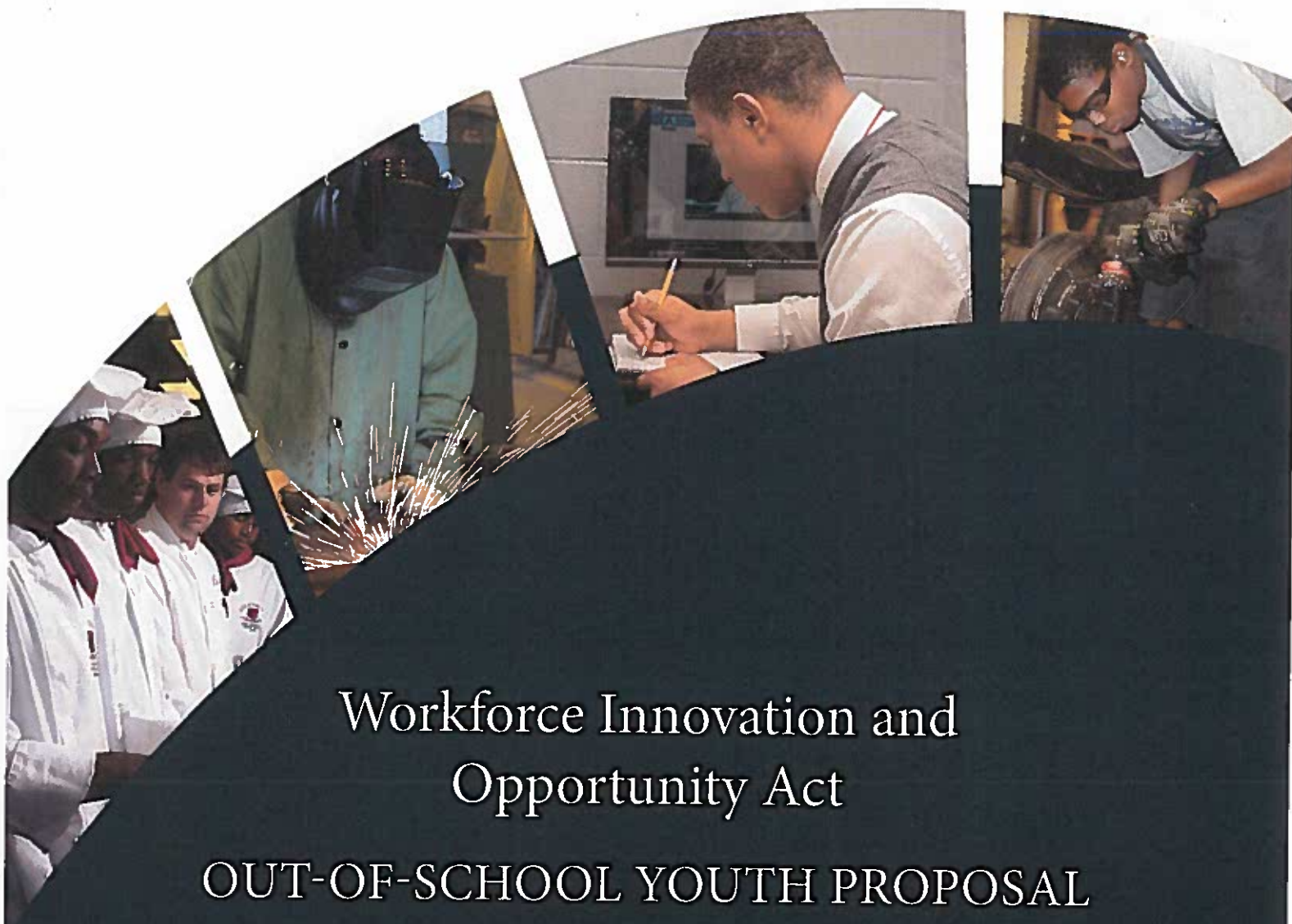


RITE OF PASSAGE

IMPROVING THE LIVES OF YOUTH



Workforce Innovation and Opportunity Act OUT-OF-SCHOOL YOUTH PROPOSAL

March 24, 2017 at 12:00 p.m. PDT

Submitted to
NEVADAWORKS

Submitted by
RITE OF PASSAGE, ATCS

***Rite of Passage Out-of-School Youth Request for
Proposal Application Form***

A. Cover Sheet

Organization: Rite of Passage Adolescent Treatment Centers and Schools, Inc.

Program Name: Building the Future Career Readiness Program

Proposed Number of Program Participants: 35 clients

Grant Request: \$ 431,677.11

Contact Person/Title: Nancey Carter, Education Business Manager

Phone Number: 775-392-2659

Fax Number: 775-267-9420

Physical Location of Program (through January 2018):

Rite of Passage Adolescent Treatment Centers and Schools, Inc.

2560 Business Parkway, Suite B

Minden, NV 89423

Mailing Address (if different): Same as above

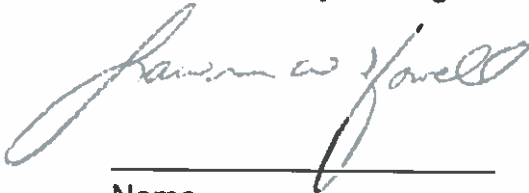
E-mail Address: nancey.carter@rop.com

Website Address: www.riteofpassage.com

B. ASSURANCES

1. I am authorized by my Board of Directors, Trustees, other legally qualified officer, or as the owner of this agency or business to submit this proposal.
2. We are not currently on any Federal, State of Nevada, or local Debarment List.
3. We have, or will have, the fiscal control and accounting procedures to ensure that Workforce Innovation and Opportunity Act funds will be used as required by law and contract.
4. We will meet all applicable federal, state, and local compliance requirements. These include, but are not limited to:
 - Maintaining records to accurately reflect actual performance;
 - Providing record confidentiality, as required;
 - Reporting financial, participant, and performance data, as required;
 - Complying with federal and state non-discrimination provisions; and,
 - Meeting all applicable labor laws.

As an authorized representative of the organization listed above, I hereby certify that the information listed above and attached to this application is true and accurate, and I am aware that any false information or intended omissions may subject me to civil or criminal penalties for filing of false public records and/or forfeiture of any training award approved through this program.



Name

Executive Director

Title

March 24, 2017

Date

C. Organizational Information

A. Entity Type:

Rite of Passage Adolescent Treatment Centers and Schools, Inc. (ROP) is a 501(c)3 non-profit Nevada corporation. ROP was incorporated in Nevada on August 14, 1986.

