The C.R.O.S.S. Over Program for young adults at the University of Toledo

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Note: This document describes a capstone dissemination project reflecting an individually planned experience conducted under faculty and site mentorship. The goal of the capstone experience is to provide the occupational therapy doctoral student with a unique experience whereby he/she can demonstrate leadership and autonomous decision-making in preparation for enhanced future practice as an occupational therapist.
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Executive Summary

There are an increasing number of young adults in Lucas County that are emancipating out of the foster care system. Emancipation is a process in which young adults in the foster care system are released from the system that serves as their guardian at age 18. These young adults can benefit from opportunities to develop the necessary skills that will enable them to transition to independent living, achieve self-sufficiency, and avoid the factors that contribute to risky behavior. A community-based program has been developed to assist these individuals during this transition process.

The goal of The C.R.O.S.S. (Community Readiness through Occupational Success and Support) Over Program for Young Adults at The University of Toledo is to assist emancipated young adults in their transition to adulthood through participation in life skill occupations under the guidance of an occupational therapist. The program objectives focus on these young adults being educated on and successfully completing life skill occupations in the areas of personal care, household management, community management, socialization, and career planning. An expected 30 young adults will be served by The C.R.O.S.S. Over Program during the first year of implementation. The participants will be evaluated, set personal goals, participate in 16 weeks of programming, and then be discharged based upon the completion of set goals. The proposed program will utilize processing meetings with the participants and staff, a formal evaluation, and a pre- and post-test that will help The University of Toledo determine the effectiveness and success of the program. Along with this program a second program has been proposed to better assist the growing number of at-risk youth that also need assistance with their transition to independence.
Introduction

Program Goal

The goal of The C.R.O.S.S. (Community Readiness through Occupational Success and Support) Over Program for Young Adults at The University of Toledo is to assist emancipated young adults in their transition to adulthood through participation in life skill occupations under the guidance of an occupational therapist. Emancipation is a process in which young adults in the foster care system are released from the system that serves as their guardian at age 18. During this process their welfare services end and they are expected to live independently.

Sponsoring Agency

The C.R.O.S.S. Over Program for Young Adults will be implemented at The University of Toledo in Toledo, Ohio. The mission of The University of Toledo (2006) is “to improve the human condition; to advance knowledge through excellence in learning, discovery, and engagement; and to serve as a diverse, student-centered public metropolitan research university” (p. 1). The core values are (The University of Toledo, 2006):

1. “Compassion, Professionalism, and Respect: Treat every individual with kindness, dignity, and care; consider the thoughts and ideas of others inside and outside of the University with a strong commitment to exemplary personal and institutional altruism, accountability, integrity, and honor;”

2. “Discovery, Learning, and Communication: Vigorously pursue and widely share new knowledge; expand the understanding of existing knowledge; develop the
knowledge, skills, and competencies of students, faculty, staff, and the community while promoting a culture of lifelong learning;”

3. “Diversity, Integrity, and Teamwork: Create an environment that values and fosters diversity; earn the trust and commitment of colleagues and the communities served; provide a collaborative and supportive work environment, based upon stewardship and advocacy, that adheres to the highest ethical standard;”

4. “Engagement, Outreach, and Service: Provide services that meet students' and regional needs and where possible exceed expectations; be a global resource and the partner of choice for education, individual development, and health care, as well as a center of excellence for cultural, athletic, and other events;”

5. “Excellence, Focus, and Innovation: Strive, individually and collectively, to achieve the highest level of focus, quality and pride in all endeavors; continuously improve operations; engage in reflective planning and innovative risk-taking in an environment of academic freedom and responsibility;” and

6. “Wellness, Healing, and Safety: Promote the physical and mental well-being and safety of others, including students, faculty, and staff; provide the highest levels of health promotion, disease prevention, treatment, and healing possible for those in need within the community and around the world” (p. 1).

The vision statement for The University of Toledo (2008) states that “The University of Toledo is a transformative force for the world. As such, the University will become a thriving student-centered, community-engaged, comprehensive research university known for its strong liberal arts core and multiple nationally ranked
professional colleges, and distinguished by exceptional strength in science and technology” (p. 1).

The program will mainly take place in the Speech-Language Hearing Clinic, classrooms, and computer lab located in the Health Science and Human Service building on Main Campus. This site is a good fit for the program because it will aid in the development of an innovative program that will not only assist this population in becoming independent but it will give these individuals a chance to experience the college setting and motivate them to pursue higher education. This program will also integrate many aspects of the six core values that were stated earlier such as professionalism, learning, diversity, outreach and service, innovation, and wellness.

For the young adults and The University of Toledo to achieve the maximum benefits from the program, collaborations with other professions will be established. An occupational therapist will supervise and implement all tasks related to occupational therapy and occupational therapy students can assist with these tasks as a part of their fieldwork experiences. Recreational therapy students can use this site as a part of their experience in recreation for special populations. They will be able to assist these individuals in identifying positive recreational activities and outlets, such as hobbies. Speech-language pathology students can include this site as a part of their clinical practicum by evaluating the speech, language, and cognitive communication skills of these individuals. Social work and counseling students can utilize this program as one of their fieldwork site placements. These students can assist the young adults by addressing housing plans and placements, family issues, and financial issues such as welfare.

Organizational Structure
The organizational structure of The University of Toledo is very complex. Andrea Jacobs, Administrative Secretary of the Occupational Therapy Department, was consulted during the development of an organizational chart (Appendix A). Since The University of Toledo is a very large institution, the organizational chart has been revised to incorporate the key players from The University of Toledo, Health Science Campus (HSC). The occupational therapist that is hired to plan and implement The C.R.O.S.S. Over Program will become an employee, funded through a grant, of The University of Toledo and will report directly to Beth Ann Hatkevich, Ph.D., OTR/L, Clinical Associate Professor and Director of Clinical and Educational Programming. The decision for this placement is the most logical because it will allow the program to have its own place within the Health Science Campus and it will keep the therapist connected with Dr. Hatkevich.

Investigation of Needs

In October 2008 Alvin S. Mares, MSW, Ph.D., from The Ohio State University, submitted a needs assessment of emancipating foster youth in Lucas County to The Oswald Supporting Organization of the Toledo Community Foundation and The Stranahan Foundation (Mares, 2008). These two organizations “commissioned this independent living needs assessment of youth in Lucas County to help inform future service-oriented requests for proposals to help emancipating youth attain self-sufficiency” (Mares, 2008; p. i). The needs assessment included a review of literature, an analysis of Lucas County Children Services (LCCS) Independent Living Program (ILP) and Post-Emancipation Program (PEP) administrative data, results of focus groups completed with current and emancipated foster youth, and the results of a survey given to
The C.R.O.S.S. Over Program

public and private agency service providers in Lucas County. Although this needs assessment provided valuable information during the development of this program it was determined that another needs assessment that was specific to The C.R.O.S.S. Over program must be completed.

Capstone Practicum hours were spent at the Life Skills Center of Toledo in Toledo, Ohio. The Life Skills Center “is based upon the premise that at-risk students have different needs, learn at different rates and have diverse learning styles which are not currently addressed by traditional public schools and which cause many of these at-risk students to drop out of school” (Ohio Council of Community Schools, 2009; p. 1). The Life Skills Center believes that everyone deserves a second chance and a good education. The mission of the Life Skills Center is “to save at-risk students by giving them a second chance at obtaining a quality education, vocational training and placement and thereby guiding them on a path to success” (Ohio Council of Community Schools, 2009; p. 1). This mission is supported by providing students with a self-paced, flexible, and individualized educational program that is associated with their particular needs.

Students enrolled in this charter school are at-risk youth ages 16-21. These students are youth that have dropped out of school or are close to doing so. The Center is a non-graded, non-traditional high school that serves what would be traditionally considered grades 9-12. The Life Skills Center is a computer-based school and currently utilizes Plato, Compass Learning, and the A+ educational curriculum software. This allows the students to have an individualized program and work at their own pace. The curriculum is dedicated to teaching students academic subjects, such as reading, language
arts, mathematics, social studies, science, and skills they need to succeed in life, such as vocational and daily living skills.

During time spent at the Center many groups and programs were observed, such as Positive Choices, Upshots, GRADS, vocational training activities, and violence and victim forums. Higher education opportunities, such as college visits and fairs, were also observed. In order to get teaching experience with this population a project was implemented with three different classes. The program that was implemented had the students create their own personal mission statements (Appendix B). The students were given a packet (Appendix C) that contained guidelines, templates, a characteristics and values list, and examples. Students were instructed to first create and handwrite their personal mission statements, take them to the computer lab to type up and print off, and then scrapbook their personal mission statements so they could be displayed on the wall in the hallway. Overall, the program was a success. The students really enjoyed the process of creating their personal mission statements, sharing them with others, and displaying their work.

In order to gather information from the foster care population, surveys were created and distributed. The first survey (Appendix D) addressed individuals that are currently in the foster care system and the second survey (Appendix E) addressed individuals that were in the foster care system but are now currently emancipated. The survey is a self-administered questionnaire and is formatted to collect information by asking specific questions. Since the educational level of this population varies, appropriate vocabulary was used and defined. The questions in the survey addressed all aspects of the individuals’ lives including age, living situation, and the life skill needs
that should be addressed. The surveys were available in hard copy and online formats.

With the assistance from Jon Marie Morris, Darcel Elliott, and Pete Mertz of the Life
Skills Center of Toledo and Arlene Jones at Public Children Services Association of Ohio
(PCSAO) in Columbus, Ohio nine surveys were collected. The results of these two
surveys can be found in Appendix F and Appendix G.

After the youth at the Life Skills Center completed the survey an in-person
interview was conducted. The interviews had a structured set of open-ended questions.
This allowed the young adults to elaborate on and explain the necessary needs that
pertain to life skills. Other individuals that were interviewed currently assist the at-risk
youth and foster care populations. The interviews took place at locations that were the
most convenient for them (e.g., workplaces) and lasted approximately 45 to 60 minutes.

The questions that the teenager and young adult respondents were asked in the
interview included questions such as:

1. At what age and how did you enter the system?
2. Do you currently have a connection with your biological family?
3. What are you the most worried about during the emancipation process?
4. Do you have at least one adult in the community that you can go to for guidance
   and support, such as a mentor? If so, who?
5. Do you currently attend any programs in the community to assist you in your
   transition?
6. What do you think is the best way to market this program to your population?

The types of questions that members of the community that work closely with this
population included:
1. What is the most common life skill that should be addressed with this population?

2. What is your main job in assisting this population?

3. Are you currently a mentor for an individual in this population?

4. What other services would you recommend to be implemented in Lucas County?

5. What is your work experience in assisting this population?

This method was beneficial to The C.R.O.S.S. Over Program for Young Adults because it gave the youth and adult participants a chance to elaborate on needs, explain first hand experiences, and make necessary suggestions for program improvements. Along with interviewing several individuals that assist this population, visiting and researching programs around the community that assist at-risk youth and the students and staff at the Life Skills Center provided valuable information for the development of The C.R.O.S.S. Over Program for Young Adults.

Literature Review

Each year there are approximately 500,000 American children and youth who are in the foster care system. On average, that is just about eight out of every 1,000 youth (Wertheimer, 2002). According to the Adoption and Foster Care Analysis and Reporting System (U.S. Department of Health and Human Services Administration for Children and Families, 2008), there were 510,000 children, 52% male and 48% female, in the foster care system in 2006. The majority of the children were placed in non-relative and relative foster family homes. The ethnic background of children in the foster care system varies. Of the children in the foster care system, 40% of them were Caucasian-Non Hispanic, 32% were African-American-Non Hispanic, 19% were Hispanic, and the remaining children were Hawaiian/Pacific Islander-Non Hispanic, Asian-Non Hispanic,
There is no “typical” foster care child because each has his or her own history, personality, talents, and limitations. Nevertheless, research suggests that most of these children experience a number of shared characteristics. Nearly all studies of individuals in foster care have shown that they experience developmental problems while in the system. They are more likely to have behavioral and emotional problems, problems in school adjustment, and to be in poor physical and/or mental health. Individuals in the foster care system are also more likely to experiment and participate in risky behaviors such as sexual promiscuity, drug abuse, and gang activity (Wertheimer, 2002).

Although these characteristics are based on what occurs while the individual is in foster care, many of the problems experienced originated even before entering the foster care system. Almost all individuals entering foster care are victims of sexual or physical abuse, neglect, abandonment, or have parents who have been incarcerated or are unable to care for them. So, it is not surprising that these children are more likely to experience emotional, behavioral, developmental, mental, and health problems when they enter foster care (Wertheimer, 2002).

Despite all of the hardships and disruptions that these youth experience in their early lives, some do grow up and overcome the risks and graduate from high school, college, and post graduate schools, start successful careers, raise strong families, and contribute to their communities in valuable ways (Foster Care Work Group, n.d.). They are able to do this by forming close and trusting relationships with caring adults such as

Native American-Non Hispanic, two or more-Non Hispanic, or unknown/unable to determine (U.S. Department of Health and Human Services Administration for Children and Families, 2008).
mentors, coaches, foster parents, and counselors. Individuals can also be successful by becoming active in their schools, neighborhoods, or faith-based organizations that promote strong values and provide leadership opportunities (Foster Care Work Group, n.d.).

Some children in foster care return to their families or are adopted. The rest of these children are forced to grow up in the foster care system and remain there until they are 18. When they turn 18, young adults in foster care are emancipated from the system that serves as their guardian, their welfare services end, and they are on their own (Foster Care Work Group, n.d.). Most young individuals at age 18 continue to rely on family and community support to assist them during the transition to adulthood. However, these young adults who were in the system have no permanent family or support networks to help them as they transition out of the system due to age.

There are more than 20,000 young adults between the ages of 18 and 21 who transition out of the foster care system each year (Sherman, 2004). There are approximately 1,000 young people who age out of the Ohio foster care system each year (Foster Care Alumni of America, n.d.). The same racial and ethnic differences that are evident in the foster care population as a whole are apparent in this population of young adults who are transitioning out of the system. These individuals often leave the foster care system with limited skills, resources, and support. Research suggests that without the extended support that most families provide during the transition process, young adults that leave foster care face huge challenges in achieving successful lives (Wertheimer, 2002). Factors that can inhibit their success in the world are unemployment, incarceration, homelessness, substance abuse, unwanted pregnancy,
limited education, and inadequate health care (Sherman, 2004). It has also been documented that fewer than 20% of these individuals end up independently supporting themselves (Farr, 2007).

Through the administrative records review completed for the Lucas County needs assessment 168 independent living programs and 151 emancipated youth tracking sheets were examined and the following results were found (Mares, 2008):

At the time of emancipation, 54% of ILP [Independent Living Program] youth had completed high school (diploma or GED), including 18% who were attending college. Thirty-one percent were employed, either part-time or full-time. And 2% were incarcerated. Two-thirds (67%) were rated by LCCS [Lucas County Children Services] staff as having moderate to high mental health problems, and one-third (33%) were rated as having moderate to high substance abuse problems. Nearly a third (31%) of youth were rated as living in their own place, 28% were living with a relative, and 11% were living with friends. Fewer than one in twenty (4%) continued living with foster parents. The living arrangement of nearly one-in-four (24%) youth was either absent without leave (AWOL) or unknown, indicating that those youth had runaway from their last placement setting, placing them at risk for becoming homeless, becoming involved in prostitution or human trafficking, or other illegal activities. Finally, fewer than one-in-four (22%) of youth received PEP [Post-Emancipation Program] services immediately following emancipation (or discharge) from ILP, suggesting that the majority of emancipating ILP youth attempt to establish their independence without the support or assistance of formal aftercare programs. (p. ii)
These young adults can benefit from opportunities to develop the necessary skills so they can live independently and receive support services that will help them transition to adulthood. Assisting these individuals would enable them to transition to independent living, achieve self-sufficiency, and avoid the factors that contribute to risky behavior and subsequent unsuccessful lives. To help individuals overcome difficulties, lifestyle redesign programs should be established. Through these programs, young adults could leave foster care receiving a variety of services that include: (1) help in completing their education and finding a job; (2) instruction in the basic skills needed to live on their own; and (3) supervised practice living arrangements.

If implemented, this type of program would be a beneficial addition to Lucas County. The proposed program will go above and beyond what is currently available by providing more advanced life skill training (e.g., performing mock interviews, developing educational plans, and cooking a nutritious meal) through hands-on occupations. Foster care agencies typically do not have the facilities required to implement hands-on learning experiences for individuals in the areas most needed (Paul-Ward, 2009). The actual need for this program is to give these young adults a chance to learn life skills in a classroom and group setting. Currently, the programs that are available in Lucas County are typically implemented one-on-one. With a group program the young adults will be able to interact with individuals that are experiencing some of the same issues that they are going through. If the program is not implemented these young adults will not have the group support needed for them to socialize with others and assist in their transition to independence and Lucas County will not have direct access to a lifestyle redesign program.
Programs developed to provide young adults transitioning out of care with living skills have been done so with both private and government funding. Federal funding for these programs comes from the Foster Care Independence Act of 1999, which created the John H. Chafee Foster Care Independence Program (CFCIP) (Voices for America’s Children, 2004). Under this program, states can match and use federal funding finances to provide services for young adults transitioning from foster care to independent living.

**Occupational-Based Programming**

The C.R.O.S.S. Over Program for Young Adults at The University of Toledo will utilize occupational therapy techniques and strategies. The occupational therapy profession’s main goal of assisting individuals in achieving independence in all areas of their lives directly relates to the mission of the program. Occupational therapists can play an important role in this area through the development and implementation of these services. Therapists are taught to assist individuals in achieving goals through meaningful and purposeful occupations. These occupations are specifically designed to help the individuals in achieving functional outcomes and to maximize independence. Occupational therapy strategies and programming in The C.R.O.S.S. Over Program will assist young adults in identifying routine occupations, set goals, and determine attainable and suitable strategies to help each participant achieve their personal goals and reach independence.

Currently, there are few occupational therapy resources that support the implementation of these services to this particular population, but there are many articles that support occupational therapists providing some of the same transitional services for individuals with disabilities. The basic skills that individuals with disabilities are
educated on include but are not limited to budgeting, recognizing safety issues, personal care, shopping, cooking, and cleaning (Michaels & Orentlicher, 2004). Since occupational therapists have been successfully implementing these types of services to individuals with disabilities for years, assisting emancipated young adults will be straightforward and also give therapists a new opportunity to assist a unique and vulnerable population.

