

**FORM A**

IRB # \_\_\_\_\_

**Certification for Exemption from IRB Review for Research Involving Human Subjects**

**A. PRINCIPAL INVESTIGATOR(s) and/or CO-PI(s):** (For student projects, list both the student and the advisor.)

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**B. DEPARTMENT/UNIT:**

College of Social Work - Children's Mental Health Services Research Center

**C. COMPLETE MAILING ADDRESS AND PHONE NUMBER OF PI(s) and CO-PI(s):**

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**D. TITLE OF PROJECT:**

Preliminary Examination of the Psychometric Properties of the Casey Foster Applicant Inventory—Family Foster Care Worker Version

**E. EXTERNAL FUNDING AGENCY AND ID NUMBER (if applicable):**

Casey Family Programs (Grant ID#: 606558)

**F. GRANT SUBMISSION DEADLINE (if applicable):**

Already funded as part of a larger project funded by Casey Family Programs (Grant ID#: 606558)

**G. STARTING DATE: (NO RESEARCH MAY BE INITIATED UNTIL CERTIFICATION IS GRANTED.)**

Upon approval from the University of Tennessee IRB, Casey Family Programs Human Subjects Review Board, and applicable participating agencies.

**H. ESTIMATED COMPLETION DATE (Include all aspects of research and final write-up.):**

June, 2002

**I. RESEARCH PROJECT:**

**1. Objective(s) of Project (Use additional page, if needed.):**

(a) The Casey Foster Applicant Inventory Worker version (CFAI-W) (see Appendix 1) is a new standardized scale completed by social workers and designed to assist social workers to identify foster family applicants' strengths and service needs. The purpose of this project is to collect preliminary data concerning the CFAI-W in order to refine it and to examine its psychometric properties. After sufficient testing and refinement the CFAI-W will be made available without charge for use by family foster care workers.

**2. Subjects (Use additional page, if needed.):**

(a) Approximately 100 family foster care workers will be recruited to participate in the proposed study. These family foster care workers will be recruited from foster care agencies that have agreed to participate. Agreement has been obtained from Casey Family Programs, a large private foster care organization located in 16 states (see letter of support on the last page of this document). Data collection from additional organizations will not begin at any agency until a written letter of agreement has been obtained from the organization and forwarded to the University of Tennessee Office of Research.

**3. Methods or Procedures (Use additional page, if needed.):**

(a) A brief description of the proposed research study will be distributed to family foster care workers in participating agencies (see Appendix 2). Participation of family foster care workers will be completely voluntary (see Appendix 3).

- (b) Family foster care workers who agree to participate will be asked to meet as a group with a member of the research team to complete the questionnaires. Group administration of the questionnaires will be used so a member of the research team will be available to explain the procedures and to answer any questions that arise in the completion of the questionnaires.
- (c) Each participating family foster care worker will be asked to complete three questionnaires:

1. A CFAI-W for the “best” foster family they have ever known (see Appendix 4). Information about the race of each parent in this home, whether or not this home provided care for a foster child related to the family by birth or marriage (i.e., whether or not the family was kinship foster family), whether or not this family was approved to foster, and whether or not a foster child was ever placed in this home (see Appendix 4). No information identifying these families will be collected.
2. A CFAI-W for the “worst” foster family they have ever known (see Appendix 4). Information about the race of each parent in this home, whether or not this home provided care for a foster child related to the family by birth or marriage (i.e., whether or not the family was kinship foster family), whether or not this family was approved to foster, and whether or not a foster child was ever placed in this home (see Appendix 4). No information identifying these families will be collected.

Data for the “best” and “worst” families will be compared to determine the extent to which CFAI-W items distinguish between these two groups. Foster parent race will be measured to examine whether race is related to CFAI-W scores, and kinship status will be measured to examine whether there are differences between these two important groups of family foster care providers (i.e., kinship and non-kinship foster families). Approval to foster and placement of a child will be measured to examine the extent to which the CFAI-W is related to these two important outcomes.

3. A background questionnaire that will be used to describe the sample of participating foster family workers and to examine whether characteristics of family foster care workers are related to CFAI-W scores (see Appendix 5).

