

CROSSROADS: AN EVALUATION OF A TRANSITIONAL
HOUSING PROGRAM FOR YOUTH

by

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A REPORT

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Abstract

Homelessness is an issue facing numerous communities. Additionally, the increasing number of homeless youth is growing at an alarming rate. One potential solution to combating homelessness is transitional housing programs, and specifically programs aimed at assisting youth. The youth transitional housing program addressed in this research is the Crossroads program located in Lansing, Michigan, serving a tri-county area. This research study evaluates the Crossroads program's success at preparing youth for independent living. The research questions posed for this study were: 1) What is the Crossroads program doing well to assist youth in transitioning into safe and stable housing? and 2) What does Crossroad's need to improve upon in order to better help youth prepare for independent living? To answer these questions, data was collected through three one-on-one personal interviews with previous and current Crossroads clients to gather their perspective on the success of the program. Interview participants stated that Crossroads staff is the primary positive aspect of the program. Additionally, interview participants felt the program was good overall and had a positive impact on them, but gave a few suggestions for improvements. Interview responses are summarized and a series of conclusions and recommendations drawn to assist Crossroads in increasing their level of service to future program participants. Recommendations range from beginning the job search earlier, to increasing group activities among clients. Conclusions and recommendations are specifically for the Crossroads program and should not be inferred to be applicable to all youth transitional housing programs.

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Dedication

I would like to dedicate this report to my family for their unwavering support and constant reassurance that I could do this and “if I believed it I could achieve it”. I would also like to thank Tony Clark for believing in me even when I doubted myself, his ability to pick me up when I was down, and encouraging me to working no matter how defeated I felt. I love you all and thank you for everything!

Chapter 1 - Introduction

In poor economic times, homelessness increasingly becomes a concern impacting communities. Social and economic issues such as a high cost of living, high housing prices, and high unemployment have contributed to an escalating number of people in need of stable housing. A rising number of homeless may attribute to exaggerated concerns about safety in a community. The planning profession must play a vital role in “reducing homelessness by studying and determining the local housing needs through their comprehensive plans, removing regulatory and legal barriers to developing affordable and supportive housing, and fostering community support for permanent housing for the homeless” (American Planning Association, 2003, p. 1).

Communities must plan for both immediate homeless services and prevention of homelessness, by addressing causes of homelessness and recommending support services necessary to deal with homelessness. Homelessness may be combated through different programs that provide temporary, transitional, or permanent housing. These programs can include low-income housing, emergency shelters, or, the topic of this research, transitional housing programs. One such program is the Crossroads transitional housing program for homeless youth. This program is just one of seven services provided by Gateway Community Services in East Lansing, Michigan. Gateway offers supportive services to low-income and homeless youth in a tri-county area. The primary focus of this research is an evaluation of the Crossroads transitional housing program. Research will be conducted to determine the success of placing program participants in a stable housing environment as well as the success of the supportive services in enabling them to remain in permanent housing. The primary research questions are: What is the Crossroads program doing well to assist youth in transitioning into

safe and stable housing? What does the Crossroads program need to improve upon in order to better help youth prepare for independent living?

Homelessness as an Issue

According to federal legislation, an individual is considered homeless if they “lack a fixed, regular, and adequate night-time residence, have a primary night-time residency that is a supervised public or private shelter, night-time residence is an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designed for or ordinarily used as regular sleeping accommodation for human beings” (Library of Congress, n.d). Homelessness emerged as a national issue in the 1980s (American Planning Association, 2010). Until that time homelessness appeared to be a prominent issue only in large cities. Today, decades later, homelessness is still a harsh reality for more than one million people each year. According to the U.S. Department of Housing and Urban Development (HUD) 2009 Annual Homeless Assessment Report (AHAR), “on a single night in January in 2009, there were an estimated 643,067 sheltered and unsheltered homeless people nationwide” (HUD, 2010, p. i). Of these homeless, more than sixty percent were in emergency or transitional housing, while roughly thirty-seven percent were on the street or in other places “not meant for human habitation” (HUD, 2010, p. i). Table 1.1 displays homelessness statistics for individuals, persons in families, and family households on a single night in 2009. The percentage of “sheltered homeless” reflects the success of many communities in providing community services and assisting people in getting off the streets and into housing. Many struggling individuals will turn to family members or friends prior to becoming homeless. Recent research has shown that in the current economic recession there has been a drastic increase, nearly five-fold, in the rate of

overcrowding in homes. These doubled-up living situations can be a short-term solution, but may also drain supporting families of resources and still lead to homelessness (HUD, 2010).

Table 1.1 Homeless Persons and Households by Sheltered Status, Single Night in 2009

Household Type	Number	Percentage
Total People		
Sheltered	403,308	62.7%
Unsheltered	239,759	37.3%
Total	643,067	100.0%
Individuals		
Sheltered	215,995	53.3%
Unsheltered	188,962	46.7%
Total	404,957	100.0%
Persons in Families		
Sheltered	187,313	78.7%
Unsheltered	50,797	21.3%
Total	238,110	100.0%
Total Family Households		
Sheltered	60,843	77.5%
Unsheltered	17,675	22.5%
Total	78,518	100.0%

Source: U.S. Department of Housing and Urban Development, 2009 Annual Homeless Assessment Report to Congress, p. 8

Numerous factors can be identified as contributing to the rise in homelessness. The most obvious contributor to homelessness is poverty. Blue-collar and minimum wage workers are not earning enough to stay above the poverty level, currently \$22,050 annually for a family of four (U.S. Department of Health and Human Services, 2010). The combination of minimum wages, decreasing welfare benefits and increasing healthcare costs, can make it nearly impossible for some individuals to continue to afford their current housing. With increased economic stress comes high unemployment and “eroding work opportunities” (American Planning Association,

2003, p. 3). People who are unemployed or underemployed cannot afford decent housing in many cases. Additionally, increased housing costs can be a key contributor to homelessness. Over the past few decades, income has not been able to keep up with the drastic increase in housing costs. Many people struggle to keep their living expenses at the recommended thirty percent of income level; rental and purchase costs have become so high that even employed families are struggling with affordability. Moreover, the housing stock that would be affordable to those with lower incomes is decreasing and rental assistance monies are dwindling (American Planning Association, 2003, p. 6). Low-rent, low-cost options are vanishing from the market, or being converted into more expensive housing. Even with governmental support, rent for many market rate houses may be too expensive to sustain, and at times it can take up to 33 months to receive rental assistance or Housing Choice vouchers. Many people in need of housing subsidies may be forced into joint living arrangements or homelessness as a result of long subsidy approval periods (American Planning Association, 2003, p. 6).

Poverty and lack of available and affordable housing are two commonly cited contributors to homelessness, but there are other factors as well. Domestic violence can often lead to homelessness. Spousal abuse may leave the victim with a difficult choice between battering and homelessness, and sometimes homelessness seems like the only option. In addition to domestic abuse, substance abuse could also cause individuals to begin living on the streets. The homeless may also have a barrier when trying to receive medical treatment and assistance. Because of a lack of financial resources or adequate supportive services, those facing substance abuse and homelessness struggle with maintaining treatment or stable housing. Health care costs have increased so drastically that it can be a challenge for many to afford medical care or basic insurance coverage. Those without insurance, who are facing a serious illness or disability, may

be forced onto the street. In addition, the loss of services, such as affordable child care, may attribute to homelessness (American Planning Association, 2003).

Homeless Youth

The homeless population is composed of a mix of different groups. While the majority of homeless people are single adults, there has been a noticeable increase in the number of homeless families and youth (HUD, 2010). This increase in the number of sheltered families reflects the ongoing effects of the economic recession. Table 1.2 displays a slight decrease in the number of homeless individuals, but an increase in the percentage of homeless families. The economic downturn has pushed several families out of homes, and in some cases has also forced individual family members out as well (HUD, 2010). In rough economic times, families with older youth may ask them to begin supporting themselves in order to decrease the financial burden on the family as a whole (Jennifer McMahon, personal communication, September 30, 2010). This is perhaps one cause of enlarged numbers of homeless youth.

Table 1.2 Estimates of Sheltered Homeless Individuals and Families, 2007-2009

	2007		2008		2009	
	Total Number	% of Sheltered Homeless Population	Total Number	% of Sheltered Homeless Population	Total Number	% of Sheltered Homeless Population
Total Number of Sheltered Persons	1,588,595		1,593,794		1,558,917	
Individuals	1,115,054	70.2%	1,092,612	67.9%	1,034,659	65.9%
Persons in Families	473,541	29.8%	516,724	32.1%	535,447	34.1%
Number of Sheltered Households with Children	130,968	--	159,142	--	170,129	--

Source: U.S. Department of Housing and Urban Development, 2009 Annual Homeless Assessment Report to Congress, p. 18

Homelessness among youth in the United States is becoming alarmingly common. A recent study has estimated over five percent of youth ages 12 to 17 have been homeless at least once in a one-year time span (Robertson & Toro, 1999). Another study that discussed homeless youth, determined that roughly 1.6 million individual youths nationally were homeless at least one night over the course of a year (American Planning Association, 2003). The term “homeless youth” refers to minors who “have experienced literal homelessness on their own; who have spent at least one night either in a shelter or on the streets without adult supervision” (Robertson & Toro, 1999, p. 3.1). In many studies, including this research report, homeless youth is used when discussing young adults up to age 24. Homeless youth may include more than just those living on the street or in shelters, but also living in doubled-up housing, motels, and substandard housing, or “couch-surfing” (American Planning Association, 2003). Increasing numbers of young people are leaving their families prematurely and contributing to the number of homeless youth (Robertson & Toro, 1999).

The path to homelessness for these young people can be attributed to many factors. For some, strained family relationships may have forced them onto the streets. Perhaps family conflict, communication difficulties, abuse, neglect, or parental substance abuse caused the youth to find solace in the streets or a shelter. “Many homeless youth may have left home after years of physical and sexual abuse, strained relationships, addiction of a family member, and parental neglect” (Alonso, Bell, & Giffords, 2007, p. 142). Another cause, as mentioned previously, is economic crisis or family dissolution. “Some youth may become homeless following a family’s financial crises from lack of affordable housing, limited employment opportunities, insufficient wages, no medical insurance, or inadequate welfare benefits” (Alonso, Bell, & Giffords, 2007, p. 142). Unemployment or low-income can force families to find alternative ways to survive, even

if this means pushing some children out of the house early. Youth may also be more likely to end up homeless if they have been shuffled through residential placement programs such as foster care, juvenile detention, or residential schools (Bassuk, Rosenheck, & Salomon, 1999).

Whether leaving by choice or force, these young people are commonly ill-equipped and unprepared for independent living. This lack of independent living skills may make them “easy prey for predators on the street” and stifle their mental and emotional growth (Bassuk, Rosenheck, & Salomon, 1999). This loss of a “home” can drastically affect the development of these young people. The lack of a place which nurtures growth and maturity, and provides safety can be especially troubling to adolescents (Robertson & Toro, 1999). Youth who “spend time during the developmental years without safety and stability of a permanent home are at risk for various negative outcomes” (Bassuk, Rosenheck, & Salomon, 1999, p. 2.6). These youth may become witnesses, or worse, victims, to violence. Some may develop learning difficulties or mental illnesses. Research has also shown that homeless youth are also likely to struggle with asthma or other health conditions and need access to appropriate health and developmental services (Bassuk, Rosenheck, & Salomon, 1999). Additionally, youth facing poverty are three times more likely than those not facing poverty to be diagnosed with learning disabilities and/or are reported to have severe behavior issues in school six times more than those not in poverty (Day, 2009).

In addition to mental and physical problems, homeless youth, like adults, face extraordinary economic issues. In order to survive, homeless youth often need to join the work force. However, most are ill prepared for work and “require extensive job training and placement services” (Robertson & Toro, 1999, p. 3.18). Many times, these youth will not have the educational experiences required to find work. The United States Department of Education

reports that students facing poverty are more likely to fall behind in school, with the risk increasing by two percent every year he or she spends in poverty (Day, 2009). The effects of poverty on youth education are separate and stronger than those of race, region, having a teen parent, or living in a one-parent home (Day, 2009). Youth facing homelessness need access to programs and services that will help them combat the lack of education and job skills. Services that provide vocational and occupational programs are a necessary aspect of transitioning youth from the streets to mainstream society. In order to assist these young people in getting off the streets for good, programs need to find ways to encourage completion of high school, college, or some other alternative education, as well as develop marketable skills (Robertson & Toro, 1999). “Specially designed programs including street outreach, job training and employment, education, transitional housing, youth staffing and mentors, and health care services” have been deemed as being especially important in solving youth homelessness (Bassuk, Rosenheck, & Salomon, 1999, p. 2.7).

Homeless youth is a specific and often difficult group to reach. Compiling counts of homeless youth can be extremely complex as many do not reach out for services. Although there have been limited studies, the current literature suggests that homeless youth are a special population that “require an innovative programmatic and policy solutions” (Bassuk, Rosenheck, & Salomon, 1999, p. 2.6). However, this population is often not included in policy considerations. Most homeless studies do not include a significant number of youth because the majority of venues studied only serve adults, and youths are often reluctant to use services at all (Dennis & Fosburg, 1999). As cities work to combat the issue of homelessness, policies and methods of reaching homeless youth must be considered. The subject of this research is a program designed specifically for homeless youth. There is a need for these services and support

of them is very important. Players involved in developing policies and solutions to support these services may include governments, social services, private funding services, city staff, and planners.

Role of Planning

Homelessness is a concern in many communities. Often, a community with a high homeless population is perceived negatively and less attractive for economic development or tourism. Since homelessness first came to the forefront, governments have been involved in trying to find and fund ways to assist this group. The homeless in communities can reflect diversity and their “special characteristics and needs must be identified, respected, and addressed” (Bassuk, Rosenheck, & Salomon, 1999, p. 2.1). Nearly all homeless are extremely poor and face a lack of decent, affordable housing and sufficient income. Services must address these needs and provide necessary material resources in order to assist in correcting homelessness (Bassuk, Rosenheck, & Salomon, 1999). Cities and their planners will likely play a vital role in developing and funding appropriate services that serve the homeless.

The American Planning Association lays out the role which planners play in “reducing homelessness by studying and determining the local housing needs through their comprehensive plans, removing regulatory and legal barriers to developing affordable and supportive housing, and fostering community support for permanent housing for the homeless” (American Planning Association, 2003, p. 1). Homeless service providers must use extensive “comprehensive planning for the homeless as a prerequisite for receiving federal homeless funding” (American Planning Association, 2003, p. 3). Communities must develop a continuum of care that is appropriate for the needs of their local homeless (Burt, 1999). The continuum of care planning

process was “designed to promote the development of comprehensive systems to address homelessness by providing communities with a framework for organizing and delivering housing and services” (HUD, 2009, p. 3). Since 1994, HUD has required each community applying for federal monies to submit a single funding application that includes input from local homeless service providers, instead of each individual provider submitting a separate application. This coordinated process was created to inspire community-wide planning and synergy among homeless supportive programs (HUD, 2009). For example, the case study in this author’s research report is located in East Lansing, Michigan. The City of East Lansing coordinates and collaborates with homeless service providers in order to implement its ten year plan to end homelessness. Many times planners are involved in developing this plan and preparing the application (Burt, 1999). They must also work towards achieving various goals of prevention, emergency assistance, and ultimately assisting people in leaving homelessness for good (Burt, 1999).

Communities must plan for both immediate homeless services and prevention of homelessness by addressing the root cause and implementing the support services necessary to end homelessness for good (American Planning Association, 2003). Planning homeless services systems or estimating how much service is needed at any given time can involve many different players (Burt, 1999). They must look comprehensively at how the social safety net is working for traditionally and chronically homeless persons (American Planning Association, 2003). This comprehensive examination of services will allow planners to determine which programs are effective in reaching the homeless community. This examination of services is an important aspect in planning for future services, because without knowing what works even planners with

the finest information about the “needs of homeless people will not be able to make the best decisions about which programs are the best investment of local resources” (Burt, 1999, p. 1.18).

When trying to decide the best way to distribute funds, community officials must attempt to anticipate how many shelters or transitional housing beds may be needed to accommodate the demand. They must also address how many and what types of support services the homeless need to affectively overcome homelessness. Sometimes the easiest approach may be to ask what was used the prior year. This may help determine the need for growth or change in system capacity (Burt, 1999). In this specific research study, the City of East Lansing asks for feedback from Gateway Community Services each year about what demographic area it believes needs more services (Jennifer McMahon, personal communication, September 30, 2010). These systems should be integrated into local planning. The American Planning Association believes that comprehensive plans need to incorporate a variety of plans and strategies that cities develop in “connection with federal housing and homeless funding” (American Planning Association, 2003, p. 4). Such community plans might include a consolidated housing and community development plan or public housing agency plan. Such plans may be ambitious, but can be implemented through grant funding, and designate appropriate sites and necessary infrastructure for affordable and supportive housing (American Planning Association, 2003).

Lack of affordable housing is a primary cause of homelessness and should be a major concern for planners. Research has shown a large unmet need for affordable housing for homeless and very low-income persons (Dennis & Fosburg, 1999). Planners should make concerted efforts in finding ways to incorporate decent, affordable housing into their communities. However, planners cannot lose sight of the need for additional jobs, and supportive services to assist the homeless. Housing is a direct concern and relatively straightforward

solution, but without correcting the issues causing homelessness it will be impossible to truly resolve the issue (Burt, 1999). The overall approach to homelessness needs to take into account that it is “not caused merely by a lack of shelter, but a variety of underlying, unmet needs – physical, economic, and social” (HUD, 2009, p. 3). These social ills should be concerns for planners. According to the American Planning Association, “a planner’s most fundamental responsibility is to improve the communities by addressing existing and future needs” (American Planning Association, 2003, p. 1). The American Institute of Certified Planners Code of Ethics suggests that it is part of a planner’s job to address these issues and assist in developing methods to combat homelessness in their community (American Planning Association, 2003, p. 1).

Combating Homelessness

Several studies have been conducted on different ways to help fight homelessness, as well as federal legislation supports a range of prevention and assistance services. Prevention services typically provide support to those at imminent risk of becoming homeless and provide rental assistance or stabilization services for the short term in order to keep them in housing. In addition to financial assistance, prevention services include working with local agencies to help clients locate and secure affordable housing. Inclusion of prevention services is integral to a community’s continuum of care plan. Preventing the onset of homelessness is the focus of these prevention services and should be the main goal of many continuum of care plans and cities across the nation (HUD, 2009).

Although communities may try, they find it is nearly impossible to completely prevent homelessness. At times, there may simply be nothing that can be done to stop people from being forced onto or choosing the streets. Probably the most well-known and simplest way to help the

immediate homeless population is an emergency shelter. These shelters are “intended to provide a safe, secure, temporary place for individuals and households to reside while they seek more permanent housing or supportive services that will facilitate access to permanent housing options” (HUD, 2009, p. 10). Many times these shelters provide a point of entry for the homeless to get help through more extensive support services. Emergency shelters are not intended for long-term stays and provide only basic necessities for individuals while they look for a more permanent alternative.

