A GRANT PROPOSAL FOR A HOMELESS YOUTH SOCCER PROGRAM

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A GRANT PROPOSAL FOR A HOMELESS YOUTH SOCCER PROGRAM

A Project

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Division of Social Work
Abstract

of

A GRANT PROPOSAL FOR A HOMELESS YOUTH SOCCER PROGRAM

By

Danielle Dass

This project focuses on recreational social outlets and community development opportunities for homeless youth. The soccer program is designed to provide positive social outlets for the youth to foster community building and can enhance the quality of life in a transitional housing setting. This project aims to better understand the capacities in which individuals and communities can benefit from recreational activities of this nature. A grant proposal is developed for a homeless street soccer program and builds on literature discussing how development through sport is an effective and worthwhile method for combating youth trauma and fostering individual and collective growth. Sources of potential funding and the adaptability of this proposal are discussed.

______________________, Committee Chair
Andrew Bein, Ph.D., L.C.S.W.

______________________
Date
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Chapter 1

THE PROBLEM

Introduction

Most people think of the homeless population as poor people who have no direction and are refusing to live by society’s expectations. Many people have the tendency to avoid homeless individuals when at all possible. They will try to not to make eye contact with the homeless person as she/he walks by, and they ignore a simple hello, or good afternoon as if the homeless person was invisible. Although individuals socially labeled homeless might not have a place that they can call their own, they are still human.

Continuum of care, transitional housing, supportive housing, and single room occupancy, are all terms, when referring to housing for homeless individuals. Despite the enormity of housing programs, the vast quantity of supportive services and the billions of dollars spent on housing mentally individuals who are homeless in America, the U.S. still has an astounding number of people, suffering with a mental illness, who remain homeless. Estimates of the number of homeless people with a mental illness and/or co-occurring substance abuse disorder are anywhere between 20 and 80 percent of people who are homeless. With estimates running between 650,000 and 850,000 homeless individuals in the U.S. at any given time, this would equal numbers from 130,000 to 680,000 homeless mentally ill individuals in the U.S. Homeless mentally ill individuals are part of a growing population who spend much of their lives on the streets of our communities (National Alliance to End Homelessness, 2009). The challenges associated with housing homeless individuals with a mental illness are unique and multi-layered.
With some many homeless individuals the need and appreciation for permanent supportive housing programs and transitional living programs are crucial.

Adolescent and teenage years are the best years of peoples’ lives, as some may argue. However, adolescent and teenagers face physical, intellectual, social, and emotional challenges. Consequently, others may argue that the teen years are the toughest years. The likely challenges youth face create milestones that assist in the youth’s growth. But when the challenges impede the development and the growth of youth, the additional life stressors can be far beyond the youths’ capacities to confront and cope. The issues surrounding homelessness and AOD have an impact on youth’s wellbeing, development, and the years of their youth-hood.

Although the law states that homelessness and AOD are not by themselves sufficient criteria, for abuse, neglect, and/or abandonment, the researchers recognize that youth who are experiencing homelessness and/or AOD may live in unsafe and unstable environments that may lead to abuse, neglect, and/or abandonment. As Paradies et al (2001) argue “It is one of life’s true injustices that vulnerable children are often born to equally vulnerable parents” (p.160). Parents or caretakers that are homeless and/or using substances have an effect on their children. In some cases, the youth are placed in situations that are out of their control. It is also important to point out that although it is illegal for individuals under the age of twenty one to consume alcohol and/or drugs, it is a reality for some youth to engage in drugs and alcohol. As a result, the youth suffer from being reared in environments and experiences that may be detrimental to the individual’s
health, growth, and upbringing. Youth experiencing homelessness and AOD are essential topics to study.

With recognition of what is paramount regarding survival, one must also look the larger picture when understanding the complexity of the life of a homeless individual. When confronting the cold realities of life after security is assured, homeless individuals often face the loss of culture and identity, the loss of dignity, and the forfeiture of choice. Stunted education for homeless adolescents is an issue, as there are often no schools to attend or activities to take part in. Mental health trauma affects many homeless youth, but there are too few mental health workers and too many needing assistance.

The hierarchy of needs is the same worldwide. Though we know that food, water, and shelter are the keys to survival, they by no means insure happiness or well being. Education, recreation, friendship, opportunity, support and laughter, among other things, are keys to being and feeling human.

Although aid organizations do remarkable work in attending to many of the needs of the inhabitants’ transitional homeless youth, there is a significant shortage of programs directed at addressing various needs of the community. Programs designed to foster community development and awareness are in short supply. Projects which inspire positivity through activity and serve as a forum for development are also in demand.

Background of the problem

The homeless population has been a problem in the streets of America for decades. There are many factors that contribute to an individual becoming homeless. Economic destitution, anti-social destitution, consequences of war, family problems, natural disaster,
impoverishment, illness, psychiatric disorder, alcohol or drug abuse, criminality, and
disability are some of the major factors. Homelessness cannot be classified as gender,
ethnic, or class specific. Overall, a great variety of people make up the homeless
population (Caton, 1990).

Homelessness is a worldwide social problem. There are many reasons why a person may
become homeless as well as reasons as to how long a person may remain homeless or
frequency of homelessness in one’s lifetime. With circumstances varying involving
homelessness, more programs need to be developed to provide a variety of resources to
help meet each individual’s needs according to their independent situation. Programs
need to be available in the areas in which homeless are able to access. City, county, and
state budgets need to be dedicated to homeless youth need to be created and reviewed on
a regular basis to promote effective assistance.

Statement of the research problem

Social outlets and community development are needed for homeless youth.

Programs and projects designed to provide positive social outlets for these youth to foster
community building will enhance the quality of life in and out of their time in a
transitional housing program.

Purpose of the study

The purpose of the study is to address the needs of the specified community in a
number of capacities. The primary goal is to use the common international language of
soccer to strengthen and foster relationships amongst community leaders, create team
unity and initiate a stronger sense of community, establish a forum for youth mentorship,
and provide an outlet for adolescent boys and girls. By bringing activity and excitement to the lives of homeless youth, community spirit among people living without a permanent definition of home will emerge. A secondary goal will be to help adolescents improve athletic skills and conditioning which will generate feelings of self-confidence and good health.

Theoretical framework

The most suited theory to use when working with this population is the ecological perspective. The ecological perspective is based in the metaphor of biological organisms that live and adapt in a complex net work of environmental forces. This view is derived from the evolutionary, adaptive view of human beings in continuous transaction with their environment, with both the person and the environment continuously changing and accommodating each other (Browe, 1999). The ecological perspective emphasizes people and their environment as holistic and transactional. This approach makes clear the need to see people and their environments within their historic and cultural contexts, in relationships to each other, and as continually influencing one another (Germain and Gittewrman, 1995). This viewpoint gives a wide perspective for intervention.

The ecological perspective allows the case manager to view the homeless person in his or her environment as the two interact and impact each other. According to Toro, Trickett, Wall, and Salem (1991), the ecological theory has a dual emphasis upon homeless person and the street culture which the homeless person is embedded. The day to day adaptation successes and failures of homeless persons must be observed and appreciated beyond the individual’s symptoms and deficits, and beyond the societal
forces that rendered the individual homeless. Resistance and rejection behaviors toward mental health practitioners must be viewed as part of adaptation rather than as a basis for rejecting them as untreatable (Toro, et al. 1991).

In working with this population under this theory, one must depart from the standard office visits and be willing to adapt to the needs of the client. This could mean becoming flexible on meeting times, going to the client instead of the client traveling to the office and other non-traditional approaches to intervention. This approach also addresses instances when a client does not want to see the practitioner. Under the ecological approach, the practitioner can re-schedule a meeting or attempt to engage the client in a more casual manner. This practice gets away from the practitioner punishing the client for their resistance, which may be situational or may be symptoms of their illness.

The ecological perspective views the homeless individual as occupying a negative niche in the community that has kept them from becoming a true habitat, resident, of that community. This perspective supports the social worker in identifying and strengthening client strengths. The social worker’s role is to help this group of clients develop coping strategies to deal with these stressors and to advocate for environmental and policy changes that bring about acceptance and stable housing which in turn allow for the individual to develop their patterns and life skills through a variety of interactions with his or her environment.
Purpose of the project

The purpose of this project is to write a grant to obtain funding for a collaborative, resident-driven program to address the needs of resident to participate in a recreational sports league. This grant will outline the intentions, anticipated outcomes, and intervention strategies of the project as required by the grant application itself. In addition, it is hoped that this grant application will serve as a model to assist similar programs in other impoverished areas to obtain funding. To this end, a section on the grant writing process will be included.

Definition of terms

Adolescent: a person in the transitional period between childhood and adulthood

AOD: Alcohol and Other Drugs

Chronically Homeless Person: an unaccompanied homeless individual with a disabling condition who has either been continuously homeless for a year or more OR has had at least four episodes of homeless in the past three years (National Alliance to End Homelessness, 2009).

