

Unite Together to **MAGNIFY OUR IMPACT**



Strategic Plan FY2020-2022

Immersed in an environment of rapid change, BCC is becoming nimbler as it adapts to external crises, such as COVID-19 and economic downturns. Like many human service organizations, our approach to strategic planning has transformed from static to rolling. In other words, central goals are set once every three years, and instead of plotting out projects and objectives for each year, total desired outcomes are established for the full term.

OUR PURPOSE

Enriching communities, one family at a time.

BCC does not have separate mission and vision statements. We are guided by our singular purpose.

CORE VALUES

BCC has four core values. You can read more details about **Safety, Relationships, Empathy, and Impact** on the back of this report.

THREE-YEAR CENTRAL GOALS

1. Unite together to magnify our impact.

- Unite our teams, partners, state and federal entities, and stakeholders to magnify our purpose and drive impact that improves child, family, and community well-being.
- Collaborate on systemic social problems through leadership, education, and advocacy.

2. Foster a healthy culture where we engage with joy and purpose.

- Focus on recruitment and retention to lower vacancy rates across all teams.
- Bring employee wellness and engagement efforts to all positions and all locations at BCC.
- Deploy more structured management and leadership training programs to better support new and experienced teammates in leadership positions.

3. Remove barriers. Build momentum.

- Use feedback from employees and our partners to identify the policies and workflows that create frustration and barriers to getting work done efficiently.
- Invest in new systems that bring automation, real-time notifications, and useful reports to BCC.
- Make data more readily available for everyone to make more informed decisions both in and outside the program teams.



Elements of the Strategic Plan

The strategic plan is comprised of our purpose, values, commitment, leadership mindset, promises, and goals. Collectively, we refer to this as BCC's Compass.

Our Purpose is our North star. It guides every move and inspires every choice. When faced with a fork in the road we are guided by our purpose.

Our Core Values are the beliefs that ground our journey, actions, and intentions.

Our Commitment is the stand we take for each other.

Our Leadership Mindset is how we make things happen during the journey.

Our Central Goals represent our highest-level strategic objectives as an organization.

Hello Friends!

We are pleased to present you with our FY20-21 Impact Report.

At the Board of Child Care (BCC), our purpose is to enrich communities, one family at a time.

Those communities include the thousands of precious children and families we serve each year. But they also include our generous and compassionate staff and volunteers.

So in FY 20-21, we took steps to foster a healthy workplace culture – one that uplifts those doing mission-focused work at every level of the organization.

As you'll read in this year's report, we launched a comprehensive Equity, Diversity, and Inclusion initiative to honor differences, acknowledge uniqueness and amplify all voices at BCC.

We also started a new leadership academy where team members engage in interactive conversations with peers and actualize BCC's leadership philosophy: choose kindness; solve problems and learn together; make it happen.

We learned about trauma-informed and adaptive leadership and embraced collaborative problem solving. And we boosted professional development programs to encourage growth and increase focus on our team's many talents.

For our children and families, we continued to make lasting change through our programs and services. In this report, you'll meet the Turner family, who is charting a new course thanks to our new Wraparound Program in West Virginia. You'll also get to know some of our most endearing, dedicated volunteers and learn how our innovative art program is providing a creative and emotional outlet for our youth.

We are extremely proud of the special BCC talent who, no matter what, show up day in and day out to enrich communities, one family at a time.

With immense gratitude,

Laurie Anne Spagnola
PRESIDENT & CEO

Kevin Gralley
CHAIR, BOARD OF DIRECTORS

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Magnifying Impact Through Equity, Diversity, and Inclusion

The Board of Child Care is committed to honoring differences, acknowledging uniqueness, and amplifying all voices. A culture of inclusivity empowers individuals at every level to enrich communities, one family at a time.



