

LOUISIANA COMMISSION ON LAW ENFORCEMENT
AND ADMINISTRATION OF CRIMINAL JUSTICE

APPLICATION AND REVIEW
SUMMARY

APPLICATION NUMBER: J09-1-002

APPLICANT: LA United Methodist Children & Family Services, Inc.

PROJECT TITLE: Job Readiness/Skills Retention

PROJECT FUNDS :

FUND: \$ 36,262 100.00%
MATCH: \$ 0 0.00%
TOTAL: \$ 36,262 100.00%

PROJECT DURATION: 9 months

START DATE: 01/01/2012

END DATE: 09/30/2012

Continuation of J09-1-001

PROJECT SUMMARY:

Enhance existing program of job readiness classes enhanced with skill aquisition and paid interships that lead to employment.

RECOMMENDATION: FUND X DENY

SPECIAL CONDITIONS :

1. SUBGRANTEE ACKNOWLEDGES THAT ALL FUNDS OBLIGATED BY THE END DATE OF THIS PROJECT MUST BE LIQUIDATED WITHIN 30 DAYS AFTER THE PROJECT ENDING DATE. THIS SPECIAL CONDITION SUPERCEDES THE OBLIGATION/LIQUIDATION PERIOD OF 90 DAYS SET FORTH IN THE CERTIFIED ASSURANCES, NUMBER #39, THAT WERE SIGNED UPON APPLICATION OF THIS PROJECT.
2. NO DRAWDOWN OF FUNDS (AWARD) BY LCLE UNTIL APPLICANT RESPONSE TO LCLE LETTER OF 10/07/11 IS REVIEWED AND APPROVED BY LCLE STAFF.



**LOUISIANA COMMISSION
ON LAW ENFORCEMENT
AND THE ADMINISTRATION OF
CRIMINAL JUSTICE**

TITLE II (JJDP)
FORMULA
BLOCK GRANT
PROGRAM
CFDA #16.540

FOR LCLE USE ONLY:		Project ID: <u>JO9.1.002</u>		Federal Standard Purpose Area: <u>18</u>	
1. TITLE OF PROJECT		2. <input type="checkbox"/> NEW PROJECT			
Job Readiness / Skills Retention		<input checked="" type="checkbox"/> CONTINUATION PROJECT OF J10 - 1 - 001			
3. PROJECT DURATION		4. PROJECT FUNDS			
Total Length: 12 Months (Not to exceed 12 Months)		Federal Funds Requested:		\$35,034	
Desired Start Date: 1/1/2012					
Desired End Date: 12/31/2012					
5A. APPLICANT AGENCY			5B. AUTHORIZED OFFICIAL OF APPLICANT AGENCY		
Agency Name: United Methodist Children's Home			Authorized Official: Rick Wheat		
Physical Address: 904 DeVillie Lane			Title: President/CEO		
City: Ruston			Agency Name: Methodist Children's Home		
Mailing Address: 904 DeVillie Lane			Address: 904 DeVillie Lane		
City: Ruston			City: Ruston		
Phone: (318) 255-5020			Phone: (318) 255-5020		
Email: rick.wheat@lmch.org			Email: rick.wheat@lmch.org		
Federal Employer Tax Id #: 72-0435081		DUNS: 120282330		CCR/NCAGE: 4FXM5	
CCR Expiration Date: 4/14/2012					
6. IMPLEMENTING AGENCY		7. PROJECT DIRECTOR		8. FINANCIAL OFFICER	
Name: Rick Wheat		Name: Darren Ambrose		Name: Carol Strider	
Title: President/CEO		Title: Project Director		Title: Chief Financial Officer	
Agency: Methodist Children's Home		Agency: Methodist Children's Home		Agency Name: Methodist Children's Home	
Address: 904 DeVillie Lane		Address: 904 DeVillie Lane		Address: 904 DeVillie Lane	
City: Ruston		City: Ruston		City: Ruston	
Zip: 71273-		Zip: 71273-		Zip: 71273-	
Phone: (318) 255-5020		Phone: (318) 255-5020		Phone: (318) 255-5020	
FAX: (318) 254-1272		FAX: (318) 254-1272		FAX: (318) 254-1272	
Email: rick.wheat@lmch.org		Email: howardcarecctrn@bellsouth.net		Email: carol.strider@lmch.org	
9. BRIEF PROJECT DESCRIPTION: (Please do not exceed space provided below.)					
Continue existing program of job readiness/ skill retention / GED prep classes enhanced with job shadowing and/or paid internships.					

2011 SEP 26 PH 3:36
LA COMMISSION
LAW ENFORCEMENT

FEDERAL STANDARD PROGRAM AREAS

Check the Federal Standard Program Area that this project will address.

- | | | |
|------------------------------|--|-------------------------------------|
| <u>Standard Program Area</u> | | |
| 1 | Aftercare/Re-entry | <input type="checkbox"/> |
| 2 | Alternatives to Detention | <input type="checkbox"/> |
| 3 | Child Abuse and Neglect Program | <input type="checkbox"/> |
| 4 | Children of Incarcerated Parents | <input type="checkbox"/> |
| 5 | Community Assessment Centers (CAC) | <input type="checkbox"/> |
| 6 | Compliance Monitoring | N/A |
| 7 | Court Services | <input type="checkbox"/> |
| 8 | Deinstitutionalization of Status Offenders (DSO) | <input type="checkbox"/> |
| 9 | Delinquency Prevention | <input type="checkbox"/> |
| 10 | Disproportionate Minority Contact (DMC) | <input type="checkbox"/> |
| 11 | Diversion | <input type="checkbox"/> |
| 12 | Gangs | <input type="checkbox"/> |
| 13 | Gender-Specific Services | <input type="checkbox"/> |
| 14 | Graduated Sanctions | <input type="checkbox"/> |
| 15 | Gun Programs | <input type="checkbox"/> |
| 16 | Hate Crimes | <input type="checkbox"/> |
| 17 | Jail Removal | <input type="checkbox"/> |
| 18 | Job Training | <input checked="" type="checkbox"/> |
| 19 | Juvenile Justice System Improvement: | |
| | Ombudsman Services | <input type="checkbox"/> |
| | Services | <input type="checkbox"/> |
| | Legal | <input type="checkbox"/> |
| | MIS | <input type="checkbox"/> |
| 20 | Mental Health Services | <input type="checkbox"/> |
| 21 | Mentoring | <input type="checkbox"/> |
| 22 | Native American Programs | <input type="checkbox"/> |
| 23 | Planning and Administration | N/A |
| 24 | Probation | <input type="checkbox"/> |
| 25 | Restitution/Community Service | <input type="checkbox"/> |
| 26 | Rural Area Juvenile Programs | <input type="checkbox"/> |
| 27 | School Programs: | |
| | Law-Related Education | <input type="checkbox"/> |
| | School Counseling | <input type="checkbox"/> |
| | Special Education | <input type="checkbox"/> |
| | Alternatives to Suspensions & Expulsions | <input type="checkbox"/> |
| | After-School | <input type="checkbox"/> |
| | In School | <input checked="" type="checkbox"/> |
| 28 | Separation of Juveniles from Adult Offenders | <input type="checkbox"/> |
| 29 | Serious Crimes | <input type="checkbox"/> |
| 30 | Sex Offender Program | <input type="checkbox"/> |
| 31 | State Advisory Group Allocation | N/A |
| 32 | Substance Abuse: | |
| | Treatment | <input type="checkbox"/> |
| | Prevention | <input type="checkbox"/> |
| | Control | <input type="checkbox"/> |
| 33 | Youth Advocacy | <input type="checkbox"/> |
| 34 | Youth Courts | <input type="checkbox"/> |
| 35 | Strategic Community Action Planning | <input type="checkbox"/> |

PROJECT BUDGET SUMMARY

INSTRUCTIONS: The Checklist is self-explanatory. In Project Summary, applicable budget category totals will be automatically entered from each of the Detailed Project Budget Summaries.

CHECKLIST:

Are all budgeted items allowable per Program Guidelines?	YES: <input checked="" type="checkbox"/>	NO: <input type="checkbox"/>
Were instructions followed to determine allowable personnel/contractual costs?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are all line item computations correct?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Do line items add to category totals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Have category totals been rounded to nearest dollar?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Each category amount listed in the table below must equal category totals shown on the Budget Sections.

Person Completing Budget Section: **Darren Ambrose** Title: **Project Director**
 Phone: (318) 255-1272 Fax: (318) 254-1272 E-Mail: **howardcareerctr@bellsouth.net**

PROJECT BUDGET SUMMARY

BUDGET CATEGORY	SECTION TOTAL
Section 100. Personnel	\$0
Section 200. Fringe Benefits	\$0
Section 300. Travel	\$0
Section 400. Equipment	10,457
Section 500. Supplies	7,889
Section 600. Contractual	\$0
Section 800. Other Direct Costs	16,688
TOTAL	35,034

FUNDING HISTORY

	Subgrant Number	Amount	Duration (Months)
Year 1	J09-1-001	\$37,501	12
Year 2	J10-1-001	\$36,941	12
Year 3	J11-1-001	\$35,034	12
Total		\$109,476	36

CONGRESSIONAL DISTRICT(S) THAT REPRESENT THIS PROJECT.

