## NSCAW III Research Questions

NSCAW III Phase II research questions and the corresponding instruments and data sources are listed in **Table *1.***

Table 1. Research Questions and Corresponding Instruments/Data Sources

| NSCAW III Research Questions | Population estimates | Group comparisons/ bivariate correlations | Multivariate models | Change analyses | Constructs | Potential Respondents of Data Sources | Potential Data Collection instrument, measure or items |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Who are the children and families who come into contact with the CWS in 2017–2018? | ✔ |  |  |  | Safety, permanency, well-being | * Caseworker * Child * Caregiver * NCANDS | Child/Caregiver household roster; caseworker risk assessment; NCANDS maltreatment variables |
| To what extent are children entering the CWS via pathways other than a maltreatment investigation or assessment? What are their characteristics? | ✔ | ✔ |  |  | Child welfare practice | * Caseworker * NCANDS | Caseworker case investigation module; caseworker risk assessment module; NCANDS maltreatment variables |
| What are the socioemotional, behavioral, cognitive, and developmental well-being outcomes of children involved with the CWS? | ✔ | ✔ |  |  | Well-being | * Child * Caregiver * Caseworker | Child assessments (Battelle Developmental Inventory; Woodcock-Johnson; Kaufmann Brief Intelligence Test; Preschool Language Scales); Child Behavior Checklist/Youth Self-Report; Child self-report of self-esteem, peer relations, school engagement |
| To what extent are children receiving mental health, psychotropic medications (including polypharmacy), and other services covered by Medicaid? | ✔ | ✔ | ✔ |  | Mental health treatment: Psychotropic medication | * Caregiver * Medicaid data | Health insurance coverage items; Child Health & Services module; Medicaid behavioral health and medication service receipt variables |
| What are the predictors of permanency and well-being outcomes for older youth who enter the CWS? |  |  | ✔ |  | Permanency and well-being; out-of-home placement | * Caseworker * Child * Caregiver * AFCARS | Caseworker risk assessment and services to child/family modules; AFCARS placement history variables; Child Behavior Checklist/Youth Self-Report; Trauma Symptoms Checklist; Questionnaire for Identifying Children with Chronic Conditions-Revised (QUICC-R); Child Health and Services module; delinquency |
| What are the predictors of a successful transition to adulthood and other outcomes for youth aging out of foster care? |  |  | ✔ | ✔ | Young adult well-being; permanency | * Young adult * Caseworker * AFCARS | Caseworker risk assessment and services to child/family modules; AFCARS placement history variables; Young Adult Self-Report; Trauma Symptoms Checklist; Child Health and Services module; Global Appraisal of Individual Needs (GAIN) substance abuse subscales; Independent Living Skills module |
| To what extent are developmental risks among infants being identified and addressed? | ✔ |  | ✔ |  | Young child well-being; child welfare practice | * Child * Caregiver * Caseworker | Bayley Infant Neurodevelopmental Screener (BINS); Preschool Language Scales; Brief Toddler Social Emotional Assessment; Caseworker risk assessment; Caseworker services to child/family |

| NSCAW III Research Questions | Population estimates | Group comparisons/ bivariate correlations | Multivariate models | Change analyses | Constructs | Potential Respondents of Data Sources | Potential Data Collection instrument, measure or items |
| --- | --- | --- | --- | --- | --- | --- | --- |
| To what extent do economic resources and family context play a role in CWS processes and determinations and in child and family outcomes? |  |  | ✔ | ✔ | Family and neighborhood environment; child welfare practice; child and family well-being | * Caregiver * Caseworker * Child | Household income and resources items; Philadelphia Family Management Study neighborhood factors scale; Conflict Tactics Scale; Caseworker risk assessment; Child health and services (caseworker and caregiver report) |
| How do aspects of out-of-home placement (e.g., placement type, subsidies, and licensure) influence child outcomes? |  |  | ✔ | ✔ | Permanency, child well-being | * Caseworker * AFCARS * Child * Caregiver | Caseworker and caregiver permanency planning modules; caseworker living environment; AFCARS placement history variables; child health and services module; adoption module for foster parents; Child Behavior Checklist/Youth Self-Report; school engagement; Academic Achievement (Woodcock-Johnson) |