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IMPACT OF ASSEMBLY BILL 12 ON EMANCIPATED FOSTER YOUTH

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IMPACT OF ASSEMBLY BILL 12 ON EMANCIPATED FOSTER YOUTH

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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

Amber Elise King

June 2016

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June 2016

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ABSTRACT

Assembly Bill 12 was passed into law for the purpose of preparing foster youth for the transition into adulthood and provided extended support services and transitional support up to the age of 21. This qualitative study focuses on the experiences and outcome of foster youth who are participating in extended care services. Key findings were identified in the areas of education, social and emotional support, and living arrangements. These key findings provide the social workers with a better understanding of the difficulties associated with the complexity involving the transition to young adulthood. The implications of key findings have resulted in potential contributions to social work at the micro level. Suggestions include: Social worker's increase their knowledge of the supportive resources that are appropriate for the young adult foster youth and to be well versed in the requirements of AB 12. It is further suggested, at the macro level, curriculums be developed that will connect the traditional role of social work to characteristics involving coaching and mentoring.

ACKNOWLEDGEMENTS

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CHAPTER ONE

ASSESSMENT

Introduction

Chapter one explains the research focused on the impact of assembly bill 12 involves emancipated foster youth who have participated in extended care benefits. The chapter explains the post positivist paradigm, and the appropriateness for the use of this paradigm to conduct this study. The rational for using this paradigm will be described. The discussion is on previously gathered literature and the impact of Assembly Bill 12 on the experiences of the foster youth. The theoretical orientation is described. This chapter then describes how this study adds to the knowledge of social work and potential contributions of this study at the micro and macro level.

Research Focus and/or Question

The research focus of this study was the impact of Assembly Bill 12 on emancipated foster youth. Specifically, the impact of the services received by the foster youth as identified in Assembly Bill 12, and then the impact of the services in relationship to the foster youth's transition into young adulthood outcome was researched. In order to have accurate data concerning the study focus, the researcher interviewed the young adult emancipated foster youth directly.

Paradigm and Rationale for Chosen Paradigm

In order to complete this research, this study employed a post positivist approach. According to Dr. Morris, the problem focus is developed by the researcher and increasingly clarified through engagement with the study site. As a result of engagement with the study site, the problem focus could change during the study (Morris, 2013). This perspective was committed to gathering qualitative data in a naturalistic setting and assumed this was the only way to capture the complexity of the human experience (Morris, 2013). The post positivist approach takes an inductive exploratory approach to understanding an objective reality. The researcher built a theory about this research focus using qualitative data. Post positivist collect qualitative data through interviews, observations, and review of journals through an inductive exploratory approach (Morris, 2013).

The rational for using the post positivist paradigm is that in order to capture the complexity of the human experience, there are objective truths to be discovered through qualitative data gathering (Morris, 2013).

Literature Review

This section of the study introduces previous research conducted related to AB 12 child welfare policy, the different outcomes of emancipated foster youth, and the current outcomes of those youth in the process of emancipation. The interpretations of the data are the science of synthesis and the art of intuition. There was a need for the researcher to develop a conscious mature

understanding by reviewing the literature and consulting an expert. A professional perspective of the literature review was obtained through the foster family agency that the researcher is interning at. The gatekeepers, Social Worker Director of Foster Family Agency and Director of a Supervised Independent living program, have the authority to authorize permission for this research to be completed. This researcher met with the gatekeepers to get a letter that demonstrates that they understand and will allow the agencies to participate in the study. The study focus, timelines and the potential impact of this study and the benefits of this study were discussed.

Through the process of the literature review, common themes were discovered, which eventually led to a theory of the experiences of the youth. The Literature Review focused on the key findings in the area of child welfare practice in relationship to the Assembly bill 12 and extended services provided to the emancipated foster youth. The outcomes of emancipated foster youth that receive extended services were evaluated in the domains of education, employment, physical and mental health, social support, permanency, living arrangements, substance abuse, and criminal justice.

According to Cunningham, foster youth who have aged out of care face significant barriers in the transition to independence compared to what is expected of most young adults. Cunningham further reports that it is well documented that former foster youth experience; early parenthood,

unemployment, homelessness, and the criminal justice system at a higher rate than the general population.

High levels of independence and the ability to master the complexity of society require successful adaption to young adulthood. Cunningham reports case records and large scale studies indicate the transition from foster care to independence reveal a high level of developmental, mental health and social emotional needs among the foster youth. Cunningham reports that most studies completed concerning the foster youth who have transitioned into young adulthood, are based on case record data and overlooks the process from the perspective of the youth. It was evident to Cunningham that the foster youth voice was lacking in literature, resulting in the need for more qualitative analysis between researchers and participating youth (Cunningham, 2012).

Narratives from six participants, who attended independent living services program, were collected over a period of several months. Cunningham used narrative interviewing and qualitative data analysis to describe the experience of these six participants in regards to their transition from foster care. During qualitative analysis it was determined that economic struggles, difficulty meeting basic needs, loss of social support and high levels of self-reliance as a coping mechanism, emerged as themes within the narratives (Cunningham, 2012). A study of foster youth who obtained college degrees indicated that these youth are faring well with their non-foster peers in academics, however they are struggling with mental health issues at a higher rate (Salazar, 2013).

Another significant theme is identified by research completed by Joann S. Lee. Lee reports that youth that have emancipated out of the foster care in the state of Illinois are at a higher risk of adult arrest and that one year of extended care is associated with a lower risk of arrest, after the first year of emancipation (Lee, 2014). In other words, these findings suggest that provisions of one year of extended foster care services reduce the likelihood of arrest. A limitation to this study was the use of official data. The data lacked information on youth that may have moved to other states, resulting in a lack of information on arrest records.

Delgado reports many of these youth often lack a network of familial connections, have lived in multiple placements, many have attended multiple high schools, and do not have their high school diploma by the age of 18. Foster youth and emancipated foster youth will benefit from independent living programs but institutional instructions greatly is different from long term parental guidance (Delgado 2013).

A study completed by T. Stott concerning policies and outcomes of transitioning youth reports four federal policies concerning older foster care youth have passed in the last twenty five years. The fourth and most recent policy "Fostering Connections to Success and Increasing Adoptions Act" was signed into law in 2008 and was the foundation for assembly bill 12. In spite of these policies, funding, and services that have been increased for this population, overall, Stott reports the outcomes have not significantly improved. In terms of education, employment and well-being, many continue to have difficulties in the

transition to young adulthood. Stott further reports that the provision of care is contrary to societal developmental expectations of young adults and their guardians. Stott reports that only 5-10% of the general population of 18 year olds in the U.S. live on their own and about half of 18-24 year olds live with their parents. Stott's indicated that extended services need to provide for provisions that will provide stability and normalcy in their living environments, in order to be prepared developmentally, emotionally, socially and relationally for young adulthood (Stott, 2012).

A review of the first 18 months of AB 12 implementation and the challenges and obstacles was completed in December of 2013 by the Children's Advocacy Institute, University of San Diego School of law, and indicates that the AB 12 implementation was proceeding fairly well but there are still several issues that need to be addressed. One issue was there had been a higher than expected participation rate and some counties were not ready for the large influx of participants on their caseloads. Other issues were the implementation of the professionals responsible for the interests of the youth in the delinquency system. Implementation was known to be difficult due to not enough social workers educated in AB 12 and the little knowledge of adult systems. The social workers inability to meet the demand and the changing role of the social worker from ensuring security to ensuring self-sufficiency added to the complexity of the implementation. Delgado reports that the intentions of AB12 are to improve

outcomes for former foster youth. Delgado further reports that it was too early to determine whether or not AB 12 will be successful (Delgado 2013).