There is minimal risk for participants. Their responses on the CFAI will likely not reveal sensitive information. Furthermore, family foster care workers who participate in the study are assured of confidentiality through several procedures. First, all questionnaires will be stored in a locked file cabinet in room 128, Henson Hall, the data will be stored on computer without any identifying information, and only research team members will have access to the data provided by individual participants. Second, each person involved in the research will sign a confidentiality statement (see Appendix 7). Third, family foster care agencies will not have access to data provided by individual family foster care workers, although they will receive research results based on aggregate data. Fourth, no publications or presentations of the data will include any information that could be used to identify the research participants.

- (d) Each agency director, or someone designated by the director, will be asked to complete a questionnaire concerning characteristics of the participating agency (see Appendix 6). This information will be used to describe the participating agencies and to examine whether agency-level variables are related to the CFI.

(e) Lunch will be purchased for participating workers.

4. **CATEGORY(S) FOR EXEMPT RESEARCH PER 45 CFR 46** (see reverse side for categories):

#2

**J. CERTIFICATION:** The research described herein is in compliance with 45 CFR 46.101(b) and presents subjects with no more than minimal risk as defined by applicable regulations.

Principal Investigator \_\_\_\_\_  
Name Signature Date

Principal Investigator \_\_\_\_\_  
Name Signature Date

Dept. Review Comm. Chair \_\_\_\_\_  
Name Signature Date

**APPROVED:**

Dept. Head \_\_\_\_\_  
Name Signature Date

Rev. 01/97

## Appendix 1

### Casey Foster Applicant Inventory - Worker Version

This questionnaire asks about qualities that might be needed to foster. You can use this as one way to get to know the applicant better. You also can use it to identify strengths, the need for services, and to improve communication between you and the applicant. It should NOT be used to approve or disapprove the applicant to foster. No foster parent will have all of these qualities, but most will have some. Use your best professional judgement to respond to each item. Consider information obtained from and about the foster parent, and your own observations and interaction with the person. Please answer each question carefully and honestly. Place a mark in the circle by your choice.

#### Sample of Response Format for Each Question

S/he can avoid putting down a foster child's birth parent(s).

Strongly Disagree

Disagree

Agree

Strongly Agree

#### **Fostering Readiness (RD)**

1. S/he is able to handle being a substitute parent.
2. S/he is unprepared to begin fostering. (R)
3. S/he doesn't have the information needed to begin fostering. (R)
4. S/he plans to foster for a long time.
5. S/he is worried about handling several demanding roles at one time. (R)
6. S/he is very committed to being a foster parent.

#### **Handling Loss (L)**

7. S/he can handle a child going home if they believe he or she will be well cared for.
8. S/he won't be able to handle it if a foster child they love has to leave their home. (R)
9. S/he won't be able to handle it if a child goes home and the family hasn't changed. (R)

#### **Agency Authority (AA)**

10. It's ok with her/him that the agency doesn't allow spanking.
11. S/he can live with it if the agency overrules one of their decisions.
12. S/he won't be able to foster well unless the agency includes them in planning a foster child's future. (R)
13. S/he can't handle being told by the foster care system how to be a parent. (R)
14. S/he will support the judge's decisions about a foster child's life, even if they don't agree.

#### **Parent-Worker/Agency Relationship**

15. S/he can't foster if their worker and the child's worker don't talk to each other about the foster child. (R)
16. S/he can't be a good foster parent if a worker is too busy to provide help when needed. (R)
17. S/he can't foster if not trusted by a worker. (R)
18. S/he will be able to adjust to frequent changes in workers.
19. S/he doesn't want to have too much contact with the worker. (R)
20. S/he will be able to work just fine with a worker of a different race or ethnic group than their own.
21. S/he can't foster if not respected by a worker. (R)
22. S/he can't foster if a worker doesn't return their phone calls within 2-3 days. (R)
23. S/he can't be a good foster parent if they are not satisfied with their worker. (R)
24. S/he will need a lot of agency support to foster well.

