



Indiana United Methodist  
Children's Home  
*Hope Has A Home in Lebanon, IN.*

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# The Independence Project

Unlocking Second Chances by Empowering Youth  
with the Keys to a Brighter Future



Indiana United Methodist Children's Home



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## The Independence Project Introduction

*Unlocking Second Chances by Empowering Youth With Keys to a Brighter Future.  
Keys for a car, for an apartment.*

**Once, keys symbolized the independence we craved.**

But quickly we learned they weren't magic tools. Like everything about becoming an adult, they came with complexities that were often learned the hard way. Fortunately, we were surrounded by caring people who helped us through and provided a safety net.

Since 2021, more than half of the Children's Home graduates who transitioned into independent living faced homelessness within a year. Several became pregnant.

Like us, they struggled with the journey to adulthood. Unlike us, they lacked a safety net.

We want to be that safety net.

**The Independence Project** will support graduates who need that extra help to get on their feet and second chances when they stumble. It will provide safe and stable housing for graduates, along with coaching, counseling, and support with everything from getting a driver's license to landing a good job to learning to budget.

**The Independence Project** grew from a 2022 strategic directive from our leaders to help our students overcome their greatest obstacles to successful independence. In January, 2024, we had conversations with current students, who were nearing their own transitions to find out what they still need to know. They responded with a long list of topics most of us simply take for granted. But for these young adults who are eager to move from troubled childhoods to successful, independent adult lives, they're absolutely critical.

We will create spaces where we can help them understand what they need to succeed, like making good choices. We'll soon launch a Pilot program with a handful of graduates to help us identify the most effective ways to help. Our hope is to learn during the Pilot Phase, then use what we learn to create a facility designed for this purpose. The ultimate goal is

seeing more of our graduates achieve stable, independent, productive lives to make a model that can be replicated.

We've long helped young people emerging from unimaginable trauma, abuse, and neglect achieve some normalcy, but we'll accomplish even more by supporting them after graduation. We anticipate that the Pilot Program will immediately increase the number of graduates who are able to enjoy truly independent, stable, and rewarding lives ... achieving a second chance that's far happier and healthier than their early years.

Every dollar invested in **The Independence Project** will help graduates struggling to find their feet and become productive members of Indiana communities.

**It's attainable and it's a way to start making a real difference right away.**

**We just need the key to get started.**



## A Desperate Need

Each year, thousands of foster youth age out of the foster-care system without the necessary support and resources to transition successfully into adulthood. This vulnerable population often faces challenges such as homelessness, unemployment, and lack of access to education and healthcare.

In the United States, more than 23,000 children will age out of the foster care system and face life's challenges without adequate support. A 2023 study published by the Annie E. Casey Foundation (see attachment) identified that by the age of 21, more than 35% of Indiana children who were in foster care faced homelessness. In addition, about 40% of those youth struggled to gain employment, and only 69% finished high school.

Higher education and vocational training success is especially difficult without reliable housing, internet access, and a trusted adult to help navigate the complexities of the academic landscape. As a result, the study shows that only 24% of Indiana's foster youth enrolled in some form of postsecondary education. Graduate Degree completion is an even greater challenge. The National Foster Youth Initiative reports on its website (6-18-24, [nfi.org/issues/higher-education/](https://nfi.org/issues/higher-education/)) "Studies have found that just 3%-4% of former foster youth obtain a four-year college degree. And between 2% and 6% receive a two-year degree."

Many former foster youths also have a higher likelihood of becoming early parents themselves, leading to a cycle of intergenerational foster-care involvement. A heartbreaking 27% of Indiana's foster youth will become parents before the age of 21. According to the Adoption and Foster Care Analysis and Reporting System report from the U.S. Department of Health and Human Services, approximately one in four children who enter the foster care system have parents who were also in foster-care at some point in their lives. This highlights the intergenerational cycle of foster care involvement and the need for targeted interventions to support former foster youth in breaking this cycle.

Although we can't solve the state or national dilemmas, we are poised to help the vulnerable students who we currently serve, whose backgrounds are tragic and whose outcomes after leaving our care are heartbreaking.

In the last three years, 25 of our students have transitioned out of our care at ages 18+ to their next steps. Of those 25 young adults, 16 were homeless within a year. Those 16 students who faced homelessness exited our program to a variety of scenarios:

- signed themselves out of care, which is allowable for foster students at age 18

- reunified with parents or family members
- transitioned to more secure facilities through probation and were released within six months
- went to age 18+ foster-home placements
- maintained a relationship through the DCS with independent living services (called Collaborative Care)

### **Meet Julia**

Julia, an 18-year-old with an infectious smile, has been involved in the Department of Child Services DCS since she was two years old. Some organizations refer to students like her as “system-kids”. Her mother battled drug addiction and tragically passed away, which led Julia into the foster care system.

Julia came to the Children’s Home after many difficult years of poor matches in foster homes and group homes. Her final placement before coming to our campus was with her biological father in a neighboring state. Julia told her social worker that he was sexually abusing her.

Through God’s grace, her social worker brought her to our care.

Julia is a smart girl who needed a second chance at education, and our highly skilled teaching staff helped her graduate from our high school. Because her past was filled with a lack of consistency, substance use, and negative experiences from family, foster parents and friends she needed help with her mental and behavioral health. She lacked social skills to develop healthy relationships, and through our Teaching Family Model of care and trauma informed therapeutic counseling, she began to feel safe and improve her self-esteem. She participated in our Gress Chapel worship service with her friends on Wednesday evenings. She was especially proud when she was hired for a part time job in the Lebanon community.

When she turned 18, Julia told our staff that she was, “done with being in the foster care system.” This is so often the attitude of students who have been “system-kids” for so long. At age 18, they can decide for themselves if they want to leave our care. Her DCS team was able to locate a foster home for students 18+ to give Julia a safe place to live. Sadly, she left the foster home within a week of this new placement. She was homeless and on her own. Six months later she was without DCS support, pregnant, and alone.

**100% of these students became homeless within a year. We must do more!**



## The Independence Project

In 2022 the Children's Home Trustees adopted a strategic plan (document attached) that challenged staff to consider outcome-based metrics to help determine service changes needed to improve the long-term success of the children we serve. Our vision, *to enrich the quality of life for children, youth and their families through Christian values*, mandated a look at the lives of our students after they leave our care. So staff and volunteer committee leaders reviewed many programs and services to evaluate the greatest need. Transitional housing, educational supports, and wraparound support became an obvious solution to help students like Julia.

Many of our youth reach the age of 18 and desire independence apart from DCS or probation. Many of them feel that Collaborative Care (a program through DCS) is their only option but struggle to come to terms with still being connected to DCS. Staff believed that youth would choose the option to participate in a transitional housing option if they played an active role in designing it.

So, in January, 2024, the older students on our campus (who already graduated from high school and were participating in the Children's Home Independent Living curriculum) were placed on one of three student teams. Each team was invited to design a program to offer older youth transitional housing and support without the involvement of DCS. For three weeks, the youth dedicated their time, resources, and artistic abilities to designing 3D models of their proposed houses as well as creating the program and expectations that go along with the privilege of living in the houses once they turn 18. Their proposals were presented to our leadership:

- Opportunities for an on-campus, readily available adult "House Manager" or Life Coach.
- Opportunities for developing skills in housing and money management.
- Opportunities for realistic responsibility that has an incentive for achieving personal goals, such as youth paying rent each month that would be returned to them in one lump sum at the successful completion of their time within the house.
- Opportunities for continued counseling or therapy for substance use/abuse.
- Opportunities for engagement in community-based services such as therapy, attending church, acquiring gym memberships, etc.
- Opportunities to develop relationships and communication skills through communication with roommates, deciding house rules, and developing external supports/relationships.

- Opportunities for career and education support, which requires participants to have a job or pursue vocational or higher education.
- Opportunities to obtain a driver's license and learn how to buy a car.

Through these conversations, leaders determined there is promise, and **The Independence Project** was developed.



## Program Description

The goal of **The Independence Project** is to provide safe and stable housing for 18 and older foster or probation youth with comprehensive support services to help them build independent and successful lives. By addressing the root causes of homelessness among this population, we aim to break the family cycle of foster-care involvement and provide mentoring and inspiration to learn the skills for self-sufficiency.

Although it is anticipated that incentives for meeting goals will be helpful, care will be taken to encourage taking pride in gaining self-sufficiency, rather than giving the participants funding for their needs. With the help of supportive adult role models, each young adult participant will develop their own program goals by taking inventory of their needs, assets, and resources. They will be guided through this process with "Foster Club's Transition Toolkit", (see attached).

The program will serve:

- Current Children's Home students who are age 18+, meet program criteria and demonstrate desire for additional support as they transition into adulthood.
- Young adults who previously left the Children's Home, meet program criteria and desire to return to **The Independence Project** to assist with their transition into adulthood.







## Phases of Implementation

### **Phase 1: Pilot Phase five years**

During the Pilot Phase, **The Independence Project** will be launched as a small-scale initiative, initially targeting a select group of former foster youth who meet the enrollment criteria. This phase will allow for testing and refining of program components, including housing models, support services, and enrollment procedures. The focus will be on gathering feedback from participants, assessing program effectiveness, and making necessary adjustments before scaling up. We plan to launch this phase in July, 2024.

### **Phase 2: Building Phase**

In the Building phase, the program will expand its reach and capacity to accommodate more participants. This phase will involve securing capital funding, establishing additional partnerships with community organizations, and scaling up housing options to meet the growing demand. Efforts will also be directed towards enhancing support services, refining program policies and procedures, and training staff to effectively serve a larger population of youth transitioning out of foster care.

### **Phase 3: Launch on Larger Scale**

The Launch phase marks the full-scale implementation of **The Independence Project**, reaching a broader population of former foster youth across Indiana. By this phase, the program will refine its operational model, establish sustainable funding sources, and build strong partnerships with key stakeholders. Emphasis will be placed on maximizing outreach and enrollment, ensuring equitable access to program resources, and monitoring outcomes to track long-term impact.





## Key Components of the Pilot Phase

Housing: The program will provide safe, affordable, and supportive housing options for six former foster and probation youth, including shared living arrangements and individual apartments. Housing will be located in the safe and accessible neighborhood directly across the street from the main Children’s Home campus. Our location provides options for transportation, community clinical services, vocational education, higher education, spiritual development, parental support and employment opportunities.

Support Services: Participants will have access to a range of support services, including case management, life-skills training, mental-health counseling, educational and vocational support, and parenting classes. The priority will be assisting youth in finding these services within the community. Each participant will have 24-hour access to a dedicated life coach and trusted adults to help them develop their personalized plan for success. Once students reach their goals, they will transition from our housing to their own housing. Some will take longer than others, depending on their education, employment, and other goals.

Budget and Money Management Skills: Participants will be required to practice paying bills for services such as cell-phone services. This will create opportunities to learn budgeting. Each participant will be required to pay rent on a sliding scale, but all funds will be returned to participants who transition to their own housing after meeting their goals.

Peer Support and Engagement: Participants will access peer-support groups and community events to build a sense of belonging and connection among participants. Peer mentors who have successfully transitioned out of foster care will provide guidance and encouragement to their peers. Participants will also live alongside and support one another through their transition.

Community Partnerships: Participants will have access to benefits and supporting services through collaborations with local agencies, churches, schools, employers, and community organizations to provide additional resources and opportunities for participants. These partnerships will help participants access education, job training, employment, healthcare and wellness services.

Continuous Improvement and Sharing: Our program will also include a strong emphasis on data collection and program evaluation. Our intention is to work with a qualified external consultant to design a robust research plan that will help demonstrate our program’s results to inform program correction and long-term impact. We intend to

share our findings with other similar organizations to improve service delivery for broader impact, and in turn also learn from other programs.



## Enrollment Criteria

- Participant must have a high-school diploma or equivalent
- Participant must work full-time for at least four months, or be in school part-time and work part-time, or be in school full-time and work part-time
- Participant must be 18 years or older
- If participant is involved with DCS, he or she must qualify for placement
- Must have completed four "pathways to independence" sections of the current Independent Living curriculum while in Children's Home care.





## Pilot Phase Participant Imperatives

### Establishing and maintaining personal care:

- Participants will maintain employment or enrollment in school for the duration of their time within the program.
- Participants will maintain their medical/dental and mental-health services for the duration of their time within the program.
  - Mental-health services will be provided by Children's Home clinician to allow for continuity of care.
  - Participants will choose a community primary care provider, dentist, optometrist, etc.
- Participants will access services provided by Children's Home Life Coach.
  - Participants will have access to Life Coach 24/7.
  - Participants will create an individualized plan of how often to meet.
- Participants will refrain from criminal activity while living in the house/apartment.

### Establishing and maintaining house/apartment care:

- Participants will agree to lease requirements concerning guests.
- Participants will refrain from possessing, selling, or distributing illegal substances in the house/apartment.
- Participants will abide by neighborhood safety rules.
- Youth will maintain house/apartment cleanliness and report all needs for maintenance and upkeep to Life Coach.

### Disciplinary action and second chances:

- When a participant becomes involved in inappropriate activities, disciplinary action will be approached with a focus on both rehabilitation and accountability.
- Depending on the severity of the situation, disciplinary measures could include counseling or therapy sessions to address underlying issues, community service to promote a sense of responsibility and contribution, increased supervision or monitoring, and temporary suspension or adjustment of autonomies.
- It's crucial to provide support and guidance rather than solely punitive measures aiming to redirect behavior.
- Actions taken by participants that cause or warrant police involvement and/or illegal activities could result in being dismissed from the program.







## Program Outcomes for Each Participant

After much research, Children's Home leadership selected a personalized planning and outcomes development tool that will be personally guided by each participant. The Foster Club's Transition Toolkit (attached) meets federal guidelines. The premise is that up to ten areas of need will become part of each participant's plan, with guidance from trusted adults and step-by-step plans for action. The ten areas of focus include:

1. Finances and money management
2. Job and career
3. Life skills
4. Identity
5. Permanence
6. Education
7. Self-care and health
8. Housing
9. Transportation and community
10. Culture and social life.





## The Independence Project Pilot Phase Outcomes

- Hire and train a full-time dedicated Life Coach by July, 2024 (see attached job description).
- Establish legally binding lease agreements, including disciplinary policies by July, 2024, then test, improve, and document throughout.
- Establish safe housing for three young adults by July 2024 and an additional three young adults by October, 2024 to reduce homelessness among participants.
- Develop enrollment criteria by July, 2024; then test, improve, and document throughout.
- Develop a plan for wraparound services and community connections by July, 2024; then test, improve, and document throughout.
- Develop a plan to support transportation needs by August, 2024; then test, improve, and document throughout.
- Develop a plan to support participant mental and physical health by August, 2024; then test, improve, and document throughout.
- Develop a plan to support participant financial management success by August, 2024; then test, improve, and document throughout.
- Develop research and evaluation tools by October, 2024, then test; improve and evaluate throughout.
- Develop a plan for evaluation of Foster Club's Transition Toolkit by October 2024; then provide continuous improvement throughout.
- Develop a plan for trusted adult (mentor) training and engagement by January, 2025; then test, improve, and document throughout.
- Develop a plan for improved participant postsecondary educational and vocational training outcomes by November, 2024; then test, improve, and document throughout.
- Develop a plan for improved continuous participant employment outcomes by November, 2024; then test, improve, and document throughout.
- Develop a plan and incentives to keep participants engaged during program participation and also after they exit from The Independence Project by December, 2024; then test, improve, and document throughout.
- Develop a plan to research reducing the likelihood of future involvement in the foster care system for participants and their children by December 2024; then test, improve, and document throughout.
- Develop a plan to research enhancing a sense of empowerment, self-confidence, and resilience among participants; then test, improve, and document throughout.

- Develop a plan to evaluate participant personal connection to community and community resources including spiritual development and other wellness supports by December, 2024; then improve and document throughout.
- Develop a plan to review similar programs in other locations to share findings and improve outcomes by January, 2025.
- Evaluate Pilot Phase budget and make needed adjustments by December, 2024.
- Identify needed leadership and begin developing a plan and budget for expansion into Phases 2 and 3 by December, 2025.



## Timeline

2022	Trustees approve Strategic Plan
2023-2024	Leaders explore greatest needs
December, 2023	1025 Jameson Street house donated
January, 2024	Students develop idea concepts
February-June 2024	Leaders explore best practices and develop plan
June 4, 2024	Trustees approve The Independence Project
June, 2024	FosterClub's Transition Toolkit selected
June-October, 2024	501 West Essex Street apartments and 1025 Jameson Street house renovated
July, 2024	Life Coach hired
July, 2024	501 Independence Project Apartments open
October, 2024	1025 Independence Project House opens
June, 2024-2029	Pilot Phase evaluation, continuous improvement
December, 2025	Leaders begin plans for Phases 2 and 3



## The Independence Project Pilot Phase Budget



Income	2024	2025	2026	2027	2028	Total
Philanthropic Support Needed	\$1,004,435					\$1,004,435
Children's Home Foundation	\$174,560					\$174,560
Donated House	\$100,000					\$100,000
<b>Total Income</b>	<b>\$1,278,995</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,278,995</b>
Program Expenses (Philanthropic Support Needed)	2024	2025	2026	2027	2028	Total
Life Coach	\$42,935	\$88,445	\$91,098	\$93,831	\$96,646	\$412,955
First Car Initiative	\$12,000	\$24,000	\$24,000	\$24,000	\$24,000	\$108,000
Legal Costs	\$10,000	\$3,000	\$3,000	\$3,000	\$3,000	\$22,000
Administrative Oversight	\$8,735	\$17,994	\$18,534	\$19,090	\$19,662	\$84,015
Therapeutic Counseling	\$7,741	\$15,946	\$16,424	\$16,917	\$17,424	\$74,452
Maintenance Staff	\$5,812	\$5,986	\$6,165	\$6,350	\$6,541	\$30,854
Transportation Fund	\$5,400	\$11,124	\$11,458	\$11,801	\$12,155	\$51,938
Education Fund	\$5,000	\$10,000	\$10,000	\$10,000	\$10,000	\$45,000
Evaluation and Research	\$5,000	\$5,500	\$6,000	\$7,000	\$8,000	\$31,500
Utilities	\$4,800	\$9,888	\$10,185	\$10,490	\$10,805	\$46,168
Maintenance and Repair	\$3,600	\$7,416	\$7,638	\$7,868	\$8,104	\$34,626
Participant Healthcare Costs	\$2,500	\$5,000	\$5,000	\$5,000	\$5,000	\$22,500
Insurance - Property	\$2,000	\$2,060	\$2,122	\$2,185	\$2,251	\$10,618
Insurance - Auto	\$500	\$1,030	\$1,061	\$1,093	\$1,126	\$4,810
Program Expansion Costs					\$25,000	\$25,000
<b>Total Program Expenses</b>	<b>\$116,022</b>	<b>\$207,389</b>	<b>\$212,685</b>	<b>\$218,625</b>	<b>\$249,714</b>	<b>\$1,004,435</b>
Startup Expenses* (To be Paid by Children's Home Foundation)	2024	2025	2026	2027	2028	Total
Independence Apartments Building Roof	\$78,660					\$78,660
Independence House Remodel	\$40,000					\$40,000
Furnishings/ Appliances	\$17,000					\$17,000
Independence Apartments Furnace/AC	\$16,600					\$16,600
Independence Apartments Remodel	\$13,800					\$13,800
Independence House Furnace/AC	\$8,500					\$8,500
<b>Total Startup Expenses</b>	<b>\$174,560</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$174,560</b>
*Donated house not included as expense.						
<b>Total Independence Project Budget</b>	<b>\$290,582</b>	<b>\$207,389</b>	<b>\$212,685</b>	<b>\$218,625</b>	<b>\$249,714</b>	<b>\$1,178,995</b>







## Pilot Phase Budget Narrative

The total cost of **The Independence Project** Pilot Phase is \$1,178,995 (which does not include the donated house valued at \$100,000). New philanthropic support of \$1,004,435 is needed. The budget includes program and startup expenses through 2025.

**Program expenses** From 2024 through 2028 will total \$1,004,435. The greatest cost each year will be for staff salaries, primarily for the Life Coach who will guide the young adults through their steps in independent living and also further develop the program. The Children's Home on-site psychological counselors will also apportion some of their time to the participants of **The Independence Project**. Other employees who are already on staff, (residential services, administration, and maintenance) will dedicate a portion of their time to **The Independence Project**. Since transportation is key to achieving independence, employment and education, the Children's Home will help pay for public transportation and offer some matching funds for each participant to purchase a vehicle. The Children's Home will serve as landlord to the Independence House and 501 Independence Apartments and will be responsible for the maintenance and repair of the buildings, grounds, and living quarters. Research, evaluation and continuous improvement will be cornerstones of the Pilot Project. Evaluation plans also include programming to maintain communications with participants after they leave from **The Independence Project**.

