

News & Views



Spring 2015

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Faith driven ... Community focused

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In this issue of the News & Views, we are going to try to accomplish something a little bit out of the ordinary. Instead of reporting the various activities that have happened across Quakerdale since our last publication, we are going to pause and spend some time talking about the direction of Quakerdale and the importance

of the three foundational fibers that are woven throughout all of Quakerdale's ministries; Prevention, Education, and Support. In this issue we are going to focus on Prevention. What you are about to read are summaries of the conversations I had with the various ministry leaders across Quakerdale. I hope this will help you better

understand the 'how and why' of all Quakerdale has done in the past, is doing today, and will continue to try to accomplish in the future, as we seek to join, " ... with youth, families, and communities through opportunities of prevention, education, and support."

Dan Smith, Editor

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PREVENTION: HOW IT INFORMS WHO WE ARE, WHAT WE DO, AND WHY WE DO IT.

– Excerpts from an interview with Rob Talbot, Executive Director

DAN: Quakerdale. Who are we?

ROB: Well, the 15 second elevator speech for Quakerdale is, “Quakerdale is a Christian non-profit organization, joining with youth and families and communities through opportunities of prevention, education and support.” And a lot of times when I talk to people about that, the first thing I tell them is that, we’re Christian. That’s the reason we exist, and it is the same reason we’ve had for over 165 years. Our founder envisioned that we would teach people about God and how to live life according to His Word.

DAN: What is it that we do?

ROB: We join with youth and families and the communities. And that process of joining with them isn’t to say, “Here’s our agenda, jump on board.” But it’s designed to try to figure out what’s going on, and how we can join with what’s going on. A lot of organizations like Quakerdale, and even Quakerdale ourselves in our past, had to compete for contracts against other organizations. That isn’t really the essence of what we’re looking at now. What we’re looking to say is, “What’s needed? How can we help where other people aren’t helping, where other organizations aren’t helping, where there’s a gap?” That’s why we join with youth, families and communities ... to see what’s needed.

Then we provide opportunities of prevention, education, and support. I think one of the biggest words that I talk about right there is the opportunities. I talk about it at orientation with new employees and tell them that the way we help is to provide opportunities. I remind them that if we really think that we’re the ones who are changing people’s lives, I don’t believe that’s true. I believe the Holy Spirit is who changes people, who really can make a difference in people’s lives. But we have to provide the opportunities for people to have that change in their lives.

Prevention is really talking about how to get on

the front end of problems. How do we get involved before there’s something wrong, before people think there’s something wrong? Quakerdale has spent a long time being involved after something goes wrong. The thing that’s missing most in our communities, is trying to find ways to prevent. And that happens best through relationships; developing relationships, being involved with people and where they’re at.

Education can be prevention in a lot of ways. It also can be support. Education is to teach people how to move to another place, some place they want to go. It’s joining with them, giving them opportunities to grow and learn about new things in life.

Support is working through things after something has happened. It’s coming along side someone with this kind of problem, or something they’re not happy with, or something’s gone wrong. It usually involves a lot of therapeutic types of treatment; the types of things that we’ve done for a long, long time. We do it by asking ourselves these questions, “How can we support the family? How can we help them move where they need to go?”

DAN: So if I’m hearing you right, one of the unique things about Quakerdale, first of all, is its Christian heritage; that biblical principles are really the foundation on which things are done and decisions are being made. Secondly, for Quakerdale, it’s really important to understand the idea of partnership. That this isn’t something that is being done to people; this is a joint effort between Quakerdale and those we serve.

ROB: Yes.

DAN: Will each of those opportunities have a mixture of these three characteristics, prevention, education, support, or are there specific opportunities for prevention, for

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PREVENTION: HOW IT'S SEEN IN BEHAVIORAL & STRATEGIC INITIATIVES

– Excerpts from an interview with Ed Rund, Director of Behavioral & Strategic Initiatives

DAN: I am here this afternoon with Ed Rund. Ed, why don't you tell us about your role here at Quakerdale?

ED: Okay. My role here at Quakerdale is the Director of Behavioral and Strategic Initiatives. I am responsible for the overall functioning of programs across the agency. I oversee the behaviorally contracted services that we have at our sites in New Providence, Waterloo, and Manning.

DAN: To help people get an idea of what those are, what are some of the common names for those programs or services with which we would be familiar?

ED: These would include Residential Treatment Services with children and Child Welfare Emergency Services with the children and their families. And we also do Shelter Services in these locations.

DAN: And all these services are generated through State contracts?

ED: Yes, these are all State contracted services. We receive referrals from agencies like the Department of Human Services and Juvenile Court Services. Every now and then we do get a request for some private services so that can happen from time-to-time. But as a majority, they're all contracted services.

DAN: Quakerdale has what it calls their "About Us" statement. It states that Quakerdale provides "... opportunities of prevention, education, and support." How important is Prevention? How do you see it? What are some indicators that this is something we need to pay attention to?

ED: Prevention is the key to almost everything we do. When I think of Prevention I think of hope. Often times we work with families and children who have been starved of hope. So prevention for us is developing some new skills for dealing with some of the negative behavior that they have.

We do a lot of skill building. That's one of the biggest parts of our preventative programming. There are other aspects of it too. The other part of it is the spiritual aspect. That's tied so closely to it. It instills hope on the spiritual level. And so we want to feed that part of the body as well. And so prevention can take place on a number of different areas; skill building as well as spiritual.

DAN: Is there a difference working with current behaviors versus what I might need to face in the future?

ED: No, I think they are all tied together. The skill building we do now is also addressing things to come. We want to replace the negative thoughts, the negative behaviors, the way that they've dealt with things before that haven't worked out so well for them, with a new skill set. They're always going to have the same kind of problems. They're the same problems that you and I have every day. It has just been dealt with in a different manner that may draw a lot of attention or may not get them the results they want. So if we can teach them new skills or new ways to develop and treat these behaviors when they manifest themselves, they can short circuit the old ones and not end up back in the places that they've been before. Teaching them new skills lets them practice those things, and also gives them hope. Things can be a lot different; it doesn't have to be this way."