B. Brief History:

For the past three decades, ROP has provided at-risk and delinquent youth with residential, non-residential, education, foster family and behavioral health programs and opportunities designed to turn their lives around. Rite of Passage has grown from an alternative program for 12 emotionally

disturbed teenagers to serving hundreds of male and female youth in our programs in Nevada and California. With our corporate headquarters in Minden, Nevada, our program operates group homes (called the Qualifying Houses) and an academy model program in Northern Nevada. Our agency employs approximately 200 staff. Governed by the Board of Directors and guided by key personnel, the proposed project will benefit from the following:

Board of Directors:

- Chuck Westwater, President
- Vicki Sauder-Lamb, Vice Chair
- Kimberly Anastassatos, Treasurer
- Jack Sutton, Secretary
- Montoya Graham, Board Member

Key Personnel

- Lawrence Howell, Executive Director
- Nancey Carter, Education Business Manager
- TBH, Career Counselor
- Christine Gwin, Program Manager
- CJ Bower, Chief Financial Officer

C. Recording:

ROP uses Microsoft Great Plains for its financial system. Built within this system is the ability to create cost centers, which, if awarded, will be created for the proposed project. Rite of Passage operates multiple cost centers for each site, department and any grant that it receives. All funds received, and expenditures made will be coded to the appropriate and separate cost center.

D. Reporting:

The Nevadaworks Grant will be assigned a specific Department code within the General Ledger accounting system. All funds received from the grant will be reviewed by an AR Clerk and posted directly to that Department Code by the Lead AR Clerk. Accounts are reviewed each month by the Staff Accountant and any necessary corrections are made at the end of the period. Review of all grant accounting is done monthly by the CFO prior to closing the period.

As part of ROP's fiscal controls, only designated staff will be authorized to sign off on expenditures and invoices. As invoice come in, they will be signed off by the authorized staff who specifies the Department code, and returned to the accounting department for payment. The backup information is filed. Each month, the performance of the grant compared to the budget will be reviewed through financial statements and through monthly finance committee meetings. Any variance to the approved budget requires explanation and in some cases a plan of remediation.

E. Expenditure Detail:

All invoices, receipts and expense reports are reviewed by the Contractors' Supervisor for accuracy and grant appropriateness prior to submission to the Accounts Payable department. Items are designated a general ledger account code and assigned by the Contractor and approved by the Supervisor. Items that are received in the Accounts Payable department after the 3rd business day of each month are reviewed by the Staff Accountant for appropriateness to accrue.

The Accounts Payable Clerk reviews each invoice, receipt and expense report for vendor name, invoice date, the date items were purchased, vendor address, description of items purchased, the business purpose of the items purchased, the amount, the GL coding and appropriate approvals prior to entering the item into the AP system. All invoices are entered into the AP system in batches by date so that they may be reviewed by the AP Supervisor prior to posting to the general ledger. All

accounts are reviewed monthly by the Staff Account, Controller and CFO for accuracy and appropriateness.

F. Compliance with Fiscal Requirements:

- ROP has a fully staffed Accounting and Finance Department that follows a comprehensive set of finance policies in accordance with the Generally Accepted Accounting Principles (GAAP) and all applicable regulations. Each transaction is thoroughly reviewed for policy compliance and any discrepancies are brought to management's attention immediately. Additional training is provided as necessary. Reconciliations of all balance sheet accounts are done monthly by the staff accountant and reviewed by the Controller and Chief Financial Officer.

Monthly finance review meetings are held to review performance compared to budget with the principal, controller and staff accountant as part of the month end close process. Through this process, issues are identified, discussed and resolved.

In addition, proper financial management is achieved through the institution of a strong internal control structure that begins with a separation of duties where no one person is responsible for processing a transaction through the entire accounting cycle. Appropriate internal controls cover the areas of Assets, Liabilities, Revenue, Expenses, Financial Close and Reporting, and Property and Equipment. Rite of Passage's internal controls are reviewed and approved several times per year by outside auditors in conjunction with school audits.

Although a system of internal control is primarily associated with accounting controls, it also functions to control the systematic collection of data, statistics and other information essential to proper management and fulfillment of grant responsibilities. Our financial statements and accounting practices are in accordance with GAAP.

We believe our accounting systems and controls, which are annually reviewed by Certified Public Accountants through our annual Financial Audit, ensures ROP is capable of complying with federal and state requirements specified in the Nevadaworks grant application.

D. Program Narrative

1. Target Population, Recruitment, and Assessment

Target Population: ROP will recruit and provide services for up to 35 at-risk young adults, including graduates from the ROP program who reside in Northern Nevada; Douglas County and Washoe County Probation youth who are referred to the program; and young adults in Douglas, Carson City and Washoe Counties who qualify as disconnected youth (ages 18 through 24) and have low educational attainment and/or low socioeconomic status or are experiencing homelessness. Based on the success of the initial phase of the program, ROP would suggest expanding recruitment to Lyon County, enrolling disconnected youth from Mason and Yerington, in particular.

Recruitment: Recruiting strategies will be in-line with proven best practices. Identifying community places where youth typically go for services, entertainment and support and recruiting both the motivated client and the hardest to reach client will be integral to building a cohort that incorporates leadership skills and mentorship experience. ROP will take a proactive approach to advertise and promote the proposed program using the following methodologies:

- Attending local area career fairs

- Posters and flyers distributed to workforce centers (NV JobConnect, Manpower, DETR, etc.) and community-based organizations (churches, community centers, Health Department, HUD, WIC, Re-Housing Program, Reno Community Assistance Center, etc.)
- Grassroots efforts utilizing ROP employees who are in the community and have maintained contact with ROP graduates
- Asking recruits to recommend friends or family members

In addition to the flyer/pamphlets that we will create, ROP will have an Internet presence on Facebook, Twitter and LinkedIn and schedule webinars at various times of the day and evening, informing potential clients about the program and the benefits provided them upon sign up.

Because our program targets students who have dropped out of school due to credit deficiencies and/or language/life/economic barriers, as well as those individuals who lack adequate skills to procure or maintain a job due to poor business etiquette skills and lack of resources, our recruiters will work with high schools and alternative schools to identify this demographic that may be referred to ROP. ROP will seek out community contacts from other referral sources including social workers, local health and human service agencies, as well as probation and parole officers who need educational and employment support for youth on their caseload. Recruiting from agencies providing supports such as WIC, SNAP, TANF, etc. will be a priority because oftentimes young parents are unable to obtain the necessary training and skills for careers with upward mobility. ROP has experience in this area as youth who graduate the ROP program occasionally go on to become new parents after exiting.

Financial incentives and stipends are a key part of retaining clients because it motivates the client and serves as a positive reinforcement. Tenacity is key to keeping clients in the building after getting them in the door. Staff will understand that previous “bad” experiences guide the clients’ participation until trust is built; therefore, continuous follow-up will be required to keep the client on track to accomplish their objectives. Being flexible about attendance is another element to the program to ensure each youth’s schedule and personal/familial/professional responsibilities are being respected.

Our objective is to serve every young adult referred or recruited into our program – whether serving them directly or based on not meeting enrollment criteria, referring them to another more appropriate community-based organization in which they will qualify. Providing wrap-around services is most successful when using a “village” approach. Consequently, existing community relationships and new ones we cultivate will allow this collaborative approach to assist all youth willing to commit to improving their future.

