

“The joy on the kids' faces when they smile and know that they're being loved and taken care of.”

2012 Annual Report of the Maryland Foster Parent Survey

Haksoon Ahn, PhD, MSW, MA
Principal Investigator

Julia O'Connor, MSW, MPH
Project Manager

Jessica Moore, B.A.
Research Assistant

Jonalyn Denlinger, MSW
Research Assistant

July 2012



Acknowledgements

This report was prepared by faculty and staff at the University of Maryland School of Social Work's Ruth H. Young Center for Families & Children in partnership with staff at the Maryland Department of Human Resources, Social Service Administration (DHR/SSA).

Dr. Haksoon Ahn and Dr. Terry Shaw provided the editorial review and manage the interagency agreement that supports the development of this report. Julia O'Connor led the interviewing, coding, analysis of exited and continuing resource parents and writing of this report. Jessica Moore assisted data preparation, data collection, coding and data entry for this report. Sarah Reiman assisted in the editing of this report. Jonalyn Denlinger assisted in data collection, coding and data entry for this report.

John Bertulis of the Maryland Department of Human Resources, Social Services Administration guided the activities of the foster parent survey.

Table of Contents

Introduction	4
Summary Comparing 2011 Findings to 2012	5
Methodology.....	6
Response Rate.....	6
Sample Description	7
Sample Demographics	8
Motivation for Becoming a Resource Parent.....	9
Aware of a Child who Needed a Caregiver	9
Altruistic reasons.....	10
Personal experience	10
Adoption	10
Training and Preparation	11
Ongoing Training Needs.....	12
Training on issues specific to certain groups of children	12
Staffing & Support from the Agency.....	12
The Workers.....	14
Communication.....	15
Utilization of Available Resources.....	16
Exit Reasons	17
Gained full custody of the child	18
Aged out.....	18
Personal issues	18
Recruitment and Retention Efforts.....	19
Altruistic reasons for fostering.....	19
Relative caregivers	20
Preparation for the child leaving	20
Support for child with specific behavior and emotional problems	20
Communication.....	21
Strategies	21
Appendix A: Exit Interview Data	22
Appendix B: Continuing Interview Data.....	26

Introduction

The purpose of Maryland Foster Parent Survey was to solicit feedback on resource parents' perceptions of the training and support provided to them by DHR/SSA, and to collect suggestions for improvement. Researchers at the Ruth H. Young Center at the University of Maryland (UM), School of Social Work collected and analyzed the resource parent survey data. Quarterly reports of quantitative data have kept DHR/SSA informed of emerging findings throughout the project year.

This annual report summarizes major findings from the FY2012 survey (July 2011-June 2012). The report opens with a discussion of methodology and describes the sample of 112 resource parents and former resource parents interviewed as a part of this study. This report is organized by thematic area to highlight strengths of current practices and to identify opportunities for improvement.

Summary Comparing 2011 Findings to 2012

When comparing the data from this reporting period (July 1, 2011 to June 30, 2012) to the last year's report (July 1, 2010 to June 30, 2011), there were many similarities as well as differences.

Many of the demographic variables remained the same or similar between the two years. For exited resource parents: the average age increased from 39 years old to 51 years old; the percent of resource parents working full time decreased while the percent of retirees increased; more resource parents had a graduate degree with a lesser percentage having an associate's degree, college or some college as their highest level of educational attainment; finally a greater percentage adopted foster children. For continuing resource parents: there was an increase in the number of participants who were retired; and the average number of children adopted increased from 1.5 to 2.7 during this reporting period.

The motivations for fostering children remained largely the same between this reporting period and the last reporting period. These motivations included knowing a child who needed a caregiver, altruistic reasons and adoption. In the last annual report (July 1, 2010 to June 30, 2011), altruistic reasons were broken apart and included "a love of child" and "saw a need." An additional motivation of personal experience of the resource parent appeared this year as a major motivation for fostering children.

The percentage of exited resource parents who reported the training and preparation by the agency was favorable increased. Likewise, the percentage of exited participants who rated the effectiveness of the agency support as "Very Effective" increased. The percentage of continuing resource parents who answered the Foster Parent Association question increased demonstrating that knowledge of the Foster Parent Associations for continuing resource parents is growing.

As in last year's report, the main reason resource parents exited the fostering system was due to a life style change, most often by gaining full custody of the child, often through adoption.

Through analysis of the qualitative data, many themes emerged which may guide recruitment and retention of resource parents. These strategies include:

- A focus on the altruistic reasons for fostering child,
- Improvement and a focus on relative caregivers,

- Preparation of resource parents for when the child leaves the home,
- Support for children with emotional and behavioral problems, and
- Frequent, responsive and transparent communication with resource parents.

Methodology

The Annie E. Casey Foundation led the development of the foster parent survey with input from DHR/SSA and Ruth H. Young Center for Families and Children at UM. The survey collected demographic information, reasons for entry and withdrawal, experiences as resource parents, and perceptions about training and support provided by DHR/SSA. This survey is the first attempt to capture the experiences of Maryland resource parents. Because this was an exploratory area of research, open-ended qualitative items were included to encourage participants to identify salient issues without being constrained by pre-determined choices. Quantitative items were also included to capture critical information that DHR/SSA was interested in obtaining from all participants (e.g. ratings of training and support). Together, this mixed methods survey allowed the study to collect a breadth of information about the range of resource parents' experiences and in-depth information about areas that need to be improved. This research was approved by a University Institutional Review Board.

Surveys were conducted over the phone. Each resource parent was called a total of five times, unless it was a wrong or disconnected number, resource parents were deceased, or the resource parents declined to be interviewed. In an attempt to reach resource parents when they were most likely to be at home, at least two of the five calls were made in the evening after 5pm. Interviews were recorded in Excel for tracking and frequency analysis of quantitative items, and open coded in Nvivo 9 for thematic analysis of qualitative items. 266 calls were made for exited resource parents and 747 for continuing resource parents.

Response Rate

Outcome of Attempted Phone Interviews	Exited (N=266)	Continuing (N=747)
Completed	11%	11%
Messages	45%	58%
Disconnected	21%	6%
Wrong Number	6%	5%
No Message Left	10%	14%
Busy	2%	2%

Declined	0%	2%
Inappropriate case	5%	2%

Sample Description

The sample included 28 exited resource parents, who had withdrawn from the fostering system, and 84 continuing resource parents. The exited sample included all resource parents who exited the Maryland resource family system January 1, 2011 to March 31, 2011. Exited samples are typically provided to UM by DHR/SSA based on those who exited the system by jurisdiction for each quarter. The continuing sample included a random sample of all resource parents who were active in the Maryland resource family system in 2011. In August, 2011, DHR/SSA submitted a list of over 3,000 cases to UM/SSW to use for ongoing continuing samples. This sample was used for this reporting period and a stratified random sample of cases was pulled each quarter with Baltimore City presenting approximately 30%.

