San Jose State University Human Subjects-Institutional Review Board

IRB APPLICATION: REQUEST TO USE HUMAN SUBJECTS IN RESEARCH

Please submit two paper copies of the complete IRB protocol, including 2 copies of this document, to:
HS-IRB Coordinator
The Office of Graduate Studies and Research
San Jose State University
One Washington Square
San Jose, CA 95192-0025

Date Submitted: 8/5/13  Anticipated Start Date for Data Collection: Upon approval of the IRB Committee

Name: Emily Bruce, Ph.D., LCSW  Maureen Smith, Ph.D.

Email:  Phone Number: 408-924-5810
Street Address: One Washington Square
City: San Jose  State: CA  Zip: 95296

Title of Proposed Project: TeenForce -- Initial Evaluation

Funded By: This project may be funded

Type of Subjects: Young adult humans

Expected Age Range of Subjects: 18 years to 30 years

Expected Number of Subjects: 80

Type of Data to be Collected (check all that apply):

- [ ] Interview  
- [ ] Observation
- [X] Survey / Questionnaire  
- [ ] Focus Group  
- [ ] Secondary / Existing Data or Records
- [ ] Experimental / Physical Intervention
- [ ] Other:

The following fields must be filled out and signed by an SJSU Faculty if the investigator is an SJSU student

Name of Responsible Faculty Member: 

Email:  Department:  Extended Zip: 

I, the undersigned, have completed the required training and reviewed the above named study. I believe the research conforms to federal, state, and SJSU policy for the protection of human subjects in research. Further, I will monitor the course and conduct of the proposed research. (Either a hand-written or digital signature will be accepted).

Faculty Signature:  Date: 

The following documents are attached to each copy the application (check all that apply)

- [X] Protocol Narrative  
  (see template on IRB website)
- [X] Consent Form  
  (on SJSU letterhead if applicable)
- [ ] Verification of Translation Accuracy Form
- [X] Data Instruments  
  (on institutional letterhead)
- [X] Agreements from Participating Institutions
Instructions: Fill out this worksheet to assist the Office of Graduate Studies and Research (GS&R) in determining whether your work should be classified as human subjects research that requires review and oversight or whether the work is excluded from the purview of the IRB and GS&R. This decision cannot be made by the investigators and will be made by GS&R based on your responses on this worksheet. If you are a student, please complete this worksheet with the assistance of your faculty advisor.

Name of Primary Investigator(s): Emily Bruce, Ph.D., LCSW -- Associate Professor  Maureen Smith, Ph.D. -- Full Professor

Title of Proposed Project: TeenForce -- Initial Program Evaluation

1. Is your work designed to contribute to generalizable knowledge?
   Yes  No  Not Sure

Generalizable knowledge means a set of conclusions, facts, or principles that enhances scientific or academic understanding by applying broadly to a whole category such as a population or field of knowledge. Generalizable knowledge is produced when investigators make the components of a research design (procedures, methods, and instruments) as well as analyzed findings/results available for other professionals or academics to peer review, replicate, and utilize. Traditionally this occurs when publishing or presenting at a professionally refereed venue, conference, or competition, but it may also occur through new media methods of discourse. Master's theses are published and made available outside SJSU and are considered research work that contributes to generalizable knowledge; however, projects which are disseminated exclusively at SJSU and are not intended for dissemination beyond the instructional setting are typically not designed to contribute to generalizable knowledge.

2. Do you or another entity (e.g., agency, sponsor, or faculty advisor) want to retain the option of utilizing the research design and findings for future development or to contribute to generalizable knowledge?
   Yes  No  Not Sure

3. Is your work a systematic investigation?
   Yes  No  Not Sure

Systematic investigation means an activity in which data are collected and analyzed in an organized and consistent manner, according to a pre-specified plan, in order to produce valid generalizable knowledge. Examples of project types that are usually not systematic investigations are ethnographies, oral histories, case studies, and journalism.

4. Are you required to report the results of the work to an outside entity such as a sponsor or funding agency as a condition of their support?
   Yes  No  Not Sure

5. Do you need formal notification from an IRB stating that your protocol has been reviewed in order to meet documentation requirements for another entity (e.g., agency, sponsor, publisher, instructor for a classroom assignment)?
   Yes  No
6. Does the research involve intervention or interaction with living individuals?

☑ Yes  ☐ No

*Intervention* includes both physical procedures by which data are gathered and manipulations of the subject or the subject’s environment that are performed for research purposes. *Interaction* includes communication or interpersonal contact (e.g., questionnaires, interviews) between investigator and subject. Deceased individuals are not considered human subjects.

7. Does the research team wish to solicit personal information such as opinions, beliefs, thoughts, or perceptions from individuals?