EQUITY, DIVERSITY, AND INCLUSION STATEMENT, MAY 2021

Throughout the past year, BCC has incorporated several new Equity, Diversity, and Inclusion (EDI) initiatives:

EDI COMMITTEE - Prior to 2020, BCC had an existing LGBTQ+ committee that focused primarily on initiatives supporting BCC program participants. In early 2020, the CEO expanded this team and renamed it the EDI Committee. Its new, broader charter is to organize educational and cultural programs for BCC's staff and clients. Early projects included organizing programming for Black History and Hispanic Heritage Months, hosting open forums, and bringing in external EDI trainers. The EDI committee also assisted in organizing Juneteenth celebrations and added it as an observed BCC holiday beginning in 2022.

THE BCC COMPASS - Following the formation of the EDI committee, BCC launched the BCC Compass blog, a transparent space to share updates on our critical EDI conversations and initiatives, in late 2020. The blog also details the EDI Committee's progress.

NEW EDI FACILITATOR POSITION - BCC hired its first full-time EDI facilitator position in early 2021. Reporting directly to the Chief Human Resource Officer, the role drives impact in engagement, professional development, anti-racism, diversity, and inclusion at all levels. It also organizes the EDI training curriculum at all levels of the organization.

EDI TRAINING - Staff members participated in more than 800 hours of EDI training between 2020 and 2021! Specific trainings on LGBTQ+, Anti-Black Racism, and Cultural Competence took place. All new hires at BCC now participate in an EDI-focused training and conversation within their first two weeks.

OPEN FORUMS - Held virtually and on campuses across the region, these forums give employees a safe space to share their concerns and ideas with BCC leadership. Discussions revolve around coping strategies and how to make the organization more inclusive and culturally competent.

"While BCC is proud of its progress toward a more equitable, diverse, and inclusive environment, there is always more that can be done," said Laurie Anne Spagnola, President and CEO.

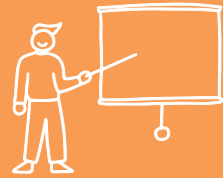
"We will stumble and make mistakes on this journey," she said. "No doubt, we won't get it right each time. But we will learn and grow from our mistakes. Together, we can face racism and injustices to create a more equitable, diverse, and inclusive BCC community."

Providing loving care, true hope, and healing to those in need.



Youth served

1,303



Training hours dedicated to equity, diversity, and inclusion (EDI)

832



Staff training hours

34,988



New staff welcomed

301



In-person and telehealth therapy sessions

19,856

BEHAVIORAL HEALTH

Behavioral health continued to be a focus among kids, families, and care teams. The five most common conditions addressed:

- Attention-deficit/hyperactivity disorder (ADHD)
- Disruptive mood dysregulation
- Post-traumatic stress
- Depression
- Anxiety

EARLY LEARNING

The Early Learning Program in the District of Columbia served 129 children ages 6 months to five years. More than 86 percent of children met or exceeded assessment standards for:

- Social-emotional skills
- Physical development
- Language
- Cognitive development
- Literacy



Charting a New Course

West Virginia residents Todd and Courtney Turner opened their home and hearts to Gracie when she was just four years old. » The couple met the energetic preschooler, who experienced abuse in her early years, through a local foster program after Gracie’s family could no longer care for her. » “She was really sweet,” Courtney recalled. “Within 24 hours, she said, ‘I’m going to call you guys ‘mom’ and ‘dad,’ and I’m going to be here forever.’” » Todd and Courtney fell in love with Gracie and adopted her within a year. But the honeymoon phase quickly began to fade.

Gracie became harmful to herself and others. She ran away, had hours-long tantrums, and attempted to jump off the roof of the family’s home. She was even hospitalized after an explosive outburst.

“We struggled,” Todd said. “We took her to therapy. We went in what we thought were all the right directions, but it seemed she regressed every day.”

“It was one of those things where the only way out was through,” Courtney added.

Desperate to get Gracie the help she needed, the couple turned to the Board of Child Care’s new Wraparound Program.

SEEKING SOLACE AT HOME

Launched in 2020, the Wraparound Program provides West Virginia residents with comprehensive, holistic and family-centered services that support children and youth ages zero to 21.