1 2 3 4 5 6 7 All (Statewide Project)

SECTION 400. EQUIPMENT

List each item separately. The unit cost should include tax and shipping and handling when applicable. Do not use brand names. Sole source requires LCLE's approval. Submit a Sole Source justification if applicable (available from District Program Director).

TYPE OF EQUIPMENT	QUANTITY	UNIT PRICE	TOTAL COST
TABE: On-line assessment(4 required test per student per annum)	500.00	\$8.90	\$4,450.00
Aha-Math Intervention software	150.00	\$18.32	\$2,748.00
Plasma cutter (welding)	1.00	\$2,350.00	\$2,350.00
Rod Oven	1.00	\$909.25	\$909.25
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
EQUIPMENT TOTAL			\$10,457.25

EXPLAIN:

A. Justify the need for each equipment item requested. (*NOTE: If computer equipment (hardware and/or software) is requested, complete the Standard Computer Checklist that is included with the application instructions.)
 TABE (Tests of Adult Basic Education) is required by the Department of Education to identify and monitor student progress (or lack of) for GED preparation. The John Allen Career Center is being considered as a future testing site for GED Testing Services.

B. Indicate procurement method

Louisiana Procurement Code
 Memorandum OSP 10-04
 Procurement Method: Rule 5505 / non-competitive
 Approval: None
 (see attached)

C. Relationship to project.

Along with Job readiness / skill retention classes, student can obtain a GED.

SECTION 400. EQUIPMENT TOTAL \$ 10,457

SECTION 400. COMPUTER QUESTIONNAIRE

If a computer and/or computer software is requested, the following must be completed. Please do not exceed spaces provided.

1. How will the purchase of computer equipment and/or software enhance the program to be funded?

Students remanded to State custody have more difficulty obtaining a GED and consequently- employment. Through TABE testing, student deficiencies are identified and through intervention software such as READ 180/AHA-Math. Future computer-based GED testing on site will reduce test anxiety; thereby improving outcomes.

2. How will the computer(s) be integrated into and/or enhance your current system?

N/A

3. What is the cost of each of the following:

A. Installation?

\$2,100.00

B. Staff training to use the computer equipment?

Included

C. The on-going operational costs, such as maintenance agreements, supplies, etc.?

\$2100.00

4. How will additional costs be supported?

Agency



BOBBY JINDAL
GOVERNOR

ANGELE DAVIS
COMMISSIONER OF ADMINISTRATION

State of Louisiana

Division of Administration
Office of State Purchasing

MEMORANDUM OSP 10-04

TO: All Department Secretaries; Undersecretaries; Information Technology Directors; State Departments, Agencies and Facilities; Colleges and Universities; Boards and Commissions

FROM: Denise Lea, Assistant Commissioner

RE: Guidelines for Procurement of Software, Software Maintenance, Hardware Maintenance and Software Support Services

DATE: November 4, 2009

The procurement process called Consulting and Support Services Agreement (CSSA) expired on October 3, 2009. All future competitive I.T. procurements will be processed through existing Office of State Purchasing or Office of Contractual Review processes. Any CSSA contract for a specific Statement of Work (SOW) that was awarded prior to October 3, 2009 with a start date no later than October 3, 2009, will be honored until its expiration date with the agency under which it was contracted. No new CSSA Statements of Work (SOW) will be awarded after October 3, 2009.

The EZ-reference flow chart has been revised and is attached for convenience only and does not supersede the actual rules and regulations referenced.

Agency procurement and information technology sections are encouraged to seek the advice and assistance of their agency's legal counsel prior to the execution of any contracts. As always, the Office of State Purchasing will assist any agency in the negotiation of contract agreements and any other procurement related functions and will continue to update you with tools to assist you in your information technology procurements.

If you have any questions, please contact this office.



LOUISIANA UNITED METHODIST CHILDREN & FAMILY SERVICES, INC.
STATISTICAL REPORT OF SERVICES FOR 2010

REFERRAL STATISTICS

During 2010, Louisiana United Methodist Children & Family Services, Inc. (LUMCFS) received a total of 718 referrals for placement in our residential programs. Of these children referred for placement, 234 were referred by the Office of Juvenile Justice, 312 were referred by the Department of Children and Family Services for the Ruston campus and 42 were referred by the Department of Children and Family Services for the Mandeville campus. 78 were referred privately. 52 youth were referred by police or sheriff's offices.

During 2010, LUMCFS served a total of 235 individual youth in our residential programs. 198 youth resided on our Ruston campus and 37 resided on our Mandeville campus. The average length of stay was 184.46 days, determined by dividing the days of care provided by the number of individuals served.

RESIDENTIAL SERVICES

Our programs of residential care during 2010 included Alternate Care (AC), Emergency Shelter Care (ESC), Changing Attitudes & Behaviors (CAB) Program, Residential Care (RC), Child Specific/WINGS Residential (CS), and Transitional Living (TL). These programs were licensed as three distinct levels of care; CAB is Residential Specialized, WINGS Child Specific is High Plus, RC, ESC, and AC are all licensed as High/Moderate, and TL is licensed as Transitional Living/Supervised.

The days of care provided by custody for the individual programs of care are provided in the chart below. The total potential days of care during the year were 47,936. Of these potential 47,936 days of residential care, we provided 43,350 actual days of care, operating at 90.43% of potential capacity. The 43,350 actual days of care provided in 2010 represents a decrease of 1.96% compared to the year 2009 when we provided 44,220 actual days of care. Significant to note that on September 1, 2010, MHGNO population was reduced from 20 bed capacity to 18 bed capacity. This reduction of bed space is reflected in the reduction of potential days (capacity) for 2010 and in the actual days of care provided from September 1, 2010 to December 31, 2010.

Programs (Level of Care)	Custody					Total Days by Program
	AC	OJJ	DCFS	Private	DHH	
Alternate Care (Controlled-High)	544	0	0	0	0	544
Emergency Shelter Care (Controlled-High)	0	0	2,267	16	0	2,283
Changing Aggressive Behaviors (Specialized)	0	0	10,860	0	0	10,860
Residential Care (High)	0	6,489	12,877	799	0	20,165
Child Specific/WINGS (High Plus)	0	0	2,128	0	0	2,128
Supervised Apartments (Transitional Living)	0	0	1,363	0	0	1,363
Residential Care (High) - MHGNO	0	0	5,713	0	294	6,007
Total by Custody	544	6,489	35,208	815	294	43,350

Relationship of Actual Days of Care Provided to Potential Days and Actual Days in Previous Year

Actual Days 2009	Residential/Transitional Program (Level of Care)	Potential Days (Capacity)	Actual Days 2010	Percentage of Capacity	Percentage Over 2009
1,202	Alternate Care (High)	1,095	544	49.68%	-54.74%
2,654	Emergency Shelter Care (High)	3,285	2,283	69.49%	-13.97%
10,802	Changing Aggressive Behaviors (Specialized)	10,950	10,860	99.17%	0.53%
19,929	Residential Care (High)	21,170	20,165	95.25%	-4.74%
2,111	Child Specific / WINGS (High Plus)	2,190	2,128	97.16%	0.80%
1,591	Supervised Apartments (Transitional Living)	2,190	1,363	62.23%	-14.00%
5,819	Residential Care (High) MHGNO	7,058	5,713	80.95%	-1.82%
112	Residential Care (High/DHH) MHGNO*	NA*	294	NA*	162.50%
44,220	Totals by Custody	47,936**	43,350	90.43%**	-1.96%

*Department of Health and Hospitals (DHH) is not a contractor of Residential Services. However, two beds are reserved for (DHH) on our MHGNO campus on an as needed basis. This is done in an effort to assist them with the facilitation of a less restrictive placement option for a selected few of their adolescent clients. Thus, the statistics as they pertain to that section are indicative of the program only being used on an as needed basis. **All totals and percentages (total potential days and total percentage of capacity) do not include DHH aggregations.



LOUISIANA UNITED METHODIST CHILDREN & FAMILY SERVICES, INC.
STATISTICAL REPORT OF SERVICES FOR 2010

Days of Residential Care Provided by Contract/Bed Distribution

Residential Services Contracts	Contractual Days of Care	Actual Days of Care Over Contract	Number Over Contract	Percentage of Contracted Capacity	Percentage Over Contract
DCFS - Emergency Shelter Care	2,190	2,267	77	103.00%	3.51%
AC - Emergency Shelter Care	1,095	544	-551	49.68%	-50.31%
DCFS - Changing Aggressive Behaviors	10,950	10,860	-90	99.17%	-0.82%
DCFS - Child Specific	2,190	2,128	-62	97.16%	-2.83%
DCFS - Residential Care	13,140	12,877	-263	97.99%	-2.00%
OJJ - Residential	6,570	6,489	-81	98.76%	-1.23%
PRI - Residential/Emergency Shelter Care	1,460	815	-645	55.82%	-44.17%
DCFS - Supervised Apartments (Transitional Living)	2,190	1,363	-827	62.23%	-37.76%
DHH - Residential Care MHGNO	NA	294	NA	NA%	NA%
DCFS - Residential Care MHGNO	7,056	5,713	-1,343	80.96%	-19.03%
Total	46,841	43,350	-3,491	92.51%	-7.45%

Statistics related to the custody, race and gender of our residents are provided below:

