



# Growing Hope

Planting Seeds, Transforming Lives

## Acknowledgements

To the young men who have entered your doors, walked the walk, and transitioned, this document is dedicated to you.

The completion of this document would not have been possible without the cooperation and conversations with caring staff, board members, and participants of *Stepping Stones*.

This guidance document was developed with Congressional funding through the US Department of Health and Human Services, Administration of Children and Families in collaboration with Marshall University Research Corporation, Center of Excellence for Recovery.



August 2023

## Introduction

Marshall University was awarded Congressional funding to be able to determine best practices regarding transitional aged youth. This work included literature reviews, population data collection, and quantitative reporting through interviews and focus groups. In West Virginia 6,000 youth are in foster care, with 20% living in poverty and 20% having experienced adverse childhood experiences. Suicide is the second leading cause of death among youth. The university team selected to review and highlight best practices of the local program, *Stepping Stones*. Other organizations both inside and outside of West Virginia have visited the campus and seek to replicate aspects of the program. While the treatment services are monitored as a state certified residential facility it was important to review all the components of this expanding organization in its entirety as a comprehensive transition program for younger people emerging into adulthood.

The Center of Excellence for Recovery at Marshall University partnered with *Stepping Stones* to capture these experiences to share and replicate successes for like populations through this guidance document. The Transitional Age Youth Project staff and advisory board (comprised of younger people ages 16-22) visited *Stepping Stones*, conducted an exhaustive materials review, and interviewed current participants, staff, and board members to derive a comprehensive view of the organization. A program inventory was conducted that included history, board representation, hiring practices, personnel hiring requirements, licensure, orientation and on-going professional development, program components, implementation, and procedures. The document includes those findings.



Nestled between two mountains in Wayne County, West Virginia, following Twelve Pole Creek, around several curves, and up a graveled road, you will find a safe and healing, therapeutic behavioral health facility that includes residential living quarters, a certified educational entity, a licensed carpentry workshop, a hydroponic greenhouse, and eight tiny homes. Young men between the ages of 12-22 live, grow, and thrive on 166 acres.

*Stepping Stones* has had a long and distinguished record of serving the communities of Wayne and Cabell County in West Virginia as a trauma- informed and strengths-based organization focusing on resiliency and connectedness. The fully licensed family- centered behavioral health provider has almost 50 years' experience in providing youth with an opportunity to enhance cognitive competence, internalize coping skills and develop an "I Can" attitude. The youth's relationship with family and community is restored through the 3 R's: restructuring, reeducation, and reintegration process.

## History of the Organization

*Stepping Stones* was established in 1975 when a concerned group of Wayne County citizens realized that Wayne county youth, who were removed from their homes, were being sent across the state for shelter and care. This group was able to lease an old farmhouse north of Wayne. In June 1977, the doors were opened, and the first group of six youth were served in the cozy but aging two story home. During the first ten years, the number of youths increased to eight as an apartment over the garage was restored and began being used for "independent living" for the older youth that needed care and life preparation.



During the initial ten years, the home was staffed with a rotating live-in house parent, a childcare worker, a social worker, and a director. The roots of the program were developed and remain true to this day. As the Founder Gertrude Stapleton promised, kids were given "a warm bed, good food, and a place where they could feel safe."

In early 1987, the board of directors were unsuccessful in getting the landlord to do the building upgrades necessary for DHHR Licensing and had to begin looking for a new location for the home. The board was finally able to find property that could be purchased on a land contract. In August 1987, the night before school started, the staff moved the eight youth and all furnishings into the current home on Buffalo Creek. This location boasted 166 acres with room to grow. Two original barns were renovated, one into an office and one into the group home where it remains today. Over the years, structural changes have occurred as buildings began to populate the property.



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*Over the last few years, we have gone from sub-ground zero to the highest altitude from 5-25 partners in climbing the mountain and from local to national partnerships.*

*Don Perdue, Board Member of 18 Years*

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## Organizational Capacity

The capacity of the organization is built on the long-term commitment and knowledge of the staff and partners. Administration is streamlined and everyone is willing to do what is necessary to keep the lights on and the participants safe.

The longevity of employees is a testament to the ability of the organization to maintain staff and the leadership of Executive Director, Susan Fry, and Assistant Director, Raymona Preston. Both women have championed the program for almost 40 years.



Susan Fry



Raymona Preston

The office assistant has been with the facility for almost 30 years and the operations coordinator for 15 years. One direct care staff and counselor have been employed for almost 30 years. Shared staffing is an important paid personnel model. The onsite school staff is paid for by the West Virginia Schools of Diversion and Transition as well as the career and technical staff.

Staffing requirements are set by the State of West Virginia for 24/7 overnight residential and behavioral health credentialed facilities (6:1 daytime and 12:1 nighttime). This program has full-time (FT) administrative staff and part-time (PT) direct care and contract staff. The chart shows the description and number of staff that *Stepping Stones* currently utilizes to operate the facility.

Position	Credentials	Duties
Executive Director, FT	Licensed Professional Counselor, BS/MA ALPS Vander colt Trauma Certification	Oversee agency, employees, funding, fundraising, contracts, grants, budget, and agency operations
Assistant Director, FT	BA/MA, LPC, and ALPS, and Sex Offender Treatment Specialist	Oversee clinical programming, treatment planning, court, education, quality improvement, licensing, and staff oversight & learning,
Operation Coordinator, FT	Minimum of 2 years' experience in agency operations and high school degree.	Oversee operations of agency.
Growing Hope Coordinator, FT	Bachelor's Degree Agriculture or equivalent combination of education and experience.	Green house development/ planting, sales, personnel

Supportive Counselor, FT	BS Social Work or BA counseling, psychology or equivalent degree.	Supportive Counseling & Educational groups
Supportive Counselor, FT	BS Social Work BA counseling, psychology or equivalent degree.	Supportive Counseling & Educational groups
Office Assistant, PT	High School Diploma, Exp,	Computer, Filing, Records
Cook, PT	Experience	Prepare meals
6 - Direct Care Staff, PT	High School Diploma, GED or experience.	Direct care, supervision, recreation and safety
Building Construction WVDE-Shared	WVDE Guidelines	Career and Technical Education
Options Pathway WVDE-Shared Staff	WVDE Guidelines	Education Teaching
Transitions Specialist WVDE	WVDE Guidelines	Educational Support
Principal Shared Staff WVDE	WVDE Guidelines	School Administration
Contracted 10 Hours	Licensed Psychologist	Psychiatric services
Contracted 30 Hours	Licensed Therapist	Psychiatric services
Contracted 10 hours	Licensed Counselor	Group therapy
Contracted 10 Hours	RN Nurse	Medication Oversight/ Assessment
Contracted 10 Hours	Licensed Psychiatrist	Medication Oversight
Contracted 10 Hours	Licensed Medical Doctor	Physical Health Services

*Additional legal, food, transportation, and maintenance vendors*

## Professional Development

Continuous learning and the safety of young people are priorities of the organization. All employees receive background checks from WV Cares. There is also required orientation, licensure fulfillment, and job-related self-selected learning opportunities provided to employees at *Stepping Stones* at no cost. Training calendars are posted onsite and emailed to staff to ensure the availability of classes are communicated. Within the first **90 days** all staff are required to participate in the following trainings:

- Policies and Procedures
- OSHA Requirements
- Blood Borne Pathogens
- Medical/Medication Administration
- Narcan (Naloxone) Administration
- Treatment, Trauma, Suicide Prevention
- Ethics
- Emergency and Crisis
- First Aid, CPR
- Culture, Sexual Identity/Sensitivity
- Life Span Development
- Family Dynamics/Family Driven
- Behavior Management/Rapport Building
- Documentation
- Sex Trafficking
- Crisis Prevention/Intervention
- Runaway Guidelines



## Governance

*Stepping Stones* is a not-for-profit 501c3, dually licensed behavioral health provider that is an incorporated business registered with the State of West Virginia and governed by a board of directors that meets quarterly. The board members are well known in the service area and are active in planning and fundraising for the organization. There are no limits on terms, and many have served on the board for more than ten years. Much like the staff, they are committed to the success of the program and volunteer their time, money, and talents to ensure the growth and sustainability of *Stepping Stones*.