Lexi Carper, a program facilitator, began visiting Gracie and her parents weekly. She connected the family with a therapist who specialized in children with trauma. The therapist explained memories from the past caused some of Gracie’s violent tantrums.

To encourage positive behavior, Lexi and her parents designed “Gracie Bucks” – fake money awarded to Gracie every time she made good choices. Gracie could then turn the bucks in for real money to buy something she wanted.

Lexi also worked with Gracie on ways to maintain focus and coping techniques.

“We found a tent that goes over the top of her bed,”

Courtney said. “When she was out of control, she could just go in there. We would leave her alone and then talk about whatever we were talking about later, after she cooled down.”

Within a few months, Gracie’s behavior began to improve. Her violent outbursts almost stopped, and she retreated to her room or back yard whenever she needed a break. Recently, she has also tapped into her creative side.

“She’s always building and drawing things,” Courtney said. “She’s very creative and definitely a left-brain type of kid. She can make something out of anything.”

FINDING THEIR PATH

A year after she started, Gracie graduated out of the Wraparound Program.

Looking back, Todd and Courtney said they appreciate all the support the program provided.

“Finding mental health resources for children is difficult,” Todd said. “Close to the end of our foster session, when we were going into adoption mode, the services we used just stopped.”

“The Wraparound Program helped us navigate our situation,” Courtney said. “Lexi also became a big advocate for us as parents.”

The couple hopes more families learn about the program so they, too, can get the help they need.

“When making that transition to adoption, it can save families a lot of heartache,” Courtney said.

“Don’t think you can deal with this on your own,” Todd added. “Swallow your pride, and reach out as soon as possible.”

The Turner Family
with Alexis Carper,
Wraparound Facilitator



“The Wraparound Program helped us navigate our situation. Lexi also became a big advocate for us as parents.”



"Sometimes, art is just the vehicle to express their feelings."

ART THERAPY PROGRAM

Tapping Into the Healing Power of Art

When children and teens arrive at BCC's Baltimore art studio, something magical happens. » The stress, worry and even trauma they've experienced in their lives dissipates as they enter a world of inspirational posters, brightly colored markers and paints, stickers, craft jewels, yarn, and paper. » Led by expressive arts specialist, Michelle Kim, the art program provides a creative and often emotional outlet for students ages nine through 20, four days a week. » "Sometimes, art is just the vehicle to express their feelings," Michelle said. "It helps them access things that may be hard to access verbally. It also shows them the world can be bigger than what they currently experience."

GETTING OUT OF THEIR 'HEADS'

Michelle, who has studied art therapy, sees the studio as a blank canvas for her students.

"One recommendation of art therapy is to have all of your materials laid out so it's like an open invitation for students to pick whatever is calling to them," she said.

She recalled a recent visit from a 16-year-old boy. As soon as he walked through the doors, Michelle could tell he was agitated. So she invited him to explore the studio's vast array of materials. As the teen surveyed the room, his gaze stopped on a blank, full-face mask.

"I had four of these masks lying around," Michelle said. "He took one and began decorating it, going for an alter ego superhero identity. Within minutes, he was able to calm down."

The teen worked on the mask for weeks, painting it blue and yellow and then transforming its overall look with black yarn for hair and shapes cut out of felt stickers.

"He got out of his head and was able to shift his energy into something creative," Michelle said.

After seeing the teen's positive response to the project, Michelle purchased more masks and encouraged others to design their own masterpieces. Within a few weeks, students across the campus created enough masks for an art show.

COMMUNICATING THROUGH COLLAGES

Art can also be a way for students to communicate, Michelle said.

In late 2020, when art programming was still virtual due to the pandemic, Michelle worked with students over videoconference on collages.

"I provided them with kits filled with magazine clippings," she said. "Then I'd ask them to look through the pieces and see if anything calls out to them. Or I'd ask them to pull out all the images that made them feel safe or feel a certain emotion."

She recalled one experience when a student selected an image of an animal.