Community living: the ability for an individual to remain in their community on a stable level that does not involve recurrent hospitalizations and jail terms.

Drugs: any substance that in small amounts produces significant change to the mind, body or both.
Homeless: according to the U.S. Department of Housing and Urban Development (HUD), an individual is considered “homeless: if he or she is: (1) sleeping in an emergency shelter; (2) sleeping in places not meant for human habitation, such as cars, parks, sidewalks, or abandoned or condemned buildings; and (3) living in transitional/supportive housing, but having come from streets or emergency shelters.

Substance abuse: excessive use of drugs (such as alcohol or cocaine) without any medical justification. Excessive substance use resist in failure to fulfill major role obligations at work, school, or home. Substance use can lead to significant impairment or distress in situations which can be physically hazardous and substance-related legal problems.

Assumptions

This project is based on the assumption that safe, decent, affordable housing is a basic human right for all individuals, regardless of race, gender, age, sexual orientation, disability, income and/or marital status. The right to have a place to live should not be based in an individual’s good behavior or on a system of rewards and punishments. Housing is a right that should be offered to every citizen.

Justification

By developing and conducting a recreational sports league, homeless individuals can have a sense of belonging. It is multi-purposeful and serves as a support group, can assist behaviorally disordered, emotionally traumatized homelessness youth develop better coping abilities, more appropriate social behaviors, increase self-competency, esteem, and improve the individuals overall outlook on life.
It is imperative social workers abide by our professional ethics and values when advocating for safe and affordable housing for the homeless population. The National Association of Social Workers *Code of Ethics* (1999) identifies a number of core values for the social work profession. Social workers must demonstrate service, social justice, integrity, competence, and dignity to all individuals, with particular attention offered to those who are vulnerable, oppressed and living in poverty. Social workers value the overall worth of a person and place high value on the importance of human relationships. Our ethical standards place a strong commitment on the rights of the individual we serve and their specific right to self-determine their goals and desires. Social workers respect an individual’s right to privacy, confidentiality, and emphasize supporting a client’s individual choices.

*Delimitations*

This project is a grant proposal developed for a special, local community and may not necessarily be applicable to all communities.
Chapter 2

REVIEW OF THE LITERATURE

Introduction

For the purpose of this study, the researcher has defined homelessness as the lack of a fixed and consistent residence. For example, loving on the streets, in parks, in cars, under brides and abandoned buildings are considered inadequate housing. This home or residence should include a minimum standard including a bedroom, lounge, kitchen and bathroom. A “home” should be a safe and secure haven where one can express one’s own identity, a place to store personal belongings, a place to relax and get away from life stressors, and a place that provides privacy (Farrin, 2005). However, the reality is that for some youth there are limited “homes” that provide them with such comforts and necessities to promote growth and development.

There are various forms of homelessness that youth may encounter in their lives. One type of homelessness is familial, in which the family is homeless and children are involved. Families with children account for 20 percent of the homeless population. Familial homeless groups are mainly female headed; specifically four out of face of these families are female headed. They usually also consist of one parent figure who is the biological parent of the child (Gottfried, 1999).

Children may also be subjected to homelessness because their family is experiencing it. Children can be born into a family that is homeless. This is referred to as generational homelessness. Some families may experience cycles of homelessness. Youth may be the first, second, or third generation homelessness. Children do not have a
say whether or not they want to be homeless nor are they given the opportunity to received sufficient care. Within familial homelessness, children have been abandoned or taken away from their parents (Shane, 1996). It is not to say that being homeless is child abuse, rather the lifestyle without adequate housing can cause emotional, physical, and psychological damage that has long-term effects. There is a possibility of children that are homeless continuing to be homeless in their adulthood.

A child who is moving back and forth from parent homed can be considered to be homeless. This is true with families that have separated and/or divorced parents that cause the child to be constantly moving back and forth from family members’ households on an irregular basis. Children in this situation may feel like they do not belong anywhere. They may feel torn between the parties and may not have the capacity to comprehend their situation. Furthermore, they may develop attachment and/or separation issues due to the lack of inconsistent residence.

Unaccompanied homelessness is another form of homelessness that youth may face. Unaccompanied homelessness consists of homeless minors that are without parental figure or supervision. Parents’ role is to provide protection to their children. The absence of parents cause youth to be in a vulnerable situation because they may not have fully developed skills to protect themselves from harm. Parents may not provide protection or accompany youth when families fall apart due to substance abuse, incarceration, death, relocation, illness, and among other factors. Unaccompanied homelessness can further include “runaways: and “throwaways”. Runaway youth leave home without the consent of their parent or legal guardian. A throwaway youth is a term
used for you that have been rejected from the home and have been asked or told to leave (Cook-Cottone, 2005).

Similarly, another category of youth homelessness is street youth. Street youth is used to describe individuals who have spent most of their time unsupervised on the streets and have received inadequate guardianship and lack parental supervision. In the 1960’s, in opposition to the Vietnam war, many middle class high school and college age youth became street people. Ted Gottfried (1999) asserts that because this was not a homelessness of need, but choice, the public formulated the perception that homeless people were “undeserving poor”. He also states that most of the youth that were homeless in the 1960’s were not alcoholics, drug addicts, or young rebels; rather they lacked skills, hob, and housing.

There is ongoing dialogue about whether being homeless is a matter of personal choice. “Many people who respond that they ‘prefer’ the homeless lifestyle suffer from mental illness, trauma or have adapted to the lifestyle and the response reflects a socially desirable response or justification rather than having no real desire for stable shelter” (http://en.wikipedia.org/wiki.Homlessness). The focus on whether the lifestyle is a choice displaces the energy that can be used to better understand and address the issue. Matters of fact, people who are voluntary homeless represent only a small number of the population. Those who prefer being homeless is considered voluntary homelessness. The lifestyle is also known as “nomadic” where they travel for employment and goods. Individuals that travel with circus shows for employment or people who migrate to
different regions to follow live stoke are example of voluntary homelessness (Cook-Cottone, 2005).

A topic area that is prominent about which there is a little awareness among the public is “hidden homeless”. Hidden homeless include youth that are residing in with friends or relatives (Farrin, 2005). Youth that are “couch surfing” or couch hopping” may be hard to identify as homeless because either do have a place to reside and are not in the public eye. Youth that have the responsibility of finding a place to reside and are not in the public eye. Youth that have the responsibility of finding a place to stay may not have the access of the ability to find a safe and secure place. Instead, they may resort to unfamiliar place that poses great danger to their health and well being. Hidden homeless also includes youth that are residing in supported accommodation services such as homeless shelters, transitional housing, or welfare hotels/motels. These accommodations are physical housing and may not provide warmth, security, privacy, stability familiar and emotional sanctuary that a home may provide. Youth that stay at a motel that accepts vouchers may not be at close proximity to their school. Such services like governmental motel vouchers typically provide temporary shelter; however, it does not address the issues that encompass being homeless and being a youth (Cash, 2001).

To learn the extent to which the youth experience homelessness, Ziefert and Brown (1991) discuss a continuum of homelessness that homeless youth can relate to. Many times homeless youth may be experiencing substance abuse issues or mental health problems. This continuum of homelessness assists in differentiating between the severity
of homelessness a youth has experienced and what factors may have contributed to this way of life.

Factors Contributing to Homelessness

It is difficult to capture an accurate number of youth that are experiencing homelessness. Youth that are homeless do not have a stable housing and may bounce from place to place. Furthermore, restricted definition of homelessness may not capture all the individuals that are truly experiencing homelessness. Nonetheless, it has been calculated by the U.S. Department of Housing and Urban Development that 1.3 to 1.6 million young people are homeless in any given year. In 2002, the Office of Juvenile Justice and Delinquency Prevention in the United States Department of Justice estimated 1,682,900 homeless and runaway youth in the United States. The majority of the homeless youth are between the ages of 15 and 17 (National Coalition for the Homeless, 2007). One out of eight children will run away prior to the age of 18, and of those that run away from home, 40 percent do not return home (Whitbeck & Simmons, 1990; Krutz & Lindsey, 2000; Raleigh-DuRoff, 20004). Many youth have reasons as to why they leave their homes and/or become homeless. Youth are vulnerable to issues considered as predisposing factors to being homeless.

Family conflict has been the identifiable main reason contributing to homelessness among youth. Thousands of children run away from home each year (Johnson, Rew, & Sternglanz, 2006). Youth leave their homes to escape and environment full of turmoil, and conflicting family situations that are alienating or dangerous. Typical family situations that youth tend to flee are domestic violence,
physical, sexual, emotional abuse, and general neglect. Of these, sexual abuse has been identified as one of the major reasons adolescent escapes from their home environment (Johnson, Rew, & Sternglanz, 2006). It has been reported that 17 percent of homeless youth were forced into an unwanted sexual activity by a family or household member (National Coalition for the Homeless, 2007). Of the homeless youth that have reported being physically or sexually abused while living at home, 60 percent have opted to escape such abusive behavior by becoming homeless. This has negative effects on the youth. It can cause strain with their relationship with their parental figures and with the youth’s support system (Johnson, Rew, & Sternglanz, 2006).