Individuals By Race, Gender And Custody

Custody	Black			White			Other			TOTAL		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
AC	11	5	6	7	4	3	0	0	0	18	9	9
OJJ	35	16	19	11	7	4	0	0	0	46	23	23
DCFS	103	50	53	55	32	23	5	2	3	163	84	79
PRI	0	0	0	7	6	1	0	0	0	7	6	1
DHH	0	0	0	1	1	0	0	0	0	1	1	0
TOTALS	149	71	78	81	50	31	5	2	3	235	123	112

Custody by Race

Race	AC	OJJ	DHH	DCFS	PRI
Black	61.11%	76.09%	0.00%	63.19%	0.00%
White	38.89%	23.91%	100.00%	33.74%	100.00%
Other	0.00%	0.00%	0.00%	3.07%	0.00%
TOTALS	100.00%	100.00%	100.00%	100.00%	100.00%

State by Race

Race	State (DHH, DCFS, OJJ)
Black	65.71%
White	31.91%
Other	2.38%
TOTALS	100.00%

Racial Distribution

Race	Percentiles
Black	63.40%
White	34.47%
Other	2.13%
TOTAL	100.00%



LOUISIANA UNITED METHODIST CHILDREN & FAMILY SERVICES, INC.
STATISTICAL REPORT OF SERVICES FOR 2010

ADMISSIONS, DISCHARGES, AND LENGTH OF STAY STATISTICS

Statistics related to the admission and discharge of youth from the different levels of care are presented in the chart below. For purposes of utilization review, these statistics also provide information regarding length of stay by custody and level of care for the reported year. It is important to note that the statistics are a representation of the reported year of 2010. Length of stay was determined by dividing the number of days of care provided by the number of clients served only for the year of 2010.

Residential Program	Custody	Continued from 2009	Admitted In 2010	Discharged In 2010	Continued to 2011	Participants	Days Of Care	Average LOS (days)
CAB	DCFS	29	14	14	29	43	10,860	252.55
CS	DCFS	5	6	6	5	11	2,128	193.44
AC	AC	2	16	16	2	18	544	30.22
SA/TL	DCFS	4	9	9	4	13	1,363	104.84
ESC	DCFS	8	29	31	6	37	2,267	61.27
	PRI	0	1	0	1	1	16	16.00
	TOTAL	8	30	31	7	38	2,283	60.07
RGC	OJJ	17	32	34	15	49	6,489	132.42
	DCFS	37	39	42	34	76	12,877	169.43
	DCFS (MHGNO)	12	24	20	16	36	5,713	158.69
	DHH (MHGNO)	1	0	1	0	1	294	294.00
	PRI	1	5	3	3	6	799	133.16
TOTAL		68	100	100	68	168	26,172	155.78
GRAND TOTALS		116	175	176	115	291	43,350	148.96

RESIDENTIAL LENGTH OF STAY STATISTICS

Statistics related to the total length of stay for all discharged youth during 2010 is represented in the chart below. This statistic is calculated from day of admit to day of discharge.

Length of Stay (LOS)

Average of LOS for all discharges during the statistical report of service period of 2010: Days (565.65)
Shortest LOS: Days (1) / Longest LOS: Days (1,702)

Number of Discharges by Length of Stay during 2010 (Statistics do not include MHGNO)

Length of Stay (Days)	Custody					Length of Stay Totals & Percent
	AC	OJJ	DCFS	DHH	Private	
1 - 90 DAYS (1 - 3 MONTHS)	18	3	15	0	1	37 / 29.83%
91 - 180 DAYS (3 - 6 MONTHS)	0	27	6	0	0	33 / 26.61%
181 - 365 DAYS (6 - 12 MONTHS)	0	6	18	0	1	25 / 20.16%
366 - 546 (12 - 18 MONTHS)	0	0	9	0	0	9 / 7.26%
547 - 730 (18 - 24 MONTHS)	0	0	7	0	0	7 / 5.65%
731 - 1,095 (24 - 36 MONTHS)	0	0	7	0	0	7 / 5.65%
1,096 - (36+ MONTHS)	0	0	6	0	0	6 / 4.84%
TOTAL NUMBER OF DISCHARGES	18	36	68	0	2	124/100.00%



LOUISIANA UNITED METHODIST CHILDREN & FAMILY SERVICES, INC.
STATISTICAL REPORT OF SERVICES FOR 2010

INDEPENDENT LIVING/TRANSITIONAL LIVING PROGRAM

During 2010, 371 structured classes and seminars were presented to 14-18 year olds. This is a decrease of 18% from the 451 structured classes and seminars taught in 2009. A total of 522 individual youth received services from the Independent Living Program. This is an increase of 36% from the 384 individual youth who received services from the Independent Living Program in 2009. Children in the care of our agency, in the care of other child care agencies and in foster care have attended classes in subjects such as apartment hunting, check writing, banking, nutrition and many other subjects related to living independently. Our staff provides services to a catchment area which covers all of northeast Louisiana; from Lincoln Parish to the Mississippi River.

Each participant in the Independent Living Program receives a pre-test and post-test for independent living skills assessment. During 2010 the average score on pre-tests was 52% with the average on post-tests being 84% for a pre-test/post-test average percent of change of 38%.

FAMILY COUNSELING CENTER

During 2010, Family Counseling Center served a total of 3,258 individuals. This number includes outpatient counseling, Crime Victim's Assistance program services, residential counseling services, community outreach education and prevention services, and professional evaluation and referral services.

Statistics of Services and Programs Offered During 2009

Programs	Families	Individuals
Outpatient Counseling Services	240	385
Outpatient CVA Counseling Services	61	68
Outpatient Therapeutic Groups	233	265
Residential CVA Counseling Services	60	60
Residential Family Counseling Services	84	240
Residential Groups	13	13
Community Education and Prevention Services	1,789	2,227
TOTAL SERVED	2,480	3,258

Subcategory Types of Services & Groups Offered by the Family Counseling Center during 2010

Services	Groups
Individual Therapy	Anger Management (Court-Ordered)
Marital Therapy	Community Crisis Intervention (Cedar Creek School)
Trauma Counseling	CVA Adult Survivor Group for LMCH Residential Youth
Crime Victim's Program	CVA Adult Survivor Group for Outpatients
Play Therapy	Filial Parenting for Parents of Traumatized Children (Family Counseling Center and Trinity Methodist Church)
Group Counseling	CHADD Parent to Parent for Parents of Children with ADHD
Collaborative Divorce	Grandparents Raising Grandchildren
Community and Professional Trainings	Trans-parenting for Divorced Parents
Collaboration with Community Agencies and Churches	Preventative Education Program (Ruston Elementary School)



**LOUISIANA UNITED METHODIST CHILDREN & FAMILY SERVICES, INC.
STATISTICAL REPORT OF SERVICES FOR 2010**

Family Counseling Center served individuals and families in 15 parishes in Louisiana, Arkansas, and Mississippi. Approximately 2,000 counseling sessions were conducted at the Family Counseling Center in 2010. Residential services included counseling with residents from our Ruston campus and their families from across the state, house groups, grief groups, and Crime Victims Assistance groups. Outpatient services included individual and family counseling, therapeutic groups, educational groups, community crisis intervention, community referrals, and professional training.

Family Counseling Center offered a variety of crisis debriefing services to the students, teachers, and parents during a critical incident at Cedar Creek School. Through the Stimulus Crime Victims Assistance grant Family Counseling Center was able to provide in-service training to 174 Lincoln Parish elementary school teachers on mandated reporting and recognizing child abuse. Additionally, 1,581 elementary children were presented a Safety Zone program teaching them about personal safety, how to recognize inappropriate behaviors, and how to get help. Family Counseling Center collaborated with Louisiana Association for Play Therapy in 2010 and presented a professional training "Integrating Play Therapy with Trauma Focused Cognitive Behavioral Therapy TF-CBT" with 60 in attendance.

In 2010 Family Counseling Center provided crisis intervention and educational services to approximately 641 teachers, students and families of Cedar Creek. Family Counseling Center partnered with Trinity United Methodist Church and with Calvary Baptist Church to provide specialized parent education trainings. Louisiana Tech offered an Advanced Play Therapy course in the fall of 2010 and utilized Family Counseling Center as the location for the class taking advantage of the training environment.

Family Counseling Center continues to strive to meet the needs of families in North Louisiana and to strengthen our specialties in children's services including play therapy, specialized parenting programs, trauma recovery including use of Eye Movement Desensitization Reprocessing EMDR, TF-CBT (Trauma Focused Cognitive Behavioral Therapy), and marriage issues including divorce recovery services for families and children.

HOWARD SCHOOL

During 2010, Howard Educational Center provided educational services to a total of 171 different youth. 170 of these youth were residents of Louisiana Methodist Children's Home and one youth was a nonresident student from Lincoln Parish School Board. Howard Educational Center served 131 different youth in regular Residential classes, a decrease of 0.76% compared to the previous year and 25 youth moved on to the Public School setting. 52 youth participated in short-term educational services. 12 youth participated in the Howard School GED program and 4 of these graduated after earning their GED yielding an average of 33.33%. 53 youth participated in the Howard Educational Career Education (Vocational Program) and of these students 4 / 7.5% obtained their National Certification in Carpentry and Construction, 8 / 15% obtained student licenses in barbering, 8 were employed by Lincoln Parish School Board during the Summer.