☑ Yes  ☐ No  ☐ Not Sure

Persons involved in a research activity are not considered to be human subjects when the information collected is not about the individual, that is, when the person interviewed/surveyed is asked to provide information specific to his/her expertise or profession as opposed to personal information about him/herself or others (opinions, thoughts, or perceptions). For example, a welder asked to describe the composite of shielding gas, shielding gas flow rate, and formation of the weld bead is not disclosing information about him/herself and, as such, is not a research subject. Likewise, an entomologist who describes the varieties of pesticide used to control a specific pest and to identify the types of pesticides that are used most frequently is contributing his/her expertise rather than information about him/herself.

8. Is the research utilizing existing data which contains individually identifiable private information?

☐ Yes  ☑ No  ☐ Not Sure

*Existing data* includes records as well as tissue, organs, fluids and other bodily material. *Private information* includes information about behavior that occurs in a context in which the subject can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (e.g., medical/clinical records, academic records, social services records).

9. Is there any possibility that the investigators or collaborators (e.g., student assistants, professional partners) could ascertain the identity of a living individual from the data utilized at any point during the course of research?

☐ Yes  ☑ No  ☐ Not Sure

10. If there is any other information that you would like to communicate about the proposed work and how it will be used, please describe below:

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**Institutional Review Board (IRB) Exclusion Screening Tool Continued...**
Institutional Review Board (IRB) Exemption Screening Tool

Instructions: Exemption is not the same as exclusion from review. Exempt status means that the work has been determined to be research that involves human subjects. However, if the work meets specific criteria, it does not go through a formal IRB review. Rather, exempt research is registered with the Office of Graduate Studies and Research (GS&R). There are still protections in place for the participants, such as the right to be fully informed of the study, and the research is still subject to oversight by GS&R. Exempt status is conferred by GS&R prior to data collection after the investigator has submitted all of the required supporting documents. In order to determine exemption eligibility the investigator must fill out all of the pages of this application, obtain a faculty signature (if the investigator is a student), and attach the following:

1) A complete protocol narrative that adequately explains the methods and procedures of the research (see IRB website).

2) Information on how informed consent will be obtained (either verbally or in writing). If consent will be obtained in writing, please attach the consent letter or form that will be used.

3) All data instruments, if applicable.

4) Agreements from participating institutions, if applicable.

Does the research involve subjects who are minors, prisoners, institutionalized mentally disabled individuals, pregnant women and/or human fetuses?  
☐ Yes  ☒ No

Does the research involve only minimal risks to human subjects, where the probability and magnitude of harm or discomfort are no greater than what would be encountered in daily life?  
☒ Yes  ☐ No

Categories of Exempt Research

Does the research fit into one of the following six categories? If yes, check all that apply.

☐ (1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, including research on regular and special education instructional packages and comparisons among instructional techniques.

☐ (2) Research involving the use of educational tests, survey procedures, or observation of public behavior, unless: information obtained is recorded in such a fashion that individuals can be identified and disclosure of the human subjects’ responses outside the research could place the subjects at risk of criminal/civil liability and/or damage subjects’ financial standing, employability, or reputation.

☐ (3) (i) Research involving public officials or (ii) collection of personally identifiable information for which federal statutes require permanent confidentiality.

☐ (4) Research involves the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens if: these data sources are publicly available or the information is recorded by the investigator in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects.

☐ (5) Research and demonstration projects approved by public agency heads and designed to study, evaluate, or otherwise examine public benefit or service programs.

☐ (6) Taste or food quality evaluation and consumer acceptance studies if wholesome foods without additives are consumed or all ingredients are at or below safe levels set by the FDA.
I. APPLICATION
Please see the attached IRB Application

II. PROJECT TITLE
TeenForce – Initial Program Evaluation

III. INVESTIGATORS AND STAFFING

<table>
<thead>
<tr>
<th>NAME OF INDIVIDUAL</th>
<th>QUALIFICATIONS</th>
<th>RESPONSIBILITIES</th>
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<tbody>
<tr>
<td>Emily Bruce</td>
<td>Ph.D.</td>
<td>Co-Principle Investigator</td>
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<tr>
<td>Maureen Smith</td>
<td>Ph.D.</td>
<td>Co-Principle Investigator</td>
</tr>
<tr>
<td>Abby Weiner</td>
<td>MSW Graduate Student</td>
<td>Data collection, analysis, and reporting</td>
</tr>
</tbody>
</table>

Primary Investigator(s) Signature:

IV. INVOLVEMENT OF OTHER INSTITUTIONS

a. This research will be conducted with the TeenForce Program in Santa Clara County. The proposed project plans to ask former participants of the TeenForce Foster Youth Employment Project about their employment experiences as a result of their participation in TeenForce. The young people will be identified by the agency and subsequently invited by this project to participate in this research project. All the proposed participants will be young adults who are over the age of 18 and who have been or are participants in TeenForce’s Foster Youth Employment Project. TeenForce will be the only agency involved in this research. A letter of support from the Director of the agency is attached to this document (See Appendix A for a copy of the letter of support).

b. No one involved in this research project has any affiliation or personal financial interest in the agency TeenForce.

c. No one involved in this research project has any real or perceived conflicts of interest by being involved in this project.