**Startup expenses** include costs for a building renovation to be supported by the Children's Home Foundation. This includes a donated house at 1025 Jameson Street adjacent to the Children's Home properties. This house, called 1025 Independence House, is being renovated to open in October, 2024, and will accommodate three participants. Two apartments for three participants in a building at 501 Essex Street (that the Children's Home already owns) should be open in July, 2024, and will be called the 501 Independence Apartments. Renovations and other startup costs total \$174,560 (does not include donated house valued at \$100,000) and will be incurred in 2024. The Indiana United Methodist Children's Home Foundation will issue grants to the Children's Home to cover these startup expenses.

Because the young adults in the program will no longer be a part of the child welfare system, none of the startup or program expenses of **The Independence Project** will be covered by government funding. The Children's Home must find philanthropic support for **The Independence Project** Pilot Phase. The Children's Home Foundation difference will be able to support and sustain the project after the pilot phase is completed even as we scale the project up to serve more participants.





## Conclusion

The task of helping youth heal from trauma-filled backgrounds is vital. We know that the consequence of not offering alternatives to further DCS involvement will mean that more young adults will face homelessness and feed the foster-care system with more children who will repeat the cycle.

We are determined to build a program that will assist youth as they transition, while also giving them a sense of independence, and the best chance to succeed.





## Responses to Your Questions

### ***Does the Children's Home have statistics that demonstrate the success of this program in helping those children in its care that have been neglected, abused or traumatized?***

Through our faith-based services, many of our students learn about God's love and forgiveness for the first time while on our campus. Since 2021, 17 students were baptized. Last year we served 88 students and 20 percent learned the satisfaction and increased confidence from working in part-time community employment. Many of the benefits of our care are difficult to enumerate, like feeling safe at night, feeling food secure, learning social skills like small talk and introduction skills, improving mental health through regular counseling, learning how to develop healthy family relationships, and how to advocate for yourself. Our students would tell you about the fun they are having this summer with new cooking skills, swimming at the local pool, hiking and camping at parks, going to the theater and zoo, and the excitement of ordering off a menu at a fancy restaurant. Read about them on the last page of this document.

### ***Do all students in the Children's Home graduate from high school?***

When they are placed with us by county courts or the Department of Child Services (DCS), many of our students who are ages 14 to 18 are three to four grades behind their peers. There are many reasons for this poor achievement, including lack of housing consistency, poor motivation, and behavioral challenges. Some confess they were told by adults they are too dumb to do well in school. We help them catch up with our small class sizes, special tutoring, and behavioral and self-confidence support. Our safe campus, counseling supports, and the consistency of our behavioral Teaching Family model helps our students improve behavior and feel hope that they can succeed. Some of our students are so far behind, achieving a high-school diploma is not possible. Those students are supported in study for a high-school-equivalency exam, and most pass. We have celebrated 33 students in commencement ceremonies since 2021. The DCS and county courts often remove our students from our care so students can then live with family or go to a new foster placement so they don't have a chance to graduate from our school. All credits earned at our accredited school transfer to other Indiana schools. Postsecondary scholarships from the Children's Home Foundation are available to all Children's Home alumni, and 27 have been awarded since 2021. One of our recent graduates entered military service.

***What are the sources of revenue that make up the "program services" revenue of \$3.1MM? Is it all government funding?***

Total revenue for the Children's Home in 2024 is budgeted to be \$11,313,750. Of this, 98 percent is expected to come from State of Indiana funding, granted for program services each day per student. Costs for spiritual development, extras that make our care special, and any unexpected needs come from private foundation grants and direct donations from individuals, churches, civic organizations, businesses, and through individual wills and estates.

***Is there a proposed budget for the Independence Project?***

The five-year Pilot Project budget is \$1,178,995. Please see proposed budget in the attached proposal.

***Is there a 3- or 5-year projection of number of clients that could be helped?***

We plan to help about eight participants each year during our Pilot Project. We will serve three participants at a time in our 1301 Independence House and three participants at a time in our 501 Independence Apartments. The time young adults will participate in The Independence Project will vary, depending on the supports they need and the length of time it takes for them to meet their goals. Participants enrolled in postsecondary education will likely stay for longer periods of time. We believe we could serve as many as 40 young adults in the first five years. **But even more exciting is the opportunity to help shape a larger and more sustainable project with our findings from the Pilot Phase.**

***With an endowment of \$71MM, do they really need our money?***

The Foundation's audited financial statements for the fiscal year ending December 31, 2023, show assets of \$69,789,232, of which \$2,605,879 in assets are restricted. The Foundation's only mission is to support the Children's Home in serving Indiana's children and families. The difference between what government state pays and the cost of the extras that make our campus special (like religious services) are supported by the Foundation. Sometimes, (especially during the pandemic) the Foundation steps in when there are unexpected budget shortfalls. In 2023, grants from the Children's Home Foundation to support the Children's Home totaled \$1,678,023.

The Independence Project is different from our traditional care, because the young adults we will serve in independent living will have “aged out” of the state child welfare system and the State of Indiana will not reimburse the Children’s Home for expenses. **This is our first innovation of a major service program that requires 100 percent private support.** Our plans are to expand The Independence Project to serve more young adults in need, and that goal will require additional philanthropic support.

**We believe helping establish this new service with your generosity, you may inspire others to step up during Phases 2 and 3.**

**Our strong financial position ensures The Independence Project will be sustained, which makes your participation in our Pilot Phase a strong financial investment in the future of Indiana young adults.**

***Thank you for your consideration!***







## Children's Home Student Stories

### Meet Anna

Anna's life had reached a breaking point. She survived a childhood surrounded by drug use and domestic violence before her grandmother took her in. Being surrounded by her grandmother's love didn't keep her from making several bad choices of her own, and a judge referred her to stay at the Children's Home.

She appeared before the judge again not long ago, confidently asserting, "I am not the same person I was eight months ago." The judge confirmed that Anna had accomplished every requirement and goal set by the court before issuing an immediate discharge date.

When she arrived, Anna had already earned her high-school diploma, so we encouraged her to prepare for her independent life after leaving the Children's Home and use the programs and services of our Independent Living Learning Lab. She quickly decided she wanted to become a Certified Nursing Assistant and loves her new job helping seniors in a local care facility.

"The Teaching-Family model, coupled with the Lab, made a difference in Anna's trajectory," recalled Case Manager Stacy Youngblood. "Our Family Teachers and Lab staff helped her realize she was suited for a job helping people. Seeing that she had a servant's heart after all the negative experiences in her young life was amazing."

### Meet Luke

"When I came to the Home, last year, I felt I was on a dead end. I had no plans for the future. The greatest thing the Home did for me was to help me find a way forward," Luke was preparing to leave our Home in January, headed for a college dorm.

"I give the credit to God, but also to Pastor Perry [*our spiritual life leader*] and all the staff at the Home. This is the first time in a long time that I am excited about my future. Although I do not have much family support, I have support from the Home's staff and some outside services that also help me. One of the things a Home staff member said to me was 'You are not alone' and that meant so much to me."

Abused by his biological parents, Luke was placed in foster care at age 4, adopted at age 12, then found himself kicked back into foster care. He even slept in a homeless shelter for some time. You can understand why his mental-health challenges led to aggressive behavior and self-harm, like experimenting with drugs and alcohol.

Through God's grace, the DCS sent Luke to us. Having found a safe and loving home, he excelled, learning skills like budgeting, how to apply for college, and interviewing for jobs to help him prepare for independence. A job in the community strengthened his self-confidence. Now Luke has been admitted to college so he can pursue a bachelor's degree.

Pastor Perry told us, "Luke is a young man who has a passion for serving others. A few months ago, he rededicated his life to Christ. He never missed a Wednesday-evening worship service at Gress Chapel. At the end of his stay, he asked me if he could preach. He wrote a message that was very inspirational to our other students." Pastor Perry then grinned and added, "Luke said he would like to be the next Spiritual Life Leader at the Home."

The Home celebrated Luke's departure with a send-off party and all sorts of things he had no idea were necessary. "When I moved into the dorm, I had everything I needed and felt like I fit right in," he recalled. "I want to thank the Children's Home for helping me define my future. I can't wait to see what God has in store for me."

## **Meet Kylie**

Heartbreaking abuse in Kylie's family led to her placement with a foster family. Not surprisingly, she acted out and displayed aggressive behavior toward that family and her peers, so her social worker placed her at the Children's Home.

Spend time with Kylie today, and you'll immediately be impressed with her lively spirit and outgoing personality. In one of her first conversations with her therapist, she said people treated her like she wasn't worthy or valued. A year later, there's a marked change in her attitude and sense of self-worth. "After being at the Home for awhile, I feel like I am part of a family, which is a new feeling for me," Kylie tells us. "The other seven girls I live with are like sisters and the Family Teachers treat me like good parents should." She's making straight A in all of her classes at our James E. Davis School. Proud of her progress, Kylie's confidence has grown. She continues to work on anger-management techniques, coping strategies, and self control. In addition to continued therapy, her Family Teachers help her strengthen her social and emotional development skills with every interaction.

Having found the guidance and support she so desperately craved, Kylie's focus has shifted from daily survival to envisioning a brighter future: "I would like to go to college but I'm not sure what I will major in," she says. "I feel better about myself and where I am heading."

Her journey benefits other students, too. "When kids first come to the Children's Home, I tell them to go with the flow," Kylie explains. "I tell them to be yourself and respect the staff. The Family Teachers are just trying to help you and they want you to feel better when you leave the Home."



Indiana United Methodist  
Children's Home  
*Hope Has A Home*

INDIANA UNITED METHODIST CHILDREN'S HOME  
STRATEGIC DIRECTION  
April 19, 2022

Richard A. Lapinski, M.S.  
*Executive Director/CEO*  
Indiana United Methodist Children's Home  
515 W. Camp Street  
Lebanon, IN 46052  
765-482-5900  
richl@iumch.org  
www.iumch.org

## VISION, MISSION, AND VALUES

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### Our Vision

To enrich the quality of life for children, youth and families through Christian values.

### Our Mission

The Indiana United Methodist Children's Home provides the best opportunities for children and youth to thrive and to achieve permanency in a stable and loving environment.

### Our Values

- **Compassion.** We serve with a caring and loving spirit, regardless of faith and/or culture.
- **Connection.** We foster loving relationships with those we serve and with our generous donors of all faiths. We seek partnerships in the community and State to further our mission.
- **Diversity and Inclusion.** We create an environment where everyone is valued, respected, and included.
- **Education.** We focus on social skills and also on career and life preparation through high school and post-secondary completion which leads to independence.
- **Excellence.** We continually improve our services to children, youth and families, utilizing evidence-based treatment through the teaching-family model.
- **Family.** We believe that teaching and modeling healthy family-style relationships is essential to the development of social, relational, and interpersonal skills to create strong families and citizens.
- **Respect.** We embrace all people, treat them with dignity and love, honor confidentiality, and separate the person from the action.
- **Safety.** We ensure that everyone feels secure and is physically and emotionally safe.
- **Spiritual Development.** Using Christian values, we promote each person's search for sacred meaning on the journey to healing and self-directed, positive choices.

# INTRODUCTION

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The Strategic Planning Committee (membership listed in appendix) met six times since July 2021 and engaged the Board of Trustees in a retreat focused on the strategic direction of the Indiana United Methodist Children’s Home (IUMCH). As a result of this work, the Strategic Planning Committee strongly recommends that IUMCH diversify its programs and services to meet the needs of children and youth across the continuum of care. The focus on diversification does not diminish IUMCH’s Indiana Department of Child Services licensure or work within the *Family First Prevention Services Act (FFPSA)*. Yet it acknowledges the importance of a diversified revenue stream and our missional imperative to meet a current need of the children, youth and families we serve to provide outreach to children and youth across the broader system of care.

The Strategic Planning Committee also recommends an assessment of this direction in six months to review of the length of stay and outcomes of the children and youth served by IUMCH in the residential setting and progress toward diversification of programs.

# STRATEGIC IMPERATIVES

---

1. Achieve the **best possible outcomes** for children and youth served by IUMCH in a residential setting.
  - a. Define our desired objectives and corresponding outcome-based metrics to be utilized in decision-making and match staffing levels, training and support to the desired outcomes.
  - b. Develop educational curricular offerings for the changing academic needs of children and youth served and articulate the value proposition of educational attainment.
  - c. Research and integrate ACEs (adverse childhood experiences) with the teaching-family model.
  - d. Explore the creation of a coalition of similar institutions to educate Federal and State policy makers regarding the positive outcomes for children and youth in a congregate care setting.
  - e. Demonstrate the correlation between placement length of stay and outcomes of youth placement at IUMCH. Include non-traditional and incremental outcomes like high school credits earned, baptisms, successful community job placement, behavioral/social improvements etc.

2. Identify additional greatest needs for programs and/or targeted populations to **diversify services and funding streams.**
  - a. Assess ability to serve the populations in a residential setting but not included in FFPSA.
    - i. Young adults ages 18 – 22 who are working on their independent living.
    - ii. Pregnant and parenting teens.
    - iii. Those impacted by human trafficking.
    - iv. Mothers with children living in a residential setting while mothers receive treatment for substance use disorder.
  - b. Explore services in addition to residential, open-campus family-style group homes, including:
    - i. Creating a workforce development program to include vocational education and preparation to meet the employment needs of local distribution centers or other high demand jobs.
    - ii. Becoming a Licensed Child Placing Agency (LCPA) to create and manage foster homes.
    - iii. Converting one or more residential homes to professional foster care homes and/ or independent living units.
    - iv. Expanding into prevention for family preservation by taking the teaching-family model to families in a non-residential setting.
  
3. Define and implement a **sustainable financial model.**
  - a. Analyze the financial implications of proposed changes to children and youth served and/or new services offered.
  - b. Quantify the level of philanthropic support required to support a changing financial model.
  - c. Utilize the \$3M fund to be creative and support the development of new strategies and explore other planning grant opportunities.

## APPENDIX

### Strategic Planning Committee

1. David J. DeStefano, MA, Chief of Strategy, Kids Central, Inc.
2. Jill Dunn, Ret. CEO/President of Bona Vista Programs
3. Jim Engledow, Foundation Board Member
4. Dan Evans, Strategic Planning Chair, Board Member
5. Jim Evans, Director of Residential Services
6. Rev. Jim Gentry, Board President
7. Christy Huston, Foundation Executive Director
8. Rich Lapinski, Executive Director/CEO
9. Edna May, Board Member
10. Aaron Spencer, Financial Manager
11. Jim Stuart, School Principal
12. Bill Todd, Board Member

Advisor to the Strategic Planning Committee: Matthew C. Aalsma, PhD, HSPP, Professor of Pediatrics, Indiana University School of Medicine

Presenter to the Strategic Planning Committee: Lisette A. Burton, J.D., Chief Policy and Practice Advisor, American Association of Children's Residential Centers

### Potential Partners in Strategy

1. Independent Living for Individuals with Developmental/Intellectual Disabilities (ILADD)
2. Indiana Association of Resources and Child Advocacy (IARCA)
3. Indiana Department of Education (DOE)
4. Indiana Housing and Community Development Authority (IHCDA)
5. Ivy Tech Community College of Indiana (Ivy Tech)
6. Lumina Foundation
7. Sagamore Institute
8. National *Sound the Alarm for Kids* Campaign
9. United Women in Faith
10. Methodist churches
11. Faith-based organizations that serve foster and adoptive families



# 2023 INDIANA PROFILE

## TRANSITION-AGE YOUTH IN FOSTER CARE

The transition from adolescence to adulthood is a pivotal developmental stage as young people learn the skills needed to be healthy and productive adults. This process can be complicated for youth with foster care experience. Here's what we know about the experiences of these youth in Indiana.

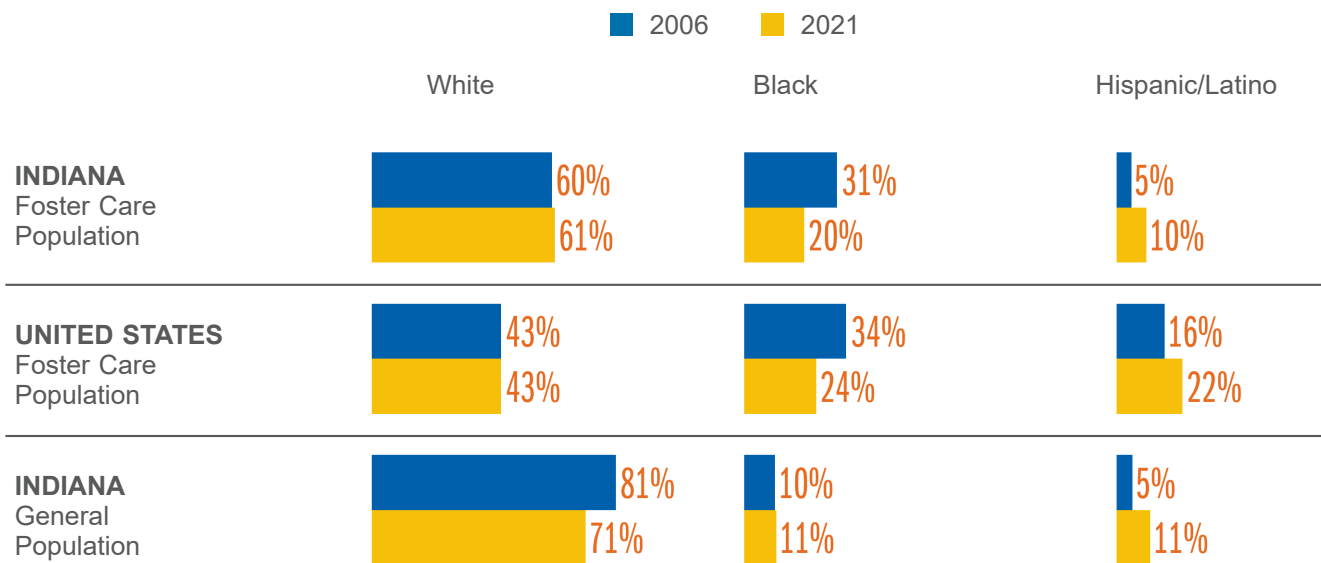


**147,143 or 24%**  
of United States' foster care population was ages 14+ in 2021  
Down from **34%** in 2006



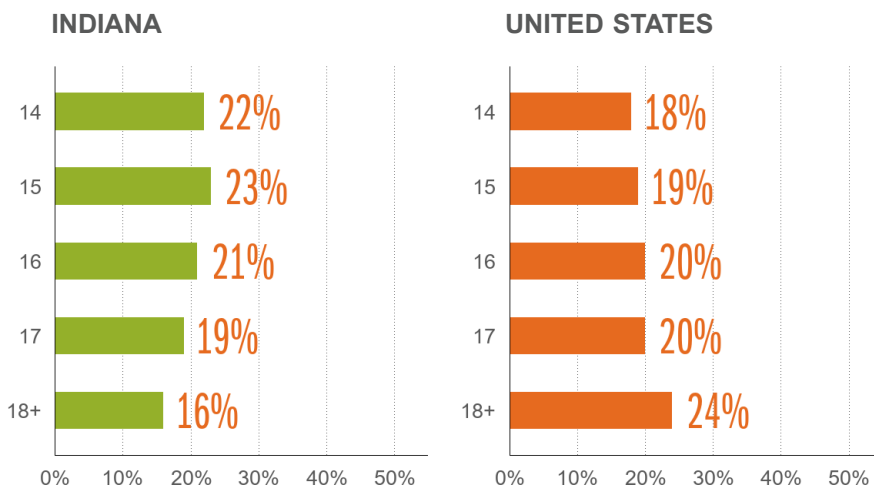
**4,155 or 19%**  
of Indiana's foster care population was ages 14+ in 2021  
Down from **27%** in 2006

### Youth in Foster Care by Race/Ethnicity

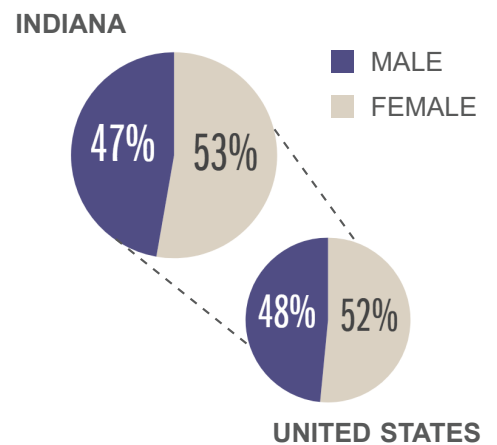


Above charts are based on the three largest racial and ethnic groups in this state in foster care. For additional data, please visit the KIDS COUNT Data Center, <https://datacenter.kidscount.org>. Additional detail on all data in the state profiles can be found in *Fostering Youth Transitions: Source Notes*.

