



STATE OF ARKANSAS
OFFICE OF PROCUREMENT
ARKANSAS DEPARTMENT OF HUMAN SERVICES
700 Main Street
Little Rock, Arkansas 72203

RESPONSE PACKET
710-20-0024

CAUTION TO VENDOR

Vendor's failure to submit required items and/or information as specified in the *Bid Solicitation Document* **shall** result in disqualification.

SIGNATURE PAGE

Type or Print the following information.

PROSPECTIVE CONTRACTOR'S INFORMATION					
Company:	Immerse Arkansas				
Address:	5300 Asher Avenue				
City:	Little Rock	State:	AR	Zip Code:	72204
Business Designation:	<input type="checkbox"/> Individual	<input type="checkbox"/> Sole Proprietorship	<input type="checkbox"/> Public Service Corp		
	<input type="checkbox"/> Partnership	<input type="checkbox"/> Corporation	<input checked="" type="checkbox"/> Nonprofit		
Minority and Women-Owned Designation*:	<input checked="" type="checkbox"/> Not Applicable	<input type="checkbox"/> American Indian	<input type="checkbox"/> Asian American	<input type="checkbox"/> Service Disabled Veteran	
	<input type="checkbox"/> African American	<input type="checkbox"/> Hispanic American	<input type="checkbox"/> Pacific Islander American	<input type="checkbox"/> Women-Owned	
AR Certification #: _____		* See <i>Minority and Women-Owned Business Policy</i>			

PROSPECTIVE CONTRACTOR CONTACT INFORMATION			
Provide contact information to be used for bid solicitation related matters.			
Contact Person:	Leah Williams	Title:	Director of Programs
Phone:	501-404-9890 ext 707	Alternate Phone:	
Email:	leah@immersearkansas.org		

CONFIRMATION OF REDACTED COPY
<input checked="" type="checkbox"/> YES, a redacted copy of submission documents is enclosed. <input type="checkbox"/> NO, a redacted copy of submission documents is <u>not</u> enclosed. I understand a full copy of non-redacted submission documents will be released if requested.
<p><i>Note: If a redacted copy of the submission documents is not provided with Prospective Contractor's response packet, and neither box is checked, a copy of the non-redacted documents, with the exception of financial data (other than pricing), will be released in response to any request made under the Arkansas Freedom of Information Act (FOIA). See Bid Solicitation for additional information.</i></p>

ILLEGAL IMMIGRANT CONFIRMATION
By signing and submitting a response to this <i>Bid Solicitation</i> , a Prospective Contractor agrees and certifies that they do not employ or contract with illegal immigrants. If selected, the Prospective Contractor certifies that they will not employ or contract with illegal immigrants during the aggregate term of a contract.

ISRAEL BOYCOTT RESTRICTION CONFIRMATION
By checking the box below, a Prospective Contractor agrees and certifies that they do not boycott Israel, and if selected, will not boycott Israel during the aggregate term of the contract.
<input checked="" type="checkbox"/> Prospective Contractor does not and will not boycott Israel.

An official authorized to bind the Prospective Contractor to a resultant contract must sign below.

The signature below signifies agreement that any exception that conflicts with a Requirement of this *Bid Solicitation* will cause the Prospective Contractor's bid to be disqualified:

Authorized Signature: Leah Williams Title: Director of Programs
Use Ink Only.

Printed/Typed Name: Leah Williams Date: 02.26.2020

SECTION 1 - VENDOR AGREEMENT AND COMPLIANCE

- Any requested exceptions to items in this section which are NON-mandatory **must** be declared below or as an attachment to this page. Vendor **must** clearly explain the requested exception, and should label the request to reference the specific solicitation item number to which the exception applies.
- Exceptions to Requirements **shall** cause the vendor's proposal to be disqualified.


By signature below, vendor agrees to and **shall** fully comply with all Requirements as shown in this section of the bid solicitation. **Use Ink Only**

Vendor Name:	Immerse Arkansas	Date:	02.26.2020
Authorized Signature:	<i>Leah Williams</i>	Title:	Director of Programs
Print/Type Name:	Leah Williams		

SECTION 2 - VENDOR AGREEMENT AND COMPLIANCE

- Any requested exceptions to items in this section which are NON-mandatory **must** be declared below or as an attachment to this page. Vendor **must** clearly explain the requested exception, and should label the request to reference the specific solicitation item number to which the exception applies.
- Exceptions to Requirements **shall** cause the vendor's proposal to be disqualified.

By signature below, vendor agrees to and **shall** fully comply with all Requirements as shown in this section of the bid solicitation. **Use Ink Only**

Vendor Name:	Immerse Arkansas	Date:	02.26.2020
Authorized Signature:		Title:	Director of Programs
Print/Type Name:	Leah Williams		

SECTION 3,4,5 - VENDOR AGREEMENT AND COMPLIANCE

- Exceptions to Requirements **shall** cause the vendor's proposal to be disqualified.

By signature below, vendor agrees to and **shall** fully comply with all Requirements as shown in this section of the bid solicitation. **Use Ink Only**

Vendor Name:	Immerse Arkansas	Date:	02.26.2020
Authorized Signature:	<i>Leah Williams</i>	Title:	Director of Programs
Print/Type Name:	Leah Williams		

INFORMATION FOR EVALUATION

- Provide a response to each item/question in this section. Vendor may expand the space under each item/question to provide a complete response.
- **Do not** include additional information if not pertinent to the itemized request.

	Maximum RAW Score Available
E.1 MINIMUM QUALIFICATIONS	
A. Contract Administrator is required to have at least a bachelor's degree. A master's degree is preferred. Please indicate your Contract Administrator's degree level. Section 2.2B	5 points
E.2 APPROACH TO SCOPE OF WORK	
A. Describe your company's processes and procedures for securing the two (2) levels of SIL Settings for clients in Level 1 and/or Level 2. Section 2.3A	5 points
B. Describe bidder's proposed setting types (e.g., apartment, shared housing, or congregate care residential setting) meeting the requirements outlined in Section 2.3A	5 points
C. Please state the physical address of the bidder's proposed dwellings. Section 2.3A	5 points
D. Submit a sample policy and procedures specific to the SIL. Section 2.3B	5 points
E. Describe how you will ensure that a caseworker will not have more than seven (7) youth on his/her Caseload. Section 2.3B.3	5 points
F. Describe how you will make available to the client the following services: training, life skills, counseling, and community resources. Section 2.3B.5.	5 points
G. Explain how you will ensure employees and volunteers will provide the proper care, treatment, safety and supervision of the clients they supervise. Section 2.3B10.	5 points
H. Explain approach to Level 1 and/or Level 2 settings as applicable. Section 2.3C	5 points
E.3 ADDITIONAL CONTRACT REQUIREMENTS AND PROVISIONS	
A. Describe your policies and procedures related to client records and record retention, including your plan to document quarterly progress evaluations and annual summary documents noting youth outcome and submit to DCFS. Section 2.4C, 4.5.	5 points
B. Describe how you plan to conduct the post-discharge surveys. Section 2.4D	5 points
E.4 STAFFING	
A. Identify key personnel (e.g., contract administrator, case managers) that will work under this contract. Provide resumes that describe and detail the credentials, experience and qualifications for each individual relating to the requirements of this RFP. Section 2.5A	5 points
B. Describe your efforts to ensure all identified personnel have the required background checks. Section 2.5	5 points

DIVISION OF CHILDREN AND FAMILY SERVICES
SUPERVISED INDEPENDENT LIVING PROGRAM
AREAS/ COUNTIES

- Please Check each county in which you are willing to provide the service.
- **Do not** include additional information if not pertinent to the itemized request.
- Please return with your response packet.

AREA 1

- Benton
- Washington

AREA 2

- Crawford
- Sebastian

AREA 3

- Garland
- Saline

AREA 4

- Columbia
- Miller

Area 5

- Faulkner
- Pope

Area 6

- Pulaski

Area 7

- Jefferson
- Lonoke

Area 8

- Craighead
- Greene

Area 9

- White

Area 10

- Drew

PROPOSED SUBCONTRACTORS FORM

- *Do not include additional information relating to subcontractors on this form or as an attachment to this form.*

PROSPECTIVE CONTRACTOR PROPOSES TO USE THE FOLLOWING SUBCONTRACTOR(S) TO PROVIDE SERVICES.

Type or Print the following information

Subcontractor's Company Name	Street Address	City, State, ZIP

PROSPECTIVE CONTRACTOR DOES NOT PROPOSE TO USE SUBCONTRACTORS TO PERFORM SERVICES.

By signature below, vendor agrees to and **shall** fully comply with all Requirements related to subcontractors as shown in the bid solicitation.

Vendor Name:	Immerse Arkansas	Date:	07.26.2020
Authorized Signature:	<i>Leah Williams</i>	Title:	Director of Programs
Print/Type Name:	Leah Williams		

State of Arkansas
DEPARTMENT OF HUMAN SERVICES
OFFICE OF PROCUREMENT
700 South Main Street
P.O. Box 1437 / Slot W345
Little Rock, AR 72203

ADDENDUM 1

DATE: February 13, 2020
SUBJECT: 710-20-0024 Supervised Independent Living Program

The following change(s) to the above referenced Competitive Bid for DHS has been made as designated below:

- Change of specification(s)**
- Additional specification(s)
- Change of bid submission/opening date and time**
- Cancellation of bid
- Other

BID OPENING DATE AND TIME

Bid opening date and time remains the same

Adding Subcontractor Form. Please include this form in your response packet.

The specifications by virtue of this addendum become a permanent addition to the above referenced Invitation for Bid.

FAILURE TO RETURN THIS SIGNED ADDENDUM MAY RESULT IN REJECTION OF YOUR BID.

If you have questions, please contact the buyer Margurite.al-uqdah@dhs.arkansas.gov or 501-682-8743.

Leah Williams
Vendor Signature

02.26.2020
Date

Immerse Arkansas
Company

State of Arkansas
DEPARTMENT OF HUMAN SERVICES
OFFICE OF PROCUREMENT
700 South Main Street
P.O. Box 1437 / Slot W345
Little Rock, AR 72203

ADDENDUM 2

DATE: February 26, 2020
SUBJECT: 710-20-0024 SUPERVISED INDEPENDENT LIVING PROGRAM

The following change(s) to the above referenced Competitive Bid for DHS has been made as designated below:

Change of specification(s)
 Additional specification(s)
 Change of bid submission/opening date and time
 Cancellation of bid
 Other

BID OPENING DATE AND TIME

Bid opening date and time has changed to March 4, 2020, 10:30 am CST
Submission date and time has changed to March 4, 2020, 10:00 am CST

Adding revised Official Bid Price Sheet

Revisions to the following sections:

2.3 SCOPE OF WORK

A. Regardless of SIL setting: (page 13 of 28 of RFP)

- No firearms, dangerous weapons, or illegal substances shall be permitted in any living unit. ~~Smoking and the use of other tobacco products shall be discouraged but not prohibited unless the youth is pregnant or parenting.~~ The contractor will be required to ensure to the best of its ability that no minors, as defined in Act 580 of the 92nd Arkansas General Assembly, Regular Session, who participate in the Supervised Independent Living Program purchase, use, or possess tobacco products, vapor products, alternative nicotine products, e-liquid products and cigarette papers. Smoking cessation information and activities shall be made available to any youth who identifies as a smoker or user of other tobacco products.

C. Contractor' Case Managers shall: (page 17 of 28 of the RFP)

Level 1 Supervised Independent Living	Level 2 Supervised Independent Living
Provide a monthly summary of activities conducted with the youth, to include information about any particular successes/highlights and/or concerns during that month, to the youth's Family Service Worker (FSW), FSW Supervisor, and Transitional Youth Services (TYS) Coordinator and designated DCFS Program Management staff by the fifth eighth day of the month (or next business day if the fifth eighth of the month falls on a weekend or holiday) following the preceding month.	Provide a monthly summary of activities conducted with the youth, to include information about any particular successes/highlights and/or concerns during that month, to the youth's Family Service Worker (FSW), FSW Supervisor, and Transitional Youth Services (TYS) Coordinator and designated DCFS Program Management staff by the fifth eighth day of the month (or next business day if the fifth eighth of the month falls on a weekend or holiday) following the preceding month.

The specifications by virtue of this addendum become a permanent addition to the above referenced Invitation for Bid.

FAILURE TO RETURN THIS SIGNED ADDENDUM MAY RESULT IN REJECTION OF YOUR BID.

If you have questions, please contact the buyer Margurite.al-uqdah@dhs.arkansas.gov or 501-682-8743.

Leah Williams
Vendor Signature

02.27.2020
Date

Immerse Arkansas
Company

Contract Number _____
 Attachment Number _____
 Action Number _____

CONTRACT AND GRANT DISCLOSURE AND CERTIFICATION FORM

Failure to complete all of the following information may result in a delay in obtaining a contract, lease, purchase agreement, or grant award with any Arkansas State Agency.

SUBCONTRACTOR: _____ SUBCONTRACTOR NAME: _____
 Yes No

TAXPAYER ID NAME: Immerse Arkansas
 IS THIS FOR: Goods? Services? Both?

YOUR LAST NAME: Williams FIRST NAME Leah M.I.: _____

ADDRESS: 5300 Asher Avenue STATE: AR ZIP CODE: 72204 COUNTRY: USA

CITY: Little Rock

AS A CONDITION OF OBTAINING, EXTENDING, AMENDING, OR RENEWING A CONTRACT, LEASE, PURCHASE AGREEMENT, OR GRANT AWARD WITH ANY ARKANSAS STATE AGENCY, THE FOLLOWING INFORMATION MUST BE DISCLOSED:

FOR INDIVIDUALS *

Indicate below if: you, your spouse or the brother, sister, parent, or child of you or your spouse is a current or former: member of the General Assembly, Constitutional Officer, State Board or Commission Member, or State Employee:

Position Held	Mark (✓)		Name of Position of Job Held [senator, representative, name of board/ commission, data entry, etc.]	For How Long?		What is the person(s) name and how are they related to you? [i.e., Jane Q. Public, spouse, John Q. Public, Jr., child, etc.]	Person's Name(s)	Relation
	Current	Former		From MM/YY	To MM/YY			
General Assembly								
Constitutional Officer								
State Board or Commission Member								
State Employee								

None of the above applies

FOR AN ENTITY (BUSINESS) *

Indicate below if any of the following persons, current or former, hold any position of control or hold any ownership interest of 10% or greater in the entity: member of the General Assembly, Constitutional Officer, State Board or Commission Member, State Employee, or the spouse, brother, sister, parent, or child of a member of the General Assembly, Constitutional Officer, State Board or Commission Member, or State Employee. Position of control means the power to direct the purchasing policies or influence the management of the entity.

Position Held	Mark (✓)		Name of Position of Job Held [senator, representative, name of board/commission, data entry, etc.]	For How Long?		What is the person(s) name and what is his/her % of ownership interest and/or what is his/her position of control?	Person's Name(s)	Ownership Interest (%)	Position of Control
	Current	Former		From MM/YY	To MM/YY				
General Assembly	✓		University of Arkansas at Pulaski Tech Board of Visitors	07/16	06/23	Wade Radtke	n/a	n/a	Board Member
Constitutional Officer		✓	Arkansas Economic Development Commission	01/15	12/19	Daniel Williams	n/a	n/a	Board Member
State Board or Commission Member		✓	Prevailing Wage Commission Member	01/10	01/17	Jimmy Alessi	n/a	n/a	Board Member
State Employee	✓		UAANS Assistant/Dean for Diversity, Equity, & Inclusion	06/09	Current	Keneshia Bryant	n/a	n/a	Board Member

None of the above applies

Contract Number _____

Attachment Number _____

Action Number _____

Contract and Grant Disclosure and Certification Form

Failure to make any disclosure required by Governor's Executive Order 98-04, or any violation of any rule, regulation, or policy adopted pursuant to that Order, shall be a material breach of the terms of this contract. Any contractor, whether an individual or entity, who fails to make the required disclosure or who violates any rule, regulation, or policy shall be subject to all legal remedies available to the agency.

As an additional condition of obtaining, extending, amending, or renewing a contract with a state agency I agree as follows:

1. Prior to entering into any agreement with any subcontractor, prior or subsequent to the contract date, I will require the subcontractor to complete a **CONTRACT AND GRANT DISCLOSURE AND CERTIFICATION FORM**. Subcontractor shall mean any person or entity with whom I enter an agreement whereby I assign or otherwise delegate to the person or entity, for consideration, all, or any part, of the performance required of me under the terms of my contract with the state agency.
2. I will include the following language as a part of any agreement with a subcontractor:
Failure to make any disclosure required by Governor's Executive Order 98-04, or any violation of any rule, regulation, or policy adopted pursuant to that Order, shall be a material breach of the terms of this subcontract. The party who fails to make the required disclosure or who violates any rule, regulation, or policy shall be subject to all legal remedies available to the contractor.
3. No later than ten (10) days after entering into any agreement with a subcontractor, whether prior or subsequent to the contract date, I will mail a copy of the **CONTRACT AND GRANT DISCLOSURE AND CERTIFICATION FORM** completed by the subcontractor and a statement containing the dollar amount of the subcontract to the state agency.

I certify under penalty of perjury, to the best of my knowledge and belief, all of the above information is true and correct and that I agree to the subcontractor disclosure conditions stated herein.

Signature *Leah Williams* Title Director of Programs Date *02.26.2020*

Vendor Contact Person Leah Williams Title Director of Programs Phone No. (501) 404-9890

<i>Agency use only</i>			
Agency Number	0710	Agency Name	Department of Human Services
Agency Contact Person		Agency Contact Person	
Contact Phone No.		Contact Phone No.	
Contract or Grant No.		Contract or Grant No.	

Equal Employment Opportunity Statement, Employment Practices, Training and Roles within Immerse

Equal Employment Opportunity Policy Statement

Immerse Arkansas affirms its commitment to the principles and spirit of equal employment opportunity and diversity of local, state, and federal employment law. Immerse is committed to providing equal opportunity for all employees and applicants without regard to or employment decisions made based on race, religious creed, color, national origin, ancestry, sex, sexual preference, age, marital status or civil union status, gender identity or expression, political status, veteran status, mental or physical disability, or any other legally protected membership category protected by local, state, or federal law or regulation. Immerse employment decisions may include recruitment, hiring, promotion, demotion, job assignments, firing, transfers, working conditions, scheduling, benefit, wage and salary administration, disciplinary action, termination and social, educational, and recreational programs, compensation, benefits, training selection, or other status, term, or condition of employment are based solely on the qualifications and performance of the employee or prospective employee. All employment decisions will be made based on individual skills, knowledge, abilities, job performance and other appropriate qualifications. The Executive Director or designee shall act as the responsible agent in the full implementation of the Equal Employment Opportunity Policy in compliance with the law.

Additionally, Immerse purposes to create a culture where all are aware and sensitive to the cultural issues of others, thus creating an environment of cultural humility. This means each staff member is ensuring a deliberate reflection of his/her values and biases as well as the impact this may have on those served.

Recruitment Practices

Immerse Arkansas will utilize the following methods to recruit employees, agents, independent contractors, and volunteers:

- A comprehensive understanding of the skill set(s) and competencies required for each position at Immerse (including how much experience is required for each position).
- Clear job descriptions that include responsibilities, expectations/qualifications, necessary competencies, goals to be accomplished with a minimum foundational understanding of trauma informed care
- Mission fit
- A clearly identified, transparent system for collecting resumes to include (but limited to the following)
 - Post openings on the Immerse Arkansas website, when available
 - Post openings on social media outlets and other employment websites, when appropriate
 - Networking and pursue personal recommendations for positions
- An interview process that includes specific experience, technical skills, soft skills, and missional mindedness that establishes/qualifies someone a good fit for the organization (with score card) based on ability to demonstrate specific qualifications and relevancy of skill set for position

Immerse Arkansas will not discriminate against an employee or an applicant for employment based on race, color, creed, national origin, religion, handicap or sex, to the extent required as to religious organizations.

Employee Files

All employees, agents, and independent contractors will be hired in accordance with the statutory requirements for staff qualifications. Please see personnel policies and procedures and job descriptions for details. Employee files will be maintained in the Administrative Offices of Immerse Arkansas.