FAMILY PLUS PROGRAM

During the calendar year of 2010, the programs of the Family Plus department provided assistance to a total of 1,385 individuals and 496 families. Services we offered included such things as: intensive in-home counseling, out-patient counseling, assessments, referrals, aftercare, seminars and workshops.

Our regional Family Plus offices provided services to 415 families and 1,061 individuals. Baton Rouge Family Plus served 117 families and 357 individuals. Monroe Family Plus served 59 families and 116 individuals. In Pineville, Family Plus served 44 families and 122 individuals. Ruston Family Plus served 64 families and 159 individuals. In Shreveport, Family Plus served 64 families and 271 individuals.

The Multi Systemic Therapy (MST) in-home program in Shreveport and Monroe areas served a total of 81 families, representing 324 individuals. This marks our fourth complete year of providing this service. During 2010, 81% of our MST cases completed treatment, 90% of all cases show evidence of Improved Family Relations, and in 92% of

all cases the youth is demonstrating Success in Educational/Vocational Setting. Multi-Systemic Therapy is now funded by Medicaid in Louisiana.

During 2010 Family Plus began offering counseling services in Natchitoches, at an office located at First United Methodist Church of Natchitoches. Family Plus of Natchitoches provided services to 8 families, representing 36 individuals during 2010. We are very hopeful about expanding services in the Natchitoches area during 2011.

During 2010, Family Plus continued to offer Active Parenting classes and/or the Strengthening Families Program in all locations. Also, Family Plus staff assisted several private families in placing youth into our Residential Treatment Program on the Ruston



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campus. These private youth generally stay for a brief stabilization period. Family Plus will continue to seek innovative programming, which can help families thrive.

The demand for services remains great, and Family Plus continues to strive to meet the needs of families in Louisiana.

OUTDOOR WILDERNESS LEARNING CENTER (O.W.L)

The OWL was visited by over 10,000 individuals in 2010. We provided a variety of activities for our youth in care, as well as served the community with our campus and programs.

The Thomas Henning Family Lodge continues to be utilized by MCH youth's family members and staff from satellite offices. Our youth enjoy being able to stay with their families and take part in family therapy. Several guests have noted they particularly enjoyed the peaceful setting and the chance to "get away from it all."

The Henning Conference Center was visited by over 2,500 people last year. It was used for numerous LMCH functions, including MCH Thanksgiving dinner and staff Christmas luncheon, summer program speakers, 4H activities, and various trainings. It was also utilized by the community for events such as weddings, family reunions, workshops, and retreats.

With almost 2000 participants in 2010, the ropes course continues to be popular with groups of all ages and background. This year's outside groups included churches, athletic teams, school groups and business corporations. Many of these groups come back every year, and incorporate the ropes course into their events as an important teambuilding tool. The staff and youth from LMCH also took part in teambuilding events throughout the year.

Over 900 volunteers lent a hand at the OWL in 2010, coming from all over Louisiana and from as far away as Minnesota. As always, they came with a wide range of talents, as well as the most important asset for an OWL volunteer: the willingness to work! OWL volunteers cleared trails, worked in the greenhouse, painted and cleaned buildings, and worked on construction projects. We also have a wonderful core group of volunteers who come on a regular basis to make salsa and jelly.

The OWL Center 4H club had another active year, with regular club meetings and several special events. LMCH youth were able to learn about topics like fishing, wildlife, fashion, and cooking. Special events included the Fall Pumpkin Decorating Contest, 'Sex, Dating, and Relating' Conference, the Christmas Cookie Extravaganza, and the 4H End of the Year Banquet.

The equine program is still a favorite among LMCH youth, with most of the youth taking part in some way. Daily riding classes are offered throughout the OWL summer program, and weekly horsemanship classes and therapy groups are available during the school year. Equine assisted therapy has been a part of teambuilding events for youth and staff. Several outside groups, including the Lincoln Leadership class and LA Tech softball team have utilized the team building component of the equine program. OWL staff once again brought horses to Med Camps of LA during the summer camp months. LMCH youth volunteered to lead the horses and serve as side-walkers. The equine facility also hosted a session for the LA Parks and Recreation Conference.

Summer program was a huge success, with youth participating in the high and low ropes course, maze activities, canoeing, swimming, mountain biking, horseback riding, and much more! There were also special speakers from the

Monroe zoo, Wildlife and Fisheries department, and the SPARTA Aquifer. The Mandeville home also visited the OWL for a first ever special camp session, staying at the bunkhouse for a fun filled long weekend.

One of the year's new programs has been a joint effort between Howard School and the OWL. These outdoor education classes incorporate some of the OWL's unique facilities, like the Arbor Walk, into science classes for LMCH youth. Once a week, students visit the OWL and take part in an outdoor educational curriculum designed by OWL staff. This opportunity gives educational components a much more "hands on" feel, as youth can see, feel, and hear information they are learning about.

Four of the OWL staff received the Louisiana Master Gardener Certification, and then put those skills to use planting a vegetable garden with LMCH youth! Some things grew really well (squash), some not so well (eggplants), but the youth had a great time learning about soil preparation and planting techniques. We hope to expand upon the horticulture program as a focused learning area for our youth.

Last fall the OWL hosted Jake's Day, an annual event put on by the Wild Turkey Federation. Over 200 adults and youth, including youth from LMCH, took part in activities all over the OWL campus. Topics included archery, blind building, camouflage techniques, hunter safety, feed plots, animal tracks, and conservation.



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Outdoor Wilderness Learning Center (OWL) Utilization Statistics

Activity / Facility	2009	2010
Warren & Noella Frazier Pavilion/Sports Complex	5,357	4,737
J.T. & Edith Henning Conference Center	4,345	2,572
OWL Challenge Course/Ropes Course	2,069	1,855
Lonnie Benjamin & Nellie Peters Kipatrick Bunk House	1,750	2,196
Louis B. Faulk Maze	1,399	1,291
Charles T. Beard Equine Center and Programs	1,382	1,163
4-H Activities and Projects	1,008	723
Fishing at OWL Ponds	966	837
Volunteer Programs and Activities	836	918
Boating at OWL Pond	450	526
Other Activities at OWL Center	388	382
Biking on OWL Trails	303	368
OWL Weekend Activities	265	361
J.T. & Edith Henning Family Lodge	258	733
OWL Hiking Trails	135	249
Karen A. Vining Arbor Walk (open to the public)	na	na

B. GOALS

GOALS: The primary mission of all projects is to have a positive impact on the community and youth, not just to accumulate statistics on how many are served. Based on the problem identified, BRIEFLY state what the project hopes to accomplish. Do this by providing a clear statement of how this project will impact the problem or how the program/practice is a model program/practice.

To increase students ability to become employable and obtain a GED

C. OBJECTIVES

OBJECTIVES: Provide at least TWO (2) measurable objectives for EACH goal. Objectives need to be measurable, observable aspects of the program (e.g., recidivism, school discipline referrals, etc.). Identify what will change, when, and by how much. Use absolute numbers, not percentages, and be sure to include a baseline number.

Objective 1: to offer 52 students job readiness/skill retention classes augmented with reading remediation and GED preparation
Objective 2: to offer a minimum of 20 students intern opportunities with a stipend reward of \$4.50/hour @ 9 hours/week

D. ACTIVITIES

List the specific activities and/or services to be provided that will accomplish the objectives. Must include a timetable for achieving the various components of your project. Timetable must cover entire grant period. This must relate back to the Goals and Objectives. If this is a training project, omit this page complete D-2 Training Projects.

Activities:

Job Readiness classes are offered year-round: Mon-Wed-Fri / 8-9:00 & 12-1:00 / August thru July

GED classes offered year round. Future GED testing on-site (tba).

Classroom Skill Retention activities are year round and include: filling out job applications--paper and computer, writing a resume, practice interviews, employer expectations, work ethic and behaviors, learning safety concepts for construction and welding, blueprint reading, phone etiquette, and reading /math remediation using Read 180 Reading and Aha-Math intervention software.

Shop skill retention activities include: learning to read a tape measure, how to safely use various hand and power tools, safe use of oxy-acetylen cutting torch, electrical arc welding (all positions). Project based activities allow students to become more proficient at their trades. Also, students must don appropriate PPE, tool belts, and/or welding PPE to acclimatize them to their chosen industry.

Students can earn internships and/or job shadowing opportunities with employers for qualifying youth.

E. METHODS

Identify and describe how you will achieve each of your stated project objectives. Methods must correlate with the stated Goals and Objectives.

1. When will the service be provided (daily, weekly, monthly) and/or what are the hours of operation?

Mon-Fri / 8:00 AM - 3:00 PM August-July

Job Readiness / Skill Retention classes offered year round; GED offered year round.

Job shadowing / Internship with Employer-Mentors upon completion of classes for qualifying students.

2. How are youth referred to and enrolled in the program? (Describe specific procedures.)

Referred by:

Department of Child and Family Services

Office of Juvenile Justice

Police / Sheriff's Office

Private

3. For what period of time are youth in the program and how are youth released from the program?

1) length of stay and discharge determined by DCFS, OJJ (see attached)

2) student discharged after obtaining GED or completes Job Readiness / Skill Retention courses and interns with employer

4. Describe the overall project model, format, and/or curriculum.

Following Connections Process for GED/CTE Pathway as prescribed by Department of Education:

1) Using TABE (Test of Adult Basic Education) students are tested every 11 weeks to evaluate progress and performance

2) Intervention software (Read 180/Aha-Math) used to remediate students with deficiencies below 6th grade

3) GED prep classes for students passing Pre-GED assessments

4) Employability classes given to every student regardless of Career choice

5) NCCER (National Center Construction, Education, And Research) Carpentry, Welding trade courses, SASC (State-Approved Skills Certificate, and Professional Barbering as CTE (Career and Trade Education).

