

Application for Funding – Cover Page

Applicant Agency

Business Name	PATHFINDER SERVICES OF ND INC.	Street Address Including City, State, and ZIP Code	P.O. BOX 758 MINOT, ND 58702
Contact Person	JODI WEBB	Title	EXECUTIVE DIRECTOR
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Federal Employer Tax Id #	45-0403112	Unique Entity Identifier #	LTF4M9PY8YQ5
Dates of Active Registration in System for Award Management		NEXT UPDATE DUE: 08/28/2025	

Targeted Intervention(s) to be Implemented

1 TO 1 SUPPORT IN SELF DISCOVERY, SMART GOAL CREATION AND IMPLEMENTATION, PEER SUPPORT AND COLLABORATION.

Total Amount of Funding Request

\$197,196.00 (DIVIDED INTO 3 YEARS OF \$65,732.00 EACH)

Willing to Accept Less Funding (Y/N)

YES

Evidenced-Based Program/Services (Y/N)

YES

Name and Source of Evidenced-Based Program/Services

PARENT & YOUTH TRAINING (Rowe et al., 2021)

School(s) or School District to be Served

ALL DISTRICTS AS FUNDING ALLOWS

Estimated Number of Youth to be Served

30 PER YEAR OR AS FUNDING ALLOWS

Estimated Number of Minority Youth to be Served

30 PER YEAR OR AS FUNDING ALLOWS

Signature


Signature of the Person Submitting this Form

Name

JODI WEBB

Name of the Person Submitting this Form (print)

Date of Signature

12/27/2024

PROGRAM NARRATIVE

Pathfinder Service of ND (PSND) is a non-profit 501(c)3 organization, that has served as the statewide Parent Training and Information Center (PTI), of North Dakota (ND) for 37 years, the Regional C-2 Rehabilitation Services Administration (RSA), as the PTI-RSA for the past 4 years, a COC Youth Homelessness Demonstration Program (YHDP) for 2 years, and the Executive Director/Proposed Grant Project Director, as a Region C PTAC TA team member for the past 4 years with a focus on assisting new executive/project directors in their roles as leaders of their state PTIs. During that time period, PSND has met and exceeded the requirements established by OSEP and other federal funders to facilitate youth and family support and navigational services.

DESCRIPTION OF THE PROJECT

The **Community Honoring Adolescence Success in Education (CHASE) Program** provides YYA, their families and the professionals that serve them evidence-based interventions to support justice-involved youth with disabilities or learning challenges, while navigating through school suspension (short and long-term), expulsion, Individualized Education Program (IEP) (disability, learning, and behavioral) and 504 plan (disability and health reasons) processes. PSND, through their grants offers help to families, youth and professionals; through engagement, education and empowerment. PSND provides educational resources and navigational supports on statewide services to individuals through; 1 to 1 support, trainings and Outreach. The **CHASE** program will build and strengthen equitable partnerships and support self-determination and empowerment which are crucial for promoting independence, economic self-sufficiency, and self-advocacy skills. Building self-advocacy skills that support growth in; social emotional development, mental health strategies, and academic success with justice involved youth with disabilities. **CHASE** program includes renowned and innovative programming combinations offering YYA, their families and the professionals that serve them with additional support, resources and information. **CHASE** program focuses on the 4 key concepts: Community, Communication, Creativity, and Connection. **CHASE** program offers an 8-week program that includes self-talk, SMART Goals, gratitude, values letter, random act of kindness, soul goals, breathing techniques, and life course trajectory that help the youth create the building blocks for long-term success in education, life-skills, and building community members. **CHASE** program includes 30-minute meetings once a week via zoom or in person to conduct the trainings for the youth in the program. While in the program, youth can receive incentives for their work and participation throughout the program. Program delivery moves connections to a deeper level, so youth and young adults are empowered to make the right decisions in their future. This includes deeper goal setting, deeper learning, mentoring other students, collaborating with the school community to enhance culture. Youth in North Dakota face challenges of getting access to mentorship, educational resources, and opportunities.

The **CHASE** program empowers youth and young adults and their families with the confidence they need to achieve their future goals. Research has confirmed the importance of involving, engaging, and empowering YYA in their own decision- making process. Research also confirms how partnerships positively impact YYA's social, emotional, mental, behavioral, academic and lifelong success. "Research indicates that establishing collaborative partnerships between educators and families and using

complementary strategies to promote learning in school and at home create optimal conditions to promote student's academic, social, and emotional skill development (Albright et al., 2011)." (CASEL). **CHASE** will encompass collaboration between youth, families, professionals and community members ensuring the understanding of **CHASE** goals and objectives. **CHASE** uses a tiered approach to deliver information to families and youth. Youth and their families receive training and resources to enable them to advocate effectively with the school and other agencies. One tier of support includes implementation of one-on-one engagement with families and youth. These supports are provided in-person, via virtual platforms and through digital communication. Support for youth includes individualized connections with the program's Youth Advocate and **CHASE** Coordinator. This includes goal setting and future planning. PSND uses trajectory tools that help youth and families visualize their goal for a good life and their hopes and fears to provide direction and accountability measures. Using LifeCourse Framework Life Domains tool gives youth the chance to self-identify values and discover which domains of their life might require more support. Topics of discussion include goal setting, managing behavior, mental health awareness, and soft skills, such as getting along with others, being on time, and doing their best. The Podcast Series- **CHASE: Your Dreams** for youth and families. The series centers on topics of mental wellness, personal growth, and self-determination. Youth are given opportunities to listen to the podcast and participate in each episode's activity. Incentives are utilized with the youth to increase engagement. By completing the activities, youth are eligible to earn incentives. Currently the series includes: 1) Self-Talk; 2) Connecting with Nature; 3) Square Breathing; and 4) Gratitude. PSND believes that youth equipped with a strong foundation of self-discovery, self-advocacy skills, and goal setting will lead to a smooth and successful transition process.

PROJECT PLANNING, DESIGN AND IMPLEMENTATION

CHASE is designed to address the critical needs of young people by continuing their personal growth, community engagement, and long-term success through intentional, evidence-based strategies. The program uses inclusivity, relationship building, and skill development to maximize the impact. **CHASE** is measurable and has achievable goals that focus on Youth and Young Adults (YYA) life skills, education, and mental-well-being. Each week's objective aligns with the program's mission to empower, educate, and engage youth to create a successful life. **CHASE** program revolves around the YYA's creating an inclusive and supportive environment by allowing participation, leadership, collaboration, and engagement. Each YYA is valued, heard, and respected which allows trust with decision making. **CHASE** design allows clear goals, connection, and inclusivity by having a foundation that is sustainable in adulthood. PSND will use *multiple resources, as well as information embedded in outreach and language access plans* to provide information to the widest possible number of diverse YYA, their families, and professionals. PSND plans are multi-directional and the first step in developing respectful, long-lasting relationships with stakeholders. Information that is disseminated through these efforts will reach a wide number of diverse YYA, their families and professionals. They, in turn, follow the pathway to access more in-depth opportunities to gain and use knowledge for building and fostering partnerships, and building self-advocacy skills that support growth in; social emotional development, mental health

strategies, and academic success. Through this avenue PSND will collect performance feedback for a continuous improvement strategy to ensure the integrity of the project design. Participant feedback helps to strengthen future efforts. Plans will include providing information to young adults and their families. PSND will develop and maintain a **CHASE** Youth Leadership Team (CYLT). YYA that have participated in **CHASE** can join to continue to personal growth and making an impact on their community. CYLT is dedicated to empowering YYA through leadership development, personal growth, and community engagement. CYLT members can participate in discussions and reflections on leadership styles, collaboration, communication, and creativity while developing essential leadership skills through interactive sessions and projects. This hands-on approach allows YYA's to practice and refine their leadership abilities in a supportive environment, helping youth develop into confident, compassionate leaders equipped to make a meaningful impact in their communities. This process also allows for continuous feedback of improvements to assess the outcome of targeted goals for measurability. PSND's ongoing assessment of implementation and redirection makes it possible to build a model for replication of project activities and strategies. This proposal addresses the priority identified by SAG, ensuring that interventions and services are delivered to underserved populations; ensuring equal access to services, creating cultural competence, and community connection and support for Black, Indigenous and People of Color (BIPOC) youth and families. PSND has an established community outreach system that allows for new programming to reach all reservations, schools and Juvenile Justice and supporting programming agencies across ND. PSND's

Community Honoring Adolescent Success in Education (**C.H.A.S.E**) program is originally out of KS which receives referrals from multiple Juvenile Justice counties. **CHASE** includes targeted interventions that are a mix of both evidence-based and promising practice, and the program is designed to encourage positive behaviors and reduce negative behaviors among students. **CHASE's** targeted interventions provide specialized assistance, focused support which is tailored to each individual, learning more about what matters most to them as individuals, how to communicate in a more effective manner and helps to build a community with peers with the same lived experience. This program has shown an increase in youth and young adult participation, reduced absenteeism and strengthened the drive to complete assigned tasks and projects. YYA will have designated Youth Advocates, who have the same or similar lived experience to help guide YYA to a constructive positive path forward through consultation and coaching techniques. YYA will also have access to **CHASE** resources and Direct Support with Specialists across the state.

With all of the programming and expertise in the **CHASE** program, youth and young adults will have access to state wide support services and activities. PSND will have a high focus on programmatic delivery in ND rural areas, small School Districts with limited access to supports, youth and young adults who are experiencing homelessness or are at risk, youth aging out of Foster Care services, youth involved in the justice system, youth learning about their disabilities and how to navigate new systems and youth who may be disconnected and are seeking support with reintegration into the community. This will result in increased engagement of youth and young adults with and without disabilities and their families in school that allow improved academic, social, emotional, mental and behavioral development and outcomes.

In PSND's **CHASE** program description, one will find processes to assure that practices are based on evidence and these practices build the capacity of underserved youth and young adults with and without disabilities to engage with school personnel and act as leaders in systemic change and build the capacity of school personnel to engage with underserved youth and young adults their communities. PSND's **CHASE** program implements methods to increase capacity building activities through interactive engagement and methods for measuring the positive impact of the model. These processes include fidelity measures on the implementation of the practices, and data on increased equitable engagement. PSND's **CHASE** program incorporates an assessment process that measures the model's social validity by assessing participant's satisfaction with the model components, processes, and outcomes that includes methods to refine the model based on data from the ongoing fidelity measures on the implementation of the practices, and the data collected on improved outcomes and increased capacity.