The following documentation will be kept in each personnel record:

- Application for employment and resume
- Verification of qualifications
- Results of interview
- Three (3) references letters from non-relatives (with verification)
- Pre-hire paperwork (i.e., drug screens, background checks, etc.)
 - FBI (if having resided outside AR in the last 5 years), State Background Check, Adult/Child Maltreatment
 - Driving Record with proof of insurance
- Date of hire
- Documentation of required annual training (30 annually), including CPR and First Aid, with documentation reflecting the date, number of hours, name of trainer, and topic/title
- Documentation that applicable employees working directly with the youth are informed that they are mandated reporters of suspected child and adult maltreatment and are provided the information needed to make a report; A.C.A. 12-18-402
- A functional job description, with signed verification of receipt
- Annual performance evaluation

Staff Qualifications & Training

All direct care staff shall be at least twenty-one (21) years old and have a high school diploma or equivalent.

All direct care staff shall complete pre-service training prior to being counted in the staff/youth ratio. This training may be counted toward training hours required for the first year.

Pre-service training shall include, but is not limited to:

- Confidentiality requirements
- Grievance process
- Fire and Disaster drills/plans
- Trauma Informed Care
- Crisis intervention strategies
- Suicide awareness and protocol-intervention strategies
- Behavior interventions (as it relates to understanding root causes of youth's actions;
- positive youth development
- Agency policies and procedures
- Purpose, goals, philosophy, and organizational structure of the program
- Personnel policies and procedures
- Child Maltreatment/Mandated Reporting policy
- Aftercare (BCP and TLP)
- Homelessness and Poverty (BCP and TLP)
- Case Management/Planning (BCP and TLP)

- Safety Protocols (All)
- Ethics and Boundaries (All)
- Harm Reduction (All)
- Healthy sexual behavior
- LGBTQI
- Mental Health Awareness
- Alcohol, Drugs, and Chemical Dependency
- Bullying & Harassment
- Sexual exploitation
- Case documentation
- Harm reduction
- Risk reduction
- Practice Skills appropriate for the position
- Understanding Systems
- Cultural Competency/Awareness/Sensitivity
- Area Resources, Agencies, Services
- Minimum Licensing Standards for Child Welfare Agencies as it applies to Host Homes.

Staff Development and In-Service Training

Staff, volunteers, mentors, Host Homes and interns shall receive the following training requirements annually:

	Staff	Volunteers	Mentors	Host Home	Intern
Confidentiality requirements	•	•	•	•	•
Grievance process	•	•	•	•	•
Fire and Disaster drills/plans	•	•	•	•	•
Trauma Informed Care	•	•	•	•	•
Crisis intervention strategies (lite)	--	•	--	--	--
Crisis intervention strategies	•	--	•	•	•
Suicide awareness and protocol-intervention strategies (lite)	--	•	--	--	--
Suicide awareness and protocol-intervention strategies	•	--	•	•	•
Behavior interventions/positive youth development	•	As relates to their role	•	•	•
Agency policies and procedures	•	As relates to their role	•	•	•
Purpose, goals, philosophy, and organizational structure of the program	•	•	•	•	•
Personnel policies and procedures	•	As relates to their role	•	•	•
Signs of Child Maltreatment & Mandated Reporting	•	•	•	•	•
Aftercare (TLP)	•	--	--	•	•

Aftercare (SOP)	●	--	--	●	●
Homelessness and Poverty (SOP and TLP)	●	As relates to their role	●	●	●
Case Management (Coaching) Planning (SOP and TLP)	●	As relates to their role	TLP/Peer Mentors for SOP	●	●
Safety Protocols (All)	●	As relates to their role	●	●	●
Ethics and Boundaries (All)	●	As relates to their role	●	●	●
Harm Reduction (All)	●	As relates to their role	●	●	●
Healthy sexual behavior	Primarily Coaches	As relates to their role	●	●	●
LGBTQI	●	As relates to their role	●	●	●
Mental Health Awareness	●	As relates to their role	●	●	●
Alcohol, Drugs, and Chemical Dependency	●	As relates to their role	●	●	●
Bullying & Harassment	●	As relates to their role	●	●	●
Sexual exploitation	●	As relates to their role	TLP/SOP Mentors for SOP	●	●
Documentation	●	As relates to their role	As required	●	●
Harm reduction	●	As relates to their role	●	●	●
Risk reduction	●	As relates to their role	●	●	●
Practice Skills appropriate for the position	●	As relates to their role	●	●	●
Understanding Systems	●	As relates to their role	●	●	●
Cultural Competency, Awareness, Sensitivity	●	As relates to their role	●	●	●
Area Resources, Agencies, Services	●	As relates to their role	Receives Resource Guide	Receives Resource Guide	Receives Resource Guide
Minimum Licensing Standards for Child Welfare Agencies as it applies to Host Homes	OHH	As relates to their role	OHH	OHH	OHH

Ongoing training, support, and supervision will be provided for all employees, agents, and independent contractors. Initially and prior to being counted in the staff/youth ration. Immerse Arkansas

programmatic staff will participate in a pre-service training program. This initial training program will include the previously identified areas:

All direct care staff shall have a current certificate of successful completion of First Aid and CPR within 90 days of hire, and annually thereafter. The training shall require hands on skill based instructions as well as practical testing. **Online training will not be accepted.**

Full-time staff shall have thirty (30) hours of job-related in-service or workshop training each year. First Aid, CPR, and in service at the facility may be included. Documentation verifying annual training shall include the date, number of hours, the name of the source, and the topic/title.

Ongoing continuing education will be offered and required through the year, both through internal trainings and provision of opportunities to attend outside trainings at relevant conferences and within the community. All Direct Care Staff, including but not limited to the Executive Director, Director of Programs, Trauma Specialist, Transitional Coach/LifeBASE Coaches/LifeBASE Coach, and Resident Assistants (RAs) will be required to complete no less than thirty (30) hours of training during each full year of employment. In addition to areas previously identified, training may also include the following:

- Administrative procedures and overall program goals
- Understanding of young adults' emotional needs and problems which affect and inhibit their growth
- Family relationships and the impact of separation
- Substance abuse: recognition and prevention
- Identification of and reporting responsibilities in regard to child abuse and neglect
- Principles and practices of assisting young adults
- Behavior management techniques (including crisis management and de-escalation techniques)
- Emergency and safety procedures
- The screening, supervision and use of volunteers

IA shall have an administrator who shall be responsible for the general management of the agency, possessing at least one of the following qualifications:

- A doctorate degree
- Master's degree in in a human services field (child development, psychology, sociology, social work, guidance and counseling, divinity, education), administration, business, or a related field;
- A bachelor's degree in a human services field, administration, business, or a related field, and at least two (2) years of work experience in a human services agency.

IA shall have a director who can supervise placement activities and/or case work services by the agency possession at least one of the following:

- A master's degree or higher in a human services field (child development, psychology, sociology, social work, counseling and guidance, divinity, education);
- A bachelor's degree in a human services field and two (2) years of work experience in a child welfare agency;
- Anyone permitted to supervise child placement or casework services shall meet the qualifications for Social Services Director.

IA shall have a Transitional Coach/LifeBASE Coach who is responsible for conducting assessments, case transitional planning, and casework or transitional services, possessing at least one of the following:

- A bachelor's degree in a human services field;
- A bachelor's degree and two (2) years' work experience in a human services field.

In the event these services are contracted; the staff person must meet and maintain the required personnel requirements as a fulltime employee.

A Transitional Coach/LifeBASE Coach will not have more than 25 youth at any one time (in various program phases), with 8 – 10 being the preferred ratio.

All Owner/operators, employees, or volunteers in IA shall be responsible for ensuring the proper care, treatment, safety, and supervision of the youth they serve.

Roles at IA

Executive Director, Director of Finance, Grants and Outcomes Coordinator, Operations Manager, Advancement Coordinator, Trauma Specialist, Director of Programs, Assistant Director of Programs, LifeBASE Director, Drop-In Center Coordinator, Transitional Coach/LifeBASE Coach (LifeBASE Coach, Street Outreach Coach, OC Coach), Volunteer Coordinator, Resident Assistant, Mentor, Volunteer, Host Family, Student Intern

Executive Director,

Administrative function; provides direction and oversight for program development

Director of Finance,

Administrative function; provides fiduciary oversight for programs at immerse, and monitors the financial health of IA

Grants and Outcomes Coordinator

This position drives agency grant writing and management, as well as ensures data quality and program integrity through regular reporting and evaluation.

Operations Manager

Directs, monitors and manages the day-to-day activities of the organization to ensure the collective achievement of Immerse's mission, values and goals.

Advancement Coordinator,

Administrative function; provides oversight of grant acquisition, administration, and monitoring; develops and maintains outcomes monitoring grants including ensuing contract and performance indicators

Trauma Specialist,

Administrative function; oversight of trauma informed care training to provide consistency in training of mentors and volunteers to ensure missional statement is clearly communicated

Director of Programs,

Program Function; provides oversight and implementation for program development for all programs. Provides supervision of Transitional Coach/LifeBASE Coaches, Resident Assistants (in crisis situations), Volunteer Coordinator, Resident Assistant Supervisor, and Drop-In Center Coordinator

Assistant Director of Programs

Provides Program Leadership to plan, develop, implement and assess all youth programs to maintain high-quality, youth-centered, needs-focused deliverables. Provides Admissions Direction to establish and update procedures, oversee and direct the admission process, including intake, assessment, and determining program eligibility and fit. Ensures Community Engagement to continue to build relationships within the community through networking, group meetings, and public outreach to help form partnerships that provide resources for those served to break the cycle of homelessness.

LifeBASE Director

Provides oversight and management for Transitional Services and Host Home Placement for youth in shared housing, scattered site apartments, Host Homes, and youth in their own residences. Provides supervision of Transitional Coach/LifeBASE Coaches/LifeBASE Coaches. Provide supervision and support to RAs, including training and monitoring of newly onboarded RAs. Develops and implement practices that provide needed services to RAs in shared housing and helps divert crises in housing. Assists in other duties as assigned.

Drop-In Center Coordinator

Manages and implements support for all youth (whether in or out of housing) to include Life Skills, Resumes, Job Applications, The Gathering, Encounter Night, driver's license preparation, and more.

Transitional Coach/LifeBASE Coach

Provides supervision to routine/day to day functioning of Resident Assistants in working with youth; conducts no less than weekly meetings with youth; communicates no less than weekly with direct supervisor or Assistant Program Director regarding issues that arise with youth on all issues that have the potential to become a crisis. Assists in acclimating new youth to housing or other needs as they arise.

Resident Assistant

Provides monitoring of youth in housing, notifies Transitional Coach/LifeBASE Coach, Director of Programs in matters that exceed their job description.

Expectations for Immerse Sponsors, Volunteers, Mentors, and Interns

Immerse defines the qualifications, duties, and supervision of volunteers, mentors, host home, and interns.

Volunteer

A volunteer is a non-paid person who donates their time and/or services to Immerse or to a youth. A volunteer:

- At least 21 years of age (or 3 years older than the youth they'll be mentoring if a youth is 21)
- Completed Application
- At least three (3) non-relative character references
- Documentation of Child Maltreatment Central Registry Checks, Adult Maltreatment Central Registry Check, State Police Criminal Record Checks, and FBI Criminal Record Checks, if applicable.
- Verification of required training

- Shall have appropriate supervision by a designated staff person based on their volunteer function;
- May be counted in the staff/youth ratio, provide direct care and substitutes as staff, shall meet all qualifications required for a paid employee in that position
- Commit to one year
- Demonstrated ability to conduct one's self in a calm and professional demeanor when dealing with the public and/or with difficult situations
- Ability to work well with a diverse group of staff and volunteers
- Flexible (days and times)
- Ability to effectively manage a wide array of tasks, projects, and responsibilities
- Ability to work productively in an unstructured environment with frequent interruptions
- Ability to develop, maintain, and reinforce emotionally healthy boundaries with youth

Mentor

A mentor is a person who offers supportive services to the youth and is in effect a member of the youth's tribe. A mentor is a non-paid individual who attends The Gathering, Encounter Night along with a youth to whom they've been matched. The Mentor may also engage in activities outside of Immerse (this is strongly encouraged) and may include taking youth shopping, movies, sporting events, taking a walk, etc.

A mentor's record shall contain, at a minimum:

- Verification of being at least 21 years of age (or 3 years older than the youth they'll be mentoring if a youth is 21)
- Completed Application
- At least three (3) non-relative character references
- Documentation of Child Maltreatment Central Registry Checks, Adult Maltreatment Central Registry Check, State Police Criminal Record Checks, and FBI Criminal Record Checks, if applicable.
- Verification of Training
- Attending required annual training
- Commit to spending at least one year in a relationship with a youth
- Spend at least five - eight hours a month engaged in a mutually agreed-upon activity with the youth
- Communicate with youth weekly—by telephone or email—to keep in touch about what is going on in their lives.
- Honor, all commitments made to the youth and when life comes up, providing them information that addresses why an activity is unable to take place
- Be respectful of the youth time, opinions, and decision-making – doing with not for.
- Serve as a positive role model by modeling desirable behaviors/skills (i.e., assertive communication, patience, etc.)
- Be comfortable and establish emotionally healthy boundaries with the youth and his or her family (as appropriate)
- Be encouraging and supportive of the youth
- Ability to develop, maintain, and reinforce emotionally healthy boundaries with youth

Host Homes

A host family's record shall contain, at a minimum the following information:

- Approved only by one (1) agency.
- At least three (3) positive personal references shall be obtained on the host family from non-relatives.
- Each member of the host family shall have a physical exam within twelve (12) months before the initial approval.
- The agency shall ensure that the host parents receive at least ten (10) hours of pre-service training (excluding CPR and First Aid) before placing a child in the home.
- Host parent(s) shall have a current certificate of completion of First Aid and CPR before a child is placed in the home. The training shall require hands on skilled based instruction as well as practical testing. Training and certification that is provided solely on-line will not be accepted.
- Host parents shall provide documentation that they carry homeowner's or renter's insurance and general liability insurance (providing the declaration page verifying coverage).
- Host homes shall not also operate as Child Care Family Homes.
- Host homes shall not provide compensated care for any non-related adults in the host home (i.e., adults with developmental disabilities, compensated by DDS), unless providing transitional care for a person placed in care prior to age eighteen (18).
- There shall be an annual approval letter from the approving agency in the host home record.
- If a host home moves from one placement agency to another all requirements for opening a new host home shall be met.
- Immerse shall select the host family that is in the best interests of the youth, the least restrictive possible, and is matched to the youth's physical and emotional needs. The decision shall be based on an individual assessment of the youth's needs.
- No youth shall be placed in a host home unless there is an approval letter in the record from the approving agency.
- The agency shall place youth only in approved host homes.
- When a placement agency places a youth with another placement agency the receiving agency shall maintain a record for and provide casework services to the youth placed into their host home.
- Immerse places one youth per host home unless the youth has siblings or a child(ren). Host homes shall not have more than five (5) youth in their home at any one time (with all being related). No more than eight (8) youth in their home, including their own. This includes placement or respite. A placement of this type is done with scrutiny, as the goal is one youth per home to facilitate stabilization and healing
- Host homes shall not have more than two (2) children under the age of two (2) years, including the host parent's own children.
- No new placements of youth shall occur with host parents who have not satisfied the annual training requirements. Administrative-level staff, designated by the agency director, may grant an exemption to this restriction for up to sixty (60) days. The administrator shall review the quality of care provided by the foster parents, and the reasons for failing to complete the training on time, in deciding whether to grant an exception.

Intern

An intern is a student or a recent graduate who is undergoing supervised practical training at an agency.

Student interns:

- At least 21 years of age (or 3 years older than the youth they'll be mentoring if a youth is 21)
- Application
- At least three (3) non-relative character references

- Documentation of Child Maltreatment Central Registry Checks, Adult Maltreatment Central Registry Check, State Police Criminal Record Checks, and FBI Criminal Record Checks, if applicable.
- Verification of Training
- Understanding of Microsoft Word and Excel computer applications
- Experience working or volunteering with a vulnerable population(s)
- Knowledge of therapeutic strategies
- Have appropriate supervision by a designated staff person;
- Currently enrolled in social work coursework (or related field) with an accredited college or university
- Previous educational instruction related to working with groups and families Who are counted in the staff/youth ratio, provide direct care and substitute as staff, shall meet all qualifications required for a paid employee in that position
- Ability to ask for assistance when needed
- Demonstrated ability to conduct one's self in a calm and professional demeanor when dealing with the public and/or with difficult situations
- Ability to work well with a diverse group of staff and volunteers
- Flexible

Employee "At Will"

Immerse Arkansas is an "at will" employer. This means any employees will be employed at the will of Immerse Arkansas for an indefinite period. Employees at the will of Immerse Arkansas may be subject to termination at any time, for any reason with or without cause or notice. Likewise, employees may terminate their employment at any time and for any reason.

Although, employment is on an "at will" basis, Immerse Arkansas is committed to sustaining a stable and professional workforce and encourages employees to adhere to professional behaviors and responsibilities. Immerse Arkansas supports professional activities that improve employee knowledge, service quality and promotion opportunities. Improvement may be accomplished through trainings, corrective action, direct supervision, independent study, and other identified means.

In accordance with appropriate business practices, Immerse Arkansas expects employees to provide a minimum two (2) week notice when a need arises to leave employment. Immerse Arkansas will in turn endeavor to follow appropriate business practices to allow the same benefit to employees when the situation for employment change arises. See specifics below:

Resignation/Termination

- Clinical employees (i.e., Therapists, Transitional Coaches, etc.) who plan to resign are asked to submit written notice two weeks prior to the effective date.
- Resident Assistants are asked to submit written notice eight weeks prior to the effective date.
- In instance of lay-offs, reduction in staff or abolishment of a position, Immerse Arkansas shall provide two weeks' notice of termination. Employees with one year of employment shall be paid all wages earned and accrued PTO.
- Employees with under one year of employment tenure will be paid for services rendered or time worked through the effective termination date.

- Employees who are terminated or resign and who are participants of group health insurance coverage shall have the option of converting health insurance to an individual policy.

Involuntary Termination

- Immerse Arkansas shall exercise the right to terminate employment at any time and for any reason at the administration's discretion and if it is not prohibited by law.
- While involuntary termination is usually the final step in progressive discipline, Immerse Arkansas shall exercise the right to by-pass the progressive disciplinary procedure if this is in the best interest of Immerse Arkansas and/or its youth.

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Attachment A1 - Sample Policy & Procedures, Section E.2D**the challenge**

Welcome to LifeBASE! Here at Immerse, we are serious about success, your success. Our hope is that the time you spend with us will help you take steps to becoming the person you want to be and living life to the fullest.

You may have already realized that you are facing one of the most difficult challenges you've faced so far in your life. If you're in the process of exiting foster care, you have probably noticed that you have more responsibilities than you did in the past. We all enter adulthood in different ways, but one thing we have in common is that we must learn to care for ourselves and to be our own boss. The days of someone telling you when to get out of bed, when to wash your clothes and what to eat will soon be over. To be successful, we must teach ourselves what is best for us. We go from relying on others, to leading ourselves as best we know how. If you're reading this, we believe that you are up to the challenge.

Welcome to adulthood!

At IA, we see our role as that of a coach or maybe even an orchestra director. You'll never see a coach play in a game and you'll never see the orchestra leader pick up an instrument. They're always on the sidelines or in the pit constantly encouraging those they believe in. In the same fashion, we won't play the game of life for you, but we will coach you to be successful. Your agreement to participate in LifeBASE is an agreement to be coached and to give it your best effort. As we work together, we think you'll be surprised at just how successful you can be.

Are you ready?

Attachment A1 - Sample Policy & Procedures, Section E.2D

how it works

the foundation

This is a great time of life. There is so much to explore, so many people to meet, new ideas to learn, new adventures to be had, and big goals to chase.

We're with you in this, and we want to see your goals realized. We love big goals and dreams and have seen many young people achieve things they never thought possible.

