

FORM B

IRB # _____

Date Received in OR _____

Application for Review of Research Involving Human Subjects

I. IDENTIFICATION OF PROJECT

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2. Project Classification:

Research project

3. Title of Project:

Examination of the Psychometric Properties of the Casey Foster Applicant Inventory

4. Starting Date:

Upon IRB approval, approval by Casey Family Programs Human Subjects Review Board, and applicable participating agencies.

5. Estimated Completion Date:

June, 2003

6. External Funding:

Casey Family Programs (Grant ID#: 606558)

II. PROJECT OBJECTIVES:

The Casey Foster Applicant Inventory (CFAI) is a new standardized scale designed to assist family foster care workers and potential foster parents in identifying foster family applicants' strengths and service needs. The purpose of this project is to collect data concerning the worker and applicant versions of the CFAI (CFAI-W and CFAI-A; Appendix 1) in order to refine them and to examine their psychometric properties (e.g., reliability and validity). After sufficient testing and refinement, the CFAI will be made available without charge for use by family foster care workers and applicants.

III. DESCRIPTION AND SOURCE OF RESEARCH PARTICIPANTS

Approximately 1000 family foster care applicants and their workers will be recruited to participate in the proposed study. Applicants and workers will be recruited from foster care agencies across the country that have agreed to participate. Agreement has been obtained from Casey Family Programs, a large private foster care organization located in 14 states and Washington, DC (see letter of support on the last page of this document). Data collection will not begin at any additional agency until a written letter of agreement has been obtained from the agency director and forwarded to the University of Tennessee Office of Research. Additional consent by state Human Subjects Review Boards will be obtained when public agencies participate (private agencies have independent review boards that will review materials).

IV. METHODS AND PROCEDURES

Agencies will be recruited through announcements in professional literature, conference presentations, and personal contacts (see second form in Appendix 2 for a flyer). A brief description of the proposed research study will be distributed to family foster care workers in participating agencies (see first form in Appendix 2). Participation of family foster care workers and applicants will be completely voluntary (see the attached consent forms in Appendix 3).

Each applicant who agrees to participate will complete two questionnaires. (After approval is obtained from the UT IRB, all questionnaires will be formatted in a computer scannable booklet.) One is the CFAI-A and the other contains a series of background questions relevant to describing the sample and testing the psychometric properties of the CFAI (see

the fourth questionnaire in Appendix 1). The family foster care worker assigned to a particular foster family applicant also will be asked to complete a CFAI-W for the applicant, along with questions about the worker's perceptions of the applicant used to test the psychometric properties of the CFAI (see the third questionnaire in Appendix 1). Workers also will be asked to complete a six-item background questionnaire that does not contain any identifying information for those applicants who choose not to participate in the study (last questionnaire in Appendix 1). This information will be used to assess sample selection bias. Completion time is about one hour for applicants, and 45 minutes for workers per applicant (about 1 hour in two-parent applicant families). Workers will mail all completed questionnaires to the principal investigators in stamped self-addressed envelopes provided by the researchers. A common identification number will be assigned to each worker-applicant dyad so that it will be possible to compare the responses of workers and applicants to the CFAI.

Each participating applicant will receive a \$10 gift certificate to a local store. (In two-parent families both applicants will receive a \$10 gift certificate.)

V. SPECIFIC RISKS AND PROTECTION MEASURES

There is minimal risk for participants. Participating applicants will be asked to place their completed questionnaires in an envelope provided to them, seal the envelope, and sign their name across the flap of the envelope. They then will be asked to give this envelope to their family foster care worker who will return his or her completed questionnaires along with the applicant's completed questionnaires. Workers will be asked not to open the applicants' signed and sealed envelopes, and will be asked to return applicants' signed and sealed envelopes unopened. However, even if workers look at applicants' materials it is very unlikely that any information would be revealed that was not already obtained via other methods during the approval process. The reason for this is that CFAI items were derived from the Child Welfare League of America's (CWLA's) Standards of Excellence for Family Foster Care Services and the 2000 CWLA's Standards of Excellence for Kinship Care Services; relevant foster care literature, including widely used foster family training curricula; previous studies of foster family applicants; existing related measures; and interviews with foster parents and workers as well as family foster care researchers. In essence, the CFAI is a codification of content routinely assessed during the process of approving families to foster. Finally, the CFAI will not be used to approve or disapprove a family to provide foster care; it was not designed for this, and this point will be emphasized in explaining the research to family foster care workers.

Family foster care applicants and workers also will be assured of confidentiality through additional procedures. 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. Each person involved in the research will sign a confidentiality statement (Appendix 4). Agencies will not have access to data provided by individual applicants and workers, although they will receive research results based on aggregate data. No publications or presentations of the data will include any information that could be used to identify the research participants.

Finally, applicants might feel pressure to participate because workers will be inviting them to join the study. Although this perception is not completely preventable (because it is a perception that might be influenced by factors other than the worker's behavior), workers will be trained to communicate clearly to applicants the voluntary nature of participation and emphasize that they may decline participation without any negative consequences, particularly negative judgements regarding perceived cooperativeness. This point will be

reinforced on the consent form provided to foster family applicants (Appendix 3, last paragraph of the consent form for family foster care applicants).

VI. BENEFITS

There are several benefits to participating in this project. Applicants will have the opportunity to complete an interesting and potentially illuminating fostering inventory. They also will receive a small gift certificate. Workers and applicants will have the opportunity to participate in the development of an assessment inventory that has the potential of being used nationally by family foster care workers as a standard part of the foster family application process. Workers and applicants can use the information on the completed CFAI to structure some of the discussions during the home visits that are conducted as part of the application process. Ultimately, this inventory will be available to family foster care workers and applicants at no cost. During a previous phase of this project, workers and foster parents reviewed the CFAI for its practice utility and judged it to be very helpful.