The long-term alternative may be transitional housing, which is the topic of the present research report. Transitional housing programs provide a temporary place for persons who do not have access to or are not ready for permanent housing. Unlike emergency shelters, transitional housing programs are long-term and allow individuals to stay up to 24 months. This longer time period provides opportunity for clients to work on their personal and financial stability in order to help them maintain stable permanent housing (HUD, 2009). Transitional programs will typically include numerous supportive services as part of the program in order to assist clients in overcoming any barriers causing homelessness.

Limited research literature suggests that numerous services are needed to address the immediate and long-term needs of homeless youth. Youth need more than just shelter, but they also require supportive services tailored to their individual needs. These services assist youth in providing the basic needs of everyday life, screening and treatment for physical and mental health, help with substance abuse problems, reconciling family conflict, and educational and vocational training (Robertson & Toro, 1999). Additionally, many youth leave home without learning basic independent living skills, therefore these programs also need to focus on teaching these skills (Driskel & Simon, 2006). Provision of such services is essential in preventing

chronic homelessness. The Crossroads program, the subject agency of this study, implements similar services to those suggested in the research.

Transitional Housing

The first Federal legislation aimed at supporting transitional housing was passed in 1986, and then developed into the Stewart B. McKinney Homeless Assistance Act of 1987. This act came as part of the Federal Supportive Housing Program. Transitional housing as defined by the McKinney Homeless Assistance Act (1987) is housing, “the purpose of which is to facilitate the movement of homeless individuals and families to permanent housing within 24 months.” Many transitional housing programs provide numerous supportive services, such as job training, counseling, education, employment assistance, household and personal budgeting classes, food and case management services, assistance in obtaining permanent housing, providing security arrangements for some residents in supportive housing, and providing assistance in obtaining government funding (Burt, 2006). These programs typically differ from emergency shelters in that they operate smaller facilities which provide more privacy and personal space. The programs are also more intensive and have greater expectations for participants. Most programs, including the Crossroads program, offers individualized case management services that are aimed specifically toward meeting individual needs and helping clients establish and meet personal goals (Barrow & Zimmer, 1999).

Transitional housing provides an alternative to emergency shelters for those in need of long-term housing and services to better transition into being independent members of the community. Sometimes individuals are in need of practical independent living skills, job training, or counseling that can be provided through these programs which will assist them in

being able to sustain independent living. Many programs will focus on more than just transitioning into housing, and will also work with the individual on lifestyle changes which will enable them to be self-sustaining and have a more stable housing environment they had previously. These community services are essential to breaking the cycle of homelessness. According to the 1998 Symposium on Homelessness, “programs for homeless persons are only effective if implemented in the context of a system that includes adequate affordable permanent housing and supportive community-based services” (Dennis & Fosburg, 1999, p. VIII). HUD has permitted transitional housing programs to provide various forms of housing to multiple, differing populations, and allowed variety in the organization and its array of supportive services. These services will differ depending upon the needs of the local homeless population. Service arrangements are generally flexible and can be provided “on-site by staff, on-site by partner agencies, off-site at other agencies, off-site at client homes, multi-agency teams, and other approaches” (Burt, 2010, p. 232).

In 1994, the U.S. Department of Housing and Urban Development began to require that communities applying for federal funding for homelessness assistance integrate transitional housing into their continuum of care application and comprehensive response to homelessness (Barrow & Zimmer, 1999). In order for transitional programs to really be effective, they must be implemented with a continuum of resources in a community and include permanent housing and supportive services that assist in preventing a return to homelessness (Barrow & Zimmer, 1999). As discussed earlier, transitional programs typically implement necessary supportive services into the program. Youth are especially in need of specialized services because they are often leaving a home where many of their necessities were provided for them. They not only need the services which adult programs offer, but they also need a structured environment that is

conducive to maturity and mental growth (Jennifer McMahon, personal communication, September 30, 2010). Transitional programs should prepare the youth for “adulthood by providing real-life experiences where they can learn to make choices while offering the ability to learn from their mistakes” (Rashid, 2004, p. 241). The Crossroads program, which is the subject of this research report, attempts to meet all the potential needs of youth while providing a constructive environment for growth and learning.

Chapter 2 - Literature Review

Many transitional and supportive services programs around the country have been reviewed and evaluated for their effectiveness in resolving the needs of clients. Sonja Rashid conducted one such study on Larkin Street Youth Services, an agency serving homeless youth and young adults in San Francisco. Larkin's goal is to "simulate real-world experiences and consequences while providing the youth with a safe place to live and learn independent living skills needed for successful adult living" (Rashid, 2004, p. 242). Supportive services offered to youth, in this case, included "supportive adult relationships with staff members, challenging experiences, high expectations for the development of personal responsibility, and opportunities for meaningful participation in the community" (Rashid, 2004, p. 242).

Data was collected and analyzed for twenty-three youth. This data included client demographics, amount of money saved, employment training and outcomes, and housing outcomes. Much of this information came from documentation prior to leaving the program, however follow-up phone calls were also conducted with those who maintained contact with Larkin. At a six-month follow-up study, researchers found that twenty of the twenty-three youth were in stable housing situations (Rashid, 2004). Rashid also determined from this study that transitional programs were a good solution for homeless youth. She concludes that "transitional living programs provide the safety, resources, and support necessary for those vulnerable youth to practice independent living and to develop the skills to navigate a life of independence" (Rashid, 2004, p. 247). Overall, the results of Rashid's study imply that Larkin has been successful in assisting a majority of participants in remaining in a stable living environment. Larkin is similar to the Crossroads program, which is the topic of this Masters research report. Rashid's study provides example techniques for evaluating services such as Larkin and

Crossroads. Rashid's use of follow-up phone calls is a technique currently in use by Crossroads, thus this data was provided to the researcher by Crossroads' staff members in order to supplement researcher collected interview data. Rashid's study served as an aid in the design and implementation of this research study as well as programmatic information to be shared with Crossroads staff.

Researcher Theresa Nolan conducted a similar study of transitional housing in 2006. Nolan looked at forty youth discharged from a New York City federally funded transitional living program. The goal of this specific study was to give general information about the participants that completed the program as well as documenting program success. Data on the forty discharged youth was collected through file reviews and information gathered from the Runaway and Homeless Youth Management Information System, which is maintained by program staff. In addition to collecting the existing file data, Nolan administered a qualitative open-ended response survey to seven youth currently in the program and four former clients. This survey asked the youth to share "three lessons they learned while in the program, what areas they felt the staff needed more experience in, and the most important thing they were getting from the program" (Nolan, 2006, p. 400). Success for program participants was defined simply as improvement from pre-program status. For instance, a youth was considered to be successful in maintaining stable housing if they moved out of an unsafe situation before the program to a safe one after completing the program (Nolan, 2006). The research showed that the majority of the youth were in stable living situations, either living independently, with family or a roommate. Additionally, youth had learned lessons that helped them "lead responsible, productive lives" (Nolan, 2006, p. 403). However, the author does note that this population is not representative of all geographic areas and her findings cannot be generalized to all homeless youth populations.

There is a need for additional research on transitional living programs. The methods used in Nolan's study are similar to those used for this author's research study.

The responses Nolan received from the qualitative discussions with youth provided useful recommendations for the New York program and provided more information than purely analyzing the quantitative numbers. Nolan's study reiterates the fact that qualitative data tends to be more relevant and provide higher quality information for evaluation studies of this nature. Feedback from program participants can provide more direct information and suggestions for program improvement rather than depending on the numbers.

Both of the studies formerly mentioned were conducted on large programs in very populated cities. Nolan suggests that more research needs to be conducted in order to represent additional geographic areas. It may be assumed that transitional programs like these two are necessary in dense urban areas, but even smaller communities could find such programs useful. The Crossroads program, which is the focus of this research report, serves a tri-county area having a combined population of 453,603 (U.S Census Bureau, 2009), which is considerably lower than the population of most urban areas. Even with a relatively small population served, Gateway's Crossroads program has seen large numbers of youth in need of its services. This suggests that such services are necessary all over the country, not just large cities. Nolan, (2006) suggests that research on these transitional living programs located in smaller cities is vital in determining the varying program needs based on different opportunities in smaller communities.

One such study was undertaken by Fischer in 2000. He studied the Family Development Center (FDC) located in College Park, Georgia, just outside of Atlanta. This program is a 14-unit transitional housing program for families. Like, Crossroads, participation in FDC is voluntary and offers a set of supportive services designed to prepare clients for independent living (Fischer,

2000). Fischer conducted an evaluation of FDC in which he examined case files and had personal contact with current and former clients. Fischer collected data through the use of focus groups, in-person and phone interviews, discussion with staff members, and direct observation of regular program operations. The primary method utilized by Fischer was four focus groups in which he offered \$25, lunch, and child care if necessary to those who would participate. Anyone unable to attend the focus groups, but willing to participate, was interviewed over the phone (Fischer, 2000). Fischer found that as a whole, FDC had been successful in assisting families into stable housing, but that policy changes were necessary to assist families in moving toward economic independence (Fischer, 2000).

Fischer's study was very detailed and focused on many of the issues identified as contributing to homelessness. He found that income, housing, and family health and environment all need to be addressed in local, state, and federal policies if homelessness is to end in the United States. Additionally, Fischer concluded that further, and more frequent, research needs to be conducted in order to keep up with the changing needs of the homeless.

Through this evaluation of the Crossroads program (which does not serve families), this author hopes to assist program directors and community leaders in understanding which services are working, and which are not, for homeless youth in the Lansing area. Having that information may lead funding sources to more appropriately distribute funds to the necessary areas.

In addition to providing a rationale for further research, Fischer's study also provides basis for the chosen methodology for an evaluation of the Crossroads program. Fischer used multiple methods to collect data, but his primary sources were focus groups and interviews. These methods allowed those who had participated in the program to reflect and provide useful feedback for FDC. Qualitative data collection methods such as this are time and labor intensive,

but may produce higher quality results for the purpose of this study. A qualitative approach was chosen for this research study because of the difficulty in identifying a representative sample and generating quality quantitative data. Although quantitative methods may be considered more scientific, they pose problems in getting a sufficient sample size to provide the representative requirements to have statistically meaningful results (Berg, 2001).

Qualitative research methods were supported by the 2007 National Symposium on Homeless Research, where researchers justified the reasoning for using qualitative data in evaluating programs for the homeless. Barrow, McMullin, Tripp, and Tsemberis (2007, p. 3.37) state that there is an obvious “role for those who have experienced homelessness in research, planning, and policy-making, and a descriptive literature documents a large expansion of such roles.” Additionally, these researchers state that “qualitative accounts of experiences” of the homeless make a convincing case, and argue that their involvement in the study produces benefits for future clients of these services and “improvements in research and policy” (Barrow, McMullin, Tripp, & Tsemberis, 2007, p. 3.37). This conclusion reiterated discussion from the 1998 Symposium which stated that “involving homeless and formerly homeless people in the design and implementation of services is important to creating successful programs” (Dennis & Fosburg, 1999, p. vi). To collect relevant and useful data from the Crossroads program participants, the author determined personal interviews to be the best option.

David Morgan, professor at Portland State University and expert in qualitative research, discusses the use of focus groups and interviews in data collection. Focus groups and interviews are “primary means of collecting qualitative data and can assist in evaluating the outcome of a program or intervention” (Morgan, 1996, p. 3). Interviews are useful because they allow the interviewer to have more control than in focus groups. Morgan (1996) indicates that the

interviewer is more likely to keep the discussion on track if it is only between them and one interviewee. Also, there is typically more time for the individual to share information when they are being interviewed one-on-one (Morgan, 1996). Therefore, the use of purely personal interviews was chosen for the purpose of this research study.

As the literature reviewed thus far suggests, researchers are using feedback from previous program participants to evaluate transitional housing programs. Specific transitional housing programs have been evaluated to determine the success of the programs in placing formerly homeless persons into permanent housing and the ability to remain in a safe living environment. Many program evaluations have used qualitative approaches. Qualitative methods have been the primary data collection technique, as numerous research studies have found that feedback from former program participants provide useful programmatic data to facilitate changes which could better help those in need. Numerous agencies promote the inclusion of formerly homeless persons into program evaluations. This information serves as much of the basis and reasoning for the methodology used in this master's research study.

Chapter 3 - Methodology

This research is primarily a program evaluation of the Crossroads transitional living program. Crossroads is one of several programs provided by Gateway Community Services, a community service organization, in East Lansing, Michigan. Crossroads serves youth ages 16 to 20 and provides shelter and services to assist homeless or struggling youth develop independent living skills and overcome the barriers which have led to their homelessness. The research questions for this evaluation are as follows:

- 1) What is the Crossroads program doing well to assist youth in transitioning into safe and stable housing?
- 2) What does Crossroad's need to improve upon in order to better help youth prepare for independent living?

In order to answer these questions the researcher conducted three one-on-one interviews with Crossroads participants. The interviews consisted of six open-ended questions which included the following: 1) What did Crossroads do well? 2) What did Crossroads do that may need improvement? 3) Are there any services that should be started earlier? 4) Are there any services that were particularly helpful? 5) Do you have any suggestions for Gateway and/ or the Crossroads Program? 6) Are there any other thoughts or ideas you want to pass along? These questions are general, but participants were directed to specific aspects of the program, such as the admission process or budgeting skills, by interviewer comments.

One-on-one interviews of current and past Crossroads clients served as the primary data collection method for completing an evaluation of programs and services designed to effectively assist clients in preparing for permanent, stable housing. The researcher used a semi-structured interview protocol, consisting of six questions. These interview questions may be seen in Appendix A. Qualitative methods were chosen because of the difficulty in collecting quality

quantitative data. Currently, Gateway administers telephone questionnaires to participants after they have completed the Crossroads program, however this quantitative collection does not provide the quality of data which staff desires. The first questionnaire is completed at 90 days post close out and the second at 180 days post close out (Jennifer McMahon, personal communication, September 15, 2010). Respondents are asked a short series of questions, each offering responses using a Likert scale, relating to respondents' satisfaction with services provided. The questions are arranged on a six-point scale ranging from "strongly agree" to "strongly disagree" and include a "don't know" option. The questionnaire includes numerous statements, including the following statements for the participant to rate: I was satisfied with Crossroads' services. I was treated with respect by staff.

This type of questionnaire has not provided the constructive feedback that Crossroads needs. However, for the purposes of this research study, the collected questionnaire data was analyzed and combined with the qualitative interviews conducted by the researcher. The Crossroads questionnaire data served as a supplement to researcher-collected information. Discussions with program staff determined that in addition to the questionnaires, qualitative data collection was necessary to gain the information they desired. Qualitative data collection and analysis was established as the best way to get the feedback that program staff feel they need in order to improve the program and services.

In order to establish the foundation for the qualitative interview process, a site visit to the Kevin Moody Youth Home, Crossroads' shelter, and Gateway main offices was conducted in late September 2010. This site visit allowed the researcher to talk with staff and to meet current program participants. The opportunity to visit the shelter and see how it is operated and what the youth are required to do, provided the researcher with necessary background information for the

interviews. Qualitative researcher David Morgan suggests that interviews as “primary means of collecting qualitative data can assist in evaluating the outcome of a program or intervention” (Morgan, 1996). The interview methodology was chosen precisely for that reason, to obtain valuable data for a program evaluation. Crossroads will use this data in order to adjust its services to better meet the needs of clients, as designated in the interviews.

Participants were chosen using systematic random sampling. Gateway has developed a list of Crossroads clients who agreed at closeout to be contacted post-services. The Crossroads program admits approximately fifty youth each year, thus the list of potential participants is extensive. Crossroads staff initially sent the researcher a comprehensive list of past participants and their contact information. Every fifth person on the list was contacted by telephone to schedule a date and time for a one-on-one interviews or focus group. A copy of the protocol used when contacting potential participants to set up interviews may be seen in Appendix B. It was difficult to reach former clients as many phone numbers had been disconnected. After numerous attempts and only one interview successfully scheduled, the researcher contacted Crossroads staff to determine if the contact list was comprehensive to all of Gateway’s services or strictly Crossroads. Staff responded that the list was in fact all services, and sent a new list of purely Crossroads clients to the researcher. The systematic random sample of every fifth person was then applied to the new contact list. A total of five interviews were scheduled, with no participants willing to take part in a focus group. Additionally, all participants designated that they would like to meet in a public location such as a coffee house or restaurant.

Interviews were conducted the week of January 3-7, 2011. Three interviews were conducted with past or current Crossroads participants and one interview conducted with an individual who wished to provide feedback on one of Gateway’s other services. The fifth

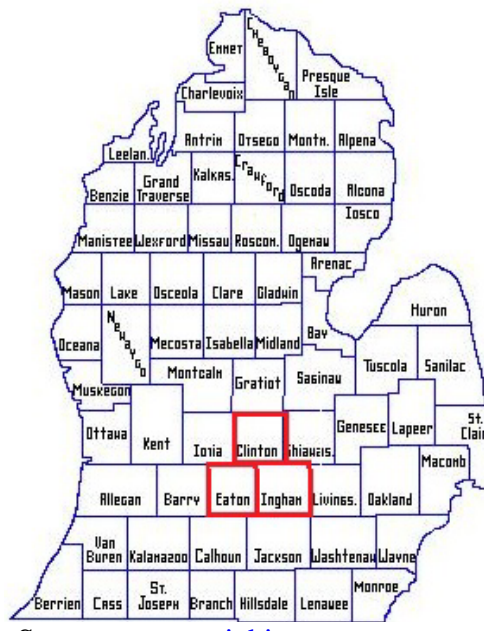
scheduled interview could not be conducted as the individual was absent for the scheduled interview and was not able to be contacted to make up the interview. Three of the four interviews were audio recorded, and one interview was not recorded as the researcher forgot to push record. Interviews were then transcribed in Microsoft Word so that direct quotes may be used for reporting.

Data was analyzed using an interpretive qualitative approach. This approach involves attempting to understand how the interview participants experience and interact with the world around them and what meaning it has for them (Merriam, 2002). This approach allowed the researcher to determine what Crossroads participants thought about the program and what changes participants believe should be made. Similar responses to questions seen more than once were considered a theme. However, due to the small number of interview participants, it was difficult to determine themes and therefore results are presented primarily as actual responses rather than themes. Results and recommendations are based purely on participant responses, and shall not be used to generalize as being opinions of all participants or relevant to all transitional programs.

Chapter 4 - Crossroads Transitional Housing Program

This research study focuses on the Crossroads Program provided by Gateway Community Services in East Lansing, Michigan. Gateway is a “non-profit organization that has been serving runaway, homeless, and struggling youth and their families since 1970” (Gateway, 2010, “Who We Are”, para. #1). Gateway provides a broad array of community services to youth in the tri-county area of Ingham, Eaton, and Clinton counties. Figure 4.1 illustrates a map designating the service areas for Gateway’s programs. Its mission is “to provide essential services to youth and families that both strengthen and empower them to become stable, self-sustaining members of the community” (Gateway, 2010, “Mission”, para. #1). The primary methods of serving those in need are through the following programs: Violence Intervention and Prevention Project (VIPP); Higher Ground; Crossroads; Youth Workforce Development Program; Street Outreach; Lesbian Gay Bisexual Transgender and Questioning Support Group; and a 24-hour crisis hotline.