Assessment: Effective program design begins with assessment to take the first step in determining the youth’s needs. ROP believes in treating each client holistically and the purpose of assessment is to understand the fit between the identified issues and their broader systemic context, followed by linking the assessment results to appropriate service provisions. Criteria for assessment include a personal interview and review of a youth’s records (academic, criminal, work experience, etc.). The role of the youth’s family members in their life is also key to understanding the support system a youth may have in place.

Depending on the result of the assessment, if a client did not attain a high school diploma or GED, STAR testing will be utilized to determine the most effective level of academic interventions to support the youth's success.

ROP shall adhere to and implement special education services in conformance with all federal, state, and local laws, including but not limited to the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, Bulletin 1706, and other relevant regulations/legislation. To accomplish this, ROP will conduct an evaluation of the youth's previous school records to determine current cognitive levels. Further, Service Coordinators will request the individual's comprehensive academic history to determine if the client has an IEP and once tested, appropriate services will be facilitated to ensure the youth receives instructional accommodations necessary for their success. For individuals exhibiting low cognitive skills, ROP will conduct a pre-assessment upon program entry with teacher observations and teacher created tests to determine if special education services are needed.

Additionally, we anticipate enrolling second language learners. Youth will not be excluded due to language constraints. In compliance with the No Child Left Behind Act, ELL individuals will be assessed for proficiency and appropriate ELL instruction and services will be delivered to assist the ELL learner to achieve proficiency in the English language as quickly as possible.

Based on the assessment results and the client's interests, the Career Counselor will create an Individual Service Strategy (ISS) that tracks the client's education and career goals, as well as vocational interests, aptitudes, barriers, skills, skill deficiencies, and supportive services and training needs. Other items in the ISS will include work experience, internships, certifications, and volunteer activities. Ultimately, the ISS will include clear, agreed upon goals for each client, including milestones and achievements, and will be a guiding document for the client and the Counselor/Coordinators. Each goal will be re-assessed weekly to ensure the client is within target of their program goals. Additionally, each client will compile an educational/professional portfolio with their resume, certifications/degrees, references and samples of their work.

2. Program Elements

The proposed Building the Future Career Readiness Program will be for 35 youth annually from Northern Nevada Counties which include Douglas, Carson City, Washoe and possibly Lyon. A comprehensive recruitment strategy will be used to enroll clients into the program, and varied assessments will be conducted to determine individual needs. From the assessments, a unique Individual Service Strategy will be developed, and program services will begin.

Service will be provided in the ROP location in Minden, NV on Monday, Tuesday, Thursday and Friday and on alternating Saturdays from the hours of noon until 7:00pm. These times will allow clients who hold jobs or have family obligations to visit the center after 5:00pm. Clearly defined programming space will be utilized to avoid youth going into areas where they cannot be supervised. Space will also be designated with the appropriate amount of technology and resources specific to program needs and use. To show our commitment to the success and longevity of the Building the Future Career Readiness Program, program office space will be available in January 2018, following initial construction which begins in July 2017. These program offices will be adjacent to the current ROP location to provide a more dedicated area for client training and community partner involvement.

Career-focused opportunities rather than low-wage employment. The services that will be provided in the classroom will be performed by the Career Counselor, and include guidance and counseling, credit recovery, tutoring, resume writing, entrepreneurial skill training, transition services, financial literacy, etc. Additional services will be provided in the community, including work experience, community service/leadership development and educational services. Services will be provided for 4 months, and follow-up will be a minimum of 12 months.

A. Tutoring

Tutoring, study skills training and instruction will be additional components to academic delivery so each client becomes fully versed in a healthy approach to successfully completing their high school requirements. Program staff will offer guidance through consistent interaction and positive reinforcements, celebrating achievements and redirecting any disconnect from the material or their program goals. Research shows that teaching individuals to approach academics strategically, rather than focusing on barriers, will encourage them to approach post-secondary education in the same way—effectively.

Service Coordinators will be the primary resource for tutoring, training and instruction; however, the Career Counselor will develop a volunteer base consisting of college students and subject experts when the client's needs exceed the expertise of the program's staff. Service coordinators will also be afforded training through a ROP partnership, Friends for Youth. Their evidence-based mentoring curriculum will provide the additional skills necessary to always look for ways to teach client to be their own advocate.

B. Alternative Secondary School Services (including Dropout Recovery Services)

The primary goal is to prepare unemployed youth with life and job skills within in-demand industry sectors. Secondly, the goal is to assist clients who have dropped out of school due to credit deficiency, with recovering credits, in order to obtain their high school diploma. English Language Learners and young parents will be afforded the opportunity to recover credits through ELL instruction and flexible scheduling. Providing online classes in core content and CTEs will afford the client who typically does not do well in the traditional academic setting the ability to advance academically within a subsequent setting. Finally, post-secondary school will be explored and encouraged with each client to ensure they are maximizing their highest potential for academic achievement and career-track.

C. Paid and unpaid work experiences that have academic and occupational education components

As detailed in the WEX Component later in the proposal, opportunities for paid and unpaid work experience will be available to each youth client. In addition to the community employer partnerships, ROP offers youth pre-apprenticeship job training in the areas of administration and warehouse management. As a rule, each client's work experience will always include an academic aspect through pre-and post-tests administered by Service Coordinators covering soft skills and aspects of the work performed.

D. Occupational skills training

The resources on the Nevada Department of Training and Rehabilitation will be the primary starting point for identifying skills training programs directly aligned with the eight industry sectors identified by the State's economic development system:

- Manufacturing logistics
- Mining materials
- Tourism, gaming and entertainment
- Aerospace and defense
- Natural resources
- Health care and medical services
- Information technology
- Construction

Occupational skills training programs at local community colleges (TMCC/WNCC) will be another option for clients, depending on the length of the certification. The Career Counselor will connect youth to the relevant training program matched to their career goals, and work to obtain additional training opportunities with surrounding companies so clients can continue to grow within their career field.

E. Education offered concurrently with, and in the same context as, workforce preparation

For youth, it is vital to have the opportunity to earn or complete their GED or high school diploma. Unemployment rates are 20% higher for high school dropouts than for graduates. In order to re-engage clients in school activities, academic instruction will be appropriate for the youth's needs and relevant to their achievement level as detailed in their ISS. Individuals who are credit deficient will be enrolled in alternative secondary school instruction with an online platform. To ensure success, a weekly milestone sheet will be provided for each online class, allowing clients the ability to track their progress on a more manageable scale than solely the class syllabus.

