

**Sustainability for Young Adults: Setting Homeless Youth Up for Success**

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## **Abstract**

The population regarding homeless individuals aged 18-25 suffer against employment struggles, minimizing the opportunity for employers to hire them. From this population's potential histories of legal issues, substance abuse, mental illness or traumatic events, lack of education, and housing insecurities, they are often turned away from jobs due to mistrust from the employer or lack of experience and skills. The homeless population contains a large amount of societal stigmatization that sometimes reduces their chances striving to have a normal life. The program that is being created for this population is a 3-month job-skills training program, which will entail educational courses of literacy classes, resume writing, computer software skills, and professional job skills. The program will enroll up to 60 participants where they can sign up for any classes they are interested in taking. This approach is aimed towards assisting young, unemployed homeless individuals to create better financial and safety opportunities for them, along with helping them to fulfill their basic needs and self-esteem. This plan will also fight against the stigmatization of homeless individuals not wanting to work, and help to indicate the population's willingness to work and create an improved life for themselves.

## **Introduction**

### **Background of the Problem**

Homelessness is a social issue that has existed in most parts of the world for many years. Due to the large size of this social issue and the varying aspects from area to area, the group has chosen to focus on Homelessness specifically within the Chattanooga, Tennessee community. "According to information gathered from local service providers, over 4,000 individuals experience homelessness each year in Chattanooga, with over 1,000 homeless children in public schools." (Chattanooga Community Kitchen, n.d.). Homelessness is an extensive social issue

within the Chattanooga community and needs more attention drawn to it. “According to the 2022 Point-In-Time Count, over 3,000 individuals were homeless in our area, with over 1,000 being in Hamilton County.” (Chattanooga Community Kitchen, n.d.). To make the program tailored to more specific needs, young adults will be the main focus of the group between the ages of 18-25 years old. “The National Law Center on Homelessness and Poverty states that each year approximately 3.5 million unique individuals experience homelessness in America...” but “...25% of them are between the ages of 25 and 34; and 6% are aged 55 to 64.” (Baggett et al., 2018). Because of the higher number of young adults experiencing homelessness in America, the group feels that it is important to have a program specifically for this age group to ensure that the program can be developed with the demographics and culture of that age group in mind.

The specific key areas of this social issue that will be focused on when developing this program are aimed at the percentages of homeless individuals from 18-25 in Tennessee, contributions to homelessness in these individuals, and unemployment rates in this population. The social problem, homelessness, has an increase in percentages every single year. In one year, one in ten young adults ranging from the age of 18-25 experience homelessness in the United States, equaling out to be more than 3.5 million young adults a year that experience this social issue (Homeless in America, 2017). In Tennessee, statistics demonstrate that approximately 7,200 individuals are homeless every year, with young adults estimated at 350 individuals (US Interagency, 2020). A few populations to higher risks of homelessness include minorities or low educated populations, such as LGBTQ+ groups having a more than double risk than individuals not in this group, individuals lacking a high school diploma with 346% higher risk than people with a diploma or GED, and African American youth with an 83% higher risk (Homeless in America, 2017). These statistics help to show the need for a program specific for this age group

that can help lower the risk factors with these different higher risk populations in Tennessee and build relationships in the process.

One main contribution to Tennessee homelessness can result from lack of employment opportunities, with 17% of homeless individuals being unemployed, 30% having a severe mental illness, and 18% being physically disabled. Severe mental illness, addiction, and physical disabilities can highly contribute to unemployment from the stigma against lack of trust with these individuals and not being able to perform job tasks (Chattanooga Community Kitchen, n.d.; Crowe, 2020). A second main contributing factor is affordable housing. 44% of U.S. workers 18-64 are in a low-wage job, with 38 million Americans living in poverty (NLIHC, 2020). Extremely low-income and low income renters are shown to spend 30% of their income on housing bills, leaving very minimum money left to assist with food, healthcare, and basic needs (NLIHC, 2020). There is an extreme shortage of affordable housing for extremely low-income individuals, with an estimate of 3.6 million affordable houses needed (NLIHC, 2020). While there is a significant need for this population, there is a major surplus of affordable houses for higher income individuals, proving that the homeless and low-income individuals at risk for eviction and homelessness are being discriminated against and not assisted (NLIHC, 2020). There are many different risk factors for individuals experiencing homelessness in Tennessee as well as other areas as well. This data shows the social issue and its severity. While the group may not be able to impact multiple areas at one time, the group can impact and provide support for one area at a time.

The target population that this group will focus on is young adults who are between the ages of 18 and 25 who reside in the Chattanooga, Tennessee area. Additionally, these young adults are currently experiencing homelessness or are at risk of becoming homeless. The

demographics will include both females and males as well as all races/ethnicities and be inclusive to all languages in the area. Additionally, marital status will be considered along with educational attainment. The group will obtain a sample of the target population from resources in the Chattanooga area, such as the Chattanooga Regional Homeless Coalition.

The Chattanooga Regional Homeless Coalition partners with federal resources as well as not-for-profit organizations in the area to provide services and offer resources to individuals in the Chattanooga area who are facing homelessness (Chattanooga Regional Homeless Coalition n.d.). They also apply for grants and federal funding to help support local agencies that are working to end homelessness in the Chattanooga area. They are located in downtown Chattanooga in the Orchard Knob area. The Orchard Knob community members are lower income and predominantly African American. According to the statistics, the neighborhood has an income lower than 85.7% of U.S. neighborhoods (Schiller, 2022). The Chattanooga Regional Homeless recognizes the prevalence of the lower income in the area and provides daily services to these individuals.

Since evaluation is a large part of any organization or intervention strategy, the Chattanooga Regional Homeless Coalition has a system called Homeless Management Information System or HMIS which helps organizations collect numbers and track reports regarding services being offered and individuals being served (Chattanooga Regional Homeless Coalition n.d.). This helps to ensure that the programs that are available to individuals are evidence-based and proven to be effective. Additionally, the Chattanooga Regional Homeless Coalition offers a referral service program where individuals experiencing homelessness can come and get referrals to different organizations and programs that will most help their needs that they are experiencing (Chattanooga Regional Homeless Coalition n.d.). This helps to ensure

that individuals are getting their needs met and cuts down the number of individuals experiencing homelessness who fall through the cracks and are missed.

The targeted need that is being focused on consists of the employment status and safety of this population. When individuals are experiencing homeless, this can create a decrease in job opportunities, based on their mental illness, lack of education or job skills, or current substance use (Slesnick, 2018). The leading causes of homeless individuals engaging in survival behaviors, such as prostitution, selling illegal substances, or stealing are from individuals being turned away from jobs (Slesnick, 2018). This population fights to create an income for themselves, and when they cannot receive a formal and legal source of income, they choose certain negative behaviors to continue to live (Slesnick, 2018). Because of these factors, implementing a specific program for homeless young adults to receive assistance in various abilities, skills, and life guidance will create better opportunities for employment. This method will aim to also reduce survival behaviors and advocate for safer choices made by this population.

There are many programs in the area that work to serve the homeless community such as organizations like: (1) Chattanooga Rescue Mission, (2) Family Promise of Greater Chattanooga, (3) the Community Kitchen, (4) Maclellan Shelter for Families, and (5) Interfaith Homeless Network. The Chattanooga Rescue Mission focuses on providing temporary shelter and offering meals to the homeless population. Family Promise's purpose is to provide case management services, rental assistance, utility assistance, transportation help, temporary motel/hotel stays, and provides landlord mediation. The Community Kitchen focuses on meeting one of the most basic needs of homeless and vulnerable people, providing food and helping them to learn self-sufficiency. The Maclellan Shelter for Families objective is to offer shelter to homeless families. The Interfaith Homeless Network of Greater Chattanooga assists families in becoming stable,

employed, housed, and self-sufficient. All these organizations work together to best support the homeless population in Chattanooga. Some of these programs work specifically with families while other programs are open to anyone struggling with homelessness.

### **Uniqueness of the Program**

The program, SYA, will offer multiple courses that will work to teach young adults skills and knowledge that is beneficial for them to get into and stay in the workforce. One course that will be offered is a resume writing course which will teach the basics of creating, maintaining, and using a resume. Another course will focus on teaching young adults how to use Excel, Word, and PowerPoint. This course will include information on what platforms are best to be used for what projects and any helpful hints when using the programs. A third course will focus on job skills training which includes more in-depth conversations about resumes, practicing for interviewing, learning proper etiquette and mannerisms as well as how to promote your strengths and turn weaknesses into strengths. The last course that is offered will cover the topic of literacy. This course will present different work trades and help young adults find areas of interest as well as areas of prior experience or talent. This course then will go into more depth about each work trade, equipping young adults with knowledge they will need to know before going into the specific work fields.

These courses will run for three consecutive months and each class will last for one hour each week at the Chattanooga Public Library. The class size is fifteen young adults with one or two volunteer instructors leading each class. Each class will be held on a different week evening to allow for individuals to participate in all classes, if desired. To get the most out of the program, it is recommended that individuals participate in all four classes, however, it is not required. Upon completion of the SYA program, participants will be competent and have

adequate skills to enter and stay in the workforce, ultimately creating sustainability within the young adults experiencing homelessness.

Out of all the programs in the Chattanooga area that focus on assisting those who are struggling with homelessness, the Interfaith Homeless Network has a program that aligns the closest with the program this group is developing. As a part of the mission of the Interfaith Homeless Network to assist families in becoming stable, they provide assistance with job searches to help individuals find jobs that are suited for them. However, while this is similar to the program being developed, it does not address the specific age group, and the lack of skills or preparedness for an individual struggling with homelessness to be able to obtain and keep a job.