6) Paid Internships for qualifying students prescribe by EMPLOY (Employer-Mentor Placement Learning Opportunity for Youth)

7) Employment for students with GED.

5. Indicate the source of the program or curriculum. Provide documentation for all projects.

OJJDP Blueprints SAMHSA Other, state: Department of Education: GED/CTE/SACS

Name the program/curriculum: Employ (Employer-Mentor Placement Opportunity for Youth) / Work-based Learning

6	12	E	6	16	E	10	12	D
11	12	A	10	16	D	10	12	D
5	12	E	7	16	M	9	12	D
6	12	E	7	16	M	5	12	E
10	12	D	10	16	D	11	12	A
4	12	E	6	16	E	7	12	M
3	12	E	4	16	E	6	12	E
7	12	M	4	16	E	6	12	E
6	12	E	7	16	M	5	12	E
7	12	M	5	16	E	7	12	M
6	12	E	8	16	M	10	12	D
7	12	M	11	16	D	11	12	A
9	12	D	10	16	D	10	12	D
3	12	E	7	16	M	5	12	E
4	12	E	4	16	E	6	12	E
2	12	E	3	16	E	1	12	E
7	12	M	9	16	D	7	12	M
3	12	E	3	16	E	3	12	E
8	12	M	8	16	M	5	12	E
3	12	E	5	16	E	4	12	E

H. DEMOGRAPHICS

1. Type of Organization:

Applicant Agency

- Faith-based organization
- Juvenile Justice
- Non-profit community-based organization
- Other community-based organization
- Other government agency
- Police/other law enforcement
- School/Other education
- Unit of Local Government

Implementing Agency

- Faith-based organization
- Juvenile Justice
- Non-profit community-based organization
- Other community-based organization
- Other government agency
- Police/other law enforcement
- School/Other education
- Unit of Local Government

2. Geographical Area:

- Rural
- Suburban
- Urban
- Tribal
- Statewide

List the physical address(es) where service are provided:

904 DeVille Lane
Ruston, Louisiana 71273

Describe the geographical area that the project serves:

John Allen Career Center domiciled at the Methodist Children's Home in Ruston, La at 904 DeVille Lane
Placing agencies are as follows:
Department of Child and Family Services
Office of Juvenile Justice
Students are from all corners of the State. Upon discharge, students are returned to their respective places of origin: Statewide.

If this is a Training Project, STOP HERE and complete D.2 - Training Projects.

3A. Provide an estimated number of how many juveniles will be served. The total amounts under Race and Gender must equal the estimated total juveniles to be served) NOTE: This data below must correlate with the objectives for this application.

- Youth population is not directly served by this project. This is a system improvement typed project.

Estimated Total Juveniles To Be Served	Age Range	Race					Gender		
		White	Black	Hispanic	Asian	Native American	Other	Male	Female
52	16 - 18	18	34		0	0	0	29	23

3B. Primary Status of Juveniles to be served (check all that apply):

Justice Related Criteria		Other
<input checked="" type="checkbox"/> At-Risk Population (no prior offense)	<input type="checkbox"/> Sex Offenders	<input checked="" type="checkbox"/> Mental Health
<input checked="" type="checkbox"/> First Time Offenders	<input checked="" type="checkbox"/> Status Offenders	<input checked="" type="checkbox"/> Substance Abuse
<input checked="" type="checkbox"/> Repeat Offenders	<input type="checkbox"/> Violent Offenders	<input checked="" type="checkbox"/> Truant/Dropout

J. EVALUATION AND DISSEMINATION OF REPORTING

A COPY OF YOUR EVALUATION FORMS USED FOR THIS PROJECT MUST BE INCLUDED.

1. From whom will the data be collected – what is the source?

Director

2. When will the data be collected?

quarterly

3. Who will collect and analyze the data?

Darren Ambrose, Project Director

4. Following evaluation of the project, who and how will updating or revising of the project's strategy be accomplished?

Darren Ambrose, Project Director
Reassessment will be quarterly depending upon results
Evaluation forms included

5. Name the recipients who will receive the project's results and the schedule of reporting (i.e. monthly, quarterly, yearly). Recipients MUST state the Louisiana Commission on Law Enforcement will receive Quarterly Progress Reports and expenditure reports quarterly/monthly as specified at award time. Recipients should also include, if applicable, board of directors, applicant agency (if different from implementing agency), courts with jurisdiction, etc.

Quarterly report issued to:
Louisiana Commission on Law Enforcement/JJDP
Board of Directors/Methodist Children's Home

Career Clusters Interest Survey

Name _____

School _____ Date _____

Directions: Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

BOX 1	Activities that describe what I like to do: 1. Learn how things grow and stay alive. 2. Make the best use of the earth's natural resources. 3. Hunt and/or fish. 4. Protect the environment. 5. Be outdoors in all kinds of weather. 6. Plan, budget, and keep records. 7. Operate machines and keep them in good repair.	Personal qualities that describe me: 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver	School subjects that I like: 1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture	Total number circled in Box 1 <input style="width: 40px; height: 40px;" type="text"/>
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BOX 2	Activities that describe what I like to do: 1. Read and follow blueprints and/or instructions. 2. Picture in my mind what a finished product looks like. 3. Work with my hands. 4. Perform work that requires precise results. 5. Solve technical problems. 6. Visit and learn from beautiful, historic, or interesting buildings. 7. Follow logical, step-by-step procedures.	Personal qualities that describe me: 1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent	School subjects that I like: 1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education	Total number circled in Box 2 <input style="width: 40px; height: 40px;" type="text"/>
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BOX 3	Activities that describe what I like to do: 1. Use my imagination to communicate new information to others. 2. Perform in front of others. 3. Read and write. 4. Play a musical instrument. 5. Perform creative, artistic activities. 6. Use video and recording technology. 7. Design brochures and posters.	Personal qualities that describe me: 1. Creative and imaginative 2. Good communicator/good vocabulary 3. Curious about new technology 4. Relate well to feelings and thoughts of others 5. Determined/tenacious	School subjects that I like: 1. Art/Graphic design 2. Music 3. Speech and Drama 4. Journalism/Literature 5. Audiovisual Technologies	Total number circled in Box 3 <input style="width: 40px; height: 40px;" type="text"/>
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Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)

Note: This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding careers and is valid for that purpose.

BOX 4	Activities that describe what I like to do: 1. Perform routine, organized activities but can be flexible. 2. Work with numbers and detailed information. 3. Be the leader in a group. 4. Make business contact with people. 5. Work with computer programs. 6. Create reports and communicate ideas. 7. Plan my work and follow instructions without close supervision.	Personal qualities that describe me: 1. Organized 2. Practical and logical 3. Patient 4. Tactful 5. Responsible	School subjects that I like: 1. Computer Applications/Business and Information Technology 2. Accounting 3. Math 4. English 5. Economics	Total number circled in Box 4 <input type="text"/>

BOX 5	Activities that describe what I like to do: 1. Communicate with different types of people. 2. Help others with their homework or to learn new things. 3. Go to school. 4. Direct and plan activities for others. 5. Handle several responsibilities at once. 6. Acquire new information. 7. Help people overcome their challenges.	Personal qualities that describe me: 1. Friendly 2. Decision maker 3. Helpful 4. Innovative/Inquisitive 5. Good listener	School subjects that I like: 1. Language Arts 2. Social Studies 3. Math 4. Science 5. Psychology	Total number circled in Box 5 <input type="text"/>

BOX 6	Activities that describe what I like to do: 1. Work with numbers. 2. Work to meet a deadline. 3. Make predictions based on existing facts. 4. Have a framework of rules by which to operate. 5. Analyze financial information and interpret it to others. 6. Handle money with accuracy and reliability. 7. Take pride in the way I dress and look.	Personal qualities that describe me: 1. Trustworthy 2. Orderly 3. Self-confident 4. Logical 5. Methodical or efficient	School subjects that I like: 1. Accounting 2. Math 3. Economics 4. Banking/Financial Services 5. Business Law	Total number circled in Box 6 <input type="text"/>

BOX 7	Activities that describe what I like to do: 1. Be involved in politics. 2. Negotiate, defend, and debate ideas and topics. 3. Plan activities and work cooperatively with others. 4. Work with details. 5. Perform a variety of duties that may change often. 6. Analyze information and interpret it to others. 7. Travel and see things that are new to me.	Personal qualities that describe me: 1. Good communicator 2. Competitive 3. Service-minded 4. Well-organized 5. Problem solver	School subjects that I like: 1. Government 2. Language Arts 3. History 4. Math 5. Foreign Language	Total number circled in Box 7 <input type="text"/>