### Our Mission:

Helping kids  
realize their  
potential one  
*step at a time*



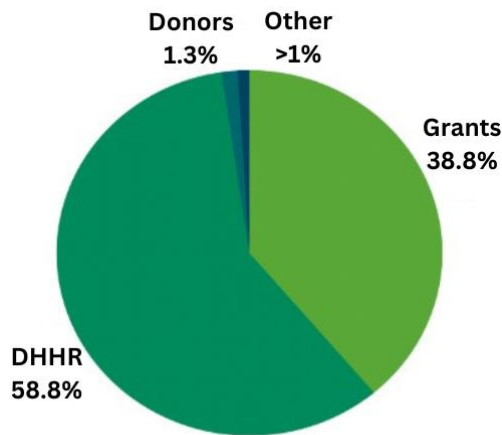
### **BOARD OF DIRECTORS**

Glenna Michael  
Lisa Bell  
Kerry Adkins  
Kathy Cathers  
Robert Thompson  
Don Perdue  
Wanda Pack

Marshall Family Health  
WVU Extension-Wayne  
Huntington Federal, Board Vice President/Treasurer  
Marshall Family Health  
Former State Representative, Teacher /County Commission  
Former State Representative/ Pharmacist, Board President  
Former Supervisor, *Stepping Stones*

## Fiscal Responsibility and Growth

From its inception, *Stepping Stones* has survived fiscally by maintaining a low budget with little to no overhead, receiving state funding, contracting medical services, and maintaining local relationships for other necessary services. Over the past few years, they have expanded their budget through well-known commercial partnership opportunities and experienced facility expansions, receiving national attention.



Each year the organization has a golf tournament that serves as a community marketing tool to create awareness about the programs offered and raises capital funds for *Stepping Stones*. The website also includes a donor page that allows for direct giving and item specific allocation through Amazon. Currently the organization is modeling excellent fiscal responsibility through the **diversification of funds** and is exploring additional fundraisers to continue to create additional community awareness.

## Partnerships

*Stepping Stones* would not be in business today without the relationships that have been forged and maintained over the years. The support of a local school board and university, city and county government, as well as other public and private partnerships are key to sustainable funding and longevity in the community. These entities as well as individual volunteers create a secondary workforce that supports every boy who comes, stays, and transitions back to a home, job, and community.

Benedum Foundation	Pallottine Foundation
Bernard McDonough Foundation	Spring Valley High School
Braskem America Neal Plant	Tolsia High School
Cabell Huntington Hospital	Toyota
Coalfield Development Corporation	Truist
Green Bronx Machine	Unicare Health Plan of WV
Marshall Advanced Manufacturing Center	Wayne County Board of Education



Marshall University Center of Excellence for Recovery	Wayne County Economic Development Corporation
Marshall University Psychology Program	Wayne High School
Marshall University Social Work Program	WV Department of Education, School of Diversion and Transition
Marshall University Sustainability Program	WV Department of Health and Human Resources
Mylan Puskar Foundation	WVU Extension Service Family Nutrition Program
Newman's Own Foundation	

### **STEPPING STONES VALUES**



***We believe in the resiliency of kids.***

We want our kids to develop an “I can” attitude. Building on their strength, we challenge each child to reach their potential physically, emotionally, and spiritually. Our message is Simple...Kids Can.



***We go the extra step.***

Our kids come first...no exceptions. We do not give up on kids. We stick. At *Stepping Stones*, we fight for our kids, no matter what.



***We believe in family and community.***

We believe that the family role is an integral part of the child’s treatment. It is simply not good enough that a child does well while he is with us; the true measure of success is gleaned when he returns to his home and community successfully.



***Kids need a safe, stable, and structured environment.***

A safe home and nurturing adults are critical to a child’s well-being. Regular meals, a time to play, a time to study, knowing that there is someone who cares enough to say “no” and mean it... rituals are both comforting and necessary in a child’s development.



***We appreciate the joy in every day.***

A sunset, a joke, a shared meal. We believe it is healthy to identify the positives in every day; to laugh at ourselves and to have fun together. We believe that every good day is a “stepping stone” to the morrow.



***Education is a must.***

We support the child and his opportunity to be successful in the public-school setting both academically and socially. Education is the first step; everything else will then fall into place.



***WV kids and families deserve our best.***

We believe that challenges can be motivating for our kids, staff, and Program. We look at challenge as an opportunity for growth. We are responsible for adhering to the highest standards in childcare; every day, in every policy; during your every phone call.

**FAMILY CENTERED PRACTICE BELIEFS**

**We are most effective when:**

- A strengths-based approach is used.
- The family’s culture, values and beliefs are respected.
- Parents/Caregivers are the primary resource for their family members.
- Parents/Caregivers can effectively advocate and negotiate systems (i.e., Court, educational, medical) on behalf of their family members.
- Family participation in the program is genuine and grounded in strong relationships with staff.
- The focus of family intervention is responsive (changes as the needs of the family change).
- Interventions reduce stress and strengthen adaptive coping behavior.
- Families are provided safe opportunities to problem solve.
- Mutual and reciprocal informal support systems are utilized.
- Parents/Caregivers can articulate the strengths, needs, developmental level and goals of their family members.
- Coaching and consultation is used to support the parents/caregivers in their Role.

**Intake Process**

Before an eligible youth enters the facility, a referral is received, and all information must be reviewed and confirmed.

**Referral Checklist**

- ✓ The referral must be made from the WV Department of Health and Human Resources or WV Department of Juvenile Probation.
- ✓ Males must be ages 12-17 for residential and 16 – 22 for transitional living.
- ✓ The youth must reside in Wayne or Cabell County, WV or statewide if space is available.
- ✓ Males must have a Substance Use or Mental Health Diagnosis.
- ✓ The youth may have an Intellectual Developmental Diagnosis if able to care for themselves.
- ✓ Males must be capable of self-care.
- ✓ Males must be capable of self-medication under supervision.
- ✓ The youth must not be a threat to self, others, or the community.

- ✓ The youth must not have engaged in criminal activity that necessitates correction services.
- ✓ The males must not have current violent, self-destructive, or aggressive behavior.

### **Program Introduction & Expectations**

1. Handle With Care for emergency placements (safe space, shower, nurturing, comfort, food, trauma sensitive care)
2. Welcome and introductions of staff and other youth
3. Tour of grounds and all buildings
4. Safety Orientation
5. Orientation Checklist Completed
6. Room/Bed Assignment
7. Food/Snack
8. Step Expectations Welcome & Engagement (See Resources & Attachments)
9. Transition Planning

### **Practice & Lessons Learned**

Beyond a warm bed, good food, and safety, the board and administration determined early that proven efforts must dictate practice. Leadership participated in trainings, became credentialed, and learned about new programming specifically indicated for populations that they served. They prioritized training for all staff and implemented best practice programs and strategies within the organization. These practices, programs, and innovative projects based on research are described throughout the remainder of this document.

### **Guidance for Success and Sustainability**

The following guidance has been developed based on the sustainable practices of *Stepping Stones* and other planning models and best practice advice.

- Demonstrate a need in the community
- Employ and retain committed and passionate people
- Partner for good standing in the community, awareness/funding
- Share duties –*everyone must be willing to pick up the trash*
- Plan strategically and for willingness to change
- Establish learning goals
- Diversify funding
- Implement best practice solutions
- Measure for effort and effectiveness
- Conduct all activities with equity and justice in mind

## Family Centered Practice

Families are involved at every point during the residents' stay as appropriate based on the recommendations of the multidisciplinary team. Many of the young men are from foster care or are unhoused and the goal of services is reunification. Family visitation is planned for each youth. Flexible meeting schedules, transportation assistance, linkage and referral and communications are provided. STEP and Teen Parenting Classes are offered for young parents, after care planning, strengthening families and group sessions that work to build the natural supports within the families are conducted to help build the resiliency of both the young person and their families. Satisfaction questionnaires are provided and reviewed to learn important feedback from those served for continuous improvement of services.

## Treatment Services

*Stepping Stones* offers programs for males 12-23, that includes a full array of residential programs, educational, career, socially necessary, professional intensive and supportive therapeutic services. Licensed professional counselors, psychologists, psychiatrists, nurses, and physicians deliver assessment, planning, treatment, and on-going evaluation of residents.