The program that is being developed has unique properties that no other known program in the Chattanooga area has regarding homelessness. This program specifically works to reach young adults between the ages of 18 and 25 that are in the Chattanooga area and are struggling with homelessness. Additionally, this program offers classes and training programs geared towards professionalism, job-skill training and certification, or other job-related classes and/or trainings. These aspects set this program apart from any other known program in the Chattanooga area.

### **Literature Review and Evidence-Based Practices**

The program that is being developed entails an intensive job-skill training for individuals experiencing homelessness that includes elements focusing on housing, mental health, education, and professionalism to better tackle the employment barriers that these individuals face. This program will provide a safe space for homeless individuals and allow second chances for young adults to slowly transition from a homeless individual to an individual with a successful life ahead of them. The program will be a structured environment, but the staff will not create zero



tolerance policies or strict guidelines, because these features can sometimes scare off young individuals because of their unstructured lifestyles (Curry et al., 2021). The intensive job-skill training contains a purpose of reaching out to young adults suffering in a homeless community for them to obtain improved life and employment skills, behavioral health, and education. Lastly, the program is designed to advocate against the stigma and assumptions against the homeless.

Currently, an environmental scan shows there are not enough affordable housing options in Chattanooga, despite the Chattanooga Regional Homeless Coalition receiving funds from COVID-19. The Chattanooga Regional Homeless Coalition has been making efforts to support affordable housing. According to the Chattanooga (n.d.), the organization has been seeking partners in the community that can provide housing, and in return, the coalition will offer incentives; such as double deposits, sign-on bonuses, and support services. The lack of affordable housing is an external factor. The Chattanooga Regional Homeless Coalition strategy is to partner with people and/or organizations in the community who can provide housing opportunities by offering incentives.

### ***Employment***

One aspect that contributes to poverty and homelessness among any age group is lack of employment. It is not that individuals struggling with homelessness do not ever work. On the contrary, a series of interviews found that before being interviewed, 44% of the homeless individuals had completed some type of paid work in the previous thirty days before coming to the interview (Burt et al., 1999). The struggle is in having consistent and steady employment. In a study to research employment barriers for homeless individuals, barriers such as no access to an alarm clock, clean clothes or transportation, no knowledge of resources available, lack of support in the form of encouragement, coaching, and emotional support, as well as lack of sleep

and difficulty finding a safe place to store belongings while they are at work were all among the list developed during the 3 phase workshops (Hendry et al., 2017).

While all age groups struggle with employment barriers, there are some aspects that are more specific to young adults. Hendry and colleagues describe in an article that since young adults are younger in age, they often do not have adequate life experiences or qualifications to fit into jobs that are hiring (2017, June). In addition, Hendry et al. (2017, June) and Shaheen and Rio (2007) both acknowledged that lack of trust in other individuals plays a role in the struggle to maintain consistent employment. In the past, tradition has been to get an individual into stable housing first and then work on getting employment finalized. While Slesnick et al. notes that employment, mental health, and housing are all directly linked when it comes to homeless individuals, some research suggests that the order of operations should be switched around (2018). Shaheen and Rio challenge that finding employment for individuals should come before anything else as this can aid in “...develop[ing] trust, motivation, and hope...” in young adults struggling with homelessness (2007). While unemployment is one aspect that contributes to homelessness, other aspects such as housing, education, and mental health should also be considered.

### ***Housing Insecurity***

In addition to employment struggles, housing insecurity is a significant problem in the United States. Still, the LGBTQ young adult community are at risk of experiencing homelessness one hundred and twenty percent more than their heterosexual counterparts (Shelton et al., 2018). A study of seven cities found that in many cases, the individual was asked to leave or kicked out of the home because of their sexual orientation (Shelton et al., 2018). While homelessness exists for all backgrounds in the LGBTQ young adult community, it

significantly impacts those of color, especially Black, as they face prejudices toward the gay community and must deal with racial profiling, harassment, and systemic racism. In addition, findings indicate that homelessness will impact this population negatively in mental health, substance abuse, and sexual situations, far more than their heterosexual peers. In another study, it talked about the percentages of youth that were told to leave the home. “For 18- to 25-year-olds, household prevalence estimates were 5.9% for explicitly reported homelessness, 6.6% for couch surfing only, and 12.5% overall” (Morton et al., 2018). It is shown that this is a troublesome issue for 18 to 25 year olds. They have to be given places to sleep and, many times, these places are not easy to find. Another way to overcome this is the schooling system, if they were to find students who may need a place to stay. A study did show that principals could easily help students if they had the right team to help with the homeless teenagers. The principals could be given a better opportunity to expand their knowledge to their team and help teens escape housing problems (Valcin 2020). Young adults often struggle to find a place to live and academic achievement plays a role in the social issue as well.

### ***Education***

Homelessness has been shown to have a statistical significance in a student's academic achievement. Cultuli et al.'s (2013) results supported other data found in large urban school districts in that 75% of students were a part of the low-income group, and 13.8% of those students had experienced homelessness at some point in their life across a 6-year span. The study further found that ethnic minorities were overrepresented in low-income groups, 68.7% of the homeless student group were African American. Additionally, the homeless student population were less likely to attend school and had lower test grades. Another study found that homelessness and high residential instability were great indicators for the student's academic

achievement (Morton et al., 2020). This study was also completed in a large urban area and found that nearly 14% of all the students in the district had been homeless at some point. Manfra (2019) also showed that children experiencing homelessness performed lower than students of the general population. A notable mention from the research is that students experiencing homeless as well as changes in schools performed the lowest on standardized tests compared to the general population (Manfra, 2019).

Educational achievement can be a barrier for the homeless population. Without a high school diploma and/or other diplomas, the options for financial stability are limited. A study conducted by McBride (2012) found that while members of the homeless community were able to find odd jobs, such as, cutting grass, working at a restaurant, and through temp agencies, there was a lack of long term employment stability. The study further states that many of these participants reported the jobs they obtained paid very little money.

### ***Mental Health and Childhood Trauma***

Educational achievement can often be lowered due to kids around 13-14 years old either running away from home from conflict or abuse, or for being pushed out of their homes by their legal guardians or caregiver (Tyler & Schmitz, 2013). Another reason that individuals leave their home can be unwillingly, relating to foster care placements, adoptions, or CPS cases. Leaving a permanent household at this age can result in an individual lacking the skills and education that are necessary for a future life in adulthood (Tyler & Schmitz, 2013). It has been demonstrated that 1 in 7 young children will run away before the age of 18, contributing to 1.6 million youth experiencing homelessness a year. Reports conclude that one third of homeless youth or young adults experience sexual abuse, while more than half of this population have experienced physical abuse and neglect. These individuals are also prone to being around substance abuse

with their family or legal guardians, which can lead to their adolescent's own future addictions (Tyler & Schmitz, 2013). With these life experiences, this leaves little family support for the homeless individual because returning to the family relationship can be toxic or harmful (Tyler & Schmitz, 2013). From abuse rates being so prevalent in so many American families, it creates high risks for young individuals to escape their residency, potentially experience homelessness, lack life and work skills, and reduce educational opportunities, causing an unsuccessful shift into adulthood (Tyler & Schmitz, 2013).

Mental illness plays a huge part in homeless individuals, whether it causes them to become homeless or is an aspect after becoming homeless. Family conflicts and abuse mentioned above can lead to a homeless individual's mental illness. This disease is of high prevalence with the homeless population, with 25-30% of these individuals experiencing a serious mental illness (Gabriel et al., 2020). These illnesses consist of depression, schizophrenia, bipolar disorder, self-destructive behaviors, personality disorders, and suicidal ideations (Gabriel et al., 2020). From suffering with a mental disorder, this also contributes to employment challenges. Employers can be skeptical of hiring homeless individuals with a mental illness because of the stigma of these diseases, sometimes causing a lack of consistency, motivation, and high functioning in the workplace, along with becoming triggered from an event that could happen on the job (Gabriel et al., 2020). Therefore, mental illness in homeless individuals causes many negative attributes in their lives.

Lastly, people experiencing homelessness can sometimes begin to become adapted to their new way of life. This can also tie into the mentality of homelessness. This population, many times, gains a sense of loneliness while living on the streets, so when they begin to make other homeless friends on the street, it helps them feel like they belong to a community (Johnson &

Chamberlain, 2008). With the trauma that homeless individuals experience, it can be easy for this population to become attached to a community where they feel accepted and welcome by other people, minimizing the motivation for them to move out of homelessness.

### ***Successful Interventions - Job-Skills Training Program***

Individuals struggling with homelessness often struggle with getting and/or keeping employment due to many reasons including educational achievement and mental health. When working to combat this, different intervention methods have been tried and used throughout the years. One such intervention method is a job-skills training program that offers training on different job skills in hopes of better equipping individuals to be able to get consistent employment. A study done by Gray et al. in 2016 used 264 individuals which was fairly equally split between men and women. This group of participants was mostly white and consisted of an average age of 40 years old. These individuals were entered into job-skills/life-skills training programs that not only worked to meet their needs for job training, but also met their physical and emotional needs as well. It was found that graduates of the program were better equipped to enter the workforce, started taking steps towards obtaining employment, and had a more positive social network quality.

In 2013, Koffarnus and colleagues published an article discussing a study they conducted to see how monetary incentives would change or impact a job-skills training program designed for individuals experiencing homelessness. This study consisted of 124 individuals of varying ages who were split into different groups. Some individuals were given access to job-skills training programs, but no monetary incentives were added into the scenario. Other individuals were given access to the same job-skills training program but were additionally given monetary incentives based on attendance and performance. It was found that there was a positive coalition

between job-skills training programs and monetary incentives to attend the program. Factors that increased included engagement in the training program, achievement of completing the program, and higher quality of performance while in the program.

