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Breaking the Cycle of Poverty: A New Approach in Grant County, Indiana

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Introduction

William was a young man from Dublin, Ireland, who worked as a hairstylist and model. He was living life to the fullest. He traveled to Oxford, England, on vacation. Then his life took an unexpected turn for the worst. His boyfriend broke up with him and took everything William had. He lacked family support and couldn't get home, so stayed with a friend for as long as he was welcome, but soon was forced to set up camp on the street. Within days, William found himself stuck in an unfamiliar country with no support system, money, ID, or observable way out. Tim worked in a factory making a good wage. His complications from depression resulted in him getting fired from his job. He checked into a behavioral health center, and they referred him to Grant County Rescue Mission (GCRM) in Marion, Indiana, for shelter. Another man named Will worked for the state of Indiana and owned a home with his wife until he got injured and couldn't work. Through that experience, he lost his house and wife. He lived in two different homeless shelters, but because he was unable to do physical labor, they asked him to leave. He finally found a place to stay at GCRM in Marion, Indiana. Ben grew up as a military kid in Texas. He had a falling out with his parents and tried to make it on his own. He ended up living on the street without a support system to help him.

William, Tim, Will, and Ben did not wake up one day and decide to be homeless. They were not and are not lazy. William was on vacation, Tim was working a good job, Will was enjoying life with his wife, and Ben was forging his own path. A divorce, a physical or mental sickness, an injury, family issues, or any major life event could be all it takes to lose everything. Most people recognize unemployment as a cause of homelessness. What society fails to recognize is that homelessness goes so much deeper than unemployment. The issues listed above, underemployment, addiction, belonging to a certain subculture, and simply not knowing the resources that will help all contribute to homelessness. Overcoming those hurdles to escape poverty often seems impossible

to those experiencing it. Many people experiencing homelessness and poverty do not know where to begin on the journey toward sustainable, independent living. As a society, we continue to treat the symptoms of homelessness and poverty instead of the root causes. We cannot expect different results if we continue to approach homelessness the same way we always have.

Grant County, Indiana, has a poverty problem that continues to worsen instead of improving. Among Indiana counties, Grant County was ranked with the third highest poverty rate (20.3 percent) in the state in 2016 (“Grant County”). Even more disheartening, the poverty rate for children under 18 (29.1 percent) is the highest in all of Indiana (“Grant County”). Grant County has yet to conduct a Point-in-Time Homeless Count (PIT Count), but looking at the PIT Count for Indianapolis, Indiana, gives insight into the top reasons people are experiencing homelessness. The largest subpopulation of people (45 percent) reported a serious mental illness (“2017”). The next largest subpopulation of people (34 percent) reported a substance use disorder followed closely by the next group (31 percent) who report having a felony conviction (“2017”). Other subpopulations are victims of domestic violence, veterans, those who have been in foster care, and adults with HIV/AIDS (“2017”).

A conventional approach to helping the homeless primarily includes preparation for low-wage employment; however, the need in truly helping the homeless goes beyond a job in food service or retail. In order to break cycles of poverty and transition those experiencing homelessness in Grant County into sustainable independent living, it is crucial to design a complete and holistic approach that includes skills training, job shadowing and interning, and transitional housing, all intertwined with case management to treat the root causes of homelessness, not simply the symptoms.

To explain this complete and holistic approach, I have organized this paper into three main sections with subsections. In the first section, I provide general information about job and homemaker skills training and case management. I then go more in-depth about those topics to discuss why

these standard tools are important and need to begin to be offered in combination with other services to better assist those in poverty. In the second section, I discuss general information about job shadowing and interning, followed by an argument for a new way of offering this service. In the final section, I offer general information on transitional housing and a different approach to creating sustainable change. Following these sections, I include a project showing how I will implement these ideas.

To research services for the homeless and impoverished, I employed qualitative research techniques including phenomenology, ethnography, appreciative inquiry, and action research. Qualitative research was the best choice as its purpose is to “achieve an *understanding* of how people make sense out of their lives, delineate the process (rather than the outcome or product) of meaning-making and describe how people interpret what they experience” (Merriam and Tisdell 15).

I began with an appreciative inquiry in Seattle, Washington, from June 13 to June 15. I met with and interviewed employees from FareStart, Hope Place, Union Gospel Mission, and Downtown Seattle. Appreciative inquiry focuses on the positive aspects of an organization, which is what I wanted to focus on in talking to leaders in Seattle (Merriam and Tisdell 55). I hoped to learn their best practices that would be helpful to implement in any future services I might provide in Grant County.

I followed the appreciative inquiry with action research in Grant County and the surrounding area. Action research focuses on solving a practical problem or finding a way to enhance and improve an existing positive practice (Merriam and Tisdell 50). I did most of this research at Grant County Rescue Mission, but also at St. Martin’s, Mission Mart, and Muncie Mission. During the action research, I sought to understand how well-meaning service organizations are failing the homeless and impoverished and what that community wished they had. During this portion, I also

conducted research through a survey of GCRM residents to discover which training topics they would most like to master.

I did person-to-person, semi-structured interviews in both the appreciative inquiry in Seattle and the action research in Marion. This interviewing method allowed me the opportunity to observe reactions and body language and to ask follow-up questions as needed. I recorded all interviews (except for one anonymous person who did not want to be recorded) on a phone app and transcribed them. I supplemented my interviews and observations with research on relevant topics and watching documentaries.

The results of my interviews, observations, and research led me to dream of a new way of approaching homelessness and poverty in Grant County. So many organizations have positive aspects to their services to this marginalized population; however, poverty persists. I believe that combining some of these best practices, modifying others, and creating new services can create a type of organization that will make a lasting change for the homeless and impoverished community in Grant County.

Job and Homemaker Skills Training

General Information

Why training is important

Kendra is a 22-year-old single mother in a small town in Grant County, Indiana. She was living with her mother and sister until the Department of Child Services removed her son from her care due to her drug use. Kendra had to find new living arrangements because her son stayed with her mother and she was not permitted to be with him unsupervised. She found herself in a difficult position because she did not have a job, did not know how to budget or pay bills, and lacked almost all skills to live independently. It is not that she was incapable of these skills, but

no one had ever taught her how. Her mother was also unemployed and had to move in with her parents. By participating in homemaker-skills training, Kendra learned basic independent living skills and job skills. She caught on quickly, was employed within three months, and was living semi-independently with her father while paying her portion of the bills.

While Kendra's story is encouraging at first, her employment is at a fast-food restaurant where she earns just above minimum wage. By continuing down the path she is on, she will likely not be able to afford to live completely independently. She dreams of being a respiratory therapist but has to work full time to afford her bills. She spends the rest of her time at supervised visits with her son. She wants to go back to school but does not know when she would have time to do so or how to go about enrolling. She is stuck in underemployment and instability.

Statistics show that despite the unemployment rate lowering in the USA, the poverty rate remained steady ("The State of Homelessness" 3). Poverty seems to persist even when the economy improves because of lack of education, skills, and steady jobs that pay enough for people to break out of poverty. A study in Calgary, Alberta, Canada, showed that six of every ten people experiencing homelessness had some type of employment (Shier et al. 29). These results fight the common assumption that all homeless people are unemployed and that employment alone would solve the issue of instability in housing. Those assumptions have resulted in social programs that do not address all the issues people in poverty face. Koffarnus et al. writes, "The most proximal cause of poverty is unemployment or underemployment, a problem that is difficult to address if individuals lack sufficient education and job skills" (582). Offering a job- and homemaker-skills training program can help alleviate some of the issues that lead to persistent poverty.

For a skills-training program to be effective, participants must attend sessions on a consistent basis. The homeless live in ambiguity, so consistent attendance is difficult to ensure. Training

programs are usually an example of delayed gratification rather than a short-term immediate solution. One way to combat this hurdle is to offer classes that participants *want* to take instead of someone setting up classes at a shelter or community center with the assumption they are what people want and need. Shelter residents often hear about what they need to improve their lives instead of asking what they think they need. A better approach is surveying participants at the beginning of the training program to ensure the topics are interesting and desired while adding respect and dignity to the participants in the process.

Another way to encourage regular attendance is to offer monetary incentives. One study examined whether monetary incentives would increase engagement of unemployed, homeless, alcohol-dependent adults in a job-skills training program. The study contained three groups: a no-reinforcement group with provided training but no incentives; a reinforcement group where incentives were contingent on attendance and performance; and an abstinence and reinforcement group where incentives were contingent on attendance and performance, but only if participants abstained from alcohol. The study showed that monetary incentives were effective in getting people to engage with and achieve in a job-skills training program. Koffarnus et al. outlines a payment system in which participants could earn hourly wages and bonuses for performance in the programs. Participants earned payment in the form of vouchers that could be exchanged for goods and services purchased by program staff, like gift cards, rent, and utility payments (Koffarnus et al. 585). Payment in this type of program “has the potential to address both short-term poverty through incentives delivered in the context of the intervention and long-term poverty by addressing one of the major underlying causes of poverty: lack of sufficient education or job skills to gain and maintain employment” (Koffarnus et al. 589). People experiencing poverty and homelessness in Grant County could benefit greatly from a program that not only teaches skills, but helps them earn income by doing so.

Those developing and implementing a skills-training program must factor in cultural differences. The homeless community has a low power distance score of approximately 30 according to Geert Hofstede's indices, which means they consider extreme inequality unacceptable and want to distribute power evenly. A skills-training program will help narrow the gap of inequality in work and life, putting people on more equal playing fields. Because of this low power distance score, staff and volunteers at a training program will need to take precautions to show respect to the program participants and not act superior. If people experiencing poverty and homelessness feel that trainers act superior, they will likely lose interest in the program and it could do further damage to the participants' self-esteem.

Interviewing participants

Those experiencing poverty and homelessness struggle with their sense of identity. When they lack a sense of purpose and feel ignored, they can lose hope. Groody describes the effect poverty has on people: "It can break down people's sense of creativity, productivity, and even self-respect, diminishing their hope for better lives and dramatically reducing the capacity for human development. Above all, to be poor means to be insignificant" (582). Those working in eradicating poverty and homelessness need to unequivocally recognize the humanity in each person to be successful in their work. The best plan can still fail if the participants are not on board with the program. A good way to ensure program participants buy into a program is to survey them before training to discover which topics would be most helpful. Who knows what the homeless community needs more than the homeless individuals? Program directors would be wise to take into consideration the knowledge, experience, and skills of the participants.

Examples of successful similar programs

FareStart in Seattle, Washington, is an organization that helps people overcome the cycle of poverty through an adult and youth culinary training program and a youth barista training program

(Gathers). They have developed relationships with local restaurants so program participants have jobs available to them after they graduate (Gathers). Having relationships with local businesses is an important aspect of training to help graduates move forward in their careers. A food service training program works well in Seattle because it is a large city with many high-end restaurants where graduates can make a living. While food service training is not the best option in Grant County, the model they use for training and business relationship building will work well.