Figure 4-1 Michigan County Map



Source: www.michigan.gov

Gateway's programs are funded through a variety of sources. According to Jennifer McMahon, Director of Programs for Gateway, funding sources include the Cities of East Lansing and Lansing, Ingham County, Michigan State Department of Housing, federal grants through the local continuum of care, as well as federal grants through the Michigan State Department of Health and Human Services (Jennifer McMahon, personal communication, September 30, 2010). Most grants for runaway or homeless youth programs are funded through the U.S. Department of Health and Human Services, Administration for Children and Families, Family and Youth Services Bureau (HUD, 2009). The majority of funding received by Gateway is for the Crossroads transitional living program. The Crossroads program is the primary focus of this research study.

Crossroads is a voluntary transitional living program for young people who are unable to live at home, and has an annual operating budget of approximately \$525,000. Youth live in the Kevin J. Moody Youth Home, illustrated in Figure 4.2, a group home with 24-hour supervision. The goal of the program is to help youth prepare for independent and self-sufficient living (Gateway, 2010). Crossroads primarily serves homeless youth ages 16 to 20, and admits roughly 50 clients each year. However, not all of those clients successfully complete the program, of the roughly 50 youth admitted into the program, approximately 30 to 35 will actually graduate and transition into permanent housing (Jennifer McMahon, personal communication, 2010). Even though not all admitted youth graduate the program, some of those who leave early have gained enough knowledge that they are still able to transition into independent living situations. Services offered during the program include shelter, independent living skills training, counseling, case management, employment search, tutoring, health care, and assistance in finding housing (Gateway, 2010).

Figure 4-2 Kevin Moody Youth Home



Source: <http://gatewayervices.org>

While youth are in the Crossroads program, Gateway enables them to reside in the youth home and provides them with all necessities: clothes, telephone access, bus tokens, food, and personal hygiene products. Gateway, in many ways, assumes the role that parents would typically play. A Crossroads staff member is on duty at the shelter at all times. Staff does not live on-site, but rather have three shifts in order to ensure that a staff member is always at the shelter. Youth must be enrolled in school or working towards a GED while in Crossroads. If they are not enrolled at entry into the program then staff works with them to assist in enrollment in the appropriate educational institution. Additionally, because youth are provided with most necessities, they give 60% of each paycheck to Crossroads. The idea is that roughly 60% of income is spent on living expenses such as rent, utilities, food, clothes, and other necessities. This is designed to teach the youth how to live on the remaining portion of their income, which is realistically what they would have after bills if they were living independently. The 60% is then put into savings, by staff, for the youth and when they leave the program it is given back to

the client to assist in paying a security deposit, first month's rent, or any other expenses they might incur (Jennifer McMahon, personal communication, September 30, 2010).

In order to successfully graduate the program, youth must complete five levels. The first level is Orientation. During Orientation the youth spend time getting acclimated to the Crossroads program. In Orientation level, they must accomplish numerous tasks and adhere to strict rules. Youth have a designated wake-up time, curfew, lights out, and list of designated chores. They must also meet with their counselor, case manager, and independent living skills (ILS) instructor weekly. Clients are allowed four personal, phone calls a day and no personal time. During Orientation, the staff ensures that the youth have proper identification, medicine and medical treatment, health insurance, a case manager, and arranges appointments with educational institutions or Michigan Works for employment assistance.

Crossroads Staff teaches youth about good personal hygiene and independent living skills during the Orientation level. Youth learn the proper way to brush their teeth, handle body odor, and have a good overall personal presentation. Counselors also work with the youth to teach them how to do laundry, iron clothes, wash dishes, and navigate public transportation. One activity youth complete during Orientation is a scavenger hunt around the city, by using public transportation, to find places that might be helpful for them to know, such as the Health Department. Once the individual has a good grasp on these subjects and completes all required tasks for Orientation, they are then promoted to Level One.

At Level One, youth still have strict rules, chores, required weekly meetings, and restricted personal calls and time. Living skills taught in the Orientation level are reiterated, but Level One focuses on employment. Crossroads staff members teach youth how to look for a job and fill out job applications. Youth also learn how to create a résumé, make a references list, and

what they should take with them when applying for a job. Interview procedures are reviewed so that the youth know what to expect if invited for an interview. Crossroads staff members explain the paperwork required when finding a job and how good work habits can enable the youth to stay employed. Additionally, youth learn about grievance procedures, the chain of command, and the appropriate way to leave a job. Once youth are employed and have completed all the required tasks for Level One, they are then promoted to Level Two.

Level Two allows the youth a bit more freedom with free time and phone calls, but there are still strict rules about wake-up times and curfews. At this level, youth must maintain employment for three-weeks, open a savings account, maintain a savings account balance of \$300, and complete community services and counseling requirements. Additionally, youth learn about what education is necessary for different types of employment. Youth are also taught how to save money and develop a budget to use while they are at Crossroads. In addition to learning about money, youth must pass a housework quiz over basic household questions such as how to put out an electrical fire and what cleaning supplies to use when cleaning the toilet. Healthcare is also covered at Level Two. Youth are taught a range of information pertaining to healthcare, including how to treat a simple cut or scrape, to what the symptoms are for numerous sexually transmitted diseases. After case managers and counselors have covered all necessary information and the youth have met the requirements of Level Two, they advance to Level Three.

At Level Three there is additional flexibility for youth with personal time and their schedule. In order to be promoted from Level Three to Level Four, youth must maintain employment for six-weeks, maintain a savings account balance of \$600, conduct an independent living group meeting, and complete community service hours. At Level Three the youth are taught how to shop smart. Staff members go over techniques stores will use to get buyers to

make poor purchasing decisions, as well as impulse buying. Additionally, youth are taught about unit pricing and how to determine the best deals. More emphasis is placed on budgeting and expenses, attempting to better prepare the youth for independent living. Youth learn which bills and expenses are necessary and which are flexible or fixed. Decision-making is also an important part of this level as youth learn how to make good decisions. Youth are also taught about appropriate time management and are required to create a time log and schedule of what they do on a daily basis. This enables them to see when they can fit in required tasks and how to plan their time. Level Three is intense and may take more time to complete, but once all requirements and topics have been discussed and completed the youth may move onto the final level.

The last level of the Crossroads Program is Level Four. It is at this level that youth are preparing to leave Crossroads and live independently. There are very few rules at this level and youth may wake-up whenever they like as long as it is early enough to complete all required chores. They still have a curfew, but it is later than any other level. The required tasks in Level Four include the following: maintain employment, keep a savings account balance of \$750, conduct one independent living skills group or Crossroads designated community groups, complete community service, find permanent housing, secure a lease or rental agreement, and complete an exit interview with the director and case manager. Crossroads staff helps youth find housing prior to leaving, but youth may not graduate the program unless they have a permanent, stable place to go. Documents that contain the requirements for each of the five Crossroads levels are provided in Appendix C.

After the youth leave the Crossroads program, staff conducts follow-up phone interviews at 90 days, and 180 days post close out. The Crossroads staff asks the past clients about their current place of residence, if they have a job, if they are able to provide for their health care

needs, and if they are enrolled in an educational program such as a community college or other institution. The questionnaire used by staff is provided in Appendix D. These follow-up questions can assist Crossroads staff in determining if the program has been a success in helping these youth reach permanent housing and staying housed. Crossroads considers the program to be successful for program participants if youth leave and are able to maintain safe, stable housing. In other words, the youth must be able to state that they have permanent housing in an environment that will not place them in jeopardy of harm. The goal of the Crossroads program is to provide the youth with the skills to find and maintain permanent housing and not end up in another shelter, and encourages either permanent housing or return to one's family or friends. Crossroads is designed to assist youth by providing transitional housing and, through its five-level program, provide quality life skills instruction which will lead to permanent and independent housing. If Crossroads can teach youth how to care for themselves and become independent, responsible adults then it has done its part in helping enhance the quality of life for these individuals.

Chapter 5 - Results

The primary method of data collection for this research study was one-on-one personal interviews. The researcher interviewed current and previous Crossroads clients in order to gather feedback about the program. Feedback provided by interview participants will be used by Crossroads to enhance the effectiveness of the program on transitioning youth into permanent and stable living environments. In addition to interview data, the researcher also reviewed information that Crossroads staff had previously collected. Crossroads administers follow-up questionnaires to clients after they leave the program. The questionnaire data was used to supplement information collected by the researcher in order to assess if the newly collected interview data correlated with the Crossroads questionnaire data.

While attempting to contact Crossroads clients to schedule interviews, the researcher found it difficult to reach several of the past clients. The challenge of reaching these youth was not surprising due to the nature of circumstances which bring many youth to the Crossroads program. Many of the youth who have participated in Crossroads are transient by nature, and it is possible they do not stay in one location for extended periods of time. However, it may also be telling that so many of the youth were difficult to reach. Perhaps, if possible, Crossroads staff members should make a greater attempt to keep records more current, or it could be a sign that the program is not as successful as hoped because many youth are not able to sustain a stable living environment or keep a telephone.

It seems that the limited number of youth not able to be contacted might infer a gap somewhere in the process. This cannot be proven as there is no data obtained that would support this assumption, but it is a good item to note. Additionally, as the researcher was attempting to contact youth to schedule interviews, many numbers were disconnected or incorrect, in some

cases the parents or family members were reached but the youth was no longer in contact with them. In some instances, family members shared that the youth was now in a group home elsewhere, in jail, in a mental institution, or simply had “issues” and they didn’t know where the youth could be reached. One parent shared that their child had a very negative experience with Crossroads because the counselors told the client he/she had a drug dependency issue. The parent felt that was an incorrect determination and said Crossroads had upset the youth and it was a very negative experience. There was also a significant number of youth whose contact number was for a different shelter. This information might also indicate that in some instances, Crossroads may not be successfully assisting youth in preparing and finding permanent, stable housing.

Even with the difficulties in contacting previous Crossroads clients, those who were able to be contacted seemed to have positive things to say. Much of what was shared in the one-on-one interviews correlates to what the Crossroads questionnaires administered by staff reflect. Both sources of data present youth experiences with Crossroads as being very positive. The results of data from Crossroads follow-up questionnaires, and researcher conducted one-on-one interviews are presented in this chapter.

Follow-up Questionnaire Data

Crossroads staff members contact youth after they leave the program, and administer a telephone questionnaire in order to gather data about their lives after Crossroads. The researcher was able to obtain, from Gateway Community Services information services staff, data collected from November 2008 to January 2011. Crossroads staff members attempted to contact 110 clients, but were only able to successfully reach 49. Presented data is for the respondents and therefore percentages are based on a total of 49. Table 5.1 shown below contains data provided

by Gateway staff to the researcher, for use in comparing to and supplementing the researcher-collected interview data.

Table 5.1 Crossroads Follow-up Questionnaire Data

Outcome	Percent (n=49)
Youth have obtained or continue to be working toward obtaining an educational credential	59.18%
Employed at time of follow-up	48.97%
Know how to access health care	100%
Have insurance at time of follow-up	100%
Have avoided parenthood since leaving program	91.83%
Staying in a safe and stable living environment	97.95%
Report no new legal involvement since discharge	87.75%
Felt that services helped them learn a new skill	89.79%
Stated that they were treated with respect by staff	93.87%
Responded that staff were knowledgeable about their needs and issues	89.79%

Source: Gateway Community Services. Compiled from client questionnaire responses.

As provided in Table 5.1, the data indicates that the majority of respondents have been successful in most of Crossroads desired outcomes. The only outcome that the majority did not maintain was employment (48.97%). Additionally, the next lowest response percentage indicates that only 59.18 percent have worked towards or obtained an educational credential. Overall, the data suggests that most of what Crossroads hopes to achieve with the youth while in the program carries over to after the program. A comparison of these questionnaire results and interview data may be seen in Chapter 6-Conclusions and Recommendations.

The next section discusses data obtained from the researcher-conducted personal interviews. This data also suggests that Crossroads is providing quality, positive services for

youth. Data collected from the three Crossroad client interviews is presented by each question in the following section.

Client Interview Results

Three face-to-face interviews were conducted with previous or current Crossroads clients during the week of January 3-7, 2011. The three interviews varied in duration, but were typically 30 to 45 minutes in length. For all interviews, the researcher served as the interviewer and documenter. The information collected from these interviews is presented below and contains responses to the six questions that the researcher asked interview participants. Responses were analyzed for any common themes. Those themes and any representative comments are listed, as well as, any other comments, which may have been provided by respondents but did not constitute a theme.

Question 1. What did Crossroads do well?

There were two primary themes that emerged from responses to this question: Crossroads staff, and teaching independent life skills. All interview participants stated that Crossroads staff was extremely helpful and doing a good job in assisting clients. Each interview participant had something positive to say about Crossroads staff and felt that he/she could talk to staff whenever necessary and about whatever he/she wanted, without feeling judged. One previous client stated,

“They always were there if you needed somebody, you know...I never felt judged at Crossroads ever; by any of the staff or any of the other clients.”

Another interview participant stated that he/she appreciated how staff would take the time to talk through any issues he/she was having. He/she liked the weekly meetings to discuss what was happening in the Kevin Moody Youth Home and any issues that the clients might have with the program or other clients. One client stated that he/she really liked how staff could be reached

any time of day to talk about confrontations or arguments that he/she had with other youth in the house. Additionally, participants stated that staff became more like friends than case managers.

One person stated,

“One thing that I really liked about it, this probably made my stay feel welcome and why I kept moving so hard is because all the staff was very, in a way, like friends. They had that professional where you can't be like ‘hey what the f---’ but in a way you kind of could. You could like slip a little bit then they'd kind of look at you and be like “don't make me” but it kind of made you feel like you were at home.”

One interview participant complimented a specific staff member for allowing the client to determine his/her own goals and work towards what he/she wanted, instead of simply telling him/her what to do. The client said his/her case manager was great about applying all the necessary duties to what interested him/her and focusing the plan on what he/she wanted to achieve. The interviewee stated,

“My case manager at the time was [staff] and she was very, very helpful. She...like for group things at every level, she would be like what kind of things are you interested in. She'd ask me. I'd say “I'm looking to buy a car” so she'd search up stuff and show me how to buy a car and that kind of stuff. At every level she would ask me what I'm trying to do and then get me level work to help me do that. Everything she gave me to work [on] was helpful, so it was like motivation to do it because I wanted to learn so I always got my work done.”

In addition to Crossroads staff being helpful with clients' personal issues, interviewees also said that the staff was good about helping in educational and occupational settings. All participants agreed that Crossroads staff members would help with homework, arrange for students to be enrolled in school or obtain their GED. One client noted,

“I think they [Crossroads staff] are doing really good on every aspect. They are helping me get my GED, which is good because high school was always hard for me and I just couldn't deal with it.”

Another client shared,

“When you have homework they [Crossroads staff] will sit down and help you with it.”

Crossroads staff was also complimented for assisting the clients with job searches and interview preparation. Two of the three participants specifically mentioned his/her appreciation for the staff’s assistance when searching for a job. One participant stated,

“They would help you with the [job] application. [Staff] took me from job to job to job to get applications, even places that weren't on the bus line, even on the bus it takes all day. You've got to walk all the way down Cedar then get back on the bus and go all the way back down this way, you're going to be there all day, it's an all day process. So [staff] helped me and I got a job within two weeks.”

In addition to expressing appreciation for the Crossroads staff, all participants agreed that Crossroads is doing a good job at teaching clients independent living skills. All of the interviewees mentioned that he/she was taught great skills that enabled them to become independent and responsible adults. He/she appreciated having to do chores, and take responsibility for cleaning his/her room and doing laundry. It seems that all of the participants valued the structure that Crossroads provided in their lives. Having specific responsibilities and the structure of curfews and chores enabled the youth to prepare for life as an adult. Some of the statements that interview participants shared are,

“They very much made you feel like an adult. Even with laundry you couldn't have it pile up like every day. You have a laundry day and if you miss it then you got dirty clothes. It kind of made me stay on it. The whole chores thing, I really liked that too, sometimes my room can get a little messy because I usually work a long time and I just throw my stuff, but you can't do that there or you get written up and have to do another chore, who likes doing another chore. I pretty much keep my place clean now.”

“They teach us how to cook, they teach us how to clean, and give us responsibilities like every week we have a night to cook, each client has a night to cook and on that day we’ll have a kitchen helper duty so we’ll just take care of the kitchen all day. We have chores that we have got to get done in the morning and in the evening to keep the place clean. We also have to keep our rooms clean, we have to keep our bathrooms clean, and I like that because once we get a place of our own nobody is going to be there to tell us to do it.”

“And I don’t mind the rules and guidelines because when I’m out of here, I’m going to be a responsible, working adult, that goes to college and it will better me in a sense. I’ll be a totally different person. I’ll be respectful, responsible; I’ll do all the things that you do as an adult. I’ll be able to pay bills, and then I can have my own guidelines and rules.”

In addition to the primary themes of staff excellence and independent life skills, interview participants thought Crossroads was doing numerous other things well. In the one interview in which the researcher was not able to audio record, the participant stated he/she enjoyed the room designated for exercise and television, liked that he/she could stay up past curfew to work on school work or fill out forms and applications if necessary, and appreciated that Crossroads taught him/her how to communicate with others and to express feelings in a more constructive and mature way. This interviewee was very appreciative that Crossroads taught him/her the appropriate way to handle difficult situations, without losing his/her temper and being aggressive. Additionally, this interview participant thought the best thing Crossroads did was provide bus tokens for clients to use on the area bus system around the city.

The bus system was mentioned by another participant as well. He/she stated that the scavenger hunt during Orientation level was extremely helpful. The scavenger hunt provides a way for the youth to learn how to use the local bus system while finding area locations that may be important and useful such as the library or health department. The interview participant

enjoyed the scavenger hunt because he/she did not understand the bus system prior to coming to Crossroads. The interview participant stated,

“When I came in I didn't have a job and I didn't really know how to run the bus system so I was like how am I going to even find a job. They had a client there who had already done the treasure hunt on the bus which is what they make you do. Without them I would have gotten lost.”

Relationship building between clients was also mentioned as something Crossroads is doing well. One participant said that he/she really enjoyed events that all the clients did as a group, such as dinner and movies. He/she stated,

“One thing that really helped was doing household things together to make the other clients, like kind of, friends with each other. Like going to the movies or out to dinner and it kind of made everybody just at that moment bond you know, just because we were out you know.”

As an overall assessment, it seemed that interview participants had a lot of positives to share about Crossroads. The majority of statements dealt with staff or skills that clients learned. As a whole, interview participants felt that Crossroads was doing most everything well.

Question 2. What did Crossroads do that may need improvement?

There were very few items that interview participants thought needed improvement. The only theme that emerged for this question was that of the rules being too strict. None of the participants specifically thought the rules were bad, but that there were aspects which could potentially be relaxed. One participant felt like the rules were too restrictive because clients are not allowed to go on walks without signing out and having permission to leave the house. Additionally, he/she felt that curfews might have been too much, and could perhaps be modified based on the age of the client.

The other primary concern seemed to be with the security cameras. One participant thought that the security cameras seemed like they were everywhere, but did not catch things that happened in private rooms, such as personal items that went missing. Another participant felt the cameras might make it feel too institutional, like a prison, and stated,

“Probably with the whole camera situation, it would be a lot more comfortable without cameras, but I know they probably have to have cameras for security. With the cameras maybe being a little more lax on the rules because it would already feel more like a lockdown facility than a home. It's nice to be able to walk out whenever. I know if I would have come there with cameras and everything I would have probably definitely not even gave it a chance.”