### **Birth Parents (BP)**

25. S/he knows how to work respectfully with birth parents of a different race than their own.
26. S/he can help a foster child continue a relationship with birth parent(s).
27. S/he won't let a foster child visit birth family if past visits haven't gone well. (R)
28. S/he won't put down a foster child's birth parent(s).
29. S/he can help a child handle feelings related to visits with birth parent(s).
30. S/he will let a foster child keep gifts and pictures from birth family.
31. S/he understands it can be confusing for a foster child to love both birth and foster family.
32. The way s/he feels about the birth parent(s) might get in the way of visits. (R)
33. S/he understands that it's very important for a foster child to stay in touch with birth family.
34. S/he understands that visits with birth family might be a good idea, even if a foster child is upset afterwards.
35. S/he is able to help a child who is trying to be loyal to foster and birth parent(s).
36. Her/his desire to adopt a foster child might interfere with visits with birth family. (R)
37. S/he would rather foster a child who doesn't have contact with birth parents. (R)

### **Organized Structure (OS)**

38. Her/his life is organized.
39. Her/his household has regular routines and times to do things during the week.

40. Everyone in their household has chores and responsibilities.
41. S/he believes that children need a regular bedtime.
42. S/he believes that children need regular mealtimes.
43. S/he will make household rules clear to foster children.

**Child Background (CB)**

44. S/he can provide emotional support to a child who has been sexually abused.
45. S/he can be a good foster parent to a young teen who is sexually active.
46. S/he can foster a child who lies about everything.
47. S/he can't foster a child who argues with everything they say. (R)
48. S/he can foster a child whose problems don't get better.
49. S/he can foster a child who is always sad and unhappy.
50. S/he can't foster a child who masturbates. (R)
51. It'll be hard for her/him to care for a child whose religious beliefs differ from their own. (R)
52. S/he can't foster a child who doesn't try at all in school. (R)
53. S/he can foster a child who is physically handicapped.
54. S/he can be a good foster parent to a child who is gay or lesbian.
55. S/he can foster a child who says mean and hurtful things to them.
56. S/he can't foster a child who has been physically abused. (R)
57. S/he can foster a child who has a really bad temper.
58. S/he can care respectfully for a child with a different ethnic, racial, or cultural background.
59. S/he can foster a child who is mean or cruel to a lot of people.
60. S/he can't foster a child who wets the bed every night. (R)
61. S/he can foster a young child who cries all the time.
62. S/he can't foster a child who has a really low IQ. (R)
63. S/he expects a foster child to share their values, especially after some time has passed. (R)
64. S/he can foster a child who uses bad language, such as dirty words for body parts and sex.
65. S/he can foster a child who has been neglected.
66. S/he can't foster a child who doesn't respect people's privacy. (R)

67. S/he can foster a child who has lots of bad habits.

68. S/he can foster a child who steals.

### **Child Focused (CF)**

69. S/he is willing to change in order to meet a foster child's needs.

70. The progress a child makes (even if it's slow) will keep her/him going as a foster parent.

71. When a foster child first comes to live with them, they will place the child's needs above most other family needs.

72. S/he is committed to keeping a foster child for as long as the child needs.

73. S/he will give up fostering if a foster child's problems don't get better. (R)

74. The foster family will change what's needed to care for a foster child.

### **Adequate Resources (RS)**

75. S/he has time to take foster children to counseling.

76. S/he has time to help a child with school work.

77. S/he has time and energy to work with the "The System" to get services for a foster child.

78. S/he has enough time to take a foster child to lots of doctor appointments, if needed.

79. S/he is worried they might not have enough energy to foster a child. (R)

80. S/he has enough flexibility in their life to deal with a foster child's needs.

81. S/he can afford some out-of-pocket expenses to care for a foster child.

### **Effective Discipline (ED)**

82. S/he believes that good behavior should be rewarded.

83. S/he will set rules and guidelines for a foster child.

84. S/he likes trying to figure out why children do things.

85. S/he knows that you can use rewards to help change almost any child's bad behavior.

86. S/he believes that almost all of foster children's behavior problems can be solved through strict discipline. (R)

87. S/he will consistently stick to limits set for children.

88. S/he might be mean to a foster child when stressed out. (R)

89. S/he believes that some children need to be spanked to get them to behave. (R)

### **Flexibility (FL)**

90. S/he needs things to go their way most of the time. (R)
91. S/he will be able to adjust if fostering isn't what they expect.
92. S/he can easily live with differences in other people.
93. S/he likes it when things are predictable.
94. S/he can change their schedule on short notice.
95. S/he can handle the extra stresses of fostering.