Not only do youth become homeless because of chaos in their home environments, they are homeless for other reasons. There are youth that run away from home temporarily to seek adventure and engage in high risk behaviors while on the streets. Many conflicts between parents and their youth may also arise as the youth is becoming an adolescent. Adolescence is a period of severe mood swings and disruption, extreme emotions, increase in substance abuse, peer pressure, reliance on peers, and risky behaviors (Rokach, 2005). Some youth have been kicked out of their homes due to their delinquent behavior in school and law, which most families do not know how to deal with firsthand (Kurtz, Harvis & Nackerud, 2000; Bass, 1992). This issue is prevalent in children that are considered “latch key”. Parents are faced with the dilemma of working long hours to provide for their family and not having the time of the finances to provide supervision for their children, especially during after school hours. These families may not have the resources to adequately meet the adolescents’ needs.
Homelessness and poverty are closely intertwined. In 2005, the U.S. Bureau of Census, reports that 13.3 percent of the U.S. population live in poverty. From this percentage, 36 percent of the individuals living in poverty were children under 18 years of age, a number that is significantly higher compared to any other age group (National Coalition for the Homeless, 2007). Families that cannot provide financial support may cause an adolescent to become homeless (Raleigh-DuRoff, 2004; Prewitt, 2006; Dixon, 2005). Overcrowding at home, which may be associated with lack of financial resources, has been linked to youth homelessness as well.

Youth become homeless due to system failures and lack of adequate resources. Youth that have been placed in residential or foster care may become homeless. As a foster child, there is a tremendous amount of residential instability. More often than not, children experiences far too many placement changes. This is traumatic for children and may cause them to AWOL (absent without official leave) from their placements. Moreover, when youth age out of foster care, they may resort to the streets to survive because there are no other alternative choices. Additionally, families that are homeless may be separated due to shelter requirements. For example most shelters only house females and their young children, yet exclude adolescent males. For youth that are living in residential or institutional placements may become homeless upon discharge. They are left without housing or income support. According to the National Association of Social Workers, more than one in five youth who arrived at a shelter came directly from foster care. There is increasing number of foster care children becoming homeless in our
society due to lack of resources to offer transitional housing (National Coalition for the Homeless, 2007).

In addition to factors that contribute to homelessness, there are also factors associated with homelessness. The factors may intertwine and be difficult to distinguish. These factors include but are not limited to lack of affordable housing, substance abuse, mental health, and lack of education and employment opportunities.

Factors Associated with Homelessness

Homeless youth are among one of the most vulnerable populations in society. They are at a high risk of problem behaviors such as drug abuse, delinquency, sexually transmitted diseases, teenage pregnancies, depressive symptoms, suicide ideation, dropping out of school and violence (Krutz, Lindsey, Jarvis, & Nackerud, 2000; Pollop, Thompson, Tobias, Reid & Spitznagel, 2006). Aside from problems that youth are constantly facing in the streets, youth also have reported problems within their families such as physical, sexual, emotional abuse, and neglect.

While being on the streets, it is not unusual to find homeless youth that abuse drugs and alcohol, and turn to prostitution and crime as a means of survival (Bronstein, 1996). They are further exposed to drugs, alcohol and street crimes. Homeless youth are also likely to face every social, emotional, and physical problem that affects their age group. Many homeless youth often lack skills and life experiences that will provide them with the opportunity to earn a living or find employment. There is a high rate of unemployment within this population and few services to assist them in becoming independent. Homeless youth further face having limited access to accommodations
during the night and end up spending long periods of time on the streets during the day. Furthermore, there is a lack of affordable and accessible housing and community resources.

*Summary of Homelessness*

The factors that contribute to youth greatly impact homeless youth in procuring stable housing. Youth that run away from home because of unbearable circumstances face the same or worst circumstances when homeless. The issues pertaining to homelessness is multi-layered and interlocking. Even defining homelessness is complex. The various types of homelessness include but are not limited to: familial, generational, unaccompanied, street, voluntary, hidden homeless, runaways, and throwaways. The factors that contribute to homelessness include family conflict, poverty, and the breakdown in systems like child welfare and immigration. The factors that are associated with homelessness include criminal victimization, sexual behaviors, substance abuse, mental health, health issues, and education issues. Youth may experience a number of different types of homelessness at any given time or in their entire lifetime. The intricacy of the issues that youth face that is perpetuated by the contributing and associating factors speaks to the magnitude of the problem.

*Benefits of Extracurricular Activities*

Participation in extracurricular activities, such as music, drama, sports, and government, results in positive psychological development. For youth, these activities provide avenues for demonstrating competence, experiencing achievement, developing identities, and forming positive relationships with peers and adults (Eccles & Barber,
Holland and Andre (1987) summarized research on participation in extracurricular activities in relation to a variety of different outcomes, and found that participation in activities was associated with higher levels of self-esteem, educational attainment and aspirations, and lower rates of delinquency. Expanding on this research, Eccles and Barber (1999) divided participation in extracurricular activities into five main categories: pro-social activities (e.g., Eagle Scouts), sport teams (e.g., varsity basketball), performing arts (e.g., drama club), school involvement (e.g., student government), and academic clubs (e.g., debate team). Each category was found to be related to higher than expected grade point averages compared to those who did not participate in any activities; sport teams and academic clubs were associated with an increased likelihood that the participants would be enrolled in college at age 21. Additional health benefits were established for participants in pro-social activities and academic clubs because they were found to be less likely to engage in alcohol and drug use.

*Sport Participation and Physical Activity*

Because of its overwhelming number of participants, sports have been extensively studied as an extracurricular activity. An estimated 52 million youth participated in at least one organized sport during the year 2000 (National Council of Youth Sports, 2001) and almost two thirds of the high school sample in Eccles and Barber (1999) study reported being involved in at least one organized team sport. Specific benefits related to sport participation versus other types of extracurricular activity participation have been documented. For example, McNeal (1995) reported that high school athletes were less likely to drop out of school than non-athletes. In addition, Kirshnit, Ham, and Richards
(1989) found that higher levels of positive affect and motivation were associated with participation in sport compared to all of the other extracurricular activities offered in high school.

Because society has become more accepting and girls are actually participating more in sports, understanding the benefits of such participation has become particularly important. Although opportunities continue to increase for girls in sport, female adolescents have higher attrition rates than males, especially during the ages 16-18 (National Council of Youth Sport, 2001). Therefore, fewer females actually participate in athletics throughout high school. Eccles and Barber (1999) found that significantly fewer numbers of girls were involved in high school athletics compared to the boys in their sample. Similar patterns have been found for female adolescents’ engagement in regular exercise and physical activity. In comparison to their male counterparts, high school girls are less physically active with rates of moderate or vigorous activity declining throughout adolescence (Grunbaum et al., 2004; Kimm et al., 2002). The fact that girls are less likely to continue to participate in sport and vigorous physical activity throughout high school is particularly disturbing given the positive psychological benefits associated with these activities. For example, Boyer and Petrie (2005) found that high school female’s participation in non-physical extracurricular activities (e.g., government, drama, music) did not appear to contribute uniquely to the development of positive psychological characteristics, such as instrumentality and psychological well-being. However, these benefits were associated with participating in high school sports, particularly in comparison to being minimally involved in physical activity or being physically inactive.
Also, female adolescent athletes have demonstrated higher levels of self-confidence, higher grade point averages, lower frequencies of drug and alcohol use, and less engagement in unprotected sex than their non-athlete classmates (Lirgg, 1991; Sabo, Miller, Farrell, Melnick, & Barnes, 1999). Health benefits also have been documented for high school girls who engage in regular physical activity. For example, Aaron, Dearwater, Anderson, Olsen et al. (1995) found that girls with high levels of physical activity were less likely to smoke cigarettes than those who engaged in low levels of physical activity.

Sports has been shown to improve emotional and cognitive skills including self-esteem and problem solving (Collins Griffin 1993, Ykema 2002). Together with obvious physiological benefits the effects of sport and physical activity on antisocial behavior through the targeting of underlying risk and protective factors has been documented in literature throughout history (Bergman, 2001). These improvements can impact directly on behavioral risk factors; sport may be a useful intervention strategy in reducing antisocial behavior. Two key aspects of sport and physical activity are that they: 1. Reduce boredom in youth; and 2. Decrease the amount of unsupervised leisure time. Preventing and reducing boredom is important due to its reported links to depression, distractibility and loneliness (Coaler et al. 2000). In addition, there is consensus that if youth lack stimulation and have little to do they will seek their own, often antisocial activities (Crabbe 2000).