Other than the strictness of the rules and the security cameras, the only other item stated as needing improvement was the structure of the program levels. The Crossroads program uses a five-level program structure beginning at Orientation level and ending with Level Four. In order to graduate the program youth must complete the required tasks necessary for all five levels. Tasks range from obtaining proper identification to maintaining employment and a savings account balance of \$750. As youth progress through the levels they gain more freedom and flexibility. One of the interviewees felt that the different program levels were not as much helpful as they were a way to gain seniority,

“Well the levels don't...a level is just a level, and it's how you gain seniority and how you graduate out of the program. As just a level in general it doesn't really do anything for you besides give you seniority and help you graduate.”

The one interview participant that had problems with the program levels appeared to be frustrated with the requirements to progress to the next level. It seemed that he/she felt some of the items required to advance to the next level were dependent upon items that are difficult to obtain without a job, which comes in the next level. For example, in order to get a job you must

have a social security card and drivers license, but it costs money to get those items and if you do not have a job then you may not have the money to get those necessary items. The interview participant felt like it was a “catch 22” and hard to move past some levels. The individual stated,

“It’s hard to advance to level two because there are things on the level one packet that...I’ve got to have a job to be able to get the money to pay for and I’ve got to have those things to be able to get a job so it’s a loop...”

The subject of rules and the cameras, and the level structure seemed to be the only items that interview participants felt needed improvement. However, some did share some suggestions for Crossroads later on in the interviews; these can be seen in responses to question five.

Question 3. Are there any services that should be started earlier?

Only one participant shared any services they believed should be started earlier. The other two interviewees believed that everything was pretty well timed and could not think of any specific service which may need to begin earlier on in the program. The participant who shared items was not audio recorded and therefore the items are listed below. There were only three items that the one participant felt should begin earlier:

- Job search should start at Orientation level
- Apartment hunting could begin earlier
- Section 8 Housing Choice Vouchers enrollment should begin as soon as client enters the program because of the process; or give the clients a list of those types of resources so they can start pursuing them on their own

The first item which this respondent felt should begin earlier was job searching. He/she suggested promoting the integration of gathering job applications with the scavenger hunt in Orientation Level. The other two responses this interviewee gave pertain to housing. This

interview participant stated he/she was on the list for Section 8, Housing Choice Vouchers, but because of the extensive process and time delay to receive assistance, he/she felt that it could be started much earlier on in the program. The interview participant felt that starting this process earlier would enable the youth to get on the waiting list and understand the process prior to leaving the Kevin Moody Youth Home, while still having the assistance from the Crossroads staff.

Question 4. Are there any services that were particularly helpful?

There were three different themes that emerged in the responses to this question. The overwhelming response from all participants was that all services Crossroads provided were beneficial. Two participants noted that while in the program he/she knew they were learning new skills, but that he/she did not realize just how much it was going to help later on in life. One interview participant stated,

“Everything! Really when I was there I didn't realize how much everything was going to help me.”

An additional theme that emerged was importance of the information provided in the five level packets. While one participant noted earlier that he/she felt the levels were simply a way to gain seniority, the other two participants felt that the information provided in the packets was helpful. One participant said the packet gave him/her information that he/she might not have known otherwise. That participant also said that staff was good about setting deadlines for the level items and then assisting each client in working through the packets.

The third theme resulting from responses was the appreciation of requiring clients to give Crossroads 60% of income. Two participants said he/she really liked giving 60% back to Crossroads for deposit into a bank account. He/she appreciated the reality of living off 40% and

having the money given back to him/her when exiting the program to use towards a deposit or for living expenses. Two interview participants shared responses,

“It [money] goes into a savings account. I loved that [taking 60% of paycheck] because my goal was to save as much money as I could before I got out because I would like to luxury my house. Like cool pictures and a nice table, I like that kind of stuff. They ask for 60% and I liked the fact that alright I made \$400 and only \$140 is mine.”

“They hold on to 60% of your paychecks, just like a savings account, you get it all back when you leave but they get you into the habit of saving money. That’s good, definitely good because if you don’t save money when you’re out on your own then you might become homeless.”

In addition to the developed themes, one participant shared a couple other items he/she found particularly helpful. The client not only liked that Crossroads asked for 60% of his/her paychecks, but also appreciated learning budgeting, the interviewee stated,

“Budgeting is one. They definitely did teach you had to manage your money. When you're young you don't think like that, you are just like “ooh, Velveeta”, you know. It was really helpful.”

The same participant also shared that he/she appreciated the program’s rules on drugs. He/she liked that there were random drug checks and it really helped keep him/her off drugs, but it did not feel like clients were losing their freedom. The participant stated,

“You know at the time they really, just because of their random drops, they really did help me stay off drugs because I didn't know when they were going to check. That was cool, even though it was once a month it wasn't too much but it made you not want to slip up because you don't know. I like then how they let you smoke a cigarette whenever. That was really, really...it made you feel more comfortable and be like I don't want to screw this up, I have freedom. I can smoke a cigarette; I'm taking care of what I need to do.”

It was obvious in this question that some of what some participants appreciate or found helpful, others might find as a fault. This simply exemplifies that these responses cannot be generalized to be the feelings of all Crossroads clients, but simply those of the interview participants.

Question 5. Do you have any suggestions for Gateway and/or the Crossroads Program?

While there were several suggestions offered by interview participants, only one theme emerged. The only theme found in this instance dealt with job training. Two of the interview participants struggled with finding employment and thought that perhaps additional job training would enable him/her to gain skills to be more attractive to potential employers. One participant even mentioned increasing a partnership with the Youth Workforce Development program offered by Gateway.

Interview participants provided a variety of other suggestions in addition to more job training. One participant said he/she liked how Crossroads designated a client of the month, but that providing a little more incentive for the clients to compete for that honor would be nice. The interviewee suggested,

“They should do a little more with that [client of the month], more of a treat for the client, maybe you know two tickets to the movies or you know what I mean...something like that because I think it would be a little more incentive. I can’t really remember what the rewards was, maybe a few points to get stuff out of the cupboard that you buy, you wouldn’t really have to buy it which was cool you know.”

Some other suggestions participants named include:

- Take less than 60% of income, especially if the client is receiving the money from Social Security Insurance, or some other form of disability income.
- Provide more help and information about school and encourage school more.

- Give clients a little more freedom; if they can't be trusted in a secure environment like the youth home then it is like telling them that they aren't trusted at all.
- Help fill out college forms or have representatives from local colleges come in and talk about college and classes.
- Provide something similar to college representatives going to high schools to promote their school and recruit students: a visitor from a college talk to the youth or take youth on a campus visit, or have someone from MSU or LCC come in and talk to the youth about college and the admissions process.
- Help fill out college applications, help with FAFSA or take a field trip to LCC and talk to financial aid advisers, etc.
- Stabilize staff so that a single caseworker follows a client through the entire program. It is hard to know what is going on when the staff keeps changing. [I] have worked with three different staff members in the last year and I have to start over every time with a new person because they have to get to know the client.
- Give clients more time during the day for job hunting, etc. four hours isn't enough.
- Allow clients who are older to stay out later or have more flexibility in rules.

While two of the participants made several suggestions, one thought the program was really good overall and there was not much that needed to be changed, but did make a couple suggestions. The overarching feeling of the clients interviewed was that Crossroads is a good program as shown in the comments participants had for Question 5, regarding suggestions for the Crossroads program.

Question 6. Are there any other thoughts or ideas you want to pass along?

The only theme that emerged in responses to this question was that Crossroads is a great program and all participants wanted to pass along that message. All three found the program helpful when preparing for adulthood and they enjoyed their experience at Crossroads. When interviewing the participants, the researcher discovered that none of the participants had actually graduated the program or completed all levels, but all had very positive things to say about Crossroads. Two of the three were living in safe and stable environments, independently or with a significant other. Additionally, one participant stated he/she would like to get back into Crossroads and complete the program because he/she felt that having the structure was good for the clients and there was more he/she could learn.

One interview participant stated that he/she had been excused from the program, but really wanted to come back and talk to the current residents. He/she hoped to express how grateful he/she was for Crossroads and tell the youth currently in the program to work hard because it is worth it. He/she felt that the current youth should understand that what they are learning at Crossroads will help immensely after leaving the program and should appreciate it.

The participant said,

“Maybe if they could trust me enough to come in and talk to the group and be like ‘hey I lived here and I wish I had somebody telling me this when I lived here. You should really take it for what it is and not take it for granted because when you get out you really are stuck with what you got and if you work hard, have a lot of knowledge, money saved up, and a job when you are done then you are good to go.’”

The positive comments continued with another interview participant stating that he/she appreciated the fact that Crossroads was preparing him/her for independent living and adulthood.

This participant stated,

“It is an independent living home; you are supposed to learn how to live on your own while you’re here. I think that is good and I think it’s a really good program...this is an independent living home and these things happen to get us ready and I respect that. I don’t think anything needs to be changed.”

It seemed that all interview participants found Crossroads to be a very beneficial program, and they appreciated the skills they acquired while being clients. The limited negative feedback implies that Crossroads is on the right track to assisting area youth in becoming independent adults.

The results that Crossroads collected with follow-up questionnaire data, as well as interview responses, present Crossroads as being a helpful and important program in changing the lives of participating youth. Even though not all Crossroads clients successfully graduate the program, some clients who participate in the program for a short amount of time, such as those who were interviewed, are still able to successfully transition into an independent lifestyle. All interview responses led to the conclusion that Crossroads is providing a much needed service within the community and providing a positive transitional living environment for youth. However, final conclusions and recommendations for the Crossroads program are discussed in Chapter 6.

Chapter 6 - Conclusions and Recommendations

Nationwide concerns about homelessness and poverty are clearly an issue today. According to the United States Department of Housing and Urban Development more than 640,000 individuals were homeless on a single night in January in 2009 (HUD, 2010, p. i). The number of homeless individuals has varied over the years, but the current economic recession has led to an increase in the number of homeless families and children. From 2007 to 2009, the number of homeless families seeking shelter increased nearly ten percent (HUD, 2010). Increased numbers of homeless may potentially lead to a series of social concerns including decreased tax dollars as the number of taxpayers decline, increased fear of crime in areas where the homeless congregate, decrease in desire to live in areas frequented by the homeless, and an increase in governmental dependency that results as the number of homeless increase. All of these issues should be concerns of the local community and should be addressed by community leaders and planners. City leaders have the responsibility to ensure the health, safety, and welfare of community citizens and this responsibility should include an invested interest in combating the causes of homelessness. Communities need to plan for immediate homeless services as well as work towards homelessness prevention by addressing the root causes. Emergency shelters and social services are often the first steps in fighting homelessness, but the increasing numbers of individuals seeking shelter creates a need for additional social services and homeless assistance programs.

Transitional housing programs are one type of homeless assistance that plays a prominent role in fighting the causes of homelessness. Transitional housing provides an alternative to the typical emergency shelter since it allows long term stays and typically offers social services such as job and independent life skills training. A longer time period of shelter allows the individuals

and families more time to work on their personal and financial stability which will enable them to maintain permanent, stable housing after leaving the program (HUD, 2009). Most transitional housing programs also offer individualized case management services which allow each individual to work personally with a case manager to address and resolve the issues which are causing homelessness. Case managers assist individuals in working towards specific individual goals and needs (Barrow & Zimmer, 1999). Transitional housing programs are becoming a more popular option because of the focus on the causes of homelessness rather than strictly on providing shelter typical of many emergency shelters. Additionally transitional programs can be aimed at specific populations of homeless ranging from families, to individuals, and to youth.

Homeless programs and services have historically been aimed at adults and families, but there is also an alarming increase in the number of homeless youth. The path to homelessness for youth can be attributed to numerous factors including physical abuse, substance abuse, and strained family relationships (Alonso, Bell, & Giffords, 2007). Youth may be prematurely forced out on their own, often prior to gaining all the necessary skills to successfully become independent adults. Jennifer McMahon the Director of Programs for Gateway Community Services in East Lansing, Michigan says she has seen some youth who have had to leave home because their family is facing economic hardship and can no longer afford to support them, forcing the youth to fend for themselves. One study determined that roughly 1.6 million individual youth in the United States were homeless at least one night over the course of a year (American Planning Association, 2003). This special population of homeless is particularly important to reach at an early age. Hopefully this intervention can help these homeless youth at a young age, and prevent them from being homeless as an adult. Transitional housing programs that are focused on youth can serve a great need in training and preparing youth for life as an

independent adult. The goal of these organizations is to help the youth learn the necessary skills so that they will not become dependent on assistance or homeless as they reach adulthood.

The Crossroads transitional living program for youth offers this needed assistance to youth. Crossroads is one of seven programs provided by Gateway Community Services located in East Lansing, Michigan. Crossroads serves youth ages 16 to 20 in a tri-county area comprised of Ingham, Clinton and Eaton counties. Approximately 50 youth are admitted into the Crossroads program each year, while roughly 30 to 35 will complete the program. While in the Crossroads program, youth adhere to strict rules and scheduling and are taught a variety of independent living skills. Programs such as Crossroads provide a sort of replacement for parents for the youth it serves who leave home at a young age. The Crossroads Program offers a great service to homeless youth and, in some instances discussed in this research report, it provides an enhancement in the quality of life for the youth it assists by helping them to become responsible, independent adults with greater opportunities to be successful adults.

This research report serves as an evaluation of the Crossroads program in determining its success in assisting youth into permanent housing. The data presented in Chapter 5 displays the results of telephone questionnaires performed by Crossroads staff, as well as one-on-one personal interviews, conducted by the author, with previous and current program participants. Collected data appears to demonstrate a client appreciation of Crossroads and its success in assisting participating youth in transitioning into independent living. The data also suggests that clients believe that staff had a positive impact on them and that the skills and training they received was valuable.

As was indicated in Table 5.1 in Chapter 5, the majority of Crossroads follow-up questionnaire participants saw a positive shift in their lives in the period they entered the

program and left the program. However, it must also be noted that less than half of clients that Crossroads staff attempted to contact were reached. It should also be noted that the collected data shall not be generalized as the opinions of all Crossroads clients. The collected data may be so positive because those willing to participate in the follow-up questionnaires and personal interviews were clients with positive experiences; those with negative or “okay” experiences may not have had a particular interest in sharing their experiences.

Overall, the youth that leave the Crossroads program have gained new skills, have a safe and stable place to live, and feel that staff was knowledgeable and caring. However, both the questionnaire and the interviews reflect difficulty for the youth in obtaining or maintaining employment. Approximately 49% of youth were employed at the time of follow-up; that means over half were not, and only one of the three Crossroads clients that were interviewed was employed at the time of the interviews. Understandably, current economic conditions make it difficult for many to find employment, but as part of Crossroads these youth have the expectation that they will obtain the tools and assistance necessary to find and maintain employment. There is consistency in collected data from the questionnaires and the personal interviews in the areas of staff knowledge and assistance and learning new skills. Both questionnaire and interview responses correlate to one another and suggest that clients contacted have had good experiences with Crossroads.

All three interview participants shared their personal experiences and comments about what they believed Crossroads was doing well and what may need improvement. Interview questions were designed to draw information from previous and current Crossroads clients about the success of Crossroads in assisting youth into permanent housing, enabling the researcher to draw conclusions and apply responses to developed research questions. Participant responses

were coded into themes and responses that were not applicable to themes were presented individually. Responses to interview questions may be seen in Chapter 5. These responses were used to address the following research questions:

- 1) What is the Crossroads program doing well to assist youth in transitioning into safe and stable housing?
- 2) What does Crossroads need to improve upon in order to better help youth prepare for independent living?

These questions will be addressed individually in order to more clearly explain what Crossroads clients designated as being done well and what might need improvement. Responses presented in Chapter 5 are summarized in answering the research questions.

Research Question 1: What is the Crossroads program doing well to assist youth in transitioning into safe and stable housing?

Based upon interview participant responses it seems that Crossroads is doing several things well in order to assist youth in transitioning into safe and stable housing. Crossroads staff appears to be most important to those interviewed in positively preparing youth for transitioning to independence. All interview participants spoke highly of Crossroads staff and indicated that staff members were willing to help the youth with whatever they needed, while still allowing them to grow as individuals. Additionally, interview participants stated that assistance with educational opportunities and the teaching of independent life skills was very valuable to them. Crossroads staff members provide knowledge and guidance to youth on how to obtain education and employment. Crossroads staff members also work with the program youth and teach necessary independent living skills, including cleaning techniques, how to do laundry, proper personal hygiene, how to navigate public transportation, and smart shopping practices. The program also provides structured time and required chores which helps prepare the youth for

living on their own. Every interview participant appreciated being required to do chores while in the Crossroads program because they understood that when they live independently, no one is going to be around to tell them what to do or clean up after them and they will have to have the maturity and ability to take care of their own space. Interviewees said these life skills were extremely important in enabling them to positively transition into independent living; however, these skills are taught by the staff and therefore the importance of caring and understanding staff members is immeasurable. The staff members teach the youth what they need to know in order to successfully transition into permanent housing; it all begins with the staff.

Clients are encouraged to become familiar with the use of public transportation. Those interviewed stated that Crossroads providing opportunities for them to become familiar with the public transportation system, as well as providing the youth with bus tokens for transportation around town, was also good. Clients stated that learning how to use the bus system was really important because it allowed them to get around the city to apply for jobs or get to school. Additionally, in receiving free bus tokens from Crossroads, the youth did not have to worry about the cost of transportation while trying to find employment. By teaching the youth how to navigate the city via public transportation, Crossroads is enabling them to become more independent and teaching skills that they will use after leaving the program.

Interview participants also stated that budgeting skills and Crossroads withholding 60% of income that is placed into an account managed by Crossroads, worked very well in preparing them for independent living. Crossroads requires each program client to give 60% of their income back to the program; therefore the youth learn how to live on the remaining money. This 60% is roughly what youth may expect to pay for rent, utilities, food, and other daily necessities when living independently. Crossroads saves this money for the youth and then returns it to them

when they leave the program to be used as a rental/utility deposit or first month's rent. Clients appreciated that Crossroads prepared them for what it was going to be like financially once they leave the program. Budgeting combined with Crossroads withholding 60% of income, allowed youth to understand how money is expended for different needs and the appropriate ways to spend it. Budgeting expenses and savings are skills youth will need to be able to maintain independent living.

Research Question 2: What does Crossroads need to improve upon in order to better help youth prepare for independent living?

Crossroads clients, past and current, did not find many items that Crossroads need to improve. The main concern stated by the interviewed participants was the strictness of the program rules. Clients understood that Crossroads must have strict rules because of the nature of a youth group home environment. However, they felt that the security cameras in the facilities might be excessive. All interview participants stated that they understood the necessity of the rules, but that there could be more flexibility. One participant suggested allowing curfews to vary based on client age.