PSND's **CHASE** program utilizes activities that allow YYA with and without disabilities to take on leadership roles within schools and identify and establish collaborations with the local communities. Through interactive activities and in- depth assessments, PSND's **CHASE** program is able to identify the strengths, needs, and priorities of YYA, through the collaborative collection and analysis of data by YYA and involved stakeholders. This allows for the implementation, sustainable, equitable, and inclusive systemic changes that reflect the strengths, needs, and priorities of YYA.

CAPABILITIES AND COMPETENCIES AND MANAGEMENT PLAN

Our management plan guides project initiation, communication, execution, monitoring and quality control functions. The plan helps to assure that the project is operated efficiently and in a fiscally responsible manner so that all project activities are completed on time and on budget and the outcomes realized. Fiscal Control: Financial records are kept up to date by the Fiscal and Grant Specialist. Grant Oversight: The PSND Executive Director will work closely with the CHASE Coordinator to ensure all program requirements are being met. The Grant Coordinator monitors project activity against the budget and makes approved adjustments as needed. Detailed planning and effective communication is a key component of project success and is coordinated to meet 5 assurances: 1) A Comprehensive Project Management Work Plan and Checkpoints to Guide Implementation is Designed and Updated: The Executive Director, **CHASE** Coordinator and the Implementation Team: **CHASE** Youth Specialist (New Hire) and the **CHASE** Youth Advocate, created a comprehensive Project Management Work Plan that is aligned to the Logic Model and the objectives and desired outcomes of the project. The Project Management Work Plan details activities, sub-tasks, persons responsible, deadlines, and objective and activity measures (see Appendix A and B). The Project Management Work Plan will be reviewed and updated as needed throughout the project. 2) The Work and Evaluation Plans Are Aligned: (Appendix A) assure that formative and summative data collection activities are aligned with specific components of the work plan. 3) Project Staff are Familiar with All Plan Components: The Executive Director and Grant Coordinator will hold a one-day in-person training with all implementation team members shortly after we are notified that the project has been funded. The Executive Director makes sure that all team members

clearly understand their individual and interactive responsibilities and know how to perform related activities. 4) The Implementation Team is supported in Continuous Planning and Accountability: Each staff person assigned to the project is responsible for carrying out the defined project work plan. The project plan is entered into a Trello assignment tracking list which allows team members to review regularly and to offer real time progress information to the project director and Grant Coordinator with just a click of a button. This allows the Grant Coordinator and executive director to assure that the time allocated to project activities are sufficient, that actions are likely to meet project requirements, and related expenses managed in keeping with the project budget. 5) The Proposed Project Benefits from a Diversity of Perspectives: The project uses a multi-dimensional approach to assure that diverse perspectives benefit the proposed project.

PLAN FOR COLLECTING DATA AND CONTINUOUS QUALITY IMPROVEMENT

The project evaluation was developed to meet the criteria set forth by PSND's other funding sources, while keeping in mind the unique circumstances of a largely rural statewide program. Using a traditional outcomes-based evaluation model, the project evaluation prioritizes the collection and analysis of data that aligns with the specified performance indicators that contribute formative or impact data.

The specific goals, objectives, outcomes, and performance indicators are detailed in this proposal; a summary of this information is presented in an Evaluation Summary Chart and the Evaluation of Objectives (see Appendix A). This evaluation summary chart will discuss PSND's evaluation processes in terms of the extent to which the methods of evaluation (1) will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes; (2) are thorough feasible, and appropriate to the goals, objectives, and outcomes of the proposed project; and, (3) are appropriate to the context within which the project operates.

Data is collected, compiled, analyzed and reported on a regular basis, emphasizing the use of the results to forecast needed change. To ensure project integrity, data will be reviewed and shared by staff and stakeholders as it is collected to ensure that any significant issues are addressed in a timely manner. The logic model and objectives and outcomes for the program includes short term, medium term and long-term outcomes. PSND utilized various evaluation components to validate quality, accuracy, and impartiality of services provided. These components include the following: Surveys, feedback calls and evaluation efforts completed by stakeholders that assess the usefulness, relevance, and quality of services. This initiative will promote an increased knowledge of content enabling youth, families and professionals to increase their capacity to achieve goals. Electronic surveys of collaborators and participants in on-line activities.

These types of methodologies are appropriate for the activities that have the greatest impact through direct contact with youth and young adults, their families and the professionals that serve them. Performance indicators and outcomes for PSND's scope of services and collaboration goals emphasize collecting feedback assuring a successful project and future planning endeavors. Outcomes for all goals facilitate expanding awareness and direct delivery of services to stakeholders.

Budget Summary

Applicant: Pathfinder Services of ND

Project Period: October 1st, 2025 - September 30th, 2026

	Grant Request	Match	Total
Budget Categories:			
Personnel	36,400.00	-	36,400.00
Fringe Benefits	4,858.00	-	4,858.00
Travel	12,000.00	-	12,000.00
Supplies	3,900.00	-	3,900.00
Subaward/Contractual	-	-	-
Other Direct Costs	-	-	-
Indirect Costs	8,574.00	-	8,574.00
Total Grant Funds	65,732.00	-	65,732.00

Budget Detail Worksheet and Narrative

Applicant: Pathfinder Services of ND

Project Period: October 1st, 2025 - September 30th, 2026

Personnel				Total Grant Period		
Position	Name	Annual Salary	Grant Allocation %	Grant Request	Match	Total
Chase Coordinator	Zoe	11,440	100	\$11,440		\$11,440
Youth Specialist	New Hire	20,800	100	\$20,800		\$20,800
Youth Assistant	Signy	4,160	100	\$4,160		\$4,160
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			#DIV/0!			
Total Personnel Costs				\$36,400	\$0	\$36,400

Personnel Narrative:

Chase Coordinator - .20 FTE - Zoe Struckness (See Attachment ____). Youth Specialist - .50 FTE - New Hire. Youth Assistant .125 FTE - Signy Webb (See Attachment ____). All staff will be utilized to provide direct services through PSND's Chase Program for state-wide adjudicated and disadvantaged youth .

Fringe Benefits				Total Grant Period		
Position	Name	Annual Benefits	Grant Allocation %	Grant Request	Match	Total
Chase Coordinator	Zoe	\$2,928	100%	\$2,928		\$2,928
Youth Specialist	New Hire	\$1,608	100%	\$1,608		\$1,608
Youth Assistant	Signy Webb	\$322	100%	\$322		\$322
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			#DIV/0!			
Total Fringe Benefits				\$4,858	\$0	\$4,858

Fringe Benefits Narrative:

Benefits include Social Security, Medicare, North Dakota Unemployment and other benefits offered by Pathfinder Services of ND to secure and retain highly qualified staff for the Chase program.

Travel			Total Grant Period		
Purpose	Location	Expense Type (Hotel/Mileage/Per Diem)	Grant Request	Match	Total
Regional Meet-ups	Minot	Hotel/Milage/Per Diem	\$3,000		\$3,000
Regional Meet-ups	Grand Forks	Hotel/Milage/Per Diem	\$3,000		\$3,000
Regional Meet-ups	Fargo	Hotel/Milage/Per Diem	\$3,000		\$3,000
Regional Meet-ups	Bismarck	Hotel/Milage/Per Diem	\$3,000		\$3,000
Total Travel Costs			\$12,000	\$0	\$12,000

Travel Costs Narrative:

The chase program will four regional opportunities for Chase program participants to network state-wide with other participants in order to share program successes, ideas, goals, and future plans. Networking is an essential component to assure positive life-long skill sets.

Supplies			Total Grant Period		
Item	Quantity	Per Unit Cost	Grant Request	Match	Total
Program Participant Supplies	30.00	\$130	\$3,900		\$3,900
Total Supply Costs			\$3,900	\$0	\$3,900

Supply Costs Narrative:

The PSND Chase program will sponsor 30 state-wide participants to participate in the upcoming Chase Program. Each participant will receive all supplies needed to successfully complete the Chase Program.

Other Direct Costs		Total Grant Period		
Type	Computation	Grant Request	Match	Total
Other Direct Costs Narrative:				

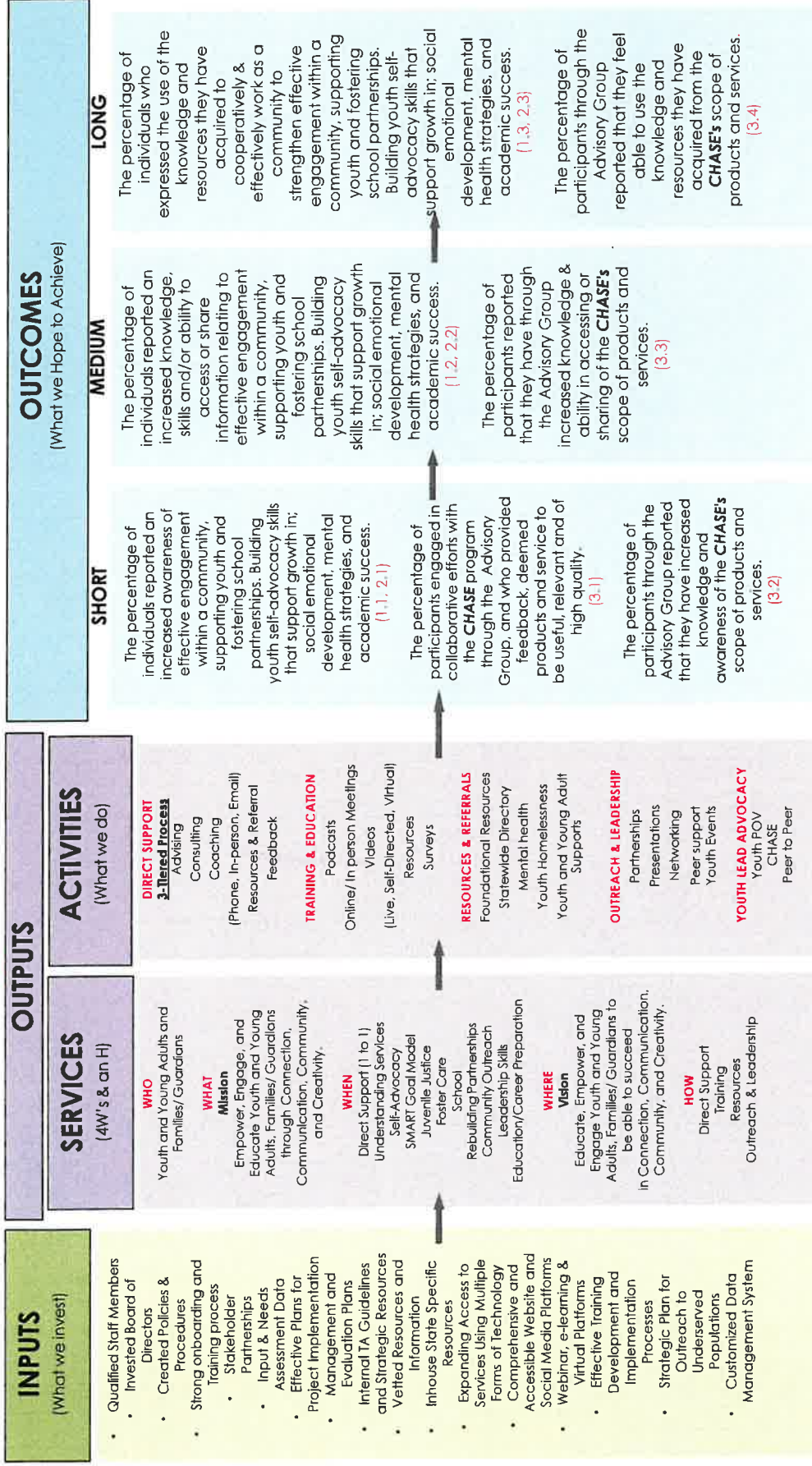
Indirect Costs			Total Grant Period		
Description	Base	Rate	Grant Request	Match	Total
Indirect cost for grant activities	\$57,158.00	15%	\$8,574		\$8,574
Total Indirect Costs			\$8,574	\$0	\$8,574