Overall, the literature review indicated that even with the provisions of extended care services, the emancipated youth face many barriers in their transition into adulthood, including emerging adulthood, the increase in the length of time to transition from adolescents into adulthood from 18-25. There appears to be a void in first person narratives of the emancipated youth that are missing from academic literature. In order to hear the voice of the youth and be accurate in the research, more qualitative research to understand the effect of AB12 and the outcome of services needed as opposed to quantitative analysis of case studies and large scale studies. The large influx of participants indicates that the social workers need more training in the area of role change, adult systems, and increased knowledge of AB12.

Theoretical Orientation

A systems theory approach was used in this study. The systems theory approach emphasizes reciprocal relationships between the elements that constitute a whole. These concepts emphasize the relationships among the emancipated youth, individuals, groups, organizations, and communities and mutually influencing factors in the environment. Systems theories focus on the interrelationships of elements in the subsystems of the person in their environment. Systems theory recognizes that there are many factors to be considered, including the environment. In order to accurately research the effect

and outcome of AB12 and services provided to the emancipated youth, one must recognize the influence of the systems and design questions that represent each system. It was recognized that there are many systems that affect the experiences of the emancipated foster youth. Changes to any system, for whatever reason, change the context and changes in the context can alter the system. Research was conducted with the understandings of the systems the youth experiences and this researcher designed questions to represent all system that the youth are involved with.

Potential Contribution of Study to Micro and/or
Macro Social Work Practice

This study created an understanding of the different experiences and outcomes of the emancipated foster youth in relationship to services received under the guidelines of Assembly bill 12. At the micro level this study can greatly help social workers provide extended care services to the youth. At the macro level this study will assist in creating an understanding of the needed continued development of curriculums and services needed by the emancipated foster youth. This study will assist in the implementation of training development needed by social workers in the areas of adult systems, social worker role changes, and the implementation of AB12 into case planning. This study will contribute and assist is the determination of the development of policies and practice that will lead to the successful outcome of emancipated youth.

Summary

This Chapter has explained the research focus; the impact of assembly bill 12 on emancipated foster youth who have participated in extended care benefits. This chapter explained the post positivist paradigm, and the appropriateness for the use of this paradigm, which was used to conduct this study. The rational for using this paradigm has been described in the previously gathered literature. The theoretical orientation has been described. This chapter has described how the knowledge of social work and potential contributions of this study at the micro and macro level will be accomplished.

CHAPTER TWO

ENGAGEMENT

Introduction

Chapter two discusses the engagement strategies needed to build

communication and relationship with the gatekeepers. This chapter begins with

describing the study site. Next, the engagement strategies describe and will

include; Self- Preparation, Diversity, Ethical Issues, Political Issues and The Role

of Technology in Engagement. The steps of this engagement phase begin with

self-preparation and then follow with diversity issues. Understanding the

characteristics of the study group and sensitivity of the intern during the

engagement phase is included. Ethical issues are then discussed in relationship

to potential for harm, how the study participants are protected, and how informed

consent will be addressed was identified. The political issues that may arise are

addressed. The role of technology in relationship to engagement with the

gatekeeper and participants are identified. These are the steps that are taken

during the engagement phase of this process in order that relationship and

communications were effectively established with the gatekeepers.

Study Site

The research site for this study included, foster family agencies and

supervised Independent living programs. Through these agencies, services are

provided to emancipated youth in the Inland Valley of Southern California. These

agencies all are dedicated to protecting and promoting the well-being of extended care foster youth. These agencies provide extended supportive and transitional services to foster youth between the ages 18-21.

This study was conducted with young adult foster youth who are within the ages of 18-21. The participants were current foster youth who were receiving and participating in extended support services and transitional services in the Inland valley of Southern California.

According to Delgado, when foster youth emancipate from care without provisions of extended care statistics show that 61% did not have stable housing, less that 3% attend higher education, 40% are California's homeless population are former foster youth and former female foster youth are four times more likely to be on government assisted programs (Delgado 2007).

Engagement Strategies for Gatekeepers at Research Site

The intern began the initial engagement meeting with the gatekeepers, the director of the foster family agency and the director and the supervisor of the extended services agencies. This intern introduced herself and asked about the idea of engaging in a meeting concerning research development involving the services provided to foster youth, ages 18-21 and the continued development of the research focus. This intern shared the need to discuss the purpose and the continued development of the focus question. This intern shared her idea as follows: The purpose to this proposed research is to determine the effectiveness of interventions/ services provided by child welfare agencies to the AB 12 youth.

The Focus Question: What is the impact of the supportive and transitional services provided by the Department of Children and Family Services to AB12 youth, ages 18-21? It was the hope of this intern that the initial meeting would bring about acceptance of this study idea.

Self-Preparation

Self –preparation begins with the understanding that the researcher's main focus is to develop sensitivity to the focus of the inquiry and not the development of the design. (Morris 2013). The participants were the main source of the development of this theory. This researcher conducted a literature review to develop the insight and understanding of the needs and services of this young adult foster youth population. The literature review helped the researcher develop a high level of sensitivity and respect to this population. Understanding of all of the services currently in place and the acknowledgment of the past accomplishments of the directors, supervisors and social workers was given. It is their hearts that have designed programs, and implemented supportive transitional services since January 2012. It is being sensitive to the work began and the continued progress of the pioneers that will bring about a continued sensitivity to the focus of the inquiry and not the perceived correct design. It is current supportive and transitional services provided to the young adult foster youth that will assist in formulating interview questions that will be beneficial when collecting data. This researcher did work for two years with the Department

of Children and family Services and was cognitive with sensitivity of prior assumptions and own bias's concerning this population.

Questions were formulated to meet cultural and social needs. High sensitivity was given to the study participants because it is their life's and experiences that made this study possible. The conductor of the interview was sensitive, in regards to questions involving permanency that may not have been yet established. The researcher focused on building a genuine relationship with the client. This relationship demonstrated sensitivity toward the participant.

Diversity Issues

The ages of the study participants ranged from 18-21 and all were single. They were both female and male and the gender ratio was composed of five males and four females. The participants were foster youth with historical background of neglect and abuse. The abuse and neglect varied extremely between the individuals, resulting in variety of outcomes and included physical and mental health issues. Per Delgado, one study completed indicated that former foster youth suffer from PTSD at rates increasingly higher than veterans (Delgado 2013). Due to the requirements of Assembly Bill 12, all of the participants had a social worker and were receiving extended transitional services. The individual experiences varied to a large degree. The unique identity of being a foster youth was regarded with sensitivity in regards to personal identity. Socio economic background status varied between the youth. One participant was completing his last year of high school; seven participants

were attending community college and working part time. One participant was working fulltime and one participant was not in college or working.

Delgado reports that less that 4% of former foster youth receive a 2 year degree by the age of 23 and 2.5 % receive a four year degree. Foster care participants are less likely to be employed compared to their non-foster youth peers. Delgado reports that remaining in care after the age of 18 is associated with the greater likelihood of employment and only about 60 % of prior foster youth had employment at the age of 24. Delgado further reports that diversity in living arrangements in relationship to placement types are as follows; 30% of California foster youth receiving extended care benefits are living in supervised independent living programs,14% are in Kin Care and the remainder are in foster care, group homes, transitional housing or guardian care (Delgado 2013).