Paul-Ward (2009) wrote an article that “discusses the importance of incorporating social justice into occupational therapy by using an example from” her research program (p. 81). She is conducting an ongoing qualitative investigation of the barriers of successful transition out of foster care. The study is being conducted with three local foster care agencies in South Florida. As of January 2009, 40 adolescents, ages 15-22, have participated in the study. Data collection methods included open-ended interviews, participant observations, and focus groups and were completed by graduate occupational therapy students. Since the study is ongoing, preliminary findings “are based on initial themes and patterns identified in the data by content analysis” (p. 84). The adolescents identified many barriers relevant to a social and occupational justice analysis related to foster care transitions. Preliminary findings of the adolescents’ data suggested that their “identified barriers fell into three categories: (1) communication, (2) self-imposed, and (3) system or structural barriers” (p. 85). Some examples of specific barriers that were described included: (1) inconsistent scheduling of independent living classes, (2) distrust when dealing with financial life skills, (3) not receiving life skill programming information, (4) limited access to transportation, (5) multiple housing placement changes, (6) the foster system itself, and (7) lack of incentives. The findings of this study indicate
that there is a need to change the overall structure of the foster care system. Specifically, the system needs to take “into account the realities of the word that these youths are entering” (p. 87). Along with stakeholders in the foster care system, Paul-Ward believes that as long as occupational therapy practitioners are “armed with an understanding of social justice, occupational justice, the foster care system, the transition process for those aging out of care, and the needs of those people, it is possible… to develop occupation-based programs advocating for transitioning youths as well as empowering them” (Paul-Ward, 2009; p. 87).

In 1998, the American Occupational Therapy Association (AOTA) identified transitional services as one of the eight Standards of Practice for Occupational Therapy (American Occupational Therapy Association, 1998). Within the Standards of Practice for Occupational Therapy (American Occupational Therapy Association, 1998), transition is defined as a process “involving actions coordinated to prepare for or facilitate change, such as from one functional level to another, from one life stage to another, from one program to another, or from one environment to another” (p. 866). In the case of the emancipated young adult population, these individuals are transitioning from all of the preceding examples. A transition model for occupational therapy has also been proposed. This model addresses five valued experiences. These experiences include (Mount & O’Brien, 2002):

1. Competence: Building actual experiences and supports to empower individuals to perform functional, age-appropriate, and meaningful occupations;
2. Community Presence: Increasing the number and variety of community places individuals know and use;
3. Community Participation: Creating access for individuals to the social network of community and ensuring the development of personal relationships and friendships;

4. Respect: Ensuring individuals develop valued roles and places in community life; and

5. Choice: Assisting individuals in engaging in developing and expressing autonomy in both everyday and life-defining matters.

Models of Practice

Through the implementation by an occupational therapist, two primary models of practice will be incorporated in The C.R.O.S.S. Over Program for Young Adults. The Model of Human Occupation (MOHO) is the first major occupational therapy theory that will guide the program. The primary concepts of this model are volition, habituation, performance capacities, and environmental contexts (Kielhofner, 2004). The MOHO seeks to explain how occupation is motivated, patterned, and performed. Therefore, this model is intended to understand the occupation that occurs in terms of its primary concepts (Kielhofner, 2004). With the support and guidance of an occupational therapist, the participant will have an opportunity to develop a sense of competence and satisfaction in completing life skills. The participants will also develop the necessary habits and skills to be successful in the community. Since this program is focused on gaining insight on the participants’ thoughts, feelings, and behaviors it is only appropriate that the program addresses their volition, habituation, performance capacities, and environmental conditions.
The second major occupational therapy theory that will guide the program is a client-centered model of practice. The client-centered models main concern is the process of therapy (Kielhofner, 2004). It also focuses on occupational performance, which is the ability to choose, organize, and perform meaningful occupations (Kielhofner, 2004). The Canadian Occupational Performance Measure (Law, Baptiste, Carswell, McColl, Polatajko, & Pollock, 2005), also known as the COPM, will be utilized as a pre- and post assessment during the program since it is directly inline with the client-centered model of practice. During the program it will be essential for participants to find meaning and purpose through the planned occupations and understand why they are completing life skill occupations. Before the occupations occur the occupational therapist will work with the participants so the planned occupations will be consistent with the implemented occupational routines.

**Federal Initiatives and National Trends**

The John H. Chafee Foster Care Independence Program (CFCIP), formally the Foster Care Independence Act of 1999, is designed to assist foster youth in achieving self-sufficiency and independence. The programs primary purposes are to do the following: (1) increase funds to states to assist youth to make the transition from foster care to independent living; (2) recognize the need for special help for youth, ages 18-21, who have left foster care; (3) offer states greater flexibility in designing their independent living programs; and (4) establish accountability for states in implementing the independent living programs (Nguyen, 2007). The CFCIP did specify five general categories of programs for which states may use Chafee funds for. These include programs that (Nguyen, 2007):
1. “Identify children who are likely to remain in the foster care system until 18 years of age and to provide them with services that address obtaining a high school diploma, career exploration, vocational training, job placement and retention, daily living skills, budget and financial management skills, and preventative health education;”

2. “Assist children who are likely to remain in foster care until 18 years of age to prepare for and enter post-secondary education and training institutions;”

3. “Assist children who are likely to remain in foster care until 18 years of age to receive the education, training, and services necessary to obtaining employment;”

4. “Provide personal and emotional support to children aging out of foster care through mentorship and the promotion of interactions with dedicated adults;”

5. “Provide financial, housing, counseling, employment, education, and other appropriate support services to youth between 18 and 21 years of age to complement their own efforts to achieve self-sufficiency and to assure that participants accept personal responsibility for the transition from adolescence to adulthood” (p. 3).

The State of Ohio has passed an Independent Living Bill that mandates that youth in foster care between the ages of 16 and 18 receive independent living services. This bill also allows emancipated youth between the ages of 18 and 21 to be eligible for services from their local Public Children Services Association (PCSA) if they sign an
agreement with the Department of Jobs and Family Services and agree to invest in their own personal responsibility (Bowling Green State University, 2003).

The Jim Casey Youth Opportunities Initiative, formed in 2001, was developed by The Annie E. Casey Foundation and Casey Family Programs. The Initiative was created to support the active engagement of young people in developing the skills and leadership techniques for advocating for opportunities for themselves and for their peers (Jim Casey Youth Opportunities Initiative, 2003). It also was established to bring together the people and resources needed to help youth leaving foster care make connections to education, employment, healthcare, housing, and supportive personal and community relationships (Jim Casey Youth Opportunities Initiative, n.d.). The Initiative tries to change the way communities and private and public organizations view their responsibility to youth in foster care.

Connected by 25 is a program dedicated to changing the future of youth aging out of the foster care system. It is a community initiative that engages youth, public and private partners, and policy makers to improve outcomes for foster care youth through investments in services and programs. Their mission is to ensure that these youth are educated, housed, banked, employed, and connected to a support system by age 25 (Foster Care Work Group, n.d.)

The C.R.O.S.S. Over Program for Young Adults goal meets the objectives of these initiatives, trends, and mandates. The information presented in this plan and objectives address one important purpose and that is to assist emancipated young adults in their transition to adulthood through participation in life skill occupations. By providing these transitional services, young adults can achieve independence and live
successful lives. In conclusion, The C.R.O.S.S Over Program for Young Adults will not only assist this population in becoming independent but it will provide them with leadership opportunities and a place to come where they can establish close and trusting relationships with others.

Objectives, Marketing, Recruitment, and Programming

Program Goal

The goal of The C.R.O.S.S. (Community Readiness through Occupational Success and Support) Over Program for Young Adults at The University of Toledo is to assist emancipated young adults in their transition to adulthood through participation in life skill occupations under the guidance of an occupational therapist. Emancipation is a process in which young adults in the foster care system are released from the system that serves as their guardian at age 18. During this process their welfare services end and they are expected to live independently.

Objectives

1. The C.R.O.S.S. Over Program for Young Adults
   a. During the initial administration of the Canadian Occupational Performance Measure (Law, Baptiste, Carswell, McColl, Polatajko, & Pollock, 2005), all of the participants will identify at least five daily life skill areas that they would like to perform independently by the end of the program.
   b. By the end of the program, all of the participants will satisfactorily demonstrate an increase of at least two points in one personal care strategy (e.g., developing a system to manage medication or determining
appropriate dress for an interview) on the COPM performance and satisfaction sections as measured by a change in pre- and post-testing scores.

c. By the end of the program, all of the participants will satisfactorily demonstrate an increase of at least two points in one household management strategy (e.g., washing and drying several loads of laundry or cooking a nutritious meal) on the COPM performance and satisfaction sections as measured by a change in pre- and post-testing scores.

d. By the end of the program, all of the participants will satisfactorily demonstrate an increase of at least two points in one community management strategy (e.g., establishing a checking account or obtaining a drivers license) on the COPM performance and satisfaction sections as measured by a change in pre- and post-testing scores.

e. By the end of the program, all of the participants will satisfactorily demonstrate an increase of at least two points in one socialization strategy (e.g., performing a mock interview or choosing an adult mentor) on the COPM performance and satisfaction sections as measured by a change in pre- and post-testing scores.

f. By the end of the program, all of the participants will satisfactorily demonstrate an increase of at least two points in one career planning strategy (e.g., developing an educational plan or resume) on the COPM performance and satisfaction sections as measured by a change in pre- and post-testing scores.
Marketing and Recruitment of Participants

Marketing and recruitment for The C.R.O.S.S. Over Program for Young Adults will be a joint process between The University of Toledo, the supervisor of the program, and the community sites (e.g., libraries, YMCA/YWCA’s, and counseling centers) and schools around Lucas County. Time spent interviewing individuals that assist this population has facilitated many ideas on the various methods and techniques used to successfully market to this population. One of the important aspects that one must remember during the recruitment process is that the prospective participants have to be approached by an individual that they believe they can trust. Therefore, the prospective participants must become familiar with the occupational therapist that will be supervising the program. The therapist can develop a close and trusting relationship with the participants by becoming involved in other programs that are provided through Lucas County and other community sites for these individuals. It is also important that the therapist chosen for the supervising position has some previous experience and is comfortable assisting this population. He or she should be motivated and have a genuine interest in helping these young adults reach success and providing the best services possible. For the participants to have meaningful interactions during the program they must develop a trusting relationship with the therapist.

A second method of recruitment will be through the distribution of flyers and pamphlets. These flyers (Appendix H) and pamphlets (Appendix I) will have contact and brief programming information on them. The information included on the pamphlets and flyers must be designed to engage and gain the attention of prospective participants. They must be easy to understand and use appropriate terminology because many of the
young adults that this program is directed towards have limited educational skills. The pamphlets and flyers will be distributed to local schools and the following community resources and sites that these young adults utilize:

- Planned Parenthood;
- The YMCA/YWCA’s;
- The Bureau of Vocational Rehabilitation;
- Social Security Agencies;
- Welfare Agencies;
- Low Income Housing Agencies;
- Educational Service Centers;
- Job Placement Programs; and
- Mental Health Service Centers (e.g., Unison, Board of MR/DD, and NAMI of Greater Toledo).

Another method of recruitment will be the use of The University of Toledo’s website. A detailed description of The C.R.O.S.S. Over Program and contact information will be available for prospective participants and the community. Using The University of Toledo’s website will allow individuals who are outside of Lucas County to be able to access information on the program. The website will be available year round and will be updated by the occupational therapist as changes occur within the program. Other possible advertising methods include public announcements through popular local radio stations and the newspapers. For these two methods to be cost-effective, announcements will only be run one or two months prior to the start of the program.
The final method of recruitment will be through word-of-mouth by individuals who directly assist these individuals, such as social workers, court appointed special advocates, mentors, and/or caseworkers. These individuals already have a great rapport with these young adults. They could inform their clients during one-on-one meetings, focus groups, workshops, and/or home visits about the purpose and benefits of the program. Since The C.R.O.S.S. Over Program supervisor will have time allotted for marketing he or she can make visits to sites and facilities to personally promote the program. The participants can also play a part in advocating for the program by informing family members, friends, and/or acquaintances on their goals and experiences. Sharing their personal experiences and how the program is assisting them in the transition to adulthood will allow prospective participants to gain a better insight on the advantages and benefits of the program.

*Inclusion Criteria for Potential Participants*

The primary intended audience of The C.R.O.S.S. Over Program, as stated in the introduction, will continue to be young adults who are transitioning out of the foster care system. The inclusion criteria for The C.R.O.S.S. Over Program for Young Adults includes the following:

- The participants must be between the ages of 18 and 21. Special considerations can be made for individuals that are younger or older than the specified age.
- The participants must be emancipated or in the process of being emancipated from the foster care system.
- The participants must reside in Lucas County.
• The participants must be committed and motivated to attend all classes and complete the entire 16 week program.

• The participants must have their own transportation to and from the program.

Prior to the implementation of the program, an informational sheet (Appendix J) detailing their background information will be given to the participants to complete. As stated in the introduction, the perspective young adults will be from diverse backgrounds, races, and cultures. The participants will be between the ages of 18 and 21 and will have different experiences relating to how they entered the foster care system. Also, their attitudes, mannerisms, and personalities will be determined by the environment that they grew up in. Many of the participants will have different educational levels. The various categories include: (1) individuals not enrolled in school; (2) individuals in high school; (3) individuals that are obtaining their GED; and (4) individuals that are enrolled in a technical, community, or four-year college or university. The participants various educational levels will be a contributing factor in their learning styles for the program.

During the first year of program implementation, it is expected that there will be 30 young adult participants. Since the program is offered two times a year, there will be 15 participants in each session. The occupational therapist should expect and prepare to implement life skill programming to 15 young adults for each of the two sessions. As the program evolves the goals, objectives, and criteria for inclusion may change, but it is important that the program have a primary focus on implementing occupational-based life skill programming to young adults that are transitioning out of the foster care system.

*Programming*
The development of The C.R.O.S.S. Over Program for Young Adults was based on the special needs of this population, the contributing factors that play a role in program implementation, and the literature review completed for the introduction and needs assessment. Under the supervision of an occupational therapist this program will use the previously described models of practice. Utilizing these models is important for the implementation of this program because the participants’ goals will be based on their individualized needs. The C.R.O.S.S. Over Program provides a unique opportunity to implement community-based occupational therapy services that cater specifically to the needs of the participants.

The C.R.O.S.S. Over Program for Young Adults will be implemented in a “close-ended process.” The participants will enter the program, participate in the four months of programming, and then be discharged based on the completion of set goals. The program will be a 16 week session and will follow a set schedule (Appendix K). The C.R.O.S.S. Over Program will be offered two times a year in order to better accommodate the number of young adults emancipating from the system throughout the year. One month before each session is implemented the therapist will administer the Canadian Occupational Performance Measure (Law, Baptiste, Carswell, McColl, Polatajko, & Pollock, 2005) to each participant. The Canadian Occupational Performance Measure (COPM) will be used to assist the therapist and participants in identifying the needs in specific life skill areas. The COPM will look at the participants’ individual situations and assist them in identify life skill priorities that will be used as a guide for the occupational therapy process (Kielhofner, 1994). Some of the main life skill areas that will be
addressed include: (1) personal care; (2) household management; (3) community management; (4) socialization; and (5) career planning.

Before the first session of the program is implemented, the occupational therapist must complete a variety of tasks in order implement a successful program. The therapist will need to become familiar with other programs that assist this population. This is important because the therapist must know the foster care to emancipation process and potential participants in order to set up the appropriate programming. The therapist will be responsible for educating the community on what occupational therapy is and the services that will be provided to these young adults. He or she will need to create a presentation that will highlight the program for individuals such as parents, community representatives, and possible grant funders. The therapist will also be responsible for designing the flyers, brochures, participant files, and learning how to operate the electronic database for charting grades and notes. It is also important to note that the therapist will be promoting and recruiting throughout the entire program process, especially during the months before the program is implemented.

The indirect services that the occupational therapist will provide are meetings with the young adults’ case and social workers. These meetings will update the workers on the participants’ progress, successes, and determine if any additional services are needed. The direct services that will be provided by the therapist will include the administration of the assessments, implementation of the program, and assisting the young adults in locating mentors and community resources.

After the assessments are completed the program will begin. The participants are required to come to the Monday and Wednesday morning classes or the Tuesday and
Thursday evening classes. The morning classes are from 9:00a.m. to 11:30a.m. and the evening classes are from 5:00p.m. to 7:30p.m. The classes are offered in the mornings and in the evenings to better accommodate the participants work and school schedules. Friday will be used for one-on-one scheduled appointments. This day will also be used for participants to make-up days that they may miss for unforeseen circumstances. The program will be implemented at The University of Toledo, Main Campus and other facilities around Toledo. The classroom and lab will be set up to promote maximum learning and outing days will be incorporated to complete occupations at specific locations (e.g., the library, BMV, and the participants’ homes). Based on the cited literature in the introduction and the COPM (Law, Baptiste, Carswell, McColl, Polatajko, & Pollock, 2005), the following is a list of the life skill topic areas and some of the sub-topics that will be addressed each week to the participants.

- Personal Care
  - Identifying appropriate dress for an interview
    - Through classroom lecture(s), hands-on demonstrations, and participation in specific occupations, the participants will be educated on the appropriate dress for an interview and why it is important. At the end of this section, the participants will be tested and evaluated by means of a hands-on occupation. The hands-on occupation will require them to successfully choose three outfits that are appropriate for an interview from a selection of clothing provided by the therapist.
  - Developing a system to manage medication
• Through classroom lecture(s) and hands-on demonstrations, the participants will be educated on the importance and different methods of managing medication. At the end of this section, the participants will be required to successfully come up with some type of schedule or method that will assist them in managing their medication.

o Locating and obtaining health insurance

• Through classroom lecture(s) and hands-on demonstrations, the participants will be educated on the importance of obtaining health insurance and the many options available. At the end of this section, the participants will be required to successfully use the internet or another resource to choose an insurance company and plan that will meet their individual needs.

o Identifying the importance of good personal hygiene

• Through classroom lecture(s) and hands-on demonstrations, the participants will be educated on the importance and examples of good personal hygiene. At the end of this section, the participants will be tested through a written and/or verbal evaluation that will consist of various questions about personal hygiene (e.g., Identify five reasons to demonstrate good personal hygiene.).

o Identifying specific ways to decrease and eliminate anger, depression, and other emotional issues
Through classroom lecture(s) and the participation in different occupations, the participants will be educated on different techniques that can be done to decrease and/or eliminate anger, depression, and other emotional issues. At the end of this section, the participants will be tested through a written and/or verbal evaluation that will consist of various questions about these techniques (e.g., Identify three techniques that can be done to decrease anger.).