The Moving Ahead Program (MAP) at St. Francis House (SFH) in Boston is a job- and life-skills program where people benefit from community. Gray et al. studied a group of 150 MAP participants and noted that they developed healthy relationships through the program (799). With healthier social networks, the participants had healthier habits. For those experiencing homelessness, community will be especially important because they are used to people walking right past them. Like-minded people with similar experiences can encourage each other, and it could make all the difference in learning, changing, or recovering.

However, MAP at St. Francis House (SFH) is not just about community but provides tangible skills as well. The majority of their participants have struggled with addiction, criminal involvement, and mental health issues (Nelson et al. 712). Participants explore strengths, weaknesses, abilities, and interests before attending classes five days a week for 14 weeks on goals, career exploration, workplace behavior, and more. The program also includes a six-week internship arranged by an employment agency that helps them find employment after they graduate. During training, SFH provides participants a place to live, a stipend for living expenses, and access to image consulting services (Nelson et al. 712). A study of 638 participants showed positive results of participants improving in “all types of work and related life skills, employment and income, and multiple other life domains from baseline to graduation and follow-up” (Nelson et al. 711). Improvement in

those skills was associated with participants' higher self-esteem and self-efficacy. The completion of this work-skills program had a positive impact on people.

The Homeless Employment and Related Training (HEART) Project in Oregon is a job-skills training program for those experiencing homelessness. It combines job skills training in construction with job search assistance and intensive case management to help the homeless transition to independent living (Goetz and Schmiede 375). A study followed 30 participants to gauge the effectiveness of the program. Eighty-seven percent (26) of the participants graduated from the program. Of those 26 graduates, 21 (81 percent) gained employment during the program, and 16 (61 percent) were still employed by the end of the program (Goetz and Schmiede 377-378). Sixty-five percent of graduates moved into permanent housing post-graduation.

Job Skills Training

Background

A job-skills training program utilizing volunteer instructors has great potential. A staff member could train participants, but no one person can be an expert on every topic. Bringing in local business people who are experts in their fields will ensure that the material is taught correctly. Though a training program is a service to the marginalized, the services should still be high quality to emphasize again the importance of and humanity of each individual.

Another perk to using local volunteer instructors is the potential for change in public perception of homelessness. Many people, especially in the Midwest, view those experiencing homelessness as lazy, unintelligent, or worse. They believe that people become homeless as “a consequence of individual shortcomings” (Lei 253). This perception is common in cultures that are masculine and individualistic like the United States. People in these cultures believe that people are poor because they do not work hard enough or they are living with consequences of

their life choices. Because of those perceptions of the poor, people certainly do not believe they should use their money to help support them (Hofstede 2906). This negative perception of those in poverty and homelessness does not come from knowing someone in that situation, but rather what society perceives people in those situations to be like. Dwight Conquergood believed that this mentality was an expression of “uneasiness when confronted with Difference, the Other” (Fadiman 167). Coming into contact with someone from a different background can be stressful for many people. If people can begin seeing the humanity in all people, they might have less fear when confronted with someone different from themselves. Society is conditioned to experience “social disgust” or an attitude “triggered when the ‘unclean,’ sociologically speaking, crosses a boundary and comes into contact with a group identified as ‘clean’” (Beck 15). When those boundaries are crossed, people become uncomfortable and have to figure out how to deal with that lack of comfort. Unfortunately, that coping mechanism generally includes negative attitudes or actions against the homeless or impoverished.

People often struggle to put themselves in the shoes of others. As a society, many lack empathy and think people should pick themselves up by their bootstraps and simply change their lives. As a social worker in Grant County, the majority of my clients live in poverty. I hear people communicating this idea that people should just stop being poor. People assume I work with “the worst of the worst” when in reality my clients have just come on hard times. When I worked with parents involved with the Department of Child Services, I often heard people say that those parents did not deserve to have their children. This mindset that people choose to be in poverty or difficult situations dehumanizes others, and it is an especially damaging mindset in the Christian community. Archbishop Peter Akinola stated, “When you preach prosperity and not suffering, any Christianity devoid of the cross is a pseudo-religion” (Griswald). If we cannot take part in the

suffering of others, we are missing the point. If the volunteer teachers get to know even one or two participants who are experiencing homelessness or poverty, they will likely see them in a different light. They will be able to see the humanity in people through common experiences and beliefs. Tigler and Cozzarelli studied how “affective-cognitive consistency moderates the strength of the relationship between attitudes toward the poor and help-giving intentions” (517). They found that the attitudes people held toward the poor affected how much they helped the poor (Tigler and Cozzarelli 518). As teachers get to know participants, their attitudes toward them will likely change, and they will be motivated to increase their efforts in helping the homeless and impoverished and encourage their circles of influence to do the same.

Once people become aware of the real issues facing real people experiencing homelessness and poverty, the issues become harder to ignore. These community members will begin to take ownership of their responsibility to come alongside the homeless and impoverished. They will discover a passion for lasting change after learning from those experiencing poverty firsthand and will spread that passion to others in their circles of influence. Caring for and about the marginalized is at the forefront of God’s priorities. In fact, Matthew shares Jesus’ parable of the sheep and goats emphasizing this importance in Matthew 25:31-46. On Judgment Day, Jesus will judge us based on how we treated the oppressed and marginalized during our life. He tells one group to enter the kingdom of God because they fed the hungry, gave drink to the thirsty, housed the homeless, clothed the shivering, and visited the sick and imprisoned. When they asked when they ever did those things, Jesus replies, “Whenever you did one of these things to someone overlooked or ignored, that was me—you did it to me” (*The Message*, Matt. 25:40). If loving the overlooked is so important to Jesus, it should hold the same importance to his Church.

Important skills

The skills taught at a training program for the homeless and impoverished should be primarily up to the participants, but the job-skills training portion will entail some of the basics that participants will need to find and retain living-wage employment. Participants will fill out a survey when they enroll in the training program to give staff written data to compile on the participants' desires. (See Appendix A.) While staff finds, assembles, and surveys participants, they can also be prepared with some everyday job skills that might be desirable or needed for people just starting or re-entering employment. These skills will include hard skills such as resumé and cover letter writing, job searching, interviewing, dressing professionally, and basic computer knowledge. These skills will also include soft skills such as oral and written communication, problem solving, time management, teamwork, continual learning, adaptability, and conflict resolution.

Each participant will fill out an assessment while registering for the training program to help staff understand the participant's baseline knowledge of job skills. If a participant is unsure of what skills he needs, staff can use the initial assessment to gauge what skills he knows and on which skills he needs to continue working. This assessment will be important at the end of the program so staff can see the progress of the participants and ensure they have all the skills needed and wanted before they move on. The goal of the job-skills program is to make sure participants can search for, find, maintain, and excel at a job that they love and can make a living wage doing. The assessment will also help the program staff evaluate the effectiveness of the job-skills training portion of the program (See Appendix B).

Homemaker Skills Training

Background

Finding and retaining a living-wage job does not necessarily mean that someone can live

independently. Some need assistance with certain life skills to be able to maintain their independence. Once someone has a job, she needs to be able to manage her money and set a budget. If someone is not able to work due to a disability, he will need to know what resources are available to him so he can get assistance. If a single mom is working and living independently, she will need to know how to procure daycare for the children and keep a safe home while caring for them and working.

Participating in a homemaker-skills training program does not have the obvious perks that a job-skills training program has, so monetary incentives would be appropriate for this training program (Koffarnus et al.). Many of the working poor and homeless in Grant County do not make enough at their jobs to pay for housing, utilities, and basic needs. They also do not have much extra time after they work and take care of other responsibilities. Monetary incentives help program participants by generating extra income and learning skills that will help them break this cycle of poverty.

Important skills

The homemaker skills training program will be based primarily on what skills participants *want* to learn. An assessment at the beginning and end of the program will be essential to see what knowledge program participants have and evaluate the program's progress. This portion of training will be more fluid than the job skills portion. The participants will need to master a handful of skills to ensure successful independent living. Those skills can include things like money management and budgeting, emergency and safety, and housekeeping. The assessment can be followed by a survey to discover what skills program participants feel they need the most.

Case Management

Importance of case management

A training program sounds wonderful in theory, but reality is that it could be challenging to retain participants as time goes on. In an interview with Mike, a resident at Grant County Rescue

Mission, he reflected on how he felt when he was down and out. He was struggling with addiction and depression and had a hard time getting things done that he knew he needed to do. He said, “You get so hopeless, and your mind doesn’t work right to even have the energy to do some things. You just get hopeless” (Hansen). For those fighting depression, those hopeless and lethargic feelings are all-consuming. It is difficult to do even simple things like get out of bed, get dressed, and leave the house. It is nearly impossible to do needed things like getting food stamps or looking for a job. Case management is a way to follow up with participants to ensure they get the range of training and help that they need. Case management is an element often overlooked at rescue missions or other providers. One anonymous rescue mission resident lamented, “That’s where some of these places kinda fail. They prepare you to come back. They just give you the basics and help you out. The rest is up to you” (Anonymous 2017). Often, people just need one person in their corner telling them they can succeed.

Case managers are those cheerleaders. They are the people who assess needs, coordinate with service providers to connect the homeless with needed resources such as assistance programs or therapy, and advocate for them in whatever capacity needed. The goal is to “empower people, draw on their own strengths and capabilities, and promote an improved quality of life by facilitating timely access to the necessary supports and thus reduce the risk of homelessness and/or help them achieve housing stability” (“Case Management”). This method is called a client-centered approach. This approach ensures that the person experiencing homelessness has “a major say in identifying goals and service needs and that there is shared accountability” (“Case Management”). Since case management will be client centered, it is also important to operate under a strengths-based model. Those experiencing homelessness struggle with a sense of self-worth, so highlighting and finding their strengths (even in their weaknesses) is vital to rebuilding their self-esteem.

Chris Park works for the Metropolitan Improvement District in Seattle. They offer wrap-around case management to people living on the street. They work with people experiencing homelessness to help them get back into independent living. They are not solely focused on housing the homeless, but getting them IDs, disability checks, or any other items they might have trouble getting on their own (Park). They also work alongside the homeless in a client-centered strength-based approach to find out what they need and what types of employment they want. He and his team take into consideration the desires of the homeless instead of simply telling them what they need. That attitude is something Grant County needs. Those at aid organizations are not saviors swooping in to help but should be partners and encouragers that come alongside the impoverished and homeless to help them reach *their* goals.

