lessons learned.

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We are interested in hearing about the approaches, processes, challenges, and facilitators to using data practices to advance equity in your [AGENCY/ORGANIZATION]. We are interviewing leaders, supervisors, direct service and data staff from the child welfare agency, partner agencies, and community organizations about the data practices they are engaging in to advance equity. We are also speaking with members of advisory groups that work with [AGENCY/ORGANIZATION].

If virtual: You should have received a copy of the Consent Form by email. If you did not, please let us know and we will send you that information. I'm going to review the content of that form before we begin.

If in-person: We have provided a copy of the Consent Form. I'm going to review the content of that form before we begin.

3. Privacy and recording [Read this section verbatim]

We expect this discussion to take up to 90 minutes. Before we start, I want to let you know that your participation in this discussion is voluntary. We will use the information you share with us to write a summary of what we have learned. We will not connect your name to any of your responses, so please feel free to talk openly about your opinions. We will keep your identity private to the extent permitted by law.

We will be taking notes, but we also want to record the conversation to make sure we capture the information you share accurately when we write reports. We will destroy the recording at the end of the project. If you want to say anything that you do not want recorded, please let me know, and I will be glad to pause the recorder and stop taking notes.

There are no consequences if you choose not to participate in this discussion. If you do not know the answer to a question, please say so, and we will simply move on. You do not have to answer any questions that you don't want to answer.

If in person: We also ask that you keep the discussion private, and do not share what we discuss here with others outside this room.

If virtual: We ask that you keep this discussion private, and do not share the details of this conversation with anyone who isn't on the call today. We encourage you to find a quiet, private place where no one will overhear. [If necessary:] Also, we recognize that we are all working from home, and that is challenging for all of us. If you need to take a break or turn off your video to deal with any interruptions, don't worry, we understand.

Do you have any questions on the study?

Do you agree to participate in the study

Do we have your permission to record the conversation for notetaking purposes only?

I'll start the recording. *(start recorder only if participant(s) agree to be recorded).*

According to the Paperwork Reduction Act of 1995, an agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a valid OMB control number. The valid OMB control number for the described information collections is xxxx-xxxx..
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Note to interviewer

Before conducting interviews and based on your current understanding of the site's/agency's data practices, specify this topic guide. Adjust the question phrasing as necessary to make sure respondents understand the questions. Additional questions (beyond the ones included here) may be added to obtain specific information from an individual or a small subset of individuals (less than 9 people).

Not all agencies will have respondents whose roles correspond to the ones in the upcoming table. Some roles might be filled by more than one person or multiple roles might be filled by one person. Specify the topic guide based on the following definitions:

- Child welfare leaders: High-level child welfare leaders who administer policy and oversee implementation and practice.
- Child welfare managers and supervisors: Program managers, mid-level managers, and/or supervisors at each child welfare agency responsible for supporting the work of the senior leader and/or overseeing direct service staff.
- Child welfare direct service staff: Intake/referral screening staff and caseworkers who interact with families directly.
- Child welfare research and data staff: Data managers, research and evaluation staff, and staff who oversee continuous quality improvement (CQI) activities.
- Partner leaders: High-level administrators at agencies that partner with the child welfare agency. They include foster care, education, case management, or community-based service providers.
- Partner managers and supervisors: Program managers, mid-level managers, and/or supervisors responsible for supporting the work of the senior leaders and/or overseeing direct service staff.
- Partner direct service staff: Case managers or staff at the partner agency who work directly with families and who carry out diverse data practices.
- Partner research and data staff: Partner data managers, research and evaluation staff, and staff who oversee continuous quality improvement (CQI) activities.