### Youth in Foster Care by Age, 2021



### Youth in Foster Care by Sex\*

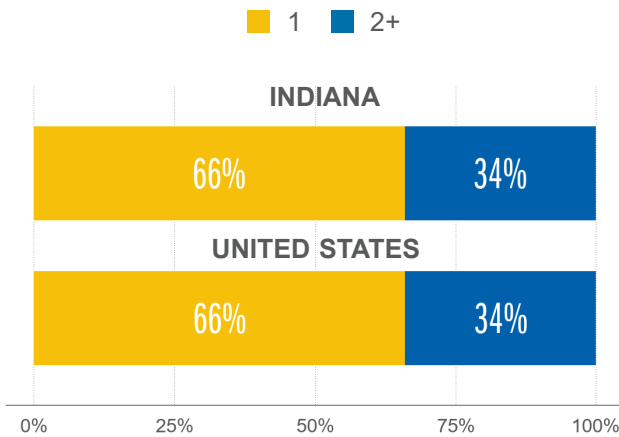


\*Sex is based on gender at birth.

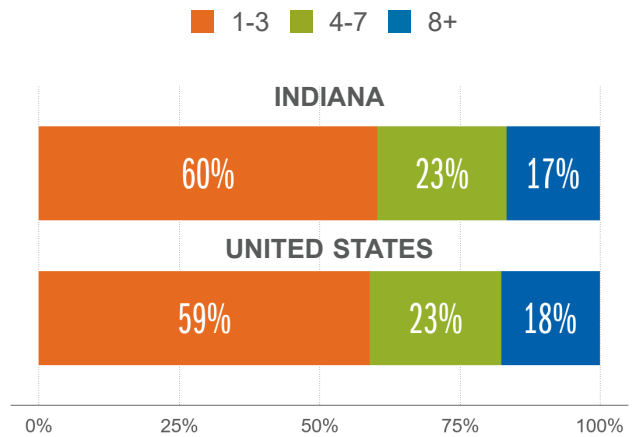


Removing a child from home to a foster care placement is reported as an episode. Multiple episodes — and placement changes during an episode — can lead to poor outcomes for youth.

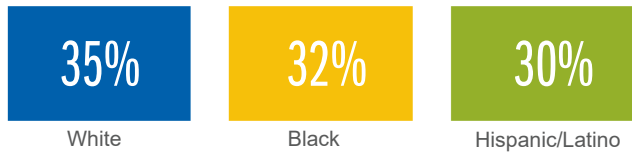
### Number of Episodes in Foster Care, 2021



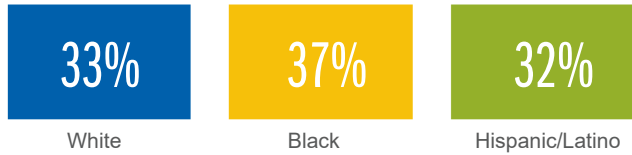
### Number of Placements During Most Recent Foster Care Episode, 2021



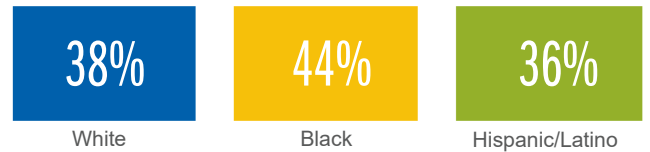
#### INDIANA 2+ Foster Care Episodes



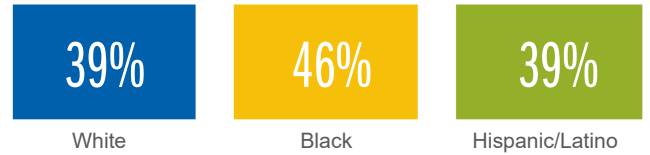
#### UNITED STATES 2+ Foster Care Episodes



#### INDIANA 4+ Foster Care Placements

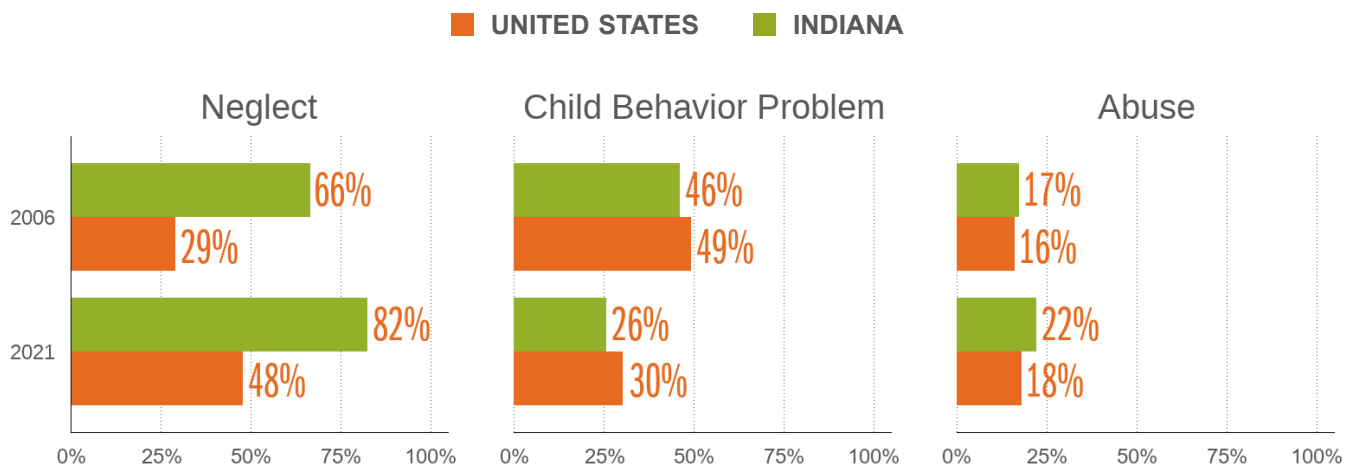


#### UNITED STATES 4+ Foster Care Placements



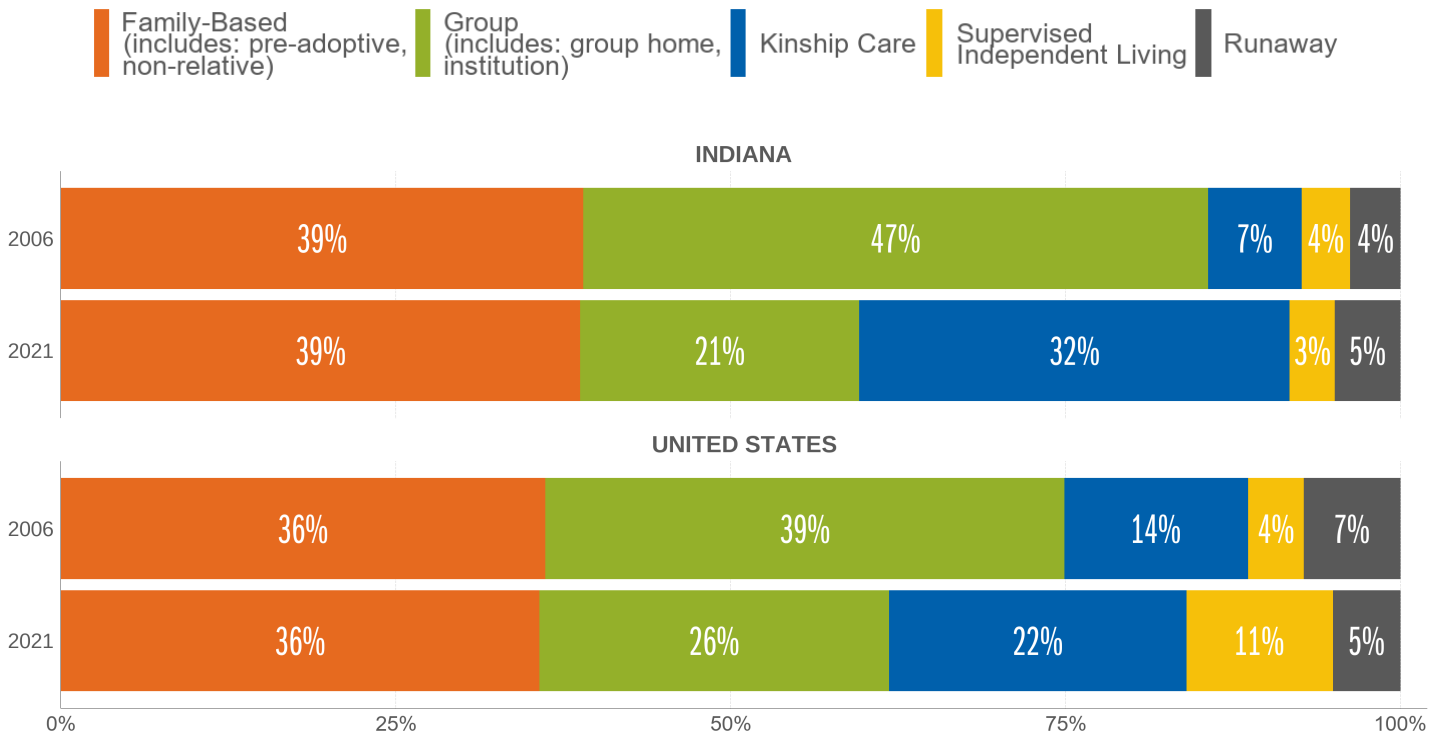
Percentage of young people in each racial/ethnic group who have experienced multiple foster care episodes and placements.

### Entry Reasons\*



\*A young person may have more than one entry reason. The entry reason "Abuse" combines data on physical and sexual abuse.

## Placement Type



Due to spacing, labels are not shown for data smaller than 3%. Please refer to *Fostering Youth Transitions: Data Tables* for detail.

## Exit Reasons

Many young people who leave foster care without permanent, legal connections to family or caregivers are exposed to risks including homelessness and economic instability.

PERMANENCE EMANCIPATION/AGING OUT (NON-PERMANENCE) OTHER

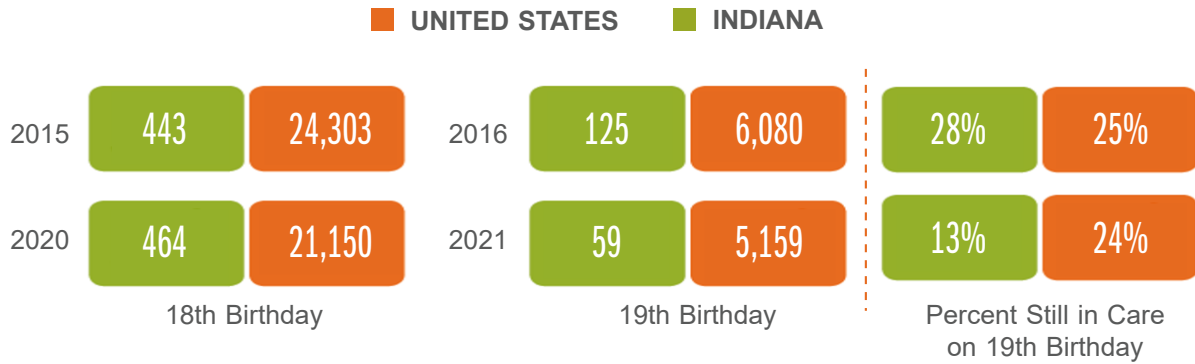


The above charts represent young people ages 16+ who exited foster care in 2021. Due to rounding, some charts may not equal 100 percent. Permanence includes adoption, reunification with birth families, living with a relative and guardianship. When fewer than 10 young people are reported in data, this brief uses N.A. Please see Source Notes for additional detail.

## Extended Foster Care

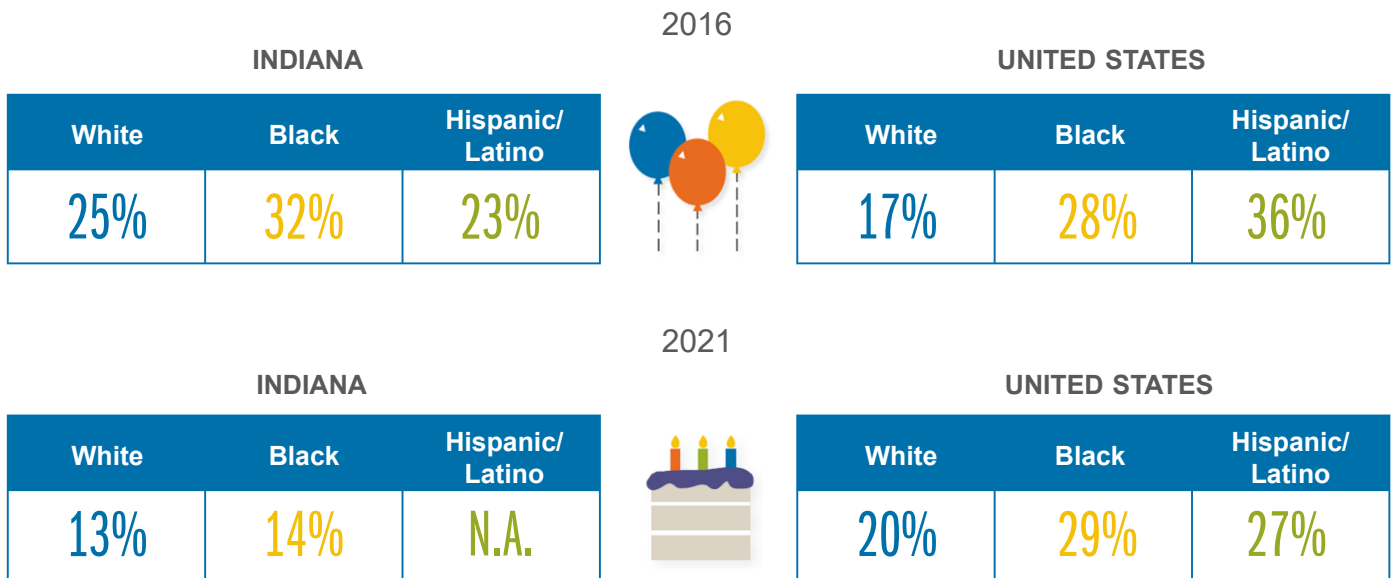
Nearly all states allow young people to stay in foster care between the ages of 18 and 21. Young people who spend time in extended foster care experience better outcomes than those who age out and live on their own. The benefits of extended foster care can include stability for young people while they finish school or find employment.

### Young People in Foster Care on Their 18th and 19th Birthdays



This table represents the number of young people in foster care on their 18th birthday and the number and percent still in foster care on their 19th birthday. When fewer than 10 young people are reported in data, this brief uses N.A. When no young people are reported in the data, this brief uses zero.

### Young People in Foster Care on Their 19th Birthday, by Race



When fewer than 10 young people are reported in data, this brief uses N.A. Please see Source Notes for additional detail.

## Transition Services

Transition services, such as vocational training and housing assistance, are designed to help young people with foster care experience transition to adulthood. Participation in federally funded transition services provides a window into how well young people are being equipped for employment, education and housing.



**210,539 or 47%**

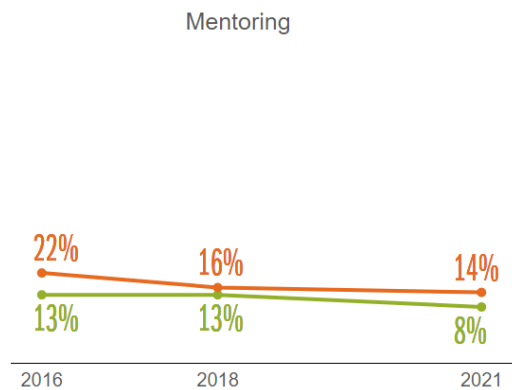
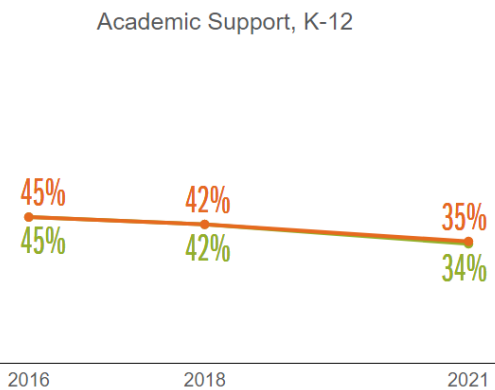
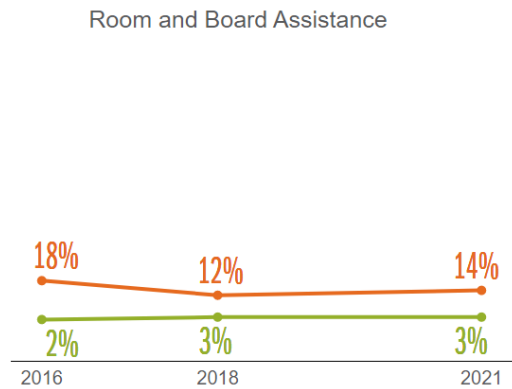
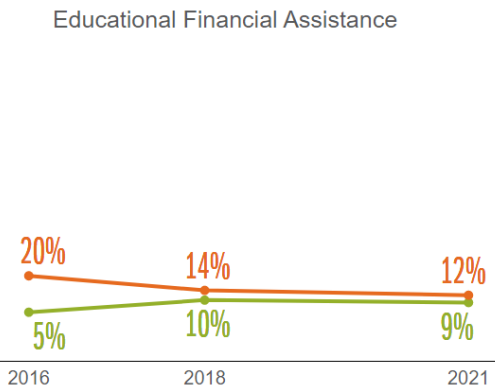
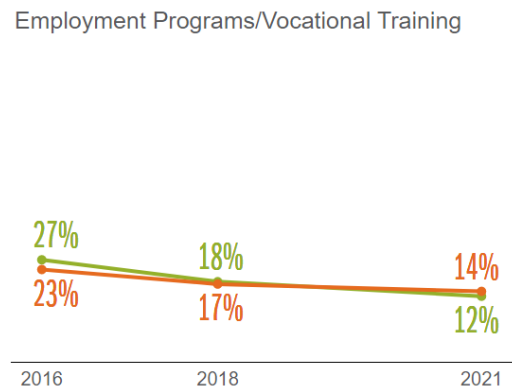
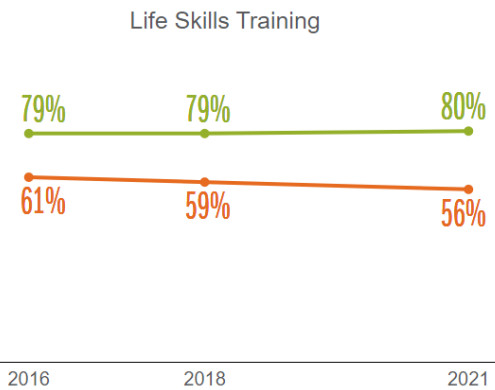
of the United States' foster care population received a service at any point between ages 14-21\*



**4,885 or 34%**

of Indiana's foster care population received a service at any point between ages 14-21\*

■ UNITED STATES ■ INDIANA



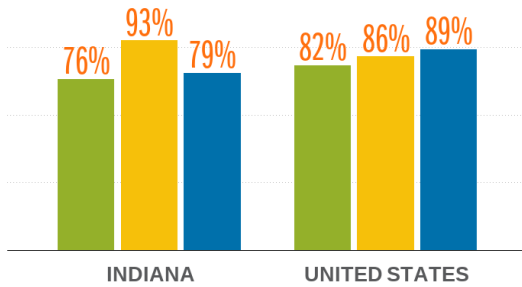
\*This is calculated using data from FY 2013-2021.

## Young Adult Outcomes by Age 21\*

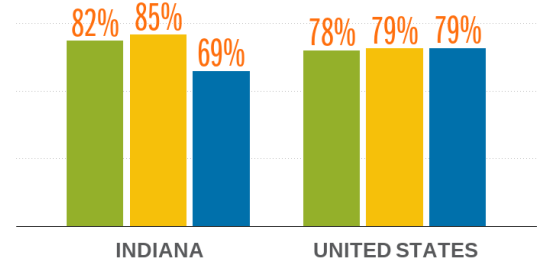
Research shows that young people who have experienced foster care have worse outcomes than their peers in the general population across a variety of service categories — from education and employment to housing and early parenthood. Examining data on these outcomes in Indiana is important in efforts to improve the practices, programs and policies that help ensure these young people have the relationships, resources and opportunities they need for well-being and success.