DAN: Thanks Ed. We appreciate the work your group does for youth, families, and communities, because for many people, this may be their last chance.

ED: Exactly. We want people to be successful. We want them to be able to live their dreams. And often times they just don't have the skill set to do that. And so prevention for us takes place on a couple of different levels. One is skill development, the other is their spiritual needs, and I think when you combine them both, it's a win-win situation.

PREVENTION: HOW IT'S SEEN IN FAMILY SERVICES

– Excerpts from an interview with Beth Andrew, Director Family Services

DAN: This is Beth Andrew, our Director of Family Services. We are going to spend a little bit of time talking about prevention and why you have seen it as something that is really important.

BETH: Sure. I look at Prevention really from several different perspectives. We are out there in the communities and we're touching families' lives and we're touching communities.

So, if you look at it from a family's perspective, prevention is important because it gives people a chance to recognize their ability to choose a different path for themselves, or a different perspective for themselves, or a different way to go about doing things. They're making that choice themselves. They're seeing that,

"Hey, maybe it could be different, maybe it could be better."

"I want to embrace that, and I want to be able to do that."

In that way too, they're using their own strengths, their own skills, their own abilities. So it's coming directly from them; they're driving it; they're making it happen. From that perspective, that would be why it would be important for a family.

If you look at it from an agency perspective, such as Quakerdale, I think that it's important because we're being good stewards of our resources, good stewards of our time and our money. We're putting a perspective and we're putting a focus on how maybe we can make a larger impact by serving more families if we're able to get in there quicker with them before things have escalated to a point where it's a crisis. We're able to get in there and help them quicker, more efficiently, and then move them on to other community supports that might be important to them, or other family supports that might be important to them. We're in and then back out. So we're not going to be involved long term. This means, then, that we

have the opportunity to serve another family, and another family, and another family.

If you think about it from a community perspective as a whole, prevention is all about being healthy, and it's all about well-being. These are the folks that are more productive in community. If they're able to manage things and able to catch things before they get out of hand, then it just lends itself to happier, healthier community. It decreases people's dependence on a formal support system. When I say formal support system, I am talking about the Department of Human Services, or Juvenile Court, or even some of our types of services that we do. Getting them back out there and being able to manage things on their own with their own supports that they're able to generate or access.

So from my perspective, looking at from a family, an agency, and a community outlook, prevention is huge.

DAN: What are some of the ways that you implement things to help people prevent from getting in crisis?

BETH: That's a good question. I think that the earlier intervention services that we're doing, such as a Family Team Meeting is one. We're getting families together with some of those other supports that they have in their lives and were talking about,

"What are your strengths?"

"What is your story?"

"What kind of things do you need to work on?"

We're sharing everyone's perspective. So it's not just the family's perspective, it's everyone in the room.

"Let's talk about this."

"Let's figure out what's going on."

"What might work? "

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PREVENTION: HOW IT'S SEEN AT THE PROMISE ACADEMY (PART 1)

– Excerpts from an interview with Larry Ketcham, Administrator

DAN: Larry, let's talk a little bit about prevention. It's one of the foundational fibers of Quakerdale. What does it mean? What are some examples you can give us of why prevention is important?

LARRY: Prevention. When you're dealing with the Promise Academy, and all the various programs within the Promise Academy, we see students who have experienced things, made choices prior to coming to us that probably could have been prevented. We spend a lot of time talking about, "If this had only been done differently." In certain situations, some of our student's family situations are not where we would like them to be, or were not conducive to making some good choices. But, with that said, the students still have free will and could have done better choosing how they reacted.

Within basketball, we see students who want to play Division 1 basketball and need to get through the NCAA clearing house. What they didn't realize is that their choice of how they handled their academic life prior to coming to us has precluded them from ever doing that. They're not going to get through the clearing house. They're never going to play Division 1 ball.

At our other campus, while it's not set up to be a place for students to go who have had issues with public school, it is true that the majority we have there have had issues at public schools. We start looking at what those issues are and we try to figure out how many of those things were preventable, asking, "What does that look like?" Many of them were preventable. Parenting, we see a lot of issues where parenting training probably would have helped tremendously.

What we try to do here in the Promise Academy, in all the programs, is to figure out as best as we can, the underlying causes as to, why they had trouble in school, why there are family issues, why college coaches didn't like the

player, etcetera. Then we try to give the student something concrete to work on so they do not repeat the same problem. So, once they're to us, prevention becomes, "I'm going to learn from my mistakes and I'm not going to repeat them again." For Quakerdale as a whole, the focus has been shifting towards prevention. If we can catch some of these things earlier within these families, or within the school systems, Quakerdale would not be needed. Truth is, we'll always be needed because those things are going to continue.

Prevention for me and for these programs is a lofty goal. There are other parts of Quakerdale, however, that are geared toward preventing the need for the Promise Academy programs. Prevention in our minds and within our program means that those who do not study the path that leads to struggles are destined to repeat it. So we're going to focus on prior mistakes and look at what should have happened and how it could have been prevented. If you can figure out how you could have prevented it beforehand, it will help you prevent doing those same things going forward.

DAN: As students look toward the future, some of them may be going into trade school, some of them into business, some in college, and some of them athletics. How do you incorporate the ideas of prevention as it pertains to the future now? Are there some skills, some things they can potentially learn or do to catch themselves beforehand?

LARRY: There are. This is going to sound almost over simplistic, but sometimes it is super simple. We break it down to where it's a re-training kind of thing. We focus quite extensively on schedules and adhering to them. You need to get up. You need to do these things. You need to come to this group at this time. You need to do these items during the day. You need to go to lunch at this

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PREVENTION: HOW IT'S SEEN AT THE PROMISE ACADEMY (PART 2)

– Excerpts from an interview with Mark Schroeder, Educational Assistant

DAN: Mark, let's talk a little bit about prevention. It's one of the foundational fibers of Quakerdale. What does it mean? What are some examples you can give us of why prevention is important?