Key definitions:

- **Data:** For this conversation, we are defining data as information that is collected about individuals and families that come into contact with the child welfare system. Examples include information about age, gender identity, disability, and race/ethnicity, as well as descriptive information such as household structure, or the events that led to a child being placed in out-of-home care. In this study we are particularly interested in information agencies are collecting that can help assess and address equity, or inequities, in the child welfare system at the local level.
- **Data practices:** We use the term data practices to broadly encompass all activities that involve data, including data planning, collection, access, and analysis; use of statistical tools and algorithms; and data reporting and dissemination. Unless otherwise specified, when thinking about data practices, please consider practices across the continuum of child welfare services, from prevention to addressing issues of child abuse and neglect, through permanency or other discharges (such as aging out).
- **Data lifecycle:** The data life cycle refers to the sequence of stages a particular unit of data goes through. In CW-SEED, we consider the data life cycle to include data planning, collection, data quality assessment, data organization, analysis, equity assessment, reporting, and dissemination. Feedback could then inform subsequent rounds of data planning, collection, and so on.
- **Equity:** The consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment, such as Black, Latino, and Indigenous and Native American persons, Asian Americans and Pacific Islanders and other persons of color; members of religious minorities; lesbian, gay, bisexual, transgender, and queer (LGBTQ+) persons; persons with disabilities; persons who live in rural areas; and persons otherwise adversely affected by persistent poverty or inequality. (Consistent with Executive Order 13985 [Advancing Racial Equity and Support for Underserved Communities Through the Federal Government])
- **Underserved communities:** Populations sharing a particular characteristic, as well as geographic communities, that have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life. (Consistent with Executive Order 13985 [Advancing Racial Equity and Support for Underserved Communities Through the Federal Government])

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Table 1. Questions to specify in interviews based on site

Topic	Leaders	Managers and supervisors	Direct service staff	Research and data staff	Partner leaders	Partner managers and supervisors	Partner direct service staff	Partner research and data staff
A. Background								
A1. What is your job title?	X	X	X	X	X	X	X	X
A2. How long have you been in this role? How long have you been with the [CHILD WELFARE AGENCY/PARTNER ORGANIZATION]?	X	X	X	X	X	X	X	X
A3. Please share a little bit about your responsibilities.	X	X	X	X	X	X	X	X
<i>For partners/community organizations:</i>								
A4. How would you describe your [AGENCY'S / ORGANIZATION'S] role in working with [CHILD WELFARE AGENCY]?								
B. Child welfare agency's approach to equity								
<i>I will now ask that you share a little bit about [CHILD WELFARE AGENCY'S] approach to equity. By equity, we mean the consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who that have been systemically denied such treatment, such as Black, Latino, and Indigenous and Native American persons, Asian Americans and Pacific Islanders and other persons of color; members of religious minorities; LGBTQ+ persons; persons with disabilities; persons who live in rural areas; and persons affected by persistent poverty or inequities.</i>								
B1. How would you describe [CHILD WELFARE AGENCY'S] approach to equity?	X	X	X	X	X	X	X	X
a. To what extent has [CHILD WELFARE AGENCY] identified specific objectives or goals to advancing equity? For example, as part of the agency's mission, vision, or strategic priorities. Probe:								
1. What are those objectives or goals?								
2. How were these objectives or goals developed?								
3. Does the agency focus on specific populations, communities, or aspects of equity such as race/ethnicity, sexual orientation, gender identity and gender expression (SOGIE)? If so, please share a little bit about that.								
4. How long has this practice(s) been in place? Has it always existed like this or have there been innovations or updates?								

For partners/community organizations:

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Topic	Leaders	Managers and supervisors	Direct service staff	Research and data staff	Partner leaders	Partner managers and supervisors	Partner direct service staff	Partner research and data staff
B1b. How does your [AGENCY/ORGANIZATION] engage with [CHILD WELFARE AGENCY] to address equity?								
B2. From your perspective, what initially prompted your agency to focus on equity? Probe for: a. Who was involved in the decision making to focus on equity?	X	X			X	X		
B3. How has [CHILD WELFARE AGENCY'S] approach to equity shifted over time, if at all?	X	X			X	X		
C. Data practices across child welfare services								
<i>To start, I'd like to hear about practices related to how your agency uses data to understand or address equity across five types of services: prevention of child abuse and neglect, child protection, family support services, foster care, and permanency.</i>								
C1. How does your agency use data to understand or address equity in the prevention of child abuse and neglect ? Probe for: a. Identifying and monitoring service needs b. Monitoring referral, availability, and access to services c. Monitoring the quality of prevention services d. Tracking outcomes for clients 1. Do you review this information across demographic factors and client characteristics? For example, SOGIE, race/ethnicity including data from American Indian and Alaska Native families and youth, disability, and geographic area? If so, what does this look like? If not, why not?	X	X		X	X	X		X
C2. How does your agency use data to understand or address equity in child protection services ? Probe for: a. Tracking reports (total number and unduplicated at the child level) of child abuse and neglect b. Making decisions during the screening process	X	X		X	X	X		X