Ethical Issues

The researcher carefully considered possible consequences and followed guidelines developed for the protection of the research participants (Morris 2013). This study was a post positivist study and required a human subject's review and was be reviewed through the CSUSB institutional review board and obtained informed consent. Voluntary and written Informed consent was required prior to any interview taking place and be without any implied deprivation or penalty for refusal to participate and with regard to dignity, wellbeing and privacy. Participants were informed of their right to withdraw at any time without penalty. Participants were protected from unwarranted physical or mental distress,

including harm, deprivation and danger. The intern explained to the participant that their identities will remain and confidential. No names, addresses or phone numbers will be recorded. Interviews were face to face and approximate length of time of the interview was disclosed during informed consent. Due to the use of the Post Paradigm approach to this study this researcher was cognitive and sensitive to the intense face to face contact in regards to protecting the study participant's confidentiality. Findings and evaluations were recorded properly. The researcher was aware and avoided any conflict of interest related to dual relationship with the participant. The intern educated colleagues, and participants about responsible research practice. (Morris 2013). This researcher had personal value issues in regards to the study population still being in the care of the state and felt some obligation to the participant in regards to their current living status. This researcher was aware of value conflicts and focus on the research and not the circumstance of the study participant. Formal permission to identify and contact study participants was obtained by the researcher, by contacting the director's at "Foster Family Agencies" and the director of a "Supervised Independent living Program". A letter of authorization to complete the study was requested and authorization to complete this study was approved and received.

Political Issues

Perceived power was an issue that was addressed in relationship to the role of the researcher being an MSW student and the study participants past and current experiences and perceptions with social workers. It was important that

the client understood and made their own choice to participate in this study and not choose to be in the study because of complying with a request to participate by a social worker. The participants were aware that their responses will not have any negative effect on the services they were receiving. Some of the study participants felt some resentment toward the researcher due to the perceived perception that the system was not a positive influence in the past. This was addressed through the researcher being sensitive to the reality that resentment can trigger the feelings of an emotionally disturbing experience. Resentment can play a role in racial and ethical issues and is sparked by inequality, particularly in a vulnerable population, such as the population included in this study. In the event that resentment toward the researcher was evident, in order to benefit the well-being of the participant, it was brought out in the open with probing questions and discussed to the degree that the participant was comfortable in the discussion. The discussion included the source of the resentful feelings, the offences that caused the resentful feelings, and alternatives to the resentment developing a new way at looking at the past, present or future. (Messina 2013)

The Role of Technology in Engagement

The role of technology was minimal with this study. Communication between gatekeepers was by the use of email and telephone. All interviews took place face to face with the use of voice recorders.

Summary

     This study was completed with the focus question in mind as: What is the impact of the supportive and transitional services provided through the Department of Children and Family Services to foster youth receiving extended care services? The initial engagement began with the current gatekeepers. Diverse issues included age, gender, historical backgrounds, and abuse and neglect were varied. The unique identity of being a foster youth was regarded with sensitivity. School and work status was varied and living arrangements also varied from living in a foster home to apartment or school dorm living. The amount of time of being a foster youth was different for each individual. This study is a post positivist study and required a human subject's review and required informed consent. Confidentiality was respected.

CHAPTER THREE

IMPLEMENTATION

Introduction

This chapter discusses the selection of the study participants and why this selection approach was used. Next, this chapter shows how the data was gathered through the process of interviewing and includes how the qualitative data was analyzed. The phase of data collection is discussed along with the process of data analysis.

Study Participants

The study participants were a sample of youth who are participating in an extended foster care program provided through the Department of Children and Family Services and meet the criteria as established in assembly bill 12. The ages of the participants were in the range of ages 18-21. The study participants voluntarily elected to receive the extended services and met the guidelines/criteria as described by the Child Welfare System. The study participants have had history as a foster child and the length of time in foster care and amount of placements of the participants varied. All participants had a social worker that they met with at least monthly and sometimes more. All participants had a case plan that identified their goals towards their own transition into adulthood.

All participants met the extended foster care program requirements in order to remain in the extended care program and to be a participant in the study. The requirements to remain in extended foster care include meeting at least one of these criteria and include: Working 20 hours or more per week, attending high school or a GED program, or enrolled in vocational program or attending college. Any participants whom did not meet the extended care requirements did not participate in this study. The researcher believes that in choosing study participants that were participating in extended care that they were aware of their own experiences and increased the validity and reliability of the study. All of the study participants were voluntary foster youth and their cases remained under court supervision, and are reviewed by the courts at least every six months.

Selection of Participants

The focus of this study is "What is the impact of Assembly Bill 12 on emancipated foster youth". To do this the researcher used a qualitative approach to data gathering and analysis. The method of sampling to be used was purposive sampling, where study participants gave the most complete data about the study focus. This approach indicated to the researcher that typical case sampling was used as a purposeful sampling strategy. According to Morris typical case sampling data from this sample gives a regular or routine experience of the program or issue (Morris 2013). In this study the typical case sampling strategy was applied to the study due to the focus to describe the impact of experiences that the emancipated youth has in relationship to services received

under the guidelines of AB12. The researcher believes that since the participants were foster youth who are participating in extended services that they were very aware of their own experiences and outcomes.

Data Gathering

The data gathering method that was used in this study was interviewing. In preparation for the interview process, the interviewers were prepared with questions; the questions were the same for each study participant. There was possibility for additional questions to emerge along with the structured set questions due to the data analysis lead to questions that this researcher had not yet considered.

The aim was to put interviewee at ease in order to obtain reliable, valid and comprehensive data. The questions were focused around the domains of transition into adulthood and evaluated in the areas of education, employment, physical and mental health, social support, permanency, living arrangements, substance abuse, and involvement with criminal justice. The recording method of the interview was discussed with the interviewee and a comfort level of obtaining data was agreed upon prior to the interview beginning. The questions were designed to provide a fair sense of how the youth were doing in domains as they transition into adulthood. Common patterns and regularities emerged from the data and have been assembled into a theory (Morris, 2013). In order for the data to be sorted for later analysis the questions were designed as descriptive,

structural and contrast questions and also include essential, extra, throw away and probing questions. (Morris, 2013)

<div align="center">Phases of Data Collection</div>

The researcher was aware of her own biases and values regarding this study and made a conscience awareness of these biases in order to control the influences of her own biases and values on the data gathering process. All interviewees were interviewed in an office with a comfortable setting and the interviews lasted approximately 60-90 minutes. There were four phases to the interview process. The first phase was the "Engagement Phase". During this stage the general details of the study were discussed with the participant, including informed consent, privacy, and confidentiality. Any questions that the interviewee had were answered at that time. Throw away questions were used to build rapport. The second phase, "Development of focus" was used to collect demographic information, such as how old are you? How long have you been in Foster care? Are you single? Do you have Children? Are you in School? The third phase of the interview was "Maintaining Focus" It is in this phase that the essential questions were asked… What extended care services are you receiving? How do you feel about these services? Are you reaching the goals on your case plan? Extra questions were also used that are similar to essential questions to check on consistency. Probing questions were used for clarification and elaboration. The final stage of "Termination" began with a downward transition of the intensity of the questions, including throw away comments. The

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interviewer offered a summary of the understanding of what was said and asked for any feedback and any concerns or questions (Morris, 2013).

Data Recording

Data recording was completed by taking notes and the use of an audio recording device during the interview and then transcribing the recording and written notes. The process of using a recording devise was to maintain the most accurate record of everything that was said during the interview. The process of data recording being used was discussed with the participant during the engagement stage of the interview process (Morris, 2013).