■ Age 21 in 2015 ■ Age 21 in 2018 ■ Age 21 in 2021

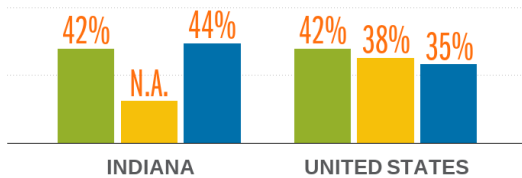
Health Insurance



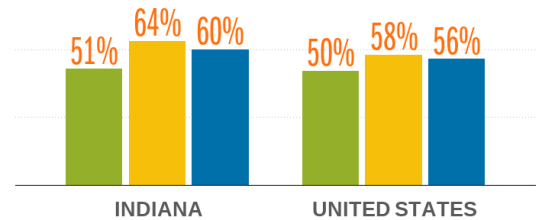
High School Diploma/GED+



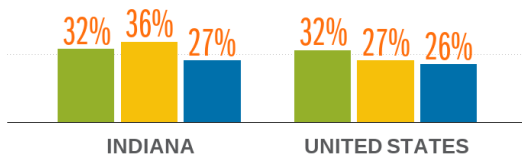
Incarceration



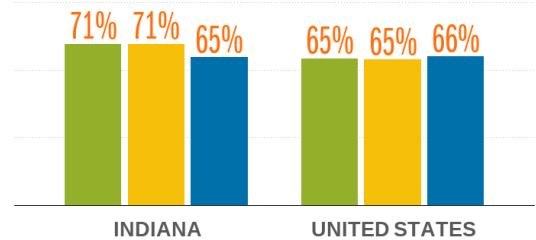
Employment (Part-Time or Full-Time)



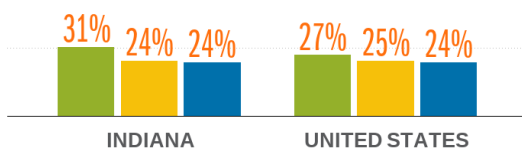
Young Parents



Stable Housing



Postsecondary Enrollment



\*Outcomes data are from surveys of three groups of young people who experienced foster care. The groups reached age 21 in 2015, 2018 and 2021. When fewer than 10 youth are reported in a category, N.A. is used. See *Fostering Youth Transitions: Source Notes* for additional detail. *Fostering Youth Transitions* data analysis was provided by Child Trends.



THE ANNIE E. CASEY FOUNDATION

[www.aecf.org](http://www.aecf.org)

## **Indiana United Methodist Children's Home and Foundation Leadership Team**

### **FOUNDATION BOARD OF DIRECTORS**

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David Charles – (Treasurer) - Retired Partner at Katz, Sapper & Miller

Keith Smith – (Secretary) - Chief Strategy Officer BSA Lifestructures

Brent Mosby – Partner Dinsmore & Shohl

Christy Huston – Executive Director of Foundation

### **IUMCH BOARD OF TRUSTEES**

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Robert Shea - Envelop Group

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Steve Wantz - Former Senior Vice President, Clarian Health Partners

Rev. Larry Whitehead – Executive Assistant to Bishop, Indiana Conference of the United Methodist Church

Rev. David Williamson – Senior Pastor, Zionsville United Methodist Church

**Rich Lapinski** is the Executive Director/CEO of Indiana United Methodist Children's Home (IUMCH) in Lebanon. Before coming to the Children's Home in 2010, he served as Executive Director of the Presbyterian Home for Children in Amarillo, Texas. In addition, he and his wife Stephanie were family teachers for five years at Father Flanagan's Boy's Town in Omaha, Nebraska. Previously, Rich worked in his family's construction business, building custom homes in the Chicago area.

In 2017, Rich received the Montrose Wolf Distinguished Contributions Award during the Teaching-Family Association Annual Conference held in Nashville, Tennessee. The award is given to individuals for their exceptional contributions in implementing the Teaching-Family Model.

In 2019, Rich served as President of the Teaching-Family Association (TFA). TFA is an international organization with accredited agencies in the United States, Canada, Australia, and New Zealand. TFA was founded in 1975 to provide a framework for the quality of care provided by service professionals who use the Teaching-Family Model in services for individuals, children, and families.

Rich also served three years on the Board of IARCCA – Indiana Association of Resources and Child Advocacy.

Under Rich's leadership at IUMCH, six new Teaching Family Model Homes have been constructed as well as a new state-of-the-art, on-grounds school.

Rich earned two degrees from Bellevue University in Omaha, Nebraska. He holds a bachelor's degree in human resources management and a master's degree in human services. He is also a veteran of the United States Navy, having served for three years as an Intelligence Specialist on the U.S.S. Enterprise. He and his wife reside in Cicero and have four sons and one daughter.

# YOU'RE A YOUNG PERSON IN TRANSIT FROM YOUTHDOM TO ADULTHOOD.

For most youth in foster care, these are uncertain times. Today more than ever, if you want to travel successfully (and safely) to life on your own, you need a plan for your trip. Welcome to FosterClub's Transition Toolkit, designed to help you and your team of adult supporters take inventory of your current assets, identify your resources, and map out a plan for the challenges after foster care. It's your life — so take control and let the journey begin!



# FosterClub's TRANSITION toolkit

[ in collaboration with [FosteringConnections.org](http://FosteringConnections.org) ]

a free tool for developing a youth-driven transition plan with a team approach



the national network for young people in foster care | [www.fosterclub.org](http://www.fosterclub.org)





## a message TO SUPPORTIVE ADULTS...

*Thank you for being a supportive adult for a young person transitioning from foster care. Your role is may be more important than you — or the youth — knows. Our experience at FosterClub tells us having committed and reliable supportive adults are the number one indicator of success for young person transitioning from foster care.*

*Strengthen your role by:*

- *Read the information in this toolkit and visit [www.fosterclub.org](http://www.fosterclub.org) for more tools to help youth prepare for life after foster care.*
- *Visit [www.fosteringconnections.org](http://www.fosteringconnections.org) to learn more about the Fostering Connections Act.*
- *Help the youth identify their strengths AND needs.*
- *Make it clear how you are willing to support the youth.*
- *Help keep the youth on track.*
- *Celebrate success.*
- *Remember that it's the youth's life — and it's their transition plan. Mentor away, but keep in mind that ultimately, they will be the ones living out the plan.*



## YOUNG PEOPLE WHO “AGE OUT” OF FOSTER CARE — OR TURN TOO OLD TO RECEIVE FOSTER CARE SERVICES — OFTEN FACE THE CHALLENGES OF ADULTHOOD WITHOUT MUCH SUPPORT.

Suddenly, a young person who ages out is confronted with a daunting number of adult decisions to make, from finding safe, affordable housing to setting up utilities to securing health insurance.

The fact is, most young adults in America rely on parents to help with some of this support into their late 20s. But as a young person in foster care, it’s quite possible that you aren’t able to rely on that type of parental support. So it becomes critical that you develop a good plan and prepare for adulthood, including accessing as many resources as possible that can improve your odds for success.

A transition planning tool, such as this FosterClub Transition Toolkit, can help you and the adults supporting you develop a comprehensive transition plan.

A recent federal law requires that all states, during the 90 day period before a youth leaves foster care at age 18, 19, 20 or 21, must develop a transition plan for the foster youth. The plan must be individual to the young person and developed with the young person. Among the issues to be addressed are specific options on housing, health insurance, education, local opportunities for mentors, and workforce supports and employment services.

The good part about this new law is that the Government states clearly that foster youth must be directly involved in their own transition plan. But 90 days to develop a plan for life? At FosterClub we believe that, as a young person in care, you owe it to yourself to get the facts and start working on your transition plans as early as you can. The sooner you can start, the more control you'll have. You've dreamed about the day you'll be on your own. Now with the FosterClub Transition Toolkit you can do something about it.

After all, it's your life. So, get ready — and take charge. This tool is designed for you by the members of FosterClub who have hands-on experience about transitioning. Be sure to visit us online at [www.fosterclub.org](http://www.fosterclub.org), where you'll find even more information, resources and support from your peers. Continue with us at FosterClub as you make the journey from your youth to adulthood and don't forget, we welcome your input anytime.

## more ABOUT THE FOSTERING CONNECTIONS TO SUCCESS AND INCREASED ADOPTIONS ACT OF 2008 LAW (Public Law 110-351)

The new Fostering Connections law made major improvements to programs and policies related to older youth in foster care. Some parts of the new law require that states make changes, while some parts of the law offers options for states to consider adding to their foster care programs.

Specifically, Fostering Connections provides new supports and services to promote permanency and the improved wellbeing of older youth in foster care. These include foster care, adoption, or guardianship assistance payments to children after the age of 18; a requirement that personal transition plans for youth aging out are developed within 90 days prior to youth exiting foster care; extending eligibility for Independent Living Program services to children adopted or placed in kinship guardianship at age 16 or older; and extending eligibility for education and training vouchers to children who exit foster care to kinship guardianship at age 16 or older (those adopted after age 16 were already eligible).

For those who want to know exactly what the new law has to say regarding transition plans for older youth, here you go:

Section 475(5) of the Social Security Act (42 U.S.C. 675) now reads in part:

“during the 90-day period immediately prior to the date on which the child will attain 18 years of age, or such greater age as the State may elect under paragraph (8)(B)(iii), whether during that period foster care maintenance payments are being made on the child's behalf or the child is receiving benefits or services under section 477, a caseworker on the staff of the State agency, and, as appropriate, other representatives of the child provide the child with assistance and support in developing a transition plan that is personalized at the direction of the child, includes specific options on housing, health insurance, education, local opportunities for mentors and continuing support services, and work force supports and employment services, and is as detailed as the child may elect.”



*For more information about the Fostering Connections law, visit The Fostering Connections Resource Center at [www.fosteringconnections.org](http://www.fosteringconnections.org). The Resource*

*Center serves as a library of child welfare information and resources to help states and tribes in their efforts to implement Fostering Connections.*




# WHAT'S a Transition PLAN?

A transition plan is an investment in the future – your future. It includes an overview of the skills, knowledge and resources you'll need to prepare for life on your own as a young adult. FosterClub's Transition Plan also provides a space to write down and keep track of all the resources that are available for you. In addition, the Plan reveals the secrets to setting clear goals custom designed for your life, along with step-by-step plans for achieving them.

The FosterClub Transition Toolkit puts you in the driver's seat. —It is designed BY young adults recently transitioned from foster care FOR young people beginning the journey. They think of the Toolkit as your map to adult life on your own. You're in charge. This Toolkit is your guide. It's time to take a big step towards the adventure of your life!

The FosterClub Transition Toolkit is built around ten different domains (or topics). Each one will be part of your transition plan.

- 
- Finances + money management
  - job + career \*
  - Life SKILLS
  - IDENTITY
  - permanence
  - education
  - SELF care + HEALTH \*
  - HOUSING \*
  - TRANSPORTATION
  - community, culture & social life \*

In this Toolkit, each of these domains is shown as a line on a subway map, see the next page. The “subway” map will give you a look at everything you'll need to plan for on your way to successful life on your own.

What will success look like? That's up to you to define!

\* Complete these items to comply with requirements of the Fostering Connections to Success and Increased Adoptions Act of 2008.

**WHERE TO START?** That's up to you. This map provides a quick overview of the ten different domains you'll want to check out. Just as a subway line contains many stops where you can get out and look around, each "domain line" contains several stops to explore. You'll notice assets and skills you'll want to pick up at each stop as you journey on your transition to adulthood.





FosterClub  
member Alex  
from Colorado

## WHAT'S MY ROLE?

This is your life. As you approach adulthood, you will have more and more control over decisions that affect you.

Your participation in the planning process is the best way to guarantee that your voice is heard and that the plan reflects what you want for your life.

If, at any time, you feel that you are not being provided with a voice or the support you need to create and carry out your transition plan, make sure you let someone know.

Don't miss any opportunities to speak in court or with a judge before you transition out of foster care, as the judge holds the real power to get you the resources and services you need. Your transition plan will most likely be reviewed by the court — so make sure you are there to answer any questions the judge might have and to speak up for what's important to you.

*You don't have to do it alone:*

## GET YOUR OWN PERSONAL GPS: a transition team

Planning for your transition to adulthood can be a little daunting. But don't worry — you can get your very own GPS system to guide you. By pulling together a team of people — called your Transition Team — you'll have access to guides who have already made the journey to adulthood. They can help show you the way and equip you with information, advice, access to resources. They can help you stay on track and will be by your side to celebrate as you achieve your goals.

Who will be on your Transition Team? Well, that's up to you. Your caseworker will certainly be involved, but you can help put your Transition Team together by identifying positive adults who have been supportive of you. Consider:

- Foster Parents or Guardians
- Teachers
- Coaches
- Mentors
- Church members or pastors
- Your CASA, Attorney or Guardian Ad Litem
- Employers
- Relatives

Remember — every successful adult has a team of supportive people behind them (just ask someone you know who's successful), so identify your team and be ready to accept some assistance along the way.



# IN THIS TOOLKIT...

## overview & detail maps

Use these maps to guide you in thinking about the things you'll need to think about as you map out your transition plan.

## transition planning worksheets

These transition planning templates are designed to help you create a plan. Each of the templates has four parts:

**What I Have.** These are the assets that you already possess that will help you with the transition to adulthood. Only list items in this section that you ALREADY have.

**Resources Available to Me.** Use this section to document resources that are available from your foster care agency or other community resource.

**This is My Plan.** What do you want to accomplish? Use this section to document your goals and the steps you will take to get there.

**Readiness Scale.** Work with your Transition Team to score your readiness within each domain. Read more on the following page.

# GET THE FASTPASS

The Transition Planning Worksheets in this toolkit are available online as a Microsoft Word document. You can type directly into the forms, which have fields that are expandable to accommodate longer answers.

Download at

[WWW.FOSTERCLUB.ORG](http://WWW.FOSTERCLUB.ORG)



## TIPS FOR transition planning...

### Keep your transition plan in a safe place.

Some of the information you document may be personal. Protect yourself from identity theft by keeping your information in a safe place.

### Ask for info and advice.

The adults in your life have already made the transition to adulthood. Make use of what they know... ask adults you respect for information and advice.

### Revisit & revise.

Creating a transition plan shouldn't be a one-time event. Make time to check your progress, see how your readiness improves, and update your goals at least every 6 months.

### Jump in and learn more!

Go to [www.fosterclub.org](http://www.fosterclub.org) to find resources for foster youth. Learn from your peers who are also making the transition from foster care to adulthood.



FosterClub  
member Jojo from  
California

## Tracking Your Progress

At the bottom of each Planning Worksheet is a “Readiness Scale.” You and your team can rate how ready you are on a scale from 1 (not ready at all) to 10 (completely ready) for each of the domains. Once you’ve completed a plan for all 10 domains, you can add up all of scores to get a total score.

By keeping track of your total score, you and your transition team (caseworker, foster parent, judge, CASA, attorney, review board, mentor, etc.) can measure your progress over time as you prepare for the transition from care.

You’ll notice there isn’t a chart that tells what your total score means, or whether or not you’re ready for the transition. There is not a “perfect” or “exceptional” score. Just because you have reached a specific score level, it doesn’t mean you are guaranteed a successful transition. Instead, this chart is to track your score over time to mark your improvement. A higher score shows your achievements, increases in scores show improvement. Your score is only part of the story of your readiness to make a successful transition to life on your own.

The planning worksheets may be used by any age teen in care or older, but it is expected that a 14-year old would not be able to (and should not be expected to) get many of the items listed on the worksheets.

A lack of points in one domain does not mean failure. It just means that it might be smart for you to get an advantage in another area. For example, if you lack readiness in the Transportation Domain, you may want to make sure you have established Permanence or Community Connections.

The use of the scoring system is completely optional (some young people like to use scores, others rather not). It is OK to use the planning tools without using the scoring system.

Talk with your Transition Team, set goals for yourself, and track your progress over time.

## GET STARTED!

On the following page, complete the top half of the Overview Worksheet. As you complete the other Planning Worksheets, you can log your Transition Readiness Scores on the Overview Worksheet.



# Transition Plan overview worksheet

<b>Youth Information</b>	First Name and Initial	Last Name	
	Case Number	Independent Living Provider or Case Manager	
	Date Plan Completed	Six month follow-up due	Projected emancipation date
	Birth date (mm/dd/yy)	Current age	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female

<b>Transition Domains</b> Indicate the domains included in this transition plan, along with the Readiness Score (optional)	Completed domains	Date of 1st score	Date of 2nd score	Date of 3rd score
	<input type="checkbox"/> Finances & Money Management <input type="checkbox"/> Education <input type="checkbox"/> Job & Career <input type="checkbox"/> Permanence <input type="checkbox"/> Life Skills <input type="checkbox"/> Community, Culture, & Social Life <input type="checkbox"/> Transportation <input type="checkbox"/> Identity <input type="checkbox"/> Housing <input type="checkbox"/> Self Care & Health <input type="checkbox"/> Other (please list):			
	Total Readiness Score:			

<b>Additional Plans</b>	Have other community partners crafted a plan on behalf of the youth? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, consider including as part of this transition plan in order to reduce redundant planning and improve agency collaboration in serving the youth:
	<input type="checkbox"/> Ansell-Casey Life Skills Plan ( <a href="http://www.caseylifeskills.org">www.caseylifeskills.org</a> ) <input type="checkbox"/> Individual Education Plan (IEP) <input type="checkbox"/> Person Centered Plan <input type="checkbox"/> Treatment Plan and Discharge Plan (D&A, Residential, Mental Health, etc.) <input type="checkbox"/> Voc Rehab/IPE (Individual Plan for Employment) <input type="checkbox"/> Development Disabilities Individual Support Plan (DD ISP) <input type="checkbox"/> Temporary Assistance to Needy Families (TANF/JOBS) <input type="checkbox"/> Workforce Investment Act (WIA) <input type="checkbox"/> Other (please list):

**Transition Team** Attach additional sheets as necessary

Name	Role	Phone Number	e-Mail
Name	Role	Phone Number	e-Mail
Name	Role	Phone Number	e-Mail

I participated in creating and approve of this Transition Plan. Youth's Signature:



*While planning for your financial future, think about these stops along the way ... check off each stop as you 'explore it' it by doing research, asking questions, and documenting information*

CHECKING ACCOUNT.

Getting one can be more difficult than you might think. Banks often require two pieces of official ID to open a new account. Open an account before you leave foster care. List the bank name for your account.

SAVING ACCOUNT.

Include accounts where youth has direct access to funds. List the bank name.

SOURCE OF INCOME

List income the youth receives (besides income from job). Social security, disability income, Chafee housing support may all be listed here. A separate sheet should be attached detailing the amount and frequency of the income, the duration that the youth will continue to receive money, and contact names and phone numbers to the agency/individual providing the support.

MONTHLY BUDGET

Will you have enough money coming in to pay the bills? A monthly budget outlines all of your expenses and helps you see exactly what you'll need to cover your living expenses.

CREDIT CHECKED

Do you know what your credit looks like? Has anyone stolen your identity and damaged your credit (it is not uncommon for foster youth to have had biological family members use their credit)?

BUILD YOUR MONEY MANAGEMENT SKILLS.

List any independent living courses relating to money management that the youth has taken. Also

list skills acquired in the home or at school. Skills might include credit, budgeting, balancing checkbooks/accounts, consumer skills, etc.

**SAVINGS FOR LEAVING FOSTER CARE**

Set a goal to save a specific amount of money by their emancipation date. Savings may be used to rent an apartment, for transportation, or as a slush fund for emergencies. List your current savings balance to gauge progress toward the savings goal.



**WHAT I HAVE** Looking for instructions? Download at [www.fosterclub.org](http://www.fosterclub.org)

Bank account status: <input type="checkbox"/> Checking account open <input type="checkbox"/> Savings Account open <input type="checkbox"/> Other:	Bank name:
--	------------

Savings for leaving foster care: Goal: \$                      Amount currently saved: \$	<input type="checkbox"/> Monthly budget created
--	---

Regular sources of income (description):	Monthly Amount
	\$
	\$
	\$

Demonstrated money management skills (list):	<input type="checkbox"/> Credit checked (for identity theft)
<input type="checkbox"/> Taxes <input type="checkbox"/> Banking <input type="checkbox"/> Saving/Investing	<input type="checkbox"/> Budgeting <input type="checkbox"/> Lending / Financing <input type="checkbox"/> Emergency money matters <input type="checkbox"/> Other: <input type="checkbox"/> Other: <input type="checkbox"/> Other:

**RESOURCES AVAILABLE TO ME** Find `em at [www.fosteringconnections.org](http://www.fosteringconnections.org)

Assistance type	Eligibility (what I need to qualify)	Who I contact (and how to apply)

**THIS IS MY PLAN** Get ideas about how to make a plan at [www.fosterclub.org](http://www.fosterclub.org)

Short term (1 year) goals	Steps & services (and who will help me)	Progress

Plan immediately after I leave foster care:

Long term goals (five years from now, my financial goal is):

**READINESS SCALE** Needs work   1   2   3   4   5   6   7   8   9   10 Prepared





*Explore these ideas as you build a plan to make housing happen...*



**WHAT I HAVE** Looking for instructions? Download at [www.fosterclub.org](http://www.fosterclub.org)

Where I live now:	Planned end date:
Housing after foster care (leave blank until arranged):	<input type="checkbox"/> Sample rental application completed
Rental <input type="checkbox"/> reference, or <input type="checkbox"/> co-signer Name:	Phone and/or email:
Back up plan (in case of emergency, this is where I'll go):	

**RESOURCES AVAILABLE TO ME** Find 'em at [www.fosteringconnections.org](http://www.fosteringconnections.org)

Assistance type	Eligibility (what I need to qualify)	Who I contact (and how to apply)

**THIS IS MY PLAN** Get ideas about how to make a plan at [www.fosterclub.org](http://www.fosterclub.org)

Short term (1 year) goals	Steps & services (and who will help me)	Progress

Plan immediately after I leave foster care:

Long term goals (five years from now, my housing goal is):

**READINESS SCALE** Needs work 1 2 3 4 5 6 7 8 9 10 Prepared



*During the transition to adulthood, surprises about the costs of health and self care often take young people by surprise. Plan for a safe journey!*

**HEALTH insurance**

Know what type of health insurance you have access to after you leave care. Find out what you need to do to maintain eligibility for health coverage. Research what it will cost if you have to pay for your own health care. List the Medical Insurance provider and the youth's identification or client number.