Our hope is that in a few short years, you'll look over your shoulder and wonder how you made it so far. It's not easy, but with the support of people who care about you, some hard work, we're here to partner with you to lay a foundation for a great life.

We have found that if young adults take the time to invest in 4 key areas of their **LIFE**, they can overcome all kinds of obstacles and challenges. While you're in LifeBASE, we'll partner with you to build your foundation in these four areas:

Strengthening your well-**B**eing

Getting or maintaining a connection to **A**t least one caring adult

Securing your own **S**afe and stable housing

Increasing your **E**arning potential

These goals are easy to say, but each of them are hard-earned. They can include some great things like getting into college, learning a trade, getting a car, or finding a great job. These are all building blocks that create a BASE for you to lead a meaningful life.

We have already laid out some of the tasks for you to show progress in these areas, but some of you will determine with your LifeBASE Coach. You are unique and we want to make sure that your Plan reflects your unique design.

The next few pages will describe a little bit more about what you can expect while in LifeBASE.

Attachment A1 - Sample Policy & Procedures, Section E.2D**making progress**

This phase will likely take 6-9 months. While the majority of tasks in this phase can be checked off as soon as you like or take as long as you need within that 6-9 month window, there is a bare minimum of activity we expect of you each and every week. We believe that these activities are fundamental to your success and are therefore non-negotiable. Since you're just getting started, we'll give you 3 weeks before non-compliance will earn infractions.

An example of weekly expectations are as follows:

EXPECTATIONS	POINT VALUE
1. Communicate with your mentor (in-person, phone call, etc.)	1
2. Attend weekly religious or civic group meetings	1
3. Attend weekly OC Gatherings	1
4. Call your caseworker	1
5. Attend your weekly RA meeting	1
6. Meet with your LifeBASE Coach	2
7. Do something full-time	3
+ enroll full-time in school (includes GED classes,	
or 12 or more hours in a career training school or college) OR	
+ work 32 hours a week OR	
+ submit at least 3 job applications per day AND volunteer 20 hours a week OR	
+ any combination of the above activities that equal 32 hours per week	
 POSSIBLE TOTAL	 10*

**To be considered "in good standing," you must score at least 9 out of 10 for the week. Neglecting to score 9 points means we need to discuss what should change in order for you to continue working on becoming successful. Continually neglecting to hit 9 out of 10 will lead to a write-up (see page 28).*

your rights

These are your rights while in LifeBASE. A “right” is treatment or behavior which is just, morally good, legal, proper, or fitting.

If you have any questions regarding these rights, ask your LifeBASE Coach or Resident Assistant to explain your rights.

1. you have the right to be treated with respect, dignity, and compassion.
2. you have the right to freedom from neglect, abuse, or exploitation.
3. you have the right to know your rights and responsibilities as a resident of LifeBASE.
4. you have the right to be treated as an adult.
5. you have the right to ask questions and expect answers within a reasonable timeframe.
6. you have the right to live in safety in your home.
7. you have the right to socialize and participate in recreational activities with other participants as defined by the house rules.
8. you have the right to make suggestions.
9. you have the right to know and be well informed about services, and/or programs offered by Immerse Arkansas.
10. you have the right to make a written grievance if you have a problem or complaint.
11. you have the right to know Immerse Arkansas’s organizational structure in order to be aware of, and be able to follow the lines of authority and accountability within Immerse.
12. you have the right to refuse or terminate participation at Immerse prior to your scheduled completion.
13. your records and any issues discussed are confidential and cannot be released to anyone without your permission – unless court ordered.

These are your rights associated with being in LifeBASE. Please make sure you understand them. If something is unclear, please ask for further explanation.

roommate bill of rights

1. The right to read and study free from undue interference in one's room. Unreasonable noise and other distractions inhibit the exercise of this right.
2. The right to sleep without undue disturbance from noise or a roommate, etc.
3. The right to expect that a roommate will respect one's personal belongings.
4. The right to a clean environment in which to live.
5. The right to free access to one's room and facilities without pressure from a roommate.
6. The right to personal privacy.
7. The right to address grievances. Immerse staff is available for assistance in settling conflicts.
8. The right to be free from intimidation, physical, or emotional harm.

your responsibilities

With rights come responsibilities. Knowledge of your rights + taking responsibility for your actions = success!

To be responsible means to be trustworthy and accountable for your actions. When a person is choosing or behaving responsibly, she/he does three things:

1. Identifies the impact (positive or negative) that accompanies each choice or action.
2. Accepts the impact as part of making the choice or taking the action.
3. Considers the impact the choice or action will have on themselves and others.

The “responsibility” to do something often means that person has an “obligation” to make a certain choice or to take a certain action.

As a young adult part of LifeBASE, your responsibilities are as follows:

1. To act responsibly at home, school, and in the community.
2. Be an active participant by:
 - + asking questions to appropriate people when you do not know or understand.
 - + making informed decisions.
 - + advising LifeBASE staff of any changes, issues, or events you are involved in.
 - + participating in scheduled activities.
 - + maintaining a neat, odor free, and orderly home (this includes your surroundings as well as attention to your personal hygiene).
3. Maintain the safety of your home by:
 - + adhering to safety practices defined by LifeBASE.
 - + immediately advising LifeBASE staff of any potentially unsafe situations you are aware of, or involved in.
4. Keep all scheduled appointments.
5. Maintain a personal calendar.
6. Follow expectations discussed with you and as outlined in this handbook.
7. Actively participate in creating your LifeBASE plan. Your Coach, RA, Mentor, and others from your support network may also participate.
8. Attempt to resolve disagreements or disputes in a peaceful, courteous manner.
9. If conflicts or issues are unresolved, you have a responsibility to bring your concerns to the attention of appropriate LifeBASE staff.
10. If an issue remains after speaking with a staff member, you have the responsibility to attempt to resolve the conflict or issue by following the LifeBASE chain of command. You may also file a grievance. If you need help in completing a grievance, there will be someone that can help you with this.
11. Finally, you have a responsibility to yourself to complete your LifeBASE plan. If you choose to terminate your chosen success track prior to its scheduled completion, you are responsible for discussing your decision with LifeBASE staff.

Attachment A1 - Sample Policy & Procedures, Section E.2D

infractions & guardrails

We all need people on our team who give us honest feedback. Remember the story of the Emperor with no clothes? In LifeBASE, we have set up some basic guardrails that are designed to help you achieve your goals. These infractions and consequences have been developed to let you know when you're veering off into a direction that has unsafe potential for you or your housemates.

MINOR INFRACTION:

- + violation of daytime/ late night safety hours policy
- + violation of visitor policy
- + use of roommate's property without permission
- + disrespect toward other youth, volunteers, or staff
- + missing mandatory scheduled meetings with LifeBASE Coach, RA, etc.

CONSEQUENCES:

- + if warranted, you'll be asked to meet with and seek restoration with the person harmed or disrespected
- + minor infractions will be addressed during LifeBASE Coach meetings
- + continued violation of late night policy will result in a major infraction
- + four or more minor infractions in one month will be considered a major infraction and jeopardize your residency status

MAJOR INFRACTION:

- + physical aggression toward other youth, volunteers, staff, or community
- + possession of weapons
- + stealing
- + sexual activities on premises
- + smoking in your apartment/home
- + distribution or sharing of pornographic materials
- + property damage
- + verbal assault or threat of violence
- + continuous defiance/disrespect
- + possession and/or use of alcohol or drugs on Immerse property
- + breaking any federal, state, or local laws including curfew ordinances if applicable

CONSEQUENCES:

- + major infractions may jeopardize your housing
- + up to a 30-day probationary period
- + public letter of apology read at house meeting
- + further consequences may be assigned at LifeBASE Coach's discretion

NOTES:

- + every 30 days, the slate is wiped clean if you have followed through with the course of action implemented to resolve the infraction.
- + residency status may be revoked or suspended if you have more than four minor infractions or another major infraction while on probationary status.

[This document is an excerpt from IA's LifeBASE Youth Handbook. The full handbook may be made available upon request.]

Transportation for Residents: 102.6.Driving Records Policy

Immerse requires all prospective employees/staff, volunteers, mentors, host families, sponsors, student interns, and other individuals who may drive youth or use company or personal vehicles in the course of their job duties to undergo a Driving Records Check from the State of Arkansas Department of Finance and Administration Drivers Services. Driving records will be updated every two (2) years for those transporting youth. Immerse employees/staff, volunteers, mentors, host families, sponsors, student interns, and other individuals who may drive youth or use company or personal vehicles in the course of their role are responsible for reporting all citations received during the two-year period by completing the Driving Violation Report Form and returning it to the Executive or Director of Programs. In the event the nature of a citation endangers youth or the reputation of Immerse Arkansas, the Executive Director and/or Board of Directors will discuss and implement a corrective action plan. Citations will be kept in their respective file, with a corrective action plan (and verification of completion) for the purposes of youth safety. Those with corrective actions plans will be tracked for compliance and kept in a file for periodic review and verification. Some citations will not be possible to reconcile with a corrective action plan (specifically those that pose serious risk to those being transported).

Any unreported driving citation may require immediate corrective action. Corrective action may range from verbal/written warnings to suspension of being able to provide transportation to termination.

Immerse has at least one vehicle available to transport youth as needed. It is not within the scope of Immerse to routinely transport youth. Rather, it is the expectation that youth

Attachment A2 – Sample Policy & Procedures, Section E.2D

(without their own vehicle) learn to use public transportation to increase their independent living skills.

Immerse's vehicle shall not be used for personal use. Any vehicle used to transport youth shall be in safe working condition and maintained in compliance with motor vehicle laws (i.e., seat belts, no smoking), with necessary insurance coverage with a copy on file in the office.

Youth transported by Immerse staff, volunteers, mentors, host families, sponsors, student interns, and other individuals must have a valid driver's license with proof of current insurance on file. Children of youth must be transported according to Arkansas law, including, but not limited to, use of safety belts, child safety seats, and smoking restrictions.

Immerse staff, volunteers, mentors, host families, sponsors, student interns, and other individuals with 9 or more points, shall not be permitted to transport Immerse youth. Immerse staff shall not be permitted to drive Immerse vehicles with 9 or more points. Depending on the why the points were received, it may be possible for Immerse staff, volunteers, mentors, host families, sponsors, student interns or others to take a defensive driving course to lower points, though some offenses will be prohibitive (i.e., excessive speed, DWI/DUI, etc.).

Medication Management Policy:

Youth who are prescribed psychotropic Medication will be assessed for Immerse fit. Determining the fit includes youth's history of medication administration compliance, stability, date of last suicidal or homicidal ideation, gesture, or plan, adherence to a safety and supervision plan, overall progress in outpatient counseling, conduct in school or school setting, and etc.

Immerse is not equipped to dispense medications. If a youth needs close monitoring to ensure medication compliance, the youth may not be a good fit for Immerse. At a minimum the youth may store their medication in a locked cabinet at Immerse, carrying a week's worth of medication at a time. However, the youth will be the one to place the medication in the container and then return the medication to the locked cabinet. This will however require a written plan for medication documenting how the youth will be able to maintain compliance with medication, while at the same time be able to practice the necessary independent living skills of medication management according to their developmental age and stage. Those youth that are unable to manage their meds according to this manner may not be viable candidates for Immerse programs. Youth will be given a medication management form to complete to assist in the process of tracking medication administration. Medications will be stored in the locked bedroom of the youth so that medications are not readily available to other youth in housing/apartment living.

[This is an excerpt from 103.1.2 Plan for Health Care and Medication Administration, Page 4.]

Attachment A4 – Sample Policy & Procedures, Section E.2D

Flexible Planned Absence Policy:

What:	Late-Night Policy
Reason:	As adults, youth are expected to learn to live life and manage time. This includes getting enough sleep to be able to get up on time, go to work and arrive on time, and to be productive for school or work.
When:	Youth are expected to be home and in bed each night, unless another plan has been developed.
How:	<p>Late night policy is determined in part by the youth (and their team). Immerse has found that the need for sleep varies some by youth in Immerse Housing. Generally speaking, 11:00 pm on weekdays (Sunday – Thursday) and 1:00 am on weekends (Friday – Saturday) has worked well and given youth sufficient time to rest and to be able to plan for the next day. Exceptions to this policy can be made on a case by case basis depending on the program the youth is enrolled in and his/her team. Generally, the policy is as follows:</p> <p>Level 1 Notify Coach/RA or Roommate you will be out by an agreed upon time frame. We do ask that a time is established where the RA generally knows when to expect you. This is not to keep “tabs” or “get in” your “business” but to establish a baseline for when the RA should become concerned if he/she hasn’t heard from the youth or received a text message indicating he/she will be out all night. This helps to promote safety and stability.</p> <p>Level 2 Obtain approval from Coach or RA (AKA “the team”) you will be out. This is not to keep “tabs” or “get in” your “business” but to establish a baseline for when the RA should become concerned if he/she hasn’t heard from the youth or received texts about afternoon or evening plans. This helps to promote safety and stability.</p> <p>All Others Requires notification of Coach or RA the night or nights (no more than two consecutive nights in a week). <i>If a youth is out on a Saturday night and a Sunday night, and then a new week begins on Monday night, so the youth decides to stay out on Monday night and Tuesday night, saying there will be no more nights out until the following week. This will also need to be approved. It is not to say this will not be permitted, but we want to ensure there is good communication among all. For example, if the youth is in school or working, we want to be sure the youth has thought about how this could impact school attendance or work schedule and the follow through with their responsibilities.</i></p> <p>Sharing an apartment and living in community means that others are concerned about your well-being.</p>

Attachment A4 – Sample Policy & Procedures, Section E.2D

FAQ's: 1. What if I get in at 3:00am?

Response: If a youth will be out after their established time to be home, they must notify their roommate and RA prior to **_____ pm. Those who are home late and do not notify their RA and roommate will receive a minor infraction. ***the time is individualized to the youth/house/program.*

2. What if I am out after hours/late without notifying my RA and roommate more than once?

Response: Continued infraction of the Late-Night Policy may jeopardize the youth's status in housing.

General Guidelines

1. During the first two (2) weeks upon moving into housing, each youth will have safety hours beginning at 9:30 pm. *Under special circumstances this may be modified, as we strive to individualize expectations by youth as much as possible.*
2. On the third week in housing, youth safety hours begin at 11:00 pm, Sunday through Thursday; and 1:00 am Friday through Saturday. Youth are expected to call their RA by 9:30 pm if they are going to be late. *The time the RA is contacted may vary by RA, House, or program placement. More information can be provided when going over the guidelines for housing with the RA/Coach (AKA team)*
3. At the beginning of the third month, youth have the option to stay out over night for up to two days a week provided the following are met:
 - a. The youth informs the RA by 9:30 pm. The RA notifies the Coach. *The time the RA is contacted may vary by RA, House, or program placement. More information can be provided when going over the guidelines for housing with the RA/Coach (AKA team)*
 - b. Provide contact information (i.e., name, address phone number, with whom, for safety purposes).
 - c. Youth who call and establish a return-home time but return after that time or stay out all night will be considered in violation of the late-night policy and follow up measures will be taken.
4. The late-night policy is designed for safety. In the event this policy is abused, additional steps may be taken, and changes individualized by youth.
5. For this policy to be effective and help to create an environment with clear boundaries and consistency, follow-through is important.
6. Immerse strives to provide individualized support, based on the youth's needs. Three (3) youth are placed in the same house, but each youth may have slightly to very different expectations. Concerns may be addressed with the RA, coach or team.
7. Youth are out of shared housing during the hours of 10:00 am – 3:00 pm. There are exceptions to this scheduled. Exceptions are discussed with the coach. The youth is expected to do one or more of the following up to 32 hours a week:
 - a. Employment
 - b. School/GED/Secondary or Higher Education
 - c. Volunteer Work

Attachment A5 – Sample Policy & Procedures, Section E.2D**Emergency/Disaster Preparedness:**

An Emergency Preparedness Plan has been developed to address emergency situations that may occur at the following locations: *5300 Asher, *5304 Asher, *1901 S. Taylor, 1801 Fair Park, *1804 Fair Park, 4904 Lafayette, *202-1 N. Taylor, *202-2 N. Taylor, *202-3 N. Taylor, *206 N Taylor 2, *206 N Taylor 3 *5806 B St 1B, 2A, *5815 C St 1C, and 4201 1/2 W 21st St (apt A). [Addresses marked with an asterix (*) are addresses included in this contract between IA and DCFS.]

Provisions have been made for the following situations: Fire, Medical Incident Emergency, Fire or Explosion, Power Outage/Evacuation, Criminal Activity or Violence, Bomb Threat, Suspicious Package, Severe Weather, Tornado, Inclement Weather, Heat Wave, and Active Shooter. [A fuller Emergency Preparedness Plan for each of the specific situations listed above is available upon request.]

It may or may not be necessary to vacate a specific area during an emergency event. Individuals in the area may be directed to remain onsite and shut down systems, or they may be asked to move to other sectors of the building. In some events (such as extended power outages), evacuations are not necessary unless the event has generated a hazardous materials event or immediate health and safety risk. In limited emergencies, wait for evacuation instructions. Regardless of the type of emergency, the following process shall be followed when evacuating:

Implementing an Evacuation

- Remain calm
- Lead staff or RA shall assist with the evacuation process

Attachment A5 – Sample Policy & Procedures, Section E.2D

- Communicate clearly:
 - We have a _____ emergency
 - We are to evacuate to _____
- Gather Emergency Bag and sign in log (if applicable)
- Take necessary personal items (i.e., purse, phone, wallet; umbrella/poncho if raining; coat/blanket if cold)
- Assist persons with disabilities (See details for assisting persons with disabilities below)
- Check offices, rooms, and restrooms
- Turn equipment off, if possible
- Close doors, but do not lock them
- Gather at the evacuation site and await instructions
- Account for youth/staff/volunteers by reviewing sign-in log or census for housing

Evacuation Procedures

- Turn equipment off, if possible
- Quickly shutdown any hazardous operations or processes and render them safe (i.e., cooking in kitchen)
- Critical emergency coordination staff must follow the Immerse Arkansas Emergency Plan.
- Notify others in the area if they did not hear the evacuation announcement/alarm
- Take Emergency Bag (i.e., First Aid Kit) and sign in log
- Exit the area and
 - Take jackets/items needed for protection from the weather

Attachment A5 – Sample Policy & Procedures, Section E.2D

- o If you are away from your office/workstation when the alarm sounds exit the building immediately
- If you are unable to leave the building due to a physical disability or inability to access the exit,
 - o Go to the nearest area where there are no hazards.
 - o Use a telephone to call Emergency Services at 911
 - o Provide your location so help can be received
- Exit the building via the nearest safe exit route. Walk, do not run.
- Move away from the building, report to designated evacuation point and meet with other persons from the unit or building. Report any missing or trapped people to the emergency responders.
- Keep existing groups together
- Account for youth/staff/volunteers by reviewing sign-in log at evacuation point
- Wait at evacuation point for directions
- Do not reenter the building until emergency staff gives the "all clear" signal

Evacuation of Persons with Disabilities

Be aware that youth/staff/volunteers with "hidden" disabilities (arthritis, cardiac conditions, back problems, learning disabilities, etc.) may need individual assistance. Use the following list to assist both helpers and disabled persons. Use a "Safety in 2s" system naming who is responsible for whom.

Those with Visual Impairments

- Announce the type of emergency

Attachment A5 – Sample Policy & Procedures, Section E.2D

- Offer your arm for guidance
- Tell the person where you are going, obstacles you encounter
- When you reach safety, ask if further help is needed

Those with Hearing Limitations

- Turn lights on/off to gain the person's attention
- Indicate directions with gestures, or
- Show evacuation directions

Those Using Walking Aids

- Evacuate individuals as injured persons (with wheelchair or office chair with wheels of wheel chair is not available)
- Assist and accompany to evacuation site if possible

Those Using Wheel Chairs

- Exit without help unless help is necessary

After An Emergency

After an emergency, the focus will be on the youth/staff/volunteers that were in the emergency and the resumption of program operation. Once the safety and security of youth/staff/volunteers of those involved has been confirmed, and emergency conditions have abated, administration will assemble a team to resume program operation. All youth/staff/volunteers will be provided with timely and accurate answers to their questions about program operation, safety of the site, and access. The Executive Director or Facilities Director will coordinate the resumption of operations.