Project Passage is part of the Seattle Homeless Adolescent Research Project (SHARP), a research program that implements and evaluates an intensive mental health case management program for homeless adolescents. Project Passage is organized and more thorough than most case management programs with nine components: assessment, planning, linkage, monitoring or tracking, advocacy, counseling or the therapeutic relationship, treatment teams, crisis services, and flexible funds (Cauce et al. 1). Each caseworker was limited to 12 cases or less. Cauce et al. compared youth assigned to Project Passage to youth in another case management program. Both groups improved in mental health and social adjustment, but the youth in Project Passage showed lower levels of aggression and greater satisfaction with their quality of life (Cauce et al. 1). While good mental health and social skills are important, the ultimate goal should be helping people have that and satisfaction with life through desired vocations, hobbies, and support systems. Having a clear case management plan and a low caseworker-to-client ratio boosts the program effectiveness.

How it works

Participants should meet with a case manager a minimum of one hour per week. At first, the meetings will consist of developing rapport and learning what needs the participants have. The caseworker will use the initial assessment to learn about each individual's needs. At weekly meetings, the case manager can assess their needs more if needed. Case managers will know what classes and training are taking place at any given time and can follow up with participants on those topics. They will help program participants set goals related to their training and help them find the resources they need to meet their goals. They will put the goals on a service plan and make decisions on what goals they will work toward first and how long they might need to accomplish them. They will also assign homework so participants can take the initiative, creating pride in what they accomplish. Once the participants meet the goals on the service plan, case managers will modify the plan to include any new or loftier goals the clients might have. This new way is in contrast to the traditional way in Grant County of telling people what they need to accomplish and preparing them for specific vocations and lives instead of giving the homeless and impoverished a personalized plan from which to work. Case managers will also assist participants with mental and physical health issues, connecting them with the appropriate service providers.

Job Shadowing and Internships*General Information*

Being at or below the poverty level can make people desperate to survive. With few job opportunities and a lack of a support system, engaging in the narcotics trade is enticing. The drug trade pays well and helps people have enough to pay rent. It can be dangerous, but jail is not a terrible alternative to someone experiencing poverty because jail offers food, shelter, and sometimes even jobs. However, once incarcerated, finding jobs becomes even more difficult, especially jobs

with a living wage, and the cycle can begin again. To avoid this return to crime and, therefore, recidivism, psychological services and job placement programs are vital (Kouri).

Avoiding crime is not the only reason job placement programs are important. The homeless and impoverished often work in jobs that do not provide a living wage. Some have to work two low-paying jobs just to make ends meet. One crisis can mean a return to homelessness. Single mothers especially find themselves in low-wage, traditionally female occupations and continually earn significantly less than low-income single fathers (Lee 374). While minimum wage issues affect everyone, Gitterman and Shulman highlight the need for education and training programs to move women out of lowest income jobs and equal opportunity policies for women in the labor market.

In 91 percent of the families living in poverty in Grant County, Indiana, one or both parents have a job (“Grant County”). However, the income is so low that they struggle to pay for housing and food. All of that negatively affects the children as they go to school hungry and often have a difficult home life. They fight against low income, low nutrition, and inadequate sleep. This volatile combination can lead to behavioral issues, perpetuating the cycle of poverty (Carpenter et al.). Underemployment is part of the problem for these families. Grant County used to be booming with high-paying manufacturing jobs. When the factories shut down, those jobs were replaced in the service industry as Grant County added more retail and fast food. The cost of living for a family to pay for basic living costs in Grant County is \$44,000, but the median household income in the county is only \$40,272 (“Quick Facts”). Many families are struggling to make ends meet.

When the homeless seek shelter, they often get on-the-job training. Unfortunately, it is usually in the food or retail industries, which do not pay well in Grant County. The homeless and impoverished need a way to get job shadowing and training for jobs that will help them escape the cycle of poverty and homelessness. Unfortunately, that is hard to accomplish when they are in a

state of survival. A job shadowing and internship program can help the homeless and impoverished explore vocational options, giving them the opportunity to dream about a future different from their present.

Job Shadowing

How it works

Case managers will work with participants to determine what vocation they have always been interested in and that they think they would enjoy. All participants will take a strengths test to find what vocational areas in which they might excel. Case managers will connect participants with at least one local business to shadow someone in that field. Ideally, they would be able to shadow at a location for a minimum of one week at two to three different locations. The participants will take notes and write down questions they have about the job to research. If they find they will not enjoy the jobs they shadow, they have the freedom to choose another vocation to shadow. Once they discover their passion, the case manager will connect them with a local university, trade school, or other resources to obtain the training and education they need to enter that vocational field.

Required prerequisites

To be eligible for a job-shadowing program, participants must finish the job-skills program or pass an efficiency test in job skills. They must show that they know how to dress appropriately for a work environment. They will need to have a working knowledge of soft skills of employment such as communication, problem solving, time management, teamwork, continual learning, adaptability, and conflict resolution. They will be representing the program and will not just need to meet, but exceed expectations. Since people often have assumptions about the impoverished and homeless, this job shadowing program can help change those negative assumptions. The participants will gain knowledge and experience while reminding those outside of their world of their humanity.

Regular meetings with case manager

Throughout the first week of the job-shadowing process, participants will meet with a case manager daily, then weekly afterward. They will discuss how the day or week went, what questions they have, and what they have learned. The case managers will advise them on what research they need to do and help answer any questions the participants might have. The case managers can also help them with any issues that arise and be a mediator if necessary.

During the education and training process, participants will continue to meet with case managers weekly. They can get assistance with learning how to fill out forms for school, how to manage time wisely, or doing homework. The case managers will have service plans with the participants' goals and will hold them to their goals and encourage them to keep working toward those goals.

Internships

How it works

Once the education and training portion is underway and the participants have an appropriate amount of skills, they can begin the internship program. The time frame for starting this portion will depend on the field the participants are entering. For some with previous knowledge of the field they are studying, they might not have to wait as long to start an internship or apprenticeship as those who are going into a brand new field. Either the case managers or the schools will connect participants with businesses who offer internships. Ideally, the businesses who are part of the internship program will be businesses who can hire people on a regular basis. The internship program could be a potential feeder program for many businesses.

Rick Berbereia is the director at Grant County Rescue Mission, but worked at a homeless shelter in California prior to moving to Indiana. At the mission in California, they had partnerships with two credit unions where shelter residents could do an unpaid internship while still in their care.

The internship sometimes ended up in a job for participants if the credit unions had openings.

The shelter staff met with the internship participants once a week to make sure everything was going okay and to ensure the job was something they would enjoy doing after the internship.

That program helped shelter residents gain experience to include on their resumé's.

Education

Grant County is home to many quality educational programs and universities. Indiana Wesleyan University, Ivy Tech Community College, Wesley Seminary, and Taylor University all call Grant County home. The Grant County Rescue Mission provides classes to obtain a high school diploma or high school equivalency diploma. Many businesses offer apprenticeships in technical vocations as well. Partnering with these local educational institutions will be important to ensure that participants will have somewhere to get their needed training.

Transitional Housing

General Information

Maslow writes, "If all the needs are unsatisfied, and the organism is then dominated by the physiological needs, all other needs may become simply non-existent or be pushed into the background" (373). If program participants don't have a stable living environment, they will not be open to further training. People are simply unable to focus on goals that would help them better their lives when they are hungry and homeless. Providing them with housing and basic needs is a necessary step in helping them realize and achieve their goals toward independent living. However, the provided housing should not be second-rate. Each individual deserves an inviting, nice space and to know they are worthy of more than the bare minimum. Showing the homeless and impoverished dignity and respect is the first step toward rehabilitation. Grant County Rescue Mission is making great strides in this area. The living situation for their male residents was dismal for a while, but

the new administration has worked hard to obtain grants and donations to update the men's living quarters and has begun working on the women's shelter as well. They believe that the residents deserve to have a clean, safe, and nice place to live.

Transitional housing is not solely about getting the unhoused housed. Being in community is a vital aspect of preventing homelessness. Kingree et al. write, "Low social support is an important predictor of homelessness, particularly among participants in substance abuse treatment. Interventions to bolster social relations are preventive in assisting people vulnerable to homelessness (1999). Having community means people have others checking up on them and helping them stay safe. Lee writes, "Promoting mutual aid and helping people to strengthen or find new primary group ties is also critical to ameliorating the effects of homelessness, for home is restored not merely with place but only when a state of belonging somewhere and to someone where some level of nurturing is available" (379). A living community can help create that much needed social support.

A group of women and children who have experienced homelessness in Connecticut live in a transitional living facility:

where each has a separate apartment but participates in a common empowerment-oriented program. The group meets weekly, and most of the women have been in the group for several months. While the group is open-ended, as individuals may leave and "graduate" to permanent housing, women may stay in the residence up to two years. This forms a strong nucleus of women working together toward self-empowerment and having an impact on policies and programs that affect their lives. The work is often intensely personal, reflecting the various reasons for each woman's homelessness. (Lee 375)

Living in community while respecting each individual's privacy is an effective method for providing those primary group ties that are so important in alleviating and preventing cyclical homelessness.

This sense of belonging and community is evasive in many subcultures. In describing economic equity, Moe-Lobeda wrote about corporations having civil rights of people (216). Some businesses use their “human civil rights” to get away with things that are hurtful or dishonest. Because of corporations having human rights, the homeless come up against difficult situations. Most shelters are faith-based, so will not take people in who are struggling with substance abuse, the LGBTQ community, or those who are cohabitating. Because these corporations have “civil rights,” they can get away with creating rules that hurt certain populations. The common analogy is the Christian baker who will not bake a cake for a same-sex wedding.

I once worked with a homeless couple who were unmarried but wanted to stay together because they had no other support system besides each other. They were afraid to be in separate shelters and unable to get to each other. We worked together to call every homeless shelter we could find in the closest 22 counties, but only one accepted unmarried couples. It had a waiting list of 47 couples. Grant County, Indiana, and all of the nation needs housing opportunities for *all* people, no matter who they are or what they believe. When we reflect on the personal meanings of ‘home’ for each of us, being without a home takes on a new meaning” (Lee 378). Each person deserves a home.

How it works

After researching different housing options like a tiny house village, renovating an old hotel, and purchasing rental homes around the area, I have concluded that purchasing or leasing a building to house all aspects of the program is the best option for a program of this nature in Grant County. All operations can take place in one area, including training, housing, and any entrepreneurial activity used for funding the program. This is cost effective and will help create community among program participants.

To help participants prepare for the future and not only meet immediate needs, they need to be able to leave with the means to thrive. Though it seems counter-intuitive, charging a low amount for rent is a new way to run a housing program that can help prepare program participants for future independent living. Each participant can have an account for the rent they pay each month. At the end of the program, they can get that money back to use as a down payment. It can help them in a few ways. They can feel accomplished that they are contributing to their housing. This can create a sense of pride and motivation to continue to make new and healthy choices. They can also put money away for the future without being tempted to use it.