Demographics of the sample are provided in the table that follows. For exited resource parents, 39% were married and 21% were single/never married; the average age was 51 years old and most (68%) were African American; an equal percentage, 39%, were employed full time and retired; finally, 31% had a graduate degree, 4% a college degree, and 23% a high school degree or GED. For continuing resource parents, 54% were married while 25% were single/never married; the mean age was 45 years old and majority (67%) were African American; 48% were working full time and 30% were retired; 69% had some education past the level of high school and 24% had a high school degree or GED.

The average number of children fostered by continuing resource parents (2.1) was higher than exited (0.7). Both exited and continuing resource parents had fostered for a number of years (exited 7 years and continuing 5.3 years). Of exited resource parents, 39% ended up adopting a child and 48% of continuing resource parents adopted a child. On average, exited resource parents adopted 1.5 children while continuing resource parents adopted a greater number of children (2.7 children).

Sample Demographics

	Exited (N=28)	Continuing (N=80)
Marital Status		
Married	39%	54%
Single/Never Married	21%	25%
Divorced	18%	11%
Separated	4%	2%
Widowed	18%	8%
Age (mean)	51 yrs.	45 yrs.
Race	Exited (N=28)	Continuing (N=82)
African-American	68%	67%
Caucasian	21%	30%
Hispanic	4%	2%
More than one Race	7%	1%
Employment Status	Exited (N=28)	Continuing (N=81)
Full Time	39%	48%
Retired	39%	30%
Part Time	7%	12%
Unemployed	11%	10%
Student	4%	0%
Highest Educational Level	Exited (N=26)	Continuing (N=70)
Less than High School	8%	7%
High School/GED	23%	24%
Some College	15%	23%
Associates	15%	13%
College Graduate	4%	13%
Some Graduate	4%	3%
Graduate Degree	31%	17%

Fostering Experience	Exited	Continuing
# Children Fostered (mean)	.7 (range 0-4)	2.1 (range 0-7)
Length of Foster Parenting (mean)	7 years (range .2-23)	5.3 years (range 0-19)
# of Resource Families Who Adopted	11 (out of 28) 39%	40 (out of 83) 48%
Adopted Foster Children (mean)	1.5 (range 0-3)	2.7 (range 0-9)

*The "N" for the fields in the sample demographics is different because respondents are given the choice to not respond to any questions they do not want to answer.

Motivation for Becoming a Resource Parent

Interviews start by asking respondents why they chose to become a resource parent. There is a great range of answers from knowing a child in need of a caregiver to having extra resources to share with a child to having a personal connection with the fostering system. The question asked is open ended and resource parents can respond with whatever reason they feel is pertinent. These responses are then coded and grouped into themes by researchers at UM. The following themes were the most commonly cited motivations for continuing and exited resource parents when deciding to become a resource parent.

Aware of a Child who Needed a Caregiver

Being aware of a child in need of a caregiver was the most common response resource parents gave for wanting to become a resource parent. The child they knew in need of a caregiver included family members, non-relatives (often a godchild) and a child who was already living in their home. A resource parent who was caring for a family member stated, "The child was my nephew. He was living with his mother, who was not able to take care of him. We had some major concerns about her care for him and contact(ed) Prince George's county (Department of Social Services) with our concerns." Another participant explained that the child was already living with him, "My girlfriend passed away and I cared for her older son from a previous relationship and my son that I had with her. When I met her, he was six months old, and I got very attached to him. He was just a sweet boy. I felt like I was raised with both of my parents, and I felt like how would he feel now if I just gave up on him. There was no question (of) who was going

to continue to be his father when she passed.”

Altruistic reasons

Altruistic reasons including wanting to make a difference, helping people in need and giving back to society were commonly quoted as reasons to become a resource parent. One resource parent said, “My passion for children (is) number one; I just believe that, with my own experience as a child, it led me to want to serve others less fortunate or (who) had some crisis going on in their own lives. I wanted to be an asset to them.” Another former resource parent stated, “I knew that kids needed love and we have a huge home and a loving family and I want to take care of kids.”

Personal experience

Some participants indicated that a family member had been in the foster care system or their own parent had been a resource parent. This resource parent remembered her mother, “(When) I grew up my mom was a foster parent; so I was always used to the gatherings with the foster parents and with the company, because my mom did the same thing for 50 year(s).” Some respondents suggested another personal reason to want to be involved with foster children. Often familial history was cited as a source of motivation, such as this resource parent, “I was raised with a sibling group of eight; and I knew that I never wanted eight children, but I always liked kids in my home. With my mom, we always had a cousin or someone living in my home. “

Adoption

A number of resource parents suggested that their motivation for become a resource parent was the desire to adopt a child. Some of these participants had children and either wanted more children or to help a child through adoption. While other participants were not able to conceive a child and settled on fostering as a means to adoption. One such resource mother spoke of her experience, “It was for adoption. We couldn't have children, I tried IVF (in vitro fertilization) and had so many losses. And (I) realized that adoption was such a joyful option.”

Motivation for Becoming a Foster Parent	Exited (N=28)	Continuing (N=84)
Aware of a child who needed a caregiver	11	33
Altruistic	4	15
Personal experience	4	16
Adoption	6	9

*The "N"s are greater than the total sample number as statements regarding why a resource parent began foster parenting can be coded under more than one motivation. Additional motivations were coded but not listed in this report.

Training and Preparation

Continuing and exited respondents were asked to assess the effectiveness of the training in preparation for their role as a resource parent. This section addresses training and support for resource parents prior to hosting children in their home.

Training for Resource Parents	Exited (N=24)	Continuing (N=83)
More than Adequate	29%	29%
Adequate	67%	63%
Less than Adequate	4%	8%

A majority of participants rated the training as adequate (exited 67% and continuing 63%). While an additional 29% of both continuing and exited resource parents rated the training as more than adequate. Only a small percent (4% of exited and 8% of continuing) of resource parents thought the training was less than adequate.

Effective Preparation by Agency	Exited (N=27)	Continuing (N=83)
Very Effective	37%	33%
Effective	48%	58%
Ineffective	4%	4%
Very Ineffective	11%	5%

Most, 85% of exited and 91% of continuing, resource parents reported that the preparation by the agency was effective or very effective. A much smaller percentage, 15% of exited and 9% of continuing participants rated the preparation by the agency as ineffective or very ineffective.