"I asked the student to draw a safe space for the animal on the paper," she said. "That eventually led into a conversation. Why does the animal feel safe in this environment? What does it need to feel safe? A lot of these kids don't like using 'I' statements or talking about themselves personally. They feel too vulnerable. Using an inanimate object or a third party to speak through is really helpful."

While Michelle said she is proud of all the art her students have created, she is most proud of how the artwork has helped improve their self-expression and sense of wellbeing.

"Engaging the kids in a positive and creative way helps them to see their potential and expand their identity," she said.

Continuing a Legacy of Love and Service

Be kind to others. Value education. Give back to those who helped you along the way.

» Amy Mathis and her sister, Debbie, learned these lessons early on from their father, Jim. A natural born leader, Jim went from living in the Strawbridge Home for Boys – one of three orphanages that later merged and became the Board of Child Care (BCC) – to supporting thousands of children as president of the BCC board of directors. »

For years, Amy and Debbie watched as their father lovingly engaged with children who were orphans or whose families could no longer care for them at BCC events and graduations. » “It was important to him to give back to the organization that helped mold him,” said Lois Mathis, Jim’s wife of 58 years and Amy and Debbie’s mother. “The children loved him because he had walked in their shoes.” » In 2015, when Jim passed away, the Mathis family vowed to continue its support of BCC.



INSTILLING VALUES

Jim, the oldest of six children, arrived at the Strawbridge Home for Boys in Eldersburg at age 14, shortly after his mother died.

“He loved living there,” Lois said. “He used to tell us it was so nice to sit down and have a hot meal because at home, they didn’t have a whole lot.”

The staff at Strawbridge took Jim and his brother, Billy, under their wing, making sure they participated in school activities, completed chores on time and supported fellow residents of the home.

“They definitely instilled the value of education and general morals in him,” Debbie said.

“He learned at an early age that there were people there who wanted to help him,” Amy added. “Later in life, he wanted to do the same for others.”

Jim joined BCC’s volunteer board of directors shortly after graduating from Johns Hopkins University. As a committee chair and then president, he oversaw BCC programs and worked to expand BCC services. While the board work was important, his favorite activity was spending time with children who benefited from BCC programs. He and Lois were a constant presence at BCC events, including Christmas celebrations.

“Every year, our church collects gifts for children in

the (BCC) cottages,” Lois recalled. “And we always went to the Christmas dinner and cottages to watch the children open their gifts. It touched our hearts.”

FOLLOWING IN THEIR FOOTSTEPS

To honor their parents, Amy and Debbie helped establish the Jim and Lois Mathis Award for Service to the Community Scholarship – a scholarship awarded annually to a BCC high school senior.

“Crystal Barnhouser-Fridy, one of the first recipients of the scholarship, went to school, got involved in social work, and then came back and sat on the BCC board,” Amy said. “It was just amazing to know that she had taken her life in such a positive direction.”

Amy also became a BCC board member the year after her father died and has served as treasurer for the past four years.

“I think about dad and his family, and he would tell you they would’ve just run amuck if it weren’t for programs like BCC,” Amy said. “While the situations today might be more dramatic, the impact to the children is the same. Children still need that guidance, that foundation, and that safe place to learn and understand what it is to be a contributing person to the community. BCC provides that by enriching communities, one child at a time.”



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DOUG W. POLLOCK

Taking Heed of Children in Need

A few years ago, in the middle of a cold winter, the United Methodist Home for Children (UMHC) faced an unexpected crisis: a broken furnace that left dozens of children and staff members without heat. » The Pennsylvania-based residential program, which merged with BCC in 2018, scrambled to find a replacement – and the money to pay for it. » Enter Doug W. Pollock, a former independent investment advisor and founder of the Doug W. Pollock Foundation. » Doug, who learned of the broken furnace from foundation attorney, Mike Bangs, immediately offered to pay for a new furnace. » “He did it without hesitation,” Mike said. “He had a huge heart.” » While Doug died in 2016, his “heart” continues to beat across Board of Child Care programs through ongoing support from his foundation.