V. ABSTRACT

The rate of unemployment experienced by teens and young adults has been exceptionally high during this recent economic downturn (USDOL, 2012), and that experience has been felt by young adults in Santa Clara County as well. TeenForce, a relatively new agency in Santa Clara County, has a very clear and direct mission: to provide young adults in Santa Clara County with employment. This agency has been working on this mission for three years; and in the last two years has begun to focus on providing...
employment opportunities for youth who are or who have been in out-of-home care (out-of-home care usually includes placements in the following types of residential settings: in private, county licensed and supervised foster homes, specialized foster family agency homes [FFA’s], in the homes of relatives who have been approved by county child welfare authorities, in small group home [six or fewer residents], large group home [more than six residents], and the residential treatment programs]; foster care is used unilaterally in this document to refer to any of these types of placement options. Youth in foster care placements are particularly challenging in getting and keeping employment particularly because of the chaos of reasons that bring children into the foster care system, the haphazard nature of placement in foster care, and the difficulty in trusting adults. Thus, the focus on foster youth has been a relatively recent addition to the efforts of TeenForce. This research project will seek participants who are former foster youth who have participated in TeenForce. The project will involve individual surveys of subjects, asking these young adults about their employment experiences; their assessment of their project; what services from TeenForce they felt benefitted them; what services they wish they might have received from the agency, but did not receive; and potential personal benefits (e.g., career self-efficacy) they may have gained as a result of participating in TeenForce. In addition to the individual survey, this project also plans to implement a focus group discussion of those participants who are interested and willing to participate in a group process. This is a small mixed-methods approach to piloting this exploratory research project. Subsequently, this study will be used as a platform from which to launch a more comprehensive study of the effectiveness of the efforts of those involved with TeenForce and its ultimate mission.

VI. HUMAN SUBJECTS INVOLVEMENT: This research project will involve human subjects.

A. SUBJECT POPULATION

The proposed subjects of this research project will be young adult men and women, between the ages of 18 and 30. Because these young adults will have been in foster care placement sometime during their childhood years, the expectation is that the ethnic make-up of the proposed subjects will be reflective of the ethnic make-up of the children who were in foster care between within the last 12 years (i.e., between January 2001 and January 2013). There are approximately a total of 85 current and former foster youth who have or are participating in TeenForce employment placements. Ideally, we will survey all the former foster youth and every effort will be made to invite all to participate. However, realistically, it is unlikely that we will be able to have all former foster youth agree to participate in this study, primarily because young adults are often very mobile, especially those who are former foster youth. Based on previous studies, we anticipate that a minimum of 20 adults will consent to participate. The only exclusion criteria will be an inability to converse in English.

The researchers expect to have no more than 15 participants in the focus group discussion component of this project. In the process of interviewing individuals, they each will be advised about the focus discussion group process. Subsequently, participants will be asked if they would be willing to participate in this component of the research project. The researchers will identify those individuals in order to advise no more than 15 of these individuals when the focus discussion group will be scheduled.

B. RECRUITMENT PLAN

The plan for the recruitment of participants is to prepare letters and content for e-mails and social media (See Appendix B for draft copies of the social media/correspondence to be sent to potential subjects) to be sent from the research project to former foster youth who have been or who are TeenForce participants. This correspondence will be from the research project and will invite all to participate in this research project. TeenForce participants will be asked to contact the researchers in order to schedule appointments to meet with the researchers. The invitations to participate in this project will be sent by TeenForce staff; they will be asked to place addresses on the letters; and/or use the agency’s own e-mail/social media network to advise potential participants of this research opportunity. The researchers will ask potential participants to contact the researchers by e-mail or phone. Any identifying information about the potential subjects will be provided to the researchers by the subjects. Once those interested in
participating in this project contact the researchers, the researchers will schedule appointments for the survey interview. During the individual interviews, participants will be asked if they would be willing to participate in the focus group component of the research project. The researchers will identify those who are interested in the focus group process. There are expected to be no more than 15 individuals in the focus group.

C. RESEARCH METHODS AND DESIGN / PROCEDURES

The design for this research project will involve the use of a quantitative cross-sectional survey; with a few open-ended questions (See Appendix C for a draft of the individual survey instrument). No treatment or physical intervention will be administered in the process of this research project. In addition to the individual survey, participants will be asked if they would be willing to participate in a focus group discussion.

Specific procedures will begin by having the correspondence sent to the potential participants. Subsequently, potential participants will be asked to contact the researchers to indicate their willingness to participate in the research project. The potential participants will be able to reach the researchers via an e-mail address (e.g., teenforce-val.a@gmail.com), which will be enacted upon IRB approval of this protocol. Appointments will be made with individuals based on what is convenient for the potential participants and the availability of the researchers. Upon meeting with the subjects the researchers will introduce him or herself and explain the research project briefly; there will be a script for the researcher to use (See Appendix D for a draft of the introductory script to be used prior to the individual interviews). After introducing the research project to the subjects, the researchers will provide each subject with two consent forms (See Appendix E for the copy of the consent form). The researchers will go over the consent forms in detail outlining the rights of the subjects and the responsibilities of the researchers. After reviewing the consent form with the participants, the researchers will ask the participants if they agree to participate in the research. If the subjects agree to participate in the research project, they will be provided with two copies of the consent form both signed by the researcher. Prior to the beginning of the interview each subject will be asked to sign both copies of the consent form. The participants will be given one copy of the signed consent form. The second copy of the signed consent form will be retained by the researcher. All the consent forms kept by the researchers will be kept in a locked file cabinet. Once the consent forms are signed, the researchers will proceed with the survey interview. The survey should take no more than 45 minutes.

