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TRACKING THE OUTCOMES OF INDEPENDENT
LIVING PROGRAMS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Lorraine Golda DeMarco
Tamatha Jean Echevarria

June 2007

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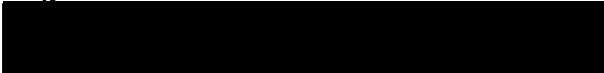
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ABSTRACT

Prior studies clearly suggest that a significant proportion of youths exiting out of home care face serious difficulty in transitioning on their own, even in light of receiving independent living services for preparation of independence. The purpose of this study was to evaluate and compare the outcomes of the Independent Living Program (ILP) of former foster youths who have aged out of foster care and group care in San Bernardino County of California using an exploratory and quantitative survey design. The study surveyed 48 former foster youths who participated in ILP services, including 28 participants from foster homes and 20 participants from group homes, through Cameron Hills Aftercare Services. The objectives of the study were: (1) to examine and compare the characteristics of youths in both groups, (2) to examine and compare the perception of satisfaction of the ILP training and services upon emancipation between the two groups, (3) to examine and compare the outcomes of the two groups after emancipation in relation to the ILP services, and (4) to suggest what supportive services are most needed in the two groups to ensure a higher rate of success in adulthood. Chi-Square

tests were performed to compare the ILP outcomes and show any statistically significant differences between the two groups in the following areas, including life skills, education, employment, housing, social support, and perception of satisfaction with the ILP services. The study found that, overall, former foster home youths had more positive outcomes at follow-up than did former group home youths, particularly in the areas of educational achievement, social support, and in their perception of satisfaction with the ILP services. Limitations were addressed, including how the Life Skills Assessment tool's reliability score and the small sample size affected its generalizability. Moreover, recommendations for social work practice, policy, and research were addressed.

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Most importantly, we would like to thank Dr. Janet Chang for supporting and guiding us through the research process.

Last, we would also like to acknowledge that support of our research was made possible through an Associated Students, Inc. (ASI) award from California State University, San Bernardino.

DEDICATION

Lorraine DeMarco:

First and foremost, I would like to dedicate this to my two wonderful sons, Brandon and Nicholas, who supported me throughout my educational journey, particularly when I could only be found in front of the computer. You two are the lights of my life!

Moreover, I dedicate this to my dearest friend, Louise Fredrick, who also supported me in pursuing a higher education and was always there for me with an encouraging word when I most wanted to give up.

Finally, I dedicate this to my research partner and classmate, Tammy Echevarria, for being a good friend and a sounding board during the MSW program.

Tamatha Echevarria:

For my foster parents, George and Venus Demos, who prepared me for living independently long before ILP was offered to youth aging out of the foster care system.

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CHAPTER ONE

INTRODUCTION

Problem Statement

Today, one of the most vulnerable and disadvantaged populations in the child welfare system are youths who are transitioning from out-of-home care to independence. Of the 105,000 older adolescents in foster care, each year approximately 34,600 have case plans with emancipation as the treatment plan (as cited in Lenz-Rashid, 2006). According to the Adoption and Foster Care Analysis and Reporting System (AFCARS), there were approximately 32,370 foster youths in the United States who aged out of the system in 2004 (AFCARS Report, 2006). It has been reported that California has the largest foster care population, resulting in the highest rate of emancipating foster youths (Lenz-Rashid, 2006; Munro, Stein, & Ward 2005; Propp, Ortega, & New-Heart, 2003). Approximately 4,355 out-of-home youths transition out of California's foster care system each year to strive for the ultimate goal, self-sufficiency (as cited in Lenz-Rashid, 2006).

However, although the Independent Living Program (ILP) training and services are designed to help emancipating youths "live independently" after they leave out-of-home care, a significant proportion of these youths are seemingly ill prepared to be on their own (Courtney, Piliavin, Grogan-Kaylor, & Nesmith, 2001; Mallon, 1999; Mason et al., 2003; McMillen & Tucker, 1999; Propp et al., 2003; Reilly, 2003). Indeed, exploring the effectiveness of the ILP intended to prepare out-of-home youths for a successful transition to adulthood is worthy of our attention.

It is important to understand and study this problem because, according to the aforementioned studies, the data clearly suggests that a significant proportion of youths exiting out-of-home care face serious difficulty in transitioning on their own, even in light of receiving the required independent living skills training and services for preparation of independence. The U.S. General Accounting Office (GAO) asserts that, despite more than 15 years implementing various independent living programs nationwide, the effectiveness of these programs remains elusive (as cited in Reilly, 2003). According to Reilly (2003), 53% of former foster youths

said that they were not satisfied with the services they received to prepare them to live on their own. Most youths formerly in foster care reported a perceived lack of preparedness in several skill areas (Courtney et al., 2001; Propp et al., 2003; Reilly, 2003). Consequently, the aforementioned studies have reported that former out-of-home youths are at greater risks of criminal activities, gang violence, incarceration, living on the streets, lacking money to meet basic living expenses, failing to maintain regular employment, selling drugs and prostituting to survive, suffering from mental disorders, experiencing higher incidences of early pregnancies and parenting and STD's, and being physically or sexually victimized, just to name a few.

To prevent such tragic outcomes for emancipated youths, independent living programs were designed to help youths experience more successful outcomes in independent living. Emancipation programs evolved from the Title V Social Security Act in 1935. During the 1980's the Social Security Act established child welfare services to be extended to foster care children. In 1986, out of concern that adolescents who aged out of the foster care system were not equipped to live on their own, the Independent

Living Program was authorized under the Consolidated Omnibus Budget Reconciliation Act, which provided funding for follow-up services for up to six months after a youth was emancipated. In 1999, the Foster Care Independence Act (FCIA) modified section 477 of the Social Security Act which resulted in the creation of the John H. Chafee Foster Care Independence Program (CFCIP). This modification doubled the funding for Independent Living Programs from \$70 million to \$140 million. In addition to increasing funding, the CFCIP expanded the program to include services for both youths making the transition from foster care to self-sufficiency and former foster youth up to age 21 (Collins, 2001; Mendes & Moslehuddin, 2006; Propp et al., 2003).

In 2001, the Promoting Safe and Stable Families Program amended the CFCIP to allow congress to appropriate up to \$60 million per year in funds for education and vocational training vouchers, financial and housing assistance, counseling and support services, and an option for states to continue Medicaid coverage for youth that age out of foster care. Legislation within the United States continues to change in an attempt to provide further resources. As of 2005, California is

required to provide assistance to emancipating pregnant or parenting foster youth in the form of transitional housing. In addition, the age for transitional housing has been changed from 21 to 24 years of age (Collins, 2001; Mendes & Moslehuddin, 2006; Propp et al., 2003).

The Independent Living Program (ILP) is a federal and state funded, nationwide program designed to provide basic life skills, career exploration and job readiness preparation for foster youths. The San Bernardino County Department of Children's Services receives an annual state and federal allocation to provide ILP services to foster youths. Foster youths can participate in ILP services after they've been in care for at least one day after their 16th birthday. The scope of services include: ILSP classes (money management and budgeting, career exploration, driver's license training, accessing resources, etc.), workshops and conferences (academic skill building, nutrition and cooking, computer/Internet training, etc.), educational resources (tutoring, scholarships, testing and assessment, vocational and career counseling, etc.), and exit packets (pots and pans, dishes, linens, miscellaneous household appliances). For youths unable to attend classes or

workshops, individual service plans include the Life Skills Home-Study Course, "Making it On Your Own" workbook, and the 12-Month Parenting Workbooks for Pregnant Youths. These services are voluntary, therefore, to increase participation, various incentives are provided (i.e., items necessary for independent living and/or cash incentives from \$10 to \$50 per completed class, conference, workshop, or retreat) (San Bernardino County Independent Living Skills Program, 2001).

There are various roles that social workers perform within this practice context. One, social workers empower and provide support to youths. In addition, they serve as role models and instructors to youths. Moreover, social workers link youths to ILP services to ensure that they have opportunities to learn life skills. Finally, social workers advocate for the needed resources and services among agencies in order to meet the unique needs of emancipating youths.

It is noteworthy to mention that there are no prior comparison studies showing the differences in outcomes between youths from foster homes versus group homes.

Purpose of the Study

The purpose of the study was to evaluate and compare the outcomes of the Independent Living Program of youths who have aged out of foster care and group care in San Bernardino county of California. The objectives of the study were: (1) to examine and compare the characteristics of youths in both groups, (2) to examine and compare the perception of satisfaction of ILP training and services upon emancipation between the two groups, (3) to examine and compare the outcomes of the two groups after emancipation in relation to the ILP services, and (4) to suggest what supportive services are most needed in the two groups to ensure a higher rate of success in adulthood.

As mentioned above, prior studies clearly suggests that a significant proportion of youths exiting out-of-home care face serious difficulty in transitioning on their own. For many youths who feel unprepared for independence, this can bring devastating outcomes, including living on the streets, lacking money to meet basic living expenses, and suffering from mental disorders, just to name a few. For this reason, it is important to evaluate the outcomes of the ILP training

and services provided to these youths in order to determine whether they do indeed prepare youths for a successful future.

The study was exploratory and quantitative and used a survey research design. The survey was collected through Cameron Hills Aftercare Services in San Bernardino County. The sample size (N = 48) included 28 participants from foster care and 20 participants from group care after human subject approval was obtained from the Cal State University San Bernardino Internal Review Board. The Cameron Hills aftercare specialists distributed consent forms and questionnaires to the participants. After the participants completed the forms, the specialists distributed debriefing statements, as well as incentives for participating.

The independent variable in the study was the placement status (foster homes versus group homes). The dependent variables in the study were life skills, education, employment, housing, social support, and perception of satisfaction of the ILP program. The study measured the variables through a standardized instrument with nominal questions. The proposed methods were chosen

out of convenience to increase the likelihood of participation and data collection.