FINDING HIS FOCUS

Doug lived in Camp Hill, Pennsylvania, about two miles from the UMH. His family was wealthy, so he never had financial concerns, Mike said. Still, as he got older, he wanted to find ways to share his wealth and give back to the community.

“Children and scholarships were of paramount importance to him,” Mike said.

Doug launched his foundation in 2006, and the UMH was one of the first recipients of its funds. He often visited the home to learn about its needs and wants.

“During one visit, he saw the basketball court was in disrepair,” Mike recalled. “So, he redid it in honor of his daughter, who passed away earlier that year.”

Doug, as well as his three daughters, were all athletes, Mike said. Doug played varsity tennis while a student at Penn State University and even worked as a tennis pro for a short time.

He knew the value of sports in children’s lives, and he wanted to ensure children at the home had a safe and fun space for physical activity, Mike said.

“Doug’s foundation is a regular sponsor of UMH’s annual golf tournament and recently helped support several critical building upgrades in the administration building on campus,” said Kristian Sekse, BCC’s Chief Operating Officer.

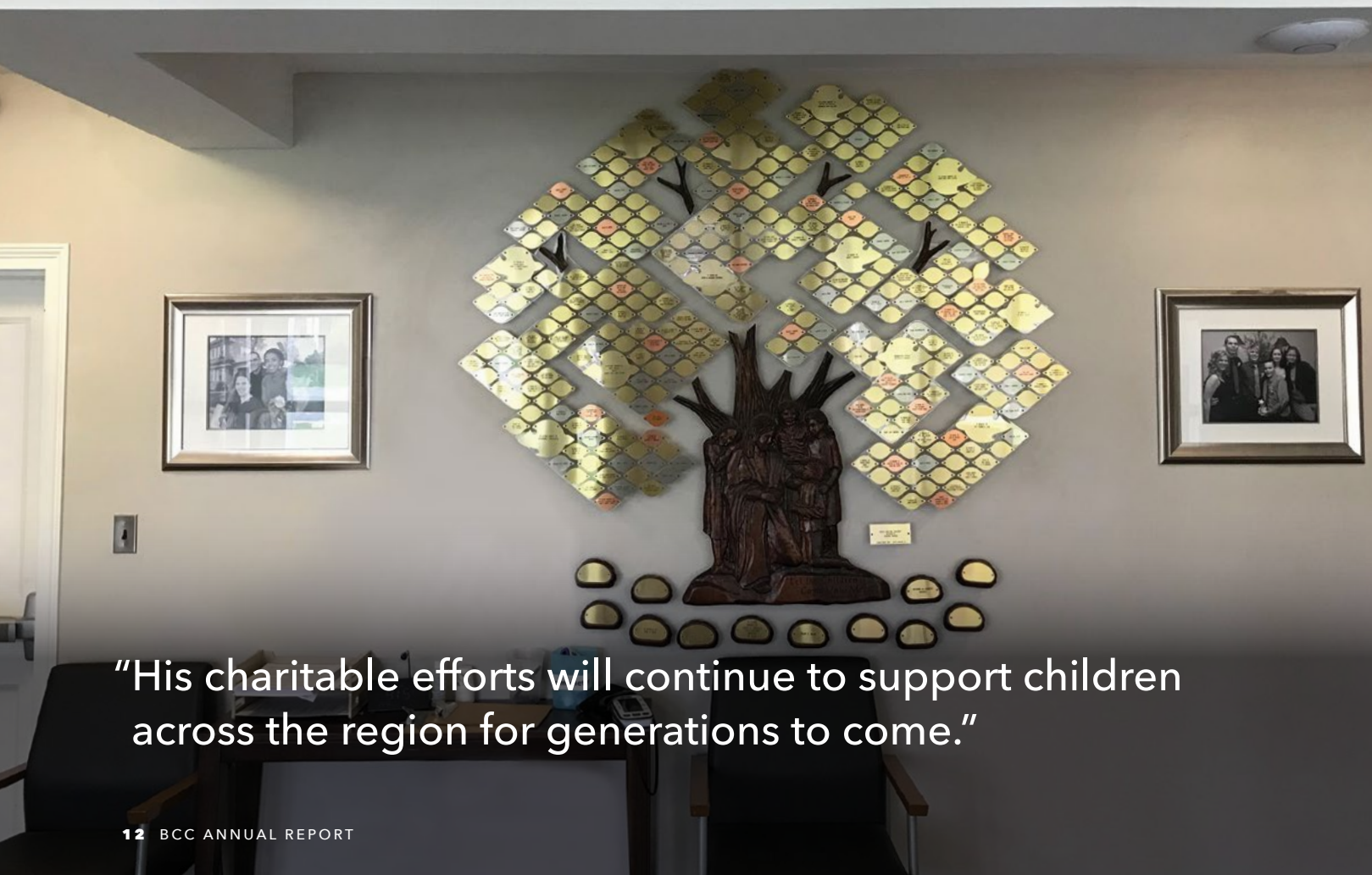
“As a result of the foundation’s support, we were able to expand the Caminos program that provides safe, secure placement options for children who have recently migrated to the United States and are seeking opportunities for reunification with family, as well as a chance to pursue their education and legal immigration cases,” Kristian said.