F. Leadership development opportunities

Civic responsibility is an important element of the program and will be provided through ROP's existing partnerships, i.e. Relay for Life, Johnson Lane Valley Fire Department, Topaz Sage Hens, etc., as well as directing clients to the Governor's Commission on Service-Volunteer site to select an opportunity they would like to lead. In line with the Entrepreneurial Skills Training, youth will be encouraged to develop a volunteer opportunity that demonstrates civic mindedness and social awareness, as well as benefits the community and that they will facilitate with the appropriate guidance.

G. Supportive services

The role of the Career Counselor and Service Coordinators is to provide supportive services to all clients based on their assessment results and continuing needs. Every day brings a different challenge and staff will work with clients to ensure they are able to navigate these challenges and successfully remove barriers to their goals. Clients will also be connected to appropriate resources to assist in navigating challenges that might be out of their control.

H. Adult mentoring for the period of participation and a subsequent period of not less than 12 months

Program staff will provide mentorship to each client for the duration of their participation. However, mentorship will continue after clients attain their goals, for up to 12 months. Program staff will also match clients with professional mentors that will also assist them throughout their

lives. Program staff and outside mentors will be trained in ROP's researched and evidence-based mentorship curriculum through another association, Friends for Youth, to maximize the positive outcomes of the mentoring component of the program.

I. Follow-up services for not less than 12 months after participation

Relationships built within the program between staff and clients will continue for at least 12 months after program graduation. The success of each client is important to staff and clients often need this continued follow-up to let them know they are not just a statistic. For this reason, staff will continue to celebrate every goal the client makes, even after they exit the program.

J. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral

Guidance and Counseling (which may include drug/alcohol) will be administered by the Career Counselor who will be certified in an evidence-based curriculum – Cognitive Behavioral Interventions for Substance Abuse – developed by the University of Cincinnati for ROP. This course will be offered to appropriate young adults within a group setting. Trauma-informed curriculum to build coping skills when dealing with stressors relating to family and workplace will also be delivered by the Career Counselor for clients assessed with trauma. Additional counseling will be available through outside referrals.

K. Financial literacy education

Clients will be enrolled in this course (Practical Money Skills™ curriculum) to study financial literacy and money management which includes budgeting, savings, investments, credit reports/credit cards, loans, insurance, filing taxes, purchasing a car, need vs. necessity, lease agreements, renting an apartment, evictions, and utility services. ROP will work with local Junior Achievement volunteers from the community to augment this course by teaching a day-long course on basic financial management and interviewing skills.

L. Entrepreneurial skills training

Program staff will provide activities to introduce entrepreneurial skills to youth through project-based assignments, including researching area need, identifying a niche, and building a business plan. Youth who are committed to furthering their business plan will be connected to the Nevada Chamber of Commerce's Leadership program and the Northern Nevada Chapter of SCORE and encouraged to further their business leadership interest at the college level.

M. Services providing labor market and employment information about in-demand industry sectors or occupations

To ensure a better understanding of how skills, interest and need tie together, the Service Coordinators will develop a Planning Flow for clients, as part of their ISS, and work closely with them until they reach their program goals. While many of the milestones can be completed independently, Service Coordinators will remain involved throughout the process to ensure clients have the necessary support they need to complete the program and become their own career advocate. The Planning Flow will

encompass a variety of higher education and career planning strategies and steps, while directing clients within appropriate venues, i.e. job training and business communication skills, internships, apprenticeships, certificate programs, trade/tech schools and post-secondary schools. All participants will go through this Planning Flow process:

1. Clients will create an account on <https://nvcis.intocareers.org> and will utilize the tabs on Nevada Job Connect.
2. Clients will complete all the surveys and assessments on My Skills, My Future on CareerOneStop, as well as create an account on the O*Net online resource website.
3. Service Coordinator will explain and discuss the results of all the surveys and assessments.
4. Clients will watch specific videos relating to Career Exploration, the Job Search and On the Job Success and discuss with a Service Coordinator.
5. Service Coordinators will also direct clients to the DETR website to explore industry and career statistics throughout the state of Nevada.
6. Utilizing ROP's treatment process, character traits and social skills will be developed through effective communication techniques, problem solving skills and active listening exercises.
7. Clients will learn how to write and update their resume, and will practice developing cover letters and thank you letters to add to their portfolio. Clients will learn job fair, social media and networking skills.
8. Service Coordinators will provide a study plan and subsequent test dates for Accuplacer, SAT and ACT tests for those clients whose ISS includes post-secondary school.
9. Service Coordinators will teach clients how to meaningfully review their grades, transcripts, and standardized test scores and will review progress with each client one-on-one regarding their ISS at least once a month.
10. Career Counselor will oversee the class schedules and academic interventions as well as review credits, graduation requirements, and educational needs.

N. Activities that help youth prepare for and transition to postsecondary education and training.

In order to assist clients with exploring their higher education and career goals, Service Coordinators will accompany youth to a variety of events and activities including:

- College enrollment fairs at
 - Western Nevada and Truckee Meadows community colleges
 - University Nevada, Reno
- SAT/ACT Preparation, Practice and Testing
 - ROP's goal is that our clients have the tools, resources and knowledge to pursue post-secondary education after obtaining their high school diploma or equivalency. In an effort to promote and equip youth, ROP will provide instructor lead classes and preparation activities for SAT-ACT testing, as well as removing the potential barrier of cost for taking these exams by covering the fees.
- Administering the Accuplacer test for those clients interested in pursuing post-secondary goals.
- Conducting workshops on how to find funding for college and assistance in completing scholarship and funding (FAFSA) applications.

- Exploring internship opportunities procured through the Career Counselor or openings on the Nevada Department of Business and Industry website.
- Instructing clients in basic grooming and dress strategies, including overall business etiquette, to make a lasting impression on potential employers and decision makers.
- Conducting mock interviews to prepare clients for interaction with employers and college/work program recruiters.
- Enrollment in Nevada Job Connect Centers

3. Work Experience (WEX) Components:

Because many companies looking to hire interns or apprentices require candidates to be enrolled in a higher education institution, program focus will be to illustrate the importance of an education and explain how that factors into their own future success.

An integral aspect of making the program successful for youth is to formulate strategies to interact positively with community organizations and employers, and create systems to monitor data and reports to ensure youth are aware of all available opportunities and are able to achieve their higher education and career goals.

The Career Counselor and Service Coordinators will assist youth in understanding their choices for post-secondary education and career training; maintain liaisons with community leaders, businesses and partners; provide information and/or direction to clients, parents and administrators about career and educational services available to eligible individuals; develop and monitor program data and reports; and promote programs with clients, staff and parents that build necessary skill competencies.

Paid and Unpaid Work Experiences

Currently, private sector jobs are trending upward. In an effort to increase our presence in local workforce needs and pursue internships/apprenticeships within the private sector for our youth, the Career Counselor will continue to grow the relationships that have been developed with small business owners in the area, i.e. Minden Meat & Deli, Vail Resorts, Join, Inc. Carson City, Sierra Nevada Job Corps Center, to obtain internships and entry-level job opportunities. Additionally, partnerships with businesses within the nine key industry sectors identified by the State will be cultivated, with an emphasis on directly placing students in Apprenticeship Programs listed under the Nevada Department of Business and Industry website that relate to those key industries. The Career Counselor will refer to the programs accepting applications to ensure clients interested and qualified for an internship in that industry are given the opportunity to gain meaningful experience.