Programs	Eligibility	Description
Residential Treatment Level II	<ul style="list-style-type: none"> <li>Boys 12-18</li> <li>Experiencing behavioral/emotional trauma</li> <li>Ability to function in a Group Living Program</li> </ul>	The program provides evidenced-based substance use treatment (The Seven Challenges), formal open-ended group counseling, trauma informed treatment, education, case management, integrated health, life skills, social emotional learning, psycho-educational programming, supervision, and support for youth. Formal clinical services are facilitated by licensed professional counselors; supportive counseling services are provided by bachelor level staff; a licensed psychologist actively consults during treatment planning and a contracted child psychiatrist oversees psychotropic medication. A registered nurse oversees medical needs and linkages.
Transitional Living for Vulnerable Youth Residential Program (Phase 1)	<ul style="list-style-type: none"> <li>Boys 17-21</li> <li>Experiencing behavioral/emotional trauma</li> <li>Ability to function in a Group Living Program</li> </ul>	The program provides transitional living services which includes the development of permanent connections and permanency services for males between the ages of 17 and 21 who cannot be served in their own homes or other community-based settings. Transition coaches support the youth in obtaining life skills, education, employment, personal

		<p>development and transitioning to independence with support.</p> <p>This is a structured on-ground semi-independent program to assist youth who are not entirely ready to live on their own, but who do not necessarily need all the structure of a residential treatment program. Each youth must be responsible to take care of their responsibilities with little prompting, responding appropriately to the normalized treatment expectations and be participatory in the experiential life-skills environment.</p>
<p>Tiny Home Village (Phase 2) Onsite</p>	<p>Foster Care youth ages 17-23 transitioning from foster care or experiencing homelessness</p>	<p>Youth practice living independently (e.g., paying bills, paying rent, resolving roommate differences, managing their own schedules) with staff available to process these difficulties. Youth in this program receive a stipend to learn how to budget and manage their financial responsibilities. Youth must be engaged in 40 productive hours weekly such as school, work and/or service-learning volunteer activities. Additionally, youth are expected to demonstrate an ability to navigate their own medical needs, finances, form lasting relationships, connect with the community, exhibit a work ethic, and advance educationally/vocationally.</p>
<p>Youth Transitioning Program-External (Phase 3) Wayne, Cabell, Putnam Counties</p>	<p>Foster Care youth ages 18-23 transitioning from foster care or experiencing homelessness</p>	<p>Youth live independently in the community in apartments, dorms, or other approved living situations with a dedicated financial stipend. Youth must have been in continuous care for a period of six months and have demonstrated an ability to handle independence as evidenced by stable and responsible behavior. Youth must agree to be engaged in 40 productive hours weekly via secured employment and be attending high school, high school equivalency courses, vocational school, or college. Youth will receive Transition Coaching.</p>



## Therapeutic Services Provided

- Treatment Assessment & Planning
- Medication Management and Oversight
- Crisis Intervention
- Safety & Relapse Planning
- Specialized Assessments
- Behavioral Modification
- Formal Individual Counseling
- Psychological Interview
- Self-Regulation
- Therapeutic Journaling
- Pet Therapy (Coming Soon)
- Equine Therapy
- Formal Counseling Groups (Substance Treatment, Family Process, Seeking Safety, Grief & Loss, Conflict Resolution & Violence Prevention, Trauma)



## Supportive Therapeutic Services Provided

- Intensive 3-Phase Life Skills
- Psycho-Educational Groups
- Character Development
- Transition/Future Planning
- Transition Coaching
- Social Emotional Learning
- Protective Skills/Asset Development
- Aggression Replacement
- Cultural Diversity/Equity
- Skills/Hobby Development
- Service Learning/Volunteer Activities
- Sex Education & Well-Being
- Study Skills Enhancement & Tutoring
- Peer Group Counseling
- Sports fields/physical activities
- Fishing pond
- Camping sites



- Equine Therapy

### Treating the Whole Person

In addition to the values and philosophy of the organization, *Stepping Stones* has long understood that treating the whole person was necessary in providing transitional services for young people. In addition to the customized person-centered medical and behavioral health treatment services provided, they offer socially necessary services and continue to add programs that enhance growth and drive better outcomes for their population.

**Social determinants of health (SDOH)** are the nonmedical factors that influence health outcomes. They are the conditions in which people are born, grow, work, live, and age, and the wider set of forces and systems shaping the conditions of daily life. These forces and systems include economic policies and systems, development agendas, social norms, social policies, racism, climate change, and political systems. Centers for Disease Control and Prevention (CDC) has adopted this SDOH definition from the World Health Organization.

<https://www.cdc.gov/about/sdoh/index.html#:~:text=What%20Are%20Social,Health%20Organization>

### Social Determinants of Health



Social Determinants of Health  
Copyright: Free  
Healthy People 2030

*Stepping Stones* supports a well-rounded approach to community integration. It supports the transition of young people back into the community by equipping them with daily living skills and introducing them into systems of care and resource connectivity. These approaches are aligned with the social determinants of health and exemplified in the chart below.

Social Determinants of Health	Examples of Implementation Strategies
Economic Stability	<ol style="list-style-type: none"> <li>1. Financial literacy courses</li> <li>2. Selling produce to restaurants</li> <li>3. Onsite Carpentry Certification</li> </ol>
Education Access and Quality	<ol style="list-style-type: none"> <li>1. Onsite school</li> <li>2. Onsite career and technical school</li> <li>3. Reeducation/tutoring</li> </ol>
Healthcare Access and Quality	<ol style="list-style-type: none"> <li>1. Onsite medical care</li> <li>2. Onsite behavioral health care</li> <li>3. Equine Therapy</li> </ol>
Neighborhood and Environment	<ol style="list-style-type: none"> <li>1. Improved housing through tiny homes</li> <li>2. Recreational physical activity</li> <li>3. Tobacco Free Campus</li> </ol>
Social and Community Context	<ol style="list-style-type: none"> <li>1. Decreased stress in youth</li> <li>2. Unification with parents</li> <li>3. Health literacy</li> </ol>

## Education Services

*Stepping Stones* has a long and collaborative relationship with both university, state and county school systems and offers a wide variety of educational options onsite and externally to meet the needs of youth within their care. Advocacy, academic, career guidance, IEP support, and teacher assisted tutoring are part of the strong outreach offered to youth, regardless of the academic path they choose.

### Public School Participation:

- *Stepping Stones* is conveniently located close to Buffalo Middle School and Spring Valley High School,
- For Wayne County youth, every effort will be made to keep the youth enrolled in their Wayne County home school.
- County supported academic tutoring via a certified teacher is available weekly for youth
- Transition support as youth can reunify with family to their home school.

### On-Ground OPTIONS-Pathways Program

For those youth aged 16+, for whom continuing in regular public school may not be advantageous, we offer a full OPTIONS Pathways Program. Youth can participate in High School Equivalency + 4 CTE Courses and/or HSEA Credit recovery. Highlights of the program include:

- TABE Testing to see if the youth is eligible and capable of achieving in an off- site learning environment with built supports.
- CTE components such as building & maintenance (agriculture will be available soon, and hopefully culinary and hospitality as well)
- High School Equivalency Testing as the youth completes the OPTIONS Program is conveniently available on-site
- Academic support via well-qualified and certified teachers
- The Huntington Cosmetology School offers numerous trade opportunities in one or two-year certifications.



## Vocational and/or Career Support

Some youth prefer an alternative path to enter directly into the work force. The Huntington area is rich in resources, and offers additional options such as:

- Adult vocational one or two-year certification programs in Wayne or Cabell counties
  - Linkage to the Division of Rehabilitative Services as appropriate
  - Linkage to Coalfield Development for exciting experiential study and paid work experiences combined with hands-on mentoring
  - Part-time job opportunities within the community
  - Potential mentoring and career exposure via numerous state and international manufactory businesses

## College Participation

*Stepping Stones* is proud to offer their older youth the support to step into post-secondary with a variety of academic options and study majors to pursue. Marshall University and Mountwest Community and Technical College (MCTC) are within 30 minutes of *Stepping Stones*.

Program support includes:

- FAFSA and grant application assistance
- Linkage to university-based HELP programs
- Linkage to the RCBI Institute Marshall Advanced Manufacturing Center as a gateway to exciting and innovating tech career opportunities

## GREENHOUSE

In 2019, *Stepping Stones* added a commercial greenhouse on its property. The 1200 square foot greenhouse with 20 aeroponic grow towers is an inspiring, gleaming growing center positioned on a green field with the WV woods surrounding it. In the day, the sun radiates off the translucent walls invitingly people in; at dusk and beyond, the greenhouse becomes a beautiful lit mecca promising sustenance and healing year-round amidst the bustle of the program. Engaging the youth via experiential learning has extraordinary value. Hands-on activities such as gardening engage the youth in a holistic manner.





Horticulture therapy is a powerful healing tool for youth who have experienced trauma in their young lives. The Greenhouse and Growing Hope Program provides a continuum in therapeutic services. Youth will put education to work. Youth will be able to directly impact food insecurities by learning the art of gardening, providing food for the table, giving food to designated food pantries, and by learning how to sell fresh produce in the community. These skills are immediately transferable and can be replicated and integrated into the youth's lifestyle.

### **Other Evidence-Based Practices Implemented**

These descriptions and links should provide the best information for additional evidence-based practice substance misuse programs for adolescents and young adults that are implemented at *Stepping Stones*.

**The Seven Challenges**<sup>®</sup> program, specifically for young people with substance use disorder, is designed to motivate a decision and commitment to change and to support success in implementing the desired changes. The program simultaneously aims to help young people address their substance use as well as their co-occurring life skill deficits, situational problems, and psychological problems. The challenges provide a framework for helping youth think through their own decisions about their lives and their use of alcohol and other drugs. Counselors use the program to teach youth to identify and work on the issues most relevant to them. In sessions, as youth discuss the issues that matter most, counselors seamlessly integrate The Seven Challenges<sup>®</sup> as part of the conversation.