Two research journals were developed. The first journal is the narrative account of what happened with this study from beginning to end. The researcher used this journal for data, reflections and experiences of the researcher during the assessment, engagement and planning stages of this study. The researcher included data collected during the implementation phase and included interviews and observations. The source, time, date of data collection and any notes needed to describe social artifacts and ideas about the interpretation of the data collected were documented (Morris, 2013). The second journal, the reflective journal was used for feelings and thoughts and evaluations of the researcher during the process of the interview and the process of recording and transcribing the data.

Data Analysis

The qualitative narrative data obtained from the interview questions was analyzed using a qualitative data approach, codes emerged into themes and themes resulted in theories. The narrative text obtained from the interviewees was transformed from a series of words to a theoretical statement. This was completed by utilizing Atlas ti computer-aided qualitative data analysis software. The analysis of the data began with open coding, where the narrative was broken down into themes or categories. The next stage of this program, axial coding, proposed a relationship between the themes or categories. A further analysis was completed in the third stage of selective coding. The last stage is the conditional matrix; it is in this stage that the theoretical statement was put into the context of current knowledge (Morris, 2013).

Termination and Follow Up

The communication of findings were reported back to the study site in the form a written paper and included an overview, study focus, methods of sampling and data collection, results of the analysis, theoretical statements, implications for social work at future potential of this study at macro and micro level. The strengths and weaknesses of this study have been reported in a visual presentation in the form of a poster at a conference at CSUSB. This poster includes graphics, diagrams and tables that summarize the study. This presentation was the formal setting for marking the end of the study. Due to the intense interaction and the building of relationship with the research site a

process was developed for termination with this site. Acknowledgements, congratulations and much thanks was given to facilitate closure.

Summary

This chapter discussed the selection of the study participants and why this selection approach was used. The phase of data collection was discussed and next, this chapter showed how the data was gathered through the process of interviewing and included how the narrative qualitative data was analyzed. The process of the data analysis was completed by utilizing Atlas ti computer-aided qualitative data analysis software. Finally, the process of the Termination and follow Up and communication of findings and the dissemination plan was carried out.

CHAPTER FOUR

EVALUATION

Introduction

In this chapter the interviews were analyzed qualitatively, utilizing the Atlas T qualitative data analysis software program. The analysis of the data began with identifying open codes. Through the open codes, reoccurring themes were developed and enabled the researcher to identify the relationship between the merging themes and the overall theory of the study. The key findings are explained and identified. Based on the key findings, recommendations are made to social workers who work with foster youth that are continuing to receive AB 12 services.

Data Analysis

The nine interviews were transcribed into narrative documents and uploaded to the Atlas TI software program. Demographics were analyzed and recorded. The document interviews were analyzed and codes were entered into the Atlas TI software. Through the analysis of the narrative document interview questions, codes emerged and across participant analysis were identified for each interview question participant and codes were merged to common themes.

Demographics

There are nine participants in this study. All participants are current foster youth, who are receiving AB 12 services in the Inland Empire in Southern

California. Eight participants have graduated high school and one participant is a
senior in high school, and is on track to graduate in June, 2016. Five of the
participants are male and four participants are female. Six participants are
African American, two participants are Hispanic, and one participant is Latino.
The youngest participant was eighteen. The oldest participant was twenty one,
with an average age of twenty for all participants. Current placement for seven
participants is Supervised Independent living Programs. Current placement for
two participants is Foster Family Agency foster homes.

<center>Past and Current Living Arrangements</center>

When the participants were asked about their past and current living
situation, the responses were varied. Four participants were living in group
homes prior to receiving AB 12 services. Due to their age, they were no longer
able to remain in the group homes. Of these four participants, three chose to
receive AB 12 services and went to live in foster family homes. The fourth
Participant first chose a foster home and remained for less than one month and
then chose to return to his biological mother. He lived with her for only a few
months, became homeless for six months and then returned to receive AB 12
services. Participant 7 stated:

> I didn't like my foster home so I left to Colorado. I thought I would
> be able to live with my bio mom… that worked out for a few
> months, but she was still like the past and I couldn't hang. When I
> came back I slept in the park a lot and sometimes stayed on

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friend's couches… I didn't have car... no money. I was hungry and

so tired of the fight. My friend told me about a place down the hill

that could help me... it was a place where they helped with

independent living... I found out I could get back on AB 12 and even

get an apartment. I found a way down there and spoke to one of

the coaches... I told him I will do whatever it takes and I really

needed a place to live. I even told him... I would come to this office

every day until they helped me. It was only about a week and I had

my own place. (Participant 7, Personal Communication, January

2016)

Of the remaining five participants, three chose to receive AB 12 benefits and

went from their foster home to the supervised living homes. Of the remaining two

participants, one became homeless due to confusion concerning AB 12 benefits.

Participant 5 stated:

When I was a senior in high school, I turned 18. My social worker

said I was eligible for AB 12 services. I don't think he understood

everything about it. He told me if I could find a place that I wanted

to live that I could get my rent paid. I found a small house behind a

house and moved in. I worked on the weekends and was able to

keep up with the rent for a few months. Then the social workers

came out to look at the house and they didn't approve the house

because it didn't have heater. I still went to school but became

homeless. I couch surfed when I could, but it was the toughest time

in my life. My Spanish teacher noticed something was wrong. I

talked to her about it and she sent me to the principal. He was so

helpful. He told me about an independent living program and

thought I would be eligible. He called them when I was in the office.

The program got in touch with my social workers from the county

and then within a few days I was living in a house with three

roommates. (Participant 5, Personal Communication, January

2016)

The final participant declined AB 12 and returned to her bio mom for a few

months, then returned services and currently is living is a supervised

independent living home.

These nine participants have endured the processes that take them from

their current living situations to receiving AB 12 services. The transition from

foster care to receiving AB 12 services was more difficult for some than others.

The results of the transition are seven participants are currently now in

supervised living homes and two are living in foster family agency foster homes.

All are receiving AB 12 services.

Awareness of AB 12 Services

Four participants became aware of AB 12 services through their county

social worker, one through his foster family agency social worker, two through

friends, one through a relative, and one through his high school principal.

Transportation

In regards to transportation, the results were similar. Seven participants reported that they do not have a driver's license and depend on public transportation, bus, walk, skateboard, bike, or depend on friends with cars. Participant 3 reported she has a driver's license, owns a car and drives herself. Participant 9 reported he has his driver's license and his car was repossessed the day before the interview. He further stated, "I do know how am going to get to work now that I do not have a car. The bus doesn't run late and I get off at 11pm. I am going to have to get a new job" (Participant 9, Personal Communication, November 2015).

Attending School/Working

When the participants were asked if they were attending school and/or working, their responses were mixed. The highest results indicated that five participants are working part-time and attending community college part-time. One participant is part time work and full time school, One participant is has just returned to AB 12 services and reports he will sign up for school in the fall and is looking for a job. One is full time school and looking for work, Participant 6 stated:

> Now that I am AB 12 I have to being doing something to equal full
> time, I tried to get a job so I wouldn't have to go to school and can't
> find one... so I had to enroll in school... I have no clue what I am
> doing... And no, I do not plan on continuing college. I'd rather work!