The final question in the survey will ask the subjects if they are willing to participate in a focus group discussion about their experiences at TeenForce. If a subject is willing to participate in the focus group, the subject will be told about the date and time of the focus group. At the focus group meeting, subjects will be reminded of the consent form they signed and their rights and the researchers’ responsibilities. In addition, the participants in the group will be asked to respect the privacy of the other members of the group. Once the group decides on rules for the discussion, the researchers will begin the discussion. There is a script for the beginning of the group discussion (See Appendix F for the copy of the script for the focus group discussion). In general the focus group questions will be based on the overall content of the individual survey responses; thus there is no copy of the proposed questions for the focus group attached to this protocol. An addendum to this protocol with the proposed focus group questions will be submitted prior to the implementation of the focus group in order to obtain IRB permission to proceed. The focus group discussion should take no more than 95 minutes.

D. MATERIALS AND DEVICES

a. The data collection tools that will be used for this research project will include an individual survey instrument and a group interview schedule. Neither of these data collection tools will need to be translated into another language. A copy of the individual questionnaire is attached to this protocol (See Appendix C).

b. No cognitive or psychological tests will be employed. Survey materials include the following: (1) an 11-item Work Self-Efficacy Scale (Kossek et al., 1998); (2) a 10-item Employment Insight scale (Day
& Allen, 2004); (3) a 17-item Work and Well-Being scale (Schaufeli et al., 2006); and (4) a 24-item measure of social capital (Song, 2010) as well as a 2 opened questions regarding social capital (Hampton & Duncan, 2011). Specifically, in order to assess the participants’ social/professional capital, they will be asked to identify five individuals. Asking about five individuals is only to limit the work participants will have to do to think of individuals, yet if they do actually know five individuals and are able to answer the supplemental questions about those individuals this would be a qualitative indication of the participants’ social/political capital.

c. The devices that will be used to execute this research project will include paper and pens for the surveys as well as paper/pens or computer hardware (i.e., laptop/notebook/tablet) for note taking, as well as MP3 or other recording devices in order to ensure that all information is recorded accurately. Upon completion of this research project all the recordings will be destroyed to ensure that the participants’ confidentiality will continue to be protected.

E. CONFIDENTIALITY

a. The identifying information that will be collected for this project will be provided by the participants. No identifying information from this research project will be reported. The researchers will implement all available tools to ensure that participants’ confidentiality is protected. Specifically, TeenForce will keep all information about names and addresses. The researchers will not have any names of potential participants until the participants make contact with the researchers to schedule the interviews. Consent forms will be provided to the participants for their signature; thus those documents with the participants’ signatures will need to be saved in a secure location. The secure location will be a locked office of the one of the Co-Principle Investigators. Data that is recorded will be saved on the researchers’ password protected computers; and hard copies of notes will be saved in a locked file, separated from the data that includes identifying information. There will be participant numbers assigned to each individual survey instrument instead of names. Further, there will be a log of participant names and numbers to keep a record of the individual survey interviews; however that log will be kept in the same locked file along with the consent forms.

The biggest threat to confidentiality will be from the participants of the focus group. They will be encouraged to keep comments by other participants confidential, so that comments that are made cannot be attributed to any specific participant. However, the researchers recognize our limited ability to control that potential breach. Nonetheless, in addition to those efforts, when the data from the focus group discussion is transcribed, the speaker will be identified by a number or code they choose. That way, the researchers will be able to follow the content of the participants’ comments, without identifying the specific individual.

b. As indicated above, hard copies of notes will be kept without specific information about any individual in a locked file; while, consent forms and participant logs will be saved in a separate locked file of one of the Co-Principle Investigators. Material saved electronically will be saved on the researchers’ password-protected computers, and backed up on a password-protected flash drive until the research project is completed. Upon completion of this project all of the data collected will be destroyed.

F. COMPENSATION

If available, the only compensation that would be provided would be a gift card in the amount of no more than $10.00.

G. POTENTIAL BENEFITS

If available, the participants will receive a gift card as remuneration for agreeing to participate in this research project; this would be a potential benefit. Also, there may be indirect benefits to these current and former TeenForce participants, in that the agency administration may learn some new information about the concerns of their young adult participants.
H. POTENTIAL RISKS

The risk of potential psychological or social distress for any of the participants always exists in this type of research project. Specifically, if a participant's experience in this program has been particularly difficult or negative, any questions about their experience may result in revisiting these negative feelings. Situations such as those described may cause an individual to feel some level of emotional discomfort. There is no expectation that participation in this research project will result in any risk to the participant beyond what might be a part of normal daily activities.