<https://www.cebc4cw.org/program/the-seven-challenges/detailed#:~:text=The%20Seven%20Challenges%C2%AE%20program,as%20part%20of%20the%20conversation.>

**The Green Box Curriculum** aligns the art and science of growing vegetables with daily academic instruction in all subject areas. This project-based and standards-aligned learning experience helps students learn critical thinking and problem solving as they explore, discover, and create their own ecosystems.

[https://greenbronxmachine.org/curriculum/.](https://greenbronxmachine.org/curriculum/)

The **Circle Council** is designed in the evidence-based principles of Motivational Interviewing and Strengths-Based approaches that target resiliency and protective factors, in addition to stimulating critical thinking and moral reasoning through experiential activities and guided discussions.





<https://onecirclefoundation.org/media/pdfs/Research-TC-EB.pdf>

***It's My Move*** is aligned with sound, cutting-edge research principles that encourage the development of youth assets and resiliency. The program empowers youth to manage their own life and feel in control of their own destiny. This gradual, intensive approach to transition ensures that youth are able to continue to make responsible decisions that lead to personal success.

<https://itsmymove.org/>

### **SODA Decision Making Model (Boys Town)**

A strategy that provides individuals with a roadmap for teaching young people how to solve problems and make good decisions. SODAS stands for:

**S** = Situation

**O** = Options

**D** = Disadvantages

**A** = Advantages

**S** = Solution

The SODAS method helps young people and adults think clearly and make decisions based on sound reasoning rather than external pressures or spur-of-the-moment feelings. SODAS is a decision-making strategy that can help make decisions together and make good decisions on their own.

Asking who, what, where, when, why, and how questions will help clearly define the problem. Practicing this method will help avoid the trap of deciding based solely on emotion.

<https://www.boystown.org/parenting/article/Pages/sodas-a-sweet-way-to-make-decisions.aspx>

## **RESOURCES & ATTACHMENTS**

# STEP EXPECTATIONS RESIDENTIAL TREATMENT

## Pebble Focus: Welcome & Engagement

Now that you have gotten to know us a little bit, give us the answers to the following questions, and you'll be able to

**"TAKE THE NEXT STEP"**

	<i>Expectation</i>	<i>Completion Criteria</i>
1.	<b>Completed Program Orientation and Safety Review</b>	Supportive Counselor signature.  _____ Date: _____
2.	Demonstration of understanding <b>SODAS</b> model for problem solving.	Supportive Counselor Signature acknowledging task completion.  _____ Date: _____
3.	Develop and Agree to a <b>personal prevention plan</b>	Assistant Director's Signature acknowledging task completion.  _____ Date: _____
4.	Review and commit to <b>"My Circle Plan."</b>	Supportive Counselor Signature acknowledging task completion.  _____ Date: _____
5.	Complete Sessions With Stepping Stones Counselor to explore awareness and readiness for change.	Counselor _____ Date: _____
6.	Complete <b>Ansell Casey Assessment (if 14 or over)</b>	Supportive Counselor Signature acknowledging task completion.  _____ Date: _____ <u>Completed Matching Report</u>
7.	<b>Start/Continue Readily at Hand (if 16 or older)-staff and youth complete this together.</b>	Readily at Hand Checklist  Supportive Counselor Signature acknowledging task completion.  _____ Date: _____
8.	<b>Identify Service-Learning Project</b>	Supportive Counselor Signature acknowledging task completion.

		Asst. Director _____ Date: _____
9.	Zero Critical incidents past 7 days.	Database – Asst. Director: _____ Date: _____
10.	Supportive Counselor recommendation to move on to the next step.	Raymona _____ Date: _____  TX Coordinator: _____ Date: _____

## STEP EXPECTATIONS

### Sandstone

<i>When you have accomplished the following SANDSTONE Expectations, Get signatures and step on up!</i>		
	<i>Expectation</i>	<i>Completion Criteria</i>
1.	Zero critical incidents past 14 days since last move up & 0 incidents past 7 days since last move up.	Database: Asst. Director: _____ Date: _____
2.	Has completed 80 % of daily chores and room responsibilities for the past 14 days.	Supportive Counselor Signature acknowledging task completion. _____ Date: _____
3.	<b>Positive school bonding</b> is evidenced by 2 or less detentions in the past 14 days. No incidents of in-school, sent home early or out of school expulsion in past 14 days.	Supportive Counselor Signature acknowledging task completion. _____ Date: _____
4.	Supportive Counselor and Assistant Director agreement to move on to the next step.	Asst. Director _____ Date: _____ Supportive Counselor: _____ Date: _____
5.	<b>Trusting:</b> Active participation in counseling (have counselor sign off).	Counselor: _____ Date: _____
6.	Identify <b>3 non-parent caring adults who will provide support.</b>	Supportive Counselor Signature acknowledging task completion. _____

		Date: _____
7.	Complete one of the following: Family Tree, Family History Scrapbook, Family Time Capsule, Personal Scrapbook, start a new family or personal tradition.	Supportive Counselor Signature acknowledging task completion: _____ Date: _____
8.	Demonstrate you not only understand the SODAS model for problem solving but have used it or can demonstrate using it.	Supportive Counselor Signature acknowledging task completion: _____ Date: _____
9.	Individually determined progress on <b>Readily at Hand (age 16+)</b>	Supportive Counselor: _____ Date: _____

### *Sandstone Completion Opportunity*

#### MY DAY

Pick a day, any day, and make it your very own day at Stones. Make a request to plan a day that celebrates your uniqueness and progress that will have special meaning to you. This is an opportunity to plan your very own ME DAY!

## **STEP EXPECTATIONS**

### **Stone**

<b>"A rolling stone gathers no moss" – that means, hurry and get your signatures and step on up!</b>		
	<i>Expectation</i>	<i>Completion Criteria</i>
1.	Have 1 or fewer detentions within the last 21 days. 0 incidents of in-school sent home early or expulsion for past 30 days.	Supportive Counselor Signature acknowledging task completion: _____ Date: _____
2.	Zero critical incidents in past 30 days since last step move up and Zero daily incidents in past 21 days since move up. Maintained room & daily responsibilities for past 14 days.	Assistant Director: _____ Date: _____
3.	Documentation of 12 hours of <b>Reading</b> Activities.	Reading Documentation – Log / Verbal Supportive Counselor Signature acknowledging task completion: _____ Date: _____



4.	Demonstrate you have taught, modeled, or assisted a peer in using the <b>SODAS</b> model.	Supportive Counselor Signature acknowledging task completion: _____ Date: _____
5.	Individually determined progress on <b>Readily at Hand (age 16+)</b>	Supportive Counselor: _____ Date: _____
6.	Begin/maintain and participate in at least 1 <b>Hobby that</b> you are likely to continue as an adult. <b>0</b>	Supportive Counselor Signature acknowledging task completion: _____ Date: _____
7.	Recommendation to proceed to the next step by:  ▷Supportive Counselor  ▷Counselor  ▷Assistant Director	Supportive Counselor: _____ Date: _____ Counselor: _____ Date: _____ Assistant Director: _____ Date: _____
8.	<b>Demonstrated 50% completion of mandatory treatment goals from your treatment plan.</b>	Treatment Coordinator: _____ Date: _____ Assit. Dir _____ Date: _____

### **Stone Completion Opportunity**

#### **Support of a hobby**

*(Examples would be fishing license, model car materials, art supplies, books, amazon gift card, word find, lesson, fees, magazine subscription, etc.)*

# STEP EXPECTATIONS

## Boulder

“Sometimes on your way to your dreams you get lost and find a better one.”

	<i>Expectation</i>	<i>Completion Criteria</i>
1.	<p><b>80% completion of mandatory goals.</b></p> <p><b>50 % completion of all other goals (includes individual therapy goals)</b></p>	TX Coordinator: _____ Date: _____ Counselor: _____ Date: _____ Raymona: _____ Date: _____
2.	<p>Have consistently used and modeled the <b>SODAS</b> model and led a <b>SODAS</b> solution group at least one time.</p>	Supportive Counselor Signature acknowledging task completion: _____ Date: _____
3.	<p>Have 0 detentions past 30 days. 0 incidents of in-school, sent home early or expulsion in past 30 days.</p>	TX Coordinator: _____ Date: _____ Raymona: _____ Date: _____
4.	<p>Zero Incidents (Critical or Daily) in past 45 days.</p>	Asst. Director: _____ Date: _____ Supportive Counselor: _____ Date: _____
5.	<p>Participate successfully in at least 3 Community Educational/Exploration Activities</p>	Supportive Counselor Signature acknowledging task completion: _____ Date: _____
6.	<p>Participate (<b>Do &amp; Learn</b>) in the <b>arts</b> (draw, paint, act in a play, write poetry, sing, play a musical instrument, photography, crafts, etc.) Provide Documentation form with at least <b>6 hours</b> of documented <b>Participating &amp; 6 hours of Exploring the Arts</b> (Museums, Fairs, Arts &amp; crafts Shows, library, parks, universities, exhibits, plays, musicals, concerts, sports, YMCA, boys clubs, girl scouts, etc.)</p>	Completed Documentation Page / Verbal Presentation Supportive Counselor Signature acknowledging task completion: _____ Date: _____
7.	<p>Individually determined progress on <b>Readily at Hand (age 16+)</b></p>	Transition Coach: _____ Date: _____

***Boulder Completion Opportunity***

**☐ Pick an Independent Activity**

**(such as a concert, special event, dinner, a special date, special fee or dues, lessons, etc.)**

# STEP EXPECTATIONS

## Top Rock

“Caring for others feed the soul.”

