

5-2019

Fine Arts Building Relationship Between Advocates and Youth in CASA of Monterey

Lizbeth Cruz
California State University, Monterey Bay

Follow this and additional works at: https://digitalcommons.csumb.edu/caps_thes_all

Recommended Citation

Cruz, Lizbeth, "Fine Arts Building Relationship Between Advocates and Youth in CASA of Monterey" (2019). *Capstone Projects and Master's Theses*. 538.
https://digitalcommons.csumb.edu/caps_thes_all/538

This Capstone Project (Open Access) is brought to you for free and open access by Digital Commons @ CSUMB. It has been accepted for inclusion in Capstone Projects and Master's Theses by an authorized administrator of Digital Commons @ CSUMB. For more information, please contact digitalcommons@csumb.edu.

Fine Arts Building Relationship Between Advocates and Youth in CASA of Monterey County

Lizbeth Cruz

CASA of Monterey County

Mentor: Maria Perez

Collaborative Health & Human Services

Department of Health Human Services and Public Policy

California State University Monterey Bay

April 22, 2019

Abstract

Court Appointed Special Advocates (CASA) of Monterey County is a non-profit organization that provides services to foster children. Many of the children may feel alone and isolated due to being in the foster care system. CASA advocates are required to spend time and do activities with the child. Art classes and activities for advocates and youth were implemented to increase the support the youth needs once entering the foster care system. The project's purpose is to have foster youth know that they are not alone and that both the advocates and the agency are there to support them. The effectiveness of this project was measured by surveys, focus groups, and conversations conducted. The project met the expected outcome because the children were eventually interacting with one another. CASA of Monterey County should seek to have more than one volunteer teach the class for its continuation.

Keywords: Foster youth, Advocacy, Resources, Connections, Foster care system

Agency and Community Served

Court Appointed Special Advocates (CASA) of Monterey County is a non-profit, public benefit organization. It provides services to those children that have been abused or neglected and are placed in the foster system by the court. CASA of Monterey County is an organization that provides abused and neglected children the opportunity of living a safe and healthy life. Its mission is to train and support community volunteers who advocate for abused or neglected children placed in foster care, upholding the children's rights while pursuing a safe and permanent home (CASA of Monterey, 2018). As stated in their vision statement that for every abused or neglected child should be given the opportunity to thrive with support (CASA of Monterey, 2018).

CASA was founded in 1977 by Judge David Soukup in Seattle, Washington. The judge was dissatisfied with the same case plans and the same recommendations for every child placed in the foster system. He believes that many of the children were not being heard. The judge wanted to focus more of his attention on the child. In 1984 the National CASA was established to promote the network of CASA programs and to strengthen the professionalism of a child's advocate. Many of the children that enter the foster system feel alone and lost with no guidance to seek. Many of the children feel that they are left without a voice in court.

CASA only offer services to those children that have been appointed by the court. It provides services to those children between the ages 5 to 21. CASA provides the youth with advocates that are well trained. To become an advocate at CASA, there are specific requirements to be fulfilled. Such as attending a certain number of training hours, screening, and attending court. While attending court, the advocates are required to take an oath. By taking that oath in front of a judge, they are required to be an advocate for that child until the case is dismissed. As

advocates, they help children connect with different services, promote higher education and promote substantial resources for the future.

At the moment, CASA serves over 200 children. In Monterey County, 85% are removed for neglect, 9% physical abuse, 4 % sexual abuse, and 3% for unknown reasons. Two years after leaving the system, 40% of the foster children graduate high school and become a cost to the community (Promise kid's facts, 2017). Advocates play an essential role, and CASA is more than willing to help them with anything they may need regarding the support they have to offer the child.

Problem Description

The macro-level social problem is that for many of the children placed in the foster care system it is a challenge to find a person to trust and serve as a positive role model. As for the micro-level problem CASA is hoping to have more foster youths interact with one another as many of the children may feel helpless, frustrated, and alone due to the unique problems that they may be facing. Once a child enters the foster care system, it can become difficult to have their voice heard when it comes to making decisions regarding their case. For a child, advocates of CASA play a vital role in providing them essential support. Art classes were provided to help with the support which allow foster youth to interact with one another. For example, when a child is attending school, they may feel out of place and uncomfortable since they are having problems at home. Having these activities at CASA sets a foundation of comfort, since the children may be aware that they are all from an organization that provides support to those children placed in the foster care system. See Appendix B for Macro and Micro level information.

