

Trip Report/Notes – Angels’ Place 10/2022



The following report is submitted by Jim Ice to document trip events, findings and discussions.

Trip Agenda Topics

1. STATUS UPDATE ON CHILDREN




- **Current Status of Children** – general update
 - Roster of Children (*see AP Children Roster attachment for more details*)
 - Total – 138 male 71; 67 Female
 - Age-wise Breakdowns
 - Up to 14 – 50 boys; 39 Girls (89)
 - 15-18 – 17 boys; 22 girls (39)
 - 19+ - 4 boys; 6 girls (10)
- **Class Breakdown**

Class	Boys	Girls	Total
KG	1	-	1
I	5	-	5
II	5	3	8
III	4	4	8
IV	5	8	13
V	6	4	10
VI	9	8	17
VII	10	6	16
VIII	16	7	23
IX	3	8	11
X	2	5	7
XI	1	8	9
XII	4	6	10
TOTAL	71	67	138



- Applicants – many – targeting 6-9 age
 - Target Date for Intake – Dec/Jan 23
2. **Alumni Updates** – while on site we were greatly blessed to be visited by several previous students of Angels’ Place. They described for us their lives today and expressed gratitude for the blessing of living at Angels’ Place

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as they were growing up. It was not uncommon to hear – “I do not know where I would be today if not for Angels’ Place.” Englian arranged for several children to return to visit and others just dropped in when they heard that PaPa Jan was at Angels’ Place. In many ways this was the MOST ENCOURAGING part of our trip as God allowed us to see the impact Angles’ Place had on the lives of these wonderful young adults.

ID		Name (age)	Remarks
82	No photo	Laimuanium (21)	Came to home in 2007 at age 8; Father unknown; mother left to marry another when he was 4; Graduated from home in 2019; Attended Rayburn 11-12; Selected to join Central Para-military Forces (Police) via ALL India competition
39	No photo	Chingsonkim (26)	Came to home in 2005 at age 9; Father died; Mother remarried; Graduated from home in 2005 - Happily married with son
93		Thangkhsiam (29)	Came to home in 2007 at age 14; Lost mother at 9; Lost father 1 year later; Graduated from home in 2015 - Employed at Churachandpur District Hospital as an Oxygen Plant Technician 4 years; dating Sophia, also Angels’ Place graduate
96		Muanginthang (27)	Came to home in 2007 at age 10 from village bordering Burma; Lost father at 6; Graduated from home in 2015; Attended Imphal School of Preaching – Serves as Warden at Angels’ place and takes accountability for spiritual activities (Devos); dating girl also Angels’ Place graduate
124		Chingngaihmaun called Ester (23)	Came to home in 2008 at age 8; Lost mother at age 2; Father is illiterate; Graduated from home 2018 – Recently joined Central Paramilitary Forces (Police) through all India competition; likely will work at Airport
133		Lalgoutan (23)	Came to home in 2008 at age 9; Lost father at age 6; Was goal keeper of the Angels’ Place Football team; Graduated from home in 2019 – Completed plastics tech training program certificate; Now employed as Technician in Lemon Grass factory
105	No photo	Haugthand (26)	Came to home in 2007 at age 10; Father paralyzed; Mother remarried; graduated from home in 2019 – now a Supervisor at Angels’ Place
153	No Photo	Lamneihchong (23)	Came to home 2010 at age 10; Lost father at 2; Mother remarried left him behind;

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			Graduated from home 2021 – Recently selected to join Central Para-military Forces (Police) via ALL India competition Sister also a Graduate of Angels’ place who is now a teacher in private school
1		Tinneimawi (28)	First child admitted to Angels’ Place in 2005 at age 9; Father an alcoholic; Mother died in 2000; Graduated from home in 2017 – Married to an Executive Chef and they have two children
12		Rejoice	Married with two children; Husband works construction; She sews to help support family
151		Sophia (26)	Currently studying for her Master’s in education; Wants to be an English teacher; Dating a boy also a graduate of Angels’ Place
?		Khup Elsang	Currently a history teacher in private school; His sister is a Warden at Angels’ place
?	No photo	Thain Chin Suan	Completed to class 8; serving as a plumbers apprentice in local area
?		Suresh Singh	Married; Serves as a medical supply representative to local hospitals

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3. HEATHCARE UPDATE

- **Overall**, we had the opportunity to meet with the nurses (2 on staff) and the doctor (local physician) who visits the children regularly and when issues arise to discuss the following:
 - **General Health**– The physician explained that the current state of the health of the children is quite good. He reported only the expected common cold, etc. associated with children of this age.
 - There is one child that will require surgery to repair a cleft palette (roof of mouth). NOT Urgent; They will schedule surgery during break; Sanga and family will ensure she has what she needs during 1-2 week hospital stay, most likely in Imphal. We will not be sharing her name broadly.
- **COVID**
 - Covid represented a unique challenge for the healthcare of the children as they implemented regular testing and mask protocols when the children were allowed by government to return to Angels' Place.
 - When they were away from the home – AP periodically provided food to children's guardians.
 - 16 girls and 2 boys tested positive – only 1 girl was symptomatic
 - Semi-isolated positives in the same area of dorm and isolated symptomatic individual
 - Regular am/pm monitoring of those who tested positive – temp, BP, reported symptoms
 - 3 different doctors supported needs during pandemic
 - Full recovery of all children
 - Children 12+ have been vaccinated (1); government not yet releasing vaccination for below 12



- **Facility** – visual inspection of current infirmary (in 1st floor of Lydia's House) and discussion with physician and nurses suggested:
 - General cleanliness is similar to the rest of AP but needs a better facility in order to maintain higher standards
 - Exam rom only has bare essentials – and old furniture (bed, chair)
 - Very limited storage space for equipment, first aid, files, cleaning supplies, etc.
 - Previous isolation room was repurposed for female warden and supervisor's room
 - Overall lacking in medical supplies – including standard Rx, equipment, bandages, first aid, etc.
 - Requires a better physical space to support the examination room
 - Needs a space that can be used for an isolation room
- **Eye Health** – support for children needing corrective lenses
 - Although on a previous trip to India with Jan, Gordon Mendenhall left glasses and instructions for simple exams, these resources were used and are no longer available.