Specific Procedures for Documentation

Attachment A5 – Sample Policy & Procedures, Section E.2D

Documenting the events/incident will be a key aspect in ensuring all elements of the events/incident have been addressed.

In order to assess the emergency's impact on the physical building and operations, the following information will be gathered:

- Extent of physical damage to the building/equipment; photographs or videotape will be taken of the building and equipment damage before any repairs are made or areas are cleaned.
- Personnel issues
- Need for facilities, equipment, personnel, or other resources that will expedite program operations
- Specific plans will be developed based on needs assessed

The Drill Schedule is developed annually and is done according to the following schedule:

Fire Drill	Monthly or when new youth move in or staff are hired.
Evacuation Drill	Quarterly or when new youth move in or or staff are hired.
Active Shooter Drill	Bi-annually or when new youth move in or staff are hired.

Notification of Emergency

The Executive Director, Operations Manager, Director of Programs, or Assistant Director of Programs will assume responsibility for notifying staff of the emergency. IA will post information regarding the specific emergency on the web site. The Executive Director,

Attachment A5 – Sample Policy & Procedures, Section E.2D

Operations Manager, Director of Programs, or Assistant Director of Programs will in turn notify the Coach/RA's, who will in turn notify the youth.

IA monitors the weather during seasons where there is risk of severe or dangerous weather. IA Staff uses Checklists distributed through Red Cross to ensure there is ample preparation for a weather event (please see attachments). Staff will have access to the Red Cross App and FEMA App to have information available at their fingertips. There is also a printed copy of the information in the event of a power outage.

IA adheres to the Arkansas Minimum **Licensing** Standards for **Child Welfare** Agencies in all aspects of the standards as they pertain to ensuring the safety, stability, permanency, and well-being for youth served.

Attachment A6 – Sample Policy & Procedures, Section E.2D**Crisis Intervention Procedures:**

Immerse Arkansas On Call - An on-call procedure is established to create a process for responding quickly, timely, and efficiently to emergencies and crises, after hours, for youth supported through Immerse Arkansas. Immerse Arkansas' on-call is set up based on whether youth are supported through shared housing (and apartments) or through street outreach. Both programs have policies and procedures for the respective programs related to the on-call process. This policy addresses specifics on staff's expectations on how on-call is managed.

Lifibase/Shared Housing:

When youth are admitted to Immerse Arkansas through Lifibase, s/he receives the on-call emergency number, the number of their coach, and the number of the Lifibase Director. Youth are informed about how afterhours or emergencies are managed [501.404.9891]. This telephone number is for the expressed purpose of contacting the afterhours on call worker. A diagram of the on-call process is included in the information related to on call. It is the expectation youth will have already tried to speak with their Resident Assistant (RA) prior to calling the after hours number.

Youth are informed the number is for **emergencies only**, such as: serious medical issues, injury to resident, suspicious visitor, fire issues, abandonment, threats, property damage, surprise visits from DCFS or other organizations, suicide statement/gesture, lack of staff attendance, suspected substance abuse, sexual acting out, police contact, etc. There may be other emergencies that are not listed. In such cases that merit police contact youth should call the police first, then RA, then Immerse (after 5) number [501-404-9891].

Emergencies or crises are defined, but not limited to:

Attachment A6 – Sample Policy & Procedures, Section E.2D

- mental health crises
- risk and threats regarding self-harm/suicide
- risk and threats to harm someone else
- injury to a youth or anyone on Immerse Arkansas premises
- death of a youth or anyone on Immerse Arkansas premises
- other issues regarding the immediate health and safety of Immerse Arkansas participants or anyone else on Immerse Arkansas premises...

Times and Frequency of On-Call Duties

- The on-call staff person (for either program) is responsible for responding to calls on the respective telephone they are covering. It is also expected the calls are answered from 5:00 pm – 8:00 am Monday-Friday, all day Saturday and Sunday, and holidays including emergencies and crises. Staff should be answering the phone within three (3) rings of the telephone.
- It is understood that there will be times when a call may go to voicemail due to the nature of receiving calls at various times of day or night. It is expected to be a rarity when the caller does not get to talk with a live person.
- Whether Lifebase or Street Outreach, each full-time, program staff person will be on-call on a rotating basis. This will be as follows:

Lifebase (on call once every 5 weeks)

Lifebase Director

Coaches (3 Lifebase Coaches)

Clinical Coach

Street Outreach (on call once a month)

OC Director

Coaches (2 Street Outreaches)

OC Assistant

Attachment A6 – Sample Policy & Procedures, Section E.2D

- The Director of Programs is available at all times for clinical or general consultation for those who are on call. The Trauma Specialist assists in the Director of Program's absence.
- No individual will be required to be on call for two weeks in a row
- Staff respond to calls to the respective on-call number during the day as well as "after hours." After hours is defined as any time from 5pm-8am Monday-Friday, all day Saturday and Sunday, any holidays, and inclement weather day.

On-Call Protocol for Youth in Housing

- If a situation arises that requires immediate attention, especially involving threats to the safety of oneself or others, the Resident Assistant (RA) should first call 911, then the on-call staff person
- When in doubt, the RA calls the on-call number
- The RA is the first responder to situations that occur in the residence after hours. Should the RA determine the situation does not constitute an emergency or crisis, the incident can be addressed the following day. There must be documentation that reflects the rationale for the decision made with the appropriate documentation reflecting such. In the event there are concerns, the RA is expected to call the on-call staff and de-brief to ensure the practical and safest solution has been reached for the youth experiencing the crisis.
When in doubt the concerns should be staffed with the on-call staff member
- The RA may call the on-call number to ask the on-call staff person for a needs assessment. The staff member on call will go to the house, in the event assistance is

Attachment A6 – Sample Policy & Procedures, Section E.2D

needed. Clinical assistance may also be requested when mental health issues are a concern

- On-call staff are required to respond (in person) to a situation where the RA has determined immediate attention is needed. In the event of a safety concern (toward self or towards others), the appropriate action must be taken to ensure the safety of those at potential risk. It is expected that the Director of Programs is called to ensure necessary clinical measures have been taken for the sake of safety (for the youth, other youth in the house or apartment). An independent assessment may be conducted, but the necessary documentation must be entered into the ETO in real time due to this being a crisis situation.
- For youth that have threatened harm (i.e., harm to self, harm, to others, threats, suicidal ideation with plan), the Director of Programs must be called.
- If there are doubts regarding the best course of action for the youth, questions regarding safety and well-being should be directed to the Director of Programs.
- There are times when emergencies and/or crises may be resolved over the phone. If the on-call staff person has determined a situation has diffused and can be safely addressed the following morning or following business day, then no in-person presence is required. Some events may require the on-call person to be physically present. If there is an issue of safety/harm to self or others), this must be addressed rather than being left for the following day. When in doubt which course of action to take, the Director of Programs must be contacted.
- **Calls are documented on the On-Call Log and submitted at the end of the on-call.**

Attachment A6 – Sample Policy & Procedures, Section E.2D

- This does not negate the need to make a telephone call to notify the appropriate staff, to send an email, or document according to policy.
- When staff receive a call while on call, the documentation must be entered in immediately or no later than the morning after the emergency call.
- Steps taken to address a situation must be documented in the youth's chart in the ETO, using the appropriate note for documentation. Calls received afterhours should be documented on the following note:

- On Call Contact Note

- The On Call Log is submitted to the Director of Programs for review at the end of call, though notification of the call or incident should be made at the time or according to the documentation policy.
- Calls that pose a danger to self or other should be staffed with the Director of Programs in real time – this is not a situation that should wait until the next day
- On-call staff are not to consume alcohol or medications that could impair judgement and decision-making abilities while on-call
- On-call staff must be able to respond in person if necessary within the hour the call was received...

Clinical Responsibilities

The Director of Programs is a Master's Level, Licensed Mental Health Professional, Licensed in the State of Arkansas. It is the Director of Programs, the Trauma Specialist in her absence, that provides clinical oversight of the on-call procedure. The Director of Programs manages crisis situations through on call.

Attachment A7 – Sample Policy & Procedures, Section E.2D

Immerse Arkansas Youth Grievance Policy

Overview

Immerse staff values relationships: believing relationships are where healing takes place. Immerse also values the importance of each youth being in the driver's seat for decision making when it comes to their life. Immerse works to establish a safe (which includes both felt safety and physical safety) and welcoming environment where each youth is valued for their individual uniqueness and where they know their voice matters. IA desires for all youth to be treated with dignity and respect.

In any environment in which people regularly interact, conflicts, complaints, and concerns may arise. These issues may be between youth staying in transitional housing with IA staff, Host Family, volunteers, mentors, RAs or interns regarding specific program policies or expectations. This grievance procedure is in place to ensure that you have a process to formally log a complaint or concern, be heard, and have an opportunity for resolution.

A youth who seeks resolution of a concern/complaint, in good faith, actively participates in the grievance process, is viewed as someone who is finding their voice and learning to advocate for themselves.

During the grievance process youth have the right:

- To have their grievances taken seriously and considered in a fair, timely, and impartial manner
- To privacy in all related correspondence (written and verbal, including e-mail), and to have their confidentiality thoroughly protected
- To receive copies of all documentation related to their grievance (written and audio)
- To be assured that you will not be discharged or otherwise refused assistance solely based on engaging in any part the grievance process

When a youth's concern involves another youth, the youth may request an Immerse staff member, In the event a youth felt uncomfortable addressing the concern with whom they have the issue. In that event, the youth may request the presence of their coach or the supervisor of the coach (in the event the concern is with the coach).

Purpose

The purpose of the Youth Grievance Policy is to ensure an easy process is in place for youth to make a formal complaint when any or all of the following occur:

- believes they were wronged or treated unfairly
- believes program expectations or policies have been unfairly applied
- believes they were mistreated by another youth, Immerse staff person, volunteer/mentor

This policy outlines the minimum requirements for making a grievance.

Policy

1. All grievances will be taken seriously

Attachment A7 – Sample Policy & Procedures, Section E.2D

2. All information regarding the youth's grievance shall be considered confidential and maintained separately from the youth's record during the grievance process
3. The grievance should contain a statement involving the complaint, a statement about the anticipated response, and the date the complaint was made
4. Youth may have a staff member present
5. Youth can request their coach's supervisor meet with them in the event a grievance involves their coach
6. The grievance process is time limited
7. If a youth needs assistance in drafting a written grievance, staff will assist in the drafting
8. Filing a grievance indicates other measures have not proven successful in working toward resolution
9. Grievances submitted by a group of youth with the same concern must submit the individual grievances, on separate forms
10. Grievances pertaining to a serious safety concern will be dealt with immediately. Responses to such situations may not follow the procedures identified below
11. Upon resolution Upon resolution, a confidential summary of all complaints (with disposition) will be provided to the Executive Director and Board of Directors no less than quarterly
12. All complaint/grievance forms, investigation documentation, written resolution determination, summary documentation for performance improvement will be maintained by the _____ (including any returned dispositional notices).

Procedure

1. If the matter is considered an emergency or poses a significant safety concern the youth should call 911 and then the Immerse On-Call Number. If the youth is in shared housing the RA should be contact after 911 is called followed by the Immerse In-Call Number. Depending on the severity of the situation, action may be taken immediately, and a safe resolution will be sought.
2. The Youth obtains and completes the Grievance Form (kept at the information table in the OC), placing it in Grievance Box once completed
3. The Grievance Box is check at the beginning of each business day by the OC Director or LifeBASE Director
4. The grievance is reviewed by the director
5. Necessary staff or individuals are interviewed in addition to the youth bringing up the concern
6. The disposition is staffed with their direct supervisor
7. A disposition is reached in 5 business days
8. If a youth does not feel or believe the matter has been successfully resolved, the youth may resubmit the original concern as well as a statement indicating their additional concern
9. The youth will receive a response within 10 business days

Leah Williams, LPC

SUMMARY OF QUALIFICATIONS

22 years in mental health field as a licensed counselor working with children, adolescents, and adults; 11 years of training and supervision in the human service and mental health field combined; 9 of those years as a program manager; Program development for community based programming for challenging populations

EDUCATION

Bachelor of Social Work 1988
Arkansas State University
Jonesboro, AR

Masters in Rehabilitation Counseling 1991
Arkansas State University
Jonesboro, AR

LICENSURE

Licensed Associate Counselor 1992
Licensed Professional Counselor 1996

Specialization in Supervision 2006
Specialization in Technology Assisted
Counseling and Supervision 2013

EXPERIENCE (RECENT)

Director of Programs

Immerse Arkansas

12/16/2016 – Present

- Supervises Transitional Coaches and other assigned staff and assists in Mentor Training
- Manages Transitional Living Program and works on licensing for housing
- Establishes on call schedule, participates in on call, clinical backup for on call.
- Develops tools for improving program functioning and application of policies and procedures and streamlines admission process

Program Manager

Centers for Youth and Families/Therapeutic Family Homes Program: 2005 – 12/15/2016
Little Rock, AR

- Managed Emergency Services (July 2013) and Therapeutic Foster Care (TFC) program
- Supervised contract for Counseling Services (July 2012) and provided therapy services
- Assisted in company's operation of a therapeutic foster care program for youths with serious emotional and behavioral problems as well as adolescent sexual offenders
- Conducted Pre-service training for and ongoing training for therapeutic foster parents
- Supervised professional and paraprofessional staff
- Developed tools for improving programmatic functioning and compliance of performance indicators in conjunction with State Licensing Requirements, Joint Commission, State Contract Requirements, and FFTA Standards of Practice

Clinical Coordinator

Centers for Youth and Families/Therapeutic Family Homes Program (TFHP): 2001 – 2005
Little Rock, AR

- Served on Level of Care committee for reviewing of all referrals made to TFC to determine if referrals meet UM Criteria and supervised clinical staff in TFHP.
- Assisted in training of Therapeutic/Treatment Foster Parents including those providing services to adolescent/juvenile sexual offenders.



ARKANSAS STATE UNIVERSITY

*Upon recommendation of the Faculty and by virtue of
the authority vested in the Board of Trustees*

confers upon

LEAH BETH WILLIAMS

the degree of

MASTER OF REHABILITATION COUNSELING

and all the rights and privileges thereunto appertaining.

Issued at Jonesboro, Arkansas on this

Tenth Day of May, Nineteen Hundred and Ninety-one.

Sam Ross
Chairman of the Board
Daniel Job
Secretary of the Board



Fayston Smith
President
Robert S. Arlin
Vice President for Academic Affairs

Ardelia L. Rodgers, LPC

Mental Health Professional

Juvenile Sex Offender Therapist/National Certification in Trauma Focused Therapy

Individual, Family & Group Counseling

Professional Profile:

A highly skilled compassionate, empathetic, and strengths based professional dedicated to providing exceptional care and implementing effective treatment plans for adolescents and young adults that have been committed for both sexual and criminal offenses and working with victims. Demonstrated track record of success, working with diverse populations, in one-on-one and group settings. Effective motivator, communicator, and advocate with inherent ability to adapt easily, diffuse stressful situations, proactively resolve issues and meet and achieve challenging goals. Team oriented; consistently recognized for maintaining solid relationships with co-workers, administration and community agencies. Strong interpersonal, organizational, and analytical skills.

Core Competencies

Sex offender treatment	Individual/ Group Counseling	Family Therapy
Group Facilitator/Leader	Discharge Planning	Crisis Intervention
Community Safety Planning	Treatment Planning	Relapse Prevention

Education

University of Arkansas Little Rock
Master of Arts, Counseling, Dec. 2013

University of Phoenix
Bachelor of Science, Business Management, Dec. 2008

Licensed Professional Counselor (LPC)
 License #P1705305 (AR)

Certifications/Specializations

Clinical member of ATSA (Association for the Treatment of Sexual Abusers)
 National Certification in TF-CBT (Trauma Focused-Cognitive Behavioral Therapy)
 Technology Assisted Counseling Specialization

Ardelia Rodgers, LPC

Ardelia L. Rodgers, LPC

Professional Experience

Clinician (Mental Health)

Centers for Youth and Families

01/09/2017-Present

- Provides mental health therapy services for children and adolescents in therapeutic foster care. Primary therapist responsible for completing admission processes prepares monthly reports for state agencies (DHS, DCFS, and Juvenile Courts). Coordinates treatment services in an outpatient community based setting and supervises case manager functions to ensure services are delivered to clients and their families, to meet contractual obligations.

Mental Health Therapist (Contract)

08/01/2016-Present

Inspirations Day Treatment

- Conducts group, individual and family therapy. Responsible for treatment planning, documentation of patient status and response to treatment and coordinates services for assigned caseload.

Mental Health Therapist

09/5/16-01/27/17

Rite Of Passage/DYS Arkansas Juvenile Assessment and Treatment Center

- Provides individual, group and family therapy for adolescents with sexual behavior problems who have adjudicated or EJJ status offenses. Developed individualized treatment plans with measurable goals and collaborative discharge planning for aftercare purposes.
- Trained direct care staff on trauma informed care. Supervise the work and quality of services provided by case managers and direct care staff on assigned unit.
- Convened treatment team meetings as scheduled or as needed to discuss progress in the program toward meeting individual goals for residents. Serves as a liaison between youth service agencies, child welfare, juvenile justice and community based providers.
- Conducts needs assessments to document history and identify preliminary issues for treatment focus by interviewing the resident and their family members.

Mental Health Therapist

01/19/15-08/01/2016

G4S/DYS Arkansas Juvenile Assessment and Treatment Center

- Provides individual, group and family therapy for adolescents with sexual behavior problems who adjudicated or EJJ status offenses. Developed individualized treatment plans with measurable goals and collaborative discharge planning for aftercare purposes.
- Trained direct care staff on trauma informed care. Supervise the work and quality of services provided by case managers and direct care staff on assigned unit.
- Convened treatment team meetings as scheduled or as needed to discuss progress in the program

Ardelia Rodgers, LPC

Ardelia L. Rodgers, LPC

[REDACTED]

toward meeting individual goals for residents. Serves as a liaison between youth service agencies, child welfare, juvenile justice and community based providers. Conducts needs assessments to document history and identify preliminary issues for treatment focus by interviewing the resident and their family members

Outpatient School Based Therapist (MHP)

02/03/14-01/15/15

Life Strategies Counseling, Inc.

- Conducts group, individual and family therapy. Is responsible for treatment planning, documentation of patient status and response to treatment and coordinates services for assigned caseload.
- Assesses strengths and needs of the clients; plans, provides access and coordinates multidisciplinary care and service for clients. Functions as a member of the treatment team. Supervised and directed specific interventions provided to clients by MHPP's.
- Assists clients with access to community resources and support services. Works with state agencies in a mutual effort to provide the best care for clients. (DHS, Therapeutic Foster Care Programs, Community Mentors).

Financial Services Representative

05/2009-01/2014

Simmons First National Bank

- Accurately and efficiently process and record routine transactions for bank customers including cashing checks, accepting deposits and withdrawals, processing loan payments, processing loan requests and wire transfers for business accounts.
- Promote and recommends retail banking products and services to consumers that will benefit them with reaching their financial goals and objectives.
- Handle customer complaints and account disputes through the use of research methods in order to resolve issues within a timely manner.
- Provides personal banking services to consumers that need financial counseling on monetary investments to secure their future and that of their family.

Ardelia Rodgers, LPC

University of Arkansas at Little Rock

To all to whom these presents shall come
Greeting

Be it known that

Ardelia W. Rodgers

having completed the studies and fulfilled the requirements of the faculty for
the degree of
Master of Arts
Counseling

has accordingly been admitted to that degree with all the rights, honors,
and privileges thereto appertaining.

In witness whereof, the seal of the University and the signatures
of duly authorized officers are affixed to this diploma.
Given at Little Rock, in the State of Arkansas, this fourteenth day of December
in the year of our Lord two thousand and thirteen.