Co-curricular involvement may lead to gains in social emotional development. The more involved students are in academic and extracurricular activities, the more development they will experience” (Astin, 1984). According to this theory then,
“extensive involvement in sport activities should lead to an enhanced social-emotional development” (Astin, p. 79). Iso-Ahola (1980), one of the early pioneers in this line of inquiry, defined leisure socialization as “a process through which individuals acquire knowledge, attitudes, values, skills, and motives about leisure” (p. 115). Physical benefits include overall health improvement, coordination and fitness. Exercise has long been recognized as a way to strengthen one's defenses against disease such as heart disease, diabetes, cancer and high blood pressure (Aaron, 1995). It has also been recognized as one of the best ways to lose weight and maintain bone and muscle health. Socially, sports provide educational opportunities because many of the social and moral requirements for participation in sports are parallel to how individuals must function in a law-abiding society. If the discretionary time of youth is not devoted to positive skill-building activities, for example the ability to participate in games and sports, then the potential for involvement in socially unacceptable behavior is increased. Personally, participation in sports provides self-satisfaction from belonging to a team. It has been proven that anxiety and stress can be reduced with sports participation (Aaron, 1995). In addition, participation in sports builds self-esteem and helps to prepare youth for everyday life by teaching responsibility, independence and leadership.

Sports serve as an excellent physical exercise. Those who play sports have a more positive body image than those who do not. Playing sports often involves physical activities like running, jumping and stretching and moreover a constructive expenditure of energy. Playing sports since an early age strengthens the bones and muscles and tones one’s body. Thus sports provide the body with a complete exercise.
develops leadership qualities and fosters a team spirit in them (Bergman, 2001). Sports involve competition; they involve winning and losing. This exposes the players to both the aspects of life, successes and failures. Sports build a competitive spirit in children and teach them to be participative irrespective of whether the participation concludes in a victory or a defeat. Playing sports teaches a person to accept both successes and failures in a positive spirit. The most important benefit of playing sports is the sportsman spirit. Playing sports results in the development of a sportive nature, which is helpful throughout one’s life (Bergman, 2001). Playing sports is very beneficial for the development of social skills in a person. Sports teach a person to interact with people, act as a team. They foster collective thinking and develop planning skills in children. Sports build confidence in children and give them a sense of accomplishment (Diener, 2001). Sports thus play a vital role in one's social well-being. Playing sports requires one to plan thoughtfully. They need to device the best ways to score goals, the best strategies to win and plan carefully towards victory. Statistics show that youth involved in sports activities fare well in academics and their school and college activities.

A constructive expenditure of energy that sports bring out is very helpful in keeping a person happy. Exercise generates happiness molecules in a person’s body, thus contributing to his/her mental well-being (Bowker, 2006). Playing sports serves as an excellent exercise, which has a wide variety of health benefits. It reduces blood sugar level and reduces the risk of blood cholesterol. In addition, it decreases the chances of hypertension and several other stress related disorders. Research has revealed that people who play sports regularly can deal with stresses and strains in life in a better manner.
Depression, anxiety and other psychological disorders are less probable in people who indulge in sport activities.

_Grant Process for A Youth Program_

The purpose of this project is to develop a grant, which will be submitted for the purpose of obtaining funds to support a street soccer program for homeless youth. The product of this project, a completed grant application, represents both a work product and a learning process for this author. It is hoped, as is generally the case with applications to obtain funding, that the current endeavor will be successful. If so, it is believed that the program, as designed, will be instrumental. If, on the other hand, this application is unsuccessful, this author intends to seek feedback with respect to the strengths and weaknesses of the proposal itself and consider re-submitting this proposal to the same, or alternate funding sources.

The current chapter will outline some of the steps involved in grant development and identify the sources of information used to complete the current application. It is hopes that this section will provide a beginning grant writer with adequate information to replicate this process. Moreover, it is the intent of this author to include in this project the level of detail necessary for an individual community member, not necessarily someone who has had the benefit of a higher education or previous grant writing experience, to completely understand and follow the same steps as described. Such replication would fulfill this author’s desire to impart knowledge and skills to traditionally dis-empowered sectors of society. This aim, in and of itself, is also an integral component of this project.
Overview of Grant Writing Process

A typical grant proposal consists of between ten and fifteen sections. These sections include: introduction, statement of the problem and unmet needs, review of the literature, project goals and objectives, project design, dissemination plan, a detailed budget, and appendices which substantiate the author’s ability to successfully carry out the project as designed. Typically, each funding source will identify which areas are of particular concern to their foundation or agency and adapt this list as necessary. A series of questions are suggested when a grant writer begins their proposal. These questions are as follows: What is your project about? Why is it important? What will you do? How will you do it? What will it cost? Why will it cost what it does? Why are you the best one to do it? (Gilron & Lyons, 1996, p.64)

To the beginning grant writer, the question-and-answer strategy serves to demystify the grant writing process and provides an initial framework for the grant structure. This approach is also useful in that it allows a writer to develop a thorough understanding of the scope of a problem and then design a program to address that problem without being influenced by the requirements of the funding body. In this way, the program design will be more likely to find the identified problem which, in turn, will define the budget structure and projected outcomes.

For especially complex problems, or for areas that have received little attention from the literature, it may be helpful to form and advisory committee in the early stages of the grant proposal development. This committee should consist of between six and eight people who have expertise or experience with the problem at hand. A divers group
of motivated individuals will most likely provide a thorough understanding of the problem and be able to develop innovative solutions (Gilron & Lyons, 1996).

It would be particularly helpful to have an individual who as previously served on a grant writing or approval committee as a member of a grant writing advisory committee. However, special caution should be exercised to avoid any conflict of interest situations. For example, no one on the advisory committee should be in a position, either professionally or personally, that would allow them unfair influence over the ultimate funding decision. Attention to details such as this are critical to the success of the grant proposal (Yuen, 2002).

The end product of the advisory committee, or individual investigation of the problem, should be a clear identification of a problem or unmet need. This phase is essential to the success of the grant. Once the problem has been identified, funding sources may be identified based on their willingness to fund programs to address such problems. A well-documented, thorough definition of the problem will form the backbone upon which the grant proposal will stand (Yuen, 2002).

Once a funding source has been identified and the problem has been clearly defined, the process of actually writing the grant can begin. Bauer (1995) recommends that the procedure for writing the grant follow a sequence that is different from the sequence of the grant as it appears in its final form. Specifically, the sequence for writing a grant proposal should be as follows: 1. Needs/Problem Statement, 2. Goals and Objectives, 3. Project Design, 4. Evaluation, 5. Budget, 6. Introduction, 7. Summary, 8. Appendices/Additional information. This sequence is most likely to reduce the beginning
grant proposal writer’s confusion while maximizing his or her efficiency. The remaining portion of this section will outline each section of the grant as it will be presented in its final form. However, the grant writer should follow the sequence for proposal development as suggested by Bauer (1995).

The introduction section of the grant is one of major importance. This is usually the first part of a proposal that is red; therefore it must capture the reader’s attention and convince them to read the entire proposal. In between one paragraph to one page of space, the introduction must clearly convey the main idea of the project and why the project is important. It is important to learn as much as possible about the funding agency, its areas of expertise, and other projects funded in order to customize the language of the introduction to fit the agency’s expertise. If the grantor has extensive experience with health issues, for instance, they may need more information about national studies or reports regarding problems in education. In sum, this section should provide the reader with enough general information about the problem or need to be able to understand how the proposal fits within the interests of the grant sponsor (Yuen, 2002).

The needs statement is typically the next section of the grant proposal. In this section, the writer must concisely define the specific problem and how the proposal addresses that problem. Beginning grant writers should take special precautions that the language used in the needs statement uses objectives and specific language. Also, a logical connection must be established between the identified problem and the proposed solution as defined by the proposal. One error in logic is the use of circular reasoning. In this case, the proposed solution is presented as merely the absence of a particular problem.
For instance, the lack of job opportunities should not be presented as the problem for which the creation of jobs is the solution. A more convincing needs statement would demonstrate the effectiveness of job programs like the one proposed in other areas, or show that there is a great deal of interest and willingness to participate in a job development program (Yuen, 2002).

In sum, the needs statement should convince the reader that the writer understands the issue and can effectively address it. This specific information about the scope of the problem as it currently exists, a brief description of recent trends, and what could happen if the problem were left unmediated are all important aspects of a needs statement. The grant writer should also consider if the proposal is intended to serve as model for implementation in other areas. If so, it is likely that the funding agency will expect the grant recipient to implement such a program. Such forethought is a critical component of effective problem statements. Less effective problem statements rely on appeals to emotion, overuse or terminology unfamiliar to the reader (or jargon), overuse of the passive voice, and language that lacks precision. Essentially, the needs statement should inspire the reader to want to take action to address the identified problem or need (Bauer, 1995).