Causes

Currently, there are more than 400 children in Monterey County that are in the foster care system (CASA, 2019). When a child does not have an environment that is safe, stable, and nurturing, they are more likely to end up in the foster care system (Prevention Child Abuse and Neglect, 2019). The cause of the micro-level problem for CASA is the lack of volunteers. It is a non-profit organization and many of the services that are offered rely much on volunteers. Volunteers and staff plan many of the events that do take place in or out of CASA. Low staff also plays a vital role since no one is in charge of the events that do take place. Many of the children are aware that they are part of CASA, but they only go to the office if their advocates take them resulting in the child not meeting other children or other staff.

Some primary causes of why children are placed in the foster care system are due to severe neglect, physical and sexual abuse. Some causes of this macro-level problem are issues related to drug and alcohol abuse, a parent being incarcerated, and mental health problem. Studies show that parents who have a substance abuse problem are three times likely to abuse their children (American Society for the Positive Care of Children [American SPCC], 2018). For parents who are struggling with any substance abuse, it can take a long time for them to quit, resulting in the child remaining in the foster care system longer. The impact of living in poverty also plays a vital role in a child's life. Studies show that children who come from poverty are five times as likely to experience abuse and neglect (Prevention Child Abuse and Neglect, 2019). See appendix B for causes information.

Consequences

The macro-level consequences may have to do with the child feeling that they are not given the respect that they deserve or feeling hopeless. They have a higher chance of running away, resulting in many of them ending in the sex trafficking system. In 2013, the FBI recovered

victims of sexual trafficking, 60% of all the children recovered across the U.S had been placed in the foster care system (Post, 2015). Unfortunately, children that enter the system are prone to having adverse outcomes within their life journey. Some risks that children can face while being in the foster care system are having negative social and emotional consequences (Nina, 2016)

Due to the complexity of the background that the child comes from, the disruption of the development of the brain can lead to long term consequences. Consequences of this micro-level problem can be depression, alcoholism, and suicide. Studies show that providing foster youth with a sense of security and positive relationships can prevent them from having an unsuccessful story (Nina, 2016). At a national level, 80% of former foster youth of age 21 have at least one psychological disorder. The foster youth also have 25% of experiencing teen pregnancy compared to those that do not enter the foster care system (American SPCC, 2019). CASA currently has an event once a year in which all the children and advocates can attend, but they should have them more often. The longer a child is in the foster care system, the more significant chance of them being moved from one foster placement to another (Nina, 2017). See Appendix B for consequences information.

Project Description

This project has been adopted by the organization to provide more support to the advocates and children. CASA staff are thankful for all of the volunteers and wanted to assure them that the team is doing their best to provide support. Some of the responsibilities that an advocate intern needs to succeed are to have contact with social workers, educators, therapists, attorneys, caregivers, family members, and anyone else connected to the child (CASA, 2018). The advocate needs to get a clear picture of the child's best interest and be able to advocate on behalf of the child and report back to the judge (CASA, 2018). The advocates need to fill out a

monthly form regarding the activities that they did that month with the child. The staff members are the ones to evaluate the monthly forms. They noticed that many of the advocates do the same activities over and over again. CASA advocates are required to get to know the child, and for those new advocates that are entering the program, meeting other CASA advocates can be very beneficial. The current CASA advocates mentioned that they would like to see more activities in the office since it would not only help them to meet other advocates but help those children interact more with each other. See appendix C for a detailed scope of work on the implementation of the project.

Project Implementation

A survey was sent out to the advocates to decide the best time and day for the initiation of the aforementioned classes. In the survey, we had open questions regarding the activities that the advocates may want to see in future classes. A constructive lesson plan was developed to keep order and to accomplish the message that CASA is trying to portray among the advocates and the youth. Throughout the classes there were a variety of activities available for kids to do. The activities promoted the participation of the advocates and the child so that they could have productive one on one interactions, which were available at no cost. A survey was then sent to the advocates that participated to see if they found it useful and if anyone would be interested in teaching a class. For many CASAs this was helpful since they talked to other CASA advocates about some of the strategies, they used to get to know their children. It also gave the opportunity for the children to interact with each other. See appendix A for surveys and appendix C for detailed scope of work.