Not every participant will be able to pay rent, so the payment plan should be based on income. A percentage of each individual's income can be earmarked for rent, much like it would be when they leave the program. Incentives to stay in the program can include getting a higher percentage of their rent back the longer they stay in the program. When they complete the program, they get all of their rent back, including interest.

Conclusion

Lederach writes, "Jesus embodied the art of noticing humanity. In each person he found that of God" (51). Restoring humanity to the homeless and impoverished should be a priority for Christians. Restoring humanity to individuals and breaking the cycle of poverty is no small task. Facing this massive challenge can create a feeling of "despair or hopelessness and ... perceived powerlessness" (Moe-Lobeda 97). Recognizing an injustice and having a passion for it is one thing; actually believing change is possible is another. Once people recognize an injustice, they can easily feel like they have no power to make a difference, especially if they do not hold a position of power. That feeling must not deter people from doing good. Moe-Lobeda writes about the paradox of privilege: "While individuals' actions will not alone dismantle systems of evil, *those systems will*

only be dismantled if individuals do act. Our actions toward justice are vital, even while they may seem inconsequential” (Moe-Lobeda 98). Giving injustices proper attention does not mean that any one person is responsible for fixing an issue completely or alone. Each person has responsibility to take action, but it is not up to any person to complete the task, so people “shouldn’t feel overwhelmed or pressured or guilty. The fate of the world doesn’t rest on our shoulders. We are simply trying to follow Jesus and, for that, we have been promised aid” (Clawson 187).

When we fail to stand up to injustice, we communicate that Jesus doesn’t care about the oppressed. Since we know that Jesus will judge us on how we treated the overlooked and ignored, we must make every effort to not miss that point (*The Message*, Matt. 25:31-46). Archbishop Oscar Romero was not gentle in talking about how the Church should treat the oppressed. He stated, “It is inconceivable to call oneself a Christian without making, like Christ, a preferential option for the poor” and “A Christian who defends unjust situations is no longer a Christian” (Campbell-Johnson 4). He defined Christianity through social justice. He called Christians to *action* because of love: “It is a caricature of love to cover over with alms what is lacking in justice, to patch over with an appearance of benevolence when social justice is missing” (Campbell-Johnson 5).

Christians believe that God loves each person deeply and asks them to do the same. Salter McNeil writes, “What we believe about God will tell us what we believe about people; and what we believe about people will tell us what kinds of communities and societies we believe we should strive to create” (214). Loving people might be the hardest thing Christians have to do. God loves everyone, including those we don’t even like. Our job as a Christ-followers is to show people love, even those we don’t like. Every human is worthy of dignity, respect, and the chance to experience God’s love because every human was made in God’s image.

Moe-Lobeda writes, “This is the breathtaking claim of Christian faith: that the Light of life, the Sacred Source within all and beyond all is at play in the world, breathing life into it. We are beckoned to join with this Spirit of justice-making, Earth-relishing Love in its creating, liberating, healing work to bring fullness of life to all. We are to receive this Love, trust it, and then embody it into the world. We are to ‘love as God loves’” (165).

We cannot forget to love people and join God in his restoring work. My way of joining God is by creating a place for people to come to gain the skills, experience, and support they need to break the cycle of poverty and homelessness in their life and move into independent, sustainable living through a complete and holistic approach. I want to help people find the root cause of their poverty and homelessness and attack that, not just the symptoms we can see. The Novus Group is a new way to approach homelessness and poverty. Novus means “new” in Latin. Following you will find a business proposal for The Novus Group with information on what we will offer, why it makes a difference, and how we will fund it. The Novus Group aims to transform lives through opportunities for self-sufficiency. The ultimate vision is to restore dignity and respect to all people while eradicating homelessness and poverty in Grant County.

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Appendix A: Job-Skills Training Program Survey

Name _____

Please rate your skill level in the following areas.

1-None	2-Low	3-Moderate	4-High	5-Mastery
1. Writing a cover letter			1 2 3 4 5	
2. Writing a resumé			1 2 3 4 5	
3. Searching for a job			1 2 3 4 5	
4. Interviewing for a job			1 2 3 4 5	
5. Dressing professionally			1 2 3 4 5	
6. Basic typing and computer skills			1 2 3 4 5	
7. Oral communication			1 2 3 4 5	
8. Written communication			1 2 3 4 5	
9. Problem solving			1 2 3 4 5	
10. Time management			1 2 3 4 5	
11. Teamwork			1 2 3 4 5	
12. Continual learning			1 2 3 4 5	
13. Adaptability and flexibility			1 2 3 4 5	
14. Conflict resolution			1 2 3 4 5	
15. Pre-employment requirements (ex: education)			1 2 3 4 5	

What job skills would you like to learn more about?

Appendix B: Training Program Assessment

PARTICIPANT INFORMATION					
Name:		ID:		Date of Birth:	
PERSON(S) INVOLVED IN ASSESSMENT				DATE	
CATEGORY		DATE SKILL ATTAINED			
		BASIC	INTERMEDIATE	ADVANCED	MASTERED
A	Money Management/Consumer Awareness				
B	Food Management				
C	Personal Appearance and Hygiene				
D	Health				
E	Housekeeping				
F	Housing				
G	Transportation				
H	Educational Planning				
I	Job-Seeking Skills				
J	Job-Maintenance Skills				
K	Emergency and Safety Skills				
L	Knowledge of Community Resources				
M	Interpersonal Skills				
N	Legal Skills				
O	Pregnancy Prevention and Child Care				

*Adapted from Washington State Department of Social and Health Services' Life Skills Inventory Independent-Living Skills Assessment Tool (2000).

CATEGORY A: MONEY MANAGEMENT AND CONSUMER AWARENESS
BASIC: Must know all 3 to advance to the next level.
<input type="checkbox"/> Can make a transaction at a local store and count change. <input type="checkbox"/> Knows the difference between necessities and luxuries in purchases. <input type="checkbox"/> Can identify one way to save money on purchases.
INTERMEDIATE: Must know 4 of 5 to advance to the next level.
<input type="checkbox"/> Can open a checking or savings account. <input type="checkbox"/> Can write checks and deposit/withdraw money. <input type="checkbox"/> Can record banking transactions. <input type="checkbox"/> Can budget allowance for a week (Shows understanding of saving money). <input type="checkbox"/> Understands the difference between gross wage and take-home pay.
ADVANCED: Must know 4 of 6 to advance to the next level.
<input type="checkbox"/> Can make a monthly budget covering regular expenses for independent living (with assistance). <input type="checkbox"/> Shows resistance to “something for nothing” advertising and “low weekly payment” credit plans. <input type="checkbox"/> Can read bank statements and balance accounts. <input type="checkbox"/> Can comparison shop. <input type="checkbox"/> Understands the responsibility of filing tax forms and knows where to get information required for doing so. <input type="checkbox"/> Knows where to find and how to use coupons and discount programs.
MASTERED: Must know all 6 to be rated mastered.
<input type="checkbox"/> Budgets for emergencies, unplanned bills, etc. <input type="checkbox"/> Understands credit, loans, interest, and late payment penalties. <input type="checkbox"/> Understands payroll deductions, taxes, FICA, insurance, etc. <input type="checkbox"/> Can complete a short tax form. <input type="checkbox"/> Can balance a checkbook. <input type="checkbox"/> Has a regular savings program.

NOTES:

CATEGORY B: FOOD MANAGEMENT
BASIC: Must know all 3 to advance to the next level.
<input type="checkbox"/> Washes hands before eating and preparing food. <input type="checkbox"/> Can describe food pyramid and foods that contribute to a healthy lifestyle. <input type="checkbox"/> Knows names of and uses of cooking utensils.
INTERMEDIATE: Must know 4 of 5 to advance to the next level.
<input type="checkbox"/> Can fix breakfast for one. <input type="checkbox"/> Can fix lunch for one. <input type="checkbox"/> Can fix dinner for one. <input type="checkbox"/> Can make out a grocery shopping list. <input type="checkbox"/> Can use acceptable table manners.
ADVANCED: Must know 4 of 6 to advance to the next level.
<input type="checkbox"/> Stores food appropriately (refrigerator/freezer/pantry). <input type="checkbox"/> Recognizes signs of food spoilage. <input type="checkbox"/> Can follow instructions/recipes on preparing foods. <input type="checkbox"/> Can plan a weekly menu of nutritious meals. <input type="checkbox"/> Can shop for a week's worth of food and stay within the budget. <input type="checkbox"/> Can set the table.
MASTERED: Must know all 5 to be rated mastered.
<input type="checkbox"/> Prepares recipes from a cookbook. <input type="checkbox"/> Can adjust recipes to feed more or fewer people than called for. <input type="checkbox"/> Understands how to use dates on food packages to prevent spoilage. <input type="checkbox"/> Prepares and eats a balanced diet. <input type="checkbox"/> Understands and can use unit pricing to comparison shop.

NOTES:

CATEGORY C: PERSONAL APPEARANCE AND HYGIENE
BASIC: Must know all 3 to advance to the next level.
<input type="checkbox"/> Can dress self in a reasonably acceptable fashion and can bathe self. <input type="checkbox"/> Knows how to use common personal products appropriate to gender. <input type="checkbox"/> Brushes teeth regularly.
INTERMEDIATE: Must know all 3 to advance to the next level.
<input type="checkbox"/> Showers or bathes regularly. <input type="checkbox"/> Keeps hair clean and neat. <input type="checkbox"/> Dresses in reasonably clean clothing.
ADVANCED: Must know 4 of 6 to advance to the next level.
<input type="checkbox"/> Can read clothing labels to determine how to care for clothes (hand wash, machine wash, dry clean). <input type="checkbox"/> Can sort and wash clothes at a laundromat using appropriate amounts of soap, etc. <input type="checkbox"/> Can dry clothes in a dryer using appropriate settings. <input type="checkbox"/> Knows the cost and can budget money for special hair and nail care (cut, color, braiding, manicures, etc.) <input type="checkbox"/> Can iron clothes. <input type="checkbox"/> Can sew on buttons and make minor clothing repairs.
MASTERED: Must know all 3 to be rated mastered.
<input type="checkbox"/> Can hand wash items following the instructions on the label. <input type="checkbox"/> Knows appropriate clothing to wear for almost all occasions. <input type="checkbox"/> Knows approximate cost of laundry/dry cleaning and can arrange for it to be done.

NOTES:

CATEGORY D: HEALTH**BASIC: Must know all 3 to advance to the next level.**

- Knows that drugs, alcohol, and tobacco may be harmful to health.
- Knows how and where to get emergency health care.
- Knows how to get regular well-checks for self or child.

INTERMEDIATE: Must know 3 of 4 to advance to the next level.

- Can recognize and describe symptoms of colds, flu, and other common health problems.
- Knows what to do for a minor cut, burn, scrape, or splinter.
- Understands risk of pregnancy and sexually transmitted diseases.
- Understands the risks of drug and alcohol abuse.

