

THE COMMUNITY  
PARTNERSHIP  
2015 ANNUAL  
REPORT

*The mission of **The Community Partnership**  
is to support the development of healthy, thriving communities by promoting  
awareness of needs, creating and implementing services and partnerships to meet  
those needs, and encouraging individual responsibility.*

The Community Partnership serves a five county area which includes  
Crawford, Dent, Maries, Phelps, Pulaski, and Texas County.

The 2015 Fiscal Year (FY15) includes July 1, 2014 through June 30, 2015

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Jean Darnell

## THE COMMUNITY PARTNERSHIP Jean Darnell, Executive Director

The amazing staff of The Community Partnership provided services to more than 5,000 children and families during the 2015 fiscal year. These services were primarily delivered in Phelps, Dent, Pulaski, Maries, and Crawford counties. Our incredible volunteers play a huge role in making this possible. Our volunteers help us at Linking Hearts, make educational materials for our Educare program, cook meals for Young Parents, clean the Capable Kids playroom, and play a critical role in the success of our Resale Shop. These remarkable individuals provided more than 26,000 hours of volunteer help!

We are so fortunate to live in a community that believes in and supports our goal of helping children and families thrive. The stories included in this report demonstrate that working together, we make a difference!

*Jean*



The Community Partnership





Caryn Studyvin, Beth Stacy, Mary Fraley

## **CAPABLE KIDS AND FAMILIES®**

**Mary Fraley, Director**

**The goal of Capable Kids and Families® (CKF)** is to Increase the developmental progress of children with disabilities and reduce the stress and isolation of their families.

### **Why is it needed?**

More than 6.5 million American children under the age of 18 have been diagnosed with a disability and for 4.3 million of those children, the disability is seriously limiting. The child's disability impacts the entire family.

### **Strategies:**

- Family Support
- Friendship Circles
- PE for All Kids (PEAK)
- Camp Capable



## CKF FAMILY SUPPORT

**The goal of CKF Family Support is** to provide the resources needed to reduce the financial impact, isolation, and stress associated with the birth of a child with a disability.

**CKF Family Support is important because** the stress on a family confronted with the disability of a child, and the accompanying health problems and expenses, can be tremendous. Parents of children with disabilities are more likely to report high levels of stress, depression, and isolation. Additionally, early intervention services have been proven to improve developmental outcomes of children.

### Strategies

- Home visitation
- Developmental therapy equipment loan program
- Networking and playgroup opportunities
- Music Pups classes
- Connections to community resources.



Fun at Music Pups!

### Accomplishments

- 315 Home Visits
- 526 Contacts
- 128 Parent-Family meetings offered
- 89% of respondents reported understanding their child's strengths and abilities.
- 91% of respondents found the CKF program helps their child grow, learn, and develop.



*When one little girl enrolled in CKF at the age of 7 months, she was receiving all nourishment through a feeding tube. The feeding tube accompanied the family everywhere. This limited the family's ability to attend community events and made it very difficult to find child care. The child's speech therapist recommended special equipment that would allow the child to transition to eating by mouth. CKF provided the special equipment and the little girl transitioned to oral feeding in two months! This allowed the family to increase their hours at work since their child could be cared for in a traditional child care setting. Also significant was the family's increased ability to attend social events with family and friends. The little girl's developmental progress impacted her entire family!*



## CKF FRIENDSHIP CIRCLES



**The goal of Friendship Circles** is to increase the social skills of children with disabilities and help them make friends with peers from their classroom. These friendships increase the target children's sense of belonging and increase their self concept.

**Friendship Circles are important because** many individuals with disabilities interact primarily with their family, the people who care for or provide services to them, and others in the programs in which they participate. These relationships can clearly be significant and should be encouraged. However, outside of family members, people with disabilities may have no freely given and chosen relationships. Many people with disabilities have limited opportunities to take part in activities where they can meet peers.