**Social Support (SS)**

96. S/he has friends who can help when they are having trouble parenting.
97. S/he doesn't have anyone to talk to about parenting worries. (R)
98. S/he has family or friends to care for a foster child(ren) if they (the parent) is sick.
99. S/he plans to get advice from other foster parents.
100. Her/his neighbors will accept a foster child living in their home.
101. Her/his relatives are concerned about the applicant fostering. (R)

**Good People Skills (PS)**

102. S/he is worried about being able to work well with a foster child's teachers. (R)
103. Others believe s/he is good with people.
104. S/he is used to dealing with lots of people to solve problems.
105. S/he will be good at getting services a foster child might need.
106. S/he is impatient. (R)
107. S/he is respectful to people with whom s/he is upset.
108. S/he doesn't overreact to problems.
109. S/he is easy to talk to.
110. S/he is able to work with the state medical care system.

**Promoting Development (PD)**

111. S/he enjoys reading.
112. S/he thinks it's good for children to speak their minds.
113. S/he can teach foster children to get along with adults.
114. S/he will help a foster child feel good about themselves.

115. S/he will support foster children's friendships.
116. S/he believes that foster children should be encouraged to continue schooling after high school.
117. S/he is willing to go to cultural activities with a foster child of a different racial or ethnic background.
118. S/he will encourage a foster child to do after-school activities.
119. S/he likes teaching children how to do new things.
120. S/he will work hard to help a foster child do the best they can in school.
121. S/he is not comfortable talking about sex with children. (R)
122. S/he wants children to be independent.
123. S/he believes that most foster children will adjust to a new home within a month or so. (R)
124. S/he doesn't know a lot about the age when children begin to do certain things like use a toilet alone and do their homework by themselves.
125. S/he is able to teach foster children to get along with other children.
126. S/he can promote a child's spirituality.
127. S/he believes that raising a foster child is pretty much the same as raising a birth child. (R)
128. S/he is ready to care for a foster child who might not be as smart as the rest of their family.
129. S/he will teach foster children to live on their own when they grow up.

### **Separation/Attachment (SA)**

130. She will help a child get ready for living with another foster family, if need be.
131. S/he will ease a child's fears about going back home to live with birth parents.
132. S/he thinks it's important for a child to keep a journal or memory book.
133. S/he is able to help a foster child prepare for where they're going to live next.
134. S/he is able to think of a couple of things to do to help a foster child feel comfortable when they first come to the foster home.

### **Training (TR)**

135. S/he doesn't think they need to go through any more agency training. (R)
136. S/he is willing to ask for help when needed.
137. S/he will ask for advice about fostering a child of a different social class.
138. S/he plans to attend classes on how to care for children with special problems or needs.
139. S/he will ask for advice about fostering a child of a different race or ethnicity.

### **Handling Ambiguity (AM)**

- 140. S/he is good at solving problems, even when they don't know the cause.
- 141. S/he will need to know several weeks in advance when a child will be removed from their care. (R)
- 142. S/he is able to parent effectively without much information about the child's previous life.
- 143. Her/his strong attachment to a foster child might make it hard to foster well. (R)
- 144. S/he will foster a child long-term if adoption is not possible.

### **Warmth (WM)**

- 145. S/he will have a hard time caring for a child who does not appreciate their care. (R)
- 146. S/he will be very involved in raising a foster child.
- 147. S/he is able to give affection to a child who might return to birth parent(s).
- 148. S/he is able to foster a child who rejects me.
- 149. S/he have a hard time showing affection. (R)
- 150. S/he is able to foster a child who isn't attached to the foster parent.
- 151. There is a lot of love in their house.
- 152. S/he is able to foster a child who isn't affectionate with the foster parent.

### **Other**

- 153. S/he won't be able to handle being blamed for a foster child's problems. (R)
- 154. S/he won't be able to handle it if a foster child accuses the foster parent of sexual abuse. (R)
- 155. S/he believes their life won't be complete without raising a child. (R)

**Please answer this set of questions if the applicant currently is married or living with an adult in a committed, intimate relationship.**

### **Coparenting (CP)**

- 156. They strongly support one another's fostering efforts.
- 157. They have similar beliefs about how to parent foster children.
- 158. They have differing views on how to discipline young children. (R)
- 159. They are used to talking things over every day.
- 160. Their marriage has been stormy because of the different ways they were raised. (R)
- 161. They are willing to spend less time together as a couple. (CF)

- 162. They share household responsibilities.
- 163. They agree on how to discipline teenagers.
- 164. They are used to solving problems together.
- 165. They have a strong marriage.
- 166. They will back each other up in parenting.