Significance of the Project for Social Work

The proposed study was needed because, as it has been pointed out, the child welfare community knows little about the functioning of these youths once they emancipate, and even less about ILP components that lead to successful outcomes (Propp et al., 2003). Also noted above, a significant proportion of youths exiting out-of-home care are still feeling unprepared for independence and facing serious difficulty in transitioning on their own, despite receiving independent living training and services. For this reason, it is vital for the practice of social work to examine the effectiveness of the independent living services in order to determine what supportive services are most needed to meet the unique needs of these youths to ensure a higher rate of success upon emancipation.

The findings of this study contribute to social work by giving us a better understanding of the issues and challenges faced by youths formerly in out-of-home care. It also brings greater awareness of the true numbers of

emancipated youths not sufficiently prepared for independent living. Additionally, the findings of this study serve to prove that age 18 is much too young to expect these youths to emancipate out of care successfully and that out-of-home care should be extended to age 21 to better prepare youths for adulthood. Moreover, the findings will better inform both child welfare workers and policy makers that more effective ways of preparing these youths are needed in helping them to successfully transition from out-of-home care to a life of independence.

The phase of the generalist intervention process that was informed by this study was the evaluation phase. We evaluated the effectiveness of the ILP services provided to youths upon emancipating out of foster care. In evaluating these services, we will be able to suggest what supportive services are most needed to meet the unique needs of foster youths to ensure a higher rate of success upon emancipation.

The proposed study is relevant to child welfare practice because, as noted above, the child welfare community knows little about the components of ILP services that lead to a successful transition to

adulthood. The research question is: What are the outcomes of ILP services of youths formerly in foster care versus group care?

CHAPTER TWO
LITERATURE REVIEW

Introduction

In discussing the relevant literature to this study on emancipating youths, this section is divided into six subsections: life skills, education, employment, housing, social support and, finally, a theory which helps guide the conceptualization of this population.

Life Skills

Life skills preparation and training has been considered an essential part of the independent living program, including money management, food preparation, personal hygiene and health care services, finding and maintaining housing, transportation services, employment, services or training, educational planning, using community resources, interpersonal skills, legal skills, and parenting (Courtney et al., 2001).

Georgiades (2005) studied youth's perspectives regarding Independent Living Program (ILP) services. A total of 67 (80% foster home and 12% group home) youths between the ages of 18 and 21 were mailed questionnaires. The findings revealed that the vast majority of the

youths in this study never heard of the ILP. The youths that received services enhanced their self-perception and were generally satisfied with the ILP; however, parenting skills and housing preparation were areas that contained the biggest gaps in services.

Courtney et al. (2001) investigated the outcomes of 141 former foster youths who participated in the Foster Youth Transition to Adulthood in three waves; before they exited care, 12 to 18 months after they were discharged, and three years after exiting care. The study drew data from the Wisconsin Human Services Reporting System to track the progress of children in out-of-home care.

More than 85% of youths stated that they had been educated about personal health care and trained in job seeking and decision making skills. In contrast, less than 70% had been trained in money management, legal skills, making use of community resources, or parenting. At wave 2, only a small fraction of youths reported that they received concrete assistance in preparing for a variety of life skills prior to discharge. Of the youths, only 18% received job training, 11% received help in conducting a job interview, 12% received assistance in finding a job, 15% had assistance in obtaining health

records, and 11% received help in obtaining public assistance.

Reilly (2003) assessed the exit status of youths six to thirty-six months after exiting foster care. The study analyzed administrative data of 100 youths 6-36 months after exiting care in Nevada. Although most youths (37% - 73%) were exposed to ILP training during their time in care, few reported receiving actual services on discharge. Almost a third reported not having a place to live after discharge, 50% did not have at least \$250 in their pocket, 28% had pots and pans to set up household, 27% had a valid driver's license. Moreover, 53% said they were not satisfied with the life skills services they received to prepare them for an independent life.

Education

A good education is known to be the number one factor in successfully transitioning to independent living; however, many foster youths approach the transition to independent living with significant educational deficits.

Courtney and Dworsky (2006) assessed and compared former foster youths one year after exiting care to

another group of same-age peers. The study interviewed 732 youths in three waves upon emancipating. The average length of time between the first and second wave interviews was about 22 months. This group was compared to another group referred to as 'Add Health'.

Of the youths in this study, 37.1% had neither a high school diploma nor a general equivalency degree (GED), compared to the Add Health groups 63.9%. Fifty-nine percent in the Add Health group were enrolled in an educational program compared to 39.1% youths in this study. Additionally, 62% of the Add Health group was enrolled in a four-year college compared with only 18% of the youths in this study.

One study conducted by McMillen and Tucker (1999) assessed the exit status of older youths who were discharged from out-of-home care. The study reviewed the administrative data and case records of 252 youths from a randomly selected sample of youths who were discharged from out-of-home care in Missouri. Of the youths in this study, almost 34% graduated from high school upon leaving care. Another 5.6% received their GED upon exiting care. It was also reported that minority males appeared to fare worse than the other youths; only 17% of minority males

completed high school or obtained a GED upon leaving care. Another 24.6% met the definition for making academic progress. Almost half, (45.2%) left care without having completed school. Because case record and computer database information was used for all data collection in this study, no information on the reliability and validity of the measures used is available.

Reilly (2003) found that 50% of youths left care without a high school degree. In contrast, 6 to 18 months after leaving care, it was reported that 69% of youths obtained a high school degree, with 30% of youths indicating they were attending or had attended college. Participants had high aspirations when it came to higher education: 75% indicated that they wanted to obtain a college degree.

Overall, emancipated foster youths show significant educational deficits.

Employment

Obtaining and maintaining employment that will provide the financial resources to live above the line of poverty is essential for youths who emancipate from out-of-home care.

Dworsky (2005) examined self-sufficiency in 8511 former foster youths (52.5% from foster homes, 27% from group homes). The youth's self-sufficiency was measured through employment, earnings and public assistance receipt. Administrative data was used to collect eight years of financial self-sufficiency from the sample population. The study found former foster youths had earnings below the poverty line eight years after they emancipated. As expected, these poor wages caused a dependency for cash assistance or food stamps, especially for mothers with dependent children.

In Courtney and Dworsky's (2006) study, 92% reported that their employment during the last year was sporadic and seldom provided them with financial security. Forty-seven percent were currently employed, considerably less than the 58.2% in the 19-year olds in the Add Health group. The youths in the study reported earning less than \$5,000 and 90% earned less than \$10,000, 45% didn't have enough money to pay for basic necessities.

Similarly, respondents in Reilly's (2003) study experienced extreme financial hardships. Most were employed (63%), but 26% had not had steady employment since leaving foster care. Of the youths, 60% had an

annual household income of \$10,000 or less, 34% made less than \$5,000, and 41% stated that they did not have enough money to cover basic living expenses. Doing something illegal to get money was not uncommon: 24% had supported themselves by dealing drugs at some time since leaving care and 11% had sexual intercourse in exchange for money. Moreover, 55% had been terminated at least once since leaving state care.

Overall, most emancipated youths are at risk of obtaining and maintaining employment that will provide the financial resources to live above the line of poverty.

Housing

Securing stable housing poses a serious problem for youths who age out of out-of-home care.

Choca et al. (2004) compared housing programs in three counties in California where almost 2000 youths emancipate each year. The study found former foster youths who worked 40 hours a week for \$6.75, the minimum wage, will only be able to spend \$351 (which is 30% of their income) on rent. In addition, in spite of attempts to restructure and collaborate with different

organizations so that more housing is available for emancipating youths, the demand for housing is not meeting the need.

Of the youths in Reilly's (2003) study, 29% lived with a significant other, 24% with friends, 11% alone, 7% with birthparents, and 15% with relatives. Seven percent were incarcerated in a state prison, and 2% were homeless. A startling 36% indicated that there had been times when they did not have a place to live (19% reported living on the streets and 18% lived in a homeless shelter) and 35% had moved five or more times since leaving foster care.

On the other hand, Rashid (2004) studied a program provided by Larkin Street Youth Services that aids homeless former foster youths. The goal of the program is to provide independent living skills and trainings, as well as additional social support, allowing youths accomplishments to be celebrated. In addition, youths are required to save 30% of their paycheck to prepare them for independent living. Twenty-three residents aged 18 to 22 were selected to participate. The study found that 90% of the youths secured stable housing after leaving the program. Unfortunately, the study listed the small,

nonrandom sample size and the lack of knowledge regarding the youth's former foster experience as a few of its limitations.

Overall, emancipated youth are having a difficult time securing stable housing.

Social Support

Social support is an important contributor to well-being. It is essential that youth's aging out of the system need a significant level of social support in order to ease their transition into independent living.

Courtney et al. (2001) found that both wave 1 and 2 had nearly the same perceptions in social support. Of the youths, 40% reported that they spoke with previous foster parents at least once a week, 20% of youths' foster families continued to help them. Equally important, 40% of the youths reported that their birth families tried to help them, and almost half of their birth families provided emotional support and were available to talk.

In Reilly's (2003) study, most of the youths reported contact with siblings (74%), relatives (63%), former foster parents (54%), grandparents (45%), birthmothers (37%), group home staff (35%), birthfathers

(30%), or previous caseworkers (29%). Moreover, these youths had experienced close relationships with siblings (64%) and former foster parents (54%), and most of these youths indicated having family (52%) or friends (58%) to rely on when they encountered problems.