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- If a child is identified as having eye issues – they use local eye doctor to test and prescribe glasses – can be expensive.
- No current regular eye exams are conducted.
- **Dental Health** – support for children needing dental services
 - Although early visits to AP demonstrated very limited dental issues among the children this has significantly changed.
 - It was reported that this is a significant issue for the ongoing health of the children.
 - They do teach and encourage good dental hygiene (brush teeth).
 - This is a significant issue not just for the children but the community at large – visually can be seen to be a significant problem in region.
 - Dentistry is not covered under the Social Medicine practices in the state, therefore dentistry is private practice and very expensive.
 - If a child needs care – they will take them to a dentist and pay.
 - Currently no regular dental check-ups are conducted.
- **Healthcare Recommendations** – we discussed with the medical team (doctor and nurses) what would be needed to improve the healthcare delivery for the children. They suggested:
 - **Greater Access to Safe Drinking Water** – when asked the number 1 thing that would help the health of the children the doctor suggested access to safe drinking water.
 - Currently the children drink ONLY bottled water. The local water from public sources is NOT safe to drink. Bottled water is a significant expense and although it is readily available to the children, a purification system for collected water would expand use by the children.
 - Water that is collected from rain, public sources and water that is trucked into the facility is not safe to drink. It is used for all other purposes. During the drought season this water is critical to operations and a recent grant from Toyota allowed the building of a second cistern and drilling to provide additional access to water – but this water, while essential for operations, is not safe to drink without additional filtration.
 - Siam has a reverse osmosis machine in his living space that works to convert rain/collected water into clean drinking water. He has also done the research to propose larger units to support the delivery of water to the food area and perhaps in both dorms.
 - **Better Hand Washing practices** – The doctor suggested that the children could do better at washing before they eat and after activities so as to not pass on germs.
 - Hand sanitizer is available to the children.
 - They will continue to teach and expect hand washing discipline.
 - **Continue COVID vaccinations** – per government and local guidance
 - 2nd dose for children 12+
 - Initial dose for children under 12
- **Medical Records** – collection of baseline and growth/progress medical records for each child including vaccinations, annual physical results, specific conditions and/or treatments and other health related records
 - During the visit we discovered that the medical recordkeeping initiated when AP opened has not been maintained. There is currently no chart of each child.
 - They will also require the documentation of a Standard Operating Practice (SOP) for exams and recordkeeping to ensure consistent applications and ongoing execution.

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- The nurse proposed an initial plan before we left AP, however it was very rudimentary. It will need explained and a plan put in place to ensure the baseline collection upon entry and at least an annual physical.
- Records were kept on the children with COVID during their illness – temps, etc.
- **Additional Medical Supplies** – needs were discussed as part of the interviews with the nurses and the physician
 - Additional First Aid and treatment supplies
 - Diagnostic equipment (e.g., stethoscopes, pulse oximeter, thermometers)
 - Supply of basic over the counter medication (e.g., for upset stomach, headaches)
 - Cabinets for secure storage of supplies, equipment and medications
 - Treatment Bed
- **IMMEDIATE IDENTIFIED NEEDS REQUIRING ADDITIONAL INVESTMENT (unprioritized list)**
 - **Annual Medical Exams** – medical, dental and vision for each child at least annually
 - **SOP for medical recordkeeping**
 - **Facility Physical Refresh**
 - **Additional Medical Supplies** – to support the needs of 170+ individuals living onsite
- **NEW DEDICATED MEDICAL SPACE** – we discussed the possibility and need for a dedicated medical space. This space would need:
 - Limited access (not flowthrough area) but easy for children to access if needed
 - Doors and windows that close and can keep dust/dirt out of space
 - The space should include an exam room, a treatment room and potentially an isolation room
 - The space should also include sterilization equipment and secure spaces to keep equipment, medication, etc. with limited access.
 - They have suggested a space between the two dorms that MIGHT work as a location (originally was designated for additional vocational space).
 - This space could also house other space needs (e.g., library and art center)
 - This project could be a targeted capital campaign
 - Additional research and consideration is required

4. PHYSICAL PLANT UPDATE (based on tour of existing facilities)



- **Overall**, the campus is clean and cared for (to Indian standards)
 - Building externals look good and cared for
 - Building internals (halls, rooms, etc.) show signs of expected wear but in general the children respect and care for their spaces (e.g., sweep and wash floors daily)
 - Upgrade to one of the joint classrooms (computer and tutors) included internet access and mounted projection TVs to support instruction



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- **Security Systems** have been implemented including
 - Closed circuit TV monitoring systems with cameras installed across compound and with internet recording/storage and direct access to the warden's phones (photo)
 - A planting area and barbed wire were installed separating the campus from the new public Football facility which will restrict unwanted access from this public area
 - Security of the new Training/Manufacturing plant (covered below) included closed circuit cameras and fencing – however the plant area is accessible from the Campus and they share one part of an access road
 - The children also carry ID for security at school -see sample to right
- **Safety Systems** have been implemented including
 - Fire extinguishers in place
 - Railings installed (concern has been raised in the past)
 - A second egress was established for 3rd floor of Lydia's Place which exits in front right – to provide second exit in case of emergency (addressing concern raised in past)
- **Regular Maintenance** - as expected with any building there are additional maintenance needs that were identified to the staff for correction, including:
 - Window repair, repointing, repainting, etc.
 - Railing gaps at Lydia's place 3rd floor represent safety risk and need attention
 - Need to budget for regular maintenance needs and establish schedule for preventative maintenance
- **New Football Field** – located on adjoining property
 - A new public football (soccer) field has been built on the property behind Lydia's House.
 - This is a rentable (for profit) facility which has 1 full size football field which can be used as two smaller fields.
 - Space is rented by the hour or by the day (1800 rupies/day – about \$25).
 - There are public cheering sections, lights and parking lot.
 - Operational from 10am to 10 pm all days except Sundays.
 - Several schools rent this space to hold tournaments and afternoon play events.
 - AP has also used this space occasionally for a treat for the children to play on a 'real' field.
 - A wall, vegetation and a barbed wire fence separate the property.
 - It can be a bit noisy at times with the sounds of sports and cheering.
- **Nurse Quarters**– located on Angels' Place Property



- An inspection of the current home of the nurse who lives on site demonstrated that the home is in significant need of repair. Every day seems to bring new issues for this small structure (roof repair, animal infestation, etc.). In fact, it most likely would be best to tear this facility down and build a new facility.