Indirect Cost Narrative:

PSND calculated the indirect cost rate at the current federal indirect rate de minimis of 15% of the total of direct costs.



C.H.A.S.E. LOGIC MODEL 2025-2028



Objectives 1 & 2: Through C.H.A.S.E. program Activities and Resources, an increased number of youth and young adults, their families and the professionals that serve them will develop awareness, acquire knowledge, and feel competent to implement that knowledge on; effective and active engagement within a community, supporting youth and fostering school partnerships. Building self-advocacy skills that support growth in; social emotional development, mental health strategies, and academic success.

Objective 3: Through C.H.A.S.E. program Outreach & Leadership - Through the CHASE Advisory group an increased number of participants will deem the program useful, relevant and of high quality, as well as express that they have developed awareness, acquired knowledge, and that they feel competent to implement that knowledge in relation to the program.

ACL Grant Objectives & Outcomes

		Progress Criteria			
		Year	Yr1	Yr2	Yr3
Objectives	Outcomes				
<p>Objective 1: Through C.H.A.S.E. program Training and Resources, an increased number of youth and young adults , their families and the professionals that serve them will develop awareness, acquire knowledge, and feel competent to implement that knowledge on; effective and active engagement within a community, supporting youth and fostering school partnerships. Building self-advocacy skills that support growth in; social emotional development, mental health strategies, and academic success.</p>	<p>Short Term Goal Youth and Young Adults (YYA), families and professionals who utilize the CHASE program training and resources and provided feedback, expressed increased awareness of effective engagement within a community, supporting youth and fostering school partnerships. Building youth self-advocacy skills that support growth in; social emotional development, mental health strategies, and academic success.</p>	YR 1-3	75%	80%	85%
	<p>Medium Term Goal Youth and Young Adults (YYA), families and professionals who utilize the CHASE program training and resources and provided feedback,, expressed increased knowledge, skills and/or ability to access or share information relating to effective engagement within a community, supporting youth and fostering school partnerships. Building youth self-advocacy skills that support growth in; social emotional development, mental health strategies, and academic success.</p>	YR 1-3	75%	80%	85%
	<p>Long Term Goal Youth and Young Adults (YYA), families and professionals who utilize the CHASE program training and resources and provided feedback,, expressed the use of the knowledge and resources they have acquired to effective engagement within a community, supporting youth and fostering school partnerships. Building youth self-advocacy skills that support growth in; social emotional development, mental health strategies, and academic success.</p>	YR 1-3	75%	80%	85%

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Question	1.1, 2.1 Are CHASE program services and activities increasing awareness of strategies for effective and active engagement within a community, supporting youth-school partnerships, addressing through self-advocacy the need for supports related to: social emotional, mental health, and academic success?	1.2, 2.2 Are CHASE program services and activities increasing knowledge, skills and/or ability to access or share information relating to strategies for effective and active engagement within a community, supporting youth-school partnerships, addressing through self-advocacy the need for supports related to: social emotional, mental health, and academic success?	1.3, 2.3 Are CHASE program stakeholders who utilize CHASE program services able to use knowledge and resources to cooperatively & effectively work as a community to collaboratively strengthen effective and active engagement within a community, supporting youth-school partnerships, addressing through self-advocacy the need for supports related to: social emotional, mental health, and academic success?	3.1 Do you find the CHASE Program to be useful, relevant, and of high quality?	3.2 Does this CHASE resource increase stakeholders' knowledge and awareness of the subject?	3.3 Is this CHASE resource easy to access or share?	3.4 Will stakeholders use the knowledge and resources they have acquired from this CHASE resource?
Simplified Question	Do you feel that this information helped you to be more aware of the subject discussed?	Do you feel that this information helped you to better understand the subject discussed?	Do you feel comfortable using this information?	Do you find the program to be useful, relevant, and of high quality?	Do you believe this resource will increase stakeholder's awareness of the topic?	Do you believe this resource will be easy for people to access or share?	Do you believe stakeholders will use the knowledge from this resource?
Evaluation	This summative evaluation will collect information from parents, youth, and professionals who receive CHASE services and who respond to requests for feedback.			This formative evaluation will collect information from all stakeholders who are members of the CHASE Advisory Group who respond to requests for feedback. Information from stakeholders will be used for determining whether the program needs improvement through team collaboration and sharing of programmatic efforts.			
Evaluation Method	Dichotomous question survey, staff notes, direct feedback collection.			Dichotomous question survey, direct feedback collection.			
Data Collection Method	Internet-facilitated and paper surveys, internet-based data entry, data reports and assessments of collected feedback, follow-up communications.			Internet-facilitated and paper survey, follow-up communications.			
Data Source	Youth and Young adults, families and professionals who utilize CHASE services and provide feedback			Members in the CHASE Advisory Group who provide feedback			
Data Collection Instrument	The survey will invite participants to identify if the CHASE products and services increase their capacity to develop awareness, acquire knowledge, and feel competent to implement that knowledge on: effective and active engagement within a community, supporting youth with disabilities, including those who are adjudicated, disconnected, and have acquired disabilities, as well as fostering school partnerships. Building self-advocacy skills that support growth in: social emotional development, mental health strategies, and academic success			The survey will be provided to participants to identify if the CHASE program is deemed useful, relevant, and of high quality. The survey will be repeated after each meeting. Feedback may also be collected through informal means such as direct communication. (Quantitative data)			
Data Collection Frequency	Within 2 weeks of the service, or immediately after trainings			Stakeholders may also provide other suggestions for program improvement. (Qualitative data)			
	Bi-Annual (for Advisory Groups)			Stakeholders may also provide other suggestions for program improvement. (Qualitative data)			