A second area of improvement was altering the required content in the program level packets. Crossroads clients work through five different levels which are monitored by program level packets and contain different requirements for each level. These are located in Appendix C. Interviewees mentioned that the different level packets that clients are expected to complete are simply a way to gain seniority and do not mean much more. Perhaps Crossroads needs to take a look at the packets and ensure that all required elements are organized in an attainable fashion. Crossroads should then seek feedback from clients on what skill areas the youth really want to work on and the time frame in which they feel these items can be completed. It might also help if

Crossroads staff assured the youth that the packets are not means of seniority but are meant to help them learn the necessary skills. The researcher was unsure whether Crossroads intended on providing a higher level of seniority as clients moved through the levels or not. Perhaps it is a way to gain seniority and staff members use that as a sort of incentive for youth to work harder. If this is the case, maybe staff should find alternative ways to encourage youth to excel, rather than implying (as the interviewee expressed it) that those clients in Level Three have more clout than those in Level One.

Overall, it is apparent that clients feel Crossroads is doing a good job at preparing them for independence. All of the data collected suggests that there are a few improvements that Crossroads should make in order to better assist youth in the program. As the researcher conducted the interviews, interviewees made several recommendations. These suggestions for improvement, as well as other recommendations collected during client interviews, will be presented in the following section.

Recommendations

The personal interviews conducted by the researcher and data collected through the process has resulted in some basic recommendations that Crossroads might consider in order to enhance the program. It may also be safe to assume that programmatic areas, with the exceptions of a few specific suggestions, should be continued. All interview participants expressed a positive experience and impact from the Crossroads program, so recommended changes may not necessarily be needed immediately.

Current procedures, process, and items that should definitely be continued include:

- Continue hiring quality staff members who show a genuine caring attitude, are patient and willing to work with program youth.
- Continue staff availability 24/7 for assisting youth with issues they may have at any hours of the day.
- Continue teaching independent living skills (budgeting, cleaning, shopping, decision making, etc.).
- Continue requiring household chores and dinner/kitchen duty.
- Continue requiring the scavenger hunt on public transportation system during Orientation.
- Continue providing bus tokens.
- Continue assisting youth with homework and providing assistance in gaining access to educational opportunities.
- Continue assisting youth in finding employment and completing job applications.
- Continue requiring 60% of client paychecks to be given to Crossroads for savings so that the money may be returned when youth exit the program to be used for rental/utility deposits or first month's rent.
- Continue conducting random drug checks.

In addition to these items provided above, that should be continued, interviewees had a few recommendations that Crossroads might consider. Interview participants thought these suggestions might help the program to better prepare future program participants. These recommendations include:

- Engage the youth in more group activities and team building with other clients (i.e. movies, dinners, game nights).
- Encourage case managers to ask clients what their personal goals are for each of the program levels and tailor the program to the client's goals, rather than strictly adhering to the program Level packets.
- Work on revising the packet structure so that youth have more incentive to complete the requirements of each program level, and in a way that clients understand the requirements are more than just a way to gain seniority.
- Design the scavenger hunt during Orientation Level to include obtaining employment applications.
- Encourage employment search during the Orientation, as opposed to Level One so that youth may potentially obtain employment early in the program.
- Address and revise the rules structure, perhaps allowing more flexibility for older youth (i.e. later curfews for 20 year olds than for 16 year olds).
- Consider allowing leniency on what percentage of income is withheld if the youth is on social security insurance or some other type of government support.
- Begin apartment hunting earlier on in the program (perhaps Level Three).
- Begin Section 8 Housing Choice Voucher process earlier and provide an explanation of process earlier in the program, since there is typically a waiting period for clients to receive voucher approval.
- Increase and encourage job training, and increase partnership with Youth Workforce Development (another Gateway Community Services offered program).

- Increase rewards offered for Client of the Month honor (i.e. tickets to a movie, extra food allowance, etc.).
- Offer more encouragement for educational opportunities, bring in representatives from Michigan State University or Lansing Community College to talk to youth about what opportunities are available at higher educational institutions; do something similar with the high school senior days visit.
- Take client field trips to higher education institutions to allow youth to see campus and structure of college.
- Have Crossroads staff members assist youth in completing college applications, and explain the financial aid processes.
- Create more staff continuity and, decrease staff turnover so there is a specific case manager assigned to each client throughout the entire process (clients noted they had several case managers while in the program).
- Allow youth more time out of the Kevin Moody Youth Home for job searching.

Transitional housing programs such as Crossroads serve a special population of the community that need assistance, and in many cases this population has nowhere else to turn. Continuous feedback from program participants is necessary to enable the program to satisfy the needs of clients as well as to better transition them into permanent housing and independent living. The information provided by the interview participants can be used by Crossroads to enhance the quality of the program and enable it to continue to provide a positive impact on program youth. While all interviewees stated that Crossroads was a great program that had helped them immensely, only one of those interviewed is currently living completely independently. This may imply that there are some changes that need to be made in order to

completely prepare youth for independence. It is likely that the most important items that Crossroads needs to encourage are education and job training, thus enabling the youth to obtain the necessary skills to find employment and be able to financially support themselves. Crossroads should take the aforementioned recommendations and assess what actions it might want to complete immediately and in what areas further research might be needed.

Crossroads should continue to ask for feedback from clients and perhaps in the future encourage clients to participate in a more detailed evaluation of the program a few months after leaving the program, as was done in this research report. Client feedback is one of the best ways programs like Crossroads can provide continued high quality services. Additionally, the support of the local community is very important to the continued success of transitional housing programs like Crossroads. The services provided by Crossroads allow clients to learn the skills necessary to support themselves later on in life. Transitional housing programs assist clients in gaining independent living skills as well as assist them in finding suitable, affordable, permanent housing. As tough economic times continue, transitional housing programs will play an even greater role in preparing individuals for independent living in permanent housing.

Planners should understand that social service programs such as Crossroads are a way of providing a possible solution to homelessness; planners should encourage efforts that increase the success of such programs. The responsibility for distributing state funding through the local continuum of care can fall upon planners and it may be their responsibility to provide support and ensure that the necessary funding is allocated to the numerous social service agencies. City planners should work with programs in determining the financial support that will be needed and ensure that the funding is added to the city budget. This may require planners to work with the city manager and city council in order to approve appropriations for homeless service programs.

Additionally, planners should help support programs such as Crossroads by implementing a homelessness or poverty awareness week and/or event. Planners should take a leadership role in organizing public awareness of what services are available to those struggling with poverty and how the general public can assist in supporting these programs. Educating citizens about homeless services may be done through the use of pamphlets, brochure, commercials, posters, or a series of speakers and speeches. Lastly, city planning staff should work with homeless service agencies in developing a plan to end homelessness. This could be incorporated into the city comprehensive plan as a quality of life or housing component. Having these services incorporated into the comprehensive plan would enable planners to take a direct interest in homeless prevention and assistance services, and create a series of goals and objectives for ending homelessness in the community. Hopefully, with continued support and funding for transitional housing programs, and specifically the Crossroads program, a decrease in the number of chronically homeless persons will be achieved.

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Appendix A - Interview Questions

- 1) What did Crossroads do well (trainings, teacher independent living skills, etc.) ?
- 2) What did Crossroads do that may need improvement (screening process too restrictive, too much structure, etc.)?
- 3) Are there any services that should be started earlier (apartment hunting, job search, etc.)?
- 4) Are there any services that were particularly helpful (budgeting, decision making, etc.)?
- 5) Do you have any suggestions for Gateway and/or the Crossroads Program (what could they be doing that would have better served you, more/less structure, more job training, etc.)?
- 6) Any other thoughts or ideas to pass along?

Appendix B - Telephone Protocol for Scheduling Interviews

Hello, I'm calling for _____, are they available to speak with?

My name is Megan and I am working on an evaluation of the Crossroads Transitional Living program for Gateway Community Services. I was hoping that I could meet with you for an interview and ask a few questions about your thoughts on Crossroads.

If they want more information:

I'm a graduate student at Kansas State University and am conducting my research on transitional housing programs. Crossroads provided me with your information so I could talk with you about your thoughts on the program and provide feedback.

If they say yes:

Great! I am hoping to schedule in-person interviews during the week of January 3-7th. They should only take 30 minutes to an hour and we can meet at Gateway's office, or if you'd rather, a coffee shop or whatever is more convenient for you.

Also, do you have an email address that I could send the questions to beforehand so you could look over them and send a reminder when it is closer to the interview date?

If they don't want to meet at Gateway's offices:

Is there someplace else you'd feel more comfortable? Maybe a coffee shop or a public library and what is the address?

If they say no:

That's fine. Would you be interested in just answer the questions over the phone or I could send them via email and let you respond when you have time?

Thanks so much for your time

Appendix C - Client Level Packets

Crossroads Transitional Living Program

Orientation Level

Guidelines:

During the Orientation level, each client will spend time getting acclimated to the Crossroads program. Listed below are the following steps that each client will take in order to work through this program and become successful independent adults.

Wake up: Monday-Friday at 8:00 a.m. & Saturday and Sunday at 9:00 a.m.

In Bedroom: Sunday- Thursday at 10:30 p.m. & Friday and Saturday at 12:30 a.m.

Curfew: Sunday-Thursday at 10 p.m. & Friday and Saturday at 11:30 p.m.

Lights out: Sunday- Thursday at 11:00 p.m. & Friday and Saturday at 1:00 a.m.

Chores completed by 10:00 a.m. or before you leave. Room cleaned by 12 noon or before you leave.

Required Weekly Meetings: Counselor
Case Manager
ILS Instructor

Phone: 4 personal calls a day (15 min.) You are able to make business phone calls.

No personal time is allowed on this Level. No Job Hunting on this Level.

<u>ORIENTATION LEVEL TASKS</u>	<u>CHECKLIST</u>	<u>STAFF/DATE</u>
1. Complete Drug Drop	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
2. Complete Personal Problems Checklist	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
3. Apply for Social Security Card	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
4. Apply for Birth Certificate	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
5. Apply for Michigan ID/Driver's License	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
6. Apply for Health Insurance	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
7. Obtain a DHS application and complete	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
8. Complete Physical and TB test	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
9. Obtain copy of immunization records	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
10. Schedule Dental Appointment	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
11. Complete 2 hours of community service	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
12. Complete 3 videos	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
13. Complete 3 journals	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
14. Complete Orientation Level Packet	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
15. Set up counseling appointment	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
16. Set up an appointment with MI Works	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____

Teeth

It is crucial to the health of your teeth and gums to brush regularly. During the day and night, bacteria and food particles become affixed to and lodged between your teeth, these substances need to be brushed away and flossed out. If you do not brush and floss your teeth regularly, you will acquire cavities, gum disease, tooth loss, and your teeth will stink. In addition, it is important to be aware of the foods that you consume. Dark beverages with caffeine tend to darken the enamel of the tooth. Foods with a lot of sugar can be harmful to the health of your teeth if they are not cared for properly.

How often should you brush your teeth? _____

Is it necessary to floss? If so, how often? _____

Foot Odor

If you notice that your feet begin to smell, what should you do?

- Wash feet every day Wear wet shoes Wear only clean socks
 Air your shoes out Use deodorant Dry Feet
 Wear shoes w/out socks Use foot powder

Inventory

While living at Crossroads, and when leaving independently, it is important to practice good personal hygiene. This includes keeping your body clean, brushing and flossing your teeth and grooming yourself.

Please check that you own the following toiletries:

- Towel Washcloth Soap Deodorant Toothbrush
 Toothpaste Floss Razor Shampoo Conditioner Comb/Brush

Direct Care Staff will assist you in obtaining the necessary items that you do not have.

As an requirement living skills test, please have Staff initial the checklist below, certifying that you have showered, brushed your teeth and practices good personal hygiene

Showered _____ Date: _____ Staff initials: _____

Brushed Teeth: _____ Date: _____ Staff initials: _____

Wearing clean clothes: _____ Date: _____ Staff initials: _____

Good personal presentation: _____ Date: _____ Staff initials: _____

Laundry

While you are participating in the Crossroads program, it is important for you to do laundry at least once per week. You will be assigned a laundry day by staff. We have a washing machine, dryer, and laundry soap for your use. You will also need to make sure you wash your sheets and blankets on a weekly basis.

It may be helpful to do a laundry inventory. Look through your clothes and make sure that you have enough clothing items to last at least one week. Please check and be sure that you have the following:

- Seven pairs of underwear
- Seven pairs of socks
- Four pairs of pants/shorts/jeans
- Seven shirts/sweatshirts

Your case manager will assist you in obtaining these items if you are missing an adequate amount of any of them.

All laundry needs to be sorted before being washed. What are the four categories clothes should be sorted into?

However, before washing your clothes check the label inside your clothes to make certain that the clothing can be machine-washed.

What items do you need to take with you to the laundry room?

_____ Laundry Detergent _____ Bleach _____ Dish Soap
_____ Fabric Softener _____ Stain Remover _____ Ammonia
_____ Quarters for machine _____ Lysol _____ Basket/Laundry Bag

There are many different types of laundry products. Find the best for your money, and read the labels to determine the correct amount to use; many people use too much. Please look through the newspaper to price a container of laundry soap, bleach, and fabric softener.

Price of Soap: _____
Price of Bleach: _____
Price of Fabric Softener: _____

Before beginning your wash, you will need to set the water temperature of the machine. There are usually 3 setting; these settings are for different fabrics. If you use the inappropriate setting you could ruin your clothes, so check the label inside the clothing to see what temperature is best.

Match the correct temperature with the appropriate clothes:

_____ Hot	a. usually for colored clothes
_____ Warm	b. usually for dark clothes
_____ Cold	c. usually for white clothes

Some fragile clothing may be need the delicate cycle, while others cannot be machine washed at all and therefore need to be washed by hand; you can use Woolite or another type of detergent to do this. Other clothes need to be Dry cleaned at the Dry Cleaners. Read the label inside the clothing if you are unsure.

T or F - You may machine wash clothes that require hand washing or dry cleaning.

T or F - You can wash a delicate piece of clothing in the washing machine.

While using a dryer can make the laundry process go faster, some clothes should not be dried in a dryer. The dryer can sometimes shrink clothes or fade vibrant colored clothes, therefore ruining them. These clothes should be line-dried or hung in the bathroom to dry. Cottons tend to shrink, so you will need to be careful to make sure that they are dried in a cool setting or line-dried.

*** As an independent living skills test, please have staff initial the checklist below as you complete your first/second load of laundry***

_____ Sort clothes by color	_____ Set correct water temperature
_____ Used laundry soap	_____ Set the washer to proper cycle
_____ Appropriate load size	_____ Set the dryer to proper cycle

Ironing

Having well pressed clothes is very important. An expensive shirt or dress will look bad if it is not ironed. Make sure that you turn off the iron after using it and set it to the correct temperature setting, as irons can cause fires, seriously burn skin, and ruin clothes.

Check your clothing label for determining an appropriate setting for the iron and make sure that the iron is clean. In addition, a dirty iron can ruin clothes as much as burning clothes.

There is no excuse for un-ironed clothes; they look messy and are very noticeable. So after making sure that your clothes are clean, make sure they are well ironed.

In what instances is it most important to make sure to iron your clothing for a professional appearance?

Dishwashing

Within the Crossroads program, you are responsible for washing your own dishes and/or loading your dishes in dishwasher (when applicable) as well as washing them by hand. These tasks will be equally important after you graduate the program and live independently. Clean dishes are a necessity for maintaining a sanitary eating environment. If dishes are not properly cleaned, one could contract diseases such as Salmonella, Ecoli, or other food poisonings.

*** As an independent living skills test, please have staff observe you washing dishes after your next meal and initial checklist below ***

- | | |
|---|--|
| <input type="checkbox"/> Pre-soaked dishes (if necessary) | <input type="checkbox"/> Washed silverware/utensils |
| <input type="checkbox"/> Washed glasses | <input type="checkbox"/> Washed dishware |
| <input type="checkbox"/> Washed pots and pans | <input type="checkbox"/> Washed dishes in proper order |
| <input type="checkbox"/> Used adequate water temperature | <input type="checkbox"/> Took grease off dishes |
| <input type="checkbox"/> Wiped down countertops | <input type="checkbox"/> Scrubbed sink |
| <input type="checkbox"/> Client demonstrates the ability to properly clean up after himself/herself | |

TRANSPORTATION

Utilizing the bus system

Regardless of what kind of transportation you choose to use while living independently, while at Crossroads, it is important for you to know how to use the CATA bus system. Using the public bus system is one of the most economical (cheapest) ways to get around town.

Capital Area Transportation Authority (CATA) is Lansing's local bus system. Their phone number is listed on each bus schedule. Familiarize yourself with the system and the schedules, and answer the following questions about CATA.

How much is each token? _____

How much is a monthly bus pass? _____

Where would you purchase a bus pass? _____

What is the student price of a monthly pass? _____

If you ride the bus to work or to a friend's house everyday for a month using tokens, how much will it cost you? (Don't forget to add the fare to get back home) _____

Think about how often you might use the bus each month. Do you think it will be more economical to buy tokens or monthly bus passes?

of rides per month _____ cost using tokens _____

Most economical choice for you _____

Bus Schedule Usage

While you are at Crossroads, you may need to get a Michigan ID, Medicaid, Birth Certificate, or a Social Security Card. You will need to get a job, open a bank account, go to the grocery store, and obtain a physical examination by a doctor. It will be important for you to know how to get around town in order to complete all of these tasks. Using the bus schedules, please write down which bus routes you will need to use in order to get to the following places starting from Crossroads. (Please include transfers)

Location:	Bus route/schedule:
Secretary of State	
Social Security Office	
County Clerk's Office	
DHS/Health Department	
Gateway	
Meridian Mall	
Lansing Mall	
Frandon	
A Bank or Credit Union (your choice)	
Meijer (Saginaw or Penn.)	
MI Works	

Scavenger Hunt

Now that you are familiar with the CATA bus schedules, you are ready to ride the CATA bus system throughout the Lansing area. To complete this activity, you will need to ride the bus to each of these places and bring back the following items. You must work on this by yourself, but staff is willing to help you plan out your trip. Also, make sure that you check in with your case manager/ILS before leaving in case you need to grab additional items from the following locations.

Good luck!!

Location:	Retrieve/grab a:
Secretary of State	Driving Rules
Social Security Office	Social Security Card application
County Clerk's Office	Birth Certificate application
DHS/Health Department	Medicaid/food stamps application/TB test
Gateway	Brochure
Meridian Mall	Anything w/ Meridian Mall on it or 5 job apps.
Lansing Mall	Anything w/ Lansing Mall on it or 5 job apps.
Frandon	Job Apps, brochure
A Bank or Credit Union (your choice)	Application/Information about savings/checking
Meijer (Saginaw or Penn.)	A flyer or in-store printed advertisement
MI Works (If possible seek out the Gateway Staff at this location)	Information/flyer on variety of programs at MI Works.

Crossroads Transitional Living Program Level I Packet
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Guidelines

Wake up:	8:30am (Mon.-Fri.)/9:30am (Sat/Sun)
In Room:	10:30pm (Sun-Thurs.)/12:30am (Fri. /Sat.)
Lights Out:	11pm (Sun-Thurs.)/1 am (Fri. /Sat.)
Curfew:	10pm (Sun-Thurs.)/12 am (Fri. /Sat.) *staff discretion
Phone Privileges:	4 Personal calls a day
Required Weekly Meetings:	Counselor, Case Manager and ILS instructor
Groups Required:	ALL
Chores/Room/Bathroom:	Clean by 10am (Mon-Fri.), 12pm (Sun/Sat) or before you leave

No extensions on wake-up, in room, lights out or curfew.
PT approved by Case Manager

<u>Level I Tasks</u>	<u>Checklist</u>	<u>Staff/Date</u>
1. Obtain Michigan ID/Drivers License	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
2. Obtain Social Security Card	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
3. Obtain Birth Certificate	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
4. Obtain Health Insurance	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
5. Obtain Employment	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
6. Attend Dental Appointment	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
7. Complete Real World Assignment	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
8. Complete 2 Hours of Comm. Service	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
9. Complete 3 Videos	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
10. Complete 3 Journals	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
11. Complete Level 1 Packet	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____

EMPLOYMENT

WHERE TO FIND A JOB!!