### Strategies

- School counselors identify appropriate children
- Classroom peers are selected
- CKF staff facilitates friendship-building activities twice each month
- Pre and post self concept surveys are administered

### Accomplishments

- Wyman, Truman, Mark Twain, and Edgar Springs elementary schools participated
- 67 children involved
- 141 sessions during the 2014-2015 school year
- 100% of participating target children reported Circles helped them make new friends
- 100% of all children indicated an interest in participating in Circles next school year
- Piers-Harris Children's Self Concept Scale results
  - 92% of target children showed increased self concept scores in at least one sub-category
  - Results demonstrated an overall increase of 113 percentile points in total self concept for the 12 target children

*One child had great difficulty with social situations and empathy. According to her school counselor, the third grader rarely interacted with peers and showed little interest in friendships. A few months after beginning Friendship Circles, the child began asking about other group members when they were absent and showed interest in relationships. By the end of the school year, the child exclaimed that she was happy because the other group members were happy and hugged the facilitator. This demonstration of empathy was the first witnessed by the school counselor. She was absolutely amazed!*





## CKF PHYSICAL EDUCATION FOR ALL KIDS (PEAK)

**The goal of PEAK** is to provide the equipment schools need to increase the participation of children with disabilities in physical education, thereby increasing socialization opportunities and health outcomes.

**PEAK is important because** children with disabilities, who participate in sports, improve in strength, coordination, and flexibility. In addition, parents and teachers report children are less likely to be depressed and often show improvement in behavior, academics, and social interaction. Research also indicates that many parents note a decrease in secondary health complications when their children become less sedentary.

### Strategies

- 21 adapted physical education units available for loan
- Units are delivered to schools

### Accomplishments

- Seven area schools participated
- 2,500 students utilized equipment
- 100% of PE teachers said that all children were able to participate when the equipment was used



## CKF CAMP CAPABLE



**The goal of Camp Capable is to** provide children with disabilities the opportunity to participate in adapted recreation and fitness activities.

**Camp Capable is important because** children with disabilities have limited opportunities to take part in traditional camp and group sporting activities. These activities have been found to increase physical well-being and socialization skills.

### Strategies

- Opportunities provided to participate in arts and crafts, martial arts, basketball, soccer, kayaking, and other fitness activities

*N, who uses a wheelchair, enthusiastically took part in every activity. She demonstrated great ball handling skills and excelled at martial arts. N's face erupted in a smile as she flew through the parking lot using a hand cycle. Her mother had tears streaming down her face as she said, "I didn't know my daughter was an athlete! After all these years, I found out today that she is really very athletic..."*

Parent quotes:

*"What a blessing camp was for us! It was inspiring to see J try new things and to be welcomed with open arms. Thank you!"*

*"Now I have to buy a kayak! I had no idea my child could or would enjoy something like that!"*





**Back:** Anna French, Marilyn Newkirk, Amy Blake  
**Front:** Sammie Goodson and Robyn Wolfe

## COMMUNITY & YOUTH DEVELOPMENT

Robyn Wolfe, Director

**The goal of Community and Youth Development (CYD)** is to improve outcomes for youth who are underserved or who face large challenges by providing services that will give them the support, skills, and resources they need to become successful and independent adults.

**CYD is needed because** the majority of youth participating in CYD programs are in the State foster care system or are pregnant or parenting. Youth in these groups face serious challenges and our focus on prevention often helps them create positive outcomes for themselves, their families, and their futures.

### Strategies:

- Chafee Independent Living Program (ILP)
- Personal Responsibility Education Program (PREP)
- Foster Care Support (Case Workers & Foster Parents)
- Linking Hearts
- Fostering Education Futures
- Young Parent Program/Mentoring



## CYD CHAFEE INDEPENDENT LIVING PROGRAM (ILP)

**The goal of ILP** is to provide foster youth with the skills and tools necessary to be successful, independent adults upon leaving care.

**The ILP program is important because** youth who age-out of foster care are at increased risk of negative social outcomes including homelessness, incarceration, poverty, and limited education.