MARK: Maybe school wasn't the best thing for a student. They had struggles in school. It could have been socially, or with a specific subject like math. They struggled to the point where they became scared to death to show up for school or their math class. So now the student won't open up. That's easy to see in here because with the programs we use I can tell exactly how many minutes somebody's in something. I can see how many assignments they do. Our dorm leader does a wonderful job of pacing the work load. So we can follow right along. I think it's easy now to see as soon as somebody's collapsing. When that happens we ask, "Okay, what can we do? How can we step in?" Because if they keep adding on to failures, all of a sudden they just shut down. And we don't want that to happen.

Sometimes we are able to use volunteers to help with our work load. For example, Christine is a math major. I can rely on her to help when we get so deep into a geometry problem that it's going to take me a couple of days working on a solution. While she's doing that, I can get right back to the student and we keep going.

I think that the hardest things for students is when things are going well and moving right along, and then they hit a wall. What's the easiest thing for them to do? Just put it away and shutdown. We want to keep them going. That's what helps get them to the end of the semester, and to keep the good grades going. Then they see the results:

I had a conversation with a student:

STUDENT: "I never got C's before."

I asked: "Is that good or bad?"

STUDENT: "No, you don't understand, I've

never gotten good grades before."

I was able to say "Okay, that's great. Now let's go for B's."

Now we can add on to successes instead of just dealing with issues and problems.

I think this helps all the way around. I think it helps at home. I think it helps with something as simple as when an issue arises at supper. How do we deal with it? Instead of falling back, they move forward. Let's look at the positives. It sounds simple. And sometimes it is. But sometimes it's a big challenge, and it takes all of us to help. That's where I enjoy this more than anything. Because I could just sit here and just push them through. That's easy to do. But I don't. I want to make sure they know the process.

For example, I asked a student:

"Did you just look that up online? Let's ask a couple more questions?"

STUDENT: "Oh, okay, yeah."

Or another situation:

STUDENT: "This is a science experiment I did."

I try to say, "Well, what would happen if we change this, or this, or this?"

So now we're adding to, instead of just letting them coast along. We try to look at the past, identify some of the mistakes, and build on how we can fix it before they graduate and leave here. That's what my goal is, just to build better men, to get them out of the rut they were in.

If we talk about the cattle program, here's an example of the type of conversation we might have with them when we first started working with the cattle:

STUDENT: "Oh, I've worked with cattle forever. I've done this forever."

I say: "Okay, well, I'm going to tell you right now, the old sign on the wall says, 'can you run faster than the 15, because the mama cow

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PREVENTION: HOW IT'S SEEN AT THE PROMISE ACADEMY (PART 3)

– Excerpts from an interview with Dwayne Melton, Head Coach, Eagles Basketball

DAN: Okay, let's talk about Prevention. One of the main foundational fibers of the Quakerdale experience is Prevention; Prevention, Education, and Support. So, can you talk a little about Prevention; what it means? How you've seen its importance when you're trying to grow these young men in the basketball program.

DWAYNE: Prevention is a very strong and broad term, when used for us in the basketball world, here at Quakerdale, and in any prep-school across the country. We're trying to prevent kids that go on to play college basketball from not lasting. A lot of kids will be fortunate to make it to college to play basketball, but they won't be fortunate enough to stay. Here at Quakerdale, we try to prevent them from not getting released. One way is by building their character. While they are here, they participate in community service projects. Things like picking up trash, or helping somebody shovel their driveway. That's part of character building. Let's say you go to college and somebody asks you, "Hey, I need help taking out this garbage." You know that you are not above taking out the garbage because you learned in prep-school that it's okay to help.

Another prevention skill would be not being physically able to deal with it. College basketball is a step faster and you have to be a lot stronger. If you're not ready for it, it will pass you by. And at prep-school, how we prevent the kids from getting passed by is we prepare them physically. We put them in the weight room. We have a strong schedule where they're getting that experience in learning. We don't want them wasting their time and a year of eligibility at a university because they weren't prepared physically.

Then there's prevention as far as finances. In a year, a kid could spend as much as \$40,000 in tuition at a university. Why not spend less than half of that here for that same experience and also saving a year of eligibility? Prevention is a great

tool for prep-schools because of what we offer.

DAN: Can you give us some examples of how you might use some day-to-day activities or things in your practices or life at the cottage?

DWAYNE: When the kids for 2015-2016 first all get in, I'll pull out some tape, some game film of the 2014-15 group. I will show them how this is the reason why we weren't successful at times because we didn't prevent this from happening. We knew it was going to happen, but we didn't prevent it. This is how you can be better. In the basketball part to start off with, what I do is I visually show them what they're going to go up against; people that are bigger, or people that are faster. Then I show them how they can play with them, how they can be on the same basketball court as them if you do these certain things. So the first step would be visual.

Then the next step would be practice, teaching them. Defensively, when you tell a player, "Go play defense," you don't tell him to just run out there and just go play defense. You teach him defense by getting him in a good defensive stance, get his feet spread wide and his weight on the balls of his feet, not on his heels. You want his arms spread out wide so his hands and arms are in the passing lane. That way he keeps his opponent in front of him and doesn't let them go around him. That's one way that I use prevention in basketball, just showing them, the visual part of it. This is how you can prevent losing. This is how you can prevent getting beat.