	<i>Expectation</i>	<i>Completion Criteria</i>
1.	<p><b>100% completion of mandatory goals 80% completion others (goals must have been completed and maintained for 30 days before meeting this expectation- includes individual therapy goals)</b></p> <p>Zero detentions, expulsions, sent home early or in school for 45 days in a row.</p> <p>0 critical incidents past 60 days</p> <p>2.0 GPA or satisfactory progress GED report</p>	<p>Asst. Director: _____ Date: _____</p> <p>Counselor: _____ Date: _____</p> <p>Supportive Counselor: _____</p> <p>Date: _____</p>
2.	<p>Identify three positive discoveries you have made about yourself in your journey to Top Rock (the step of generosity).</p>	<p>Supportive Counselor Signature acknowledging task completion:</p> <p>_____ Date: _____</p>
3.	<p>Have a completed <b>Resume &amp; Cover Letter (16 and up)</b></p>	<p>Completed Copies</p> <p>Transition Coach: _____ Date: _____</p>
4.	<p>Completed <b>Service-Learning Project</b> – <i>How can I make a difference and contribute to the community (discrimination, poverty, hunger, homelessness, pollution, animal cruelty, domestic violence, substance abuse, violence, pollution, child abuse, elder abuse, aging, environment, literacy, drunk driving, tobacco use, etc.)</i></p> <p><b>&amp; Presentation:</b></p> <p>    ⊃8 hours Direct Project Service</p> <p>    ⊃2 hours Planning &amp; Presentation</p>	<p>Documentation Page</p> <p>Group Presentation</p> <p>Supp. Counselor: _____ Date: _____</p> <p>Raymona _____ Date _____</p>
5.	<p>Set-up / Participation in <b>Family Transition Meeting as applicable.</b></p>	<p>Treatment Coordinator: _____ Date: _____</p> <p>Raymona: _____ Date: _____</p>
6.	<p>Certification of Completion Sex Trafficking Curriculum, Coping Skills Group, Self-Regulation Group, Seven Challenges (if applicable), &amp; satisfactory progress on Readily at Hand (if over age 16)</p>	<p>Certificates of Completion</p> <p>Supp. Counselor: _____ Date: _____</p>

	<p><b>Personal Expression of Achievement</b> (create collage, mural, song, poem)</p> <p><b>Promises</b> (to self, family &amp; community), <b>“My Life has Purpose”</b> Presentation which includes “plan for the future.”</p>	<p><b>Graduation Ceremony</b></p> <p><b>Raymona _____</b></p>
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### *Top Rock Completion Opportunity(ies)*

Negotiate Personal Opportunities and Plan Graduation Ceremony

## **IT’S MY MOVE**

### **TRANSITION TO INDEPENDENCE CIRCLE PLAN**

#### **Welcome & Engagement**

<p>“A journey of a thousand miles begins with a single step.” - Confucius</p>		
	<p><i>Skills &amp; Assets</i></p>	<p><i>Accomplishment Criteria</i></p>
<p>1.</p>	<p>Discuss shared responsibilities with your Transition Coach (TC) – <b>Review Program Handbook, Review and Sign Program Contract and</b> discuss shared responsibilities. Demonstrate you know how to &amp; can use the <b>It’s My Move Website and Readily at Hand.</b></p>	<p>Demonstrate understanding of program and shared responsibilities verbally to Transition Coach (TC) and complete signed contract.</p> <p>_____ (TC) Date: _____</p>
<p>2.</p>	<p>Work with your Transition Coach(TC) to develop a <b>personal prevention plan</b> (if applicable).</p>	<p>TC:_____ Date: _____</p> <p>_____</p> <p><u>Completed Personal Prevention Plan</u></p>
<p>3.</p>	<p>Partner with your TC to set target completion dates and strategies for your <b>“Transition Goals”</b> and work with your identified Transition Team to develop &amp; finalize your <b>Futures Plan/Transition Plan</b></p>	<p>TC signature _____</p> <p><u>Completed Futures/Transition Plan</u></p> <p>Date: _____</p>
<p>4.</p>	<p>Explore your <b>awareness and readiness</b> for transitioning to independence with TC and trusted others.</p>	<p>TC signature _____</p> <p>Date: _____</p>
<p>5.</p>	<p>Complete initial program <b>Casey Life Skills Assessment</b></p>	<p>TC signature _____</p> <p>Date: _____</p>

		<u>Completed Matching Report</u>
6.	Complete <b>Career Interest Inventory &amp; Educational/Vocational/Certification Plan</b>	TC signature _____ Date: _____
7.	Review and practice <b>SODA</b>	TC signature _____ Date: _____
8.	Apply for <b>employment or volunteering site (if applicable)</b> . Application will include typed proposal, brief narrative of qualifications and proposed work schedule.	TC signature _____ Date: _____
9.	With the assistance of your TC apply for and obtain <b>Social Security Card, certified copy of Birth Certificate and Obtain Photo ID.</b>	Documents on hand or in safety deposit box TC signature _____ Date: _____
10.	<b>Develop personal profile</b> (what is unique about you, identify strengths and target strengths for building, identify skills and interest, where do you see yourself in one-year, future plans, hobbies, favorite foods, etc.) Picture of you and future you.	TC signature _____ Date: _____
11.	<b>Start/Continue Readily at Hand Checklist.</b>	Readily at Hand Checklist TC signature: _____ Date: _____
12.	<b>Followed contract during time taken to complete above tasks.</b>	TC signature _____ Date: _____

## My Home

"Home is where your story begins"		
	<i>Skills and Assets</i>	<i>Accomplishment Criteria</i>
1.	Explore and know how to check out materials at the <b>library</b> for the community you plan to live in.	TC: _____ Date: _____
2.	Utilize and familiarize yourself with <b>all public transportation</b> available in the community you plan to live in. Ride public bus at least twice and taxi/uber at least once. Obtain a copy of bus route, demonstrate you know how & can purchase a bus ticket, average cost and how to plan a bus route or call a taxi/uber.	TC: _____ Date: _____



3.	Complete <b>Neighborhood/School Exploration/ Involvement Plan</b> for community you plan on residing in. Complete detailed map of neighborhood. Detailed exploration, research, experience and map are required.	Completed Plan & Map TC Signature _____
4.	<b>Personalize your living space.</b>	TC: _____ Date: _____
5.	<b>Trusting:</b> Active participation in counseling (as applicable).	Counselor: _____ Date: __ _____
6.	Identify/build <b>3 non-parent caring adults to provide support.</b>	Verbal TC Signature: _____
7.	<b>Complete one of the following:</b> Family Tree, Personal Scrapbook, Time Capsule, Power Point, Collage, Music, artistic expression of belonging, etc.	TC: _____ Date: _____
8.	Learn from and practice with your life coach (in vivo learning) in order to be able to demonstrate you know how to & can complete <b>basic home repairs and basic safety</b> (overflowing commode, leaky faucet, change light bulb, vacuum canister, filter replacement, fuse box, smoke detector, refrigerator contents, etc.)	TC: _____ Date: _____
9.	Individually determined progress on <b>Life Skills Curriculum, Financial Literacy ,Readily at Hand Checklist &amp; Futures/Transition Plan.</b>	TC: _____ Date: __ _____
10.	Complete a <b>reading</b> activity of your choice (exploring books and reading for fun)	Reading Documentation/ Verbal TC Signature _____
11.	Explore, participate and maintain at least 1 <b>Hobby that</b> you are likely to continue on your own.	TC/LC: _____ Date: _____ Hobby – Log /Verbal
12.	Obtain <b>library card</b> and use it to check out library materials with materials returned by due date two times.	Library Card TC: _____ Date: _____
13.	<b>Followed contract and personal prevention plan during time taken to complete above tasks.</b>	TC: _____ Date: __ _____

## Belonging Completion Opportunity

- A Belonging Event with friends, family, or in your community or perhaps a HOME ITEM...?**