### Strategies

- Life skills training
- Leadership development opportunities
- Financial Assistance
- Regular/Ongoing Educational Support



An ILP participant receives a MOSci scholarship from Dr. Delbert Day on Education night

### Accomplishments

- 560 life skills training sessions completed with youth and 119 new service plans created.
- 62 youth were connected with/utilized additional community resources
- 43 Youth received financial assistance (graduation supplies, extracurricular fees, transportation).
- 1371 contacts made with/on behalf of youth.
- 207 youth aged 14 – 21 were served
- 100% of youth identified that they have a caring adult in their lives.
- 94% of youth demonstrated an increase in life skills knowledge.
- 99% of youth were enrolled in school or completed educational program

*Due to behavior issues and having a difficult relationship with her mother – to the point where her mother refused to let her return to home - Grace found herself homeless in St. Louis. She was placed in Children's Division custody and moved to Pulaski County in hope of giving her a new start away from negative influences.*

*During their first meeting, ILP coordinator Amy described the Chafee program to Grace. When Amy explained ETV to her, Grace started crying and said "You're telling me I can go to college and get a degree just because I am in care?" This was something she had never imagined would be possible.*

*Grace came into care with only the clothes on her back, so our Chafee program helped her obtain clothes for college and for job interviews through the Resale Shop. Grace signed up at OTC for a general studies program and wants to become a cosmetologist so she can help people feel good about themselves. She is very positive and has dreams that she believes are obtainable as long as she works hard.*

## CYD PERSONAL RESPONSIBILITY EDUCATION PROGRAM (PREP)

**The goal of PREP** is to provide foster youth with comprehensive sex education. The class covers how to protect against STDs and pregnancy, as well as gives youth the skills needed to have difficult conversations with their mate about sex and build self-esteem

**PREP is important because** youth in foster care are at increased risk of contracting sexually transmitted infections or having an unplanned pregnancy than those not in care. The PREP program is a national initiative to determine if targeted prevention education for these youth can reduce their risk and improve their outcomes.

### Strategies

- Evidence based sex education curriculum “Making Proud Choices”
- Track long-term behaviors/choices/outcomes
- Build self-esteem in program participants

### Accomplishments

- Nine classes were held and 68 youth have completed the curriculum.
- 100% of youth taking the course have shown an improvement on their initial post-test knowledge (*\*Everything for this program is confidential and done through external evaluators, so this is the only data we have available to us*)

*A young man, age 18, was told he must attend a PREP class. He was upset and felt he was wasting his Saturday in a class where he wouldn't learn anything. He stated that he knew everything about sexual health and that he just wanted to sleep. He had a poor attitude for the first half of the day, not participating and avoiding the group discussion. After lunch he slowly warmed up and joined in on the games and activities. The next Monday, our coordinator received the following email:*

*Dear Miss Sammie:*

*Thank you so much for having me in your class. It was fun. I am sorry I was not nice. I learned a bunch of stuff. I was just scared to come. You were so nice to me that I know I should not have been scared. You taught me a lot. More than school or anyone else has. I decided to get tested for STDs. It was also not scary. Thank you.*

*Sammie emailed him back and told him that she was proud of him for making a responsible decision. The idea that one young man could have been saved from a life changing illness or disease is very satisfying, but knowing that he has been empowered to take charge of his own health and sexual decisions makes it even more rewarding.*

## CYD FOSTER CARE SUPPORT

**The Goal of Foster Care Support Program** is to serve as a resource and support agency for foster parents and Children's Division Case Workers.

**Foster care support is needed because** through our work with the Children's Division, we have seen first-hand the difficulties that case workers and foster parents face. The pressure of working long hours with high demands and limited resources often leads to increased stress, decreased morale, and greater turnover, resulting in less stability in the lives of youth in State care.

### Strategies

- Host appreciation events for Foster Parents and Case Workers.
- Provide vouchers to the Resale Shop to aid in placement changes.
- Provide support to Children's Division staff.
- Provide educational resources to Foster Parents.