ADVANCED: Must know 7 of 9 to advance to the next level.

- Can take own temperature.
- Makes correct use of over-the-counter drugs for pain, upset stomach, fever, cold, etc.
- Can call a doctor or dentist and schedule an appointment.
- Can read a prescription label correctly and follow the instructions.
- Knows how to obtain a copy of immunization records and medical history.
- Knows methods of and how to obtain birth control.
- Knows how to prevent the spread of sexually transmitted diseases.
- Has selected a primary care physician, dentist, etc. for regular health care.
- Understands importance of and where to obtain medical insurance.

MASTERED: Must know all 3 to be rated mastered.

- Is conscious of diet, exercise, good eating habits, and other preventative health measures.
- Can determine appropriate instances to go to the emergency room over a family physician.
- Has obtained medical insurance.

NOTES:

CATEGORY E: HOUSEKEEPING
BASIC: Must know all 4 to advance to the next level.
<ul style="list-style-type: none"> <input type="checkbox"/> Can wash dishes adequately with soap and water. <input type="checkbox"/> Can change a light bulb. <input type="checkbox"/> Can make a bed. <input type="checkbox"/> Knows where and how to dispose of garbage.
INTERMEDIATE: Must know 3 of 4 to advance to the next level.
<ul style="list-style-type: none"> <input type="checkbox"/> Can use and empty a vacuum cleaner. <input type="checkbox"/> Can change and clean bed sheets. <input type="checkbox"/> Knows how to sweep or wash floors; dust; and clean toilets, bathtubs, and sinks. <input type="checkbox"/> Knows what cleaning products to use for each cleaning job.
ADVANCED: Must know 4 of 6 to advance to the next level.
<ul style="list-style-type: none"> <input type="checkbox"/> Knows how to stop a running toilet. <input type="checkbox"/> Knows how to use a plunger. <input type="checkbox"/> Can defrost a refrigerator. <input type="checkbox"/> Can clean a stove. <input type="checkbox"/> Knows how to conserve energy and water. <input type="checkbox"/> Can perform routine house cleaning to maintain a clean home.
MASTERED: Must know all 4 to be rated mastered.
<ul style="list-style-type: none"> <input type="checkbox"/> Knows what repairs a landlord should perform and how to contact landlord to request repairs. <input type="checkbox"/> Can do minor household repairs. <input type="checkbox"/> Can change a fuse or reset a circuit breaker. <input type="checkbox"/> Knows how to get rid of and avoid roaches, ants, mice, and other pests.

NOTES:

CATEGORY F: HOUSING**BASIC: Must know both to advance to the next level.**

- Understands the concepts of renting and purchasing a home.
- Knows how to access an emergency shelter.

INTERMEDIATE: Must know all 3 to advance to the next level.

- Knows where to find vacancy ads.
- Understands basic terms (lease, sub-let, utilities, studio, efficiency, security deposit, reference, etc.)
- Can calculate costs associated with desired housing.

ADVANCED: Must know all 8 to advance to the next level.

- Can identify type of housing that is within budget and meets housing needs.
- Can calculate move-in costs (utility deposits, security deposit, first month's rent, furniture, and appliances).
- Can complete a rental application.
- Knows appropriate questions to ask landlord to determine if the property meets his/her needs.
- Knows how to inspect the apartment to make sure the landlord has supplied accurate information.
- Shows concern for the rights of other residents.
- Knows how to read a lease agreement/contract and understands importance of having one.
- Knows the role of the landlord.

MASTERED: Must know all 3 to be rated mastered.

- Demonstrates the ability to get along with other residents and the landlord.
- Knows how to get help if there is a conflict with the landlord.
- Can access emergency assistance for utilities.

NOTES:

CATEGORY G: TRANSPORTATION**BASIC: Must know all 4 to advance to the next level.**

- Can ride a bicycle safely.
- Understands and uses the seat belt.
- Familiar with forms of public transportation available.
- Knows the nearest public bus stop to his or her home.

INTERMEDIATE: Must know 3 of 4 to advance to the next level.

- Aware of consequences of driving without a license and insurance.
- Knows how to call a taxi and the approximate cost.
- Can give directions.
- Can make a public transportation journey.

ADVANCED: Must know 3 of 5 to advance to the next level.

- Can arrange routine transportation to work or school.
- Knows what is required to get a drivers license.
- Has a drivers permit.
- Can fix a bicycle.
- Can read a map.

MASTERED: Must know all 3 to be rated mastered.

- Knows how to do basic car maintenance.
- Can estimate the cost of owning and operating a vehicle.
- Has a driver's license.

NOTES:

CATEGORY H: EDUCATIONAL PLANNING
BASIC: Must know both to advance to the next level.
<input type="checkbox"/> Has obtained or knows how to obtain a GED. <input type="checkbox"/> Knows educational options beyond high school or GED.
INTERMEDIATE: Must know 3 of 4 to advance to the next level.
<input type="checkbox"/> Can fill out forms to enroll in an educational program. <input type="checkbox"/> Has a general idea of what education is needed for the job he or she wants. <input type="checkbox"/> Can discuss educational and vocational plans with caseworker. <input type="checkbox"/> Is aware of educational resources available in the community.
ADVANCED: Must know 4 of 6 to advance to the next level.
<input type="checkbox"/> Knows how to obtain school transcripts. <input type="checkbox"/> Is aware of current educational credits and standing. <input type="checkbox"/> Has an appropriate educational plan for job selected. <input type="checkbox"/> Understands educational and skill requirements for job selected. <input type="checkbox"/> Is aware of the cost of higher education and vocational training. <input type="checkbox"/> Knows the difference between a loan and a grant.
MASTERED: Must know all 4 to be rated mastered.
<input type="checkbox"/> Knows where to find and how to access adult education or vocational training in the community. <input type="checkbox"/> Knows how to obtain financial aid and scholarships for additional education. <input type="checkbox"/> Understands future prospects and probable living standards relative to levels of education and specialized skills. <input type="checkbox"/> Is able to identify the connection between coursework and vocational goals.

NOTES:

CATEGORY I: JOB-SEEKING SKILLS
BASIC: Must know both to advance to the next level.
<input type="checkbox"/> Has a reasonable idea of the types of jobs available to him or her. <input type="checkbox"/> Knows what the minimum wage is.
INTERMEDIATE: Must know 3 of 5 to advance to the next level.
<input type="checkbox"/> Can fill out a standard job application. <input type="checkbox"/> Knows where to find and how to apply for jobs. <input type="checkbox"/> Can complete a mock interview, giving appropriate answers to potential questions. <input type="checkbox"/> Can make appointment for a job interview. <input type="checkbox"/> Knows appropriate attire for a job interview.
ADVANCED: Must know 3 of 5 to advance to the next level.
<input type="checkbox"/> Can write a resumé. <input type="checkbox"/> Knows to prepare for a job interview. <input type="checkbox"/> Can complete a job interview. <input type="checkbox"/> Knows the function of and can contact the public employment agency. <input type="checkbox"/> Can contact temporary employment services.
MASTERED: Must know all 4 to be rated mastered.
<input type="checkbox"/> Has a resume. <input type="checkbox"/> Can follow up an interview with the letter. <input type="checkbox"/> Is able to weigh the advantages of one job over another. <input type="checkbox"/> Understands legal discrimination and we are to seek help if discriminated against illegally.

NOTES:

CATEGORY J: JOB-MAINTENANCE SKILLS
BASIC: Must know all 4 to advance to the next level.
<input type="checkbox"/> Dresses appropriately for work. <input type="checkbox"/> Reports to work on time. <input type="checkbox"/> Knows job responsibilities and how to complete job tasks. <input type="checkbox"/> Knows to contact employer when unable to go to work.
INTERMEDIATE: Must know 3 of 4 to advance to the next level.
<input type="checkbox"/> Knows how to read a paystub. <input type="checkbox"/> Knows appropriate way to speak to a supervisor. <input type="checkbox"/> Knows what behaviors will get a person fired. <input type="checkbox"/> Knows how to ask for help with the problem on the job.
ADVANCED: Must know 3 of 4 to advance to the next level.
<input type="checkbox"/> Knows if eligible for sick time, vacation time, or personal time. <input type="checkbox"/> Knows what the grievance procedure is. <input type="checkbox"/> Knows what to do to get a raise. <input type="checkbox"/> Has a plan for handling anger when angry at supervisor, coworkers, or customers.
MASTERED: Must know all 5 to be rated mastered.
<input type="checkbox"/> Can implement anger management plan in a majority of cases. <input type="checkbox"/> Knows how to use company grievance procedure to resolve disagreements. <input type="checkbox"/> Knows how to ask for a raise. <input type="checkbox"/> Knows what to do to be eligible for promotion. <input type="checkbox"/> Knows legal rights as an employee.

NOTES:

CATEGORY K: EMERGENCY AND SAFETY SKILLS**BASIC: Must know all 5 to advance to the next level.**

- Knows functions of and how to reach police, ambulance, and fire department.
- Can evacuate the residence in case of fire.
- Knows proper way of disposing of smoking materials.
- Knows how to lock and unlock doors and windows.
- Knows how to check smoke alarm and how to replace battery.

INTERMEDIATE: Must know 4 of 5 to advance to the next level.

- Understands basic fire prevention.
- Knows how to use a fire extinguisher.
- Knows that improperly used appliances can cause fires.
- Can recognize the smell of a gas leak.
- Knows what to do and who to call if he or she smells like gas leak.

ADVANCED: Must know 2 of 3 to advance to the next level.

- Knows the different methods for putting out different kinds of fires.
- Knows how to properly store cleaning materials.
- Can usually determine when professional medical help is needed.

MASTERED: Must know both to be rated mastered.

- Has completed first-aid training.
- Has completed CPR training.

NOTES:

CATEGORY L: KNOWLEDGE OF COMMUNITY RESOURCES
BASIC: Must know all 5 to advance to the next level.
<input type="checkbox"/> Knows how to get emergency information by telephone. <input type="checkbox"/> Knows whom to contact if injured or sick. <input type="checkbox"/> Knows where nearest grocery store is located. <input type="checkbox"/> Knows how to access emergency food and shelter. <input type="checkbox"/> Knows how to access crisis line.
INTERMEDIATE: Must know 3 of 4 to advance to the next level.
<input type="checkbox"/> Knows where the nearest laundromat is located. <input type="checkbox"/> Knows where personal bank is located. <input type="checkbox"/> Can use yellow pages/internet to attain information. <input type="checkbox"/> Knows the location of nearest post office and how to use it.
ADVANCED: Must know 3 of 4 to advance to the next level.
<input type="checkbox"/> Knows whom to contact if utilities are disconnected or heat goes out. <input type="checkbox"/> Knows where the nearest state appointment office is located. <input type="checkbox"/> Can obtain copy of birth certificate and a duplicate Social Security card. <input type="checkbox"/> Has awareness of specialized services such as mental health counseling, clinics, student aid offices, animal control, etc.
MASTERED: Must know both to be rated mastered.
<input type="checkbox"/> Knows who elected representatives are and how to contact them. <input type="checkbox"/> Has obtained a library card.