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- See Jan's Notes on the Physical Plant in his report.
- **IDENTIFIED NEEDS REQUIRING ADDITIONAL INVESTMENT (unprioritized list)**
- **Basketball court cement** is broken and providing dangerous conditions for play (photo) will require resurfacing (although this area is laid on top of brick and will break again)
 - *NOTE: if we desire to maintain a concrete surface we should budget for replacement periodically (3-5 years)*
- **Gravel entry road** (from gate through the campus) is very uneven (i.e., potholes) and needs leveled and significant additional gravel to make the space easier to traverse and more useful
- **Nurse Quarters** – decision needs to be made about existing structure and plan going forward
- **Basketball Recreational space upgrades** (children get good use of these facilities) would include:
 - Basketball goals, nets and backboards replaced (steel nets?)
 - Teeter-totter is bent and could be replaced
 - Main football area has large mud pit in center perhaps additional soil and grading could be accomplished to improve space (not priority)
 - Football goals are currently bamboo sticks and could be replaced with actual goals (require up to 6 to support different areas)
 - Need to budget for periodic updates of equipment (nets, balls, etc.)



5. PHYSICAL PLANT - CISTERN INSTALLATION/OPERATION UPDATE

- **Purpose:** to provide access to and additional storage of water (non-drinking) supplying support for the dry season water needs with additional sources and capacity
- **Action taken:** the following actions were taken through the kind support of this grant
 - Construction of a new water storage cistern to collect additional water from local water source
 - Collection and redirect of rainwater from the adjunct building complex
 - Drilling of bore holes to attempt to access additional ground water
- **Cistern Status Update (photo)**
 - Completely installed and successfully tested (photo) and put into service collecting water to build supply
 - Water supply gathered over time from local public water sources (when available) and supplemented with purchase/delivery of additional water via tanker
 - Piping system created to deliver Cistern water to external collection pool and tanks for access to water for non-drinking needs (photos)
 - Piping system is removed when not in use for distribution (protect system pipes and free space for recreational activities in field across which the pipes pass)
- **Rainwater Collection Status Update**
 - Water collection system and tanks installed and operational
 - Rainwater distribution piping system built and operational which deposits water into the collection pool



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- **Bore Holes Drilling Status Update**

- 5 bore holes were drilled to seek access to ground water
- 2 of the 5 bore holes resulted in access to water at depths of 480 feet
- Piping and portable pumping systems installed, tested and operational as needed



- **SUCCESSFUL PROJECT COMPLETION** – these three water access points and distribution systems are complete and operational as needed to supplement and/or store non-drinking water for use across Angels' Place

- **IDENTIFIED NEEDS FOR NEXT PHASE (Proposed Phase 2)**

- **Current Status:** current source of drinking water is purchased bottled water – which is a large ongoing expense and produces plastic waste in landfill
 - Physician recommended this should be a priority to support the health of the children – recommended availability to dining hall
- **Purpose:** to provide SAFE DRINKING WATER sources to the children as community supplied, ground water and rain water is unsafe to drink
- **Proposed Solution:**
 - Current sources of water (public, cistern, rainwater) would be collected and pumped to storage tank/s on top of Lydia's Place building (which houses the dining hall)
 - One critical source of water support is the NEW cistern donated by Toyota
 - Installation of a filtering system (reverse osmosis) would clean collected water for distribution to drinking water distribution center
 - Siam has researched the system requirements and has a small reverse osmosis unit in his living area which feed from current nondrinking water collection systems that is working very successfully
 - **Would require additional purchase and installation of collection and distribution systems in addition to the filtering system**
 - Estimates for cost and purchase of materials and implementation is underway and expected by end of 2022.



6. EDUCATIONAL UPDATE



- **Overall**, we visited the Hermon School (K-10) and the Rayburn College (11-12)

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- In general things are maintaining status quo with the schools. The children are doing well and have limited discipline issues. They are also progressing on track with their academic advancement, with limited exceptions which is brought to the attention of the AP staff (English) as needed.
- The investment for the children’s tuition has allowed Hermon



School to begin expansion – which was stalled during Covid but resumes.

- Rayburn College also gave positive reports on the children who attend 11 and 12. Due to the relationship with Englian and Angels’ Place they forgo some of the entry requirements for children coming from Angels’ Place – a great favor to our children who, if they pass class 10 exam, are all accepted into Rayburn.

- Rayburn has also opened a

new University and is offering liberal arts training along with some other degrees and some new non-credit programming which currently is only offered to the students – but they are starting to explore offering additional programming which might be advantageous for our children (e.g., computer training, etc.)



- Our partnership with BOTH schools remains strong
- **Tutors** – we enlist 4 academic tutors to support the children
 - Tutors – we employ four academic tutors (Math; Social Science; English; Natural Sciences/Biology). They have been under AP employment for several years and report that the children are doing well.
 - They meet with the children as needed in the morning from 6-8 am before school. They work with different age groups on different days of the week (M-F)



- **Schedules** – The academic schedules of the two schools has caused us confusion ([see AP Children Roster attachment for more details](#))

- The academic year for Class K-9 @ Hermon School is the calendar Year (Jan-Dec), with intake into new grades in January and final exams in December.
- The academic year for Class 11-12 @ Rayburn College is April through March, with intake in April and exams in March.
- As we know there are state board exams in Class 10 and 12. Passing each part of the Class 10 exam is required to register for Class 11. The exam is administered in March and results are posted in April. If they pass each part of the exam they may enter Class 11 in April. If they do not pass one or more parts of the exam, they can retake the parts they failed in May and if they pass they can proceed to Class 11 in May.
- This is where it has been confusing ... For the student starting Class 10, they would begin in January and complete the ENTIRE YEAR (Jan-Dec), they call this ‘Class 10 Reading’, and then early in the FOLLOWING YEAR they will invest time in preparing for the exam both with teachers from the school in prep sessions and through self-study. They call this ‘Class Ten Exam’. So, there are really 2 phases for Class 10 that take place over 1.5 years: Class 10 Reading (Jan-Dec in one year) and Class 10 Exam Prep (Jan Apr the following year). Therefore, this schedule lines up with the different academic calendar of Class 11 & 12. If however the student does not pass the Class 10 exam, they would join the students currently in Class 10 Reading phase and would then sit for the exam the next year.