Participants

The people that helped to put forward this project was the intern and CASA supervisors. The intern's job was to do a survey to obtain as much information as possible from the

participants before the initiation of the classes. Maria Perez, an Advocate Supervisor, was closely monitoring each step that the intern was making regarding with the launch of the class. Edna Chinn, the Program and Education Director, was involved by sending out the flyers that were designed by the intern to all of the advocates. The intern was able to deliver the information adequately and created a lesson plan along that resulted in everything running smoothly. Another survey was then given to see if any improvement needed to be made. The intern was well prepared in presenting all of the required information; this is important because she was representing CASA. Those involved concluded that it would not only benefit the advocates but the children as well, by demonstrating that CASA is there to help and that they are more than just providing advocates. See appendix F for flyers and appendix D and E for some of the activities that were available.

Resources and Challenges

CASA is currently expanding its location in Salinas. The classes happened in the location of Salinas, each time the room was going to be used, Maria Perez was required to reserve the room three weeks in advance. In regards to the funding, Edna Chinn, the office coordinator first approved the intern's budget proposal. Once it was approved, the intern then had to present it to the Executive Director, Vicki Myers, which she approved. In this case, each class consisted of having different types of activities, resulting in providing different budgeting for each class. CASA is a non-profit organization, so the intern needed to demonstrate that the money was going to be used appropriately.

A challenge that was addressed by the staff was not having enough people signed up for the first class. This was due to the flyer being sent out the same week of having the first class. On February 9th, 2019 at ten at the CASA office, six children and five advocates attended. For the

second class, the flyer was sent out three weeks in advance, causing more participants to RSVP. Another challenge that was presented in the first class was due to the class coming to an end at noon, and many of the children became hungry. Luckily the staff had some snacks in the back, and they provided the children with something to eat. Having these snacks available for them, kept their energy up. Another challenge was that we needed more volunteers to help out with the classes. For the first class, the only volunteers available were the intern and one staff member. This was resolved by the intern contacting those that wrote down their name on the survey that wanted to volunteer for the next upcoming classes. See appendix G for the cover letter requesting funds to the executive director.

Final Project Assessment Plan

The expected outcome of this overall program being implemented was to bring a sense of community among the children. This was accomplished by providing different types of activities for the advocates and children to do together. The children became more aware of the program that they are a part of, met the staff at the office, and built connections with the other children. To measure the assessment effectiveness of my capstone project, a survey was developed to better understand the expected outcomes of the activities that were provided. The survey was distributed at the end of the second class for the advocates to complete. The evaluation was taken into consideration and was analyzed by myself and my mentor. We valued the feedback, and concluded that the classes did indeed help with the interaction of children and advocates. Not only that, but they all agreed that they would love to see more available activities at CASA.

To measure the expected outcome for the children coming to the classes, my mentor and I organized small focus groups. In the focus groups, I encouraged discussions and participation from the children. I asked questions to see if the children found the classes useful and the

activities they wish to have for the upcoming classes. My mentor and I collected the information and evaluated it once we obtained all of the data from the advocates and the children. I spoke to each individual from the staff that participated in the activities. I had conversations to see if they felt that providing these classes was helpful or not to the agency. The advocates wrote positive feedback in their monthly report and the CASA staff were thrilled that they enjoyed their time in the classes. Using surveys, focus groups, and conversations with the staff provided us with satisfactory results in which many of the people that attended were satisfied with the activities and hope to see more in the future. CASA aims to effectively support all volunteers to the best of our ability, as we advocate for the children we serve.

