



REQUEST FOR PROPOSALS

for

**PROGRAMS FOR OUT OF SCHOOL YOUTH FUNDED UNDER WORKFORCE
INNOVATION AND OPPORTUNITY ACT (WIOA)**

RFP-22-019

2022

PASSAIC COUNTY BOARD OF COUNTY COMMISSIONERS

Bruce James, Director
Cassandra "Sandi" Lazzara, Deputy Director
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495 River Street
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Bid Document Checklist

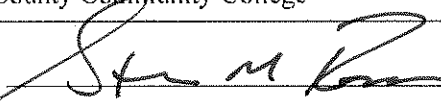
The following documents must be included with the Respondent's Bid:

Document Description	Authority
Acknowledgment of Receipt of Addenda	N.J.S.A. 40A:11-23.2 (e)
Statement of Corporate Ownership	N.J.S.A. 52:25-24.2
Bid Proposal	N.J.S.A. 40A: 11-4
Standard Questionnaire	N.J.S.A. 40A:11-26

The following documents must be submitted to the County prior to the contract being executed:

Document Description	Authority
Disclosure of Investment Activities in Iran	P.L. 2012, c. 25
Non-Collusion Affidavit	N.J.S.A 52:34-15
MBE/WBE Program Certification Form (if applicable)	Resolution No. R20210933
Form W-9, Department of the Treasurer Internal Revenue Service	Internal
Business Registration Certificate	N.J.S.A. 52:32-44

Name of Bidder (Please Print): Passaic County Community College

Signature of Authorized Representative: 

Name (Please Print): Steven M. Rose, Ed.D.

Title (Please Print): President **Date:** _____

**All documents required for the bid submission and prior to the execution of Agreement to the winning bidder are appended hereto and labeled accordingly. If any of the documents stated herein are missing, please contact the Passaic County Purchasing Agent immediately.*

NOTE: BID DOCUMENT RETURN ENVELOPES MUST CLEARLY IDENTIFY THE BID NAME, BID NUMBER, AND BID OPENING DATE ON THE EXTERIOR OF THE COMMON CARRIER OR COMPANY MAILING ENVELOPE.

WIOA Youth Proposal Package and Forms

Cover Sheet

WIOA OUT-OF-SCHOOL YOUTH PROGRAM PROPOSAL

Proposing Organization	Passaic County Community College
Program Name	Youth Rise: Academic Readiness and Career Pathways Program
Program Type	<p><i>* Select one program per proposal *</i></p> <p><input type="checkbox"/> WIOA Out of School Youth-Paterson</p> <p><input checked="" type="checkbox"/> WIOA Out of School Youth-Passaic</p> <p><input type="checkbox"/> WIOA Out of School Youth- County-Wide</p>

To complete the proposal as directed, please ensure all required information is included in the proposal and all questions are completely addressed.

NOTE: All sections must be completed in sequence and should be clearly marked and numbered. Proposal Package and Forms

- Cover Sheet
- WIOA Youth Program Fact Sheet
- Organization and Accreditation Information
- A. Statement of Need
- B. Program Summary (1 page maximum)
- C. Program Narrative (6 to 8 pages)
- D. Organization Administration and Management (3 pages maximum)
- E. Budget (Program Budget, Administrative Budget Justification, and Program Costs Justification)
- F. Statement of Work
- G. Proposed Planned Outcomes
- H. Chart of Program Elements
- I. Proposal Checklist
- Attachment 1. NRS Chart
- Attachment 2. NJWIN 10-17 (A)
- Attachment 3. Glossary
- Attachment 4. Assurances and Certifications (signature required)
- Attachment 5. Certification Regarding Debarment (signature required)
- Attachment 6. Certification Regarding Lobbying (signature required)
- Attachment 7. Non-Discrimination and Equal Opportunity (no signature required)

WIOA PROGRAM FACT SHEET

A. Provider/Agency Name	Passaic County Community College
B. Program Name	Youth Rise: Academic Readiness and Career Pathways
C. Program Type:	WIOA Out of School Youth-Passaic
D. Administrative Address	1 College Boulevard, Paterson, NJ 07505
E. Administrative Contact: Name Phone Number Fax Number E-Mail Address	Winster Ceballos 973-341-1611 973-341-1629 wceballos@pccc.edu
F. Training Site Address	Passaic Academic Center 2 Paulison Avenue, Passaic, NJ 07055
G. Training Site Contact: Name Phone Number Fax Number E-Mail Address	Tammy Hunter 973-684-5526 973-321-1629 thunter@pccc.edu
H. Fiscal Contact: Name Phone Number Fax Number E-Mail Address	Gladys Farias 973-684-8007 973-345-9435 gfarias@pccc.edu
I. Instructor Contact: Name Phone Number Fax Number E-Mail Address	Shona Wright 973-341-1634 973-321-1629 swright@pccc.edu
J. Federal ID Number	22-1907901
K. Total training cost	\$360,000
L. Cost per participant	\$6,000
M. Total annual Level of Service	60
N. Class capacity (at one time)	18
O. Total instructional hours per participant	750/6mths
P. Total weeks of training per participant	25
Q. Total hours per week per participant	30
R. Teacher/student ratio	2:18
S. Program start date(s)	7/1/2022
T. Program completion date (s)	6/30/2023
U. Days of the week the program operates	M-F
V. Daily hours of operation (training)	9AM-3PM
W. Holiday/vacation schedule	7/4, 9/5, 11/24, 11/25, 12/26 – 01/02, 1/16, 5/29

Organization and Accreditation Information

Type of Organization

<input type="checkbox"/> Private Non-Profit	<input type="checkbox"/> Private For-Profit
<input type="checkbox"/> Public/Government Agency	<input type="checkbox"/> Education Institution
<input checked="" type="checkbox"/> Community College	<input type="checkbox"/> Labor Organization
<input type="checkbox"/> Minority Owned Business	<input type="checkbox"/> Women's Organization
<input type="checkbox"/> Faith Based Organization	<input type="checkbox"/> Other (Identify)

SAM ID# (Formerly CCR)	064279243/0U536
ETPL ID#	221907301001
DUNS ID#	064279243

Approval/Accreditation

NJ Department of Labor and Workforce Development Division of One-Stop
Coordination and Support Training Provider (formerly Chapter 531)

Date of Approval	
Expiration Date	

NJ Department of Labor and Workforce Development Division of One-Stop
Coordination and Support Private Vocational Schools (formerly Chapter 18)

Date of Approval	
Expiration Date	

Other approval/accreditation

Approval Type	Middle States
Date of Approval	
Expiration Date	

Include copies of approval/accreditation for the organization and specific course approvals as appropriate.

Note: Should the proposal result in the award of a contract, it will be the responsibility of the provider to follow the procedures for placement on the Eligible Training Provider List as described in the New Jersey Workforce Innovation Notice 10-17(A).

A. Statement of Need

In the U.S. Census Bureau 2020 American Community Survey 5 -Year Estimates, in Passaic County, 27,376 individuals between the ages of 18-24 were not enrolled in college or graduate school. Residents of Clifton, Passaic, and Paterson make up 55% of those individuals. The 2020 -2021 NJ Performance Report, published by the State of New Jersey, reports a graduation rate for four-year high school cohorts of 52.8% in Passaic High School, 79.4% among the Paterson High Schools, and 84.5% for Clifton High School. The rates for non-continuing high school students are between 6.1%, 19.5%, and 12.8% for Clifton, Passaic, and Paterson respectively. The American Community Survey also shows that in Passaic County, 7,962 individuals between the ages of 16-24 were unemployed in Passaic County which represents 12% of individuals between 16 -24. Of that group, 66% are residents of Paterson, Passaic, and Clifton. To address these educational and workforce challenges, Passaic County Community College has implemented a countywide Youth Rise: Academic Readiness and Career Pathways Program for Passaic County's Out-of-School Youth population, ages 16-24. This target population faces a multiplicity of challenges and requires significant support services along with academic and vocational programs. Historically, the population consists of those who have been unable to complete high school requirements and obtain gainful employment, and those who have obtained a high school diploma, yet are lacking the basic skills necessary to participate effectively in academic or work environments. These factors hamper opportunities for academic achievement and gainful employment. The most commonly defined barriers to participation are skill deficiencies in areas of labor market demand, inability to learn within the timeframe of the designated programs, health and criminal background issues, the inability to prioritize, low self-esteem, and lack of commitment to assigned programs.

As indicated in the Passaic County WIB's 2019-2020 Workforce Investment Plan, under the planning process, there is a demand for additional workforce development services. In addition, low math and literacy skills add to the obstacles for these individuals to gain successful employment. The Workforce Development Board of Passaic County (WDB) is dedicated to supporting workforce and economic development by connecting Passaic County New Jersey residents to jobs and ensuring that employers have the skilled workers they need to grow, compete, and prosper. Created pursuant to the Workforce Innovation and Opportunity Act of 2014 (WIOA), the WDB's role is to ensure that optimal investments are made in Passaic County to support workforce development, training, and job preparation for residents. The WDB also engages businesses to link the services of the local workforce system with the needs of employers within the county. To successfully accomplish this, the WDB: Oversees WIOA funds by driving investments based on industry needs; sets the strategic direction of the Passaic County One-Stop System; creates forums for analyzing and discussing critical workforce issues to determine the best implementation strategies. The partners with State and Local elected officials to ensure the WDB's efforts are aligned with county goals; conducts labor market analysis to better assess labor demand and to advocate for employer and job-seeker needs; and ensures system accountability. Vision Statement: To connect Skilled Labor and Quality Education with Industry Demand to build a workforce investment system that promotes a competitive atmosphere and empowers all concerned parties to be successful in the 21st-century environment. The Youth Rise program will provide basic skills that will enable the Out-of-School Youth population to obtain a high school diploma and close the basic skills gap to secure gainful employment or further their academic study. Life Skills and employability skills instruction along with personal and career counseling will build self-esteem, clarify values and develop leadership skills in students while they are developing their career portfolios. Transition services and continuing support services will be available as they transition to college, training, employment or community service opportunities, which develop positive employability skills while addressing unmet community needs.

The program is committed to establishing a supportive atmosphere for participants to obtain those skills necessary for self-sufficiency. Requirements and expectations are clearly defined in orientation during which time open communication between staff and participants is emphasized. By immediately addressing and responding to their barriers, staff and participants will develop the trust needed to meet the program requirements leading to lifelong learning and the career path to employment.

B. Program Summary

The Youth Rise Program is an educational learning setting that provides an opportunity for Passaic County youth participants to work toward obtaining a high school diploma, identify and begin on a career pathway, as well as pursue higher education. The comprehensive, structured academic curriculum serves youth without a High School Diploma or Equivalent (HSE), and includes measurable outcomes, leading to attainment of a high school diploma or equivalent. The program design also includes a comprehensive, structured academic curriculum with measurable outcomes for basic skills deficient youth with a High School Diploma or Equivalent (HSE), leading to academic increases sufficient for enrollment in next academic, vocational or technical training and/or employment.

Under the auspices of the Department of Continuing Education at Passaic County Community College, the program allows for in-class study in the areas of Math, Social Studies, Science, Language Arts-Reading, and Language Arts-Writing. A benefit of this program is that it offers an individualized study style of learning where students work based upon their academic grade levels and general knowledge of the subject at hand. Each student has the ability to progress at his own personal pace. Before enrolling in the program, an entrance exam, Comprehensive Adult Student Assessment System (CASAS), is administered through the One-Stop in collaboration with Passaic County Community College testing center. Participants qualify for the program by testing on a fifth grade level and higher. Once enrolled, students take a pre-test in each subject to obtain results, which are used to identify the areas where they are deficient. They can now put forth academic concentration to those areas. To begin, based on their strengths and weaknesses determined by the pre-test results, students are given individualized learning paths for each subject.

- Youth Rise Program uses Google classroom through which assignments and materials are uploaded for students to access and complete. Additionally, students can receive email feedback from instructors via the Google platform.
- Skill leveled assignments are accessible to the students at any time and are available in Essential Education and IXL. Students are able to complete both HiSET and Career Lessons.
- Staff can easily establish “Virtual Classrooms” using the Zoom meeting platform for additional lessons and instruction.

Training will provide the following:

- Evaluation of skill areas of math, language arts, social studies and science with basic computer literacy
- Interactive teamwork projects that provide learners with an opportunity to plan and execute a project that uses decision-making skills such as a community service activity.
- Life Skills & Leadership (learning about myself, financial literacy, time management, prioritizing, role-playing)
- Work readiness and assessment module/specialized skill development to increase retention and potential for career advancement. This can include career day activities, workshops, TED Talks, YouTube Videos, PDFs, Essential Education software, and Metrix Learning.
- Intensive job search, business preparation training, Identification of career pathway using the Essential Education software.

All of the components that make up the College Readiness and Career Pathways Program are necessary to give the student an advantage in preparing for and successfully achieving a passing score on the HiSET, as well as closing the loop to complete the learning base for the basic skills deficient students. The six-month schedule is designed to allow each candidate an opportunity to study the five major subject areas and to expand his or her learning for use toward future goals. Meeting the requirements for the high school diploma gives students a level of confidence to know that they have the ability to achieve other objectives regarding work or educational endeavors. Closing the basic skills gap for basic skills deficient students will give them a sense of completion and confidence to enter the work environment or continue on to higher education. The total budget for the one-year program will equal \$360,000.

C. Program Narrative

1. Program Services

The goal for the Youth Rise Project is to provide Passaic County youth with the opportunity to increase academic levels commensurate with those required for passing the NJ High School Equivalency (HISSET) exam, as well as close the basic skills gap for others and prepare them for a variety of career pathways. This 25-week course provided by Passaic County Community College's Continuing Education Department will be in session from 9 AM-3 PM and serve a minimum of 30 students in a 6-month cycle. Students will be provided with an individualized program in all areas identified on the test. To that end, this program provides the learning opportunity for individuals to pass the test and, therefore, begin the first step of their career ladder, or help basic skills deficient students close the skills gap and gain the confidence to succeed in the work environment or further academic study. Initially, the focus of instruction will be on reading, writing, and math skills. Because the out-of-school youth population, historically, possess not only low-level academic skills, but also deficiencies in work readiness and technology skills, the program will also include preparation in these vital areas for employment. Students will be given pre-test assessments in math, reading and writing, social studies and science to identify those skill areas in which they are deficient. Skills taught include literal and inferential reading comprehension, vocabulary building, organizational and study skills, grammar, sentence structure, paragraph and essay writing, mathematical computation, concepts and applications, basic computer knowledge as well as job readiness skills. Concepts and skills will be taught through interactive computer software, classroom exercises, small group work and/or individual instruction. Assessment of student progress will be conducted on a regular basis through testing and instructor observation. Continuous observation of performance, attitude, behavior, cooperation, and attendance will be documented.

A. Program for high school dropouts who are basic skills deficient. WHEN: 8 AM - 3 PM, Monday thru Friday at **WHERE:** Passaic Academic Center, 2 Paulison Ave, Passaic NJ. Students will be given pre-test assessments in math, reading and writing, social studies and science to identify those skill areas in which they are deficient. **HOW:** Skills taught include literal and inferential reading comprehension, vocabulary building, organizational and study skills, grammar, sentence structure, paragraph and essay writing, mathematical computation, concepts and applications, basic computer knowledge as well as job readiness skills. Concepts and skills will be taught through interactive computer software, classroom exercises, small group work and/or individual instruction. These areas of instruction are not only designed to *prepare students for the HISSET test,*

but also to enhance a student's life and work skills, while preparing and encouraging students to obtain employment or further education. Assessment of student progress will be conducted on a regular basis through testing and instructor observation. Continuous observation of performance, attitude, behavior, cooperation, and attendance will be documented.