Horrocks (2002) examined the social and developmental outcomes of 14 youths through an ethnographic method. In particular, this study highlighted the findings of one male participant, who lived in a group home, and one female participant, who lived in four foster care placements. The study found that the male had difficulties successfully emancipating due to his relationship with his "key worker" being terminated upon emancipation, as well as a lack of other social supports, particularly when facing challenges. The female participant became a single mother at a young age; as a result, she was stigmatized by society, which subsequently limited her ability to reach out for available social support.

Overall, social support is an important contributor to a successful transition into adulthood.

Theory Guiding Conceptualization

A theoretical perspective that has guided past research to help analyze the outcomes of youths who have aged out of the child welfare system is the ecological theory.

According to Garbarino, the ecological theory "focuses on the balance of risk and protective factors in development and the impact of various system levels on these factors" (as cited in Collins, 2001, p. 25). The macro- and microsystems -- family, friends, school, social services, etc., are known to be critical for individual development (Collins, 2001). In essence, strong connections with others and the community decrease risk factors and, in turn, increase protective factors, thereby supporting individual development. Quinn argues that one recent study of youth organizations and their role in youth development suggests that both teens and adults believe that participation in such programs are invaluable because it leads to activities such as learning about employment, community service involvement, and working with others, just to name a few (as cited in Collins, 2001).

Hence, as foster youths interact with the social services system, more specifically, participate in ILP, individual development takes place. The ILP is designed to increase protective factors by providing youths invaluable resources and services, including life skills training; educational, employment, housing, and health services; as well as positive role models (mentors), all of which protect youths from such risk factors as poverty, drugs, homelessness, etc. Overall, accessing ILP services not only connects youths with caring individuals that serve to support their development, but strengthens and empowers foster youths by providing them with a strong foundation. These factors are critical in preparing youths for a successful transition to independence.

Clearly, this study was needed in order to learn more about what supportive services are most needed to ensure a more successful outcome in independent living. This study builds on past studies by supporting the overall findings that youths who experience out-of-home care are often ill prepared to emancipate successfully. On the other hand, this study differs from past studies

in that there are no prior studies comparing former foster home youths to former group home youths.

Summary

In summary, the data clearly suggests that a significant proportion of youths exiting out-of-home care face serious difficulty in transitioning on their own, even in light of receiving the required independent living skills training and services for preparation of independence. Many youths lack life skills, do not go on to pursue higher education, are unemployed or underemployed, experience periods of homelessness, and have limited social support after exiting care. Indeed, a significant proportion of these youths are seemingly ill prepared to be on their own. The ecological theory guided this study in examining how youths are impacted within the community context.

CHAPTER THREE

METHODS

Introduction

This section contains an overview of the research methods that were applied in the study. The study's design, sampling method, data collection, instrument used, and procedures are addressed. Moreover, efforts to protect human subjects are also discussed. Finally, an analysis of the data is also outlined in detail.

Study Design

The specific purpose of this study was to evaluate and compare the outcomes of the Independent Living Program of youths who have aged out of foster care and group care in San Bernardino County, California. The objectives of the study were: (1) to examine and compare the characteristics of youths in both groups, (2) to examine and compare the perception of satisfaction of ILP training and services upon emancipation between the two groups, (3) to examine and compare the outcomes of the two groups after emancipation in relation to the ILP services, and (4) to suggest what supportive services are

most needed in the two groups to ensure a higher rate of success in adulthood.

An exploratory and quantitative survey design was the most appropriate research design for this study due to convenience and time constraints. The proposed methods were chosen to increase the likelihood of locating and collecting data from former foster and group home youths. A survey design was utilized in this study instead of face-to-face interviews due to limited access to participants.

The limitations of this study include the utilization of self-administered questionnaires. The questionnaires do not allow the participants to obtain clarification on questions that may be confusing. Participants may also give false answers or attempt to answer questions in a socially desirable manner. Further limitations of the study include the sample size and the time allotted to collect data.

The research question is: What are the outcomes of ILP services of youths formerly in foster care versus group care?

Sampling

The sample from the San Bernardino Department of Children's Services which data was obtained consisted of former foster youths of foster home settings and group home settings. The sampling was of a snowballing method and the sample size (N = 48) included 28 participants from foster care and 20 participants from group care. The selection criteria for the study were: emancipation from San Bernardino Department of Children Services, at least 18 years of age, recipients of ILP services, and emancipation occurred within a two year time period.

Participants were drawn from the San Bernardino Department of Children Services aftercare service because this is the most effective way of recruiting youths. The sample was chosen because they are representative of former foster youths in San Bernardino County who had been provided independent living training and services upon emancipation.

Data Collection and Instrument

The data collected for this study was obtained through self-administered questionnaires. The specific data that was collected in the questionnaire included

demographic information (age, ethnicity, gender, type of former out-of-home-care, etc.), data that pertains to former foster youths' satisfaction levels of the ILP services, and the youths status outcomes in the areas of life skills, education, employment, housing, and social support. The information was measured with a standardized scale.

The independent variable in the study was placement status (group home versus foster home). The dependent variables in the study were life skills, education, employment, housing, social support, and perception of satisfaction of ILP training and services. The independent and dependent variables were measured at a nominal level of measurement. The study used a modified version of a questionnaire designed by Baeza and Thurston (2003). The questionnaire [Appendix A], collected demographic information and assessed satisfaction levels of the ILP services in the following areas: daily living skills, housing and community resources, money management, etc.

Procedures

Participation for this study was solicited through Cameron Hills Aftercare Services by informing potential participants about the study and providing an incentive. The incentive was a ten dollar bill. We met with the agency's representatives on January 12, 2007 to submit the questionnaires and discuss the procedure for data collection.

A total of six Aftercare Specialists in the agency were each given ten consent forms [Appendix B] and questionnaires to distribute to participants from their caseload. The deadline for collection of the forms was February 15, 2007. Upon receipt of the completed informed consents and questionnaires, researchers gave the Aftercare Specialists the incentive monies to distribute \$10.00 to each participant that had completed the forms for the study, along with a debriefing statement [Appendix C].

Protection of Human Subjects

Preventative measures took place to ensure the anonymity and confidentiality of participants. The list of participants surveyed was kept by the agency.

Identifying information, such as names, addresses and telephone numbers, were not asked on forms. Informed consent forms and questionnaires were assigned an identification number. Additionally, the data collected from the questionnaires was entered into the SPSS program under the assigned identification number. Participants were assured that participation was voluntary and that their answers would remain confidential. A debriefing statement form was also provided to participants. After the study was completed, the forms and questionnaires were destroyed by the researchers.

Data Analysis

The data was analyzed by utilizing a quantitative data analysis method. Frequency distributions were used to describe demographic variables, life skills proficiency, educational achievement, employment and housing attainment, social support network, and the perceptions of satisfaction of the ILP services among both former foster and group home youths combined. Chi-square statistical tests were employed in order to assess the associations between the independent variable; placement status (foster homes vs. group homes), and the

dependent variables; life skills, education, employment, housing, and social support, and perception of satisfaction with ILP services among emancipated foster youths. Moreover, the chi-square analysis determined whether there were any statistically significant differences between the two groups.

Summary

In summary, an exploratory and quantitative survey design was conducted to evaluate and compare the outcomes of the Independent Living Program of youths who have aged out of foster care and group care. The data collected for the study was obtained through self-administered questionnaires through a convenience sample taken from the caseload of Cameron Hills Aftercare Services through the San Bernardino Department of Children's Services. Moreover, preventative measures took place to ensure the anonymity and confidentiality of participants. Finally, the data was analyzed by utilizing a quantitative data analysis method in order to assess the associations between the independent variable and the dependent variables among emancipated foster youths.

CHAPTER FOUR

RESULTS

This section presents the results of the study. The following frequency distribution tables describe demographic variables, life skills proficiency, educational achievement, employment and housing attainment, social support network, and the perceptions of satisfaction of the ILP services among both former foster and group home youths combined. Following the frequency distribution tables, the chi square tests tables display the comparison results of former foster home youths versus former group home youths of the aforementioned variables, showing the actual outcomes of the ILP services between the two groups after one to two years of emancipation. The results of the outcomes serve to determine whether both groups equally benefit from the ILP services or whether one group fares better than the other group.

Presentation of the Findings

Table 1 describes the demographics of former foster and group home youths combined. The results show that out of 48 participants, 58.3% were from foster homes and

Table 1. Demographics of Former Foster and Group Home

Youths Combined

Variable N = 48	Frequencies (n)	Percentages (%)
Placement Status:		
Foster Home	28	58.3
Group Home	20	41.7
Gender:		
Female	31	64.6
Male	17	35.4
Age:		
19 years old	32	66.7
20 years old	16	33.3
Race/Ethnicity:		
American Indian	2	4.2
African-American	15	31.3
Hispanic/Latino	18	37.5
White	13	27.1
Marital Status:		
Never been married	44	91.7
Separated	1	2.1
Married	3	6.3
Dependent Children:		
0 children	35	72.9
1 child	11	22.9
2 children	2	4.2
pregnant	3	6.3

41.7% were from group homes. There were 64.6% females and 35.4% males in both home settings combined. Of the young adults, 66.7% were 19 years old and 33.3% were 20 years old. The greater number of participants was Hispanic/Latino (37.5%), followed by African-Americans,

31.3%, Whites, 27.1%, and American Indians 4.2%. The majority of participants (91.7%) had never been married, 6.3% were married, and 2.1% were separated. Thirty-five (72.9%) of the participants had no children, 22.9% had one child, and 4.2% had 2 children, and 6.3% were pregnant.