While this intervention has been more widely studied, it is not the only intervention method that has been used for individuals struggling with homelessness and employment. Other methods that have been used include transitional jobs, customized employment, individual placement support, and alternative staffing (National Transitional, 2012). These different types of job interventions are focused on adapting different aspects to be able to better fit the needs of the individual and work to get them consistent employment. Taking this perspective into account can also be beneficial in the housing aspect of the social issue.

### ***Successful Interventions - Housing***

In 2010, the United States Federal government addressed the current homeless situation and coined the term “permanent supportive housing,” or PSH (Semborski et al., 2021). This study concluded after twenty years and focused on those they deemed to be chronically homeless. While this study included ages eighteen to twenty-five, it concluded that the average age is closer to sixty (Semborski et al., 2021). Homeless statistics all point to a higher rate of mental and health issues for those in this position. Several housing models currently exist. Supportive housing, transition housing, rapid rehousing, and congregate housing are just a few. Supportive housing (SH), also called PSH, positively impacts helping those in need. This program is not time limited and focuses on the recovery and rehabilitation of the clients it serves, treating mental and physical needs (Semborski et al., 2021). SH was shown to have costs of approximately \$6,750 per year less than the average emergency shelter (Semborski et al., 2021). While there are programs in existence, the Dzibur et al. (2022) article makes it clear that there is

much more to be done and more studies to gauge how we are doing as a nation to combat this problem, especially in the ages 18-25 years old (Dzubar et al., 2022). While housing and employment have many barriers, mental health and life skills tend to contribute to some of the barriers.

### ***Successful Interventions - Mental Health and Life Skills***

In regard to the mental health and life skills of individuals experiencing homelessness, an intervention that worked for homeless young adults was utilizing the Individual Placement and Support Model (IPS). A study conducted by Ferguson et al. (2012) reported the IPS model was adaptable when working with homeless young adults who have mental health diagnoses and employment retention outcomes. The study further supported implementing an individualized and long-term approach best served the young adult homeless population by integrating clinical services, employment opportunities, providing support and follow up, and respecting client preferences all generated greater success in socializing this population into the workforce and made them more competitive candidates and enhanced their skills and employment outcomes (Ferguson et al., 2012). This allows programs to have multiple approaches that can be used for different individuals in different situations.

While there were several interventions aimed towards working with the homeless population, Johnson & Chamberlain (2008) noted a lack in early intervention stating, it is common knowledge for most young people to have an experience of homelessness when they are still in school. Furthermore, Johnson & Chamberlain (2008) proposed there should be earlier intervention strategies targeted at students who have high risk levels, such as being in state's custody. A study by McBride (2012) supports other studies findings in that the resources to the homeless are plentiful but that few adequately meet all of the homeless populations needs, such



as, in finding shelter and safety, employment opportunities, social network, transportation, hygiene, and health care.

### ***Unsuccessful interventions***

Job-training programs for homeless individuals can be very effective, but there are also some interventions that have little effectiveness. The Moving Ahead program (MAP) is a 14-week vocational training program that is focused on the homeless population to learn how to obtain and maintain competitive employment through strengthening life and work skills, along with finding a stable residency (Gray et al., 2017). Although this intervention was proven to have positive effects in the conducted study, participants with serious mental illness did not show positive results in becoming employed or maintaining employment (Gray et al., 2017). It was shown that participants with serious mental illness were approximately six times less likely to confirm a job during the follow-up than were participants who did not suffer from mental illness (Gray et al., 2017). Therefore, the study on MAP is not proven to be successful with individuals who are considered to have a serious mental illness, which is a barrier to a large percentage of homeless individuals.

Another ineffective intervention provided in job-skills training programs is family strengthening interventions (Morton et al., 2020). The family strengthening intervention demonstrated no signs of reducing or preventing youth homelessness during a study. This intervention may have shown positive results of behavioral health, but with this intervention showing minimal results of assisting with the reduction of homelessness, it concludes that the implementation of this intervention will not provide the most efficient results towards the social problem (Morton et al., 2020). This is an important study to notice because it is helpful in showing that even though a program might show some positive results, it may not always mean

that it is the most effective or evidence-based intervention method to use with a specific population.

The last element of interventions that have been shown to create less participation or not meet the appropriate needs of homeless youth is the implementation of strict rules in a program (Curry et al., 2021). With restrictions and policies of “zero tolerance” rules and limited flexibility, this creates unrealistic expectations for youth to complete the program (Curry et al., 2021). Structure is important for interventions, but homeless youth have limited experience in structured environments. Creating an environment that does not give youth any chances for mistakes potentially diminishes the number of individuals who want to participate in these types of programs.

This literature was used to become more knowledgeable about the homeless population and how it can be helpful in the program being developed. The information gave insight into the steps to take to make the program strong, but it also gave details about where there could be downfalls. The data found will be used to the fullest when the implementation of the program begins.

### **Problem Statement**

Literature shows us that the issues identified with homelessness in the young adult range include mental illness and family trauma, employment barriers, housing insecurities, and lack of educational achievement. Data has also proven that there are various successful interventions to help with these issues, such as the Individual Placement and Support Model (IPS) and early intervention strategies focusing on mental health, Permanent Supportive Housing (PSH) helping with housing instability, and various interventions to help with employment, such as job-skills training with monetary incentives, transitional jobs, customized employment, and alternative

staffing. However, while these intervention methods have been proven effective for adults experiencing homelessness, it is unknown whether these specific interventions will show the same effectiveness with young adults ages 18-25 as there seems to be a gap and lack of adequate statistics in research that has been done on this specific age group. Because of this gap in research, it is important to explore these intervention methods further to determine if programs such as job-skills training programs will be as effective for young adults experiencing homelessness.

### **Needs Assessment Research Plan**

#### **Need for the program**

The data that will be used is available through the organizations in the Hamilton County area. The organizations our group will be partnering with to obtain data is the Chattanooga Regional Coalition and the Interfaith Homeless Network of Chattanooga. The focus will be on data found on the websites and/or surveys already used by these organizations. The group will also focus on an interview with a case manager who focuses on extending the foster home system for young adults aging out of the foster system as well as individuals in the homeless community between the ages of 18-25.

#### **Statement of Purpose**

The purpose of this study is to recognize specific needs, establish policies and guidelines fitting for the population, and identify effective intervention methods for homeless youth ages 18-25 in the Chattanooga area.

#### **Research Question/s**

The three research questions are as follows, what type of interventions and strategies help

to assist homeless young adults the most? What are the barriers towards homeless young adults receiving employment, regarding stigmas, professional behavior, and access to professional attire and resume writing? What type of reinforcements and policies help the participation rate of homeless individuals within interventions?

### **Research Hypothesis/s**

For the three research questions, null hypothesis and alternative hypothesis was the importance of this section. For research question one, the null hypothesis was there are no specific interventions that help homeless young adults. And with alternative hypotheses, homeless young adults greatly benefit from specific intervention strategies/methods such as Job-Skills Training Programs, Individual placement and support model (IPS), and permanent supportive housing (PSH).

Question two, null hypothesis there are no specific barriers homeless young adults face regarding access to employment. While with alternative hypothesis, homeless young adults face many barriers when it comes to employment such as not having adequate professional and/or clean clothes, no reliable transportation, no resume or out of date resume, no knowledge of resources, no emotional or physical support, no safe place to put their belongings when they go to work, and not having enough prior experience to qualify for jobs.

Question three, null hypothesis was there are no specific types of reinforcements and policies in interventions that help the participation rate of young adult homeless individuals. The alternative hypothesis was young adult homeless individuals tend to have a larger participation rate in interventions that do not have zero tolerance policies, give room for mistakes or relapses, and provide realistic expectations.

### **Research Variables**

There are various research variables that have to be taken into consideration when thinking of this project. Below will be the different variables and how it will affect our project.

### ***Independent Variables***

Independent Variables are unemployment, affordable housing, types of populations, i.e. LGBTQ+ community, minority groups and immigrants. Also, along with this list would be socioeconomic status, mental illnesses such as individuals experiencing domestic or sexual violence or abuse. The level of education and involvement in foster care would also factor into the independent variables.

### ***Dependent Variable***

Homelessness was the main dependent variable in this study.

### ***Controlled variable***

Our group had to come up with the controlled variables that could be controlled. The two we could come up with were the age group which is 18-25 years old and income.

### ***Extraneous Variable***

The different extraneous variables the group had come up with was public transportation, weather, and involvement in foster care.

### ***Themes/Concepts:***

The themes and concepts that would be discussed throughout this paper will be housing, education, employment, and mental health. These themes are an important part of the project to understand homeless individuals' lifestyle and how it can be helpful in our project.

### **Methodology**

The group had decided that mixed methods would be beneficial to the project given we

would have to find the needs of the individuals who are homeless but also what a relationship between certain variables are.

The group chooses to utilize case manager interviews with the Department of Children Services (DCS) and Youth Villages Independent Living Specialists to better understand the number of adolescents that age out of the system and why these individuals chose not to partake in the extension of the foster care program. Additionally, the group will use data obtained from already existing organizations in the area to see what interventions are available and have been successful and what interventions have not been successful. The group will also include in person interviews and surveys (reference Appendix A) with the intended target population.