When required, the review of relevant literature section should give the reader an understanding of what is currently known about the problem. Research from local studies as well as state, and federal policies should be reviewed as they pertain to the identified problem and proposed solution. Again, any information about the reader will probe helpful in writing this section. For instance, information is often available about
the grantor’s educational background which will give the grant proposal writer a better understanding of what literature the reader is likely to be familiar with, and/or interested in learning more about. In general, this section gives the grant writer the opportunity to substantiate their intervention based on previous attempts to address the problem. If the proposed solution is particularly innovative, the review of the literature should cite why other programs have failed to cure the problem. If, on the other hand, the proposed solution has a strong foundation, the review of the literature should focus on how the proposed program will fit within the context of the target population (Yuen, 2002).

Both goals and objectives section and the project design section of the grant proposal describe the end result to be achieved and the steps necessary to achieve that result. To the beginning grant writer, there may be confusion about the difference between a goal and an objective. Although these terms are often used interchangeably in everyday conversation, they have distinct meanings when it comes to grant writing. A goal is a broad statement that succinctly describes what will be accomplished by the proposal. In contrast, an objective refers to a specific, measurable outcome of the proposal. For example, if the goal of a proposal was to complete a marathon race, the objectives would include the number of miles one would need to run and what pace. When the proposed intervention is not as easily measurable as this example suggests, it is important to find some way to demonstrate the progress in some way. When the methods used to accomplish a goal are particularly novel, it may be necessary to find creative ways to measure outcome. Essentially, this section of the grant proposal is the writer’s
opportunity to demonstrate a clear progression of activities leading to a desired accomplishment (Gilton & Lyons, 1996).

The project design section, in particular, is a detailed description of the goals and objectives of the project along with the specific activates involved. The focus of this section is on task and responsibilities as assigned to the different agencies involved. This section answer the questions: what will you do? and How will you do it? Whenever possible, specific information should be provided which links each activity with the desired objective and the goals of both the project and the funding agency? Whenever possible, specific information should be provided which links each activity with the desired objective and the goals of both the project and the funding agency. Specific information including realistic timelines and intended collaboration with other agencies is likely to convey the grant writer’s thoroughness and expertise in the area in question.

The dissemination plan section is essentially a commitment from the grant writer to share the information or approach used in the project with others in the field. In this way the funding agency can be assured that a large number of people will benefit from the application of the project. Common methods of achieving this dissemination is to distribute regular project updates to local “key players” who could be in position to influence policy in a given area, and presentations at local, regional, and national meetings. It may also be possible to publish the results of the project in journal articles format for publication in a major peer –reviewed journal. This method may be particularly appealing if the project relates to a particular area of academic study, or theory. Although these methods are the most common, they are not necessarily the only
methods available to a grant writer. More creative methods of reaching professionals and consumers in the field include presentations at community groups, and publishing information pertaining to the project on the World Wide Web (or internet). At any rate, it is important to include the costs of conducting the dissemination plan within the budget section of the grant (Yuen, 2006).

The project budget section consists of a detailed estimate of funds needed to accomplish the goals of the grant proposal. This section should include both the direct costs incurred as a result of carrying out the activities of the program, and the indirect costs incurred as a result of carrying out activates of the program, and the indirect costs associated with the maintenance of the project. Depending on the grant sponsor, the format for the budget may take various forms. The most common form of a budget consists of a list of expenses with clearly calculated figures and a separate narrative to justify each expense. Most grant proposals use this format, but alternate forms exits. Before deciding to seek a grant from a particular agency, it is important to investigate which form of budget is required, how the agency expects the money to be managed, how they handle surplus funds at the end of a project year, and which direct and indirect costs are allowed. This information should also give the grant writer a good insight into the amount of funds available from different agencies and which types of projects they prefer. In most cases, it is a good idea to investigate two or more grantors before requesting a grant application (Gilton & Lyons, 1996).

In general, there are four major components to consider when writing a grant proposal budget. These are: direct costs, institutional commitments, and fiscal agent
characteristics. As stated earlier, the direct costs have to do with the administration of essential program activities. Such things as personnel expense and supplies would be included in this section of the budget. Beginning grant writers should note that certain equipment, such as computers and photocopy machines are likely to be denied, because it is considered the responsibility of the fiscal agent to provide durable office equipment (Yuen, 2006).

Indirect costs refer to expenditures not directly related to the delivery of the proposed service, but serve to reimburse the fiscal agency for costs incurred. These types of expenses are sometimes referred to as “overhead” costs. Typical items that would be included in a budget as indirect costs include the cost of occupying a facility, such as monthly rent, utilities, and telephone bills if they are being paid for by the fiscal agent. Often, a funding agency will negotiate a rate of reimbursement for indirect costs which will then be added as a percentage of the total budget using a predetermined formula (Gilton & Lyons, 1996). Some funding agencies will expect a portion of the indirect costs to be absorbed through institutional commitments.

Institutional commitments refer to the sharing of resources between agencies in order to achieve the goal of the grant proposal. Most often, the resource shared takes the form of personnel expertise and time. For instance, if the agency that is applying for the grant funds needs an administrator for thirty hours per week, the applicant may donate twenty hours of the administrator’s time and ask the funding agency to pay for the remaining ten hours. Such commitments demonstrate a shared willingness to make sacrifices to achieve a common, desirable goal. It is important to clarify any financial
matters between the fiscal agent, who will manage the budget, and the granting agency ahead of time. A fiscal agent may be willing to donate the cost of limited mailing expenses, or the time of students if it is a university, but the grant writer should discuss these policies with the fiscal agent well in advance of the budget phase (Yuen, 2002).

The preceding information is intended to serve as an introductory guide for beginning grant writers. However, it is beyond the scope of the current project to cover this topic to the degree achieved in other sources for a more complete understanding of this process as an adjunct to the information contained herein.

Is should also be stressed that grant proposal writing is an ongoing learning process. In the event that an initial attempt is unsuccessful, this should not necessarily dissuade the writer from making another attempt either through a different grant funding agency, or through the same agency. The unsuccessful grant writer should remember that obtaining funds is a competitive process which is influenced by a myriad of factors including the timing of the application, political, trends, and the focus of the proposal itself. In any event, the writer should seek clarification about the reasons for denial. Most often, such a request should be made in writing, but verbal comments are also helpful. In any case, the information gained will serve the writer well during the next funding cycle and will only make the grant proposal stronger on the next attempt (Yuen, 2002).
Chapter 3

METHODS

Study Design

This project is a grant proposal for a youth homeless soccer program. The grant application effort targets youth participants in the Volunteers of America Transitional Housing Program. Request for Proposals from various foundations and organizations must be researched and the requirements for each request vary. It is the responsibility of the grant writer to make sure each of the requirements for the proposal is meet. This grant proposal provides a generic framework that can be adapted from various funding sources.

Data Collection

Youth’s daily schedule is collected and consultation is to occur with agency staff regarding the Program’s fit, value, and potential viability. Additional data collection efforts involve assessing: the in-kind capacity of the agency to contribute to this proposed program, salary and equipment needs of the program, and potential funding sources for the grant. A look at staff members currently involved with the on-site agency and staff availability to maintain this recreational program is evaluated. Potential sources of funding for the grant proposal including coaching salaries are researched.

Protection of Human Subjects

The project was approved as exempt by the Division of Social Work’s committee for the protection of Human Subjects (Approval # 09-10-113).
Chapter 4

GRANT PROPOSAL

A GRANT PROPOSAL FOR A HOMELESS YOUTH SOCCER PROGRAM
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Introduction

Volunteer of America (VOA) is a national, nonprofit, faith-based organization. Established in 1911, in Sacramento and greater Northern California. VOA has been serving families, children, and seniors, the homeless, former foster youth, and people with substance abuse issues. Services include food and shelter, counseling, independent living, parenting skills, substance abuse treatment and job training. (VOA Sacramento, 2009).

The National Center on Family homelessness, ranked all 50 states on their rates of homeless children, and California has ranked 40th. The study looked at policy planning, and efforts to deal with the problem, as well as numbers of homeless children. California has the tenth largest population of homeless youth, with Sacramento County being home to about 6,000 (Sacramento Bee, March 10/2009). Social service agencies that provide both life skills and recreational activities are limited.

Consistent with the funding requirements, VOA is proposing The Homeless Street Soccer Program, a project that would provide team work, leadership building, time management, financial skills, organizational skills, communication building and self-sufficiency to transitioning, emancipated young adults’ ages 18 to 24 years old. The project will work with young adults coming from several different cultural backgrounds. These young adults have little opportunity to build these skills in a creative and recreational way. The theatre arts program will also give the young adults an opportunity to creatively work out emotions.
The Homeless Street Soccer program will provide three areas of services. First, interpersonal development will be established through the opportunities given for the building of leadership skills, team work, organizational skills and communication skills. Second, self sufficiency will be enhanced through budgeting, and time management skills will be enhanced through participation in the program. Third, community involvement will be achieved through the young adults working in the community to seek out community resources.

Specific Aims

Needs/Problems

Forty emancipated youth aged 18 to 24 years are participants in the Volunteers of America Transitional Housing Program. About 75% of them have not completed high school. These youth lack problem-solving skills, communication skills, self-confidence, discipline, teamwork, and trust. A majority of the young adults, if not all, lack healthy emotional outlets. Many of their social workers have approached the agency about a creative alternative to build these skills.