**Please answer this set of questions if the applicant has birth or adopted children.**

- 167. Her/his children want to have a foster brother or sister. (RD)
- 168. Her/his children are able to deal with a foster child with serious problems. (CB)
- 169. Her/his children are able to handle foster children coming and going. (AM)
- 170. S/he can foster a child who fights with their children. (CB)
- 171. S/he plans their daily life around the children's needs and activities. (CF)
- 172. S/he spans their children. (R) (ED)
- 173. S/he will treat their birth/adopted children and foster children as equals. (AM)
- 174. Her/his children are worried about getting enough attention when foster children move in. (R)
- 175. S/he won't be able to foster a child who is inappropriate sexually with other children in their home. (R)

**Please answer this set of questions if the applicant is planning to provide kin care.**

**Kin Care**

- 176. S/he can be a foster parent to this child, as well as be a relative.
- 177. S/he can protect this child from birth parents, if needed.
- 178. S/he would keep information from the agency to protect the birth parent(s). (R)
- 179. S/he is ashamed of their family member who might be an unfit parent. (R)
- 180. S/he is worried about being sued by the birth parent(s) (R)
- 181. S/he believes there is too much conflict with the birth parent for the placement to work. (R)
- 182. S/he might pressure the child to take back any statements of abuse about a birth parent. (R)

**Additional Items to Consider**

- 183. S/he handles loss appropriately.
- 184. S/he might get too attached to a foster child. (R)

185. Her/his children are good at handling loss.
186. S/he will be an active team member in permanency planning.
187. S/he will support reunification with birth parents, if applicable.
188. S/he will be comfortable setting rules and guidelines for a child.
189. They seem to have a hard time fitting new people into their family (R).
190. S/he is motivated by what is best for the foster child.
191. Their marriage seems troubled. (R)
192. S/he has a lot of energy.
193. S/he can provide discipline in a respectful way.
194. S/he is consistent with children.
195. S/he can focus discipline on behaviors causing the most difficulty for the child and others.
196. S/he seems somewhat rigid when coping with stress. (R)
197. S/he will work to avoid placement disruption.
198. S/he will look forward to adopting new traditions a child might bring to the family.
199. S/he doesn't have too many difficulties in their family.
200. S/he will get the support needed to handle problems that might come up with a foster child.
201. S/he might be unwilling to accept training, agency support, or agency advice. (R)
202. S/he can deal with uncertainty about when a foster child might be removed from the family's care.
203. S/he can care for a foster child who acts unappreciative.
204. S/he is more likely to adhere to the birth parent(s) wishes than to the agency's plan. (R)
205. S/he lacks objectivity towards the birth parent(s). (R)
206. S/he might allow the birth parent(s) unapproved access to the foster child. (R)
207. S/he might allow birth parent(s) to endanger the welfare of the foster child. (R)

## Appendix 2

Date: []  
From: [Agency Director]  
Re: Inventory to assess foster family applicants

I am inviting you to participate in a study of a new measure. The name of this measure is the Casey Foster Applicant Inventory (CFAI). The CFAI is designed to assist social workers in the identification of foster family applicants' strengths and service needs. The purpose of this study is to test this measure.

We need workers who have been involved with foster family applicants to participate in a preliminary test of the CFAI. If you have experience with foster family applicants would you be willing to complete the measure for two foster families and complete a brief questionnaire about your background (e.g., education and experience)? This will take approximately 1 ½ hours, and it will be done in a group of other participating family foster care workers from your agency.

This project has been approved by the Institutional Review Board at the University of Tennessee and by [insert agency name]. Your participation in this project is completely voluntary and you may quit participating any time without negative effects. If you agree to participate, the information you provide will be kept completely confidential.

This study is being conducted by the University of Tennessee Children's Mental Health Services Research Center in partnership with Casey Family Programs. If you have questions at any time about this study, you may contact Cheryl Buehler, (865) 974-6271, [cbuehler@utk.edu](mailto:cbuehler@utk.edu) or John Orme, (865) 974-7503, [jorme@utk.edu](mailto:jorme@utk.edu).