- Identifying the disadvantages of unprotected sex
  - Though classroom lecture(s), the participants will be educated on the disadvantages of having unprotected sex and other sex education topics. At the end of this section, the participants will be tested through a written and/or verbal evaluation that will consist of various questions on sex education (e.g., Identify two risks that you would be taking if you decide to have unprotected sex.).

- Identifying the disadvantages of drug and alcohol use and abuse
  - Through classroom lecture(s), the participants will be educated on the effects of drug and alcohol use and abuse. At the end of this section, the participants will be tested through a written and/or verbal evaluation that will consist of various questions on drug and alcohol use and abuse (e.g., Identify five disadvantages of abusing drugs.).

- Household Management
- Locating independent living housing
  - Through classroom lecture(s) prepared by a housing specialist and the therapist, the participants will be educated on how to locate housing. At the end of this section, the participants will successfully locate three independent living housing options using the internet and/or other sources. This section will also include calculating housing start up costs and how to budget expenses for each month.

- Learning how to wash and dry multiple loads of laundry
  - Through a hands-on demonstration and the participation in specific occupations at a laundry facility, the participants will be educated on how to wash and dry multiple loads of laundry. At the end of this section, the participants will be required to successfully wash, dry, fold, and hang three loads of laundry.

- Learning how to cook nutritious meals
  - Through classroom lecture(s), hands-on demonstrations, and participation in cooking occupations, the participants will be educated on how to buy and cook nutritious meals. At the end of this section, the participants will be required to successfully shop for and cook a nutritious breakfast, lunch, and dinner meal. This section will also include creating a shopping list and comparing prices to get the best value.

- Learning how to properly clean household areas
- Through classroom lecture(s), hands-on demonstrations, and participation in cleaning occupations, the participants will be educated on how to properly clean various household areas (e.g., kitchen, bathroom, and living areas). At the end of this section, participants will be required to successfully clean three household areas using the proper equipment and products.

  - Identify product safety directions and possible household hazards

- Through classroom lecture(s), hands-on demonstrations, and participation in specific household occupations, the participants will be educated on how to identify product safety directions and possible household hazards. At the end of this section, the participants will be tested through a written and/or verbal evaluation that will consist of various questions on household safety directions and hazards (e.g., Locate the five household hazards in the following picture.).

- Community Management

  - Establishing a checking and/or savings account

    - Through classroom lecture(s), hands-on demonstrations, and participation in specific occupations, the participants will be educated on how to establish and maintain a checking and/or savings account. At the end of this section, the participants will be required to successfully balance a checkbook through a mock
exercise. This section will also include learning how and when to use checks, credit cards, and debit cards.

- Obtaining a drivers license
  - Through classroom lecture(s) and hands-on demonstrations, the participants will be educated on how to obtain a drivers license. At the end of this section, the participants will be tested through a written and/or verbal evaluation that will consist of various multiple choice questions that are on the BMV exam (e.g., What is the usual color and shape of a warning sign?).

- Obtaining a social security card
  - Through classroom lecture(s) and hands-on demonstrations, the participants will be educated on the importance and how to obtain a social security card. At the end of this section, the participants will be required to fill out and submit the necessary paper work that is required to obtain a social security card.

- Registering to vote
  - Through classroom lecture(s) and hands-on demonstrations, the participants will be educated on the importance of voting and how to register. At the end of this section, the participants will be required to go to a local facility (e.g., school, library, or BMV) and register to vote.

- Socialization
  - Learning appropriate table and social etiquette
- Through classroom lectures(s), hands-on demonstrations, and participation in specific occupations, the participants will be educated on appropriate table and social etiquette. At the end of this section, the participants will be tested through a written and/or verbal evaluation that will consist of various questions on table and social etiquette (e.g., Please state why it is inappropriate to have offensive or improper music as a ringback tone on your phone.)

- Identifying positive family support
  - Through classroom lecture(s), the participants will be educated on the importance of positive family support. At the end of this section, the participants will be required to successfully complete a worksheet that identifies three individuals that are a positive family support and why they chose that individual.

- Identifying positive friend/peer support
  - Through classroom lecture(s), the participants will be educated on the importance of positive peer support. At the end of this section, the participants will be required to successfully complete a worksheet that identifies three individuals that are a positive peer support and why they chose that individual.

- Identifying mentors
  - Through classroom lecture(s), the participants will be educated on the importance of identifying a mentor. At the end of this section, the participants will be required to successfully complete a
worksheet that identifies three individuals that could be possible mentors and why they chose that individual.

- Learning how to correctly answer interview questions
  - Through classroom lecture(s), hands-on demonstrations, and participation in specific occupations, the participants will be educated on how to correctly answer job interview questions. At the end of this section, the participants will be required to successfully complete a video taped mock interview with the therapist.

- Career Planning
  - Developing educational plans
    - Through classroom lecture(s), hands-on demonstrations, and participation in specific occupations, the participants will be educated on the importance of an educational plan and how to develop the plan. At the end of this section, the participants will be required to successfully develop an educational plan that details topics such as their goals, interests, and the colleges or universities that they plan on attending. This section will also include learning how to fill out a college application and determining the educational requirements needed for the specific career interest area, and locating financial resources for continuing education.

  - Developing career plans
- Through classroom lecture(s), hands-on demonstrations, and participation in specific occupations, the participants will be educated on the importance of a career plan and how to develop the plan. At the end of this section, the participants will be required to successfully develop a career plan that details topics such as their goals and interest areas. This section will also include locating and reading materials to assist with career interest areas.

  o Creating resumes

- Through classroom lecture(s) and participation in specific occupations, the participants will be educated on how to properly develop a resume. At the end of this section, the participants will be required to successfully develop a resume that details their career objective, educational and employment history, community and volunteer experience, organizational involvement, honors and awards, and personal references. This section will also include identifying reliable references for the resume.

At the end of each section, the participants will be evaluated by observations made by the occupational therapist and/or through written and verbal tests. In order to pass the hands-on occupations the therapist will observe the participants and give a grade based on a checklist that details the performance of the participants. In order to pass the verbal and/or written evaluations the participants must receive a minimum grade of 80%. The grade sheets will be kept in their personal files at The University of Toledo and can
only be accessed by others through written consent granted by the participant. If the participant should receive an unsatisfactory grade in a life skill area he or she will be able to repeat the performance until a satisfactory grade is received. The participant must receive a satisfactory grade in all life skill areas to be discharged from the program. During the program and at discharge the therapist will coordinate additional services that will be helpful in assisting these individuals. Places such as counseling centers, and schools, will be recommended to the participants in order to further assist their experience.

The process of being discharged from the program will occur during the month after the program ends. Each of the participants will be asked to meet with the therapist one final time so the therapist can re-administer the COPM (Law, Baptiste, Carswell, McColl, Polatajko, & Pollock, 2005). The re-administration will identify if the initial priorities have changed. As stated in the objectives, the participants must demonstrate at least a two point increase for each of the five life skill areas in the performance and satisfaction sections that were indicated in the initial administration. If the participants demonstrate at least a two point increase, it will be determined that they have met the objectives. During this final meeting, the therapist will sit down with the participants and their case and/or social worker and discuss results, experiences, successes, and future goals and needs. The therapist should complete a final note that reflects the follow-up meeting discussion. The participants will be encouraged to stay in contact with the occupational therapist and remain involved with the program. With the new skills that the participants have learned they can act as mentors, volunteers, and/or guest speakers for the incoming participants of The C.R.O.S.S. Over Program for Young Adults.
Budgeting

The following budget details the expenses estimated for the first year of The C.R.O.S.S. Over Program for Young Adults.

Staffing

<table>
<thead>
<tr>
<th>Position</th>
<th>Hours Per Week</th>
<th>Salary</th>
<th>Fringe Benefits</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-Time Occupational Therapist</td>
<td>20</td>
<td>$32,521.25</td>
<td>$8,130.31</td>
<td>$40,651.56</td>
</tr>
</tbody>
</table>

The C.R.O.S.S. Over Program will employ an occupational therapist to carry out the position requirements. Employment will be a part-time position, 20 hours a week, for the length of the program. The salary for the part-time occupational therapist in Toledo, Ohio was obtained from www.salary.com. It was determined by dividing the median salary for a full-time occupational therapist ($65,042.50) by two. The occupational therapist position description (Appendix L) and advertisement (Appendix M) emphasize that the potential applicant must be motivated and passionate about assisting young adults in their transition to independence. Fringe benefits have been determined by using twenty-five percent of the salary. The employee benefits (e.g., healthcare, social security, and retirement) will be limited because the occupational therapist will be a part-time employee.

Electronics and Related Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Justification</th>
<th>Quantity</th>
<th>Total Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desktop Computers</td>
<td>Computers are necessary for documentation, participant occupations, and communication within the agency.</td>
<td>2</td>
<td>$1,899.98</td>
</tr>
<tr>
<td>Item</td>
<td>Description</td>
<td>Website</td>
<td>Quantity</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Printer</td>
<td>A printer is necessary to print off documentation, worksheets, and other items to maintain records.</td>
<td><a href="http://www.officedepot.com">www.officedepot.com</a></td>
<td>1</td>
</tr>
<tr>
<td>Black Ink Cartridges</td>
<td>Ink is necessary for printing documentation and marketing materials.</td>
<td><a href="http://www.office">www.office</a> depot.com</td>
<td>5</td>
</tr>
<tr>
<td>Tri-Color Ink Cartridges</td>
<td>Ink is necessary for printing documentation and marketing materials.</td>
<td><a href="http://www.office.com">www.office.com</a></td>
<td>5</td>
</tr>
<tr>
<td>Digital Camera</td>
<td>A camera is necessary to take pictures of the various occupations that will be completed by the participants. The pictures will then be displayed in the photo album, marketing materials, and the classroom bulletin board.</td>
<td><a href="http://www.bestbuy.com">www.bestbuy.com</a></td>
<td>1</td>
</tr>
<tr>
<td>DVD Camcorder</td>
<td>A camcorder is necessary for the participants to document and review life skill occupations (e.g., mock interviews).</td>
<td><a href="http://www.bestbuy.com">www.bestbuy.com</a></td>
<td>1</td>
</tr>
<tr>
<td>Blank DVD’s (20 pack)</td>
<td>The DVD’s are necessary to record images on the camcorder.</td>
<td><a href="http://www.bestbuy.com">www.bestbuy.com</a></td>
<td>1</td>
</tr>
<tr>
<td>Television</td>
<td>The television is necessary to show materials during meetings and one-on-one sessions.</td>
<td><a href="http://www.bestbuy.com">www.bestbuy.com</a></td>
<td>1</td>
</tr>
<tr>
<td>Television Cart</td>
<td>The television cart is necessary to house a TV, VHS/DVD player, and other items that will be used in meetings and one-on-one sessions.</td>
<td><a href="http://www.moreavcarts.com">www.moreavcarts.com</a></td>
<td>1</td>
</tr>
<tr>
<td>VHS/DVD Player</td>
<td>The player will be used to review DVD recordings and educational materials that have an emphasis on life skills.</td>
<td><a href="http://www.bestbuy.com">www.bestbuy.com</a></td>
<td>1</td>
</tr>
<tr>
<td>Educational VHS</td>
<td>The educational life skill materials</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
Tapes are necessary to incorporate a different level of learning for the participants. www.amazon.com

Educational DVD’s
The educational life skill materials are necessary to incorporate a different level of learning for the participants. www.amazon.com

<table>
<thead>
<tr>
<th>Item</th>
<th>Justification</th>
<th>Quantity</th>
<th>Total Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groceries</td>
<td>Groceries are necessary for completing life skill cooking occupations with the participants. (Shopping will be done at Kroger’s or Super Wal-Mart)</td>
<td>2</td>
<td>$600.00</td>
</tr>
<tr>
<td>Laundry Supplies</td>
<td>These items will be necessary for completing laundry occupations with the participants. <a href="http://www.walmart.com">www.walmart.com</a></td>
<td>n/a</td>
<td>$100.00</td>
</tr>
<tr>
<td>Cleaning Supplies</td>
<td>These items will be necessary for completing life skill occupations in the kitchen with the participants. <a href="http://www.walmart.com">www.walmart.com</a></td>
<td>n/a</td>
<td>$200.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Justification</th>
<th>Quantity</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-Shelf Book Case</td>
<td>Bookcases are necessary to house various materials for the program (e.g., books, videos, and classroom supplies). <a href="http://www.officedepot.com">www.officedepot.com</a></td>
<td>2</td>
<td>$219.98</td>
</tr>
<tr>
<td>4-Drawer File Cabinet</td>
<td>A file cabinet is necessary to organize and maintain documentation and records. <a href="http://www.officedepot.com">www.officedepot.com</a></td>
<td>2</td>
<td>$339.98</td>
</tr>
<tr>
<td>Hanging File Folders</td>
<td>File folders are necessary to maintain and organize records and</td>
<td>2</td>
<td>$21.98</td>
</tr>
<tr>
<td>Package</td>
<td>Description</td>
<td>Quantity</td>
<td>Individual Cost</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------</td>
<td>-----------------</td>
</tr>
<tr>
<td>File Folders with Fasteners (Pack of 50)</td>
<td>File folders are necessary to maintain and organize records and documentation in the filing cabinet. <a href="http://www.officedepot.com">www.officedepot.com</a></td>
<td>1</td>
<td>$38.79</td>
</tr>
<tr>
<td>2-Hole Paper Punch</td>
<td>A hole punch is necessary for maintaining documentation, records, and other items. <a href="http://www.officedepot.com">www.officedepot.com</a></td>
<td>1</td>
<td>$20.39</td>
</tr>
<tr>
<td>3-Hole Paper Punch</td>
<td>A hole punch is necessary for maintaining documentation, records, and other items. <a href="http://www.officedepot.com">www.officedepot.com</a></td>
<td>1</td>
<td>$23.29</td>
</tr>
<tr>
<td>Stapler</td>
<td>A stapler is necessary for maintaining documentation, records, and other items. <a href="http://www.officedepot.com">www.officedepot.com</a></td>
<td>1</td>
<td>$8.09</td>
</tr>
<tr>
<td>Staples (Box of 1000)</td>
<td>Staples are necessary for maintaining documentation, records, and other items. <a href="http://www.officedepot.com">www.officedepot.com</a></td>
<td>1</td>
<td>$7.09</td>
</tr>
<tr>
<td>Pencils (Pack of 72)</td>
<td>Pencils are necessary to give to the participants for the purpose of taking notes. <a href="http://www.officedepot.com">www.officedepot.com</a></td>
<td>1</td>
<td>$3.88</td>
</tr>
<tr>
<td>Pencil Sharpener</td>
<td>A sharpener is necessary for the purpose of taking notes. <a href="http://www.officedepot.com">www.officedepot.com</a></td>
<td>1</td>
<td>$22.99</td>
</tr>
<tr>
<td>Ballpoint Pens (Pack of 12)</td>
<td>Pens are necessary to give to the participants for the purpose of taking notes. <a href="http://www.officedepot.com">www.officedepot.com</a></td>
<td>3</td>
<td>$6.87</td>
</tr>
<tr>
<td>Highlighters (Pack of 12)</td>
<td>Highlighters are necessary for the purpose of taking notes, documentation, and grading purposes. <a href="http://www.officedepot.com">www.officedepot.com</a></td>
<td>1</td>
<td>$8.79</td>
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<td>Sharpie Markers (Pack of 5)</td>
<td>Markers are necessary for the purpose of taking notes, documentation, and grading purposes. <a href="http://www.officedepot.com">www.officedepot.com</a></td>
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<td>$4.29</td>
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<tr>
<td>Colored Office Paper</td>
<td>Paper is necessary for marketing</td>
<td>10</td>
<td>$156.90</td>
</tr>
<tr>
<td>Item</td>
<td>Description</td>
<td>Quantity</td>
<td>Individual Cost</td>
</tr>
<tr>
<td>------</td>
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<td>-----------------</td>
</tr>
<tr>
<td><strong>Paper (500 sheets per Ream)</strong></td>
<td>items (e.g., flyers and brochures), documentation, assessments, questionnaires, worksheets and other classroom purposes. <a href="http://www.officedepot.com">www.officedepot.com</a></td>
<td>500</td>
<td>$15.69</td>
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<tr>
<td><strong>Case of White Office Paper (5 Reams=2,500 sheets)</strong></td>
<td>Paper is necessary for marketing items (e.g., flyers and brochures), documentation, assessments, questionnaires, worksheets and other classroom purposes. <a href="http://www.officedepot.com">www.officedepot.com</a></td>
<td>1</td>
<td>$52.99</td>
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<tr>
<td><strong>1-Subject Notebooks</strong></td>
<td>Notebooks are necessary to give to the participants for the purpose of taking notes and completing assignments. <a href="http://www.officedepot.com">www.officedepot.com</a></td>
<td>35</td>
<td>$104.65</td>
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<tr>
<td><strong>Writing Pads (Pack of 6)</strong></td>
<td>Writing pads are necessary for the purpose of taking notes, documentation, and grading purposes. <a href="http://www.officedepot.com">www.officedepot.com</a></td>
<td>1</td>
<td>$11.99</td>
</tr>
<tr>
<td><strong>Desk Calendar</strong></td>
<td>A calendar is necessary for organizing and scheduling tasks, meeting, and other appointments. <a href="http://www.officedepot.com">www.officedepot.com</a></td>
<td>1</td>
<td>$12.99</td>
</tr>
<tr>
<td><strong>Business Cards (Pack of 300)</strong></td>
<td>Cards will be used to distribute to participants, staff members, community sites, and other interested participants and community members. <a href="http://www.officedepot.com">www.officedepot.com</a></td>
<td>1</td>
<td>$11.99</td>
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<tr>
<td><strong>Photo Album</strong></td>
<td>An album is necessary for the purpose of maintaining a visual record of past participants, occupations, and achievements. <a href="http://www.walmart.com">www.walmart.com</a></td>
<td>1</td>
<td>$19.95</td>
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<tr>
<td><strong>Dry-Erase Board, 96”x 48”</strong></td>
<td>A dry-erase board is necessary to display information on during lectures. <a href="http://www.officedepot.com">www.officedepot.com</a></td>
<td>1</td>
<td>$261.86</td>
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<tr>
<td><strong>Dry Erase Board Markers (Pack of 6)</strong></td>
<td>Markers are necessary to display information on board during lectures. <a href="http://www.officedepot.com">www.officedepot.com</a></td>
<td>1</td>
<td>$6.99</td>
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<tr>
<td><strong>Cork Bulletin Board, 96”x 48”</strong></td>
<td>A bulletin board is necessary to display a schedule of the program, participant achievements, community</td>
<td>1</td>
<td>$248.99</td>
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</table>
The C.R.O.S.S. Over Program

| Life Skills Workbooks and Interactive CD’s | These workbooks and CD’s are necessary to assist the participants in learning life skills through active doing. (e.g., www.sociallearning.com) | n/a | $450.00 |
| Canadian Occupational Performance Measure (COPM) Manual and Form Kit | The COPM is necessary to assess the participants on life skills before the program begins and after the program ends. www.caot.ca/copm/index.htm | 1 | $57.45 |
| COPM DVD Kit | The DVD kit is necessary to assist the occupational therapist in learning how assess the participants on life skills before the program begins and after the program ends. www.caot.ca/copm/index.htm | 1 | $230.45 |
| Canadian Association of Occupational Therapists Membership | This is necessary because in order to purchase the COPM you must be a member of the CAOT. www.caot.ca | 1 | $114.00 |
| Miscellaneous Items (e.g., board cleaners, paper clips, and envelopes) | These items are necessary to for multiple classroom tasks. www.officedepot.com | n/a | $100.00 |

**TOTAL** 2,567.61

**In-Kind Support**

The following items will be provided by The University of Toledo as in-kind support: (1) office space; (2) classroom space and supplies; (3) laundry facilities; (4) kitchen space and supplies; (5) phone with voicemail services; (6) copy privileges; and (7) internet server use.