Ongoing Training Needs

The training was rated as adequate by the majority of resource parents; however, respondents did indicate they would feel better prepared for fostering if the training provided further detailed information regarding different aspects of foster parenting. Specific suggestions included:

- Training on specific groups of children with differing issues (e.g., medical needs).
- Joint workshops with the foster children and resource parents together.
- Training for kinship providers.
- Appropriate discipline for children.
- Training on the issues of older children.

Training on issues specific to certain groups of children

When asked what the “worst thing was about fostering”, many continuing and exited resource parents discussed the behavior of the child. Often was due to 1) behavior and emotional issues of the child 2) aspects of the child’s past life and history including abuse and 3) problems with teenaged children. These areas are ones in which the resource parents could use more training. One resource parent spoke about the difficulties of raising teenagers, “When they got upper in age, like 13 or 14, it seemed like they just made a u-turn after they got a certain age, and it became hard for me to manage, especially the boys.” Another resource parent articulated how hard it is to parent a child with behavior problems, “I think one of the hardest things is being able to love the child as your own despite their issues or their attitudes. You know you are always faced with the idea of ‘well, I don’t have to put up with this.’ That’s difficult as a foster parent.”

Staffing & Support from the Agency

Support from the Agency	Exited (N=28)	Continuing (N=82)
More than Adequate	18%	30%
Adequate	57%	57%
Less than Adequate	25%	13%

Equal numbers of exited and continuing resource parents (57% and 57%) rated the support received from the agency as adequate. A greater percent (30%) of continuing respondents thought the support was more than adequate as compared to exited respondents (18%). Twenty-five percent of exited resource parents thought the support

was less than adequate while 13% of continuing resource parents felt this way.

Effectiveness of Agency Support	Exited (N=27)	Continuing (N=83)
Very Effective	41%	33%
Effective	33%	58%
Ineffective	11%	4%
Very Ineffective	15%	5%

For continuing participants, the effectiveness of agency support was highly rated with 91% rating the support as very effective or effective. The remaining 9% rated agency's support as ineffective or very ineffective. Exited resource parents had less favorable ratings with 74% rating the support as very effective or effective and 26% rating the support as ineffective or very ineffective.

Many of the resource parents were extremely appreciative of the chance to be resource parents and for the support they received before and during the process. One resource parent said, "I think that Baltimore County did a wonderful and outstanding job. Whenever I needed or had a question, they were always there. If my caseworker wasn't there, the supervisor was there to answer the question. Someone was always there." However, there were problems reported surrounding the agency and the process. Some of the commonly reported problems include the returning the children, the workers and communication.

Returning Children

Many resource parents reported that one of the most difficult things for them was when the children left the placement. Sometimes these children were returning to their parents of origin or leaving for another placement. Often the resource parents found this difficult because they were not prepared emotionally or they had become attached to the child(ren). One participant reported, "The worst (thing) was the changing when you get a kid, and by the time you get attached to the child, and you get to understanding each other, and by the time that happens, then they've got to go. Some other arrangement has been made, and that is very, very hurting." Another resource parent reported that hardest part of being a resource parent is "Having to send the baby to another family. Even though it was a good family and we knew they were in good hands, it's always hard to say good-bye."

Another reason resource parents find returning children difficult, is when the parent disagreed with the agency’s decision to return the child to the family of origin or another placement decision. Often, these resource parents believed the child would not be safe within the family home. A participant referenced returning children to their biological parents in this quote, “You get some children that have been treated really bad(ly) and you try to provide as much as care and assistance as you can and you don’t know the outcome. Having to return the children to their bio parents (is the worst thing about fostering).” Some resource parents, such as this one, believe that children were being removed from the resource home only to re-enter into the fostering system, “Seeing them (children) go with someone else that they think really want them or love them, and then they turn around and they’re back in the system again. It’s trial and error in the system. You don’t always know.”

The Workers

Reference to problems with the child welfare workers were common in the interviews conducted with resource parents. Some of the references were vague, citing general problems with the workers, such as this quote “The worst part is the workers.” Other participants were more specific as to the issues they had with workers. Several resource parents reported that they did not feel supported by the social worker, as illustrated here “Quite honestly I think the worst part for me was I did not have much support with our social worker, and that was an issue, and I’m sure it was situational. It’s not all of them, but ours was not helpful at all.” Another resource parent did not feel the worker supported the child, “I think the worst was the worker wasn’t willing to resource the needs for the child, to help provide the needs for the child.”

Support from Child’s Worker	Exited (N=28)	Continuing (N=82)
More than Adequate	21%	37%
Adequate	58%	50%
Less than Adequate	21%	13%

Most of the resource parents rated the child’s worker as adequate or more than adequate (exited 79% and continuing 87%). However 21% of exited resource parents and 13% of continuing resource parents said that the child’s worker was less than adequate.

Support from Resource Workers	Exited (N=28)	Continuing (N=83)
More than Adequate	32%	53%
Adequate	54%	38%
Less than Adequate	14%	9%

Many of the continuing resource parents, 53%, reported that the resource worker was more than adequate while 38% said the resource worker was adequate and only 9% said the resource worker was less than adequate. In contrast, 32% of exited resource parents thought the resource worker was more than adequate; 54% said the resource worker was adequate and 14% believed the worker to be less than adequate.

Communication

Communication problems with the agency centered around four areas: responsiveness of staff, inconsistencies, lack communication, and lack of information regarding the child. Several resource parents mentioned that getting their social worker to return their calls or contact them could be difficult. One resource parent, when discussing how she could be better supported, said, "Improved contact like just getting back to me faster when I had a question or concern. I mean just overall more kind of attention. I had to e-mail them like 17 times before I would get a response." Another resource parent also spoke about the response of the workers, "Well I guess what we always talk about is communication and responding when we (resource parents) call for problems or needs to respond in a timely fashion, and sometimes because of caseloads, and court dates, and just having so many things that they have to do they're just too busy."

A related issue was inconsistencies in the information being told to the resource parents. A respondent stated, "There are so many inconsistencies, and it's not (the) fault of one person. The knowledge that I learned in resource parent classes, half of the workers didn't even know what they were telling us in the classes. There's a disconnect communication wise." The inconsistent messages are often in what different social workers told a resource parent but also there were inconsistencies between what the social workers and the agency as a whole were communicating to resource parents. A resource parent remarked on this disconnect, "The inconsistencies of the workers versus the administration - all of them not being on the same level of understanding to make sure the resource parents really understands what's going on to implement things in the child's life. There needs to be better communication."