List three places you would go if you were looking for a job.

Example: Burger King

1. _____

2. _____

3. _____

Define the underlined words in the following advertisement:

PERM. PART TIME Eves. Gen. Off. Work. Send res. TO: Pers. Mgr., P.O. BOX 112 E.Lans., MI 48824

PERM. _____ Gen. Off. _____

Pers. Mgr. _____ E.Lans. _____

Eves. _____ MI _____

P.O. _____ res. _____

APPLYING FOR A JOB

Match the words on the left with the correct definition on the right:

- | | |
|------------------|---|
| a) Status | ___ 1. Truthfully |
| b) Benefits | ___ 2. Name, date of birth, marital status |
| c) Resume | ___ 3. Person who is not in the military |
| d) Occupation | ___ 4. Not applicable |
| e) Personal Data | ___ 5. For a short time |
| f) Dependent | ___ 6. Place that you live |
| g) Reference | ___ 7. People that know you well |
| h) Retired | ___ 8. Standing, position |
| i) Civilian | ___ 9. Job |
| j) Application | ___ 10. Child or spouse you support |
| k) Disability | ___ 11. Has ended working life |
| l) Aptitude | ___ 12. Loss of Physical ability |
| m) Education | ___ 13. Ability to perform a job or skill |
| n) Temporary | ___ 14. Health Insurance, vacation time |
| o) Residence | ___ 15. Highest grade you have completed |
| p) N/A | ___ 16. Typed paper listing your education and employment |
| q) Honestly | ___ 17. Form filled out listing employment, education, references, and special skills |

When applying for a job it is important to have the following thing with you: (circle all that apply)

- | | |
|---------------------------|------------------------------|
| A. Your Birth Certificate | F. A comb |
| B. A pen | G. Your Social Security Card |
| C. A Toothbrush | H. A Personal Data Sheet |
| D. Your Parents | I. A Dictionary |
| E. Questions | J. Friends |

GRIVANCE PROCEDURES

All companies have what is known as a grievance procedure. A grievance procedure is what a worker should do if they have a problem with their supervisors, a co-worker or the company. These are structured positive steps to follow in order to solve employee problems in a fair, constructive manner.

Most follow these basic guidelines:

1. The worker who has the problem should first discuss it with the person whom they are in conflict with. They should approach the issue in a calm, professional, rational manner. Usually the problem will be solved in this step. If it is not then go on to number two.
2. If the problem continues or remains unresolved after the first step, then the person with the problem should talk to his/her supervisor. Usually, the supervisor will bring both parties together to discuss and resolve the issue. Or the supervisor may decide to talk to the other person alone to solve the problem. If the problem is worked out at this level there is no need to go further.
3. If the problem remains unsolved after step 2, then the person with the problem goes to their supervisor's supervisor. In most companies, this is the highest level and this person will then make a final decision. However, if there are other levels, then the worker with the problem has the right to continue upwards until they reach a satisfactory solution. Otherwise, they have to live with the final decision or the highest level of management.

The Chain of Command:

The chain of command is the hierarchy of the company. You report to your supervisor, your supervisor reports to his/her supervisor, that supervisor reports to the head of the company. The highest person in the chain holds the most responsibility. They may not directly supervise you. They may not even know you. It is never appropriate for a line worker to go to the head of the company with a problem-unless he/she is your immediate supervisor or your own boss has given you permission to do so.

Bosses get very upset with employees who go above their head. It is taken as a sign of disrespect for the authority of your supervisor. Following the chain of command means always talk to your immediate supervisors first. Then if they give you permission or if you are not satisfied with your response, go to the next level. Find out what the grievance policy at your job is and write below:

LEAVING A JOB

Telling your employer that you are leaving may be hard to do, especially if you like your job and your boss. But you must realize that your boss will be glad to see you get a better job if you approach it the right way. Below is a list of many things you may say or write to an employer when you plan to leave a job. Put a check next to the items that you would write or say.

- I got a better job, so I quit
- I really like my job, but I have been offered a job which will help me reach my career goal
- I have been offered a job that is a chance for advancement
- I'm leaving to take a new job
- I'm not going to be in anymore, I start my new job tomorrow
- It has been a pleasure working for you and I would like to use you as a reference
- I have taken a new job and I hope you will be able to find someone to take my place in two weeks

List some of the reasons you have given to old employers when you quit a job.

1. _____
2. _____

Discuss with staff if these are appropriate and how maybe you should have told your employer that you are quitting.

Crossroads
3240 S. Waverly Road
Lansing, MI 48910
882-7217

Applications for Employment
Crossroads is an Equal Opportunity Employer

Personal Information

Name (Last, First, Middle): _____ Date: _____

Social Security Number: _____

Home Address: _____

City: _____ State: _____ Zip: _____

Home Phone: _____ Business Phone: _____

Can you provide your US Citizenship? Circle one: Yes No

If not a U.S. citizen, give Visa No. and Expiration Date: _____

Position You Are Applying For

Title: _____ Salary Requirement: _____

Referred by: _____ Date you can start: _____

Education Record

High School (Name, City, State): _____

Graduation Date: _____

Business or Technical School: (Name, City, State) _____

Dates attended: _____ Degree Earned: _____

Undergraduate College (Name, City, State) _____

Dates attended: _____ Degree, Major: _____

Graduate School :(Name, City, State) _____

Dates attended: _____ Degree, Subject: _____

Work History (give information about your last 3 jobs, starting with the most recent)

1-Employer _____ Dates Employed: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Ending Salary _____

Title/Duties: _____

Manager's Name and Title: _____

Reason for Leaving: _____

2-Employer _____ Dates Employed: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Ending Salary _____

Title/Duties: _____

Manager's Name and Title: _____

Reason for Leaving: _____

3-Employer _____ Dates Employed: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Ending Salary _____

Title/Duties: _____

Manager's Name and Title: _____

Reason for Leaving: _____

Business References (if applying for your first job, you may use academic references)

1-Name

Address:

City:

State:

Zip:

Work Phone:

Home Phone:

Relationship to you:

2-Name

Address:

City:

State:

Zip:

Work Phone:

Home Phone:

Relationship to you:

3-Name

Address:

City:

State:

Zip:

Work Phone:

Home Phone:

Relationship to you:

Signature:

Date:

Who would you list as referenced on your application? (circle all that apply)

- A. Your friends
- B. Your teachers
- C. Your parents
- D. Previous Employer
- E. Your Friend's parents
- F. Other adults you are close to
(Minister, family, friend)

T or F Before listing someone as a reference for an employment application you should call them to ask permission.

Now that you have learned where to look for a job and some information about the application, decide where you like to apply.

Business Applying to: _____

Position Applying to: _____

Now complete the application at the back of this module for the business and position you decided on!

Now that you have completed the application, it is time to work on the interview that will ultimately get you the job. Answer the following questions.

THE INTERVIEW

T or F Never wear showy clothes or overdress when you go to an interview.

T or F Be prompt, even show up 10 to 15 minutes early.

T or F If you are nervous about an interview you should take someone with you.

T or F Never brag about how good you were at you last job.

T or F It is appropriate to ask the potential employer how much you will be earning in the first interview.

List three questions that you might be asked during an interview.

1. _____
2. _____
3. _____

List three questions that you would want to ask about the job or company during your interview.

1. _____
2. _____
3. _____

You have just been called for an interview for the position that you applied for. Get ready to meet with a staff member to practice the interview.

Date of interview: _____

Time of interview: _____

Person doing the interview: _____

Have the staff member complete the Interview Summary form at the back of this packet

Paperwork

You did such a good job at the interview that the employer decided to hire you. This means you will now be faced with some important papers before you can get your first pay check.

In order for the employer to withhold taxes from your paycheck you must first fill out various W-4 forms. W-4 forms stand for "Employee's withholding Certificates." A person will always need to complete a form for the state that they live in and for the Federal Government. Depending on where you work, you may need to fill one out for the city. Lansing requires all employees who work in Lansing to complete a W-4.

Attached at the back of this module are the three forms that you will be faced with if you work in Lansing. Complete them and have a staff member initial here when completed and check.

Staff: _____ Date: _____

GOOD WORK HABITS

You have completed your first week at work. Now is the time to discuss good work habits. Answer the following questions.

Most people are fired from their jobs because (circle the correct answers):

- a. They can not do the job.
- b. They are too tall or too skinny
- c. They are on time to work.
- d. None of the above

T or F It is alright to be tardy for a job as long as you make up the time after hours.

T or F It is alright to criticize your supervisor to fellow employees as long as you are telling the truth.

T or F If your supervisor calls you by your first name, it is alright for you to do the same.

T or F If you have a problem with your supervisor you should immediately talk with your supervisor's boss.

T or F If your supervisor gives you a task which is "stupid", you should do it anyway.

T or F If you make a mistake you should try to cover it up and hide it as soon as possible so that you do not get a bad mark on your employment record.

When you are ill and not able to work, you should (circle the correct answer):

- a. Call you job as soon as possible.
- b. Assume that your employer will know since you are not there.
- c. Call your supervisor at home
- d. Call a fellow employee at home to deliver the message.

If you cannot finish a task on time, you should:

- a. Talk with your supervisor on the day of the deadline.
- b. Talk with your supervisor as soon as you realize you cannot meet the deadline.
- c. Ask another employee to help you.
- d. Assume the deadline was unreasonable since the task could not be finished and continued working on the project.

Interview Summary

Applicant:	Interview Date:
Position:	Salary Requested:
Interviewer:	Date Available:

Evaluations	Excellent	Good	Fair	Poor
Enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Required Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:				
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Recommendations:

Interviewer's Signature:

Crossroads Transitional Living Program LEVEL II PACKET

Guidelines

Wake Up: 9:00 a.m.

Chores/Bedroom Clean: Noon or before you leave

Curfew: 11:00 p.m. Sun-Thurs. 12:00 a.m. Fri.& Sat.

In Bedroom: Sun.-Thurs. 11:30 p.m. (Fri.-Sat. 12:30 a.m.)

Lights Out: Sun.-Thurs. 12:00 p.m. (Fri.-Sat. 1:00 a.m.)

Groups required: ALL

Required Weekly Meetings: Counselor

Case Manager

ILS Instructor

Phone privileges: 4 personal calls/day (15 min. and 10 pts. each)

Weekly Points Awarded: 500

Level I Tasks

Checklist

Staff/Date

- | | | |
|---|--|-------|
| 1. Maintain Employment for 3 weeks | <input type="checkbox"/> Yes <input type="checkbox"/> No | _____ |
| 2. Open Savings Account | <input type="checkbox"/> Yes <input type="checkbox"/> No | _____ |
| 3. Savings Account Balance of \$300 | <input type="checkbox"/> Yes <input type="checkbox"/> No | _____ |
| 4. Complete 2 hours at Real World Learning Center | <input type="checkbox"/> Yes <input type="checkbox"/> No | _____ |
| 5. Compete 2 hours of community service | <input type="checkbox"/> Yes <input type="checkbox"/> No | _____ |
| 6. Complete 3 videos | <input type="checkbox"/> Yes <input type="checkbox"/> No | _____ |
| 7. Complete 3 journals | <input type="checkbox"/> Yes <input type="checkbox"/> No | _____ |
| 8. Complete Level II Packet | <input type="checkbox"/> Yes <input type="checkbox"/> No | _____ |

**Crossroads Transitional Living Program
LEVEL II PACKET**

Employment

What do the following abbreviations mean?

- 1. SAT. _____
- 2. R.N. _____
- 3. B.A. _____
- 4. D.D.S. _____
- 5. D.V.M. _____
- 6. M.D. _____
- 7. ACT. _____
- 8. M.S.W. _____
- 9. L.P.N. _____
- 10. C.P.A. _____
- 11. GED _____

Match the following degrees/certificates and professions with the educational setting where you would be able to obtain them.

- | | |
|-----------------------------------|----------------------------------|
| ___ 1. High School Diploma | A. Army |
| ___ 2. Cosmetology License | B. Michigan State University |
| ___ 3. Automotive Technology | C. Lansing Adult Education |
| ___ 4. Veterinarian | D. Douglas J. Educational Center |
| ___ 5. Private First Class E-3 | E. Lansing Community College |
| ___ 6. GED<High School Completion | F. Eastern High School |

List the school you are attending/or want to attend and phone number. _____

What are your future educational goals? _____

What are some of the steps you may need to take in order to reach those future goals?

1. _____
2. _____
3. _____
4. _____

Look up the following schools phone numbers in the phone book.

1. Michigan State University _____
2. Lansing Computer Institute _____
3. Waverly Alternative High School _____
4. Hill Vocational Center _____
5. Navy Officer Recruiting Station _____
6. Michigan School of Canine Cosmetology _____
7. Ross Medical Education Center _____
8. East Lansing High School _____
9. Lansing Community College _____
10. Eaton Roadranger Training Institute _____
11. Maki Travel School _____
12. Coast Guard Recruiter _____

MONEY MANAGEMENT

Now that you are receiving paychecks it will be important for you to monitor how you are spending your income. As a requirement of the Crossroads program, sixty percent of each paycheck must remain in your savings account for the duration of your stay. This leaves you with forty percent of your earnings to budget and spend if you wish.

What expenses do you have while living at Crossroads? Please think about what items are necessities for survival and which are not when making this list as your budget will be limited. For example, food and drinks are not necessities seeing as they are provided by the shelter. Items such as cigarettes are also not necessities, but if you smoke they should be figured into your budget. Figure into your budget clothing for work and personal use and entertainment costs.

Prepare a budget that will work for you during your stay at Crossroads. Use the expenses listed above.

Paycheck Amount:		_____
Subtract 60 % (multiply amount times .6)	-	_____
Equals 40%	=	_____
Expense #1 _____	-	_____
Expense #2 _____	-	_____
Expense #3 _____	-	_____
Expense #4 _____	-	_____
Funds leftover	=	_____

SAVINGS ACCOUNTS

While at Crossroads you will be required to open and maintain a savings account.

Write down the names, numbers and locations of three banks located near the shelter. For each bank call and inquire about the specifics of their savings accounts. Find out if they issue savings accounts to minors if applicable to you. It is also important to ask if there are monthly charges and if they require a minimum balance. Write this information below.

Name of bank	Phone	Address	Bus Route
1. _____	_____	_____	_____

Applicable information: _____

2. _____	_____	_____	_____
----------	-------	-------	-------

Applicable information: _____

3. _____	_____	_____	_____
----------	-------	-------	-------

Applicable information: _____

To open a savings account you will need the following items:

- ❖ Social Security Card
- ❖ Drivers License, Michigan ID or Passport
- ❖ The bank personnel will ask you for your name, age, address, social security number and picture ID.

After your account is open you will need to fill out deposit slips when you are depositing the necessary 60% of your paychecks. Practice filling out the slip below. The bank will give you a ledger within which you can keep track of your savings deposits and current balance. You will also need to supply staff with a copy of your deposit slips as well as the current balance of your savings account.

CHECKING DEPOSIT SLIP		Cash _____
MICHIGAN GENERIC BANK		Check _____
Name _____		_____
Date _____		_____
		Subtotal _____
		Less cash received _____
Account Number _____		Net Deposit _____
08695472456:978		0777274567

HOUSEWORK

Bacteria are in business for themselves, and that business is to make more bacteria. We are inviting harmful bacteria into our bodies when we do not clean properly. Germs from human respiratory and intestinal tracts spread to food and any surface when people are careless about hygiene. One needs to be especially cautious with regard to certain foods such as **raw meats, eggs and dairy products**. These foods, and others, if left out or not cleaned up properly can cause food borne diseases such as Salmonella, Ecoli, or other food poisonings. Porous surfaces such as wood and plastic cutting boards should be cleaned using a disinfectant or bleach cleanser.

The kitchen becomes unsanitary due to the smoke, grease, crumbs and food smells that are produced while cooking. Food stored inside of the refrigerator and freezer and fruits and vegetables kept out can produce smells as well. Safety in the kitchen is also important. Grease and food spilled on the stove and in the oven, or crumbs in the toaster could potentially start a fire.

In the bathroom it is equally important to maintain a sanitary living environment. The purpose of a bathroom is to maintain a hygienic body. If the bathroom is not clean then this goal will not be accomplished. When a person is sick, those germs and bacteria live in the bathroom, in the shower, the sink, the toilet and on our toiletries. Daily maintenance if this room, like the kitchen, is imperative!

Answer the following questions related to household sanitation and safety.

1. You can extinguish a grease fire using:
 - a. Salt
 - b. Water
 - c. A metal frying pan
 - d. Fire extinguisher
 - e. Both c and d

2. You can put out an electrical fire with:
 - a. Water
 - b. Salt
 - c. Fire Extinguisher
 - d. Baking Soda
 - e. All of the above

3. Bleach or disinfectant cleanser must be used to clean up:
 - a. Spilled milk on the floor
 - b. Raw chicken remains
 - c. Orange juice on the table
 - d. Plate that uncooked hamburger patties were on
 - e. Both b and d

4. The toaster can be cleaned by:
 - a. Submerging it in water and cleaning with sponge
 - b. Tipping it upside down and shaking out crumbs
 - c. Washing down the exterior
 - d. All of the above
 - e. Both b and c

5. Which of the following areas in the kitchen has the potential for being the most germ infested:
 - a. Chipped dishes
 - b. Wooden cutting board
 - c. Metal frying pan
 - d. Baking sheet
 - e. Glassware

6. When a sponge becomes odorous and dirty the best thing to do is:
 - a. Throw it in the washing machine with your clothes
 - b. Load it in the dishwasher
 - c. Get it wet and microwave for 30 seconds
 - d. Wash in hot soapy water
 - e. Discard it and use a new sponge

7. To defrost the freezer:
 - a. Unplug the unit
 - b. Pour warm water in freezer
 - c. Chip away at the ice with a sharp object
 - d. All of the above
 - e. None of the above

8. To clean the stove/oven you must:
 - a. Activate the self-cleaning mechanism if applicable
 - b. Use hot soapy water on the burners and trays beneath
 - c. Use oven cleaner
 - d. Use a steel wool pad
 - e. All of the above

9. In addition to cleaning the top of the stove and burners it is important to:
 - a. Wash walls around stove
 - b. Wash knobs
 - c. Check overhead fan, light and vent
 - d. All of the above
 - e. None of the above

10. Why is it necessary to defrost the freezer?
 - a. The frost builds up preventing storage
 - b. The food will not stay as cold
 - c. The ice cubes will taste strange
 - d. All of the above
 - e. Both a and c

11. This item in the refrigerator will help prevent odors:
 - a. Flour
 - b. Baking Soda
 - c. Bisquick
 - d. Baking Powder
 - e. Sugar

12. Cleaning the bathroom requires daily maintenance because:
 - a. Soap and other products create a build up
 - b. The humidity can cause mold and dust to collect
 - c. The room can easily become unsightly
 - d. All of the above
 - e. Both b and c

13. When cleaning the toilet it is important to:
 - a. Pay special attention to the exterior and area at the foot of the toilet
 - b. Wash the bowl with a sponge
 - c. Use disinfectant cleaner
 - d. All of the above
 - e. Both a and c

14. When cleaning mildew off the shower/tub it is helpful to use this tool to remove mildew and soap scum:
 - a. Sponge
 - b. Toothbrush
 - c. Toilet brush
 - d. Paper towel
 - e. Your fingernails

HEALTH CARE

When you are living independently, besides taking care of bills, groceries, housekeeping, school, and work, you need to monitor your physical and mental health. Health care entails eating properly, getting an adequate amount of rest and taking care of all medical problems as they occur. There are three steps for you to go through to help you deal with your health problems:

- 1)Prevention
- 2)Recognize when you are sick
- 3)Know what to do to receive help

Which symptoms should cause you to consult a doctor/specialist?