### **Population and Sampling**

The population being focused on is the homeless population in Chattanooga, TN ages 18-25 years old. The sampling plan is emphasized on the downtown area, such as in the Orchard Knob community. This area was chosen due to it being one of the more impoverished areas in Chattanooga. Additionally, this community is where the Chattanooga Homeless Coalition is located. This will allow the group to obtain a sample population as well as interview people within the organization. The inclusion criteria are of the following: the agencies must have experience working with the homeless population, the homeless individuals must be residing in Hamilton County, and they must be between the ages of 18-25 years old. Exclusion criteria are agencies who have never worked with the homeless population, individuals who do not reside in Hamilton County, and individuals who do not fall between the age range of 18-25 years old. Members will be recruited by partnering with the Chattanooga Homeless Coalition and by providing pamphlets. This method was chosen due to the Chattanooga Homeless Coalition already being an established entity with relationships built in this community. Oftentimes the

homeless population is transient, so this will create the opportunity to obtain a more reliable sample. Registration for the group will be open for one month.

### **Data Collection and Analysis plan**

To collect the data, the group will collaborate with the Chattanooga Homeless Coalition as a location for the survey's and in-person interviews to be handed out/conducted. Two weeks prior to collecting the data, group members will be placed at the Chattanooga Homeless Coalition in shifts to promote the research project and the importance of the community participating in the project. Posters will be handed out and community members will be encouraged to spread the word about the upcoming project.

The survey will be available for a calendar month for individuals to fill out. This survey will include the informed consent form to be signed before completing the survey. The informed consent form/survey (reference Appendix A) will be kept at the front desk of the Chattanooga Homeless Coalition to be distributed. There will be a poster/information sheet also kept at the front desk to promote and inform individuals about the research project. The filled-out survey will be placed in a lock box, so the answers are kept for the group to pick up. A team member will collect the surveys from the lock box once a week for four weeks. Once the month is up, the completed surveys will be compiled, and answers will be put into an Excel spreadsheet to organize the data. Names of participants will not be put into the Excel spreadsheet.

In addition to the surveys, in-person interviews will be conducted at the Chattanooga Homeless Coalition with individuals who wish to participate. In-person interviews are completely voluntary, and participants will fill out an informed consent form prior to the interview. The group will arrange with the Chattanooga Homeless Coalition a room to use for the interviews. Group members will follow the Interview Script (reference Appendix B) when

conducting the interviews and responses will be recorded via audio recording. Participants will be aware that the interview is being audio recorded. These interviews will be conducted during the same month the survey's are available. A group member will be stationed at the Chattanooga Homeless Coalition at specified times during the month to conduct interviews. In addition, individuals may sign up for an interview time that would work best for them. Once all interviews have been completed, the group will transcribe the responses into a document and compile based on responses.

Lastly, group members will work with the Chattanooga Homeless Coalition, the Department of Children Services, and Youth Villages Independent Living Specialists to collect data that has already been recorded regarding prevalence of homeless young adults, what intervention methods have been tried in the past, what has worked/has not worked, as well as the number of adolescents that age out of the system and why these individuals chose not to partake in the extension of the foster care program.

Once all data has been collected, the group will come together to compile the data into an organized format so that trends can be seen. The original data will be kept in a safe location to protect the confidentiality of the participants.

### **Ethical Considerations**

Data collection would be handled in the methods specified by the National Research Act as a result of the Belmont Report. This describes three ethical principles that will guide the process, respect, beneficence and justice. The subject group must be informed and able to act from a position of autonomy and made aware of the opportunity to leave the study at any time. The study must be cognizant that while gathering the information, the researcher must strive to do no harm to the participant group and make certain that any benefits derived from the study are



passed on to the participant group equally, making sure all benefits. When starting the data collection, all subjects must be informed, it must be voluntary and show they are competent regarding the participation or termination of their involvement. The goal is to gather and analyze data while making sure the human participants are protected, and one way that can be accomplished is by not obtaining just consent at the beginning but by discussing the process several times and allowing for a review of the consent form, making sure they are comfortable to continue. To help ensure the safety of the data acquired, the information should be securely stored in a locked cabinet or desk drawer, and any electronic data should be password protected and only shared using encryption.

## **Program Proposal**

### **Program Goals and Objectives**

Among the homeless population aged 18-25, up to approximately 60 homeless individuals will enroll in the job skills training program with 15 participants in each course and 50% will complete the program. It will lead to an increase of professional job and life skills and higher employment rates for this population, and a decrease in homelessness and unemployed homeless individuals.

### ***Target Population***

The target population of the program is up to 60 individuals who reside in the Chattanooga TN area, are experiencing homelessness, and are also ages 18-25 years of age. In addition, this program will directly affect 5 volunteer instructors who are willing to teach the classes and work with the young adults to develop areas such as resume writing skills, job training skills, literacy development as well as skill development in programs such as excel, PowerPoint, and word.

### ***Scope of Activity- Inputs and Outputs***

The program will offer 4 different classes over the course of three months. Each class will be an hour long once a week and will be held at the Chattanooga Public Library. These courses will focus on resume writing, learning excel, word, and PowerPoint, job skills training, and literacy classes. Additionally, each class will consist of 1-2 volunteer instructors and up to 15 individuals. Individuals have the option to sign up for one class or multiple classes depending on their area of need.

The resume writing course will teach all the essentials to a resume such as how to format a resume, what to put on a resume, how to properly use a resume, and more. The course that focuses on Excel, Word, and PowerPoint will teach individuals how to use these different programs, which applications they are best useful for, and tips and tricks of using the different programs. The job skills training course will go deeper into using a resume, how to promote your strengths, interviewing skills, proper mannerisms, and any other information that might be helpful for them to know when they are looking for or working in a job. Lastly, the literacy course will cover different topics to help familiarize the individuals with different work trades that they would be able to then be more competent to apply for once the course was over.

It is encouraged that individuals participate in all four classes to gain the most out of the program, however, it is not required. In order to give the opportunity for as many to participate as possible, the resume writing course will be offered from 6-7 in the evenings on Mondays', the course lessons in excel, word, and PowerPoint will be offered from 6-7 in the evenings on Tuesdays', the job skills training class will be offered in the evening from 6-7 on Wednesdays', and lastly, the literacy classes will be offered from 6-7 in the evenings on Thursday.

### ***Short-Term Goals***

The short-term goal is to have fifteen homeless individuals complete a resume. The classes they take will benefit their writing, plus having help create skills will give them better guidance. Then, fifteen homeless individuals will learn basic Microsoft Office skills, meaning PowerPoint, Excel, and Word. These skills will help them to be able to talk about their skills with their soon-to-be bosses. The project would also benefit fifteen homeless individuals to have at least two or three professional outfits and to reach out to clothing stores or consignment shops to help them with this, along with learning the skills to interview. Finally, it would be beneficial for homeless individuals to learn to read on a sixth-grade level, to help them with their interviewing skills and Microsoft skills, and to learn more about the future for them.

### ***Intermediate Goals***

The intermediate goal is to have 15 homeless individuals apply for 5 jobs within a month of completing the program, and another 5 jobs the next month if they do not obtain a job from the first 5 applications. The individuals will have completed resume classes and have an established resume so that they can apply to these jobs. This will be measured by the record of applications. The next intermediate goal is for 15 of the homeless individuals to attend at least 5 interviews within the two-month period. The group will measure this activity by having the individuals report the number of interviews they completed. The hope is the individuals will acquire job opportunities and receive a callback from the interviews attended.

### ***Long-Term Goal***

The long-term goal established is to have at least 50% of the participants become successfully employed within 6-12 months after completing the job skills training program. The long-term goal flows logically with the activities because they will assist the individuals in meeting this goal by becoming more educated and skilled in significant job skills such as

computer skills, resume writing, literacy skills, and other job-related skills. The participants will become more experienced through the courses with these important skill sets, assisting them in showing their competency levels when applying and interviewing for jobs. The long term-goal connects to the intermediate goals because they desire for the participants to start applying and interviewing for jobs within 1-2 months of completion of the program, which aims for employment to be worked towards. The key change this program will produce is encouraging young homeless individuals to get back on their feet and accumulate a safe source of income to create a better opportunity for them to fulfill their basic needs of shelter, food, water, safety, and clothing. Reference Appendix C for a detailed outline of the Project Planning Form/Logic Model.

### **Stakeholder Analysis**

The stakeholders that were looked into were Homeless individuals, community residents, local businesses, and government officials. Homeless individuals will be young adults between the ages of 18 to 25 with unstable housing. Homeless individuals will be interested because of the stability and permanency, with the higher possibility for jobs and support systems. In addition, they will be beneficial because they are the project's primary focus.

Residents of the community are another stakeholder that will be focused on. They will be individuals or families who are part of the city of Chattanooga. Their interest will be lowering the stereotypes and helping the homeless, along with being informative about what homeless individuals are going through in Chattanooga.

Local businesses will help by opening their stores, which would be organizations that buy, sell, or provide services in Chattanooga. In addition, they would support the project by

allowing the program services to use their stores to train individuals who want to gain jobs in the area.

Lastly, it would be government officials. They would be Chattanooga city officials who work in Chattanooga. The project would also focus on a committee that works with the homeless population and wants to help them. They will be interested in this project for the sake of increasing revenue in the city and also improving the city plans. Reference Appendix D and Appendix E for Stakeholder Analysis Table and Power/Interest Grid for Stakeholder Prioritization.

### *Accessing Stakeholders*

Most of the stakeholders will be accessed through meetings and surveys. For example, the homeless population will be met with to gather the correct information. For the local businesses and residents who live in the Chattanooga area, **they would also be met with** to see what is needed in different neighborhoods and what they want to be changed in their communities. Finally, for the government officials, letters would be written and information would be provided regarding discussion topics or changes within the policies.