A questionnaire was administered by the VOA agency to the residents at a community group meeting. The majority of the residents stated they were interested in a creative arts program and felt that this would help further develop the inter and intrapersonal skills mentioned above. Many suggested sports recreation as a way to develop the skills they were lacking. Currently there are no recreation sports programs available for homeless emancipated youth in this community.
These transitioning youth continue to have no program to address these needs; this shortcoming will affect their future as productive adults. Without development of these skills the homeless cycle for these individuals are more likely to continue, also affecting the community by increased loitering, pan handling, affecting property values in the neighboring vicinities.

**Working Hypothesis**

Emancipated homeless youth who participate in therapeutic recreational activities increase their chances of becoming self sufficient productive members of society. To improve these skills the youth will participate in a six month program where at the end they will have the opportunity to participate in Street Soccer USA. This program allows them to compete against other leagues in the United States. If the Homeless Street Soccer fairs well enough they may even be able to participate in the Homeless World Cup. The Homeless World Cup was played in Milan, Italy for the 2009 season. During these months the youth will learn how to meet others, start to interact, and they will build meaningful friendships which are necessary to have something to live for. They will and find the simple pleasure of playing soccer is something which they can rely on. This experience can bring positive benefits all through their life, allowing one to begin the long process of rehabilitation. Due to the populations request and research proving similar programs throughout the United States have had success; our proposed interventions anticipate positive results.
Literature Review

Because of its overwhelming number of participants, sports have been extensively studied as an extracurricular activity. An estimated 52 million youth participated in at least one organized sport during the year 2000 (National Council of Youth Sports, 2001) and almost two thirds of the high school sample in Eccles and Barber (1999) study reported being involved in at least one organized team sport. Specific benefits related to sport participation versus other types of extracurricular activity participation have been documented. For example, McNeal (1995) reported that high school athletes were less likely to drop out of school than non-athletes. In addition, Kirshnit, Ham, and Richards (1989) found that higher levels of positive affect and motivation were associated with participation in sport compared to all of the other extracurricular activities offered in high school.

Sports serve as an excellent physical exercise. Those who play sports have a more positive body image than those who do not. Playing sports often involves physical activities like running, jumping and stretching and moreover a constructive expenditure of energy. Playing sports at an early age strengthens the bones and muscles and tones one’s body. Thus sports provide the body with a complete exercise. Playing sports develops leadership qualities and fosters a team spirit in them (Bergman, 2001). Sports involve competition; they involve winning and losing. This exposes the players to both the aspects of life, successes and failures. Sports build a competitive spirit in children and teach them to be participative irrespective of whether the participation concludes in a victory or a defeat. Playing sports teaches a person to accept both successes and failures
in a positive spirit. The most important benefit of playing sports is the sportsman spirit. Playing sports results in the development of a sportive nature, which is helpful throughout one’s life. Playing sports is very beneficial for the development of social skills in a person. Sports teach a person to interact with people, act as a team. They foster collective thinking and develop planning skills in children. Sports build confidence in children and give them a sense of accomplishment (Diener, 2001). Sports thus play a vital role in one's social well-being. Playing sports requires one to plan thoughtfully. They need to device the best ways to score goals, the best strategies to win and plan carefully towards victory. Statistics show that youth involved in sports activities fare well in academics and their school and college activities. A constructive expenditure of energy that sports bring out is very helpful in keeping a person happy. Exercise generates happiness molecules in a person’s body, thus contributing to his/her mental well-being (Bowker, 2006). Sports generate a positive energy. Playing sports serves as an excellent exercise, which has a wide variety of health benefits. It reduces blood sugar level and reduces the risk of blood cholesterol. Playing sports decreases the chances of hypertension and several other stress related disorders. Research has revealed that people who play sports regularly can deal with stresses and strains in life in a better manner (Bowker, 2006). Depression, anxiety and other psychological disorders are less probable in people who indulge in sport activities.

General Program Plan

The Homeless Street Soccer Program will start up a recreational sports program. An estimated 40 youth can be reached from those living on site. The goal for the recreational
program is to become self sufficient by bringing in funds from those that sponsor the program. Additionally by bridging the community to the program we hope to attract private donors. Through this program the youth will become self sufficient adults contributing to society. Furthermore by providing a recreational, outlet crime rates in the community should decrease and youth would become productive members of the community.

Target Population

The socioeconomic status of the group is low income. All participants live in low-income housing. The surrounding community is upper middle class, and further out is suburban. The race ethnicity distribution of the community is 60% white, 15% Hispanic, 17% Asian, 10% African American, and 3% other.

Homeless emancipated youth in Mather, California. Their socioeconomic status is impoverished due to homelessness. The race ethnicity of the program is multicultural. Currently 45% are African American, 40% white, 7% Hispanic, 2% Asian, and 6% other. The target population lives in an urban environment. The program serves male and females between the ages of 18 -24 years.

The greatest needs of the population served are those that are considered “high risk”. These youth have been abused, physically, sexually, and mentally. The youth are homeless, many have been victims of violence, come from low income families, may have physical or mental disabilities, low education, and illiteracy.

The program aims to serve forty participants. We plan to collaborate with service providers in Sacramento County.
Approaches and Methods

Component 1: Intrapersonal Development

With the support of the program staff, all of the participants in the program will work towards intrapersonal development. Intrapersonal development will be achieved through the following different activities. The activities will be required of the participants in order to fulfill their role in being part of the production team.

Objective 1.1: Organizational Skills: Participation in the program will give 40 youth the opportunity to develop organizational skills needed to succeed in the workplace. Organizational skills will be defined as arriving on time to practice, scheduling time outside of practice to improve one’s abilities, schedule keeping, and game days. It is expected that 70% of participants will demonstrate such development and will be measured by staff’s record keeping of who arrives on time, who turns in a schedule, and who continually meets deadlines.

Activity 1.1.1 Each participant will be required to manage a schedule and come to practice on time and ready. Each participant will be required to practice weekly.

Activity 1.1.2 Each participant will be required to organize when practice and games will occur, and to organize the advertisements of the games for the public. Each participant will be required to work together on ticket sales and organize the earnings from the production and decide what the earnings will go towards.

Objective 1.2: Teamwork: Participants will develop teamwork skills, defined as collaborating with others, addressing problems/concerns as a group, asking for help,
and recognizing when a peer needs help. Through participation, 50% will demonstrate such development through a pre/post assessment at the end of the program.

Activity 1.2.1 Each participant will be required to work together with the production team on the games. Each participant will be required to come to practice and will be working with the team during the games. Each participant will be required to work together on problems that may arise during practice.

Activity 1.2.2 Each participant will be required to work together on selling tickets and manage refreshment stands. The participants will be required to work together to plan a schedule of game days including ticket selling/refreshment managing and playing.

Objective 1.3: Leadership: Through participation in the performance and production, 40 homeless youth will have the opportunity to develop their leadership skills. These skills include time management, leading activities, and addressing needs and concerns of the group. Through participation, 20% will demonstrate such development through a pre/post assessment and through the attainment of 80% of the learning objective established in the beginning of their participation.

Activity 1.3.1: All of the participants in the program will work at being the leader of the group during practice. Each participant will be responsible for getting the team warmed up, making sure uniforms are clean and ready to be used for games,
and be in charge of making sure everyone has arrived on time and ready for practice.

Activity 1.3.2: Each participant will have the opportunity to act as finance manager for the ticket box during the nights of the games. The participant will be responsible for collecting monies earned at the event and make sure all balances and ticket sales match.

Component 2: Self Sufficiency

Objective 2.1 Budgeting: Each participant will work on expanding their budgeting skills. Budgeting is defined by money management that includes money spent to put on the games as well as money earned post game. It is expected that 35% of participants will demonstrate such development through a pre/post test assessment after the productions.

Activity 2.1.1 Each participant will be required to take part in committee meetings on how to spend an allotted amount of money for the production. The participants will work together to decide how much money will be spent on uniforms, equipment, and miscellaneous expenses. The group will also work together on deciding how much each ticket will cost at production. The cost of production will need to be decided based on what will be needed to make a profit for more games in the future, but also a price that will attract the public.
Activity 2.1.2 Each participant not playing in a game, will be required to work the ticket booth or concession stand during the game. The participants will be required to take money, balance the accounts and figure out how many more productions may be needed if the monetary goal has not been met.

Activity 2.1.3 After the games has been completed. Each participant will be required to take part in meetings to figure out how to use the money for the next production. If more money is needed in order to put together another game, the participants will be required to work together on how the funds are going to be raised.

Objective 2.2 Scheduling: Forty percent of the participants will be required to participate in the meetings about the budget; 75 percent of the participants who participate in the meetings, will report a positive experience and express a greater understanding about business and money management.