B. Program for youth with a high school diploma. WHEN: 9 AM - 3 PM, Monday thru Friday at
WHERE: Passaic Academic Center, 2 Paulison Ave, Passaic NJ. Students will be given pre-test assessments in math, reading and writing, social studies and science to identify those skill areas in which they are deficient.
HOW: Skills taught include literal and inferential reading comprehension, vocabulary building, organizational and study skills, grammar, sentence structure, paragraph and essay writing, mathematical computation, concepts and applications, basic computer knowledge as well as job readiness skills. Concepts and skills will be taught through interactive computer software, classroom exercises, small group work and/or individual instruction. These areas of instruction are not only designed to *prepare students for the Accuplacer /ASVAP / Workkeys / TEAS test, but also to enhance a student's life and work skills, while preparing and encouraging students to obtain employment or further education.* Assessment of student progress will be conducted on a regular basis through testing and instructor observation. Continuous observation of performance, attitude, behavior, cooperation, and attendance will be documented.

- C. See attachment sheet Timeline Chart for Program
- D. See attachment sheet Outline/ Schedules for the Modules
- E. See attachment sheet Instructional Hours
- F. See attachment sheet for Course Content
- G. See attachment sheet Daily Activities for Periodic Assessment/Evaluation
- H. See attachment sheet Work Experience/ Community Service
- I. See attachment sheet Performance Objectives:
- J. See attachment sheet Successful Program Completion:
- K. See attachment sheet Skills Youth Will Acquire
- L. See attachment sheet Youth Assessment
- L. See attachment sheet The Process for updating documentation

- M. See the attached chart; ISS and Documentation
- N. See attachment sheet Assessment Tool
- O. See attachment sheet Support Underperforming
- P. See attachment sheet Innovation & Out of the Box Techniques

2. Outreach and Recruitment Strategy

The Youth Rise Program has established relationships with the counselors at Passaic High School, Paterson High School, Clifton High School, Eastside High School, Hope Academy, Boys & Girls Club of Paterson and Passaic as well as Circle of Care for Families & Children of Passaic County. To supplement the referrals from counselors, program staff will use a comprehensive outreach and recruitment effort to reach out of school youth with low basic skills. A series of informational flyers will be posted and advertised at all PCCC campuses, various community organizations, churches, family targeted organizations, and local Public Access TV stations. Staff will also participate in community-based meetings, events and orientations to promote the program. This comprehensive outreach strategy will ensure that an adequate pool of individuals is reached. Interested individuals will participate in a detailed screening process, and the names of eligible candidates will be forwarded to the One-Stop to take the CASAS test via a shared Google document spreadsheet and ongoing communication.

3. Specific Accommodations

The Passaic Academic Center is an architecturally barrier-free facility. Specific accommodations will be made for any participant with a disability. Any student with a disability that believes they need accommodations can contact **Disability Services** staff at 973-684-6395, or email **ods@pccc.edu**, to make an appointment. If a participant requires testing accommodations, they must speak with their instructor and more time will be allowed for them to complete tests and assignments. For more information, participants in need of accommodations for a disability can visit **www.pccc.edu/ods**.

4. Intake Procedures

Students will participate in an orientation where requirements and expectations are clearly defined. All program information is contained in a packet, which is given to them at orientation. Required paperwork, including an intake form, participant agreement form, and various additional forms, is reviewed and completed. Additional

information contained in the packet is as follows: sample attendance record, Attendance Policy, Incentive Policy, Electronic Policy, PCCC Student Code of Conduct, FERPA Consent Form, information about 12 month follow-up and various community resources. Emphasis will be placed on required attendance, motivation and steps leading to successful completion of the program. Additionally, students will participate in an onboarding session that introduces them to the routines, procedures, requirements, expectations, and the platforms utilized in the classroom. This session provides the students with a clear understanding of the classroom environment.

5. Passaic County One-Stop

To ensure further success of the program, it is important that the Youth Rise Program utilize all available resources at the Passaic County One Stop Career Center. All participants will be registered at the One Stop. As part of the initial orientation, information about the One Stop is explained. Communication with the Business Resource Center as well as the Board of Social Services is essential. An integral component of the program is job readiness skills. These skills are satisfied with various resources such as texts, computer software- such as use of the Internet, and utilizing the resource room at the One-Stop. The One-Stop provides students' access to the Metrix Learning Platform that supports professional development in various fields.

While in the program, students are encouraged to seek employment. The One-Stop offers assistance in developing resumes and cover letters, and provides career-counseling workshops. The One-Stop Resource Room is an added opportunity for students to seek current employment opportunities in their database of employers. Using a student's resume, the One-Stop matches students with available jobs through job fairs or open recruitment. The opportunity for students to add their email addresses to be included in the email blasts of employment and job fair information sent through the PCEN is another valuable resource. The One-Stop Resource Room website offers students the opportunity to see the list of employers currently seeking employees. Additionally, students who are in the program during the spring and summer months have the opportunity to participate in the Summer Work Experience Program with the One-Stop. This program provides students with the opportunity to gain new skills and work experience through jobs in community and public agencies. To support student employment, the One-Stop has the Career Closet that provides students with appropriate clothing for interviews; they will provide a student with a new professional uniform if it is needed. Bus tickets are also offered for the first two weeks of new employment. Job retention is an integral part of self-sufficiency, so even if a student is terminated from the program, they are invited to visit the center to get help with any issues in acquiring employment.

6. See attachment WIOA Youth Program Element Chart (H)

7. Entry Criteria

Testing and Grade Levels	CASAS: Entry Levels: 5.0 Reading, Math and Language
Physical Abilities and Requirements	No restrictions
Training Prerequisites	Required CASAS scores
Language Requirements	English
Aptitudes and Abilities	Interested in obtaining high school diploma or increasing scores for further training
Other (describe)	Interested in employment opportunities

8. Exit Criteria

Testing and Grade Levels	Exit Grade Levels: Increase of one grade level on the for every 6 months of participation Literacy/Numeracy Goals
Credentials/ Certifications (as applicable)	Passing the HISET to obtain High School Diploma
Job Placement Goals/ Job Titles	Employment in a student's area of interest.
Other (describe)	Increase academic levels for additional training

9. See attachment Statement of Work (F.)

10. Supportive Services

The Youth Rise Program offers participants various support services to ensure successful completion of the program. While in the program, if a student does not have a laptop to complete independent tasks, the program will loan a laptop to the student for the duration of their participation. Bus tickets are provided to help students with transportation to and from school or to and from work while in the program. PCCC provides five On-the-Go Food meals per week to any food insecure student; these meals can last several days for one individual or be used as one meal for a family. A certificate of completion and a stipend award has been given to each student upon

successful completion of the program. Additionally, a completion ceremony will take place at the end of each session, and the student’s family will be invited to celebrate the occasion. Students receive 12 months of follow-up services starting from exit date after completing a 30-day probation. During this time, they are contacted via phone, email and/or texted; we assist with vocational school applications, ITA application requirements, job search, updating resumes/cover-letters and job interview preparation. The support is not limited to the services listed above it also includes connection with other service partners and appointment scheduling for healthcare and childcare.

We provide that tutoring for those students who complete the HSE but need additional tutoring support to prepare for placement exams such as the Accuplacer.

11. Designated Contacts

Tracking Contact Person	Name: Assistant Director Tammy Hunter	Phone: 973-684-5526	Fax: 973-341-1629	E-Mail thunter@pccc.edu
Reporting Contact Person	Name: Program & Career Coordinator TBD	Phone: 973-341-1634	Fax: 973-341-1629	E-Mail TBD

12. Reports/Files/Record Keeping

All reports and record keeping are the responsibility of the Assistant Director and Program & Career Coordinator. All reports are completed within the established timeframe and sent to the designated individuals. Student folders, which are kept in the Youth Rise office, contain all the required information: referral and intake forms, progress report, status form, resume, employment retention form, time/attendance sheets and academic test and progress reports. The One-Stop Career Center maintains a roster for enrolled and exited students in Google Drive that have been shared with Youth Rise Staff. Additionally, the Google spreadsheet allows for tracking the pending students detailing their eligibility or ineligibility for the acceptance into the program. Both partners are able to input and view the same information. Youth Rise Staff inputs case notes and workshop information into the Individual Service Strategies (ISS) documents. Any issues or difficulties facing the customer can be shared and addressed. The Youth Participant Report shows the progress of customers going through the application process. Another folder holds the CASAS reports of customers. Customers’ completed resumes are uploaded to

another folder on the Drive. A monthly meeting with staff members of the Youth Rise Program and One Stop Career Center ensures that the files are updated and maintained. All customer files contain the following:

- Participant File Checklist
- Partner Referral Form
- Participant Intake/Enrollment Form
- Participant Evaluation Form
- Individual Service Strategy (ISS)
- Progress Notes
- Assessment Information/Test Scores
- Marketable Participant Resume & Cover Letter
- Employment/Job Retention (Employer information, wages, follow-up for a minimum of 3 months)
- Participant Time and Attendance records

13. Staff Qualifications (See attached job descriptions)

- Assistant Director
- Program & Career Coordinator
- Two Classroom Instructors

14. Collaborative Efforts: The Passaic County One-Stop

As stated earlier in this proposal, to ensure further success of the program, it is important to utilize all resources at the Passaic County One-Stop Career Center. All those enrolled will also be registered at the One Stop. As part of the initial orientation, information about the One-Stop is explained. Communication with the Business Resource Center as well as the Board of Social Services is essential. Students are also expected to have gained knowledge of basic math skills through the Math Boot Camp program. Basic computer literacy, effective communication skills, higher thinking skills and problem solving are made available through Metrix Learning, the software provided through One Stop. In addition to life- skills such as financial literacy, prioritizing tasks, time management guided by Youth Rise leaders. Students will have a clear understanding of work related issues such as punctuality, teamwork, productivity, and contributing to the community in which they live. An integral component of the program is job readiness skills. These skills are satisfied with various resources such as texts, computer software-such as use of the Internet, and utilizing the resource room at the One-Stop. In order to ensure further success of the program, it is important to utilize all resources at the Passaic County One Stop Career Center. These resources include paid or unpaid work experience that has academic or educational components. The occupational skill training that includes consideration for training programs that lead to recognized post-secondary credentials that are aligned with in-demand industry sectors and occupations in the local area. There is adult mentoring for a period of participation and subsequent period for a total of not less than 12 months. The

follow up services for not less than 12 months upon completion of participation. The services such as career awareness, career counseling and exploration, that relates to the labor market and employment information about in-demand industry sectors or occupations in the local area and other supportive services.

15. Outcomes for Youth Rise Program-Passaic 2019 -2022

The Youth Rise program provided basic skills that will enable the Out-of-School Youth population to obtain a high school diploma and close the basic skills gap to secure gainful employment or further their academic study. Life Skills, employability skills instruction, career counseling, and personal skills were also provided. For the PY 2020-2021 grant year, the Passaic Youth Rise program service level totaled 38. In this grant year, we reached 54% of our LOS number. We had 40 students referred to our programs; we served 38 students. We had 23 students exit the program PY2 2020-2021, 13 of those students received their High School diploma by passing their HSE which is a 56% rate of success during a pandemic. For career readiness, 100% of our enrolled students developed a resume and cover letter (even ones who had no work history) through our career and life skills instruction.

The HiSet success was attributed to a 2-prong approach-providing targeted basic skill building and test prep building. Students were provided skill practice at their program entry-level and built their skills to grade-level readiness for the HiSet exams. Daily practice questions provided ongoing test readiness experiences. Student engagement was high because instruction and practice were provided at their skill level. Instruction and guidance were also provided for students who took the Accuplacer exam for entry into college. For career readiness, we developed a program that provided in-class instruction and partnerships with outside agencies. Students engaged in these education and career placement activities for a minimum of 5 hours per week.

Continuity of the program was at the forefront of the planning and implementation. During the 2020-2021 grant year, the program had to go fully remote due to Covid. The testing centers were closed. In order to meet our goals, we provided remote learning to continue instruction and their career readiness. We coordinated with the testing center coordinator to have students take their HiSet exams from home. When we began to come back to the school site, several students took their HiSet exams in designated classrooms with a testing site coordinator who monitored from a remote location. We continually updated and modified our instructional set-up to meet the needs of our students as well as following Covid protocols. Student engagement (attendance, assignment output) remained constant.

Below is a summary of program success for PY19- 22

- Continued a successful remote learning program with a high rate of success
- Over three years of the program, 48 students took the HSE test
- 46 student passed HSE and received High School diplomas from 2019-2022
- 60% students successfully passed their probationary period
- 90% of the students actively engaged (during the pandemic)
- 79% passing rate for testing in HiSET subjects
- 84% students increased NRS EFL
- Students completed community service project
- 100% of active students created cover letters and resumes
- 60% of students gained employment

Program Effectiveness Summary

Outcomes	7/1/2019 - 6/30/2020	7/1/2020 - 6/30/2021	1 st Qtr. July 2021 – Sept. 2021	2nd Qtr. Oct. 2021 –Dec. 2021	3rd Qtr. Jan. 2022 –March 2022
Number of students enrolled / referred	29	40	41	29	58
Number of students served (probation) LOS	19	37	11	28	5
Number of students terminated	15	40	5	8	11
Number of students who dropped out	1	0	0	1	1
Number of students who increased NRS EFL	7	21	2	8	8
Number of students who received a credential through the program	0	1	0	2	0
Number of students who attained HSE	7	13	3	7	6
Number of students who moved onto Higher Education	2	3	0	0	0
Number of students who entered employment	7	17	2	2	9
Average placement wage	\$13.90	\$13.90	\$13.90	\$13.90	\$13.90

D. Organization Administration and Management

Since its beginnings in the 1970s, Passaic County Community College has maintained its commitment to offer students the opportunity for a quality education at an affordable tuition. Today, PCCC operates four campus locations throughout Passaic County, each equipped with state-of-the-art facilities. PCCC offers over 60 degree and career programs and an award-winning faculty, as well as continuing education and community-based programs. One of the most diverse colleges in the state, PCCC enrolls over 13,000 students in both traditional and online programs. The College offers a rich multi-cultural environment, vibrant extracurricular life, and supportive academic and advisement network to encourage student success. PCCC maintains articulation agreements with numerous four-year colleges and universities, assuring a smooth transfer process for students who plan to continue their studies at the baccalaureate level and beyond. An education at PCCC provides students with individual attention, a friendly atmosphere, and a holistic learning experience that respects the whole person. Passaic County Community College's Center for Continuing Education and Workforce Development focuses on creating opportunities that empower participants to become lifelong learners and obtain practical skills necessary for work in a dynamic, ever-changing economy. The Center provides innovative and diverse educational programs that meet the various needs of Passaic County communities and residents. We offer occupational and professional development courses as well as non-credit certificate programs to businesses, government agencies, non-profit organizations, healthcare institutions, and individuals throughout the County.

Passaic County Community College's Center for Continuing Education and Workforce Development will implement WIOA Out of School Youth program for Passaic County's youth population. This population has a multiplicity of challenges and requires significant support services in addition to academic and vocational components. The program will provide the necessary skills that will enhance youth population in attaining their high school diploma and employment.

The program is committed to establishing a non-threatening atmosphere for participants to obtain those skills for self-sufficiency. Requirements and expectations are clearly defined in orientation during which time open communication between staff and participant is emphasized. By immediately addressing and responding to their

barriers, staff and participants will have begun to develop the trust needed as the foundation for promoting program requirements leading to lifelong learning and the career path employment.

The program will employ a full-time Assistant Director, Lead Instructor, and Program & Career Coordinator, as well as one part-time instructor. The budget will be managed and monitored and time and effort reports and monthly expenditures will be submitted.

Passaic County Community College is the only two-year institution of higher learning in Passaic County and has an important and sustainable role as a provider of affordable basic skills, certificate, degree, and career programs for residents. The College has been in operation for over 50 years and has established effective administrative controls.