Another area of concern in terms of communication was a perceived lack of

communication from the agency. The perceived lack of communication was both in terms of phone calls and visits to the resource parent. One respondent said that no one had ever visited the home when the child was in care with her, "My only concern is that we were good upstanding people, but nobody never came to the house, nobody never saw that she (the foster child) was ok. That's a little concerning to me. Just because we had great jobs, it doesn't matter." Another resource parent reported never getting phone calls from the agency, "I guess just call to check up on the person (the resource parent). I never received any phone calls."

The final communication problem for resource parents was a lack of information about the child, often in terms of medical or behavioral issues. One resource parent spoke broadly about this problem "I don't believe that there is enough information about the child's background that is gathered, especially medical information that is gathered from the biological parents." Another resource parent spoke about a specific instant in which the agency neglected to share pertinent medical information, "Well they (the agency) could have been more open with me in the beginning to let me know what I was getting into. All of my children had lead poisoning, and I was not told that they had had it, even though the state agency had known about it all along."

Utilization of Available Resources

In this survey, respondents were asked to rate the support received through resources such as the foster parent association as well as the sufficiency of the board rate provided to care for children in care.

	Exited (N=16)	Continuing (N=52)
Support from the Foster Parent Association		
More than Adequate	6%	29%
Adequate	88%	59%
Less than Adequate	6%	12%

Only 57% of exited resource parents and 62% of the continuing resource parents interviewed answered the foster parent association question indicating that not all resource parent are involved with or aware of the Foster Parent Association. Of those resource parents who are involved with the Foster Parent Association, most thought the support from the Foster Parent Association was more than adequate or adequate (94% of exited and 88% of continuing). The other 6% of exited resource parents and 12% of continuing resource parents thought support from the Foster Parent

Association was less than adequate.

Resource Parent Board Rate	Exited (N=27)	Continuing (N=81)
More than Adequate	11%	16%
Adequate	56%	67%
Less than Adequate	33%	17%

Although the majority of exited resource parents found the board rate to be adequate (56%) and a small percentage said it was more than adequate (11%), and a sizable percentage (33%) said the board rate was less than adequate. A larger percentage of continuing resource parents found the board rate to be either adequate or more than adequate (83%) and 17% found the rate to be less than adequate.

A main concern of resource parents expressed throughout the interviews was a lack of resources including funding. A typical respondent said, "It takes a lot of money to support a child. If you want to support a child in the way they should be supported. It takes more money than they provide, so I used my money. I can only say that I made the best out of the situation I had." Another resource parent spoke about working full time and still not being able to care for the child and yet another resource parent said she took money out of her retirement to help the child. Several interviewees indicated that children with special needs were not given adequate funding for the extra medical or mental health services needed. Yet another related a problem cited several times was the speed of the reimbursement system. A participant reported, "The only problems I've had were getting reimbursed for things. With the reimbursement programs it takes six months sometimes, and that's ridiculous, because I'm putting extra money out of my pocket that I don't have."

Exit Reasons

For resource parents who had exited the system, different reason for exiting were given. In general, these reasons fell under four broad categories including a change in life situation, problems with the agency, problems with the children placed in the home or other reasons for exiting the fostering system.

Most of the exited resource parents withdrew from fostering due to a change in their life situation including gaining full custody of the child, mostly through adoption. Other issues included health problems and lack of time and space in the home. The other most common response for exiting reason was that the child in the home had aged out of the system. Another common problem was with the agency itself including resource

parents not wanting to withdraw or not knowing they were withdrawn. There were a small number of resource parents who withdrew because of problems they had with the children who were placed in their home.

Gained full custody of the child

Many resource parents decided to become resource parents in order to adopt a child, often a relative. After they gained custody of the child, these resource parents withdrew from the foster care system. One resource parent spoke of adopting her grandsons while another mentioned that when her sister died, the will gave custody of the children to the relative resource parent. Another resource parent said they entered the system specifically to adopt a certain child, "I was never a true foster parent. My child had been in a previous foster home that could not adopt him, and since they wanted permanency for him, it was a rush adoption when he came to me."

Aged out

A number of participants stated that the child in their care aged out of the system and when this happened, the resource parent withdrew from the system. As one parent stated, "well all of my foster care children came of age." A couple resource parents indicated that their foster children had aged out of the system however, the participant did not know this meant they had withdrawn from the system. One quote from an interview demonstrates this, "I didn't know that I had withdrawn from the agency. I know that my child had aged out, but I want to try to have another child placed with me."

Personal issues

Some former resource parents stopped fostering due to personal reasons, which prevented them from parenting foster children. Included in these reasons are concerns of aging, health, the emotional toll of fostering and financial concerns. Citing age, one participant said "I'm tired. I'm old. I can't run up and down the steps anymore like I used to. I'm getting old that's all it is. My basement was set up like a little schoolroom for the kids to do their homework. If I could run up and down steps like I used to, I would keep going."

Reasons for Withdrawal	Exited (N=28*)
<i>My life situation changed</i>	<i>18</i>
Gained full custody of the child	10
Personal issues	5
Lack of time	2
Lack of space	1
<i>Problems with the Agency</i>	<i>11</i>
Did not withdraw	4
Did not agree with agency rules	2
Agency not responsive	1
Conflicting relationship with the agency	1
Other/general problem	3
<i>Problems with the children in my home</i>	<i>5</i>
Behavior and/or emotional problems	4
Poor fit	1
<i>Other</i>	<i>13</i>
Aged out	9
Other	4

*Respondents chose all options that applied to them; therefore, the total number of responses is greater than the total number of completed exit interviews.

Recruitment and Retention Efforts

This study's findings suggest that recruitment and retention efforts should be focused around means to offer increased support and guidance to resource parents in the State of Maryland. Increased efforts to engage resource parents on multiple levels will undoubtedly empower resource families to continue to provide safe and healthy homes on a long-term basis. Recommendations included in this section include specific ways that DHR/SSA might improve their recruitment and retention efforts.

Altruistic reasons for fostering

When asked what the best thing was about being a resource parent, most respondents answered that they enjoyed some altruistic aspect of fostering. Many of these resource parents reported that they liked helping someone, providing a supportive home, observing positive changes, making a difference etc. Another common response to the question regarding the best thing about fostering was, the child themselves or having a

child in the home. These responses indicate that resource parents are motivated to foster due to altruistic reasons including a love of children and helping someone in need. These motivations can be tools in recruitment if the agency can highlight how the fostering system is helping those in need, namely children.

Relative caregivers

When asked why they become resource parents, most respondents reported knowing a relative child who needed a caregiver. Since this is a main motivation for fostering, it can be used as a recruitment device. Reaching out to relatives of children in the system may provide the agency with an easy method of recruiting possible resource parents. Relatives are a natural fit to care for child as they are already invested in ensuring the safety and well-being of the child. The agency should also work to retain relative resource parents after the child ages out. Many of these relative resource parents may still be able or willing to foster but are not asked by the agency to do so.