Data Analysis	<p>All feedback is collected or entered into a central database system. Electronic surveys automatically enter the database. Paper surveys and other feedback methods are entered into the system by CHASE staff. This data is available to be queried at any time or interval. The data system's reporting page automatically sorts, calculates, and summarizes these results and provides data for project or reporting needs including percentage figures. These figures will be used to calculate the percentage of respondents affirming CHASE services and activities have helped them to develop awareness, acquire knowledge, and feel competent to implement that knowledge on strategies for effective and active engagement within a community, supporting youth-school partnerships, addressing through self-advocacy the need for supports related to: social emotional, mental health, and academic success.</p>	<p>Advisory group will be formed with representation from three categories: youth, parents, and professionals. This advisory group will be given CHASE resources and services to review that are intended for the audience they serve. They will review each item for its substantive content by completing a series of surveys, as well as providing additional feedback through additional comments sections, group discussion, or follow up communications. Data will be collected and entered into a central database system by PSND staff. This data is available to be queried at any time or interval. The data system's reporting page automatically sorts, calculates, and summarizes these results and provides data for project or reporting needs including percentage figures. These figures will be used to calculate the percentage of respondents affirming CHASE resources will be helpful in developing awareness, the resources are easy to access and share, and the knowledge from the resource will be used.</p>	<p>Advisory group will be formed with representation from three categories: youth, parents, and professionals. This advisory group will be given CHASE resources and services to review that are intended for the audience they serve. They will review each item for its substantive content by completing a series of surveys, as well as providing additional feedback through additional comments sections, group discussion, or follow up communications. Data will be collected and entered into a central database system by PSND staff. This data is available to be queried at any time or interval. The data system's reporting page automatically sorts, calculates, and summarizes these results and provides data for project or reporting needs including percentage figures. These figures will be used to calculate the percentage of respondents affirming CHASE resources will be helpful in developing awareness, the resources are easy to access and share, and the knowledge from the resource will be used.</p>	
Proposed Targets for Determining Effectiveness	<p>During Project Years 1 – 3, the number of stakeholders out of the total number participating who provided feedback on the service or activity. For Questions 1.1 to 2.3: the percentage of stakeholders in agreement that the service provided met the stated requirement of that question will equal - Year 1: 75%; Year 2: 80%; Year 3: 85%.</p>	<p>During Project Years 1 – 3, the number of participants out of the total number participating who provided feedback on the meeting. For Question 3.1: the percentage of stakeholders in agreement that the activity met the stated requirement of that question will equal - Year 1: 75%; Year 2: 80%; Year 3: 85%.</p>	<p>During Project Years 1 – 3, the number of group members out of the total number participating who provided feedback on the resource or service. For Questions 3.2 to 3.4: the percentage of stakeholders in agreement that the activity met the stated requirement of that question will equal - Year 1: 75%; Year 2: 80%; Year 3: 85%.</p>	
Use of Evaluation Results	<p>The Management Team will use results of the surveys to inform decisions related to ensuring that how to use of the knowledge and resources they have acquired to cooperatively & effectively work as a community to strengthen effective and active youth engagement within a community, supporting youth-school partnerships, addressing through self-advocacy the need for supports related to: social emotional, mental health, and academic success.</p> <p>The results will also be used for measuring progress that is being made towards achieving: Outcome 1.1 (Short Term Goal) - Youth and Young Adults, families and professionals who utilize the CHASE training and resources and provided feedback, expressed increased awareness of effective engagement within a community, supporting youth and fostering school partnerships. Building youth self-advocacy skills that support growth in; social emotional development, mental health strategies, and academic success; Outcome 1.2 (Medium Term Goal) - Youth and Young Adults, families and professional who utilize the CHASE training and resources and provided feedback, expressed increased knowledge, skills and/or ability to access or share information relating to effective engagement within a community, supporting youth and fostering school partnerships. Building youth self-advocacy skills that support growth in; social emotional development, mental health strategies, and academic success; Outcome 1.3 (Long Term Goal) - Youth and Young Adults, families and professional who utilize the CHASE training and resources and provided feedback, expressed the use of the knowledge and resources they have acquired to cooperatively & effectively work as a community to strengthen effective engagement within a community, supporting youth and fostering school partnerships. Building youth self-advocacy skills that support growth in; social emotional development, mental health strategies, and academic success; Outcome 2.1 (Short Term Goal) - Youth and Young Adults, families and professional who received Direct Support and Resources from the CHASE program and provided feedback, expressed increased awareness of effective engagement within a community, supporting youth and fostering school partnerships. Building youth self-advocacy skills that support growth in; social emotional development, mental health strategies, and academic success; Outcome 2.2 (Medium Term Goal) - Youth and Young Adults, families and professional who received Direct Support and Resources from the CHASE program and provided feedback, expressed increased knowledge, skills and/or ability to access or share information relating to effective engagement within a community, supporting youth and fostering school partnerships. Building youth self-advocacy skills that support growth in; social emotional development, mental health strategies, and academic success; Outcome 2.3 (Long Term Goal) - Youth and Young Adults, families and professional who received Direct Support and Resources from the CHASE program and provided feedback, expressed the use of the knowledge and resources they have acquired to cooperatively & effectively work as a community to cooperatively & effectively work as a community to collaboratively strengthen effective and active engagement within a community, supporting youth-school partnerships, addressing through self-advocacy the need for supports related to: social emotional, mental health, and academic success.</p>	<p>The Management Team will use results of the surveys to inform decisions related to ensuring that increased number of parents, youth and professionals will develop awareness, acquire knowledge, and feel competent to implement that knowledge through strengthened cross-agency coordinated efforts focused on youth and young adults developing skills which lead to competitive integrated employment, advancing systematic change focusing on youth engagement.</p> <p>The results will also be used for measuring progress that is being made towards achieving: Outcome 3.2 (Short Term Goal) - Participants engaged in collaborative efforts with the CHASE through the Advisory Group, and who provided feedback, reported that they will increase stakeholders' knowledge and awareness of the CHASE's scope of products and services; Outcome 3.3 (Medium Term Goal) - Participants engaged in collaborative efforts with the CHASE program through the Advisory Group, and who provided feedback, reported that they find CHASE's scope of products easy to access or share; and Outcome 3.4 (Long Term Goal) - Participants engaged in the CHASE program through the Advisory Group, and who provided feedback, reported that they feel stakeholders will use the knowledge and resources they have acquired from this CHASE resource.</p>	<p>The Management Team will use results of the surveys to inform decisions related to ensuring that an increased number of parents, youth and professionals will develop awareness, acquire knowledge, and feel competent to implement that knowledge through strengthened cross-agency coordinated efforts focused on youth and young adults developing skills which lead to competitive integrated employment, advancing systematic change focusing on youth engagement.</p> <p>The results will also be used for measuring progress that is being made towards achieving: Outcome 3.2 (Short Term Goal) - Participants engaged in collaborative efforts with the CHASE through the Advisory Group, and who provided feedback, reported that they will increase stakeholders' knowledge and awareness of the CHASE's scope of products and services; Outcome 3.3 (Medium Term Goal) - Participants engaged in collaborative efforts with the CHASE program through the Advisory Group, and who provided feedback, reported that they find CHASE's scope of products easy to access or share; and Outcome 3.4 (Long Term Goal) - Participants engaged in the CHASE program through the Advisory Group, and who provided feedback, reported that they feel stakeholders will use the knowledge and resources they have acquired from this CHASE resource.</p>	

Through C.H.A.S.E. program Training and Resources, an increased number of; youth and young adults , their families and the professionals that serve them will develop awareness, acquire knowledge, and feel competent to implement that knowledge on; effective and active engagement within a community, supporting youth and fostering school partnerships. Building self-advocacy skills that support growth in; social emotional development, mental health strategies, and academic success.			EVALUATION	
OUTCOMES		METHOD OF EVALUATION	QUANTITATIVE	QUALITATIVE
1.1	Youth and Young Adults (YYA), families and professionals who utilize the CHASE program training and resources and provided feedback, expressed increased awareness of effective engagement within a community, supporting youth and fostering school partnerships. Building youth self-advocacy skills that support growth in; social emotional development, mental health strategies, and academic success.	Surveys, Staff Notes, Feedback calls.	FORMATIVE Number of participants attending training and receiving resources.	FORMATIVE Analysis of training surveys and follow-up surveys and/or calls on use of information, evaluation data to provide continuous improvement
1.2	Youth and Young Adults (YYA), families and professionals who utilize the CHASE program training and resources and provided feedback,, expressed increased knowledge, skills and/or ability to access or share information relating to effective engagement within a community, supporting youth and fostering school partnerships. Building youth self-advocacy skills that support growth in; social emotional development, mental health strategies, and academic success.	Surveys, Staff Notes, Feedback calls.	FORMATIVE Number of participants attending training and receiving resources.	FORMATIVE Analysis of training surveys and follow-up surveys and/or calls on use of information, evaluation data to provide continuous improvement
1.3	Youth and Young Adults (YYA), families and professionals who utilize the CHASE program training and resources and provided feedback,, expressed the use of the knowledge and resources they have acquired to effective engagement within a community, supporting youth and fostering school partnerships. Building youth self-advocacy skills that support growth in; social emotional development, mental health strategies, and academic success.	Surveys, Staff Notes, Feedback calls.	FORMATIVE Number of participants attending training and receiving resources.	FORMATIVE Analysis of training surveys and follow-up surveys and/or calls on use of information, evaluation data to provide continuous improvement
TIMELINE		Data collection ongoing beginning first year of grant through end of grant period. Report on annual grant continuation reports, beginning first year of grant.		

Through C.H.A.S.E. program Direct Support and Resources, an increased number of: youth and young adults , their families and the professionals that serve them will develop awareness, acquire knowledge, and feel competent to implement that knowledge on; effective and active engagement within a community, supporting youth and fostering school partnerships. Building self-advocacy skills that support growth in; social emotional development, mental health strategies, and academic success.		EVALUATION		
OUTCOMES		METHOD OF EVALUATION	QUANTITATIVE	QUALITATIVE
2.1	Youth and Young Adults (YYA), families and professionals who utilize the CHASE program direct support and resources and provided feedback, expressed increased awareness of effective engagement within a community, supporting youth and fostering school partnerships. Building youth self-advocacy skills that support growth in; social emotional development, mental health strategies, and academic success.	Follow- Up calls, Feedback emails, texts, messaging, Staff notes.	FORMATIVE Number of participants receiving advising, Direct Support, coaching and resources.	FORMATIVE Analysis of feedback on use of information, evaluation data to provide continuous improvement, data collection protocols.
2.2	Youth and Young Adults (YYA), families and professionals who utilize the CHASE program direct support and resources and provided feedback,, expressed increased knowledge, skills and/or ability to access or share information relating to effective engagement within a community, supporting youth and fostering school partnerships. Building youth self-advocacy skills that support growth in; social emotional development, mental health strategies, and academic success.	Follow- Up calls, Feedback emails, texts, messaging, Staff notes.	FORMATIVE Number of participants receiving advising, Direct Support, coaching and resources.	FORMATIVE Analysis of feedback on use of information, evaluation data to provide continuous improvement, data collection protocols.
2.3	Youth and Young Adults (YYA), families and professionals who utilize the CHASE program direct support and resources and provided feedback,, expressed the use of the knowledge and resources they have acquired to effective engagement within a community, supporting youth and fostering school partnerships. Building youth self-advocacy skills that support growth in; social emotional development, mental health strategies, and academic success.	Follow- Up calls, Feedback emails, texts, messaging, Staff notes.	FORMATIVE Number of participants receiving advising, Direct Support, coaching and resources.	FORMATIVE Analysis of feedback on use of information, evaluation data to provide continuous improvement, data collection protocols.
TIMELINE		Data collection ongoing beginning first year of grant through end of grant period. Report on annual grant continuation reports, beginning first year of grant.		

Through C.H.A.S.E. program Outreach & Leadership - Through the CHASE Advisory group an increased number of participants will deem the program useful, relevant and of high quality, as well as express that they have developed awareness, acquired knowledge, and that they feel competent to implement that knowledge in relation to the program.				EVALUATION	
OUTCOMES			METHOD OF EVALUATION	QUANTITATIVE	QUALITATIVE
3.1	The percentage of participants engaged in collaborative efforts with the CHASE program through the Advisory Group, and who provided feedback, deemed products and service to be useful, relevant and of high quality.		Surveys, Staff Notes, Feedback calls.	FORMATIVE Number of participants attending Advisory Group meetings.	FORMATIVE Analysis of collaborative surveys and follow-up surveys, staff notes from meetings. Data collection on use of information to provide continuous improvement.
3.2	The percentage of participants reported that they have increased knowledge and awareness of the CHASE's scope of products and services.		Survey Forms and Advisory Group stories	FORMATIVE Number of participants attending Advisory Group meetings.	FORMATIVE Analysis of collaborative surveys and follow-up surveys, staff notes from meetings. Data collection on use of information to provide continuous improvement.
3.3	The percentage of participants reported that they have increased knowledge & ability in accessing or sharing of the CHASE's scope of products and services.		Survey Forms and Advisory Group stories	FORMATIVE Number of participants attending Advisory Group meetings.	FORMATIVE Analysis of collaborative surveys and follow-up surveys, staff notes from meetings. Data collection on use of information to provide continuous improvement.
3.4	The percentage of participants reported that they feel able to use the knowledge and resources they have acquired from the CHASE's scope of products and services.		Surveys, Staff Notes, Feedback calls.	FORMATIVE Number of participants attending Advisory Group meetings.	FORMATIVE Analysis of collaborative surveys and follow-up surveys, staff notes from meetings. Data collection on use of information to provide continuous improvement.