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- Class 12 exams are also administered in March with results announced in April. If they do not successfully complete the exams they may be allowed to retake portions in May with results in June.
- **IDENTIFIED NEEDS REQUIRING ADDITIONAL INVESTMENT (unprioritized list)**
 - **Currently there is no additional investment required for educational programming with exception of library resources (see below).**

7. LIBRARY UPDATE (based on tour of existing facilities)



- **Overall**, not in good shape (photo)
 - Dedicated space is small with limited shelf space and window open to external conditions (weather, dust, etc.)
 - Resources are drastically lacking with very limited availability of any reference, spiritual, enjoyment, career, etc. resources
 - What is available is old and appears to be unorganized and just random
 - Map on wall in tatters and nothing on the walls to encourage and inspire
 - Space is used for study - but not using resources
- **IDENTIFIED NEEDS REQUIRING ADDITIONAL INVESTMENT (unprioritized list)**
 - **New Strategy** is required to determine how/if a library will best support the children
 - **Facility Physical Refresh** is drastically required to provide a workable and inviting space. If there is a possibility to build a new facility (e.g., medical) it would be best to create a new environmentally controlled space for the library – perhaps also housing art gallery of student art.
 - **List of desired resources (books, periodicals, etc.)** although delivered in past has not been implemented – drastically needs resources.
 - **Local accountability and process for operation is critically needed.**
 - **Inventory** - One idea floated that we identify the minimal required resources list (e.g., books, maps, reference material) and request that these resources are provided to the students AND that there is an annual accounting of these resources (inventory). Based on this inventory this minimal list of resources are replaced annually as needed.

8. SPIRITUAL EDUCATION UPDATE

- **Regular Activities**
 - The children assemble before each meal to give thanks for their blessings and their food.

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- They also conduct devotionals each evening in Lydia's House. This is a mandatory event which includes singing, prayer and a short devotional message. These elements of worship are often lead by one of the older boys.
- They have worship services each Sunday. Typically, Sanga and his family come from Imphal so that he can teach the Sunday morning bible class for the older children and deliver the sermon. There is also a bible class with lessons for the younger children offered in a different location. The entire group assembles together for worship.
- The worship service at times will include other community and/or family members.
- The school the children attend is a Christian Private School and conducts themselves accordingly.
- The children are encouraged to pray and read the bible.

- **Special Events**



- The Children are very active entertaining themselves and their visitors. Lots of singing, dancing and general fun is a strong pattern with the group. They love to perform and watch tribal dancing as well as listening to speakers. ALL Events have a spiritual respect and pattern (prayers and thanksgiving). While we were on site they held a graduation celebration attended by approx. 225 people (including local community leaders) and we had a fun evening where Jim showed videos from the sponsors, the team in the US and did a little magic. Great fun was had by all.
 - Periodically, the staff and students from the Imphal School of Preaching will conduct a special bible teaching event. These focus on what it means to become a Christian and to devote one's life to God. Sanga also serves as the Director of this school which has two full-time faculty members and several students in residence (varies based on season/year). These students typically are also engaged in other educational activities (local college) while attending bible instruction daily on-site. The complex of the school houses Sanga's family, the families of the two staff members, the students and the Imphal church of Christ building.
 - In the last event there were 24 baptisms from the children in total based on the teaching and follow-up. Records are kept in Indian and US on the children who decide to become Christians.
 - We are blessed to have the Imphal School of Preaching (which is under the direction of Sanga as well) as a partner in this ministry to assist with the spiritual needs of the children.
- **IDENTIFIED NEEDS REQUIRING ADDITIONAL INVESTMENT (unprioritized list)**
 - **New Bibles** although the children have been given bibles, they are often lost or worn out. These bibles have typically been in English which younger children cannot yet read. Recently, a local publisher published a **Paite** and English dual language new testament. This would be an excellent gift to the children – both periodically and at graduation time.

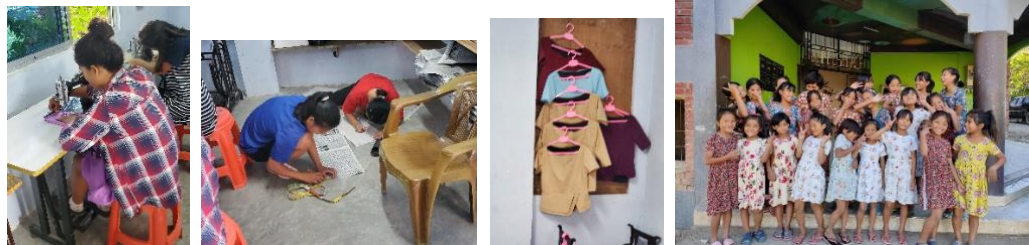
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- **Biblical Materials** are drastically needed for the library. Currently there are very few reference materials, story books, maps, posters, etc. This needs to be a priority for the refreshing of the library described above.
9. **VOCATIONAL OPPORTUNITIES – IMPORTANT** - it has been reported in the past that Manipur as a district of India has “80% unemployment.” We came to learn on this trip that unemployment in India has a very specific definition that includes anyone working in non-government related jobs. Therefore, local merchants, trades people and even the teachers at private schools are all counted among the unemployed for this reported statistic. This is GREAT news, as the **VOCATIONAL UPDATE** looks better than we feared.
- **Overall**, space on campus has been dedicated to the implementation of vocational educational activities (photos)
 - **VOCATIONAL OPPORTUNITIES – IMPORTANT** - the limitations for employment in the Manipur region around Angels' Place are not as limited as previously understood. Although it is always desirable to get government related employment as they typically have greater pay, benefits, security and even retirement plans (most jobs with multi-national companies do not), other employment opportunities exist for these children.