Preparation for the child leaving

Many resource parents stated that the worst thing about fostering child was having to return the child to the family of origin or to another placement. Often, when the child was being returned to the family of origin, the resource parent disagreed with the agency. In order to ensure that resource parents continue to foster and are retained, the agency should train resource parents on the process of fostering which includes the child leaving and often reunifying with the family of origin. Resource parents must be made aware of all the possible scenarios which may occur during the fostering experience including reunification and placement moves.

Support for child with specific behavior and emotional problems

A common problem for many resource parents was behavioral and emotional problems of the children in their care. These types of problems were often cited as being due to age (teenagers) and in the context of caring for child who had experienced trauma. The complexities of mental illness, medical issues, trauma and living a life which involved impermanency often creates a unique set of behavior and emotional problem for which resource parents are unprepared. In order to prevent resource parents from exiting the system, the agency should train all resource parents on these issues as well provide full support to resource parents struggling with a child who might demonstrate some of these behavioral and emotional problem.

Since resource parents will be taking a child into their home, they should be made

aware of all issues the child may have before the child is placed with the family. The agency should ensure that communication of all behavioral and emotional problems is done. In this way, the agency will guarantee that resource parents are aware of the type of child they are taking and be less likely to feel betrayed by the agency for not disclosing all information. Likewise, every attempt should be made to give financial support to resource parents who are taking in children with specific medical or mental health needs which may cost extra to provide services.

Communication

There were several communication issues raised by resource parents in the qualitative interviews. Among these were a general lack of communication, slow response time, lack of information regarding the child before placement and inconsistency in the communicated information. These communication issues were major barriers to resource families in trying to care for the children in their home. In an effort to increase retention, the agency should examine the communication policies in place and increase mechanisms to ensure communication is timely, responsive, frequent and honest about the child's history and any behavioral or emotional problems the child may have.

Strategies

This report recommends several mechanisms for improving resource parent recruitment and retention. In terms of recruitments, the agency should focus on the altruistic reasons that resource parents might foster child and use these types of motivation to bring resource parents into the system. Likewise, as many resource parents foster in order to assist a relative child, the agency should focus on relatives in their efforts to recruit resource parents. To increase retention of resource parents, the agency should fully prepare resource parents for when the foster child leaves the home. Additionally, the agency should guarantee that resource parents are fully supported with children who have emotional or behavior issues. Finally, communication with resource parents should be frequent, responsive and transparent.

Appendix A: Exit Interview Data

Table 1: Demographics for Exited Resource Parent Survey, 7/1/11-6/30/12

Jurisdiction	Marital Status	Average Age	Race	Employment Status	Highest Educational Level	Average # of Children Fostered	Average Length of Resource Parenting	# of Resource Parents Who Adopted Their Children	Average # of Foster Children Adopted
Allegany	Married 100% (n=1)	45 yrs. old	Caucasian 100% (n=1)	Student 100% (n=1)	Associate Degree 100% (n=1)		3.5 years (range 3.5-3.5)	0 out of 1 0%	
Anne Arundel	Married 100% (n=1)	46 yrs. old	Caucasian 100% (n=1)	Retired 100% (n=1)	High School 100% (n=1)	1 (range 1-1)	0.5 years (range 0.5-0.5)	0 out of 1 0%	
Baltimore City	Married 35% (n=7) Divorced 20% (n=4) Widowed 20% (n=4) Single 20% (n=4) Separated 5% (n=1)	56.5 yrs. old	African American 85% (n=17) More than One Race 10% (n=2) Hispanic 5% (n=1)	Full Time 45% (n=9) Part Time 10% (n=2) Retired 35% (n=7) Unemployed 10% (n=2)	Less Than High School 10% (n=2) High School 25% (n=5) Some College 5% (n=1) Associate Degree 15% (n=3) Some Graduate School 5% (n=1) Graduate Degree 40% (n=8)	0.6 (range 0-2)	8.2 years (range 0.2-23)	9 out of 20 45%	1.4 (range 0-3)
Carroll	Married 100% (n=1)		Caucasian 100% (n=1)	Full Time 100% (n=1)			0.3 years (range 0.3-0.3)	0 out of 1 0%	
Cecil	Divorced 100% (n=1)		Caucasian 100% (n=1)	Retired 100% (n=1)	Some College 100% (n=1)	2 (range 2-2)	2 years (range 2-2)	1 out of 1 100%	2 (range 2-2)

Jurisdiction	Marital Status	Average Age	Race	Employment Status	Highest Educational Level	Average # of Children Fostered	Average Length of Resource Parenting	# of Resource Parents Who Adopted Their Children	Average # of Foster Children Adopted
Garrett	Married 100% (n=1)	30 yrs. old	Caucasian 100% (n=1)	Unemployed 100% (n=1)	College Graduate 100% (n=1)	4 (range 4-4)	4 years (range 4-4)	0 out of 1 0%	
Montgomery	Widowed 100% (n=1)	74 yrs. old	African American 100% (n=1)	Retired 100% (n=1)	Some College 100% (n=1)		6 years (range 6-6)	0 out of 1 0%	
Prince George's	Single 100% (n=1)	50 yrs. old	African American 100% (n=1)	Retired 100% (n=1)	Some College 100% (n=1)		10 years (range 10-10)	0 out of 1 0%	
Queen Anne's	Single 100% (n=1)	40 yrs. old	Caucasian 100% (n=1)	Full Time 100% (n=1)		1 (range 1-1)	6 years (range 6-6)	1 out of 1 100%	1 (range 1-1)

Table 2: Responses to Training Questions for Exited Resource Parent Survey, 7/1/11-6/30/12