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<ul style="list-style-type: none"> c. Making decisions during the investigation process d. Making decisions about differential response services and monitoring differential response services <ul style="list-style-type: none"> 1. Do you review this information across demographic factors and client characteristics? For example, SOGIE, race/ethnicity including data from American Indian and Alaska Native families and youth, disability, and geographic area. If so, what does this look like? If not, why not? 								
<p>C3. How does your agency use data to understand or address equity in family support services?</p> <p>Probe for:</p> <ul style="list-style-type: none"> a. Identifying and monitoring service needs b. Making decisions about removing a child and placing them in out of home care c. Monitoring referral, availability, and access to services d. Monitoring the quality of services e. Tracking outcomes for clients <ul style="list-style-type: none"> 1. Do you review this information across demographic factors and client characteristics? For example, SOGIE, race/ethnicity including data from American Indian and Alaska Native families and youth, disability, and geographic area. If so, what does this look like? If not, why not? 	X	X		X	X	X		X

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<p>C4. How does your agency use data to understand or address equity in foster care?</p> <p><i>Note for interviewer: Jurisdictions may use terms other than foster care, such as out-of-home care</i></p> <p>Probe for:</p> <ol style="list-style-type: none"> a. Identifying and monitoring service needs in foster care, including kinship care b. Monitoring referral, availability, and access to services in foster care (such as identifying LGBTQ+ prospective foster parents), including kinship care c. Monitoring the quality of services in foster care, including kinship care d. Tracking outcomes for children in foster care, including kinship care <ol style="list-style-type: none"> 1. Do you review this information across demographic factors and client characteristics? For example, SOGIE, race/ethnicity including data from American Indian and Alaska Native families and youth, disability, and geographic area. If so, what does this look like? If not, why not? 	X	X		X	X	X		X
<p>C5. How does your agency use data to understand or address equity across services that focus on permanency (including legal and relational)?</p> <p>Probe for:</p> <ol style="list-style-type: none"> a. Identifying and monitoring service needs related to reunification, adoption, guardianship, and aging out b. Making decisions about placements and permanency options, including reunification, adoption, guardianship, and aging out (such as identifying LGBTQ+ prospective adoptive parents) c. Monitoring referrals, availability, and access to services related to reunification, adoption, 	X	X		X	X	X		X

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guardianship, and aging out								
d. Tracking outcomes for children and youth related to reunification, adoption, guardianship, and aging out								
1. Do you review this information across demographic factors and family characteristics? For example, SOGIE, race/ethnicity including data from American Indian and Alaska Native families and youth, disability, and geographic area. If so, what does this look like? If not, why not?								

D. Data practice across the data life cycle

Now, I'd like for you to walk me through the data practices your agency uses to advance equity. These might include practices related to planning, data collection, data access, and data analysis including the use of algorithms or statistical tools; and practices related to reporting and disseminating analysis results. **Please note whether the practice varies across the child welfare service continuum.**

For direct service staff and supervisors:

- | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | X | X | X | X | X | X | X | X |
| D1. What, if any, data does your agency collect on [race/ethnicity, SOGIE, tribal membership, disability, religious affiliation, rurality, income, or other dimension of equity]? | | | | | | | | |
| e. Who is generally responsible for collecting and entering this data? What is your role regarding how this data is collected? | | | | | | | | |
| f. How is this data collected? | | | | | | | | |
| g. Whom do you collect this data from? | | | | | | | | |
| h. How do you learn about individuals' [race/ethnicity, SOGIE, tribal membership, disability, religious affiliation, rurality, income, or other dimension of equity]? For example, by asking individuals to self-report, or through staff observation? How often do you collect these data and are there data fields associated with these responses? Is this information updated after it's collected? If so, how often is it updated? | | | | | | | | |