### *Stakeholder Engagement*

The group will engage the City of Chattanooga's government officials by making phone calls to their local offices and scheduling a meeting. Since these individuals are considered to have high power and interest, informative strategies will be used to involve the officials in the program plan. Since these elected officials have the potential to block the program proposal, satisfaction will be maintained to prevent this scenario. The following identified stakeholders are the local business owners, which are assessed to be high power, and low interest. Business owners will be engaged by having the group go into the community and share information about

the proposed program. Invitations will be sent to the businesses to attend community meetings about the program and further engage them by asking them to partner in the program proposal. Examples of these businesses include existing agencies such as the Chattanooga Homeless Coalition and other business entities that provide services and purchase and sell goods. Chattanooga's homeless individuals are stakeholders with high interest but low power. Engagement with this population will be provided-through meeting with the individuals in the community, conducting surveys and interviews, and involving them in implementing the plan of the program. The last identified stakeholders are the residents of the City of Chattanooga. This population is identified to be low power and low interest. The group will engage these individuals by conducting face-to-face interviews and surveys and inviting them to community meetings discussing the development of the program.

### ***Opposing Views***

Stakeholders that could have the ability to perceive the project in a negative or opposing way would be certain employers and some individuals of high socioeconomic statuses. Many employers are hesitant on hiring homeless individuals or individuals who had a history of homelessness due to the stigmatizations they believe about this population, regarding their motivation, dependability, appearance, skill sets, legal history, and hygiene (Golabek-Goldman, 2017). The National Coalition for the Homeless conducted a survey that resulted in 70.4% of homeless participants discussing how they have received discriminatory acts from private businesses from their unstable housing (Golabek-Goldman, 2017). Many homeless individuals put shelters as their address when applying for jobs. The majority of this population explained that when employers see a shelter as their address, the only questions the interviewer asks during the interview are targeted towards their housing status and then are most likely not hired

(Golabek-Goldman, 2017). With many employers being against hiring homeless individuals, they could be opposed to this created program, due to the project encouraging more homeless individuals to apply for jobs after they go through the job skills training.

Another opposing force could potentially be wealthy individuals. There are many wealthy populations that contribute to helping the homeless through donations or charity, but there are others who can have other personal interests of where their money is distributed to (Guardian News and Media, 2018). Some individuals of high socioeconomic status can be out of touch with societal issues, and not understand why funding or donations are needed to build programs for populations that are struggling (Guardian News and Media, 2018). Many billionaires have found loopholes and tax havens to avoid spending their money, and if this is the mindset of some of this population, they will not be interested in paying more taxes from the implementation of more community programs (Guardian News and Media, 2018). With the lack of knowledge and awareness of societal struggles, the wealthy population could have certain confused reactions or negative and judgmental insights to the project.

To address opposing forces to the program, advocacy, awareness, and education would be spread to these populations to influence their perspectives on the homeless population. With various controversies and stigmatizations of social issues, an individual can become more drawn to false perspectives and opinions of certain struggling populations, leaving them with no desire to help these individuals. It is important to provide factual evidence about the homeless population's ability to work or desires to gain self-efficacy to try to manage the negative image some individuals have towards homeless individuals.

## **SWOT Analysis**

The program being formed has various potential strengths that can increase the effectiveness of the project. This program can provide improved employment opportunities for the homeless population regarding the enhancement of their job skills, professional skills, life skills, and communication skills from the enrollment and participation in the program. This job skills training program can also expose homeless individuals to social engagement, allowing them to form friendships and relationships with others, as well as possible mentors. Staff members being advocates for the homeless population and being their voice on employment discrimination is another strength, forming a trustworthy and nonjudgmental bond with the staff.

Another area of strength in the program is having a host building as The Chattanooga Regional Homeless Coalition, instead of creating an agency from scratch. This makes the implementation process much simpler and less time consuming when constructing the program. Along with having a host building, it creates a potential strength of the agency spreading knowledge of funding information to look into and strategies to receive grants. The Chattanooga Regional Homeless Coalition receives federal funding and generous donations as their financial resources, and they ensure that all resources are effectively being utilized (Donate to End, n.d.). With the agency using these financial resources, it would be beneficial for the program to receive similar sources of money.

The last area of strength for this program is containing social workers as leadership staff that fight and advocate for homeless individuals and combat stigmas of this population. This strength will hopefully help to reduce negative perspectives of homeless individuals, allowing society to become more open and understanding to the daily struggles the targeted population faces every day. Qualified and educated staff will also be employed for this program to surround



participants with a team that is passionate about helping them and eager to improve the lives of the homeless population.

### ***Weaknesses***

This program has multiple weaknesses including but not limited to no prior reputation in the community or with the population, dependence of services on the number of volunteers/staffs to facilitate program/s, and limited number of programs that are able to be offered. Additionally, the fact that the program has a small staff/volunteer group means that there is a greater chance of personnel being overworked and experiencing burnout. While this is not ideal, the small staff/volunteer group also drastically impacts the services that can be offered because if one person is sick or unable to make it, it puts additional stress on other personnel as well as potentially limits what the program is able to offer. Lastly, availability of the space to utilize for the program is a weakness as the space is owned by another party which brings the last weakness into play of lack of finances to utilize for space rental or for purchase of supplies for the program such as pencils/pens, paper, workbooks, etc.

### ***Opportunities***

This program's opportunities include local political candidates who have known to support homelessness and social welfare policies. Other potential program opportunities include networking with existing agencies from whom we can obtain data and partner alongside, i.e. the Chattanooga Homeless Coalition, Extension of Foster Care, etc. Additionally, business owners and the City of Chattanooga may provide opportunities as they are likely to support our program due to the negative financial impact homelessness can have. Reference Appendix F for a detailed SWOT Analysis Matrix.

### ***Threats***

This program's threats include but are not limited to cultural factors such as lack of trust in the government, potential language barriers, and more conservative values. Additionally public transportation to the program location, job layoffs, housing insecurities, and environmental effects such as weather have the ability to negatively impact the program. Working with a transient population as well as growing competition in the Chattanooga TN area cause additional threats. Lastly, the potential loss of resources, government laws and welfare programs that have unintended consequences of encouraging people to not work to avoid losing benefits before they get their feet under them would also impact the program in a non-beneficial way.

### ***Using the SWOT analysis***

Each strength can be used as a positive motivation for the effectiveness of the project. The strengths will help guide the importance of the program and the influence it can make in the community. Each weakness can be stopped by encouraging daily or weekly self-care to the staff to prevent early burnout and creating strategies and teamwork in the agency to utilize space and financing in the best way possible. Opportunities can be exploited through using the networks available as beneficial resources and support systems for the program. Each threat can be defended by planning for each one, such as creating a unique program without similar methods to combat competition, advocating for the homeless population and their abilities and skills, and forming backup plans for transportation, job layoffs, unstable housing, and environmental challenges. Lastly, educating homeless individuals on the more positive benefits of working to improve all areas of their lives, such as housing, employment, life skills, and mental and physical health will be used to defend against the fears of losing benefits.

### **Evaluation Plan**

The most important way to measure the outputs is sign-in sheets showing how many hours the attendees completed. The group wants to make sure the homeless individuals get their time in to be more job prepared. A system will also be used to clock in the times they come in, and if they have not shown up, they will be reached out to for assistance on figuring out a way for them to get to these meetings. It would be at the library, on a sheet of paper or a google document for the instructors or employees, and it would be completed before and after the sessions to make sure they did not just sign in and leave.

The group will measure the intermediate outcomes by acquiring confirmation emails for the jobs that were applied to by the homeless individuals. These email confirmations will be used to show how many jobs were applied. The group will also rely on self-reporting to see how many interviews occurred and will use a record log to track how many interviews the homeless individuals are attending. Additionally, an excel sheet will be kept to determine and track how many homeless individuals successfully acquired a job.

### **Proposed Program Resources**

The program would have at least 6-10 volunteers. The four group members, along with three volunteers to help with the writing program. Most of the support will be given to the attendees if needed. Having one instructor for 15 homeless individuals will give each class plenty of room to work with. The training will include course lessons in Microsoft programs and training in job skills and resume work. These training sessions will last about 2 hours each class day. This should give plenty of training to understand how this world works and where we could work with it.

In order for the program to run smoothly and effectively, some material resources will be

needed. These resources include but are not limited to 70 pencils, 70 pens, 70 small notebooks, additional paper, 4 computers with the capability to hook up to 4 projectors and screens. This allows 1 computer/projector/screen per classroom to project course material or PowerPoints. Additionally, partnerships will be formed with the Chattanooga Public Library for space to utilize and computers to utilize. These computers will be available for use for all classes. Only 15 computers are needed for use as classrooms can rotate and adjust class schedules to share computers. City transportation will be utilized as well as Uber to transport individuals to and from the Chattanooga Public Library. Chairs and tables will be provided by the Chattanooga Public Library.

### **Proposed Sustainability Plan**

The job skills training program will be sustained throughout each new program cycle of three months by gaining experience through trial and error. The methods and materials used in the program, such as educational classes, transportation services, course materials, and the environment of the classroom will be monitored to determine the effectiveness of each part of the program. If the program does not meet the desired short, intermediate, and long term outcomes, then changes will be made to strive for a more attainable outcome for the next group of participants. By continuously measuring the outcomes, participation rates, and success rates, this will continuously assist the change process to be better equipped and updated as each new cycle starts. The sustainability of this program will be a work in progress, as the program has to fight off society's stigmatization against this population, but it will be obtained by creating a safe, educational, welcoming, and positive environment for the homeless population.

### **Limitations**

The limitations of this program include limited staff members, burnout, dependency on transportation services, finances, and lack of trust towards the homeless population. Limited staff members requiring the skills, education, and cultural competency for providing services to this population can have the potential to create a struggle in hiring employees for the program. Along with having a low number of staff, the burnout rates could rise very quickly and easily, which could cause the mentality of staff members to decrease their performance rates. Depending on transportation services to bring the participants to the program each day could be hard due to weather conditions, timing, and services that require money for transportation. Finances for materials, funding for the program, and staff member paychecks would require many grants or large amounts of donations, creating a limitation if grants are not accepted or there is not enough support in the program. Lastly, societal stigmas regarding the homeless population can limit the support and sustainability of the program from the possible development of negative perspectives in the community.