Finding and Results of Assessment Process

The expected outcome was measured and achieved due to the number of participants and the interactions that each one of them had during the class. At the end of each class, the children interacted not only with their advocates, but with other children as well. The advocates were eventually also communicating in getting together to go out along with the child that they serve. In the initiation of the first class, the volunteers arranged the tables so that they were all facing each other. Once the child and the advocates arrived, the facilitator had an ice breaker so that they could all get to know each other. Many of the children were shy and timid since they did not know the other people in the room. It took them a while to interact with one another, but when we moved on to the second activity, they were socializing and helping one another with the activities. In the second class we had some of the children and advocates come back from the first class. They were all high spirited and enjoyed the activities that were provided. The implementation of this project allowed them to interact with one another and they became aware that they are not alone and that other children are going through a similar situation.

While doing the focus group at the end of the classes with the children, many of them stated that they wanted to help the facilitator in teaching a class. One child stated, "I can come and teach with you, we can teach them how to make slime. It's really easy!" Another child said, "This was fun, will we be able to come again?". The children really enjoyed their time and got to make new friends. Some of the children from the first class attended the second class as well, and I was happy that I got to see them again.

For the advocates, a survey was sent out between April 17 and April 24, in which they all responded to. All of the activities were free of charge and many of them enjoyed the classes. Many of the advocates interacted with other advocates in regards to getting new ideas for activities to do with the child. They also volunteered to help in other future classes. The advocate Jo-Anne stated, "Thank you again for the arts & crafts at the CASA training room last Saturday. My foster girls loved every bit of it!!!". Nikki, a fellow advocate, mentioned that "The girls and I had SO much fun at the arts and crafts group! I would love to see the CASA office host more peer-centered events in the future!".

The staff was also happy about the end results of the classes. They felt that it built their self-esteem and allowed them to get to know one another. Maria Perez volunteered to help in one of the classes and her statement was, "I think it helped them boost their self-esteem and it gave them the opportunity to socialize with other kiddos and build friendships. It also helped the advocates interact with one another and built relationships." Andrea Ledesma, another volunteer, stated, "I thought it was a great capstone idea because we do not have many of these classes each year. Many of these children have been through a lot, and I think it's nice that they have these types of classes to distract them." The project was noted to be successful due to the number of participants and the interactions between not only the children but the advocates as well.

Recommendations

The results of the focus groups, surveys, and in-person communication with the staff highlighted ways that we can improve the implementations of this project. The first recommendation is for the flyers to be sent out a month in advance. The reason being, that for the first class and second class the flyer went out the week of the classes. All of the advocates and children had to plan ahead for the days in which they got to see each other. For many of the advocates it was a challenge to attend since they were not given time to prepare. Another recommendation for the agency is to be strategic and revise the dates that they will be offering future classes. The reason was that the second class occurred the weekend right before the children went on spring break, which resulted in many of them leaving for vacation. A consequence was not having a high number of participants for the second class.

A final recommendation for the agency is to maintain having this class. The next class is scheduled to continue on September 7, 2019. Based on the surveys, many of the children and advocates said the best time to attend during the week are Saturday mornings. Many of the children have school, therapy, and appointments during the week, and advocate volunteers often work. Having the continuation of these classes will help the children to be surrounded by positive role models. These classes will support the children by helping them understand that CASA is there for them. Many of these children have been abused or neglected at a young age and having these classes gives them the opportunity to just focus on themselves. It also helps advocates with building trust with the child. Having these classes available will ultimately help the foster youth to not feel alone or isolated and to understand that they have a whole team working with them that wants them to succeed.

Conclusion

Interning at CASA for a year and a half has been a one of a kind experience and the beginning of one of many career achievements. By implementing my capstone project, I became aware of how a non-profit organization works and the steps that need to be taken when trying to implement events in an agency. I learned the importance of organization, communication, and planning. I had to work under not only my schedule but the children, advocate, and staff schedules as well. I learned that sometimes things will not turn out the way you may want and that I needed to come up with a quick plan to move forward. The experiences that contributed the most were the importance of relying on people and the importance of planning ahead. In the beginning I thought I had a plan of the steps that I needed to take, but as I began, I realized that I couldn't move forward because I needed to take many more steps to get to that point. Ten years from now I will remember the importance of relying on people. I like working independently but sometimes it came to a point that I needed to seek help. This internship taught me the importance of advocating for myself, which is something that will ultimately help me not only within my professional career, but with my personal life as well. To the future CHHS student interns I would advise them to take criticism in a positive way, to always speak up for yourself, and it is essential to rely on and collaborate with other people.