29

I'm failing my classes. (Participant 6, Personal Communication,

December 2015)

Involved in School Activities

The participants who are attending community college were asked if they are involved in activities on campus. Five reported no participation in campus activities. Two participants reported they belong to clubs on campus. The researcher asked the one participant that is a senior in high school, if he is involved in school activities? He reported yes, he plays all varsity sports and has three championship CIF Rings. Two reported they no longer attend school but when they did attend, they did not participate in campus activities. It appears that two of the nine participants do participate in school activities. Participant 1 stated "I play all of the sports, and like soccer and baseball best. I have three CIF championship rings. I love high school" (Participant 1, Personal Communication, November 2015). Participant 5 stated, "I am in two clubs on campus I look at the other students in different way than the past. It is like I belong there with them" (Participant 5, Personal Communication, January 2016).

Positive Grades/Lost Financial Aid

When the participants were asked about how they were fairing with their grades, their responses were close to evenly split. Four participants reported that their grades were positive and they were passing their classes. Four participants reported that their grades were poor. One participant reported her grades were poor and she was able to bring them back up. Participant 3 stated:

My grades were so bad that I lost my financial aid. I still kept going

and used the bog waiver, Chafee grant and EPOS for my books.

They gave vouchers for the books. I am now aiming for A's I plan

on appealing to get my financial aid back. (Participant 3, Personal

Communication, January 2016)

As expected, three of the students with poor grades did lose their financial aid.

One is appealing and paying for her classes with other resources.

Utilizes Campus/Community Resources

The participants were asked if they used campus or community resources

that benefit their education. The responses were in favor of utilizing resources.

Seven reported they use resources and two reported they did not use resources.

Participant 8 stated:

The independent living program I am in told me about a lot of

resources... financial aid, Chafee grant and the bog waiver. I am in

epos, and I get my books for free. I also get priority registration,

without that, I might not get my classes. (Participant 8, Personal

Communication, January 2016)

Participant 9 reported, "The financial aid office helped me with the grants,

and I got the bog waiver too. I didn't tell them I was a foster youth... looks like I

missed out on a lot" (Participant 9, Personal Communication, November 2015).

Eight of the nine participants were aware of financial aid. The participant that was not aware is a high school senior, and had not heard about financial aid for foster youth attending college on his high school campus.

Aware of College Campus Foster Youth Liaison

When the participants were asked if they were aware that the community colleges have a foster youth liaison on their college campus, their responses were that the majority of the participants were not aware of the liaison or the support services that could be provided by this liaison. Six participants reported they were not aware of this liaison and three reported they were aware. Participant 8 reported that was aware and stated:

My social worker told me about the foster youth liaison at the

college. I went to meet her at her office and she has helped me with

financial aid and told me about the BOG waiver and Chafee grant

and the EOPS office. I was able to get book vouchers for my books.

(Participant 8, Personal Communication, January 2016)

Another participant reported that he may have missed out on services as he was not aware of this liaison. Participant 3 stated:

I was aware of the foster youth liaison on my campus due to the

staff in the program I am in told me about her. She is the best. She

is the one that told me how to get my financial aid back. She is

helpful and also told me about the John Burden Foundation where I

can also get book vouchers. I can't wait to transfer to CSU of

Fullerton. My sister goes there too. The liaison said that the college

in Fullerton has a foster youth liaison too. (Participant 3, Personal

Communication, January 2016)

Tutor

When the participants were asked if a tutor is a service that they would

utilize in their academics, seven reported they have not used a tutor and two

reported they used a tutor. The two that used a tutor reported that the tutor

service was provided by their supervised independent living program and they

were not aware that there was a tutor service available on their school campus.

Both students that are using a tutor have positive grades.

Future Plans

When the participants were asked about future plans, the results varied.

Two participants reported that they will transfer to a university. Two participants

reported they will finish community college. Four reported they would like to work

full-time. One reported he will join the marines. Participant 6 stated, "I am in my

second year at my community college. I plan on continuing and will transfer to a

university. I want to be a family practitioner" (Participant 6, Personal

Communication, December 2015).

Attended Vocational School or Vocational Training

All of the participants were asked if they had ever attended vocational

school or if they had a vocation. Seven participants reported they did not have a

vocation and had not attended a vocational school. Participant 2 reported that she did attend a vocational school and further stated:

I went to school to become a medical assistant. It was a lot of money. The county I live in paid for half and I got loans for the other half. I might go back to school later but right now I need to get a job. My vocational school is helping me with that. They even help with resumes and practice interviews. (Participant 2, Personal Communication, December 2015)

Participant 1 stated:

I like to work when I can. Sometimes on the weekend I work with my uncle. I am probably the only 18 year old in my school that can operate a crane. My uncle operated heavy equipment and he has taught me a lot. When I can work he pays me well, like between $10 and 15 an hour. (Participant 1, Personal Communication, November 2015)

Medical Insurance and Health Care Provider

When the participants were asked about their physical health, medical insurance, and their health care provider, the results indicated eight of the nine participants considered themselves as healthy. One participant reported gastritis and takes medicine for this. When asked if they knew who their health care provider was, two participants reported they were aware of their health care provider. Seven participants reported that they were unaware or not sure who

their health care provider was. Participant 5 reported that trying to obtain a copy

of his medical card has been difficult and stated:

> I think … IEHP, and I have transferred counties and have been
>
> asking my new social worker for my medical card information for
>
> almost a year. Everyone is passing the buck. I suppose if I were to
>
> get sick, I would go to an emergency room. (Participant 5, Personal
>
> Communication, January 2016)

Current Counseling/Past Counseling/Mental Health Issues

When the participants were asked if they were in counseling or had been

in counseling in the past, the responses were similar. Eight participants reported

that they had been in counseling in the past and further indicated that they were

in foster care and were taken to counseling by their foster parent. One participant

reported she had never been to counseling. Seven participants reported they are

not currently in counseling and two participants reported they are currently in

counseling. Participant 4 stated, "I have ADHD and depression. I take medicine

for depression and see my therapist at Kaiser every two weeks" (Participant 4,

Personal Communication, December 2015). Participant 9 stated:

> When I was in foster care I went to counseling for a few years. I
>
> have been in this program for a little over a year and have not been
>
> to a counselor. I have coach. I see him every few weeks and he
>
> helps me with my goals. My mental health is ok, I just am learning
>
> from my coach how to take care of myself. I'm not depressed or

anything like that. (Participant 9, Personal Communication,

November 2015)

Participant 5 reported:

I have a history of anxiety and angry outburst. I saw a counselor

when I was younger but haven't done that since I was like 16…

That's when I came to foster care... My mom is bipolar and

schizophrenic... became a Christian in high school and God has

helped me to forgive those in my past. I was so angry inside... I

tried not to show it…My faith helped me to give up that anger.

(Participant 5, Personal Communication, January 2016)

Participant 8 stated:

I was forced to see a counselor when I was in my foster home and

now I just do not want to see one... sometimes I am depressed a

bit... I don't take medication, but I do have people to talk to when I

am down... the social worker at my agency is really helpful. It

doesn't last long and usually is a few times a year. (Participant 8,

Personal Communication, January 2016)

Positive and Negative Experiences with Social Workers, Mentors, and Coaches

Their responses were similar; all nine participants reported having a

county social worker and see them every one to two months. The responses

varied and examples include: Participant 1 "I have had too many county social

workers, too many questions" (Participant 1, Personal Communication,

November 2015). Participant 3 "I think she just has to check on me...she did say to me that I am resourceful. I am not really close to her" (Participant 3, Personal Communication, January 2016). Participant 4 "I was tired of telling my story" (Participant 4, Personal Communication, December 2015). Participant 6 "I have a new social worker and can't get a hold of him" (Participant 6, Personal Communication, December 2015). Participant 7 "Who knows when you will see your social worker" (Participant 7, Personal Communication, January 2016). Participant 6 "My social worker isn't calling me back" (Participant 6, Personal Communication, December 2015). Participant 8 "The biggest problem is that they do not listen and they change often" (Participant 8, Personal Communication January 2016). Participant 9 "I did like my social workers, but now am not sure that I need them anymore" (Participant 9, Personal Communication, November 2015). The two participants living in foster family agency group homes reported in addition to their county social worker they also have a foster family agency social worker. Participant 1 stated, "She is amazing…I can call her whenever I want and I always carry her card in my wallet. I have been with her for a few years and she is like the mom" (Participant 1, Personal Communication, November 2015).

