**CALIFORNIA STATE UNIVERSITY SAN MARCOS**

Application for Approval for Research Involving Human Subjects: 
Individual Investigator Projects

To determine level of review, please check CSUSM human subjects research FAQs or video training at [www.csusm.edu/irb](http://www.csusm.edu/irb).

- ☐ Full review
- ☒ Expedited Review

<table>
<thead>
<tr>
<th>Title of proposed project: How K-12 Schools can Support Homeless Youth</th>
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**Researcher Information**

- ☐ Faculty Research
- ☒ Student Research

<table>
<thead>
<tr>
<th>Researcher Name: Julia King</th>
<th>Date: 8/3/09</th>
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<tbody>
<tr>
<td>E-mail: <a href="mailto:juliafrancesking@gmail.com">juliafrancesking@gmail.com</a></td>
<td>College/Dept: Education</td>
</tr>
<tr>
<td>Phone: (760) 99408098</td>
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Faculty Sponsor (For student research projects): Dr. Elsbree

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<tr>
<th>Faculty Phone: (760) 750-4384</th>
<th>Faculty E-mail: <a href="mailto:aelsbree@csusm.edu">aelsbree@csusm.edu</a></th>
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</thead>
</table>

Facilities where project will be carried out: Stand Up for Kids Homeless Teen Shelter

Is this submission part of an external grant proposal?  ☐ Yes, SPAF #  ☐ No

Signature of researcher(s):

For student research projects:

By signing this form, I verify that I have reviewed this proposal for completeness and verified that it is in compliance with IRB regulations.

Signature of faculty sponsor:

Submission Instructions

Please submit:
- **Full review** – 18 copies of this proposal including one with original signatures
- **Expedited review** – Two (2) copies of this proposal including one with original signatures

Submit applications to the Office of Graduate Studies and Research (CRA 5210). Expedited reviews are reviewed by one committee member and average approval time is approximately three weeks. Applications for full reviews are reviewed by the full committee at an IRB meeting. Approvals on full reviews may take 4-6 weeks.

If you have any questions regarding this form and/or the dates of upcoming IRB meetings, please refer to the IRB website, or contact the IRB staff at (760)750-4029 or irb@csusm.edu.

If you would like your approval form(s) mailed to you, please include a business size stamped, self-addressed envelope.

Revised 09/07
Summary of Research Protocol

Please answer each section completely and as succinctly as possible. Use lay terms as IRB members have diverse academic backgrounds. Please indicate N/A if the question does not apply to your research.

For assistance with completing this form, please review the following resources:  Video  Samples

1. Purpose of project and project background

Describe your research question, including why the question is important, and how your study will attempt to answer it. Include how your literature review supports this.

Since working at a continuation high school in 2007-08, I have become increasingly interested in working with at-risk teenagers. Further, since February 2009, I have been working at a Homeless Youth Shelter in Oceanside, California as the Educational Director. During this time, I have begun to wonder how schools could support this population. This is not a single question to ask, so I am soliciting the opinions of others to help me find answers. In short, this study will explore the perceptions of homeless young adults on how our current educational system can better support the homeless population. I will use an open-ended interview process to gather my information.

Since I started working at the shelter, I have found that many people do not know a lot about what a homeless shelter would provide. I hope this research will help educate the community about the needs of homeless. Further, middle school and high school educators and administrators could benefit by knowing more about the realities of some of their students, and they could use this information to inform their practice. Perhaps the Homeless Shelter could use this study to improve its care. Lastly, this research could be shared with local government, church, rotary groups, or other local service groups, so that they know how to help support the Homeless Shelter, which in turn will help the homeless population the shelter serves.

This Homeless Shelter is part of a nationwide nonprofit organization. The drop in center in Oceanside has been running for approximately eight years and is open Monday through Thursday from 5:30pm to 8:30pm. This shelter serves homeless young adults in a variety of ways. It provides basic services such as meals and snacks; a safe environment to rest; a place to make meaningful relationships with caring adults; telephone messages and mail service; hygiene products; apartment finding service (and assistance with furnishing an apartment); identification services (Birth Certificates, Social Security Cards, etc). Further, the shelter assists in helping with jobs by offering a place for young adults to receive ongoing training as well as computers to job hunt with. Moreover, the shelter supports young adults in education by offering educational assistance such as books, transportation passes, etc.; internet services for education instruction, and training on Independent Living Skills. Lastly, the shelter provides referrals to a variety of available programs throughout the community such as job, addition, and counseling programs.