### My Life

"Believe deep down in your heart that you are destined to do great things "		
	<i>Expectation</i>	<i>Completion Criteria</i>
1.	Successfully demonstrate you know how to and can utilize independent <b>kitchen safety, menu planning, and budgeting</b> consistently.	TC: _____ Date: _____
2	Demonstrate you know how to and can complete a seasonally appropriate and responsible <b>clothing budget</b> with adherence to budget during purchase.	TC: _____ Date: _____
3.	Demonstrate you know how to and can complete monthly <b>personal hygiene and cleaning supplies</b> budget consistently.	TC: _____ Date: _____
3.	Demonstrate you know how to fully utilize all avenues of <b>coupons, discounts, and sales</b> . Demonstrate ability to find, clip, download and utilize coupons/discounts.	TC: _____ Date: _____
5.	Plan, budget, prepare, and host at minimum a 3-course meal with settings for peers, or family.	TC: _____ Date: _____
6.	Individually determined progress on <b>Life Skills, Financial Literacy, Readily at Hand Checklist &amp; Futures/Transition Plan</b> .	TC: _____ Date: _____
7.	Completion of a professional level <b>Resume &amp; Cover Letter prepared for copying</b> .	Completed Resume & Cover Letter TC: _____ Date: __ _____
10.	Successfully complete agreed to <b>paid work or community volunteering</b> (per individual agreement).	TC: _____ Date: _____
11.	Complete <b>job exploration</b> in the community you plan to live or attend school in, fill out real or mock job applications and participate in at least 3 mock job interviews.	TC: _____ Date: _____
12.	Plan, budget, request and attend at least 2 <b>school or community related independent activities</b> .	TC: _____ Date: _____
13.	Obtain <b>Food Handlers Card &amp; CPR Certification</b>	TC: _____ Date: _____

14	Have Followed Personal Prevention Plan for the past month with 0 critical incidents & <b>Followed contract during time taken to complete above tasks.</b>	TC: _____ Date: _____
15	Have <b>met personal savings goals</b> and requirements for the past month (if applicable)	TC: _____ Date: _____
16	Have met agreed to responsibilities outlined in <b>IMM Contract</b> for past month.	TC: _____ Date: _____

### *My Life Completion Opportunity*

- Support of a hobby / event or activity that promotes individual competency.**

## **My Future**

<i>“The Future depends on what we do in the Present.”</i>		
	<i>Expectation</i>	<i>Completion Criteria</i>
1.	Individually defined progress on <b>Life Skills Individual Learning Plan, Financial Literacy, Readily at Hand Checklist &amp; Futures/Transition Plan.</b>	TC: _____ Date: _____
2.	Obtain <b>community paid employment</b> equal to the number of hours needed to obtain <b>40 hours per week of educational/vocational/employment activity.</b> (i.e., if you attend school for 12 hours per week you will need 32 additional productivity hours of paid community employment, life skills, approved study, tutoring, community service, etc.) Approved community service hours outside of the program can be substituted but no more than 60 days per calendar year will be approved. Community service hours will only be approved while youth are actively seeking employment.	TC: _____ Date: _____
3.	Obtain <b>temporary driver’s license (with parental/guardian permission).</b>	TC: _____ Date: _____
4.	Establish a <b>personal savings account. Visit at minimum 3 separate banks to explore rates, interest, charges, account options.</b>	TC: _____ Date: _____
5.	Participate ( <b>Do &amp; Learn</b> ) in the <b>arts</b> (draw, paint, act in a play, write poetry, sing, play a musical instrument, photography, crafts, etc.) Provide Documentation form with at least <b>6 hours</b> of documented <b>Participating &amp; 6 hours of Exploring the Arts</b> (Museums, Fairs, Arts & crafts Shows, library, parks, universities, exhibits, plays, musicals, concerts, sports, YMCA, boys clubs, girl scouts, etc. )	Completed Documentation Page / Verbal Presentation TC: _____ Date: _____

6.	Successfully completely agreed to <b>paid work or community volunteering</b> (per individual agreement) consistently.	TC: _____ Date _____
7.	Establish individual portfolio that contains medical history (current medical information, identified primary care physician, dentist, optometrist, etc.), financial information (account numbers, cd maturity dates, W2,s, taxes, receipts, etc.), Critical Documents, Work Documents (current resume, employment dates, emergency contacts, etc.) and Personal Information (passwords, wills, living will, medical power of attorney, social worker name, etc.). Establish and maintain a safety deposit or other safe/accessible storage for your portfolio.	Documentation Page TC: _____ Date _____
8.	Schedule your next Dental, Medical, and other applicable Medical/Behavioral Health <b>appointment in the community</b> you will be residing.	TC: _____ Date _____
9.	<b>“My Life has Purpose”</b> Presentation which includes <b>“plan for the future.”</b>	Written and Verbal Presentation TC: _____ Date: _____
10.	<b>Develop and submit a home and community safety plan.</b>	TC: _____ Date _____
11.	Have <b>met personal savings goals</b> and requirements for the past 60 days (if applicable)	TC: _____ Date: _____
12.	Have met agreed to responsibilities outlined in <b>IMM Contract &amp; Personal Prevention Plan</b> for past 60 days.	TC: _____ Date: _____

### **My Future Completion Opportunity**

- Support for an independent personal interest activity**

## **My World**

**“A simple act of kindness can change the course of a lifetime.”**

	<i>Expectation</i>	<i>Completion Criteria</i>
1.	Demonstrate you have partnered with your Transition Coach to use newspapers, online, word of mouth, etc. to explore <b>apartments, homes or other living situations in the community</b> you wish to live in as applicable. Make sure you have considered transportation, community, employment, etc. in this decision. Additionally make arrangements with your transition coach to tour at least one apartment/home and review at least one lease for consideration	TC: _____ Date : _____

	(this activity is to be completed with a landlord willing to let you tour an apartment and review a lease knowing that you are not actually actively looking to rent). Please use your Transition Coach as a resource as they will link you).	
2.	Successfully complete agreed to <b>paid work or community volunteering</b> (per individual agreement) consistently	TC: _____ Date : _____
3.	Have at minimum \$_____ in your <b>savings account</b> and have an established personal banking account.	TC: _____ Date : _____
4.	<b>Complete driver safety course and obtain a regular driver's license.</b>	Course Certificate and Driver's License TC: _____ Date: _____
5.	Completion of <b>Life Skills Individual Learning Plan, Financial Literacy and Readily at Hand Checklist</b>	Certificate of Completion TC: _____ Date: _____
6.	<b>Social Justice Quest</b> – ( <i>Exploration of how you can help to promote equality and reduce world poverty/suffering and hunger</i> ) – <i>How can I make a difference and contribute to the community (discrimination, poverty, hunger, homelessness, pollution, animal cruelty, domestic violence, substance abuse, violence, pollution, child abuse, elder abuse, aging, environment, literacy, Drunk Driving, tobacco use, etc.)</i>  Shadowing Project -should be tied to or be service learning.  Presentation  Completed <b>Service-Learning Project &amp; Presentation:</b>	Presentation  Documentation Sheets  TC: _____ Date _____
7.	Plan, budget, submit for approval and go on a <b>community outing</b> that requires the use of public transportation.	TC: _____ Date _____
8.	<b>You know where and how to set up utilities and establish mailing address. You know how to change banks, forward mail, change address at college or school, request medical records transfer, change driver's license info.</b>	TC: _____ Date : _____
9.	You and your TC have coordinated a meeting with a Modify Specialist and Assistant Director. You know how to access <b>Chafee/ETV funding support</b> and understand reporting and submission requirements.	TC: _____ Date _____
10.	Completion of mutually defined mandatory goals indicated on <b>Futures/Transition Plan</b> indicating readiness for next level of independence.	TC: _____ Date _____

***My World Completion Opportunity***

(A celebration, an event, a trip, home furnishing, etc.)



**Stepping Stones, Inc.**  
Youth Transition Program – Preparation  
Program Agreement

**General Expectations - Youth** \_\_\_\_\_

- 
- I understand that as soon as I get settled into the Youth Transition Program that my Transition Coach will be talking to me about the **Life Skills sessions and experiential activities** I will be participating in until I achieve mastery. I understand that this consists of weekly face-to-face sessions with my Transition Coach as well as agreed upon sessions with my Life Coaches. I understand that this is very important to my successful transition to independence and that **my attendance and participation** are an expectation of being in the Youth Transition Program.
  - I understand I will need to document **40 hours of approved productivity weekly which will come from a combination of school, work, service learning, circle plan activities and life skills.** (I will need to have this all in place within 30 days.) I understand I have a lot to do quickly and will use my Transition Coach (TC) and Life Coach (LC) as a resource.
  - I will keep a **weekly productivity log** which will be turned in so that my monthly stipend can be issued. If there are less than 40 productive hours in any week, I understand this will be **deducted from the total amount of my stipend.**
  - I will meet with the **transition coach at minimum weekly.**
  - I will submit a **weekly calendar to my Transition Coach and Assistant Director** outlining my **productivity hour's.**
  - I agree to maintain a **legal lifestyle.**
  - I agree to **being substance free** – including but not limited to alcohol, non prescribed prescription drugs and any illegal street drugs.
  - I understand that all Stepping Stones, Inc. property, vehicles, apartments, etc. are **tobacco free** sites and I will not use or have tobacco at Stepping Stones. I will also respect program staff and other youth and refrain from using tobacco around them at any time or location.
  - I understand that I must maintain **continuous enrollment in an academic or approved work setting.**
  - I understand how important it is that I maintain a **safe living environment.**
  - I understand how important it is to maintain a **respectful living environment** and will be courteous by keeping the noise level of TV, stereos to a minimum and keeping my part and shared parts of my home clean and healthy with respect to my neighbors and my roommate.
  - I understand that I will **submit a budget each month and live within my budget.**
  - I understand that Youth Transition Program staff must make **announced and unannounced visits and checks** to assure my safety, the safety of other youth in the program and to make sure my home is meeting our agreed upon expectations as well as state licensing regulations.