### **Conclusions**

In conclusion, the literature, research, and needs assessment show a gap in services rendered for homeless young adults. The data shows that homelessness is an issue in Chattanooga, and the area does not have a specific program tailored for homeless young adults. This program proposal aims to bridge the gap and offer services for homeless young adults, specifically focusing on job training and skills. The group has proposed four courses over a three-month span that will last one hour. These sessions will provide educational courses to better prepare these individuals for entering the workforce, make them an appealing candidate, and promote stability. The proposed interventions will achieve the following long-term goal: (1) at least 50% of the participants will become successfully employed within 6-12 months after

completing the program. These proposed interventions will be tracked and monitored to determine their success. The program target date is May 1, 2023, to accurately test the interventions, funding and support are essential.

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## Appendices

### Appendix A

#### Survey Guide

Informed Consent
Homelessness in Young Adults in Chattanooga TN

You are invited to participate in a study of homelessness among young adults ages 18-25. This study aims to recognize specific needs, establish policies and guidelines fitting for the population, and identify effective intervention methods for homeless youth ages 18-25 in the Chattanooga, TN, area. Your point of view from your knowledge and/or experiences would be beneficial and highly valued in this study. For this study, the term “homeless” refers to not having a home or permanent place of residence.

Participation in this survey is voluntary and does not come with any compensation. This survey consists of 16 questions and takes 15-20 minutes to complete. You may refuse to answer questions on the survey without penalty. In addition, you may withdraw from participation at any time without penalty.

This survey will not ask for your name and will remain anonymous. However, if you wish to receive a copy of the compiled results from the study, you may request those from Sam Proulx, a MSW student at Southern Adventist University, at (423) 519-1699 or [srproulx@southern.edu](mailto:srproulx@southern.edu).

The risks of participating in this study include the risk of embarrassment as well as the risk of psychological stress. Because of the topics that are covered in the survey and the questions that are asked, this survey does have the potential to bring up or trigger past traumatic experiences. Due to this risk, we are prepared to connect you with mental health professionals that can help you debrief after the survey, should that be helpful for you. If you would like to speak to a mental health professional after participating in this study, please contact Katie Cannon, an MSW student at Southern Adventist University, at (352) 535-4616 or [kcannon@southern.edu](mailto:kcannon@southern.edu).

Benefits to you of participating in this study include the opportunity to share your personal experiences with housing, mental health, food insecurity, and homelessness as a young

adult. In addition, participating in this study will give you a chance to talk with one of our research team members to discuss housing options in the Chattanooga, TN, area, as well as other resource connections that the team is prepared to connect you with.

You may direct questions about the survey to Bree Adams, MSW student at Southern Adventist University, at (423) 680-7764 or [breeanadams@southern.edu](mailto:breeanadams@southern.edu). In general, any questions about this study may be directed to Jami Williams, MSW student at Southern Adventist University, at (423) 506-9999 or [jamik@southern.edu](mailto:jamik@southern.edu). If you have questions about your rights as a research subject, please contact Robert Overstreet, Director of the Center for Teaching Excellence and Biblical Foundations of Faith and Learning, and Chair of the Southern Adventist University Institutional Review Board at (423) 236-2003 or visit <https://www.southern.edu/research>.

**By continuing and completing the survey, you are voluntarily consenting to participate in the study. Therefore, please sign and date below if you wish to persist by voluntarily participating in this study.**

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Survey

### Food Insecurity

The following questions are about your food questions in your household in the last 12 months. Select the appropriate fill for the choices depending on the number of persons and adults in the households. For most of these statements, you were to answer by checking: “often true,” “sometimes true,” and “never true.” If you are unsure of a question, please don’t hesitate to ask for help.

- **The food I/we bought just didn’t last, and I/we didn’t have money to get more.**
  - Often true

- Sometimes true
- Never True
- IDK (I don't know) or Refused
- **I/we couldn't afford to eat balanced meals.**
  - Often true
  - Sometimes true
  - Never true
  - IDK (I don't know) or Refused
- **In the last 12 months, did you/you or other adults in your household ever cut the size of your meals or skip meals because there wasn't enough money for food?**
  - Yes
  - No
  - IDK (I don't know)
- **If yes above, How often did this happen?**
  - Almost every month
  - Some months but not every month
  - Only 1 or 2 months
  - IDK (I don't know)
- **In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money for food?**
  - Yes
  - No
  - IDK (I don't know)
- **In the last 12 months, were you ever hungry but didn't eat because there wasn't enough money for food?**

- Yes
- No
- IDK (I don't know)
- **How you deal with food shortage over the last 12 months (Tick all that apply)**
  - Borrowing from friends, neighbors, relatives, etc.
  - Stick to simple food
  - Reduce expenditures on health
  - Reduce expenses on education
  - Adults skip meals once a day
  - Selling assets (e.g., car, equipment, animal, etc.)
  - Other's
- **If you are using any Federal Food assistance programs, please check all that apply. If you are using a program not listed, please state that in "other."**
  - SNAP (Supplemental Nutrition Assistance Program)
  - TEFAP (The Emergency Food Assistance Program)
  - CSFP ( The Commodity Supplemental Food Program)
  - CACFP ( The Child and Adult Care Food Program)
  - NSLP ( The National School Lunch Program)
  - SBP ( The School Breakfast Program)
  - SFSP ( The Summer Food Service Program)
  - WIC ( Woman, Infants, and Children)
  - Other(s) \_\_\_\_\_

## **Housing**

The following questions pertain to housing and experience with homelessness. Please follow the instructions for each question.

**(1) During the past 30 days, was finding a shelter a problem for you usually, sometimes, rarely, or never? (check mark one)**

- Usually
- Sometimes
- Rarely
- Never

**(2) Have you spent any nights in these places during the past 60 days? That is, between today's date and 60 days ago. Did you spend any nights in: (check all that apply)**

- An apartment or home you owned or paid rent on in the past 60 days?
- A hotel or motel room that you paid for?
- A boarding house, halfway house, or board and care facility?
- A hotel or motel you paid for with a voucher in the past 60 days?
- The home and/or room of a family member?
- The home and/or room of a friend or an acquaintance in the past 60 days?
- A hospital?
- Jail or prison in the past 60 days?

**(3) At what age did you first experience homelessness? (please fill in the blank)**

\_\_\_\_\_

**(4) What would be most helpful in ending your homelessness right now? (Check all that apply)**



- Affordable housing
- Finding a shelter
- Hotel vouchers
- Food availability
- Hygiene kits (i.e., soap, toothpaste, deodorant, etc.)
- Bus pass
- Job placements
- Medical Care
- Substance abuse treatment
- Mental health treatment
- Case management
- Other (please describe)
- None

**Employment**  
**Barriers**

**1. If you have applied for a job while homeless, what barriers did you encounter during the interview process or when asking for an application? (Check all that apply).**

- Refusal of job from mental illness disorders or substance use
- Refusal of job from not having a valid address and being homeless
- Refusal of job for education levels
- Refusal of job for lack of professionalism or proper attire

- N/A

**2. How many times have you been rejected for a job during your state of homelessness?**

- 1-2 times
- 3-4 times
- 5 or more times

**3. In 2-3 sentences, what do you personally think is a reason(s) homeless individuals have difficulties finding employment?**

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**4. What strategies could be used to help homeless individuals receive jobs? (Check all that apply).**

- Job-training programs that assist individuals with life and work skills
- Mental health counseling
- Financial management classes
- Interviewing skill classes
- Other: \_\_\_\_\_

**5. In the last month, how many times have you felt discouraged attempting to find employment?**

- Rarely
- Sometimes
- Everyday

**Appendix B****Interview Script**

1. What is your age, gender, ethnicity, etc.?	
2. At what age did you have your first experience with homelessness?	
3. How long have you been homeless?	
4. Are you sheltering anywhere specific in Chattanooga?	
5. What are some ways the city of Chattanooga has helped you or has not helped you?	
6. Do you have any questions regarding how this process will go?	
7. What do you hope you to be different after completing this program?	

## Appendix C

## Project Planning Form / Logic Model

**Program Title:** Sustainability for Young Adults

**Team Members:** Jami Williams, Sam Proulx, Bree Adams, Katie Cannon

**Statement of Problem:** Young homeless adults not being able to have jobs because they don't have proper training successfully.