**HEALTH care PROVIDER**

List your most current doctor, even if you no longer have health insurance. Compile medical records if multiple doctors/providers have been used. Confirm that your immunizations are up-to-date. Complete a comprehensive exam before leaving foster care, if possible.

**mental HEALTH insurance**

Know what type of health insurance you have access to after you leave care. Find out what you need to do to maintain eligibility for health coverage. Research what it will cost if you have to pay for your own health care. List the Medical Insurance provider and the youth's identification or client number.

**mental HEALTH care PROVIDER**

List your most current doctor, even if you no longer have health insurance. Compile medical records if multiple doctors/providers have been used. Confirm that your immunizations are up-to-date.

- FIGURE OUT WHAT YOU'LL NEED**  
Identify ongoing need for physical health, mental health and substance abuse services (arranged comprehensive screenings, provided physical, dental and vision examinations, along with developmental and mental health screenings)
- PRESCRIPTIONS**  
Make a list of current prescriptions. Find out if health insurance will continue to cover the cost (and for how long). Determine what the prescriptions will cost if you have to pay for them on your own. Learn about the side effects of stopping prescriptions. Figure out how to keep prescriptions in a safe place.
- HEALTH SUPPORT**  
Identify supportive individuals who can help you stay healthy, including someone who would be willing to attend medical appointments and advise you in accessing resources.
- HEALTH EDUCATION**  
Prepare yourself with health education, including healthy sexual decision making, awareness of birth family's physical and mental health history, prevention and transmission of sexually transmitted diseases, effects of trauma, substance abuse issues, constructive methods for coping with stress, addressing social and relational problems, anxiety, depression and other mental health issues.

- Dental**  
Schedule a complete dental checkup and take care of any dental issues before leaving care, if possible. Identify a Dentist that you will continue to use and determine if coverage is available or what the cost will be if you have to pay
- Vision**  
Arrange a comprehensive vision examination, determine a plan for meeting future vision needs (like glasses or contact lenses)



**WHAT I HAVE** Looking for instructions? Download at [www.fosterclub.org](http://www.fosterclub.org)

Current <b>HEALTH</b> insurance coverage (name of company/plan):	Policy #:
--	-----------

Does current plan continue after leaving foster care?: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	Anticipated end date of coverage:
--	-----------------------------------

Current Primary Doctor:	Clinic or Hospital:	Phone #
-------------------------	---------------------	---------

Health issues:	Prescriptions:
----------------	----------------

Current <b>MENTAL HEALTH</b> insurance coverage (name of company/plan):	Policy #:
---	-----------

Does current plan continue after leaving foster care?: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	Anticipated end date of coverage:
--	-----------------------------------

Current Therapist:	Clinic or Hospital:	Phone #
--------------------	---------------------	---------

Mental health issues:	Prescriptions:
-----------------------	----------------

Current <b>DENTAL</b> insurance coverage (name of company/plan):	Policy #:
--	-----------

Does current plan continue after leaving foster care?: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	Anticipated end date of coverage:
--	-----------------------------------

Current Dentist:	Clinic or Hospital:	Phone #
------------------	---------------------	---------

Dental issues:	Prescriptions:
----------------	----------------

<b>VISION</b> needs:	Prescriptions:
----------------------	----------------

Health education:			
<input type="checkbox"/> Substance abuse	<input type="checkbox"/> Healthy relationships	<input type="checkbox"/> Fitness	<input type="checkbox"/> Other:
<input type="checkbox"/> Coping with stress	<input type="checkbox"/> Pregnancy prevention	<input type="checkbox"/> First Aid	<input type="checkbox"/> Other:
<input type="checkbox"/> Nutrition	<input type="checkbox"/> Prevention of STDs	<input type="checkbox"/> Health self-advocacy	<input type="checkbox"/> Other:

**RESOURCES AVAILABLE TO ME** Find 'em at [www.fosteringconnections.org](http://www.fosteringconnections.org)

Assistance type	Eligibility (what I need to qualify)	Who I contact (and how to apply)

Visit [www.fosteringconnections.org](http://www.fosteringconnections.org) for more federal and state information regarding the Fostering Connections to Success and Increased Adoptions Act



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**THIS IS MY PLAN**

Get ideas about how to make a plan at [www.fosterclub.org](http://www.fosterclub.org)

Short term (1 year) goals	Steps & services (and who will help me)	Progress

Plan immediately after I leave foster care:

Long term goals (five years from now, my health, mental health, vision and dental goal is):

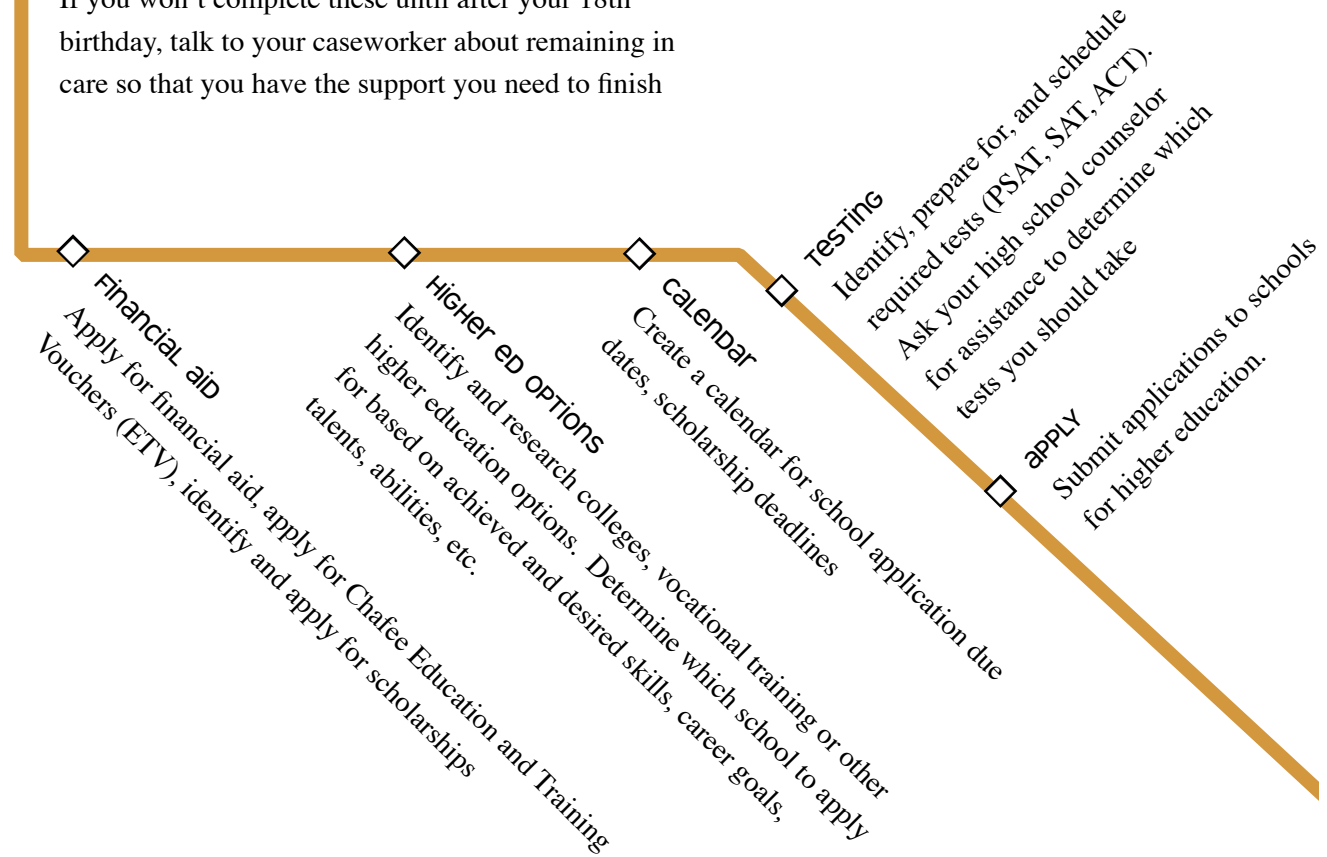
**READINESS SCALE**

Needs work 1 2 3 4 5 6 7 8 9 10 Prepared



*How will you ride the education line?*

- SCHOOL RECORDS**  
 Collect a copy of your school records. Make sure you have records from schools attend (middle and high school) if you had multiple moves
- SCHOOL CREDITS**  
 Evaluate current school credits and determine if you are on track to graduate (if you are behind, create plan to make up missed credits or advocate for credit recovery for classes missed due to moves)
- ii.e.P. = INDIVIDUALIZED EDUCATION PLAN**  
 If you have had an IEP, make sure you have a copy of your plan, understand the resources that are available to you, and find out how the plan might carry over to higher education
- FINISH HIGH SCHOOL**  
 Complete GED, high school or training program.  
 If you won't complete these until after your 18th birthday, talk to your caseworker about remaining in care so that you have the support you need to finish



**EDUCATIONAL HISTORY** Looking for instructions? Download at [www.fosterclub.org](http://www.fosterclub.org)

Current educational status: <input type="checkbox"/> Attending full time <input type="checkbox"/> Attending part time <input type="checkbox"/> Not attending			Last grade level completed:
Most recent school attended:			G.P.A.:
On track to earn: <input type="checkbox"/> Diploma <input type="checkbox"/> GED or modified diploma <input type="checkbox"/> Other:			Anticipated completion date:
Math Skills:	Reading Skills:	Writing Skills:	IEP?: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
Previous school:			Last grade level completed:
Previous school:			Last grade level completed:

**RESOURCES AVAILABLE TO ME** Find `em at [www.fosteringconnections.org](http://www.fosteringconnections.org)

Assistance type	Eligibility (what I need to qualify)	Who I contact (and how to apply)

**THIS IS MY PLAN** Get ideas about how to make a plan at [www.fosterclub.org](http://www.fosterclub.org)

Short term (1 year) goals	Steps & services (and who will help me)	Progress

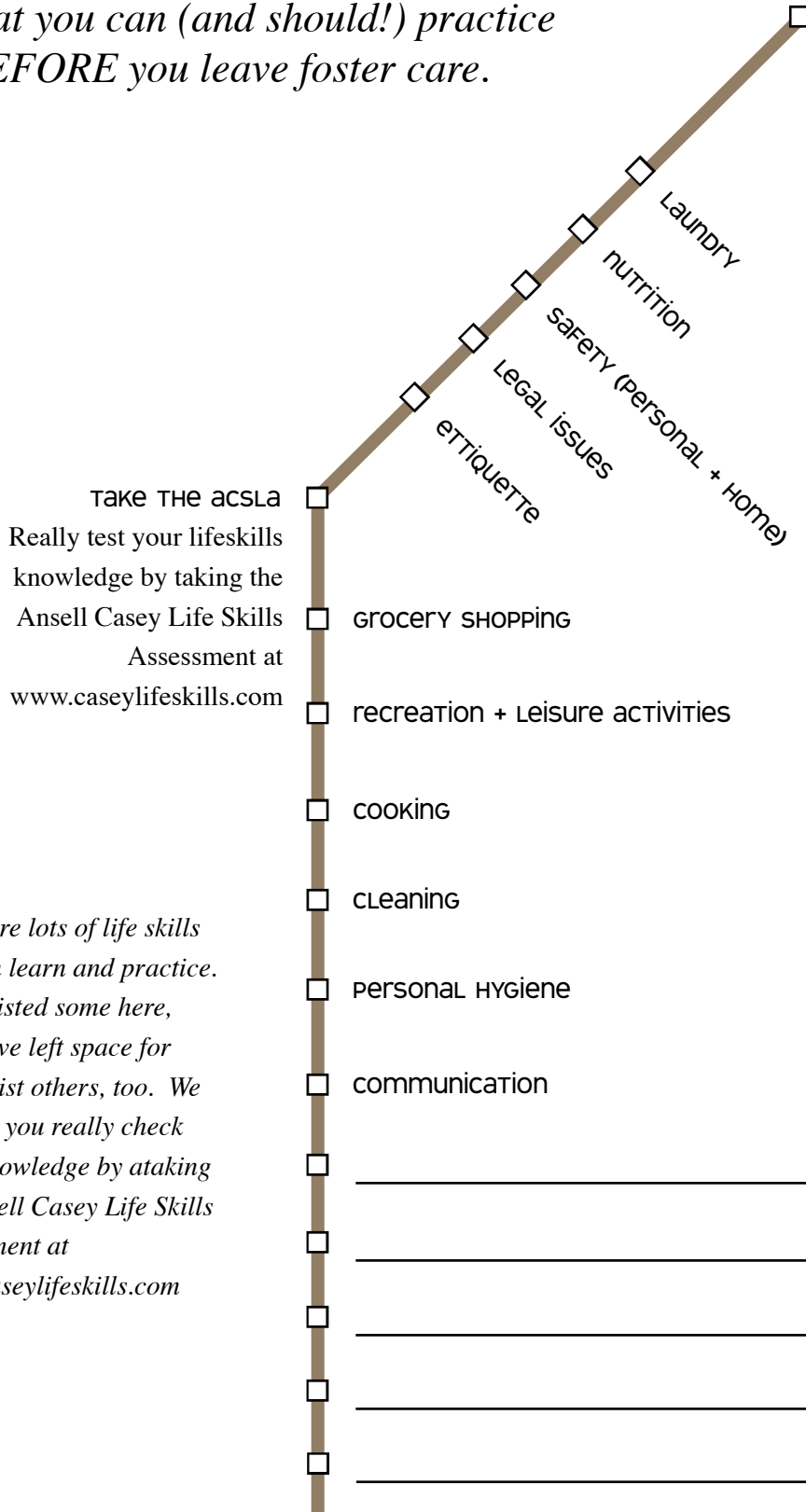
Plan immediately after I leave foster care:

Long term goals (five years from now, my educational goal is):

**READINESS SCALE** Needs work 1 2 3 4 5 6 7 8 9 10 Prepared

*Got skills? There are a lot of life skills that you can (and should!) practice **BEFORE** you leave foster care.*

**LIFE SKILLS SUPPORT**  
One of the most important things you can do for yourself in developing your lifeskills is to identify one or more mentaors who you can rely on to help you learn how to do some of the things listed here.



*There are lots of life skills you can learn and practice. We've listed some here, but we've left space for you to list others, too. We suggest you really check your knowledge by ataking the Ansell Casey Life Skills Assessment at [www.caseylifeskills.com](http://www.caseylifeskills.com)*

**WHAT I HAVE** Looking for instructions? Download at [www.fosterclub.org](http://www.fosterclub.org)

Ansell-Casey Life Skills Assessment		<input type="checkbox"/> Completed <input type="checkbox"/> In progress <input type="checkbox"/> Not completed	
Demonstrated knowledge of life skills:			
<input type="checkbox"/> Laundry	<input type="checkbox"/> Recreation/leisure	<input type="checkbox"/> Personal Hygiene	<input type="checkbox"/> Other:
<input type="checkbox"/> Home safety	<input type="checkbox"/> Grocery shopping	<input type="checkbox"/> Communication	<input type="checkbox"/> Other:
<input type="checkbox"/> Legal issues	<input type="checkbox"/> Cooking	<input type="checkbox"/> ?	<input type="checkbox"/> Other:
<input type="checkbox"/> Etiquette	<input type="checkbox"/> Cleaning	<input type="checkbox"/> ?	

**RESOURCES AVAILABLE TO ME** Find 'em at [www.fosteringconnections.org](http://www.fosteringconnections.org)

Assistance type	Eligibility (what I need to qualify)	Who I contact (and how to apply)

**THIS IS MY PLAN** Get ideas about how to make a plan at [www.fosterclub.org](http://www.fosterclub.org)

Short term (1 year) goals	Steps & services (and who will help me)	Progress

Plan after I leave foster care:

Long term goals (five years from now, my life skills goals include):

**READINESS SCALE** Needs work 1 2 3 4 5 6 7 8 9 10 Prepared



*How will you get around to accomplish all you've got planned?*





**WHAT I HAVE** Looking for instructions? Download at [www.fosterclub.org](http://www.fosterclub.org)

My current mode(s) of transportation:  
 my vehicle    friend/family provides    public transportation    bicycle    walk    other:

Transportation needed for (school, employment, recreation, etc.):

Driver's license status:    have license    have permit    do not have      Date obtained:

Auto insurance (company name):      Policy number:

**RESOURCES AVAILABLE TO ME** Find 'em at [www.fosteringconnections.org](http://www.fosteringconnections.org)

Assistance type	Eligibility (what I need to qualify)	Who I contact (and how to apply)

**THIS IS MY PLAN** Get ideas about how to make a plan at [www.fosterclub.org](http://www.fosterclub.org)

Short term (1 year) goals	Steps & services (and who will help me)	Progress

Plan after I leave foster care:

Long term goals (five years from now, my transportation goal is):

**READINESS SCALE** Needs work   1   2   3   4   5   6   7   8   9   10 Prepared





*Ensure you have all of your personal documents BEFORE you leave care (it's much harder to get some of these items after you exit the system)*

**GET STATE-ISSUED OFFICIAL PHOTO ID**

Photo identification is required on many occasions. Obtaining state-issued photo ID before you leave foster care (it's something your caseworker should help you do).

**DOCUMENTATION THAT YOU WERE IN FOSTER CARE**

This may become important in qualifying for benefits, including financial aid for higher education.

- OBTAIN AN ORIGINAL COPY OF YOUR SOCIAL SECURITY CARD**  
Information about obtaining a replacement card can be obtained from [www.ssa.gov](http://www.ssa.gov). Understand the importance of guarding their social security number to protect against identity theft.
- OBTAIN A COPY OF YOUR BIRTH CERTIFICATE**  
It should be a certified, or official, copy. Learn how to replace it should it become lost.
- CITIZENSHIP DOCUMENTS**
- If you were born in a country other than the United States, make sure you have a copy of all of your citizenship papers and understand completely what your citizenship rights and responsibilities are.
- CHECK YOUR CREDIT**  
Ask to have a credit report run based on your social security number prior to leaving foster care. It is not unusual for young people from foster care to discover their credit has been damaged when relatives have "borrowed" their identity to turn on utilities or get credit cards.

**ESTABLISH A PERSONAL FILING SYSTEM**  
Young people should establish a method of keeping track of important documents. Methods could include a designated box, an FYI Binder (visit [www.fosterclub.org](http://www.fosterclub.org) for information), a 3-ring notebook, a filing cabinet or a file-size expandable envelope. Understand the importance of keeping personal documents safe and secure.

**REGISTER TO VOTE**  
Starting at 18, register to become active in local, state and national elections and issues.

**REGISTER FOR SELECTIVE SERVICE**  
If you are a male age 18 to 26, register for the selective service.

## WHAT I HAVE Looking for instructions? Download at [www.fosterclub.org](http://www.fosterclub.org)

Personal documents (description):	Status	Possession (who has them)
Birth certificate	<input type="checkbox"/> Have <input type="checkbox"/> Applied for <input type="checkbox"/> Do not have	
State-issued picture identification	<input type="checkbox"/> Have <input type="checkbox"/> Applied for <input type="checkbox"/> Do not have	
Social Security Card	<input type="checkbox"/> Have <input type="checkbox"/> Applied for <input type="checkbox"/> Do not have	
Citizen / immigration documents (if applicable)	<input type="checkbox"/> Have <input type="checkbox"/> Applied for <input type="checkbox"/> Do not have	
Other:	<input type="checkbox"/> Have <input type="checkbox"/> Applied for <input type="checkbox"/> Do not have	

Safe personal filing system in place  I know I may request a copy of my foster care case file

## RESOURCES AVAILABLE TO ME Find 'em at [www.fosteringconnections.org](http://www.fosteringconnections.org)

Assistance type	Eligibility (what I need to qualify)	Who I contact (and how to apply)

## THIS IS MY PLAN Get ideas about how to make a plan at [www.fosterclub.org](http://www.fosterclub.org)

Short term (1 year) goals	Steps & services (and who will help me)	Progress

Plan after I leave foster care:

Long term goals (five years from now, my housing goal is):

**READINESS SCALE** Needs work 1 2 3 4 5 6 7 8 9 10 Prepared







*Permanence is often cited as the most important factor for ensuring a young person's successful transition to adulthood.*

**understand permanence**

Learn about the various types of permanence (including adoption, reunification, guardianship and kinship care) and the differences between each. Understand how these types of permanence are different than permanent foster care, emancipation or aging out.