NOTES:

CATEGORY M: INTERPERSONAL SKILLS
BASIC: Must know all 5 to advance to the next level.
<ul style="list-style-type: none"> <input type="checkbox"/> Can respond to introductions and answer simple questions. <input type="checkbox"/> Can identify one friend. <input type="checkbox"/> Looks others in the eye and shakes hand if other person offers. <input type="checkbox"/> Can make small talk. <input type="checkbox"/> Communicates with at least one person weekly.
INTERMEDIATE: Must know 4 of 6 to advance to the next level.
<ul style="list-style-type: none"> <input type="checkbox"/> Can make introductions, including approaching others to introduce self. <input type="checkbox"/> Is aware of boundary issues. <input type="checkbox"/> Is not harmful to others. <input type="checkbox"/> Can ask for help. <input type="checkbox"/> Can explain feelings. <input type="checkbox"/> Can identify relationships that may be hurtful or dangerous..
ADVANCED: Must know 9 of 12 to advance to the next level.
<ul style="list-style-type: none"> <input type="checkbox"/> Can identify personal strengths and needs. <input type="checkbox"/> Accepts invitations from others to be involved in social activities. <input type="checkbox"/> Makes arrangements with peers for social activities. <input type="checkbox"/> Knows where to get help if unable to resolve interpersonal conflicts alone. <input type="checkbox"/> Has some ability to resolve conflicts with others. <input type="checkbox"/> Refrains from physical violence as a means of solving interpersonal conflict. <input type="checkbox"/> Has practiced how to say no to a peer who is trying to persuade him or her to do something wrong. <input type="checkbox"/> Can develop a realistic plan was appropriate steps identified to achieve goals. <input type="checkbox"/> Can carry out plans with some assistance provided. <input type="checkbox"/> Can describe the relationship between actions and consequences. <input type="checkbox"/> Has good table manners. <input type="checkbox"/> Avoids hurtful or dangerous relationships.
MASTERED: Must know all 6 to be rated mastered.
<ul style="list-style-type: none"> <input type="checkbox"/> Labels and express his or her anger or other strong feelings appropriately and talks out problems. <input type="checkbox"/> Has demonstrated the ability to say no to peers. <input type="checkbox"/> Can develop and carry out a personal plan for goal achievement without supervision. <input type="checkbox"/> Can anticipate what consequences might be associated with different choices, with limited input from others. <input type="checkbox"/> Knows when and how to send thank-you notes. <input type="checkbox"/> Can close relationship or say goodbye in a healthy manner.

NOTES:

CATEGORY N: LEGAL SKILLS
BASIC: Must know both to advance to the next level.
<input type="checkbox"/> Has the phone number of someone to call if arrested were victimized. <input type="checkbox"/> Understands what actions are against the law and what the consequences are.
INTERMEDIATE: Must know 3 of 5 to advance to the next level.
<input type="checkbox"/> Knows personal rights if arrested. <input type="checkbox"/> Knows what the function of a lawyer is. <input type="checkbox"/> Knows the legal age for buying alcohol and tobacco products. <input type="checkbox"/> Knows how to read a contract. <input type="checkbox"/> Knows how and where to register to vote.
ADVANCED: Must know 2 of 3 to advance to the next level.
<input type="checkbox"/> Aware of availability of free legal services. <input type="checkbox"/> Understands the consequences of signing a contract or lease. <input type="checkbox"/> Knows the legal penalties for crimes.
MASTERED: Must know all 4 to be rated mastered.
<input type="checkbox"/> Shows good citizenship and an understanding of the rights and responsibilities of a citizen. <input type="checkbox"/> Is registered to vote. <input type="checkbox"/> Knows where to go to vote. <input type="checkbox"/> Knows the difference between felony, misdemeanor, and violation.

NOTES:

CATEGORY O: PREGNANCY PREVENTION AND CHILDCARE
BASIC: Must know all 6 to advance to the next level. (For all)
<input type="checkbox"/> Knows resources for birth control. <input type="checkbox"/> Knows location of family planning office. <input type="checkbox"/> Knows options for birth control. <input type="checkbox"/> Knows options for pregnancy. <input type="checkbox"/> Knows dangers of drugs, alcohol, and tobacco during pregnancy. <input type="checkbox"/> Knows what adequate prenatal care is.
INTERMEDIATE: Must know 7 of 10 to advance to the next level. (For parents or would-be parents)
<input type="checkbox"/> Knows where to obtain prenatal care. <input type="checkbox"/> Knows not to leave child without supervision. <input type="checkbox"/> Can provide appropriate supervision for child. <input type="checkbox"/> Is comfortable being alone with child. <input type="checkbox"/> Knows how to bathe child and change diapers. <input type="checkbox"/> Knows how to access community sources such as WIC. <input type="checkbox"/> Knows how to engage child in appropriate play. <input type="checkbox"/> Knows the available options for regular childcare. <input type="checkbox"/> Selects appropriate people to periodically baby sit child. <input type="checkbox"/> Knows where to go for help with child is sick.
ADVANCED: Must know 4 of 6 to advance to the next level. (For parents or would-be parents)
<input type="checkbox"/> Can select toys appropriate for child's age and developmental level. <input type="checkbox"/> Can discipline without using extreme measures. <input type="checkbox"/> Can make arrangements for regular childcare. <input type="checkbox"/> Takes child to and picks child up from child care on time. <input type="checkbox"/> Spends quality time with child each day. <input type="checkbox"/> Knows where to go for help with parenting.
MASTERED: Must know both to be rated mastered. (For parents or would-be parents)
<input type="checkbox"/> Knows what behaviors are appropriate for the child's age and developmental level. <input type="checkbox"/> Knows the cost and benefits of each childcare arrangement available.

NOTES:

Appendix C: Thesis Project

NOVUS
a NEW kind of transformation

Business Proposal

Novus Group
4309 Thompson Drive
Marion, IN 46953
765.618.9127

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EXECUTIVE SUMMARY

BACKGROUND

Our mission is “Transforming lives through opportunities for self-sufficiency.” Our vision is “To restore dignity and respect to all people while eradicating homelessness and poverty in Grant County.” Our headquarters is in Marion, Grant County, Indiana. The company owners are Benjamin and Lindsey Hawk.

OUR PRODUCTS

We will offer services to those experiencing homelessness and poverty. We will offer job-skills and life-skills training, job shadowing and internships, case management, and transitional housing. We will fund these services through our retail shop, selling furniture and home decór goods. We will eventually have a storefront, but we will start with a website for people to make purchases.

OPERATIONS

Services

We will move program participants from assessment to training, to the job program, and, ultimately, to independent living. We will use surveys and assessments to get participant feedback. We will also conduct regular evaluations to ensure the effectiveness of the organization.

Retail

We will offer simple items at first while we build up our organization. Our initial offerings will be items such as cutting boards, lamps, and home decór. We will also contact local businesses, churches, and schools to pitch larger or high-quantity pieces. We will offer a subscription-based service to customers as well.

They will have the option to commit to purchasing items from us two to 12 times per year. We will be able to hire shop workers from training program participants if some show interest in learning the trade. Purchases will provide the customer with a quality product while providing sustainable income and jobs for those experiencing homelessness.

MARKET

We recognize the trend among consumers to use their purchasing power for good in their work and personal lives. One study shows that consumers are willing to pay 30 percent more for items labeled “fair trade” (McNally, “Study”). Another survey shows that most U.S. consumers would choose renewable packaging if it will help mitigate climate change (McNally, “Survey”). We can offer consumers a quality product that allows them the opportunity to use their purchasing power to help people break out of cycles of poverty. We have a competitive advantage as there is currently no other organization that offers handmade woodworking pieces in Grant County.

STRATEGY


The CEO and COO will coordinate to create a marketing plan that highlights using purchasing power for good. The CEO has a background in graphic design and marketing.

MANAGEMENT

The management team will include the CEO (Lindsey Hawk), the COO/ Director of Retail (Benjamin Hawk), the CFO, the Director of Case Management, the Director of Training, and the Director of Housing.

FINANCIALS

We are currently seeking funding and investments for our organization. We plan to create income through our workshop. We will start small and slowly build our company. Our sales projections for July to December 2018 is \$5,500. In 2019, we project \$235,000 in sales. We hope to obtain start-up costs in 2019 of \$35,000 to purchase commercial quality equipment. We will sell items online, to businesses, and through a subscription model where customers commit to purchasing items from us two to 12 times per year. Our pro-forma is below.

	YEAR	2018	2019	2020	2021	2022
 Pro-Forma Income Statement	REVENUE					
	Online Storefront	\$5,000.00	\$ 100,000.00	\$ 150,000.00	\$ 250,000.00	\$ 300,000.00
	Business Bulk	\$0.00	\$ 77,000.00	\$ 121,000.00	\$ 200,000.00	\$ 200,000.00
	Subscriptions	\$500.00	\$ 23,000.00	\$ 29,000.00	\$ 50,000.00	\$ 100,000.00
	Start up cost donation	\$0.00	\$ 35,000.00	\$0.00	\$0.00	\$0.00
	Total Sales/Revenue	\$5,500.00	\$ 235,000.00	\$ 300,000.00	\$ 500,000.00	\$ 600,000.00
	OPERATING EXPENSES					
	General/Administrative					
	Salaries and wages	\$1,000.00	\$ 86,000.00	\$ 166,000.00	\$ 226,000.00	\$ 301,000.00
	Employee benefits/Taxes	\$ 250.00	\$ 21,500.00	\$ 41,500.00	\$ 56,500.00	\$ 75,250.00
	Insurance	\$0.00	\$0.00	\$0.00	\$ 1,500.00	\$ 1,500.00
	Rent	\$0.00	\$ 2,400.00	\$ 2,400.00	\$ 15,000.00	\$0.00
	Utilities	\$0.00	\$0.00	\$0.00	\$ 12,000.00	\$ 12,000.00
	Office supplies/computers	\$500.00	\$ 10,000.00	\$ 1,500.00	\$ 7,500.00	\$ 2,500.00
	Equipment	\$500.00	\$ 35,000.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
	Woodworking supplies	\$1,100.00	\$ 40,000.00	\$ 60,000.00	\$ 100,000.00	\$ 120,000.00
	Marketing	\$500.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 3,000.00
Accountant	\$0.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	
Total Gen/Admin Expenses	\$3,850.00	\$ 202,900.00	\$ 280,900.00	\$ 428,000.00	\$ 522,750.00	
Total Operating Expenses	\$3,850.00	\$ 202,900.00	\$ 280,900.00	\$ 428,000.00	\$ 522,750.00	
Net Income Before Taxes	\$1,650.00	\$32,100.00	\$19,100.00	\$72,000.00	\$77,250.00	
Taxes on income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Net Income After Taxes	\$1,650.00	\$ 32,100.00	\$ 19,100.00	\$ 72,000.00	\$ 77,250.00	
NET INCOME (LOSS)	\$1,650.00	\$ 32,100.00	\$ 19,100.00	\$ 72,000.00	\$ 77,250.00	

BACKGROUND

Grant County, Indiana has a poverty problem. Grant County has the third highest poverty rate (20.3 percent) and the highest poverty rate for children under age 18 in the state ("Grant County"). Despite the efforts of local service organizations, poverty in Grant County continues to worsen. The conventional approach to helping the homeless in Grant County primarily includes preparation for low-wage employment; however, the need in truly helping the homeless goes beyond a job in food service or retail. In order to break cycles of poverty and transition those experiencing homelessness in Grant County into sustainable independent living, it is crucial to design a complete and holistic approach that includes skills training, job shadowing and interning, and transitional housing, all intertwined with case management to treat the root causes of homelessness, not simply the symptoms.