MAKING A LASTING IMPACT

“In life, Doug always avoided public recognition for his financial gifts,” Mike said. But after he died, Mike wanted the world to know how much his support helped others in need.

“He did stuff that was more impactful than many people who are standing up and getting awards,” Mike said. “His charitable efforts will continue to support children across the region for generations to come.”

DOUGLAS W. POLLOCK FOUNDATION LOBBY



“His charitable efforts will continue to support children across the region for generations to come.”

Annual Golf Tournament Raises More Than \$50K

Board of Child Care Financial Statement

Fiscal Year Ending June 30, 2021



In September 2021, United Methodist Home for Children, a Board of Child Care program, hosted the annual Jim Young Memorial Golf Tournament at the Carlisle Country Club in Carlisle, Pennsylvania.

The tournament raised more than \$50,000, which will be used to provide safe, residential care to youth ages 12 to 20 and support services to their families.

If you are interested in participating in an upcoming Golf Tournament, please visit www.boardofchildcare.org/golf.

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Kristian and Samantha Sekse
Dr. Anne Greenawalt
Aaron Andrews
Strawbridge School Art Program
Pecometh Camp & Retreat Center
The Baltimore Ravens
The Cracked Pot Coffee Shop
Civil War and More
HB McClure
Black Draft Distillery



ASSETS

	June 30, 2021	June 30, 2020
Cash, Accounts Receivable and Other Assets	14,542,966	17,115,880
Property and Equipment	42,503,957	44,289,390
Investments	78,164,880	68,167,053
TOTAL ASSETS	\$135,211,803	\$129,572,323

LIABILITIES AND NET ASSETS

Accounts Payable, Accrued Expenses and Other Liabilities	6,818,467	7,135,381
Line of Credit	6,954,402	9,954,402
Total Net Assets	121,438,934	112,482,540
TOTAL LIABILITIES AND NET ASSETS	\$135,211,803	\$129,572,323

REVENUE AND SUPPORT

Program Revenue	36,834,595	34,146,841
Gifts, Grants, and Contributions	3,136,710	1,209,213
Net Investment Income, Investment Performance, and Other	21,546,338	6,213,507
Other Income	80,359	74,802
TOTAL REVENUE	\$61,598,002	\$41,644,363

EXPENSES

Program services:		
Residential	42,003,769	42,577,576
Education	4,599,099	4,045,180
Early Learning Program	1,968,537	2,034,067
Outpatient Mental Health Clinic	632,941	604,970
Other Grants	687,933	229,968
Total Program Services	49,892,279	49,491,761
Supporting Services	532,090	470,801
Administrative Cost	2,217,239	1,929,376
TOTAL EXPENSES	\$52,641,608	\$51,891,938