Gene Rogers
Chairman of the Board of Trustees
University of Arkansas

Don R. Sels
President
University of Arkansas

Joel E. Anderson
Chancellor
University of Arkansas at Little Rock



Kristin Veasey-Knox

Summary of Qualifications

- Admirable experience in managing public affairs work
- Successfully implement and execute marketing strategies for promotional campaigns via various media channels to increase community engagement
- Proven ability to communicate with various audiences across multiple platforms
- Exceptional ability to develop and maintain professional relationships with vendors, stakeholders, community groups and media representatives
- Ability to manage high profile projects and meet strenuous deadlines

Professional Experience

HOPE CREDIT UNION – Little Rock, AR
Program Officer, 04/2016 to 04/2018
Mortgage Loan Originator, 04/2018 to Present

Selected Accomplishments:

- Contact local employers, nonprofits, faith-based groups and their employees/constituents, in order to connect with HOPE's financial products and services.
- Establish partnerships with groups who provide financial counseling, homebuyer education, and other related technical assistance services.
- Active participation in community efforts (e.g., Volunteer Income Tax Assistance sites, Individual Development Account programs, etc.) with key partner organizations in the Central Arkansas area.
- Create a friendly rapport with members and respond to customer account inquiries in a timely manner.
- Assist marketing department with communication efforts to increase awareness of the organization, its mission and its accomplishments among key audiences within the area via social media channels.
- Manage and complete multiple projects simultaneously with an emphasis on effectiveness, quality, and efficiency in accordance with professional standards.

GOODWILL INDUSTRIES OF ARKANSAS – Little Rock, AR
Career Specialist, 02/2014 to 04/2016

Selected Accomplishments:

- Facilitated and directly provided placement assistance services to job seekers to include intake, assessment, and vocational guidance, referrals to supportive services, job search assistance, and employment referrals.
- Established partnerships and maintained contact with employers to promote employment or advancement for eligible job seekers.
- Coordinated and developed employment opportunities with state approving agencies, labor unions apprenticeship committees, and other community resource channels to promote educational, training and employment sessions for job seekers.
- Created and implemented effective communication and quarterly marketing plans for metro area.
- Monitored and updated company related social media sites (i.e. Facebook, Facebook Manager, Twitter, and YouTube) and devised marketing and promotional materials (i.e. Microsoft Office Suite, Adobe InDesign, Photoshop) per management approval for company and community related events. Used HootSuite software to schedule and maintain calendar of daily messages.

NPR (KUAR 89.1FM) – Little Rock, AR
News Anchor, 10/2009 to 05/2014

Selected Accomplishments:

- Anchored morning newscasts, reported and performed investigative work, produced and contributed to KUAR website.
- Developed and edited assigned articles/story copies to be orally delivered daily during broadcasting programs utilizing sound board and SoundForge software.
- Maintained public information and prepared community relations programs and ensured confidence of audience.
- Prepared communication plans to meet specific objectives.
- Assisted news team with creating pitch key messages through internal communication.
- Coached and mentored incoming reporters on how to develop exciting and engaging new stories.

LITTLE ROCK JOB CORPS CENTER – Little Rock, AR

Career Preparation & Communications Instructor, 06/2011 to 02/2014

Selected Accomplishments:

- Provided training opportunities for students ages 16-24 in areas of enhanced educational skills as identified, in addition to opportunities for program improvement and advancement.
- Entered and maintained documentation of all related activities in CIS-3G data base system as well as hard copy case files, pulled reports on department activities and completed a self-monitoring review of student caseload.
- Served as Liaise with non-profit organizations, community programs, community leaders, and college recruiters to provide workshops, seminars, and job fairs to equip students with job readiness skills.
- Provided students with referrals to community-based partners and agencies and performed other duties as required.
- Provided initial and follow up support to students, coordinated trade schedule of students for eligibility review and the resolution of eligibility issues.
- Coordinated and supported the event management team in making timely arrangements for successful execution of after school activities (choir, dance team, step team, Dress for Success annual fashion show, the Biggest Loser contest and parenting classes).

ARKANSAS HOUSE OF REPRESENTATIVES – Little Rock, AR

Constituency Services Intern-Video & Web (87th & 88th General Assembly), 1/2010 to 4/2011

Selected Accomplishments:

- Successfully coordinated/produced broadcast of all legislative sessions and committee meetings via Any Cast software, online streaming (Live Manager) and Comcast cable television.
- Archived footage for website and public access via Pilot (Flex360) software while displaying titles and names of all involved parties via Compix Generator.
- Communicated with State Representatives to create public service announcements via social media (i.e. YouTube, Facebook, and Twitter).
- Scheduled daily messages and updated web-based activity calendar in Live Manager software and maintained digital photographic files (GIF, JPEG). Utilized Photoshop to produce yearly representative publication for statewide distribution.
- Functioned as the Video/Audio Visuals Technician for legislative meetings, events, and representatives for website and promotional use.
- Troubleshoot equipment to ensure a quality product for live news feeds and online streaming.
- Created YouTube channel as well as a virtual tour guide of The House of Representative work quarters.

CITADEL COMMUNICATIONS – Little Rock, AR

On-Air Personality, 3/2001 to 2/2010

Urban Promotions Director, 8/2004 to 8/2007

Communications & Marketing Assistant, 1/2008 to 2/2010

- Coordinated and planned marketing campaigns and PR initiatives for online, interactive media, and print publications. Utilized Crystal Cast and Stratus software to update and track website information and activity for three stations and scheduled daily messages related to advertisements.
- Identified target markets, monitored Arbitron ratings, researched competitor marketing strategies, and managed product launches and on-air contest.
- Established and maintained hard copy, computer files and records for content related to telesales, field sales, media advertising, and web sites.
- Utilized Microsoft Office 2010, Adobe Acrobat (Illustrator, Photoshop, In-Design) to develop communication materials including brochures, flyers, press releases, public service announcements, media announcements, information pamphlets, internet material, promotional emails, and other promotional/public information.
- Received and reviewed request from non-profit organizations, community leaders and other guest(s) with an interest in appearing on the Broadway Joe Talk Show to promote community issues and events.
- Coordinated and scheduled internal and external meetings, conferences calls, speaking engagements and/or appearances for on-air and marketing staff and made scheduling modifications based on priorities and emerging needs.
- Prepared and managed annual budgets for station events (charity basketball games, concerts etc.) to ensure budgeted amounts were not exceeded.
- Implemented and evaluated measurable goals, policies, and action plans which supported the company's mission, philosophy and strategic plan.
- Proactively established key relationships and liaised with venue management, clients, contractors, subcontractors, LRPD, LRFD, and other city officials to provide security, transportation, contracts, work permits, and insurance for station events.
- Administered media inquiries and interviews.

Education

UNIVERSITY OF ARKANSAS AT LITTLE ROCK – Little Rock, AR

Bachelor of Art, 12/2010 Major: Mass Communication (Radio, Television, and Film) | Minor: Film

STAND FOUNDATION INC. - EDWARD COLEMAN LEADERSHIP INSTITUTE- Little Rock, AR
Leadership Certification, 01/2015

Non-Profit Work

The Method Real Talk for Real People (KABF 88.3FM, St. Andrew UMC, Better Community Development, Inc. and Denman, Hamilton & Associates) Awards: 2017 Bert Affleck Award SMU/Perkins School of Theology, National World Communion Leadership Award- General Board of Global Ministries of the United Methodist Church, ML Community & Lifestyle Magazine 2016 Spirit Award, M. E. Brands LLC- Chocolate Diamond Award

The STAND Foundation, Inc.- Marketing Coordinator- StandOUT Leadership Summit 2015-2017

Milton Pitts Crenshaw Aviation Training Academy- Communications Assistant (2016-2017)

Awards: Volunteer Arkansas- Volunteer of the Month (April 2017)

Little Rock Convention and Visitors Bureau: Rock Star Award (December 2018)



OFFICE OF RECORDS AND REGISTRATION
UNIVERSITY OF ARKANSAS AT LITTLE ROCK

2801 S. University Ave., Little Rock, AR 72204-1099 | (O) 501.569.3110 | (F) 501.569.8168 | ualr.edu

February 25, 2020

RE: Kristin Veasey-Knox

To Whom It May Concern:

This letter is to certify that the above named person has received the following degree(s) from the University of Arkansas at Little Rock. (Note: The Family Educational Rights and Privacy Act prevents UALR from verifying degree information using the Social Security Number)

Degree(s) Awarded and Date:

BA -- Bachelor of Arts

Awarded:	December 16, 2010
Major:	Radio, Television and Film
Minor:	Film

If we can be of further assistance, feel free to contact our office -- we can be reached via phone at (501) 569-3110, or via email at records@ualr.edu.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Paden Haynes', written over a horizontal line.

Paden Haynes,
Records Assistant / Verifications Clerk

School Code 001101

Kelly Austin



Objectives

To obtain a challenging position at your reputable organization that will utilize both my educational background and professional experience to contribute to the organization while using my knowledge and skills for the development of both the organization and myself.

Experience

Date of Employment :12/01/2004

Stein-Mart

Norman, OK

Sales Associate

- Assist customers with in-store purchases by ringing up sales at register
- Ensure that each customer receives outstanding services by providing a friendly environment, which includes greeting and acknowledging each customer
- Demonstrate ability to interact and cooperate with all company employees.

Experience

Date of Employment : 5/1/2007

Center's for Youth and Families

Little Rock, AR

Mental Health Technician

- Socialize, assist, and observe mentally ill patients
- Record changes in patients behavior
- Facilitate medications
- Maintain patient, program, department, and related documentation ensuring that forms are properly and promptly completed and routed
- Support facility internal and external customer service standards

Experience

Date of Employment : 4/5/2010

Bridgeway

Little Rock, AR

Mental Health Technician

- Provide direct assistance for mentally ill patients
- Participate in treatment planning by helping to identify patients' problems, needs, and strengths
- Plan and prepare adequately for groups
- Complete documentation for each patient as it relates to the treatment plan
- Exhibit service excellence

Kelly Austin
**Education**

Dates of Attendance : 8/1/1998 To 5/1/2001
Parkview Arts and Science Magnet High School Little Rock, AR
3.8 GPA

Academic Education

Dates of Attendance : 8/1/2001 To 8/1/2006
University of Oklahoma Norman, OK
Sociology/Criminology

The Oklahoma State Regents for Higher Education
acting through

The University of Oklahoma

have admitted
Kelly Bwayne Austin
to the degree of
Bachelor of Arts

and all the honors, privileges and obligations belonging thereto,
and in witness thereof have authorized the issuance of
this Diploma duly signed and sealed.
Issued at the University of Oklahoma at Norman, Oklahoma on the
tenth day of May two thousand and nineteen.

For the State Regents

[Signature]

Chairman

[Signature]

Secretary

[Signature]

Chancellor

For the University

[Signature]
Chairman, Board of Regents

[Signature]
President of the University

[Signature]
Academic Dean



Deidre Gray

Authorized to work in the US for any employer

WORK EXPERIENCE

Selling Business Manager

Dillard's - Little Rock, AR -

2015-12 - Present

Manage a team of 10 associates in men's and women's fragrance. Train and coach to individual opportunities. Exceed personal and counter sales goals. Collaborate with vendors for special events. Scheduling. Support outside associates as needed.

Foster Care - Program Assistant

State of Arkansas: Department of Human Services - Fort Smith, AR -

2013-03 - 2015

Responsibilities

Teaches and demonstrates living skills to clients, such as budgeting, cooking, housekeeping and child care. Transports clients to various appointments. Aides clients in locating resources. Develops and monitors behavior and case plans. Maintains narratives detailing action taken by and on behalf of clients. Monitors and documents family visitation. Provides compassionate care for all children in foster care.

Skills Used

Positive attitude. Effectively communicates through writing, speaking and listening. Fairly resolves conflicts. Provides positive and constructive feedback. Delegates tasks efficiently. Facilitates supportive environment with an empathetic nature. Sets and meets measurable goals. Plans purposeful activities. Training and coaching with patience and creativity. Flexibility.

Assistant Manager

Teavana - Little Rock, AR -

2010-08 - 2013-03

Responsibilities

Maintain sales goals. Hire and train staff. Scheduling. Ensure excellent customer service. Problem solving and critical thinking.

Accomplishments

Maintained profitable store.
Moved to management position in less than a year.

Early Childhood Behavioral Technician

Ascent Children's Health Services - North Little Rock, AR -

2008-01 - 2010-08

Assist in the implementation of unique intervention to manage behavioral disorders in children. Provide support for children with emotional and mental disabilities during daily activities. Document individual progress in accordance with IEP goals. Assist in implementing daily instruction. Ensure the safety of and appropriate care of all children.

EDUCATION

BA in Sociology

University of Arkansas at Little Rock - Little Rock, AR

2008 - 2018-05

University of Arkansas at Little Rock

To all to whom these presents shall come
Greeting

Be it known that

Beidre Gray

having completed the studies and fulfilled the requirements of the faculty for
the degree of
Bachelor of Arts
Sociology

has accordingly been admitted to that degree with all the rights, honors,
and privileges thereunto appertaining.

In witness whereof, the seal of the University and the signatures
of duly authorized officers are affixed to this diploma.

Given at Little Rock, in the State of Arkansas, this fifteenth day of August
in the year of our Lord two thousand and eighteen.

Mark Waldrip
Chairman of the Board of Trustees
University of Arkansas

D. O. A. S. S. S.
President
University of Arkansas

[Signature]
Chancellor
University of Arkansas at Little Rock



Sydney Foster, LMSW

Education

Master's Degree: Social Work <i>University of Arkansas at Little Rock</i> Concentration: Management and Community Practice	May 2016
Bachelor of Science: Psychology <i>University of Central Arkansas</i> Summa Cum Laude	May 2014
Associates Degree: Transfer Studies <i>Anne Arundel Community College</i> Student Marshall for Class of 2012	May 2012

Educational & Professional Experience

Grants & Outcomes Manager Immerse Arkansas Little Rock, AR	May 2016-Present
<ul style="list-style-type: none"> •Expand program capacity through grant writing tasks •Ensure proper data management (ETO and HMIS) in accordance to federal and Immerse Arkansas policy •Provide internal technical support to program staff for data management system (ETO) •Develop semi-annual Performance Progress Reports, monthly performance reports, and other outcome data, including monthly internal data audits •Facilitate and enhance fundraising and donor relations/accountability •Work with third-party evaluator to monitor annual program evaluation •Assist in marketing and development opportunities 	
Social Work Graduate Intern II Community Connection Center University of Arkansas at Little Rock Little Rock, AR	August 2015- May 2016
<ul style="list-style-type: none"> •Conducted program outcome evaluation of university career fair •Coordinated training of 4 undergraduate students at leadership conference and development of university social justice seminars •Conducted needs assessment (qualitative and quantitative research) for Immerse Arkansas regarding post-placement support for foster and adoptive families 	
Social Work Graduate Intern I Rivendell Behavioral Health Services of Arkansas Benton, AR	August 2014- May 2015
<ul style="list-style-type: none"> •Taught social skills sessions to adolescent patients •Conducted social history evaluations of adult patients •Scheduled aftercare appointments and living arrangements for adult patients •Conducted individual, group, community, and family assessments 	

University of Arkansas at Little Rock

To all to whom these presents shall come

Greeting

Be it known that

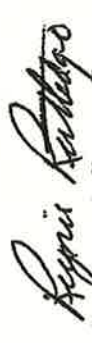
Sydney Elise Gambill


having completed the studies and fulfilled the requirements of the faculty for
the degree of
Master of Social Work

has accordingly been admitted to that degree with all the rights, honors,
and privileges thereunto appertaining.

In witness whereof, the seal of the University and the signatures
of duly authorized officers are affixed to this diploma.

Given at Little Rock, in the State of Arkansas, this fourteenth day of May
in the year of our Lord two thousand and sixteen.


Chairman of the Board of Trustees
University of Arkansas


President
University of Arkansas


Chancellor
University of Arkansas at Little Rock



*Experience in program development, organizational management, project management, & communications.
Advocate for teens and children with a strong understanding of child development, a passion for education,
and a desire to see every child reach his full potential.*

WORK EXPERIENCE

OPERATIONS MANAGER, IMMERSE ARKANSAS LITTLE ROCK, ARKANSAS – 2017-PRESENT

Direct and monitor the day-to-day activities of the organization to ensure the collective achievement of the mission, values, and goals. Areas of responsibility include directing financial operations, human resources, project management, capacity-building, systems analysis, communications, and community engagement.

VOLUNTEER COORDINATOR, IMMERSE ARKANSAS LITTLE ROCK, ARKANSAS – 2017

Create, manage, and grow Immerse Arkansas' capacity for and use of volunteer resources to strengthen every part of the organization.

PIANO INSTRUCTOR, STUDIO 3 MUSIC ACADEMY PENDLETON, INDIANA – 2017

Teach private lessons to children in preschool and above. Create a comprehensive, engaging, and effective lesson plan for each student according to ability and personality. Foster a love of music and continual development.

YOUTH MINISTER, PLEASANT VALLEY CHURCH OF CHRIST LITTLE ROCK, ARKANSAS – 2000-2010

Provide vision and direction for the overall youth program for 7th-12th grades by incorporating learning, service, accountability and support. Organize, equip, and encourage a team of approximately 30 volunteers to reach 150-200 youth.

EDUCATION

UNIVERSITY OF ARKANSAS LITTLE ROCK

B. A. Psychology, 2007

PROJECT MANAGEMENT INSTITUTE

CAPM, *Currently enrolled,
completion date 2020*

SKILLS

- Proficient in Microsoft Office, iWork, Mailchimp, & Google Suite
- Working knowledge of WordPress, Adobe Suite, Squarespace, WIX & Canva
- Effectively uses Gantt charts, WBS, Slack, and Trello in project management and team leadership
- Excellent editing skills
- Efficient, responsible, and detail-oriented

OTHER NOTABLE EXPERIENCE

DRAMA CO-DIRECTOR, WRC HOMESCHOOL CO-OP ANDERSON, INDIANA – 2016-2017

Plan, direct, and execute the annual children's musical production, involving a cast of 36 students, ages 8-12. Recruit and guide volunteers. Maintain effective communication with parents, volunteers and board of directors. Manage the annual department operating budget.

GENESIS WORSHIP DIRECTOR, JOURNEY CHURCH ANDERSON, INDIANA – 2012-2015

Plan and direct monthly worship experiences, using a variety of artistic mediums. Schedule musicians and artists, lead rehearsals, and prepare program materials. Maintain program calendar and volunteer database.

CLASS FACILITATOR & RETREAT SPEAKER VARIOUS ORGANIZATIONS – 2010-PRESENT

Organize, facilitate and/or teach for Foster PRIDE/Adopt PRIDE, CPR/First Aid, Dynamic Marriages, Parenting with Love and Logic, BSF International, Making Connections Early Childhood Conference, White River Christian Home Educators, and classes or retreats for various churches and youth groups.