Table 2 shows the outcomes of life skills of both former foster and group home youths combined. All the participants reported they know how to make a doctor/dental appointment. In seven of the areas, over 90% of the participants had acquired life skills in cooking (97.8%), comparing prices to get the best value (97.9%), cleaning the kitchen (97.9%), making meals using a recipe (95.8%), doing laundry (97.9%), know the necessary steps for getting a drivers license (95.7%), and use a computer (95.8%). Over 80% had acquired driving skills (81.3%), know how to get help with depression or other emotional problems (85.4%), can calculate housing start-up costs (83%), and plan for the expenses that must be paid each month (89.6%). Seventy-five percent (75%) of the participants can calculate the cost of car ownership and 72.9% can balance a checkbook. Over half of the participants know how to get emergency assistance to pay

Table 2. Life Skills of Former Foster and Group Home
Youths Combined

Variable N = 48	Frequencies (n)	Percentages (%)
can cook	45	97.8
can compare prices to get the best value	47	97.9
can clean the kitchen	47	97.9
can make meals using a recipe	46	95.8
can do laundry	47	97.9
can change a flat tire	23	48.9
can balance a checkbook	35	72.9
know the necessary steps for getting a drivers license	45	95.7
know how to drive	39	81.3
can calculate the cost of car ownership	36	75.0
can use a computer	46	95.8
know how to make a doctor/dental appointment	48	100.0
know where to go to get help with depression or other emotional problems	41	85.4
can calculate housing start-up costs	39	83.0
plan for the expenses that must be paid each month	43	89.6
know how to get emergency assistance to pay utilities	29	60.4
know who to contact to get low income housing	32	66.7

utilities (60.4%) and 66.7% know who to contact to get low income housing. Less than 50 percent (48.9%) know how to change a flat tire.

Table 3 shows the educational status outcomes of both former foster and group home youths combined. Of the 48 participants, 33.3% graduated from high school, 31.3% had attended some college, 22.9% did not graduate from high school, 6.3% are currently enrolled in a GED program, 4.2% have had vocational/Trade School education, and 2.1% have their GED.

Table 3. Education of Former Foster and Group Home Youths Combined

Variable N = 48	Frequencies (n)	Percentages (%)
Did not graduate high school	11	22.9
High school graduate	16	33.3
GED	1	2.1
Currently enrolled in a GED program	3	6.3
Some college	15	31.3
Vocational/Trade School	2	4.2

The results in table 4 show the employment status of emancipated foster home and group home participants. Of the 48 participants, 20 participants were not employed and 18 were currently employed. Of those employed, 66.7% were employed part-time and 33.3% were employed full-time. Over 70 percent (73.7%) of the employed

participants earn \$7.25-\$8.00 an hour, 10.5% earn \$8.01-\$9.00 an hour, and another 15.8% earn \$9.01-\$10.00 an hour. A very small percentage of employed participants receive any benefits. Over 15 percent (15.8%) of the participants receive health and dental insurance and sick time. Over 10 percent (10.5%) receive life insurance, and only one (5.3%) participant receives paid vacation time.

The data shows that 30 participants were previously employed. Of them, 60% worked part-time and 40% worked full-time. Of those who were previously employed, 80 percent of them earned \$7.25-\$8.00 an hour, 3.3% earned \$8.01-\$9.00 an hour, and 16.7% earned \$9.01-\$10.00 an hour. The two groups listed several reasons for leaving their prior job. The most common reasons for leaving included a better employment opportunity (38.1%), was just a temporary position (28.6%), was fired (23.8%), and found another job closer to home (9.5%). Finally, 50 percent (50%) of the participants reported they were currently seeking employment.

Other sources of income were included in the study. Most of the participants (70.8%) were receiving Medi-cal. Just over 20 percent (20.8%) of the participants were getting food stamps. In addition, 12.5% of former foster

and group home youths were receiving ILP scholarships. Moreover, 8.3% were getting TANF. Further, 6.3% were receiving SSI benefits. Finally, 2.1% of emancipated foster and group home youths were getting general relief, unemployment, disability, and child care assistance.

Moreover, committing illegal acts for survival needs were also included in the study. Nearly 19% of former foster and group home participants reported committing illegal acts for survival needs, 12.5% admitted to shoplifting, 10.4% reported selling drugs, 6.3% committed robbery/burglary, and 2.1% admitted to prostitution and fraud.

Finally, the participants reported the status of their possession of vital documentation. Over 80 percent of former foster and group home participants had their birth certificates (85.4%) and social security cards (83.3%). Just over 70 percent (72.9%) of participants reported having a California ID. Almost 34 percent (33.3%) possessed a driver's license, and 14.6% had a driver's permit.

Table 4. Employment of Former Foster and Group Home

Youths Combined

Variable N = 48	Frequencies (n)	Percentages (%)
Currently employed		
Part Time	12	66.7
Full Time	6	33.3
Wages		
\$7.25-\$8.00	14	73.7
\$8.01-\$9.00	2	10.5
\$9.01-\$10.00	2	15.8
Benefits:		
Health insurance	3	15.8
Dental insurance	3	15.8
Life insurance	2	10.5
Sick time	3	15.8
Paid vacation	1	5.3
Previously employed		
Part Time	18	60.0
Full Time	12	40.0
Wages		
\$7.25-\$8.00	24	80.0
\$8.01-\$9.00	1	3.3
\$9.01-\$10.00	5	16.7
Reasons for leaving:		
fired from job	5	23.8
found another job closer to home	2	9.5
Temporary position	6	28.6
better employment opportunity	8	38.1
Currently seeking employment	24	50.0
Other sources of income:		
Currently receiving ILP scholarship	6	12.5
SSI	3	6.3
TANF	4	8.3
GR	1	2.1
Unemployment	1	2.1
Disability	1	2.1
Medi-Cal	34	70.8
Child Care Assistance	1	2.1
Food Stamps	10	20.8

Variable N = 48	Frequencies (n)	Percentages (%)
Participated in illegal act for survival needs		
Prostitution	9	18.8
Selling drugs	1	2.1
Shoplifting	5	10.4
Fraud	6	12.5
Robbery/burglary	1	2.1
Other	3	6.3
Documents:		
Birth Certificate	41	85.4
Social Security Card	40	83.3
California ID	35	72.9
Drivers Permit	7	14.6
Drivers License	16	33.3

Table 5 shows the various types of housing outcomes of both former foster and group home youths combined. Just over 47 percent (47.8%) of the participants are renting a room in someone else's house, 21.7% are renting an apartment, 8.7% are either renting a house or living in transitional housing, 6.5% are renting a room in someone else's apartment, 4.3% are living in a group home/residential facility, and 2.2% is buying a house.

One-fourth of the participants (25%) live with a roommate, 16.7% live either with friends or relatives, 12.5% live alone, 10.4% live with a boyfriend/girlfriend, 8.3% live with a spouse or with former foster parents, and 2.1% live with their biological parents.

Less than one-half of the participants (43.8%) moved 1-2 times since leaving foster care, 16.7% had not moved after leaving care. Only 12.5% moved 3-4 times, 10.4% moved 5-6 times, 6.3% moved either 7-8 times or more than 10 times, and 4.2% moved 9-10 times. The reasons reported for moving include conflict in previous home (21.6%), better location needed (18.9%), financial problems (10.8%), and other (48.6%).

Twenty survey participants reported experiencing various periods of homelessness. A total of 17% of the participants were homeless for 1-7 days, 10.6% were homeless for 8-14 days, 8.5% were homeless for 30+ days, and 2.1% were homeless for 15-21 days. A total of 42.1% of the participants reported conflict in the home as the reason for homelessness, 26.3% said they were asked to leave their home, and 15.8% were either having financial difficulties or listed "other" as the reason for homelessness. A total of 19.1% said they had spent at least one night in a shelter after becoming homeless.

Table 5. Housing of Former Foster and Group Home Youths

Combined

Variable N = 48	Frequencies (n)	Percentages (%)
Type of housing:		
Renting an apartment	10	21.7
Renting a house	4	8.7
Buying a house	1	2.2
Renting a room in someone else's apartment	3	6.5
Renting a room in someone else's house	22	47.8
Group home/residential facility	2	4.3
Transitional housing	4	8.7
Living conditions:		
Live alone	6	12.5
with roommate	12	25.0
with friends	8	16.7
with relatives	8	16.7
with spouse	4	8.3
with boyfriend/girlfriend	5	10.4
with former foster parents	4	8.3
with biological parents	1	2.1
Times moved since leaving foster care:		
0 times	8	16.7
1-2 times	21	43.8
3-4 times	6	12.5
5-6 times	5	10.4
7-8 times	3	6.3
9-10 times	2	4.2
more than 10 times	3	6.3
Reasons for moving:		
conflict in previous home	8	21.6
needed better location	7	18.9
financial problems	4	10.8
other	18	48.6
Homelessness:		
1-7 days	8	17.0
8-14 days	7	10.6
15-21 days	1	2.1
30+ days	4	8.5

Variable N = 48	Frequencies (n)	Percentages (%)
Reasons for homelessness:		
conflict in the home	8	42.1
financial difficulties	3	15.8
evicted or asked to leave	5	26.3
other	3	15.8
Spent at least one night in a shelter	9	19.1

The results in table 6 reflect the amount of social support that participants have in both groups. Of the participants, 89.6% can identify one or more people to help in the area of life skills, and 87.5% can identify one or more people to help in the area of life skills. In three areas of social support, 85.4% of participants can identify one or more people for support when having family problems, can identify one or more people to help find and prepare for a job, and can identify one or more people for support with educational/vocational tasks. Just over 80% (81.3%) of participants can identify one or more people to help them find housing. Almost three-quarters of participants (68.9%) can identify one or more people to support them in child care responsibilities when needed.