BOX 8	Activities that describe what I like to do: 1. Work under pressure. 2. Help sick people and animals. 3. Make decisions based on logic and information. 4. Participate in health and science classes. 5. Respond quickly and calmly in emergencies. 6. Work as a member of a team. 7. Follow guidelines precisely and meet strict standards of accuracy.	Personal qualities that describe me: 1. Compassionate and caring 2. Good at following directions 3. Conscientious and careful 4. Patient 5. Good listener	School subjects that I like: 1. Biological Sciences 2. Chemistry 3. Math 4. Occupational Health classes 5. Language Arts	Total number circled in Box 8 <input type="text"/>

BOX 9	Activities that describe what I like to do: 1. Investigate new places and activities. 2. Work with all ages and types of people. 3. Organize activities in which other people enjoy themselves. 4. Have a flexible schedule. 5. Help people make up their minds. 6. Communicate easily, tactfully, and courteously. 7. Learn about other cultures.	Personal qualities that describe me: 1. Tactful 2. Self-motivated 3. Works well with others 4. Outgoing 5. Slow to anger	School subjects that I like: 1. Language Arts/Speech 2. Foreign Language 3. Social Sciences 4. Marketing 5. Food Services	Total number circled in Box 9 <input type="text"/>

BOX 10	Activities that describe what I like to do: 1. Care about people, their needs, and their problems. 2. Participate in community services and/or volunteering. 3. Listen to other people's viewpoints. 4. Help people be at their best. 5. Work with people from preschool age to old age. 6. Think of new ways to do things. 7. Make friends with different kinds of people.	Personal qualities that describe me: 1. Good communicator/good listener 2. Caring 3. Non-materialistic 4. Intuitive and logical 5. Non-judgmental	School subjects that I like: 1. Language Arts 2. Psychology/Sociology 3. Family and Consumer Sciences 4. Finance 5. Foreign Language	Total number circled in Box 10 <input type="text"/>

BOX 11	Activities that describe what I like to do: 1. Work with computers. 2. Reason clearly and logically to solve complex problems. 3. Use machines, techniques, and processes. 4. Read technical materials and diagrams and solve technical problems. 5. Adapt to change. 6. Play video games and figure out how they work. 7. Concentrate for long periods without being distracted.	Personal qualities that describe me: 1. Logical/analytical thinker 2. See details in the big picture 3. Persistent 4. Good concentration skills 5. Precise and accurate	School subjects that I like: 1. Math 2. Science 3. Computer Tech/Applications 4. Communications 5. Graphic Design	Total number circled in Box 11 <input type="text"/>

BOX 12	Activities that describe what I like to do: 1. Work under pressure or in the face of danger. 2. Make decisions based on my own observations. 3. Interact with other people. 4. Be in positions of authority. 5. Respect rules and regulations. 6. Debate and win arguments. 7. Observe and analyze people's behavior.	Personal qualities that describe me: 1. Adventurous 2. Dependable 3. Community-minded 4. Decisive 5. Optimistic	School subjects that I like: 1. Language Arts 2. Psychology/Sociology 3. Government/History 4. Law Enforcement 5. First Aid/First Responder	Total number circled in Box 12 <input type="text"/>

BOX 13	Activities that describe what I like to do: 1. Work with my hands and learn that way. 2. Put things together. 3. Do routine, organized and accurate work. 4. Perform activities that produce tangible results. 5. Apply math to work out solutions. 6. Use hand and power tools and operate equipment/machinery. 7. Visualize objects in three dimensions from flat drawings.	Personal qualities that describe me: 1. Practical 2. Observant 3. Physically active 4. Step-by-step thinker 5. Coordinated	School subjects that I like: 1. Math-Geometry 2. Chemistry 3. Trade and Industry courses 4. Physics 5. Language Arts	Total number circled in Box 13 <input type="text"/>

BOX 14	Activities that describe what I like to do: 1. Shop and go to the mall. 2. Be in charge. 3. Make displays and promote ideas. 4. Give presentations and enjoy public speaking. 5. Persuade people to buy products or to participate in activities. 6. Communicate my ideas to other people. 7. Take advantage of opportunities to make extra money.	Personal qualities that describe me: 1. Enthusiastic 2. Competitive 3. Creative 4. Self-motivated 5. Persuasive	School subjects that I like: 1. Language Arts 2. Math 3. Business Education/Marketing 4. Economics 5. Computer Applications	Total number circled in Box 14 <input type="text"/>

BOX 15	Activities that describe what I like to do: 1. Interpret formulas. 2. Find the answers to questions. 3. Work in a laboratory. 4. Figure out how things work and investigate new things. 5. Explore new technology. 6. Experiment to find the best way to do something. 7. Pay attention to details and help things be precise.	Personal qualities that describe me: 1. Detail-oriented 2. Inquisitive 3. Objective 4. Methodical 5. Mechanically inclined	School subjects that I like: 1. Math 2. Science 3. Drafting/Computer-Aided Drafting 4. Electronics/Computer Networking 5. Technical Classes/Technology Education	Total number circled in Box 15 <input type="text"/>

BOX 16	Activities that describe what I like to do: 1. Travel. 2. See well and have quick reflexes. 3. Solve mechanical problems. 4. Design efficient processes. 5. Anticipate needs and prepare to meet them. 6. Drive or ride. 7. Move things from one place to another.	Personal qualities that describe me: 1. Realistic 2. Mechanical 3. Coordinated 4. Observant 5. Planner	School subjects that I like: 1. Math 2. Trade and Industry courses 3. Physical Sciences 4. Economics 5. Foreign Language	Total number circled in Box 16 <input type="text"/>

Disclaimer: Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.



The Sixteen Career Clusters

1		The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
2		Careers in designing, planning, managing, building, and maintaining the built environment.
3		Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
4		Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.
5		Planning, managing, and providing education and training services, and related learning support services.
6		Planning, services for financial and investment planning, banking, insurance, and business financial management.
7		Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.
8		Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
9		Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions and recreation events, and travel-related services.

Name _____

Career Clusters cont.

<p>10</p>  <p>Human Services</p>	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>
<p>11</p>  <p>Information Technology</p>	<p>Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.</p>
<p>12</p>  <p>Public Safety, Corrections & Security</p>	<p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
<p>13</p>  <p>Manufacturing</p>	<p>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.</p>
<p>14</p>  <p>Marketing</p>	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
<p>15</p>  <p>Science, Technology, Engineering & Mathematics</p>	<p>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.</p>
<p>16</p>  <p>Transportation, Distribution & Logistics</p>	<p>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.</p>

My top three Career Clusters of interest are:

1. _____
2. _____
3. _____

For more information, check with a career counselor at your high school, career technical center, higher education institution, or one-stop career center.

MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

- 1) Employers are *always* looking for _____ and _____ employees. 1) _____
 A) cheap, mexican
 B) older, experienced
 C) part-time, low paid
 D) dependable, work-oriented

- 2) One of the most common barriers to finding a good job is _____. 2) _____
 A) closed for business
 B) fear of failure
 C) closed-mindedness
 D) lack of motivation

- 3) A team player works to have a good relationship with his/her co-workers. Describe how you are a team player. 3) _____
 A) I always blame my co-workers for my mistakes
 B) I always find fault with my co-workers
 C) I always treat my coworkers with disrespect.
 D) I always treat my co-workers with respect

- 4) A team player is a phrase used to describe how co-workers get along. If the Saints don't play as a team, they will lose. I know I'm a team player because 4) _____
 A) I let my co-workers do my job
 B) I let everyone know when I'm finished with my job
 C) I work hard and help my co-workers when I finish my assignments
 D) I work at my own pace no matter when the job needs to be finished

- 5) _____ and _____ cost employers thousands of dollars every year. These employees have poor work ethics and often display bad attitudes toward work and others. They are not team players. 5) _____
 A) Absenteeism, lateness
 B) accusations, gossip
 C) Women, children
 D) Drunks, and addicts

- 6) Braggarts and know-it-alls annoy everyone. Describe why they are not team players. 6) _____
 A) They are smarter than everyone else and they must show how things are done
 B) They are in with the boss, so they can do anything
 C) They are selfish, difficult people who have no respect for others
 D) when you bad, the world needs to know

- 7) Describe the behavior of a team player. 7) _____
 A) They complain about every thing and everybody on the job
 B) They blame everybody else for my mistakes and talk the loudest when someone messes up.
 C) They complain when asked to do a job or work with someone they dislike
 D) They cooperate with their co-workers and give praise for others accomplishments

- 8) Why is an employer more likely to hire a clean, well-groomed applicant rather than a dirty, messy-haired, and slovenly-dressed person? 8) _____
 A) clothes are clothes, it's who I am
 B) it doesn't matter what I wear, it's whether I can do the work or not
 C) dress and grooming are indicators of self-esteem, personal pride, and responsibility
 D) it don't really matter

9) Taking credit for someone else's job, blaming someone for our mistake, or covering over a mistake is dishonest, irresponsible, and unsafe. These "lazy" behaviors prevent me from _____ 9)

- A) getting a raise in pay fast
- B) getting ahead in the world
- C) getting out of work
- D) getting along with my co-workers

SHORT ANSWER. Write the word or phrase that best completes each statement or answers the question.