TIMELINE	Data collection ongoing beginning first year of grant through end of grant period. Report on annual grant continuation reports, beginning first year of grant.
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CHASE PROGRAM 3 YEAR ACTIVITIES			
OUTPUTS			
ACTIVITY	PATHWAY	YEAR	Activity Details
OUTREACH & LEADERSHIP	PROFESSIONALS	YRS 1&3	Conduct Review of continuum of supports from the age of 14-26 within ND
OUTREACH & LEADERSHIP	MULTIPLE	YRS 1&3	Create 1-3 year goals for the CHASE Implementation
OUTREACH & LEADERSHIP	MULTIPLE	YR1	Update Contact information for the team on main websites
OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Create & Implement CHASE Advisory Board
OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Present CHASE Programming with identified schools and agencies in the state
OUTREACH & LEADERSHIP	MULTIPLE	YRS 1&2	Begin partnerships with identified schools and agencies for the demonstrative program delivery in phases of regions to participate in CHASE programming
OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Identify and Ensure program information is delivered in a variety of formats
OUTREACH & LEADERSHIP	PARENTS & GUARDIANS	YRS ALL	Follow up with parents/ guardians using defined process
OUTREACH & LEADERSHIP	YOUTH	YRS ALL	Follow up with youth using defined process
OUTREACH & LEADERSHIP	PROFESSIONALS	YRS ALL	Follow up with professionals using defined process
OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Create and Update website with input from stakeholders reflecting identified statewide needs
OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Review services and resources with our identified advisory group
OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Create and maintain a list of stakeholders (school districts, schools, Title 1, REAs & LEAs, Juvenile Justice, Foster Care, etc.)
OUTREACH & LEADERSHIP	MULTIPLE	YR1	Create guidelines and training for CHASE advisory participants
OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Update as needed guidelines for CHASE advisory participants
OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Conduct presentations as needed to all identified stakeholder groups
OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Collaborate with demonstrative project regions around the state
OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Create a social media plan (Instagram, TikTok, SnapChat)
OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Create a comprehensive Booth & Event Calendar
OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Identify stakeholder partnerships
OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Maintain stakeholder partnerships
OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Attend assigned and identified meetings around the state that relate to CHASE programming
OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Use social media platforms to share information and resources specific to project
OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Create and Maintain Constant Contact list
OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Attend multiple booths/presentations year round with a mixture of Youth and Young Adults, Professional events, with a focus on underserved populations

OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Mass Mailing, Create packets that include project specific information shared with identified stakeholders and schools
OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Ensure identified underserved populations are receiving information in regard to supports and services (Black, Indigenous & People of Color (BIPOC))
OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Create connections with LEA's, REA's and SPED Unit/Directors, School Districts
OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Mass Mailing: Create Packets; pamphlets / brochures etc. to go to; Backpack Buddies programs / Home School Associations/ REAs/ LEAs /SPED Directors/ VR units/SPED units/ Schools/ Foster Care/ Restorative Justice/ Juvenile Justice
OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Distribute mass mailings/delivery of packets about our services (brochures/pamphlets/etc.) to schools & community agencies.
OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Update social media platforms: TikTok, Instagram, Snapchat (1-2 times a week)
OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Promote program availability statewide - constant contact
OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Send training schedule directly to youth via constant contact & social media
OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Review services and resources with our defined advisory group (outside review)
OUTREACH & LEADERSHIP	MULTIPLE	YRS ALL	Youth POV Leaders attend designated state Meetings
CHASE PROGRAMMING	PROFESSIONALS	YR1	Hire Key Personnel
CHASE PROGRAMMING	PROFESSIONALS	YR1	Hire Youth Specialist
CHASE PROGRAMMING	MULTIPLE	YR1	Create & Implement Youth Specialist Guides and Policies
CHASE PROGRAMMING	MULTIPLE	YRS 1&2	Train staff and Youth Advocated in assigned programs (CHASE, YOUTH POV)
RESOURCES	PROFESSIONALS	YRS 1&3	Review Existing Statewide Resources regarding Statewide Juvenile Justice services and supports
RESOURCES	MULTIPLE	YR1	Create & Launch CHASE Website
RESOURCES	MULTIPLE	YRS 1&2	Create Resources to align with CHASE Programming and Services
RESOURCES	MULTIPLE	YR2	Create CHASE Presentation webinar
RESOURCES	MULTIPLE	YR3	Website- upload podcasts related to CHASE Programming
RESOURCES	MULTIPLE	YRS 1&3	Create resource on YYA-school, family-school, Juvenile Justice-home, Juvenile Justice - School partnerships addressing social emotional, mental health and academic needs. Resources designed to include underserved individuals -Black, Indigenous & People of Color (BIPOC).
RESOURCES	MULTIPLE	YR3	Create resource on rural access and supports
RESOURCES	MULTIPLE	YRS ALL	Ensure high quality vetted resources are accessible and available
RESOURCES	MULTIPLE	YRS ALL	Maintain a comprehensive and accessible website (508 compliance)

RESOURCES	MULTIPLE	YRS ALL	Identify categories and types of resources that are needed
RESOURCES	MULTIPLE	YRS ALL	Update resources based on need
RESOURCES	MULTIPLE	YRS ALL	Create Juvenile Justice based resources for underserved families; foster care and Black, Indigenous & People of Color (BIPOC)
RESOURCES	MULTIPLE	YRS ALL	Create resource specific to identified underserved populations (Black, Indigenous & People of Color (BIPOC))
RESOURCES	MULTIPLE	YRS ALL	Develop a plan to share resources
RESOURCES	MULTIPLE	YRS 1&3	Create resource on Equity in YYA Engagement & Family Engagement related to reintegration to the community from the Justice System
RESOURCES	COMMUNITY	YRS ALL	Create resource on Community Resources
RESOURCES	MULTIPLE	YRS ALL	Propose purchase of additional materials for resource repository
RESOURCES	MULTIPLE	YRS ALL	Create resource on Cross-Agency Collaborations
RESOURCES	MULTIPLE	YRS ALL	Create and share new content on how services help
RESOURCES	MULTIPLE	YRS ALL	Update website with input from all groups reflecting statewide needs and using current design
CHASE PROGRAMMING	MULTIPLE	YRS ALL	Conduct once a month meeting for CHASE Staff
CHASE PROGRAMMING	MULTIPLE	YRS ALL	Conduct once a quarter meeting for All Staff CHASE
CHASE PROGRAMMING	MULTIPLE	YRS 1&2	Develop, implement sustainable CHASE policies, practices, and strategies that systemically engage underserved Youth and Young Adults (YYA), their families and the professionals that work with them (including Black, Indigenous & People of Color (BIPOC)). To build and foster school partnerships. Building self-advocacy skills that support growth in; social emotional development, mental health strategies, and academic success.
CHASE PROGRAMMING	MULTIPLE	YRS ALL	Staff should ensure they are familiar with the CHASE programming
CHASE PROGRAMMING	MULTIPLE	YRS ALL	Review content for usefulness, relevance and increased knowledge
CHASE PROGRAMMING	PROFESSIONALS	YRS 1&3	Ensure staff guidance is updated annually
CHASE PROGRAMMING	MULTIPLE	YRS ALL	Identify and address infrastructure and ongoing supports to foster the development, implementation, and evaluation of sustainable policies, practices, and strategies which systemically involve underserved families and create equitable and inclusive schools
CHASE PROGRAMMING	MULTIPLE	YR1	Train staff and Youth Advocates in CHASE program with KS lead agency
CHASE PROGRAMMING	MULTIPLE	YRS 1&3	Identify and add feedback questions to data system
CHASE PROGRAMMING	MULTIPLE	YRS ALL	Identify challenges and how to fix them
CHASE PROGRAMMING	MULTIPLE	YRS ALL	Collect data to provide information on affects of the CHASE program

CHASE PROGRAMMING	MULTIPLE	YRS ALL	Ensure data is entered correctly
CHASE PROGRAMMING	MULTIPLE	YRS ALL	Create & Update methods to identify evidence-based strategies that build staff and underserved families of children with disabilities (including Priority for Black, Indigenous & People of Color (BIPOC))
CHASE PROGRAMMING	MULTIPLE	YRS ALL	Collect feedback from Youth and Young Adults, Families, and professionals who participated in activities
CHASE PROGRAMMING	MULTIPLE	YRS ALL	Send feedback surveys to stakeholders
CHASE PROGRAMMING	MULTIPLE	YRS ALL	Identify underserved populations, Foster Care & Juvenile Justice (including Priority for Black, Indigenous & People of Color (BIPOC))
CHASE PROGRAMMING	MULTIPLE	YRS ALL	Identify networking opportunities
CHASE PROGRAMMING	MULTIPLE	YRS ALL	Gather Testimonials (Youth and Young Adults, Families, and Professionals)
CHASE PROGRAMMING	MULTIPLE	YRS ALL	Send Feedback Surveys to identified underserved population (including Priority for Black, Indigenous & People of Color (BIPOC))
CHASE PROGRAMMING	MULTIPLE	YRS ALL	Create and Review an annual report assessing if the CHASE Program
CHASE PROGRAMMING	MULTIPLE	YRS ALL	Connection to Peers (develop opportunity for the creation of networking with peers)
DIRECT SUPPORT	MULTIPLE	YRS ALL	Offer CHASE programming Direct Support
DIRECT SUPPORT	MULTIPLE	YRS ALL	Offer CHASE programming Advising, Consulting and Coaching
DIRECT SUPPORT	MULTIPLE	YR1	Create Direct Support process and procedures specific to program
DIRECT SUPPORT	MULTIPLE	YRS ALL	Offer on virtual Direct Support
DIRECT SUPPORT	MULTIPLE	YRS ALL	Deliver Case Management for Justice Involved Youth
DIRECT SUPPORT	MULTIPLE	YRS ALL	Assist in referral to needed services (mental health, counseling, rehabilitation, job skill development, job skill training, securing housing, securing transportation)
TRAINING & DEVELOPMENT	MULTIPLE	YRS ALL	Schedule Booth and Events; Quarterly peer networking event
TRAINING & DEVELOPMENT	MULTIPLE	YRS ALL	Conducting quarterly peer networking events identify locations
TRAINING & DEVELOPMENT	MULTIPLE	YRS 1 & 2	Identify training implementation process
TRAINING & DEVELOPMENT	MULTIPLE	YRS ALL	Ensure trainings align with CHASE Programming's scope of services
TRAINING & DEVELOPMENT	MULTIPLE	YRS ALL	Review trainings to ensure equity
TRAINING & DEVELOPMENT	MULTIPLE	YRS ALL	Offer in person or virtual after hours learning sessions for stakeholders state to share program information
TRAINING & DEVELOPMENT	MULTIPLE	YRS ALL	Offer multiple Listening Sessions for Stakeholders
TRAINING & DEVELOPMENT	MULTIPLE	YRS ALL	Offer multiple Trainings with the CHASE Program