As far as in the cottage, we prevent them from going to school, to a university and getting in so much trouble because they don't know how to clean up after themselves. I was a student athlete myself and I saw so many guys get into trouble because they just couldn't keep their hallway clean, or they couldn't keep their bed or their dorm room clean. So at Quakerdale, we

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PREVENTION: HOW IT'S SEEN IN SPIRITUAL LIFE

DAN: I'm on the phone this afternoon with Dave Holm, the Director of Spiritual Life. Dave, one of the foundational fibers of Quakerdale's ministry is Prevention. We talk about how we provide opportunities of prevention, education, and support. Pastor Dave, talk with us a little bit about Prevention. What are some things you have seen that help indicate that preventive measures are really, really, really, important to include in our Spiritual Life programming?

DAVE: What I have seen over the years is the tremendous damage from either dysfunctional or absent families. That seems to be the greatest hindrance and the biggest cause of problem behavior among our youth, and probably youth culture. Kids have come to us with all types of behavior of their own that's negative, but also the fallout of negative behavior that they have been a part of. Prevention, there, I look at as being inner-generational. I think that probably one of the strongest things we can offer, other than immediate remedy, or opportunity for change, is the long-term look I have set with youth for years, individually and in group, and apologized for my generation when they talk about their parents, or the absence of a parent, or no dad. I was walking down the sidewalk here in Waterloo a while back and met a boy turning 18.

I said to him, "Well, what are you going to do when you turn 18?"

He says, "Well, I'm going to go live with my dad."

I said, "Well that's good. Where's he live?"

"Oh" he says, "He's in Michigan."

"Well" I said, "When's the last time you saw him?"

And he said, "I've never met him."

Obviously, he never did end up there. He left our campus in an ambulance. I think the frustration and the imminence of turning 18 with no place to

– Excerpts from an interview with Dave Holm, Director go really took a toll.

I work with the young people through role modeling of others, connecting them with church families, with our staff, with others who – like volunteers -- role model. And I'll tell them, you know, regardless of what your family has been in the past, your family that you become a part of in five to ten years, can be different. You can break the inner-generational trends and develop stability. Of course that's a set of tools, that's a set of skills, that's a faith-walk that brings that to pass. But, proactively, looking at not just a temporary or even permanent solution to the existing, how can you structure your life so that these challenges aren't a part of your lives going forward for your children, so they're not dropped off at the shelter. How can you impact that, and look forward to that?

I have found grandparents to be our greatest asset in area churches. Youth activity is good. It's always well received, and it plays an important role socially. But impacts have been most significant with grandparents. This is seen with the garden people who are coming to the cottages now. Many of our youth haven't been in healthy relationships with people in this age group. I encourage them to look long in their life, and to walk in a different way.

Other areas would be connecting with churches, encouraging them in the family education and preventative measures by proactively addressing problems before they happen by culturing lifestyles that will not fall into the hardships that many experienced. So the preventative is really a part of the solution in the remedial or corrective. And with Quakerdale's effort to accelerate the preventative through the basketball program and through a variety of our other ministries, I think the outcome can become tremendous.

I have the kids quote, "Humpty-Dumpty sat

PREVENTION: HOW IT'S SEEN AT VAN ORMAN HOUSE

DAN: We're on the phone this morning with Randy Edgar, Director of Van Orman House. We're going to continue our conversation across Quakerdale about prevention. Quakerdale has identified three foundational fibers that we try to incorporate in all of our ministries agency wide. One is prevention, the other one's education, and the final one is support. And so this morning we're going to visit with Randy a little bit and talk about how prevention is an important component at Van Orman. So, Randy, welcome. Glad to have you here this morning.

RANDY: Thank you.

DAN: Randy, as you take a look at working with women who want to build a new life, what role does prevention play? What are some things that you have seen in these ladies' lives that highlight how important it is to incorporate prevention at Van Orman?

RANDY: Most of the women that we're dealing with, the biggest simple thing we found in each one of them is the lack of self esteem. I am trying to train and put self worth back in them, importance back in them, and to get them to believe they can achieve. In the different classes, in watching them progress through those courses, if they run the course, I love watching them little-by-little get faith as different accomplishments happen. Their faces say, "Yeah, I can do that. Yeah, I can do that!" So I think the loss of self esteem is a huge thing to prevent. I don't know if you'd call it an illness or what I would call it, Dan, but most of the women have been beat down; beat down and left for nothing. They don't think they're worth anything.

DAN: So prevention plays a big role in making sure that they don't have the wrong view of themselves, and don't look at themselves too lowly, and don't allow themselves to get into situations where they could be abused

– Excerpts from an interview with Randy Edgar, Director
or taken advantage of because of poor self esteem?

RANDY: Right. Society's not necessarily agreeing with what I'm trying to teach them. Society is teaching them that they're not going to be worth anything. Choosing the right type of people to be around and have in their lives is very important. When you choose the wrong groups to run with, and that's all you know all your life, and that's who your family's always running with, and maybe your family's not the greatest group either, you don't know any different. And that's the type of people they just seem to cling to and hang with. They need to try to break that curse or chain, by trying to break that generational thing. They've been brought up this way from generation, to generation, to generation, and it's got to take Jesus, because we cannot do it on our own. So that's where we start; getting them to believe in Jesus, and then to believe in themselves.

DAN: So, give us a little idea of how you use prevention to help build good and healthy habits. How does that work?

RANDY: The people that we get have been interviewed. Through the interview process when they come in, and it is pretty extensive, I want to hear that they want change. I don't want them just to think that this a shelter. I explain to them what the program's going to be and how intensive it's going to be so they're not surprised when they get there. The way we're going about it is by education. I try to keep their minds off too much thinking, and to keep their minds filled with Christ-like thoughts. We have a very structured schedule of classes: Bible study, topical classes with homework, they have Bible reading classes, they have nighttime Bible study classes, they have online college courses, and we try to get them their GED if they don't have it.