UNIVERSITY OF ARKANSAS AT LITTLE ROCK

Date Issued: 12-MAR-2018
OFFL

Page: 1



Issued To: Immerse Arkansas
P.O. Box 45385
Little Rock, AR 72214

Course Level: Undergraduate
Student Type: Transfer

Current Program
College : Arts, Humanities, Social Sci
Major : Psychology
Minor : Music

Events: AAGE (CAAP) Completed
Writing Proficiency Passed

Degrees Awarded Bachelor of Arts 19-MAY-2007
Primary Degree

Major : Psychology
Minor : Music
Inst. Honors: Cum Laude

SUBJ NO. C COURSE TITLE CRED GRD PTS R

Transfer Information continued:
TRAN 1000 Transfer lower level elective 3.00 TR
TRAN 1000 Transfer lower level elective 1.00 TR
TRAN 1000 Transfer lower level elective 3.00 TR
TRAN 1000 Transfer lower level elective 1.00 TR
TRAN 3000 Transfer upper level elective 3.00 TR
Ehrs: 17.00 GPA-Hrs: 0.00 qpts: 0.00

01/98-05/98 Oklahoma State Univ-Main Campu

HIST 2311 US History To 1877 3.00 TR
MATH 1304 Calculus I 3.00 TR
TRAN 1000 Transfer lower level elective 6.00 TR
TRAN 2000 Transfer lower level elective 2.00 TR
Ehrs: 14.00 GPA-Hrs: 0.00 qpts: 0.00

SUBJ NO. C COURSE TITLE CRED GRD PTS R INSTITUTION CREDIT:

TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:

06/98-05/99 Tulsa Community College
CHEM 1402 General Chemistry 1 4.00 TR
POLS 1310 American Nat'l Gov't 3.00 TR
PSYC 2300 Psyc & Human Experience 3.00 TR
RHET 1311 Composition I 3.00 TR
RHET 1312 Composition II 3.00 TR
TRAN 1000 Transfer lower level elective 1.00 TR
TRAN 2000 Transfer lower level elective 3.00 TR
TRAN 2000 Transfer lower level elective 3.00 TR
Ehrs: 23.00 GPA-Hrs: 0.00 qpts: 0.00

08/99-12/99 U of Tulsa
FREN 1311 Elementary French 1 3.00 TR
TRAN 1000 Transfer lower level elective 1.00 TR
TRAN 1000 Transfer lower level elective 1.00 TR
TRAN 1000 Transfer lower level elective 1.00 TR
***** CONTINUED ON NEXT COLUMN *****

2002 Spring
PSYC 2440 M Statistics & Methods 1 4.00 A
PSYC 3356 M Developmental Psychology 3.00 A
SPCH 1300 M Speech Communication 3.00 A
Ehrs: 10.00 GPA-Hrs: 10.00 qpts: 40.00 GPA: 4.00

Chancellor's List
Good Standing

2002 Fall
PSYC 4363 M Organizatn'l Psychology 3.00 A
SOC1 2300 M Intro To Sociology 3.00 A
Ehrs: 6.00 GPA-Hrs: 6.00 qpts: 24.00 GPA: 4.00
Good Standing

2003 Spring
PSYC 2341 M Statistics & Methods 2 3.00 A
PSYC 3360 M Abnormal Psychology 3.00 A
PSYC 4320 M Physiological Psychology 3.00 B
Ehrs: 9.00 GPA-Hrs: 9.00 qpts: 33.00 GPA: 3.66
Chancellor's List
Good Standing
***** CONTINUED ON PAGE 2 *****

Malissa K. Mathis

Malissa K. Mathis, Registrar

UNIVERSITY OF ARKANSAS AT LITTLE ROCK

Date Issued: 12-MAR-2018
OFFL

Page: 2

SUBJ NO.	C	COURSE TITLE	CRED GRD	PTS	SUBJ NO.	C	COURSE TITLE	CRED GRD	PTS
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Institution Information continued:

2003 Fall
 PSYC 3358 M Adolescent Psychology 3.00 A 12.00
 PSYC 3380 M Cognitive Psychology 3.00 A 12.00
 Ehrs: 6.00 GPA-Hrs: 6.00 Qpts: 24.00 GPA: 4.00
 Good Standing

2004 Spring
 Dean's List
 BIOL 1401 M Science Of Biology 4.00 A 16.00
 ENGL 2338 M World Literature Themes 3.00 A 12.00
 PSYC 4321 M Independent Study 3.00 A 12.00
 PSYC 4340 M Shaping Behavior 3.00 A 12.00
 Ehrs: 13.00 GPA-Hrs: 13.00 Qpts: 52.00 GPA: 4.00
 Chancellor's List
 Good Standing

2004 Fall
 ERSC 1102 M Physical Geology Lab 1.00 A 4.00
 ERSC 1302 M Physical Geology 3.00 B 9.00
 FREN 1312 M Elementary French 2 3.00 A 12.00
 Ehrs: 7.00 GPA-Hrs: 7.00 Qpts: 25.00 GPA: 3.57
 Good Standing

2005 Fall
 HIST 1311 M Hist Of Civilization I 3.00 B 9.00
 MUHL 3351 M History Of Rock 3.00 C 6.00
 Ehrs: 6.00 GPA-Hrs: 6.00 Qpts: 15.00 GPA: 2.50
 Good Standing

2006 Spring
 FREN 2311 M Intermediate French 1 3.00 A 12.00
 HIST 1312 M Hist Of Civilization II 3.00 B 9.00
 Ehrs: 6.00 GPA-Hrs: 6.00 Qpts: 21.00 GPA: 3.50
 Good Standing

***** CONTINUED ON NEXT COLUMN *****

Institution Information continued:

2006 Fall
 FREN 3311 M Integrated Skills II 3.00 A 12.00
 HIST 3336 M Islam Modern Middle East 3.00 B 9.00
 MUHL 3322 M ST: Western Art Music Survey 3.00 B 9.00
 PSYC 4100 M Senior Synthesis 1.00 A 4.00
 Ehrs: 10.00 GPA-Hrs: 10.00 Qpts: 34.00 GPA: 3.40
 Good Standing

2007 Spring
 PSYC 3305 M Sensation Perception 3.00 B 9.00
 PSYC 4365 M Psy Disorders Childhood 3.00 A 12.00
 Ehrs: 6.00 GPA-Hrs: 6.00 Qpts: 21.00 GPA: 3.50
 Good Standing

***** TRANSCRIPT TOTALS *****
 Earned Hrs 79.00 Points 289.00
 GPA 3.65
 ***** END OF TRANSCRIPT *****

TOTAL INSTITUTION 79.00 289.00 3.65
 OVERALL 133.00 289.00 3.65
 ***** END OF TRANSCRIPT *****

Malissa K. Mathis
 Malissa K. Mathis, Registrar

Technical Proposal Response to *Information for Evaluation*

E.1 MINIMUM QUALIFICATIONS.....

A. Qualifications

Leah Williams, Director of Programs at Immerse Arkansas (IA), will serve as the Contract Administrator for the proposed Supervised Independent Living (SIL) Program, LifeBASE. Ms. Williams holds a Master's degree in Rehabilitation Counseling from Arkansas State University. Ms. Williams is a Licensed Professional Counselor with extensive experience in the mental health field (22 years), supervision (15 years) and management (11 years) of therapeutic foster care. In addition to her licensure, Ms. Williams has specializations in Technology Assisted Counseling and Supervision. Immerse Arkansas has worked to develop a team of professionals with extensive and broad experience in child welfare, counseling, social work, mental health, and juvenile justice, and trafficking to best support young people transitioning out of foster care. Ms. Williams has the full support of her Assistant Director of Programs and Executive Director in Immerse's commitment to providing quality programs to youth transitioning out of foster care.

Assistant Director of Programs, Ardelia Rodgers, is a Licensed Professional Counselor with 6 years of experience in the mental health field caring for a wide range of populations, including youth in therapeutic foster care as well as youth involved in the juvenile justice system. Ms. Rodgers has earned National Certification in Trauma Focused-Cognitive Behavioral Therapy and has a specialization in Technology Assisted Counseling. Please refer to **Attachments B and C** (resumes and diplomas), as well as Section E.4A for more information on Ms. Williams' and Ms. Rodgers' positions and tasks related to this project.

Executive Director, Eric Gilmore, has a Master's degree in Social work plus 12 years of experience working with adolescents in foster care, the past 10 of which have been focused on

successfully helping youth as they transition out of foster care. The Contract Administrator and this leadership team are committed to the success of youth aging out of foster care in Arkansas and to the success of this contract.

IA will submit an application for a Transitional Living Residential License by May 15, 2020 to the Child Welfare Agency Review Board (CWARB) via the Department of Human Services' Division of Child Care and Early Childhood Education (DCCECE) Placement and Residential Licensing Unit (PRLU). IA will collaborate with DCFS and DCCECE PRLU regarding any needed alternative compliance requests to the CWARB in regards to the Transitional Living Residential License. IA received approval from the Child Welfare Agency Review Board and obtained licensure for Host Family Homes on 07/24/2019. IA is equipped with the expertise and skill necessary to successfully obtain additional licensure.

E.2 APPROACH TO SCOPE OF WORK.....

A. Setting Processes and Procedures

IA will secure the two levels of SIL Program settings through IA's current LifeBASE Program for clients in Level 1 and Level 2 via the following methods:

1) *Existing IA Properties* - IA currently operates Apartment Settings and Shared House Settings for youth in transition. These properties are described below; and, if available, will provide the living settings for this contract. IA currently has 8 Apartment Settings for Level 1 DCFS referred youth (with capacity for up to 12 total youth at a ratio of up to 2 youth ages 18-21 per apartment), and 2 Shared House Settings for Level 1 or Level 2 DCFS referred youth (with capacity for up to 6 total youth at ratio of up to 3 youth to 1 resident assistant (RA) in each of the 2 homes). The two (2) Shared House Settings will be reserved for DCFS referred youth for this contract. Apartment Settings are dependent on availability.

2) *Securing Additional Properties* - At the point that our existing properties are full, or if a youth's plan and goals would be strengthened by such, IA will work to secure additional Apartment Settings and/or Shared House Settings for Level 1 and Level 2 youth. Newly secured settings will meet the requirements listed in the bid solicitation, be approved by DCFS, and meet the following criteria:

- Safety - Youth should "feel" safe in their environment, and not live in an area considered high crime.
- Accessibility - Youth should be able to walk or use public transportation to achieve their goals (education and employment), and meet their needs (groceries, prescriptions, etc.).
- Sustainable Quality - The monthly rent of the apartment and cost of furnishing should be at a price and quality that the youth can sustain on their own upon exit from foster care through their own employment or other resources. The setting and furnishings should be neither luxurious nor inadequate as judged in collaboration with DCFS.

B. Housing Settings

IA will provide the following settings to youth supported by this contract:

Apartment Setting (Level 1 and 2)

IA currently rents eight (8) Apartments, with capacity for up to twelve (12) youth. The Apartment Settings for DCFS Level 1 and Level 2 youth will be located near the same geographic area as the LifeBASE Shared House Settings (Little Rock Midtown) and will include regular and direct supervision from LifeBASE Coaches and other program staff. LifeBASE Coaches will visit apartment residents at least once weekly, with one or more unannounced visit(s) per month depending on the needs of the youth determined by IA's assessment process. For Level 2 youth, IA will ensure a Resident Assistant is onsite to provide support at a ratio of no more than six (6) Level 2 youth to one (1) Resident Assistant. Resident Assistants provide onsite

supervision and assistance as needed to youth, as well as host a variety of regularly scheduled community-building events for youth in housing. All Resident Assistants are trained in IA principles including Trauma-Informed Care and Positive Youth Development (Section E.2G).

Shared House Setting (Level 1 and 2)

IA owns 2 Shared House Settings (with capacity to house 6 total youth at a ratio of up to 3 youth to 1 Resident Assistant in each of the 2 homes) through our LifeBASE program. The 2 Shared House Settings will be reserved for DCFS referred youth. The Shared House Settings for DCFS Level 1 and Level 2 youth are within the community, in a typical neighborhood which provides youth with the opportunity to practice and hone multiple life skills such as community living, home maintenance (i.e., cleaning, minor repairs, living by neighbors, etc.), and lawn maintenance. A trained Resident Assistant lives in each Shared House Setting and provides daily, onsite supervision.

Regardless of Setting:

IA is committed to equipping youth with tools and resources necessary for success as they transition into adulthood. In addition to onsite supervision provided through Resident Assistants, IA will provide all Level 1 and Level 2 youth information on IA's 24/7 IA Residential On-Call Number, which is managed by IA staff and ensures immediate response to youth crises and needs.

In Level 1 and Level 2 Apartment Settings and Shared House Settings, each youth has his/her own bedroom. All IA Apartment and Shared House Settings available for DCFS referred youth are equipped with wifi, full kitchens, bathrooms, and a washer and dryer inside the unit or house. IA conducts monthly quality assessments to ensure all Apartment and Shared House Settings are clean, safe, in good repair, and have operational smoke alarms. All Apartments and Shared House Settings have operational smoke alarms within 10 feet of the kitchen and

bedroom(s). In addition, all settings are equipped with chemical fire extinguishers located near the kitchen that are serviced annually. All Shared House Settings have operational landlines, and all DCFS referred youth who do not already have a cell phone are provided with one using their stipend from DCFS. As needed, LifeBASE Coaches aid youth in selecting and purchasing a cell phone and cell phone plan. Pets are not allowed in IA housing settings; however, exceptions may be made for youth who require support from a service or emotional support animal and have the means to properly care for it. Exceptions will only be made based upon receiving all necessary paperwork, documentation of vaccinations, and DCFS approval. All firearms, dangerous weapons, or illegal substances are prohibited. Smoking is prohibited on IA property, including Apartment and Shared House Settings. All youth who smoke or use tobacco products are provided with smoking cessation information by LifeBASE Coaches.

IA will provide CPR/first aid training (including infant CPR) for all youth living with their dependent(s). For youth who are pregnant and parenting, IA will assess the safety of housing against the ACF: Early Childhood Self-Assessment Tool for Family Supportive Housing. Basic precautions for safety will include posting emergency response plans (fire, tornado, active shooter, etc) and providing Emergency Preparedness Boxes to all youth upon admission to IA's LifeBASE program.

C. Housing Addresses

Apartment Setting (Level 1 and 2)

- [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]

All IA apartments are located in safe, well-lit areas within the community and provide easy access to a variety of resources including public transportation, job opportunities, grocery stores, and educational institutions such as Eastern College of Health Professions. IA maintains positive working relationships with our current landlords and property managers who are committed to ensuring healthy living environments for all residents. As stated, based on the number of DCFS referred youth, IA may acquire more apartments at the same apartment complex, or a similar apartment complex with DCFS approval.

Shared House Setting (Level 1 and 2)

- [REDACTED]
- [REDACTED]

Both Shared House Settings are located within the [REDACTED] and provide close proximity to community partners and key resources including IA's Drop-In Center, University of Arkansas at Little Rock (UALR), UALR TRIO Pre-College Programs, Adult Continuing Education Programs, IA's Drop-In Center, as well as job opportunities, grocery stores, and bus stops. IA has operated Shared Homes in this neighborhood since 2013 and holds considerably positive relationships with surrounding residents. Three (3) of IA's team members and several IA mentors live within the [REDACTED], and Leah Williams, Contract Administrator and IA's Director of Programs, actively serves on the Neighborhood Association Executive Committee.

D. Sample SIL Policy and Procedures

Positive Youth Development and Trauma Informed Care principles are infused throughout IA's policies and procedures. IA has included a sample of our policies and procedures in the attachments listed below. These attachments contain excerpts addressing the

areas listed. Our full policy and procedures may be made available to DCFS upon request. Please refer to Attachment A for the following requested policies:

- **Attachment A1:** Written Rules of Conduct & Consequences, *301.9 Youth Handbook*
- **Attachment A2:** Transportation for Residents, *102.6 Driving Records Policy*
- **Attachment A3:** Medication Management Policy, *103.1.2 Plan for Health Care and Medication Administration*
- **Attachment A4:** Flexible Planned Absence Policies, *301.5 Late Night and Overnight Policy*
- **Attachment A5:** Emergency/Disaster Preparedness, *101.12.1 Emergency Preparedness*
- **Attachment A6:** Crisis Intervention Procedures, *102.9.0 On-Call and Crisis Management Policy*
- **Attachment A7:** Complaint Procedures, *302.1 Youth Grievance Policy*

E. Caseload

Leah Williams, Contract Administrator and Director of Programs will ensure that a LifeBASE Coach (Case Manager) will not have more than seven (7) youth on his or her caseload. LifeBASE caseloads are managed and visible through IA's case management software Efforts to Outcomes (ETO). IA's Assistant Director of Programs oversees the admissions process and carefully considers a LifeBASE Coach's caseload prior to assigning new youth to the Coach. Each youth will be assigned a LifeBASE Coach to serve as their primary support and point of contact while in LifeBASE. IA is a proponent of smaller caseloads as part of LifeBASE program philosophy, as they allow for more attention to each youth's individualized needs, affords the Coach opportunities to provide more intensive support, and "jump starts" development of the relationship between youth and Coach.

IA will coordinate with DCFS on referrals of eligible youth for placement in approved settings. Based on availability in housing, individual needs of each youth, and full receipt of

necessary documents, admissions may be scheduled within 72 hours. IA will discuss a written agreement to be signed by youth prior to or at the time of placement. IA recognizes that DCFS does not guarantee any minimum level of utilization or specific number of referrals. Documents required for admission include the LifeBASE Referral form, LifeBASE Application, IA Youth Assessment, Mental Health Evaluation (if indicated), and a copy of the Medical Passport.

Documents required for admission are such that will help ensure the success of youth referred and admitted. Documents include but are not limited to Immerse Application, DCFS Case Plan, TYS Transition Plan, the most recent Court Order, High School diploma or GED documentation (if completed), Mental Health Counselor and contact information, Care Coordinator and contact information, and Primary Care Physician with contact information.

The admission process includes completing a comprehensive assessment with the youth (as well as specific members of their team/support) to determine the breadth, depth, and scope of youth need(s) in the areas of individual and family psychosocial factors, psychosocial environmental factors, clinical factors, functional limitations, complexity of need(s), type of contact and frequency most beneficial for the youth (face-to-face, phone, text, etc.), range of support needed, required activities/life skills/BASE goals youth needs, and non-casework activities.

F. Client Services

LifeBASE equips youth with the training, life skills, counseling, and community resources necessary to successfully transition into healthy adulthood. IA recognizes the crucial opportunity we have to provide these necessary tools and supports to youth transitioning from foster care and other at-risk youth as they seek wholeness and develop mentally, physically, emotionally, relationally, and spiritually. In the midst of complex trauma and broken relationships, youth often lack the support their brains need for healthy development in early

childhood. Those transitioning from foster care are particularly in need of supportive environments which facilitate increased brain development and empower youth through skill-building and relational supports (Jim Casey Youth Opportunity Initiative, 2011). IA seeks to optimize on this developmental time period for the youth we serve by coming alongside each youth in relationship and goal-setting, using a strength-based approach which incorporates Positive Youth Development principles to meet youth where they are.

Training

Transitional Plan - Beginning at intake, LifeBASE Coaches partner with youth to develop a Transitional Plan (Case Plan), which, in addition to mapping out a plan for securing safe and stable housing upon exit, includes practical steps for youth to take towards wholeness in the four BASE areas:

- Well-Being (physical, dental, and mental health)
- At least one caring adult (mentor)
- Safe and Stable housing (as mentioned)
- Earning potential (growth in education or employability)

Case management for each IA youth is anchored by this comprehensive written plan, including both the Transitional Plan (which is used to create goals and monitor youth progress throughout the youth's involvement with IA) and the Aftercare Plan (which is used to gradually decrease IA's level of support for the youth, and gradually increase the youth's level of independence). Each youth's Transitional Plan is developed within 14 days of program admission and serves as a guide to help the youth take steps toward self-sufficiency.

In every element of the plan, the LifeBASE Coach relies heavily on the youth and information gathered through IA's assessment process. Questions such as "What work setting do you think will be best for you?" empower youth choice and allow for mutually agreed upon goals

and action items. The Transitional Plan outlines goals and objectives in 10 areas of focus: (1) Education, (2) Employment and Career, (3) Financial Management, (4) Housing, (5) Support Network and Social Involvement, (6) Transportation, (7) Self-Care and Health, (8) Life Skills and Daily Living, (9) Important Documents, (10) Legal Issues, and (11) Childcare (for parenting youth). Aligned with a Positive Youth Development approach, goals are youth-led and are developed to equip youth with tools necessary for independence and well-being, including decreasing risk factors and increasing protective factors.

Youth discuss progress toward their goals and brainstorm any challenges with their LifeBASE Coach during their one-on-one meetings. A youth's LifeBASE Coach will spend additional time outside of routine case management meetings to help the youth achieve goals in their Transitional Plan. The LifeBASE Coach may include the youth's mentor in this process to build additional supports and community. LifeBASE Coaches will also assist youth in utilizing community resources, and will train each youth in daily skills as needed.

Youth will also have monthly staffings with their support team. Youth support teams include the youth's LifeBASE Coach and anyone the youth feels is a source of support in their life (this may include a DCFS Family Service Worker, a mentor, etc.). During this monthly staffing, progress toward goals are celebrated and action steps discussed in order to ensure continued progress and growth toward self-sufficiency. Case management and monthly staffings are conducted from a trauma-informed perspective to ensure youth are provided with a safe environment, but also experience felt safety, and have a voice and choice in their supports. The youth's Transitional Plan objectives are reviewed weekly with the youth, and youth-led Transitional Plan goals are updated at least every 3 months. In addition to the meetings outlined above, conference calls and meetings will take place with the youth and DCFS as requested.