VII. METHODS FOR OBTAINING “INFORMED CONSENT” FROM PARTICIPANTS

When an agency agrees to participate, the principal investigators will have a conference call with workers to introduce and describe the project. Prior to the conference call each worker will be given an informed consent form, and after reviewing it, will return it signed if they are interested in participating. They will receive a copy of the consent form for their records. During the course of the study, workers will describe the study to their foster family applicants and ask if they would like to participate in the study. If the applicant is interested in participating, s/he will sign an informed consent form and will be asked to return it with their completed CFAI-A. Each applicant will receive a copy of the consent form for his or her records. Workers will return the completed questionnaires to the researchers.

VIII. QUALIFICATIONS OF THE INVESTIGATOR(S) TO CONDUCT THE RESEARCH

Dr. Buehler has conducted research that involves human subjects for 20 years, as has Dr. Orme. Each has done both basic and field-based research. Each have conducted research with family foster care applicants since 1995. Each recently was certified in human subjects' education after completing the NIH web course. Mr. Cuddeback is a doctoral student in social work and has participated in the early stages of this project. He has an M.S.W. and an M.P.H., and he has several years of social work practice experience with foster families. Mr. Cuddeback also was recently certified in human subjects' education after completing the NIH web course. Dr. Le Prohn has conducted research that involves human subjects for over 15 years. Her primary focus has been in field-based research with foster parents and youth. Dr. Pecora has conducted research that involves human subjects for 20 years. His research has focused on all aspects of the child welfare system.

IX. FACILITIES AND EQUIPMENT TO BE USED IN THE RESEARCH

Completion of the CFAI by applicants and workers will take place in private at a location of each of their choosing. Data will be stored in room 128 of Henson Hall. Data analysis of the computer files that do not have identifying information on participants will be done at locations convenient to the investigators (i.e., computers located in their office or homes).

X. RESPONSIBILITY OF THE PRINCIPAL/CO-PRINCIPAL INVESTIGATORS

By compliance with the policies established by the Institutional Review Board of The University of Tennessee the principal investigators subscribe to the principles stated in “The Belmont Report” and standards of professional ethics in

all research, development, and related activities involving human subjects under the auspices of The University of Tennessee. The principal investigators further agree that:

1. Approval will be obtained from the Institutional Review Board prior to instituting any change in this research project.
2. Development of any unexpected risks will be immediately reported to the Research Compliances Services Section.
3. An annual review and progress report (Form R) will be completed and submitted when requested by the Institutional Review Board.
4. Signed informed consent documents will be kept for the duration of the project and for at least three years thereafter at a location approved by the Institutional Review Board.

XI. SIGNATURES

Principal Investigator _____

Signature _____ Date _____

Principal Investigator _____

Signature _____ Date _____

Co-Principal Investigator _____

Signature _____ Date _____

Co-Principal Investigator _____

Signature _____ Date _____

Co-Principal Investigator _____

Signature _____ Date _____

XII. DEPARTMENTAL REVIEW AND APPROVAL

The application described above has been reviewed by the IRB departmental review committee and has been approved. The DRC further recommends that this application be reviewed as:

Expedited Review – Category (ies): _____

OR

Full IRB Review

Chair,
DRC _____

Signature _____ Date _____

Department Head _____

Signature _____ Date _____

Protocol sent to Research Compliances Services Section for final approval on ____

Approved:
Research Compliance Services Section
Office of Research
404 Andy Holt Tower

Signature _____ Date _____

Appendix 1

Casey Foster Applicant Inventory - Applicant Version

This questionnaire asks about qualities that might be needed to foster. We are using this as one way to get to know you better. It will be used to identify your strengths, your need for services, and to improve communication between you and your worker. It will NOT be used to approve or disapprove you to foster. No foster parent will have all of these qualities, but most will have some. Please answer each question carefully and honestly. Place a mark in the circle by your choice.

5.9 (Readability grade level of document)

Sample of Response Format for Each Question

I can avoid putting down my foster child's birth parent(s).

Strongly Disagree

Disagree

Agree

Strongly Agree

Fostering Readiness (RD)

1. I'm able to handle being a substitute parent.
2. I'm not prepared to begin fostering. (Reverse)
3. I don't have the information I need to begin fostering. (Reverse)
4. I plan to foster for a long time.
5. I'm worried about handling several demanding roles at one time. (Reverse)
6. I'm very committed to being a foster parent.

Handling Loss (L)

7. I can handle a child going home if I believe they will be well cared for.
8. I won't be able to handle it if a foster child I love has to leave my home. (Reverse)
9. I won't be able to handle it if a child goes home and the family hasn't changed. (Reverse)

Agency Authority (AA)

10. It's ok with me that the agency doesn't allow spanking.
11. I can live with it if the agency overrules one of my decisions.
12. I won't be able to foster well unless the agency includes me in planning a foster child's future. (Reverse)
13. I can't handle the foster care system telling me how to be a parent. (Reverse)

14. I'll support the judge's decisions about a foster child's life, even if I don't agree.

Parent-Worker/Agency Relationship

15. I can't foster if my worker and the child's worker don't talk to each other about my foster child. (Reverse)
16. I can't be a good foster parent if a worker is too busy to help me. (Reverse)
17. I can't foster if a worker doesn't trust me. (Reverse)
18. I'll be able to adjust to frequent changes in workers.
19. I don't want to have too much contact with the worker. (Reverse)
20. I can work just fine with a worker of a different race or ethnic group than mine.
21. I can't foster if a worker doesn't respect me. (Reverse)
22. I can't foster if a worker doesn't return my phone calls within 2-3 days. (Reverse)
23. I can't be a good foster parent if I'm not satisfied with my worker. (Reverse)
24. I'll need a lot of agency support to foster well.