Table 6. Social Support of Former Foster and Group Home Youths Combined

Variable N = 48	Frequencies (n)	Percentages (%)
Can identify one or more people for support when having family problems	41	85.4
Can identify one or more people to help find housing	39	81.3
Can identify one or more people to help find and prepare for a job	41	85.4
When needed, can identify one or more people to support me in child care responsibilities	31	68.9
Can identify one or more people for support with educational/vocational tasks	41	85.4
Can identify one or more people for support in making life choices	42	87.5
Can identify one or more people to help in the area of life skills	43	89.6

Table 7 describes the outcomes of perception of satisfaction with ILP services of both former foster and group home emancipated youths combined. Just over 56% (56.5%) of the participants perceived that the program included one-on-one training that was helpful to reach personal goals. A higher percentage 62.5% perceived the program to be sensitive to individual needs, 66.7%

thought the program provided the guidance needed to handle personal life situations, and 68.1% believed the program prepared them to live independently. Just over 70% of participants felt the program was worthwhile overall, and 79.2% of all participants thought the program was a support system while preparing for adulthood and offered the necessary tools needed to gain self-sufficiency.

Table 7. Perception of Satisfaction with Independent Living Program Services of Former Foster and Group Home Youths Combined

Variable N = 48	Frequencies (n)	Percentages (%)
Program provided guidance needed to handle personal life situations	32	66.7
Program was a support system while preparing for adulthood	38	79.2
Program offered the necessary tools needed to gain self-sufficiency	38	79.2
Program was sensitive to individual needs	30	62.5
Program was worthwhile overall	34	70.8
Program included one-on-one training which was helpful to reach personal goals	26	56.5
Program prepared me to live independently	32	68.1

Chi-Square tests were performed to compare the outcomes of emancipated foster home youths with group home youths in the following areas; life skills, education, employment, housing, social support, and perception of satisfaction with the ILP services.

In table 8, chi-square tests show that there are no statistically significant differences in life skills between foster home participants versus group home participants.

Table 8. Life Skills of Former Foster Home versus Group Home Youths

Variable	Foster Home (n = 28)	Group Home (n = 20)	χ^2
Can Cook			1.453
Yes	27 (100%)	18 (94.7%)	
No	0	1 (5.3%)	
Can compare prices to get the best value			1.430
Yes	28 (100%)	19 (95%)	
No	0	1 (5%)	
Can clean the kitchen			.729
Yes	27 (96.4%)	20 (100%)	
No	1 (3.6%)	0	
Can make meals using a recipe			1.491
Yes	26 (92.9%)	20 (100%)	
No	2 (7.1%)	0	
Can do laundry			1.430
Yes	28 (100%)	19 (95%)	
No	0	1 (5%)	

Variable	Foster Home (n = 28)	Group Home (n = 20)	χ^2
Can change a flat tire			2.581
Yes	11 (39.3%)	12 (63.2%)	
No	17 (60.7%)	7 (36.8%)	
Can balance a checkbook			.148
Yes	21 (75%)	14 (70%)	
No	7 (25%)	6 (30%)	
know the necessary steps for getting a drivers license			.080
Yes	22 (96.4%)	18 (94.7%)	
No	1 (3.6%)	1 (5/3%)	
know how to drive			.879
Yes	24 (85.7%)	15 (75%)	
No	4 (14.3%)	5 (25%)	
Can calculate the cost of car ownership			.457
Yes	22 (78.6%)	14 (70%)	
No	6 (21.4%)	6 (30%)	
Can use a computer			2.922
Yes	28 (100%)	18 (90%)	
No	0	2 (10%)	
know how to make a doctor/dental appointment			0
Yes	28 (100%)	20 (100%)	
No	0	0	
know where to go to get help with depression or other emotional problems			.005
Yes	24 (85.7%)	17 (85%)	
No	4 (14.3%)	3 (15%)	
Can calculate housing start-up costs			.953
Yes	22 (78.6%)	17 (89.5%)	
No	6 (21.4%)	2 (10.5%)	
plan for the expenses that must be paid each month			.772
Yes	26 (92.9%)	17 (85%)	
No	2 (7.1%)	3 (15%)	

Variable	Foster Home (n = 28)	Group Home (n = 20)	χ^2
know how to get emergency assistance to pay utilities			.301
Yes	16 (57.1%)	13 (65%)	
No	12 (42.9%)	7 (35%)	
know who to contact to get low income housing			.043
Yes	19 (67.9%)	13 (65%)	
No	9 (39.1%)	7 (35%)	

* p<.05; ** p<.01; *** p<.001

The chi-square analysis in table 9 indicates that former foster home youths have significantly higher educational achievement outcomes than former group home youths ($\chi^2 = 17.936$, $df = 5$, $p = .003$).

Table 9. Education of Former Foster Home versus Group Home Youths

Variable	Foster Home (n = 28)	Group Home (n = 20)	χ^2
Did not graduate high school	2 (7.1%)	9 (45%)	17.936**
High school graduate	9 (32.1%)	7 (35%)	
GED	1 (3.6%)	0	
Currently enrolled in a GED program	3 (10.7%)	0	
Some college	13 (46.4%)	2 (10%)	
Vocational/Trade School	0	2 (10%)	

* p<.05; ** p<.01; *** p<.001

In table 10, a chi-square analysis reveals that youths formerly in group homes have significantly higher rates in currently seeking employment than do youths formerly in foster homes ($\chi^2 = 5.486$, $df = 1$, $p = .019$). In addition, the results of chi-square tests show that former group home youths have significantly higher rates in participating in illegal acts for survival ($\chi^2 = 10.163$, $df = 1$, $p = .001$), particularly in committing shoplifting ($\chi^2 = 4.898$, $df = 1$, $p = .027$) and robbery/burglary ($\chi^2 = 4.480$, $df = 1$, $p = .034$) compared to former foster home youths. On the other hand, the results of chi-square analysis reveal that youths formerly in foster homes have significantly higher rates in possessing the following important documents; birth certificates ($\chi^2 = 6.542$, $df = 1$, $p = .011$), social security cards ($\chi^2 = 13.440$, $df = 1$, $p = .000$), and drivers licenses ($\chi^2 = 5.186$, $df = 1$, $p = .023$) than do youths formerly in group homes.

Table 10. Employment of Former Foster Home versus Group Home Youths

Variable	Foster Home (n = 28)	Group Home (n = 20)	χ^2
Currently employed			.138
Part Time	9 (69.2%)	3 (60%)	
Full Time	4 (30.8%)	2 (40%)	
Wages			1.810
\$7.25-\$8.00	9 (69.2%)	5 (83.3%)	
\$8.01-\$9.00	2 (15.4%)	0	
\$9.01-\$10.00	1 (7.7%)	1 (16.7%)	
Benefits:			.005
Health insurance			
Yes	2 (15.4%)	1 (16.7%)	
No	11 (84.6%)	5 (83.3%)	
Dental insurance			.005
Yes	2 (15.4%)	1 (16.7%)	
No	11 (84.6%)	5 (83.3%)	
Life insurance			1.032
Yes	2 (15.4%)	0	
No	11 (84.6%)	6 (100%)	
Sick time			.005
Yes	2 (15.4%)	1 (16.7%)	
No	11 (84.6%)	5 (83.3%)	
Paid vacation			.487
Yes	1 (7.7%)	0	
No	12 (92.3%)	6 (100%)	
Previously employed			.135
Yes	17 (77.3%)	13 (72.2%)	
No	5 (22.7%)	5 (22.8%)	
Hours			.362
Part Time	6 (35.3%)	6 (46.2%)	
Full Time	11 (64.7%)	7 (53.8%)	
Wages			.848
\$7.25-\$8.00	13 (76.5%)	11 (84.6%)	
\$8.01-\$9.00	1 (5.9%)	0	
\$9.01-\$10.00	3 (17.6%)	2 (15.4%)	

Variable	Foster Home (n = 28)	Group Home (n = 20)	χ^2
Reasons for leaving:			3.327
fired from job	2 (18.2%)	3 (30%)	
found another job closer to home	0	2 (20%)	
temporary position	4 (36.4%)	2 (20%)	
better employment opportunity	5 (45.5%)	3 (30%)	
Currently seeking employment			5.486*
Yes	10 (35.7%)	14 (70%)	
No	18 (64.3%)	6 (30%)	
Other sources of income:			
Currently receiving ILP scholarship			1.763
Yes	5 (17.9%)	1 (5%)	
No	23 (82.1%)	19 (95%)	
SSI			.823
Yes	1 (3.6%)	2 (10%)	
No	27 (96.4%)	18 (90%)	
TANF			3.117
Yes	4 (14.3%)	0	
No	24 (85.7%)	20 (100%)	
GAIN			0
Yes	0	0	
No	28 (100%)	20 (100%)	
GR			.729
Yes	1 (3.6%)	0	
No	27 (96.4%)	20 (100%)	
Unemployment			.729
Yes	1 (3.6%)	0	
No	27 (96.4%)	20 (100%)	
Worker's Comp			0
Yes	0	0	
No	28 (100%)	20 (100%)	
Disability			1.430
Yes	0	1 (5%)	
No	28 (100%)	19 (95%)	
Section 8			0
Yes	0	0	
No	28 (100%)	20 (100%)	
Medi-Cal			.565
Yes	21 (75%)	13 (65%)	
No	7 (25%)	7 (35%)	