If you are willing to participate in this project, please let me know as soon as possible and I will schedule a time during which participating workers can meet with the researchers conducting this study and you can complete the questionnaires. If you have any questions concerning this study you also can contact Dr. Cheryl Buehler or Dr. John Orme.

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### Appendix 3

#### INFORMED CONSENT STATEMENT Family Foster Care Workers

We are inviting you to participate in a study of a new measure. The name of this measure is the Casey Foster Applicant Inventory (CFAI). The CFAI is designed to assist social workers in the identification of foster family applicants' strengths and service needs. The purpose of this study is to test this measure.

If you agree to participate, you will be asked to complete a CFAI for two foster families. Also, you will be asked to complete a brief questionnaire about your background. This will take approximately 1 ½ hours, and it will be done in a group of other participating family foster care workers from your agency.

If you agree to participate, the information you provide will be kept completely confidential. Completed questionnaires will be stored in a locked file cabinet in the investigator's office, the data will be stored on computer without your name or other identifying information, and only research team members will have access to the data provided by individual participants. Each member of the research team will sign a confidentiality statement. Agencies will receive research results based on aggregate data, but not for individuals. No publications or presentations of the data will include any information that could be used to identify individuals.

There are no anticipated risks to you from participating in this study. The only benefit is the opportunity to participate in the development of a measure to assess foster family applicants, which we hope can be used in the future to improve the quality of services provided to foster parents and children. After it is tested and refined, the CFAI will be made available without charge for use by family foster care workers.

This study is being conducted by the University of Tennessee Children's Mental Health Services Research Center in partnership with Casey Family Programs. If you have questions at any time about this study, you may contact Cheryl Buehler, (865) 974-6271, [cbuehler@utk.edu](mailto:cbuehler@utk.edu), or John Orme, (865) 974-7503, [jorme@utk.edu](mailto:jorme@utk.edu). If you have any questions about your rights as a research participant, contact the Office of Research, University of Tennessee, (865) 974-3466.

Your participation in this study is completely voluntary; you may decline to participate without penalty of any kind, or refuse to answer any of the questions. If you decide to participate, you can quit at any time without penalty or negative effects.

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#### CONSENT

I have read the above information. I have received a copy of this form. I agree to participate in this study.

Participant's signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix 4

### Best Foster Family

Visualize the **BEST** foster family you know of for the kinds of children your agency has in care. The family may be a one- or two-parent family. Then, think back to when this family applied to foster. Answer the below questions concerning this family. Then, complete the CFAI-W as though you were completing this questionnaire for this family at the time they applied to foster. Please check only one category for each question.

1. What is the foster mother's primary ethnicity:  
 African American  
 Asian  
 Caucasian  
 Hispanic/Latino  
 Native American  
 Middle Eastern  
 Polynesian/Pacific Islander  
 Other (specify) \_\_\_\_\_  
 Not applicable, no foster mother
2. What is the foster father's primary ethnicity:  
 African American  
 Asian  
 Caucasian  
 Hispanic/Latino  
 Native American  
 Middle Eastern  
 Polynesian/Pacific Islander  
 Other (specify) \_\_\_\_\_  
 Not applicable, no foster father
3. This family provided kinship care.  
 No  
 Yes
4. This family was approved, licensed, or certified to foster.  
 No  
 Yes
5. This family had one or more children placed in their home (check one).  
 No  
 Yes

## Worst Foster Family

Visualize the **WORST** foster family you know of for the kinds of children your agency has in care. The family may be a one- or two-parent family. Then, think back to when this family applied to foster. Answer the below questions concerning this family. Then, complete the CFAI-W as though you were completing this questionnaire for this family at the time they applied to foster. Please check only one category for each question.