Birth Parents (BP)

25. I know how to work respectfully with birth parents of a different race than mine.
26. I can help my foster child continue a relationship with birth parent(s).
27. I won't let a foster child visit birth family if past visits haven't gone well. (Reverse)
28. I won't put down my foster child's birth parent(s).
29. I can help a child handle feelings related to visits with birth parent(s).
30. I'll let a foster child keep gifts and pictures from birth family.
31. It can be confusing for a foster child to love both birth family and me.
32. The way I feel about the birth parent(s) might get in the way of visits with birth family. (Reverse)
33. It's very important for a foster child to stay in touch with birth family.
34. Visits with birth family might be a good idea, even if my foster child is upset afterwards.
35. I'm able to help a child who is trying to be loyal to both me and birth parent(s).
36. My desire to adopt a foster child might interfere with visits with birth family. (Reverse)

37. I'd rather foster a child who doesn't have contact with birth parents. (Reverse)

Organized Structure (OS)

38. My life is organized.

39. My household has regular routines and times to do things during the week.

40. Everyone in my household has chores and responsibilities.

41. Children need a regular bedtime.

42. Children need regular mealtimes.

43. I'll make our household rules clear to foster children.

Child Background (CB)

44. I can provide emotional support to a child who has been sexually abused.

45. I can be a good foster parent to a young teen who is sexually active.

46. I can foster a child who lies about everything.

47. I can't foster a child who argues with everything I say. (Reverse)

48. I can foster a child whose problems don't get better.

49. I can foster a child who is always sad and unhappy.

50. I can't foster a child who masturbates. (Reverse)

51. It'll be hard to care for a child whose religious beliefs differ from mine. (Reverse)

52. I can't foster a child who doesn't try at all in school. (Reverse)

53. I can foster a child who is physically handicapped.

54. I can be a good foster parent to a child who is gay or lesbian.

55. I can foster a child who says mean and hurtful things to me.

56. I can't foster a child who has been physically abused. (Reverse)

57. I can foster a child who has a really bad temper.

58. I can be respectful toward a child with a different ethnic, racial, or cultural background.

59. I can foster a child who is mean or cruel to a lot of people.

60. I can't foster a child who wets the bed every night. (Reverse)

61. I can foster a young child who cries all the time.
62. I can't foster a child who has a really low IQ. (Reverse)
63. I expect a foster child to share my values, especially after some time has passed. (Reverse)
64. I can foster a child who uses bad language, such as dirty words for body parts and sex.
65. I can foster a child who has been neglected.
66. I can't foster a child who doesn't respect people's privacy. (Reverse)
67. I can foster a child who has lots of bad habits.
68. I can foster a child who steals.

Child Focused (CF)

69. I'm 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 me going as a foster parent.
71. When a foster child first comes to live with us, I'm willing to place his or her needs above most other family needs.
72. I'm committed to keeping a foster child in my home for as long as the child needs.
73. I'll give up fostering if my foster child's problems don't get better. (Reverse)
74. My family will change what's needed to care for a foster child.

Adequate Resources (RS)

75. I have time to take foster children to counseling.
76. I have time to help a child with school work.
77. I have time and energy to work with the "The System" to get services for my foster child.
78. I have enough time to take a foster child to lots of doctor appointments, if needed.
79. I'm worried I might not have enough energy to foster a child. (Reverse)
80. I have enough flexibility in my life to deal with a foster child's needs.
81. I can afford some out-of-pocket expenses to care for a foster child.

Effective Discipline (ED)

82. Good behavior should be rewarded.

83. I'll set rules and guidelines for my foster child.
84. Threatening a foster child with having to leave my home might be the only way to get them to obey. (Reverse)
85. I like trying to figure out why children do things.
86. You can use rewards to help change almost any child's bad behavior.
87. Almost all of foster children's behavior problems can be solved through strict discipline. (Reverse)
88. I'll consistently stick to limits set for children.
89. I might be mean to a foster child when I'm stressed out. (Reverse)
90. Some children need to be spanked to get them to behave. (Reverse)

Flexibility (FL)

91. I need things to go my way most of the time. (Reverse)
92. I can adjust if fostering isn't what I expect.
93. I can easily live with differences in other people.
94. I don't like to change my plans once I've started to do something. (Reverse)
95. I like it when things are predictable.
96. I can change my schedule on short notice.
97. I can handle the extra stresses of fostering.

Social Support (SS)

98. I have friends who can help me when I'm having trouble parenting.
99. I don't have anyone to talk to about parenting worries. (Reverse)
100. I have family or friends to care for my foster child(ren) if I'm sick.
101. I plan to get advice from other foster parents.
102. My neighbors will accept a foster child in my home.
103. My relatives are concerned about me fostering. (Reverse)

Good People Skills (PS)

104. I'm worried about being able to work well with a foster child's teachers. (Reverse)
105. Others believe I'm good with people.

- 106. I'm used to dealing with lots of people to solve problems.
- 107. I'll be good at getting services a foster child might need.
- 108. I'm impatient. (Reverse)
- 109. I'm respectful to people I'm upset with.
- 110. I don't overreact to problems.
- 111. I'm easy to talk to.
- 112. I'm able to work with the state medical care system.

Promoting Development (PD)

- 113. I enjoy reading.
- 114. I think it's good for children to speak their minds.
- 115. I can teach foster children to get along with adults.
- 116. I'll help a foster child feel good about themself.
- 117. I'll support foster children's friendships.
- 118. Foster children should be encouraged to continue schooling after high school.
- 119. I'm willing to go to cultural activities with a foster child of a different racial or ethnic background.
- 120. I'll encourage a foster child to do after-school activities.
- 121. I like teaching children how to do new things.
- 122. I'll work hard to help a foster child do the best they can in school.
- 123. I'm not comfortable talking about sex with children. (Reverse)
- 124. I want children to be independent.
- 125. Most foster children will adjust to a new home within a month or so. (Reverse)
- 126. I don'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. (Reverse)
- 127. I'm able to teach foster children to get along with other children.
- 128. I can promote a child's spirituality.
- 129. Raising a foster child is pretty much the same as raising a birth child. (Reverse)
- 130. I'm ready to care for a foster child who might not be as smart as the rest of my

family.