Three participants living in supervised independent living reported having a coach. The responses to having a coach were similar among the participants and included: Participant 1 "I have a coach and he is teaching me about the program" (Participant 1, Personal Communication, November 2015). Participant

7 "I think this independent living program is going to help me more... I will see my coach every week" (Participant 7, Personal Communication, January 2016). Participant 9 stated "Coaches are better because they are real and help you a lot more with stuff like managing your own place" (Participant 9, Personal Communication, November 2015). Four participants living in supervised independent living reported having a mentor. The comments related to having a mentor were similar and seemed to involve more of a relational component.

Participant 4 stated:

My mentor really provides emotional support. I have had a mentor since I have been in this program, she doesn't judge, and helps me; I am able to talk with her and tell her my most important things. I see her a few times a month. (Participant 4, Personal Communication, December 2015)

Participant 8 reported "Our relationship is really good and we spend time together about two times a month...sometimes more. I have met her family and she invites me to her house on holidays..." (Participant 8, Personal Communication, January 2016). Participant 3 stated "I would rather have a mentor than a social worker. A mentor feels more like a real relationship. It has been a natural relationship with my mentor and has never felt forced" (Participant 3, Personal Communication, January 2016).

Social Support

When the participants were asked about social support the results were mixed. The highest reported member of social support included their relationships with their mentor and coach and included lunch outings at least one to two times a month. Next the participants included friends and roommates as social support, followed by sisters and boyfriends. Two participants reported no social support and reported they are new to the area and do not know anyone.

Emotional Support

When the participants were asked about who provides emotional support the responses was very similar with the highest response being their coaches and mentors, then friends, roommates, sisters, and church family. Two participants reported that they didn't have the emotional support that they felt they needed. Participant 2 reported "My bio mom kind of is... she tries to be supportive and that is it, no one else that I know of..." (Participant 2, Personal Communication, December 2015).

Supportive to Others

When the participants were asked if they were supportive to others, seven participants reported they are supportive to other and the way they were supported was similar among all participants, and included: Listening, helping, giving advice, putting friends first, being supportive by being available to friends and praying for them. Participant 2 stated:

I have lived in this house for the longest out of all the girls here...
we can have four girls in this home. I am a little older than some of
the younger girls and I try to help them. Sometimes they will ask me
questions and I will try to spend time with them to help them adjust
to the program. (Participant 2, Personal Communication, December
2015)

Two participants reported they were not supportive to others due to
changes in their lives. Participant 1 reported, "Supportive to others, not lately, I
have been homeless, do not have a job, and am barely getting on my feet. When
I am more settled I will try to be there for others" (Participant 1, Personal
Communication, November 2015).

Close to Others

When the participants were asked who they were close to the responses
were similar, with the highest response being mentors, coaches, and foster
family Agency Social Worker, than friends, roommates, sisters, and boyfriends.
One participant reported that he is not close to anyone.

Future Relationships

When the participants were asked about who they would see in their
future relationships, the responses varied. Participant 7 stated he hopes to have
a future relationship with his bio mom. Participant 6 reported, "Future
relationships No... Not really... I don't know these people here and I do not know
where my mom is..." (Participant 6, Personal Communication, December 2015).

Participant 2 stated, "My mentor for sure...we have been together for so many years. I could not imagine life without her, my sister, her little boy and her husband and my boyfriend…we are serious" (Participant 2, Personal Communication, December 2015). Four participants reported that they see a future relationship with their mentor and two participants reported they can see their relationship with their coach in the future. One participant reported he sees his foster family agency social worker in his future. In addition roommates, former foster parents and sisters and one brother were mentioned.

<p style="text-align:center">Permanency</p>

When the participants were asked about permanent relationships with biological family members the responses were mixed. Four participants did not know the whereabouts of their biological mothers. Participant 2 stated, "It has been years since I have seen any of my real family. I do not even know where my mom lives. I don't want to see her" (Participant 2, Personal Communication, December 2015). Participant 6 stated, "I do not know where my mom is... I would like to spend some time with my brother and sister but do not know where they are" (Participant 6, Personal Communication, December 2015). Three participants reported that they do not want to see their biological parents. Participant 5 reported:

> My mom is bipolar and schizophrenic... Even if she was better I
> would not want to live with her again... I wanted to live with my
> relatives and I couldn't do that because they had felonies. I had a

lot to forgive, had to give it up... I was so angry inside... I tried not to

show it…My faith helped me to give up that anger…… now I

understand why I couldn't go with them, I saw my uncle a while

back and he still gang banging. For the first time I saw that I can

love my uncle but need to stay away. (Participant 5, Personal

Communication, January 2016)

One participant reported sees bio mom once a year, and that she is still doing

meth and sees maternal uncle two times a month. All of the participants reported

they do not have established permanent relationship with bio mother or father.

Substance Abuse

When the participants were asked about substance abuse, their

responses were mixed. Three participants responded that they do not drink

alcohol or use illegal drugs. Two participants reported they did drink alcohol and

smoke marijuana prior to being in care. Participant 3 stated:

I started drinking when I was 12, I was still living with my mom, and

I drank a lot, and smoked marijuana almost every day. I got alcohol

poisoning really bad and almost died when I was 14. It wasn't long

after that that I was placed in foster care. My foster mom helped me

and I went to therapy and I have not drunk or smoked weed since

that time. (Participant 3, Personal Communication, January 2016)

Four participants report they continue to smoke marijuana and drink alcohol.

Participant 9 stated, "I smoke weed and drink. Usually on the weekends, I party

with friends… I bet you can smell it in this apartment now... My coach would kick

me out if he knew I wasn't following the rules" (Participant 9, Personal

Communication, November 2015). Participant 7 stated, "I do smoke marijuana

when I can get it…when I have it, I smoke 2-3 times a week... I smoked weed

yesterday" (Participant 7, Personal Communication, January 2016).

Currently five participants report they are not drinking alcohol or using illegal

drugs and four participants report they drink alcohol and smoke marijuana.

Homeless

Seven of the nine participants reported they have never been homeless.

One participant reported being homeless and blamed the social worker's lack of

knowledge concerning AB 12 services for this dilemma. Another participant

reported being homeless during the transitional stage from a group home to

biological mother's home, then became homeless, and then returned to a

supervised living housing program. Participant 4 stated:

When I came back I slept in the park a lot and sometimes stayed

on friend's couches… I didn't have car... no money. I was hungry

and so tired of the fight. My friend told me about a place down the

hill that could help me. (Participant 4, Personal Communication,

December 2015)

Has Children or Pregnant

Seven of the nine participants reported they have never had children. One participant reported having an eight week old baby at the time of the interview. One participant reported being two months pregnant at the time of the interview.