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<ul style="list-style-type: none"> i. What tools, systems or strategies does your agency use to collect these data? For example, intake paperwork, linked database, survey, interviewing techniques j. Do you communicate to families and/or youth why are you asking for this information? k. Are you aware of any policies, procedures, or other expectations for how this data should be collected? If so, please describe them. <p><i>Probe:</i></p> <ul style="list-style-type: none"> 1. Do you follow these expectations on collecting this data? If so, how? If not, why? 2. Do you see any challenges or concerns to collecting this data? If so, what challenges or concerns? For example, time, lack of clarity on expectations, personal discomfort, etc. 3. How could these policies, procedures, or expectations be improved? <ul style="list-style-type: none"> l. Are you aware of ways in which this data is used to inform practice and/or policies? If so, please tell me about that. m. Is there additional data your agency collects explicitly differentiating American Indian race/ethnicity coding from tribal affiliation and Indian Child Welfare Act (ICWA) eligibility? If so, how is it collected? n. What information, if any, would you like to collect that your agency does not currently collect? o. Why would this information be helpful? p. Why is it not being collected? q. Is there additional data your agency collects that could be used to understand or address equity for 								

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[dimension of equity]? If so, how is it collected? <i>For child welfare and partner agency leaders and research and data staff:</i>								
D1. What data does your agency collect that could help understand and advance equity?								
Probe:								
r. How and why was the data practice(s) adopted?								
s. Who supported and informed the development of the data practice?								
t. What resources were necessary for implementing the data practice?								
u. How long did it take for the data practice to begin implementation?								
D2. How did your agency decide what data or information to collect and how to collect it to advance equity? <i>For example, identifying priorities and needs related to data, the goals of data collection, or the types of data that are collected.</i>	X			X	X			X
Probe:								
a. Who was involved?								
1. Do community members or other organizations, including partner agencies, participate in deciding what data to collect and how to collect it? If not, why not?								
If yes:								
a. What does that participation look like?								
b. Would you change anything about this process? If so, what, and why?								
D3. Are there specific [CHILD WELFARE AGENCY] policies or procedures that provide guidance on how staff should collect and handle data that could be used to advance equity? If so, please describe these policies or procedures.	X	X						

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<ul style="list-style-type: none"> a. How were these policies or procedures developed? How are staff included in the development of these policies? b. What entity establishes these policies or procedures? For example, are standards established by the child welfare agency or a larger governmental body like an umbrella agency or state-level agency? c. How long have these policies and procedures been in place? Have there been innovations or updates? d. How could these policies or procedures be improved to better promote equity? 								
D4. How would you describe the quality of the data related to [race/ethnicity, SOGIE, tribal membership, disability, religious affiliation, rurality, income, or other dimension of equity] that [CHILD WELFARE AGENCY] collects?	X			X	X			X
<ul style="list-style-type: none"> a. How do you assess the quality of this data? Does your agency perform case reviews to determine the quality of data being collect? b. What could help improve the quality of the data that is collected? 								
D5. How well does your agency's data system meet your needs as it relates to collecting and using data about [dimension(s) of equity] across the data lifecycle? Probe as needed for each relevant dimension of equity (race/ethnicity, SOGIE, tribal membership, disability, religious affiliation, rurality, income, or other dimension of equity) and data practice (data collection, access, analysis, reporting and dissemination)	X	X	X	X	X	X	X	X
<ul style="list-style-type: none"> a. What are its strengths? b. How could it be improved? c. Do you receive information about missing data and/or requests to improve the quality of the data? 								

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If so, what does this look like?								
<i>For research and data staff:</i>								
d. Are all fields related to race/ethnicity, SOGIE, tribal membership, disability, religious affiliation, geographic area, and income being filled out in the system?								
e. Are there error messages and hard stops in your system when these items are not entered?								
D6. Does your agency analyze data to understand inequities that may exist? If so, how?	X			X	X			X
a. What measures do you use to understand inequities that may exist?								
b. How are data disaggregated to help you understand inequities that may exist?								
D7. Does your agency use statistical tools or algorithms when analyzing data to understand inequities that may exist? If so, how?	X			X	X			X
a. Do you use predictive models? If so, how do you test these models for biases?								
b. For what purposes do you generate statistical analyses? For example, is it to identify inequities?								
c. What are the strengths of this approach to reviewing or analyzing data?								
d. What are some limitations of this approach?								
D8. Who is involved in analyzing data to understand inequities that may exist?	X	X	X	X	X	X	X	X
Probe:								
a. To what extent do supervisors or direct service staff review or analyze data? What does this look like?								
b. To what extent do families, including youth who have interacted with the child welfare system, review data? What does this look like?								