Enrollment in local Community Colleges and UNR will also be pursued to obtain certification for youth in desired vocations offered at the colleges. Western Nevada College and employment agencies are local resources that provide youth with opportunities for on-the-job training, internships, pre-apprenticeships and job shadowing. While the focus for work experience will be on the needs within the nine key sectors, all open opportunities will be pursued, keeping at the forefront the goals of the

client in mind. As an example, youth may be encouraged to obtain jobs necessitating short-term on-the-job training and flexible scheduling if they are attending post-secondary classes. However, for the youth whose goal is to follow a career path in a specified trade, occupations with moderate to long-term on-the-job training may be the better choice.

4. Outcomes and Follow-up Services:

Mentoring within the program is dependent on relationship building and trust between the youth and the staff, even after youth exit the program. Follow-up services will be provided and maintained by assuring accurate information on the clients before they exit, including phone numbers, email accounts, Facebook accounts and any other social media outlets the clients use. Sustaining consistent contact with the clients, especially during the first three months after exiting, will be done on a weekly basis, bi-weekly, and then on a monthly basis, as per client's needs. In the event a youth requires re-engagement, staff will encourage the youth to return to the program for additional assistance.

Youth who have exited the program will be asked to return and mentor current active clients as well as provide insight relating to what they have accomplished and how the program helped them achieve their goals. Program alumni events will also be scheduled for this purpose.

5. Program Timeline:

Task Name	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Recruit and Assess (continual) Create ISS and Goals												
Tutoring, study skills training, instruction and recovery strategies for HS Equivalency												
Sign up for Accuplacer and Fall Classes or explore internship opportunities												
Begin Drug & Alcohol Classes or referral to other treatment classes												
Create Portfolio Contents (resume, cover letters, thank you letters)												
Begin Financial Literacy classes. New cycle every month												
Register for High School Equivalency tests												
Discuss Financial Aid Options												
Apply to colleges of interest, apply for financial aid after 1/1												
Make enrollment decision; notify other colleges or employees												
Have transcripts and ACT/SAT scores sent to colleges by 5/1												
Continue looking for funding options												

13. Contractual Partnership(s), if applicable:

Not applicable.

E. Budget Detail Narrative

1. Personnel Costs:

This total is comprised of the salary for the Career Counselor (\$50,000) and 1.5 FTE Service Coordinators (\$36,000) plus benefits (26% for taxes and benefits). Direct costs also include 250 hours of supervision at \$50 per hour and 200 hours of clerical support and accounting at \$20 per hour. With \$600 for staff recruitment, the total personnel costs of \$148,140.

2. Operating Costs:

This total is comprised of \$50.00 per month of office supplies and \$3,996.00 for staff travel. Travel was estimated to be 196 miles/month and the rate of reimbursement is \$0.575 per mile. Company vehicle fuel for the Career Counselor was estimated at \$60.00/month and insurance at \$136.00/month. Miscellaneous maintenance and repairs at \$25.00 a month. This will cover fuel expenses, vehicle maintenance, and vehicle insurance. Staff travel will consist of training, recruiting and networking.

3. Registrant Costs:

- **Assessments: \$0.00**

The assessments to be provided will consist of personal interviews, review of client records, and testing that is available free of charge, therefore, a budgetary allocation has not been made.

- **Training Materials: \$10,500.00**

Training Materials: \$300.00 per client for professional development and training materials.

- **Education Training/Tuition: \$24,200.00**

This total is comprised of testing fees for Accuplacer and SAT/ACT, professional skills training such as one day and/or weekend classes available at the Community College to broaden the client's knowledge of various subjects and careers, and Life Skills curriculum.

- **WEX Components - 35% of total budget**

To include client salaries paid at minimum wage, employer tax liabilities and payroll expenses for summer and other employment, pre-apprenticeship programs, paid internships, job shadowing and on-the-job training.

- **Supportive Services: \$45,820.00**

This total is comprised of \$3,600.00 for client transportation with monthly bus passes at \$120.00 a month and fuel for the programs passenger van at \$800.00; Five laptops will also be purchased for client use along with a color printer and storage for the new technology totaling \$3,500.00; \$2,250.00 of client incentives that will be awarded when milestones and/or goals are accomplished; \$7,000.00 of clothing expense for workplace and/or interview attire; \$2,250.00 for tattoo removal; \$12,600.00 for vocational and school supplies to include printer cartridges/paper, etc.; and \$200.00 to provide nutritional snacks.

4. **Indirect Costs:**

Administrative/overhead expense of \$3,944.51 a month to include rent, utilities, program oversight, indirect support staff, and administrative costs. This is 9.44% of the total program budget.

5. **Cost Sharing:**

Not applicable.