References

Board of Directors & Staff. (2018, July 16). Retrieved from

<http://www.casaofmonterey.org/boardstaff/>

CASA for Children. (2017). About us: What we do. Retrieved from

<http://www.casaofmonterey.org/what-we-do/>

CASA of Monterey County (2019, April 16). Database of current children in CASA.

CASA of Monterey. (n.d.) Chapter 1: Introducing the CASA volunteer role. PowerPoint presentation at CASA training session.

Center for Disease Control and Prevention. (2019, February 19). Preventing Child Abuse &

Neglect Violence Prevention Injury Center CDC. Retrieved from https://www.cdc.gov/violenceprevention/childabuseandneglect/fastfact.html?CDC_AA_refVal=https://www.cdc.gov/violenceprevention/childabuseandneglect/consequences.html

Child Abuse Statistics. (2018). Child Maltreatment Statistics in the U.S. Retrieved from

<https://americanspcc.org/child-abuse-statistics/>

Homelessness at the Holidays Hits Hard for Kids in Foster Care. (2018). Retrieved from

https://www.huffingtonpost.com/gary-stangler/homelessness-at-the-holiday_b_4474800.html

Kids Data. (2014). Number of children in foster care: By race/ethnicity. Retrieved from

<http://bit.ly/1LF0rr1>

Nina Williams Mbengue (2016). The Social and Emotional Well-Being of Children in

Foster Care. Retrieved from: http://www.ncsl.org/Portals/1/Documents/cyf/Social_Emotional_WellBeing_Newsletter.pdf

Post .D. (2015, January 23). Why Human Traffickers Prey on Foster-Care Kids. Retrieved from

<https://citylimits.org/2015/01/23/why-traffickers-prey-on-foster-care-kids/>

SAM's Guide to Monterey Family Resources. (n.d.).

Retrieved from <http://www.co.monterey.ca.us/government/departments-a-h/health/public-health/resources/sam-s-guide-to-monterey-family-resources>

Thompson, K., & Thompson, K. (2017). Aging Out of Foster Care: 18 and On Your Own.

Retrieved from <http://www.sharedjustice.org/most-recent/2017/3/30/aging-out-of-foster-care-18-and-on-your-own>

Training Volunteers and Staff. (2017). Retrieved from

http://www.casaforchildren.org/site/c.mtJSJ7MPIsE/b.5466267/k.A2B7/Training_Staff_Volunteers.htm

UCI news. (2016). Foster care children at much greater risk of physical, mental health problems.

Retrieved from <https://news.uci.edu/2016/10/17/foster-care-children-at-much-greater-risk-of-physical-mental-health-problems/>

Violence Prevention. (2019). What are child abuse and neglect?

https://www.cdc.gov/violenceprevention/childabuseandneglect/fastfact.html?CDC_AA_r efVal=https%3A%2F%2Fwww.cdc.gov%2Fviolenceprevention%2Fchildabuseandneglect%2Fconsequences.html

Appendix A: Survey Questions for CASA Advocates of Monterey County

CASA of Monterey County aims to effectively support all volunteers as they advocate for the children they serve. We value constructive feedback, and would appreciate your participation in this survey. CASA is trying to implement "Craft Activities" classes that will give advocates and children the opportunity to do activities. These activities will be available next upcoming spring twice. This project will initiate in February, 2019. Some of the activities are decorating flower vases, how to make pinatas, Valentine cards, and snow globes.

Please circle one:

1) Do you think that having craft activity classes at CASA will be helpful?

- A. YES
- B. NO

2) What days would you be able to attend with your CASA child?

- A. Tuesday
- B. Thursday
- C. Friday
- D. Saturday

3) What time would you like the classes to initiate?

- A. 10am-12pm
- B. 1pm-2pm
- C. 3pm -5pm
- D. 5pm-7pm

4) How old is the child you serve?

5) I am willing to help with teaching one of the classes?

- A. YES
- B. No

6) If, you answered yes to question 5, please provide your full name below.

7) Do you have any activity that you might want CASA to do in one of the classes?

8) Do you plan to attend?

9) If you plan to attend, how many guests are you planning on bringing?