Variable	Foster Home (n = 28)	Group Home (n = 20)	χ^2
Child Care Assistance			1.430
Yes	0	1 (5%)	
No	28 (100%)	19 (95%)	
Food Stamps			.014
Yes	6 (21.4%)	4 (20%)	
No	22 (78.6%)	16 (80%)	
Participated in illegal act for survival needs			10.163***
Yes	1 (3.6%)	8 (40%)	
No	27 (96.4%)	12 (60%)	
Prostitution			1.430
Yes	0	1 (5%)	
No	28 (100%)	19 (95%)	
Selling drugs			3.374
Yes	1 (3.6%)	4 (20%)	
No	27 (96.4%)	16 (80%)	
Shoplifting			4.898*
Yes	1 (3.6%)	5 (25%)	
No	27 (96.4%)	15 (75%)	
Fraud			1.430
Yes	0	1 (5%)	
No	28 (100%)	19 (95%)	
Robbery/burglary			4.480*
Yes	0	3 (15%)	
No	28 (100%)	17 (85%)	
Documents:			
Birth Certificate			6.542**
Yes	27 (96.4%)	14 (70%)	
No	1 (3.6%)	6 (30%)	
Social Security Card			13.440***
Yes	28 (100%)	12 (60%)	
No	0	8 (40%)	
California ID			.075
Yes	20 (71.4%)	15 (75%)	
No	8 (28.6%)	5 (25%)	
Drivers Permit			.005
Yes	4 (14.3%)	3 (15%)	
No	24 (85.7%)	17 (85%)	
Drivers License			5.186*
Yes	13 (46.4%)	3 (15%)	
No	15 (53.6%)	17 (85%)	

* p<.05; ** p<.01; *** p<.001

A chi-square analysis in table 11 reveals that former youths of group homes have a significantly higher rate in the number of moves they have made since leaving care compared to former youths of foster homes ($\chi^2 = 17.535$, $df = 6$, $p = .008$). Moreover, the comparison rates of experiencing various periods of homelessness between these two groups gives evidence that former group home participants have a significantly higher number of periods of homelessness than do former foster home participants ($\chi^2 = 9.658$, $df = 4$, $p = .047$).

Table 11. Housing of Former Foster Home versus Group Home Youths

Variable	Foster Home (n = 28)	Group Home (n = 20)	χ^2
Type of housing:			3.390
Renting an apartment	7 (26.9%)	3 (15%)	
Renting a house	3 (11.5%)	1 (5%)	
Buying a house	1 (3.8%)	0	
Renting a room in someone else's apartment	2 (7.7%)	1 (5%)	
Renting a room in someone else's house	10 (38.5%)	12 (60%)	
Group home/residential facility	1 (3.8%)	1 (5%)	
Transitional housing	2 (7.7%)	2 (10%)	

Variable	Foster Home (n = 28)	Group Home (n = 20)	χ^2
Living conditions:			13.063
Live alone	6 (21.4%)	0	
with roommate	5 (17.9%)	7 (35%)	
with friends	5 (17.9%)	3 (15%)	
with relatives	2 (7.1%)	6 (30%)	
with spouse	2 (7.1%)	2 (10%)	
with boyfriend/girlfriend	3 (10.7%)	2 (10%)	
with former foster parents	4 (14.3%)	0	
with biological parents	1 (3.6%)	0	
Times moved since leaving foster care:			17.535**
0 times	6 (21.4%)	2 (10%)	
1-2 times	17 (60.7%)	4 (20%)	
3-4 times	3 (10.7%)	3 (15%)	
5-6 times	0	5 (25%)	
7-8 times	1 (3.6%)	2 (10%)	
9-10 times	1 (3.6%)	1 (5%)	
more than 10 times	0	3 (15%)	
Reasons for moving:			2.513
conflict in previous home	4 (19%)	4 (25%)	
needed better location	4 (19%)	3 (18.8%)	
financial problems	1 (4.8%)	3 (18.8%)	
Other	12 (57.1%)	6 (37.5%)	
Homelessness:			9.658*
1-7 days	4 (14.3%)	4 (21.1%)	
8-14 days	3 (10.7%)	2 (10.5%)	
15-21 days	0	1 (5.3%)	
30+ days	0	4 (21.1%)	
Reasons for homelessness:			.916
conflict in the home	3 (37.5%)	5 (45.5%)	
financial difficulties	1 (12.5%)	2 (18.2%)	
evicted or asked to leave	2 (25%)	3 (27.3%)	
Other	2 (25%)	1 (9.1%)	
Spent at least one night in a shelter			4.324
Yes	3 (11.1%)	6 (30%)	
No	24 (88.9%)	13 (65%)	

* p<.05; ** p<.01; *** p<.001

As shown in table 12, the results of the chi-square analysis reveal that participants formerly in foster homes have significantly higher rates in identifying one or more people to help them find and prepare for a job ($\chi^2 = 6.542$, $df = 1$, $p = .011$) and in identifying one or more people for support in making life choices ($\chi^2 = 4.898$, $df = 1$, $p = .027$) compared to participants formerly in group homes.

Table 12. Social Support of Former Foster Home versus Group Home Youths

Variable	Foster Home (n = 28)	Group Home (n = 20)	χ^2
Can identify one or more people for support when having family problems			2.987
Yes	26 (92.9%)	15 (75%)	
No	2 (7.1%)	5 (25%)	
Can identify one or more people to help find housing			2.848
Yes	25 (89.3%)	14 (70%)	
No	3 (10.7%)	6 (30%)	
Can identify one or more people to help find and prepare for a job			6.542**
Yes	27 (96.4%)	14 (70%)	
No	1 (3.6%)	6 (30%)	
When needed, can identify one or more people to support me in child care responsibilities			3.240
Yes	20 (80%)	11 (55%)	
No	5 (20%)	9 (45%)	

Variable	Foster Home (n = 28)	Group Home (n = 20)	χ^2
Can identify one or more people for support with educational/vocational tasks			.808
Yes	25 (89.3%)	16 (80%)	
No	3 (10.7%)	4 (20%)	
Can identify one or more people for support in making life choices			4.898*
Yes	27 (96.4%)	15 (75%)	
No	1 (3.6%)	5 (25%)	
Can identify one or more people to help in the area of life skills			1.078
Yes	24 (85.7%)	19 (95%)	
No	4 (14.3%)	1 (5%)	

* p<.05; ** p<.01; *** p<.001

As shown in table 13, the results of chi-square analysis show that former foster home youths have significantly higher rates in their perception of satisfaction with ILP services, including perceiving that the ILP provided support while preparing for adulthood ($\chi^2 = 4.172$, $df = 1$, $p = .041$), that the ILP provided the necessary tools to gain self-sufficiency ($\chi^2 = 7.637$, $df = 1$, $p = .006$), and believed that the ILP services were worthwhile overall ($\chi^2 = 7.203$, $df = 1$, $p = .007$) compared to former group home youths.

Table 13. Perception of Satisfaction with Independent Living Program Training of Former Foster Home versus Group Home Youths

Variable	Foster Home (n = 28)	Group Home (n = 20)	χ^2
Program provided guidance needed to handle personal life situations			.686
Yes	20 (71.4%)	12 (60%)	
No	8 (28.6%)	8 (40%)	
Program was a support system while preparing for adulthood			4.172*
Yes	25 (89.3%)	13 (65%)	
No	3 (10.7%)	7 (35%)	
Program offered the necessary tools needed to gain self-sufficiency			7.637**
Yes	26 (92.9%)	12 (60%)	
No	2 (7.1%)	8 (40%)	
Program was sensitive to individual needs			.091
Yes	18 (64.3%)	12 (60%)	
No	10 (35.7%)	8 (40%)	
Program was worthwhile overall			7.203**
Yes	24 (85.7%)	10 (50%)	
No	4 (14.3%)	10 (50%)	
Program included one-on-one training which was helpful to reach personal goals			.199
Yes	16 (59.3%)	10 (52.6%)	
No	11 (40.7%)	9 (47.4%)	
Program prepared me to live independently			1.047
Yes	20 (74.1%)	12 (60%)	
No	7 (25.9%)	8 (40%)	

* p<.05; ** p<.01; *** p<.001

Summary

In summary, discussion of the results of the data analysis was compiled using frequency distribution tables describing demographic variables, life skills proficiency, educational achievement, employment and housing attainment, social support network, and the perceptions of satisfaction of the ILP services among both former foster and group home youths combined. Moreover, chi square tests tables displayed the comparison results of former foster home youths versus former group home youths of the aforementioned variables, showing the actual outcomes of the ILP services between the two groups and the statistically significance differences.

CHAPTER FIVE

DISCUSSION

Introduction

This section discusses the results, limitations, recommendations for social work practice, policy, and research, and finally, the conclusion of the study.

Discussion

The study's findings show that, overall, former foster home youths have more positive outcomes at follow-up than do former group home youths. As pointed out earlier in this study, there are no prior research studies comparing the outcomes of these two groups, thus we can only speculate as to why youths formerly in foster homes have fared better after emancipation than youths formerly in group homes in this study.

The study's participants include 48 youths that have emancipated from foster care after receiving ILP services. Twenty-eight of these youths previously resided in foster home placements and 20 previously resided in group home facilities. More females than males participated in the study (31 females versus 17 males), and the majority of the youths fell into the 18 year old

category (18 years old = 16; 19 years old = 32). The highest percentage of participants in the race/ethnicity category consisted of Hispanic/Latino youths in both groups, followed by African American, then White, and finally, American Indian. In addition, the majority of the youths in both of these categories have never been married and do not have any children.

Although there are no significant differences in life skills between the two groups, it is noteworthy to point out that the only life skill that both groups report to have 100% mastery in the same area is knowing how to make a doctor and dental appointment. The youths may perceive mastery in this area because they have never actually had to schedule their own appointments. In other words, while in care their caregivers probably scheduled all appointments and, therefore, the youths may believe they can do the same because they have seen others do so.

As presented in chapter 4, former foster home participants have significantly higher outcome rates than their group home counterparts in several areas. For example, overall, former foster home youths reported higher outcomes in educational achievement. One reason for that may be due to the lack of emotional support in

the group home environment. Another reason might be due to the emotional/behavioral and educational challenges that youths are initially placed in group homes for are dealing with. Participants formerly in foster homes possessed their birth certificate, social security card, and drivers license in higher rates than those formerly in group homes. These documents are essential in order for these young adults to secure employment and housing, open a banking account, commuting to work or college, etc. One explanation for that could be that foster home caretakers place these documents in a safe place; whereas, because there is a big turn-over in group home staff, new incoming staff may not be trained in knowing where to find these documents or whom to contact in order to receive them. Another explanation for not having these important documents could be because there may be a significant number of former group home youths who AWOLed from the group home before actually emancipating and just never returned to obtain these documents.