We also get them into what kind of career they

PREVENTION: HOW IT'S SEEN AT WOLFE RANCH

– Excerpts from an interview with Jennifer Daniel & Vera Clark, Co-Directors

DAN: I'm on the phone with Vera and Jennifer, co-directors of Wolfe Ranch. We're going to visit a little bit about the foundational fibers of ministry at Quakerdale; prevention, education, and support. Today we're going to talk about prevention. We'll start with you, Jennifer. Can you tell us what you think about when you hear the word prevention? Why is prevention such an important concept that we need to include it in how we minister to folks at Wolfe Ranch?

JENNIFER: When you first approached us about talking about this, the very first thing that popped in my mind is that we provide these opportunities through camp, or retreats, or EAP and EAL (Equine Assisted Psychotherapy and Learning). All of these, prevention, education, and support, I feel, are giving people tools to better themselves and their families. It does prevent them from a break-down in their families or even within their own well-being. So the first thing I thought of when you talked about prevention, the first thing I thought of right off, is all the hurt that is being prevented by getting the help they can get when they come to the Ranch.

DAN: As you look at prevention from a counseling and therapy standpoint, is it limited just to the future, or is it also a way of trying to help understand the past?

JENNIFER: No, it definitely speaks to the past, present and future. Let's say that someone comes to us and they're dealing with a trust issue. They're working with the horse today, in the moment, but it brings up the things of the past. By finding why they don't trust first, they are then able to find that they can trust again, and why. We do that through sharing our faith with them. They learn to rebuild trust through working with the horses. We hope, God willing, that it's going to definitely influence their future. So I think it affects their past, present, and future.

DAN: Vera, as you look at the volunteers and guests that come to the facility, there are plenty of ways that people can be harmed or cause harm to a horse or someone else. Talk a little bit about the importance of prevention from that standpoint and give us a couple of examples of how you help keep people safe.

VERA: We have a procedure in place for everybody, no matter what your experience level is with horses or around horses, to sit through and also acknowledge that they understand and will comply with our rules. We have some manuals that talk about horse safety and there are signs posted in the barn that talk about something that they really need to be watching out for. It's hard to always cover everything because none of us can think of every possible scenario. We really do try to cover the major issues that we are all aware of and are always trying to keep front-and-center for those who are around horses. I think that everybody who's ever been around a horse has one story of how they were stepped on, or kicked, or bitten. They are animals and we cannot control them to the degree that would be needed so we don't have to worry.

DAN: Jennifer, as you take a look at your role as co-director, how has it been important for you to include prevention in finding balance in life?

JENNIFER: That's a loaded question, because that has been an ongoing struggle for me since I've been here. There is an enormous amount of work that it takes to keep the Ranch going. This is still a new program. Even though this was previously run as a boy's ranch, what we're doing now is completely different. The energy that it takes to get something like this off the ground is just tremendous. That's why it's been such a blessing to have a co-director. There are so many things to cover and I can't possibly think of all of it. I like being a part of a bigger organization where people have different gifts they bring to the table

that can complement and help each other, which is what we're supposed to do as a part of the Body of Christ. For me, the hardest thing is to have to let some things go undone. I can't do everything that I want to do; I have to try to prioritize things so that it doesn't affect my family, because honestly, it has in the past. I let this job really consume me.

DAN: That's a really good point, because, if we are not conscious of the things going on all around us, it's easy to get sucked into business.

Vera, can you talk a little bit about some of the things that you two have done to help support each other?

VERA: Well, I think, number one, because we're here in the office literally sitting five feet away from each other, we're constantly communicating. And if we're not communicating face-to-face, it's through text or phone. I know that Jennifer's world is a little more active than mine. She's always up and down doing things. I know that she doesn't see all the emails coming through, so I make sure that she can see them physically. Other than that, I think it's just having a really close relationship with Jennifer. She knows what my hot buttons are and I think I know what her hot buttons are as well, and we talk about those. We address things as they come up and work through them.

DAN: That is great stuff. Thanks so much for your willingness to visit with me.

Talbot Story from Page 2...

education, for support?

ROB: I think to say that you can isolate one from another, is probably not realistic. But when we think about things, and when you're trying to be an organization with a good mission, vision, and values, these kinds of areas are ways that we categorize what we're doing. So there are parts that I would say, like camps that we do for kids, mobile camps, that really rest heavily in the prevention side. We're not doing treatment. We didn't come to solve a problem or help with

a problem. We do some education in there, but mostly it's to connect kids with other healthy people in a neighborhood, adults, to give them stability in what's usually a low socioeconomic neighborhood. Kids are getting matched up with some healthy, good adults in their neighborhood who can be a good support system for them. That's really heavy on the prevention side.

DAN: Why is prevention a key component? What, have you seen over the years, has Quakerdale seen, that has really made prevention stand out as something that's very, very important and necessary in our approach to ministry?

ROB: Prevention is expensive, and we're not a culture of prevention. We're a culture of reaction. Quakerdale got pulled into that kind of reactive sort of service because we've worked with the State since the early foundation of the State. Early on we were involved with all those changes that happened. We were always about joining with kids who needed a family; coming along side kids after problems that happened. We see a real value for prevention, though it seems expensive. But if you look at the savings on the other side, we believe it's actually much more cost effective. It's very difficult for people to see that, because there are problems happening all over the place, and those always get the most reactive kind of response. They get the support, the money.

When somebody's house burns down, everybody's willing to give money to help that family. That's a support type of thing. But what about what was happening before the house burned down? What about people who were doing dangerous things? They had a meth lab in there and nobody was willing to step in and say, "We need to support these kids in this family, help them find a better way." Or before the meth lab came, maybe they needed a job. What about those types of things, those kinds of relationships? I really think of prevention as relationships that empower people to make better choices in life. If we can come alongside somebody earlier, I believe that all kinds of problems are possibly avoided.



And you can't measure that. Quakerdale's been involved with working with the State for so many years through contracts that have helped lots, and lots, and lots of families and kids. And we just got stuck in that mold. I don't think we're the only ones. A lot of the large organizations in the state, who made a great impact, and even small ones, get stuck in what the state will pay for, instead of, "Where is the real need? Where are the real gaps?" I think we're trying to come back around and reevaluate who we are and say, "How can we come back in and help people avoid the problems"? Then we don't have to do all the after effect work, the support type of emergency work.