131. I'll teach foster children to live on their own when they grow up.

Separation/Attachment (SA)

132. I'll help a child get ready for living with another foster family, if need be.

133. I'll ease a child's fears about going back home to live with birth parents.

134. I think it's important for a child to keep a journal or memory book.

135. I'm able to help a foster child prepare for where they're going to live next.

136. I can think of a couple of things to do to help a foster child feel comfortable when they first come to my home.

Training (TR)

137. I don't think I need to go through any more agency training. (Reverse)

138. I'm willing to ask for help when I need it.

139. I'll ask for advice about fostering a child of a different social class.

140. I plan to attend classes on how to care for children with special problems or needs.

141. I'll ask for advice about fostering a child of a different race or ethnicity.

Handling Ambiguity (AM)

142. I'm good at solving problems, even when I don't know the cause.

143. I need to know several weeks in advance when a child will be removed from my care. (Reverse)

144. I'm able to parent effectively without much information about the child's previous life.

145. My strong attachment to a foster child might make it hard to foster well. (Reverse)

146. I'll foster a child long-term if adoption is not possible.

Warmth (WM)

147. I'll have a hard time caring for a child who does not appreciate my care. (Reverse)

148. I'll be very involved in raising a foster child.

149. I'm able to give affection to a child who might return to birth parent(s).

150. I'm able to foster a child who rejects me.

151. I have a hard time showing affection. (Reverse)

- 152. I'm able to foster a child who isn't attached to me.
- 153. When a foster child refuses to tell you what's bothering them there is no point in trying to help them. (Reverse)
- 154. We have a lot of love in our house.
- 155. I'm able to foster a child who isn't affectionate with me.

Other

- 156. I can't handle being blamed for a foster child's problems. (Reverse)
- 157. I won't be able to handle it if a foster child accuses me of sexual abuse. (Reverse)
- 158. My life won't be complete without raising a child. (Reverse)

Please answer this set of questions if you currently are married or living with an adult in a committed, intimate relationship.

Coparenting (CP)

- 159. My spouse strongly supports my fostering efforts.
- 160. My spouse and I have similar beliefs about how to parent foster children.
- 161. My spouse and I have differing views on how to discipline young children. (Reverse)
- 162. My spouse and I are used to talking things over every day.
- 163. Our marriage has been stormy because of the different ways we were raised. (Reverse)
- 164. My spouse and I are willing to spend less time together as a couple. (CF)
- 165. My spouse and I share household responsibilities.
- 166. My spouse and I agree on how to discipline teenagers.
- 167. My spouse and I are used to solving problems together.
- 168. I have a strong marriage.
- 169. My spouse and I will back each other up in parenting.

Please answer this set of questions if you have birth or adopted children.

- 170. My children want to have a foster brother or sister. (RD)
- 171. My children are able to deal with a foster child with serious problems. (CB)
- 172. My children are able to handle foster children coming and going. (AM)

- 173. I can foster a child who fights with my children. (CB)
- 174. I plan my daily life around my children's needs and activities. (CF)
- 175. I spank my children. (Reverse) (ED)
- 176. I'll treat my birth/adopted children and foster children as equals. (AM)
- 177. My children are worried about getting enough attention when foster children move in. (Reverse)
- 178. I won't be able to foster a child who is inappropriate sexually with other children in my home. (Reverse)

Please answer this set of questions if you are planning to provide kin care.

Kin Care

- 179. I can be a foster parent to this child, as well as be a relative.
- 180. I can protect this child from birth parents, if needed.
- 181. I'd keep information from the agency to protect the birth parent(s). (Reverse)
- 182. I'm ashamed of my family member who might be an unfit parent. (Reverse)
- 183. I'm worried about being sued by the birth parent(s) (Reverse)
- 184. There is too much conflict with the birth parent for the placement to work. (Reverse)
- 185. I will encourage the child to take back any statements of abuse about the birth parent. (Reverse)

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 not prepared to begin fostering. (Reverse)
3. S/he doesn't have the information needed to begin fostering. (Reverse)
4. S/he plans to foster for a long time.
5. S/he is worried about handling several demanding roles at one time. (Reverse)
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. (Reverse)
9. S/he won't be able to handle it if a child goes home and the family hasn't changed. (Reverse)

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. (Reverse)
13. S/he can't handle being told by the foster care system how to be a parent.

(Reverse)

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. (Reverse)
16. S/he can't be a good foster parent if a worker is too busy to provide help when needed. (Reverse)
17. S/he can't foster if not trusted by a worker. (Reverse)
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. (Reverse)
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. (Reverse)
22. S/he can't foster if a worker doesn't return their phone calls within 2-3 days. (Reverse)
23. S/he can't be a good foster parent if they are not satisfied with their worker. (Reverse)
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. (Reverse)
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 with birth family. (Reverse)

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. (Reverse)
37. S/he would rather foster a child who doesn't have contact with birth parents. (Reverse)

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. (Reverse)
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. (Reverse)
51. It'll be hard for her/him to care for a child whose religious beliefs differ from their own. (Reverse)
52. S/he can't foster a child who doesn't try at all in school. (Reverse)
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. (Reverse)
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. (Reverse)
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. (Reverse)
63. S/he expects a foster child to share their values, especially after some time has passed. (Reverse)
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. (Reverse)
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. (Reverse)
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. (Reverse)
- 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 believes that threatening a foster child with having to leave their home might be the only way to get them to obey. (Reverse)
- 85. S/he likes trying to figure out why children do things.
- 86. S/he knows that you can use rewards to help change almost any child's bad behavior.
- 87. S/he believes that almost all of foster children's behavior problems can be solved through strict discipline. (Reverse)
- 88. S/he will consistently stick to limits set for children.
- 89. S/he might be mean to a foster child when stressed out. (Reverse)
- 90. S/he believes that some children need to be spanked to get them to behave. (Reverse)

Flexibility (FL)

- 91. S/he needs things to go their way most of the time. (Reverse)
- 92. S/he will be able to adjust if fostering isn't what they expect.
- 93. S/he can easily live with differences in other people.
- 94. S/he doesn't like to change plans once they've started to do something. (Reverse)
- 95. S/he likes it when things are predictable.
- 96. S/he can change their schedule on short notice.
- 97. S/he can handle the extra stresses of fostering.