I. RISK REDUCTION

If at any time, the researcher recognizes and/or the participant suggests, intimates, or even hints that their participation is becoming difficult, the researchers will ask the affected participant if he or she would like a break from the interview. Before the interview and the focus group discussions begin, the participants will be reminded that at any time, should they feel any discomfort or feel ill at ease they may terminate the interview without any negative sanctions being directed toward them by the agency or the researchers. If there is a need for more attention to the discomfort of the participant, the researchers will provide information to the participants regarding limited-cost counseling resources available in the community.

VII. INFORMED CONSENT
A. CONSENT PROCESS

At the meeting between the researcher and the proposed subjects, the researcher will provide the participants with the consent forms, and will explain the purpose of this research project. Only those proposed subjects who can speak and write English will be invited to participate in the research project. Subsequently, the researchers will go over the consent forms in detail with the participants, outlining the rights of the subjects and the responsibilities of the researchers. The participants will be given an opportunity to ask any questions they have about this research project.

The researchers will advise the participants that they have no obligation to TeenForce or to the researchers to participate in this project. Further, the participants will be advised that after they have completed the individual interview the most they will receive is a gift card for their participation in the individual interview. Also the participants will be advised that they will not receive any negative sanctions if they refuse to participate in this project. Again, before the interview and the focus group discussions begin, the participants will be reminded that if, at any time, they should feel any discomfort or feel ill at ease they may terminate the interview without any negative sanctions being directed toward them by TeenForce or the researchers. After providing all this information to the proposed subjects, the researchers will ask if the subjects if they agree to participate in the research. If they agree to participate in the research project, the subjects will be provided with two copies of the consent form both signed by the researcher. The subjects will be asked to sign the two copies of the consent forms.

B. SPECIAL CONSENT PROVISIONS

No special consent provisions will be provided.

C. WAIVER OF WRITTEN CONSENT

N/A

D. DEBRIEFING

N/A

E. CONSENT FORMS

Please see the Appendix E for a copy of the consent form.
References


Appendices

Appendix A: Letter of Support from TeenForce

Appendix B: Letters of Introduction and Social Media Content sent to participants

Appendix C: Individual Survey Instrument

Appendix D: Introductory Script (to be used when first meeting the individual participants regarding the individual survey)

Appendix E: Consent Form

Appendix F: Script for the Focus Group Discussion
July 2, 2013

Emily Bruce, Ph.D., LCSW  
Maureen Smith, Ph.D.  
SJSU – Research Institute for Foster Youth Initiatives  
One Washington Square Hall  
San Jose, CA 95192-0124

RE: Support of Research Project – TeenForce Initial Evaluation

Dear Dr. Bruce and Dr. Smith:

I am pleased to write this letter of support for the TeenForce Initial Evaluation project. TeenForce is most definitely eager to participate and to collaborate with the Research Institute for Foster Youth Initiatives (RIFY) to assist us in bringing clarity to the issues facing our programs. Further, we are eager to provide you with assistance in collecting the data from current and former TeenForce participants. To that end, we will send out the introduction letters and the content you prepare for emails and social media contacts. We eagerly look forward to assisting you in any way we can that will facilitate the process.

Finally, throughout the on-going development, implementation, and culmination of this project, TeenForce is committed to provide you and other researchers engaged in this project with support and assistance.

We look forward to this partnership between the TeenForce and the SJSU Research Institute for Foster Youth Initiatives. If you have any questions regarding our participation in this project, please feel free to contact me at the following e-mail address (JohnHogan@teenforce.org) or via the phone at the following number (408) 827-3078 x1.

Sincerely,

John Hogan  
Executive Director  
TeenForce

1080 N. 7th Street  
San Jose, CA 95112  
408.827.3078  
www.teenforce.org
TO: TeenForce Participant  
From: Emily Bruce, Ph.D., LCSW  
Maureen Smith, Ph.D.  
RE: TeenForce Evaluation  

We are writing you to ask you if you would be willing to participate in an evaluation of TeenForce. We are hoping to find out what you think about your experiences with TeenForce. To do that, we have a survey. We would like to meet with you to provide you with a survey.

We are hoping that your participation in this evaluation process will help TeenForce to find out what it is doing well, and what areas need more work. The staff at TeenForce also would like to know what kind of difference TeenForce has made in your life. The survey will be conducted by us and our graduate students. TeenForce will not see any of the individual responses. TeenForce will only receive summary results and will not be able to identify any individual respondents.

You can help TeenForce understand what has worked for you, what could have worked better, and how you have changed as a result of being involved in TeenForce by completing the survey. You can contact us at San José State using the following email address (to be determined) to let us know if you are interested in participating in the evaluation.

Our goal is that by you participating in the survey. TeenForce will know what is working well, and more importantly, TeenForce will know what kinds of changes might make their work even more effective for future young people who are seeking employment opportunities.