This project will be supported by a strong Finance and Administration Department, which includes a dedicated and experienced Grants Accountant. As a Passaic County institution, the College is aware of County finance and administration processes and procedures. The College has also effectively managed significant grant awards from federal, state, and local government entities as well as private funders.

The College follows established accounting procedures such as supporting accounting records with source documentation for each transaction and maintaining this documentation to provide a complete and accurate audit trail. The College participates in annual audits and regular monitoring. The latest audit is included in this proposal. All financial and program records, including supporting documents, will be retained and available for review for a period of seven years following contract closeout. The College has the facilities and established systems for record retention.

This project will be carried out by program-funded staff with in-kind support from College staff. No sub-contractor is included in this proposal.

In 2021, the College managed over 56 million dollars of funds; given the size of the institution, it has the financial resources to cover expenses until training funds are forwarded as well as to offset any potential costs related to a program that may prove to be disallowed. The College is a financially stable government institution. It is not

currently, nor does it expect to be, involved in any bankruptcy proceedings nor is it currently under the auspices of any bankruptcy program or protection.

This program will be supported by in-kind contributions from the College such as staff support, office and classroom space, utilities, building maintenance, telephone and internet, technology support, student support services, college library access, and student activity opportunities. Without these resources, the program would not be able to function.

The College has an experienced and accomplished Institutional Advancement department as well as a Foundation, which continually seek to leverage and identify other sources of funding to support programming. The College uses these resources to identify potential funding sources to assist in sustaining its program activities.

E. Program Budget

Training Organization		Passaic County Community College			
Program Name		Youth Rise: Academic Readiness and Career Pathways			
Program Type		Youth			
Annual Level of Service	60	Total Budget	\$360,000	Per Person Cost	\$6,000

CATEGORY	ADMINISTRATION	PROGRAM COSTS	TOTAL	IN-KIND/ MATCHING
SALARIES	\$2,500.00	\$195,719.00	\$198,219.00	\$30,500.00
FRINGE	\$850.00	\$59,805.00	\$60,655.00	\$10,370.00
CONSUMABLE MATERIALS		\$1,510.00	\$1,510.00	
NON-CONSUMABLE MATERIALS		\$4,500.00	\$4,500.00	
EQUIPMENT RENTAL			\$0.00	
EQUIPMENT PURCHASE		\$6,000.00	\$6,000.00	
RENT			\$0.00	
UTILITIES			\$0.00	
BUILDING MAINTENANCE			\$0.00	
TELEPHONE			\$0.00	
POSTAGE		\$100.00	\$100.00	
ADVERTISING		\$100.00	\$100.00	
INSURANCE			\$0.00	
PAYROLL SERVICES			\$0.00	\$368.50
CONSULTANTS			\$0.00	
TRAVEL		\$134.00	\$134.00	
TEST/EXAM FEES		\$3,632.00	\$3,632.00	
INDIRECT COSTS		\$29,150.00	\$29,150.00	
FEES			\$0.00	
PROFITS			\$0.00	
OTHER (LIST/EXPLAIN)			\$0.00	\$11,738.00
SPECIFIC AID TO CLIENTS/STIPENDS		\$20,000.00	\$20,000.00	
SUBCONTRACTS			\$0.00	
10% PERFORMANCE BENCHMARKS		\$36,000.00	\$36,000.00	
TOTAL BUDGET	\$3,350.00	\$356,650.00	\$360,000.00	\$52,976.50

Administrative costs may not exceed 10% of budget total

E. Administration Budget Justification

For each line item, explain the charges for Administration. Clearly indicate how staff time will be utilized in the specific delivery of services. Include a complete list of all materials requested and how these are essential to the program.

Note: For purposes of this budget, *consumable materials* are those that may be used and discarded; *non-consumable materials* may be used more than once.

1. Administrative Staff Salaries

JOB TITLE	HOURLY RATE	HOURS CHARGED PER WEEK	# WEEKS	TOTAL SALARY
Winster Ceballos – Director of Adult Ed				\$2,500
TOTAL SALARIES				\$2,500
FRINGE BENEFITS	RATE	COST		
F.I.C.A				
WORKERS' COMPENSATION				
HEALTH INSURANCE				
OTHER (explain)				
TOTAL FRINGE	34%			\$850

2. Administrative Budget Line Items

Each line item must have a complete listing of materials, services, etc. requested and an explanation of the applicability and use for the program. Additional pages may be added to describe these expenditures. Line items include: consumable materials, non-consumable materials, equipment rental, equipment purchase, rent, utilities, building maintenance, telephone, postage, advertising, dues/subscriptions/ memberships, insurance, payroll services, consultants, travel, training tools, uniforms, test/exam fees, indirect costs, fees, profits, and other items as required.

LINE ITEM	EXPLANATION
N/A	

E. Program Costs Justification

For each line item, explain the charges for Program Costs. Clearly indicate how staff time will be utilized in the specific delivery of services. Include a complete list of all materials requested and how these are essential to the program.

Note: For purposes of this budget, *consumable materials* are those that may be used and discarded; *non-consumable materials* may be used more than once.

1. Program Staff Salaries

JOB TITLE	HOURLY RATE	HOURS CHARGED PER WEEK	# WEEKS	TOTAL SALARY
Assistant Director (FT)	\$35.07	35	52	\$63,828.54
Lead Instructor (FT)	\$29.23	35	52	\$53,190.45
Program & Career Coordinator (FT)	\$26.10	35	52	\$47,500.00
Instructor (PT)	\$26.00	24	50	\$31,200.00
TOTAL SALARIES				\$195,719.00
FRINGE BENEFITS	RATE	COST		
F.I.C.A - FT	7.65%	\$12,585.70		
WORKERS' COMPENSATION	N/A			
HEALTH INSURANCE - FT	17.75%	\$29,202.12		
OTHER (SUI + Pension) - FT	0.6+8.0%	\$14,148.63		
OTHER (SUI + FICA+Pension) - PT	12.40%	\$3,868.80		
TOTAL FRINGE		\$59,805.00		

2. Program Budget Line Items

Each line item must have a complete listing of materials, services, etc. requested and an explanation of the applicability and use for the program. Additional pages may be added to describe these expenditures. Line items include: consumable materials, non-consumable materials, equipment rental, equipment purchase, rent, utilities, building maintenance, telephone, postage, advertising, dues/subscriptions/ memberships, insurance, payroll services, consultants, travel, training tools, uniforms, test/exam fees, indirect costs, fees, profits, and other items as required.

LINE ITEM	EXPLANATION
\$1,510.00	Consumables: pens, pencils, folders, toner, printer cartridges, markers, erasers, paper clips, push pins, post its, writing tablets
\$4,500.00	Non-Consumables: Books, software
\$6,000.00	Equipment Purchase: Laptops, Printers, Copier
\$100.00	Postage: Mailings, Promotional Postcards
\$100.00	Advertisement: Mailings, Promotional Postcards, Flyers, Email Blasts
\$3,632.00	Test/Exam Fees: HiSET Practice Test and Exam Fees
\$20,000.00	Specific Aid to Client: incentives to students for graduation: Bus Passes, graduation celebration and/or gifts, gift cards, graduation stipend and Lunch
\$29,150.00	Indirect Cost

F. Statement of Work

Training Organization: Passaic County Community College

Program Name: Youth Rise: Academic Readiness and Career Pathways

Goals	Objectives	Outcomes	Timeframe
Service Components	Knowledge/Skill Attainment	Minimum Required Performance (including testing and evaluation tools)	Instructional Hours
Orientation	Students will participate in orientation, which includes policies and procedure information as well as overview of the program.	Student will complete paperwork: intake form, student contract, release of information, agreement to hold harmless	4 hours
Onboarding	Introduce students to the software utilized in the program. Set up login and start baseline assessment for all subjects.	Students' strengths and weakness are established for educational planning.	4 hours
The High School Equivalency Program is designed to develop skills of students to successfully pass the HISET exam as well as upgrading their academic levels in reading math and language	By successfully completing this program students should be able to: Upgrade levels in reading, math and language. HISET practice tests	Passing Score on all skill tests Score prepared or well-prepared on all HISET practice tests	Since assessment is based on individual student's deficiency, hours cannot be determined.
Depends on student ability paced math pre and posttests in the areas of basic math, algebra, geometry, probability and basic statistics Practice HISET tests	To acquire math skills sufficient for further testing and evaluation	Passing Score on all skills tests Upgrade at least one level on the TABE as well as passing the math section of the HISET	4-16 hours depends on the student
Depends on student ability paced Language Arts/Reading to determine areas of deficiencies	To acquire sufficient reading skills to increase reading level on the TABE and/or the HISET exam	Passing Score on all skills test Well prepared on HISET practice tests	180 - 220 hours
Depends on student ability Language Arts/Writing	To acquire sufficient writing skills to increase language level on the TABE and/or the HISET exam	Passing Score on all skills test Well prepared on HISET practice test as well as 2 on the essay	180 - 220 hours
Depends on student ability Social Studies and Science	To acquire skills required to pass these sections on the HISET exam	Passing Score on all chapter tests Well prepared on HISET practice tests	180 - 220 hours
Essential education and teacher guided practice HISET exam Ultimate goal in all areas	To permit students to evaluate those areas they are proficient in and those areas they may still need to prepare	Prepared or well prepared in all math areas on the practice test Achieving a high school diploma or upgrading math level.	180 - 220 hours

Enhance employment marketability	Cover letters and resumes Interviewing techniques Job fairs Internet job search Workshops at the One Stop Personal assessment Planning your career Digital Literacy	Marketable resume and cover letter Classroom performance Instructor observation and review	180 - 220 hours
Job Retention	Provide mentoring for students upon and during employment	Follow up on a monthly basis	On-going
Reporting/Record Keeping	Timesheets Student folders Status Forms Weekly Report	All reports will be completed within the established period. Folders will be maintained with required information. Timesheets and status form will be sent in a timely manner	On-going

G. Proposed Planned Outcomes 7/1/22 to 6/30/23

Organization Passaic County Community College Program Youth Rise (Passaic)

Planned Outcomes	Number
Proposed Total Youth Served-Program Year	60
Proposed Capacity Level (# of active youth served at any point in time)	Class size 18
Proposed Number of Youth Carry Overs (if applicable)	18
Proposed Number of New Enrollments	32
Proposed Number of Youth obtaining High School Equivalency	36
Proposed Number of Youth increasing one or more NRS Educational Functioning Levels (EFL)	36
Proposed Number of Youth participating in Work Experience/Work-Based Learning	40
Proposed Number of Youth entering Post-Secondary Education/Training	10
Proposed Number of Youth placed into Unsubsidized Employment	10
Overall cost per Youth Served	\$6,000

H. Chart of Youth Program Elements

WIOA required program elements for youth:

1. Tutoring, study skills training, instruction and evidence-based instruction and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential;
2. Alternative secondary school services, or dropout recovery services, as appropriate;
3. Paid or unpaid work experiences that have as a component academic or occupational education, which may include summer employment opportunities and other employment opportunities available through the school year; pre-apprenticeship programs; internships and job shadowing; and on-the-job training opportunities.
4. Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved;
5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
6. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;
7. Supportive services;
8. Adult mentoring for a period of participation and a subsequent period, for a total of not less than 12 months;
9. Follow-up services for not less than 12 months after the completion of participation;
10. Comprehensive guidance and counseling, which may include drug, alcohol abuse counseling and referral, as appropriate;
11. Financial literacy education;
12. Entrepreneurial skills training;
13. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling and career exploration services;
14. Activities that help youth prepare for and transition to postsecondary training education and training.

List all elements that pertain to this proposal, the list of partners and the source of funds for each. If a proposer does not directly provide any of the required elements, it must demonstrate the ability to link youth to providers of such services and must attach a formal agreement linking service.

NOTE: It Is Not Required That All Fourteen Elements Are Included In Each Program Proposed.

Partners	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Fund Source
Passaic County Community College					x		x					X		x	Finan. Aid
Math Boot Camps (One Stop/ Job Center)	x							x							No Charge
Writing Center (PCCC)	x														No Charge
Center for Student Success (PCCC)						x	x			x					No Charge
Passaic County One Stop			x	x			x	x	x					x	No Charge
Boys and Girls Club of Paterson & Passaic						x					x				No Charge
Montclair University- Project Cope										x					No Charge

AAA Driving Safety											x				x	No Charge
SNAP / Nutrition Workshop											x					No Charge
HESSA - Financial Aid Workshops / FAFSA												x			x	No Charge
Lighthouse Pregnancy Resource Center Healthy Relationships											x				x	No Charge
Rutgers Cooperative Extension of Passaic County - Family & Community Health Sciences Educator											x				x	No Charge

I. Proposal Checklist

- Proposals submitted on the forms supplied, in paper format with all original signatures, along with (4) paper copies plus 1 copy (Word format) on a USB Flash Drive.
- Registered SAM ID number (formerly CCR)
- Registered DUNS number
- Documentation of most recent approval by the New Jersey Department of Labor and Workforce Development, New Jersey Department of Education or appropriate State or Federal agency authorized to approve such training (attach documentation as necessary)
- Registered on NJ Eligible Training Provider List (ETPL) (see NJWIN 10-17(A) attached)
- Attached curriculum and curriculum synopsis
- Attached calendar/timeline for program components
- Attached Participant Handbook
- Completed Program Fact Sheet
- Completed Statement of Need
- Completed Program Summary
- Completed Program Narrative
- Completed Organization Commitment and Capacity
- Completed Program Budget Attachments (Program Budget, Administration Costs and Program Costs Justification)
- Completed Statement of Work
- Completed Chart of Youth Program Elements
- Documentation of Partnerships/Collaborative Agreements
- Resumes and job descriptions for program personnel identified within budget
- Program Effectiveness Summary (complete chart - duplicate as necessary)
- Current Organization Chart
- Incorporation documents
- Proof of Tax-Exempt Status (if applicable)
- Audit/Certified Financial Statement
- Assurances and Certifications (signature required)
- Certification Regarding Suspension/Debarment (signature required)
- Certification Regarding Lobbying (signature required)
- Acknowledgement: Non-Discrimination and Equal Opportunity
- Attached NJ Teacher's Certification. (If no instructor selected yet, checking this box confirms the understanding that proof of Teacher's Certification will be required prior to start of program)

Attachment 1. – NRS Educational Functioning Levels



National Reporting System
for Adult Education

A Project of the U.S. Department of Education

Test Benchmarks for NRS Educational Functioning Levels
Updated August 2019
Adult Basic Education (ABE)

Educational Functioning Level (EFL)	Test Benchmarks
<p>Beginning ABE Literacy (ABE Level 1-all subjects)</p>	<p>TABE¹ (11–12) scale scores (grade level 0–1):</p> <p>Reading: 300–441 Mathematics: 300–448 Language: 300–457</p> <p>CASAS² Reading GOALS scale scores:</p> <p>Reading: 203 and below</p> <p>CASAS Math GOALS scale scores:</p> <p>Mathematics: 193 and below</p>
<p>Beginning Basic Education (ABE Level 2—all subjects)</p>	<p>TABE (11–12) scale scores (grade level 2–3):</p> <p>Reading: 442–500 Mathematics: 449–495 Language: 458–510</p> <p>CASAS Reading GOALS scale scores:</p> <p>Reading: 204-216</p> <p>CASAS Math GOALS scale scores:</p> <p>Mathematics: 194-203</p> <p>MAPT³ scale scores: All tests: 200–299</p>

¹ TABE = Tests of Adult Basic Education

² CASAS = Comprehensive Adult Student Assessment System

Educational Functioning Level (EFL)	Test Benchmarks
<p>Low Intermediate Basic Education (ABE Level 3—all subjects)</p>	<p>TABE (11–12) scale scores (grade level 4–5): Reading: 501–535 Mathematics: 496–536 Language: 511–546</p> <p>CASAS Reading GOALS scale scores: Reading: 217-227</p> <p>CASAS Math GOALS scale scores: Mathematics: 204-214</p> <p>MAPT scale scores: All tests: 300–399</p>
<p>High Intermediate Basic Education (ABE Level 4-ELA)</p>	<p>TABE (11–12) scale scores (grade level 6–8): Reading: 536–575 Mathematics: 537–595 Language: 547–583</p>
<p>Middle Intermediate Basic Education (ABE Level 4--Mathematics)⁴</p>	<p>CASAS Reading GOALS scale scores: Reading: 228-238</p> <p>CASAS Math GOALS scale scores: Mathematics: 215-225</p> <p>MAPT scale scores: All tests: 400–499</p>

³ MAPT = Massachusetts Adult Proficiency Test

⁴ For mathematics, there is an additional intermediate level, Middle Intermediate (level 4), in addition to High Intermediate (level 5), and only one secondary level (level 6), due to the complexity of the mathematics descriptors. When reporting on NRS tables, use the level number.