Social Support (SS)

- 98. S/he has friends who can help when they are having trouble parenting.

- 99. S/he doesn't have anyone to talk to about parenting worries. (Reverse)
- 100. S/he has family or friends to care for a foster child(ren) if the foster parent is sick.
- 101. S/he plans to get advice from other foster parents.
- 102. Her/his neighbors will accept a foster child living in their home.
- 103. Her/his relatives are concerned about the applicant fostering. (Reverse)

Good People Skills (PS)

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

Promoting Development (PD)

- 113. S/he enjoys reading.
- 114. S/he thinks it's good for children to speak their minds.
- 115. S/he can teach foster children to get along with adults.
- 116. S/he will help a foster child feel good about themselves.
- 117. S/he will support foster children's friendships.
- 118. S/he believes that foster children should be encouraged to continue schooling after high school.
- 119. S/he is willing to go to cultural activities with a foster child of a different racial or ethnic background.
- 120. S/he will encourage a foster child to do after-school activities.
- 121. S/he likes teaching children how to do new things.
- 122. S/he will work hard to help a foster child do the best they can in school.

- 123. S/he is not comfortable talking about sex with children. (Reverse)
- 124. S/he wants children to be independent.
- 125. S/he believes that most foster children will adjust to a new home within a month or so. (Reverse)
- 126. 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. (Reverse)
- 127. S/he is able to teach foster children to get along with other children.
- 128. S/he can promote a child's spirituality.
- 129. S/he believes that raising a foster child is pretty much the same as raising a birth child. (Reverse)
- 130. S/he is ready to care for a foster child who might not be as smart as the rest of their family.
- 131. S/he will teach foster children to live on their own when they grow up.

Separation/Attachment (SA)

- 132. She will help a child get ready for living with another foster family, if need be.
- 133. S/he will ease a child's fears about going back home to live with birth parents.
- 134. S/he thinks it's important for a child to keep a journal or memory book.
- 135. S/he is able to help a foster child prepare for where they're going to live next.
- 136. 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)

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

Handling Ambiguity (AM)

- 142. S/he is good at solving problems, even when they don't know the cause.
- 143. S/he will need to know several weeks in advance when a child will be removed from

- their care. (Reverse)
144. S/he is able to parent effectively without much information about the child's previous life.
145. Her/his strong attachment to a foster child might make it hard to foster well. (Reverse)
146. S/he will foster a child long-term if adoption is not possible.

Warmth (WM)

147. S/he will have a hard time caring for a child who does not appreciate their care. (Reverse)
148. S/he will be very involved in raising a foster child.
149. S/he is able to give affection to a child who might return to birth parent(s).
150. S/he is able to foster a child who rejects the foster parent.
151. S/he has a hard time showing affection. (Reverse)
152. S/he is able to foster a child who isn't attached to the foster parent.
153. S/he believes that when a foster child refuses to tell what's bothering them there is no point in trying to help them. (Reverse)
154. There is a lot of love in their house.
155. S/he is able to foster a child who isn't affectionate with the foster parent.

Other

156. S/he won't be able to handle being blamed for a foster child's problems. (Reverse)
157. S/he won't be able to handle it if a foster child accuses the foster parent of sexual abuse. (Reverse)
158. S/he believes their life won't be complete without raising a child. (Reverse)

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

Coparenting (CP)

159. 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. (Reverse)
160. They are used to talking things over every day.

- 161. Their marriage has been stormy because of the different ways they were raised. (Reverse)
- 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 spansks their children. (Reverse) (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. (Reverse)
- 175. S/he won't be able to foster a child who is inappropriate sexually with other children in their home. (Reverse)

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). (Reverse)
- 179. S/he is ashamed of their family member who might be an unfit parent. (Reverse)
- 179. S/he is worried about being sued by the birth parent(s) (Reverse)
- 180. S/he believes there is too much conflict with the birth parent for the placement to

work. (Reverse)

181. S/he might pressure the child to take back any statements of abuse about a birth parent. (Reverse)

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)

Worker Questionnaire

1. Today's Date: ___ ___ / ___ ___ / ___ ___
Month Day Year
2. Worker's Name (please print):
_____/_____/_____
Last First MI
3. Agency zipcode _____
4. This family is asking to be approved as a (check all that apply):
 Pre-adoptive home
 Relative foster home
 Non-relative foster home
 Emergency foster home
 Respite foster home
 Other (please describe) _____

Each of the following questions will be answered using the following scale: strongly disagree, disagree, agree, strongly agree.

Foster Mother

1. The applicant had trouble completing the CFAI (Specify reason...)
2. This questionnaire made the applicant think of things she needed to talk with me about.
3. I know this applicant very well.
4. This applicant is willing to tell me anything I ask.
5. This applicant appears to be hiding information from me.
6. This applicant will say or do anything to get approved to foster.
7. This applicant will cooperate with the agency in every possible way.
8. This questionnaire gave the applicant second thoughts about wanting to foster.

Foster Father

1. The applicant had trouble completing the CFAI (Specify reason...)
2. This questionnaire made the applicant think of things he needed to talk with me about.
3. I know this applicant very well.
4. This applicant is willing to tell me anything I ask.
5. This applicant appears to be hiding information from me.
6. This applicant will say or do anything to get approved to foster.
7. This applicant will cooperate with the agency in every possible way.
8. This questionnaire gave the applicant second thoughts about wanting to foster.

Foster Family

1. This family will provide a very safe home for a foster child.
2. This family will take care of a foster child as long as needed by the child.
3. This family will greatly improve the well-being of a foster child.
4. This family will provide the best possible care to a foster child.
5. This family will provide highly effective family foster care.
6. I believe that this family will be approved to foster.
7. I believe that a foster child will be placed in this home.
8. I believe that this family will quit fostering in less than one year.

9. Compared to other foster families with whom I have worked, I would you say that this foster family has the potential to be one of the best, above average, about average, below average, or one of the worst?