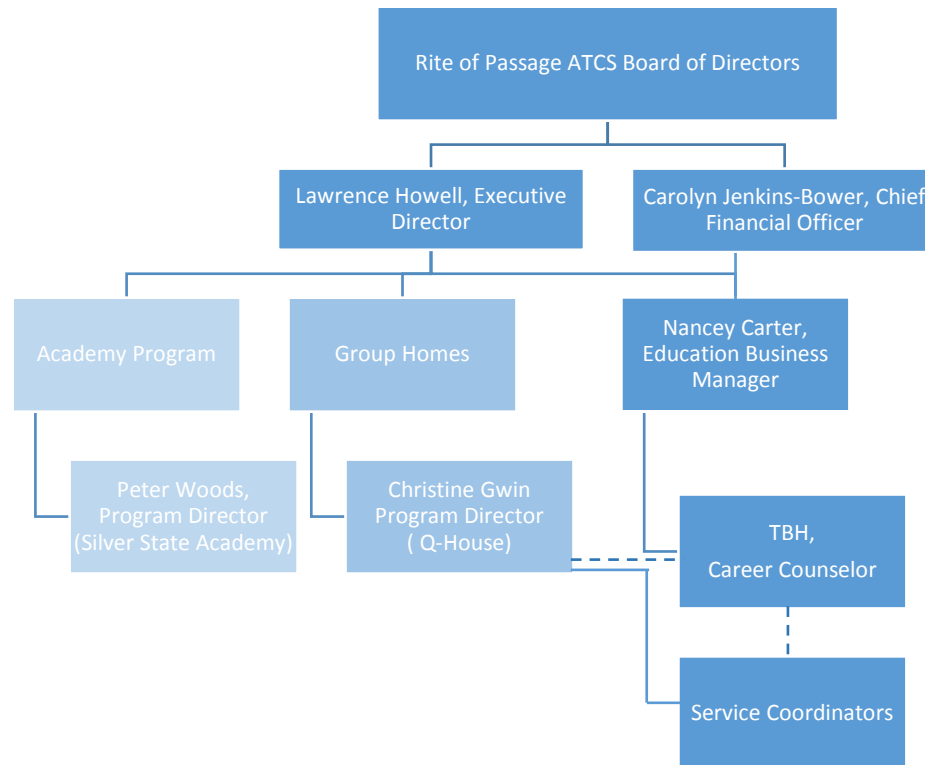
F. Budget Detail Worksheet

Budget Details		
Description	Requested Amount	% of Budget
Personnel Costs:		
Staff Salaries	\$ 104,000.00	
Taxes and Benefits	\$ 27,040.00	
Other (List)	\$ 17,100.00	
Total Personnel Costs	\$ 148,140.00	
Operating Costs:		
Staff Travel	\$ 3,996.00	
Office Expenses/Equipment	\$ 600.00	
Other (List)	\$ -	
Total Operating Costs	\$ 4,596.00	
Registrant Costs		
Assessment Expenses	\$ -	
Training Materials	\$ 10,500.00	
Education Training/Tuition	\$ 24,200.00	
Work Experience Components (WEX)	\$ 151,086.99	35%
Supportive Services	\$ 45,820.00	
Other (List)	\$ -	
Total Non Training Registrant Costs	\$ 231,606.99	
Indirect Costs:		
Indirect Cost Allocations / Overhead	\$ 47,334.12	
Total Indirect Costs	\$ 47,334.12	
Total Proposal Budget	\$ 431,677.11	100%
** WEX budget must equal 35% or more		0.35

G. Exhibits

1. Organizational Chart
2. Job Descriptions or resumes of key and budgeted personnel
3. Sample Assessment

Organizational Chart for OSY Program 2017



Rite of Passage Position Description

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Title Career Counselor	Department Education
Status <input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time <input type="checkbox"/> Part-Time On Call <input type="checkbox"/> Temporary	
Class <input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Hourly <input type="checkbox"/> Salaried Nonexempt	
<u>SHIFT:</u> Typical schedule: Five days on/two days off. Monday through Friday or Tuesday through Saturday. Schedule may vary or be adjusted due to business demand or unforeseen circumstances. Occasional evenings may be required for special events or project completion.	
<u>POSITION SUMMARY:</u> The Career Counselor works as a staff member of the Education Department. Primarily responsible for assisting students in understanding their choices for post-secondary education and career training. This position reports to the Education Business Manager.	
<u>ESSENTIAL FUNCTIONS:</u> <ol style="list-style-type: none"> 1. Provides information, direction and assistance to students, parents/guardians, teachers and administrators about career and educational services available to eligible students. Provides guidance and assists students in identifying support services in their perspective communities. 2. Designs and promotes programs with students, staff and families. 3. Provides individual educational guidance to students developing graduation plans. 4. Organizes, coordinates and participates in events and programs targeting educational and employment opportunities; (assessments, assemblies, presentations, career fairs, college visits, student placement, etc.) for the purpose of supporting a smooth transition from high school to post-secondary training or employment. 5. Organizes off-site tours of post-secondary programs and opportunities for students. 6. Provides students with training and the tools to prepare them for secondary or post-secondary education and/or seeking employment, and assists the students in obtaining enrollment and/or employment. 7. Facilitates on-site ACT/SAT prep classes. 8. Assists students in obtaining required personal documents such as social security cards and birth certificates. 9. Assists the education staff in organizing quarterly graduation ceremonies. 10. Develops, prepares and/or monitors program data and manual/electronic reports. 11. Compiles data from a variety of sources for the purposes of evaluating program success and/or complying with financial, legal, administrative monitoring requirements. 12. Evaluates program success for the purpose of modifying/enhancing program structure and meeting mandated requirements. 13. Maintains liaisons with post-secondary institutions, employers, community leaders and organizations with the purpose of building resources and expanding program opportunities for eligible students. Maintains positive relationships with regional career path employers and local/regional educational institutions. 14. Participates in a variety of meetings, workshops and committees in order to convey and/or gather information required to perform the duties of the position. 15. Directs instruction in classroom setting. 16. Completes required reports and documentation in a timely manner, provides management with required reports and advises of any problematic situations. 17. Complies with and implements the Rite of Passage Policies and Procedures as detailed in the appropriate manuals/handbooks. 18. Ensures the highest standards are maintained to prevent illegal, unethical, or improper conduct and to ensure the program remains in compliance with any applicable agency licensing and Rite of Passage policies and procedures. 19. Assists with the correction of deficiencies and quality improvement efforts. 20. Attends and participates in all required meetings. Meets weekly with the Director of Student Services or other designated Student Services Department head. 	

21. Ensures the safety, health and welfare of staff and students at all times.
22. Provides encouragement, guidance and resources to staff and students when needed.
23. Models and ensures all program norms are upheld without compromise.
24. Acts as a positive role model and mentor for both staff and students.
25. Treats others with respect, confronts negative behavior and supports confrontations.
26. Provides assistance to other departments and staff when needed or directed.
27. Commits to attending all training and staff development classes in order to ensure sufficient hours of training for this position and all supervised staff (if applicable) on an annual basis. Notifies supervisor if annual training hours are deficient.
28. Others duties as assigned, verbally or in written form.

MARGINAL FUNCTIONS:

1. Participates in Site, Region and/or Company events as required.

MINIMUM QUALIFICATIONS:

1. BA/BS in closely related field, Master's degree preferred.
2. Case Management experience required.
3. Prior experience dealing with juvenile placement agencies.
4. Must meet the requirements to be an eligible ROP driver. Must possess a current State Driver's License and have an acceptable driving record for the past three (3) years.
5. Ability to pass a criminal background clearance check, drug screen, physical and TB test.
6. Ability to utilize resources available to complete assigned projects.
7. Ability to prepare written reports and correspondence.
8. Ability to understand and follow verbal and written instructions.
9. Ability to effectively communicate, verbally and in writing.
10. Able to work in excess of 40 hours per week with the possibility of a varied schedule.
11. Must be able to maintain a high level of confidentiality.
12. Must have excellent organization and time management skills.
13. Ability to build and maintain positive internal and external relationships.
14. Ability to provide exemplary customer service to all employees and outside constituents.
15. Ability to function independently and as a member of a team in a multi-task environment.
16. Must be flexible and able to handle multiple priorities, with the ability to adjust to high pressure and rapidly changing business conditions.
17. Proficient in the use of computers and associated software.

WORK CONDITIONS and PHYSICAL REQUIREMENTS:

This section identifies "Physical Requirements" of a particular job. All requirements are subject to possible modification to reasonably accommodate individuals with disabilities. Individuals who pose a direct threat or significant risk to the health and safety of themselves or others in the workplace, because physical requirements cannot be eliminated or reduced by reasonable accommodation, will not be considered qualified for employment. Notify the Human Resources Manager if you require any accommodation (s) to perform any of the essential functions of this position.