- | | | |
|---|--|--|
| <input type="checkbox"/> Cough | <input type="checkbox"/> Broken bone | <input type="checkbox"/> High fever |
| <input type="checkbox"/> Stiff neck | <input type="checkbox"/> Minor cut | <input type="checkbox"/> Bleeding that will not stop |
| <input type="checkbox"/> Loss of breath | <input type="checkbox"/> Nose bleed | <input type="checkbox"/> Paper cut |
| <input type="checkbox"/> Common Cold | <input type="checkbox"/> Persistent Abdominal Pain | <input type="checkbox"/> Abnormal mood swings |
| <input type="checkbox"/> Blurry vision | <input type="checkbox"/> Headache | <input type="checkbox"/> Slight Fever |
| <input type="checkbox"/> Hemorrhoids | <input type="checkbox"/> Broken nail | <input type="checkbox"/> Suicidal thoughts |

1. Which of the following will best treat a minor burn?
 - a. Ice
 - b. Butter
 - c. Aloe
 - d. Cool water
 - e. Nothing, let it be

2. How often should a person without special health concerns see a doctor for a check-up?
 - a. Every month
 - b. Every six months
 - c. Once per year
 - d. Once every two years

3. What is the normal body temperature?
 - a. 97-98 degrees
 - b. 98-99 degrees
 - c. 99-100 degrees
 - d. 100-102 degrees

4. What methods are used to treat a minor cut?
 - a. Wash with warm soapy water
 - b. Wash with cold soapy water
 - c. Cover with a bandage
 - d. Leave uncovered
 - e. Apply antibiotic cream
 - f. All of the above
 - g. All but b and d

5. How do you treat a nosebleed?
 - a. Tilt head backwards
 - b. Tilt head forwards
 - c. Do nothing
 - d. Leave head even, catch blood with cloth and apply ice pack to nose

Below, list the name, address and phone number of your doctor and the emergency room of your choice. Consider location and accessibility into your decision.

List 5 healthy foods that you enjoy and can snack on:

1. _____
2. _____
3. _____
4. _____
5. _____

Have you ever visited the emergency room? What was the visit for and explain your experiences? Positive or negative, why?

If you take any prescription medications on a regular basis, please list medications and

why you take them.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

It is always important to take care of your physical and mental well being. Prevention plays a huge part in your overall health. Making intelligent and informed decisions regarding food and other substances affecting the body can greatly impact your health. Choosing healthy foods, exercise and recognizing sicknesses are very important components to a healthy lifestyle.

Winter Illnesses

There are three common illnesses that affect the majority of people during the winter months. They are the common cold, the flu and ear infections. You can contract these illnesses anytime but it is more likely during the winter months when our immune systems are susceptible.

- | | |
|--------------------|---|
| __1. Common cold | a. Sore throat, runny nose, mild fever, muscle aches, plugged ears, cough |
| __2. Ear infection | b. Chills, headache, fatigue, muscle aches, nausea, vomiting |
| __3. Flu | c. Irritability, fullness and leakage from ear, fever, diarrhea |

How would you treat each one of the following? List at least three things that you could do at home to help alleviate the symptoms of these illnesses before seeing a doctor.

- COLD
- 1.
 - 2.
 - 3.

- FLU
- 1.
 - 2.
 - 3.

- EAR INFECTION
- 1.
 - 2.
 - 3.

List five things that you can do on a daily basis to help prevent contracting a cold, flu, or ear infection.

1. _____
2. _____
3. _____
4. _____
5. _____

Sexually Transmitted Diseases

As a young adult in today's world, sexually transmitted diseases are something for you to be aware of and protect yourself against. A sexually transmitted disease (STD) is given from one person to another through sexual contact. The diseases are rarely transmitted by contaminated objects because the germs die quickly outside the body. Some STDs are caused by bacteria and other viruses. Bacterial STDs, venereal diseases, such as gonorrhea, and syphilis can in most cases be cured with antibiotics. However, some bacterium resist the antibiotics. STDs caused by a virus, like Herpes, are often incurable.

Please use outside sources, such as the Crossroads encyclopedias to answer the following questions.

Below, list the symptoms of these common STDs for males and females.

1. Gonorrhea:

2. Syphilis:

3. Genital Herpes:

More questions about STDs:

1. Gonorrhea can be treated with _____.
2. Sores around the genitals, often small blisters, are a symptom of _____.
3. _____, if not treated, may affect the brain, heart, pregnancies and even cause death.

Now list three preventative measures you can take to avoid contracting an STD.

1. _____
2. _____
3. _____

If you suspected that you had contracted an STD what would you do?

List the name and number of two places that you could call for information or testing.

1. .
- 2.

AIDS

AIDS is a disease caused by the virus, HIV. AIDS and HIV are not the same thing. HIV causes a wide range of conditions and symptoms, where AIDS is the most severe and life-threatening form of HIV.

HIV-Human Immunodeficiency Virus
AIDS-Autoimmune Deficiency Syndrome

Check off the ways that someone can contract HIV:

- | | | |
|--|--|---|
| <input type="checkbox"/> Sharing needles | <input type="checkbox"/> Coughing | <input type="checkbox"/> Kissing |
| <input type="checkbox"/> Toilet Seats | <input type="checkbox"/> Blood Transfusions | <input type="checkbox"/> Mother to infant/pregnancy |
| <input type="checkbox"/> Sneezing | <input type="checkbox"/> Sexual Intercourse | <input type="checkbox"/> Oral Sex |
| <input type="checkbox"/> Shaking hands | <input type="checkbox"/> Contact with infected blood | |

T or F People infected with HIV display symptoms immediately after contracting the disease.

T or F If you have the disease but are not displaying the symptoms you are thus unable to transmit the disease to others.

T or F A positive HIV test means that you have AIDS.

T or F Anyone who engages in unsafe sexual practices can become infected with HIV and AIDS.

T or F There is a cure for HIV and AIDS.

T or F AIDS is a disease that only affects gay, bisexual or transgendered individuals.

Birth Control

85% of couples who use no form of birth control during intercourse will become pregnant this year. The most effective way to prevent against pregnancy is to not engage in sexual intercourse at all. However, if people do choose to engage in sexual intercourse there are many forms of birth control available for protection against pregnancy and STDs. Some forms of birth control require a written prescription from a doctor while others can be bought over the counter at the local pharmacy.

“An understanding of birth control requires some knowledge of human reproduction. About every four weeks, an egg is released by one of the two ovaries in a woman’s body. The egg then passes through a Fallopian tube. If it is not fertilized while in the Fallopian tube, it goes into the uterus, where it dies and disintegrates. The egg then passes out of the woman’s body as part of the normal monthly bleeding called menstruation.”

Use outside sources such as the Crossroads encyclopedias to answer the following questions.

Match up the form of birth control with the statements below.

- A. Norplant B. Depo-Provera C. IUD
D. The pill E. Diaphragm F. Condom

- __ This form of birth control helps protect against STDs.
- __ This form of birth control is injected into the arm every three months.
- __ This form of birth control is a rubber cap which is inserted into the vagina, over the cervix, before intercourse.
- __ This form of birth control helps regulate a woman’s menstrual cycle.
- __ This form of birth control is made of plastic and contains copper or a natural hormone and is inserted into a woman’s uterus.
- __ This form of birth control is the most effective protection against pregnancy
- __ This form of birth control is inserted under the skin of a woman’s upper arm.

Each form of birth control has different advantages and disadvantages, side effects, effective rate, and affects each person differently. It is important to take all these considerations into mind when deciding on the best form of birth control for you. Before deciding on a birth control method it is important to discuss them with your partner and doctor.

T or F A woman can not become pregnant during her menstrual period.

T or F The withdrawal technique is an effective method of birth control.

T or F Continuous abstinence means not having sexual intercourse.

T or F Pre-ejaculation from a man's penis can not cause a woman to become pregnant.

T or F It is an intelligent decision to use a condom along with other methods of birth control.

What are some signs that a woman may be pregnant?

- 1.
- 2.
- 3.

STRESS

When you are living independently many situations may occur that cause you stress. It is important to learn how to deal with that stress appropriately. It is nearly impossible to live without stress in daily life. Stress may ensue from both pleasant and unpleasant events in one's life. Not everyone experiences stress or anxiety from the same situations, and not everyone deals with their feelings in the same way. It is crucial to recognize what situations cause you stress, how your body and mind react to stress, and what you can do to reduce stress in your life.

Read the following scenarios and in the space below each scenario write down 1) what is causing the person stress, 2) how that stress can be reduced, 3) what can be done to make sure the stressful situation does not occur again.

Scenario A: Bob recently moved into an apartment with a friend, at the end of the month when rent is due he finds his roommate doesn't have any money to pay his part of the rent.

- 1)
- 2)
- 3)

Scenario B: Judy calls into work to find out her schedule for the following week, she finds out she does not have as many hours scheduled as she needs to make bills and the days that they did schedule her she has plans.

- 1)
- 2)
- 3)

Scenario C: It is Craig's birthday and his friends and family have planned a party for him. However, his father and mother are divorced and do not get along well, and the last time they were together an argument ensued.

1)

2)

3)

List a few of the regular stress and anxiety factors in your daily life.

Write down your body and mind's typical responses to stress and anxiety.

List three things you can do to lower your stress/anxiety level and make you feel more relaxed.

1)

2)

3)

Do you feel that regular counseling sessions help to reduce stress and anxiety. Why or why not?

<p>Crossroads Transitional Living Program LEVEL III PACKET</p>

Guidelines

Wake up: 9:30 a.m.
 Chores/Bedroom Clean: Noon or before you leave
 Curfew: 11:00 p.m. Sunday-Thursday, 12:00 a.m. Friday-Saturday, one hour curfew extension option on Fridays and Saturdays
 In Bedroom: Sunday-Thursday 11:30 p.m., 12:30 a.m. Friday-Saturday
 Lights Out: Sunday-Thursday 12:00 a.m., 1:00 a.m. Friday-Saturday
 Groups Required: ALL
 Required Weekly Meetings: Counselor, Case Manager, ILS Instructor
 Phone Privileges: 4 personal calls/day (15 minutes and 10 points each)
 Passes Granted: Yes
 Graduation Ceremony: No
 Weekly Points Awarded: 550

Level I Tasks

Checklist

Staff/Date

1. Maintain Employment for 6 weeks	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<hr/>
2. Savings Account Balance of \$500	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<hr/>
3. Conduct one ILS Group	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<hr/>
4. Complete 2 Hours Community Service	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<hr/>
5. Complete 3 Videos	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<hr/>
6. Complete 3 Journals	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<hr/>
7. Complete Level III Packet	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<hr/>

Crossroads Transitional Living Program
LEVEL III PACKET

Consumerism

Shopping Smart

Did you know that teenagers spend between 20 and 30 billion dollars a year in this country? It's not surprising that businesses market their merchandise to teenagers. Business people want your money. How easily do you give it to them?

What kind of consumer are you? Read the following statements. For each number, check the statement that most applies to you.

1. I replace things when they wear out.
 I get tired of things and replace them often.
2. When I go shopping, I buy just the things I planned to buy.
 If I see something I like, I'll buy it even if I hadn't planned to.
3. If I wanted to buy something that costs a lot, I'd save until I had enough to make the purchase.
 I'd rather borrow the money and buy it now.
4. I try to buy things when they are on sale.
 I buy things when I want them. It doesn't matter if they're not on sale.
5. Before I make a major purchase, I check several stores to find the best price.
 I think checking prices is a waste of time. Things cost just about the same everywhere.
6. When I buy things, I'm concerned about the quality, workmanship, and how long it will last.
 When I buy things, I'm concerned only with the brand name and how it looks.
7. I usually save sale slips, receipts, and warranties in case I have to take the product back to the store later.
 I usually throw those things away. I figure if a product breaks or stops working, I'm stuck with it anyway.

Do a quick check on a product that you are considering buying. Compare the price for the exact same product, same name brand, from at least 3 different stores.

Item: _____

Store #1: _____ Amount: _____

Store #2: _____ Amount: _____

Store #3: _____ Amount: _____

Impulse Buying

Impulse buying is:

- a. buying 6 CDS instead of 1, because they were on sale
- b. buying on a whim
- c. buying something you weren't planning on buying when you went to the store
- d. all of the above

Sales are usually on items that people could do without. A luxury item is something that you do not need in order to survive. A necessity is something you need in order to live.

Read the list below. Put an "L" next to the things that are luxuries and put an "N" next to the things that are necessities.

_____ Groceries

_____ Sega

_____ Jewelry

_____ TV with cable

_____ Stereo

_____ TV without cable

_____ Clothing

_____ Phone

_____ \$100 pair of shoes

_____ Doctor bills

_____ Rent

_____ Car

_____ Prescriptions

_____ Shelter

_____ Cassette tapes

_____ Loaning money to a friend or relative

T or F Your money should always go for necessities before they go for luxuries.

Bait and Switch

Most companies are honest because they value their reputation and the future business of a satisfied customer. However, there are a few companies out there that will try to entice you into their stores by advertising a product at a low price and then try to convince you to buy another product at a higher price. This is called "bait and switch." Beware!

Circle the number of the situation where the sales person is using bait and switch.

1. You see an advertisement for a \$5 pocket calculator and decide to go to the store to buy it. The sales person shows you the calculator. While you are looking at it, you notice another model in the display case that is \$15. You ask the sales person to show it to you and end up buying it for \$15.
2. You see an advertisement for a \$5 pocket calculator and decide to go to the store and buy it. When you get to the store you find that they have just run out of the \$5 special. The salesperson offers to give you a "rain check" so you can return next week when they get in another shipment of the \$5 calculator. While you are in the store you see a \$15 model and end up buying it.
3. You see an advertisement for a \$5 calculator. When you get to the store the sales person shows you the calculator but tells you that it's not very good. The sales person advises you not to buy it and shows you a \$15 calculator that is much better. You buy the \$15 model.

READ THE FINE PRINT

You recently bought a "Super Fine" AM/FM digital clock-radio from Discount City. After you had the clock-radio for 4 weeks the clock began losing time and the alarm stopped working. Read over the warranty to find out what you should do.

FULL ONE YEAR WARRANTY

~~Super Fine warrants that this clock-radio shall be free from defects for a period of one year~~ from the date of purchase. This warranty does not cover damages resulting from accident, misuse, or abuse.

If your clock-radio fails to operate properly while in use under normal conditions within the warranty period, return it to the Super Fine Service Center. If the clock-radio is found to have defective parts or workmanship, Super Fine will repair or replace it free of charge. Along with the clock-radio send name, address, reason for return and copy of a sales slip. Allow three to four weeks for mailing and servicing.

**Super Fine Service Center
1250 Defective Ave.
Columbus, Ohio 45671**

1. Under what conditions would the clock-radio be repaired for free?
2. Where does the clock-radio have to go to be repaired?
3. Who pays for the shipping?
4. Are there any service fees or handling charges?
5. What do you have to send with the clock-radio?
6. How long will you have to wait to get it back?

Unit Pricing

Many of the grocery stores today provide labels on the shelves showing the unit price of each item along with the item price. The unit price is simply its price per amount. By comparing the unit prices of several different brands and sizes you can decide which is the best buy.

Circle the best buy:

Item: Lumpy Peanut Butter
Size: 18 oz.
Item: \$1.59
Unit Price \$1.42 per pound

Item: Lindy Peanut Butter
Size: 18 oz.
~~Item Price: \$1.79~~
Unit Price: \$1.60

Item: Sticky Peanut Butter
Size: 40 oz.
Item Price: \$3.99
Unit Price: \$1.60 per pound

Circle the best buy:

Item: Flako Corn Flakes
Size: 18 oz.
Item Price: \$1.19
Unit Price: \$1.09 per pound

Item: Lecko Corn Flakes
Size: 12 oz.
Item Price: \$1.19
Unit Price: \$1.30 per pound

Item: Mecko Corn Flakes
Size: 12 oz
Item Price: \$.89
Unit price: \$1.19 per pound

T or F Giant economy sizes and low profile store brands are always the best buys.

T or F It is more economical to buy smaller quantities and pay a little more if you are only cooking for one or two people.

GROCERY SHOPPING

T or F Never go grocery shopping when you are hungry.

T or F Grocery lists aren't necessary as long as you stay within your budget.

T or F Always check unit prices.

T or F Always check items to see if they are dated and buy the item with the latest date.

T or F It doesn't matter if you shop in small or large chain grocery stores, the prices are about the same.

T or F Always use coupons before they expire, even if you don't need the item yet.

T or F Always take a pocket calculator with you to shop to add up the prices.

BUDGET CATEGORIES

Match the following expenses with their category:

- | | |
|--------------------------------|-------------------------|
| 1. _____ Bus Pass | a. Shelter |
| 2. _____ Payment for Apartment | b. Home furnishings |
| 3. _____ Movie Tickets | c. Transportation |
| 4. _____ Doctor Bill | d. Food |
| 5. _____ Jeans | e. Medical expenses |
| 6. _____ Lamp | f. Educational expenses |
| 7. _____ Gas Bill | g. Utilities |
| 8. _____ Bread, Cereal, Milk | h. Recreation |
| 9. _____ Book for School | i. Clothing |

1. Which of the expenses listed could you give up to pay for a doctor visit?
- | | |
|-------------|---------------|
| a. Bus Pass | c. Food |
| b. Gas Bill | d. Movie Pass |

2. If you don't have a television, what else could you do for recreation that doesn't cost money?

3. Why is it important to budget your money?

4. If you spend \$300 a month for rent, how much must you put aside each week?

5. How much would you pay rent in a year? _____

6. You want a television at Meijer's that costs \$225, but your budget only allows you an extra \$40 a month. How long will you have to save to buy the television?

7. What paper, cleaning, and hygiene products will you need to buy for your apartment?

8. Will you include these in your food costs, since you most likely will buy them at a grocery store or will you make this a separate expense?

9. If you add it to your food expense, how much more money will you need to add to your food costs each month?
-

FIXED AND FLEXIBLE EXPENSES

There are expenses which will be the same every month which are called *fixed expenses*. The expenses that change each month are your *flexible expenses*.

On the list below, decide which of these expenses will be flexible or fixed.