Parent Applicant Questionnaire

1. How much experience have you had with the following (the response categories for these questions will be: no experience, a little experience, moderate experience, a great deal of experience):

Working directly with children in paid employment
Working directly with children in volunteer work (church, school, 4-H, scouts, etc.)
Taking classes in school dealing with children and families
Caring for children other than you own (baby-sitting, daycare)
Caring for children while you were growing up (i.e., before you turned 18)

2. Have you completed foster parent training (check one)?

No
 Yes

3. Are you interested in (check all that apply):

Fostering
 Adoption
 Other (specify) _____

4. Relative to other people your age, would you rate your overall physical health at this time as: (excellent, good, fair, poor, very poor)
5. Relative to other people your age, would you rate your overall mental health at this time as: (excellent, good, fair, poor, very poor)
6. As a place to raise children, would you say your neighborhood is...: (excellent, good, fair, poor, very poor)
7. How often do you attend church or other religious meetings?
1. More than once/wk
 2. Once a week
 3. A few times a month
 4. A few times a year
 5. Once a year or less
 6. Never

Each of the following 15 questions will be answered using the following scale: strongly disagree, disagree, agree, strongly agree.

1. I had trouble completing this questionnaire (Specify reason...)
2. This questionnaire made me think of things I needed to talk with my worker about.
3. My worker knows me very well.
4. I feel very comfortable talking with my worker.
5. I am willing to tell my worker anything she or he asks me.
6. I will cooperate with the agency in every possible way.
7. My family will provide a very safe home for a foster child.
8. My family will take care of a foster child as long as needed by the child.
9. My family will greatly improve the well-being of a foster child.
10. My family will provide the best possible care to a foster child.
11. My family is able to provide highly effective family foster care.
12. I believe that my family will be approved to foster.

13. I believe that a foster child will be placed in my home.
14. I believe that I will quit fostering in less than one year.
15. This questionnaire gave me second thoughts about wanting to foster.

Listed below are a number of statements concerning personal attitudes and traits. Read each item and decide whether the statement is true or false as it pertains to you.

1. It is sometimes hard for me to go on with my work if I am not encouraged. T F
2. I sometimes feel resentful when I don't get my way. T F
3. No matter who I'm talking to, I'm always a good listener. T F
4. There have been occasions when I took advantage of someone. T F
5. I am always willing to admit it when I make a mistake. T F
6. I sometimes try to get even rather than forgive and forget. T F
7. I am always courteous, even to people who are disagreeable.
8. I have never been irked when people expressed ideas very different from my own. T F
9. There have been times when I was quite jealous of the good fortune of others. T F
10. I am sometimes irritated by people who ask favors of me. T F
11. I have never deliberately said something that hurt someone's feelings. T F

In the past few months, would you describe your family life as:

1. Relaxed and easygoing? Yes No
2. Well-organized and orderly? Yes No
3. Complicated and complex? Yes No
4. Tense and Stressful? Yes No
5. Close and intimate? Yes No
6. Disorganized and unpredictable? Yes No
7. Sharing and cooperative? Yes No

Below are a number of topics on which agencies may provide information to people who want to become foster parents. For each topic, please check the box appropriate for whether you received: no information; some information, but not enough; or enough information before you completed this questionnaire. (CHECK ONE BOX FOR EACH TOPIC.)

Topic	No Information	Some, but not enough information	Enough Information
Role of the foster parent			
Temporary nature of foster care			
Working with the child's parents			
Kinds of children needing foster care			
Role of the foster care worker			
Payments to foster parents – for what expenses and how they get paid			
Ways to contact the agency after working hours or on weekends			
What must be reported to the agency			
Services given by the agency			
Services given by the foster parent association			
What the agency does when foster parents are accused of abuse or neglect			

Possibility of abuse or neglect charges			
Legal aspects of foster care			
Discipline of children			
Children's feelings about their own parents			
Effects of foster parenting on your family			
Fostering a teenager			
Helping a child develop skills for growing up and living on his or her own			
Working with a handicapped child			
Working with a child who is racially or culturally different from you			
Availability of more foster parent training			
Working with a sexually abused child			
Medically fragile children			
Other topics (specify)			

Foster parents often need help from the agency in order to care for a foster child. Please check the boxes below to indicate whether or not you think you will need each type of service listed.

Service needed	Yes	No
(a) Day Care		
(b) Respite Care		
(c) Liability Insurance		
(d) Health care costs not covered by Medicaid		
(e) Transportation for medical appointments or other services needed by the child		
(f) Physical change to your home necessary to accommodate a disabled child		
(g) Child or family counseling		
(h) Recreational activities for the child		
(i) Transportation for child to visit birth family		
(j) Purchase of furniture (e.g., bed, crib, high chair)		
(k) Purchase of other needs for the child (e.g., clothing)		
(l) After school care for the child		
(m) Testing for school, health, or mental health problems		
(n) Other services (specify)		

Write the letter of the service listed above which you consider to be most important: ____

1. Today's Date: ___ / ___ / ___
Month Day Year

2. Name (please print):
_____/_____/_____
Last First MI

3. Name of spouse or domestic partner, if applicable (please print):
_____/_____/_____
Last First MI

4. Home zipcode: _____

5. _____ Years of foster parent experience

6. Gender:
 Male
 Female

7. Date of Birth: ___ / ___ / ___
Month Day Year

8. Are you currently (check one):

- Married, no stepchildren
- Married, stepchildren
- Domestic partnership
- Single, never married
- Widowed
- Divorced or separated
- Other (please specify) _____