Case workers show off their ugly Christmas sweaters at the holiday party

### Accomplishments

- 3 foster parent events –holiday party, Grandparents Raising Grandchildren Conference, and Spring Picnic
- 49 Resale Shop vouchers distributed.
- Served as the required “Community Member” for 172 foster care case meetings (PPRTs/Adoption Staffings)
- 94% of foster families in the circuit retained/renewed their license.
- 17 new foster families enrolled in STARS classes.
- 38 foster parents utilized our lending library for their training hour requirements

*The highlight of this year included our increased role in the training support of Foster Parents. In addition to the annual “Grandparents Raising Grandchildren” conference and the STARS training class that we are a part of, there was increased use by foster parents and Children's Division workers of our resource lending library as a way to get their required continuing education training hours. Lauran Mueller, Licensing Worker for Children's Division claims, “the lending library is fantastic – we have so many families with hectic schedules that make training requirements difficult – the resources The Community Partnership provides, help ease the burden and keep great families licensed, so that we can keep providing safe homes in our area.”*



## CYD LINKING HEARTS

**The goal of Linking Hearts** is to help children in State care who are available for adoption find safe, loving, and permanent homes.

**Linking Hearts is needed because** there are over 2,000 children in the state of Missouri eligible for adoption. Linking Hearts is a fun, relaxed, and unique event designed to bring together youth eligible for adoption and potential families. The day is made possible by our community, especially the Greeks of Missouri S&T who design the day so youth feel special and possibly find permanent homes.



**A Linking Hearts attendee pauses for a picture with his S&T Buddy**

### Strategies

- Annual Linking Hearts event:
  - Open to all adoption eligible youth in the State
  - No-pressure opportunity for individuals to inquire about the adoption or fostering process
  - Make children feel “special” for the day by providing gift bags, doing crafts, playing games, and having a “buddy”
- Make it a “community owned” event from financing to staffing

### Accomplishments

- 42 adoption eligible children registered from 26 different counties
- 45 potential foster and adoptive families were in attendance
- 8 key community businesses and organizations sponsored event
- 500 in attendance
- 1,220 volunteer hours
- 25 adoptions of children in our circuit occurred this year. Two of those youth attended Linking Hearts and met their future family at the event.

*One night in April (seven months after Linking Hearts) I was walking down the aisle of a local store. For the most part the store was empty except for a woman that smiled at me. After I had passed her, I heard her say, “Thank you.” Not thinking she was talking to me, I continued browsing and I heard her say again, “No really, thank you.” I turned and replied, “You’re welcome – but for what?” She went on to tell me that I had invited her to Linking Hearts (by way of a group presentation) and though she didn’t have any interest in fostering, she decided to check it out. “I met a little girl and we completely hit it off. I decided that kids like this deserve homes. I signed up right away for the Foster Parent training classes, and this young lady has been living with me for months. I love her so much. Her adoption is in the works.” “Thank you for hosting such an incredible event. Alexis is the light of my life and to imagine we never would have met without Linking Hearts...” That moment was a reminder of why we do the work we do. We are changing people’s lives – even if we don’t know it!*



**The men of Pi Kappa Alpha celebrate  
their victory for having the  
“Best Carnival Booth”**



## CYD FOSTERING EDUCATION FUTURES (FEF)

**The goal of FEF** is to assist youth in the ILP and Young Parents program with the planning and action necessary to attend post-secondary education.

**FEF is needed because** nationally, 23% of youth in foster care drop out of high school by age sixteen and only 3% obtain a Bachelor's degree. (Less than 9% of youth not in State care drop out of high school.) Also, only 40% of teen parents graduate from high school (compared to 75% of other youth with similar socioeconomic backgrounds) with pregnancy/parenthood being the number one cause for dropping out. Fewer than 2% of teen moms obtain a college degree by the age of 30.

### Strategies

- Regular support/contacts with youth
- Educational assessments and planning
- Financial literacy materials and education resources
- Financial assistance with testing and application fees

### Accomplishments

- 590 contacts made with youth
- 79 educational assessments completed
- 14 Youth received assistance completing the FAFSA and/or ETV
- 96% of clients currently participating in FEF have graduated or are enrolled in school
- 65% of youth in the program (that are age & status eligible) are currently enrolled in post secondary education
- 100% of program youth were provided with financial literacy materials concerning paying for higher education