Inputs	Outputs		Outcomes		
	Activities	Participants	Short Term	Medium Term	Long Term
<ul style="list-style-type: none"> <li>● Teacher/Instructors</li> <li>● Transportation: Bus, Uber, community transportation, etc.</li> <li>● Course Materials: Pens, Notebooks, paper</li> <li>● Rent out a place: Library, Church, town hall, potential business to rent a room for us.</li> </ul>	-Resume writing course	-15 homeless individuals  -1 instructor	Have 15 homeless individuals complete a resume	Have 15 homeless individuals apply for 5 jobs within a month of completing the program, and another 5 jobs the next month, if they do not obtain a job from the first 5 applications	Have at least 50% of participants be employed in a successful job within 6-12 months of completing the program.
<ul style="list-style-type: none"> <li>● Course Materials: Pens, Notebooks, paper</li> <li>● Teachers/Instructors</li> <li>● Transportation: Bus, Uber, community transportation, etc.</li> </ul>	-course lessons in excel, word, and PowerPoint	-15 homeless individuals  -1 instructor	Have 15 homeless individuals learn basic Microsoft	Have 15 homeless individuals attend at least 5 interviews	

<ul style="list-style-type: none"> <li>Rent out a place: Library, Church, town hall, potential business to rent a room for us</li> </ul>			office skills (i.e., PowerPoint, excel, word, etc.)	within the two-month period.	
<ul style="list-style-type: none"> <li>Rent out a place- Library, Church, town hall, potential business to rent a room for us</li> <li>Clothing: i.e., Samaritan Center, donations from churches, businesses collaboration</li> <li>Transportation: Bus, Uber, community transportation, etc.</li> <li>Course Materials: Pens, Notebooks, paper</li> <li>Teachers/Instructors</li> <li>Stakeholders</li> </ul>	-job skills training classes	<ul style="list-style-type: none"> <li>-organizations that partner with the program</li> <li>- 15 homeless individuals</li> <li>- 1 instructor</li> </ul>	15 Homeless individuals will have acquired 2-3 professional outfits and will have a grasp on basic interviewing skills		
<ul style="list-style-type: none"> <li>Transportation- Bus, Uber, community transportation, etc.</li> <li>Course Materials: Pens, Notebooks, paper</li> <li>Rent out a place: Library, Church, town hall, potential business to rent a room for us</li> <li>Teachers/Instructors</li> </ul>	-literacy classes	<ul style="list-style-type: none"> <li>-1 Librarian / 1 Teacher who volunteer to help</li> <li>- 15 homeless individuals</li> </ul>	(Improved literacy skills from 6th to 7th-grade level)		

## Appendix D

### Stakeholder Analysis Table

**Project Title:** Sustainability for Young Adults

**Group Members:** Bree Adams, Sam Proulx, Jami Williams, Katie Cannon

Stakeholder	Characteristics	Main Interest	Fears and expectations	Potential impact	Priority	Recommendations	Responsibility
Homeless Individuals	<ul style="list-style-type: none"> <li>- 18-25</li> <li>- young adults</li> <li>-unstable housing</li> <li>- just leaving high school/possibly going into college</li> </ul>	<ul style="list-style-type: none"> <li>-Stability permanency</li> <li>-Higher Possibilities of jobs</li> <li>-Free education</li> <li>-Support systems</li> </ul>	They will be able to find jobs. Their reactions may be hopeful. Decreases stress.	Critical	Critical	<ul style="list-style-type: none"> <li>-Going to inform them on the project</li> <li>-Integral part of the project</li> </ul>	Katie Cannon
Residents of Community	<ul style="list-style-type: none"> <li>-Individuals who live in the city of Chattanooga</li> </ul>	<ul style="list-style-type: none"> <li>-lowering stereotypes</li> <li>-more desirable to</li> </ul>	Hope that the streets will be "cleaner".	Medium	Low	<ul style="list-style-type: none"> <li>-Informative of the events</li> <li>-Awareness of statistics and</li> </ul>	Bree Adams

		live in those areas  -safer to the community				struggles of homeless	
Local Businesses	-Organizations that buy, sell, or provide services in the city of Chattanooga	-Increase in business/employment  -Individuals who are trained in job preparedness	Hesitation, because of the stigmas around homeless individuals.	High	Medium	-Be involved with the job trainings  -offer their business for the trainings	Sam Proulx
Government Officials	- Chattanooga City officials  - Committee who works with the homeless population specifically	-increase revenue of the city  -Improving city plans	Very happy about the homeless population finding jobs.	High	High	-we would have to inform them of the policies of the program  -engage them in our efforts	Jami Williams





## Appendix F

## SWOT Analysis Matrix

Strength	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> <li>The program being formed has various potential strengths that can increase the effectiveness of the project. This program can provide improved employment opportunities for the homeless population regarding the enhancement of their job skills, professional skills, life skills, and communication skills from the enrollment and participation in the program. This job skills training program can also expose homeless individuals to social engagement, allowing them to form friendships and relationships with others, as well as possible mentors. Staff members being</li> </ul>	<ul style="list-style-type: none"> <li>This program has multiple weaknesses including but not limited to no prior reputation in the community or with the population, dependence of services on the number of volunteers/staff to facilitate program/s, and limited number of programs that are able to be offered. Additionally the fact that the program has a small staff/volunteer group means that there is a greater chance of personnel being overworked and experiencing burnout. While this is not ideal, the small staff/volunteer group also drastically impacts the services that can be offered because if one</li> </ul>	<ul style="list-style-type: none"> <li>This program's opportunities include local political candidates who have known to support homelessness and social welfare policies. Other potential program opportunities include networking with existing agencies from whom we can obtain data and partner alongside, i.e. the Chattanooga Homeless Coalition, Extension of Foster Care, etc. Additionally, business owners and the City of Chattanooga may provide opportunities as they are likely to support our program due to the negative financial impact</li> </ul>	<ul style="list-style-type: none"> <li>This program's threats include but are not limited to cultural factors such as lack of trust in the government, potential language barriers, and more conservative values. Additionally public transportation to the program location, job layoffs, housing insecurities, and environmental effects such as weather have the ability to negatively impact the program. Working with a transient population as well as growing competition in the Chattanooga TN area cause additional threats. Lastly, the potential loss of resources, government</li> </ul>

<p>advocates for the homeless population and being their voice on employment discrimination is another strength, forming a trustworthy and nonjudgmental bond with the staff.</p> <ul style="list-style-type: none"> <li>• Another area of strength in the program is having a host building as The Chattanooga Regional Homeless Coalition, instead of creating an agency from scratch. This makes the implementation process much simpler and less time consuming when constructing the program. Along with having a host building, it creates a potential strength of the agency spreading knowledge of funding information to look into and strategies to receive grants. The Chattanooga</li> </ul>	<p>person is sick or unable to make it, it puts additional stress on other personnel as well as potentially limits what the program is able to offer. Lastly, availability of the space to utilize for the program is a weakness as the space is owned by another party which brings the last weakness into play of lack of finances to utilize for space rental or for purchase of supplies for the program such as pencils/pens, paper, workbooks etc.</p>	<p>homelessness can have.</p>	<p>laws and welfare programs that have unintended consequences of encouraging people to not work to avoid losing benefits before they get their feet under them would also impact the program in a non-beneficial way.</p>
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<p>Regional Homeless Coalition receives federal funding and generous donations as their financial resources, and they ensure that all resources are effectively being utilized (Donate to End, n.d.). With the agency using these financial resources, it would be beneficial for the program to receive similar sources of money.</p> <ul style="list-style-type: none"><li>● he last area of strength for this program is containing social workers as leadership staff that fight and advocate for homeless individuals and combat stigmas of this population. This strength will hopefully help to reduce negative perspectives of homeless individuals, allowing society to become more open and understanding to the daily</li></ul>			
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<p>struggles the targeted population faces everyday. Qualified and educated staff will also be employed for this program to surround participants with a team that is passionate about helping them and eager to improve the lives of the homeless population.</p>			
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## Appendix G

## Team CITI Certificates

**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)  
COMPLETION REPORT - PART 1 OF 2  
COURSEWORK REQUIREMENTS\***

\* NOTE: Scores on this [Requirements Report](#) reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Jami Williams (ID: 11501482)
- **Institution Affiliation:** Southern Adventist University (ID: 2708)
- **Institution Email:** jamik@southern.edu
- **Institution Unit:** Social Work
  
- **Curriculum Group:** Responsible Conduct of Research
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - RCR
- **Description:** This course is for investigators, staff and students with an interest or focus in **Biomedical Research**. This course contains text, embedded case studies AND quizzes.
  
- **Record ID:** 51291751
- **Completion Date:** 15-Sep-2022
- **Expiration Date:** N/A
- **Minimum Passing:** 80
- **Reported Score\*:** 100

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Plagiarism (RCR-Basic) (ID: 15158)	07-Sep-2022	5/5 (100%)
Research Misconduct (RCR-Basic) (ID: 16804)	15-Sep-2022	5/5 (100%)
Research Involving Human Subjects (RCR-Basic) (ID: 13586)	15-Sep-2022	5/5 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: [www.citiprogram.org/verify/?k25f93caf-9e7c-4c51-9502-80a0d88d3d6a-51291751](http://www.citiprogram.org/verify/?k25f93caf-9e7c-4c51-9502-80a0d88d3d6a-51291751)

Collaborative Institutional Training Initiative (CITI Program)

Email: [support@citiprogram.org](mailto:support@citiprogram.org)

Phone: 888-529-5929

Web: <https://www.citiprogram.org>

**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)**  
**COMPLETION REPORT - PART 2 OF 2**  
**COURSEWORK TRANSCRIPT\*\***

\*\* NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Jami Williams (ID: 11501482)
- **Institution Affiliation:** Southern Adventist University (ID: 2708)
- **Institution Email:** jamik@southern.edu
- **Institution Unit:** Social Work
  
- **Curriculum Group:** Responsible Conduct of Research
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - RCR
- **Description:** This course is for investigators, staff and students with an interest or focus in **Biomedical Research**. This course contains text, embedded case studies AND quizzes.
  