We have discussed with the team in USA considering if it would be advisable to help the children look for employment on the “Main Land” or the larger cities associated with the larger land mass of India (e.g., Delhi, Calcutta, etc.). In an interesting and candid discussion we learned that the tribal people often face extreme prejudice when attempting to get employment in the main cities of India. The tribal people stand apart from the typical Indian citizen as they are often of Chinese decent (do not look like other Indians), in general have less education, do not typically share the national religion of Hinduism and historically the tribal communities have been seen as troublemakers as they have attempted to secede from mainland India. The history of the caste system within India would suggest that these children would have greater difficulty finding safe and productive employment outside of their tribal areas. There are exceptions of course, but this is a challenge we (USA) did not understand. The immediate implications suggest that we would be better served to attempt to help the graduates of Angels' Place find employment within the region. And several of our graduates have (see Alumni Update below).

Therefore, there may be better opportunities for employment in local business, perhaps using apprenticeships (one alumni is a plumbing apprentice). We need to continue to seek out these relationships with local employers.

- **Programs**, update on existing programs - vocational training time is 3:30-4:40 after school – the children involved opt out of play time
 - **TAILORING**— well established successful program, with strong interest from students



- **Facility**
 - Overall space in great shape – small but several kids can work on various projects including using the sewing machines and the other special equipment (overlock machine) provided for assembly of material
 - Results of the work of the children is wonderful – they make patterns, and clothes and are even beginning to create their own designs

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- **Instruction** – *(See attached report from Tutor on the program outline and progress)*
 - Equipment limits use to 6 students at a time in training program
 - Tutor is local seamstress and is quite helpful and appears well-liked by children
 - Program shows 14 objectives and desired outcomes of instruction outlining the capability of each student upon completion
 - The six instructional modules (including tools and competence gained) – safety & hygiene, basic design, garment cutting, garment making, maintenance of equipment, material knowledge, pattern drafting, occupational information
 - Met with tutor who explained that the children are doing quite well – they are gaining skill and interest remains high
 - Based on COVID absence, some previous students are participating in refresher courses to rebuild skills



- **Equipment**
 - Reported that machines often are in need of repair – the children can perform minor repairs but some require more significant action – and require local repair support
 - Requested consideration of additional/upgrade of sewing machines soon and as part of regular maintenance budget – suggested 2-3 additional machines and 1 additional overlock machine
 - Interested in software to allow for embroidery patterns and sewing
 - Budget established for materials and related materials which are purchased as needed from local vendor

- **BAKING/COOKING** – space has been dedicated and under development; electrical systems, ovens and mixer installed in basement of the vocational center facility (under computer, sewing and administration office); the equipment has been tested and they produced some small cakes for the kids before COVID.



- **Space**
 - This space is NOT operational – it will require additional tables and equipment for food preparation
 - This space is not designed for cooking – just baking at the moment – no heating sources other than two large ovens
 - Will require additional thought about safety practices as the heat of the large ovens will require additional ventilation and safety equipment, including fire emergency equipment
 - A clean water source is required for baking support
 - As this is to be a clean space for food preparation, it will require significant clean-up including painting and windows, etc. to protect space from dirt
- **Instruction**
 - There is no tutor to teach cooking/baking and the current cook is not the right individual to provide these services. Siam's wife MAY be one possible resource *if so we would want to pay her).

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- There is no instructional curriculum established
- **THIS PROJECT WILL REQUIRE ADDITIONAL THOUGHT/PLANNING AND INVESTMENT TO MAKE IT SAFE AND OPERATIONAL FOR VOCATIONAL TRAINING in 2023**
- **DIGITAL/COMPUTER** – great progress has been accomplished and students are excited to have the opportunity to access computers and to learn. The program is well established and has a solid ground from which to continue to grow.



- **Space**
 - **Space 1** - space in vocational building holds 10 all-in-one desktop computers with dust covers built in desks for keyboard and mouse; large screen installed with link to instructor's computer for instructional projection
 - **Space 2** - space in multi-purpose classroom in 1st floor Lydia's House has 15 laptop computers secured in lockable cabinet (to protect from abuse); each laptop has remote keyboard and mouse; large screen for instructional projection; work space tables
 - Computers (PCs) equipped with Microsoft windows and office
 - Fiber Optic Cable has been installed so there is much better access to internet
 - The campus has 4 separate routers positioned to provide best, one portable (controlled passwords) coverage for training and support need;
 - multiple controlled (password protected) wifi networks
 - NEW Industrial Color Printer/Copier was installed while we were on site to provide central access (via wifi) to printer – also serves as copier (see photo above)
- **Instruction**
 - Two tutors – both with master's degrees in computer related fields (children of a friend of Sanga's)
 - Purchased 5 copies of the instructional materials at various levels, lessons are copied for students to use as worksheets – some assignments completed with/without computer
 - See Tutors report of
 - Syllabus for 4-part instructional program with learning objectives
 - Students enrolled in program Feb-Oct
 - Grade reports of the students
 - Discussion with the Tutors suggested that the children are doing well and that they are often anxious for tutors to arrive
 - Focus to-date has been basic operation and navigation
 - They are also focused on teaching windows and Microsoft tools (e.g., word)
 - They will also introduce the internet basics to the children
 - THE CHILDREN ARE NEVER UNSUPERVISED using the computers reducing risk of them accessing sites/content they should not