Research claims that "One of the most vulnerable, and often forgotten, sub-populations of the poor is homeless youth" (Tierney, Gupton, & Hallet, 2008, p. 1). This research would hopefully help gain attention to the needs of homeless youth. Additionally, Slesnick points out that homeless individuals should be part of the process of shaping services provided to them. “Rather than imposing legislators’ service providers’ or researchers’ priorities on youth, more action-based research may be needed so that services are developed in accordance with the needs and desire of the youth…” (2008, p. 741) Spiro, Dekel, & Peled (2009) point out that “clients have a wealth of information regarding the functioning of social service programs, and client satisfaction survey provides the client perspective on those aspects of the service that are important to them” (p.261). Following suit, I will use interviews to elicit the opinions of the homeless youth on what they need to be successful in their education.

2. Recruitment procedures and participant population

a. Expected number of participants:

I will interview between five (5) and 25 homeless individuals that are aged 18 years old and older. The reason for the range in this number is because my participants are sometimes transient, and it is hard to predict how many I will be able to being to complete the interview with. The number of clients attending the shelter fluctuates throughout the year. In addition, I am not sure how many potential participants will volunteer to participate in the study. Further, these participants, on average, visit this shelter between one and four times a week.

b. Provide a profile of your proposed participant population including demographics. Explain why you are targeting this specific population. Indicate whether anyone might be excluded from participating and explain why.
The participants in my study live mainly in North San Diego. Some have traveled to California from other states in the U.S. They are 18 years old and older; further, they are of various ethnicities: The attendees are approximately 68% Caucasian, 15% mixed, 10% African American, 9% Mexican, and 1% American Indian. I am targeting this specific population—homeless—to give them a voice. As I mentioned in question one, young homeless are “one of the most vulnerable, and often forgotten, sub-populations of the poor…” (Tieney, Gupton, & Hallett, 2008, p.1). I hope this research will call attention to their specific needs, while giving homeless a platform to discuss what would help them be successful in school. De Winter and Noom (2003) argued that “Adolescents in general, and residents or former residents of shelters in particular, can and should play a more important role in the evaluation and design of the programs serving them” (as cited in Spiro, Dekel, & Peled, 2009, p. 269).

I will exclude anyone that is not over 18 years of age or anyone that is identified (by shelter staff) to be especially vulnerable and not a good candidate for participation.

c. Please indicate whether any of your participants include people whose ability to give informed consent may be problematic (e.g., children, prisoners, mentally disabled, sub-ordinate or at-risk populations)?

All homeless will be 18 years and older, and I will solicit only volunteer participation. There will be no consequences for not participating. These young adults will have full access to services at the shelter whether they participate or not in the study. I will tell potential participants this before, during, and after conducting research. If the want to opt out at any time, there will be no consequences.

d. How will you find, recruit, or identify potential subjects? How will you select, from the volunteers, the final group of participants? Will you be offering an incentive?

I work at the shelter two days a week. The individuals often return weekly to access supports. The shelter is open Monday through Thursday from 5:30 pm to 8:30 pm. I will recruit participants for this research by first posting a flyer at the shelter detailing the criteria needed to participate. Next, I will confirm age of individuals and check with the staff that the individuals are appropriate for the research. Following that step, I will have participants fill out a consent form. I will provide treats for participants during the interviews. After I have concluded my research, I will post my findings at the shelter and send a summary to each participant via email.

e. Will you use recruitment flyers or other forms of media/communication to solicit participants?

☐ Yes ☐ No

See attached copy. This flyer will be posted at the shelter to solicit participants.

3. Methodology — research protocol

Describe your research methodology(ies) and the steps involved in your method(s)

I will recruit participants for this research by first posting a flyer at the shelter detailing the criteria needed to participate. (See included FORM B.) Next, I will confirm age of individuals and check with the staff that the individuals are appropriate for the research. Following that step, I will have participants fill out a consent form. (See FORM E.) I will provide food and beverage for participants during the interviews.