1. Rent _____
 2. Recreation _____
 3. Phone Bill _____
 4. Transportation _____
 5. Food _____
 6. Clothing _____
 7. Home Furnishings _____
 8. Water _____
 9. Medical _____
 10. Laundry _____
 11. Gas _____
-
12. Haircuts _____
 13. Child Support Payments _____

INCOME AND EXPENSES

You get paid twice a month. Your first check was \$180 and your second check was \$165. You also babysat for your cousin twice and were paid \$10 each time. The room you've rented costs \$200 and includes your utilities. The phone bill was \$18, and you spent \$30 at Meijers for groceries. You bought a bus pass for \$25 and needed to spend \$5 on a book for English class. Later this month you went to Shop-Rite twice and spent \$15 the first time and \$20 the second. You did one load of laundry each week at the coin laundry (each load costs \$1.25 to wash and \$1.00 to dry). You bought new shoes for work on sale for \$20.

Figure out your income and expenses for the month. Did you have any extra money?

INCOME	AMOUNT	EXPENSES	AMOUNT
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Total Income \$ _____ **Total Expenses \$** _____

What was your income? _____

What was your total expenses? _____

How much were you over or under? _____

DEVELOPING YOUR OWN BUDGET

Gather information for your own budget by looking through the newspaper, calling the phone and utility companies and/or asking other people who are now living on their own. Fill in the amount of money you plan to spend in each area below.

Estimated monthly income \$ _____

Expenses:

Savings \$ _____

Rent \$ _____

Utilities:

Water \$ _____

Gas \$ _____

Electric \$ _____

Phone \$ _____

Total Utilities: \$ _____

Food:

Groceries \$ _____

Eating Out \$ _____

Total Food \$ _____

Home Maintenance (cleaning Supplies, toilet paper, etc . . .)	\$ _____
Hygiene Supplies (deodorant, shampoo, etc..)	\$ _____
Clothing	\$ _____
Child Care	\$ _____
Education (include school supplies)	\$ _____
Recreation	\$ _____
Transportation:	
Bus Fare/ Pass	\$ _____
Car payment	\$ _____
Insurance	\$ _____
Oil changes	\$ _____
Gas	\$ _____
Total Transportation	\$ _____
Health Insurance	\$ _____
Other _____	\$ _____
Total Monthly Expenses:	\$ _____

Decision Making

There is not a day that passes that you are not faced with important decisions. From the time you get up in the morning until you go to bed, you make choices, whether they be positive or negative, that impact the path of your life. Some decisions require little thought and some require a lot. It is crucial to recognize that you alone own the consequences of your decisions. Therefore, the decision making process is something of which everyone should be conscious.

List five decisions you have to make everyday:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

How do you go about making decisions? List below the steps you usually use.

What kinds of decisions are the most difficult for you to make?

Think about a certain decision you must make, or have made in the past and use the following steps to reach a solution.

A) Describe the situation

B) What are your choices?

1. _____ 2. _____

C) What are the positive and negative consequences for each choice?

1. _____	2. _____
_____	_____
(Positives)	(Positives)
_____	_____
(Negatives)	(Negatives)

D) Based on this information, what do you think your decision will be?

Traditionally there should be 6 steps in the decision making process.

Step #1: Identify the problem

Step #2: Identify your choices

Step #3: Think through your choices, advantages and disadvantages of each

Step #4: Make your choice

Step #5: Take responsibility for your decision

Step #6: Reflect on your decision making after the fact

Use these six steps of decision making and decide what to do in the following situations.

Situation #1

A) You stain a shirt your friend lent you.

B) What are your choices?

1. _____ 2. _____

C) What are the positive and negative consequences for each choice?

1. _____	2. _____
_____	_____
(Positive)	(Positive)
_____	_____
(Negative)	(Negative)

~~D) Based on this information, what do you think your decision will be?~~

SITUATION #2

A) You go to a party and all of your friends start smoking marijuana.

B) What are your choices?

1. _____ 2. _____

C) What are the positive and negative consequences for each choice?

1. _____	2. _____
_____	_____
(Positive)	(Positive)
_____	_____
_____	_____
(Negative)	(Negative)

D) Based on this information, what do you think your decision will be?

Managing Your Time
Where Does The Time Go??

What were you doing two weeks ago on Wednesday at 8:10 p.m.??

A lot of us wouldn't have a clue as to what we did two nights ago, let alone two weeks ago!! It seems a silly question, but it is important for you to know exactly what you do with your time especially when considering living on your own. While you are at Crossroads, you will have to balance your time between working, school, groups, Crossroads tasks, and other important activities. When living on your own, you will need to spend time paying bills, keeping your house clean, cooking your own meals, doing homework, etc. There will definitely be a lot of things for you to accomplish each day.

Choose a day and find out exactly what you are really doing with your time. ~~Keep a time log, writing down what you are doing each half hour between 4:00 and 11:00 p.m.~~ Have staff initial the time log when completed.

Time	Activity
4:00	_____
4:30	_____
5:00	_____
5:30	_____
6:00	_____
6:30	_____

7:00 _____
7:30 _____
8:00 _____
8:30 _____
9:00 _____
9:30 _____
10:00 _____
10:30 _____

Staff initials _____

Evaluate Your Time Log

1) Did you spend the majority of your time being productive? _____

2) Could you have started being productive sooner? _____

3) What, if anything, distracted you from getting things done? _____

4) How could you have avoided these distractions? _____

5) In your opinion did you "waste" any time? _____

~~6) When were you the most productive? _____~~

7) How do you usually spend your time when you are not in school or work?

8) Do you feel it is important for you to plan your time? Why or Why not?

How do you use your time?

Divide your time based on a typical day. Your time should add up to a 24-hour period. Show how many hours a day you spend on the following activities. In addition, make a pie chart so that you can visualize this division of time.

School
Work
Socializing
Crossroads program tasks
Sleeping
Eating
Other activities

1) What did you learn about yourself? _____

2) What activities do you feel you are spending...

too much time on? _____

not enough time on? _____

PRIORITIZING YOUR TASKS

Make a list of the things you want to get done this week.

Planning For Each Task

Now that you have your goals set for the week, you need to plan how you will get them done, how long it will take, and when you will do them. List each weekly goal below, make a plan for each goal and decide how much time you will need to do each task.

Example: <u>Goal</u>	<u>Plan</u>	<u>Schedule</u>
Get a job	1. Decide where I want to work	1. ½ hour
	2. Get applications	2. 2 hours
	3. Fill out applications	3. 1 hour
	4. Return applications to store	4. 2 hours

Goal

Plan

Schedule

Weekly Schedule

Now you are ready to fill out a schedule for your week. All 24 hours should be mapped out, so include eating & sleeping times along with all of the other things you plan to do this week.

	SUN	MON	TUES	WED	THURS	FRI	SAT
12:00 am							
1:00 am							
2:00 am							
3:00 am							
4:00 am							
5:00 am							
6:00 am							
7:00 am							
8:00 am							
9:00 am							
10:00 am							
11:00 am							
12:00 n							
1:00 p.m.							
2:00 pm							
3:00 p.m							
4:00 pm							
5:00 pm							
6:00 pm							
7:00 pm							
8:00 pm							
9:00 pm							
10:00pm							
11:00pm							

Food Storage and Management

Answer the following questions:

T or F Proper storage, pantry, refrigeration and freezer is not essential for preserving the freshness and quality of food.

T or F The best shelf storage areas are dark and dry.

T or F The best shelf storage areas are cool.

T or F Avoid storing food near heat sources and water pipes.

T or F To avoid insects in food storage areas spray with insect killer.

T or F Dispose of cans of food with bulges and leaks.

T or F You need to use contents of dented cans promptly.

T or F You do not need to use contents of dented cans promptly.

T or F You can store cans of food in the refrigerator.

T or F It is okay to store food items in the same area you store household cleaning items.

T or F Use older purchased food items before newly purchased food.

T or F Eliminate exposure to air, moisture and insects by storing food in air tight containers, rewrapping packages, and resealing packages.

~~T or F Food that was refrigerated in the grocery store does not need to be promptly refrigerated once you get home.~~

T or F To get even air circulation in the refrigerator for even cooling you need to overcrowd the shelves.

T or F Use cooked meat and poultry within two days.

T or F Hot food put in the refrigerator will not affect the temperature inside the refrigerator.

T or F The best temperature for your freezer is 0 degrees or below.

T or F The best temperature for your refrigerator is 40 to 60 degrees.

T or F When filling food containers, leave room for expansion.

T or F If you freeze these foods, they will keep the same taste and texture:
cookies, cakes, breads, pies.

T or F If you freeze these foods, they will keep the same taste and texture:
salad greens, sour cream, mayonnaise, bananas, lunch meat, fried
meat, hard-boiled eggs.

T or F Food that may not spoil may deteriorate in quality if left sitting in the sun.

T or F It is okay to refreeze something that was already frozen.

T or F Hot foods will retain heat up to five hours if wrapped immediately
upon removal from oven in several layers of foil and then newspaper.

T or F Putting warm food in the freezer does not affect freezer temperature.

T or F If freezing foods, only season lightly because flavors can intensify
during storage.

1. What are some ways to store unused food and/or leftovers?

2. What is freezer burn?

3. How do you know if food has freezer burn?

~~4. How do you prevent freezer burn?~~

5. How do you tell if uncooked meat is spoiled?

6. How do you tell if dairy products are spoiled?

7. How do you tell if non-meat and non-dairy foods are spoiled?

EQUIVALENT MEASURE

Match the measurements up with the right equivalent.

Dash = _____

3 teaspoons = _____

2 tablespoons = _____

4 tablespoons = _____

5 $\frac{1}{3}$ tablespoons = _____

8 tablespoons = _____

12 tablespoons = _____

16 tablespoons = _____

1 cup = _____

1 liter = _____

2 cups = _____

4 cups = _____

2 pints = _____

~~4 quarts = _____~~

16 ounces = _____

a. $\frac{1}{2}$ cup

b. 1 quart

c. $\frac{3}{4}$ cup

d. 8 fluid ounces

e. 1 pound

f. $\frac{1}{4}$ cup

g. 1 quart or 32 ounces

h. $\frac{1}{3}$ cup

i. 1.06 quarts

j. 1 pint or 16 fluid ounces

l. Less than $\frac{1}{8}$ teaspoon

m. 1 tablespoon

n. 1 cup

~~o. $\frac{1}{8}$ cup or 1 fluid ounce~~

p. 1 gallon

RECIPES

On the following pages write out six recipes you would like to learn to make while at Crossroads.

Recipe # 1

Name:

Ingredients:

Directions:

Recipe #2

Name:

Ingredients:

Directions:

Recipe #3

NAME:

Ingredients:

Directions:

Recipe #4

NAME:

Ingredients:

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
-------------------	-------------------

Directions:

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
-------------------	-------------------

Recipe #5

NAME:

Ingredients:

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
-------------------	-------------------

Directions:

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
-------------------	-------------------

Recipe #6

NAME:

Ingredients:

<hr/>	<hr/>
-------	-------

Directions:

Crossroads Transitional Living Program Level IV Packet

Guidelines

- | | |
|---------------------------|--|
| Wake up: | In time to meet all daily responsibilities |
| In Room: | At the discretion of the client |
| Curfew: | 1 am everyday (may extend 1 hour on Fri. /Sat.) |
| Phone Privileges: | Unlimited |
| Required Weekly Meetings: | Counselor, Case Manager and ILS instructor |
| Groups Required: | 1 group a month |
| Chores/Room/Bathroom: | Clean by 10am (Mon-Fri.), 12pm (Sun/Sat) or before you leave |

May extend wake-up, in room, and curfew by 1 hour. May extend curfew only on Friday/Saturday.
Overnights Passes: Granted by Case Manager or Director with 24 hours notice
Full PT privileges

<u>Level III Tasks</u>	<u>Checklist</u>	<u>Staff/Date</u>
1. Maintain Employment	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
2. Saving Account Balance of \$750	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
3. Conduct 2 ILS/Comm. Groups	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
4. Complete Level IV Packet	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
5. Complete 2 Hours of Comm. Service	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
6. Find Permanent Housing	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
7. Secure Lease/Rental Agreement	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
8. Exit Interview with Director/ILS/Case Manager	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____

Appendix D - Crossroads Follow-up Questionnaire

<input type="checkbox"/> NO COMMENT TO CONTACT	<input type="checkbox"/> COMMENT TO CONTACT	<input type="checkbox"/> 90 Days	<input checked="" type="checkbox"/> 180	<input type="checkbox"/> 365 Days
--	---	----------------------------------	---	-----------------------------------

HOMELESS YOUTH FOLLOW-UP FORM

1. Contractor Name: <u>GCS/Crossroads</u>		2. Contractor ID #: <u>MT050002</u>	
3. Youth ID: _____		4. Date of Birth: <u> / /</u>	
5. County: _____		6. Gender: <input type="checkbox"/> Female <input checked="" type="checkbox"/> Male <input type="checkbox"/> Transgender Male to Female <input type="checkbox"/> Transgender Female to Male <input type="checkbox"/> Other <input type="checkbox"/> Not Known/Not Determined	
7. Sex: _____		8. Orientation: <input type="checkbox"/> Heterosexual <input type="checkbox"/> Gay <input type="checkbox"/> Lesbian <input type="checkbox"/> Bi-Attractional <input type="checkbox"/> Questioning/Unsure <input type="checkbox"/> Not Known/Not Determined	
9. Race: <input type="checkbox"/> American Indian/Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black/African American <input type="checkbox"/> Native Hawaiian/Other Pacific Islander <input checked="" type="checkbox"/> White <input type="checkbox"/> Not Provided		10. Ethnicity: <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Not Hispanic or Latino <input type="checkbox"/> Not Provided	
11. Intake Date: <u> / /</u>		12. Closing Date: <u> / /</u>	
13. Interview Date: <u> / /</u>		14. Was last follow-up completed? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable	
15. Person Interviewed: <input type="checkbox"/> Youth <input type="checkbox"/> Relative <input type="checkbox"/> Other: _____ <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> School <input type="checkbox"/> Other Adult <input type="checkbox"/> Parent's Partner <input type="checkbox"/> Human Service Provider <input type="checkbox"/> Unreachable			
16. Services Received: (Check all that apply) <input type="checkbox"/> Information and Referral <input type="checkbox"/> Intervention <input type="checkbox"/> Counseling <input type="checkbox"/> Case Management <input type="checkbox"/> Group <input type="checkbox"/> After Care Services <input type="checkbox"/> Placement			
17. Record each attempt to contact the client			
<input type="checkbox"/> 90 Day Follow-up <input type="checkbox"/> 180 Day Follow-up <input type="checkbox"/> 365 Day Follow-up	Date of 1 st Attempt: _____ <input type="checkbox"/> disconnected <input type="checkbox"/> no answer <input checked="" type="checkbox"/> no longer at # <input type="checkbox"/> declined interview <input type="checkbox"/> left message	Date of 2 nd Attempt: _____ <input type="checkbox"/> disconnected <input type="checkbox"/> no answer <input type="checkbox"/> no longer at # <input type="checkbox"/> declined interview <input type="checkbox"/> left message	Date of 3 rd Attempt: _____ <input type="checkbox"/> disconnected <input type="checkbox"/> no answer <input type="checkbox"/> no longer at # <input type="checkbox"/> declined interview <input type="checkbox"/> left message
18. If unable to contact the client, record the date the Follow-up Form was mailed: <u> / /</u>			
19. If Follow-up Form was sent, was it returned? <input type="checkbox"/> YES <input type="checkbox"/> NO			
20. If Follow-up Form was returned, what was the date? <u> / /</u>			
21. When completed, please place the original form in the client file. A copy should be made and sent to Michigan's Family Independence Agency, or its designee, for data collection purposes.			

Client ID:

INTERVIEW BEGINS HERE

Introductory Statement to be utilized by worker completing call:
 "My name is _____, I'm calling from _____, and would like to ask you some questions regarding your (or youth's name) services here. These questions are designed to let us know whether our services are helpful, and how we can make them better."

What is your current housing situation?

OWN RESIDENCE FAMILY EMERGENCY SHELTER TRANSITIONAL LIVING PROGRAM
 UNKNOWN SHARED WITH WHOM? _____
 ON THE STREET OTHER: _____

Outcome/Situation	Yes (a)	No (b)	DK (c)	NA (d)	Comments
1. Is your (the youth's) housing safe?					How long have you (the youth) been in current situation?
2. Are you (the youth) currently employed?					Full-time or Part-time (circle one)
3. Are you (the youth) earning enough to pay your bills?					
4. Are you (the youth) receiving any form of public assistance?					
5. Do you (the youth) have some type of health insurance?					
6. Do you (the youth) understand how to get health care when you need it?					
Outcome/Situation	Yes (a)	No (b)	DK (c)	NA (d)	Comments
7. Are you (the youth) involved in an educational or training program?					
8. Were you (the youth) pregnant or a parent before coming to AGENCY NAME HERE?					
9. Have you (the youth) become pregnant or become a parent since you (the youth) stopped working with AGENCY NAME HERE?					
10. If you (the youth) were using drugs and alcohol, has that use decreased?					
11. Did you (the youth) have any police involvement when you came to AGENCY NAME HERE?					
12. Have you (the youth) had police contact since leaving AGENCY NAME HERE services?					Police involvement for what?
13. Do you get along better with the people in your (the youth's) life?					
14. Do you (the youth) have at least one supportive person in your life?					
15. Do you feel that our services helped you (the youth) learn at least one new skill, or something new that has been helpful to you in daily life?					
15a. What was the skill?					

Client ID:

16. Overall, are things in your life: better worse about the same

Read each of the following statements to the respondent and ask them to answer based upon the scale provided

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
"I (the youth) was satisfied with AGENCY NAME HERE services"						
"On the whole, I (the youth) am happy with life"						
"AGENCY NAME HERE staff really cared about me (the youth)"						
"AGENCY NAME HERE staff were knowledgeable about my needs or the issues I (the youth) faced"						
"I (the youth) was treated with respect by AGENCY NAME HERE"						

Closing Statement to be utilized by worker completing call:
"Thank you for taking the time to answers these questions. Do you have anything else that you would like to add or comment on?"
"We would like to call again in three months to see how things are going. Thanks again for your time."

Respondent's Comments:

INTERVIEWER'S SIGNATURE

DATE

PRINTED NAME

PERTINENT FOLLOW-UP CONTACT INFORMATION

Sex of Client: Female Male

Site of Location (If school, list name): _____

Presenting Problem(s): _____

Parent/Guardian Contact: Name: _____

Phone: _____

Indicate phone number type-home, work, etc

Alternate Contact: Name: _____

Phone: _____

Indicate phone number type-home, work, etc

FOLLOW-UP CONTACT ACTIVITY

Must list date of call, time, and caller initials. Must make 3 attempts at different times (morning, afternoon, evening) for 1st and 2nd follow-up contact. List reason of no contact.

1st Follow Up-90 Days:

No Contact, follow up done by mail to address on Discharge Summary/Date mailed and by whom:

2nd Follow Up-180 Days:

No Contact, follow up done by mail to address on Discharge Summary/Date mailed and by whom:

Comments (If follow-up contacts were requested not to be done by the client, please state the reason): _____

HGFU.bck