Often, people experiencing homelessness and poverty need just one person in their corner, encouraging them to live a better life than they ever have and to better society by doing so (Bornstein and Davis 35). Novus Group strives to provide those encouragers to those struggling. In the social work field, Novus Group recognizes the barriers that exist for certain members of society such as unmarried couples, the LGBTQ community, and those struggling with substance abuse. Novus Group is finding ways to fix those problems instead of just talking or complaining about them (Kelley and Kelley 119). This business is still just a dream that is in the planning and funding stages now but will soon become a reality.

Novus group will partner with existing service organizations to provide the best possible services for program participants.

LIST OF SIMILAR ORGANIZATIONS FOR POTENTIAL PARTNERSHIPS

Affordable Housing Corporation

812 S. Washington Street
Marion, IN 46953
765.662.1574

Center for Success

428 W. 7th Street
Marion, IN 46952
765.662.7510

Circles of Grant County

32nd Street
Marion, IN 46953

Cornerstone Behavioral Health Center

505 Wabash Ave.
Marion, IN 46953
765.662.3971

Family Service Society

101 S. Washington Street
Marion, IN 46952
765.662.9971

Grant County Rescue Mission

423 S. Gallatin Street
Marion, IN 46952
765.662.0988

Habitat for Humanity

816 S. Branson Street
Marion, IN 46953
765.662.1552

Help the Hopeful

hth@helpthehopeful.org

Joe on the Go

28 East Berry
Upland, IN 46989

St. Martin's

901 S. Branson Street
Marion, IN 46953
765.651.9324

The Amara House

theamarahouse@yahoo.com

The Salvation Army

359 N. Bradner Ave.
Marion, IN 46952
765.664.6536

Thriving Families, Thriving Grant County

Marion, IN 46952
765.662.0065

POTENTIAL PROPERTIES

Ideal properties

615 S. Adams Street, 46953
Reception, offices, workshop, rooms
\$59,000

322 S. Washington Street, 46952
Two storefronts, offices, two workrooms,
3-5 rooms, two bathrooms
\$64,900

100 S. Washington Street, 46952
Commercial space
\$129,000

Other properties

227 N. Baldwin Ave., 46952
1,250 square feet
\$850/month lease

935 N. Baldwin Ave., 46952
37,371 square feet
\$6-\$12/square foot/month

2707 S. Western Ave., 46953
4,324 square feet
\$10/square foot/month

PRODUCTS

SERVICES

Training

Job Skills Training

The first phase of services that we offer will be training. We will survey program participants to find out what topics they would like to learn about. Surveying participants is important because those experiencing poverty and homelessness struggle with their sense of identity, and lacking a sense of purpose and feeling ignored can cause them to lose hope. Who knows what the homeless community needs more than the homeless individuals? While the life-skills topics will be primarily up to the participants, the job-skills training portion will entail some basic skills participants will need for employment. While we are finding, assembling, and surveying participants, we can offer job-skills training that most people starting or re-entering employment will need. This includes hard skills such as resumé and cover letter writing, job searching, interviewing, dressing professionally, and basic computer knowledge. It also includes soft skills such as oral and written communication, problem solving, time management, teamwork, continual learning, adaptability, and conflict resolution.

Homemaker Skills Training

The homemaker-skills training program will be based primarily on what skills participants want to learn. We will perform assessments at the beginning and end of the program to see what knowledge program participants have and to evaluate the program's progress. This portion of training will be more fluid than the job-skills portion.

The participants will need to master a handful of skills to ensure successful independent living. Those skills can include things like money management and budgeting, emergency and safety, and housekeeping. The assessment can be followed by a survey to discover what skills program participants feel they need the most.

RETAIL

Novus will open with an online storefront with cutting boards, lamps, dining room tables, signs, and trays. These items are simple, inexpensive, and not time-intensive. We will start to build a database of customers and subscribers. As we grow, we will also accept custom orders for larger or high-quantity pieces. We will reach out to businesses and schools to offer them large custom orders such as desks, cafeteria tables, bookcases, and conference tables. At first, we want to offer items for individual customers, but we eventually want to gain some larger clients who can help us create the needed sustainable income. As we grow, we hope to offer tables and big furniture pieces regularly, along with a wider variety of home decor.

CASE MANAGEMENT

To retain participants in the training program, we will offer case management to be the cheerleaders for people, encouraging them to set goals and stick with the program. People often overlook case management at rescue missions and other service providers. However, it is something that is needed to help people succeed. One anonymous rescue mission resident lamented, "That's where these places kinda fail. They prepare you to come back. They just give you the basics and help you out. The rest is up to you." For those who don't know what to do, case managers step in to connect them with needed resources and advocate

for them. Our case managers will take a client-centered approach, ensuring that the person experiencing homelessness has “a major say in identifying goals and service needs and that there is shared accountability” (“Case Management”). Along with being client-centered, our case managers will be strengths-based, highlighting participants’ strengths to rebuild their self-esteem and self-worth.

Participants will meet with a case manager a minimum of one hour per week. At first, the meetings will consist of developing rapport and learning what needs the participants have. The initial assessment given before the training program will be developed and used by the caseworker. At weekly meetings, the case manager can assess their needs more if needed. Case managers will know what classes and training are taking place at any given time and can follow up with participants on those topics. They will help program participants set goals related to their training and help them find the resources they need to meet their goals. They will put the goals on a service plan and make decisions on what goals they will work toward first and how long they might need to accomplish them. They will also assign homework so participants can take the initiative, creating pride in what they accomplish. Once the participants meet the goals on the service plan, case managers will modify the plan to include any new or loftier goals the clients might have. Case managers will also assist participants with mental and physical health issues, connecting them with the appropriate service providers.

JOB PROGRAMS

Job Shadowing

Case managers will work with participants to determine what vocation

they have always been interested in and that they think they would enjoy. All participants will take a strengths test to find what vocational areas in which they might excel. Case managers will connect them with at least one local business to shadow someone in that field. Ideally, they would be able to shadow at a location for a minimum of one week at two to three different locations. The participants will take notes and write down questions they have about the job to research. If they find they will not enjoy the jobs they shadow, they have the freedom to choose another vocation to shadow. Once they discover their passion, the case manager will connect them with a local university, trade school, or other resources to obtain the training and education they need to enter that vocational field. Grant County is home to many quality educational programs and universities. Indiana Wesleyan University, Ivy Tech Community College, Wesley Seminary, and Taylor University all call Grant County home. The Grant County Rescue Mission provides classes to obtain a high school diploma or high school equivalency diploma. Many businesses offer apprenticeships in technical vocations as well. Partnering with these local educational institutions will be important to ensure that participants will have somewhere to get their needed training.

Job Internships

Once the education and training portion is underway and the participants have an appropriate amount of skills, they can begin the internship program. The time frame for starting this portion will depend on the field the participants are entering. For some with previous knowledge of the field they are studying, they might not have to wait as long to start an internship or apprenticeship as

those who are going into a brand new field. Either the case managers or the schools will connect participants with businesses who offer internships. Ideally, the businesses who are part of the internship program will be businesses who can hire people on a regular basis. The internship program could be a potential feeder program for many businesses.

Potential Businesses for Job Shadowing and Internships

Advertising and Media

- | | | |
|---------------------|---|-----------------------|
| Hoosier Jiffy Print | • | Chronicle-Tribune |
| WMRI/WCJC/WXXC | • | Burkhardt Advertising |

Agriculture and Forestry

- | | | |
|---------------|---|-------------|
| Farm Credit | • | Big R |
| Leisure Farms | • | Cates Farms |

Automotive and Marine

- | | | |
|-------------------------|---|-------------------------|
| Southworth Ford-Lincoln | • | Matthews Buick |
| Excel Auto Body & Glass | • | Mike Anderson Chevrolet |

Business and Professional

- | | | |
|------------------------------|---|----------------------------|
| Marion Chamber of Commerce | • | Carey Services, Inc. |
| Walmart Distribution Center | • | Insurance Management Group |
| Dunham's Distribution Center | • | Raymond James |

Computers and Telecommunications

- | | | |
|------------------------------|---|-------------------------------|
| City of Marion | • | WIWU TV 51 |
| Community School of the Arts | • | Cornerstone Behavioral Health |
| Collins Wireless | • | Lark's Song |
| The Collins Group | • | Star Financial YMCA |

Construction and Contractors

- Halstead Architects • JGBowers/Advanced Cabinet
- Gillespie & Morrell Contracting • Kingdom Construction
- Sutton Masonry • Randall Miller & Associates
- Custom Comfort H&C • Dave's Excavating, Inc.

Education

- Marion Community Schools • Kinwell Academy, Inc.
- King's Academy • Mississinewa Community Schools

Family, Community, and Civic Organizations

- Cornerstone Behavioral Health • Community Foundation of GC
- Pregnancy Help Center • CASA of Grant County
- Habitat for Humanity • Boys & Girls Club
- Marion Civic Theater • Cardinal Greenway
- Affordable Housing Corporation • Project Leadership
- Main Street Marion • Grant County Rescue Mission

Finance & Insurance

- Via Credit Union • Christen Souers LLC
- Edward Jones • State Farm Insurance

Home & Garden

- Abbey Carpet & Floor • I-69 Logistics
- American Pest Professionals • B&L Appliances & Service

Industrial Supplies and Services

- Chambers Property Services • Professional Hearing Care
- Marion Glass & Aluminum • Associated Supply, Inc.