I will use interview participants using open-ended questions:

1. **What helped you succeed in school?**

2. **What did not help you succeed in school?**

3. **What could have helped you succeed in school?**

If a response from a participant seems to warrant follow up questions, I will ask them to elaborate. I will audiotape the sessions with a tape-recorded and transcribe the participants’ interview responses. In addition to the interview data, I will also collect any documents and keep a weekly journal. The documents I collect will pertain to educational support for students at the shelter. I will look for any activities or evidence of systematic support students receive for their continued learning. My journal will include my observations and thoughts when I am working at the shelter. If I document any interactions with other staff, I will use pseudonyms to keep their identity confidential.

I will continue to conduct interviews and collect data for a month. After collecting data, I plan on analyzing the data
by using descriptive analysis. I will look for themes across the data and use codes to make sense of the data.

Month 1
- Post flyers and consent form for recruiting participants.
- Potential participants can contact me about their interest by phone, email, or in person at the shelter.
- Collect names of potential participants.
- Check with shelter staff on the appropriateness of those who volunteered to participate. Confirm that participants are over the age of 18.
- Contact volunteer participants to share consent letter and set up interview meeting.

Month 2
- Collect consent letter from participants.
- Conduct interview in the counseling room (private room) at the shelter
- Transcribe interviews.

Month 3
- Complete transcription of each interview.
- Perform member check to confirm accuracy of the participant’s responses.
- Begin analysis of interview data.

Month 4
- Continue analysis and write up findings.
- Share findings with participants, shelter staff, educators and community.

State the location where the research will be conducted.

All research will be conducted at The Homeless Shelter.

4. Informed consent process.
   See web page on Informed Consent. See also Language Requirements.

a. How and when will you explain the study and the required elements of Informed Consent? Will you be doing this or will it be handled by a research assistant?

1. I will post the recruitment flyer about the research at the Homeless Shelter as well as the consent form. This will allow potential participants to understand what the research is about and what they will be participating in.

2. I will also make individuals aware of the research by giving them more information. To be more specific, I will share that I will be asking them about their educational experiences in school. I will make it clear that the goal of this research is to help educate the community and schools about the needs of homeless individuals.

3. If individuals are interested, I will verify their age and their appropriateness to participate in the study with the shelter staff. The shelter staff will be more aware of the adults’ interactions at the shelter and can provide guidance to make sure that I am not interview people that will be more vulnerable and not a good candidate for the research. This step is critical to protect the homeless adults and to make it a positive experience for all participants.

4. I will inform potential participants that the purpose of this research is to collect information on how schools (K-12) can better support the homeless population.

5. I will have the participants, aged 18 and older, sign the consent form if they are interested in being part of the study.

6. Participants will understand the consent form and what it means. They will know the descriptions of procedures, risks and inconveniences, safeguards, confidentiality, voluntary participation, benefits, and economic considerations. Further, participants will know that there are no consequences for not participating in this study. These young adults will have full access to services at the shelter whether they participate or not in the study.
b. How much time will participants have to consider between receipt of the informed consent document (or information sheet) and the beginning of study?

Each participant will have a minimum of one week to consider participation. A flyer and consent form will be posted on the shelter bulletin board. If participants are interested, they can alert me by email, phone, or in person. Once participants volunteer and I confirm that they are over the age of 18 and appropriate for the study, I will give them a consent form to review. I will allow the participants a week to review the consent form. When we meet for the interview, I will provide another form if needed. I will verbally explain the study and answer any questions the participants may have. Once participants sign the form, we will begin the interview. If participants choose not to sign the consent form, I will thank them for their time and state that if they change their mind, they can contact me to set up a meeting the following week for the interview. This process will allow the homeless adults time to consider their participation in this study, but it will also not burden them by asking them to hold on to additional paperwork. Further, I will reiterate with participants before, during, and after the study that will talk through the study participation is voluntary and non-participation will not affect the services they receive from the shelter. Participants may opt out of the study at any time with no consequences.

| c. Are any subjects under age 18? If so, how will the study be explained to them? Be sure to provide both parental consent and child assent forms with this application. |
| N/A |

d. If you are requesting a Waiver of Signed Consent, explain why this waiver is needed. Outline alternative procedures for obtaining consent or providing study information (e.g., information sheet, introduction screen for web survey, telephone script).

| N/A |

e. Indicate the primary language(s) of your participants. If any participants’ primary language is not English, and they are not fluent and comfortable reading English, explain how you will ensure that participants’ understanding of the activity for which they are giving consent.