Criminal Justice

When the participants were asked any issues related to criminal justice, six participants denied any involvement with the criminal justice system, Participant 3 reported that she had been arrested prior to being placed in foster care and stated:

> Prior to care before I came into foster care, I was still with my mom
>
> in Los Angeles, and I was arrested a few times for violating curfew.
>
> I have never been in trouble with the police since I have been in
>
> foster care. I think foster care was the best thing that has happened
>
> to me. (Participant 3, Personal Communication, January 2016)

Their responses were evenly split. Two participants reported being arrested but not charged. Participant 4 reported he was arrested in high school arrested and stated, "I was arrested and spent two years at the boy's republic group home... I assaulted a security officer on my campus... I took my anger out on the wrong guy" (Participant 4, Personal Communication, December 2015). Currently none of the participants are involved with the criminal justice system

Key Findings and Existing literature

The research focus of this study was the impact of Assembly Bill 12 on emancipated foster youth. Specifically, the impact of the services received by the foster youth as identified in Assembly Bill 12, and then the impact of the services in relationship to the foster youth's transition into young adulthood. Key findings were identified in the areas of education, social and emotional support, and living arrangements.

<u>Education</u>

This study identified higher education as a challenge. The transition from high school to college was a struggle for most of the youth. Social connections were difficult to achieve through organized campus activities, such as clubs and sports. The majority of participants received financial aid and the majority of participants were not able to continue with financial aid due to poor grades. Loss of financial aid due to poor grades is not consistent with the findings revealed by Salazar in 2013. A study of foster youth who obtained college degrees indicated that these youth are faring well with their non-foster peers in academics, however they are struggling with mental health issues at a higher rate (Salazar, 2013). None of the participants utilized a tutor provided through their school. The inability of the majority of the participants to self-identify as foster youth, increased the challenge to access services and support provided by the college campus foster youth liaison.

A study completed by Stott, concerning policies and outcomes of transitioning youth, indicates in the area of education, the outcomes have not significantly improved for youth who received transitional services from 2008-2012. The finding of this study is consistent with Stott's study. Stott indicted in 2012, in terms of education, many continue to have difficulties in the transition from high school to college (Stott, 2012)

Housing Stability

This study identified housing stability as a dominant strength. A high majority of the participants are utilizing supervised independent living programs. Each participant had 2-3 roommates and lived in a house or an apartment. The ability for the youth to have housing stability and normalcy in their living experiences, increased the opportunities for the development of emotional support, social support, allowed the youth to establish relationships, and decreased the number of youth that are homeless. Two of the participants in this study were experiencing homelessness and were able to return to AB 12 extended care services, resulting in stable housing.

 The ability to have roommates, reduced the living expenses, increased the youth's independence, and allowed for the roommates to remain together. This is consistent with the desired results indicated by Stott. This study completed by Stott (2012) indicated that extended services were needed to provide for provisions that will provide stability and normalcy in their living

environments in order to be prepared developmentally, emotionally, socially and relationally for young adulthood (Stott, 2102).

The study found that the participants in this study are meeting their basic needs, have increased their social support and are learning alternative coping skills rather than rely on self-reliance. An example would be the participant whom was homeless. He was able to share his experience with a teacher and principle and rely on them for support and direction, as opposed to self-reliance and remain homeless. The results of this study that indicate basic needs are met, social support has increased, and effective coping skills are being developed. This portion of the research is not consistent with the results determined by a study completed by Cunningham in 2012. Cunningham reported in regards to the transition from foster care to young adulthood, foster youth often experiences economic struggles, difficulty meeting basic needs, loss of social support, and high levels of self-reliance as a coping mechanism (Cunningham, 2012).

Social Workers

Another key finding that was discovered as a dominant challenge was in the area of the participant's experiences with their County Social Workers. It was a high majority of participants that did not feel supported by the county social worker as they transitioned into young adulthood services. Complaints ranged from not knowing their social worker, social worker did not have correct knowledge in AB 12 requirements, difficulty contacting county social worker, and county social workers do not listen and change often. This finding is consistent

with a study completed by Delgado in 2013. Delgado reported that implementation was difficult due to not enough social workers were well versed in AB 12 and further indicated the social workers has a lack of knowledge of adult systems. The social workers inability to meet the demand and the changing role of the social worker from ensuring security to ensuring self-sufficiency added to the complexity of the implementation (Delgado, 2013).

Mentor/Coach

This study identified a close relationship with mentors and coaches as a dominant theme. All of the participants in the supervised independent living programs reported a positive relationship with their coach or mentor. The mentors provided emotional support, social support and genuine friendship. Common themes concerning mentors involved: The youth felt they were not judged, the relationship developed naturally and was never a forced, and a sense of belonging was developed over time. Activities involved spending time from weekly to a few times a month and lunches, family gathering. This theme is not consistent with the literature review of this researcher. According to Cunningham, most studies completed concerning the foster youth who have transitioned into young adulthood are based on case record data which overlooks the process from the perspective of the youth and the foster youth voice was lacking in literature (Cunningham, 2012). It is the opinion of the researcher, due to the small number of participants in this study, that additional research studies should

be complete to determine the results of the experiences of the youth with their mentor or coach.

Implications of Findings for Micro and/or Macro Practice

In social work micro practice of this study will provide social workers with a better understanding of the difficulties associated with the complexity involved in the transition to young adulthood. The social worker role from ensuring security and safety has increased to now include self-sufficiency for the youth. It would be suggested that the social worker at a micro level to increase their knowledge of the supportive resources that are appropriate for the young adult foster youth and to be well versed in the services and requirements of AB 12. This researcher would also suggest that due to the overwhelming positive feedback from the youth concerning mentorship and coaching, that

In social work macro practice findings of this study will provide macro social workers with a better understanding of the needs of the foster youth who are receiving extended care benefits. It is suggested that social worker supervisors, administrators and educators, form a collaboration together to address allow the social worker to transition from the traditional role to the role of a coach and mentor toward the youth as they transition into young adulthood.

Summary

Through the analysis of the narrative documents, data interpretation was complete. Codes were developed and across participant analysis was completed for each interview participant. Codes were merged to common themes. Common

themes became evident in the domains of education, social support, emotional

support, living arrangements and experiences with social workers, coaches and

mentors. Through the identification of key themes, the impact of the services in

relationship to the foster youth's transition into young adulthood emerged. In

addition, based on the outcomes of the key findings, suggestions were made to

social work practice at a micro and macro level.

CHAPTER FIVE

TERMINATION AND FOLLOW UP

Introduction

This chapter will explain how the study will be terminated and how the follow up with the agencies will be provided. The way the findings will be communicated to the study site and study participants will be explained. The reasoning for the ending of the relationship with the study participants will be explained.

Termination of study

The communication of findings was reported back to the study site in person in the form a written paper. Included was an overview, study focus, methods of sampling and data collection, results of the analysis, theoretical statements, and implications for social work and the future potential of this study at the macro and micro level. The strengths and weaknesses of this study and further were reported in a visual presentation in the form of a poster at a conference at CSUSB. This poster includes graphics, diagrams and tables that summarize the study. This presentation was the formal setting for the marking of the end of this study. For those who wish to obtain a hard copy, a complete report will be available at the CSUSB Library.

Communicating Findings to Study Site and Study Participants

The communication of findings was reported back to the study site in person, in the form a written paper. Included was an overview, study focus, methods of sampling and data collection, results of the analysis, theoretical statements, and implications for social work and the future potential of this study at the macro and micro level.