Legal

- Ewer & Moritz • Legal Shield

Lodging & Travel

- College Inn Bed & Breakfast • Comfort Suites

Manufacturing, Production, & Wholesale

- Peerless Machine & Tool • Agricolor, Inc
- Huhtamaki, Inc • Dollar General Corporation
- Central Indiana Ethanol • Computer Age Engineering
- Cafe Valley Bakery • Atlas Foundry Company

Personal Services & Care

- The Master's Hands Salon • Fresh Kuts

Pets & Veterinary

- The Dawg House Kennels • Southway Animal Hospital

Public Utilities & Environment

- Kennedy's, Inc • South Central Company
- Marion Municipal Utilities • Vectren Energy Delivery
- Rex Collins Electric • Newlon Metals, Inc.

Recreation

- Convention & Visitors Bureau • Marion Philharmonic Orchestra
- Quilters Hall of Fame • The Honeywell Foundation

Religious Organizations

- Mt. Olive UMC • Tree of Life Ministries
- College Wesleyan Church • Jesus Fellowship

Residential Living

- Re/Max Realty One • Sycamore Land Title

Restaurants, Food, & Beverages

- A's Bakery and Catering • Roseburg Event Center

Retail

- Horner's Butcher Block • Mama Pearson's Soaporium
- Needham-Storey Funeral Service • McClure Oil Corporation
- Tree of Life Bookstores • Good Neighbor Pharmacy

Sports & Recreation

- Arbor Trace Golf Club • Parks & Recreation

Transportation

- First Option, Inc. • TJR Logistics LLC

Wellness

- Progressive Cancer Care • Marion General Hospital
- Bruner Dental Center • TLC Management
- Gilead Ministries • Gorman & Bunch Orthodontics
- Able Ambulance, Inc. • Marion Open MRI

TRANSITIONAL HOUSING

Maslow writes, "If all the needs are unsatisfied, and the organism is then dominated by the physiological needs, all other needs may become simply non-existent or be pushed into the background" (373). We can offer all the training and job programs we want, but if participants don't have a stable living environment, they will not be open to further training. They are simply unable to

focus on goals that would help them better their lives when they are hungry and homeless. Providing people with those resources is the first step in helping them realize and achieve their goals toward independent living.

Being in community is an important aspect of preventing homelessness. Kingree et al. write, "Low social support is an important predictor of homelessness, particularly among participants in substance abuse treatment. Interventions to bolster social relations are preventive in assisting people vulnerable to homelessness (1999). A living community can help create that much needed social support. "Promoting mutual aid and helping people to strengthen or find new primary group ties is also critical to ameliorating the effects of homelessness, for home is restored not merely with place but only when a state of belonging somewhere and to someone where some level of nurturing is available" (Lee 379). I desire to create an inviting, nice space for people. I want people to know they deserve to have a nice place and that they are worthy of more than the bare minimum. Showing the homeless and impoverished dignity and respect is the first step toward rehabilitation.

OPERATIONS

SERVICES

A customer journey map helps you "think systematically through the steps your customers ... have when they interact with your product or service" (Kelley and Kelley 233-234). Our service delivery model will take participants from an assessment stage to independent living. We recognize that philanthropy is not always effective (Bornstein and Davis 108), so we will also include evaluation at each step.



RETAIL

The initial products we will offer online for Novus will include items that are simple, inexpensive, and not time-intensive. We will begin by selling these items online until we grow enough to have a storefront. In the meantime, we will also build a database of subscribers who purchase regularly from our online store. We will also accept custom orders for larger or high-quantity pieces. The COO/ Director of Retail will oversee the operations of the site. Customers will be able to pick up their items or pay shipping to have their items mailed to their homes. We will offer high-quality, handcrafted wood products. We will have “a product as good as [our] mission” to have a strong competitive advantage (Lynch and Walls 99). The purchases won't just provide the customer with a quality product but will provide sustainable income and a limited amount of jobs for those experiencing homelessness. People and businesses can purchase things they need while using their purchasing power for good.

MARKET

We do not have a similar organization in Grant County that provides hand-crafted woodwork. One store approximately 15 minutes away offers hand-crafted home décor and is very successful. The push to buy local is strong in

Grant County, and many young businesspeople desire to use their purchasing power for good. The median household income from 2012-2016 is \$40,272 ("QuickFacts"). The population of Grant County is approximately 67,000, 74 percent of whom are adults, and a little over half of those are female ("QuickFacts"). Grant County is home to many professors and factory workers. Indiana Wesleyan University is the main campus in Marion, and professors and students alike value social justice and will be willing and able to pay a higher price for goods that help the homeless and impoverished.

Wes and Chelsea Gorsuch operate Joyfully Said Signs in Elkhart County, Indiana, a county similar to Grant. They offer custom signs and home décor. They now both work there full time and employ ten people, after only two years. In 2017, they surpassed 250,000 in sales. Having a similar shop in a similar county, but with a philanthropic base will contribute to our success.

STRATEGY

We will offer high-quality, handcrafted wood products that won't just provide the customer with a quality product, but will provide sustainable income and jobs for those experiencing homelessness. People and businesses can purchase things they need while using their purchasing power for good. That is especially important to the Millennial generation that is up and coming. We will really push the "Use your purchasing power for good" theme in our marketing. The CEO and COO will coordinate to come up with a marketing plan that fits within the organizational budget. We will do most of our marketing work in-house until we grow enough to either hire someone in-house or hire a firm. The CEO has a background in graphic

design and marketing and will be able to manage that aspect well. We will utilize social media as a free or inexpensive advertising option. We can use live videos to showcase work. We can introduce our work and any willing participants through videos and articles. We will also ask the local newspapers to write stories about our organization to get some exposure. We also have a local TV station that can do a segment about the organization. As we gain more income, we can advertise on billboards and in the newspaper. We will also participate in the Grant County Chamber of Commerce.

MANAGEMENT

My top two strengths are Strategic and Ideation. Being strategic means that I can “see patterns where others simply see complexity” (Winseman et al. 1190). The ideation theme means I have the “kind of mind that is always looking for connections, and so you are intrigued when seemingly disparate phenomena can be linked by an obscure connection” (Winseman et al. 967). Having these two strengths mean that I am good at seeing the big picture, but struggle with details and organization. I know I need people around me who are strong in the areas I am not. I have been considering who might fit well into this organization. Jim Collins writes that we should get the right people “on the bus” and then figure out where to drive (41). If I get the “who” right, the “what” will be quality (Collins 41). Lynch and Wells back up this idea, writing we must win the battle for great people (82). Hiring people who will push back helps the organization move forward. Adding people to the organization with perspectives different than mine leads to “a creative tension that often leads to more innovative and interesting

ideas" (Kelley and Kelley 186). Below is a list of the positions, brief job descriptions, and people who might excel in this organization.

Chief Executive Officer

The Chief Executive Officer (CEO) is expected to develop the organization according to its values and ensure the products and services are managed according to those values.

Potential employee: Lindsey Hawk.

Chief Operating Officer/Director of Retail

The Chief Operating Officer (COO)/Director of Retail will implement and manage systems related to operations, administration, and human resources. This person will also manage the day-to-day workings of Novus.

Potential employee: Benjamin Hawk.

Chief Financial Officer

The Chief Financial Officer (CFO) is responsible for overseeing all financial aspects of the organization. This person will ensure the overall financial success of the organizations according to its values.

Potential employee: Someone with an MBA or Master's degree in Finance or Accounting and 5-10 years experience, preferably at a social enterprise or non-profit.

Director of Case Management

The Director of Case Management will coordinate with Case Managers to ensure all training program participants receive weekly case management. This person will schedule work and supervise case managers.

Potential employees: Lesley Barton, Casey Getzin, or Kelsie Strand.

Director of Training

The Director of Training will coordinate with program participants to discover desired training topics and find volunteers to facilitate training.

Potential employee: Lauren Rumble.

Director of Housing

The Director of Housing will process applications for potential residents and oversee all aspects of the housing program, including repairs, room assignments, and conflicts.

Potential employees: Travis Miller, Andrew Morrell

FINANCIAL INFORMATION

While the social impact is important, we must balance it with knowing the financial information as well. Jed Emerson calls this combination of social and financial objectives “blended value” (Bornstein and Davis 54). Financial literacy includes developing accounting practices that include the cost of the mission, having a frugal mindset over a poverty mindset, and demonstrating an institutional grasp of money (Lynch and Wells 65, 72, 73, 75). We must be aware of all these things to be effective. We cannot make social impact if we do not have funding.

We are currently seeking funding and investments for our organization. We plan to create income through our workshop. In 2019, we hope to obtain start-up costs of \$35,000 through investments and debt to purchase commercial quality equipment.

POTENTIAL GRANTS AND FUNDING

Victoria White is the Managing Director of Grants at Duke Divinity School. I met her at a conference on social entrepreneurship and she encouraged each of the 11 businesses there to contact her directly to request funding. Her contact information is 1121 W. Chapel Hill St., Suite 200, Durham, NC 27708; vwhite@div.duke.edu; 804.337.9396.

Mark DeVries and Kenda Creasy Dean are the Permissionaries at Ministry Incubators. I also met them at the conference on social entrepreneurship. Kenda mentioned multiple times that everyone there should send an email to her and Mark requesting funding. Mark and I spoke extensively about my idea and he asked me to send him my thesis and to keep him updated on my plan so he could assist. Their address is 5229 Cochran Drive, Nashville, TN 37220. Mark's contact information is mark@ministryincubators.com and 615.424.2304. Kenda's information is kenda@ministryincubators.com and 609.865.4261.

The Draper Richards Kaplan Foundation (DRK) nurtures new social entrepreneurs to help them improve the lives of people around the world. Applications are accepted year-round and candidates are chosen or denied within six weeks. After three phases, grants for a three-year term are awarded within three to six months. A senior member of DRK joins the board of the organization to support the social enterprise ("Selection Process").

Echoing Green is an organization that "accelerates talent that will change the world for the better" ("About Echoing Green"). They offer Fellowships and leadership initiatives to leaders. They accept applications from September to

October. They select 400 candidates in November and review applications through January. They select 80 finalists and fly them to New York for interviews and workshops. Thirty fellows are chosen and kick off their Fellowships in June ("Programs").

Other funding options include finding angel investors or starting a crowdfunding website. Some options are www.investor.com, www.lendio.com, www.funded.com, www.angel.co/indiana/investors, www.gofundme.com, and www.kickstarter.com.

SUMMARY

If we "feel passion, purpose and meaning" in our vocation, it will open "a world of possibilities" (Kelley and Kelley 154). Novus is an organization where its employees can feel passion, purpose, and meaning and will certainly make a difference in our community and world. We can approach individuals with dignity and respect and provide them with the resources they need to live independently and break cycles of poverty. They will learn needed skills, get job experience and education, find the vocation they will love, and have a safe place to stay, all surrounded by case management. We will use a business to create sustainable income for the organization. We feel that the services we provide will make a difference in Grant County and in the lives of those stuck in cycles of poverty and homelessness.

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