10) Write a paragraph describing how you will be a team player at your job. (25 word) _____ 10)



Your Budget Profile

The monthly expenses of your desired lifestyle when you are 29 years old:

Housing

Payment/Rent \$ _____
 Property Taxes \$ _____
 Insurance \$ _____
 Total Utilities \$ _____
 Telephone \$ _____

Housing Total \$ _____

Transportation

Car Payment \$ _____
 Gasoline \$ _____
 Maintenance \$ _____
 Insurance \$ _____
 Public Transportation \$ _____

Transportation Total \$ _____

Clothing

Your clothing \$ _____
 Spouse's clothing \$ _____
 Children's clothing \$ _____

Clothing Total \$ _____



Food \$ _____
 Entertainment \$ _____
 Vacations \$ _____
 Child Care \$ _____
 Health Care \$ _____
 Furnishings \$ _____
 Savings \$ _____
 Charitable Donations \$ _____
 Miscellaneous \$ _____

Total Monthly Expense or Minimum Required Monthly Net \$ _____

K. COLLABORATION AND/OR PARTICIPATING AGENCIES

Describe how the project activities will be coordinated with other juvenile justice system agencies and providers in the community. A letter of support from the local Children & Youth Planning Board or other stakeholder collaborative is strongly recommended.

Students are clients of Office of Juvenile Justice and Department of Child and Family Services and domiciled at the Methodist Children's Home where classes and training are offered.

Name the key leaders who are supportive of this project and describe their contributions to this project. Attach original, current letters of support and/or written cooperative agreements identifying gaps in services, and indicating awareness and cooperation with this project.

Patty Newman: Office of Juvenile Justice
Kurt Taylor: Sheriff's Office of Juvenile Justice
Diane Sim: Department of Child and Family Services

L. RESOURCES

Describe the facilities and additional resources available to the subgrantee for the project. Include the physical facility(ies), where service is provided. If applicable, list other resources available to project, i.e., equipment, supplies, staff, and/or volunteers.

Classes are domiciled at 203 East Vaughn Street in an 11,000 square foot, state-of-art building designed, equipped with Pre-GED/ GED preparation classrooms, computer lab with intervention software, construction/welding shop, and a State approved Barber College.

M. CONTINUATION OF PROGRAM

YES NO Do you plan to continue this project at the conclusion of federal support?
Since continued JDP funding is limited and not assured, alternate funding sources should be sought. Name the sources and potential sources of continued funding for this project at the conclusion of federal support.

Public, private, corporate grants, etc.

N. AUDIT REQUIREMENTS

All applicants must check one.

This organization/agency expends \$500,000 or more in federal funds (during the fiscal year of the organization/agency from any and all sources including the amount of this application) AND MUST SUBMIT THE FOLLOWING INFORMATION:

- | | |
|---|------------|
| 1. Date of last audit: | 12/31/2010 |
| 2. Dates covered by last audit: | 12/31/2010 |
| 3. Date of next audit: | 12/31/2011 |
| 4. Dates to be covered by next audit: | 12/31/2011 |
| 5. Date next audit will be forwarded to LCLE: | 4/1/2012 |

This organization/agency expends less than \$500,000 in federal funds from all sources during the fiscal year of the organization/agency.

Kathy Guidry

From: Kathy Guidry
Sent: Friday, October 07, 2011 10:26 AM
To: Ken Walker; 'Sybil Richards'; 'Jeremy Edwards'
Subject: FW: J09-1-002, LA United Methodist Children's & Family Services, Inc., Job Readiness/Skills Retention
Attachments: J09-1-002 PMT18.pdf; J09-1-002 Vendor_location_form.pdf

Hello,

If they want to use some of the funds to send staff named in application to the Governor's conference, they can. We looking to have it in April in New Orleans. They can request mileage, hotel costs, meals, and registration fee (\$35).

Kathy

From: Kathy Guidry
Sent: Friday, October 07, 2011 9:27 AM
To: Ken Walker; 'Sybil Richards'; 'Jeremy Edwards'
Subject: J09-1-002, LA United Methodist Children's & Family Services, Inc., Job Readiness/Skills Retention

Mr. Darren Ambrose
LA United Methodist Children's & Family Services, Inc.
c/o Northwest LEPD, Inc.
615 Main St.
Pineville, LA 71360-6935

Re: J09-1-002, Job Readiness/Skills Retention

Dear Mr. Ambrose:

This office has received the above application. This application will be presented at the JJDPA Advisory Board and the Commission meetings, which are scheduled for November 16 and 17, 2011, respectively. The meeting location will be announced at a later date. Since this application request is to continue the above project and is more than \$20,000, you will be required to attend both meetings, which will be held at 10:00 a.m. each day.

Based on the preliminary review of the referenced application, the following issues must be addressed and resolved by close of business (5:00 p.m.) on October 21, 2011. Please be advised that additional issues may arise between the agency review process and the Advisory Board/Commission meetings. If so, you will be given every opportunity and assistance to address and/or resolve any additional issues to avoid delaying the application to be presented.

1. Louisiana was awarded additional funds, thus allowing the District to increase this project's allocation to \$36,262 using the FY 2011 funds. Since the FY 2011 funds are not available at this time and to avoid interruption of the services provided by this project, FY 2009 funds are being provided to continue this project. Due to the Federal end date on the FY 2009, this project needs to be adjusted to a 9-month project, January 1 – September 30, 2012. There will be no extensions allowed and the de-obligation period will be shortened.

2. Pg 1, Title Page
 - a. Funds will not be released until the following is updated:
 - i. Verification that the DUNS and CCR/CAGE numbers are renewed. This expired on June 13, 2011, and the address differs from the application.
 - ii. Verification that the agency is "good standing" with the Louisiana Secretary of State's Commercial Division. The organization has not filed its Annual Report. Address does not match application
 - b. Addresses – Our records show Post Office Box 929 and 901 South Vienna Street. Have these addresses changed? If so, you must complete and submit the enclosed Vendor Locator Form. The address in the application must be the same as the address stated for your DUNS, CCR/CAGE and with the LA Secretary of State.
3. Pg. 3, Project Budget Summary – Please adjust to reflect the new allocation, \$36,262.
4. Pg. 13, Section 800 Other Direct Costs – This must be adjusted reflect the costs for a 9-month project.
5. Pg. 14, A. Problem Definition – This needs to be updated. It is repeated from the previous application. What changes have occurred since 2009-2010 school year?
6. Pg. 15, C. Objectives – Will you be able to achieve the numbers stated in the objectives since this project is being reduced to 9 months?
7. Pg. 16, D. Activities – There are no activities outlining the carpentry project.
8. Pg. 19, F. Performance Measurements – OJJDP has changed the numbering and measurement methods on the Federal program areas. Attached are the updated versions for Purpose Area 18 Job Training. You need to include all bold output and outcome measurements. You need to state the measure. Data is not provided in this section. This section states what you will be tracking. For example: #9 Number of program youth served.
9. Pg. 21, H. Demographics # 3A – Please refer to item 6 above. This number must coincide with the objectives. Race and gender must equal the total estimated number of youth.
10. Pg. 23, J. Evaluation & Dissemination of Reporting –
 - a. #4 – Please expand on who and how revisions/updates to the project's strategy will be accomplished.
 - b. #5 - You must stated LCLE would receive quarterly progress reports and expenditures as required.
 - c. A copy of your evaluation forms is required.
11. Pg. 24, K. Collaboration and/or Participating Agencies – Letter of support from Diane Sim was not included.
12. Organizational chart is required.

Please MAIL the correct application with the above information as directed to the District Office. All pages resubmitted must be complete in all aspects, including signatures, initials, dates, and responses. Please contact me at (225) 342-1829 or kathy.guidry@lcle.la.gov if you have any questions pertaining to this letter.

Sincerely,

QUARTERLY PROGRESS REPORTS FROM THE PREVIOUS PROJECT

State of Louisiana

Louisiana Commission on Law Enforcement and
the Administration of Criminal Justice



Quarterly Progress Report For

- Check one
- Juvenile Justice & Delinquency Prevention Formula Grant
- Title V Community Prevention Grant

Subgrant Number (Current): J10-1-001

Date: August 5, 2011

Subgrantee: Louisiana United Methodist Children & Family Services

Project Title: Job Readiness / Skill Retention

Address: 901 S. Vienna Street

City, State, Zip Code:

Report Completed By: Darren Ambrose

Project Director: Darren Ambrose

Project Director Signature: (SIGNED IN BLUE) *Darren Ambrose*

Area Code, Telephone: 318-254-1272

LA COMMISSION
LAW ENFORCEMENT
2011 AUG 17 PH 2: 10

CHECK THE QUARTER IN WHICH THE ACTIVITY OCCURRED

- January 1 – March 31, 2011 April 1 – June 30, 20
- July 1 – September 30, October 1 – December 31, 20

This is the final report.

FOR DISTRICT OFFICE - USE ONLY

District: 1 Northern

Date: 8/15/11

Received By: *[Signature]*

FOR LCLE OFFICE - USE ONLY

Quarter Final Report

Grants Personnel Rec'd & Date: 8/8/11

Program Manager Approval & Date: 8/15/11

Data Entered By & Date: [Signature] 8/15/11

GMIS Final Entry & Date: [Signature] 8/15/11

All subgrantees receiving JJDP and/or Title V subgrants administered by the LCLE must complete and submit Quarterly Progress Reports to LCLE on this form by the due date. If a project ends within a reporting period, the final report is due to LCLE within 15 days at the conclusion of the project.

Reporting Period	Due to LCLE
January - March	April 15
April - June	July 15
July - September	October 15
October - December	January 15

Failure to Comply with Reporting Requirements may result in administrative action such as, withholding of payments, suspension of funding, cancellation of the project, loss of awarded funds, or non-certification of new grant awards.