- ☐ **Sedentary work** - Exerting up to 10 pounds of force occasionally, and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally, and all other sedentary criteria are met.
- ☐ **Light work** - Exerting up to 20 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg control requires exertion of forces greater than that of sedentary work and if the worker sits most of the time, the job is considered light work.
- ☐ **Medium work** - Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

- ☐ **Heavy work** - Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
- ☒ **Very heavy work** - Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force constantly to move objects. Applies to all Group Living Employees.

Physical Requirements			Conditions
<input checked="" type="checkbox"/> Climbing	<input checked="" type="checkbox"/> Balancing	<input checked="" type="checkbox"/> Stooping	Environment: <input type="checkbox"/> Noise <input type="checkbox"/> Extreme temperatures <input type="checkbox"/> Wet and/or humid <input type="checkbox"/> Dust <input type="checkbox"/> Fumes <input type="checkbox"/> Exposure to _____ <input checked="" type="checkbox"/> Limited/office environment
<input checked="" type="checkbox"/> Kneeling	<input checked="" type="checkbox"/> Crouching	<input checked="" type="checkbox"/> Reaching	
<input checked="" type="checkbox"/> Standing	<input checked="" type="checkbox"/> Walking	<input checked="" type="checkbox"/> Pushing	Hazards: <input type="checkbox"/> Mechanical <input type="checkbox"/> Electrical <input type="checkbox"/> Chemical <input checked="" type="checkbox"/> Physical Activities <input type="checkbox"/> Burns <input type="checkbox"/> Other, _____
<input checked="" type="checkbox"/> Pulling	<input checked="" type="checkbox"/> Lifting	<input checked="" type="checkbox"/> Grasping	
<input checked="" type="checkbox"/> Seeing	<input checked="" type="checkbox"/> Hearing	<input checked="" type="checkbox"/> Talking	
<input checked="" type="checkbox"/> Tactile sense	<input checked="" type="checkbox"/> Repetitive motions		
<input checked="" type="checkbox"/> Visual acuity (color, depth perception and field of vision)			
<input type="checkbox"/> Other:			

IMPORTANT NOTICE:

This position is not limited to those duties in the job description. Duties and responsibilities can be changed, expanded, reduced, or deleted to meet the business needs of Rite of Passage. The duties listed above are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to the position.

All employees of this Company are employees at will and, as such, are free to resign at any time without reason. The Company, likewise, retains the right to terminate an employee's employment at any time with or without reason or notice. Nothing contained in this document or any other document provided to the employee is intended to be, nor should it be, construed as a guarantee that employment or any benefit will be continued for any period of time. Any salary figures provided to an employee in annual or monthly terms are stated for the sake of convenience or to facilitate comparisons and are not intended and do not create an employment contract for any specific period of time.

ACKNOWLEDGEMENT:

I have read and understand the contents of this Position Description. I also acknowledge that it is my responsibility to notify the Human Resources Manager if I require an accommodation to perform any essential function (s) of this position.

I do* ☐ or do not ☐ require an accommodation to perform the essential functions of this position.

_____ Employee Name (Please Print)	_____ Date	_____ Employee Signature
_____ Human Resources (Please Print)	_____ Date	_____ Human Resources Signature

* Employee Completes the Request for Accommodation Form

Rite of Passage Position Description

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Title Service Coordinator	Department Group Living
Status <input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time <input type="checkbox"/> Part-Time On Call <input type="checkbox"/> Temporary	
Class <input type="checkbox"/> Exempt <input checked="" type="checkbox"/> Hourly <input type="checkbox"/> Salaried Nonexempt	
<u>SHIFT:</u> Typical schedule: Five days on, two days off. Days of the week and hours may vary based on program needs. Typical schedule is Monday – Friday, 12:00 p.m. to 9:00 p.m. On-call duties as needed.	
<u>POSITION SUMMARY:</u> The Service Coordinator is a member of the Rite of Passage Team and is responsible for the planning, implementation and oversight of the Program, leading groups, and daily monitoring, contact and supervision of the youth assigned to the Program. Depending on location, this position reports to the Lead Service Coordinator and Director of Therapeutic Community Based Services or the Program Director of Manager.	
<u>ESSENTIAL FUNCTIONS:</u> <ol style="list-style-type: none"> 1. Participates in pre-admission screenings. Assists with client admissions, case distribution, progressions, regressions, and exits. 2. Coordinates with Placing Agencies to ensure the student's needs are being met. 3. Establishes and maintains a positive working relationship with Placing Agencies. 4. Leads therapeutic groups such as Thinking for a Change, ART, Restorative Solutions, Pathways to Self Discovery, Active Parenting, etc., if applicable. 5. Implements and conducts parent support groups with other program staff, if applicable. 6. Provides supervision and/or conducts skill building groups and projects. 7. Leads the recreation element. Coordinates activities with other program staff. 8. Provides transportation for clients to and from the Program and other community locations to ensure program participation, if applicable. 9. Develops and maintains client needs assessments and treatment plans. 10. Maintains client files in a timely and orderly fashion. Documents all groups in each student file. 11. Documents all client, parent and collateral contacts. 12. Identifies contacts in the public schools and other agencies working with the clients for tracking and monitoring services. 13. Identifies contacts and opportunities for client employment, if applicable. 14. Identifies contacts and implements client community service projects, if applicable. 15. Attends court hearings if required. Meets with clients at state-run facilities prior to their release and meets with parents to prepare for the client's return to the community, if applicable. 16. Oversees and assists with the maintenance of program office and employee vehicles, if applicable. 17. Community presentations regarding the program, if applicable. 18. Covers on-call hours on a rotating basis to respond to emergencies during non-program hours, if applicable. 19. Ensures the safety, health and welfare of staff and students at all times. 20. Provides encouragement, guidance and resources to the staff and students. 21. Models and ensures all program norms are upheld without compromise. 22. Acts as a positive role model and mentor for both staff and students. 23. Treats others with respect, confronts negative behavior and supports confrontation. 24. Ensures proper safe physical management techniques are followed at all times. 25. Assists other staff members with emergency situations. 26. Completes required reports and documentation in a timely manner; collects, collates and summarizes all weekly paperwork. Provides management with required reports and advises of any problematic situations. Maintains and updates the program's Key Performance Indicators, if required. 27. Complies with and implements the Rite of Passage Policies and Procedures as detailed in the appropriate manuals/handbooks. 28. Ensures the highest standards are maintained to prevent illegal, unethical, or improper conduct and to ensure the program remains in compliance with agency licensing and Rite of Passage policies and 	

- procedures.
29. Assists with the correction of deficiencies and quality improvement efforts.
 30. Attends and participates in all required meetings. Conducts regularly scheduled staff meetings, if applicable.
 31. Implements and conducts staff training, if applicable. Commits to attending all training and staff development classes in order to ensure sufficient hours of training are completed on an annual basis. Notifies the supervisor if annual training hours are deficient.
 32. Other duties as assigned, verbally or in written form.