Jurisdiction	Training for Resource Parents		Support from Resource Worker		Support from Child's Worker		Support from the Agency		Support from the Foster Parent Association		Foster Parent Board Rate	
Allegany	Adequate	100% (n=1)	Adequate	100% (n=1)	Adequate	100% (n=1)	Adequate	100% (n=1)			Adequate	100% (n=1)
Anne Arundel			Adequate	100% (n=1)	More than Adequate	100% (n=1)	Less than Adequate	100% (n=1)				
Baltimore City	More than Adequate	29% (n=5)	More than Adequate	30% (n=6)	More than Adequate	10% (n=2)	More than Adequate	15% (n=3)	More than Adequate	8% (n=1)	More than Adequate	15% (n=3)
	Adequate	71% (n=12)	Adequate	50% (n=10)	Adequate	70% (n=14)	Adequate	65% (n=13)	Adequate	85% (n=11)	Adequate	45% (n=9)
			Less than Adequate	20% (n=4)	Less than Adequate	20% (n=4)	Less than Adequate	20% (n=4)	Less than Adequate	8% (n=1)	Less than Adequate	40% (n=8)
Carroll	Adequate	100% (n=1)	More than Adequate	100% (n=1)	More than Adequate	100% (n=1)	Adequate	100% (n=1)	Adequate	100% (n=1)	Adequate	100% (n=1)
Cecil	Less than Adequate	100% (n=1)	Adequate	100% (n=1)	Less than Adequate	100% (n=1)	Less than Adequate	100% (n=1)			Adequate	100% (n=1)
Garrett	More than Adequate	100% (n=1)	Adequate	100% (n=1)	More than Adequate	100% (n=1)	Adequate	100% (n=1)			Adequate	100% (n=1)
Montgomery	Adequate	100% (n=1)	More than Adequate	100% (n=1)	More than Adequate	100% (n=1)	More than Adequate	100% (n=1)			Adequate	100% (n=1)
Prince George's	Adequate	100% (n=1)	Adequate	100% (n=1)	Less than Adequate	100% (n=1)	Less than Adequate	100% (n=1)	Adequate	100% (n=1)	Less than Adequate	100% (n=1)
Queen Anne's	More than Adequate	100% (n=1)	More than Adequate	100% (n=1)	Adequate	100% (n=1)	More than Adequate	100% (n=1)	Adequate	100% (n=1)	Adequate	100% (n=1)

Table 3: Responses to Support Questions for Exited Resource Parent Survey, 7/1/11-6/30/12

Jurisdiction	Preparation for Experiences		Support During Experiences	
Allegany	Effective	100% (n=1)	Ineffective	100% (n=1)
Anne Arundel	Effective	100% (n=1)	Ineffective	100% (n=1)
Baltimore City	Very Effective	42% (n=8)	Very Effective	42% (n=8)
	Effective	42% (n=8)	Effective	42% (n=8)
	Ineffective	5% (n=1)	Ineffective	5% (n=1)
	Very Ineffective	11% (n=2)	Very Ineffective	11% (n=2)
Carroll	Effective	100% (n=1)	Effective	100% (n=1)
Cecil	Very Ineffective	100% (n=1)	Very Ineffective	100% (n=1)
Garrett	Very Effective	100% (n=1)	Very Effective	100% (n=1)
Montgomery	Effective	100% (n=1)	Very Effective	100% (n=1)
Prince George's	Effective	100% (n=1)	Very Ineffective	100% (n=1)
Queen Anne's	Very Effective	100% (n=1)	Very Effective	100% (n=1)

Appendix B: Continuing Interview Data

Table 1: Demographics for Continuing Resource Parent Survey, 7/1/11-6/30/12

Jurisdiction	Marital Status	Average Age	Race	Employment Status	Highest Educational Level	Average # of Children Fostered	Average Length of Resource Parenting	# of Resource Parents Who Adopted Their Children	Average # of Foster Children Adopted
Allegany	Married 67% (n=2)	61 yrs old.	African American 33% (n=1)	Full Time 33% (n=1)	High School 33% (n=1)	1.7 (range 1-2)	5 years (range 1-10)	1 out 3 33.33%	3 (range 0-3)
	Divorced 33% (n=1)		Caucasian 67% (n=2)	Part Time 33% (n=1)	Some College 33% (n=1)				
				Retired 33% (n=1)	College Graduate 33% (n=1)				
Anne Arundel	Married 67% (n=4)	45.7 yrs. old	African American 67% (n=4)	Full Time 50% (n=3)	High School 17% (n=1)	3 (range 2-4)	3.3 years (range 0-7)	1 out 6 16.67%	2 (range 0-2)
	Divorced 17% (n=1)		Caucasian 33% (n=2)	Retired 33% (n=2)	Some College 33% (n=2)				
	Single 17% (n=1)			Unemployed 17% (n=1)	College Graduate 17% (n=1)				
					Some Graduate School 17% (n=1)				
					Graduate Degree 17% (n=1)				

Jurisdiction	Marital Status	Average Age	Race	Employment Status	Highest Educational Level	Average # of Children Fostered	Average Length of Resource Parenting	# of Resource Parents Who Adopted Their Children	Average # of Foster Children Adopted
Baltimore City	Married 29% (n=9)	51.5 yrs. old	African American 97% (n=30)	Full Time 55% (n=17)	Less Than High School 13% (n=4)	2 (range 0-5)	7.1 years (range 0-19)	11 out of 31 35.48%	2.8 (range 0-9)
	Divorced 13% (n=4)		More than One Race 3% (n=1)	Part Time 10% (n=3)	High School 30% (n=9)				
	Widowed 13% (n=4)			Retired 32% (n=10)	Some College 20% (n=6)				
	Single 39% (n=12)			Unemployed 3% (n=1)	Associate Degree 13% (n=4)				
	Separated 6% (n=2)				College Graduate 13% (n=4)				
					Graduate Degree 10% (n=3)				
Baltimore County	Married 71% (n=10)	57.4 yrs. old	African American 50% (n=7)	Full Time 43% (n=6)	High School 14% (n=2)	2.2 (range 0-5)	4.9 years (range 0-18)	7 out of 14 50%	2.6 (range 0-6)
	Single 21% (n=3)		Caucasian 50% (n=7)	Part Time 21% (n=3)	Some College 14% (n=2)				
	Widowed 7% (n=1)			Retired 21% (n=3)	Associate Degree 29% (n=4)				
				Unemployed 14% (n=2)	College Graduate 7% (n=1)				
					Some Graduate School 7% (n=1)				
					Graduate Degree 29% (n=4)				