We hope you will be willing to help TeenForce by participating in the survey. This is an opportunity for you to make a difference for yourself and/or for other current and former foster youth who are looking for employment.

We look forward to hearing from you.

Sincerely,

Emily Bruce  
SJSU Associate Professor  

Maureen Smith  
SJSU Full Professor
Content for FB and/or e-mail contact

Hi TeenForce!!!

We are Dr. Emily Bruce and Dr. Maureen Smith of San José State University, and we are conducting an evaluation of TeenForce. Has your life changed by being involved in TeenForce? Do you want to let TeenForce know what has worked for you; or what did not work so well? If so, you can contact us at the following e-mail address: (to be determined). The survey will be conducted by us and our graduate students. TeenForce will not know your responses. They will only receive summary results and will not be able to identify any individual respondents. We look forward to hearing from YOU!!

From EB and MS.
TeenForce Evaluation

SJSU – RIFY1

Fall 2013 to Spring 2014

Date completed: _____________
STUDY IDENTIFICATION #: ______________________ DATE: ______________________

1 Your current age: ______________________

2 Please indicate your ethnicity/race: ______________________

3 Highest Level of Education (check only ONE answer):
   □ 8th grade
   □ General Education Degree (GED)
   □ 12th grade (High School Diploma)
   □ Some College/Some Vocational Education
   □ AA Degree/Vocational Certification
   □ BA Degree or higher

4 Currently Employed □ Yes □ No

5 If yes:
   □ Part-Time
   □ Full-Time

6 Currently in Foster Care: □ Yes (non-minor) □ No

7 Did you get your current job through TeenForce? □ Yes □ No

8 Do you consider yourself an active TeenForce participant? □ Yes □ No

9 Which level would you describe your contact with TeenForce (PLEASE only choose one answer):
   □ High (about 4 times a month)
   □ Medium (about 1 time every two or three months)
   □ Low (less than 1 time in a six-month period)

10 With which of the following items would you say you have received some assistance from TeenForce (check all that apply)?
   □ creating a resume
   □ getting enrolled in an education or vocational program
   □ developing your job skills
   □ searching for a job
   □ being placed in a job
   □ learning how to keep a job
   □ obtaining a place to live
   □ learning how to work with others
   □ learning how to follow directions from a supervisor
   □ Other (please explain): ______________________

__________________________________________
11 What kind of impact has TeenForce had on your life (check only one answer)?
- A positive impact
- A negative impact
- Neither a positive nor a negative impact

12 Please explain your answer to the above question. 

__________________________
__________________________
__________________________

13 What in your life has changed since being involved with TeenForce (choose all that apply):
- have housing now
- eat regularly
- more confidence in myself
- feel more safe and secure
- have transportation, or now how to use public transportation.

Other: ______________________________

__________________________
__________________________

14 Which of the following would you consider for the future?
- getting my GED.
- going to vocational/trade school.
- going to community college
- going to get a Bachelor's Degree or further?
- none of the above
15 I think that TeenForce does the following things well:

16 I think that TeenForce could do better if they did the following:

17 I am willing to participate in a Focus Group Discussion (please check one):

☐ Yes ☐ No

Now, we are interested in the extent to which you feel confident in managing your employment over time. That is, how confident are you that you can find, maintain, and succeed in a job or jobs that are personally and economically:

Circle the “1” if you Strongly Disagree
Circle the “2” if you Disagree
Circle the “3” if you are Neutral
Circle the “4” if you Agree
Circle the “5” if you Strongly Agree

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<thead>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>18</td>
<td>When I make plans for future employment or job advancement, I am confident I can make them work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19</td>
<td>If I can't do a job the first time, I keep trying until I can.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20</td>
<td>When I set important employment goals for myself, I rarely achieve them</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21</td>
<td>I avoid facing job or employment difficulties.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>When I have something unpleasant to do that will help me with future employment, I stick with it until I am finished</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23</td>
<td>When I decide to do something about my employment status or job, I go to work on it right away.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
When trying to learn something new on my job, I quickly give up if I am not initially successful. | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|
I try to avoid learning new things that look too difficult for me. | 1 | 2 | 3 | 4 | 5 |
I feel insecure about my ability to get where I want in this job | 1 | 2 | 3 | 4 | 5 |
I rely on myself to accomplish my employment goals. | 1 | 2 | 3 | 4 | 5 |
I do not seem capable of dealing with most problems that come up in my job. | 1 | 2 | 3 | 4 | 5 |
We are interested in understanding how you think about future employment possibilities. | 1 | 2 | 3 | 4 | 5 |
I have a specific plan for achieving my employment goals. | 1 | 2 | 3 | 4 | 5 |
I have changed or revised my employment goals based on new information I have received regarding my situation or myself. | 1 | 2 | 3 | 4 | 5 |
I have sought job assignments that will help me obtain my employment goals. | 1 | 2 | 3 | 4 | 5 |
I have clear employment goals. | 1 | 2 | 3 | 4 | 5 |
I have realistic employment goals. | 1 | 2 | 3 | 4 | 5 |
I know my strengths (what I can do well). | 1 | 2 | 3 | 4 | 5 |
I am aware of my weaknesses (the things I am not good at). | 1 | 2 | 3 | 4 | 5 |
I am very involved in my current job. | 1 | 2 | 3 | 4 | 5 |
I have/will/want to take courses toward a job-related degree. | 1 | 2 | 3 | 4 | 5 |
I have volunteered for job assignments because that could help me advance in my current job or in a new job. | 1 | 2 | 3 | 4 | 5 |
We also are interested in how you feel at work. Please read the following statements carefully and decide if you have ever felt this way about your job.