Additionally, when it comes to social support, former youths of foster homes have significantly higher rates in identifying one or more people to help them find and prepare for a job and support them in making life

choices than do former youths of group homes. This may be due to foster home caretakers providing a stronger support system by exposing them to a wider network of people while in their care and, therefore, have remained in their lives for longer periods of time. Finally, former foster home participants have significantly higher outcomes in perceiving that the ILP provided the necessary tools to gain self-sufficiency and support while preparing for adulthood, as well as thought that the ILP program was worthwhile overall than former group home participants. This may be due to the emotional support and interest that former foster parents invested in their youth's participation and success in ILP services. Moreover, youths formerly in foster care may have been exposed to and therefore benefited more from ILP services; whereas youths formerly in group care may have been unable to attend ILP activities due to a lack of transportation or prohibited from attending many of the ILP activities due to behavioral problems.

In contrast, former group home participants have significantly higher outcome rates in more of the undesirable areas. For example, youths formerly in group homes reported to seek employment at higher rates than

youths formerly in foster homes. One possible explanation for not being currently employed is that they do not possess the important documents needed to secure employment, including a birth certificate and/or social security card. Another reason may be that while in care they might not have had job-related opportunities due to a lack of transportation or emotional and/or behavioral problems and, therefore, lack the job skills necessary to obtain gainful employment. In addition, other areas that former group home youths showed significantly higher rates in committing illegal acts for survival needs, particularly in shoplifting and robbery/burglary. This could be due to having a difficult time securing employment due to low educational achievement, lacking job-related skills, or not having possession of important documentation in order to secure a stable environment. Another explanation may be that these acts were not committed for survival needs, but rather as a manifestation of the pain and anger they endure of growing up without the material and emotional luxuries that many of their peers grew up with. Yet another explanation might be that, since many youths are referred to group homes by the Probation Department due to

repeated illegal behavior, this illegal involvement could be a learned behavior that was taught in the group home by more experienced lawbreakers.

Furthermore, youths formerly in group homes have significantly higher outcomes in the number of moves since leaving care. This may be due to the weaker social support system that former group home youths developed during their out-of-home experience. Another reason might be that youths may have behavior or psychological issues that limit living arrangement choices. Finally, former youths of group homes have significantly higher rates in the number of periods of homelessness than former group home participants. These periods of homelessness may be caused by a culmination of youths' experiences in institutionalized-like care settings, behavior or psychological issues, weak social support systems, and low levels of education and gainful employment.

Overall, the more positive outcomes of former foster home youths compared to former group home youths may be associated to their care setting. For example, former youths of foster homes come from more of a family-like setting. These foster home settings appear to provide a more loving, nurturing environment where independent

living skills can be practiced in a less restrictive environment. In addition, foster homes most likely provide more secure attachments and significant social opportunities needed for growth and development. On the other hand, however, former youths of group homes seemingly come from more of an institutional-like setting. These settings are more likely to be less loving and nurturing. Moreover, due to a large turn-over in group home staff and a lack of emotional support, there is most likely less opportunities to form secure attachments. Furthermore, due to emotional and behavioral problems, group home staff most likely discipline youths by taking away privileges like field trips and extra curricular activities, therefore, group home youths aren't exposed to the same social opportunities and experiences needed for healthy development. Finally, as group homes are more restrictive in a highly supervised setting due to licensing and liability issues, there is less opportunity to practice independent living skills in order to successfully prepare for the future.

Limitations

In light of this discussion, it is important to consider the limitations. The primary limitation of the study was the small study size, particularly the number of former group home participants. In obtaining our study participants through Cameron Hills Aftercare Services, the program was unable to access an equal number of participants that had formerly resided in foster and group homes within the time restraints of the study, thereby limiting our initial goal of obtaining 30 participants in each group. Consequently, our initial goal of using the random sampling method was changed to a method of convenience, the snowball method. Moreover, all participants were current clients of the Cameron Hills Aftercare Services agency. Therefore, the sample is not representative of all emancipated youths. Another important limitation was that, due to strict policy guidelines, the investigators did not have access to the participants during the data collection process; aftercare specialists were assigned to administer the questionnaires within the aftercare agency. Thus, in completing the questionnaire, it's probable that the participants may have inadvertently answered the

questionnaire based on Cameron Hills Aftercare services, as opposed to the ILP services. Furthermore, participants may have answered the questionnaire falsely as they viewed themselves more capable than they really are, or may have found it difficult to be honest and, as a result, responded to questions with more socially desirable answers. Participants also may have answered twice for each question or they might not have answered the question at all. Finally, the Life Skills Assessment tool used in this study did not have a powerful reliability score. Therefore, both the reliability score and the small sample size affect its generalizability.

Recommendations for Social Work Practice, Policy and Research

The significant number of youths formerly in group homes that are struggling to succeed independently is evidence of the need to refine the ILP services to meet their unique needs. It is for this reason that we propose the following recommendations to improve outcomes for foster youths, particularly those who are placed in group homes, in order to ensure a higher rate of success upon emancipation.

Since foster youths in group homes tend to have more serious emotional and behavioral problems than do youths in foster homes, one recommendation for social work practice is to be certain to link these youths to more supportive services targeting these areas in order to meet their unique needs. Another recommendation is to permit foster youths to have a stronger voice in drawing up their own Transitional Independent Living Plan (TILP), allowing them to make decisions about what services best suits their future plans in order for foster youths to be more invested in preparing for their future (Propp et al., 2003). Also, social workers, particularly those who work in the ILP unit, should ensure that all eligible youths, particularly those in group homes, are indeed participating in all available ILP training and services, despite the fact that these services are considered only voluntary. In addition, with a significant amount of difficulties securing housing upon exiting care, particularly among youths in group homes, social workers need to make certain that there are available transitional housing units to accommodate these youths in need of housing before emancipating.

Moreover, as there is a great need for mentors in order to meet the emotional needs of these foster youths to ensure healthy development, social workers need to make a greater effort in matching these foster youths, particularly those in group homes, with suitable ongoing mentors for connections that will last long after leaving foster care. These connections can also serve to motivate these youths to participate in and benefit from ILP services. Furthermore, to ensure that foster youths secure employment upon leaving care, social workers should advocate for these youths by bringing greater awareness to and recruiting community businesses to employ these youths in order to equip them with job-related skills before emancipation. Finally, to ensure that foster youths achieve higher educational achievement, we recommend that social workers strive to match current foster youths with previous foster youths who are successfully attending college, and who are willing to volunteer their time in serving as mentors, guiding and directing these youths through the educational process.

With regard to social work policy, we propose the following recommendations. We recommend that ILP

services, as well as foster care, be extended to age 21 or 24 to ensure that those preparing to emancipate are participating in these needed services when they are developmentally ready to, as opposed to being rushed into attending the program merely based on their chronological age. Another recommendation is modifying the ILP to include individualized services to meet the unique needs of foster youths residing in group homes that may be facing mental, physical, behavioral, and/or emotional challenges. Also, we recommend enforcing participation in ILP services as mandatory for foster youths, as opposed to merely voluntary, and require caretakers to be more responsible for ensuring that these youths are indeed participating in the required services. Additionally, ILP programs should be retailored to provide more concrete, hands-on experiences and real-world application of life skills, as opposed to merely classroom-based informational services (Propp et al, 2003; Collins, 2001).

Moreover, a pilot program enlisting community businesses to recruit foster youths for internships should be developed in order to equip them with job-related skills, and possibly link them to potential

employers. Furthermore, we also suggest the development of a pilot program matching foster youths with voluntary post-graduate students in the community who share interests in similar career fields. These volunteers would serve as mentors by taking these youths under their wings; supporting, guiding, and paving the way for higher educational achievement. Finally, we recommend that a comprehensive assessment tool be developed and employed to measure the preparedness for self-sufficiency prior to foster youths leaving care to ensure successful outcomes.

Last, we suggest the following recommendations for social work research. Additional research is needed using a larger sample size in order to be representative of all emancipated foster youths, as well as to arrive at reasonable conclusions. Also, more research is needed to determine what supportive services in particular have the greatest impact on youths in preparing them for self-sufficiency. In addition, we suggest that more qualitative studies be done in order to conduct in-depth interviews resulting in more genuine outcome information, as opposed to quantitative studies utilizing self-administered questionnaires, where participants may find it difficult to be honest and, as a result, respond

to questions with more socially desirable answers. Moreover, we recommend more outcome comparison studies, particularly studies that compare the outcomes of foster youths versus non-foster youths, in order to determine how wide of a gap there is between the success rate of foster youths versus non-foster youths. Finally, we suggest conducting ILP outcome studies on a more regular basis so that services can continue to be retailored to meet the growing needs of foster youths in preparation for self-sufficiency.

Conclusion

In conclusion, the purpose of this study was to evaluate and compare the outcomes of the Independent Living Program (ILP) of former foster youths who have aged out of foster care and group care in San Bernardino county of California using an exploratory and quantitative survey design. The study surveyed 48 former foster youths who participated in ILP services, including 28 participants from foster homes and 20 participants from group homes, through Cameron Hills Aftercare Services.