Staff Assigned	Completed
COs & SPECIALISTS	6/30/2025 & 6/30/2028
ED	11/1/2025 & 11/1/2028
TECH TEAM	10/15/ANNUALLY
COs & SPECIALISTS	12/15/ANNUALLY
COs & SPECIALISTS	ONGOING
COs & SPECIALISTS	11/30/2025 & 11/30/2026
GRANT COORDINATOR	ONGOING
GRANT COORDINATOR	ONGOING
COs & SPECIALISTS	ONGOING
GRANT COORDINATOR	ONGOING
TECH TEAM	ONGOING
ADVISORY GROUP & COP	3/15/ANNUALLY & 8/25/ANNUALLY
ADMINISTRATORS	02/15/ANNUALLY & 9/15/ANNUALLY
GRANT COORDINATOR	1/20/ANNUALLY
GRANT COORDINATOR	1/20/ANNUALLY
GRANT COORDINATOR	ONGOING
GRANT COORDINATOR	ONGOING
GRANT COORDINATOR	10/15/ANNUALLY
GRANT COORDINATOR	10/15/ANNUALLY
ED	ONGOING
COs & SPECIALISTS	ONGOING
COs & SPECIALISTS	ONGOING
GRANT COORDINATOR	ONGOING
ADMINISTRATORS	02/15/ANNUALLY & 9/15/ANNUALLY
SPECIALISTS	ONGOING

ADMINISTRATORS	ONGOING
ADMINISTRATORS	ONGOING
COs & SPECIALISTS	ONGOING
ADMINISTRATORS	ONGOING
ADMINISTRATORS	ONGOING
TECH TEAM	15TH MONTHLY
TECH TEAM	ONGOING
ADMINISTRATORS	ONGOING
ADVISORY GROUP	BI-ANNUALLY
COs & SPECIALISTS	ONGOING
ED	11/15/2025
GRANT COORDINATOR	11/16/2025
GRANT COORDINATOR	1/31/2026
GRANT COORDINATOR	11/30/2025 & 11/30/2026
COs & SPECIALISTS	9/30/2025 & 9/30/2027
COs & TECH TEAM	9/30/2025
COs & SPECIALISTS	7/30/2025 & 7/30/2026
COs & SPECIALISTS	8/30/2026
SPECIALISTS & TECH TEAM	5/15/2027
COs & SPECIALISTS	ONGOING
COs & SPECIALISTS	7/15/2027
ADVISORY GROUP	ONGOING
TECH TEAM	ONGOING

TECH TEAM	ONGOING
TECH TEAM	ONGOING
COs & SPECIALISTS	4/15/ANNUALLY
COs & SPECIALISTS	4/15/ANNUALLY
ADMINISTRATORS	10/15/ANNUALLY
COs & SPECIALISTS	4/15/ANNUALLY
COs & SPECIALISTS	4/15/ANNUALLY
GRANT COORDINATOR	7/15/ANNUALLY
GRANT COORDINATOR	10/15/ANNUALLY
ED & SPECIALISTS	ONGOING
TECH TEAM	ONGOING
COs & SPECIALISTS	ONGOING
ALL STAFF	ONGOING
ALL STAFF	9/30/2025 & 9/30/2026
GRANT COORDINATOR	ONGOING
COs & SPECIALISTS	ONGOING
GRANT COORDINATOR	12/15/ANNUALLY
COs & SPECIALISTS	2/15/ANNUALLY
COs & SPECIALISTS	ONGOING
COs & SPECIALISTS	10/5/ANNUALY
COs & SPECIALISTS	ONGOING
COs & SPECIALISTS	ONGOING

COs & SPECIALISTS	ONGOING
COs & SPECIALISTS	10/15/ANNUALLY
COs & SPECIALISTS	ONGOING
COs & SPECIALISTS	ONGOING
COs & SPECIALISTS	10/15/ANNUALLY
GRANT COORDINATOR	ONGOING
COs & SPECIALISTS	ONGOING
COs & SPECIALISTS	ONGOING
COs & SPECIALISTS	10/15/ANNUALLY
COs & SPECIALISTS	ONGOING
COs & SPECIALISTS	ONGOING
COs & SPECIALISTS	ONGOING
COs & SPECIALISTS	8/1/2025
COs & SPECIALISTS	ONGOING
COs & SPECIALISTS	10/31/ANNUALLY
ALL STAFF	ONGOING
COs & SPECIALISTS	10/15/ANNUALLY
COs & SPECIALISTS	Quarterly
GRANT COORDINATOR	11/30/2025 & 11/30/2026
COs & SPECIALISTS	ONGOING
COs & SPECIALISTS	ONGOING
COs & SPECIALISTS	ONGOING
COs & SPECIALISTS	ONGOING
COs & SPECIALISTS	ONGOING

C.H.A.S.E. Evidence Based Information

Community Honoring Adolescent Success in Education (C.H.A.S.E) program out of KS receives referrals from Juvenile Justice for individuals to participate in an 8-week program geared toward the development of self-discovery and community engagement.

Mentoring [Research-based]	A relationship between an older, more experienced adult and an unrelated, younger student which the adult provides ongoing guidance, instruction, and encouragement aimed at developing the competence and character of the student (Sowers et al., 2017).	Students with ADD/ ADHD, HI, VI, OI, ASD, SLI, & Other
Parent Training in Transition [Evidence-based]	Parent training is instruction that occurs between educators or service providers and parents where parents study about a single topic or a small section of a broad topic for a given period of time (Rowe et al., 2021).	Parents of youth with ID, SLD, ASD, MD
Peer-Assisted Instruction and Support [Research based]	Peer-assisted instruction and support (e.g., peer tutoring, peer-mediated instruction) is defined as same-aged students delivering academic or functional skills instruction to each other or working in pairs or small groups to complete assignments (Rowe et al., 2021).	Students with ASD, ID, D/B, SLD, OHI, EBD, SLI, OI, MD
Peer Networking Intervention [Promising]	"Peer network interventions are individualized interventions that emphasize social connections beyond the classroom by establishing a cohesive social group that meets formally and informally across an entire semester or school year" (Hochman et al., 2015; p. 97).	Students with ASD
Person Centered Planning [Research-based]	Person-centered planning includes facilitated meetings and group training sessions for families with follow-up assistance for career exploration and plan implementation (Rowe et al., 2021).	Students with ASD
Self-Management Instruction [Research-based]	Also known as self-evaluation, self-management "requires that a person monitor, rate, and compare some aspect of his or her behavior to an external standard or criteria" (Reid et al., 2005, p. 363). Self-management has also been called: self-monitoring (n=5 studies), self-evaluation (n= 2 studies), self-instruction (n=2 studies), goal setting (n= 1 study), strategy instruction (n= 1 study). In addition, components can be combined (n=7 studies). <ul style="list-style-type: none">• "Self-monitoring is a multi-stage process of observing and recording one's behavior" (Mooney et al., 2005, p. 204).• "Self-evaluation is a process wherein a student compares her/his performance to a previously established criterion set by student or a teacher and is awarded reinforcement based on achieving the criterion" (Mooney et al., 2005, p. 207).	Students with EBD, SLD, ADHD, & ID

	<ul style="list-style-type: none"> • “Self-instruction refers to techniques that involve the use of self-statements to direct behavior” (Mooney et al., 2005, p. 204). • “Goal setting generally refers to a process of a student self-selecting behavioral targets, which serve to structure student effort, provide information on progress, and motivate performance” (Mooney et al., 2005, p. 204). “Strategy instruction refers to teaching students a series of steps to follow independently in solving a problem or achieving an outcome” (Mooney et al., 2005). 	
Service Learning [Research-based]	Learning activity that integrates meaningful community service with classroom instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities (Dymond et al., 2014; Workforce Innovation Technical Assistance Center, 2016; Curtain & Garcia, 2011).	Students with EBD

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TO:

**Pathfinder Services of ND (PSND)
c/o Jodi Webb, Executive Director
P.O. Box 758
Minot, ND, 58702**

DATE:

19 December 2024

RE: Letter of Support for the Application from PSND for the NDSAG Grant to assist schools with student behavior issues, with the implementation of the CHASE program in offering school-based interventions.

To Whom It May Concern:

I am pleased to strongly support PSND's proposal for the for the NDSAG Grant to assist schools with student behavior issues, with the implementation of the CHASE program in offering school-based interventions. Families Together, Inc. has enjoyed a long working relationship with PSND for many years, and we are confident in the leadership and experience of the PSND team to meet and exceed the targeted priorities of this grant.

For nearly 38 years, as a project of direct service, PSND has provided technical assistance on IDEA parent and youth rights to families within North Dakota, 4 years to new directors to federally-funded parent centers as a member of the Regional C Parent Technical Assistance Center, and 4 years as the Region C-2 PTI-RSA Center, focusing on Secondary Transition and supports to sister PTIs. PSND leverages the experiences of individual and organizational leaders to provide efficient, effective, and high-quality technical assistance. PSND has facilitated the development of collaborative relationships between state agencies, sister PTI centers and other programs and serves as a model for creating effective partnerships among a wide range of stakeholders.

PSND has a proven ability to collaborate and innovate which has allowed their agency to successfully assist a wide range of stakeholders in addressing their needs related to early intervention, special education services, and secondary transition. We utilize and share multiple resources to youth and young adults, families and agencies helping them develop the knowledge of services and supports available to them, as they navigate through statewide programs and the educational system. We have had a successful ongoing collaboration around piloting CHASE through training and resource creation.