Educational Functioning Level (EFL)	Test Benchmarks
Low Adult Secondary Education (ABE Level 5-ELA)	TABE (11–12) scale scores (grade level 9–10): Reading: 576–616 Language: 584–630 Mathematics: 596–656
High Intermediate Basic Education (ABE Level 5-Mathematics)	CASAS Reading GOALS scale scores: Reading: 239–248 CASAS Math GOALS scale scores: Mathematics: 226–235 MAPT scale scores: All tests: 500–599
High Adult Secondary Education (ABE Level 6-ELA)	TABE (11–12) scale scores (grade level 11–12): Reading: 617–800 Language: 631–800 Mathematics: 657–800
Adult Secondary Education (ABE Mathematics Level 6)	CASAS Reading GOALS scale scores: Reading: 249 and above CASAS Math GOALS scale scores: Mathematics: 236 and above MAPT scale scores: All tests: 600–700

English as a Second Language (ESL)

Educational Functioning Level (EFL)	Test Benchmarks
<p>Beginning ESL Literacy (ESL Level 1—all subjects)</p>	<p>CASAS Life and Work Reading scale scores: Reading: 180 and below L&W Listening: 162–180</p> <p>BEST⁵ Plus 2.0: 88–361 BEST Literacy: 0–20 (SPL 0–1)</p> <p>TABE CLAS-E⁶ scale scores⁷: Total Reading and Writing: 225–394 Total Listening and Speaking: 230–407</p>
<p>Low Beginning ESL (ESL Level 2—all subjects)</p>	<p>CASAS Life and Work Reading scale scores: Reading: 181–190 L&W Listening: 181–189</p> <p>BEST Plus 2.0: 362–427 BEST Literacy: 21–52 (SPL 2)</p> <p>TABE CLAS-E scale scores: Total Reading and Writing: 395–441 Total Listening and Speaking: 408–449</p>
<p>High Beginning ESL (ESL Level 3—all subjects)</p>	<p>CASAS Life and Work Reading scale scores: Reading: 191–200 L&W Listening: 190–199</p> <p>BEST Plus 2.0: 428–452 BEST Literacy: 53–63 (SPL 3)</p> <p>TABE CLAS-E scale scores: Total Reading and Writing: 442–482 Total Listening and Speaking: 450–485</p>

⁵ BEST = Basic English Skills Test

⁶ TABE CLAS-E = Test of Adult Basic Education Complete Language Assessment System – English

⁷ Refer to the TABE CLAS-E Technical Manual for score ranges for individual reading, writing, listening and speaking tests. Table shows only total scores.

Educational Functioning Level (EFL)	Test Benchmarks
<p>Low Intermediate ESL (ESL Level 4—all subjects)</p>	<p>CASAS Life and Work Reading scale scores: Reading: 201–210 L&W Listening: 200–209</p> <p>BEST Plus 2.0: 453–484 BEST Literacy: 64–67 (SPL 4)</p> <p>TABE CLAS-E scale scores: Total Reading and Writing: 483–514 Total Listening and Speaking: 486–525</p>
<p>High Intermediate ESL (ESL Level 5—all subjects)</p>	<p>CASAS Life and Work Reading scale scores: Reading: 211–220 L&W Listening: 210–218</p> <p>BEST Plus 2.0: 485–524 BEST Literacy: 68–75 (SPL 5)</p> <p>TABE CLAS-E scale scores: Total Reading and Writing: 515–556 Total Listening and Speaking: 526–558</p>
<p>Advanced ESL (ESL Level 6—all subjects)</p>	<p>CASAS Life and Work Reading scale scores: Reading: 221–235 L&W Listening: 219–227</p> <p>BEST Plus: 525–564 (exit 565 and higher) BEST Literacy⁸: 76–78 (SPL 6)</p> <p>TABE CLAS-E scale scores: Total Reading and Writing: 557–600 Total Listening and Speaking: 559–600</p>

⁸ Students can be placed into advanced ESL using Best Literacy but the test does not assess skills beyond this level so students cannot exit Advanced ESL with this test. Retesting of students who enter this level with another assessment is recommended.

<p>Low Intermediate Basic Education (Level 3)</p>	<p>TABE (9–10) scale scores (grade level 4–5.9): Reading: 461–517 Total Math: 442–505 Language: 491–523</p> <p>Wonderlic GAIN scale scores: English: 526–661 Math: 523–669</p> <p>MAPT scale scores: All tests: 300–399</p> <p>CASAS Life and Work Reading scale scores: Reading: 211–220 Math: 211–220</p> <p>Tests Aligned to New ABE EFL Descriptors</p> <p>TABE (11–12) scale scores (grade level 4–5): Reading: 501–535 Mathematics: 496–536 Language: 511–546</p> <p>CASAS Reading GOALS scale scores: Reading: 217–227</p>
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<p>High Intermediate Basic Education (Level 4)</p>	<p>TABE (9–10) scale scores (grade level 6–8.9): Reading: 518–566 Total Math: 506–565 Language: 524–559</p> <p>CASAS Life and Work Reading scale scores: Reading: 221–235 Math: 221–235</p> <p>Wonderlic GAIN scale scores: English: 662–746 Math: 670–775</p> <p>MAPT scale scores: All tests: 400–499</p> <p>Tests Aligned to New ABE EFL Descriptors</p> <p>TABE (11–12) scale scores (grade level 6–8): Reading: 536–575 Mathematics: 537–595 Language: 547–583</p> <p>CASAS Reading GOALS scale scores: Reading: 228–238</p>
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High Intermediate ESL	CASAS Life and Work Reading scale scores: Reading: 211–220 L&W Listening: 210–218 BEST Plus 2.0: 485–524 BEST Literacy: 68–75 (SPL 5) TABE CLAS-E scale scores: Total Reading and Writing: 515–556 Total Listening and Speaking: 526–558
Advanced ESL	CASAS Life and Work Reading scale scores: Reading: 221–235 L&W Listening: 219–227 BEST Plus: 525–564 (exit 565 and higher) BEST Literacy⁹: 76–78 (SPL 6) TABE CLAS-E scale scores: Total Reading and Writing: 557–600 Total Listening and Speaking: 559–600

⁹ Students can be placed into advanced ESL using Best Literacy but the test does not assess skills beyond this level so students cannot exit Advanced ESL with this test. Retesting of students who enter this level with another assessment is recommended.

Attachment 2. – New Jersey Workforce Innovation Notice 10-17 (A)

TO: Workforce Development System
FROM: John Bicica, Chief,
Office of WDB Coordination and Support

SUBJECT: Eligible Training Provider List procedures for competitively procured programs
DATE: March 28, 2018

PURPOSE: To inform the workforce development system of new procedures related to the Eligible Training Provider List (ETPL).

Background

Workforce development service providers who are contracted by local workforce development boards through a competitive process (i.e. a request for proposal) will have new procedures for being placed on the ETPL. This applies to competitively procured providers of WIOA Title I Youth services and WorkFirst New Jersey services. The following procedures are to be followed upon the award of such a contract:

1. The local board will inform the provider they must complete a *New Jersey Eligible Training Provider List WIOA Youth/WFNJ Initial Provider Application Packet*. The packet must then be submitted to Stephanie Zacniewski of the Occupational Employment Information (COEI) upon completion at stephanie.zacniewski@dol.nj.gov
2. The local board must forward the following documentation to COEI:
 - a. A copy of the summary scoring rubric used by the proposal evaluators
 - b. A copy of the executed contract

COEI will enter the information from the Application Packet into the Eligible Training List. The programs will be identified as **WFNJ Only** or **WIOA Youth Only** as appropriate. These specified programs will not be eligible to receive referrals for individual training accounts. Providers do not have to wait for placement on the ETPL to begin services. The providers will not be responsible for providing performance information to COEI; however, local boards must ensure that participant records, including outcomes, are kept current in America's One-Stop Operating System. This allows local areas to accurately factor past performance for any subsequent proposal evaluations.

Documentation related to procurement will be shared with the Monitoring Performance Unit for the purposes of the annual procurement review. The Monitoring Performance Unit will only request documents not part of this approval process (such as the notice of availability) during their review.

Please note that no action is required of any proposers before or during the proposal evaluation process. Only the organizations that are awarded contracts will be subject to these procedures.

Programs that are placed on the ETPL through this process will remain for the duration of their contract. If a local board terminates a contract with a provider before the expiration date, the local board must notify COEI so that the corresponding program can be removed from the ETPL.

References

None

Rescissions

None

Action Required

Local workforce development boards should ensure that these procedures are shared with all relevant contracting staff.

Authority

New Jersey Department of Labor and Workforce Development	X
State Employment And Training Commission	

Questions For questions regarding these procedures, contact Stephanie Zacniewski, COEI, at stephanie.zacniewski@dol.nj.gov, of whom State or local government payments are made

Attachment 3. - Glossary

Basic Literacy Skills Deficient: The level that an individual computes and/or solves problems, reads, writes or speaks English at or below grade level 8.9 or is unable to compute and/or solve problems, read, write or speak English at a level necessary to function on the job, in the individual's family, or in society.

Basic Skills Goal: The measurable increase in basic education skills including reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills.

Career Pathway Model: Career pathways are an integrated collection of programs and services intended to develop students' core academic, technical and employability skills; provide them with continuous education, training; and place them in high-demand, high-opportunity jobs.

Case Management: The provision of customer-centered approach in the delivery of services, designed to prepare and coordinate comprehensive services strategies for youth and to provide job and career counseling during program participation and after job placement.

Collaborative Partner: The entity/organization/individual who delivers allowable services/activities to eligible individuals for entry into training or subsidized employment along with and under the direction, supervision and license (where relevant) of the Subgrantee and is identified as a collaborative partner at the time of proposal submission.

Common Measures: Participants who are not employed at the date of participation; employment retention – those who are employed in the second quarter and fourth quarter after the exit; median earnings and credential attainment.

Credential: Nationally recognized degree or certificate or/locally recognized credential. Credentials include but are not limited to a high school diploma; High School Equivalency (HSE) or other recognized equivalents, post-secondary degrees/certificate, recognized skills standards and licensure industry-recognized certificates.

Educational Functioning Levels (EFL): The National Reporting System approach to measuring educational gain is to define a set of educational functioning levels (EFL) in which students are initially placed when they enter the program based on their abilities to perform literacy-related tasks in content areas.

Eligible Service Provider: A provider of a program, training, service or activity that has been approved by the State Employment and Training Commission (SETC) and is on the Eligible Training Provider List.

Employment: Obtainment of employment for at least 30 hours per week or employment of less than 30 hours per week but earning a wage that is sufficient to exclude the participant from receiving cash public assistance.

Follow-up Services: Services may include, but are not limited to: leadership development and supportive services activities; regular contact with the participant and/or his employer; assistance in securing better paying jobs, career development, and further education; work-related peer support groups; adult mentoring; tracking participant's progress in employment after training.

Hard-to-Serve Individual: Person with barriers to employment which include one or more of the following categories but not limited to: basic skills deficient; school dropout; recipient of cash welfare payments including recipients under the WFNJ program; ex-offender; individual with disabilities; homeless individual.

Individual Service Strategy (ISS): An ongoing strategy jointly developed by the youth and the counselor that identifies the youth's employment goals, the appropriate achievement objective, and the appropriate combination of services for the individual to achieve the employment goals and is directly linked to one or more of the performance indicators based on the objective assessment.

In-kind/other sources: Services and resources that are provided at no cost to the proposal.

Instructional Costs: The cost involved in providing any program for eligible participants, including tuition, entrance and student assistance fees that represent instructional costs which have a direct and immediate impact on the

participants' ability to successfully complete their activities. Such costs may include books, uniforms, materials or other supplies needed by the participant to enter into a program or course.

Labor Market Area: Geographic area in which individuals reside and may find employment within a reasonable distance from their residences, or, to which they can readily change employment without changing place of residency, as determined by the New Jersey Department of Labor and Workforce Development.

Level of Service: The level of service refers to the total number of unduplicated participants that will be served during this proposed contract period.

Literacy: An individual's ability to read, write and speak in English, and to compute and solve problems, at levels of proficiency necessary to function on the job, in the family and in society; includes basic computers and financial literacy.

Local Area: Local workforce investment area designated under the provisions of WIOA and approved by the Governor. For the purpose of this RFP, the Local Area refers to Passaic County.

Memorandum of Understanding (MOU): For the purpose of this RFP, a written agreement between two or more entities that defines specific terms or arrangements between the entities for providing services. Generally, no costs are provided for in the MOU as the exchange of services can take place as 'in-kind' costs.

National Reporting System: The National Reporting System for Adult Education (NRS) is an outcome-based reporting system for the State-administered, federally funded adult education program.

Objective Assessment: A review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs and developmental needs for the purpose of identifying career pathways and appropriate services for each youth.

Occupational Skills Goal: Proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Familiarity with and use of set-up procedures, safety measures, work-related terminology, record keeping and paperwork formats, tools, equipment and material and breakdown and cleanup routines.

Offender: Any adult or juvenile who is or has been subject to any stage of the criminal justice process, for whom services under WIOA may be beneficial, or, any individual who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

One-Stop Career Center: As designated by the Workforce Development Board, consortia of organizations that are able to provide multiple workforce services and activities, as allowable under WIOA in a centralized location.

One-Stop Operator: Coordinates required One-Stop Partners and Service Providers across the One-Stop delivery system.

Open Entry: Referral of participants by the Local Area Operating Entity to service providers on an individual basis. Service is designed to accept participants at various stages throughout the activity.

Performance Based Contract: As designated in this RFP, Performance Based Contracts are those wherein payments to service providers are made at established intervals following the attainment of significant segments of skills attainment and job placement, if applicable.

Performance Measures: Core program metrics established by the US Department of Labor that form the basis for outcome attainments...

Skills Attainment: The level of achievement or performance that a participant is expected to achieve through classroom training. Skills must have a measurable level of achievement.

Subcontractor: An entity/organization/individual who delivers allowable services/activities to eligible individuals for entry into training or subsidized employment in place of the Subgrantee.

Supportive Services: Those activities or services that are designed to contribute to the training and employability of participants. Services may include, but are not limited to, outreach; development of job openings; referrals to

other service organizations; assistance with child care costs; assistance with transportation costs; legal services; referrals to medical services; assistance with uniforms and other appropriate work attire and work-related tool costs; financial counseling and assistance; special services and materials for disabled individuals.

Training: A planned, systematic sequence of instruction or other learning experience on an individual or group basis under competent supervision, which is designed to impart skills, knowledge, or abilities to prepare individuals for suitable employment.

Unsubsidized Employment: Full-time or part-time employment not financed from funds provided under WIOA or other government based and funded projects.

Work Readiness Skills: Proficiency in world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, job search techniques, survival/daily living skills, positive work habits, attitudes and behaviors, development of motivation and adaptability and obtainment of effective coping and problem solving skills.