No question is to be left blank. If a question is not applicable, check "Does Not Apply". Any progress report with blank items is subject to being returned to the subgrantee as "Incomplete." Any request for funds will not be honored until a "Completed and Approved" progress report is submitted to LCLE.

ALTERATIONS TO THIS LCLE FORM WILL NOT BE ACCEPTED.

1. JUVENILES STATISTICS: Enter the number of juveniles that entered the program FOR THIS REPORTING PERIOD ONLY. Does not apply.

There were no new youths who entered the program during this reporting period.

Age/Sex	White/ Caucasian	Black/ African- American	Hispanic/ Latino (of any race)	Asian	American Indian/ Alaskan Native	Native Hawaiian & Other Pacific Islander	Other	Total
0-9 Male								0
10-11 Male								0
12-13 Male								0
14-15 Male								0
16-17 Male		1						1
18 + Male								0
0-9 Female								0
10-11 Female								0
12-13 Female								0
14-15 Female								0
16-17 Female	1	3						4
18 + Female								0
Total	1	4	0	0	0	0	0	5

Referring to the above table, explain the reason for the individual 18 years of age or older entered the program during this period. Does not apply.

2. TOTAL YOUTHS SERVED: Does not apply to this project.

Report # State month(s) covered	1 Jan-Mar	2 Apr-Jun	3 Jul-Sep	4 Oct-Dec
# Carried Over from Previous Qtr./Fiscal Year	11	18		
# New Admissions	12	5		
# Total Served During Quarter	23	23		
# Successfully Completed	0	1		
# Premature Termination	5	8		

3. PARENTS SERVED: Does not apply to this project.

Report # State month(s) covered	1	2	3	4
# Carried Over from Previous Qtr./Fiscal Year				
# New Admissions				
# Total Served During Quarter				
# Successfully Completed				
# Premature Termination				

4. VOLUNTEERS, if used as in-kind match. Does not apply to this project.

Number of volunteers	
Number of hours provided	

5. GOAL AND OBJECTIVES:

GOAL:

to increase students' ability to become employable

OBJECTIVES:

- 1) offer 52 students job readiness/skill retention training with remediation classes
- 2) offer 15 qualifying students intern opportunities with a stipend of \$4.50/ hr

6. PROGRESSION OF THE PROJECT. Is the project meeting its goal and objectives as stated in the application?
 Yes No If no, what steps will be taken to achieve the goals and objectives?

7. PERFORMANCE INDICATORS

OUTPUT MEASUREMENTS

#	Measurements	Results During this Quarter
9	to enroll 15 students	23
2	number of slots available	25
10	number of class hours	135 hours of classes offered
		A. 23
		B. 23
		C. 100%
		A.
		B.
		C.

OUTCOME MEASUREMENTS

#	Measurements	Short-term Results (During the Qtr.)	Long-term Results (6-12 mos)
		A. 23	A. 22
3b	number of youths	B. 23	B. 22
		C. 100%	C. 100%
		A. 9	A. 1
3b	number of youths interning with employers	B. 9	B. 1
		C. 100%	C. 1
3b	to offer 2 hour classes daily	A. 135 hours	A. 135
		B. 135h	B. 135
		C. 100%	C. 1
		A.	A.
		B.	B.
		C.	C.
		A.	A.
		B.	B.
		C.	C.
		A.	A.
		B.	B.
		C.	C.
		A.	A.
		B.	B.
		C.	C.
		A.	A.
		B.	B.
		C.	C.

8. Describe the activities that occurred during this reporting period.

Each day, during regular school session, students participating in the job training project are instructed in "soft skills" necessary for employment such as work ethics, team building, problem solving, how to fill out a job applications, interviewing with a potential employer, conduct in the workplace, and money management. Career opportunities are discussed with students and realistic goals are discussed. Job shadowing for students interested in employment allows the students to experience actual workplace dynamics without risk of termination.

9. PERSONNEL CHANGES: Have there been any changes in number and type of personnel positions during this reporting period? Yes No Does not apply.

If Yes, list all new persons employed using grant funds. Provide name, position and resume. Indicate whether full, part time, or over time and employment date. Further, list any vacant personnel positions. Explain the reason for vacancy and what steps were taken to fill the position. Remember a subgrant adjustment must be filed.

10. FUTURE FUNDING: What measures were taken during this reporting period to secure permanent financial support for this project at the conclusion of federal funding?

Other funding sources are being applied for to maintain the employability component of Project: EMPLOY

11. If there are any aspects of the project, which this form does not capture and/or other information such as news articles, please feel free to report these below or attach to this report.

State of Louisiana

Louisiana Commission on Law Enforcement and the Administration of Criminal Justice



Quarterly Progress Report
For

Check one

- Juvenile Justice & Delinquency Prevention Formula Grant
 Title V Community Prevention Grant

Subgrant Number (Current): J10-1-001

Date: May 2, 2011

Subgrantee: Louisiana United Methodist Children & Family Services

Project Title: Job Readiness / Skill Retention

Address: 901 S. Vienna Street

City, State, Zip Code:

Report Completed By: Darren Ambrose

Project Director: Darren Ambrose

Project Director Signature: (SIGNED IN BLUE)

Area Code, Telephone: 318-254-1272

LA COMMISSION
ON LAW ENFORCEMENT
AND THE ADMINISTRATION
OF CRIMINAL JUSTICE
2011 MAY 10 PM 3:14

CHECK THE QUARTER IN WHICH THE ACTIVITY OCCURRED

- January 1 - March 31, 2011 April 1 - June 30, 20
 July 1 - September 30, October 1 - December 31, 20

This is the final report.

FOR DISTRICT OFFICE - USE ONLY

District 1 Northwest
Date: 5/9/11
Received By:

FOR LCLE OFFICE - USE ONLY

Quarter () Final Report
Grants Personnel Rec'd & Date: ME 5/11/11
Program Manager Approval & Date: Kat 5/24/11
Data Entered By & Date: C.F. 5-27-11
GMIS Final Entry & Date: Ma 5-27-11

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0-9 Male								0
10-11 Male								0
12-13 Male								0
14-15 Male								0
16-17 Male	7	8						15
18 + Male								0
0-9 Female								0
10-11 Female								0
12-13 Female								0
14-15 Female								0
16-17 Female	1	7						8
18 + Female								0
Total	8	15	0	0	0	0	0	23

Referring to the above table, explain the reason for the individual 18 years of age or older entered the program during this period. Does not apply.

2. TOTAL YOUTHS SERVED: Does not apply to this project.

Report # State month(s) covered	1	2	3	4
	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec
# Carried Over from Previous Qtr./Fiscal Year	11			
# New Admissions	12			
# Total Served During Quarter	23			
# Successfully Completed	0			
# Premature Termination	5			

3. PARENTS SERVED: Does not apply to this project.

Report # State month(s) covered	1	2	3	4
	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec
# Carried Over from Previous Qtr./Fiscal Year				
# New Admissions				
# Total Served During Quarter				
# Successfully Completed				
# Premature Termination				

4. VOLUNTEERS, if used as in-kind match. Does not apply to this project.

Number of volunteers	
Number of hours provided	

5. GOAL AND OBJECTIVES:

GOAL:
to increase students' ability to become employable

OBJECTIVES:

- 1) offer 52 students job readiness/skill retention training with remediation classes
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 Yes No If no, what steps will be taken to achieve the goals and objectives?

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		A. 23
		B. 23
		C. 100%
		A.
		B.
		C.

OUTCOME MEASUREMENTS

#	Measurements	Short-term Results (During the Qtr.)	Long-term Results (6-12 mos)
		A. 25	A. 24
3b	number of youths	B. 25	B. 24
		C. 100%	C. 100%
		A. 5	A. 1
3b	number of youths interning with employers	B. 5	B. 1
		C. 100%	C. 1
3b	to offer 2 hour classes daily	A. 135 hours	A. 135
		B. 135h	B. 135
		C. 100%	C. 1
		A.	A.
		B.	B.
		C.	C.
		A.	A.
		B.	B.
		C.	C.
		A.	A.
		B.	B.
		C.	C.
		A.	A.
		B.	B.
		C.	C.

8. Describe the activities that occurred during this reporting period.

Each day, during regular school session, students participating in the job training project are instructed in "soft skills" necessary for employment such as work ethics, team building, problem solving, how to fill out a job applications, interviewing with a potential employer, conduct in the workplace, and money management. Career opportunities are discussed with students and realistic goals are discussed. Job shadowing for students interested in employment allows the students to experience actual workplace dynamics without risk of termination.

9. PERSONNEL CHANGES: Have there been any changes in number and type of personnel positions during this reporting period? Yes No Does not apply.

If Yes, list all new persons employed using grant funds. Provide name, position and resume. Indicate whether full, part time, or over time and employment date. Further, list any vacant personnel positions. Explain the reason for vacancy and what steps were taken to fill the position. Remember a subgrant adjustment must be filed.

10. FUTURE FUNDING: What measures were taken during this reporting period to secure permanent financial support for this project at the conclusion of federal funding?

Other funding sources are being applied for to maintain the employability component of Project: EMPLOY

11. If there are any aspects of the project, which this form does not capture and/or other information such as news articles, please feel free to report these below or attach to this report.