**A Young Parent stops to get information about the Hi Set (GED) at Education Night.**

*Abby, a Young Parent participant since 2011, has always been a hard worker. Whether it is working full time, going to school full time, or being a full time single mom, she always puts her best foot forward to strive for success. Abby has always pushed herself to finish college and make a better life for her and her son, Liam. Abby started her journey thinking she might get into the medical field, perhaps becoming a physician or nurse practitioner, until she took a psychology class that really sparked her interest. Now she is thinking of pursuing a PhD in psychology. Believing that education should be a priority, Abby applied herself and managed to earn multiple MOSCI scholarships to help pay for college. Her hard work and dedication are paying off. She is scheduled to graduate from Missouri S&T in December 2015 - an entire semester early!*

## CYD YOUNG PARENTS PROGRAM

**The goal of Young Parents** is to provide education and mentored support to pregnant and parenting youth. We provide this to prevent incidents of child abuse and neglect by providing skills and resources that will reduce stress and assist in preparing youth for personal success in employment, education, healthy lifestyles and self-sufficiency.

**The Young Parents Program is important because** research shows that teen parents are more likely to drop out of school, fail to pursue post-secondary education, live in poverty, and to abuse or neglect their children.

### Strategies

- Maintain consistent contact with clients including home visits
- Offer regular parenting education classes and monthly support meetings
- Provide incentives for demonstration of positive parenting behaviors and goal attainment
- Recruit and train mentors to work with youth
- Support existing mentors through regular training sessions and resource procurement

### Accomplishments

- 47 participants (37 moms and 10 dads)
- 25 Community Mentors
- 1,112 participant contacts
- 15 classes and 12 monthly meetings provided
- 273 home visits
- 186 incentives provided (not including diapers)
- 12 training sessions held for mentors to increase their knowledge of youth development
- 4 new mentors were recruited and trained along with 25 returning mentors
- 100% of youth attending classes or participating in home visits demonstrated an increase in parenting skills knowledge
- 86% of participants with repeat assessments showed an improvement in their Life Skills Progression (LSP) and/or Adult Adolescent Parenting Inventory (AAPI) scores
- Zero substantiated cases of child abuse and/or neglect
- 100% of mentors were trained and felt supported through regular contacts & training sessions



**A young couple in the YP program show off their Baby Bucks “purchases”**

## Young Parents Story

*Brittany became pregnant at 14 and came to the Young Parents Program bitter, hurt, and sad. Her spirit was broken and she felt she had been robbed of her teenage years. She had a baby boy and married the baby's father. Brittany was harsh, often cursing at her child and husband. She couldn't keep a job because her attitude was poor. Her parenting skills were severely harsh, often resorting to alarming discipline tactics. Her son began to cuss and throw tantrums. Brittany dropped out of high school and the Young Parents Program after she became pregnant with her second child. Two months before the due date of her second son, Brittany came back to the program. She told YP staff that she missed the program and realized how valuable the information and parenting education resources were to her family. She wanted to change and to become a better mom. She now participates fully in the program. She enjoys coming to parenting classes and meetings. Brittany works full time and finished her GED. Both of her sons are happy, healthy and her marriage is thriving. During a home visit, Brittany shared "I didn't know it would ever be possible for me to be happy. But, now I am. I so wish I would have made these changes years ago when you and Nancy were trying to get me to believe in myself." Brittany has been in the program for nearly 5 years. Her oldest son will start kindergarten this fall. We are very excited to see what else Brittany is capable of accomplishing.*

## Young Parents Mentoring Story

*Ginger and Keely were an unusual match. An outgoing "house mom" for a sorority paired with a reserved young lady with little self-esteem. Saddened by the way this beautiful girl walked with her shoulders slumped over; Ginger made it her mission to build Keely up. She took her to have her hair and nails done and often invited her to the sorority house to interact with the girls. Keely expressed to Ginger that she was in awe of the girls and how smart they must be to be in college. Ginger pointed out that each of the young women had their own struggles, but they all got to where they are because they worked hard, and if Keely wanted to be like them, she just had to approach her goals one step at a time. Over the last few months, Keely finished her high school diploma and expressed interest in enrolling in college courses. She put her wedding plans on hold, so she could focus on her education in order to better care for her son. Keely's goals now exceed far more than what she thought was possible. Ginger reminds Keely to be proud. Ginger states, "Keely's shoulders are not slumping like they used to, the girl is getting some grit!". Ginger expresses that she can't help but think of Keely as a daughter.*



**Keely and her mentor, Ginger show off their hats at the Mother's Day Tea Party**



Karen Daily, Kathy Taber, Danielle Barr

## EARLY CARE AND EDUCATION

Kathy Taber, Director

**The goal of Early Care and Education is** to promote school readiness in young children attending local early childhood programs.