Appendix B: Problem model Graphic

Project Title: Fine Arts Building Relationship Between Advocates and Youth in CASA of Monterey County		
Problem Statement: Not having enough interaction with one another.		
CAUSES TO AGENCY PROBLEM	AGENCY-SPECIFIC “MICRO-LEVEL” PROBLEM ADDRESSED BY PROJECT	CONSEQUENCES TO SOCIETY
Lack of Volunteers Lack of resources Low funding	Not having enough opportunities to interact with one another.	Feeling alone Lack of support Depression/Anxiety
CAUSES/RISK FACTORS TO BROADER HEALTH PROBLEM	BROADER “MACRO-LEVEL” HEALTH/SOCIAL PROBLEM	CONSEQUENCES TO AGENCY
Parents Drugs/ Alcohol use Incarcerated Poverty	Foster youth not being surrounded by positive connections in life	Human trafficking Depression/Anxiety Drug/Alcohol Abuse Mental Health

Appendix C: Final Scope of Work

Scope of Work			
Title: Fine Arts Building Relationship Between Advocates and Youth in CASA of Monterey County			
Project Description: The implementation of this project focused on having classes available for the advocates and youth to interact. The advocates still participated with the children, but with a little supervision of the staff. The classes were only given twice for the semester for two hours in Salinas. Surveys needed to be conducted for the initiation of these classes.			
Goal: To help the foster youth interact with one another.			
The primary objective of the project: To bring awareness to the foster youth that they are not alone.			
	Activities	Deliverables	Timelines
1	Discussed capstone project ideas with mentor	Final capstone project idea approved	Oct – Nov 2018
2	Developed a survey to assess know the best time to offer the classes	Final approved of survey	Nov – Dec 2018
3	Researched and confirm location of the classes	Site location & dates/times confirmed/approved	Nov – Dec 2018
4	Developed a budget and sought resources (as needed)	Mentor approval/assistance to secure needed resources	Nov- Dec 2018
5	Determined what kind of information will be given in the class	Final approved materials for classes	Dec 2018
6	Gathered all resources and materials for the classes	Final approved outreach materials distributed	Jan 2019
7	Delivered 2-hour session of the activity.	Approved agenda for classes	Feb 19, 2019
8	Delivered a 1 hours 30 min session of the activities.	Approved agenda for classes	March 30, 2019
9	Conducted a post-survey to advocates	Results from the survey/submit to mentor for approval	April 20, 2019
10	Completed reporting requirements	Final agency and capstone reports	May 3, 2019
11	Prepare capstone presentation in selected format	Instructor approval & Dress Rehearsal of final capstone presentation for grading	May 8-10, 2019
12	Final preparation for Capstone Festival	Final presentation at Capstone Festival	May 16, 2019

Appendix D: Activity # 1: How to make melted crayon hearts

Step 1: Preheat the oven to 250 degrees.

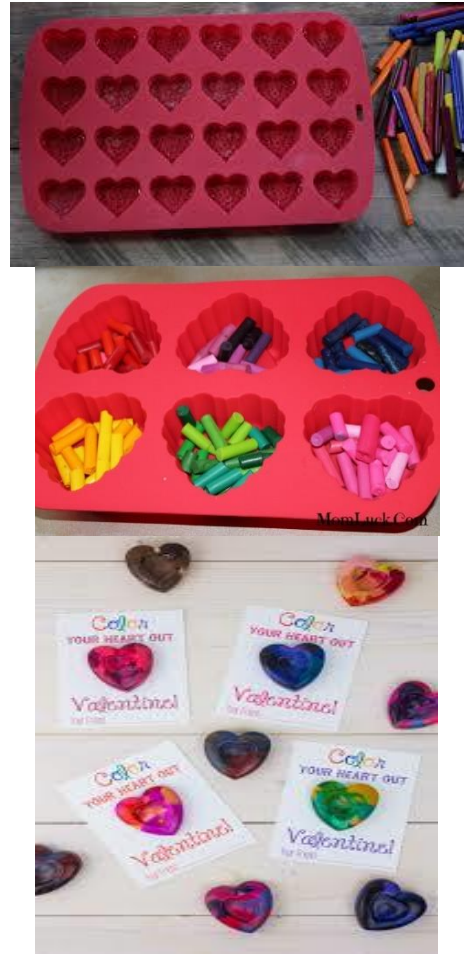
Step 2: Unwrap your crayons, making sure you get all of the paper off. If you're making a solid color crayon separate your colors into piles. If not you can just make one big pile.