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c. To what extent do community members participate in reviewing data? What does this look like?								
D9. Who is involved in interpreting data to examine inequities that may exist?	X	X	X	X	X	X	X	X
Probe:								
a. To what extent do supervisors or direct service staff interpret data? What does this look like?								
b. To what extent do families, including youth who have interacted with the child welfare system, participate in this interpretation? What does this look like?								
c. To what extent do community members participate in interpreting data? What does this look like?								
<i>For partners/community organizations:</i>								
How involved are community members in reporting and disseminating data from equity-related analyses?								
<i>By "reporting," we mean providing the results of reviewing and analyzing data. By "disseminating," we mean sharing the results with others.</i>								
a. Are there any specific strategies you think are working well? If so, what are some examples?								
b. What could be improved?								
D10. Once data have been analyzed to assess inequities, how are the results used?	X			X	X			X
Probe:								
a. How, if at all, do results inform policies, procedures, practices, or decision making?								
D11. Have you identified inequities when analyzing data? If so, please walk me through what you found and how these findings were used.	X			X	X			X
D12. How are the results of equity-related analyses shared	X	X	X	X	X	X	X	X

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with others within the agency and outside the agency?

Probe:

- a. Who are results reported to?
 1. Are results shared with community members, including individuals who have direct experience with the child welfare system?
 2. How are reports disseminated throughout the agency? Are they reviewed with staff, so staff know the importance and implications of data collected?
- b. In what format are results shared?
- c. How frequently are results reported?
- d. How are results used?
- e. What do you think are the strengths of this process?
- f. What, if anything, would you change about this process?

For partner/community organization direct service staff:

What data, if any, related to [dimension(s) of equity] do you receive from [CHILD WELFARE AGENCY]? *Dimensions of equity include race/ethnicity, sexual orientation, gender identity and expression (SOGIE), tribal membership, disability, religious affiliation, rurality, and income.*

- a. How do they share that data with you?
- b. What does it look like when you receive it? Do you receive raw, individual-level data and/or aggregate data?
- c. For what purposes do they share that data with you?
- d. How often do you receive those data?
- e. What do you do with the data once you receive it?

Do you provide any data related to [dimension(s) of equity] to [CHILD WELFARE AGENCY]?

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<i>If yes:</i>								
a. What data do you share with them?								
b. Who do you share it with?								
c. How do you share the data with them? Do you share raw, individual-level data and/or aggregate data?								
d. For what purposes do you share this data with them?								
e. How often do you share the data with them?								
D13. How does your agency decide how the data you collect and analyze will be used to advance equity?	X			X	X			X
Probe:								
a. Who is involved in this process?								
1. Do community members or agency partners participate in this process? If not, why not?								
If yes, probe:								
a. What does that participation look like?								
b. Would you change anything about this process? If so, what, and why?								
D14. Please describe any activities your agency is undertaking to measure the impact of your data practices that aim to advance equity. When I say data practices, I'm referring to the planning, collection, access, analysis, reporting, and dissemination of data, and the use of statistical tools and algorithms.	X	X	X	X	X	X	X	X
a. Is there any evidence that these data practices are advancing equity? If so, what evidence?								
b. How does your agency know if a practice seems to promote or might have the potential to promote equity? What data are you collecting or reviewing to understand the impact? How does the data you collect to assess potential vary, if at all, by data practice?								