Aftercare Plan - To promote a successful exit from IA's LifeBASE program, each youth and their IA LifeBASE Coach, in collaboration with DCFS and their possible placement of the youth after exiting IA's LifeBASE program, will begin aftercare planning and discussion early in the youth's time in the program. A written copy of this plan will be provided to the youth prior to program exit and will outline what services were provided during their time at IA. The LifeBASE Coach will conduct an aftercare assessment with the youth and identify any needed additional referrals for comprehensive services.

The following aftercare domains are considered in each Aftercare Plan: life connections, housing, employment, education, job training, budgeting, insurance, health and nutrition, wellbeing (including medical, mental, and dental health), substance use, suicide risk/prevention, legal issues, tangible needs, and if applicable: child care, child development, and parenting skills. At various intervals in the program including discharge, the LifeBASE Coach and youth will review each domain in the Aftercare Plan and indicate if they believe aftercare support may be needed for that category. Each youth who discharges from IA receives an individualized resource list.

Youth are provided access to at least 6 months of aftercare services, including 3 months of weekly follow up and support, and then 3 months of monthly follow up and support from LifeBASE Coaches. LifeBASE Coaches are responsible for making contact through phone calls and updating contact information for past participants at 1 month, 3 months and 6 months after the youth exits the program. Contact includes visits to a youth's home or current residence, phone calls, and other contact depending on the youth's preferred method. Aftercare support becomes increasingly more youth-initiated and less staff-initiated after 6 months of receiving support. Youth are encouraged to maintain regular contact with their mentors and their Coach as needed.

Life Skills

Life Skills training and development is delivered both individually, based upon intake assessments, ongoing assessment, and youth-driven requests, and in group settings. Life Skills group classes are offered 2-3 times per week through the IA Drop-In Center (described below). Aligned with a Positive Youth Development approach, LifeBASE activities and program supports are structured to equip and empower youth with the knowledge and skills necessary for self-sufficiency. IA offers a wide curriculum of life skills which coincide and expand upon the 10 focus areas which are highlighted in each youth's Transitional Plan. Classes may include topics such as Education Planning, Interview Etiquette, Money Management and Developing a Budget, Basic Household Maintenance, Boundaries and Conflict Resolution, Navigating the Bus System, Positive Coping Skills and Everyday Self-Care Practices, Maintaining Personal Hygiene, Emergency/Disaster Preparedness (fire, tornado, active shooter, etc), Resources for Obtaining Key Documents (birth certificate, photo identification, insurance card, etc), and Knowing Your Legal Rights. Additional life skills are provided to youth who are pregnant and/or parenting in learning how to care for their dependents successfully. Domains include Pre-natal Care, Post-Natal Care, Infant and Toddler Care, Child Nutrition, Child Safety, Early Learning, Child Health, Child Care, Emotional Support, Stress Reduction, and Family Engagement Strategies.

Counseling

Through comprehensive assessments, IA is able to identify youth in need of clinical supports. As part of the Initial Interview, youth complete the IA Youth Assessment and Casey Life Skills Homeless Youth Assessment. At Program Admission, youth then complete a Healthy Living Questionnaire, Adverse Childhood Experiences (ACE) Measure, Resilience Measure, Well-Being Assessment, and Mental Health Screening. If a diagnosis is suspected based upon

the Mental Health Screening, a Mental Health Evaluation will be scheduled, which will include a biopsychosocial summary. Please see the section below for a description of IA's partners and referral sources for counseling services. IA is dedicated to providing individualized care and is committed to partnering with the youth to identify a qualified counseling professional with whom the youth feels comfortable and is able to effectively meet the needs of the youth.

Community Resources

Based on the individualized youth assessment and collaboration with the youth's DCFS Transitional Team, IA will ensure the youth is referred to other necessary supports and/or community resources as clinically indicated to include, but not limited to the following: behavioral health and counseling, health care, health insurance, substance use treatment, education, employment, sexual assault or victims advocacy, permanent housing, welfare, and as appropriate, maternal and child health, early child development, child care, and head start supports.

IA has established a strong network of partnerships and coordinates regularly with various service providers to meet the individualized needs of the youth we support. While IA has developed extensive community linkages for youth, certain partners are considered primary partners because of the level of support provided and shared, as documented in signed Formal Service Agreements. Such partners include: Centers for Youth and Families, Shepherd's Hope Clinic, Family Service Agency, Our House, Pulaski County Sheriff's Office, Federal Bureau of Investigation (Little Rock Office), Lucie's Place, BOOST (Little Rock School District Homeless Education Program), University of Arkansas at Little Rock (UALR) TRIO Pre-College Programs, Workforce Services, Center for Healing Hearts and Spirits, Children's Protection Center, Center for Arkansas Legal Services, Full Potential Child Development Center, and University of Arkansas for the Medical Sciences (UAMS) Head Start.

Primary partners provide guaranteed access to services, while the addition of secondary partners equip IA to provide youth with a diverse referral system catered to meet the varying need of transition-aged youth. Secondary partners include, but are not limited to: 12th Street Health and Wellness Center, Arkansas Department of Human Services (DHS) Medicaid Program, United Family Services, Little Rock School District, City Connections, Partners for Inclusive Communities, Pulaski County Health Unit, Little Rock Pediatric Clinic, Serenity Health Center for Women, Pediatrics Plus, and DHS- Division of Child Care and Early Childhood Education (Family Support Unit). LifeBASE progress reports for youth receiving intensive case management services include the impact and quality of service linkages provided by support partners. Any claims made by LifeBASE participants regarding maltreatment or failure to provide culturally competent care by partnering staff are taken seriously and addressed by the IA Director of Programs or designee.

Additional Supports

Drop-In Center - The IA Drop-In Center, which is located at 5300 Asher Avenue, Little Rock 72204, is open 5 days per week (including holidays) and available to all youth in this contract. The Center is staffed by the IA Drop-In Center Coordinator, 2 Coaches, and the Drop-In Center Assistant. The Drop-In Center is open on Monday, Tuesday, and Friday, 11am - 5pm, Thursday 12pm - 5pm, and Saturday 11am - 3pm. The IA Drop-In Center provides tools and ongoing activities and opportunities designed to promote wellbeing and success. This includes access to computers, wifi, laundry facilities, recreational opportunities, Life Skills group classes, nutritious meals (including lunches each day the Drop-In Center is open and dinner during a weekly event called “The Gathering”), and a safe place for youth to feel they belong. In addition, the Drop-In Center allows IA staff to build relationships with youth, connect them to other community resources, and provide individualized training as needed. IA strives to provide

the safest physical environment for youth, employees, and volunteers. Basic precautions for safety at the Center also include posting emergency response plans (fire, tornado, active shooter, etc) and providing Emergency Preparedness Boxes. All firearms, dangerous weapons, smoking, or illegal substances are also prohibited on IA property.

Additional Opportunities for Youth - IA also understands the impact of supporting youth by providing normalized and relational-building experiences in the lives of youth to promote Positive Youth Development, foster relationships between youth, mentors, and staff, and engage youth in positive self-care activities and support networks. In light of this, IA intentionally increases programming around weekends and holidays, which can be particularly challenging for many of the youth we support. IA offers a variety of relational-building events, including our weekly Gathering, in which youth, mentors, and staff are invited to share a meal together, celebrate youth birthdays (with cake and pinata) and accomplishments, and play relationship-building activities. In addition, IA hosts opportunities for taking vacations, attending concerts, and other events that the average youth experiences when in this phase of life. These events are included in IA's comprehensive calendar (including coverage for holidays and school breaks) for youth, which details dates of opportunities for building community, skill acquisition, and ongoing support.

G. Employee and Volunteer Training and Supervision

IA will ensure employees and volunteers provide the proper care, treatment, safety, and supervision of the clients they supervise through structured supervision and training. IA believes that a high level of support, training, and supervision of employees and volunteers leads to better outcomes for the youth in their care.

Supervision Plan

Staff Supervision Plan - All IA staff participate in regular supervision meetings with their direct supervisors. The frequency and content of these supervision meetings are determined by the supervisor and employee. All program staff also participate in a weekly planning meeting which covers workloads, weekly activities, and progress towards organizational goals. Supervision and planning meetings add a layer of support and accountability as each staff member works to fulfill their role in supporting youth in their care. Additionally, such supports ensure that staff are aligned with IA's program model, including Positive Youth Development and Trauma-Informed Care.

Volunteer Supervision Plan - Volunteers, including trained IA mentors, play a significant role in providing support to youth served at IA. Coaches check in at least once per week with mentors of youth on their caseloads to discuss any concerns or challenges as well as provide an open line of communication. Additionally, mentors are invited to participate in monthly staffings of their youth mentee to provide an extra layer of support. As further described in Section E.4B, all volunteers, including IA mentors and Resident Assistants, are required to successfully pass a series of background checks prior to having any direct, unsupervised contact with youth (and their children).

LifeBASE program management checks in with Resident Assistants at least once per week and provides a monthly Resident Assistant training which offers ongoing skill-building as well as a space for Resident Assistants to brainstorm innovative ways for encouraging positive community within their housing setting. Resident Assistants are a key part of a youth's support team and are invited to participate in weekly program planning meetings and monthly staffings for the youth residing in their Shared House or Apartment Setting. Ongoing supervision and support is provided to all volunteers to ensure that youth receive proper care and treatment.

Training Plan

Staff, volunteers, mentors, and resident assistants (RAs) shall receive the following training requirements initially and annually thereafter (as described in the Table below):

	Staff	Staff (Direct Care)	Volunteers	Volunteers (Direct Care)	Mentors	RAs
Professionalism and Ethics						
Confidentiality requirements	•	•	•	•	•	•
Purpose, goals, philosophy, and organizational structure of the programs	•	•	•	•	•	•
Grievance process	•	•	•	•	•	•
Background Checks	•	•	•	•	•	•
Personnel policies and procedures	•	•	•	•	•	•
Ethics and Staff Safety (including Outreach)	•	•	•	•	•	•
Response Plan for RHY who have Run Away from Foster Care Placements or Correctional Institutions	•	•	•	•	•	•
Fire, Evacuation/Disaster, Active Shooter drills/plans		•				•
Fiscal Management	•	•			•	•
Program Management	•	•	•	•	•	•
Shelter Facility Staff Development		•		•	•	•
Minimum Licensing Standards for Child Welfare Agencies as it applies to Transitional Youth	•	•	•	•	•	•
Practice Skills appropriate for the position	•	•	•	•	•	•
Applied Positive Youth Development						
Aftercare Services or Counseling	•	•	•	•	•	•
Core Competencies for Youth Workers	•	•	•	•	•	•
Core Support Services	•	•	•	•	•	•
Positive Youth Development	•	•	•	•	•	•
Healthy Sexual Behavior	•	•	•	•	•	•
Cultural and Human Diversity						
Cultural and Linguistic Diversity	•	•	•	•	•	•
Special Populations	•	•	•	•	•	•
Street Outreach Intervention		•		•		
Homelessness and Poverty	•	•	•	•	•	•

Understanding Systems	•	•	•	•	•	•
Understanding Diversity and Culture of Life on the Street	•	•	•	•	•	•
Cultural Competency, Awareness, Sensitivity	•	•	•	•	•	•
Applied Human Development						
Critical Ongoing Resource Family Education (CORE) Teen Training	•	•			•	•
Risk and Protective Factors Related to Youth Homelessness	•	•	•	•	•	•
Screening and Assessment Practices		•		•		
Human Trafficking (Sex and Labor) (Prevention and Intervention)		•		•	•	•
Trauma and the Effects of Trauma on Youth (TIC)	•	•	•	•	•	•
Use of Evidenced Based & Evidence Informed Interventions	•	•	•	•	•	•
Suicide Awareness and Protocol-Intervention Strategies	•	•	•	•	•	•
Harm Reduction	•	•	•	•	•	•
Mental Health Awareness	•	•	•	•	•	•
Alcohol, Drugs, and Chemical Dependency	•	•	•	•	•	•
Relationship and Communication						
Crisis Intervention Techniques	•	•	•	•	•	•
Youth and Family Counseling		•		•	•	•
Bullying & Harassment	•	•	•	•	•	•
Assessment, Case Management/Planning, and Documentation		•		•	•	•
Developmental Practice Methods						
Development of Coordinated Networks		•		•	•	•
Low Cost and Community Alternatives for RHY	•	•	•	•	•	•
Community Resources for Well-Being & Self-Sufficiency	•	•	•	•	•	•

Additional Policies for Staff Training - In addition to the training listed above, all Full-Time IA staff are required to complete a total of 30 hours of training for every full year of employment. These 30 hours include weekly iLab staff training sessions hosted by IA which

focus on maintaining updated, best practices in the areas mentioned above, as well as gaining other relevant training for supporting youth in crisis. IA will ensure that all staff complete Critical Ongoing Resource Family Education (CORE) Teen Training, either by designating an in-house trainer or arranging for a trainer to facilitate this training.

H. Level 1 and Level 2 Programming

Level 1 Programming

Case Management Supports for Level 1 Youth - LifeBASE Coaches (Case Managers) will provide case management services in collaboration with the casework services provided through DCFS to **all Level 1** referred youth. Supports include information about available community resources and life skills training, budgeting and other aspects of financial literacy, education and support regarding setting and working towards short and long-term goals related to employment, housing, and other personal goals, appropriately responding to challenging situations, and developing emergency disaster and safety plans.

During each youth's time at IA, LifeBASE Coaches, RAs, and mentors provide the youth with a variety of supports through regular, one-on-one meetings, Life Skills classes at the IA Drop-In Center, and other activities (both in-home and within the community) based on the individualized needs of each youth. Life Skills group classes are provided to LifeBASE youth 2-3 times per week at the IA Drop-In Center and offer a wide curriculum of knowledge and skills linked to healthy adulthood (Section E.2F).

As detailed in Section E.2F, within 14 days of program admission youth complete an IA Youth Assessment, Casey Life Skills Homeless Youth Assessment, Mental Health Assessment, and LifeWorks Self-Sufficiency Matrix Assessment. Based upon these assessments, an individualized Transitional Plan is developed, in collaboration with the youth, their LifeBASE Coach, DCFS Family Service Worker, DCFS Transitional Coordinator, Guardian Ad Litem, and

the youth's family as applicable. The Transitional Plan covers a variety of domains which promote growth in IA's previously identified four (4) BASE goal areas: Well-Being (physical, dental, and mental health), At least one connection to a caring adult (mentor), Safe and Stable housing, and Earning potential (growing in education and employment). Throughout this process, IA uses a strength-based approach which incorporates Positive Youth Development to empower youth and meet them where they are.

Frequency of Meetings & Contacts with Level 1 Youth - For **Level 1** youth, meetings will include (at minimum) two (2) meetings with the youth's LifeBASE Coach every week for the first month, including a weekly meeting to review goals and adjust as needed. Meetings and contacts between the youth and their LifeBASE Coach will also include (at minimum) one (1) other form of contact (phone, text, etc.) each week for the youth's first month in the program.

Determining Frequency of Meetings & Contacts with Level 1 Youth - Each youth's frequency of meetings and contacts with their LifeBASE Coach will be determined based on IA's initial assessments and the youth's needs, and will meet or exceed the minimum requirements listed above for the youth's first month in the program. Each youth's frequency of meetings and contacts with their LifeBASE Coach after the youth's first month in the program will be determined by IA's assessments of the youth and the youth's needs, in collaboration with the youth, their LifeBASE Coach, and DCFS. If deemed appropriate to decrease contact, the youth will meet face to face with their LifeBASE Coach once per week and have at least one (1) other form of contact (phone, text, etc) per week. Additionally, program staff are available to all youth on a 24/7 on-call basis to ensure residents have appropriate care and supervision.

Daily Skills Support for Level 1 Youth - During each **Level 1 youth's** first month participating in LifeBASE, their LifeBASE Coach will provide names and locations of local grocery stores, library, and other helpful community resources. As mentioned, each IA Housing

Setting provides youth with laundry facilities at the residence. The **Level 1** youth's LifeBASE Coach or Resident Assistant will accompany the youth as they do laundry to ensure the youth knows how to properly operate the washer and dryer.

Additionally, the **Level 1** youth's LifeBASE Coach will accompany the youth as they complete their first trip to the grocery store. This will allow LifeBASE Coaches to assess each youth's need for future assistance with meal planning, developing shopping lists, budgeting, and applying nutrition. During the first month, LifeBASE Coaches will also assist each Level 1 youth with preparing and cooking one meal per week. In addition to providing relationship and skill-building opportunities, this allows LifeBASE Coaches to assess each youth's basic cooking skills (following recipes, using kitchen appliances, etc).

If a youth needs additional assistance doing laundry, creating a meal plan, grocery list, and budget, locating a grocery store, going to the grocery store, preparing a meal, following a recipe, or using kitchen appliances, a LifeBASE Coach, Resident Assistant, or Mentor will come alongside the youth and train the youth in these essential, daily tasks. Opportunities for additional training include (but are not limited to) Life Skills classes at the IA Drop-In Center and one-on-one meetings with the youth and their LifeBASE Coach.

Supports for Level 1 Youth in Apartment and Shared House Settings - For **Level 1** youth in Apartment and Shared House Settings, the youth's LifeBASE Coach will inspect the youth's living space regularly (and as needed) to ensure that the youth's residence is reasonably clean and orderly. The LifeBASE Coach will also make regular, unannounced visits as needed. Resident Assistants will also be regularly available to **Level 1** youth in Shared House Settings and can provide continued training and support in the areas listed above as needed. LifeBASE Coaches will provide instruction, as needed, on basic housekeeping skills such as vacuuming, mopping, wiping down counters, cleaning toilets and showers, and other skills. LifeBASE

Coaches will also provide youth with information on public transportation, including relevant bus stops and locations near the youth's residence and relevant locations. They will ensure youth know how to properly navigate bus routes, including how to access and understand bus schedules. LifeBASE Coaches frequently ride the bus with youth for the first time to ensure youth are comfortable and fully understand how to navigate on their own.

Banking & Savings Supports for Level 1 Youth - LifeBASE Coaches will assist **Level 1** youth in opening a checking account and/or savings account if the youth does not already have one. Coaches will explain to **Level 1** youth that money deposited into the savings account is to be saved until the youth exits the program. For all DCFS referred youth, \$50 from their monthly stipend will be saved in this account. If the youth is employed, this savings will also include 10% of each of the youth's paychecks. This process of saving will be explained to the youth. IA's Operations Manager will oversee the distribution of the youth's monthly stipend checks and the savings process.

Family Relationship Supports for Level 1 Youth - LifeBASE Coaches, RAs, and mentors will work together to support the youth in navigating contact and relationship with their biological family members and other lifelong supports. As part of IA's ongoing youth assessments, IA utilizes the LifeWorks Self-Sufficiency Matrix, which assists youth in identifying relationships they would like to reconnect in, including biological, foster, or other lifelong supports. For youth desiring contact, LifeBASE Coaches will assist youth in finding healthy ways to do so (including assisting in family reunification and referral to counseling as needed).

Internet & Social Media Supports for Level 1 Youth - **Level 1** youth will have unmonitored access to internet and social media.

Guest Policy for Level 1 Youth - IA will provide an environment that is as similar to a normal home setting as possible, which will allow youth to smoothly transition into independent living upon exiting care. **Level 1** youth will be allowed to have guests or visitors during the day/evening. Pre-approval for guests and visitors is not required unless safety concerns arise that require prior approval. Additionally, **Level 1** youth may have occasional overnight guests or visitors. IA will follow Prudent Parent Standards to determine overnight guests. Any proposed roommates must be pre-approved by DCFS and IA. Please refer to **Attachment A4** for the IA Absence Policy.