Ending of Relationship With Study Participants

The relationship with the study participants occurred after the interviews were completed. This was an informal process. The debriefing statement was part of the termination process with the participants and included the contact information for the researcher and the researcher's advisor. Information was also provided on how to obtain a hard copy of the study at the Pfau library located on the CSUSB campus. The researcher was genuine in her gratitude and thanked them for their participation.

Dissemination Plan

Due to the intense interaction and the building of relationship with the research site a process was developed for termination with these sites. Acknowledgements, congratulations and much thanks was given to facilitate closure.

Summary

The study will be terminated. Follow up with the directors at the agencies was provided. The findings are communicated to the study site in person, in the

form of a written letter and discussed. The relationship with the participants was terminated at the end of the interview. The researcher explained the debriefing statements to the study participants and included contact information and how to obtain a hard copy of the study at the Pfau library, located on the CSUSB if they so choose.

APPENDIX A

INFORMED CONSENT

Appendix A

Informed Consent

The study in which you are being asked to participate is designed to investigate how Assembly Bill 12 has affected you in relation to the outcome of the extended services you have received. This study is being conducted by Amber Elise King under the supervision of Janet Chang: Prof. Janet Chang, Professor of Social Work, California State University, and San Bernardino. This study has been approved by the Institutional Review Board, California State University, and San Bernardino.

PURPOSE: The purpose of this study is to explore the outcomes of foster youth that have received extended care benefits as they transition into young adulthood. This study will help social workers provide benefits that will help the youth in their transition to adulthood. The results of this study will help in creating an understanding of the extended care needs of the young adult foster youth

DESCRIPTION: Your participation will consist of completing interview with the researcher and completing a questionnaire. This interview will be audio recorded. Then your interview will be analyzed to search for common themes in experiences of young adults that are receiving Extended Care Services. You have been asked to participate in the study because you receiving Extended Foster Care Services.

PARTICIPATION: Your participation is completely voluntary and you do not have to answer any questions you do not wish to answer. You may skip or not answer any questions and can freely withdraw from participation at any time.

CONFIDENTIAL: This is a confidential study and your confidentiality will be maintained and protected. Any form that you sign will be kept locked in a file cabinet and then destroyed after the study has been complete. All digital audio files, transcribed interviews and data analysis will be kept on a password protected encrypted flash drive. No individual findings will be presented in the data but will be merged with other individual data to create common themes. If a quote is used a pseudo name will be used and no identifying information will be written or printed.

DURATION: In the first session you will complete a short questioner and begin the interview. In order to answer all of the interview questions, two 45 min sessions may be necessary. You may be contacted at a later date if the researcher needs to clarify information with you.

RISKS: There are no foreseeable risks to your participation in this research study. However, some of the questions are sensitive and cause an emotional response in you.

BENEFITS: The benefits are that your experiences will help to develop themes shared by other youth who are receiving extended care benefits. These themes can assist in identifying what areas of service need to be improved and what areas of service are working well.

AUDIO: The interviews will be audio recorded for clarity and later analysis of data collected. These audio recordings will be used the research team for this research project only. I understand that this research will be audio recorded and I agree to be recorded for use by the research team only. Initials ___

CONTACT: If you have any questions about the research or your rights as a research participant, please contact Professor Dr. Janet Chang, California State University San

Bernardino at the School of Social Work, at 909-537-5184

RESULTS: The results of this study will be available either online or at the CSUSB Library after June of 2016 or by contacting Dr. Janet Chang at California State University San Bernardino at the School of Social Work, at

909-537-5184 I have read the information above and agree to participate in your study.

CONFIRMATION STATEMENT:

I have read and understand the consent document and agree

To participate in your study. I understand that I must be

18 years of age or older to participate in your study, have read and understand the consent document and agree to participate in your study.

Signature: _____ Date: _____

APPENDIX B

DEBRIEFING STATEMENT

Appendix B

Debriefing Statement

This study you have just completed was designed to investigate Assembly Bill 12

in relationship to the extended care services that you received. Your experiences

from those services will be evaluated. These services effect your transition into

your young adult years often unconsciously influence your decisions. I am

particularly interested in the relationship between your experiences and the

experience of other young adult foster youth and what common themes we will

see merge. Because of your participation we will be able to see the common

themes. These common themes will help us see what we need to work on in the

extended care services and we will see what works well too. Thank you for your

participation. If you have any questions about the study, please feel free to

contact me, Amber Elise King or my research advisor, Professor Dr.Janet Chang

at 909-537-5184. If you would like to obtain a copy of the group results of this

study, please contact Professor Dr.Janet Chang at 909-537-5184 at the end of

Spring Quarter of 2016.

APPENDIX C

INTERVIEW QUESTIONNAIRE

Appendix C

Interview questionnaire

Young adults in extended foster care

This interview questionnaire was created by Amber Elise King, the researcher in this project.

Interview questionnaire:

Interview questions will be evaluated in the domains of education, employment, physical and mental health, social support, permanency, living arrangements, substance abuse, and criminal justice.

1. Tell me about your school experiences? Are you planning on continuing your education?

2. Are you aware of financial assistance and support programs that you can receive while attending college?

3. Do you have medical insurance?

4. Do you know who your health care provider is?

5. Can you tell me about your physical health? How about your mental health? Do you see a counselor?

6. Do you have control over your important documents, such as birth certificate and insurance

7. Tell me about your work experience?

8.   Please tell me about your experiences with your social worker. How often do you see your social worker?

9.   Do you have any type of activities that you attend weekly?

10.   Who is your social support? Who provides emotional and other supports to you?

11.   Do you feel like you are supportive to others? In what way?

12.   Tell me about your means of transportation.

13.   When you're happy or sad, who do you share your feelings with? Who are you close to?

14.   Are there people in your life that you think you will still be involved with in your future?

15.   Tell me about your experiences with alcohol and drugs?

16.   Tell me about your experiences with the criminal justice system?

APPENDIX D

DEMOGRAPHICS QUESTIONNAIRE

Appendix D

Demographics Questionnaire

Young adults in extended foster care

Demographics Questionnaire

Gender: 1. Male   2 Female

How old are you? _____

Ethnicity: _____

Education status: _____
1. Not completed High school

2. High school completed

3. Attend college

Employment status: 1. not employed   2. Employed (Part-time, full-time)

APPENDIX E

DEMOGRAPHICS QUESTIONNAIRE; PLACEMENT TYPES

Appendix E

Demographic Questionnaire; Placements Types

This document will be used to identify current placement.

Name   Date

Please place a checkmark next to the placement that represents your current

living arrangement.

1. Kinship

2. Foster

3. Foster Family Agency

4. Group homes

5. Transitional Housing

6. Guardian

7. Supervised Independent living Programs

APPENDIX F

IRB APPROVAL LETTER

APPENDIX F

IRB APPROVAL LETTER

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
SCHOOL OF SOCIAL WORK
Institutional Review Board Sub-Committee

Researcher(s) _Amber King_____

Proposal Title _Impact of IB 12_____

_____

_SW15 37____

Your proposal has been reviewed by the School of Social Work Sub-Committee of the
Institutional Review Board. The decisions and advice of those faculty are given below.

Proposal is:

__X__ approved

_____ to be resubmitted with revisions listed below

_____ to be forwarded to the campus IRB for review

Revisions that must be made before proposal can be approved:

_____ faculty signature missing

_____ missing informed consent _____ debriefing statement

_____ revisions needed in informed consent _____ debriefing

_____ data collection instruments missing

_____ agency approval letter missing

_____ CITI missing

_____ revisions in design needed (specified below)

_____
_____
_____
_____
_____
_____

_____ 8/20/15
Committee Chair Signature   Date

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