**Early Care and Education is important because** 69% of mothers with children under the age of 6 work and children who attend high quality preschool programs use fewer special education services, repeat fewer grades in school, have higher high school graduation rates, have lower rates of juvenile delinquency and adult arrests, and use less welfare as young adults.

### Strategies

- Educare
- Quality Enhancement



## ECE EDUCARE

**The goal of Educare is** to help child care providers refine and improve their programs to meet the developmental needs of children ages birth to five.

**Educare is important because** there are on average 2000 days from the time a child is born until they enter kindergarten. Early experiences matter and have a long term impact. Training for staff and lower ratios increase the quality of care for children.

### Strategies

- Site visits (emphasis on family home providers)
- Strengths-based
- Technical assistance
- Training opportunities
- Monthly support group meetings
- Books and equipment
- Community resources



Ready for CPR training!

## ECE QUALITY ENHANCEMENT

**The goal of Quality Enhancement is** to enhance and maintain quality in those programs not qualifying for Educare services.

**Quality Enhancement is important because** child care professionals need training and support to stay current on the newest research and practices. Support leads to lower staff turnover, which benefits children.

### Strategies

- Site Visits
- Books and equipment
- Group training





## Accomplishments

- 781 hours of onsite training
- 29 participating programs received materials and equipment to enhance learning
- 100% of teachers responded in surveys that they believe ECE staff helps develop their confidence as an ECE educator
- 100% of teachers responded in surveys that they believe ECE staff provides access to useful education and training opportunities.
- Children participating in our program scored on average 13 points higher than non participating peers when screened for kindergarten readiness

*During a recent visit with Rebecca, staff shared information about literacy and ways to help young children become readers. After hearing some of the information about early reading and literacy, Rebecca wanted to encourage the children in her program to become more interested in reading. Rebecca thought it might be helpful to have some puppets to go along with her favorite story book. I found some puppets for Rebecca Upon seeing the puppets the children were excited and immediately wanted to show me their latest project. They asked Rebecca if she would show me their play! Rebecca had used her phone to video tape the children acting out a story. They acted it out many times so each child could have a turn being the different characters. Rebecca went on to say the children were so enthused about the story they found different versions on the internet and compared them. The children couldn't wait to try the new puppets! Rebecca was thrilled at all the ways the children were using the book and excited about reading and learning. We were thrilled to be a part of helping Rebecca discover new ways to facilitate emergent literacy and language skills with the children in her program.*



Gwen Cresswell, Daniel Zielinski, and Kay Dempsey

## FINANCE AND IT DEPARTMENT

Gwen Cresswell, Director

### Highlights from the Financial Report:

- Donations increased from \$138,749 in 2014 to \$141,040 in 2015
- Government funding , which makes up 59% of the overall funding, decreased in 2015 from \$916,675 to \$873,630, due to the loss of one program
- Resale Shop sales, which make up 20% of the overall funding, increased in 2015 from \$285,321 to \$300,016
- Key not-for-profit ratios commonly used
  - Overhead compared to total revenue in 2015:  $\$218,061/\$1,478,617 = 15\%$
  - Fundraising compared to total revenue in 2015;  $\$99,756/\$1,478,617 = 7\%$