**Indirect Costs**

The University of Toledo will be reimbursed for indirect costs that include: (1) air conditioning; (2) heat; (3) maintenance; (4) bathroom facilities; and (5) electricity.
Total Costs

<table>
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<tr>
<th>Expense Areas</th>
<th>Amount</th>
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<td>Staffing</td>
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<td>Electronics and Related Items</td>
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<td>Miscellaneous Occupation Items</td>
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<td>Office and Classroom Items</td>
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<tr>
<td>In-Kind Support</td>
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<td><strong>SUB TOTAL</strong></td>
<td><strong>48,171.99</strong></td>
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<tr>
<td>Indirect Costs</td>
<td>12,043.00</td>
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<td><strong>TOTAL</strong></td>
<td><strong>60,214.99</strong></td>
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</tbody>
</table>

Funding

As outlined in the previous budgeting section, an estimated total of $60,214.99 will be needed to implement The C.R.O.S.S. Over Program for Young Adults. Several funding sources have been determined to be adequate matches for the program. During the review, an investigation of the sources mission, application process, previous grants, and other important information was completed to guarantee a greater success in receiving sufficient funding.

The Andrus Family Fund (AFF) is an organization that supports the development of programs that promote positive social change through transition services (Andrus Family Fund, n.d.). One of the Foundation’s primary goals is to support the successful transition for youth from the foster care system to independence. This is completed by implementing programs that go above and beyond the typical programs of job placement, career track planning, working towards a high school diploma, and receiving post-secondary education. The contact information for the AFF is:

Andrus Family Fund  
330 Madison Ave.  
New York, NY 10017  
Telephone: (212) 287-6975  
Fax: (212) 687-6978
This grant directly meets The C.R.O.S.S. Over Program for Young Adults’ goal. The AFF encourages the proposed program to go beyond just providing services that include educational and career development and management programs. The C.R.O.S.S. Over Program addresses the preceding issues along with personal and home management services. The AFF has awarded many grants to organizations around the country to assist in the development of programs that have a primary focus of assisting young adults in their transition out of the foster care system. The grant process and the chances for obtaining the grant are very realistic; especially since the AFF only focuses on awarding grants to two specific program areas. These areas include: (1) a youth’s passage from foster care towards independence; and (2) community reconciliation. Since the AFF trustees review the applications four times a year the grant could be awarded in a timely manner. Another advantage to this grant is that it can be awarded for multiple years (up to three years) and can be awarded more than once. Overall, this grant is an appropriate source to submit a proposal to because of its straightforward application process and its ability to be obtained and awarded in a practical manner.

The Toledo Community Foundation, Inc. is located in Toledo, Ohio and is a public organization developed to enrich the quality of life for individuals and families (Toledo Community Foundation, n.d.). This Foundation serves the greater Toledo area as well as Northwest Ohio and Southwest Michigan. The Toledo Community Foundation awards grants to programs in the fields of education, social services, physical and mental health, neighborhood and urban affairs, and the arts. The Foundation particularly awards grants to organizations that develop programs that will create positive living
environments, allow families to develop the skills necessary to support themselves, and foster the development and success of responsible young people. The contact information for the Toledo Community Foundation is:

Toledo Community Foundation
608 Madison Ave. Suite 1540
Toledo, OH 43604
Telephone: (419) 241-5049
Fax: (419) 242-5549
Email: toledocf@toledocf.org

The Toledo Community Foundation is relevant to The C.R.O.S.S. Over Program’s goal. This program meets one main portion of this sources programming specifics. This is to foster the development of responsible young people who are capable of achieving their fullest potential (Toledo Community Foundation, n.d.). During the process of achieving their fullest potential, the participants will also become independent in the transition to adulthood through multiple life skill programs. The Foundation is an appropriate source because it is located in Toledo and some of the members on the Board of Trustees may have a connection with The University of Toledo, where the proposed program will be implemented.

The Next Generation Grant is provided through the Corporation for National and Community Service. This grant is a past grant in which the due date was June 7, 2005 by 5:00p.m. Even though this grant has expired, it is still beneficial to consider this grant because it may become available again in the future. The Corporation was expected to give five to ten awards that range from $100,000 to $300,000 and that covered a one to two year period. The purpose of this grant was to foster the next generation of national service organizations by providing funding to organizations that were proposing new projects and/or programs that have the potential of being recognized nationally. The
The C.R.O.S.S. Over Program's main focus was to fund innovative strategies that effectively engage volunteers in service in two areas, which include: (1) engaging adults 50 years of age and older in part- and full-time service opportunities; and (2) improving the lives of disadvantaged youth through service and mentoring (Next Generation Grants, n.d.). The contact information for the Next Generation grant is:

Corporation for National and Community Service  
1201 New York Ave, NW  
Washington, DC 20525  
Telephone: (202) 606-5000  
Fax: (202) 606-3472  
Email: info@cns.gov

This source is relevant to The C.R.O.S.S. Over Program’s main goal. The source encourages the programming to be community-based and have a main purpose of improving the lives of disadvantaged youth through service and mentoring. Young adults that are transitioning out of the foster care system are considered disadvantaged because they have no permanent family or support network and are leaving the system with few skills and resources that other young adults their age may have obtained. This program is community-based and will allow the young adults to be mentored by professionals and volunteers in many aspects of their lives. The Corporation is an appropriate source to send a proposal to because it provides multiple grants that can be awarded and can assist in the duplication of other programs for young adults that are transitioning out of the foster care system.

Self-Sufficiency Plan

Developing a self-sufficiency plan for the continuation of The C.R.O.S.S. Over Program is essential, especially since there will be an increasing number of young adults emancipating out of the system in the future. Grants will be the first plan for self-
sufficiency. It is projected that once the program has made it through the first year successfully showing that it is a credible program, grant funders will be more willing to consider the program for a grant. The therapist will also become a paid employee, funded through these grants, of The University of Toledo. It is important to note that the expensive equipment will have already been purchased through the initial grant and does not need to be purchased again because it can be reused.

Another method will be fundraising. Holding annual fundraising events, such as raffle drawings, candy sells, and donation occasions can bring in the needed funds and also get the community aware of this issue and the program. This method may not bring in as much money as grants but it will provides sufficient funds to replace the small supplies that are used during the program. Sponsors will also be approached to assist the program. Sponsors will be able to help participants through scholarships as well as providing funds for the overall implementation of the program. Such sponsors may include local and national organizations (e.g., Paramount Health Care and The American Occupational Therapy Foundation). Using one or more of these potential methods will allow The C.R.O.S.S. Over Program for Young Adults to be implemented and maintained by The University of Toledo in the future.

Program Evaluation

Evaluation Procedures

Program evaluation is an essential phase in The C.R.O.S.S. Over Program for Young Adults. Completing evaluations during and at the conclusion of the program is critical in order to determine if the program is a success and if there are any necessary changes needed. Four types of evaluations will occur. The first two types of evaluations
that will occur will be formative. During the implementation of the program, processing evaluation meetings will take place with the staff and participants. Weekly meetings with The University of Toledo staff members will not only be used as planning opportunities but they will be used to update staff on the performance of the participants and any programming changes that are needed or problems that occur. After each life skill area is implemented the participants will be asked to discuss the usefulness and satisfaction of the materials and any changes that they would like to see for that particular area of the program. All comments and suggestions from participants and staff members will be noted and kept in a file for future references.

At the conclusion of the program, a summative evaluation will be administered (Appendix N). This evaluation addresses the participants’ satisfaction with the content of the program, the supervisor’s teaching and leading skills, the participants’ opinions of their performance, and the overall program. This evaluation will be distributed to the participants at their follow-up meeting which will occur in the month after the program has ended. These evaluations will be put in a marked folder and then filed away in a cabinet for future references.

The final summative evaluation, which will also occur in the month after the program has ended, will be the re-administration of the COPM (Law, Baptiste, Carswell, McColl, Polatajko, & Pollock, 2005). After the participants have completed the assessment, their scores will be compared to the initial scores to determine if there was a significant change in the performance and satisfaction sections. These evaluations will be filed in the participants personal files and will be used in the discharge process.
In addition to the preceding evaluations, the objectives will also be evaluated. The therapist will maintain a hard copy record (Appendix O) to determine if discharge is appropriate.

1. During the initial administration of the Canadian Occupational Performance Measure (Law, Baptiste, Carswell, McColl, Polatajko, & Pollock, 2005), all of the participants will identify at least five daily life skill areas that they would like to perform independently by the end of the program.

   a. This objective will be evaluated in the month before the program starts. Since the main goal of The C.R.O.S.S. Over Program is to educate these young adults on life skills, they will need to identify which life skills that they need assistance in. In order for this objective to be met, all of the participants must identify at least five daily life skills that they would like to perform independently by the end of the program. The general topic areas that they are required to choose from include personal care, household management, community management, socialization, and career planning. This will be completed using the initial assessment of the Canadian Occupational Performance Measure (COPM).

2. By the end of the program, all of the participants will satisfactorily demonstrate an increase of at least two points in one personal care strategy (e.g., developing a system to manage medication or determining appropriate dress for an interview) on the COPM performance and satisfaction sections as measured by a change in pre- and post-testing scores.
a. This objective will be evaluated in the month after the program has ended. In order for this objective to be met, the therapist must re-administer the COPM and all of the participants must demonstrate an increase of at least two points in one personal care strategy in the assessments performance and satisfaction sections. This will be determined by a change in the pre- and post-testing scores.

3. By the end of the program, all of the participants will satisfactorily demonstrate an increase of at least two points in one household management strategy (e.g., washing and drying several loads of laundry or cooking a nutritious meal) on the COPM performance and satisfaction sections as measured by a change in pre- and post-testing scores.

   a. This objective will be evaluated in the month after the program has ended. In order for this objective to be met, the therapist must re-administer the COPM and all of the participants must demonstrate an increase of at least two points in one household management strategy in the assessments performance and satisfaction sections. This will be determined by a change in the pre- and post-testing scores.

4. By the end of the program, all of the participants will satisfactorily demonstrate an increase of at least two points in one community management strategy (e.g., establishing a checking account or obtaining a drivers license) on the COPM performance and satisfaction sections as measured by a change in pre- and post-testing scores.
a. This objective will be evaluated in the month after the program has ended. In order for this objective to be met, the therapist must re-administer the COPM and all of the participants must demonstrate an increase of at least two points in one community management strategy in the assessments performance and satisfaction sections. This will be determined by a change in the pre- and post-testing scores.

5. By the end of the program, all of the participants will satisfactorily demonstrate an increase of at least two points in one socialization strategy (e.g., performing a mock interview or choosing an adult mentor) on the COPM performance and satisfaction sections as measured by a change in pre- and post-testing scores.

   a. This objective will be evaluated in the month after the program has ended. In order for this objective to be met, the therapist must re-administer the COPM and all of the participants must demonstrate an increase of at least two points in one socialization strategy in the assessments performance and satisfaction sections. This will be determined by a change in the pre- and post-testing scores.

6. By the end of the program, all of the participants will satisfactorily demonstrate an increase of at least two points in one career planning strategy (e.g., developing an educational plan or resume) on the COPM performance and satisfaction sections as measured by a change in pre- and post-testing scores.

   a. This objective will be evaluated in the month after the program has ended. In order for this objective to be met, the therapist must re-administer the COPM and all of the participants must demonstrate an increase of at least two points in one career planning strategy in the assessments performance and satisfaction sections. This will be determined by a change in the pre- and post-testing scores.
two points in one career planning strategy in the assessments performance and satisfaction sections. This will be determined by a change in the pre- and post-testing scores.

The measurement of these objectives will allow the therapist to determine if the participants are achieving the goals that they set to assist them in becoming independent. The outcomes of these objectives will also confirm that the therapist is assisting these individuals in becoming independent as they transition out of the foster care system.

**Stakeholders**

The young adults that will be participating in the program are vital to the evaluation of The C.R.O.S.S. Over Program for Young Adults. The life skill programming that is implemented must be considered important, necessary, and useful to these young individuals. Positive and negative suggestions and input from the young adults will not only assist with future programming but also be the deciding factor on whether or not the program will be implemented in future years. The opinions of The University of Toledo staff will also be important for similar reasons. The young adults and staff are both important stakeholders in the evaluation process because of their direct involvement with the implementation of the proposed program.

**Timeline**

<table>
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<tr>
<th>Tasks</th>
<th>Month 1</th>
<th>Month 2</th>
<th>Month 3</th>
<th>Month 4</th>
<th>Month 5</th>
<th>Month 6</th>
<th>Month 7</th>
<th>Month 8</th>
<th>Month 9</th>
<th>Month 10</th>
<th>Month 11</th>
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<td>Marketing and Recruitment of Participants</td>
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<td>Program Purchasing and Organization</td>
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<td>Weekly Meetings and Processing Evaluations with Staff</td>
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<td>Weekly Processing Evaluations with Participants</td>
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<td>Program Evaluation</td>
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Represent times that the tasks will be implemented.

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Letters of Support

A variety of individuals will be contacted in regards to submitting letters of support for the development and implementation of The C.R.O.S.S. Over Program for Young Adults. The initial letter of support (Appendix P) was obtained from Karis Box, MOT, OTR/L, a Program Officer at The Stranahan Foundation. Ms. Box was selected because she was the main inspiration behind the creation of this program. She also is known in the occupational therapy community for her interest in program evaluation, education, and encouraging non-profit institutions to take a closer look at how occupational therapy practitioners can help their programs. The letter provided by Ms.
Box verifies the impact that The C.R.O.S.S. Over program can have at The University of Toledo.

Further letters of support will be gathered from other applicable sources. The names and contact information for additional sources are attached to this document (Appendix Q). One important letter may come from Shannon Harold. When Ms. Harold was younger she was in the foster care system in Cleveland, Ohio and later emancipated from that system. Letters from individuals that went through the emancipation process is essential in order to address the need for this program and the potential effectiveness that the program could have had if it was implemented when they were emancipating from the system. Another source of support may be through a foster parent. Mrs. Brenda Guice has been a foster parent for 6 years and has had 11 foster care youth come through her home. It is important to obtain a letter from a foster parent because they have the most contact with these individual and will be able to identify the life skill areas that these individuals will need assistance in to reach independence.

Dr. Beverly J. Schmoll, PT, Ph.D., FAPTA is another potential supporter. Dr. Schmoll is the current Dean of the College of Health Science and Human Service at The University of Toledo. As the Dean, she will be able to explain why The University of Toledo would be the ideal location to implement the program and identify how this life skills program can benefit other professions (e.g., recreational therapy and social work) that are located in the College of Health Science and Human Service.

Two final sources for letters of support would be through Therapy Designs which is located in California and the Independent Living and Road to Independence programs which are located in Florida. The founder and CEO of Therapy Designs is Terry Olivas-
De La O, COTA/C. Mrs. Olivas-De La O is a practicing Certified Occupational Therapy Assistant. This company focuses on implementing occupational therapy lifestyle programs to at-risk youth, including individuals who are in the foster care system. Amy Paul-Ward, Ph.D., MSOT, is an Assistant Professor for the Department of Occupational Therapy at Florida International University and involved with research and implementation for the Independent Living and Road to Independence programs. These programs provide occupational therapy life skill programming and financial funding for youths formerly in foster care to continue their education. A letter of support from these two individuals would be valuable because they are already involved with programs that are similar to The C.R.O.S.S. Over Program and they can reinforce why the occupational therapy profession is qualified to implement this type of programming for this population. These two individuals can also discuss how they have managed to develop and maintain successful programs.

Other individuals such as, Jon Marie Morris, Arlene Jones, Ardelia Shuler-Freeman, and Judith Leb, can be beneficial supporters. These individuals work at multiple facilities in Ohio and are directly involved with assisting at-risk youth and the foster care population. These individuals were consulted during the development of this program development plan and indicated that they were willing to assist in the development of this program.

Discussion

The C.R.O.S.S. Over Program for young adults has been in the process of being developed for almost two years and has had a main focus of assisting young adults who are in the foster care system. Multiple literature sources (Appendix R) have also been
read that support and assisted in the development of this program. Through interviews, observations, and interactions with students and staff from the Life Skills Center of Toledo, individuals that assist this population, and other members of the Lucas County community it has been determined that foster care youth are not the only population that need assistance with learning life skills. Although The C.R.O.S.S. Over Program could still be implemented, a new program idea that would take the place of the current program has surfaced. The new program is designed to address the same program goal but it will assist at-risk youth in general and youth that are transitioning out of the foster care system. The new program goal states that the goal of The C.R.O.S.S. (Community Readiness through Occupational Success and Support) Over Program for Young Adults at the Life Skills Center of Toledo is to assist young adults in their transition to adulthood through participation in life skill occupations under the guidance of an occupational therapist. The program objectives will focus on these young adults being educated on and successfully completing life skill occupations in the areas of personal care, household management, community management, socialization, and career planning.