LifeBASE Coach Supports for Level 1 Youth - LifeBASE Coaches working with a **Level 1** DCFS referred youth will ensure that the youth has received a copy of the DCFS PUB-49: Be Your Own Advocate: The Short List and PUB-50: Be Your Own Advocate. LifeBASE Coaches will also provide a monthly summary of activities conducted with each youth to the youth's Family Service Worker (FSW), FSW Supervisor, and Transitional Youth Services Coordinator by the eighth day of the month (or the next business day, if the eighth of the month falls on a weekend or holiday) following the preceding month. This summary will include information on a youth's successes and highlights of the preceding month, and/or any concerns from that month. The LifeBASE Coach of a **Level 1** DCFS referred youth will also serve as a member of the youth's DCFS Transitional Team, and will participate in conference calls and meetings with DCFS as requested. LifeBASE Coaches also help staff IA's 24/7 Residential On-Call Line, which is accessible to all LifeBASE youth. Finally, LifeBASE Coaches of **Level 1** youth will assist the youth in completing the National Youth in Transition Database Survey as applicable.

Additional Meeting & Contact Supports - IA also recognizes that weekends and holidays can be particularly challenging for those facing trauma and broken relationships, and we

intentionally increase programming around weekends and holidays to meet the needs of the youth we serve.

Level 2 Programming

Case Management Supports for Level 2 Youth - LifeBASE Coaches (Case Managers) will provide case management services in collaboration with the casework services provided through DCFS to **all Level 2** referred youth. Supports include information about available community resources and life skills training, budgeting and other aspects of financial literacy, education and support regarding setting and working towards short and long-term goals related to employment, housing, and other personal goals, appropriately responding to challenging situations, and developing emergency disaster and safety plans.

During each youth's time at IA, LifeBASE Coaches, RAs, and mentors provide the youth with a variety of supports through regular, one-on-one meetings, Life Skills classes at the IA Drop-In Center, and other activities (both in-home and within the community) based on the individualized needs of each youth. Life Skills group classes are provided to LifeBASE youth 2-3 times per week at the IA Drop-In Center and offer a wide curriculum of knowledge and skills linked to healthy adulthood (Section E.2F).

As detailed in Section E.2F, within 14 days of program admission youth complete an IA Youth Assessment, Casey Life Skills Homeless Youth Assessment, Mental Health Assessment, and LifeWorks Self-Sufficiency Matrix Assessment. Based upon these assessments, an individualized Transitional Plan is developed, in collaboration with the youth, their LifeBASE Coach, DCFS Family Service Worker, DCFS Transitional Coordinator, Guardian Ad Litem, and the youth's family as applicable. The Transitional Plan covers a variety of domains which promote growth in IA's previously identified four (4) BASE goal areas: Well-Being (physical, dental, and mental health), At least one connection to a caring adult (mentor), Safe and Stable

housing, and Earning potential (growing in education and employment). Throughout this process, IA uses a strength-based approach which incorporates Positive Youth Development to empower youth and meet them where they are.

Frequency of Meetings & Contacts with Level 2 Youth - For **Level 2** youth, meetings will include one meeting with the youth's LifeBASE Coach every business day for the first month, then as often as needed (to be determined by youth, Coach, and DCFS Family Service Worker) to review goals and adjust as needed. Meetings and contacts between the youth and their LifeBASE Coach will also include (at minimum) one other form of contact (phone, text, etc.) every non-business day for the youth's first month in the program.

Determining Frequency of Meetings & Contacts with Level 2 Youth - Each youth's frequency of meetings and contacts with their LifeBASE Coach will be determined based on IA's initial assessments and the youth's needs, and will meet or exceed the minimum requirements listed above for the youth's first month in the program. Each youth's frequency of face to face meetings and contacts with their LifeBASE Coach after the youth's first month in the program will be determined by IA's assessments of the youth and the youth's needs, in collaboration with the youth, their LifeBASE Coach, and DCFS. Program staff are available to all youth on a 24/7 on-call basis to ensure residents have appropriate care and supervision.

Daily Skills Support for Level 2 Youth - During each **Level 2 youth's** first month participating in LifeBASE, their LifeBASE Coach will provide names and locations of local grocery stores, library, and other helpful community resources. As mentioned, each IA Housing Setting provides youth with laundry facilities at the residence. The **Level 2** youth's LifeBASE Coach or Resident Assistant will accompany the youth as they do laundry to ensure the youth knows how to properly operate the washer and dryer. If continued assistance is needed,

LifeBASE Coaches will ensure in-home support by the Resident Assistant, as needed, following the youth's first use of the washer and dryer.

Additionally, the **Level 2** youth's LifeBASE Coach will accompany the youth as they complete their first trip to the grocery store. This will allow LifeBASE Coaches to assess each youth's need for future assistance with meal planning, developing shopping lists, budgeting, and applying nutrition. If continued assistance is needed, LifeBASE Coaches or the youth's Mentor will provide additional assistance and training following the youth's first shopping trip. During the first month, LifeBASE Coaches will also assist each **Level 2** youth with preparing and cooking one meal per week. In addition to providing relationship and skill-building opportunities, this allows LifeBASE Coaches to assess each youth's basic cooking skills (following recipes, using kitchen appliances, etc). IA and DCFS staff will assess if occasional assistance with meal preparation and cooking is still needed after the first month of participation in LifeBASE. Opportunities for additional training include (but are not limited to) Life Skills classes at the IA Drop-In Center and one-on-one meetings with the youth and their LifeBASE Coach.

Supports for Level 2 Youth in Apartment and Shared House Settings- For **Level 2** youth, the youth's Resident Assistant or LifeBASE Coach will inspect the youth's living space regularly (and as needed) to ensure that the youth's living space is reasonably clean and orderly. The LifeBASE Coach will also make regular, unannounced visits as needed. Resident Assistants will also be regularly available to **Level 2** youth and can provide continued training and support in the areas listed above as needed. LifeBASE Coaches and Resident Assistants will provide instruction, as needed, on basic housekeeping skills such as vacuuming, mopping, wiping down counters, cleaning toilets and showers, and other skills. LifeBASE Coaches will also provide youth with information on public transportation, including relevant bus stops and locations near

the youth's residence and relevant locations. They will ensure youth know how to properly navigate bus routes, including how to access and understand bus schedules. LifeBASE Coaches frequently ride the bus with youth for the first time to ensure youth are comfortable and fully understand how to navigate on their own. If youth are unable to navigate the bus system independently, IA will arrange for alternative transportation to school, employment, and activities related to their Transitional Plan.

Banking & Savings Supports for Level 2 Youth - LifeBASE Coaches will support **Level 2** youth in opening a checking account and/or savings account if the youth does not already have one. Coaches will explain to **Level 2** youth that money deposited into the savings account will be saved until the youth exits the program. For all DCFS referred youth, \$50 from their monthly stipend will be saved in this account. If the youth is employed, this savings will also include 10% of each of the youth's paychecks. This process of saving will be explained to the youth. IA's Operations Manager will oversee the distribution of the youth's monthly stipend checks and the savings process.

Family Relationship Supports for Level 2 Youth - LifeBASE Coaches, RAs, and mentors will work together to support the youth in navigating contact and relationship with their biological family members and other lifelong supports. As part of IA's ongoing youth assessments, IA utilizes the LifeWorks Self-Sufficiency Matrix, which assists youth in identifying relationships they would like to reconnect in, including biological, foster, or other lifelong supports. For youth desiring contact, LifeBASE Coaches will assist youth in finding healthy ways to do so (ex. assisting in family reunification and referral to counseling as needed).

Internet & Social Media Supports for Level 2 Youth - **Level 2** youth will have access to internet and social media, but their social media account information will be given to their

LifeBASE Coach so the youth's social media account can be monitored. The youth's Coach will check the youth's social media account at least once a week (or more if needed).

Guest Policy for Level 2 Youth - IA will provide an environment that is as similar to a normal home setting as possible, which will allow youth to smoothly transition into independent living upon exiting care. Based upon IA's Guest and Visitor Policy, **Level 2** youth living in Apartment and Shared House Settings will be allowed to have guests or visitors during the daytime/evening who are pre-approved. In the event safety concerns arise, this policy with the youth will be revisited. Please refer to **Attachment A4** for more information on IA's guest and visitor policies as well as IA's absence policies. Additionally, **Level 2** youth, regardless of Housing Setting, may not have overnight visitors.

LifeBASE Coach Supports for Level 2 Youth - LifeBASE Coaches working with a **Level 2** DCFS referred youth will ensure that the youth has received a copy of the DCFS PUB-49: Be Your Own Advocate: The Short List and PUB-50: Be Your Own Advocate. LifeBASE Coaches will also provide a monthly summary of activities conducted with the each youth to the youth's Family Service Worker (FSW), FSW Supervisor, and Transitional Youth Services Coordinator by the eighth of the month (or the next business day, if the eighth of the month falls on a weekend or holiday) following the preceding month. This summary will include information on a youth's successes and highlights of the preceding month, and/or any concerns. The LifeBASE Coach of a **Level 2** DCFS referred youth will also serve as a member of the youth's DCFS Transitional Team, and will participate in conference calls and meetings with DCFS as requested. LifeBASE Coaches also help staff IA's 24/7 Residential On-Call Line, which is accessible to all LifeBASE youth. Finally, LifeBASE Coaches of **Level 2** youth will assist the youth in completing the National Youth in Transition Database Survey as applicable.

Additional Meeting & Contact Supports - IA also recognizes that weekends and holidays can be particularly challenging for those facing trauma and broken relationships, and we intentionally increase programming around weekends and holidays to meet the needs of the youth we serve.

E.3 ADDITIONAL CONTRACT REQUIREMENTS AND PROVISIONS.....

A. Policies and Procedures

Client Records - Youth records and documentation are completed and filed electronically using Efforts to Outcomes (ETO), a case management and performance management system created by Social Solutions. Additional youth referral information and records are maintained at the IA office (5300 Asher Avenue, Little Rock, AR 72204). These records are kept in locked, fireproof cabinets in accordance with IA Policy and Procedure and in compliance with state and federal (U.S. Department of Health and Human Services) requirements, DCFS policies (as applicable), and Arkansas Department of Human Services, Division of Child Care and Early Childhood Education, Placement, and Residential Licensing Unit.

Youth have the right to request to review their record, to correct a record or file a statement of disagreement, and to be appraised of the individuals who have reviewed their records. IA will not disclose records maintained on individual youth without the written consent of the youth with the exception of disclosing records to a government agency involved in the disposition of criminal charges. Coaches will be prepared to testify in court as needed by DCFS or as requested by other parties to the case such as the youth's attorney ad litem. For youth who are parenting, a separate file and case plan is maintained for the youth's dependent(s), including important documents, a record of well-care visits, and any sensory and developmental screenings and assessments.

Archived files are stored in a separate filing drawer, alphabetically. Each archived file contains the entire contents of the participant's paper file, except for the section dividers, which may remain in the file for continued use. On the front of the archived file will be written the youth's name and date of discharge. In the event a file is initiated for a youth who does not enter IA program(s), their information may also be archived following the previous format, with the exception that the front of the file will have written upon it (in place of discharge date) "Did Not Admit." In some instances, it may be necessary to archive a portion of a file for a participant who is still active in IA program(s). These instances may include, but are not limited to, extended period in the IA program resulting in a bulky file, an extended leave of absence, where it is determined previously collected information should be placed with new information, etc. In such instances, all notes from the previous year will remain in the participant's file.

IA ensures each youth has a confidential case file and electronic record that includes the following documentation:

1. Demographic information
2. Disclosure Statements and Youth Handbook and verification of same are provided to the youth to ensure s/he is aware of IA program guidelines, expectations, and incentives. These acknowledgments are filed in the youth's record.
3. Consents and Releases of Information
4. Transitional Plans and Transitional Plan reviews
5. Copies of legal documents, if available (e.g., birth certificate, social security card, court orders)
6. Physical exams and immunization records; psychological reports, and educational reports, if available
7. Disciplinary and Cleaning Reports

8. Progress reports on youth by the youth's coach
9. Documentation of transitional planning support services and participant contact, current a 24-hour time period
10. Discharge summary
11. Abuse Allegations and Incident Reports are kept in a separate folder, in a locked cabinet, and are not kept within the file.

Financial and Accounting Record Retention - IA will maintain all pertinent financial and accounting records and evidence pertaining to the contract in accordance with generally accepted principles of accounting and as specified by the State of Arkansas Law. Financial and accounting records will be made available, upon request to State or Federal Government entities or any of their duly authorized representatives at any time during the contract period and any extension thereof, and for five years from expiration date and final payment on the contract or extension thereof.

Monthly Summary of Activities- LifeBASE Coaches will submit a monthly summary of activities conducted with the youth, including successes and concerns, to the youth's Family Service Worker (FSW), FSW Supervisor, and Transitional Youth Services Coordinator by the eighth day of each month (or next business day if the eighth of the month falls on a weekend or holiday), following the preceding month. The monthly report will summarize educational progress or needs, court dates and progress, family contacts and visitation, medical issues and appointments, progress toward goals, and summary of incidents reports. Any items needing further explanation will be addressed in writing.

Quarterly Progress Evaluations & Annual Summary Documents - IA measures the progress of LifeBASE youth and the LifeBASE program through the lens of the following four BASE components:

Well-Being	90% of youth exiting the LifeBASE program will exit with increased capacity for self-sufficiency (as measured by the LifeWorks Self-Sufficiency Matrix)
	90% of youth exiting the LifeBASE program will exit with increased access to health care services (as noted in the Immerse Housing Exit Interview)
	80% of youth exiting the LifeBASE program will exit with improved well-being including general, dental, and mental health status (and children if applicable) (as noted in the Well-Being Status Assessment)
At least one caring adult	80% of youth exiting the LifeBASE program will exit with at least 1 adult in their life whom they report they can go to for emotional support (as measured by being matched by a trained Immerse mentor and noted in contact notes)
Safe and Stable housing	90% of youth exiting the LifeBASE program will exit to a safe and stable destination (as noted in the Immerse Housing Exit Interview)
	90% of youth exiting the LifeBASE program will have demonstrated knowledge of utilizing public transportation options (as note in Monthly Reviews)
	90% of youth exiting the LifeBASE program will exit with key documents necessary to access housing, education, employment, and health services in the community (i.e. birth certificate, social security card, identification card, etc) (as noted in the Immerse Arkansas Housing Exit Interview)
Earning potential	66% of youth exiting the LifeBASE program will be attending school or have graduated from high school or obtained a GED (as noted in the Immerse Housing Exit Interview)
	75% of youth exiting the LifeBASE program will be employed or looking for work (as noted in the Immerse Housing Exit Interview)
	80% of youth exiting the LifeBASE program will exit with increased life skills necessary for independence, including in educational and employment settings (including parenting skills as appropriate) (as measured by the Casey Life Skills Homeless Youth Assessment and Life Skills Attendance)

These outcomes will be measured throughout program implementation. IA's Grants and Outcomes Manager, Sydney Foster, and Grants Coordinator, Hunter Jones, will submit quarterly progress evaluations as well as an annual summary document noting youth outcomes to the identified DCFS Program manager or other staff as requested by DCFS.

B. Post-Discharge Surveys

IA will conduct a post-discharge survey, approved by DCFS, with each youth at six (6) months, one (1) year, and two (2) years post-discharge from the program. Based on DCFS approval and restrictions, as well as each youth's communication preferences, IA will conduct surveys via mail, email, phone interviews, or other approved means. Youth participation is voluntary; however, IA coaches will make at least three (3) attempts to contact youth for each survey. As more thoroughly described in Section E.2F, youth are provided access to at least 6 months of aftercare services and guidance from IA Coaches. Additionally, youth are encouraged to maintain regular contact with their mentors and Coach as needed. IA anticipates relatively successful completion of surveys.

E.4 STAFFING.....

A. Key Personnel

Key personnel for this project include IA's Contract Administrator/ Director of Programs, Assistant Director of Programs, 3 LifeBASE Coaches, Grants and Outcomes Manager, and Operations Manager. In addition to overseeing and supervising this contract, IA's Contract Administrator and Director of Programs (Leah Williams, LPC) plans, develops, implements, and assesses all IA programming, oversees high-level program reporting and fiscal management, maintains accurate records on program activities, participants, volunteers, and evaluations in accordance with IA policy, as well as directs and coordinates individual budgets for the position inclusive of monitoring of grant funds obtained and expended and meeting any requisite reporting requirements. IA's Assistant Director of Programs (Ardelia Rodgers, LPC) plans, develops, implements, and assesses all youth programs to maintain high-quality, youth-centered, and needs-focused deliverables, establishes and updates procedures, oversees and directs admission processes, and continually seeks opportunities to maintain and promote organizational and team health. LifeBASE Coaches partner with youth as they transition into adulthood. Key

tasks include completing youth intake and ongoing assessments, developing individualized Transitional Plans in collaboration with youth, and providing intensive case management, life skills group classes, and linkages to community resources. All of the above mentioned positions assist in providing coverage and support for the 24/7 IA Residential On-Call Number.

IA's Grants and Outcomes Manager (Sydney Foster, LMSW) oversees our online data management system, Efforts to Outcomes (ETO), a case management and performance management system created by Social Solutions. Additionally, this position is responsible for monitoring and developing program outcomes, preparing and managing grant progress reports (including quarterly and annual reporting), and ensuring data integrity in accordance with state, federal, and organizational policy. IA's Operations Manager (Sarah Smith) ensures all staff and youth have resources necessary for maximum efficiency and impact. In addition to overseeing the distribution of the youth's monthly stipend checks and saving process, other task areas for this position include project management, system management, facilities, supplies and logistics, and volunteer and relationship management.

Please refer to the **Attachments B-H**, included in the Technical Proposal Packet, for resumes and diplomas of individuals who fill the above mentioned key personnel positions.

A. Background Checks

IA places top priority on the safety and well-being of youth in our care, as reflected in Immerse's policies and processes. IA adheres to the State and Federal Standards for conducting Background Checks (including the AR Minimum Licensing Standard for Child Welfare Agencies), as well as the Runaway Homeless Youth Final Rule. As such, all employees, resident assistants, mentors, host homes, and student interns, as well as volunteers (including IA Board Members) having direct and unsupervised contact, must complete and successfully pass the following background checks prior to having any direct and unsupervised contact with youth:

- *Arkansas Child Maltreatment Central Registry Check*- This will be completed as well as a registry check in any state of residence in which the person has lived for the past five (5) years and in the person's state of employment, if different. The check is repeated every two (2) years for all those who remain active. For any person found to have a record of child maltreatment, IA will collaborate with DCFS to determine corrective action which includes but is not limited to counseling, training, probationary employment, non-selection for employment, or termination.
- *Arkansas Adult Maltreatment Background Check*- This will be completed as well as a registry check in any state of residence in which the person has lived for the past five (5) years and in the person's state of employment, if different. The check is repeated every two (2) years for all those who remain active.
- *Identification Bureau of the Arkansas State Police Background Check*- This background check will cover all convictions of offenses listed in Arkansas Code Annotated 9-28-409 and is repeated every two (2) years for all those who remain active.
- *Federal Bureau of Investigation (FBI) Criminal Background Check (Fingerprint-Based)*- Regardless of having resided in Arkansas in the last 5 years, all of the above mentioned persons are required to complete a FBI Criminal Background Check, including a fingerprint check.
- *Driving Record Check*- All of the above persons must successfully pass a Driving Record Check, including Vehicle Safety Check, prior to transporting youth (and their dependent children) supported by IA.

No person guilty of an excluded criminal offense will be permitted to have direct and unsupervised contact with youth or children supported by IA. IA will immediately notify DCFS if any of the above mentioned persons is found to have a record of an excluded criminal

offense. IA maintains updated files for all employees and volunteers (including Resident Assistants, Host Homes, interns, and IA Board Members having direct and unsupervised contact with youth and children). All IA staff are required to provide copies of valid documentation verifying educational credentials and employment experience, as well as any professional licensing records, which remain in personnel files. For all DCFS referred youth, IA will follow DCFS requirements for mentors matched with DCFS youth. In addition, any contract employees or consultants who may have direct and unsupervised contact with youth, will also have to meet the requirements for the above background checks before initiating contact. Vendors (i.e. HVAC, telephone/internet providers, etc) will be accompanied by IA Staff and are required to sign a Confidentiality Agreement if it is likely they would be around youth.