NET ASSETS - END OF YEAR

\$121,438,934 \$112,482,540

CHANGE IN NET ASSETS FROM PRIOR YEAR

\$8,956,394 (\$10,400,779)

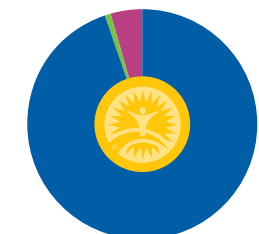
USE OF FUNDS

- Residential, Educational, and Mental Health
- Supporting Services
- Administrative Cost

94.8%

1.0%

4.2%



BCC's core program areas collectively enrich communities, one family at a time, throughout the Mid-Atlantic.

- BCC's continuum of care delivers a consistent treatment philosophy via evidence-based practices and research-supported practices.
- During an episode of care, movement within the continuum is fluid and flexible in both duration and design.
- The Care Team remains consistent throughout. What works is not a new discovery process with each placement, as knowledge transfer is seamless.

BCC offers programs across the Mid-Atlantic. Please visit us at boardofchildcare.org for a full list of locations.

SERVICES KEY



COMMUNITY-BASED

From adoption support services to family therapy, BCC's community-based programs share a goal of enriching communities. Some are small, local or grant-funded initiatives, while others are larger state or Federal programs. We work directly with families and train community partners to understand and respond empathetically to the mental health needs of children and adolescents.



EDUCATION

BCC can provide either in-house or community-based education placement depending on the program and needs of the youth being served. Our Whole Child Education methodology integrates academic, behavioral, clinical, and vocational goals into each student's education plan. BCC operates its own stand-alone school (Strawbridge school), Early Learning Program (Washington, DC) and partners with public school systems. All educational programs are licensed by the relevant Maryland or West Virginia State Department of Education.



MENTAL HEALTH

Licensed clinical therapists and child psychiatrists provide mental health services throughout BCC's program services.