- I will be gainfully and continuously **employed**.
- I will submit my work schedule each week to my TC.
- I understand that I am only to obtain employment that I can get to and from using public transportation, my own transportation or in the defined area and times that Stepping Stones can provide transportation. Please be aware of the TTA and Stepping Stones transportation schedule prior to job interviews. Also do not agree to work more hours or late hours that could affect your academic success. Always use your TC as a resource to assist you.
- Please consult with your TC ahead of time of your employment so it can be included in your futures planning if your job or educational program will require us to assist with transportation.

### ***Finances***

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- I agree that I will truthfully report all income to the Stepping Stones Youth Transition Program.
- I will provide a copy of my employment pay stubs to my TC on the 1<sup>st</sup> day of each month.
- I will provide my TC with the amount of funds or financial support I receive from the Modify Program.
- I will provide my TC with the amount of leftover financial aid I have after paying tuition and books.
- I will print off a checking and savings monthly summary for my TC on the 1<sup>st</sup> day of each month.
- I will sign a FERPA form so that my TC can talk with college financial aid and counselors at my academic institution.
- I will provide my student id and password so attendance and progress at my academic institution can be checked monthly.
- I will **live within my approved monthly budget** of \$
- I will submit a monthly budget summary on the 1<sup>st</sup> day of each month to my TC.

### ***Safety***

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- I agree **I will never put myself at risk in inclement weather or other dangerous conditions**. I will pay attention to weather warnings and my surroundings/people around me. I understand staff review emergency and inclement weather with me during orientation but if I am not sure I will call and seek advice from a Stepping Stones staff. If I am at school, work, or community outing during inclement weather or a dangerous or potentially dangerous situation I will seek and stay in safe shelter until a Stepping Stones staff can safely get me or until it is safe to use public transportation.
- I will not utilize on line web cams, visit pornography sites, or engage in online chat rooms of a sexual nature that could put me or others in danger.
- Out of respect for my own safety and wellbeing as well as that of other residents of the Youth Transition Program as well as the community we live in I will never have or bring weapons, drugs, and alcohol or drug paraphernalia into or onto any aspect or location of the program. I understand doing so is jeopardizing my future as well as possible legal charges and confinement.

- Out of respect for myself, my peers, and my community I will never physically, sexually, or verbally assault or harass anyone. I understand doing so is jeopardizing my future as well as the possibility of legal charges or confinement.
- I understand that no incense or candles may be burned in my home at any time. I also understand that great care must be taken when I am cooking and using the stove to always practice fire safety.
- I understand I am not to use kerosene heaters or unapproved portable heating devices at any time.
- I understand that in order to respect my roommates, and the safety and different cultures, values, backgrounds, life experiences and beliefs of my roommates as well as other youth in the program that No pornography is allowed in Stepping Stones Youth Transition Program at any time. Pornography includes sexually explicit pictures, movies, writing, or other material whose primary purpose is to cause sexual arousal.

**COURTESIES-Youth Transition Program**

- I will always be respectful of my neighbors.
- I will always respect Stepping Stones property.
- I will lock all personal items that I want safeguarded.
- I understand gambling is never allowed at Stepping Stones or on its grounds or properties.
- I will ALWAYS clean up dishes and food remains after eating. I understand leaving food in bedrooms and/or not keeping the kitchen and other community areas free of food remains can create a public health problem and jeopardize Stepping Stones lease and is a violation of licensing requirements.

**Specific to Youth**

- I will self-monitor and follow my Relapse prevention/safety plan at all times (if applicable).
- If I have met and understand the above criteria the following additional criteria specific to me are :

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***Other***

**WHAT YOU CAN EXPECT FROM US - YOUTH TRANSITION PROGRAM**

**General Expectations – Youth Transition Program - Preparation**

- We will provide you with a living situation that changes as you meet your goals.

- We will take care of your basic needs.
- When healthy, approved and safe to do so we will assist you in re-connecting with significant people in your life or discovering new people to become part of your support system.
- We will partner with you to explore what independence means for you.
- We will assist you in getting a State Issued ID and copies of your social security card, birth certificate, etc.
- We will provide support to assist you with driving instruction to help you get your Driver's License.
- We will support and assist you in discovering hobbies and reading for fun.
- We will assist and support you in getting involved in community events, explore multi-cultural events, the Arts, and local activities.
- We will support and assist you in getting you connected to community service projects.
- We will be there for you and support you when you are challenged and/or feeling discouraged.
- We will celebrate with you as you meet your personal achievement goals.
- We will say "no" to you when we are concerned about your choices and decision making when they impact your safety or community safety.

#### **LIFE SKILLS-Youth Transition Program**

We will challenge you with Life Skills training to help you better understand how to:

- Get a job.
- Navigate housing options.
- Take care of your medical/dental/counseling needs
- Explore academic options.
- Budget, shop and prepare healthy meals
- Use public transportation.
- Establish healthy relationships.
- Connect to your community in meaningful ways
- Develop a support system.
- And take care of your basic needs.

#### **ACADEMICS-Youth Transition Program**

We will support you as you:

- Finish High School or get your G.E.D.
- Prepare for entrance exams.
- Explore what academic, certification or career path will be right for you.
- Connect you with financial aid as applicable.
- Go with and support you as you visit campuses, work sites, training sites, etc.
- Connect you with tutors.
- Help you establish study skills.
- Find out what else your school, work or training site can offer you.

#### **FINANCIAL-Youth Transition Program**

We will help you:

- Start a savings plan.
- Monitor your banking online.
- Develop a budget and learn to live within it.
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- Practice interviewing techniques and do mock interviews so you will know what to expect.
- Fill out job applications.
- Get ready for your first day on the job (with uniforms, clothing, etc.).

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- We are available to you as a support 24 hours 7 days a week. Help and support is just a phone call or footsteps away. We are available if you just need to talk, get scared, need help figuring something out, need help with homework, using a computer, you name it. Our goal is to be a support to you when you need it and to coach you to a personally defined level of independence at your own pace. Our level of support can be customized and mutually agreed upon to provide you with the level of support, safety net and guidance that you want and need. We never want any young adult involved in our program to feel they are alone in any situation or do not have someone to call at any time of day or night. We also want you to call us even if you have made a bad decision as it is better to get home safe and we can deal with the consequences of decisions we wish we had not made at a later time.

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- We can be a part of throwing you a shower for your first home if you would like. Our staff loves celebrating your success and will always pitch in to help as we can.
- We will help you navigate the university system if you choose to move to a dorm. We can help you with applications, work with you on a place to stay when the university is on break or provide you a place to stay during holidays if we have availability. We can also help you with startup goods such

as bedding, alarm clocks, etc. for your first dorm stay. And as always we have a truck to help you with your move.