Activity 2.2.1 Each participant will be required to manage a schedule and make sure they are scheduling the required meetings and practices in to their schedule. The participants will be required to work together to come up with agreed upon meeting times and dates for the required meetings and practices. The participants will also be required to decided together on how long the meetings and practices should last.
Activity 2.2.2 The participants will be required to work together to decide and plan the intermission. The participants will be required to schedule refreshments and clean up.

Objective 2.3 Time management: Each of the 40 participants will participate in maintaining a personal schedule that will include all of the needed rehearsals and meetings required to be part of the production for the 09/10 school year. Each of the 40 will also be required to work together on the scheduling of the games. 75 percent of those who participate in the service activity and evaluated will report a positive experience in learning how to manage a schedule with multiple meetings and activities to attend to.

Activity 2.3.1 The participants will be required to work on managing their schedules. They will be required to meet at the agreed upon time for the meetings and games. The participants will also be required to use the time for the meetings and practices constructively.

Component 3: Community Involvement

Objective 3.1 Promotion of production: All of the participants in the program will work to bring awareness of the program and upcoming games. This is to obtain community support to attend the production, and will result in net profit for the youth. Program participants will post flyers within a 6 block radius of Mather location, where the games will take place. Program participants will also create an ad, which will be placed in the local newspaper. Finally, program participants will create a
notice to be placed in the Mather Heights Elementary student newsletter, which is distributed to the students’ caregivers. This notice will be placed within the student newsletter approximately three months prior to the performance and every month up until the actual production takes place.

Activity 3.1.1. Formulate a committee that will include four to ten participants will create flyers that promote the program and the production. The flyer will detail briefly about the program, but will focus on the play that is being preformed. It will detail the name of the play, a short detail of the theme of the play, the date, location, and will state that proceeds of the play will go towards the program.

Activity 3.1.2 A group of four to ten participants who will participate in going around the neighboring vicinity to advertise about the upcoming production by placing the flyers in local business and door to door.

Activity 3.1.3 A group of four participants will spend two evenings, approximately 2 hours each day two weeks prior to the production, at local grocery stories and hand out flyers and talk to community members about the upcoming event as well as bring awareness about the program. In doing so they can detail what the program entails and who it involves.

Objective 3.2 Obtain community resources: Program participants will directly contact at least 10 local businesses within the Mather area with the anticipation being that businesses will support the program and its productions through donations. Donations can be in the form of supplies, money, and food/drinks for concessions.
Activity 3.2.1 A group of participants will go to local business and ask to speak with management regarding the soccer program. They will seek to partner up with these businesses and ask for any contributions. In return, the business name will be listed on the team uniforms.

Program Evaluation Plan

The Homeless Street Soccer Program will develop a data collection system to store and compile quantifiable process and outcome data to evaluate the program. The soccer program will use specific forms for different objectives, evaluation survey, activity logs, workshop progress reports, and meeting agenda and minutes to document qualitative and quantitative information.

The Homeless Street Soccer Program will use the program coordinator, workshop instructors, California State University interns, and a recruited volunteer to collect, aggregate, and analyze program evaluation data.

Process Evaluation

This evaluation process includes compiling information on administrative planning, activity development meetings, participant recruitment, training of staff, activity preparations, schedules, organization support, community linkages, problems encountered, and alternatives and solutions to problems. The Homeless Street Soccer Program staff will collect activity logs, agendas, minutes, reports, and surveys.
Program Interventions

Members, Partners, Recruitment and Training. The program coordinator and CSUS interns will document the recruitment of partner organizations and targeted population (homeless young adults in the VOA transitional housing program). Feedback from participants will be collected after a post-workshop survey and partner agency an interview.

Program Usage. Activity log-in sheets will be provided for participants and coaches to sign-in at the beginning of each session to document extent of service used, achievements made, and participation characteristics.

Target Population. The Homeless Street Soccer Program will collect and analyze target population data, including gender, age, race, and participation. Data will be collected through activity logs and information provided by partner organizations.

Community Linkage. Community outreach reports and community meeting records will track outreach efforts. These records will include the date, person contacted, organization, content, frequency, and results of these efforts to assess the extent and effectiveness. Other community collaboration efforts will be track frequency and type of participation by the program coordinator, CSUS interns, coaches, and existing partner agencies within Sacramento Community.

Project Objectives. Each objective and its evaluation strategies are detailed in the Outcome Evaluation section below.
Outcome Evaluation

The Homeless Street Soccer Program will utilize the evaluation strategies described previously in the Project Objectives to provide process and outcome measures for each of the program objectives within the three main categories. These categories are (a) Intrapersonal development, (b) Self sufficiency, (c) Community involvement.

Intrapersonal Development

1. Use attendance sheets to document number of participants for practice.
2. Use activity log sheets to document level of participation for practices.
3. Develop a Participant Satisfaction Survey for use after each session to assess the satisfaction and progress of the participants toward the facilitator and activities.

Self Sufficiency

- Use attendance sheets to document number of participants for committee meetings, and regular attendance for rehearsals.
- Use activity log sheets to document level of participation for participation in money management areas (working the ticket booth, or concession stands).
- Use activity log sheets to document participation scheduling (participants provide weekly schedules outlining their participation). Log will show if participants follow through with their proposed schedules.
- Develop a Participant Satisfaction Survey for use after each session to assess the satisfaction and progress of the participants toward the facilitator and activity.
Community Development

1. Use attendance sheets to document number of participants who assist with promoting the soccer program in the community.

2. Use activity log sheets to document level of participation for civic engagement.

3. Develop a Participant Satisfaction Survey for use after each session to assess the satisfaction and progress of the participants toward the facilitator and activity.

Impact Evaluation

Based on the program objectives and their process and outcome evaluation results, program staff will identify and assess the areas of program impacts. This assessment will be further supported by information gathered and documented through separate end-of-the-year focus-group meetings with youth participants and coaches.

Sampling Plan and Analysis Plan

The evaluation plan for this project may require simple sampling procedures that include: (a) all participants for a particular activity, (b) participants who attend practices consistently, and (c) a percentage of the consistent participants who are selected at random.

The analysis plan for The Homeless Street Soccer Program will have in place an information management system/database to store evaluation and other related data. The program will update all process data on a regular basis. Outcome data will be collected through the aforementioned forms. Analysis of changes will be achieved through basic observation and calculation of increase or decrease, single variable analyses, and central tendency measurements and comparisons.
Implementation and Evaluation

- The Homeless Street Soccer Program will contact, CSUS, and ARC to recruit student volunteers and/or interns who will assist in the data input and analysis.
- The Homeless Street Soccer Program will develop a functional database to store and compile quantifiable process and outcome data to evaluate the project.
- The Homeless Street Soccer Program will conduct specific orientation sessions to volunteers and interns on the purpose and implementation of evaluation. There will also be scheduled times during the week for volunteers, interns, and the program coordinator to complete evaluation tasks.
- Develop a sense of ownership and buy-in amongst the participants, partnering agencies, facilitators, interns, and volunteers.

Agency Capacity and Project Management

Organizational Structure

Volunteers of America is a private nonprofit homeless youth agency that has been serving Mather, California for the past 25 years. The mission is to assist homeless youth to transition into self sufficiency, thereby allowing them to become contributing members of society. The program is a voluntary program that serves young adults, both male and female, ages 18-24. Housing, employment, counseling, general everyday life skills, advocating, drug testing, and basic health checkups are services that are part of our
program. Currently 40 young adults are on site, which meets the agency’s capacity of 40 young adults.

Volunteers of America will start The Homeless Street Soccer Program which would incorporate recreational sports. An estimated 40 youth can be reached from those living on site. Including staffs that are already part of the program it is propose to acquire acting, dancing, and music instructors. Additionally by bridging the community to the program we hope to attract private donors. Through this program the youth will become self sufficient adults contributing to society. Furthermore by providing a recreational outlet, crime rates in the community should decrease and youth would become productive members of community.

Organizational Capacity

The Homeless Street Soccer Program is a program that has been developed as a branch under the larger agency, Volunteers of America. The agency has over 25 years serving this population.

Volunteers of America is a national, nonprofit, faith-based organization dedicated to ending homelessness, supporting the most vulnerable and transforming communities for the better. Through thousands of human service programs, including emergency shelter, transitional housing and substance abuse treatment, Volunteers of America helps nearly 2 million people in more than 400 communities.

Since 1896, the service has supported and empowered America's most vulnerable groups, including at-risk youth, seniors, homeless individuals and families, people with disabilities, and those recovering from addictions.
Founded in 1896 by social reformers Ballington and Maud Booth, Volunteers of America was envisioned as a movement dedicated to “reaching and uplifting” the American people. On behalf of the organization, the Booths pledged to “go wherever we are needed, and do whatever comes to hand.” That declaration has guided Volunteers of America’s outreach efforts ever since. Volunteers of America came to Sacramento in 1911. Immediately, the agency's staff focused their energies on providing food and clothing to the poor and homeless.