3. Next break or cut the crayons into small pieces. The smaller the pieces the quicker they will melt.

4. Now place these crayons into the mold and fill up about 3/4, depending on how big of crayon you want. My mold was pretty big so we only filled it up 1/2 way.

5. Bake these crayons in the oven at 250 degrees for about 20 minutes.

6. After they are done, take them out of the oven and let cool completely before attempting to take them out of the molds. If you take them out too soon, they will break.



Appendix E: Activity #2: Snow glow Valentine

To make Snow Globe Valentines you'll need:

- glass baby food jars
- 2" styrofoam balls
- pipe cleaners
- glitter (we used Martha Stewart Crafts Tinsel Glitter)
- glycerin
- serrated knife
- hot glue gun + hot glue sticks
- spray paint (for the baby food jar lids)

Step 1: Using the serrated knife cut one rounded side off a styrofoam ball. You want the cut piece to fit inside the center of the jar lid, leaving enough space for lid to tighten securely when it's put back on the jar.



Step 2: Stick the twisted ends of the pipe cleaner heart into the center of the cut styrofoam piece. Trim off the ends of the pipe cleaner.



Step 3: Using your hot glue gun secure the styrofoam piece to the inside center of the lid.



Step 4: While the hot glue dries, fill the jar with water. Add 1 tsp of glycerin and as much tinsel glitter as you like. We used about 1 tsp or so.

Appendix F: Flyer #1

Save the date for fun!



CASA OF MONTEREY COUNTY
 945 S Main St #205
 Salinas Ca, 93901
 Date: Saturday, February 9th
 Time: 10:00am- 12:00pm

Crafts & Activities

RSVP with Lizbeth Cruz: lizbeth@casaoftereay.org
 Or Call the CASA office: (831) 455-6800

Come join us for a fun time at the CASA Training Room in Suite 205. We will offer a variety of activities, including: melted crayon hearts, snow globe valentines, Valentines Day cards, and more!



If you are interested in volunteering for Crafts & Activities please contact:
 Lizbeth Cruz at lizbeth@casaoftereay.org or contact your Advocate Supervisor

Flyers#2

SAVE THE DAY FOR FUN!



945 S Main St #205
 Salinas CA, 93901
 Date: March 30, 2019
 Time: 10:00am – 11:30am

Crafts & Activities

RSVP by March 22, 2019 with Lizbeth Cruz: lizbeth@casaoftereay.org
 Or Call the CASA office: (831) 455-6800

Come join us for a fun time at the CASA Training Room in Suite 205. We will have a variety of activities, including: slime, painting, mask decorating, and more!



If you are interested in volunteering for Crafts & Activities please contact: Lizbeth Cruz at lizbeth@casaoftereay.org or contact your Advocate Supervisor

Appendix G: Cover letter

Vicky Myers
Executive Director
CASA of Monterey County
945 S Main ST #107
Salinas, CA, 93901

Dear Vicky Myers,

My name is Lizbeth Cruz and I am a senior at California State University, Monterey Bay. As an intern at CASA of Monterey County, I am implementing a capstone project called “Crafts and Activities.” This project provides classes for advocates and the foster care youth they serve. The first activity is scheduled for February 9, 2019.

Earlier this year, we surveyed the advocates to find the types of activities they desired and the best time to schedule activities. Thirty advocates responded to our survey and we identified useful information. Based on our findings, we will offer a variety of classes, including: melted crayon hearts, snow glow valentines, Valentines' Day cards, and more. To ensure the success of this project, I am requesting additional funding in the amount of \$98 to cover needed materials.

I thank you in advance for your time and consideration. I am attaching the proposed budget for you to review. If you have any questions about the project, please do not hesitate to contact me at lizbeth@casaofmonterey.org. Thank you.

Sincerely,

Lizbeth Cruz
lizbeth@casaofmonterey.org