Foster care youth are not the only individuals that are transitioning to independence. At-risk youth are also transitioning whether it is because of age, graduating from high school, or just moving to a new stage in their life. Another significant change is that the program will mainly take place at the Life Skills Center of Toledo instead of The University of Toledo. This decision was made because so many key individuals expressed that because of this populations needs it would be better to have that program at a facility and location that is more convenient and less intimidating.
The new proposed program would address some of the same group occupational-based programming topics and areas, but for some students individualized programs will need to be implemented. This is necessary because every youth has specific needs and some program areas are not appropriate for every student. Individualized programming also fits into the Life Skills Center’s mission and purpose that was previously stated. The occupational therapist could implement life skill evaluations and assessments with the students and then determine which areas should be addressed with the students. The therapist would also work with the vocational specialist and family advocate at the Center in order to not duplicate services and to work around their scheduled classes. While assisting this population new program areas such as attention span and concentration, keyboarding, and letter formation were determined as needs and will be added to the program. An incentive will also be introduced for coming to the program. Currently at the Center students receive a portion of a credit for attending fourth hour programming. Since most of the programming will occur during the same times the same rules will apply.

The new program would still need to apply for grants for the occupational therapist’s salary and for supplies. Grants for at-risk youth are awarded for a wide variety of purposes, including the establishment of transitional living facilities, program development, training professionals, and general operating support. By broadening the program population there will be more grant opportunities available to apply for. Seeing as the Center does not have the appliances (e.g., washer and stove) to complete the household portion of the program, further funding for transportation to and from the clinic on The University of Toledo campus will need to be added to the budget. Since the
Life Skills Center operates all year round and new students are admitted everyday all students will graduate with a better understanding of how to transition to adulthood successfully. There is also an opportunity for an after school program that addresses the same life skills for at-risk youth who attend other schools around Lucas County.

Hopefully through the development of this new program at-risk students will not only develop the programs specific life skills; but it will provide the necessary skills to educate others, create positive changes in their environments, and give these individuals the opportunity to be successful in school, higher education, at home, and in the community.
References


Appendix A

The University of Toledo, HSC Organizational Chart

Dr. Beverly J. Schmoll
Dean

Jane E. Zbinden
Administrative Assistant to the Dean

Department of Physical Therapy
Dr. Michelle Masterson
Interim Chair

Department of Occupational Therapy
Dr. Julie J. Thomas
Chair

Department of Physician Assistant Studies
Dr. Patricia Hogue
Chair

Andrea Jacobs
Administrative Secretary

Diane Forquer
Clinical Education Secretary

Dr. Beth Ann Hatkevich
Clinical Assoc.

Dr. David L. Nelson
Professor

Dr. Martin S. Rice
Professor

Dr. Barbara Kopp Miller
Associate Professor

Lynne Chapman
Clinical Assistant

Dr. Alexia E. Metz
Assistant Professor

Melanie Criss
Clinical Instructor

Occupational Therapist
The C.R.O.S.S. Over Program Supervisor
Appendix B

Personal Mission Statement Protocol

Program Title: Personal Mission Statements

Goal: To assist the students in setting specific goals for their future. This addresses life skills such as self-awareness and empowerment, personal identity management, and employment and career management.

Population: At-risk youth ages 16-21

Time Frame: 60 minutes for introduction, occupation, and processing

Description of Program: Using the supplies listed below, participants will create personal mission statements to assist them in thinking about and accomplishing future goals

Staffing Needs: 2 professionals

Space Needs: One or two medium sized classrooms

Supplies: Personal mission statement packets, pencils or pens, notebook paper, computers, printer, scrapbooking materials (e.g., glue, markers, colored paper, scrapbook paper, scissors, and etc.)

Process:
1. The professional will pass out the personal mission statement packets, pens or pencils, and notebook paper and explain to the participants why they are doing this occupation and give them detailed instructions.
2. The professional will then instruct the participants to take time to create their personal mission statements. The professional should be available for proof reading and to answer questions.
3. After all of the participants are finished completing their personal mission statements they will then be instructed to go to the computer to type and print off their statements.
4. Using the scrapbooking materials provided the participants will then decorate their personal mission statements and hang them on the wall.

Considerations: Some students may need one on one attention and assistance from professionals with things, such as spelling, in order to complete the task. Also, the students may use the templates and examples provided to jump start their thinking process.
Appendix C

Personal Mission Statement Packet

Writing a Personal Mission Statement

A **personal mission statement** is a brief description of what you want to focus on, what you want to accomplish and who you want to become in a particular area of your life over the next one to three years. It is a way to focus your energy, actions, behaviors and decisions towards the things that are most important to you.

**Personal Mission Statement Guidelines**

While there is no unique format or formula for creating your personal mission statement, the following guidelines may be helpful:

- Keep it simple, clear and brief. The best mission statements tend to be 3 to 5 sentences long.

- Your mission statement should touch upon what you want to focus on and who you want to become as a person (character) in this part of your life. Think about specific actions, behaviors, habits and qualities that would have a significant positive impact in this part of your life over the next one to three years.

- Make sure your mission statement is positive. Instead of saying what you don't want to do or don't want to be, say what you do want to do or become. Find the positive alternatives to any negative statements.

- Include positive behaviors, character traits and values that you consider particularly important and want to develop further.

- Think about how your actions, habits, behavior and character traits in this area affect the important relationships in your life.

- Create a mission statement that will guide you in your day-to-day actions and decisions. Make it a part of your everyday life.

- Think about how your mission affects the other areas of your life. Is it consistent with your other personal mission statements? Will it conflict with or contradict something else? Is it balanced?

- Make it emotional. Including an emotional payoff in your mission statement infuses it with passion and will make it even more compelling, inspiring and energizing.

Remember that your mission statement is not cast in stone. It will continue to change and evolve as you gain insights about yourself and what you want out of each part of your life.
Mission Statement Templates

"To ... [what you want to achieve, do or become] ... so that ... [reasons why it is important]. I will do this by ... [specific behaviors or actions you can use to get there]."

"I value ... [choose one to three values]... because ... [reasons why these values are important to you]. Accordingly, I will ... [what you can do to live by these values]."

"To develop and cultivate the qualities of ... [two to three values/character traits]... that I admire in ... [an influential person in your life]... so that ... [why you want to develop these qualities]."

"To live each day with ... [choose one to three values or principles]... so that ... [what living by these values will give you]. I will do this by ... [specific behaviors you will use to live by these values]."

"To appreciate and enjoy ... [things you want to appreciate and enjoy more] by ... [what you can do to appreciate/enjoy these things]."

"To treasure above all else ... [most important things to you] by ... [what you can do to live your priorities]."

"To be known by ... [an important person/group]... as someone who is ... [qualities you want to have]...; by ... [some other person/group]... as someone who is ... [other qualities]......."
## Characteristics/Values List

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<th>Dependability</th>
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<tbody>
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<td>Discipline</td>
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<td>Appreciation</td>
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<td>Empathy</td>
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<td>Encouragement</td>
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Family  Inner Peace  Organization  Ingenuity
Fidelity  Innovation  Originality
Flexibility  Insightfulness  Outcome Orientation
Flow  Inspiration  Outstanding Service
Focus  Integrity  Forgiveness
Forgiveness  Intelligence  Flow
Fortitude  Intensity  Flexibility
Freedom  Intimacy  Focus
Friendship  Intuitiveness  Friendship
Frugality  Inventiveness  Frugality
Fun  Investing  Generosity
Generosity  Joy  Giving
Giving  Justice  Going the Extra Mile
Going the Extra Mile  Kindness  Goodness
Goodness  Knowledge  Grace
Grace  Leadership  Gratitude
Gratitude  Learning  Growth
Growth  Liberty  Guidance
Guidance  Logic  Happiness
Happiness  Longevity  Harmony
Harmony  Love  Hard Work
Hard Work  Mastery  Health
Health  Making a difference  Helpfulness
Helpfulness  Leadership  Heroism
Heroism  Liberty  Holiness
Holiness  Logic  Honesty
Honesty  Longevity  Honor
Honor  Making a difference  Hopefulness
Hopefulness  Mastery  Hospitality
Hospitality  Maturity  Humility
Humility  Meaning  Humor
Humor  Merit  Imagination
Imagination  Mindfulness  Ingenuity
Ingenuity  Modesty  Influence
Influence  Money  Independence
Independence  Motivation  PowerPoint
PowerPoint  Non-violence  Protestantism
Protestantism  Openness  Presence
Presence  Opportunity  Religiousness
Religiousness  Optimism  Responsibility
Responsibility  Order  Respect
Respect  Positive Attitude  Righteousness
Righteousness  Power  Risk-Taking
Risk-Taking  Practicality  Romero
Romero  Practice  Responsibility
Responsibility  Praise  Ruthlessness
Ruthlessness  Punctuality  Sacredness
Sacredness  Quality  Sacrament
Sacrament  Quiet  Salvation
Salvation  Rationality  Sacredness
Sacredness  Recognition  Sacredness
Sacredness  Responsibility  Reason
Reason  Respect  Religion
Religion  Respect  Righteousness
Righteousness  Respect  Religion
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<th>Tradition</th>
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<td>Style</td>
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<td>Systemization</td>
<td>Variety</td>
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<td>Teamwork</td>
<td>Well-Being</td>
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<tr>
<td>Sincerity</td>
<td>Timeliness</td>
<td>Wisdom</td>
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<tr>
<td>Skill</td>
<td>Tolerance</td>
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</tr>
</tbody>
</table>
Sample Mission Statements

I dedicate myself to be the best basketball player that I can be. I will be the very best person that I can be. I will become confident in everything that I do in life. I will become a better student, friend, and son. My mission is to become more respectful and more responsible.

I will attempt to further my knowledge everyday either through taking classes, reading books, or educating experiences so I can be as intelligent and insightful as my parents.

I will be a better daughter, sister, student, teammate, and friend by improving on my inferior qualities like organization, responsibility, and compassion.

I will find a job every summer until I begin attending college in order to at least triple my current bank account. The money I earn will be used to pay for college expenses, and left untouched otherwise.

I will treasure time spent with my family and friends above everything else by putting aside time for them no matter how busy my schedule may become.

I will become a respected and noted leader to those who surround me through taking charge and succeeding in difficult situations.

I will be more determined to pass all my classes so that I will be able to play sports and so I can graduate. I will also practice harder to become a better runner.

My personal mission is to trust my intuition and inner guidance which will provide meaning, purpose and direction in my life. In turn, this will bestow me with the wisdom and courage needed to stand in my truth and become the leader I was meant to be.

To appreciate and enjoy life situations more, I will look at situations from a positive light and remember that I could find myself in anyone's shoes.
Appendix D

Life Skills Survey for Individuals Currently in Foster Care

Life Skills Survey for Young Adults Transitioning Out of the Foster Care System

Instructions: The main purpose of this survey is to find out what type of life skill programs should be provided to young adults who are transitioning out of the foster care system. PLEASE complete all questions and DO NOT write your name on the survey. The information provided is confidential and only privileged individuals will view the responses. Your responses will assist in the development of The C.R.O.S.S. (Community Readiness through Occupational Success and Support) Over Program for Young Adults on The University of Toledo’s Main Campus. Check or write down the response that best describes you.

Please indicate the city and state in which you reside: ____________________________

1. What is your gender? (Check) Male______ Female______

2. What is your current age? ______

3. What is your race/ethnicity? (Check)
   ___African-American/Black
   ___Caucasian/White
   ___Hispanic/Latino/Spanish
   ___American Indian or Alaskan Native
   ___Asian Indian
   ___Japanese
   ___Chinese
   ___Korean
   ___Native Hawaiian
   ___Filipino
   ___Other Asian
   ___Other Pacific Islander
   Other Race: ________________________

4. At what age did you enter the foster care system? ______

5. Which answer best describes your current living situation? (Check)
   ___On my own or with a roommate
   ___With my birth parents
   ___With my birth mother or father
   ___With my adoptive parent(s)
   ___With relatives (not foster care)
   ___With relatives (foster care)
   ___With my foster parent(s)
   ___In a residential facility/group home
   ___In a correctional facility or juvenile detention center
   ___In a shelter
   Other: ________________________________
6. How many years have you been in this particular living situation? ______

7. What is your grade in school? (Check)
   ____ Grade School (K-Grade 5)
   ____ Middle School (Grade 6-8)
   ____ High School (Grade 9-12)
   ____ Trade School
   ____ In College
   ____ Not in School
   Other: ____________________________________

**Directions:** Please put a check in the box next to the life skill area that you would like to receive assistance in or you think would assist you in your transition to independence.

<table>
<thead>
<tr>
<th>Life Skills</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Hygiene</td>
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<tr>
<td>Health/Mental Health Services</td>
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<tr>
<td>Leisure Time Development (Extracurricular Activities)</td>
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<td>Written Communication Skills</td>
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<td>Anger Management</td>
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</tr>
<tr>
<td>Self-Awareness/Empowerment</td>
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<tr>
<td>Money Management</td>
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</tr>
<tr>
<td>Financial Assistance</td>
<td></td>
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<tr>
<td>Personal Identity Management</td>
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<tr>
<td>Medication Management</td>
<td></td>
</tr>
<tr>
<td>Social, Decision-Making, &amp; Problem-Solving Skills</td>
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</tr>
<tr>
<td>Public Transportation</td>
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<tr>
<td>Improving Coping Skills (Memory, Recognition, and Attention Span)</td>
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<tr>
<td>Advocate (Promote) Needs</td>
<td></td>
</tr>
<tr>
<td>Employment and Career Development</td>
<td></td>
</tr>
</tbody>
</table>

Please indicate any other services that you would like assistance in:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Thank you for completing the survey!
Appendix E

Life Skills Survey for Emancipated Individuals

Life Skills Survey for Young Adults Transitioning Out of the Foster Care System

**Instructions:** The main purpose of this survey is to find out what type of life skill programs should be provided to young adults who are transitioning out of the foster care system. **PLEASE complete all questions and DO NOT write your name on the survey.** The information provided is confidential and only privileged individuals will view the responses. Your responses will assist in the development of The C.R.O.S.S. (Community Readiness through Occupational Success and Support) Over Program for Young Adults on The University of Toledo’s Main Campus. Check or write down the response that best describes you.

1. What is your gender? (Check)  Male______  Female______
2. What is your current age? ______
3. What is your race/ethnicity? (Check)
   _____African-American/Black
   _____Caucasian/White
   _____Hispanic/Latino/Spanish
   _____American Indian or Alaskan Native
   _____Asian Indian
   _____Japanese
   _____Chinese
   _____Korean
   _____Native Hawaiian
   _____Filipino
   _____Other Asian
   _____Other Pacific Islander
   Other Race: ________________________________
4. At what age did you enter the foster care system? ______
5. Which answer best describes you living situation while you were in foster care? (Check more than one if needed)
   _____On my own or with a roommate
   _____With my birth parents
   _____With my birth mother or father
   _____With my adoptive parent(s)
   _____With relatives (not foster care)
   _____With relatives (foster care)
   _____With my foster parent(s) who is/are related to me
6. Which answer best describes your current living situation? (Check)
   _On my own or with a roommate
   _With my birth parents
   _With my birth mother or father
   _With my adoptive parent(s)
   _With relatives (not foster care)
   _With relatives (foster care)
   _With my foster parent(s) who is/are related to me
   _In a residential facility/group home
   _In a correctional facility or juvenile detention center
   _In a shelter
   Other: ____________________________

7. How many years have you been in this particular living situation? ______

8. What is your highest level of education completed? (Check)
   _High School (Grade 9-12)
   _General Equivalency Diploma/General Education(al) Diploma (GED)
   _Vocational/Trade School
   _College (2-Year-Associates)
   _College (4-Year-Bachelors)
   _Graduate School (Masters)
   _Graduate School (Doctorate or Ph.D.)
   Other: ____________________________

9. Please describe your current job status or situation? ______________________
    ______________________________________________________________________
    ______________________________________________________________________
    ______________________________________________________________________
    ______________________________________________________________________

10. Did you have or do you still have an individual that you believe assisted you through
    your transition to independence? ______ If yes, who? _________________________
    ______________________________________________________________________
    ______________________________________________________________________

11. How do you believe the foster care system could have better prepared you for your
    transition to independence? _____________________________________________
    ______________________________________________________________________
    ______________________________________________________________________
    ______________________________________________________________________
    ______________________________________________________________________
12. **Directions:** Please put a check in the box next to the life skill area that you would have liked to receive assistance in or you think would have assisted you in your transition to independence.

<table>
<thead>
<tr>
<th>Life Skills</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Hygiene</td>
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<td>Advocate (Promote) Needs</td>
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<tr>
<td>Employment and Career Development</td>
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</table>

13. Please indicate any other services that you would have liked to receive: ___________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Please indicate the city and state in which you reside: ____________________________

**Thank you for completing the survey!**
Appendix F

Results for Surveys of Individuals Currently in Foster Care

The results of this survey represent two individuals that completed the hard copy survey (through the Life Skills Center of Toledo) and two individuals that completed the online survey (through PCSAO) for a total of four surveys completed.