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- Tutors suggested that in addition to the formal curriculum the children need time to “play” with computers and to build interest and skill by using computer to stimulate other learning activities
- They also suggested that the children have supervised time outside of the classroom instruction - this has not yet been arranged
- **Equipment**
 - There will be recommendations for additional software (both instructional and functional) that will support the growth of the program (e.g., art programs, etc.)
 - Equipment is good for now - but should budget for program maintenance and growth
- **ADDITIONAL VOCATIONAL OPPORTUNITIES** – we held additional discussion of vocational opportunities with staff, below are some ideas we discussed:
 - **Partnerships with local Trade Programs** – the group expressed a new openness for exploring and partnering with local trade and skills development programs. The Government of India has made skills training a top priority and, therefore, there are new programs available for youth across India. Since our last trip these programs have started in the Manipur area, and Siam and Sange have connections into some of these programs. We discussed the opportunity for select children with interest and aptitude for targeted vocations (e.g., carpentry, plumbing) to participate. They identified that these programs may/may not have a fee but they are competitive for applications. Additionally, they suggested that one other limiting factor in these programs may be access to the tools required for the training.
 - We discussed the possibility of purchasing a couple of sets of tools for each trade of carpentry and plumbing. These tools could be clearly marked as Angels’ Place property and could serve a dual purpose where the student could ‘borrow’ them for use in training as well as be available for use onsite as needed. Therefore, rather than taking accountability for the training directly, our contribution to the vocational training would be to help secure the training participation and to provide tools of the trade for the individual to use while learning.
 - It was also suggested that we consider ‘vocational scholarships’ to cover cost of the trade school training. These might include cost of training, travel and accommodations near training location (if beyond distance to travel from AP).
 - The advantage of these government-sponsored trade schools is that the successful students earn certificates. These certificates are very valuable to demonstrate competency when looking for employment.
 - It does appear there MAY also be some job placement opportunities with these schools as local employers use these programs to fill open trade positions.
- **VOCATIONAL INFORMATION** – in previous sessions we had discussed the need to provide, in our on-site library, materials that would help the children explore different career options. Rather than obtain physical materials, several informational sites on the web can provide students access to information about many careers and the related preparation required for employment.
 - **India Career Handbook 2022** – This online resource has been published by the Indian Government to help children explore over 200 different career paths. The resource is divided into 22 different career categories ranging from: Agriculture & Food Science to Education & Teaching; from Computer Science/IT to Law and most careers in between. Each career category has several specific professions (e.g., Ag & Food Science contains: Dairy, Soil, Ag Engineering, Horticulture, Forestry, Plant breeding, Agronomy and Food Science Technology). Each career has resources available to help the student learn about the requirements and execution of these careers. This is all on-line and available to the student. Jim Ice has a printed copy of the resource at the career level (not individual details) with a CR code for additional detailed information.

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- **Travel and Hospitality** – another promising vocation for the children with associated training companies. Although they do not often come to Manipur to recruit.
 - **Additional Counseling** – Sange (Vocational Coordinator on AP staff) also provides for students individual support for career exploration and research via her experience and identified resources. She helps the students explore options and also discusses with them their individual interests and talents.
 - **Additional Training** – Sange often provides the children additional training on health related topics (physical and mental) and other related topics. She needs a dedicated PC, projector and screen to make this more effective.
- **IDENTIFIED NEEDS REQUIRING ADDITIONAL INVESTMENT (unprioritized list)**
 - **Sewing**
 - Repair/maintenance of existing sewing machines
 - Additional sewing machines 2-3; 1 overlock machine
 - Regular budget for ongoing operational expense
 - **Baking**
 - Tables for food preparation
 - Additional Cooking Equipment (e.g., hand tools, measuring tools, pans, skillets, etc.)
 - Protective clothing – including aprons, hair nets/hats, gloves, hot pans,
 - Dedicated safety equipment – including regular and grease fire extinguishers
 - **Digital/Computer**
 - Additional computers accessories as backups when others break (e.g., mice, keyboards, etc.)
 - Additional instructional and functional software licenses will be required over time
 - **Other**
 - Identification of Trade school options, applications and transportation/lodging (AP accountability)
 - Purchase of two sets of Plumbing Tools
 - Purchase of two sets of Carpentry Tools
 - Trade School Scholarships
 - PC, Projector and support materials for Sange

10. FINANCIAL UPDATE (*see AP Audit Report*)

- **Overall**, the ministry is in very good financial standing – both in India and in USA
 - Angels' Place Annual Audit – see audit results
 - Conducted by a Charter Accountant contracted by Sanga
 - Operate on Apr to Mar Fiscal Year
 - Budgeting
 - Budgets are managed by Sanga and Siam for Angels' Place
 - Operating at slight surplus as of Oct 22
 - It would be useful to understand that the following is included in operational budget;
 - preventative facility maintenance schedule and budget recommendations
- James Connection
 - \$840/year to sponsor a child (\$35/month)
 - Goals to have two sponsors per child – one pays for private school education; one pays for living expenses
 - 96+% of all funds collected go to support of children – VERY low cost of administration for non-profits due to volunteer organization in USA
 - Periodic Capital Campaigns are used to raise money for targeted large projects (new buildings, etc.)
 - Several Foundations have provided targeted grants as well – Jan and Leslie manage these relationships
- Emergency Funds

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- It is an idea that an emergency fund be established for BOTH the USA and INDIA operations. These funds could be set aside from James Connection Operating Expenses and from Angels’ Place Operating Expenses in order to be available if there were catastrophic issues (e.g., like losing the ability to send money; COVID shut down, sudden loss of funding sources) so as to continue operations until the catastrophic issues are corrected. This might suggest a savings account in India with limited (multiple signature access) and/or moving money from Pittsburgh Fund for these emergency situations.
- **IDENTIFIED NEEDS REQUIRING ADDITIONAL INVESTMENT (unprioritized list)**
 - **Potential Capital Campaign Targets**
 - New Medical Facility and Supplies
 - New Facility for Nurse/Welcome Center
 - Safe Drinking Water (collection, reverse osmosis/filtering and delivery systems)
 - Maintenance/Repair of Road/Basketball Court
 - Additional Vocational Needs (sewing machines; bakery supplies, apprentice tools, etc.)
 - Library Needs
 - Bibles

LEMON GRASS PROJECT UPDATE

- **Overall**, this project is progressing very well. Under Sanga’s and Siam’s leadership they continue to achieve new milestones.