DAN: As you think of some of the different programs that Quakerdale is involved with, can you think of some specific examples of how our staff and team have intentionally tried to incorporate this idea of prevention in the way that they interact with some of our clients or the people that we serve?

ROB: An easy one has to do with our Ranch in Marshalltown and the idea that we host a 4-H club there. In times past we dismissed the idea because nobody's paying us to do that, and there are other 4-H clubs around town. But there are kids who are especially interested in horses. It's a wonderful opportunity to use the Ranch and have a 4-H club that's really focused on horses. It allows us an opportunity to get to know these kids, right now, before there is something going on, and help them develop a healthy hobby. We want to help them to get to know our great volunteers. I think one of the biggest turns that's happened at Quakerdale over the last 5-7 years, is that it's not just about people that can pay.

I think one of the most exciting things that's happening on the prevention side is that we're giving people who don't work here an opportunity to give to others, to support others, to be a part of the ministry. That, in my opinion, is a huge piece of prevention. One of our values is ministry. And ministry is where we give people opportunities to be involved. When you give of yourself, you grow. It used to be that we help all these kids,

and we do all these services for kids, but it's also about giving adults and families a way to grow. They are giving. They're doing a great, great work here at Quakerdale. We're giving to volunteers by providing them with an opportunity to use their interests, skills, and talents here at Quakerdale. And that, I think, is about prevention, getting people involved in Quakerdale. They know how to put in a window. They know how to garden, or teach kids how to bake bread, or how to clean out a horse stall. All those types of things, and it's not all high tech stuff, are saying, "I'm valuable. I've got a way that I can help others." In that process they find out about more people they can help, and they can get help themselves. We get to know them and their family, and how we can minister to and support them in their life.

Andrew Story from Page 4 ...



And really, it's a whole problem solving/brainstorming type of work.

If you look at our Functional Family Therapy, we do that also from a preventative standpoint because we're helping folks look at their relationships differently. We're helping them be able to see how everything that they do impacts everyone else in that family. It's not just about one person; it's about the entire relationship. And then we're trying to help them find some new meaning, or some different meaning for things, and to be able to approach it in a different way.

We get a lot of phone calls from parents who are at their wits' end. They say,

"I don't know what to do."

"I don't know where to turn."

"I don't know what step to take next."

And most folks when they're in that type of mindset, they're looking at some type of out-of-home placement. So we've been very successful in sitting down with those families and being able to problem solve with them to help them look at things from a different perspective, to remind them how things have worked in the

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past. They're able to really use those skills that they have within them already, and to be able to overcome, and then to not have to enter into that formal type system. The kids stay at home. They get to do the normal things that kids get to do and their families get to do. Going on vacation, going to school, being at church, doing extra-curricular activities, this is where we want families to be.

We want families to be where they're safe, where they feel safe, and in as natural an environment as possible. So really, that's what my team does. Their basic goal is to try and help families to be what families need to be and want to be. To feel good about where they're at, and to feel comfortable in those roles that they have, and those tasks they need to undertake. So really, I would say almost everything we do, in some sense, is prevention. To help families be more self-sufficient, and self-sustaining, and independent from other folks.

DAN: As I'm listening to you, especially what you just said in this last particular part, it sounds like dialogue is really a very, very important component of what you do.

BETH: Yes, absolutely. Listening, and being able to listen in a way that maybe others haven't in the past. It's called, "Putting ourselves in the shoes of those that feel overwhelmed and don't know what to do." You need to be able to ask yourself, "How would I feel if I was in that situation? Who would I turn to, and what would I do?" You need to think about the kinds of things you might say that make it appear as if you don't really want to change or don't want help. Let's really listen first, and then try to let them know that we are listening; so they know that we're getting what they're saying.

They need to know that we're not another agency, or another service provider that's coming in there and saying, "Well, if you would just do this." or "You do A, you do B, then you get to C." It's not about that. It's more about helping them find their own way, for them to feel heard, for them to break down some of those defenses that they put up that they don't want to share,

"Wow, I'm really scared. I don't know how to be a mom."

"I'm really scared. I don't know how to be a dad."

"I feel like I've failed."

"I don't know who I can trust."

And from a kid's perspective,

"Adults don't get me."

"They don't listen."

"They don't know what it's like to be me."

We want to change those perspectives and be able to go at it in such a way that they do feel heard, they do feel listened to, and they do feel we've got them and we're there to help them. That is what we do.

DAN: I was not expecting you to start with what you did. Typically when you talk about communication and dialogue, most people have a tendency to start with, "This is what I need to tell you." And it's really interesting that you completely flip that around in saying that the very first thing you need to do is be a great listener.

BETH: Yes, you do.

DAN: As far as on the negative side of things that can really deter from health and preventative measures, can you talk a little about isolation and the danger that it is?

BETH: Sure. We do see isolation. And it feels as if sometimes folks that isolate, they're doing it because they're scared, or they're doing it because they don't feel like someone else is going to understand where they're coming from. Then when they do end up presenting, or coming in, or being referred, or whatever it might be, it's because of a huge type of crisis.

We're really dependent upon other people in the community to be able to help with this and have their eyes and their ears open for those family members, or for those neighbors, or for those friends that are isolating themselves. They're most likely thinking something like, "Wow, what's going on, and how can we help them? How can we get them to interact with

others?"

It's not just about what Quakerdale does, it's also about what our communities can do to support everyone within the community, and to not write off somebody. It's about being willing to step up and say something when you're concerned about someone. If you've noticed something, step up and say something, and let's see what we can do to help.

DAN: I don't think it's a mistake that we identify youth, families, and communities all together when we talk about what we do and why we do it. It's the integration and the engagement of all three of these that actually brings the most success for healing.