9. What is the highest degree or level of school you COMPLETED (check one)?

- | | |
|---|---|
| <input type="checkbox"/> No schooling completed | <input type="checkbox"/> 1 or more years of college, no degree |
| <input type="checkbox"/> Nursery school to 4 th grade | <input type="checkbox"/> Associate degree (for example: AA, AS) |
| <input type="checkbox"/> 5 th grade or 6 th grade | <input type="checkbox"/> Bachelor's degree (for example: BA, AB, BS) |
| <input type="checkbox"/> 7 th grade or 8 th grade | <input type="checkbox"/> Master's degree (for example: MA, MS, MEng, MEd, MSW, MBA) |
| <input type="checkbox"/> 9 th grade | <input type="checkbox"/> Professional degree (for example: MD, DDS, DVM, LLB, JD) |
| <input type="checkbox"/> 10 th grade | <input type="checkbox"/> Doctorate degree (for example: PhD, EdD) |
| <input type="checkbox"/> 11 th grade | |
| <input type="checkbox"/> 12 th grade, NO DIPLOMA | |
| <input type="checkbox"/> HIGH SCHOOL GRADUATE – high school DIPLOMA or the equivalent (for example: GED) | |
| <input type="checkbox"/> Some college credit, but less than 1 year | |

10. What is your current employment status (check one)?

- Employed full-time (30 hours or more per week)
- Employed part-time (less than 30 hours per week)
- Unemployed and looking for work
- Homemaker, not employed outside the home

Disabled or retired, not employed outside the home
 Other (specify) _____

11. **Are you Spanish/Hispanic/Latino?** Check the “**No**” box if **not**

Spanish/Hispanic/Latino (check one):

- No**, not Spanish/Hispanic/Latino
 Yes, Mexican, Mexican Am., Chicano
 Yes, Puerto Rican
 Yes, Cuban
 Yes, other Spanish/Hispanic/Latino (specify) _____

12. What is your race? Check **one or more races** to indicate what you consider yourself to be.

- | | |
|---|--|
| <input type="checkbox"/> White | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Black, African Am., or Negro | <input type="checkbox"/> Other Asian—Print race |
| <input type="checkbox"/> American Indian or Alaska Native—Print name of enrolled or principal tribe _____ | <input type="checkbox"/> Native Hawaiian |
| <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Guamanian or Chamorro |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Other Pacific Islander—Print race |
| <input type="checkbox"/> Japanese | <input type="checkbox"/> Some other race—Print race |
| <input type="checkbox"/> Korean | _____ |

13. Please list the age and gender of all children living in your home.

Child	1	2	3	4	5	6	7	8	9
Age (years)									
Sex (m/f)									

14. Please list the age and gender of all birth or adopted children not living in your home.

Child	1	2	3	4	5	6	7	8	9
Age (years)									
Sex (m/f)									

15. In which of these groups did your total family income, from all sources, fall last year before taxes, that is (check one)?

<input type="checkbox"/> Under \$2,500	<input type="checkbox"/> \$35,000-\$37,499	<input type="checkbox"/> \$70,000-\$72,499
<input type="checkbox"/> \$2,500-\$4,999	<input type="checkbox"/> \$37,500-\$39,999	<input type="checkbox"/> \$72,500-\$74,999
<input type="checkbox"/> \$5,000-\$7,499	<input type="checkbox"/> \$40,000-\$42,499	<input type="checkbox"/> \$75,000-\$77,499
<input type="checkbox"/> \$7,500-\$9,999	<input type="checkbox"/> \$42,500-\$44,999	<input type="checkbox"/> \$77,500-\$79,999
<input type="checkbox"/> \$10,000-\$12,499	<input type="checkbox"/> \$45,000-\$47,499	<input type="checkbox"/> \$80,000-\$82,499
<input type="checkbox"/> \$12,500-\$14,999	<input type="checkbox"/> \$47,500-\$49,999	<input type="checkbox"/> \$82,500-\$84,999
<input type="checkbox"/> \$15,000-\$17,499	<input type="checkbox"/> \$50,000-\$52,499	<input type="checkbox"/> \$85,000-\$87,499
<input type="checkbox"/> \$17,500-\$19,999	<input type="checkbox"/> \$52,500-\$54,999	<input type="checkbox"/> \$87,500-\$89,999
<input type="checkbox"/> \$20,000-\$22,499	<input type="checkbox"/> \$55,000-\$57,499	<input type="checkbox"/> \$90,000-\$92,499
<input type="checkbox"/> \$22,500-\$24,999	<input type="checkbox"/> \$57,500-\$59,999	<input type="checkbox"/> \$92,500-\$94,999
<input type="checkbox"/> \$25,000-\$27,499	<input type="checkbox"/> \$60,000-\$62,499	<input type="checkbox"/> \$95,000-\$97,499
<input type="checkbox"/> \$27,500-\$29,999	<input type="checkbox"/> \$62,500-\$64,999	<input type="checkbox"/> \$97,500-\$99,999
<input type="checkbox"/> \$30,000-\$32,499	<input type="checkbox"/> \$65,000-\$67,499	<input type="checkbox"/> 100,000 or more
<input type="checkbox"/> \$32,500-\$34,999	<input type="checkbox"/> \$67,500-\$69,999	

16. Did the worker read this questionnaire to you?

- No
 Yes

Nonparticipant Background Form

(Completed by workers)

Instructions to workers: Please complete this form for each applicant you work with who is NOT participating in the research project.

Agency zipcode _____

Is the applicant interested in (check all that apply):

- Fostering
- Adoption
- Other (specify) _____

Applicant's Gender:

- Male
- Female

Applicant's family/marital status (check one):

- Married, no stepchildren
- Married, stepchildren
- Domestic partnership
- Single, never married
- Widowed
- Divorced or separated
- Other (please specify) _____

Is the applicant Spanish/Hispanic/Latino? Check the "No" box if not

Spanish/Hispanic/Latino (check one):

- No**, not Spanish/Hispanic/Latino
- Yes, Mexican, Mexican Am., Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, other Spanish/Hispanic/Latino (specify) _____

What is the applicant's race? Check **one or more races** to indicate what this person considers himself/herself to be.