Please indicate the city and state in which you reside: Columbus, OH (2) and Toledo, Ohio(2)

1. What is your gender? (Check) Male ___3___ Female ___1___

2. What is your current age? ___16(1), 17(1), 18(2)___

3. What is your race/ethnicity? (Check)
   ___2___ African-American/Black
   ___1___ Caucasian/White
   ___ ___ Hispanic/Latino/Spanish
   ___ ___ American Indian or
   Alaskan Native
   ___ ___ Asian Indian
   ___ ___ Japanese
   __ Chinese
   ___ Korean
   ___ Native Hawaiian
   ___ Filipino
   ___ Other Asian
   ___ Other Pacific Islander
   ___ Other Race: ‘Mixed’(1)

4. At what age did you enter the foster care system? ___7(1), 13(1), 16(1), 17(1)___

5. Which answer best describes your current living situation? (Check)
   ___ On my own or with a roommate
   ___ With my birth parents
   ___ With my birth mother or father
   ___ With my adoptive parent(s)
   ___ With relatives (not foster care)
   ___ With relatives (foster care)
   ___2___ With my foster parent(s)
   ___ In a residential facility/group home
   ___ In a correctional facility or juvenile detention center
   ___ In a shelter
   Other: “in a foster home with people who are not related to me”(1), “foster home”(1)

6. How many years have you been in this particular living situation? ___1(1), 1.5(1), 3(1), “5 years in my current placement”(1)___

7. What is your grade in school? (Check)
   ___ Grade School (K-Grade 5)
   ___ Middle School (Grade 6-8)
Directions: Please put a check in the box next to the life skill area that you would like to receive assistance in or you think would assist you in your transition to independence.

<table>
<thead>
<tr>
<th>Life Skills</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Hygiene</td>
<td></td>
</tr>
<tr>
<td>Health/Mental Health Services</td>
<td></td>
</tr>
<tr>
<td>Leisure Time Development (Extracurricular Activities)</td>
<td>2</td>
</tr>
<tr>
<td>Written Communication Skills</td>
<td></td>
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<tr>
<td>Verbal Communication Skills</td>
<td></td>
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<tr>
<td>Anger Management</td>
<td></td>
</tr>
<tr>
<td>Stress Management</td>
<td>3</td>
</tr>
<tr>
<td>Self-Awareness/Empowerment</td>
<td>1</td>
</tr>
<tr>
<td>Money Management</td>
<td>2</td>
</tr>
<tr>
<td>Financial Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Personal Identity Management</td>
<td>1</td>
</tr>
<tr>
<td>Medication Management</td>
<td></td>
</tr>
<tr>
<td>Social, Decision-Making, &amp; Problem-Solving Skills</td>
<td>1</td>
</tr>
<tr>
<td>Public Transportation</td>
<td>1</td>
</tr>
<tr>
<td>Improving Coping Skills (Memory, Recognition, and Attention Span)</td>
<td></td>
</tr>
<tr>
<td>Advocate (Promote) Needs</td>
<td>1</td>
</tr>
<tr>
<td>Employment and Career Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Please indicate any other services that you would like assistance in: “drivers education” (1), “having my voice heard” (1)
Appendix G

Results for Surveys of Emancipated Individuals

The results of this survey represent one individual that completed the hard copy survey (through the Life Skills Center of Toledo) and four individuals that completed the online survey (through PCSAO) for a total of five surveys completed.

1. What is your gender? (Check) Male ___ 1 ___ Female ___ 4 ___

2. What is your current age? 18(1), 19(1), 22(1), 24(1), 36(1)

3. What is your race/ethnicity? (Check)
   2 ___ African-American/Black
   3 ___ Caucasian/White
   ___ Hispanic/Latino/Spanish
   ___ American Indian or Alaskan Native
   ___ Asian Indian
   ___ Japanese
   ___ Chinese
   ___ Korean
   ___ Native Hawaiian
   ___ Filipino
   ___ Other Asian
   ___ Other Pacific Islander
   ___ Other Race: _____________

4. At what age did you enter the foster care system? 8(1), 9(1), 11(1), 12(1), 14(1)

5. Which answer best describes you living situation while you were in foster care? (Check more than one if needed)
   ____ On my own or with a roommate
   ____ With my birth parents
   ____ With my birth mother or father
   ____ With my adoptive parent(s)
   ____ With relatives (not foster care)
   2 ___ With relatives (foster care)
   ____ With my foster parent(s)
   2 ___ In a residential facility/group home
   ____ In a correctional facility or juvenile detention center
   ____ In a shelter

   Other: “Traditional foster home setting”(1), “foster home”(1), “in foster homes”(1)

6. Which answer best describes your current living situation? (Check) [# of years in current situation]
   3 ___ On my own or with a roommate [2 weeks, 5 years, 7 years]
   1 ___ With my birth parents [11 years]
   ____ With my birth mother or father
   ____ With my adoptive parent(s)
   ____ With relatives (not foster care)
   ____ With relatives (foster care)
With my foster parent(s) who is/are related to me
_____ In a residential facility/group home
_____ In a correctional facility or juvenile detention center
_____ In a shelter
Other: “Married with two stepchildren and a Masters degree” (1) [10 years]

7. How many years have you been in this particular living situation? See question #6

8. What is your highest level of education completed? (Check)
   __ 2 High School (Grade 9-12)
   _____ General Equivalency Diploma/General Education(al) Diploma (GED)
   __ 1 Vocational/Trade School
       College (2-Year-Associates)
   __ 1 College (4-Year-Bachelors)
   __ 1 Graduate School (Masters)
       Graduate School (Doctorate or Ph.D.)
   Other: ____________________________________

9. Please describe your current job status or situation? “unemployed currently but looking” (1), “Children’s Librarian, $40,000/year” (1), “I recently started working at sonic drive thru” (1), “employed part-time at two jobs” (1), “unemployed” (1)

10. Did you have or do you still have an individual that you believe assisted you through your transition to independence? Yes(4) If yes, who? “my mentors and my mother” (1), “my sister” (1), “my college admissions counselor Randy Mills” (1), “yes my girlfriend” (1), Blank(1)

11. How do you believe the foster care system could have better prepared you for your transition to independence? “they could have provided a better understanding of what real life was like” (1), “I think they did a good job” (1), “Independent Living Classes, information about college applications, grants and scholarships” (1), “by giving more time to complete things on my own” (1), Blank(1)

12. Directions: Please put a check in the box next to the life skill area that you would have liked to receive assistance in or you think would have assisted you in your transition to independence.

<table>
<thead>
<tr>
<th>Life Skills</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Hygiene</td>
<td></td>
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<tr>
<td>Health/Mental Health Services</td>
<td>2</td>
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<tr>
<td>Leisure Time Development (Extracurricular Activities)</td>
<td>2</td>
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<tr>
<td>Written Communication Skills</td>
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<tr>
<td>Verbal Communication Skills</td>
<td>2</td>
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<tr>
<td>Anger Management</td>
<td></td>
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<tr>
<td>Stress Management</td>
<td>2</td>
</tr>
<tr>
<td>Self-Awareness/Empowerment</td>
<td>1</td>
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<tr>
<td>Service</td>
<td>Count</td>
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<tr>
<td>Money Management</td>
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<td>Financial Assistance</td>
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<tr>
<td>Personal Identity Management</td>
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<td>Medication Management</td>
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<tr>
<td>Social, Decision-Making, &amp; Problem-Solving Skills</td>
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<tr>
<td>Public Transportation</td>
<td>1</td>
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<tr>
<td>Improving Coping Skills (Memory, Recognition, and Attention Span)</td>
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<tr>
<td>Advocate (Promote) Needs</td>
<td>1</td>
</tr>
<tr>
<td>Employment and Career Development</td>
<td>3</td>
</tr>
</tbody>
</table>

13. Please indicate any other services that you would have liked to receive: “no other services”(1), “none”(1), “n/a”(1), “receiving a bed would have been nice”(1), Blank(1)

Please indicate the city and state in which you reside: Toledo, OH(1), Lancaster, OH(1), Germantown, OH(1), Dayton, OH(1), Columbus, OH(1)
Appendix H

The C.R.O.S.S. Over Program Flyer

The University of Toledo Presents.....

The C.R.O.S.S. Over Program for Young Adults

The C.R.O.S.S. (Community Readiness through Occupational Success and Support) Over Program for Young Adults is designed to assist emancipated young adults in their transition to adulthood through participation in life skill occupations.

To find out more about The C.R.O.S.S. Over Program please contact Shauundra Garrett at (567) 204-0417 or Dr. Beth Ann Hutkevich at 419-383-5848
Appendix I

The C.R.O.S.S. Over Program Pamphlet

The goal of the C.R.O.S.S. (Community Readiness through Occupational Success and Support) Program for Young Adults at the University of Toledo is to assist emancipated young adults in their transition to adulthood through participation in life skill occupations under the guidance of an occupational therapist.

Dr. Beth Ann Haltchev, Program Supervisor
Clinical Associate Professor and Director of Clinical and Educational Programming
The University of Toledo
(419) 383-5848

Shaundra Garrett
The C.R.O.S.S. Over Program for Young Adults at The University of Toledo
(567) 204-0417

For more information or to join the program, contact:
behavior contribute to risky and avoid the factors that achieve self-sufficiency, to independent living. Young adults to transition learning and communicative skills to adulthood. This program is dedicated to transition to adulthood.

Support services that will assist them in the community and receive independent living skills so they can live independently and receive necessary support from opportunities to benefit from.

Young adults can benefit from:

- Career Planning
- Socialization
- Management
- Community
- Management
- Household
- Personal Care

5:00 p.m.-7:30 p.m. every Tuesday and Thursday 9:00 a.m.-11:30 a.m. or mornings from 9:00 a.m.-11:30 a.m. from Wednesday classes are held Monday ofterd twice a year. This 16 week program is open to the community from the ages 18-21. The program is open to young adults ages 18-21, who have been born.
Appendix J

The C.R.O.S.S. Over Program Informational Sheet

The C.R.O.S.S. Over Program Background Informational Sheet

Name: _________________________________________________________________

Last                                           First                                           M.I.

Current Address: ________________________________________________________

Current Phone Number: __________________________________________________

Instructions: PLEASE complete all questions asked. The information provided below is
confidential and will only be used by The C.R.O.S.S. Over Program staff. Check or write
down the response that best describes you.

1. What is your gender? (Check)  Male______  Female______

2. What is your current age? ______

3. What is your race/ethnicity? (Check)
   ____African-American/Black
   ____Caucasian/White
   ____Hispanic/Latino/Spanish
   ____American Indian or
   ____Alaskan Native
   ____Asian Indian
   ____Japanese
   ____Chinese
   ____Korean
   ____Native Hawaiian
   ____Filipino
   ____Other Asian
   ____Other Pacific Islander
   Other Race: ____________

4. At what age did you enter the foster care system? ______

5. Which answer best describes your current living situation? (Check)
   ____On my own or with a roommate
   ____With my birth parents
   ____With my birth mother or father
   ____With my adoptive parent(s)
   ____With relatives (not foster care)
   ____With relatives (foster care)
   ____With my foster parent(s) who is/are related to me
   ____In a residential facility/group home
   ____In a correctional facility or juvenile detention center
   ____In a shelter
   Other: __________________________

6. How many years have you been in this particular living situation? ______
7. What is your grade in school? (Check)
   ____ High School (Grade 9-12)
   ____ Trade School
   ____ In College
   ____ Not in School
   Other: ___________________________________________

8. How did you hear about the program? (Check)
   ____ The C.R.O.S.S. Over Program Supervisor
   ____ Case/Social Worker
   ____ An individual currently enrolled in the program
   ____ School
   ____ The University of Toledo’s website
   ____ Radio
   ____ Newspaper
   ____ Community site (e.g., libraries, YMCA/YWCA’s, and counseling centers)
   Other: ___________________________________________
## Appendix K

### The C.R.O.S.S. Over Program Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>SUN</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
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<th>FRI</th>
<th>SAT</th>
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<td>3</td>
<td>Personal Care</td>
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<td>4</td>
<td>Household Management</td>
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<td>9</td>
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<td>10</td>
<td>Socialization</td>
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<td>11</td>
<td>Socialization</td>
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<td>14</td>
<td>Career Planning</td>
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<td>15</td>
<td>Career Planning</td>
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<tr>
<td>16</td>
<td>Career Planning</td>
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</tbody>
</table>

*Morning Classes (9:00 a.m. to 11:30 a.m.)*

*Evening Classes (5:00 p.m. to 7:30 p.m.)*

*1-on-1 Sessions are by appointment only*
Appendix L

Occupational Therapist Job Description

The C.R.O.S.S. (Community Readiness through Occupational Success and Support) Over Program at The University of Toledo will hire an occupational therapist that currently has completed a minimum of a Bachelor Degree in the field of occupational therapy. The applicant must be registered by the National Board for Certification of Occupational Therapists (NBCOT) and licensed by the State of Ohio. The individual must also have at least one year experience working with the at-risk youth and/or young adult population.

The C.R.O.S.S. Over Program is designed to assist emancipated young adults in their transition to adulthood through participation in life skill occupations. The occupational therapist will be expected to perform a number of duties specific for this position. The therapist will be responsible for participant recruitment and obtaining necessary supplies. It is expected that the occupational therapist be knowledgeable and comfortable in implementing group and individual life skill occupation sessions (e.g., personal care, socialization, career planning, and community and household management) to young adults that have been emancipated from the system. The therapist will be required to develop and maintain weekly work related schedules, including meetings with potential staff and participants. Weekly meetings with The University of Toledo staff are required to inform and provide an update on The C.R.O.S.S. Over Program’s progress. The therapist will need to set up meetings with the young adult participants in order to administer initial and follow-up assessments, implement one-on-one life skill sessions and carry out evaluations. Also, he or she will work with the
occupational therapy department and other disciplines to coordinate student fieldwork experiences.

The therapist will work approximately 20 hours per week. The occupational therapist will be an employee, funded through a grant, of The University of Toledo and will report directly to Beth Ann Hatkevich, Ph.D., OTR/L, Clinical Associate Professor and Director of Clinical and Educational Programming at The University of Toledo. Employee performance reviews will be based on observations made by Dr. Hatkevich as well as The C.R.O.S.S. Over Program evaluations conducted at the conclusion of each program.
Experience a New and Unique Occupational Therapy Opportunity!

The University of Toledo is looking for a part-time occupational therapist who is organized, motivated, and passionate about assisting young adults in their transition to independence! The therapist will be responsible for implementing The C.R.O.S.S. (Community Readiness through Occupational Success and Support) Over Program for Young Adults in Toledo, Ohio. This newly developed program is designed to assist emancipated young adults in their transition to adulthood through participation in life skill occupations.

Applicants must:
- Have a minimum of a Bachelor Degree in Occupational Therapy;
- Be a registered occupational therapist with a current Ohio license; and
- Have at least one year experience working with adolescents and young adults.

For more information please contact:
Beth Ann Hatkevich, Ph.D. OTR/L,
The University of Toledo, Health Science Campus
Room 4222 Collier Building
3000 Arlington Ave.
Toledo, Ohio 43614
(419) 383-5848
The C.R.O.S.S. Over Program Evaluation

Please take a few minutes and complete this evaluation. Your comments and thoughts will assist The C.R.O.S.S. Over Program staff in improving the program. The answers are anonymous, so please **DO NOT** put your name on this evaluation. Thank you for your time.

Using the scale provided, please rate the following statements by placing an X in the section that best depicts how you feel about the questions.

<table>
<thead>
<tr>
<th>Content</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
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<tr>
<td>The overall program objectives were met.</td>
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<tr>
<td>The topics were organized logically.</td>
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<tr>
<td>Supporting materials and exercises were relevant.</td>
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<tr>
<td>The length of the program was appropriate.</td>
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<td>The program content was effective.</td>
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<tr>
<td><strong>Supervisor</strong></td>
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<tr>
<td>The supervisor encouraged active participation.</td>
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<td>The supervisor used effective examples and illustrations.</td>
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<td>The supervisor presented the program at an effective pace.</td>
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<tr>
<td>The supervisor was well prepared and presented materials clearly.</td>
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<tr>
<td><strong>Participant</strong></td>
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<tr>
<td>The program met my expectations.</td>
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<tr>
<td>I have increased confidence in applying the skills covered.</td>
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<tr>
<td>Statement</td>
<td>Rating</td>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>My time was well spent by participating in this program.</td>
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<tr>
<td>I would recommend this program to others.</td>
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<td>The program was readily accessible to me.</td>
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<td>The program occurred at a good time for me.</td>
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<tr>
<td>My participation has contributed to the programs success.</td>
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<td><strong>Overall</strong></td>
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<tr>
<td>The overall program was effective.</td>
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</tbody>
</table>

1. What did you like most about this program?

2. What changes would you make to this program?

3. What other topics would you like to be discussed in this program?

4. How have you changed as a result of the program?

5. Any addition suggestions or feedback?
Appendix O

Objectives Record Sheet

<table>
<thead>
<tr>
<th>Participant Name</th>
<th>No. of daily life skill areas identified/completed</th>
<th>Personal Care COPM Pre-/Post-test score</th>
<th>Household Management COPM Pre-/Post-test score</th>
<th>Community Management COPM Pre-/Post-test score</th>
<th>Socialization COPM Pre-/Post-test score</th>
<th>Career Planning COPM Pre-/Post-test score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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Appendix P

Letter of Support

April 10, 2009

Shaundra J. Garrett
2124 Orchard Lakes Place West Apt.32
Toledo, Ohio 43615

Dear Ms. Garrett,

This letter is written in support of The C.R.O.S.S. (Community Readiness through Occupational Success and Support) Over Program for Young Adults at The University of Toledo for youth aging out of foster care.

Youth, ages 18 to 21, who have recently left the foster care system often lack the knowledge, skills, and social support needed to succeed in today’s world. Because many have never had a stable home with good adult role models, they do not have good social skills, adequate problem solving skills, nor do they understand how to care for themselves, manage a home, get into higher education, or to get and keep a job. And, most importantly, they lack an adult mentor to help and guide them in these areas.

An occupational therapist would be the ideal professional to work with these youth and help them develop the knowledge, skills, and behaviors they need to be successful adults. Because the problems facing these youth are so multi-dimensional, including a lack of understanding roles, values, and life choices, the need for remediation of a number of psychological issues, and the need for self-care, home management, and educational, employment, and leisure skills, occupational therapy seems to be the best choice to assist these young people.

I wish you well in your endeavors and hope that The C.R.O.S.S. Over Program for Young adults will be a success.

Sincerely,

Karis Box, MOT, OTR/L
Program Officer
## Appendix Q

### Contact Information for Letters of Support

<table>
<thead>
<tr>
<th>Name</th>
<th>Facility and Title</th>
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Appendix R

Annotated Bibliography


The Standards of Practice for Occupational Therapy are requirements for the occupational therapy practitioner (registered occupational therapist and certified occupational therapy assistant) for the delivery of occupational therapy services that are client centered and interactive in nature (American Occupational Therapy Association [AOTA], 1995). The registered occupational therapist supervises the certified occupational therapy assistant, and both work together in a collaborative manner to meet the needs of the client. However, the registered occupational therapist is ultimately responsible and accountable for the delivery of occupational therapy services. This document identifies minimum standards for occupational therapy practice.