BETH: Yes

DAN: Well thanks so much, Beth. I really appreciate it. And we look forward to visiting with you again in another couple of months when we talk about Education.

Ketcham Story from Page 5 ...



time. Then you need to do this activity after that. And then you go back to the cottage. Or for the basketball team, they go to practice and then after that they have to do this and they have to do that.

As we spend time talking with them about the past, once you start identifying some of the things that were missing previously, most of them are very simplistic things that somehow fell through the cracks. They did not attend school regularly. They did not know the difference between sick and can, and sick and can't. For example, my children were taught pretty early that if you're really sick and can't go to school, then you sure can't watch television. You're just too sick. You're too sick for video games. You stay in bed. You get well. Amazingly, it doesn't take long before kids realize that, "I probably could go to school and make it through."

That's where we start. And for our long-term students here on the New Providence campus, it's an ongoing thing, there's no rush. But for the

basketball team, we only have twenty-six weeks. So, it's pretty intense. And they resist. But we have to keep reminding them throughout, that this is to keep you from having trouble down the line, this is the prevention part. We tell them that we've already got students out there who are living this. Some of them are making good choices. Some are re-living prior mistakes. Let's not do that.

We encourage our basketball players as they are taking college classes to contact their instructors almost weekly by email, by phone call, whatever. Establish a relationship with that instructor, which is something they never did at the high school level. And they are finding that, low and behold, if you establish a relationship with those people who are over you, supervising you in one way or another, things happen. You do better. They treat you better, and things progress better.

We push them to come together as a group by working together in group projects. The boys here work together at group projects. Sometimes we mix the basketball players with the classroom boys and we do projects together. Planting trees they work side-by-side. We see prevention at work in team issues. When you get into a situation and you just can't make it, a team is a nice thing to be a part of. Some of our students are not used to working with people. They don't know how to do that. They see themselves as a loner. There really is no room for loners within this program.

Many of them have no respect for authority figures. So we spend specific time teaching them that you have to be respectful and listen to those immediately supervising you and any adult that you come in contact with. That is something that is pressed hard and surprisingly, is very hard to get them to do. They're willing to engage their immediate supervisor, whether it's a teacher or the coach. But when you ask them to respond to someone else, that's a struggle, that's a real struggle. We see this as part of what they have done in the past because their circle of influence was so small, and limited to immediate friends and peer groups. They were like a branch in the

wind, swayed back and forth.

We talk about live and die as a team. Not everyone would be fans of some of the techniques that we use, but by the same token, we're trying to help them understand that there are very few individuals that do well within a team environment. If you choose to be an individual, the whole team suffers. For the basketball team, practice sometimes can be quite rigorous when someone decides to play all by themselves and not be a part of the team.

Those are the kinds of things that we specifically do to incorporate prevention. For us, over the course of time, to see the same behaviors repeated over and over again says they're not going to be successful. In those instances, we do create things on the fly. When something comes up out of the clear blue sky, we will come together quickly and see if we cannot come up with a way to get through to them. Because sometimes just talking to them and saying that they're headed down the same path again is like talking to a tree; they just don't get it. So you have to be somewhat creative at times to show those things to them and let them experience it.

DAN: One last thing. If I were a parent out there and I had a student between, I think you said between 6th grade and a senior, or an athlete that was looking to maximize his potential for scholarship money through basketball, how would they best contact you? How should they get a hold of you?

LARRY: For basketball, our website is QuakerdaleAthletics.org or you can also call Quakerdale itself and ask for Dwayne Melton, the coach. If you need the Promise Academy you can contact me at Quakerdale's number, 641-497-5294. Extension 1285 will get you directly to my office.

important it is to know the setting. Why is this one doing this? Is there something wrong? What can we do to help?

We were working the cattle one day and we couldn't get one into the chute; just couldn't do it. We found out that on the corner post where we were trying to get them to go, someone had taken their gloves off and sat them up on top of the post. Every time the cow came around the corner, that's the first thing she saw and it startled her. My concern was I don't want the boys getting hurt. As soon as we found the gloves, and took them down, she walked right in. So it's teaching them something simple.

But yet, if we don't do it right, it could lead to a big mistake and somebody getting hurt. We want good experiences. And that's how I look at a lot of things. What can we do when we have a bad experience to learn from it? What did we do that we could have done just a little bit different?

And in the classroom, that's big. That's really big. A student turned in their assignment and didn't really hit anything. So instead of giving them a zero, we talk about it. Did you not understand the question? It could be,

STUDENT: "Well I was frustrated because I couldn't find it. So I just decided this is good enough and turned it in."

"Well, okay. I get there too. But, let's look at it this way. How could we reword the question to find what we need?"

STUDENT: "Oh, okay."

So, am I a normal teacher? Some days yes. Am I far from normal some days? Yes. But it's just to get out of the kids what I know is there. I know that it's there, because I can see it. Sometimes they'll come in and give me this big tough guy image that they don't need school. I just nod my head and we get to work.

DAN: Mark, thanks so much for your time. And thank you for all that you're doing for these kids.

Schroeder Story from Page 6 ...

runs 16.' So don't go running."

We talk about different things. We talk about how



Melton Story from Page 7 ...



keep the student athletes responsible for maintaining a clean environment at the cottage. I have them do chores. I have them clean up their room every week. Before we get on the road, each player's room has to be clean. And I do room checks before we hit the road. You don't want to come back and have critters running all around the house. So that's a way I prevent that in the house, the cleanliness.

DAN: Thank you Dwayne. We look forward to hearing about your continued success preparing young men for college, for basketball, and for life.

Holm Story from Page 8 ...



on a wall." And of course no one could put him together, but then the last line is, but God can. But isn't it better if Humpty doesn't fall off the wall in the first place? We can keep more Humpty's from falling off the wall through role modeling, through the belief that in fact it can be different for them. They don't have to live the lives that they grew up living. We give them the skills, the tools, and the encouragement to move on. We've always offered scholarship to youth if they look towards training beyond high school in college or trade school. It's very important to create that influence that will point them in the right direction.