My potential participants primarily speak English. However, if a participant does not speak English, I will locate a translator.

| 5. Participants’ debriefing or feedback. |
| - If deception was involved in your research, participants should be debriefed about the nature of the study as soon as possible. |
| - All participants should be given the opportunity to request a copy of the results of the study/your final report. |

Describe any feedback or information you will offer participants.

No deceptions will be involved. Participants will be informed of the purpose for this research—to inform educators about strategies that can support homeless youth.

The results of this study will be posted at the shelter and emailed to the participants.

| 6. Potential risks to the dignity, rights, health or welfare of the human participants. |
| - Please be sure the risks listed here match the risks mentioned in your consent letter or information sheets. |
| - Please consider this very carefully. For more information on risks, see Examples of Risk. |
a. List and explain potential risks to your participants. Risks may be both physical and psychological responses such as strong emotional and/or negative reactions to research questions.

1. Participants may perceive a confidentiality risk because they are exposing their history.
2. Participants may feel obligated to participate because of my position of authority. Because of these feelings, they may feel that they have to be part of the study.
3. Participant’s mental health may be at risk by sharing their experiences and tragedies that lead to their homelessness.
4. Participants may perceive their welfare is at risk by not participating and that this may put their access to services at the shelter at risk.

b. List risks related to confidentiality of data.

I plan on tape recording the interview. Because it it is possible that someone could potentially get access to the tapes, I will lock these tapes and all transcriptions in a fire lock box away from the shelter. In addition I will not use the participants’ names to make reference to their interview. Participants will choose a pseudonym to keep their information confidential. All data will only use the pseudonym. Plus, we will only use the pseudonym in the tape recording.

7. Confidentiality and safeguards to minimize risks.

a. Please respond to each risk that you listed in #6 above. State how you will address each to minimize risks, protect confidentiality, and safeguard data.

6a.

1. Participants may perceive a confidentiality risk because they are exposing their history.

I plan on tape recording the interviews. Because it is possible that someone could potentially get access to the tapes, I will lock these tapes and all transcriptions in a fire lock box away from the shelter. In addition I will not use the participants’ names to make reference to their interview. Participants will choose a pseudonym to keep their information confidential. All data will only use the participants’ pseudonyms. Plus, we will only use pseudonyms in the tape recording.

2. Participants may feel obligated to participate because of my position of authority. Because of these feelings, they may feel that they have to be part of the study.

There will be no negative consequences for participation or lack of participation. This will be stated explicitly verbally and on the consent form. At any point the participant wants to discontinue their participation, we will stop the interview, and I will thank them for their assistance.

3. Participant’s mental health may be at risk by sharing their experiences and tragedies that lead to their homelessness.

- I will confirm with other staff which subjects may be at risk if they participate. These individuals will not be asked to participate in this study.
- I will make participants feel comfortable by exuding a friendly and open demeanor. I will use my good-manners and straightforwardness to make participants feel safe. They will know that they can opt out of the study at any time. This information will be verbalized and stated in the consent form.
- A psychologist will be available as an extra support if needed. I would confirm if the adult wants to continue or stop and inform the therapist if the individual needs support. Each participant will be advised at the interview that the psychologist is available if they would like to discuss their experience or their feelings due to the interview process.

4. Participants may perceive their welfare is at risk by not participating and that this may put their access to services at the shelter at risk.

1. There will be no consequences for participation or lack of participation. This will be stated explicitly verbally and on the consent form.

2. No participants will have their name connected with any data. Participants will choose a pseudonym to keep
their information confidential. All data will only use the pseudonym. Plus, we will only use the pseudonym in the tape recording.

3. I will do everything in my power to make sure the information gathered is locked away and not shared with anyone but myself and my thesis chair. I will protect this information by doing the following:

✓ All data collected will be stored in a fireproof lock box.
✓ This box will remain in my home.
✓ I will have the only key to this box

b. List referrals and/or resources that may be offered if a participant has a strong emotional response or a physical injury (e.g., clinics or shelters, medical or psychological referrals).

A psychologist works with individuals at the shelter. I will request that the participant speak with him. In addition, I will refer participants to Counseling Cove, an organization that offers comprehensive and professional mental health services to support runaway and homeless residing in San Diego. The purpose of Counseling Cove is to assist homeless, and whenever possible, their families with emotional, behavioral and learning difficulties to enable them to exist street life.