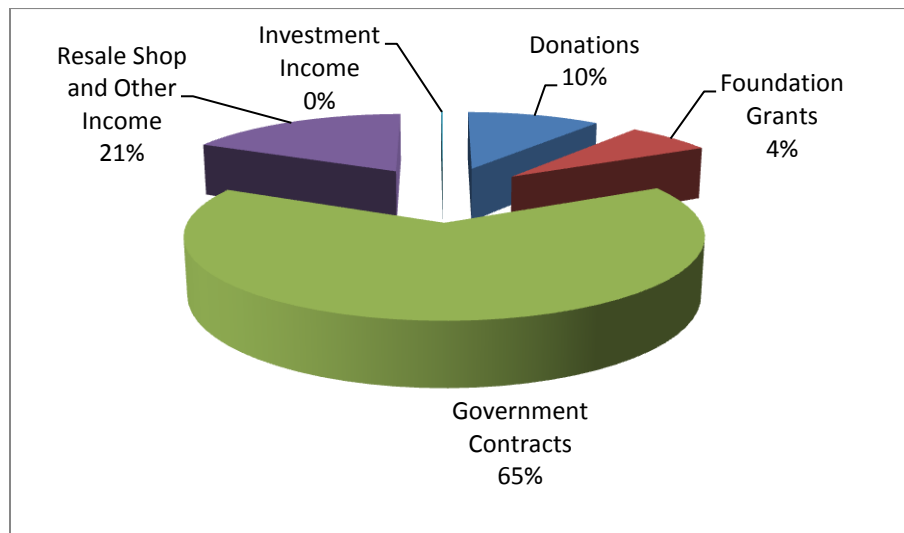
### REVENUES

	Fiscal Year 2015
Donations and Fundraising Event	\$141,040
Foundation Grants	54,656
Government and Other Contracts	966,523
Resale Shop and Other Income	315,011
Investment Income	1,387
<b>Total Revenue</b>	<b>\$1,478,617</b>

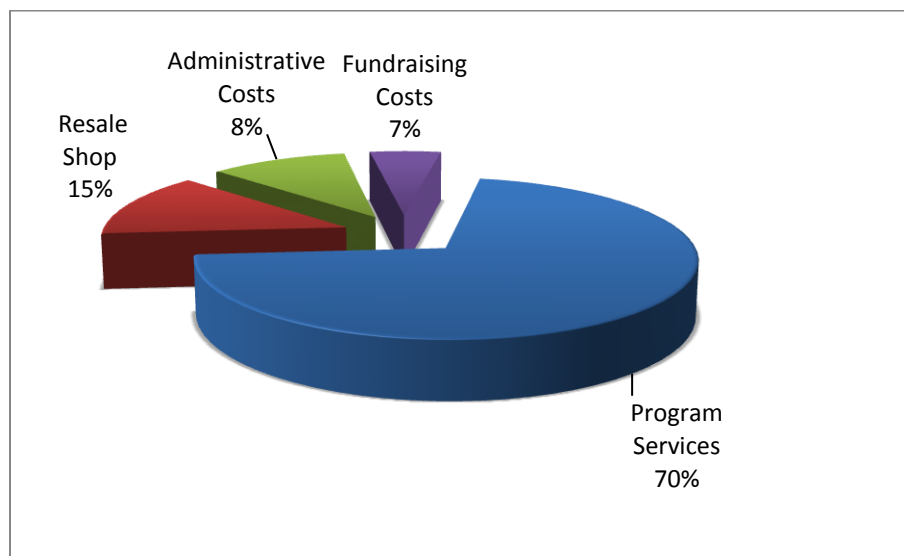
### EXPENSES

Program Services	
Community and Youth Development	\$394,432
Early Care and Education	118,268
First Chance For Children	148,252
Capable Kids and Families	319,850
Kaleidoscope	23,780
Partnership Resale Shop	219,108
<b>Total Program Services</b>	<b>\$1,223,690</b>
Supporting Services	
Administrative Costs	\$118,305
Fundraising Costs	99,756
<b>Total Expenses</b>	<b>\$1,441,751</b>
Change in Net Assets	36,866
Beginning Assets	342,607
Ending Net Assets	\$379,473

## 2015 Income by Type



## 2015 Expenditures by Function



## IT Highlights:

A new systems administrator joined our team, Daniel Zielinski. Dan is a computer science major at MS&T and we are thrilled to have him. Dan will continue phasing out our old desktop systems and replace them with updated systems as funding permits.