Specific training in relational connections - I try to help our staff see churches as resource centers. Not a place to get things, but when a youth is long past being with us, they see an area neighborhood church as a place to build a healthy direction. A place to resource family training, rather than the typical mindset of a church being a place to just go sit and listen, to see it as a place to get developed and trained. I think that the efforts that are being made are excellent. The young men in the five years of the basketball program who have gone out into scholarship and to college, I would like to see a 160 years of that.

Could we even tabulate/count the damaged lives that would be avoided? We can't, you know it would be theoretical. Picture young people not only leaving Quakerdale, but leaving a four-year college system in healthy environment.

DAN: As we wind up our time together, I would just like you to comment on one more thing, and we'll wrap it up here. There are a lot of other agencies out there now that do very similar things to Quakerdale, service organizations. Quakerdale has intentionally infused the Spiritual Life component that many haven't. What do you see, or what advantage do you think it gives Quakerdale by incorporating this in the lives of individuals, especially as it relates to preventive measures? How does Spiritual Life give Quakerdale an extra tool or a leg up in terms of being more successful at helping people through these kinds of challenges?

DAVE: Quakerdale has the ability to go a step further, more than a step further, to leap beyond traditional care by treating the whole person; the body, soul, and spirit together. We understand that physical needs are often tied to a person's psychological context and a person's psychology is rooted in their pneumatology, or their spiritual life. We've heard of tremendous changes back over the years from young people. Lives were altered, by faith in Christ, by the nurturance of a church family, and by the reality of the power of God at work in their lives. They are not only different, but totally changed beyond traditional levels of treatment care. And I'm not referring to my touch; I'm referring to the fact that the agency has, over the years, emphasized the reality of the power of a Christian life. It's been role modeled, it's been observed. We've heard it from youth that have come back. I heard it today from a youth that was here 21 years ago. Our spiritual lives have the tremendous ability to give the necessary tools.

If the Bible is real, if Christianity is valid, then in fact, life without that component is at best inadequate. When we look at our culture, we can

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put computers on wrist watches, but we can't seem to fix the tremendous damage to personal lives. That only comes through Christ. And we've been able to do that across the board in all of our ministries. It's been exciting to see it happen. And the stories that have come back, the observations have really verified the fact that that component is the life difference for many.

DAN: Well, David, I want to thank you so much for taking timeout to visit with us about Prevention, for the work that Spiritual Life is doing, and your work with volunteers. We look forward to seeing the difference that Quakerdale is going to continue to make in people's lives all across the state of Iowa as a result of the work God is doing through Spiritual Life. So, thanks for your time.

DAVE: Thank you, Dan.

Edgar Story from Page 9 ...



want. A lot of the girls already have their GEDs, they just never got any further. Either they had children along the way and now they're tied down to that house. Or maybe it's an abusive husband, or maybe an addiction that's got in the way. We encourage them and we get them hooked up with Iowa State Extension. Sometimes we get them hooked up with continued education here in town. We actually get them out to the college. There's grant money available for them to go to

college. We also do online classes right from here. You see the smiles on their faces when they start making some of those accomplishments. Because up to that time, it had just been dreams and talks that they never thought could happen.

So trying to keep them occupied and their minds occupied is very important. The longer they sit around they can fall back into that old mindset of worthlessness. And the first time something bad happens, that devil throws something bad at them, they want to give up and run and do the same reaction as they always have. Teaching them how to handle every one of life's situations through Biblical answers is a key for us. We stay focused on that. And that's why it's important to have the Christian ladies there all the time that work with them, whether they be volunteers, or a resident assistant. Having somebody there that these young ladies can go to when they want to talk. And after they get to trust a little bit, they do. I think the key is to keep them loaded down with good work towards their next right steps.

DAN: Well, Randy, thank you so much. I appreciate not only you, but also the ministry of Van Orman. And we are excited to see what the Lord's going to do to continue to help these women build great lives, not only for themselves, but also for their family and their children.

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Dale & Marjorie Schwarck

Charles Emblen

Thomas Lehman

Kevin & Marie Fiscus

Tom Butters

Family & Friends

Gordon Eurom

Tom Marlow

Terry & Jane Beare

Jane Whitehead

Virginia Sparks

Kevin & Marie Fiscus

W. D. & Thelma Murray

William A. & Louise Murray

Wallace Glaze

Stan & Marge Brandt

Walt Morrison

Lea Morrison

Wayne Blythe

Kevin & Beth Nederhoff

Honorariums

***In Lieu of Christmas Gift for Jane
Whitehead***

Kent & Nancy Schornack

***In Lieu of Christmas Gift for John
and Jan Browning***

Kent & Nancy Schornack

***In Lieu of Christmas Gift for Larry
& Linda Eliason***

Joyce Street

***In Honor Emily, Kevin & Brian
Mosier***

Bill & Dorothy Bruner

In Honor of Gary & Becky Septer

Mary Glenn Hadley

In Honor of Carol Kress

Karen Pieper

In Honor of Shelia Keisel

Mary Glenn Hadley

***In Honor of Toby & Lee Marie
Smith***

Bill & Dorothy Bruner

***In Honor of Gary & Annamaria
Hauser's 50th Wedding***

Anniversary

Joe Rash

***In Honor of an Extra Ordinary
Teacher Judy Chance Kilzer***

Robert Crom

***In Honor of our Parents Les &
LaVola Trout***

Cheri Trout Doane

Leslie Trout Maach

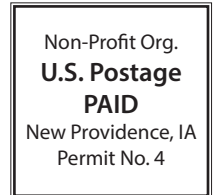
Jenni Trout Patty

Quakerdale

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Address Service Requested



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