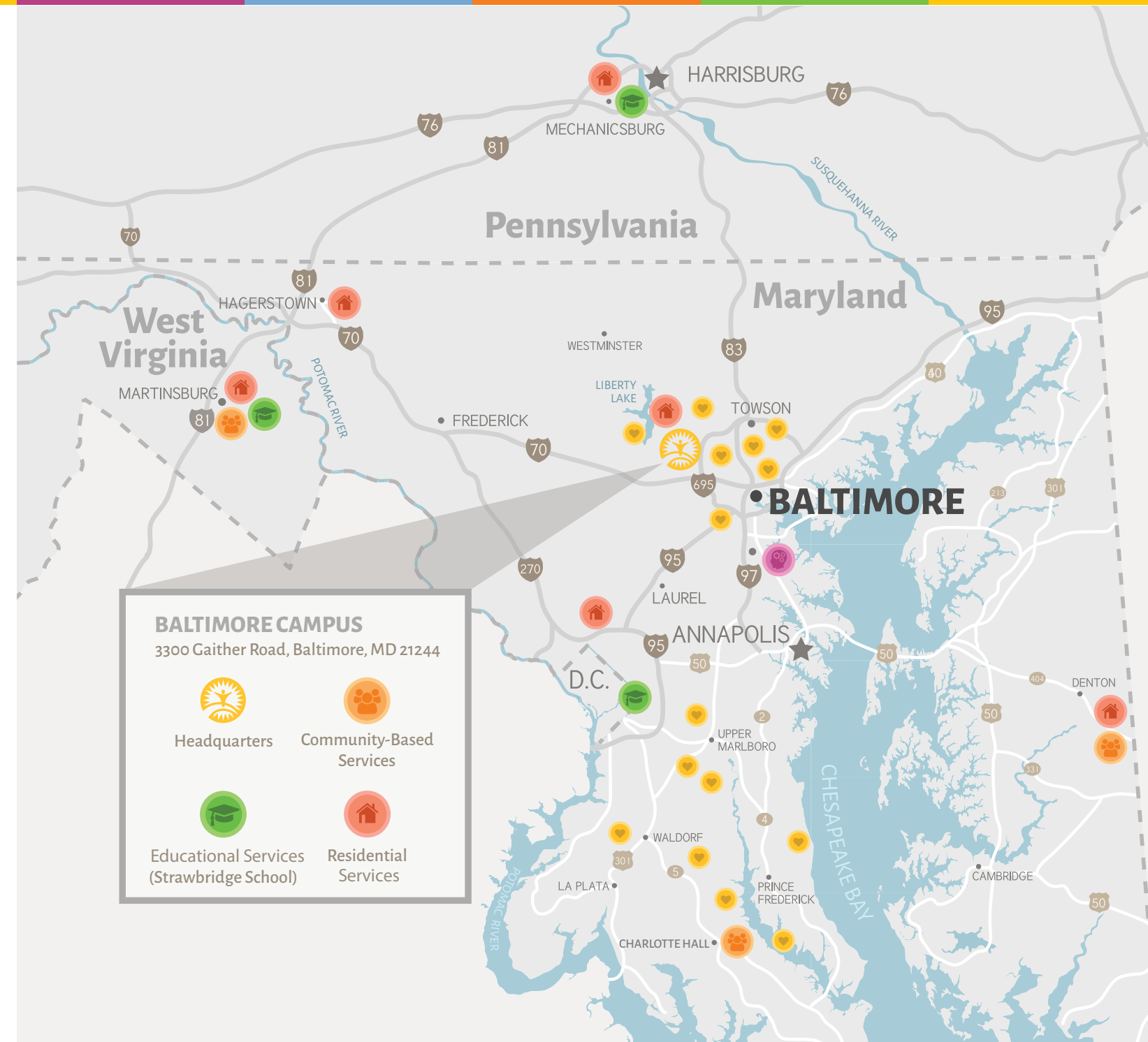
RESIDENTIAL SERVICES

BCC's therapeutic residential programs are designed for adolescents who require short- and long-term care. Movement within BCC's continuum is fluid and flexible in both duration and design. Whether a youth is ready for semi-independent living and a community-based placement or needs more of a campus-style arrangement, BCC's flexible offerings can meet a variety of treatment and supervision needs. Residential services are located throughout Maryland, in Mechanicsburg, Pennsylvania, and in Martinsburg, West Virginia.



TREATMENT FOSTER CARE & RESPITE CARE

Specially trained foster parents and BCC's professional staff ensure youth are nurtured in a safe and encouraging home setting. Full-time and short-term opportunities (called respite care) are provided. BCC trains and certifies foster parents. No prior experience is required, and we are always looking for new adults and couples seeking to enhance a child's life! Visit boardofchildcare.org/heroquiz to get started.





Our Purpose

Enriching communities, one family at a time.

Our Core Values



SAFETY AS A MINDSET

We value life, spirit, and health above all else and take action to maintain the safety of our workplaces, programs, and services through a trauma responsive lens. We are personally accountable for our own safety and collectively responsible for the mental, emotional, and physical safety of our community.

FOSTER **RELATIONSHIPS** WITHIN OUR COMMUNITY

Openness and honesty with all stakeholders make for both the best program outcomes and team culture. Inclusive practices are building blocks for trust. We create space for conversations that grow transparency about our decisions, promises, and understanding of one another.

LISTEN AND RESPOND WITH **EMPATHY**

Empathy will guide our programming and culture at all levels. A supportive work and program environment means valuing the voices of all people, ensuring equitable representation, and growing a desire to know and understand others. We recognize that with empathy we will better understand what type of care and encouragement to provide.

IMPACT DRIVES LASTING CHANGE

We seek to make lasting change in the lives of those we work with by providing services that are inclusive, measurable, and durable. We maximize our impact by investing in staff and board development. Feedback presents opportunity for action, which enhances and strengthens our programs and their outcomes.