Families Together, Inc. and the CHASE Program strongly support PSND's application and recommend funding. I wish you every success and look forward to working with you in the future.

Regards,

**Brad Girard
CHASE Program Director**

✉ brad@famieliestogetherinc.org

📞 913-713-9551

📍 5031 Merriam Dr. Shawnee, KS 66203

JOHNSON COUNTY
KANSAS
Department of Corrections

September 18th, 2024

To Whom It May Concern,

I am writing on behalf of the Johnson County Department of Corrections to recommend Families Together Inc.'s CHASE Program. Over the past four years, we have had the privilege of partnering with the CHASE team to support justice-involved youth in our community. The CHASE Program has provided invaluable services to our clients and their families, specifically offering mental wellness tips, assistance with education-related challenges, and opportunities for meaningful community engagement. Their commitment to helping youth develop coping strategies and find balance in their lives has made a significant impact on those navigating the complexities of the juvenile justice and education systems in Johnson County.

The CHASE team has been a vital resource for our department, consistently addressing the unique needs of each young person they serve. Whether it's helping a youth transition back into an educational setting or connecting them with positive mentorship, Families Together Inc.'s CHASE program has gone above and beyond in ensuring these young people and their parents/guardians feel supported. Through their holistic approach, which focuses not only on mental and emotional well-being but also on fostering strong community connections, the CHASE Program has empowered many of our youth to work towards their vision for a good life.

This partnership has been an important asset to the Johnson County Department of Corrections, giving us a trusted referral source for families in need of connection and positive guidance. We highly recommend the Families Together Inc. CHASE program and look forward to continuing this impactful partnership.

Sincerely,



Becky Seidler

Senior Case Manager

Johnson County Department of Corrections

Parent & Youth Testimony from working with CHASE:

Thanks for everyone's help the other day. I don't think that I have ever felt like much has been accomplished at a 504 meeting, this was way different.

I was wondering if there's any way you can communicate with (my son) while he is at juvenile detention center. You're such an awesome motivator and mentor. I would love if he had some time with you there.

Just want to say thank you guys for today. What an amazing experience for kids and engagement was unreal. Definitely looking forward to the journey ahead.

Leia was essential to help me understand the school IEP process and her participation in meetings I believe helped with getting my son in a better learning environment.

It was good to know we have rights, and now I have a team helping me communicate with the school. I noticed a change in the school administration being more receptive to my son's needs.

It's a relief to know I will no longer be ignored, and I feel optimistic about my son's future at school.

Thank you for all your help through this process, I was happy to express my sons' feelings to this organization, I and my wife believe this will be a good fit for my son. Thank you.

Leia and Brad are amazing resources!! Our family has benefited and continues to benefit from their help!

Brad has been very supportive with issues with my son. His mentoring is very important to us, and I am happy to have him assist us.

This is a great way to help children and families. The staff is excellent, and very down to earth. Brad is an amazing person that has done a lot for my family and is very involved with what he does. Thank you so much.

Loving the topics and material so far. Thank you, thank you, thank you VERY MUCH -- for investing in my daughter's esteem and well-being....very much appreciated."

Thank you so much for your time today. I appreciate you and everything you have done more than I can express. My daughter is a fabulous kiddo and I won't stop fighting for what she needs.

Leia was a life saver. I could not have gotten all the supports for my daughter without her guidance, support and encouragement.

I do plan to contact Leia again in the future, though just getting through this school year without any more bumps in the road will be considered a success.

(My daughter) participated in the zoom on Thursday evening! The judge "strongly suggested" it so... she was super fussy about it at first and resisted it, but I just stayed out of it and sat back on the couch. Then much to my surprise she really thrived and contributed during the session. She's happy in school. She's happier at life. It's been about six years since I've seen THIS kid.

**Office of the Mountrail County Auditor
State of North Dakota**

Stephanie A. Pappa - County Auditor/Superintendent of Schools
Mountrail County Courthouse
101 North Main Street - Box 69
Stanley, North Dakota 58784-0069
Tel. (701) 628-2145 Fax (701) 628-2276
Email: stephp@co.mountrail.nd.us

December 19, 2024

RE: Letter of Support for the Application from PSND for the NDSAG Grant to assist schools with student behavior issues, with the implementation of the CHASE program in offering school-based interventions.

Pathfinder Services of ND (PSND)
c/o Jodi Webb, Executive Director
P.O. Box 758
Minot, ND, 58702

To Whom It May Concern:

I am pleased to strongly support PSND's proposal for the for the NDSAG Grant to assist schools with student behavior issues, with the implementation of the CHASE program in offering school-based interventions. Superintendent of School, Mountrail County has enjoyed a long working relationship with PSND for many years, and we are confident in the leadership and experience of the PSND team to meet and exceed the targeted priorities of this grant.

For nearly 38 years, as a project of direct service, PSND has provided technical assistance on IDEA parent and youth rights to families within North Dakota, 4 years to new directors to federally-funded parent centers as a member of the Regional C Parent Technical Assistance Center, and 4 years as the Region C-2 PTI-RSA Center, focusing on Secondary Transition and supports to sister PTIs. PSND leverages the experiences of individual and organizational leaders to provide efficient, effective, and high-quality technical assistance. PSND has facilitated the development of collaborative relationships between state agencies, sister PTI centers and other programs and serves as a model for creating effective partnerships among a wide range of stakeholders.

PSND has a proven ability to collaborate and innovate which has allowed their agency to successfully assist a wide range of stakeholders in addressing their needs related to early intervention, special education services, and secondary transition. We utilize and share multiple resources to youth and young adults, families and agencies helping them develop the knowledge of services and supports available to them, as they navigate through statewide programs and the educational system. We also use and share PSND's online webinars and tools with internal trainings and with offering additional resources to our stakeholders.

We strongly support PSND's application and recommend funding. I wish you every success and look forward to working with you in the future.

Sincerely,



Stephanie A. Pappa
Mountrail County Superintendent of Schools



Pathfinder Services of ND (PSND)
c/o Jodi Webb, Executive Director
P.O. Box 758
Minot, ND, 58702

Date:

RE: Letter of Support for the Application from PSND for the NDSAG Grant to assist schools with student behavior issues, with the implementation of the CHASE program in offering school-based interventions.

To Whom This Concerns:

I strongly support the PSND's proposal for the for the NDSAG Grant to assist schools with student behavior issues, with the implementation of the CHASE program in offering school-based interventions. Souris Valley Special Services has enjoyed a long working relationship with PSND for many years, and we are confident in the leadership and experience of the PSND team to meet and exceed the targeted priorities of this grant.

PSND has a history of strong collaboration and innovation which has allowed their agency to successfully assist in addressing parents needs related to early intervention, special education services, and secondary transition. We utilize and share multiple resources to youth and young adults, families and agencies helping them develop the knowledge of services and supports available to them, as they navigate through statewide programs and the educational system. Parents also use and share PSND's online webinars and tools with internal trainings and with offering additional resources to our stakeholders.

We believe that with the experiences of previous grants and partnerships we are accustomed to with the PSND, they will once again prove to be an excellent partner with the NDSAG Grant in assisting schools with student behavior issues through the implementation of the CHASE program and offering school-based interventions.

We strongly support PSND's application and recommend funding. I wish you every success and look forward to working with you in the future.

Sincerely,

Dr. Alison Dollar, Director
Souris Valley Special Services



PO Box 758
Minot, ND 58702
701-837-7500

info@pathfinder-nd.org
<http://www.pathfinder-nd.org>

POSITION: CHASE Coordinator

ACCOUNTABILITY: Grant Project Director

OBJECTIVE: Provide support and resources through PSND's scope of services for Parents, Youth and Professionals. The Program Coordinator will have natural caring skills to assist individuals through the navigation of supports and services related to collaborative partnerships between home and school. They will also be in charge of maintaining the coordination of the main office and assisting the Grant Project Director with the administrative assistant roles and responsibilities. The Program Coordinator must be self-driven, able to maintain a diverse workload, and capable of taking on new and established projects and initiatives as funding dictates.

The Program Coordinator will focus on the delivery of;

- Technical Assistance (Advising, Consulting & Coaching)
- Training (Coordination and Delivery)
- Resources (Procurement, Research, Creation, Maintenance, Social Media needs)
- Outreach & Leadership (Maintain Portfolio, Attend Booths and Presentations)
- Other duties as assigned

The Program Coordinator will be knowledgeable of how to navigate through ND's education, justice system, health, and mental health systems. They will be responsible to guide Advisory Groups through evaluation of products, and comprehend both state and federal parent rights and laws as needed (related to their grant areas). Finally, the Program Coordinator is required to maintain data entry and tasks, maintain communication and service delivery with clients in a timely and consistent manner of both their clients and ensure their grant team is also doing the same as well as ensuring monthly communication with portfolio partners and stakeholders.

DUTIES:

- Provide supervision and guidance to the grant team in collaboration with the Project Director
- Provide technical assistance through the Grant's three-tiered system of support while responding to client requests for information and resources and provide support in a timely manner
- Assist with the Grant's designated project activities and data collection efforts to assure progress toward goals and objectives
- Implement CHASE trainings statewide (beginning in designated regions)
- Coordinate with KS PTI (CHASE Founders) in the implementation
- Guide CHASE staff in training and implementation of the CHASE program
- Assist in development and implementation/production of trainings and resources
- Locate information and resources for resource repository
- Participation on statewide committees and councils as assigned (maintain portfolio)
- Organize and manage meetings with stakeholder and partners of outreach projects
- Develop regional contacts to assist in specific geographic locations and maintain monthly communication
- Other related duties as required or assigned to support project(s) implementation

**This position does require travel, (45% of work will be travel) weekend and/or evening events will occur to meet client and programmatic needs (15% of work will be weekend and/or evenings) **

DESIRED SKILLS/KNOWLEDGE/ABILITIES:

- Degree in grant related field (required) and work-related lived experience (preferred)
- State and Federal rights and laws related to grant activities (such as - IDEA, ESSA, RSA)
- Organizational skills and ability to maintain a diverse workload (familiar with Trello.com)

- Maintain regular contact with supervisors and attend all mandatory meetings
- Proficient in knowledge and use of Microsoft Office (TEAMS, POWERPOINT, EXCEL, WORD)
- Communicate effectively over the phone and in person
- Public speaking
- Possess a valid driver's license and vehicle with insurance
- Required travel for in and out-of-state meetings including air travel
- Ability to maintain a diverse workload, and capable of taking on new and established projects and initiatives as funding dictates
- Ability to sit or stand for long periods of time depending on event
- Ability to exercise good hand-eye coordination, arm, hand, and finger dexterity and visual acuity to use monitor, keyboard, as well as to operate other office equipment and read information
- Perform other duties as assigned

BENEFITS: 12 Paid holidays (with additional days off between Dec 26-30), 12 Vacation Days (year 1-3) & 12 Sick Days (annually).