Workforce Innovation and Opportunity Act of 2014 (WIOA): (Public Law 113-128) Law to consolidate, coordinate and improve employment, training, literacy and vocational rehabilitation programs in the United States.

Workforce Development Board (WDB): Local partnerships of private and public sector organizations that will provide coordinated planning, policy guidance and oversight for all workforce readiness programs in a designated Local Area.

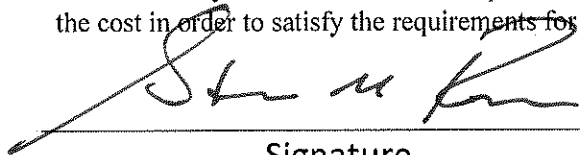
Youth: WIOA (Public Law 113-128) defines In-School Youth as 14-21 years old, attending compulsory school, low income and having at least one criterion as defined; Out-of-School Youth 16-24 years old and not attending compulsory school and meeting at least one criterion as defined.

Attachment 4. – Assurances and Certifications

I certify that I am the Chief Executive Officer of the Agency/Cooperation authorized to sign this proposal:

Furthermore:

- 1) This proposal is a firm offer until June 30, 2023. All service costs included in the proposal are accurate, complete and current and will be in effect through June 30, 2023.
- 2) There exists no potential for organizational conflict of interest related to individuals within the Agency/Cooperation and individuals within Passaic County, the Workforce Development Board of Passaic County and the Passaic County One-Stop Career Center.
- 3) The program will be conducted in accordance with the Workforce Innovations and Opportunity Act of 2014, all applicable federal, state and local regulations, and the Workforce Development Board Plan.
- 4) Any facility to be utilized in performance of any proposed contract has not been listed on the Environmental Protection Agency (EPA) List of Violating Facilities. The Agency/Cooperation will promptly notify Passaic County, prior to award of the receipt of any communication from the Director, Office of Federal Activities, EPA that any facility which is proposed for use for the performance of the contract is under consideration for the EPA List of Violating Facilities.
- 5) Prior to the receipt of funding, the Agency/Cooperation will obtain bonding for anyone who handles funds. The amount of bonding for each appropriate worker will be for a minimum of \$100,000. An insurance statement of coverage for persons handling funds will be providing.
- 6) If the Agency/Cooperation has a Board of Directors, then the signature of the authorized representative of the Board on this document specifies the Board's awareness of this application and assurance that the Board will make periodic checks (monitor) to determine and ensure adequate program operation.
- 7) The undersigned recognizes and accepts the fact that all funding is contingent upon the availability of federal/state funds and the continued federal/state authorization for program activities and the proposal is subject to amendment or termination due to lack of funds or authorization.
- 8) Any facility to be utilized in the performance of this contract satisfies all regulations concerning health and safety conditions.
- 9) We recognize and accept the fact that the County of Passaic, the Workforce Development Board of Passaic County and Workforce Development Board of Passaic County can and may institute a ceiling on the cost in order to satisfy the requirements for the Workforce Innovations and Opportunity Act of 2014.



Steven M. Rose, Ed.D., President

Signature

Name/Title

Passaic County Community College

Organization



Date

Attachment 5.

INSTRUCTIONS FOR CERTIFICATION, DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION

By signing and submitting this proposal, the prospective recipient of Federal assistance funds is providing the certification as set out below.

The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective recipient of Federal assistance funds knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the Department of Labor (DOL) may pursue available remedies including suspension and/or debarment.

The prospective recipient of Federal assistance funds shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective recipient of Federal assistance funds learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

The terms "covered transaction", "debarred", "suspended", "ineligible", "lower tier covered transaction", "participant", "person", "primary covered transaction", "principal", "proposal", and "voluntarily excluded", as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

The prospective recipient of Federal assistance funds further agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the DOL.

The prospective recipient of Federal assistance funds further agrees by submitting this proposal that it will include the clause titled "*Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions*", without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the List of Parties from Procurement or Nonprocurement Programs.

Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the DOL may pursue available remedies, including suspension and/or debarment.

**CERTIFICATION REGARDING
DEBARMENT, SUSPENSION, INELIGIBILITY
AND VOLUNTARY EXCLUSION
LOWER TIER COVERED TRANSACTION**

This certification is required by the regulations implementing Executive Order 12549. Debarment and Suspension, 29 CFR Part 98, Section 98.510, Participants' responsibilities. The revised regulations were published on July 1, 1997.

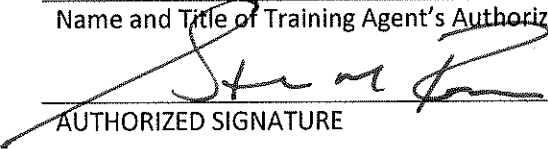
(BEFORE COMPLETING CERTIFICATION, READ THE INSTRUCTIONS WHICH ARE AN INTEGRAL PART OF THE CERTIFICATION.)

The prospective recipient of Federal assistance funds certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

Where the prospective recipient of Federal assistance is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Steven M. Rose, Ed.D., President

Name and Title of Training Agent's Authorized Representative



AUTHORIZED SIGNATURE



Date

Attachment 6.

**CERTIFICATION REGARDING LOBBYING
CERTIFICATION FOR CONTRACTS, GRANTS, LOANS, AND
COOPERATIVE AGREEMENTS**

The undersigned certifies to the best of his or her knowledge and belief that:

No Federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, Disclosure Form to Report Lobbying, in accordance with its instructions.

The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material presentation representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Passaic County Community College

Grantee/Contractor Organization

Steven M. Rose, Ed.D., President

Name of Certifying Official – Title

Signature

Date

NOTE: In these instances "All" in the Final Rule is expected to be clarified to show that it applies to covered contract grant transactions over \$100,000 (per OMB).

Attachment 7.

NON-DISCRIMINATION AND EQUAL OPPORTUNITY

As a condition to the award of financial assistance under the Workforce Opportunity and Investment Act (WIOA) from the Department of Labor and the local Workforce Development Board, the applicant assures with respect to the WIA-funded program or activity and all agreements or arrangements to carry out the WIA-funded program that it will fully comply with the following provisions:

Section 188. Nondiscrimination

a) In General -

1. **FEDERAL FINANCIAL ASSISTANCE** - For the purpose of applying the prohibitions against discrimination on the basis of age under the Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.), on the basis of disability under section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), on the basis of sex under the IX of the Education Amendments of 1972(20 U.S.C. 1681 et seq.), or on the basis of race, color, or national origin under title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000 et seq.), programs and activities funded or otherwise financially assisted in whole or in part under this Act are considered to be programs and activities receiving Federal financial assistance.
2. **PROHIBITION OF DISCRIMINATION REGARDING PARTICIPATION, BENEFITS, AND EMPLOYMENT** - No individual shall be excluded from participation in, denied benefits of, subjected to discrimination under, or denied employment in the administration of or in connection with, any such program or activity because of race, color, religion, sex (except as otherwise permitted under title IX of the Education Amendments of 1972), national origin, age, disability, or political affiliation or belief.

In cases in which the training provider receives awards from other funding sources such as the U.S. Department of Labor Welfare-to-Work program, the New Jersey Work First Program, the Rehabilitation Agency, etc., the applicant agrees to comply with the nondiscrimination provisions relating to those programs.

IV. Award of Contract via Competitive Contracting

The successful Respondent will be awarded using the competitive contracting process as set forth in N.J.S.A. 40A:11-4.1, *et seq.* Pursuant to N.J.S.A. 40A:11-4.4(b), the methodology for the awarding of a competitive contracts will be based upon the evaluation and ranking under the following categories: (1) technical; (2) management; and (3) cost. The proposals will be evaluated pursuant to N.J.S.A. 40A:11-4.5(d) by the Purchasing Agent, County Counsel, or Administrator, and shall prepare a report evaluating and recommending the award of contract to a Respondent.

Pursuant to N.J.S.A. 40A:11-4.5(e), the Board shall award the contract or reject all bids no more than sixty (60) days after the receipt of bids, except that the bids of any bidders who consent thereto may, at the request of the County, be held for consideration for such longer period as may be agreed.

V. Subcontracting

Under no circumstances shall a Respondent sub-contract any part of the contract with the County of Passaic without prior written permission.

VI. Definitions

As used herein the following words have the following definitions, unless the context indicates otherwise:

- a. "Affiliate" means any entity that: (1) directly, indirectly, or constructively controls another entity; (2) is directly, indirectly, or constructively controlled by another entity; or (3) is subject to the control of a common entity if it owns, directly or individually, more than fifty percent (50%) in the entity.
- b. "Agreement" means the final contract awarded to the lowest responsible bidder as approved by the Passaic County Board of County Commissioners.
- c. "Bid" means the submission by the respondent for the work as outlined herein for the Programs for Out of School Youth Funded Under Workforce Innovation And Opportunity Act (WIOA)
- d. "Bidder" means the respondent contractor submitting a proposal for the construction project as set forth herein.
- e. "Bid Documents" means any of the proposals, plans, and specifications as set forth herein for the completion of the Programs for Out of School Youth Funded Under Workforce Innovation and Opportunity Act (WIOA)
- f. "Bid Opening" shall mean the time as designated herein when bids are due and shall be unsealed as set forth herein and in accordance with applicable law.
- g. "Board" means the Passaic County Board of County Commissioners.
- h. "Contract" means any agreement, including but not limited to a purchase order or a formal agreement, which is a legally binding relationship enforceable by law, between a respondent who agrees to perform the work as outlined herein, as defined by and subject to the terms of the bid documents, plans, and specifications set forth herein.
- i. "Contracting Unit" shall mean the County of Passaic.
- j. "County" means the County of Passaic.
- k. "Department" means Management and Human Services
- l. "Project" means the Programs for Out of School Youth Funded Under Workforce Innovation and Opportunity Act (WIOA)
- m. "Purchase Order" means a document issued by the contracting agent authorizing a purchase transaction with a vendor to provide or perform goods or services to the contracting unit, which, when fulfilled in accordance with the terms and conditions of a

- request of a contracting agent and other provisions and procedures that may be established by the contracting unit, will result in payment by the contracting unit.
- n. "Purchasing Agent" means the Passaic County Purchasing Agent.
 - o. "Respondent" means the bidder submitting a proposal for the RFP project as set forth herein.
 - p. "Subcontractor" means any business organization that knowingly provides goods or services directly to a contractor or subcontractor in fulfillment of the Project issued by the County, where the value of goods exceeds the bid threshold as set by applicable law.

VII. County Set-Aside Program

On October 26, 2021, the Board of County Commissioners of the County of Passaic passed Resolution No. R20210933 establishing the Minority Business Enterprise and Women Business Enterprise Set-Aside and Joint Venture procurement program in the County. The Set Aside Program was established to promote economic inclusion, and to ensure that the County's procurement practices promote equal opportunities to compete for all willing and able businesses, the County has established goals to ensure that funds spent by the County promote local minority business entities and women business entities.

For calendar year 2022, the Set Aside Program's goals for professional services are as follows: (1) ten percent (10%) of total average "spend" on contracts for professional services awarded to WBEs and with a goal to twenty percent (20%) by 2024 by way of set-asides; and (2) ten percent (10%) of total average "spend" on contracts for professional services awarded to MBEs and with a goal to twenty percent (20%) by 2024 by way of set-asides. If your business is a qualified WBE and/or MBE, please complete the MBE/WBE Program Certification Form enclosed herewith. If a bidder is not a certified minority business enterprise or women business enterprise, please check the box at the top of the form marked 'not applicable'.

VIII. Procedures for Submitting a Bid

Respondent shall submit a bid for the Project either in person prior to the hour designated herein via regular mail, overnight delivery, or hand delivery to the following address:

County of Passaic – Division of Purchasing
Passaic County Procurement Center
495 River Street, 2nd Floor
Paterson, New Jersey 07524

Bids delivered by regular mail, overnight delivery, or hand delivered prior to the date and time as set forth herein shall be inserted in a sealed envelope. The name and address of the bidder is to be written on the outside of the envelope.

Any bidder who has mailed, overnight delivered, or hand delivered a bid to the County of Passaic Division of Purchasing may attend the virtual bid opening. However, the County is not responsible for any bid that is not received at the time of the bid opening.

Bidders must submit all required documentation as stated herein, including all of the items listed on the Bid Document Checklist. Please take note of the following:

1. A respondent's bid proposal shall not be considered responsive if submitted with any qualifying conditions or provisions.
2. The Statement of Corporate Ownership enclosed hereto and required under N.J.S.A. 52:25-24.2 must set forth the names and addresses of all stockholders in the corporation who own ten percent (10%) or more of its stock of any class, or any individual partners in a partnership who own a ten percent (10%) or greater interest therein.
3. The Non-Collusion Affidavit required under N.J.S.A. 52:34-15 must be signed and notarized.
4. If any discrepancies or omissions appear in the Bid Documents, the bidder shall notify the Purchasing Agent in writing of any such discrepancy or omission.

IX. New Jersey Business Registration Certificate

Prior to the award of contract to the lowest responsible bidder, the Contractor shall provide a Business Registration Certificate (hereafter "BRC") pursuant to N.J.S.A. 52:32-44. A Business Registration Certificate is required for all contractors and any subcontractors performing work on the Project. Under N.J.S.A. 52:32-44, the following requirements are imposed on contractors or subcontractors that knowingly provide goods or perform services for a contractor fulfilling the services required herein:

1. The contractor shall obtain and provide the owner the BRC of subcontractors knowingly used on this Project.
2. The contractor shall maintain and submit to the County a list of subcontractors and their addresses that may be updated from time to time during the course of the contract performance. A complete and accurate list shall be submitted before final payment is made for goods and services rendered under the contract.
3. During the term of this contract, the contractor and its affiliates shall collect and remit, and shall notify all subcontractors and their affiliates that they must collect and remit to the Director, New Jersey Division of Taxation, the use tax due pursuant to the N.J.S.A. 54:32B-1 et seq. on all taxable sales of tangible personal property delivered into the State.

Failure to submit the BRC with the bid is not a cause for rejection. However, the County prefers the BRC be submitted with the bid response. If it is not provided prior to execution of a contract the bidder's bid guarantee shall be forfeited and the contract shall be awarded to the next lowest responsible bidder.

A contractor, subcontractor or supplier who fails to provide proof of business registration or provides false business registration information shall be liable to a penalty of twenty-five dollars (\$25.00) for each day of violation, not to exceed fifty thousand dollars (\$50,000), for each BRC not properly provided or maintained under a contract with the County.

A BRC is obtained from the New Jersey Division of Revenue and Enterprise Services. Information on obtaining a BRC is available by visiting www.nj.gov/treasury/revenue/busregcert.shtml or by phone at (609) 292-2929.

X. Prompt Payment.

All payments for work performed will be made by the County in compliance with N.J.S.A. 2A:30-1, *et seq.*

XI. Discrimination in Employment

The terms and conditions as set forth in the New Jersey Civil Rights Act, N.J.S.A. 10:1, *et seq.* are hereby made part of every contract entered into by the County of Passaic. Pursuant to N.J.S.A. 10:1, *et seq.*, the bidder agrees to the following conditions:

1. In the hiring of persons for the performance of work under this contract or any subcontract hereunder, or for the procurement, manufacture, assembling or furnishing of any such materials, equipment, supplies or services to be acquired under this contract, no contractor, nor any person acting on behalf of such contractor or subcontractor, shall, by reason of race, creed, color, national origin, ancestry, marital status, gender identity or expression, affectional or sexual orientation or sex, discriminate against any person who is qualified and available to perform the work to which the employment relates;
2. No contractor, subcontractor, nor any person on his behalf shall, in any manner, discriminate against or intimidate any employee engaged in the performance of work under this contract or any subcontract hereunder, or engaged in the procurement, manufacture, assembling or furnishing of any such materials, equipment, supplies or services to be acquired under such contract, on account of race, creed, color, national origin, ancestry, marital status, gender identity or expression, affectional or sexual orientation or sex;
3. There may be deducted from the amount payable to the contractor by the contracting public agency, under this contract, a penalty of fifty dollars (\$50.00) for each person for each calendar day during which such person is discriminated against or intimidated in violation of the provisions of the contract; and
4. This contract may be canceled or terminated by the contracting public agency, and all money due or to become due hereunder may be forfeited, for any violation of this section of the contract occurring after notice to the contractor from the contracting public agency of any prior violation of this section of the contract.