Circle the "1" if you Never feel this way.
Circle the "2" if you Almost Never (a few times a year or less) feel this way.
Circle the "3" if you Rarely (once a month or less) feel this way.
Circle the "4" if you Sometimes (a few times a month) feel this way.
Circle the "5" if you Often (once a week) feel this way.
Circle the "6" if you Very Often (a few times a week) feel this way.
Circle the "7" if you Always (every day) feel this way.

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>At my work, I feel bursting with energy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>40</td>
<td>I find that the work I do is full of meaning and purpose.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>41</td>
<td>Time flies when I am working.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>42</td>
<td>At my job I feel strong and healthy.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>43</td>
<td>I am enthusiastic about my job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>44</td>
<td>When I am working, I forget about everything else around me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>45</td>
<td>My job inspires me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>46</td>
<td>When I get up in the morning, I feel like going to work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>47</td>
<td>I feel happy when I am working intensely</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>48</td>
<td>I am proud of the work I do.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>49</td>
<td>I am immersed in my work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>50</td>
<td>I can continue working for very long periods of time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>51</td>
<td>To me, my job is challenging</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>52</td>
<td>I get carried away when I am working alone</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>53</td>
<td>At my job, I am very resilient mentally</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>54</td>
<td>It is difficult to detach myself from my job</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>55</td>
<td>At my work, I always persevere, even when things do not go well.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>
Instructions: We are interested in how you feel about the following statements. Read each statement carefully. Indicate how you feel about each statement.

Circle the “1” if you Very Strongly Disagree
Circle the “2” if you Strongly Disagree
Circle the “3” if you Mildly Disagree
Circle the “4” if you are Neutral
Circle the “5” if you Mildly Agree
Circle the “6” if you Strongly Agree
Circle the “7” if you Very Strongly Agree

<p>| | | | | | | | |</p>
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<thead>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td>There is a special person who is around when I am in need</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>57</td>
<td>There is a special person with whom I can share my joys and sorrows.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>58</td>
<td>My family really tries to help me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>59</td>
<td>I get the emotional help and support I need from my family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>60</td>
<td>I have a special person who is a real source of comfort to me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>61</td>
<td>My friends really try to help me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>62</td>
<td>I can count on my friends when things go wrong.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>63</td>
<td>I can talk about my problems with my family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>64</td>
<td>I have friends with whom I can share my joys and sorrows.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>65</td>
<td>There is a special person in my life who cares about my feelings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>66</td>
<td>My family is willing to help me make decisions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>6</td>
</tr>
<tr>
<td>67</td>
<td>I can talk about my problems with my friends.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
From time to time, most people discuss important matters with other people, looking back over these months, since you started working with TeenForce, who are the people, other than the people living in your household, with whom you discuss matters that are important to you? List no more than 5 people names below (items #68 - #72).

Underneath each person's name identify the following information, if you have it:

- Their relationship to you (friend, relative, co-worker or boss, community member, other)
- Their education level (as best you know)
- Their current job title (if working)
- Where they work (if working)

<table>
<thead>
<tr>
<th>#</th>
<th>Name</th>
<th>Relationship</th>
<th>Education</th>
<th>Current Job Title</th>
<th>Work Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>68</td>
<td></td>
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<tr>
<td>69</td>
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<td>72</td>
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</table>
Appendix D

Script for Introduction to Individual Interviews with Participants

Interview # __________________

Date __________________ / __________________ / ________________

Script

Good (morning/afternoon). My name is Abby Weiner (and/or Emily Bruce) and I am a graduate student a Social Work professor teaching) at San José State University conducting my Master’s Research Project, to fulfill the requirements for a Master’s Degree in Social Work (MSW). Thank you for agreeing to participate in this study. I would like to take about 45 minutes to ask you some questions about how you feel about TeenForce, and your employment experiences. Also, I (we) would like your permission to tape record our discussion, so I can make sure I (we) catch everything that you think is important for me (us) to know.

Your participation in this research project is completely voluntary. If at any time during our discussion you want to take a break or just stop the discussion, please feel free to let me (us) know, and I (we) can end the discussion. Everything you say is confidential. If you tell me (us) that you will hurt yourself; that you have hurt someone; or if you tell me that someone is hurting you I (we) will have to let someone know, in order to make sure you are protected. Except for those situations, all of your responses are confidential, and will remain so. However, I (we) want to let you know that the content of your comments will be used to develop an understanding of your thoughts and ideas about working and how it makes you feel, without reporting any individual information about you, to protect your confidentiality.