Over the years, these services have expanded to meet the diverse needs of the community, including families in transition, the mentally ill, seniors, at-risk youth, and those with substance-abuse issues. The name Volunteers of America was selected when the organization was founded more than 110 years ago. It signified that the organization was comprised of people voluntarily choosing to help others. Today, services are delivered through a partnership of professional staff, volunteers, and other community supporters. The Homeless Street Soccer Program will be an additional program added to the many services offered through Volunteers of America.

**Project Management and Staff**

**Position Title: Director/Head Coach**

Position description: The Head Coach is responsible for the planning, development, and coordination of the Homeless Street Soccer Program. The Head Coach is responsible for the planning, development, and coordination of the games.
Basic Responsibilities:

1. Administrative: Ensure that guidelines, procedures and program goals, and objectives are met by components.

2. Personnel: Establish administrative and personnel procedures for all managerial and line staff. Develop and implement recruitment and selection procedures for all staff. Assist all project staff in personnel development.

3. Training: Working with project staff to develop and implement a training strategy, curriculum, and program for initial training and ongoing in-service.

4. Management of Grant and Budget: Monitor and review budgetary and fiscal controls and limits. Preparation of monthly and quarterly reports. Ensure reports are submitted regularly by project staff.

5. Evaluation: Utilize existing evaluation tools, as established by the The Homeless Street Soccer Program.

6. Public Relations: Publication and preparation of information to the community and organizations including local, state, and federal authorities; community agencies; and media.

Minimum Qualifications

1. Graduate degree in health or human services or equivalent experience in nonprofit management

2. Two or more years in administration of human services with experience in staff, training, program planning and development, budget planning, and report writing.
3. Two or more years of experience coaching recreational sports.

4. Excellent verbal, conceptual, and grammatical skills.

Position title: Project Coordinator

Position description: The Project Coordinator will be expected to assist the Director/Head Coach in the daily duties of the program. The Project Coordinator will also be expected to recruit community volunteers, and interns from local colleges and universities. The Program Coordinator will be responsible for the implementation of the program and work towards achieving the program’s goals and objectives. Weekly individual supervision will be held between the Director and Project Coordinator. There will be weekly check-in, biweekly component meetings, and a monthly meeting for project staff. The program coordinator will report directly to the Director.

Basic Responsibilities:

1. Education/Outreach: Assist the homeless young adults at schools, community organizations, and activities. Coordinate and implement series of prevention to homeless young adults. Work with media to publicize activities of The Homeless Street Soccer Program.

2. Material Development: Support the homeless young adults in creating educational materials regarding The Homeless Street Soccer Program. Develop brochure and flyer aimed at informing homeless young adults, communities, and community-based organizations of the homeless young adult population, including risks and needs.

3. Young Adult Center: Develop and lead groups and programs aimed at meeting program components and objectives.
4. Counseling: Engage and provide individual and group counseling, including intake and assessment of new clients. Support the program social worker in therapeutic aspects.

5. Mentoring: Support the training of interns and community volunteers through mentoring and modeling.

6. Administration: Ensure adequate record keeping and charting complying with The Homeless Street Soccer Program. Assist evaluation component in establishing clinical and evaluation procedures. Assist Director in meeting goals and objectives. Chart young adults goals and participation through the program time period.

7. Training: Participate in homelessness trainings and workshops. Assist Director in developing training curriculum. Undergo orientation to evaluation procedures.

8. Other duties as assigned by the Director.

Minimum Qualifications

1. BSW or BA in human service disciplines with experience in youth and family counseling or counseling experience.

2. Demonstrated experience in providing human and social services to homeless community.

3. Health/mental health prevention skills in working with homeless young adults.

4. Strong ability to establish network with community agencies and social systems.

5. Organizational, administrative, and supervisory skills preferred.

Position title: Program Social Worker

Position Description: The Social Worker will be responsible for any and all therapeutic aspects of the program. The Social Worker will be expected to meet one-on-one with
program participants, as well as develop and conduct various groups specific to the
program participants’ needs. Finally the Social Worker will need to link program
participants to community resources that address the following: education, employment,
substance abuse, more intensive counseling, family find and housing, among other things.

Basic Responsibilities

1. Meeting with program participants on a weekly or biweekly basis to address issues that
   may come up while participating in the program, as well as discussing individual needs
   and goals.

2. Create support and working groups based on the program participants’ needs. Groups
   will need to meet on a weekly to biweekly basis.

3. Become knowledgeable of community resources. Create partnerships with
   community-based organizations that can support the participants’ development.
   Participate in local advocacy activities with the aim of increasing community supports,
   especially supports that are lacking in the community.

4. Support the program participants in finding resources that can help them find family
   and/or assist the participants in finding family directly.

5. Conduct mental health assessments for those program participants wishing to
   participate in an assessment with the purpose being to improve daily functioning.

6. Work flexible hours, including weekends as a way to provide support to the program
   participants.
Minimum Qualifications

1. MSW or MA in human service disciplines with experience in youth and adult counseling or counseling experience.

2. One or more years in administration of human services with experience in staff, training, program planning and development.

3. Experience and knowledge of homeless young adults.

4. Excellent verbal, conceptual, and grammatical skills.

Budget and Budget Justification

A. Personnel

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<th>Annual Salary</th>
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<th>Months</th>
<th>Cost</th>
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B. Equipment

1. Soccer Balls

2. Miscellaneous Training equipment (cones, flags, towels, etc.)

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<th>Months</th>
<th>Cost</th>
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<tr>
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C. Uniforms

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Community Support

One source of community support comes from Mather Heights Elementary School. Their support comes in the form of free use of the school’s sports field. The school will allow the program use of the field 3 nights a week. Furthermore, the school has agreed to allow The Homeless Street Soccer Program to keep 100% of the profit earned through ticket sales and concessions. In return, the staff and participants will be solely responsible for the set up and clean up of the field.

Mather Heights Elementary, located at 4370 Mather School Rd., in Mather, California is an ideal location to host a game by The Homeless Street Soccer Program. Located within the Mather Air Force Base, the elementary school is less than 2 miles away from the program’s facility. Additionally, within Mather Air Force Base are multiple-housing units where the Program Coordinator and program participants can recruit volunteers and advertise for the games.

The Homeless Street Soccer Program has also partnered with Sacramento State University. The school has agreed to provide interns to the program for 9 months. Sacramento State has agreed to provide 1 intern from the Master of Social Work program, who will work closely with the program Social Worker. Additionally, Sacramento State has agreed to provide at least 1 intern from the Recreation and Leisure Department, with a maximum of 2 interns provided for 9 months.
References


Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

Summary

Literature related to homeless youth soccer programs has been limited to theoretical discussions regarding the best manner in which to provide services to communities in need. There is however evidence that recreational activities provide much more than physical benefits for individuals. Recreational activities can aide with one’s self esteem, stress management, personal satisfaction, and positive lifestyle development.

Implications

Helping professionals and social workers are always seeking ways in which to alleviate and ameliorate problems in our clients’ lives. It is important that opportunities are given to vulnerable, often voiceless populations of people to find solutions that work for them. It is important to address the issues before the issues become life problems, as is often the case with youth who come from abusive and neglectful homes. By writing grant proposals and seeking funding for youth recreational programs, social workers can afford opportunities to communities in implementing solution based, far-reaching, future-oriented programs that help to heal and strengthen the community members themselves. Any endeavor that is proactive, preventative, and visionary in alleviating problems for youth is welcoming for this vulnerable population. Not addressing these issues in the present increases the likelihood that youth will have more challenges in the future.
The intent of this grant proposal was to obtain funding for a nonprofit organization’s homeless street soccer program. Since the start of this proposal, the agency’s organizational capacity, through which the soccer program was to be directed, has been reduced. Currently the individual who was to oversee this program has changed departments and will no longer be able to run this program. Therefore, The Homeless Street Soccer Program has been placed on hold. With interest and proper leadership, funding for The Homeless Street Soccer Program can be pursued and can be successful.

Should the agency be able to start the soccer program, research for possible funding sources in order to obtain the support will be necessary. The California Endowment is a foundation that provides grants to community-based organizations throughout California and may be a potential source to obtain funding. The PepsiCo Foundation is an additional foundation that this researcher reviewed to obtain possible funding. The website: http://www.grants.gov is available for the grant writer to research possible request for proposals that meet what the agency is proposing.

This grant can be utilized and modified for the purpose of The Homeless Street Soccer Program, and can serve as foundation for the actual grant that will be submitted. It can also be utilized as a model upon which future grant writers may use as a practical introduction to the process. It is the hope of this author that reading this project will convince an otherwise reluctant community member to seek funding for a youth recreational program.
REFERENCES


Marciniak, Ed. (2001). Short changing the homeless: They need not only a bed but a reason to get out of it in the morning. *America*, 185(2), 21-22.


Shepard, Jerri., Booth, Deborah. (2009). Heart to Heart Art: Empowering homeless