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D15. Are there data you would like to have access to that would facilitate your agency's efforts to advance equity that you currently cannot access? If so, please describe how those data would facilitate your agency's efforts to advance equity.	X	X	X		X	X	X	
a. What data practices are needed to hold child welfare agencies accountable for addressing equity?								
D16. Please describe any training or professional development you have completed related to data collection or data use for [dimension(s) of equity].		X	X	X		X	X	X
a. Was this a one-time opportunity or something that has been offered multiple times?								
b. To what extent have training or professional development activities addressed practices for collecting data on [dimension(s) of equity] to address equity?								
1. Have they addressed how to collect data about [race/ethnicity, sexual orientation, gender identity and expression (SOGIE), tribal membership, disability, religious affiliation, rurality, and income]?								
c. To what extent are other training or professional development activities needed relevant to data collection or data use to address equity?								
1. What training topics are needed?								
2. What are the barriers to implementing these training?								
<i>For managers or supervisors:</i>								
Do you provide specific supports to direct service staff on practices and strategies for collecting and using this data? If so, can you tell me more about that? If not, why is that?								

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E. Facilitators and challenges to using data to advance equity								
E1. What has helped your agency to implement data practices that aim to promote equity? <i>For example, factors related to policy, training, culture, capacity, workforce.</i>	X	X	X	X	X	X	X	X
<p>Probe for facilitators for: data planning, collection, analysis, interpretation, and reporting.</p> <p><i>For partners/community organizations:</i></p> <p>Probe based on the organization's relationship with the child welfare agency and how it is involved in advancing equity. Probe across data practices, child welfare services, and relevant dimensions of equity.</p>								
E2. What has made it challenging to implement data practices that aim to promote equity? <i>For example, lack of staff buy in, data collection burdens, policy constraints, bureaucratic issues, lack of training and capacity, organizational culture.</i>	X	X	X	X	X	X	X	X
<p>Probe for barriers related to: data planning, collection, analysis, interpretation, and reporting.</p> <p><i>For partners/community organizations:</i></p> <p>Probe based on the organization's relationship with the child welfare agency and how it is involved in advancing equity. Probe across data practices, child welfare services, and relevant dimensions of equity.</p>								
F. Opportunities at agency and system levels								
F1. Thinking about data practices in child welfare generally, what are some opportunities for improvement that you think could help advance equity?	X	X		X	X	X		X
<p>a. What does improvement look like at the [state/territory, tribal or local] level for [data practice across the service continuum as discussed above]?</p>								

Instrument 1: Interview topic guide

Topic	Leaders	Managers and supervisors	Direct service staff	Research and data staff	Partner leaders	Partner managers and supervisors	Partner direct service staff	Partner research and data staff
<p><i>For example, soliciting and incorporating ideas from community members about what information would help them understand inequities and help come up with ideas for tackling them, policies to make it easier to share data, procedures for using best practices when collecting data from families, workforce development and training.</i></p> <ol style="list-style-type: none"> 1. What are the barriers or challenges that might prevent such improvements from happening for [data practice across the service continuum as discussed above]? 2. What assets or resources are there in your community that could help make these improvements happen? <p><i>For partners/community organizations:</i></p> <p>F1a3. Would you change anything about how [CHILD WELFARE AGENCY] engages community members? If so, what?</p> <ol style="list-style-type: none"> b. What does improvement look like at a national level? For example, changes to federal policies, funding, collaboration/coordination across sectors, resources on best practices for data collection, data use, training, or other topics. <ol style="list-style-type: none"> 1. What are the barriers or challenges that might prevent such improvements from happening? 2. What are the assets or resources that could help make these improvements happen? 								

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G. Knowledge of equity approaches								
<i>So far, our conversation has focused specifically on data and equity. Before we wrap up, I would like to hear your thoughts on any strategies or approaches that could help advance equity in the child welfare system more broadly.</i>								
G1. Are there any approaches, models, or strategies to advance equity that your agency is not currently implementing, but would like to implement? If so, please describe and share why you would like to implement them.	X	X	X	X	X	X	X	X
a. Why are you not implementing these?								
G2. What about equity would you like to learn more about in the context of your work? For example, information about equity, specific data practices that can promote equity, etc.	X	X	X	X	X	X	X	X
H. Interview wrap-up								
H1. Those are all the questions I have for you. Is there anything else that you would like to share about [CHILD WELFARE AGENCY'S] data practices as they relate to equity?	X	X	X	X	X	X	X	X
<i>For partners/community organizations:</i>								
Are there any resources that you would like to share to elaborate on anything we discussed today?								