Jurisdiction	Marital Status	Average Age	Race	Employment Status	Highest Educational Level	Average # of Children Fostered	Average Length of Resource Parenting	# of Resource Parents Who Adopted Their Children	Average # of Foster Children Adopted
Calvert							18 years (range 18-18)	0 out of 1 0%	
Caroline	Married 50% (n=1) Single 50% (n=1)	60 yrs. old	African American 100% (n=2)	Full Time 50% (n=1) Retired 50% (n=1)	High School 100% (n=1)		0 years (range 0-0)	2 out of 2 100%	2.5 (range 2-3)
Cecil	Married 100% (n=3)	56 yrs. old	Caucasian 100% (n=3)	Part Time 33% (n=1) Retired 33% (n=1) Unemployed 33% (n=1)		3.7 (range 2-7)	2.3 years (range 1-4)	2 out of 3 66.67%	3.5 (range 0-6)
Dorchester	Married 100% (n=1)		African American 100% (n=1)	Full Time 100% (n=1)	Some College 100% (n=1)	5 (range 5-5)	5 years (range 5-5)	1 out of 1 100%	4 (range 4-4)
Frederick	Married 100% (n=1)		Caucasian 100% (n=1)	Retired 100% (n=1)	High School 100% (n=1)	1 (range 1-1)	16 years (range 16-16)	1 out of 1 100%	5 (range 5-5)
Garrett	Married 100% (n=1)	41 yrs. old	Caucasian 100% (n=1)	Unemployed 100% (n=1)		6 (range 6-6)	0 years (range 0-0)	1 out of 1 100%	1 (range 1-1)
Harford	Married 50% (n=2) Divorced 25% (n=1) Widowed 25% (n=1)	8.4 yrs. old	African American 40% (n=2) Caucasian 60% (n=3)	Full Time 20% (n=1) Retired 80% (n=4)	Graduate Degree 100% (n=1)	2.2 (range 1-5)	2.2 years (range 0-7)	4 out of 5 80%	3 (range 0-6)

Jurisdiction	Marital Status	Average Age	Race	Employment Status	Highest Educational Level	Average # of Children Fostered	Average Length of Resource Parenting	# of Resource Parents Who Adopted Their Children	Average # of Foster Children Adopted
Howard	Married 50% (n=1)	34.5 yrs. old	Caucasian 50% (n=1)	Full Time 50% (n=1)	College Graduate 50% (n=1)	1 (range 0-2)	0.5 years (range 0-1)	0 out of 2 0%	
	Divorced 50% (n=1)		Hispanic 50% (n=1)	Part Time 50% (n=1)	Graduate Degree 50% (n=1)				
Montgomery	Married 33% (n=1)	19.7 yrs. old	African American 67% (n=2)	Full time 100% (n=2)	Less Than High School 50% (n=1)	1.3 (range 1-2)	1.7 years (range 0-3)	1 out of 3 33.33%	1 (range 0-1)
	Single 33% (n=1)		Hispanic 33% (n=1)		Some College 50% (n=1)				
	Divorced 33% (n=1)								
Prince George's	Married 75% (n=3)	34.8 yrs. old	African American 75% (n=3)	Full time 75% (n=3)	Some College 33% (n=1)	2 (range 1-4)	8.5 years (range 0-19)	3 out of 4 75%	3 (range 0-4)
	Single 25% (n=1)		Caucasian 25% (n=1)	Retired 25% (n=1)	Graduate Degree 67% (n=2)				
Queen Anne's	Married 100% (n=1)	58 yrs. old	Caucasian 100% (n=1)	Full time 100% (n=1)	High School 100% (n=1)	2 (range 2-2)	0 years (range 0-0)	1 out of 1 100%	2 (range 2-2)
Somerset	Married 100% (n=1)	65 yrs. old	African American 100% (n=1)	Full time 100% (n=1)	Associate Degree 100% (n=1)		0 years (range 0-0)	0 out of 0 0%	
Talbot	Single 100% (n=1)	51 yrs. old	African American 100% (n=1)	Part time 100% (n=1)	High School 100% (n=1)		7 years (range 7-7)	1 out of 1 100%	3 (range 3-3)
Wicomico			Caucasian 100% (n=1)	Full time 100% (n=1)	College Graduate 100% (n=1)	4 (range 4-4)	9 years (range 9-9)	1 out of 1 100%	1 (range 1-1)
Worcester	Married 100% (n=2)	44 yrs old	Caucasian 100% (n=2)	Unemployed 100% (n=2)	Some College 100% (n=2)	2 (range 0-4)	1.5 years (range 1-2)	2 out of 2 100%	2.5 (range 1-4)

Table 2: Responses to Training Questions for Continuing Resource Parent Survey, 7/1/11-6/30/12

Jurisdiction	Training for Resource Parents		Support from Resource Worker		Support from Child's Worker		Support from the Agency		Support from the Foster Parent Association		Foster Parent Board Rate	
Allegany	More than Adequate	33% (n=1)	More than Adequate	33% (n=1)	More than Adequate	67% (n=2)	More than Adequate	67% (n=2)	More than Adequate	67% (n=2)	More than Adequate	67% (n=2)
	Adequate	67% (n=2)	Adequate	67% (n=2)	Less than Adequate	33% (n=1)	Adequate	33% (n=1)	Less than Adequate	33% (n=1)	Adequate	33% (n=1)
Anne Arundel	More than Adequate	83% (n=5)	More than Adequate	83% (n=5)	More than Adequate	50% (n=3)	More than Adequate	67% (n=4)	More than Adequate	40% (n=2)	More than Adequate	33% (n=2)
	Adequate	17% (n=1)	Adequate	17% (n=1)	Adequate	50% (n=3)	Adequate	33% (n=2)	Adequate	60% (n=3)	Adequate	67% (n=4)
Baltimore City	More than Adequate	16% (n=5)	More than Adequate	16% (n=5)	More than Adequate	39% (n=12)	More than Adequate	17% (n=5)	More than Adequate	26% (n=5)	More than Adequate	20% (n=6)
	Adequate	77% (n=24)	Adequate	77% (n=24)	Adequate	39% (n=12)	Adequate	67% (n=20)	Adequate	68% (n=13)	Adequate	57% (n=17)
	Less than Adequate	6% (n=2)	Less than Adequate	6% (n=2)	Less than Adequate	23% (n=7)	Less than Adequate	17% (n=5)	Less than Adequate	5% (n=1)	Less than Adequate	23% (n=7)
Baltimore County	More than Adequate	50% (n=7)	More than Adequate	50% (n=7)	More than Adequate	43% (n=6)	More than Adequate	43% (n=6)	More than Adequate	11% (n=1)	More than Adequate	7% (n=1)
	Adequate	43% (n=6)	Adequate	43% (n=6)	Adequate	50% (n=7)	Adequate	36% (n=5)	Adequate	67% (n=6)	Adequate	86% (n=12)
	Less than Adequate	7% (n=1)	Less than Adequate	7% (n=1)	Less than Adequate	7% (n=1)	Less than Adequate	21% (n=3)	Less than Adequate	22% (n=2)	Less than Adequate	7% (n=1)
Calvert	Adequate	100% (n=1)	Adequate	100% (n=1)	More than Adequate	100% (n=1)	More than Adequate	100% (n=1)	Adequate	100% (n=1)	Adequate	100% (n=1)
Caroline	More than Adequate	50% (n=1)	More than Adequate	50% (n=1)	Adequate	100% (n=2)	More than Adequate	50% (n=1)			Adequate	100% (n=2)
	Adequate	50% (n=1)	Adequate	50% (n=1)			Adequate	50% (n=1)				