I (we) have brought two copies of a consent form that I (we) would like to go over with you. This form is called a Consent Form. I am going to go over each item in this form with you. After I go over the form, if you agree to participate in this research project, I am going to ask you to sign the two forms. I also will sign both forms. Your signature indicates that you agree to participate in this research project. I will give you one copy of the agreement, and I will keep the other copy under lock and key separated from your reported responses. We do not have to go any further if you decide you do not want to participate in this survey. Also, you do not have to answer any question that makes you feel uncomfortable. If at any time you want to stop, we will not complete the survey. Do you have any questions or concerns before we begin? Then, with your permission, let's begin our discussion.
Appendix E

Agreement to Participate in Research

Responsible Investigators: Emily J. Bruce, Ph.D., LCSW/Maureen Smith, Ph.D.

Title of Protocol: TeenForce Initial Evaluation

1. You have been asked to participate in a research study exploring your perceptions of yourself as an employee since becoming involved with TeenForce.

2. You will be asked to score your point of view on a number of items that will help to pinpoint your thoughts about yourself since you have been involved with TeenForce.

3. The potential risks as you score these statements is very minimal; however, you still might become uncomfortable with some of the statements that are in scales.

4. There is no discernible direct benefit to any of potential participant.

5. Although the results of this study may be published, no information that could identify you will be included.

6. Identifying information regarding each participant will be collected. However, each participant will be given a study identification number in order to protect each individual's confidentiality. In addition, no names of any of the participants will be reported.

7. There is not compensation for your participation in this project.

8. Questions about this research may be addressed to Emily Bruce, Ph.D., LCSW – Associate Profess at Dr. Maureen Smith, Professor at 3774. Complaints about the research may be presented to Dr. Jack Wall, Director of the School of Social Work at (408) 924 5800 or Dr. Toni Campbell, Chair of the Department of Child and Adolescent Development at (408) 924-3718. Questions about a research subjects' rights, or research-related injury may be presented to Pamela Stacks, Ph.D., Associate Vice President, Graduate Studies and Research, at (408) 924-2427.

9. No service of any kind, to which you are otherwise entitled, will be lost or jeopardized if you choose not to participate in the study.

10. Your consent is being given voluntarily. You may refuse to participate in the entire study or in any part of the study. You have the right to not answer questions you do not wish to answer. If you decide to participate in the study, you are free to withdraw at any time without any negative effect on your relations with San Jose State University or with TeenForce.

11. At the time that you sign this consent form, you will receive a copy of it for your records, signed and dated by the investigator

The signature of a subject on this document indicates agreement to participate in the study.

The signature of a researcher on this document indicates agreement to include the above named subject in the research and attestation that the subject has been fully informed of his or her rights.

Participant's Signature Date

Investigator's Signature Date
Appendix F

Focus Group Script and Proposed Questions

Good Morning/Afternoon/Evening:

My name is _____________________; and my name is ___________ and we would like to thank all of you for coming to this focus group.

Let me explain what a focus group is and why your participation is so important. A focus group is a way to find out about the opinions, concerns, observations, and experiences of a group of people who have some similar backgrounds. There are focus groups about movies, about political opinions, and even about food. This focus group is to ask you about your opinions, thoughts, and your experiences with TeenForce. One of us will ask the group questions about their experiences with TeenForce, while the other one of us will take notes, and may ask people to explain their answers a little more.

With your point of view, TeenForce can begin to assess how to make changes to make TeenForce an even better program. Most of you have probably completed a survey already, but having a discussion in a group really provides TeenForce with a more in-depth picture about what is working, what is not working so well; and the impact TeenForce has had on your life. So, that is why we are here to talk with you today.

There are a couple of housekeeping rules to take care of:

1. Let me also say that as social workers, even though this is a different kind of experience, we are still required by law to report to the appropriate authorities any cases of abuse to children, the elderly, or dependent adults.

2. Before we can begin, we need to go over the consent forms [Handout consent forms and read them]- give group members an opportunity to review and sign the
documents]. If you choose to participate in the focus group, please sign both copies of the consent forms: keep one and return one to us. We want to let you know that we will make sure that information from this focus group will be presented in such a way so that no one will be able to identify any single individual member of the group. Each of you is free to refuse to participate in the focus group; there are no negative consequences to you if you do not want to participate. However, if you do not want to participate, please let us know before we start.

3. Finally, we would like to record this focus group meeting to make sure that we have accurately obtained your responses to our questions. The recording will be kept confidential, and the information from the recording will be destroyed as soon as the responses are typed up. So, now before we turn on the MP3 Player (or tape recorder) let's see if you have any questions. (Answer questions that arise, if any-then when there are no more questions you can say the following: "Since there are no more questions, let's begin the focus group discussion.")