Overall, the study found that former foster home youths had more positive outcomes at follow-up than did former group home youths. Areas that youths formerly in foster care showed significantly higher outcomes in include educational achievement; possessing important documents such as their birth certificate, social security card, and drivers license; being able to identify one or more people to help them find and prepare for a job and support them in making life choices; and perceiving that the ILP provided the necessary tools to gain self-sufficiency and support while preparing for adulthood, as well as thought that the ILP program was worthwhile overall. In contrast, former group home participants had significantly higher outcome rates in more of the undesirable areas. These areas include currently seeking employment, committing illegal acts for survival needs, particularly in shoplifting and robbery/burglary, in the number of moves since leaving care, and in the number of periods of homelessness.

Moreover, recommendations for social work practice, policy, and research were addressed. Some of the recommendations included linking youths who had more serious emotional and behavioral problems to more

supportive and individualized services to meet their unique needs; extending foster care and ILP services to age 21 or 24 to ensure that those preparing to emancipate are developmentally ready to, as opposed to being rushed into leaving care or attending the program merely based on their chronological age; and recommending that more research is conducted on ILP outcomes to determine what supportive services in particular have the greatest impact on youths in preparing them for self-sufficiency.

APPENDIX A
QUESTIONNAIRE

Emancipated Youth Assessment

Instructions

These questions will ask you about who you are and what you can do. Please try to answer all the questions.

I am: Female Male

Age: 19 20

My race/ethnicity: American Indian Asian/Pacific Islander
 African-American White
 Hispanic/Latino Other

Marital Status: Never been married Married
 Separated Divorced
 Widowed

Do you have any dependent Children: Yes, how many ____ No

Are you currently pregnant or is your partner currently pregnant: Yes No

While participating in an ILP program Foster Care Group Home
(between the ages of 16-18) what type of
living arrangement were you in:

My education:

- Did not graduate high school
- High school graduate
- GED
- Currently attending adult school
- Currently enrolled in a GED program
- Some college
- Vocational/Trade School
- Military
- Job Corp

Where are you currently living:

- renting an apartment
- renting a room in someone else's apartment
- renting a room in someone else's house
- corrections facility
- shelter/emergency housing
- renting a house
- buying a house
- renting a room in a motel
- group home/residential facility
- homeless
- transitional housing

Who do you live with:

- alone
- roommate
- friends
- relatives
- spouse
- boyfriend/girlfriend
- former foster parents
- biological parents

How many times have you moved since you left foster care:

- 0 times
- 1-2 times
- 3-4 times
- 5-6 times
- 7-8 times
- 9-10 times
- more than 10 times

What were your reasons for moving:

- there was a conflict in my previous home
- needed better location
- having financial problems and could no longer afford to live there
- other

Have you ever been homeless:

- No
- Yes, how long were you homeless
 - 1-7 days
 - 8-14 days
 - 15-21 days
 - 22-30 days
 - 30+ days

What were the reasons that caused you to become homeless:

- conflict in the home
- financial difficulties
- evicted or asked to leave
- termination from foster care
- other

Have you ever spent at least one night in a shelter:

- Yes
- No

Have you ever participated in an illegal act for survival needs:

- No
- Yes, what was the act
 - prostitution
 - selling drugs
 - shoplifting
 - fraud
 - robbery/burglary
 - other

General Questions

	Yes	No
1. I can cook	<input type="checkbox"/>	<input type="checkbox"/>
2. I compare prices to get the best value	<input type="checkbox"/>	<input type="checkbox"/>
3. I can clean the kitchen good	<input type="checkbox"/>	<input type="checkbox"/>
4. I can make meals using a recipe	<input type="checkbox"/>	<input type="checkbox"/>
5. I can do laundry	<input type="checkbox"/>	<input type="checkbox"/>
6. I can change a flat tire	<input type="checkbox"/>	<input type="checkbox"/>
7. I can balance a checkbook	<input type="checkbox"/>	<input type="checkbox"/>
8. I know the necessary steps for getting a drivers license	<input type="checkbox"/>	<input type="checkbox"/>
9. I know how to drive	<input type="checkbox"/>	<input type="checkbox"/>
10. I can calculate the cost of car ownership (e.g., registration, insurance, gas, oil, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
11. I can use a computer	<input type="checkbox"/>	<input type="checkbox"/>
12. I know how to make a doctor/dental appointment	<input type="checkbox"/>	<input type="checkbox"/>
13. I know where I could go to get help with depression or other emotional problems	<input type="checkbox"/>	<input type="checkbox"/>
14. I can calculate housing start-up costs (e.g., application fee, security deposit)	<input type="checkbox"/>	<input type="checkbox"/>
15. I plan for the expenses that I must pay each month (budgeting)	<input type="checkbox"/>	<input type="checkbox"/>
16. I know how to get emergency assistance to pay utilities	<input type="checkbox"/>	<input type="checkbox"/>
17. I know whom to contact to get low income housing	<input type="checkbox"/>	<input type="checkbox"/>
18. I can identify one or more people for support when I have family problems	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
19. I can identify one or more people to help me find housing	<input type="checkbox"/>	<input type="checkbox"/>
20. I can identify one or more people to help me find and prepare for a job	<input type="checkbox"/>	<input type="checkbox"/>
21. When needed, I can identify one or more people to support me in child care responsibilities	<input type="checkbox"/>	<input type="checkbox"/>
22. I can identify one or more people for support with educational/vocational tasks, such as filling out financial aid applications and selecting courses	<input type="checkbox"/>	<input type="checkbox"/>
23. I can identify one or more people to support me in making life choices	<input type="checkbox"/>	<input type="checkbox"/>
24. I can identify one or more people to help me in the area of life skills; for example, help me fix a flat tire or modify a recipe	<input type="checkbox"/>	<input type="checkbox"/>

Participant Satisfaction

The following questions pertain to your opinion of the service you received from the ILP program.

1. The program provided me with guidance when I needed to handle personal life situations	<input type="checkbox"/>	<input type="checkbox"/>
2. The program was a support system while I was preparing for adulthood	<input type="checkbox"/>	<input type="checkbox"/>
3. The program offered me the necessary tools that I needed to gain self-sufficiency	<input type="checkbox"/>	<input type="checkbox"/>
4. The program was sensitive to my individual needs	<input type="checkbox"/>	<input type="checkbox"/>
5. The program was worthwhile overall	<input type="checkbox"/>	<input type="checkbox"/>
6. The program included one-on-one training which was helpful to reach my personal goals	<input type="checkbox"/>	<input type="checkbox"/>
7. I am prepared to live independently	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX B
INFORMED CONSENT

Tracking the Outcomes of Independent Living Programs:
A One To Three Year Follow-Up Study Comparing
Foster Care versus Group Care

Informed Consent

You are asked to participate in a research study which is looking at the results of the Independent Living Program of youths who have aged out of foster care and group care in San Bernardino County. We are particularly interested in examining youths' opinion of readiness for independence upon aging out and examining youths' outcomes after aging out in relation to the ILP training and services. This study is being conducted by Lorraine DeMarco and Tammy Echevarria, MSW graduate students from California State University, San Bernardino under the supervision of Dr. Janet Chang, Associate Professor of Social Work. The study has been approved by the Institutional Review Board Social Work Sub-committee, California State University, San Bernardino.

In this study you will be asked about your previous placement in the foster care system. In addition, you will be asked to rate the trainings and services that prepared you for aging out and your perceptions of readiness for independence in terms of the ILP training and services received. Finally, you will be asked to give basic demographic information. It will take about 20 minutes to complete the survey. All of your responses will be kept confidential. No information which identifies you will be released without your separate permission. You may receive the group results of this study upon completion at the Pfau library at California State University, San Bernardino.

Your participation in this study will be totally voluntary. You can refuse to participate in, or withdraw from the study at any time without penalty. You do not have to answer any question that you may not wish to answer. When you complete your interview, you will be given a debriefing statement describing the study in more detail. You will also receive a ten dollar bill to thank you for participating in the study.

If you have any questions about this study, please feel free to contact our advisor, Professor Janet Chang at (909) 537-5184.

By placing a check mark below, I acknowledge that I have been informed of, and that I understand, the nature and purpose of the study, and I freely consent to participate. I also acknowledge that I am at least 18 years of age.

Place a check mark above

Date

APPENDIX C
DEBRIEFING STATEMENT

Tracking the Outcomes of Independent Living Programs:
A One To Three Year Follow-Up Study Comparing
Foster Care versus Group Care

Debriefing Statement

The study you have just completed was about the Independent Living Program (ILP) and youths who have aged out of foster care and group care in San Bernardino County. More specifically, examining youths' opinion of readiness for independence upon aging out and examining youths' results after aging out in relation to the ILP training and services. It is hoped that the findings from the study will help social workers in determining what supportive services are most needed to ensure a higher rate of success in adulthood.

Thank you for participating in this study and for not discussing the contents of the questionnaire with other people. If you have any questions about the study, please feel free to contact our advisor, Professor Janet Chang at (909) 537-5184. If you would like to obtain a copy of the findings of the study, please contact the Pfau library at California State University, San Bernardino at (909) 880-5000 after September, 1, 2007.

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ASSIGNED RESPONSIBILITIES PAGE

This was a two-person project where authors collaborated throughout. However, for each phase of the project, certain authors took primary responsibility. These responsibilities were assigned in the manner listed below.

1. Data Collection:

Team Effort: Lorraine DeMarco & Tamatha Echevarria

2. Data Entry and Analysis:

Team Effort: Lorraine DeMarco & Tamatha Echevarria

3. Writing Report and Presentation of Findings:

a. Introduction and Literature

Team Effort: Lorraine DeMarco & Tamatha
Echevarria

b. Methods

Team Effort: Lorraine DeMarco & Tamatha
Echevarria

c. Results

Team Effort: Lorraine DeMarco & Tamatha
Echevarria

d. Discussion

Team Effort: Lorraine DeMarco & Tamatha
Echevarria