This document describes the standards of practice for occupational therapy. One particular area of interest in this article was the definitions section. It described transitional services as one of the eight standards. This information was used for the occupational-based programming section of this paper. It is important because this occupational therapy literature advocates for transitional services for individuals who are going from one stage of life to another such as the foster care population.


In this book the Core Values and Attitudes of Occupational Therapy Practice, the Occupational Therapy Code of Ethics, the Enforcement Procedures for the Occupational Therapy Code of Ethics, and the Guidelines to the Occupational Therapy Code of Ethics were read. By
reading these it allowed me to understand the appropriate occupational therapy ethics to follow when implementing my program at The University of Toledo.


This report was written to provide state child welfare and Medicaid officials and state legislatures with data on how legislative changes (for the Foster Care Independence Act of 1999 and the Deficit Reduction Act of 2005) are being and can be used to cover youth that continue to need support after leaving state custody. This article gave background information on what foster care youth can use their Medicaid services for. It provided information on current Medicaid programs that are being used to cover foster youth who have aged out of the system, cost estimates associated with providing this coverage, and how the newly enacted DRA can be used to create a program to cover these youth. This article assists me in understanding the Medicaid process for these youth and will assist in the development of programming for the health and mental health portion of the program.


**Introduction:** This study used quality of life and resilience as theoretical frameworks for evaluating predictors of outcomes for adults who received foster
care services alumni of foster care and were diagnosed with a physical or psychiatric disability while in foster care.

Method: First, outcomes for foster care alumni with and without physical and psychiatric disabilities (N=1,087) were compared according to quality of life variables. Second, using only participants with disabilities (N=578), stepwise regression analyses were performed to determine whether risk and protective factors were associated with specific outcomes.

Results: Alumni with disabilities had significantly lower economic (p=.020) and health (p=.001) outcomes; and reported lower educational attainment (p=.002), more difficulty paying monthly bills (p=.026), more psychiatric diagnoses (p=.006), lower self-esteem (p=.013), and worse physical health (p=.001) than those without disabilities. For alumni with disabilities, receiving special education services and experiencing sexual abuse while in foster care were significant risk factors for poor self-esteem; conversely, receiving services and resources that prepared foster care alumni for leaving foster care (e.g., protective factors) predicted better outcomes.

Conclusions: By expanding the quality of life outcomes analyses to investigate the impact of risk and protective factors on outcomes of foster care alumni with disabilities, this study fills a gap in the literature by assessing outcome differences within the foster-care population. The study found protective factors were associated with more educational attainment and higher self-esteem in adulthood. Conversely, those who received special education services and experienced sexual abuse while in foster care may be at the greatest risk of poor self-esteem and therefore, could benefit from services that enhance self-esteem.

The authors of this study examined the outcomes and predictors for emancipated foster care youth diagnosed with physical (e.g., visual, auditory, and physical) or psychiatric (e.g., emotional disorders, learning disability, and attention deficit/hyperactivity disorders) disabilities in care.

The results found that these individuals had a significantly poorer quality of life in adulthood than other non-disabled youth. In relation to the proposed program the program supervisor may need to create a more individualized program for individuals with disabilities to better accommodate their specific needs.

This application details the process for applying for a grant to the Andrus Family Fund. The specific topics addressed in this application include the statement of inclusion, proposal information, application details, and funding restrictions. This information was used in the funding section of this document.


This article, submitted by Bowling Green State University, gives demographic information on the foster care population in Ohio. It also gives information on what emancipated foster care individuals want policymakers to know about their experiences during care and ways to improve the chances of a foster care child’s successful transition toward independence. This article was helpful for developing the literature review portion of this program development plan.


Social justice and occupational justice have received increased attention in the occupational therapy literature. This evolving discourse has focused on establishing a connection between the effects of social injustice and the resulting negative influences on occupational participation. This literature has also addressed the role of occupational therapists in responding to social injustice at the societal, population, or individual levels. We examine the two most well-known theories of social justice to understand the responsibility of organizations, institutions, or governments in providing for people who have experienced difficulties in maintaining self-sufficiency. We use two case examples to illustrate how community-based organizations act as brokers of human, financial,
and other resources and the challenges they face in distributing these resources in a manner consistent with social justice concepts. Finally, we suggest how an occupational therapist might assist such organizations in fairly distributing resources by applying occupational therapy paradigmatic knowledge and skills.

This article addresses occupational and social justice. It focuses on establishing a connection between the effects of social justice and the resulting negative influences on occupational participation. It also addresses the role of occupational therapists in responding to social injustice at the societal, population, or individual levels. This article is helpful because it examines the two most well-known theories of social justice to understand the responsibility of organizations, institutions, or government agencies in providing for individuals who have experienced difficulties in maintaining self-sufficiency, such as emancipated foster care youth. It also suggests how occupational therapists can assist such organizations (such as the ones who assist this population) in fairly distributing resources by applying occupational therapy paradigmatic knowledge and skills.


**Topic:** Nationally, 542,000 children are in foster care. Many of these children have prior histories of maltreatment such as abuse and neglect, with neglect being the most common form of maltreatment and the reason for many children requiring foster care services. Painful experiences associated with maltreatment and the trauma of being removed from one's parents (foster care) may affect the developmental and mental health of children.

**Purpose:** This paper synthesizes the experiences associated with foster care and reveals foster care outcomes obtained through a literature search of published
research. Specifically, the notions of oppression and domination defined by Young (1990) experienced by children in foster care are explored. **Sources:** Review of the literature and clinical practice. **Conclusions:** Most children in foster care, if not all, experience feelings of confusion, fear, apprehension of the unknown, loss, sadness, anxiety, and stress. Such feelings and experiences must be addressed and treated early to prevent or decrease poor developmental and mental health outcomes that ultimately affect a child's educational experience and the quality of adulthood. Systemic orientation for all children entering foster care is proposed as a preventative intervention that addresses associated experiences of children in foster care.

This article further clarifies that children in the foster care system are a vulnerable population. These children experience oppression and domination. They experience exploitation, marginalization, powerlessness, cultural imperialism, and violence. The article states that children in foster care need interventions that address their experiences and feelings associated with foster care. In order to understand why these young adults behave the way they do it is imperative that the program supervisor knows what occurs to younger children when they enter the foster care system. Gaining background knowledge of this younger population will allow for better programming.


Research on the experiences of youth leaving foster care as they enter adulthood has noted that they often reconnect, and sometimes live with, members of their family of origin. This is often thought to be a curious finding because at some earlier point, the families were deemed unsafe, requiring removal of the child to foster care. Although this finding has been consistent, it has not been the central focus of a research study and, therefore, its implications have been largely unexamined. In this article, the authors review what is known about the extent to which young adults reunite with their families after they leave foster care. To provide guidance in thinking further about former foster youth reuniting with their
families, the authors also examine research and theoretical literature on family development and family transition. Implications for research, policy, and practice are identified.

This article discusses the importance of family reunification and reconnection after an individual is emancipated from the foster care system. It can prevent homelessness and promote the development of strong family ties and relationships. One of the studies outcomes suggests that practitioners can work with youth regarding their preparation to returning home. This important topic could be taught during the socialization portion of the programming in which individuals are asked to identify positive family support.


This article discusses the role of the child in affecting the foster caregiver’s ability to parent effectively and the importance of caregiver commitment. To sum it up the author states that creating a close and trusting bond with these youth is essential in their development. This article mainly looks at the relationship between younger children and their caregivers, but for the proposed program’s supervisor it is important for him or her to know the types of individuals and environments that these youth were raised in to better assist them with developing programming.

The objective of this qualitative research is to better understand the processes that contribute to resilience among adolescents in foster care. Twelve boys and girls (X=15.9 years), identified as resilient, participated in this study. The mean duration of the teenagers' placement is 7.3 years. The results point to three types of turning points: action, relation and reflection. Four processes, directly or indirectly linked to the turning point, have also been identified: increase in perceived self-efficacy, distancing oneself from the risks, new opportunities, and the multiplication of benefits.

This article states that individuals who overcome difficulties such as poverty, parental neglect, drug addiction, or sexual abuse are known as resilient. I believe that the individuals that will be enrolled in this program will also be known as resilient. They are coming out of a situation in which they have not been provided the same opportunities as other children their age; and instead of choosing a negative path they are choosing to better themselves through participation in this program.


This article describes what The Foster Care Independence Act of 1999 is and what it intended to do; but mainly focuses on the health services portion of the act. It also gives tips on what states and advocates can do to help ensure that the maximum number of former foster care youth have access to essential health care. This is important because one portion of the program focuses on how to get access to health care and it will assist with the programming for this section.

Farr, J.L. (2007). *Transitioning youth from foster care to successful adulthood: Foster youth aging out of the system have become one of the country’s most vulnerable*
This article, used for the literature review section of this document, gives background information on the youth that are emancipated from the foster care system each year. It also explains the main issue, the barriers that these youth have for economic success, and different resources that these youth can use to assist them in their transition.


This website details the number of individuals who emancipate in the state of Ohio each year. This information was used in the literature review portion of this document. It is important to identify the amount of youth emancipating in order to know how many sessions should be offered for the proposed program.


This document, developed by the Foster Care Work Group (FCWG), is a detailed investment plan that outlines strategies for public and private sector investments to help youth in foster care become connected by age 25. These five strategies are aimed at helping foster youth achieve economic success. It also provides background information on the child
welfare system, independent living programs, and the emancipation process. All of this information will assist me in understanding the system that these youth are coming from and the process that they have to go through to be emancipated.


This article does not address the foster care population in particular but it does focus on high risk youth; and the foster care population is considered high risk. The article touches upon a positive youth development framework and strategies of how to the states can facilitate positive youth development in key institutions and organizations. This positive youth development framework is helpful because it can be incorporated in the program.


This article discusses the importance of a national study that explained that there needs to be stronger state leadership to help individuals aging out of the foster care system. It is important because it discusses how federal and state policies can assist these youth and initiatives that can assist during the development of this program.

This article discusses the vision statement and multiple steps that the Jim Casey Youth Opportunities Initiative is taking in order to assist emancipated young adults. This article is important because it provide a point of view for assisting youth from a different resource. It offers insight on how this agency believes they can assist these individuals.


In this book Chapter 10 describes the Model of Human Occupation and Chapter 7 describes the Canadian Model of Occupational Performance; which were two of the models of practice use in this document. Since the proposed program is focused on occupational performance, gaining insight of the participants’ thoughts, feelings, and behaviors these models were chosen and best fit the programs goal.


This book gives detailed personal descriptions of the foster care system. It follows both of the author’s journey through the foster care system and the stories of teens themselves. This book will assisted me in seeing the foster care system through personal examples and views to better assist me in implementing my program to this population.

**Objective:** To estimate the association between housing status and health care access and outcomes among young adults aging out of the child welfare system.  
**Design:** Prospective cohort study  
**Setting:** Illinois, Iowa, and Wisconsin. Baseline interviews were conducted between May 2002 and March 2003 and follow-up interviews, between March and December 2004.  
**Participants:** Participants were foster youth aged 17 or 18 years in Illinois, Wisconsin, or Iowa. We invited a random sample of 67% of eligible Illinois youth and all eligible youth from Wisconsin and Iowa to participate. Researchers interviewed 749 at baseline (94.7% response) and 643 at follow-up (85.8%); we excluded 8 participants without housing data (n=635). We included only the 345 emancipated participants in analyses of health care access.  
**Main Exposure:** Housing status after emancipation: stable housing; unstable housing; or homeless.  
**Main Outcome Measures:** Multivariate adjusted odds ratio (AOR) of association between main exposure variables with 3 measures of access to care and 2 health outcomes.  
**Results:** Among the 345 emancipated participants, 14.2% experienced homelessness and 39.4% were unstably housed. In multivariate analysis of emancipated participants, homelessness was associated with being uninsured (AOR, 3.41; 95% confidence interval, 1.52-7.63) and having unmet need for health care (AOR, 3.26; 95% confidence interval, 1.40-7.56); it was not associated with not having had ambulatory care. In multivariate analysis of all participants, housing status was not associated with reporting fair or poor health at follow-up or, among women, with having had a pregnancy.  
**Conclusion:** Having had an episode of homelessness after emancipation is associated with worse health access, but not worse outcomes, among youth emancipated from foster care.

This article addresses the connection between homelessness and health care access. The article states that homelessness, among adolescents and adults is associated with poor outcomes. Homeless individuals have a higher rate of issues such as substance abuse problems, mental health concerns, and risky sexual behavior. The results of this study concluded
that when individuals emancipate from the system and become homeless they have poor access and limited knowledge of the health care system. The article further explains the importance of teaching these youth about health care. Even though individuals that come to the proposed program may not be homeless, educating them on this subject could help them if something may occur in the future.


This publication explores strategies for financing supports and services that help youth in foster care make successful transitions to adulthood. These strategies assist by explaining different ways to start up, run, and keep funding for transitional programs for this population which will be useful in searching for grant for this program.


This document is the manual for the Canadian Occupational Performance Measure. It details the background information on the assessment and instructions for use. This document is important because this assessment will be used as the pre- and post-test for this program to determine the progress that these individuals will be making. This assessment was
chosen because it is directly inline with the client-centered model of practice.


Foster care is a protective intervention designed to provide out of home placement to children living in at-risk home environments. This study employs prospective longitudinal data (N = 189) to investigate the effects of foster care on the development of child behavior and psychological functioning taking into account baseline adaptation prior to placement and socioeconomic status at the time of placement. Comparisons were made among three groups: children who experienced foster care, those who were maltreated but remained in the home, and children who had not experienced foster care or maltreatment despite their similarly at-risk demographic characteristics. In the current sample, children placed in out of home care exhibited significant behavior problems in comparison to children who received adequate care, and using the same pre- and post-placement measure of adaptation, foster care children showed elevated levels of behavior problems following release from care. Similarly, children placed into unfamiliar foster care showed higher levels of internalizing problems compared with children reared by maltreating caregivers, children in familiar care, and children who received adequate caregiving. Findings suggest that outcomes related to foster care may vary with type of care and beyond the effects associated with maltreatment history, baseline adaptation, and socioeconomic status.

This study examined the impact of foster care placement on the development of behavior problems in children. The consequences were evaluated immediately following discharge and through follow-up sessions. The results indicate that foster care may lead to an increase in behavioral problems when leaving the system. This article would be helpful to the program supervisor because a lot of the same reasons why children exhibit behavioral problems when exiting care are the exact reasons why young adults also exhibit behavioral problems when they are being emancipated, such as separation from caregivers and the lack of
psychological services. It is important to understand where these youth are coming from in order to help them to where they need to be.


Adolescents in foster care experience complex health care needs and face multiple barriers in receiving the necessary and appropriate health care services. When the adolescent ages-out of foster care at 18 or 21 years-old they are expected to make a transition to independence with no financial resources, poor access to health care, few personal and family connections and little if any support from the foster care system. This places them at risk for poor physical and mental health status, poverty, unemployment, homelessness, and incarceration. No formalized system of transition planning has yet been established to meet the needs of adolescents before discharge from the foster care system.

This article states that providers can assist youth in understanding their health care needs and the health care system by providing care coordination, increasing their knowledge of personal health care issues, helping them access health care and insurance, and identifying health care providers. The proposed program has health care being taught under the personal care area of the programming. All of the above suggestions were incorporated into the content that will be taught during the implementation for the program. This article also shows a transition timeline that gives specific instructions on which areas should be addressed first.

This document relates to my capstone because it describes the results of a needs assessment conducted for emancipating young adults in Lucas County. The needs assessment included four components: 1) a review of literature; 2) an analysis of Lucas County Children Services Independent Living Program and Post-Emancipation Program administrative data; 3) focus groups with current and emancipated foster youth; and 4) a survey of public and private agency service providers. It assists me because it provided statistics on the Lucas county population, the personal thoughts and opinions of what this population needs, and what programming other facilities around the Toledo area provide; which in return will give me a sense of what the Toledo community needs.


To assist in the transition from foster care to independent adulthood, this division of the Casey Family Program developed a group living program for adolescents that emphasizes survival and socialization skills and encourages the use of the agency as an “extended family” resource. The author lists the psychological stages in adolescent emancipation and reasons for success or failure.

This article states that the emancipation process involves reawakening separation fears, struggles toward a sense of identity, and the feeling that self-responsibility is the counterpart of freedom. Youth are initially excited at first with the transition and then when they get out in the real world they realize how difficult it is to be self-sufficient. The group program addressed in this article assists these individuals with survival skills, survival knowledge, socialization skills, and increased self-esteem.
and sense of competence training. The article further confirms that emancipating youth need to learn life skills to be successful. It also provided assistance with the development of programming areas in the proposed program.


**Purpose:** To assess and predict changes in mental health service use as older youth leave the foster care system.

**Methods:** Participants were 325 19-year-olds participating in a longitudinal study of older youth leaving the foster care system in Missouri. All were in the foster care system at age 17. Participants were interviewed nine times between their 17th and 19th birthdays using the Service Assessment for Children and Adolescents and a history calendar to improve recall of service history. Analyses included Cox proportional hazards regression to predict time to service stoppage and McNemar’s test to assess difference in rates of service use between 17 and 19.

**Results:** Mental health service use dropped dramatically across the study period for all services. Service rates dropped most steeply for youth who left the foster care system. Service use rates declined by roughly 60% from the month prior to leaving the foster care system to the month after leaving the system. Most young adults who stopped pharmacotherapy following discharge from foster care reported they did so of their own volition.

**Conclusions:** Practitioners should be aware of the possibility of patient-initiated mental health service discontinuation following exit from the foster care system and plan accordingly.

This study addresses the transition from pediatric-to-adult mental health services and discuss that when individuals leave the foster care system they generally do not pick up adult mental health services. This is important because there are higher rates of mental disorders in this population and by not getting the medical attention needed it may inhibit their quality of life. This issue is important to the health care portion of
the programming. Assisting this population in learning about and finding adequate mental health service is necessary for them to live as independently as possible.


This book discusses the difficulties that youth who have aged out of the system encounter. Relating it to my program; it has provided me with meaningful, practical solutions on how to educate these youth to support themselves. It also details programs that assist youth in becoming independent before they are forced out of care.