Pursuant to N.J.S.A. 10:5-32, no contract be awarded by the County, nor shall any moneys be paid thereunder to any contractor, subcontractor or business firm which has not agreed and guaranteed to afford equal opportunity in performance of the contract and, except with respect to affectional or sexual orientation, and gender identity or expression, in accordance with an affirmative action program approved by the New Jersey State Treasurer.

Bidders are required to comply with the requirements of P.L.1975, c.127. The terms and conditions as set forth in N.J.S.A. 10:5-33 are hereby made a part of every contract entered into by the County of Passaic, specifically, that, during the performance of the contract, the contractor agrees as follows:

1. The contractor or subcontractor, where applicable, will not discriminate against any employee or applicant for employment because of age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender identity or expression, disability, nationality or

sex. Except with respect to affectional or sexual orientation and gender identity or expression, the contractor will take affirmative action to ensure that such applicants are recruited and employed, and that employees are treated during employment, without regard to their age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender identity or expression, disability, nationality or sex. Such action shall include, but not be limited to the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices to be provided by the contracting officer setting forth the provisions of this nondiscrimination clause;

2. The contractor or subcontractor, where applicable will, in all solicitations or advertisements for employees placed by or on behalf of the contractor, state that all qualified applicants will receive consideration for employment without regard to age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender identity or expression, disability, nationality or sex; and
3. The contractor or subcontractor where applicable, will send to each labor union or representative of workers with which he has a collective bargaining agreement or other contract or understanding, a notice, to be provided by the agency contracting officer, advising the labor union or workers' representative of the contractor's commitments under this act and shall post copies of the notice in conspicuous places available to employees and applicants for employment.

Pursuant to N.J.S.A. 10:5-34, each prospective bidder is required to submit an Affirmative Action Plan to the New Jersey State Treasurer, as set forth in the law:

Each prospective bidder on a public works contract or contracts and each subcontract bidder to a prime contract bidder shall formulate and submit to the State Treasurer his or its affirmative action program of equal opportunity whereby he or it guarantees minorities employment in all employment categories; the submission shall be accompanied by a fee in an amount to be fixed by the State Treasurer. For the purposes of this section, equal employment opportunity but not affirmative action is required with respect to persons identified solely by their affectional or sexual orientation and gender identity or expression. The State Treasurer shall notify the bidder of approval or disapproval of his or its program within 60 days of its submission; failure of the State Treasurer to so act within 60 days shall constitute approval of the program. Any existing federally approved or sanctioned affirmative action program shall be approved by the State Treasurer.

No subcontract bidder who has less than five employees need comply with the provisions of this section.

XII. Equal Opportunity for Individuals with Disabilities

All bidders expressly agree to comply with the provisions of the American with Disabilities Act of 1990, 1990 Enacted S. 933, 101 Enacted S. 933, 104 Stat. 327, 101 P.L. 336, 1990 Enacted S. 933, 101 Enacted S. 933, and any amendments thereto, that established a clear and comprehensive prohibition of discrimination on the basis of disability. The rules and regulations promulgated under the American with

Disabilities Act of 1990, and any amendments thereto, are hereby made a part of every contract entered into by the County of Passaic with the lowest responsible bidder.

In the event that the contractor, its agents, servants, employees, or subcontractors violate or are alleged to have violated the Americans with Disabilities Act of 1990, and any amendments thereto, during the performance of the contract, the contractor shall indemnify, protect, and save the County, its agents, servants, and employees from and against any and all suits, claims, losses, demands, or damages, or whatever kind of nature arising out of claimed to arise out of an alleged violation.

XIII. Insurance Requirements of the Respondent

The Respondent shall maintain insurance as set forth herein for the duration of the Project, including, but not limited to the following:

New Jersey Workers' Compensation pursuant to N.J.S.A. 34:15-1, *et seq.*;
Generable Liability Insurance;
Property Damage Liability Insurance; and
Business Automobile Liability Insurance

The Respondent shall maintain a guarantee of such insurance in the following amounts:

Workers' Compensation	\$100,000 to \$300,000
General Liability Insurance	\$1,000,000
Property Damage Liability Insurance	\$500,000
Business Automobile Liability Insurance	\$250,000

The contractor is given the option to obtain a combined single limit insurance policy in the amount of one million dollars (\$1,000,000.00).

The County of Passaic shall be named as an additional insured on the insurance policies required herein. The contractor shall require a certificate of insurance upon execution of the contract. The certificates of insurance shall expressly state that the insurers will notify the County of termination of coverage no less than thirty (30) days prior to termination. In the event that any of the insurance policies herein lapse, the contractor shall notify the County of a lapse in coverage immediately.

In the event the contractor shall cause his insurance coverage to lapse, the contractor shall immediately notify the County of same. In addition, the insurance policy additional named insured provision naming the County as an additional insured on same shall contain language regarding the insurer to provide timely notification to the County about lapse in coverage.

The contractor shall also agree to indemnify and hold harmless the County for all claims, cost and judgments arising out of the allegations of negligence, errors, omissions, or allegations otherwise sounding in tort while performing within the scope of this agreement, to include but not limited to the actions of any subcontractors or suppliers.

The insurance requirements set forth herein may be supplanted and increased by the County pursuant to values as set forth in the supplementary specifications for the Project.

XIV. State and Federal Taxes

Pursuant to N.J.S.A. 54:32B-9 and applicable federal law, the County of Passaic are exempt from sales and use tax and the federal excise tax for the purchase of fuel.

XV. Anti-Kickback Act

The bidder must comply with 18 U.S.C. 874, the Anti-Kickback Act, and any other applicable regulations promulgated by the United States Department of Labor applicable to public works projects in the United States. The contractor shall include applicable provisions in any agreements with subcontractors retained for the Project to ensure compliance.

XVI. Document Retention

Pursuant to N.J.A.C. 17:44-2.2, the successful bidder shall maintain all documentation related to products, transactions, or other services under this contract for a period of five (5) years from the date of final payment. Such records shall be made available to the New Jersey Office of the State Comptroller upon request.

XVII. Award and Execution of Contract

Pursuant to N.J.S.A. 40A:11-24(b), the contract awarded to the selected Respondent shall be signed by all parties no later than twenty-one (21) days after the award of the contract, Sundays and holidays excepted, after the making of an award. The contractor, upon written request to the County, is entitled to receive, within seven (7) days of the request, an authorization to proceed pursuant to the terms of the contract on the date set forth in the contract for work to commence, or, if no date is set forth in the contract, upon receipt of authorization.

XVIII. Dispute Resolution

Prior to submitting a cause of action to a court for relief, by submitting a proposal bidders are expressly agreeing to first submit to non-binding arbitration for resolve disputes that arise, as governed by N.J.S.A. 40A:11-50 and N.J.S.A. 2A:6-23B, *et seq.* The costs of arbitration shall be fully borne by the Respondent. The process as set forth in N.J.S.A. 2A:6-23A-1, *et seq.* are hereby made a part of every contract entered into by the County of Passaic.

XIX. Liquidated Damages

In accordance with N.J.S.A. 40A:11-19, liquidated damages are hereby made a part of every contract entered into by the County of Passaic and the winning bidder. If the winning bidder fails to deliver any of the services as outlined herein, the County is entitled to one hundred and fifty dollars (\$150.00) per day as liquidated damages, and not as a penalty.

XX. Termination for Cause

In the event that the contractor shall fail to comply with any of the conditions herein provided and as covered by the contract, the Purchasing Agent shall notify the contractor of such failure or default and demand that the same be remedied within five (5) days. In the event of the failure of the contractor to remedy the same within said period, the Purchasing Agent shall take steps to terminate the contract, and the performance bond shall be forfeited.

XXI. Requests for Information

All requests for information made by a bidder prior to the designated bid opening shall be made in writing to the following designated official:

Daisy Cano
County of Passaic
Purchasing Division
Phone: (973) 247-3300
Email: bids@passaiccountynj.org

Requests for information by a bidder shall be shared with every contractor who has picked up the Bid Documents with corresponding answers.

ACKNOWLEDGEMENT OF RECEIPT OF ADDENDA

The undersigned Bidder hereby acknowledges receipt of the following addenda. If no addenda were issued, check the "No addenda were received" box.

Addenda Number	Date
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

No addenda were received

Name of Bidder (Please Print): Passaic County Community College

Signature of Authorized Representative: _____

Name (Please Print): Steven M. Rose, Ed.D., President

Title (Please Print): President **Date:** _____

*Signature is required only if an addendum was issued.

Check here if willing to provide the goods or services herein bid upon to Registered Members in System #38-PCCP 07-1 who have submitted estimates without substitution or deviation from specifications, size, features, quality, price or availability as herein set forth. It is understood that order will be placed directly by the registered members identified herein by separate contract, subject to the overall terms of the contract to be awarded by the County of Passaic, that no additional service or delivery charges will be allowed, except as permitted by these specifications.

STATEMENT OF CORPORATE OWNERSHIP
SIGNATURE REQUIRED ON PAGE 2

Check the applicable statement:

- I certify that the list below contains the names and addresses of all stockholders holding ten percent (10%) or more of the issued and outstanding stock of the undersigned.
- I certify that no one (1) stockholder owns ten percent (10%) or more of the issued and outstanding stock of the undersigned.

Legal Name of Bidder: _____

Check the applicable business entity in the space provided below:

Business Entity	Check the applicable business entity
Partnership	
Corporation	
Sole Proprietorship	
Limited Partnership	
Limited Liability Partnership	
S Subchapter	
S Corporation	
Limited Liability Company	
Other:	

If the Bidder is either a Corporation, S Corporation, or Limited Liability Company, provide the date incorporated and the place of incorporation, if not, skip to next item:

Dated Incorporated: _____ **Place of Incorporation:** _____

Business Address (Please Print): _____

Telephone: _____ **Fax:** _____

In accordance with N.J.S.A. 52:25-24.2, list below the names and addresses of all stockholders, partners, or individuals who own ten percent (10%) or more of stock of any class, or who own ten percent (10%) or greater interest therein. The disclosure shall be continued until the names and addresses of every noncorporate stockholder, and individual partner, and member, exceeding the ten percent (10%) ownerships criteria has been listed.

Name (Please Print): _____

Address (Please Print): _____

Name (Please Print): _____

Address (Please Print): _____

STATEMENT OF CORPORATE OWNERSHIP *(continued)*

Name *(Please Print)*: _____

Address *(Please Print)*: _____

**Continue on additional sheet if necessary*

Publicly traded parent company disclosure. Submit the URL providing the last annual Security and Exchange Commission, or foreign equivalent filing:

Name of Bidder *(Please Print)*: Passaic County Community College

Signature of Authorized Representative: 

Name *(Please Print)*: Steven M. Rose, Ed.D.

Title *(Please Print)*: President **Date:** 6/6/22

BID PROPOSAL

Name of Bidder (Please Print): Passaic County Community College

submits the following proposal for the

**Programs for Out of School Youth Funded Under Workforce Innovation and Opportunity Act
(WIOA)
Project RFP-22-019**

DELIVERY:

All articles shall be delivered to all Departments and Institutions specified with all charges prepaid, (F.O.B. Destination) in such quantities as ordered by the County of Passaic, which may be greater or lesser in amount than herein specified and in case no specific time for delivery is included by the County of Passaic when the order is given, then such goods must be delivered immediately.

No additional charges will be allowed for any transportation cost resulting from partial shipments made at the vendor's convenience.

Merchants who substitute commodities or deliver commodities not according to specifications, or who do not deliver at time specified in the proposal will be classified, as undesirable and their proposals will be refused in future bidding.

To the Passaic County Board of County Commissioners:

The undersigned hereby declares that he/she has carefully examined the Bid Documents and that he will contract to carry out and complete said Project at the following prices:

a. **Base Agreement.**

CONTRACT YEAR	START DATE	END DATE	COST
Year One	July 1, 2022	June 30, 2023	\$ 360,000
TOTAL	July 1, 2022	June 30, 2023	\$ 360,000

b. **County Options to Extend Agreement.**

OPTION YEAR	START DATE	END DATE	COST
Option One	July 1, 2023	June 30, 2024	\$ 360,000
Option Two	July 1, 2024	June 30, 2025	\$ 360,000

Name of Bidder (Please Print): Passaic County Community College

Signature of Authorized Representative: 

Name (Please Print): Steven M. Rose, Ed.D.

Title (Please Print): President

Date: 6/6/22

STANDARD QUESTIONNAIRE

Name of Bidder: Passaic County Community College

Address of Bidder: One College Boulevard, Paterson, NJ 07505

Telephone: 973-684-5900 **Fax:** 973-684-1925

1. How many years have you been in business as a contractor as your present business name given above?

_____ Year(s)

2. How many years have you been the Principal Officer of a general contracting firm under a different name?

_____ Year(s)

3. List three (3) projects similar in nature previously completed by your organization:

Name of Owner	Passaic County Community College
Project Manager	Continuing Education & Workforce Development
Project Manager Phone #	973-684-6153
Project Type	WIOA Youth Rise Passaic City
Project Location	Passaic, NJ
Amount of Contract	\$ 270,000
Date of Completion	6/30/2022

Name of Owner	Passaic County Community College
Project Manager	Continuing Education & Workforce Development
Project Manager Phone #	973-684-6153
Project Type	WIOA Youth Rise Upcounty
Project Location	Wanaque, NJ
Amount of Contract	\$ 270,000
Date of Completion	6/30/2022

Name of Owner	Passaic County Community College
Project Manager	Continuing Education & Workforce Development
Project Manager Phone #	973-684-6153
Project Type	Title II Adult Education and Literacy FY2021 Grant
Project Location	Paterson, NJ
Amount of Contract	\$ 149,000
Date of Completion	6/30/2022

DISCLOSURE OF INVESTMENT ACTIVITIES IN IRAN

Part 1: Certification

Pursuant to Public Law 2012, c. 25, any person or entity that submits a bid or proposal or otherwise proposes to enter into or renew a contract must complete the certification below to attest, under penalty of perjury, that the person or entity, or one of the person or entity's parents, subsidiaries, or affiliates, is not identified on a list created and maintained by the New Jersey Treasury's Chapter 25 list as a person or entity engaging in investment activities in Iran.

The Chapter 25 list is found on the State of New Jersey Division of Purchase and Property website at <http://www.state.nj.us/treasury/purchase/pdf/Chapter25List.pdf>. Bidders must review the list prior to completing the certification below. Failure to complete the certification will render a bidder's proposal non-responsive.

PLEASE CHECK THE APPROPRIATE BOX:

I certify, pursuant to Public Law 2012, c. 25, that neither the bidder listed herein nor any of the bidder's parents, subsidiaries, or affiliates is listed on the New Jersey Department of Treasury's list of entities determined to be engaged in prohibited activities in Iran pursuant to P.L. 2012, c. 25. I further certify that I am the person listed above, or I am an officer or representative of the entity listed above and am authorized to make this certification on its behalf. I will skip Part 2 and sign and complete the Certification below.

OR

I am unable to certify as above because the bidder and/or one of more of its parents, subsidiaries, or affiliates is listed on the New Jersey Department of Treasury's Chapter 25 list. I will provide a detailed, accurate, and precise description of the activities in Part 2 below and sign and complete the Certification below. Failure to provide such will result in the proposal being rendered as non-responsive and appropriate penalties, fines, and/or sanctions will be assessed as provided by law.

Part 2: Please provide further information related to investment activities in Iran.