***I understand that the above are basic expectations of both me and my team for the Youth Transition Program. I also understand that there are additional expectations/guidelines outlined in the Youth Transition Program Handbook. By signing this Memorandum of Understanding, I am agreeing that I have been fully informed of both my and the Youth Transition Program expectations and that I agree to abide by the above as indicated by my signature. I understand that failing to abide by the agreed upon expectations, safety plans and individual plans can lead to my being discharged from the Youth Transition Program.***

\_\_\_\_\_

Young Adult signature

Date

\_\_\_\_\_

Transition Coach Signature

Date

\_\_\_\_\_

Worker/Guardian/PO

Date

\_\_\_\_\_

Assistant Director Signature

Date



**Stepping Stones, Inc.**  
Youth Transition Program – Tiny Home  
Program Agreement

**General Expectations- Youth \_\_\_\_\_**

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- I understand that as soon as I get settled into the Youth Transition Program that my Transition Coach will be talking to me about the **Life Skills sessions and experiential activities** I will be participating in until I achieve mastery. I understand that this consists of weekly face-to-face sessions with my Transition Coach. I understand that this is very important to my successful transition to independence and that **my attendance and participation** are an expectation of being in the Youth Transition Program.
- I understand I will need to document **40 hours of approved productivity weekly which will come from a combination of school, work, and life skills.** (I will need to have this all in place within 30 days.) I understand I have a lot to do quickly and will use my Transition Coach (TC) as a resource.
- I will keep a **weekly productivity log** which will be turned in so that my monthly stipend can be issued. If there are less than 40 productive hours in any week, I understand this will be **deducted from the total amount of my stipend.**
- I will meet with the **transition coach at minimum weekly.**
- I agree to maintain a **legal lifestyle.**
- I agree to **being substance free** – including but not limited to alcohol, non prescribed prescription drugs and any illegal street drugs.
- I understand that all Stepping Stones, Inc. property, vehicles, apartments, etc. are **tobacco free** sites and I will not use or have tobacco at Stepping Stones. I will also respect program staff and other youth and refrain from using tobacco around them at any time or location.
- I understand that I must maintain **continuous enrollment in an academic, trade, certification, apprenticeship or approved work setting.**
- I understand how important it is that I maintain a **safe living environment.**
- I understand how important it is to maintain a **respectful living environment** and will be courteous by keeping the noise level of TV, stereos to a minimum and keeping my part and shared parts of my home clean and healthy with respect to my neighbors and my roommate.
- I understand that I will **submit a budget each month and live within my budget.**
- I understand that Youth Transition Program staff must make **announced and unannounced visits and checks** to assure my safety, the safety of other youth in the program and to make sure my home is meeting our agreed upon expectations as well as state licensing regulations.

## **Work**

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- I will be gainfully and continuously **employed**.
- I will submit my work schedule each week to my TC.
- I understand that I am only to obtain employment that I can get to and from using public transportation, my own transportation or in the defined area and times that Stepping Stones can provide transportation. Please be aware of the TTA and Stepping Stones transportation schedule prior to job interviews. Also do not agree to work more hours or late hours that could affect your academic success. Always use your TC as a resource to assist you.
- Please consult with your TC ahead of time of your employment so it can be included in your futures planning if your job or educational program will require us to assist with transportation.

## **Finances**

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- I agree that I will truthfully report all income to the Stepping Stones Youth Transition Program.
- I will provide a copy of my employment pay stubs to my TC on the 1<sup>st</sup> day of each month.
- I will provide my TC with the amount of funds or financial support I receive from the Modify Program.
- I will provide my TC with the amount of leftover financial aid I have after paying tuition and books.
- I will print off a checking and savings monthly summary for my TC on the 1<sup>st</sup> Thursday of each month.
- I will sign a FERPA form so that my TC can talk with college financial aid and counselors at my academic institution.
- I will provide my student id and password so attendance and progress at my academic institution can be checked monthly.
- I will **live within my approved monthly budget** of \$900
- I will submit a monthly budget summary on the 1<sup>st</sup> Thursday of each month to my TC.
- I will pay rent on time on the 20<sup>th</sup> of every month.
- My rent will be \$400 per month including utilities.

## **Safety**

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- I agree **I will never put myself at risk in inclement weather or other dangerous conditions**. I will pay attention to weather warnings and my surroundings/people around me. I understand staff review emergency and inclement weather with me during orientation but if I am not sure I will call and seek advice from a Stepping Stones staff. If I am at school, work, or community outing during inclement weather or a dangerous or potentially dangerous situation I will seek and stay in safe shelter until a Stepping Stones staff can safely get me or until it is safe to use public transportation.
- I will not utilize on line web cams, visit pornography sites, or engage in online chat rooms of a sexual nature that could put me or others in danger.
- Out of respect for my own safety and wellbeing as well as that of other residents of the Youth Transition Program as well as the community we live in I will never have or bring weapons,

drugs, and alcohol or drug paraphernalia into or onto any aspect or location of the program. I understand doing so is jeopardizing my future as well as possible legal charges and confinement.

- Out of respect for myself, my peers, and my community I will never physically, sexually, or verbally assault or harass anyone. I understand doing so is jeopardizing my future as well as the possibility of legal charges or confinement.
- I understand that no incense or candles may be burned in my home at any time. I also understand that great care must be taken when I am cooking and using the stove to always practice fire safety.
- I understand I am not to use kerosene heaters or unapproved portable heating devices at any time.
- I understand that in order to respect my roommates, and the safety and different cultures, values, backgrounds, life experiences and beliefs of my roommates as well as other youth in the program that No pornography is allowed in Stepping Stones Youth Transition Program at any time. Pornography includes sexually explicit pictures, movies, writing, or other material whose primary purpose is to cause sexual arousal.

**COURTESIES-Youth Transition Program**

- I will always be respectful of my neighbors.
- I will always respect Stepping Stones property.
- I will lock all personal items that I want safeguarded.
- I understand gambling is never allowed at Stepping Stones or on its grounds or properties.
- I will ALWAYS clean up dishes and food remains after eating. I understand leaving food in bedrooms and/or not keeping the kitchen and other community areas free of food remains can create a public health problem and jeopardize Stepping Stones lease and is a violation of licensing requirements.

**Specific to Youth**

- I will self-monitor and follow my Relapse prevention/safety plan at all times (if applicable).
- If I have met and understand the above criteria the following additional criteria specific to me are :

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**Other**

**WHAT YOU CAN EXPECT FROM US- YOUTH TRANSITION PROGRAM**

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**General Expectations – Youth Transition Program - Preparation**

- We will provide you with a living situation that changes as you meet your goals.
- We will take care of your basic needs.
- When healthy, approved and safe to do so we will assist you in re-connecting with significant people in your life or discovering new people to become part of your support system.
- We will partner with you to explore what independence means for you.
- We will assist you in getting a State Issued ID and copies of your social security card, birth certificate, etc.
- We will provide support to assist you with driving instruction to help you get your Driver's License.
- We will support and assist you in discovering hobbies and reading for fun.
- We will assist and support you in getting involved in community events, explore multi-cultural events, the Arts, and local activities.
- We will support and assist you in getting you connected to community service projects.
- We will be there for you and support you when you are challenged and/or feeling discouraged.
- We will celebrate with you as you meet your personal achievement goals.
- We will say "no" to you when we are concerned about your choices and decision making when they impact your safety or community safety.

#### **LIFE SKILLS-Youth Transition Program**

We will challenge you with Life Skills training to help you better understand how to:

- Get a job.
- Navigate housing options.
- Take care of your medical/dental/counseling needs
- Explore academic options.
- Budget, shop and prepare healthy meals
- Use public transportation.
- Establish healthy relationships.
- Connect to your community in meaningful ways
- Develop a support system.
- And take care of your basic needs.

#### **ACADEMICS-Youth Transition Program**

We will support you as you:

- Finish High School or get your G.E.D.
- Prepare for entrance exams.
- Explore what academic, certification or career path will be right for you.
- Connect you with financial aid as applicable.
- Go with and support you as you visit campuses, work sites, training sites, etc.
- Connect you with tutors.
- Help you establish study skills.
- Find out what else your school, work or training site can offer you.

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\_\_\_\_\_  
Young Adult signature                      Date                      \_\_\_\_\_  
Transition Coach Signature                      Date

\_\_\_\_\_  
Worker/Guardian/PO                      Date                      \_\_\_\_\_  
Assistant Director Signature                      Date

***Revised 4-6-11 Revised 4/1/17 Revised 9/06/2021 Revised 05/12/2022***



## Program Planning Worksheet

Person Convening

Person Taking Notes

Community Partners	Organization Representation

*Community Need*

Desired Outcome 1: What will we change long-term

Targeted Population: Who will it impact

Health Indicator	Best Practice	Strategy	Metric
What needs changed	Example	Example	How to measure
Culture: Health Equity Improvement		Sustainability: How will it last	

**Asset mapping** highlights the strengths and resources of a community. It is a best practice that inventories and visually maps sources and helps us think about how to build on and determine community needs that will improve health outcomes. Mapping can be conducted in meetings with other agencies at community roundtables or listening sessions. Asset mapping is best used to engage community response and to make aware of resources that may be overlooked or services that are not easily navigated. There are physical, economic, people, institutions and association resources.

*Resource/Service Examples:*

- Schools
- Transportation
- Community Centers (Youth, Seniors)
- Recreational Centers
- Housing Programs
- Faith
- Parks
- Libraries
- Hospitals
- Primary Care
- Urgent Care
- Day Care
- Grocery Stores
- Pharmacies
- Banks
- Prevention Coalitions
- Peer/Recovery Support Services
- Other Coalitions
- Associations
- Mental Health and Substance Use Disorder Treatment
- Law Enforcement
- Local Government
- Social Services
- Culture Focused Groups
- Colleges & Universities
- Something we forgot