1. What is the foster mother's primary ethnicity:  
 African American  
 Asian  
 Caucasian  
 Hispanic/Latino  
 Native American  
 Middle Eastern  
 Polynesian/Pacific Islander  
 Other (specify) \_\_\_\_\_  
 Not applicable, no foster mother
2. What is the foster father's primary ethnicity:  
 African American  
 Asian  
 Caucasian  
 Hispanic/Latino  
 Native American  
 Middle Eastern  
 Polynesian/Pacific Islander  
 Other (specify) \_\_\_\_\_  
 Not applicable, no foster father
3. This family provided kinship care.  
 No  
 Yes
4. This family was approved, licensed, or certified to foster.  
 No  
 Yes
5. This family had one or more children placed in their home.  
 No  
 Yes

## Appendix 5

### Worker Background Information

1. Today's Date: \_\_\_ / \_\_\_ / \_\_\_  
Month Day Year
2. Name (please print):  
\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Last First MI
3. Agency zipcode: \_\_\_\_\_
4. What is your primary ethnicity (check one):  
 African American  
 Asian  
 Caucasian  
 Hispanic/Latino  
 Native American  
 Middle Eastern  
 Polynesian/Pacific Islander  
 Other (specify) \_\_\_\_\_
5. What is your highest education (check one)?  
 High school or equivalent  
 Bachelors in social work  
 Bachelors in psychology/sociology  
 Bachelors in another field  
 Masters in social work  
 Masters in psychology/sociology  
 Other masters degree  
 Doctoral degree in social work  
 Other doctoral degree  
 Other (specify) \_\_\_\_\_
6. \_\_\_\_\_How many years of child welfare experience do you have?
7. \_\_\_\_\_How many years of foster care experience do you have?
8. Do you take part in conducting pre-service training with foster parent applicants (check one)?  
 No  
 Yes
9. Does your primary job responsibility involve working with (check one):  
 Foster families (exclusively)  
 Foster children (exclusively)  
 Foster families and foster children

## Appendix 6

### Agency Background Information

1. What is your job title? \_\_\_\_\_
2. What is the state in which your agency is located? \_\_\_\_\_
3. What is the city in which your agency is located? \_\_\_\_\_
4. What is the zipcode for your agency? \_\_\_\_\_
5. Is your agency a public or private agency? (check one)  
 Public  
 Private
6. \_\_\_\_\_ How many approved, licensed, or certified non-kinship foster families does your agency have?
7. \_\_\_\_\_ How many approved, licensed, or certified kinship foster families does your agency have?
8. \_\_\_\_\_ How many kinship foster families does your agency have who are not approved, licensed, or certified?
9. \_\_\_\_\_ How many children does your agency have placed in non-kinship foster families?
10. \_\_\_\_\_ How many children does your agency have placed in kinship foster families?
11. What type of training is required of foster parent applicants (e.g., *MAPP*, *PRIDE*)  
\_\_\_\_\_  
\_\_\_\_\_
12. \_\_\_\_\_ How many hours of training are required of non-kinship family foster parent applicants?
13. \_\_\_\_\_ How many hours of training are required of kinship family foster parent applicants?
14. \_\_\_\_\_ What is the typical number of home visits prior to approval decision?
15. What are the job titles and a brief job description for those who work with foster families and/or children?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
16. How many workers in your agency work with the following:  
 Foster families (exclusively)  
 Foster children (exclusively)  
 Foster families and foster children
17. What is the average and range of board rate for the following:  
Kinship foster families: Average \_\_\_\_\_ Range \_\_\_\_\_  
Non-kinship foster families: Average \_\_\_\_\_ Range \_\_\_\_\_  
Therapeutic foster families: Average \_\_\_\_\_ Range \_\_\_\_\_

## Appendix 7

### **CONFIDENTIALITY PLEDGE Family Foster Care Workers**

Principal Investigators: Cheryl Buehler, Ph.D. & John G. Orme, Ph.D.

I, \_\_\_\_\_, understand that any and all information that I obtain about participants in connection with this research project is to remain completely confidential.

Confidentiality is to be specifically ensured in three ways:

- Original questionnaires will not be taken from Henson Hall at any time.
- Original questionnaires will be read only in specifically designated areas of Henson Hall and will not be removed from these areas at any time.
- Research team members will not discuss any information about research participants with anyone other than the Principal Investigators or other members of the research team, nor discuss such information in public or in the presence of anyone outside of the project.
- No data will be analyzed without the express permission of the Principal Investigators, and in such cases the data will be analyzed using only a specially constructed data set that contains no names of research participants.

I have received a copy of this confidentiality pledge and agree to all terms.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)