Name _____ Relationship to Bidder/Offeror _____

Description of Activities _____

Duration of Engagement _____ Anticipated Cessation Date _____

Bidder/Offeror Contact Name _____ Contact Phone Number _____

Certification: I, being duly sworn upon my oath, hereby represent and state that the foregoing information and any attachments thereto to the best of my knowledge are true and complete. I attest that I am authorized to execute this certification on behalf of the above referenced person or entity. I acknowledge that Passaic County is relying on the information contained herein and hereby acknowledge that I am under a continuing obligation from the date of this certification through the completion of any contracts with the County to notify the County in writing of any changes to the answers of information contained herein. I acknowledge that I am aware that it is a criminal offense to make a false statement or misrepresentation in this certification, and if I do so, I recognize that I am subject to criminal prosecution under the law and that it will also constitute a material breach of my agreement(s) with Passaic County, New Jersey and that the County at its option may declare any contract(s) resulting from this certification void and unenforceable.

Name of Bidder (Please Print): Passaic County Community College

Signature of Authorized Representative: 

Name (Please Print): Steven M. Rose, Ed.D.

Title (Please Print): President **Date:** 6/6/22

NON-COLLUSION AFFIDAVIT

State of New Jersey
County of Passaic

ss:

I, Evelyn A. DeFeis residing in Hawthorne in the County of Passaic and State of New Jersey of full age, being duly sworn according to law on my oath depose and say that:

I am Notary of the firm of PCCC, the bidder making this proposal for the bid entitled **Programs for Out of School Youth Funded Under Workforce Innovation and Opportunity Act (WIOA)**, and that I executed the said proposal with full authority to do so, that said bidder has not, directly or indirectly, entered into an agreement, participated in any collusion, or otherwise taken any action in restraint of free, competitive bidding in connection with the above named contract, and that all statements contained in said bid proposal and in this affidavit are true and correct, and made with full knowledge that the County of Passaic relied upon the truth of the statements contained in said bid proposal and in this affidavit in awarding the Contract for the said bid proposal.

Name of Bidder (Please Print): Passaic County Community College

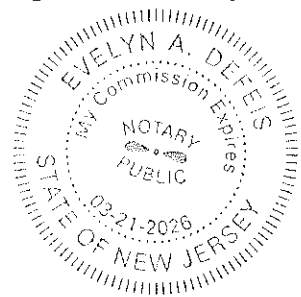
Signature of Authorized Representative: [Signature]

Name (Please Print): Steven M. Rose, Ed.D.

Title (Please Print): President **Date:** 6/4/22

Subscribed and sworn to before me on this 6 day of June, 2022

[Signature]
Signature of Notary Public



PLEASE CHECK HERE IF NOT APPLICABLE

PLEASE CHECK HERE IF NOT APPLICABLE

MBE/WBE PROGRAM CERTIFICATION FORM

In compliance with Resolution No. R20210933, dated October 26, 2021, "Resolution Establishing a Minority Business Enterprise and Women Business Enterprise Set-Aside and Joint Venture Program for the County of Passaic", and in compliance with the laws of the State of New Jersey, N.J.S.A. 40A:11-41 et seq., I, the undersigned, do hereby certify the following:

1. That all document(s) submitted by myself or my business, including the MBE/WBE/MWBE Certificate affixed hereto, if applicable, are valid and accurate. I understand that the County may reject my bid for failure to provide the MBE/WBE/MWBE Certificate prior to award of contract.
2. That I understand my qualifications for the program may be subject to audit.
3. That I understand the terms of this program as explained in Resolution No. R20210933 attached hereto as **Appendix A**.
4. That, pursuant to N.J.S.A. 40A:11-47, if the County determines that a business has been classified as an MBE/WBE/MWBE based on false information knowingly supplied by the business and has been awarded a contract to which it would not otherwise have been entitled under this program, the County may, after a hearing assess a fine, penalty, or render the business ineligible to further transact any business with the County for a predetermined time.

Name of Bidder (Please Print): _____

Signature of Authorized Representative: _____

Name (Please Print): _____

Title (Please Print): _____ **Date**: _____

Request for Taxpayer Identification Number and Certification

Give Form to the
 requester. Do not
 send to the IRS.

▶ Go to www.irs.gov/FormW9 for instructions and the latest information.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.
PASSAIC COUNTY COMMUNITY COLLEGE

2 Business name/disregarded entity name, if different from above

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes.

Individual/sole proprietor or single-member LLC

C Corporation

S Corporation

Partnership

Trust/estate

Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

Other (see instructions) ▶ _____

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.
ONE COLLEGE BOULEVARD

6 City, state, and ZIP code
PATERSON, NJ 07505

7 List account number(s) here (optional)

Requester's name and address (optional)

Print or type. See Specific Instructions on page 3.

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number									
OR									
Employer identification number									
2	2	-	1	9	0	7	9	0	1

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here Signature of U.S. person ▶  Date ▶ **6/9/2021**

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.

State of New Jersey
DIVISION OF TAXATION

SALES TAX

FORM ST-4

ELIGIBLE NONREGISTERED
PURCHASER: SEE INSTRUCTIONS **

PURCHASER'S NEW JERSEY
TAXPAYER REGISTRATION NUMBER*
22-1907901/000

EXEMPT USE CERTIFICATE

To be completed by purchaser and given to and retained by seller.
Please read and comply with the instructions given on both sides of this certificate.

TO Whom it may concern Date 01/01/2021
(Name of Seller)

Address City State Zip

The undersigned certifies that there is no requirement to pay the New Jersey Sales and/or Use Tax on the purchase or purchases covered by this Certificate because the tangible personal property or services purchased will be used for an exempt purpose under the Sales & Use Tax Act.

The tangible personal property or services will be used for the following exempt purpose*:

Government Entity


The exemption on the sale of the tangible personal property or services to be used for the above described exempt purpose is provided in subsection N.J.S.A. 54:32B- 9(a) (See reverse side for listing for principal exempt uses of tangible personal property or services and fill in the block with proper subsection citation).

I, the undersigned purchaser, have read and complied with the instructions and rules promulgated pursuant to the New Jersey Sales and Use Tax Act with respect to the use of the Exempt Use Certificate, and it is my belief that the seller named herein is not required to collect the sales or use tax on the transaction or transactions covered by this Certificate. The undersigned purchaser hereby swears under the penalties for perjury and false swearing that all of the information shown in this Certificate is true.

Passaic County Community College
NAME OF PURCHASER* (as registered with the New Jersey Division of Taxation)

One College Boulevard, Paterson, NJ 07505
(Address of Purchaser)*

New Jersey County College
TYPE OF BUSINESS*

By  Director of Purchasing
(Signature of owner, partner, officer of corporation, etc.)* (Title)

*Required

1. Registered sellers who accept fully completed exemption certificates within 90 days subsequent to the date of sale are relieved of liability for the collection and payment of sales tax on the transactions covered by the exemption certificate. The following information must be obtained from a purchaser in order for the exemption certificate to be fully completed:

- Purchaser's name and address;
- Type of business;
- Reasons(s) for exemption;
- Purchaser's New Jersey tax identification number or, for a purchaser that is not registered in New Jersey, the Federal employer identification number or out-of-State registration number. Individual purchasers must include their driver's license number;
- If a paper exemption certificate is used (including fax), the signature of the purchaser.

The seller's name and address are not required and are not considered when determining if an exemption certificate is fully completed. A seller that enters data elements from paper into an electronic format is not required to retain the paper exemption certificate.

The seller may, therefore, accept this certificate as a basis for exempting sales to the signatory purchaser and is relieved of liability even if it is determined that the purchaser improperly claimed the exemption. If it is determined that the purchaser improperly claimed an exemption, the purchaser will be held liable for the nonpayment of the tax.

2. **Retention of Certificates** - Certificates must be retained by the seller for a period of not less than four years from the date of the last sale covered by the certificate. Certificates must be in the physical possession of the seller and available for inspection.
3. **Acceptance of an exemption certificate in an audit situation** – On and after October 1, 2011, if the seller either has not obtained an exemption certificate or the seller has obtained an incomplete exemption certificate, the seller has at least 120 days after the Division's request for substantiation of the claimed exemption to either:

1. Obtain a fully completed exemption certificate from the purchaser, taken in good faith, which, in an audit situation, means that the seller obtain a certificate claiming an exemption that:
 - (a) was statutorily available on the date of the transaction, and
 - (b) could be applicable to the item being purchased, and
 - (c) is reasonable for the purchaser's type of business; OR
2. Obtain other information establishing that the transaction was not subject to the tax.

If the seller obtains this information, the seller is relieved of any liability for the tax on the transaction unless it is discovered through the audit process that the seller had knowledge or had reason to know at the time such information was provided that the information relating to the exemption claimed was materially false or the seller otherwise knowingly participated in activity intended to purposefully evade the tax that is properly due on the transaction. The burden is on the Division to establish that the seller had knowledge or had reason to know at the time the information was provided that the information was materially false.

4. **Common exempt uses** of property or services for which the ST-4 is applicable follow.

NOTE: The descriptions are general and do not necessarily cover every exempt use or service or every condition for exemption. Further information is available from the Division of Taxation.

- Sales of machinery and equipment for use directly and primarily in the production of property by manufacturing, processing, assembling or refining. N.J.S.A. 54:32B-8.13a.
- Sales of equipment to a telecommunication service provider subject to the jurisdiction of the BPU or the FCC for use directly and primarily in providing interactive telecommunications services for sale. N.J.S.A. 54:32B-8.13c.
- Sales of tangible personal property for use directly and exclusively in experimental research and development in the laboratory sense. N.J.S.A. 54:32B-8.14.
- Sales of wrapping materials or non-returnable containers for use in the delivery of tangible personal property or sales of containers for use in a farming enterprise. N.J.S.A. 54:32B-8.15.
- Sales of busses to regulated bus companies for public passenger transportation or to carriers for use in school children transportation services. N.J.S.A. 54:32B-8.28.
- Sales of equipment for use directly and primarily in the production department of a newspaper plant or for use in the production of property for sale by a commercial printer. N.J.S.A. 54:32B-8.29.
- Sales of advertising material to be published in a newspaper. N.J.S.A. 54:32B-8.30.
- Sales of aircraft or repair services to an "air carrier," and repairs to certain business aircraft, including machinery or equipment installed on such. N.J.S.A. 54:32B-8.35.
- Sales of equipment used exclusively to sort and prepare solid waste for recycling or in recycling (does not include motor vehicles). N.J.S.A. 54:32B-8.36.
- Sales of printed advertising materials for out-of-state distribution and sales of direct-mail processing services rendered in connection with the distribution of such materials to out-of-state recipients. N.J.S.A. 54:32B-8.39.
- Sales of commercial trucks, truck tractors and semi-trailers which are properly registered and 1) have a gross vehicle weight rating in excess of 26,000 pounds; or 2) are operated actively and exclusively for the carriage of interstate freight under a certificate or permit issued by the Interstate Commerce Commission; or 3) are registered as a farm vehicle under the Motor Vehicle Statute (N.J.S.A. 39:3-24 and 25) and have a gross vehicle weight rating in excess of 18,000 pounds. N.J.S.A. 54:32B-8.43.

- Sales of machinery and equipment used directly and primarily in producing broadcast programming or cable/satellite television programming. N.J.S.A. 54:32B-8.13e.
 - Sales of tangible property for use directly and primarily in the production of film or video for sale, including motor vehicles, parts, supplies and services to such property.. N.J.S.A. 54:32B-8.49.
 - Sales of commercial ships and charges for components, repair and alteration services for commercial ships. N.J.S.A. 54:32B-8.12.
 - Sales of materials, such as chemicals and catalysts, used to induce or cause a refining or chemical process. N.J.S.A. 54:32B-8.20.
- **5. Eligible Nonregistered Purchaser** - If the purchaser is not required to be registered for sales and use tax purposes in New Jersey, in the box at the top, left corner of the form marked "Eligible Nonregistered Purchaser" the purchaser is required to place one of the following in order of preference:
1) the Federal Identification Number of the business; 2) out of state registration number.

Private reproduction of both sides of the Exempt Use Certificates may be made without the prior permission of the Division of Taxation.

FOR MORE INFORMATION:

Call the Customer Service Center (609) 292-6400. Send an e-mail to: nj.taxation@treas.state.nj.us.

Write to: New Jersey Division of Taxation, Information and Publications Branch, PO Box 281, Trenton, NJ 08695-0281.



STATE OF NEW JERSEY BUSINESS REGISTRATION CERTIFICATE

Taxpayer Name: PASSAIC COUNTY COMMUNITY COLLEGE
Trade Name:
Address: 170 MEMORIAL DRIVE
PATERSON, NJ 07505-1604
Certificate Number: 0413609
Effective Date: July 01, 1976
Date of Issuance: July 07, 2016

For Office Use Only:
20160707103230260

Out of School Youth Grant

Attachments - Passaic

Include C. Program Narrative

Program Services C - P

#2-9

Success stories and Achievements

C. Timeline Chart for Program WHERE: Passaic Academic Center, 2 Paulison Ave, Passaic NJ

WHEN: Timeline	HOW: Operational Activities	HOW: Interim Assessments	HOW: Follow up
Week 1	Students will participate in an Orientation session which includes policies and procedure information as well as overview of the program.	Going through the program workbook to read and explain the program expectations and requirements with the students. Holding students accountable daily and having consequences for negative behaviors. As well as reinforcing positive behaviors with rewards and supportive positive speech/conversations.	If a student is under 18, they must return in- take documents with their parents' signature.
Week 1	Students will participate in the Classroom On-Boarding session, joining/signing up for various online accounts including Google Classroom and HiSET	Students come every other Wednesday when there are vacancies to meet with the instructors to set up accounts and introduce the software for the program.	If a student is under 18, we must provide the HiSET consent form, which must be taken to the HiSET center with the parent.
Week 1 thru Week 2	Students will complete baseline assessments in all 5 subjects.	Baseline Assessment for each HiSET subject & Basic Computer Skills	Teachers discuss the outcomes of students testing and student plans for development and progression through the program. Ongoing communication.
Week 2 thru Week 20	Students will participate in classroom instruction and independent study in preparation for the HiSET exam.	Twice-monthly assessments for mastery based on unit completion.	Follow up occurs weekly, week 1 through week 26
Week 2 thru Week 24	Students engage in weekly conversations to check on their progress in the program and their general well being.	-self-assessments -learning style assessments	Follow up occurs weekly, week 1 through week 26
Week 2 thru Week 20	Students will be provided with life skill training twice per week.	-Financial workshops -goal setting	Follow up occurs weekly, week 1 through week 26
Week 2 thru Week 20	Students will be provided with career skills training twice per week.	Digital literacy Assessments biweekly.	Follow up occurs weekly, week 1 through week 26
Weeks 6, 12, & 18	Students will complete assessments in all 5 subjects.	HiSET practice tests in all subject areas	Follow up occurs weekly, week 1 through week 26

Week 20 thru 24	HiSET exam & next step preparation	Student complete their HiSET exams and begin the application process to attend PCCC or a vocational school	Follow up occurs weekly, week 1 through week 26
Week 24 -	Students are contacted on a monthly basis to determine their progress forward or to provide additional direction and assistance if needed.	Students receive phone calls and are scheduled to zoom or come in person for additional support.	Follow up occurs weekly week one through week 26. once student exits the follow up is monthly for 12 months

D. Outline/ Schedules for the Modules (Hybrid) WHERE: Passaic Academic Center, 2 Paulison Ave, Passaic NJ

HOW: Google posted; guided instruction and independent practice.