MARGINAL FUNCTIONS:

1. AOD rotations where applicable.
2. Participates in Region and/or Company community events as required.

MINIMUM QUALIFICATIONS:

1. BA/BS in Social Services, Education or related field (Eastern Region), degree preferred for Western Region.
2. At least one year of experience working with at-risk juveniles and their families or other related experience preferred.
3. Supervisory experience required.
4. Previous experience with the Juvenile Justice System and schools preferred.
5. Must meet the requirements to be an eligible ROP driver. Must possess a current State Driver's License and have an acceptable driving record for the past three (3) years.
6. Strong knowledge of overall company operations and policies and procedures.
7. Ability to pass a criminal background clearance check, drug screen, physical and TB test.
8. Ability to perform work with little or no supervision.
9. Ability to utilize resources available to complete assigned projects.
10. Ability to prepare written reports and correspondence.
11. Ability to understand and follow verbal and written instructions.
12. Ability to effectively communicate, verbally and in writing.
13. Able to work at least 40 hours per week with the possibility of a varied schedule.
14. Must be able to maintain a high level of confidentiality.
15. Must have excellent organization and time management skills.
16. Ability to build and maintain positive internal and external relationships.
17. Ability to provide exemplary customer service to all employees and outside constituents.
18. Ability to function independently and as a member of a team in a multi-task environment.
19. Must be flexible and able to handle multiple priorities, with the ability to adjust to high pressure and rapidly changing business conditions.
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_____ Human Resources (Please Print)	_____ Date	_____ Human Resources Signature

* Employee Completes the Request for Accommodation Form

SAMPLE INTAKE ASSESSMENT FOR ECRP

Note that the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) establish strict federal standards concerning the use of health, education, and human services information. (See Chapter 4 for more information.) Programs or providers who are funded by the Workforce Investment Act should also review the Section 188 Disability Checklist and local service plans for guidelines on acceptable inquiries, confidentiality, accommodations, and universal access.

Transition Information Summary

Personal Information

Name _____ Date of Birth _____

Street Address _____ Telephone _____

City, State, Zip _____ E-mail _____

Support Network

Family Contacts/Roles _____

Other Adults/Roles _____

Friends/Roles _____

Living Arrangements

Current Situation _____

Education

Current Situation _____

Health

Current Situation _____

Transition Goals

Training/Education _____

Employment, Short-term _____

Employment, Long-term _____

Transportation _____

Independent Living _____

Recreation _____

Other _____

Personal Details

Living Arrangements

Stability _____

Independent Supports _____

Training Needs _____

Income/Monetary Status

Current Cost of Living _____

Current Expenses _____

Current Sources of Personal Income _____

Family/Other Sources of Income _____

Government Benefits _____

Transportation

Currently Uses: ☐ Public transportation ☐ Drives own car ☐ Drives family/other car ☐ Supported transportation

Needs: ☐ Drivers license ☐ Buy car ☐ Orientation/Mobility training

Health/Behavior

Medical Conditions _____

Physical Conditions _____

Communication Issues _____

Medical Treatment _____

Medications/Side effects _____

History/Prognosis _____

Adaptive Equipment _____

Assistive Technology _____

Mental Health History _____

Substance Use History _____

Counseling _____

Behavior at School _____

Behavior at Work _____

Contact with Courts/Law Enforcement _____

Incarceration/Probation _____

Other _____

Education Detail

Background

☐ In School Where/Grade _____

☐ Out of School Highest Level Completed _____

Assessments Completed _____

Reading Skills _____ Math Skills _____

Writing Skills _____ Other Skills _____

Memory Skills Issues _____ Speech Issues _____

Listening Skills Issues _____ Other _____

Schools/Colleges Attended

Most Recent _____

Plans for Additional Education/Training

☐ No ☐ Yes

If yes, describe: _____

Personal Traits

Hobbies _____

Leisure Activities _____

Interpersonal Skills _____

Things that Motivate _____

Work History

Recent Employment

1. _____
2. _____
3. _____
4. _____

Wages/Reasons for Leaving

1. _____
2. _____
3. _____
4. _____

Employment Details

☐ Resume completed ☐ Letters of recommendation ☐ Skills certification

Transferable Skills _____

Work Speed/Quality/Productivity _____

Learning Experiences _____

Volunteer/Other Positions

Disability Issues

Accommodations _____

Adaptive Equipment _____

Job Supports _____

Job Coach _____

Health Insurance Status _____

On-Going Medical Needs _____

Legal Issues _____

Other _____

Job Preferences

- ☐ Using my hands
- ☐ Using my mind
- ☐ Driving a truck or car
- ☐ Working with tools
- ☐ Working with machines
- ☐ Working with advanced technology
- ☐ Working with computers
- ☐ Working outdoors
- ☐ Working for a large company
- ☐ Working for a small company
- ☐ Consistent hours
- ☐ Flexible hours
- ☐ Daytime hours
- ☐ Early morning work
- ☐ Evening hours
- ☐ Part-time hours
- ☐ Using my education/training
- ☐ Jobs that require reading
- ☐ Jobs that require math
- ☐ Being challenged
- ☐ Doing physical labor
- ☐ Doing repetitious tasks
- ☐ Having a variety of duties
- ☐ Having frequent changes in routine
- ☐ Feeling needed
- ☐ Having others view my work as important
- ☐ Waiting
- ☐ Sitting for long periods of time
- ☐ Standing for long periods of time
- ☐ Doing heavy lifting
- ☐ Walking
- ☐ Working in loud, noisy places
- ☐ Being warm/hot
- ☐ Being cold
- ☐ Getting my hands dirty
- ☐ Working alone
- ☐ Working with others
- ☐ Being my own boss
- ☐ Having close supervision
- ☐ Having minimal supervision
- ☐ Being given detailed instructions
- ☐ Being given orders with no explanation
- ☐ Working in a relaxed atmosphere
- ☐ Being pressured to work fast
- ☐ Working toward a career goal
- ☐ Having the opportunity to be promoted
- ☐ Earning a lot of money
- ☐ Receiving company benefits
- ☐ Making new friends
- ☐ Being close to home
- ☐ Traveling
- ☐ Being home on weekends
- ☐ Working on weekends
- ☐ Taking the bus to work
- ☐ Traveling long distances to work
- ☐ Disclosing my disability

Job Search Assistance Needed

- ☐ Working independently
- ☐ Working with agencies
- ☐ Working with schools
- ☐ Clothing
- ☐ Resume
- ☐ Disclosure/Disability issues
- ☐ Informational interviews
- ☐ Applications
- ☐ Reference letters
- ☐ Finding job openings
- ☐ Job interviews
- ☐ Other support