Chris French, Maria Grant, Jacob Missey, Andrea Hall

## THE COMMUNITY PARTNERSHIP RESALE SHOP Maria Grant, Director

**The goal of The Community Partnership Resale Shop is** to provide financial support for the programs and administrative costs of The Community Partnership while offering affordable household items and serving as a place where community members can experience meaningful volunteerism.

### Strategies

- Affordable household items and clothing
- Truck pickup available for large items
- Volunteer program
- Voucher program



New treasures arrive every day!

### Accomplishments

- Celebrated 10 Year Anniversary
- FY 15 Sales: \$300,216
- Profit: \$81,108
- Volunteer Hours Donated: 15,650 hours
- \$11,900 in vouchers to 410 individuals in need
- Store redesign



Amazing volunteers make the Resale Shop possible!

*The Resale Shop helps many individuals and families when they are in emergency need of clothing, household items, and furniture. One family in particular touched our hearts. They are a young family with two working parents and three children. One child has had medical issues since birth that have required multiple surgeries and countless doctor visits. Despite that, she is usually smiling and happy. Mom and Dad work hard to provide for their family but even with medical insurance, things are not easy. The Resale Shop has been able to help them with assistance for school clothes, warm coats in the winter, needed items for their home, and since books and toys are critical to a child's development, we have provided those as well. Through the support of our very generous donors, we are able to provide this assistance to the family and others in need in our community.*

**By donating and shopping here, you help  
us provide vouchers for  
families and individuals in need.**



 **YOU MAKE IT WORK.**  
thecommunitypartnership.org



Ina McKune, Valerie Brunk, Martha Edwards, Mark Long  
Not pictured: Bill Ricker

## DEVELOPMENT AND COMMUNITY RELATIONS

Mark Long, Director

**The goal of** Development and Community Relations is to bring new friends and resources to The Community Partnership. In addition, we help raise awareness of community and TCP needs and happenings.

### Strategies

- Fundraising
- Communications
- Grant writing
- Data collection
- Volunteers

### Accomplishments

- 299 donors / 54 Community Builders
- \$195,696 in donations and grants
- Participated in the National Day of Giving
- 78 news articles in local newspapers
- 75 PSAs and monthly radio shows on KTTR, KMST, Sunny 104.5, and KFLW
- 5,696 newsletter recipients
- 36 presentations
- 1,169 posts on 9 social media platforms
- 496 volunteers
- 2,349 volunteer hours

A new website *thecommunitypartnership.org* was launched. The re-designed website features easier editing and design capabilities, as well as better organization of information. The cleaner look and feel to the webpage makes navigation easier.

*After 3:00 p.m. on a school day, Rolla High School classmates Ashwini Krisnamurthy and Jesse Liu are busy building math games and laminating flash cards. Missouri University of Science and Math student Ameer Al-Basha drops by to whip up a big batch of play dough between classes. Earlier in the week, two students worked on a bulletin board while another student helped to prepare a meal.*

*"Many child care providers in our program don't have the funds to purchase educational materials and literacy tools," said Kathy Taber, director of TCP's Early Care and Education program. "They're usually putting the money into paying staff or purchasing food, and they don't have time to do things like making play dough or creating hands-on science activities. Our student volunteers fill a great need by doing these things for us, and they realize that they are directly helping children get ready for kindergarten!"*

*Taber said that local students get excited about their role in the ECE program, and look forward to working on special projects. She also pointed out that while these individuals are helping others learn, they, too, are learning.*

*"We can tell by their questions and comments that these young people are picking up valuable skills that they can also use in their own lives. They know that what they are doing for us really matters, and they know we appreciate their efforts."*



Volunteers of the Year: Ameer Al-Basha, Sara Watson, Kim Hoak

## Community Builders

*Community Builders allow us to plan for our future! These individuals and organizations make a five-year pledge to The Community Partnership of at least \$1,000 a year.*

## Dream Builders

*Dream Builders contribute \$10,000 or more annually for five years*

### MO-Sci Foundation

Walmart DC 6069

## Hope Builders

*Hope Builders contribute \$5,000 or more annually for five years.*

### Anonymous (2)

## Opportunity Builders

*Opportunity Builders contribute \$1,000 or more annually for five years.*

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**\*Denotes Community Builder**

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