- | | |
|---|--|
| <input type="checkbox"/> White | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Black, African Am., or Negro | <input type="checkbox"/> Other Asian—Print race |
| <input type="checkbox"/> American Indian or Alaska Native—Print name of enrolled or principal tribe _____ | <input type="checkbox"/> Native Hawaiian |
| <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Guamanian or Chamorro |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Other Pacific Islander—Print race |
| <input type="checkbox"/> Japanese | <input type="checkbox"/> Some other race—Print race |
| <input type="checkbox"/> Korean | _____ |

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 family foster care workers in identifying foster family applicants' strengths and service needs. The purpose of this study is to test this measure.

We need workers who are involved with foster family applicants during the process of preservice training, approval, licensing, or certification to participate. If you are involved with foster family applicants in any one of these ways will you be a part of this study? Participation involves completing a CFAI and a background questionnaire for each applicant you work with when they are about 3/4ths of the way through the approval process. This will take about 45 minutes to one hour for each applicant. It also will involve asking each applicant to complete a CFAI and a background questionnaire. It will take the applicant about an hour to complete these materials.

This project has been approved by the Institutional Review Board at the University of Tennessee and by [insert agency name]. We recognize that all eligible family foster care workers may not be willing, interested, or able to participate. If you decide not to participate it will not have any effect on your job evaluation or any other negative effects. Please do not feel pressured to participate. Your participation in this project is completely voluntary and you may quit participating any time. 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, or John Orme, (865) 974-7503, jorme@utk.edu.

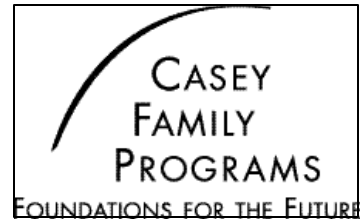
If you are willing to participate in this project, please let me know as soon as possible and I will schedule a time for the researchers to meet with you and other participating workers at our agency to explain the project in more detail and answer your questions. If you have any questions concerning this study you also can contact Dr. Cheryl Buehler or Dr. John Orme.

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How can you better serve foster children and families?

The Foster Family Assessment Project A collaboration between Casey Family Programs and The Children's Mental Health Services Research Center, The University of Tennessee



We already know the family characteristics that play a role in the development of maladaptive, unhealthy children, as well as the family characteristics that produce healthy, well-functioning children. Currently, many agencies use "clinical instincts" to determine the selection of foster families. Yet there are times when these "instincts" fail us. We cannot always reliably predict human behavior but we can use the best that science has to offer combined with the best clinical training to make better-informed decisions.

The Foster Family Assessment Project is developing a paper and pencil tool for potential foster parents and workers to complete during the assessment process. The tool will be used to identify fostering strengths and service needs with a focus on facilitating successful placements, foster family satisfaction, and retention.

WHAT YOU CAN DO

We are seeking public and private child welfare agencies to pilot test the tool. Being a part of the pilot involves having workers and potential foster parents complete the inventory during the foster family assessment process. The form will take about 45 minutes to complete. When the pilot test is complete, the tool will be available to agencies at no cost.

WHAT'S IN IT FOR THE CHILDREN AND FAMILIES?

- ✓ Better prepared foster families
- ✓ Better identification of training and service needs for foster families
- ✓ Better matching of foster children and families
- ✓ Better understanding of strengths and limitations of foster families

WHAT'S IN IT FOR YOU?

- ✓ Be on the formative edge of the development of this new assessment tool.
- ✓ Be on the mailing list to receive updates on new research findings about foster families and their applications to foster care practice.

For more information, contact Nicole S. Le Prohn, Director of Practice Research, Casey Family Programs, 1300 Dexter Avenue N., Seattle, WA 98109-3547 Tel (206) 282-7300 (ext. 8521) Email: nleprohn@casey.org

ABOUT THE PARTNERS

Casey Family Programs (formerly known as The Casey Family Program) was established in 1966 by Jim Casey of United Parcel Service. Casey has a 34-year history of providing direct out-of-home care services to children and families and creating partnerships with other agencies for overall improvements in child welfare. Operating out of 29 offices in 14 states and Washington D.C., Casey provides an array of services to children youth and families, including long-term foster care, adoption, kinship care, guardianship and family reunification.

The University of Tennessee College of Social Work's primary mission is to educate and train persons for professional practice and leadership roles in the social services and the social work profession. The College encourages independent, analytical thought and prepares students to use their skills and knowledge effectively.

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 family foster care workers in identifying 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 and a background questionnaire for each foster parent applicant with whom you work. This will take about 45 minutes for each applicant/family. You also will be asked to ask each applicant to complete the CFAI and a background questionnaire. Finally, you will be asked to send the completed questionnaires to John G. Orme, Ph.D. and Cheryl Buehler, Ph.D., the investigators conducting this research.

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 is minimal risk to you from participating in this study. The 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. You also will be able to use your completed CFAI to structure your discussion with the applicant during a home visit, if you wish. After it is tested and refined, the CFAI will be made available without charge for use by family foster care workers and applicants.

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, or John Orme, (865) 974-7503, 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 any time without penalty or negative effects.

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 _____

INFORMED CONSENT STATEMENT Family Foster Care Applicants

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 family foster care workers and applicants in identifying foster family applicants' strengths and service needs. The purpose of this study is to test this measure. This measure will NOT be used to approve or disapprove you to foster.

If you agree to participate, you will be asked to complete the CFAI and a background questionnaire. This will take about an hour. You will be asked to give your completed materials to your worker in a sealed, signed envelope at your next home visit, and the worker will mail it to John G. Orme, Ph.D. and Cheryl Buehler, Ph.D., the investigators conducting this research.

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 is minimal risk to you from participating in this study. The 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. You also will be able to use your completed CFAI to structure your discussion with the worker during a home visit, if you wish. After it is tested and refined, the CFAI will be made available without charge for use by family foster care workers and applicants. To thank you for your participation, you will receive a \$10 gift certificate for completing the CFAI and the background questionnaire.

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, or John Orme, (865) 974-7503, 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 any time without penalty or negative effects. Your worker will not be concerned about your nonparticipation nor will you be perceived as uncooperative if you decide not to be a part of the study.

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

CONFIDENTIALITY PLEDGE

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)