Two case study vignettes are presented to demonstrate the potential role of occupational therapy in the provision of person-centered transition services. Related to the study, the five aspects of performance described by the American Occupational Therapy Association (AOTA): performance skills, performance patterns, client factors, activity demands, and contexts, are examined. Based on the results of the study, the following suggestions are offered for incorporating person-centered principles into school-based occupational therapy service delivery. These are: (1) increasing the number and variety of community places students know and use; (2) assisting students in developing and expressing autonomy in both everyday and life-defining matters; (3) building experiences and supports so students can perform functional, age-appropriate, and meaningful activities; (4) ensuring that students develop valued roles and places in community life; and (5) creating access for students to the social network of community and ensuring the development of personal relationships and friendships. Since the transition experiences of only two students are presented in an anecdotal fashion rather than through more formal quantitative or qualitative research the results are limited and further research is recommended.
This article, used in the occupational-based programming section of this document, discusses how occupational therapy practitioners can implement person-centered transitional services. It is important to have occupational therapy based literature to back up why occupational therapy can be a profession that can assist youth in their transition to adulthood.


**Introduction:** Foster care youth are innocent victims of both abusive parents and the foster care system that inadequately prepares them to transition to independent living in adulthood.

**Objective:** The purpose of this study was to identify the characteristics leading to a lack of self-sufficiency and economic independence as perceived by foster care youths.

**Method:** This grounded theory study involved structured and unstructured interviews with 16 persons who had aged out of the foster care system and were living independently. Constant comparative analysis of responses to open-ended questions allowed for identifying and coding of emerging themes, and the relationships among categories associated with the foster care experience.

**Results:** Five major themes emerged from the analysis of the data, including It's From My Past, No Place to Call Home, Broken Promises, The System Failed Us, and Ideas for Change.

**Conclusions:** The unique perspectives and observations of foster care youth should serve as the basis for developing policies and programs that can assist in acquiring knowledge and skills critical for their successful transition to independence.

This article indicates that foster care youth are victims before and while they are in the system. They are victims from abusive parents and victims of the foster care system not adequately preparing them for adulthood.

The article makes suggestions for how individuals can assist these youth transition by doing things such as introducing them to real life experiences
and providing mentors, which was taken into account when developing this program.


This book was developed as a guide for professionals to assist students with disabilities to transition to adulthood. The main part reviewed in this book was the transitional model for occupational that was proposed. The models five valued experiences include competence, community presence, community participation, respect, and choice. These valued experiences were used in the occupational-based programming section of this plan. Even though this book addresses services for youth with disabilities it has a lot of information in it that can be transferred to assisting youth transition out of foster care.


This issue brief details how states and their policies are involved with foster care youth transitioning to adulthood. It describes different acts (e.g., The Foster Care Independence Act (FCIA) of 1999, The Promoting Safe and Stable Families Act (PSSF), The Adoption and Safe Families Act (ASFA), and the Workforce Investment Act) that were created to assist this population. It also gives examples of programs that different states
use in order to better assist these individuals. This brief assisted me in better understanding the state policies that are need for the transition in to adulthood.


This handbook was written for youth entering foster care for the first time as well as youth already in foster care in New York. Although it was written specifically for the state of New York, it describes the rights and responsibilities for youth in the foster care system and what occurs when these individuals leave the foster care system that can also apply to foster care youth in Ohio. This handbook can be recreated for youth in Ohio and can be passed out as a resource during the implementation of the program.


This document was used for the funding portion of this plan. It describes background information and the process to take when applying for this grant. This grant relates to the program because it encourages the programming to be community-based and have a main purpose of improving the lives of disadvantaged youth through service and mentoring.

This paper provided policy and programmatic background for states considering the use of federal Chafee Foster Care Independence Program (CFCIP) funds to support matched savings accounts for foster youth. It provided an overview of the federal CFCIP program and the guidelines that define the parameters of allowable uses of Chafee funds and discussed how states can use the funds to support matched savings programs for foster youth. This paper assisted me in determining the states responsibilities in assisting emancipating foster care youth.


This book is based on the proceedings from the Casey Family Program National Independent Living Forum. In relation to my program it has provided me with an overview of independent living programs and discusses policies, research, practice, and diversity issues that affect youth. The book also highlights programs and research from around the world in which I can use to make my program a success.


Finding and keeping a job are multidimensional tasks that foster care youths discharged to independent living must master. Foster care agencies play critical roles ranging from the development of individualized case plans and skill training
to identifying and accessing community resources in helping youths to meet these challenges.

This article addresses the importance of youth in foster care receiving vocational training and preparation for them to be successful when searching for employment. The article states that independent living programs should educate these youth on basic educational skills (e.g., reading and computer skills), pre-employment skills (e.g., job-finding and interview techniques), work maturity (e.g., sound work habits), and marketable skills (e.g., knowledge and skill in of a particular field). This article confirms that these individuals should receive career development training and learn what skills are needed for the workforce, which is why these sections have been incorporated in the proposed program.


This document describes the Life Skills Center of Toledo. It focuses on the schools purpose, mission, potential students, and past and current grades that the school received. The Life Skills Center was the Practicum site for this Capstone Experience and the information gathered from this document was used in the needs assessment portion of the plan.

The professional discourse on social justice suggests that more critical work is needed to sufficiently address the societal issues that affect occupational practitioners’ ability to advocate for and with clients. Occupational therapy offers unique opportunities for the scholarly discussion of social justice and for clinical practice to address these issues. This article discusses the importance of incorporating a social justice perspective into occupational therapy by using an example from the author’s research program. The experiences of adolescents in foster care were documented in an ongoing qualitative participatory study. An overview of adolescents’ (N=40) perceived independent living and vocational service needs is provided, and several barriers that affect adolescents’ ability to develop the skills needed to achieve independent adulthood are described. The article concludes with a discussion of social justice implications as they relate to the myriad issues in the foster care system, occupational therapy research, and practice.


This book addresses the concepts of hidden rules of economic class and uses them to educate social workers, employers, and community organizations about the obstacles that individuals in poverty face.
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relation to my program this book assisted me in understanding the
socioeconomic status of the population and better ways to serve them.

insurance discontinuities among adolescents leaving foster care. *Journal of
Adolescent Health: Official Publication of the Society for Adolescent Medicine*,
44(1), 41-47.

**Purpose:** To determine whether adolescents who lose Medicaid entitlements
when they leave care are subsequently able to secure employer-sponsored or
student health insurance coverage.

**Methods:** This was a 2-year follow-up study of a cohort of 404 adolescents
leaving foster care in eight counties in a Midwestern state. We conducted
survival analysis to study predictors of time to first insurance loss, and logistic
regression analysis to determine factors associated with insurance reacquisition,
among these youth.

**Results:** A total of 206 adolescents (51%) left foster care during follow-up, of
whom 138 (67%) lost health insurance coverage within a mean of 3 months of
leaving foster care. Those who regained coverage (34;17% of those leaving foster
care) did so after a mean period of 8 months spent without insurance. Hazard of
insurance loss was lower fro employed adolescents (HR=.5; 95% CI=.4-.7;
p<.0001), but only half of all adolescents leaving foster care reported being able
to secure employment. Student health insurance did not reduce hazard of
insurance loss. Boys had significantly lower odds of regaining insurance
compared with girls (OR-.2, SE=.5, p=.003).

**Conclusions:** Most youth leaving the child welfare system seem unable to
transition to other forms of health insurance coverage. Even those that do acquire
coverage, do so after an inordinate period of time. Enacting existing extensions
of Medicaid coverage until age 21 for foster care youth is necessary to provide the
resources to address the considerable health and mental health needs among these
youth.

This article addresses the health care need of youth aging out of the foster
care system. Things such as applying for Medicaid and other health
insurance and finding inexpensive coverage are difficult for this
population. In this study it was determined that as soon as adolescents
leave the foster care system they quickly loose coverage because their
insurance entitlements end. This article proves that having a health care section in the programming is necessary in order to assist these young adults to find economical and beneficial health services.


This study shows that a significant portion of youth exiting the foster care system face serious difficulty transitioning to life on their own. Many live on the streets, lack the money to meet basic living expenses, fail to maintain regular employment, are involved with the criminal justice system, are unable to obtain health care, and experience early pregnancies. Although youth reported exposure to independent living training while in care, few reported concrete assistance. Multiple placements while in care and less education correlated with more difficult post-discharge functioning. Training, services, positive supportive networks, and job experience in care are associated with more positive adjustments. The article advances implications for program and policy interventions.

This author conducted this study to add to the literature on emancipating young adults, the understanding of the issues and challenges that they face, and the assistance in the development of effective interventions. The study explored the post-discharge functioning of youth in the areas of employment, education, living arrangements, health care and safety, legal involvement, preparation for life in the community, support systems, overall adjustment, and indicators of difficulties and success. All of the results found in this study contributed to the needs assessment survey development and the literature review portion of this program development plan.
Dr. Maureen Brennan (Rosie O'Donnell), a psychiatrist at a youth treatment center, encounters her newest patient, a 16-year-old biracial boy named America. Through their sessions, Dr. Brennan helps America come to terms with his roller-coaster life, which began when he was taken by authorities from his crack-addicted mother and placed into foster care as an infant. In this emotional story, Dr. Brennan works to help him open up about his painful past and discover the support and courage he needs to get his life back on track. This Lifetime Original Movie is based on the book “America” by E.R. Frank.

This movie depicts the process that one individual goes through while emancipating from the system. It assists in the development of the program by showing one of the ways that individuals can enter the foster care system and where it can lead them. Even though it was a Lifetime movie it identified realistic issues.


Juvenile delinquency remains a significant problem for child welfare systems throughout the United States. Victims of child abuse and neglect are more likely relative to children in the general population to engage in delinquency (Ryan & Testa, 2005; Widom, 1989). Although the magnitude of this relationship is not fully understood (Zingraff, Leiter, Myers, & Johnsen, 1993), the risk of delinquency is particularly high for African American males, adolescents, and children in substitute care settings. Unfortunately little is known about the factors that connect the experiences of maltreatment and delinquency. This lack of knowledge makes it nearly impossible to decrease the risk of delinquency for children in foster care. To improve the understanding of juvenile delinquency in the child welfare system, the current study tests aspects of social control theory within the context of foster care. We focus specifically on the effects of foster parent-foster child attachment, commitment, and permanence. The results indicate that strong levels of attachment decrease the risk of delinquency for youth in foster care. Involvement with religious organizations also decreases the
risk of delinquency. In contrast, perceptions of placement instability, placement with relatives, and school suspensions are associated with an increased risk of delinquency.

The purpose of this study was to identify and determine the factors that connect child maltreatment and delinquency for African-American males in foster care. The statistics and result provided in this article indicate that the proposed programs staff will need to find varying ways to get this group of individuals to come to the program and to stay engaged while participating. This could include providing individualized programming, providing incentives, and marketing to well known facilities.


Programs designed to prepare youth for emancipation from foster care have largely ignored the critical role foster parents have and can play. Materials are currently being developed that can assist foster parents to develop home learning programs for the youths in their care. These materials can be used as part of a systematic foster parent education program and provide educational resources on the continuum of services an agency provides youths leaving care.

This article discusses the importance of foster parents developing home learning programs and assisting youth through the emancipation process. The authors state that to assure that programs to enhance youths' skills and abilities to function responsibly are fully effective, they must include foster parents. Foster parents are individuals that probably have the closest relationship with these individuals and can assist them in their most natural environment. Foster parents can reinforce household preparation occupations that youth are completing in independent living programs. In relation to the proposed program it will be important for the
supervisor to keep in close contact with all key individuals who have contact with these youth. This will allow everyone to be on the same page so these young adults can have a successful transition.


This issue note identifies issues and strategies that policymakers should consider when deciding how to use available resources to best serve the needs of youth in their community who are aging out of foster care. It also provides examples of innovative practices and contact information for key organizations and further information resources that were helpful during the development of this program.


This book provides stories of ten young people who faced economic and social barriers resulting from the disruptions of being in foster care. It is important because it offers specific recommendations for how professionals can help youth leaving foster care become healthy, independent adults and provides 2003 demographic information from the Adoption and Foster Care Analysis and Reporting System (AFCARS) Report.

This OT literature discusses a community-based organization called Therapy Designs in California. The organization works with at-risk youth and designs empowerment programs for survivors of domestic violence, addresses the needs of those in the foster care system, and develops culturally centered conferences for Latino men, fathers, and mentors. The program also specializes in providing occupational therapy lifestyle programs to these populations. This article provides an OT’s perspective on assisting these populations and I can also use the individuals who created this organization as resources.


The prevention of aggressive and delinquent behavior during childhood and adolescence is one of the highest priorities for public health and crime prevention. The most common approach to preventing or treating these conduct problems has been to provide interpersonal skills training to the affected youth. This paper reviews all randomized controlled trials evaluating interpersonal skills training programs as an intervention to reduce conduct problems. Research shows that such programs have weak empirical support as isolated interventions. An alternative evidence-based system of care is described. Such a system would include behavioral parent training and behavioral classroom-based interventions for young children at risk of developing problems, as well as multisystemic family therapy or multidimensional treatment foster care for chronic delinquents. Within such a network of services, interpersonal skills training could play an important supportive role. Such a system holds the greatest promise for reducing the prevalence of aggressive and delinquent behavior in communities.

The authors address the interpersonal training for preschoolers and kindergartners, elementary school aged children, and adolescents. The analysis of multiple studies indicates that an evidenced-based system of
care holds the greatest promise for achieving the objective of reducing the prevalence of aggressive and delinquent behavior among children and adolescents. The use of one of these evidenced-based systems has to be researched more to see which one could be used in the proposed program in order to implement a successful program.


This document is the compliance plan for The University of Toledo’s employees. It addresses the University’s employee roles, codes of conduct, mission, core values, and vision which will assist the occupational therapist running the program comply with the policies and procedures of The University of Toledo.


These two documents, Mission Statement and Vision Statement, gathered from The University of Toledo’s website were used in the sponsoring agency section of this document. These documents were used to relate why The University of Toledo is a good site for this program to be implemented. Having a site that has some of the same goals as the program will aid in the success of the program.

This document was used in the funding portion of this program development plan. It details the grant application process, the contents of the proposal, and the attachments that should be included. This grant was chosen because it is local and its main goal is to foster the development of responsible young people who are capable of achieving their fullest potential.


This report gives demographic and statistical data for the different aspects of the foster care system. It presents data on the number of children in foster care, their ages, the length of their stay, typical placement settings, their goals, gender, race, and much more. This report will assisted me in determining the demographics of individuals in the foster care system and getting background information on where these individuals are coming from.

The purpose of this study was to explore prevalence and predictors of current and lifetime substance use, substance abuse disorder, and poly-substance use among older youth in foster care. Interviews were conducted with 406 17-year old youth (90% of those eligible) in one state's foster care system between December 2001 and June 2003. Forty-five percent of foster care youth reported using alcohol or illicit drugs within the last six months; 49% had tried drugs sometime during their lifetime and 35% met criteria for a substance use disorder. Having a diagnosis of Conduct Disorder and/or living in an independent living situation significantly increased the likelihood of current and lifetime substance use and disorder. A diagnosis of Post Traumatic Stress Disorder also predicted increased likelihood of poly-substance use and substance abuse disorder. In conclusion, older youth in the foster care system report similar levels of lifetime alcohol and illicit substance use when compared to the general adolescent population. However, rates of substance use disorder are high. Particularly at risk for both high rates of use and disorder are youth in independent living situations and youth with a diagnosis of Conduct Disorder or Post Traumatic Stress Disorder.

This article addresses substance use and abuse among older youth that are in the foster care system. The results indicated that almost half of foster care youth in this study used some type of illicit substances sometime during their lifetime and more than a third of these youth met criteria for a substance use disorder. One important thing that the authors note is that professionals should not automatically assume that these youth are at a higher risk than other adolescents for substance use, but of those that are using there may be serious substance abuse issues that need to be recognized and treated. This article confirms why there should be and is a drug and alcohol abuse lesson in the proposed program.

This article provides relevant information for the literature review portion of the Capstone Dissemination. It addresses supports for this population, demographic statistics, the Casey National Alumni Study, why a good education is important for this population, and the Multi-Site Evaluation of Foster Youth Programs study.


This article provides detailed information on the issue of foster care youth and assisting with their transition. It identifies and describes the at-risk population, gives information on and explains why individuals and organizations should implement prevention program, and gives statistics and demographical information that will assist in the dissemination portion of the capstone.


This documentary follows the many obstacles that three young people in foster care encounter as they “age out” of the system and are suddenly on their own for the first time. This documentary was important because it provided first hand experiences of what individuals go through when emancipating from the system. This movie can be shown during the
program and the participants can answer the questions that go along with the film.


This article provides demographic information for youth that are aging out of the foster care system. It focuses on general trends, racial and ethnic disparities, characteristics of foster children, how these youth can overcome difficulties. This information is relevant to the proposed program because it provides the necessary information for creating a successful program and many of the suggestion in this article were used in the programming section of this document.


In a previous article (Yancey, 1992), the literature on identity development in individuals from socially devalued racial and ethnic groups was summarized. It was postulated that the social maladaptation of adolescents in residential group foster care is reflective of identity disturbances created by the negative images of African-Americans and Latinos perpetuated by the dominant society and unfiltered by optimal parental racial/ethnic socialization. The present article describes the development of a pilot preventive mental health intervention, the PRIDE (Personal and Racial/ethnic Identity Development and Enhancement) program, designed to provide components of parenting that are necessary for promoting positive self-image in ethnically marginalized adolescents and that are typically lacking in the group foster care milieu. PRIDE utilizes successful, ethnically relevant role models in interactive group sessions to create a significant cognitive and emotional experience for teens. While the utility of role modeling for at-risk youth is widely accepted, there is little research on the packaging, delivery, and influence of this intervention modality. This study demonstrates the feasibility of a "hybrid" role-modeling approach (intermediate in intensity of exposure and cost between one-to-one mentoring and career-day programs). Implications for further research on this type of intervention are discussed.
This article describes the conceptualization, development, and implementation of the PRIDE program. It was designed to provide components of parenting that are necessary for promoting positive self-image in youth. Youth in foster care generally have a negative self-images about themselves and the situations that they are in and do not know how to turn these so called negatives in to positives. This article confirms why there are program areas that address self-esteem, personal identity management, and self-awareness and empowerment in the proposed program.