**KNOW YOUR PERMANENCY PLAN**

Every young person in foster care should have a permanency plan. Ask your caseworker or Judge to tell you what your permanency plan is.

**IDENTIFY SUPPORTIVE ADULTS**

Adult as their role usually decreases after the youth has emancipated from care.

**IDENTIFY THE KINDS OF SUPPORTS NEEDED**

What kinds of support from adults will be helpful as you move into adulthood — and for the rest of your life? Find a list of 45 different supports in FosterClub's Permanency Pact ([www.fosterclub.org](http://www.fosterclub.org)).

**create permanency pact**

This tool may also be used to define, substantiate and verbalize a lifelong commitment an adult has made toward supporting a young person.

**establish permanence**

Young people who have a permanent family connection generally fare better in their transitioning years. Find out how you can make your voice heard about your own wishes for permanence.

**SIBLING RELATIONSHIPS**

A relationship with a brother or sister is often cited as the single most important relationship by young people in foster care. If you were separated from siblings while in foster care, ask for assistance in reconnecting before you leave the system.

**BIO-FAMILY RELATIONSHIPS**

Relationships with biological family members can run the range from wonderful to stressful to supportive to destructive. But in nearly all cases, relationships with family members is emotional charged for most young people from foster care. Be prepared — you may want to seek help from a therapist to work through these relationships.



**WHAT I HAVE**

Looking for instructions? Download at [www.fosterclub.org](http://www.fosterclub.org)

My current permanency plan:

- Reunification  
  Adoption  
  Kinship (live with relative)  
  Guardianship  
  APPLA  
  Not sure

If permanence has been achieved, who with? Name(s):

Phone:

Address:

City, State, Zip:

E-mail:

**OTHER SUPPORTIVE ADULTS**

Name(s):

Phone:

Address:

City, State, Zip:

E-mail:

Relationship & supports provided:

Permanency Pact completed

Name(s):

Phone:

Address:

City, State, Zip:

E-mail:

Relationship & supports provided:

Permanency Pact completed

Name(s):

Phone:

Address:

City, State, Zip:

E-mail:

Relationship & supports provided:

Permanency Pact completed





**RELATIONSHIP WITH BIOLOGICAL RELATIVES**

Biological relatives (including siblings):

Relationship (parent, aunt, etc.)

Status

Biological relatives (including siblings):	Relationship (parent, aunt, etc.)	Status

**RESOURCES AVAILABLE TO ME**

Find 'em at [www.fosteringconnections.org](http://www.fosteringconnections.org)

Assistance type

Eligibility (what I need to qualify)

Who I contact (and how to apply)

Assistance type	Eligibility (what I need to qualify)	Who I contact (and how to apply)

**THIS IS MY PLAN**

Get ideas about how to make a plan at [www.fosterclub.org](http://www.fosterclub.org)

Short term (1 year) goals

Steps & services (and who will help me)

Progress

Short term (1 year) goals	Steps & services (and who will help me)	Progress

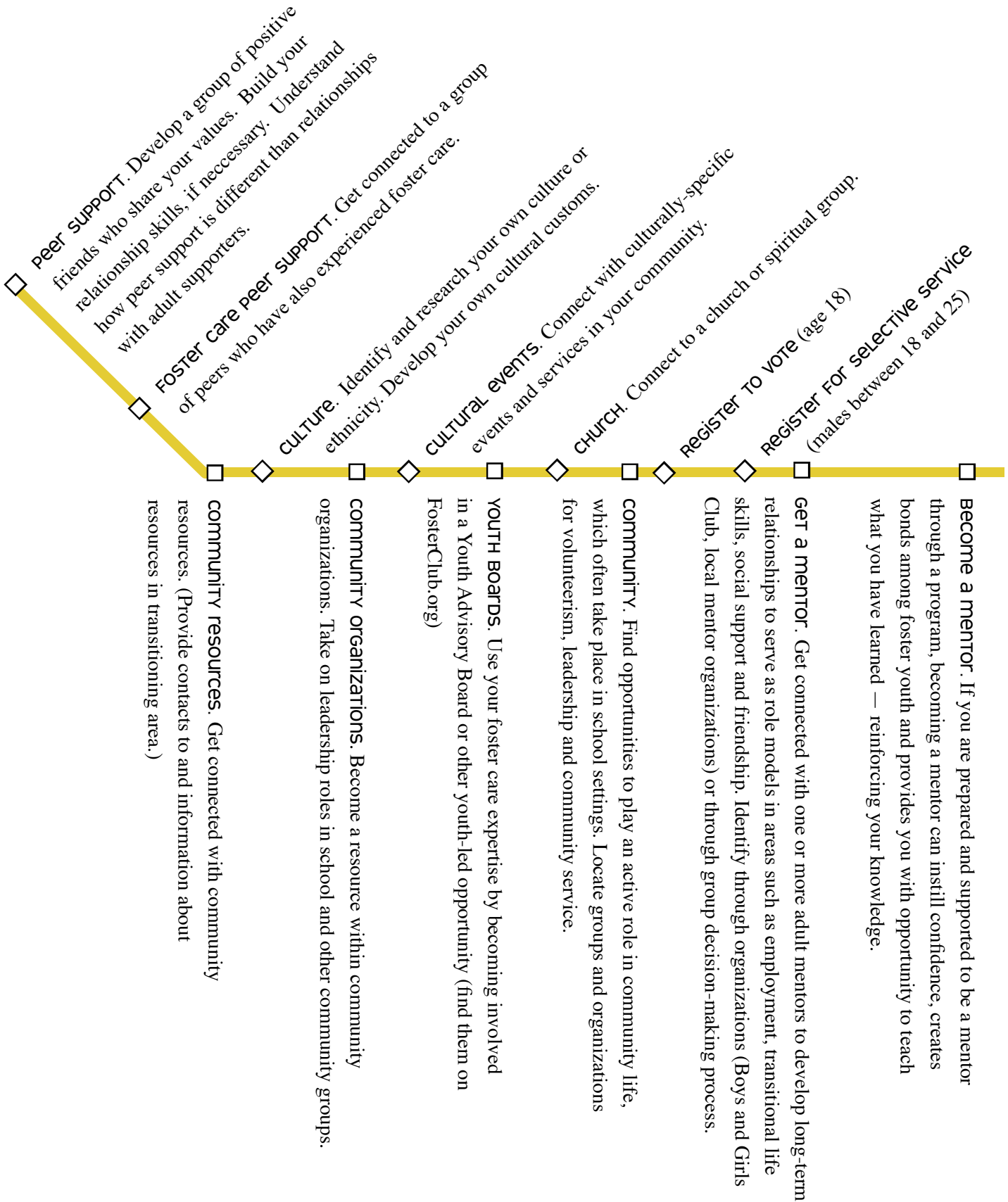
Plan after I leave foster care:

Long term goals (five years from now, my housing goal is):

**READINESS SCALE**

Needs work 1 2 3 4 5 6 7 8 9 10 Prepared







**WHAT I HAVE** Looking for instructions? Download at [www.fosterclub.org](http://www.fosterclub.org)

Community Connections (social groups, activities, volunteerism)	Contact person	Phone
Spiritual support / church:	Contact person:	

Peer Circle (Names)	Length of time known	Phone
My ethnic heritage: <input type="checkbox"/> Not sure List:	<input type="checkbox"/> Registered to vote <input type="checkbox"/> Registered for draft (if male)	

**RESOURCES AVAILABLE TO ME** Find 'em at [www.fosteringconnections.org](http://www.fosteringconnections.org)

Assistance type	Eligibility (what I need to qualify)	Who I contact (and how to apply)

**THIS IS MY PLAN** Get ideas about how to make a plan at [www.fosterclub.org](http://www.fosterclub.org)

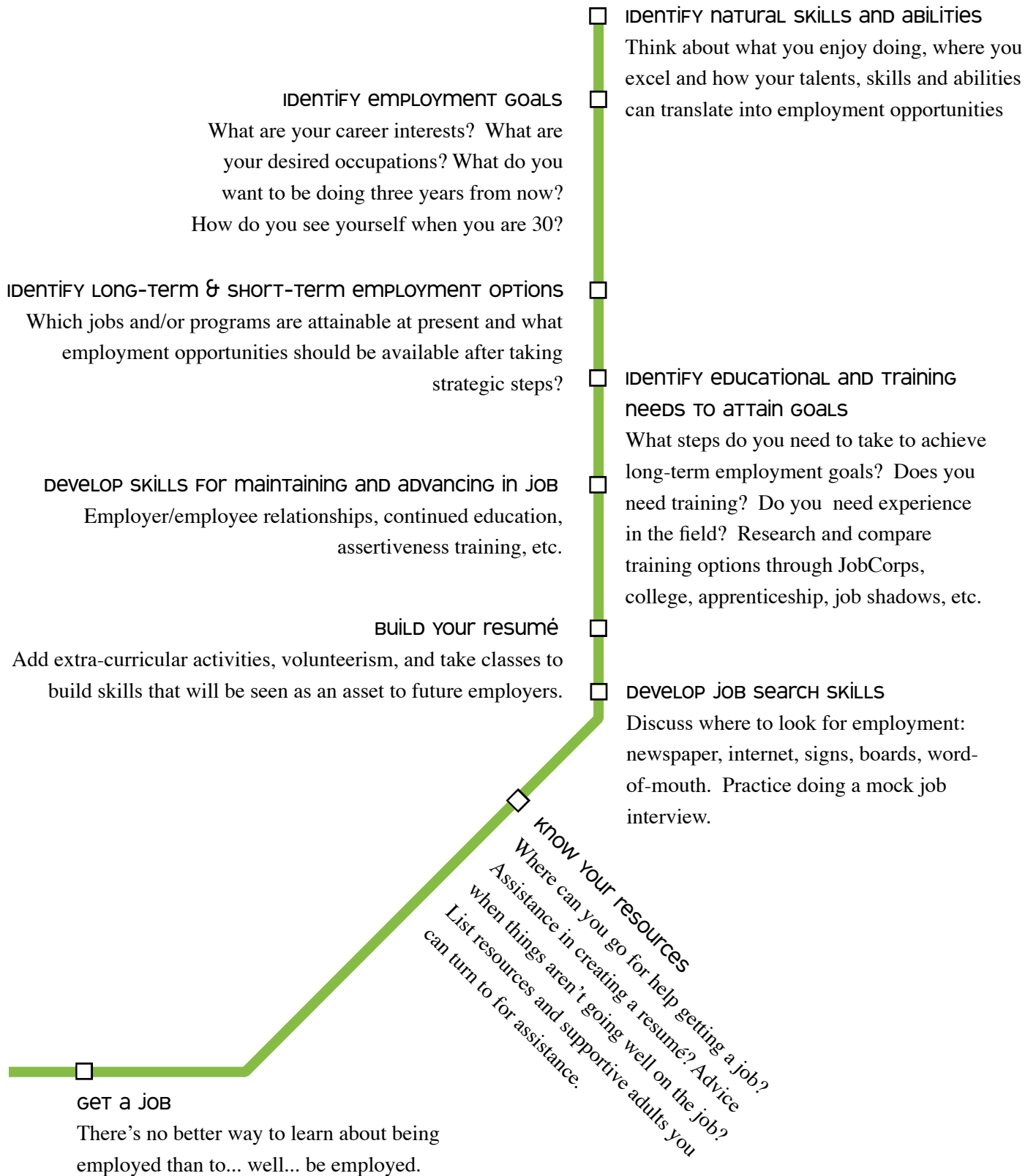
Short term (1 year) goals	Steps & services (and who will help me)	Progress

Plan immediately after I leave foster care:

Long term goals (five years from now, my community, culture, and social life goal is):

**READINESS SCALE** Needs work 1 2 3 4 5 6 7 8 9 10 Prepared







**EMPLOYMENT EXPERIENCE**

Looking for instructions? Download at [www.fosterclub.org](http://www.fosterclub.org)

Current employment status: <input type="checkbox"/> Full time <input type="checkbox"/> Part time (Hours per week: _____ )		Position:	Pay rate:
Employer:		Phone:	
Address:		City, State, Zip:	

**PAST EMPLOYMENT**

Resumé completed     Sample employment application completed

Employer		Phone:	
Address:		City, State, Zip:	
Position:	Dates of employment: to	Reason for leaving:	
Employer		Phone:	
Address:		City, State, Zip:	
Position:	Dates of employment: to	Reason for leaving:	
Employer		Phone:	
Address:		City, State, Zip:	
Position:	Dates of employment: to	Reason for leaving:	

Employment Skills:

Special Certifications :

**RESOURCES AVAILABLE TO ME**

Find 'em at [www.fosteringconnections.org](http://www.fosteringconnections.org)

Assistance type	Eligibility (what I need to qualify)	Who I contact (and how to apply)

Visit [www.fosteringconnections.org](http://www.fosteringconnections.org) for more federal and state information regarding the Fostering Connections to Success and Increased Adoptions Act







**THIS IS MY PLAN**

Get ideas about how to make a plan at [www.fosterclub.org](http://www.fosterclub.org)

Short term (1 year) goals	Steps & services (and who will help me)	Progress

Plan immediately after I leave foster care:

Long term goals (five years from now, my job and career goal is):

**READINESS SCALE**

Needs work 1 2 3 4 5 6 7 8 9 10 Prepared







## making THE exit From care even more DIFFICULT...

Listed here are just a selection of challenges that can make the journey to adulthood more difficult. If you have one or more of these challenges, it does not mean that you won't be successful as you transition out of foster care. But it does mean that you might need to do some additional planning to overcome the challenges.

Some of these challenges have to do with things you may have control over (like becoming a smoker or young parent), and others you may have no control over (like a physical disability).

Think about how you might be able to improve your odds — or your Readiness Score — by preparing even more in other areas (for example, increase your education or life skills training).

*Age.* It is almost always a disadvantage to leave foster care too young. Grant additional points as a youth is able to develop, mature and age out of the system with the support of caring adults.

*Substance abuse and addiction.* A high percentage of youth in care have parents with drug or alcohol dependency problems, which may contribute to a genetic tendency toward addiction. Youth transitioning out of care should take conscious steps to avoid the dangerous pitfalls of alcohol and drug abuse.

*Smoking.* Smoking is a high-risk activity that can cause significant health problems.

*Incarceration or criminal record.* Youth who avoid illegal behavior are more likely to stay safe and succeed as adults. Felony crimes make it very difficult to rent an apartment or obtain employment, which may need to be taken into consideration when rating your readiness.

*Young parent.* Teens and young adults who have become young parents often face tremendous challenges. Youth should understand that it is highly advantageous to establish oneself with education, housing, career, finances etc. before becoming a parent. If a youth is a teen parent, it's very important they work to gain an advantage in other areas if possible.

*Disability.* Young people who have physical, developmental, learning, or mental health disabilities may have additional difficulties transitioning to adulthood. Look for additional resources that might be available to assist young people with disabilities.

# Warning!

## BEFORE YOU LEAVE FOSTER CARE...

Most young people know that it's important to have a plan before leaving foster care. But each year, FosterClub hears from youth who have left foster care and lost out BIG... and regret that they didn't have the information they needed to make an informed decision. Don't let it happen to you. At the very least, make sure you've checked into these four items and know what you're getting into to by getting out of foster care...

1

Find out if you'll lose benefits — including money to help you succeed — if you leave foster care before turning 18, fail to complete applications,

2

Check if you can come back to foster care if you want or need help. Ask your caseworker or judge.

# BEFORE

3

Have at least one “go-to” person. It should be someone that is willing to mentor you through tough situations and will provide you with a way to contact them 24/7 in case of an emergency.

# YOU GO

4

Check FosterClub's 21 THINGS checklist — things you should have *before* you leave foster care (at the very least, you'll know what your missing!). [www.fosterclub.org/21things](http://www.fosterclub.org/21things)

*But if you are **REALLY serious** about making a successful transition to adulthood, you'll need a complete transition plan to prepare you for the journey... this Transition Toolkit can help you map a plan for your future.*





[www.fosterclub.com](http://www.fosterclub.com)

FosterClub  
753 First Ave. Seaside OR 97138  
503-717-1552 f: 503-717-1702  
[www.fosterclub.com](http://www.fosterclub.com)

# Indiana United Methodist Children's Home

## **Job Title: Youth Transition Life Coach**

### **Job Description:**

We are seeking a dedicated and compassionate individual to join our team as a Youth Transition Life Coach. In this role, you will provide crucial support and guidance to young individuals who are transitioning out of foster care and into independent living. The aim is to empower these youths, ages 16 to 21, to navigate the challenges of adulthood, develop essential life skills, and build a foundation for a successful and fulfilling future.

### **Responsibilities:**

1. Individualized Coaching: Provide one-on-one coaching sessions tailored to the specific needs and goals of each youth. This includes but is not limited to assistance with housing, education, employment, budgeting, health, and personal development.
2. Goal Setting and Action Planning: Collaborate with the youth to set realistic short-term and long-term goals. Develop action plans and strategies to achieve these goals, breaking down larger objectives into manageable steps.
3. Life Skills Development: Offer guidance and instruction on essential life skills such as financial management, household maintenance, time management, communication skills, problem-solving, decision-making, and self-advocacy.
4. Resource Navigation: Assist youths in accessing community resources and support services relevant to their needs, including educational opportunities, vocational training, healthcare, mental health services, legal assistance, and social support networks.
5. Empowerment and Motivation: Serve as a mentor and advocate, empowering youths to recognize their strengths, build resilience, and overcome obstacles. Provide emotional support, encouragement, and motivation to help them stay focused and motivated towards their goals.
6. Crisis Intervention: Be prepared to address and manage crises or emergencies that may arise, including housing instability, mental-health challenges, substance abuse

issues, or conflicts with peers or caregivers. Provide immediate support and connect youths with appropriate resources for assistance.

7. Collaboration and Networking: Establish and maintain collaborative relationships with relevant stakeholders, including foster-care agencies, social workers, educational institutions, employers, housing providers, healthcare professionals, and community organizations. Coordinate efforts to ensure a holistic and integrated support system for the youths.

8. Documentation and Progress Monitoring: Maintain accurate and up-to-date records of coaching sessions, goal progress, interventions, and outcomes. Regularly monitor and evaluate the effectiveness of coaching strategies and adjust approaches as needed to maximize positive outcomes.

**Qualifications:**

- Bachelor's degree in social work, psychology, counseling, education, or a related field.
- Previous experience working with youth, particularly those transitioning out of foster care or facing similar challenges.
- Strong understanding of the foster care system, independent living skills, and youth development principles.
- Excellent communication, interpersonal, and relationship-building skills.
- Empathy, patience, and a nonjudgmental attitude towards diverse backgrounds and experiences.
- Ability to work collaboratively in a multidisciplinary team environment.
- Proficiency in organizational and time management skills.
- Familiarity with community resources and social services available to youths.
- Commitment to promoting equity, diversity, and inclusion in all aspects of the job.

If you're passionate about empowering youths and making a difference in their lives during this critical transition period, we invite you to join our team as a Youth Transition Life Coach. Apply today to be part of a dynamic and compassionate team dedicated to fostering success and resilience in our youth population.



# News@Home

2024  
Spring

## 100 Years in Lebanon!

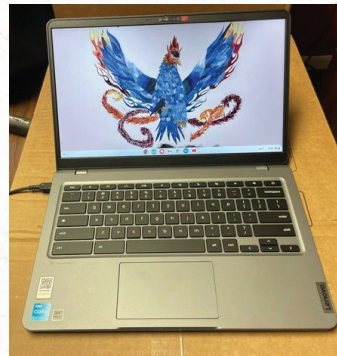
**The Children's Home marks a centennial milestone this year. We moved to our current location in Lebanon in 1924!**

As the number of children in need surpassed the capacity of the original home that opened in Greencastle in 1915, founder Angie Goodwin started talking with other communities to find a location with more buildings and land. Community leaders in Lebanon answered her prayers with a site with two houses on 11 acres. We'll share more about this momentous year for the Children's Home in the months ahead.



*A 1924 photo of the new location of the Children's Home in Lebanon; moving day with 23 children and dog Laddie.*

## New Computers for the Students!



*Setting up a new laptop with the image of the school mascot, the Rising Phoenix.*

“Everyone who has ever used a computer has experienced the anxiety of watching the dreaded ‘circle of thinking’ older computers often display when overtaxed,” said Jim Stuart, the school principal. “These are not getting ‘hung up’ like the old ones.”

Students now have access to 60 new IdeaPad Chromebook laptops, so they'll work with the latest technology. Plus, backup laptops are ready when one needs servicing. We are grateful to everyone who contributed toward the \$36,000 total to make the educational experience at the Home's school as productive as possible for the students in our care.

**Thank you!**

*“My new laptop is sooooo much better than the old one. Way faster,” Savannah told us with enthusiasm when asked about the new laptops.*

**2024 is starting off in a great way at our James E. Davis School!**

All the students are getting new laptops. The old laptops were slowing down, some faced costly repairs, and all needed to be replaced. The students like the speed of the new computers.