8. Study benefits

a. Discuss any potential individual and/or societal benefits. Note, often there is no direct benefit for the participants but rather the study contributes to the literature and/or future research. If this is the case, please state this and explain.

This research will help educate the community and schools about the needs of homeless individuals. Further, middle school and high school educators could benefit by knowing more about the realities of some of their students, and they could use this information to inform their practice. Perhaps the Homeless Shelter could use this study to improve its care. Lastly, this research could be shared with local government, church, rotary groups, or other local service groups, so that they know how to help support the Homeless Teen Shelter, which in turn will help the kids who attend.

b. Do the benefits from this study exceed the risks to participants? Please explain:

The benefits in this study include:

✓ Educating the community and schools about the needs of homeless individuals.
✓ The Homeless Shelter could use this study to improve its care.
✓ This research could be shared with local government, church, rotary groups, or other local service groups, so that they know how to help support the Homeless Teen Shelter, which in turn will help the kids who attend.

These benefits are more valuable than the potential risks to participants’ dignity, rights, health, and/or welfare.

9. Researcher(s) qualifications and experience.

a. Briefly outline the primary researcher(s)’s qualifications and experiences:

✓ I have taught for three years at three different schools: Oceanside High School, Valley Continuation High School, and Capistrano Connections Academy
✓ I have been working extensively with students since 2004 when I began my credential program.
✓ The students I have worked with are similar to the population at Stand Up for Kids in terms of their ethnic diversity and needs. I have worked at The Homeless Shelter for a year as the educational coordinator.

✓ I have earned straight A’s in 24 units of 600 level Masters in Arts in Education core classes. This includes Education 622, a research methods course.

b. If this is a student project, include faculty sponsor’s qualifications.

• Anne René Elsbree (faculty sponsor) has a Ph.D. in Curriculum and Instruction from the University of Wisconsin-Madison.

• She has studied qualitative research methods, specifically the interview process.

• She teaches Educational Research Methods courses (EDUC 622 & 643) in the College of Education.

• She taught middle and high school for 11 years.

• And she taught in a homeless shelter in downtown San Diego.

c. If using student assistants, include student(s)’s qualifications and training.

I am not using any assistants.

10. Checklist

Check which of the following items are included, as applicable:

_ _ X Certification of Human Subjects Protection training for each researcher. * (FORM A)

_ _ X Recruitment flier(s) or advertisements, scripts for radio or TV. (FORM B)

_ _ X Letter/email of organizational support (Required if recruiting or interacting with participants at a specific site or through a specific organization outside of CSUSM.) (FORM C)

_ _ X Survey(s), questionnaires, or interview questions. (FORM D)

_ _ X Consent and/or child assent form(s) or information sheet(s): (FORM E)
  • Use an appropriate language level for your population
  • Use official letterhead or the masthead found in the samples on the IRB website
  • Include contact information: researcher(s) and faculty sponsor’s phone number and/or email address, and the IRB office (760-750-4029)
  • Be sure the information in your consent/information sheet MATCH your application information!
NOTE: Completeness of this application will impact the timeliness of the review process.

*Effective 8/1/2009, certification of training on Human Subjects Protection is required. To satisfy this requirement, a student may complete the CITI on-line training or attend the IRB workshop. Faculty must complete the CITI training. Completion satisfies the training requirement for three years.

Electronic Submission Option – For Expedited reviews only, this document may be submitted by email by faculty only. Students wishing to use electronic submission must submit the document to their faculty sponsor for review and forwarding to the IRB. Receipt via email from the faculty member’s email account will serve as their signature in agreement per the statement on page 1 of this document. All documents must be merged into one document for submission. Send to irb@csusm.edu.
CITI Collaborative Institutional Training Initiative

Basic/Refresher Course - Human Subjects Research Curriculum Completion Report
Printed on 2/26/2010

Learner: Julia King (username: juliafrancesking)
Institution: California State University San Marcos
Contact Information
Email: juliafmowry@yahoo.com

Human Subjects Research Course for Research in Educational Settings for Prin. Inv. and Grad. Stu.:

Stage 1. Basic Course Passed on 01/24/10 (Ref # 3969306)

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<th>Required Modules</th>
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<tr>
<td>Belmont Report and CITI Course Introduction</td>
<td>01/18/10</td>
<td>2/3 (67%)</td>
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For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Course Coordinator

What was school like for you?