- **Production** – The planting, cultivating and harvesting of Lemon Grass continues as season permits. There are two major planting sites where Lemon Grass is grown today. There are also options for expansion if desired. Sanga owns one planting field and the other is leased from the Chief of the Village. The workers are hired and paid from proceeds. There are 4 distilleries located – one at Angels’ Place, one mobile also at Angels’ Place and two in the fields. The agreement for the lease with the Chief is that the Lemongrass project using the distillery at no cost, however, after 4 years of harvesting, the distillery will transfer to the chief’s ownership (about a \$10-12K value). The production is sufficient to support current operating expectations.
- **DoTerra** – continues to be an excellent partner for the Lemon Grass project. They have agreed to purchase the oil produced at a very good price based on the high quality of the oil. They provided shipping containers to help maintain the quality of the oil and pay for shipping. They visit at least once a year and provide encouragement for continued operations and ideas for new crops (e.g., ginger). They pride themselves on working with non-profits so this partnership is a great fit for them as well.
- **Manufacturing Facility** – The Lemongrass project received a large grant from the regional government to build a multi-faceted facility. This grant paid for 95% of the construction and set-up

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costs (equipment, etc.) as part of their objective to advance agriculture related industry in the region. This new facility is adjacent to the AP property on a plot owned by Sanga. The two building structure houses testing, manufacturing and educational spaces.

- The educational space is designed to help educate the local farmers on how to grow lemongrass (and other crops) and includes training rooms as well as small planting areas outside of the facility on the property.
- The testing facility will enable the location to test the quality of the lemon grass oil (or other products) against defined standards and includes test equipment found nowhere else in the region. This will enable the site to be the central testing site for quality and can reduce the need to send oil to DoTerra for testing.
- Manufacturing is also function of this facility with equipment to grind the grass for tea, to create incense (cones) as well as the lemon grass essential oil (used for many applications including in diffusers, for cleaning, bug repellant, and healthcare, etc.).
- All of these functions are in the early stages of operation – as delivery and initial testing has taken place.
- Siam runs the daily operations of the facility. There are four fulltime employees working to set-up and test operations. Two are Angels' Place graduates. They have committed that it is their intent that 70% of the future employees will be from Angels' Place.
- Although there is a shared boundary with AP, the children are not allowed near the buildings and there will soon be additional fencing to make a clearer separation from AP.
- There are benefits that AP receives from this location (e.g., the rain water collected is distributed to AP (stored in pool).
- In fact, this new facility allows the business to move down the supply chain from distilling oil to the manufacturing, testing and selling (to DoTerra) of products produced in the region.
- **Management** – Siam is the general manager of this facility and has worked with both the government to get the grant and suppliers to purchase, set-and test the equipment. Once operations expand into production he will continue to serve as general manager AND leader at Angels' Place. Although we discussed him taking a profit for his work, he considers BOTH projects ministries – one to the destitute children and one to the destitute community who needs increased education and support to expand the farming capabilities.
- **Budget** – see attached budget for the lemon grass project
 - As mentioned, the cost for the facility set-up and operation is funded from a regional grant where Sanga and Siam were sought out based on the successful work to-date in the Lemon Grass project. They were considered far beyond others in the region and a leader both in understanding but also in outreach to the community.
 - The Lemon Grass project (original scope) is now operating in the BLACK (profits) and the funds not invested back in the business (pay of workers, cost of seed, supplies, etc.) a portion is used to address needs at Angels' Place (see examples in report).
- If you desire to know more about project – contact Jan or Jim.

11. STAFF UPDATE (for activities in India)

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- **Overall**, the existing staff is excellent – perhaps the best that we have seen so far



- **Superintendent** – Englian has indicated that he will continue to serve in his critical role for a couple more years. He is an absolutely wonderful man- who serves as one of the Fathers for the children. Although he does not live on site, he lives nearby, and is on-site each afternoon to welcome the children home from school and do his administrative tasks. He serves as the contact point for the schools and the escalation for any discipline issues on-site or at the school. He is a kind, loving but strict man. He also screens each child who is selected to interview as part of the intake process. He meets with the child and guardian and makes the final decisions of who is admitted based on his established criteria related to need, safety and potential for each child.
- **Supervisors** – one male and one female. They are very experienced, and the students and other wardens respect them. They are excellent at coordinating the children to get things done. They stay on-site and have a dedicated room of their own.
- **Wardens** – they are also excellent – each accountable for a group of children (e.g., a floor in the boys dorm) and they stay on-site with the children in the dorm space. The wardens also take individual accountabilities for coordinating activities for the children (e.g. sports, devotionals, etc.). Several of the wardens are alumni of Angels' Place and one is also a graduate of the Imphal School of Preaching. During the day when the children are at school the supervisors and wardens often work on other projects, attend school (college), etc.
- **Sange** – serves as the vocational coordinator where she works with the existing program tutors to ensure quality and execution of the programs. She is a social worker by training (Masters) and therefore provides the children with support for mental and social health issues. We discussed with her the need for teaching the children about relationships, health and family related issues. Although these topic are hard to discuss in this culture, she is quite able and equipped to assist the children in their transition to adulthood. She also helps them learn about career options as part of her support for the group. Sange is a confident, educated young woman who is an excellent role model for the young girls. She provides a periodic written update of progress in all areas of vocational and social development. She has service interests outside of Angels' Place and it is hard to judge the future of her service in this role.
- **Siam** (and his wife and young daughter - 2) also live full time on campus. He is the operational director for the things that happen at Angels' Place and often serves as Sanga's on-site administrator. He and Englian lead this facility administratively but he involves the supervisors and the wardens in staff meetings and empowers them for daily decisions. He also leads the operations of the Lemon Grass projects from his office on-site. He is a wonderful leader who can be counted on to gets things done. He does most of the reporting (i.e., financial, projects, student events, etc.)