**Dear Friends,**

***This is a special year for everyone at the Children's Home, because 2024 marks our 100th year on our Lebanon campus serving children in crisis.***

While our mission has changed from housing orphans to guiding troubled students along their path to becoming successful adults, we've remained committed to enriching the lives of young people through Christian love and values.

Society and its challenges have changed dramatically over our first century, yet supporters like you have remained steadfast in caring for the young people who have found a loving home on our campus. That's why celebrating this remarkable milestone includes recognizing the critical work performed by countless employees, volunteers, churches, and donors. All answered the call to save young lives with love, leadership, skill, and tremendous investments of energy and resources.

We share the joy and humility that comes from knowing that young lives have been repaired because of our mission, along with knowing that our impact has been multiplied as our graduates have touched other lives while making our world a better place.

In preparing for our next century, we know we'll face challenges we can't envision. Our Board and leadership constantly ask, "Could and should we do more?" as they research and plan.

But amid all the questions, we know one thing is certain: through God's grace children in crisis will continue to be placed on our Lebanon campus, and the most caring people like you, will walk alongside our staff to ensure we continue to be a place of healing, joy, and most of all, hope.

May God enrich your lives, just as you have enriched the lives of these children,



*Christy Huston*  
**Christy Huston, MA, CFRM, IOM**  
Foundation  
Executive Director



*Rich Lapinski*  
**Rich Lapinski, MS**  
Children's Home  
Executive Director/CEO

**P.S. Our children need all of us! And we need you.**

## Here's what you helped make happen in 2023

Thanks to you and our many supporters, 2023 was a great year!

**88 students** found safety, Christ's love, and opportunity in our 6 family-style homes.

**19 students** achieved their most significant milestone and enhanced their self-esteem as they graduated from our school.

**6 students** moved closer to career dreams by receiving postsecondary scholarships.

**63 students** took on the responsibility of part-time employment in the community.

**4 students** received the gift of the Holy Spirit through baptism.



## Their Favorite Christmas Vacation Memory? How About Their First?

Our students experienced what was a first for many this past Christmas: the holiday traditions you and I too often take for granted. The generous souls who did some wish-list shopping and gave to our Giving Tuesday Best Christmas Ever campaign helped the Home create an entire season they'll never forget.

Each home's teens chose the activities, everything from Christmas at the Zoo and the Children's Museum to roller skating and SkyZone. Some ordered their first meal in a sit-down restaurant. And when you ask about the best part, you get a lot of fun answers:

*"On Christmas Eve, we all wore matching pajamas and the boys are still wearing them. It was a wonderful time of the year."* - **Joe Deno, Family Teacher**

*"I loved getting to have a special meal at Fogo Da Chao which is a Brazilian steak house. We could eat all we wanted which was a real treat!"* - **Michael**

*"We loved the food at Seasons 52. We enjoyed the fancy environment and wearing fancy outfits. It was really special."* - **Jenna**

*"We had a great experience with our girls dining out at Seasons 52. They followed guidance from the Family Teachers and displayed etiquette and grace during the special outing. Fine dining was a new experience for all the girls."* - **Tamara McCray, Family Teacher**

*"The extra activities during the Christmas break made it possible for me to keep my mind off of the issues my family is experiencing back home."* - **Wyatt**

*"We went to the Cheesecake Factory. My grandmother and family joined us. My family was able to eat with my Children's Home family. It was an awesome experience."* - **Catherine**

*"The Indianapolis Zoo with all of the lights was gorgeous. My favorite part was petting a stingray and baby shark."* - **Zoey**

*"The Zoo is always a must-see experience for our youth. Most of them have never been before so it's a new and exciting experience. It warms my heart that people care so much about the youth here at the Home. They make it possible for our youth to have the best Christmas ever!"* - **Stacy Youngblood, Case Manager**

*"Seeing the animals at the Indianapolis Zoo and just being there with my Wesley guys made me forget the troubles I have at my parent's house. For a few hours, I wasn't focused on worrying about my family back home, but focused on just having a good time."* - **James**





# Tribute gifts

We gratefully acknowledge the following tribute gifts received between July 1, 2023 through December 31, 2023.

Making a tribute gift is a meaningful way to honor your loved one or to celebrate a special occasion. For memorial gifts, we will notify the family about your thoughtful gift and for special occasion celebrations, we will inform your loved one your thoughtful gift in their honor. **It's simple! Fund your gift with cash, appreciated stock or with a gift from your IRA.**

## In Memory of

**Vera June Ayers**  
Randy Ayers

**Richard Baird**  
Judy and Barry Turner

**Rev. Dr. Charles Ballard**  
Jeanne and Rev. Lang Brownlee  
Janet and Gary Taylor

**Tara Bond**  
Donna and James Bond

**Erin Elizabeth Bousum**  
Margaret and Richard Bousum

**Joanne Brauns**  
William Brauns

**J.D. "Smoky" Burgess**  
Jane Burgess

**Margaret Burton**  
Elaine Routh

**Jack R. Butz**  
Kay and Francis Franscoviak  
Melanie King

**Mary Renae Clarkson**  
Tom Clarkson

**Enid and Berle Cobb**  
Suzi and Denny Cobb

**Geraldine A. Cochran**  
Donita and Jim Keidel

**Rev. Dr. Robert M. Collie**  
Annelie Collie

**Vera and Art Conkright**  
Suzi and Denny Cobb

**Julietta S. Coons**  
Donald Ingram

**Rev. Louis D. Crouch**  
Norma Crouch  
Becky and Steve Pedigo

**Robert and Elizabeth Crumrine**  
Paula and Michael Marine

**Terry Curry**  
Anne Curry

**Leonie Davis**  
Susan and Milton Pressler

**Sue Davis**  
Linda and Randy Russel

**Rev. James E. Davis**  
Dr. Ginny Swift Singer  
and Don Singer

**Sue and Rev. Dr. James E. Davis**  
Ann Boss

**LeRoy J. DeLong**  
Kati Long  
Kevin Sheehan

**Helen and Richard Dickinson**  
Lisabeth and Thomas  
Armstrong

**Richard A. Dickinson**  
Leigh and Peter Dykema

**K. Joan and Dallas Dinger**  
Mandy and Brett Newman

**Ramona Eisinger**  
Dick Eisinger  
Denise Phelps and Mark Eisinger  
Joan and Steven Eisinger  
Sharon and Paul Stewart  
Kristin Wagoner

**James L. Engledow**  
Annette and Bob Delaney  
Elaine Engledow  
Jack Engledow  
Sue Engledow  
Carol and Douglas Moore

**Lynn Everett**  
Dr. Ginny Swift Singer  
and Don Singer

**Denna Fagan**  
Thomas P. Fagan  
Tom Fagan

Patty and Frank Jones

**Maude Felker**  
Carole and Bill McDonald

**Sarah Lou Fishero**  
Theresa and Larry Harmless

**Beatrice M. Foley**  
Ann and Ralph Foley

**Helen Louise George**  
Nancy Frederick-Smith and  
Rev. Alvin Smith

**Ronald and Mary Hauswald**  
Carol and Kyle Wietholter

**Jackie and Charles Heck**  
Sarah and David Tyrrell

**Rev. Edwin H. Helm**  
Ruth A. Helm

**Polly and Bishop Leroy Hodapp**  
Anne and Thomas Gates

**Paul W. Hoover**  
Bonnie Hoover

**Ricky Howard**  
Phyllis Howard

**Valerie A. Hunsaker**  
Cheryl and Frank Carroll

**Lita W. James**  
Holli Simmons-Little

**Linda G. Johnson**  
Kenny Johnson

**Mary C. Kitterman**  
Jay Baker

**Rev. Charles R. Lane**  
Catherine Lane

**Rev. Douglas Leffler**  
Gloria and Richard Cole

**Rev. Wilson Lovell**  
Janet and Mickey Lawson

**Barbara Marine**  
Paula and Michael Marine

**My Son, Mark**  
Anonymous

**Rev. Clarence McConkey**  
Amy and N. Clay Robbins

**Inez and John McQuire**  
Rev. Judi and Jay Marshall

**Jane E. Meats**  
Anonymous

**Eric Mikesell**  
Pastor Carolyn Mikesell

**Alice Miller**  
Anonymous

**Dr. Morris J. Morgan**  
Dorothy Morgan

**Robin and Robert Nelson**  
Mary Lou Nelson

**Nancy S. Nicholson**  
Anonymous

Catherine Lane

**Cheryl S. Nordby**  
Anonymous

**My Parents**

Rev. Jill Kaetzel

**Gertrude M. Ray**  
Anonymous

**Joyce Richardson**  
Anonymous

**Dorothy Richey**  
Shari Rich Richey

**Elder L. Robinson & family**  
Ella and Edward McNeary, Jr.

**Diana J. Roundtree**  
Tom Roundtree

**Nancy Schnepf**  
Hershey Elementary School

**Audra and Clayton Sipes**  
Betty Calhoun

**June Smith-Nessler**  
Dr. Ginny Swift Singer  
and Don Singer

**Dad and Ranse**  
Joni and Danny Smith

**Robert Howard Spain, Sr**  
Becky and Alan Peterson

**Dana L. Sparks**  
Pat and Kyle Sparks

**Lois and Merrill Swarens**  
Jerry Swarens

**Morris and Marcia Sweet**  
Margie and Steven DeWell

**Houston L. Swenson**  
Anonymous

**Thomas G. Temple**  
Dr. Ginny Swift Singer  
and Don Singer

**Constance J. Titak**  
Mary Ann Burke  
Nancy and Gregory Dietz  
Karyn and James Kissling  
Sharon and Ronald Pfennig  
James Titak

**Rebecca Vandever**  
Oxford UMC - United Methodist  
Women, Oxford

**Brad Vangundy**  
Robin and Jeff Fox

**Michelle Marie Wagner**  
Wanita and Lee Lindquist

**Wilma and Jesse Wheeler**  
Melinda Fox

**Mary and Buck Ziegler**  
Janice LeMay

**Ralph Zinn and Greg Zinn**  
Mary E. Zinn



To learn more about how you can make a gift honoring a loved one, please contact the Foundation at 317-775-0606 or [info@iumchf.org](mailto:info@iumchf.org).



Ready to  
Make a Gift?

## In Celebration of

**Susan D. Bennett**  
Anonymous  
First UMC - United Methodist  
Women, New Castle  
Marti and Glenn Hunsucker  
Barbara and Kenneth King

## In Honor of

**Rev. and Mrs. Paul  
L. Ayres**  
Evelyn and Jeffrey Gearries

**Verna Baxter's  
90th Birthday**  
Ethel Abrams

**All Children**  
Anonymous

**Autistic Children**  
Verna D. Baxter

**Pastor Matt and Staff  
of Castleton UMC,  
Indianapolis**  
Rosemary Draga

**Children's Ministry of St.  
Mark's UMC, Carmel**  
Roger and Linda Schenk

**Sue Davis**  
Linda and Randy Russel

**My Grandchildren**  
Melissa Desmond

**Rev. Dick Eisinger's  
97th Birthday**  
Denise Phelps and  
Mark Eisinger  
Doris Frazier  
Jean Sheffield

**IUMCH Staff and  
Employees**  
Anonymous

**Peggy and Jack Enos**  
Anonymous

**Jim D. Ewing**  
Alison and Jerry Terry

**Jo and Mike Flinn**  
Judy and Jim Washburn

**Kay L. Franscoviak**  
Jeri Burgess  
Revs. Tracey and Britt Leslie

**Marlene and  
Rev. James Gentry**  
Mary Barnes  
Daniel Henke  
Teresa Shepard  
Kathie Watson

**Rev. Marsha Hutchinson**  
Amy and Timothy Maniscalco

**Sarah Faye Leffler**  
Jan and Samuel Hecht

**Norbert Leonard**  
Janice and Rev. Thomas True

**Benjamin R. Lilly**  
Linda and Randy Russel  
Dr. Ginny Swift Singer and  
Don Singer

**Makenzie Mabie**  
Linda and Michael Holdmann

**Our Granddaughter, Marin**  
Marlene and Theodore Woodfield

**Suzanne Mathura**  
Charlotte and Oscar Mathura

**New Beginnings Fellowship  
of Thorntown  
Federated, Inc.**  
New Beginnings Fellowship of  
Thorntown Federated

**Sharon Elizabeth Payne**  
Vivian Payne-Jones and  
Patrick Jones

**Julie Penoff**  
Mary Kay and Tom Anthony

**Rick**  
Suzy and Dennis Allen

**Linda L. Russel**  
Lynn Nestler

**Jane Salin**  
Kent Shipley

**Dr. Ginny Swift Singer**  
Linda and Randy Russel

**Larna K. Spearman**  
Ann and David Cook

**Morris E. Thomas, Jr.**  
Diane and Don Carlson  
Linda and Kurt Mahrtd, Jr.

**Sue and Wayne Weise**  
Jan and Keith Mast

**Rev. Herbert G. Wingard**  
Christ United Methodist  
Church, Lafayette  
Bette Jean and Jerry Taylor

*Thank you!*

*"Who's always been a strong supporter of the Children's Home"*

**Jan and Samuel Hecht in honor of Sarah Faye Leffler**

*"Our Down Syndrome son Rick passed June 20, 2013. He carried the torch for the Special Olympics in 1996. He was a wonderful son. The best gift God could have given us."*

**Phyllis Howard in memory of Ricky Howard**

*"My parents always supported the Children's Home."*

**Betty Calhoun in memory of Audra and Clayton Sipes**



## More than 100 Years of Church Support

From prayers, to volunteers, to financial support, churches continue to play an integral part in helping the Children's Home serve children in need.



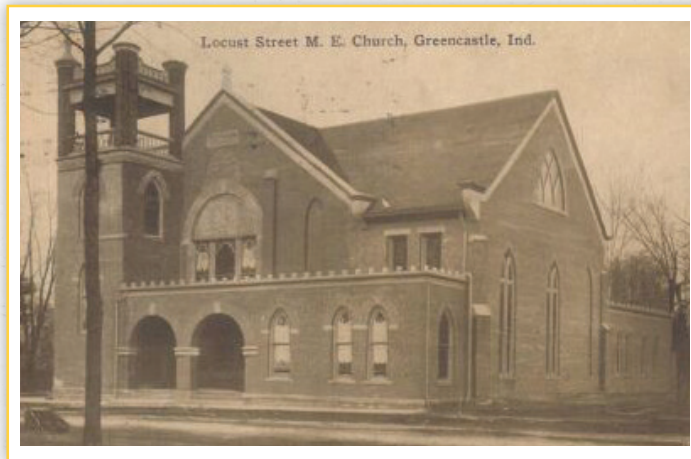
Churches were a part of the Children's Home's history even before it began operating. Founder Angie Godwin, a Methodist Episcopal Deaconess, told members of her family's church, Greencastle's Locust Street Methodist Church, "The Lord has called me to found an orphanage," and the congregation agreed to support her call. In 1915, she opened that orphanage in Greencastle, beginning more than 100 years of church support of the Children's Home.

Miss Godwin secured support from churches throughout central Indiana by making appeals. As more churches learned about the needs of the children at the Home in the following decades, they also chose to become supporters.

In 1924, the Children's Home moved to its current site in Lebanon, thanks to support from Centenary Methodist Church and community leaders. Over the decades, Centenary's pastors ministered to the children and the staff. For many years, United Methodist Youth Fellowship groups throughout Indiana raised money for the Children's Home through Fall Booth Festivals.



*Calvary United Methodist Church in Brownsburg*



*Locust Street United Methodist Church, Greencastle, Indiana*

Since 2015, 419 churches have donated more than \$1 million to support our services. Most donate directly to the Children's Home Foundation, while others give through the office of the Indiana Conference of the United Methodist Church. We are also thankful for the support from the annual Bishop's Christmas Offering. Just last year, Calvary United Methodist Church in Brownsburg made the single largest gift we've ever received from a church that was not from a designated endowed fund. "Our faith family wants to invest in the development of young lives so that our community becomes stronger," explained Calvary's Senior Pastor, Rev. Michelle Knight, "And we cannot think of a better partner in that than you! Bless you!"

Starting with the Methodist Episcopal Church, then the United Methodist Church, as well as congregations from many other denominations – churches have always been faithful mission partners with the Children's Home in serving Indiana's most vulnerable children. We thank all the churches and their members who care so deeply about the children!

***"Our faith family wants to invest in the development of young lives so that our community becomes stronger."***

**Rev. Michelle Knight, Calvary's Senior Pastor**



## Disaffiliated Churches Continue Support for Children's Home

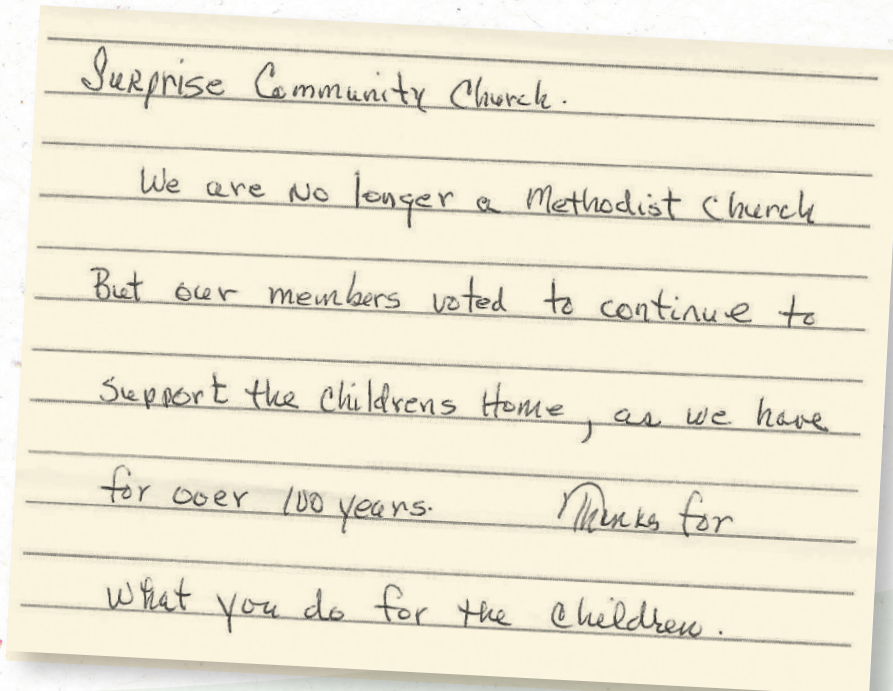
**Our children need all of us!** And the members of Surprise Community Church and Stockwell Community Church take that to heart.

The former Surprise United Methodist Church chose to disaffiliate last year from the Indiana Conference of the United Methodist Church and become independent rather than join another denomination. Despite the change, the church has made a commitment to continue supporting the Children's Home! Led by James Thompson, the Superintendent of Trustees, the members voted in December to continue their more than a century of support for the Home, even though they are no longer United Methodist.

Below is the note he sent with their donation to the Children's Home Foundation.

Stockwell Community Church, formerly the Stockwell United Methodist Church, also is continuing to support the children in our care despite disaffiliating last year. The members informed us they decided to support the Home through their Christmas Eve collection and a special effort from the children in their congregation who collected coins. They sent us a generous donation to help us start 2024 in a wonderful way!

**Thank you to everyone at Surprise Community Church, Stockwell Community Church, and all the other churches that have disaffiliated but still care about our children. We are grateful to have you remain as partners in our mission! Our children need all of us!**



## Responsible Parenthood Program



Realityworks

A key part of our work is helping teenagers in our care make better life decisions. That's why we are launching our Responsible Parenthood Program to encourage them to consider the consequences of early parenthood.

The program uses infant simulator dolls, simulating the appearance and behavior of real infants. Like real babies, they cry when they need to be fed, held, or changed, helping teens better understand the time and attention infants require. Wireless programming tracks "parent" behavior, giving our staff opportunities to impart important life skills such as time management, empathy, and communication.

"It will show them the ups and downs and make it more likely that they will be healthy, safe parents in the future," according to Ashley Slaughter, Director of Residential Services at the Children's Home. Donor support totaling \$19,908 made it possible for us to buy the program curriculum and 10 of the infant simulation dolls. We are grateful for everyone's generosity!





## Does a gift from your IRA make sense?

### A tax-wise way to support our children's mission

If you are age 70½ or older, you can make a qualified charitable distribution (QCD) directly from your IRA to the Indiana United Methodist Children's Home Foundation. Consider the benefits:

- No tax is due on the distribution up to the \$105,000 annual aggregate limit. (Note that contributions to an IRA after age 70½ count against QCD amounts.)
- The gift counts toward your required minimum distribution (RMD) if one is due (generally, age 73 or over).
- Your easy gift makes an immediate impact on our work helping Indiana's abused and neglected youths develop independence and find hope for the future.

Contact your financial advisor to determine if supporting the mission of the Children's Home by making a gift from your IRA is good for you.



Please contact Tom Fagan, Director of Development, with questions or to schedule a tour or speaker for your group, at 317-775-0606, or [tomfagan@iumchf.org](mailto:tomfagan@iumchf.org).