FTE additional benefits: Health Incentive, Remote work incentive, Paid Dental & Vision, Retirement (up to 3% match after 1 year of employment).

ZOE STRUCKESS

BARISTA/DANCE COACH

CONTACT

701-833-4797

ZoeTiger900@hotmail.com

512 25th Ave NW

PROFILE

Passionate and experienced dance instructor with over 4 years of experience instructing various dance routines and styles. Enthusiastic and customer-orientated barista with over 4 years of experience in the specialty of coffee preparation and service. Gaining knowledge of organization, teamwork, and communication.

SKILLS

Teamwork

Communication

Organization

Adaptability

Attention to Detail

WORK EXPERIENCE

Barista

Prairie Sky Breads

2022 - 2023

- managed website
- handled social media post
- created menus/ideas for drinks
- responsibility for prep work for the week
- cross-trained in different categories of the business to develop a full knowledge of how it worked
- prepare and serve a multitude of coffee and tea beverages with speed and precision

Dance Instructor

StudioX

2019-2023

- provided one-on-one coaching to dancers
- organized dances/recitals
- developed conditioning programs to improve dancers in strength, flexibility, and endurance
- taught various styles
- designed dance curriculums for different age groups

EDUCATION

High School Diploma

Minot High School

2019-2023

Barista

Ziggi's

2023-2024

- provided personalized customer service
- educated others about coffee
- managed cash register and processed transactions accurately
- maintained a clean/organized work environment
- assisted customers in ordering

LANGUAGES

English



PO Box 758
Minot, ND 58702
701-837-7500

info@pathfinder-nd.org
<http://www.pathfinder-nd.org>

POSITION: CHASE Youth Support Specialist

ACCOUNTABILITY: Grant Coordinator

OBJECTIVE: Provide support and resources through PSND's scope of services for Parents, Youth and Professionals. The Youth Support Specialist will have natural caring skills to assist individuals through the navigation of supports and services related to collaborative partnerships between home and school and the justice system. Youth Support Specialists must also be self-driven, able to maintain a diverse workload, and capable of taking on new and established projects and initiatives as funding dictates.

Specialists will focus on the delivery of;

- Technical Assistance (Advising, Consulting, Coaching)
- Training (Delivery and Development)
- Resources (Procurement, Research, Creation, Maintenance, Social Media needs)
- Outreach & Leadership (Maintain Portfolio, Attend Booths and Presentations)

The Youth Support Specialist will be knowledgeable of how to navigate through ND's education, health, juvenile justice and mental health systems. They will be responsible to guide Advisory Groups through evaluation of products, and comprehend both state and federal parent rights and laws as needed (related to their grant areas). Finally, Specialists are required to maintain data entry and tasks, maintain communication and service delivery with clients in a timely and consistent manner, as well as ensuring monthly communication with portfolio partners and stakeholders.

DUTIES:

- Provide technical assistance through PSND's three-tiered system of support while responding to client requests for information and resources and provide support in a timely manner
- Assist PSND with designated project activities and data collection efforts to assure progress toward goals and objectives
- Assist in development and implementation/production of trainings and resources
- Locate information and resources for resource repository, print and social media posts (if identified in their grant responsibilities)
- Participation on statewide committees and councils as assigned (maintain portfolio)
- Organize and manage meetings with stakeholder and partners of outreach projects
- Develop regional contacts to assist in specific geographic locations and maintain monthly communication
- Other related duties as required or assigned to support project(s) implementation

This position does require travel, (45% of work will be travel) weekend and/or evening events will occur to meet client and programmatic needs (15% of work will be weekend and/or evenings)

DESIRED SKILLS/KNOWLEDGE/ABILITIES:

- Degree in grant related field (required) and work-related lived experience (preferred)
- State and Federal rights and laws related to grant activities (such as - IDEA, ESSA, RSA)
- Organizational skills and ability to maintain a diverse workload (familiar with Trello.com)
- Maintain regular contact with supervisors and attend all mandatory meetings
- Proficient in knowledge and use of Microsoft Office (TEAMS, POWERPOINT, EXCEL, WORD)
- Communicate effectively over the phone and in person
- Public speaking
- Possess a valid driver's license and vehicle with insurance
- Required travel for in and out-of-state meetings including air travel

- Ability to maintain a diverse workload, and capable of taking on new and established projects and initiatives as funding dictates
- Ability to sit or stand for long periods of time depending on event
- Ability to exercise good hand-eye coordination, arm, hand, and finger dexterity and visual acuity to use monitor, keyboard, as well as to operate other office equipment and read information
- Perform other duties as assigned

BENEFITS: 12 Paid holidays (with additional days off between Dec 26-30), 12 Vacation Days (year 1-3) & 12 Sick Days (annually).

FTE additional benefits: Health Incentive, Remote work incentive, Paid Dental & Vision, Retirement (up to 3% match after 1 year of employment).



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POSITION: Youth POV Advocate

ACCOUNTABILITY: Youth POV Coordinator

OBJECTIVE: Provide support, share life experiences, offer presentations, trainings and resources through PSND's scope of services for Youth and Young Adults (YYA), families and Professionals. The Youth POV Advocates will have natural caring skills to assist individuals through different aspects of the special education systems from the view point as a youth who has or who had an IEP and/or 504 plan. Youth POV Advocates must also be self-driven, able to maintain their workload, and capable of taking on new and established projects and initiatives as funding dictates.

Advocates will focus on the delivery of;

- Technical Assistance (Advising based on lived experience in SPED services)
- Training (Delivery and Development)
- Resources (Research, Creation, Maintenance)
- Outreach & Leadership (Attend State designated Mtgs and Presentations)

The Youth Support Advocates will be knowledgeable of how their experiences in Special Education Services were both successful and challenging. They will be responsible to guide Youth Advisory Groups through evaluation of products, and are able to work collaboratively with other YYAs in their roles as Youth POV Advocates. Finally, Youth POV Advocates are required to assist with data collection, assist at the annual conference (attending and presenting), maintain communication with the Youth POV Coordinator, and attend designated state, regional, and national meetings.

DUTIES:

- Provide technical assistance through minimal advising based on lived experience in Special Education Services
- Assist PSND with designated project activities and data collection efforts to assure progress toward goals and objectives
- Assist in development and implementation/production of trainings and resources
- Review information and resources for resource repository, print and social media posts (if identified in their grant responsibilities)
- Participation on statewide, regional and national meetings as assigned (maintain portfolio)
- Attend meetings with stakeholder and partners of outreach projects
- Other related duties as required or assigned to support project(s) implementation

****This position does require travel, (45% of work will be travel) weekend and/or evening events will occur to meet client and programmatic needs (15% of work will be weekend and/or evenings)****

DESIRED SKILLS/KNOWLEDGE/ABILITIES:

- Between the ages of 14-21 years
- Have or Had and IEP and/or 504 plan
- Knowledge on Microsoft PPT, WORD
- Organizational skills and ability to maintain your workload
- Maintain regular contact with supervisors and attend all mandatory meetings
- Knowledge and use of Microsoft Office (TEAMS, POWERPOINT, EXCEL, WORD)
- Communicate effectively over the phone and in person
- Public speaking
- Plan to possess a valid driver's license and vehicle with insurance
- Required travel for in and out-of-state meetings including air travel

- Ability to sit or stand for long periods of time depending on event
- Ability to exercise good hand-eye coordination, arm, hand, and finger dexterity and visual acuity to use monitor, keyboard, as well as to operate other office equipment and read information
- Perform other duties as assigned

BENEFITS: 12 Paid holidays (with additional days off between Dec 26-30), 12 Vacation Days (year 1-3) & 12 Sick Days (annually).

FTE additional benefits: Health Incentive, Remote work incentive, Paid Dental & Vision, Retirement (up to 3% match after 1 year of employment).

Signy Webb

10101 111th St NE · Surrey, ND 58785 · Mobile: (701) 509-3930

I am a very dedicated, and motivated individual who confidently and competently takes the initiative to complete a task. I have a sound level of organizational abilities. I enjoy working independently and in a team atmosphere. I also have a strong appreciation for volunteer work, and am a firm believer of how supporting members of the community can contribute to a better quality of living.

Communication and Organization

- Great oral and written communication skills used daily to communicate with co-workers, community members, and volunteers.
- Ability to prioritize and organize tasks assigned to me
- Strong interpersonal, problem solving and team work skills.
- Great computer skills with knowledge in Windows 10, Microsoft Office 365, Adobe Photoshop, Outlook. Able to use both Mac and PC systems.
- Ability to use social media platforms (Facebook, Instagram, Snapchat, TikTok) and other online social networking and communication tools.

Skills

- Ability to follow instructions and accomplish assigned tasks
- Communicate needs of others and identify areas of needs
- Filing, organizing, shredding, data collection and entry, cleaning, stocking.
- Assist in operational program planning
- Training and resource creation
- Advocacy for youth
- Developing self-advocacy events for youth
- Youth voice on state teams related to Mental Health and Special Education Services

Employment History

Oct 2023 to Present

Youth POV Advocate
Pathfinder Services of ND
Minot, ND

May 2021 to August 2021

Early Childhood Assistant
Acorn Hollow Early Learning Center
Minot, ND

Education and Training
2020 to Present
Homeschool & MPS
Surrey, ND

High School Student

Additional Information

- Infant and Child and Adult First Aid and C.P.R. Certified
- Member of State Councils and Groups: Secondary Transition CoP, Social Emotional and Behavioral Difficulties CoP

References

Jacki Harasym
Fiscal & Grant Specialist
Pathfinder Services of ND
Minot, ND
(701) 240-2518

Cassie Tofteland
PAST PSND Board Member
Pathfinder Services of ND
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(701) 208-1108

Cara McKay
Owner
Montessori of Minot
Minot, ND
(812) 219-4445