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- **Cook** – a cook and his family live on site. They manage (with the children's help) the two meals a day (before school and after play time). He gets room and board and pay for this role.
- **Guard House** – there is a house that was built at the entrance of the campus. A friend of Sanga's brother Rawata built the house and lives there with his family. Although they are not paid for any service they do manage the security gate each evening and morning. The property remains Angels' Place but the arrangement is that they can live there as needed.
- **Nurses** – there are two nurses (individuals with some nursing training) who currently live onsite. One is Sanga's niece who lives in a house near the entrance and the other is the female Supervisor who lives in the Supervisor's room in Lydia's House.
- **Physician** – there are physician (s) that visit Angels' Place weekly to address health care concerns.
- **Compensation/Raise?**
 - It has been a few years since we market priced the level of compensation that the staff is paid.
 - Sanga was asked to conduct research into the current rate of pay for each of the staff positions based on other orphanages in region and make recommendation on salary increases.
 - It is recommended that we pay above the average wage for these roles as we want to maintain the staff as long as we can.



12. SPONSOR ACTIVITIES (ideas discussed for James Connection Operations and Fund Raising)

- **Sponsor Assignments** – When students graduate from Angels' Place and leave, which is typically in the summer, we look to reassign new children to their sponsors. However, as a general rule we do not take new children into Angels' Place till Jan of the following year. This intake date is determined by academic school schedule and the fact that the new term begins in January and therefore the new students start in January. To have students enter mid-year is a stress on both the school (requires special permissions from headmaster and regional board of education) and the newly-admitted children; they are expected to catch-up to their classmates when they were already behind academically. So this leaves the challenge of what to do with the graduating students' sponsors and how to generate sponsors at the beginning of the year for the newly admitted children. Here are just a few options discussed for group consideration (Sharon's guidance is sought on the most practical and useful plan based on her experience managing this transition):
 - **Have the students start in mid-year** – We could petition the school board and the Headmaster of Hermon School to allow access mid-year and admit students upon graduation of students. Therefore, the intake could match the exit and sponsors transferred directly. HOWEVER, this will add additional burden on the team in India to use petitions to the school authorities for exemptions. This may not be the best for the teachers in the schools and the children as they attempt to address academic gaps for each student.
 - **Maintain the sponsorship of the graduating child through the end of the calendar year.** – Although most leave late summer/early fall, the additional sponsorship funds could be provided to the child in the form of a 'graduation gift' – to assist with the establishment and launching of their next phase of life (e.g., apply to university tuition, purchase craftsman's tools, pay for lodging for a period of time, etc.). This gift could be in the form of equipment (e.g., sewing machine, tools) or funds applied toward specific objective (we would need to be careful about cash as their guardian might take it from them). This is only the germ of an idea and would need additional thought and planning. It would also require that we modify the sponsorship expectations so they understand they continue to sponsor to the end of the graduating year
 - **Split sponsors** – one other approach might be to assign only one sponsor to new students in January and then assign the graduating child's sponsor to the new child at graduation transition.
 - **Assign to new students** – another approach would suggest that the graduating child's sponsor gets assigned to another child upon graduation and we raise additional sponsors for the new children.
- **Website** – The improved website is a great advancement of our external face. All who have worked on this project should know they are appreciated, and we value their important contribution to this effort. The team

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in India requested the photos be updated as may show children no longer there and not the current campus status. Hopefully the photos from this trip will assist. Also suggested that we leverage the alumni details from the visit as success stories as well. The 24 baptisms might also be a great story for the web for those interested in their spiritual growth as well.

- **Letters** – The letters continue to be a great hit with the kids as each one treasures the opportunity to have their name called and to go to the front to gather the letters from their sponsors. It is hard to over sell just how important this is for the children – someone taking the time to write and someone that cares for them on the other side of the world.
 - We have had trouble getting some sponsors to write – perhaps we might enlist children from other congregations to write to a child (pen pal) this would be special as well as the letters from sponsors. Perhaps we should identify those who write and those who do not as different types of sponsors and just plan for the non-writing sponsors to be covered. We need a strategy session around this topic.
 - We brought a new patch of letters for distribution from the children
- **Email** - It was asked if it is advisable to email or connect with the children via social media (facebook, text, etc.). We learned that the more common mode of communication in India is 'What's Up'. For example, the schools send homework assignments to the parents of the children that attend Rayburn College via What's Up. Our children get their homework assignments sent to the Supervisors who print the materials for the children. It should be noted that these are sent to the parents/guardians and not the students directly. **IT WAS STRONGLY ADVISED by the Staff at Angels' Place, including Englian, that they do not want the children communicating directly with sponsors in this manner.** First, the children do not have ready access to the computer, and those that do it is in a highly supervised setting to protect the children from the dangers of the internet and social media. Additionally, it would be hard to monitor the communication and therefore requests that some children might make of their sponsors. The staff takes great care to help the children write their letters in such a way as to be grateful and not asking for things from sponsors. They felt this is a critical control in order to protect the children and not take the chance of offending sponsors. We agreed to communicate this principle to the team in USA. After a student leaves Angels' Place they are on their own to connect with whom they like via any means they like. However we should let the sponsors know that IF they choose to continue communication, that communication no longer represents or is controlled by Angels' Place.
- **Alumni Tracking** – the request has been made to continue the tracking of alumni so that we have records of what they are doing after they leave Angels' Place. This can be difficult and their individual can change often, but the desire is to know they are well and have profited from being at Angels' Place. Additionally, we are interested to learn more about vocational opportunities from the graduates and others who leave under good standing. Englian has been tracking this for us and will continue to work to gather information when it is available.
- **Presentation materials** – Jim Ice is establishing a website for restricted storage of materials related to James Connection Ministry including curated photos, status reports, and presentation materials that can be used by the team to create and present materials for reporting and fund raising purposes. This site will hold only materials that should be available (some materials are not appropriate to post) and access will be granted to those who request and have a defined purpose for access. The goal of this data curation is to have the materials available in one central source rather than across multiple individuals and computers. Contact Jim Ice for more information.

Papa Jan's Jokes – I was privileged to hear Jan tell (well attempt to tell) four jokes. This alone was worth the 60+ hours of travel time. Topics varied from:

- A Nun's annual report
- The high cost of a Plumber

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- The Blind and Deaf Golfers
- The Preacher's Announcement

Have him tell you ... and ask him about the Yam Worms (pictured below)