Do you want to share your story?
Do have ideas about...

1. What helped you succeed in school
2. What DID NOT help you succeed in school
3. What could have helped you succeed in school

Be part of a study!

This information will be used for a thesis project for California State University, San Marcos (CSUSM). The purpose of this study is to determine what YOU think about how schools can better support homeless and street youth. This research will be shared with the educational community.

To participate in this study, you must be at least 18 years old.

If you choose to be part of this study…

- Julia will interview you about your experience in K-12 school
- The interview will last anywhere from 10 minutes to an hour

*You will be given treats for participating
*All research will be held here at Stand Up in the counseling cove

If you would like to participate, please talk to volunteer Julia

Julia King, Graduate Student, CSUSM, juliafrancesking@gmail.com
February 19, 2010

California State University San Marcos
Attn: IRB
333 Twin Oaks Valley Road
San Marcos, CA 92069

RE: Julia King

To the IRB of California State University, San Marcos,

My Name is Kim Goodeve-Green, and I am the Director of Center Operations and Fund Development at a Homeless Youth Shelter. Julia King has explained her proposed research to me—to interview homeless youth about their educational experiences—and I approve of this research being conducted at my shelter.

If you have any further questions, please feel free to contact me.

Sincerely,

Kim Goodeve-Green

Director of Center Operations
KimG@standupforkids.org
619-518-9163
Questions for Homeless

1. How far did you get in school?
2. What helped you succeed in school?
3. What DID NOT help you succeed in school?
4. What could have helped you succeed in school?
CONSENT TO PARTICIPATE IN RESEARCH

Invitation to Participate
Julia King, a researcher and graduate student at California State University San Marcos, is conducting a study on how schools can better support homeless youth. You are invited to participate in this study because you have knowledge about this subject.

Purpose
The objective is to learn what homeless young adults think about what...

☑ helped them succeed in school
☑ did not help them succeed in school
☑ what might have helped them succeed in school

Description of Procedures
You will be interviewed individually. The conversational style interview will take approximately 10 minutes to one hour, and, with your permission, will be tape-recorded. The interviews will take place in the counseling room at Stand Up.

Risks and Safeguards
There are minimal risks attached to this study but for each I have planned a way to protect you.

☑ You may perceive a confidentiality risk because you are sharing your story.

You will choose a pseudonym, so that your identity will not be revealed in the interview and in the study. I will lock away the tape, and make sure no one has access to the transcription.

☑ You may feel obligated to participate because of my position of authority.

This is voluntary. You do not have to participate. There are no consequences if you do not participate. And at any time you are free to stop participating and there will be no consequences for you.

I will confirm with other staff who may be at risk if they participate. These individuals will not be asked to participate in this study.

☑ You may feel at risk by sharing your experiences. Sharing may bring on strong emotions.

I will use my manners and straightforwardness to make you feel safe. A psychologist will be available if you would like. You can stop and opt out of the study at any time.

☑ I will tape record the interview.
Confidentiality
Your interview and survey responses will be kept confidential; it will be only available only to the research team for analysis purposes. Interview tapes will be locked in a safe place. Only the research team will listen and transcribe the information you give us.

You will be able to choose a pseudonym to protect your identity. Interview responses will not be linked to your name.

Voluntary Participation
Participation is voluntary. You do not have to participate in this study if you do not want to. If you agree to be in this study, but later change your mind, you may withdraw at any time. If the length of the interview is inconvenient for you, you may stop the interview at any time without any consequence to you. There are no consequences of any kind if you decide you do not want to participate. Participating or not participating in this study will not affect your ability to access services at Stand Up.

Benefits
For participating in this study, you will be given snacks while we conduct the interview. In addition we feel your participation will likely benefit future students by informing educators and the general public about what the needs are for homeless youth. Your participation may make a difference for others that have similar experiences.

Questions
If you have any questions about this study, I will be happy to answer them now. If you have any questions in the future, please contact me (Julia King) at juliafrancesking@gmail.com If you have any questions about your rights as a research participant, you may contact our Institutional Review Board at (760) 750-4029.

☐ I agree to participate in this research study.
☐ I agree for my interview to be tape-recorded.

Participant’s Name __________________________ Date ____________

Participant’s Signature ____________________________

Researcher’s Signature ____________________________