- **Record ID:** 51291751
- **Report Date:** 20-Sep-2022
- **Current Score\*\*:** 93

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
Using Animal Subjects in Research (RCR-Basic) (ID: 13301)	20-Sep-2022	5/5 (100%)
Research Involving Human Subjects (RCR-Basic) (ID: 13566)	15-Sep-2022	5/5 (100%)
Plagiarism (RCR-Basic) (ID: 15156)	07-Sep-2022	5/5 (100%)
Authorship (RCR-Basic) (ID: 16597)	20-Sep-2022	5/5 (100%)
Collaborative Research (RCR-Basic) (ID: 16598)	20-Sep-2022	4/5 (80%)
Conflicts of Interest (RCR-Basic) (ID: 16599)	20-Sep-2022	4/5 (80%)
Data Management (RCR-Basic) (ID: 16600)	20-Sep-2022	5/5 (100%)
Financial Responsibility (ID: 16601)	20-Sep-2022	4/5 (80%)
Mentoring (RCR-Basic) (ID: 16602)	20-Sep-2022	4/5 (80%)
Peer Review (RCR-Basic) (ID: 16603)	20-Sep-2022	5/5 (100%)
Research Misconduct (RCR-Basic) (ID: 16604)	15-Sep-2022	5/5 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: [www.citiprogram.org/verify/2k25f93caf-9e7c-4c51-9502-80a0d88d3d6a-51291751](http://www.citiprogram.org/verify/2k25f93caf-9e7c-4c51-9502-80a0d88d3d6a-51291751)

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**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)  
COMPLETION REPORT - PART 1 OF 2  
COURSEWORK REQUIREMENTS\***

\* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- Name: BreeAn Adams (ID: 11550882)
- Institution Affiliation: Southern Adventist University (ID: 2706)
- Institution Email: breeanadams@southern.edu
- Institution Unit: Social Work
  
- Curriculum Group: Responsible Conduct of Research
- Course Learner Group: Same as Curriculum Group
- Stage: Stage 1 - RCR
- Description: This course is for investigators, staff and students with an interest or focus in Biomedical Research. This course contains text, embedded case studies AND quizzes.
  
- Record ID: 51466612
- Completion Date: 19-Sep-2022
- Expiration Date: N/A
- Minimum Passing: 80
- Reported Score\*: 93

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Plagiarism (RCR-Basic) (ID: 15156)	13-Sep-2022	5/5 (100%)
Research Misconduct (RCR-Basic) (ID: 16604)	15-Sep-2022	4/5 (80%)
Research Involving Human Subjects (RCR-Basic) (ID: 13566)	19-Sep-2022	5/5 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: [www.citiprogram.org/verify/?kf1c8783a-875d-4e5e-9aca-c8210980d426-51466612](http://www.citiprogram.org/verify/?kf1c8783a-875d-4e5e-9aca-c8210980d426-51466612)

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**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)  
COMPLETION REPORT - PART 2 OF 2  
COURSEWORK TRANSCRIPT\*\***

\*\* NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** BreeAn Adams (ID: 11550982)
- **Institution Affiliation:** Southern Adventist University (ID: 2706)
- **Institution Email:** breeanadams@southern.edu
- **Institution Unit:** Social Work
  
- **Curriculum Group:** Responsible Conduct of Research
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - RCR
- **Description:** This course is for investigators, staff and students with an interest or focus in Biomedical Research. This course contains text, embedded case studies AND quizzes.
  
- **Record ID:** 51466612
- **Report Date:** 22-Sep-2022
- **Current Score\*\*:** 98

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
Research Involving Human Subjects (RCR-Basic) (ID: 13566)	19-Sep-2022	5/5 (100%)
Plagiarism (RCR-Basic) (ID: 15156)	13-Sep-2022	5/5 (100%)
Authorship (RCR-Basic) (ID: 16597)	21-Sep-2022	5/5 (100%)
Collaborative Research (RCR-Basic) (ID: 16598)	22-Sep-2022	5/5 (100%)
Conflicts of Interest (RCR-Basic) (ID: 16599)	22-Sep-2022	5/5 (100%)
Data Management (RCR-Basic) (ID: 16600)	21-Sep-2022	5/5 (100%)
Peer Review (RCR-Basic) (ID: 16603)	22-Sep-2022	5/5 (100%)
Research Misconduct (RCR-Basic) (ID: 16604)	15-Sep-2022	4/5 (80%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: [www.citiprogram.org/verify/?kf1c8783a-875d-4e5e-9aca-c8810980d428-51466612](http://www.citiprogram.org/verify/?kf1c8783a-875d-4e5e-9aca-c8810980d428-51466612)

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**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)**  
**COMPLETION REPORT - PART 1 OF 2**  
**COURSEWORK REQUIREMENTS\***

\* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

• **Name:** Samantha Proulx (ID: 11527385)  
 • **Institution Affiliation:** Southern Adventist University (ID: 2706)  
 • **Institution Email:** sproux@southern.edu  
 • **Institution Unit:** Social Work

• **Curriculum Group:** Responsible Conduct of Research  
 • **Course Learner Group:** Same as Curriculum Group  
 • **Stage:** Stage 1 - RCR  
 • **Description:** This course is for investigators, staff and students with an interest or focus in Biomedical Research. This course contains text, embedded case studies AND quizzes.

• **Record ID:** 51356750  
 • **Completion Date:** 09-Sep-2022  
 • **Expiration Date:** N/A  
 • **Minimum Passing:** 80  
 • **Reported Score\*:** 100

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Plagiarism (RCR-Basic) (ID: 15156)	09-Sep-2022	5/5 (100%)
Research Misconduct (RCR-Basic) (ID: 16604)	09-Sep-2022	5/5 (100%)
Research Involving Human Subjects (RCR-Basic) (ID: 13566)	09-Sep-2022	5/5 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

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**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)**  
**COMPLETION REPORT - PART 2 OF 2**  
**COURSEWORK TRANSCRIPT\*\***

\*\* NOTE: Scores on this [Transcript Report](#) reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Samantha Proulx (ID: 11527385)
- **Institution Affiliation:** Southern Adventist University (ID: 2706)
- **Institution Email:** srproulx@southern.edu
- **Institution Unit:** Social Work
  
- **Curriculum Group:** Responsible Conduct of Research
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - RCR
- **Description:** This course is for investigators, staff and students with an interest or focus in Biomedical Research. This course contains text, embedded case studies AND quizzes.
  
- **Record ID:** 51356750
- **Report Date:** 21-Sep-2022
- **Current Score\*\*:** 100

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
Research Involving Human Subjects (RCR-Basic) (ID: 13566)	09-Sep-2022	5/5 (100%)
Plagiarism (RCR-Basic) (ID: 15156)	09-Sep-2022	5/5 (100%)
Authorship (RCR-Basic) (ID: 16597)	20-Sep-2022	5/5 (100%)
Collaborative Research (RCR-Basic) (ID: 16598)	21-Sep-2022	5/5 (100%)
Conflicts of Interest (RCR-Basic) (ID: 16599)	21-Sep-2022	5/5 (100%)
Data Management (RCR-Basic) (ID: 16600)	21-Sep-2022	5/5 (100%)
Peer Review (RCR-Basic) (ID: 16603)	20-Sep-2022	5/5 (100%)
Research Misconduct (RCR-Basic) (ID: 16604)	09-Sep-2022	5/5 (100%)

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**COMPLETION REPORT - PART 1 OF 2**  
**COURSEWORK REQUIREMENTS\***

\* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

• **Name:** Kaitlyn Cannon (ID: 11532244)  
 • **Institution Affiliation:** Southern Adventist University (ID: 2706)  
 • **Institution Email:** kcannon@southern.edu  
 • **Institution Unit:** Social Work  
 • **Phone:** 3525354616

• **Curriculum Group:** Responsible Conduct of Research  
 • **Course Learner Group:** Same as Curriculum Group  
 • **Stage:** Stage 1 - RCR  
 • **Description:** This course is for investigators, staff and students with an interest or focus in **Biomedical Research**. This course contains text, embedded case studies AND quizzes.

• **Record ID:** 51385535  
 • **Completion Date:** 14-Sep-2022  
 • **Expiration Date:** N/A  
 • **Minimum Passing:** 80  
 • **Reported Score\*:** 93

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Plagiarism (RCR-Basic) (ID: 15156)	14-Sep-2022	5/5 (100%)
Research Misconduct (RCR-Basic) (ID: 16604)	14-Sep-2022	5/5 (100%)
Research Involving Human Subjects (RCR-Basic) (ID: 13566)	14-Sep-2022	4/5 (80%)

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**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)**  
**COMPLETION REPORT - PART 2 OF 2**  
**COURSEWORK TRANSCRIPT\*\***

\*\* NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Kaitlyn Cannon (ID: 11532244)
- **Institution Affiliation:** Southern Adventist University (ID: 2708)
- **Institution Email:** kcannon@southern.edu
- **Institution Unit:** Social Work
- **Phone:** 3525354616
  
- **Curriculum Group:** Responsible Conduct of Research
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - RCR
- **Description:** This course is for investigators, staff and students with an interest or focus in **Biomedical Research**. This course contains text, embedded case studies AND quizzes.
  
- **Record ID:** 51385535
- **Report Date:** 20-Sep-2022
- **Current Score\*\*:** 100

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
Using Animal Subjects in Research (RCR-Basic) (ID: 13301)	16-Sep-2022	5/5 (100%)
Research Involving Human Subjects (RCR-Basic) (ID: 13566)	14-Sep-2022	5/5 (100%)
Plagiarism (RCR-Basic) (ID: 15156)	14-Sep-2022	5/5 (100%)
Authorship (RCR-Basic) (ID: 16597)	14-Sep-2022	5/5 (100%)
Collaborative Research (RCR-Basic) (ID: 16598)	20-Sep-2022	5/5 (100%)
Conflicts of Interest (RCR-Basic) (ID: 16599)	16-Sep-2022	5/5 (100%)
Data Management (RCR-Basic) (ID: 16600)	14-Sep-2022	5/5 (100%)
Financial Responsibility (ID: 16601)	20-Sep-2022	5/5 (100%)
Mentoring (RCR-Basic) (ID: 16602)	16-Sep-2022	5/5 (100%)
Peer Review (RCR-Basic) (ID: 16603)	14-Sep-2022	5/5 (100%)
Research Misconduct (RCR-Basic) (ID: 16604)	14-Sep-2022	5/5 (100%)

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