## Want to Learn How the Children's Home is Changing Lives?

Join us Saturday, April 27; 10am - 1pm at the Home in Lebanon for our Auxiliary Annual Meeting. Speakers, music, lunch and optional campus tour are included. Our *Student of the Year award* will be presented. All are welcome. Contact Susan Bennett: 765-482-5900 or [susanb@iumch.org](mailto:susanb@iumch.org)



Indiana United Methodist  
Children's Home Foundation  
*Hope Has A Home in Lebanon*

[iumch.org](http://iumch.org)

#### Contact for Home:

515 W. Camp Street, Lebanon, IN 46052 | 765.482.5900

#### Contact for Foundation:

9333 N. Meridian Street, Suite 222, Indianapolis, IN 46260  
317.775.0606 | [info@iumchf.org](mailto:info@iumchf.org)

The stories you read about our youth are real. Often we change the names and identifying details to protect their privacy.

## Audit Team: Children's Home "Best of the Best"

Is the Children's Home serving the needs of students in the most effective ways? That question is at the center of our accreditation by the Teaching Family Association. Audits every three years ensure the services we provide continue to live up to that group's exacting standards.

"We passed the 2023 audit with flying colors, earning another reaccreditation and recognizing the Children's Home as the best of the best," Board of Trustees President Daniel F. Evans Jr. recently reported to the Board.



He added that the audit was another bright spot in a remarkable year for the Children's Home and our dedicated staff. "We weathered the full implementation of the Families First Act, increased the number of students served, and prepared for the challenges ahead through planning for important strategic initiatives."

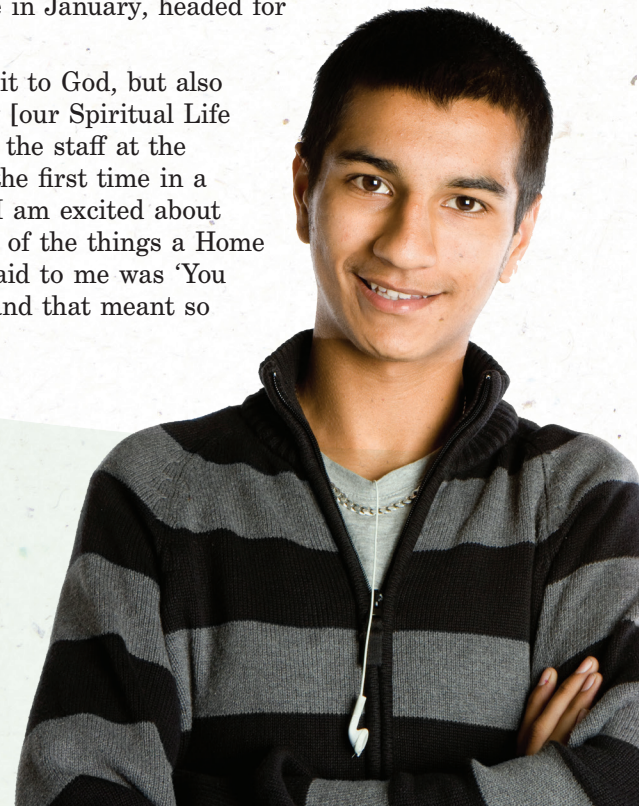
The Teaching-Family Model is one of just a handful of evidence-based treatment models accepted by federal and state agencies. Its rigorous standards and quality assurance processes ensure we deliver the most effective care and treatment to the students we serve.

## Meet Luke

*"When I came to the Home, I felt I was on a dead end. I had no plans for the future. The greatest thing the Home did for me was to help me find a way forward,"*

Luke told us while he was preparing to leave our Home in January, headed for a college dorm.

"I give the credit to God, but also to Pastor Perry [our Spiritual Life Leader] and all the staff at the Home. This is the first time in a long time that I am excited about my future. One of the things a Home staff member said to me was 'You are not alone' and that meant so much to me."





# News@Home

## A Century of Hope and the Evolution to Teaching-Family Model

A century ago, the Children’s Home arrived in Lebanon with 23 orphans, most under age 12. From the day we opened our doors, the young people in our care have contended with an ever-changing world. As their needs have evolved, we’ve continued to meet them where they are and with the support to help them thrive.

In 1959, when many children in crisis were being placed with foster families, the Children’s Home began its transition from an orphanage to a 24/7 treatment facility. We added our school in 1972 to educate the children onsite, and it was certified by the Indiana Department of Education in 1981.

In 2011, the Children’s Home implemented the Teaching-Family Model of care to meet the needs of our teens, most of whom are from abusive family backgrounds. We’ve included more about this evidence-based treatment model throughout this issue. It’s focused upon modeling and teaching social skills to help our students succeed in school and in the community. They learn how a functional family operates, helping to break the cycle of abuse.

Today, the Children’s Home is a sophisticated residential treatment program for teenagers. In addition to providing a safe living environment, our programs include intensive psychological counselling, ongoing education for grades eight through twelve, development of independent living skills for life as an adult, and spiritual growth.

*“Train up a child in the way he should go and he will not part from it.” – Proverbs 22:6*

## A Life Has Been Changed

About this time last year, Anna’s life had reached a breaking point. She survived a childhood surrounded by drug use and domestic violence before her grandmother took her in. Being surrounded by her grandmother’s love didn’t keep her from making several bad choices of her own, and a judge referred her to stay at the Children’s Home.

When she arrived, Anna had already earned her high school diploma, so we encouraged her to prepare for her independent life after leaving the Children’s Home and use the programs and services of our Independent Living Learning Lab. She quickly decided she wanted to become a Certified Nursing Assistant and loves her new job helping seniors in a local care facility.

“The Teaching-Family Model, coupled with the Lab, made a difference in Anna’s trajectory,” recalled Case Manager Stacy Youngblood. “Our Family Teachers and Lab staff helped her realize she was suited for a job helping people. It was amazing to see she had a servant’s heart after all the negative experiences in her young life.”

She appeared before the judge again not long ago, confidently asserting, “I am not the same person I was eight months ago.” The judge confirmed Anna accomplished every requirement and goal set by the court before issuing an immediate discharge date. It was a happy day.

*“I am not the same person I was eight months ago.”*





## A Century of Hope

### Dear Friends,

As we look back at 100 years of caring for children in Lebanon, we remember those who planted the seeds. Their prayers, generosity, volunteer leadership, and commitment to sharing God's love with children in crisis have endured.

Those seeds have grown as our approach has evolved to the evidence-based practices of the Teaching-Family Model (learn more about TFM in this issue). Our Family Teachers step in to provide the care that our students' parents could not, and the model's success is evident as the teens grow into confident, independent young adults.

Our approach to developing financial resources to meet the changing needs of society's youth has also evolved. **Our Foundation celebrates its tenth anniversary this year**, and it's humbling to share our lengthy Angie Godwin Society list of generous annual donors (pages 6-7). Their continued support has allowed our leaders to say "yes" to the changing and growing needs of the children we serve. We are thankful to this impressive list of altruistic individuals and organizations who help us save lives.

Join us in continuing to grow our mission into the future by planting the seeds for a new Century of Hope. Please pray for our leaders, our staff, and the students we serve.

Blessings Abound,



*Christy Huston*  
**Christy Huston, MA, CFRM, IOM**  
Foundation  
Executive Director



*Rich Lapinski*  
**Rich Lapinski, MS**  
Children's Home  
Executive Director/CEO

**P.S. Our children need all of us. And we need you.**

- 1924** Children's Home moves from Greencastle to Lebanon with 23 orphans.
- 1959** Children's Home begins transition from orphanage to residential treatment facility.
- 1967** Auxiliary to the Children's Home established.
- 1981** Indiana Department of Education grants accreditation to James E. Davis School.
- 1987** Gress Memorial Chapel dedicated.
- 2011** Teaching-Family Model of care implemented. First new family-style home built.
- 2014** Foundation established by founders Mo Thomas, Jim Engledow, and John O. Bodman.
- 2015** New James E. Davis School building dedicated.
- 2019** Final two of six new family-style homes dedicated.
- 2021** Independent Living Learning Lab dedicated.
- 2022** Strategic Plan led by Trustees President Daniel F. Evans, Jr. adopted by Trustees.
- 2024** **The Children's Home celebrates 100 years of serving children in Lebanon.**



# From Their Voices

## Their Favorite Family Dinner Memory? How About Their First?

Family dinners are a beloved tradition for most of us, but something many of the students at the Children’s Home have never before experienced. As an integral part of our Teaching-Family Model of care, they learn to shop and prepare meals with the other residents of their homes, then gather around the large dinner table to break bread and catch up on the day’s events. It’s a new tradition they’re quick to embrace for many reasons, among them:

*“The food here is better than any place I’ve ever lived. I like helping cook the meals, too.”- Jasper*

*“I’m not used to eating three meals a day. I can honestly say that my stomach never growls.”- Andrew*

*“I love how we have theme nights for dinner. On a Monday night, we may have Mexican food and on Friday night, we may have Italian food. The variety is awesome.”- Keisha*

*“I’ve learned some cooking skills from my Family Teachers. I barely use the microwave anymore.”- Rafael*

*“I always ate in front of the TV and had to get used to sitting around a dinner table and talking.”- Trevor*

*“I like how we all eat together at one long table with our Family Teachers. We usually say a prayer before we eat. We also have to help set the table and clean up but I’m glad we have a dishwasher.”- Deshawn*



*Betsy and Andy Lambert, Family Teachers in Meyers Home, enjoy sharing cooking skills with the girls.*



*The Lamberts and girls from Meyers Home gather around the dinner table for a special meal featuring Indian cuisine.*

*“My favorite meal is steak and baked potatoes. Our Family Teachers like us to eat colorful food so we eat a lot of fruits and vegetables. It’s fun to go shopping together. I can usually be found in the cookie aisle.” - Jacob*

*“Many great meals and conversations take place at the dinner table. There is no television, no cell phone, just real conversation. This is a new experience for most of our students.”- Daniel Clay, Family Teacher*





# Angie Goodwin Society

Donors of \$1,000 or more – in one gift or **throughout 2023** are recognized below as Angie Godwin Society donors. Miss Godwin was the founder of the Home 109 years ago. Her vision has endured because of generous donors like you! **Thank you! To learn about being included in 2024 contact the Foundation at 317-775-0606**

## Gifts of \$100,000 and above

Indiana Department of Child Services  
Elizabeth Lambert  
Lilly Endowment Inc.  
Rita Redden  
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## Gifts of \$50,000–\$99,999

Helen Rae Elliott  
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## Gifts of \$20,000–\$49,999

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Trinity United Methodist Church–  
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Make a Gift?

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Waverly Park Methodist Church-  
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**Gifts of \$1,000-\$1,999**

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New Albany  
Kathleen Truitt  
United Parcel Service of America, Inc.  
Donna and Steven Wantz  
Sue and Wayne Weise  
Janet Young

*Thank you!*

*"The Lebanon Children's Home has been a part of our community our entire lives. The services offered to the Indiana youth who have experienced very rough early challenges are expanding and continue to help these students find unique and successful paths in adulthood. We wanted to help them find their personal success stories."*

**Sigmon and Jane Myers, Angie Godwin Society Donors, Lebanon, IN**

Every effort has been made to ensure the accuracy of names. Please contact the Foundation if there are errors: 317-775-0606 or info@iumchf.org.



## Students With Difficult Backgrounds Thrive with Teaching-Family Model

Helping students find happiness and learn skills for independence takes a lot of love – and a proven approach to caring for those who come from tough places. Since 2011, what’s known as the Teaching-Family Model (TFM) has been at the heart of how our Family Teachers and other staff members meet the needs of these young people.

Family Teachers are professional parents who receive advanced training in the TFM. They live with students in each of our six family-style homes, guiding them and modeling behaviors from morning until bedtime. Other trained Family Teachers provide relief overnight and on weekends.



*The Shipley family*

***“Our boys feel safe and cared for, and we can give them the stability they so desperately need.”***

**Dustin Shipley**

## It Only Took a Yard Sign

Lexi and Dustin Shipley were driving past the Children’s Home one day and saw a “Hiring Family Teachers” yard sign. “An unseen power called us to the Home,” Dustin recalled. I think we were meant to drive by the campus that day.” The idea of supporting teens in a homelike environment appealed to the Shipleys, who have been serving the Julietta Home’s young men for eight months. Anderson University alumnus Dustin’s background was in sales, while IUPUI grad Lexi had worked in office management. Their 2 1/2-year-old daughter, Isla, and two dogs accompanied them, and recently welcomed another little baby girl.

The Shipleys appreciate the proven effectiveness of the TFM. “We know it’s a proven method to help young people heal from abusive backgrounds,” Lexi explained. “Our boys feel safe and cared for, and we can give them the stability they so desperately need.” Dustin noted that TFM has helped with parenting their own daughter. “When Isla has a meltdown or tries to manipulate us, we refer back to our training as Family Teachers and find better ways to handle our own parenting challenges.”

The couple appreciates the paternal tendencies the students display. “They’re very caring and protective around our daughter,” said Lexi. “It’s also been interesting to observe how protective they were of me as an expectant mother. I give all the glory to God.” Watching the students successfully complete treatment brings joy to the couple, added Dustin. “We hope we have a positive impact on their lives. As Family Teachers, we try to show them a healthy example of what marriage can be and what it takes to be loving and caring parents. We are privileged to serve as Family Teachers and feel blessed that a simple yard sign brought us here.”





*“I am so excited to find my dream job. I’m working in a daycare center for little children.” Amber*

## Employment Improves Teen Mental Health and Path to Independence

“I am so excited to find my dream job. I’m working in a daycare center for little children.” Amber is one of more than a dozen Children’s Home students who work part-time in the community.

NaTasha Howell, who coaches the students in applying for jobs and becoming successful employees, sees their confidence improve when they succeed in the workplace. “The Lebanon community and surrounding areas have been great about hiring our students and giving them a chance to succeed. In fact, one of our former students worked at Walgreens and the manager said he was one of the best employees she had.”

Social skills learned through the Teaching-Family Model are practiced in their jobs. Skills like accountability, taking initiative, keeping commitments, and working as a team are skills needed for success on our campus and in the workplace. They also learn how to give and receive feedback in their daily interactions within their family-style homes and in their jobs.

The students take great pride in receiving paychecks and having savings accounts. “The students must save 75% of their earnings and when they leave the Children’s Home, they have accumulated a nice balance,” explained NaTasha. “We also want them to learn the importance of budgeting and not overspending.”

Jamie works at one of the local coffee shops. His Family Teachers tell us he has acquired excellent customer service skills. “I like talking to people and making sure they like their coffee,” Jamie said. “I opened a savings account, and it keeps growing, which makes me happy.”

*Building confidence!*

## Children’s Home Volunteer and Miss Indiana USA

If Haley Jordan Begay looks familiar, we’re not surprised. Maybe you saw her teaching students in her Plainfield High School classroom. You might have watched her on camera at an Indianapolis Indians game or on ESPN+.



Or it might have been the stage of the 2023 Miss USA pageant, where our enthusiastic volunteer proudly represented the Hoosier State as Miss Indiana USA.

Haley has a servant’s heart and is volunteering to create videos to share the impact the Children’s Home is having on our students’ lives.

“My late mom Susan always served others in everything she did. I got her heart, and I love helping people. In my sports career, I like to mentor young reporters I work with whether it’s looking over their personal or school projects or allowing them to shadow me at games. This year, I took on high school broadcasting teaching because being in a position to assist others in a career they might be interested in is so fulfilling to me.”

Why the Children’s Home? “I was a long-time volunteer for domestic violence shelters and think it’s very important to give back. Whether you can donate your time, money or participate in a project that would be helpful for a cause like the Children’s Home, it’s all meaningful work that can help others.”

**If you’d like to watch her video about the Teaching-Family Model, scan the QR code or visit <https://www.iumch.org/our-services/teaching-family-model/>**





## What is Your Legacy?

### 2024 Legacy Seminar

Have you thought about giving from your IRA? Is setting up a charitable gift annuity good for you? Join us online or in-person for a free seminar to gain insights into tax-wise charitable and estate planning strategies. Learn about opportunities to help make your charitable impact as meaningful as possible while also considering ways to maximize your tax savings.

#### When:

Tuesday, October 15, 2024  
11:30 a.m. to 1:30 p.m. (Includes free box lunch)

#### Presenter:

Manet Shettle  
President, United Methodist Foundation of Indiana

#### Where:

Indiana United Methodist Children's Home  
515 W. Camp St.  
Lebanon, IN 46052

#### RSVP:

317-775-0606, or [tomfagan@iumchf.org](mailto:tomfagan@iumchf.org)

#### Topics:

The seminar will focus on issues we all face as we make our charitable and legacy plans, including specific issues for people who are landowners or have farm assets. Tours of the campus are available afterwards with discussions about the services and programming to help improve the lives of children.

## Meet Kylie

When she first came to the Children's Home nearly a year ago, Kylie told her therapist, "People have treated me like I'm not worthy or valued throughout my life."

If you met Kylie today, the first thing you'd notice is her outgoing personality, her lively spirit, and her infectious smile. "Now I feel better about myself and where I am heading," she told us.

*"After being at the Home for a while, I feel like I am part of a family, which is a new feeling for me," Kylie added. "The other seven girls I live with are like sisters and the Family Teachers treat me like good parents should."*



Indiana United Methodist  
Children's Home Foundation  
*Hope Has A Home in Lebanon*

[iumchf.org](http://iumchf.org)

#### Contact for Home:

515 W. Camp Street, Lebanon, IN 46052 | 765-482-5900

#### Contact for Foundation:

9333 N. Meridian Street, Suite 222, Indianapolis, IN 46260  
317-775-0606 | [info@iumchf.org](mailto:info@iumchf.org)

## Want to Learn How the Children's Home is Changing Lives?

*"Visiting the Indiana United Methodist Children's Home in Lebanon helped us to see for ourselves the dedication of the staff to make a warm, welcoming home for teens to feel God's love, hope, and peace. With the housing, school, life skills training, counseling, field trips, activities, and access to spiritual growth opportunities, they've created a haven with the necessary resources for these teens to move into a bright future,"* said Rev. Laura Marine, Pastor, Herbst United Methodist Church, after touring in April.



Join us for a tour of our campus or invite us to speak to your church group or civic group. We are flexible and can accommodate your schedule. **Contact Tom Fagan at 317-775-0606, or [tomfagan@iumchf.org](mailto:tomfagan@iumchf.org).**







Indiana United Methodist  
Children's Home Foundation, Inc.  
*Hope Has A Home in Lebanon, IN.*



## Reasons Why You Should Support Our Children's Mission

Together we are helping children in crisis find hope for the future. Thank you, your support helps ensure our doors will always be open. The children need all of us!

### 1. Leaders in The Evidence-Based Teaching-Family Model Treatment

Our Teaching-Family Model programs assist youth and their families in the remediation of problems. Our 24/7 therapy includes six family-style houses and a school on our campus for learning critical social, academic, and independent life skills. The program features a high level of input with our youth in their treatment program and living environment. The opportunity to express their ideas and suggestions increases youth satisfaction, and investment in their success, and teaches leadership and self-advocacy skills. Trained Teaching-Family and academic staff teach and model social and behavioral interventions to break the cycle of family abuse and improve the likelihood of independence through academic, employment, social, and civic success.

### 2. Fully Accredited On-Grounds James E. Davis School

Our school is fully accredited by the Indiana Department of Education and serves grades 8 - 12. Youth typically arrive on our campus three years or more behind their peers in academic credits. Our small class size and specialized teaching help them catch up and complete their education. Many youth are awarded post-secondary scholarships from our Foundation to support their career aspirations.

### 3. Independent Living Program Supports Teen Transition to Independence

Our "Adult-Prep 101" curriculum teaches skills for independence including: teaching awareness about high-demand jobs; applying for and achieving success in employment and post-secondary education; earning a driver's license; learning and practicing personal finance, including banking, budgeting, apartment living, transportation, and insurance needs. We stress and practice healthy living/wellness and fitness activities.

### 4. Spiritual Development of Each Youth

Studies show spiritual development promotes healing from trauma, leads to resilience, and protects against inner suffering and the diseases of despair, addiction and depression. We provide a loving Christian setting with an opportunity to participate in worship and spiritual development at our own Gress Memorial Chapel and community churches/houses of worship. Our youth also volunteer in the community.

### 5. Mental Health Healing of Each Youth

Each youth is assigned a therapist who provides clinical psychological services such as individual, group, and/or family counseling. We work with the child, family, placing agency and other staff on the treatment team to facilitate positive change and smooth transition. Addiction services are being added to meet changing needs. We provide specialized "aftercare" when the youth reach their goals on our campus and go back to their homes or to independent living.

### 6. Wellness and Safety of Each Youth

Wellness begins the moment our youth arrive on our campus and begin to feel safe. We are proud that each child has their own bedroom, where good sleep hygiene leads to planning for a future of success.