Jurisdiction	Training for Resource Parents		Support from Resource Worker		Support from Child's Worker		Support from the Agency		Support from the Foster Parent Association		Foster Parent Board Rate	
Cecil	Adequate	67% (n=2)	Adequate	67% (n=2)	Adequate	100% (n=3)	Adequate	67% (n=2)	Adequate	50% (n=1)	Adequate	100% (n=3)
	Less than Adequate	33% (n=1)	Less than Adequate	33% (n=1)			Less than Adequate	33% (n=1)	Less than Adequate	50% (n=1)		
Dorchester	More than Adequate	100% (n=1)	More than Adequate	100% (n=1)	Adequate	100% (n=1)	Adequate	100% (n=1)	More than Adequate	100% (n=1)	Less than Adequate	100% (n=1)
Frederick	More than Adequate	100% (n=1)	More than Adequate	100% (n=1)	More than Adequate	100% (n=1)	More than Adequate	100% (n=1)			Adequate	100% (n=1)
Garrett	Less than Adequate	100% (n=1)	Less than Adequate	100% (n=1)	Adequate	100% (n=1)	Adequate	100% (n=1)	Adequate	100% (n=1)	Adequate	100% (n=1)
Harford	More than Adequate	20% (n=1)	More than Adequate	20% (n=1)	More than Adequate	20% (n=1)	More than Adequate	20% (n=1)	More than Adequate	50% (n=2)	Adequate	80% (n=4)
	Adequate	80% (n=4)	Adequate	80% (n=4)	Adequate	80% (n=4)	Adequate	80% (n=4)	Adequate	25% (n=1)	Less than Adequate	20% (n=1)
Howard	Adequate	50% (n=1)	Adequate	50% (n=1)	Less than Adequate	100% (n=1)	Adequate	50% (n=1)	Adequate	100% (n=1)	More than Adequate	50% (n=1)
	Less than Adequate	50% (n=1)	Less than Adequate	50% (n=1)			Less than Adequate	50% (n=1)			Less than Adequate	50% (n=1)
Montgomery	Adequate	100% (n=3)	Adequate	100% (n=3)	More than Adequate	33% (n=1)	More than Adequate	33% (n=1)			Adequate	50% (n=1)
					Adequate	67% (n=2)	Adequate	67% (n=2)			Less than Adequate	50% (n=1)
Prince George's	More than Adequate	25% (n=1)	More than Adequate	25% (n=1)	More than Adequate	25% (n=1)	More than Adequate	25% (n=1)	More than Adequate	50% (n=1)	Adequate	100% (n=4)
	Adequate	75% (n=3)	Adequate	75% (n=3)	Adequate	75% (n=3)	Adequate	75% (n=3)	Adequate	50% (n=1)		
Queen Anne's	Adequate	100% (n=1)	Adequate	100% (n=1)	More than Adequate	100% (n=1)	More than Adequate	100% (n=1)	More than Adequate	100% (n=1)	Adequate	100% (n=1)
Somerset	Adequate	100% (n=1)	Adequate	100% (n=1)	Adequate	100% (n=1)	Adequate	100% (n=1)	Adequate	100% (n=1)	Less than Adequate	100% (n=1)

Jurisdiction	Training for Resource Parents		Support from Resource Worker		Support from Child's Worker		Support from the Agency		Support from the Foster Parent Association		Foster Parent Board Rate	
Talbot	More than Adequate	100% (n=1)	More than Adequate	100% (n=1)	Adequate	100% (n=1)	Adequate	100% (n=1)			Less than Adequate	100% (n=1)
Wicomico	Adequate	100% (n=1)	Adequate	100% (n=1)	Adequate	100% (n=1)	Adequate	100% (n=1)			Adequate	100% (n=1)
Worcester	Adequate	50% (n=1)	Adequate	50% (n=1)	More than Adequate	50% (n=1)	More than Adequate	50% (n=1)	Adequate	100% (n=2)	More than Adequate	50% (n=1)
	Less than Adequate	50% (n=1)	Less than Adequate	50% (n=1)	Less than Adequate	50% (n=1)	Less than Adequate	50% (n=1)			Adequate	50% (n=1)

Table 3: Responses to Support Questions for Continuing Resource Parent Survey, 7/1/11-6/30/12

Jurisdiction	Preparation for Experiences		Support During Experiences	
Allegany	Very Effective	67% (n=2)	Very Effective	67% (n=2)
	Effective	33% (n=1)	Effective	33% (n=1)
Anne Arundel	Very Effective	50% (n=3)	Very Effective	50% (n=3)
	Effective	50% (n=3)	Effective	50% (n=3)
Baltimore City	Very Effective	58% (n=18)	Very Effective	58% (n=18)
	Effective	29% (n=9)	Effective	29% (n=9)
	Ineffective	3% (n=1)	Ineffective	3% (n=1)
	Very Ineffective	10% (n=3)	Very Ineffective	10% (n=3)
Baltimore County	Very Effective	21% (n=3)	Very Effective	21% (n=3)
	Effective	79% (n=11)	Effective	79% (n=11)
Calvert	Effective	100% (n=1)	Effective	100% (n=1)
Caroline	Effective	100% (n=2)	Effective	100% (n=2)
Cecil	Effective	100% (n=3)	Effective	100% (n=3)
Dorchester	Effective	100% (n=1)	Effective	100% (n=1)
Fredrick	Effective	100% (n=1)	Effective	100% (n=1)
Garrett	Effective	100% (n=1)	Effective	100% (n=1)
Harford	Effective	100% (n=5)	Effective	100% (n=5)
Howard	Effective	50% (n=1)	Effective	50% (n=1)
	Very Ineffective	50% (n=1)	Very Ineffective	50% (n=1)

Jurisdiction	Preparation for Experiences		Support During Experiences	
Montgomery	Effective	67% (n=2)	Effective	67% (n=2)
	Ineffective	33% (n=1)	Ineffective	33% (n=1)
Prince George's	Very Effective	25% (n=1)	Very Effective	25% (n=1)
	Effective	50% (n=2)	Effective	50% (n=2)
	Ineffective	25% (n=1)	Ineffective	25% (n=1)
Queen Anne's	Effective	100% (n=1)	Effective	100% (n=1)
Somerset	Effective	100% (n=1)	Effective	100% (n=1)
Talbot	Effective	100% (n=1)	Effective	100% (n=1)
Wicomico	Effective	100% (n=1)	Effective	100% (n=1)
Worcester	Effective	100% (n=2)	Effective	100% (n=2)