WHEN:	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 - 9:50	SOCIAL STUDIES	SOCIAL STUDIES	Students complete independent work in Social Studies.	READING	Students complete independent work in Social Studies.
10:00 - 10:50	MATH	MATH	Students complete independent work in Math.	MATH	Students complete independent work in Math.
11:00 - 11:50	WRITING	READING	Students complete independent work in Reading.	WRITING	Students complete independent work in Reading.
12:00 - 12:30	Lunch	Lunch	One on One Tutoring Sessions	Lunch	One on One Tutoring Sessions
12:30 - 12:55	One on One Tutoring Sessions	One on One Tutoring Sessions	One on One Tutoring Sessions	One on One Tutoring Sessions	One on One Tutoring Sessions
1:00- 1:50	READING	SCIENCE	Students complete independent work in Writing.	SCIENCE	Students complete independent work in Writing.
2:00 - 2:50	CAREER & LIFE SKILLS	CAREER & LIFE SKILLS	Students complete independent work in Digital Literacy.	CAREER & LIFE SKILLS	Students complete independent work in Digital Literacy.

E. Instructional Hours WHERE: Passaic Academic Center, 2 Paulison Ave, Passaic NJ

TOPIC	WHEN:	WHEN:	WHEN:	WHEN:
HOW:	Daily Hours	Days per week	Weekly Hours	Per Quarter
HiSET - Reading / Math Instruction	5	5	25	
HiSET - Reading / Math Application & Independent Practice	2	5	10	

HiSET - Social Studies /Science/ Writing Instruction	3	2	6	
HiSET - Social Studies /Science /Writing Application & Independent Practice	3	2	6	
HiSET - Practice Assessments*				10
Career & Life Skills Instruction / Workshops	2	10	20	
Check in / follow ups	.5	1	.5	
Digital Literacy		2	2	

Baseline assessments are completed upon enrollment and HiSet practice assessments are done every five weeks.

F. Course Content WHERE: Passaic Academic Center, 2 Paulison Ave, Passaic NJ

WHEN: THROUGHOUT THE PROGRAM

HOW: Language Arts-Reading

- Restating Ideas, Word Choice, Tone of texts, Determining Meaning, Drawing Conclusion, Making predictions, etc.

HOW: Language Arts-Writing-Part 1

- Sentence Structure, Paragraph Structure, Organization, Writing mechanics, vocabulary development, etc.
- Part 2 Writing the Essay
- Development of the central idea and supporting details, transition strategies, developing editing skills, etc.

HOW: Mathematics

- Numbers and Operations-Computation, estimation, exponents, ratios, etc.
- Measurement and Geometry-Tools and formulas to determine measurements, perimeter and area, etc.
- Algebraic Concepts-Analyze mathematical structures and algebraic symbols, simplify algebraic expressions, etc.
- Data Analysis, Probability and Statistics-Linear relationships, relations among events and data collection, etc.

HOW: Science

- Life Science-Biological Concepts, relationship between structure and function, etc.
- Physical Science-Principles of light, heat, electricity, and magnetism /position and motion of objects, etc.
- Interpret and Apply-Interpret data or information, apply scientific principles, select best procedure, etc.

HOW: Social Studies

- US History-Specific eras in US and world history, political, economic, and cultural characteristics of those eras
- Civics/Government- Rights and responsibilities of Citizens, characteristics of US Government, etc.
- Economics-Domestic and Foreign Principals, Consumer and Market behaviors, etc.
- Geography -Interpretation of maps, Concepts of physical and human geography, etc.

HOW: Career and Workforce Readiness-Resume writing, cover letters, career portfolio, job search and application, interview skill development, work expectations, email, and social media profile, etc.

HOW: Basic Computer Skills Microsoft Word, Excel, PowerPoint, Google Suite, Email, Drive, Search engines, job search, Posting cover letters, resumes, thank you letters, etc.

HOW: Life skills-Financial Literacy, time management, leadership skills, personal wellness, etc.

G. Daily Activities for Periodic Assessment/Evaluation

WHERE: Passaic Academic Center, 2 Paulison Ave, Passaic NJ

WHEN: THROUGHOUT THE PROGRAM **HOW:** see below

- Daily Response exercise encourages the students to practice sentence structure and proper use of grammar each day in preparation for the HiSET writing exam.
- HiSET Subject related instruction or independent practice using platforms such as Essential Education, IXL, Study.com
- Hiset related practice questions administered and reviewed during classroom instruction

- Students are assessed bimonthly to assess their progress in Digital Literacy Skills.

H. Work Experience:

WHERE: St. Paul's Community Development Center and United Way

WHEN: On February 25, 2021 and March 4, 2021 at the pantry and December 17-24, 2021 Toy drive.

HOW: Participants in the YouthRise program gained work experience through their involvement in community service activities. Participants choose to support the United Way by collecting and donating toys during the Christmas Holiday. Students designed flyers and posted them around the community, inviting people to donate toys at the program's location. Participants were engaged as project marketers and managers, project promoters using social media, and maintaining the inventory. At St. Paul's Community Development Center Food Pantry, students unpack and categorize donations; working in an assembly line packing. We collected 58 gifts that were donated to the Paterson Child Development Center for the kids.

I. WHERE: Passaic Academic Center, 2 Paulison Ave, Passaic NJ

Performance Objective HOW:	<ul style="list-style-type: none"> • Passaic County youth participants to work toward and obtain a high school diploma or its equivalence • Identify and begin on a career pathway through job placement and/or pursue higher educational programs • Identify and begin on a career pathway through vocational training and job placement
Level of Service Range	<ul style="list-style-type: none"> • 60 students
Specific Outcomes	<ul style="list-style-type: none"> • Attainment of High School Equivalency Diploma • Attainment of sufficient skills and documentations needed to qualify for further vocational or occupational training • Entry into employment and/or higher educational institutions • Completion of Participant checklist
WHEN: Methods of Evaluating Program Effectiveness	<ul style="list-style-type: none"> • Minimum of 60% of students attaining High School diploma or equivalent • Increase of a minimum of one NRS Educational Functional Level • Increase, at minimum, one grade level on CASAS exam • Increase, at minimum, 2 point levels on Essential Ed-HiSet Prep exams

J. WHERE: Passaic Academic Center, 2 Paulison Ave, Passaic NJ **WHEN:** THROUGHOUT THE PROGRAM

HOW: Each student works at his or her own pace with the program instructors in gaining a better understanding of the subjects. Developing a method that encourages the student toward self-discipline, is key to their staying committed to the academic demands of the program. Students are urged to become diligent in the use of educational resources such as IXL, Essential Education and Study.com. They are encouraged to work independently to build their strength and stamina for testing and further educational pursuits. In the instance that a student requires additional training we will make accommodations.

HOW: Accelerated students who score above level 11 on the CASAS assessment and on the program's baseline assessments for all five subjects are placed on an individualized learning path. They are given HiSET practice tests at different intervals than other participants. Once they exhibit mastery, readiness and confidence, they are scheduled for testing. They are provided with a transition plan for vocational school or college which involves researching careers, vocational schools or college, and completing interests assessments

K. The Youth Rise Program - based training will provide the following: WHERE: Passaic Academic Center, 2 Paulison Ave, Passaic NJ **WHEN:** THROUGHOUT THE PROGRAM

HOW: see below

- Self-paced as well as group instruction in all required testing modules for the High School Equivalency exam
- Evaluation of skill areas of math, language arts, social studies and science
- Pre and post-test practice HISET tests
- Work readiness and assessment module
- Basic computer literacy
- Interactive team-work projects that provide learners with an opportunity to plan and execute a project, use decision-making skills
- Specialized skill development to increase retention and potential for career advancement
- Intensive job attainment/business preparation training
- Communication and listening skills exercises
- Life Skills - Learning about myself, financial literacy, time management, prioritizing, role-playing
- Leadership skills
- identification of career pathway

L. WHERE: Passaic Academic Center, 2 Paulison Ave, Passaic NJ **WHEN:** THROUGHOUT THE PROGRAM

HOW: Assessment of student progress will be conducted on a regular basis to determine their skills attainment. This will be done through end of unit/lesson review, teacher generated tests, and leveled and interval assessments structured on the academic websites. A passing score of 75% will be marked as attaining the skill. Continuous observation by the instructors of performance, attitude, behavior, cooperation, and attendance will be documented.

M. WHERE: Passaic Academic Center, 2 Paulison Ave, Passaic NJ **WHEN:** THROUGHOUT THE PROGRAM

HOW: The Individual Service Strategy (ISS) Document is a shared document that is accessible by the provider and the One Stop. Notes collected from weekly or monthly conversations with students about their progress, development, goals, and next steps are placed in the document. Additionally, employment verification, resumes and cover letters are also included on the ISS Document. At minimum, information is inserted in the document on a monthly basis but with the convenience of the shared document, data can be inserted at will. At monthly meetings, the provider and representatives of One Stop communicate about the information contained in the ISS document, allowing all parties to have the same information about the participant.

N. WHERE: Passaic Academic Center, 2 Paulison Ave, Passaic NJ **WHEN:** THROUGHOUT THE PROGRAM

HOW:

Name of test	Frequency of Assessment	Evaluation & Reporting Mechanisms
CASAS / NRS Assessment	Students are assessed once, during the application process, to determine eligibility for the program.	This tool provides the basic skill level of the students, ranging from K thru 12. It also specifically lists the percent levels of competencies for Language and Math concepts.
Essential Education HiSET Practice	This online tool is used to assess a students' baseline readiness for the HiSET exam at the beginning of the program. This tool is also used to determine their growth and progress every 6 - 8 weeks.	Scores are reported on a scale of 1 - 20, similar to that of the HISET. This shows the students' readiness. The reports also approximated how many additional hours a student will need to study before taking the exam.
IXL Diagnostic	This tool assesses students basic skills in Reading and Math	Upon completion of the diagnostic, the student's skill level in various areas are reported separately. Based on this resort, students are provided with recommended skills for improvement.

HiSET /Prudential Test	Ideally this tool is to determine the participant has the same knowledge and skills as the high school graduate.	Scores are reported on a scale of 1 - 20, with passing required comprehensive score of 45.
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O. WHERE: Passaic Academic Center, 2 Paulison Ave, Passaic NJ **WHEN:** THROUGHOUT THE PROGRAM
HOW: Underperforming customers will have to engage in student status meetings to identify strategies to improve the situation. These meetings will involve the entire program staff as this will focus on all areas of the students' lives. Underperforming students will be placed on a corrective action plan that will list the issues that are being addressed and the strategies to correct these issues. In the classroom, these students can expect one on one tutoring intervention in the needed subject areas. During the twelve-month follow-up with students, we re-engage students who must still complete one or two exams to gain their diploma. We encourage these students to come into the classroom during the scheduled time of their needed subject. They are able to receive instruction and gain access to the academic platforms for independent study.

P. WHERE: Passaic Academic Center, 2 Paulison Ave, Passaic NJ **WHEN:** THROUGHOUT THE PROGRAM
HOW: Innovative or Out- of- the -box. We currently use a hybrid model for our instructional program. Many of our students have jobs and some also have young children. This model provides support for students' responsibilities outside of school. In this model, students have in-school instruction on Mondays, Tuesdays, and Thursdays, and remote learning occurs on Wednesdays. This provides consistency with instruction as well as flexibility for work schedules and child-care and personal needs. The hybrid schedule allows the teachers to onboard new students which is completed on Wednesdays. This process involves setting up email addresses with new students, setting up online accounts for educational software for pretesting. Additionally, it allows for the team to meet with students individually for tutoring on alternating weeks. The remote Wednesday and Fridays allow the team to meet with students for next steps during follow ups to meet benchmark requirements. Among many other things to fulfill the grant requirements. With the challenges of the pandemic and consistency with this population this approach has been effective and efficient in our ability to work with the students when they are ill and for them to work additionally when they are challenged with childcare or behavioral issues.
To begin, based on their strengths and weaknesses determined by the pre-test results, students are given individualized learning paths for each subject. (Implemented process) **HOW:**

- Youth Rise Program uses Google classroom. Through which assignments and materials are uploaded for students to access and complete. Additionally, students can receive email feedback from instructors via the Google platform.
- Skill leveled assignments are accessible to the students at any time and are available in Essential Education and IXL. Students are able to complete both HiSET and Career Lessons
- Staff can easily establish "Virtual Classrooms" using the Zoom meeting platform for additional lessons and instruction. **HOW: See software and websites below**

www.ixl.com online resource that provides skill reinforcements in Language Arts, Math, Science, and Social Studies

www.pro/con.org provides debate articles that are used for persuasive essay practice

www.study.com provides videos and quizzes in all content areas

www.pbslearningmedia.com provides videos for science content

<https://www.commonlit.org/>- Website that supports reading, writing, communication, and problem-solving skills.

<https://www.readworks.org/>- Online library of nonfiction and literary articles that support literacy improvement.

<https://newsela.com> – Online library of content area reading materials in all ability levels. Multi-choice questions and open ended responses are provided for reading comprehension practice

www.youtube.com/crashcourse Video series that provides lessons in Social Studies, Science, and Literature

2. Outreach and Recruitment Strategy

The Youth Rise Program has established relationships with the counselors at Passaic High School, Patterson High School, Clifton High School, East Side High School, and Hope Academy, Boys & Girls club of Paterson and Passaic as well as Circle of Care for Families & Children of Passaic County. To supplement the referrals from counselors, a comprehensive outreach and recruitment efforts are applied by reaching out of school youth with low basic skills. A series of informational flyers will be posted and advertised at all PCCC campuses. Various community organizations, churches, family targeted organizations, and local Public Access TV stations. Staff will also participate in community-based meetings, events and orientations to promote the program. This comprehensive outreach strategy will ensure that an adequate pool of individuals are reached. Interested individuals will participate in a detailed screening process, and the names of eligible candidates are forwarded to One Stop to take the CASAS test.

3. Specific Accommodations

The Passaic Academic Center is an architecturally barrier free facility. Specific accommodations will be made for any participant with a disability. Any student with a disability that believes they need accommodations can contact **Disability Services** staff at 973-684-6395, or email ods@pccc.edu, to make an appointment. If a participant requires testing accommodations, they must speak with their instructor and more time will be allowed for them to complete tests and assignments. For more information, participants in need of accommodations for a disability can visit www.pccc.edu/ods.

4. Intake Procedures

Students will participate in an orientation where requirements and expectations are clearly defined. All program information is contained in a packet, which is given to them at orientation. Required paperwork, including an intake form, participant agreement form, and various additional forms, is reviewed and completed. Additional information contained in the packet is as follows: sample attendance record, Attendance Policy, Incentive Policy, Electronic Policy, PCCC Student Code of Conduct, FERPA Consent Form, information about 12 month follow-up and various community resources. Emphasis will be placed on required attendance, motivation and steps leading to successful completion of the program. Additionally, students will participate in an onboarding session that introduces them to the routines, procedures, requirements, expectations, and the platforms utilized in the classroom. This session provides the students with a clear understanding of the classroom environment.

5. Passaic County One Stop

To ensure further success of the program, it is important that the Youth Rise Program utilize all available resources at the Passaic County One Stop Career Center. All participants will be registered at the One Stop. As part of the initial orientation, information about the One Stop is explained. Communication with the Business Resource Center as well as The Board of Social Services is essential. An integral component of the program is job readiness skills. These skills are satisfied with various resources such as texts, computer software-such as use of the Internet, and utilizing the resource room at the One-Stop. One Stop provides students' access to the Metrix Learning Platform that supports professional development in various fields.

While in the program, students are encouraged to seek employment, One Stop offers assistance in developing resumes and cover letters, and provides career-counseling workshops. The One-Stop Resource Room is an added opportunity for students to seek current employment opportunities in their database of employers. Using a student's resume, One Stop matches students with available jobs through job fairs or open recruitment. The opportunity for students to add their email addresses to be included in the email blasts of employment and job fair information sent through the PCEN is another valuable resource. The One Stop Resource Room website offers students the opportunity to see the list of employers currently seeking employees. Additionally, students who are in the program during the spring and summer months have the opportunity to participate in the Summer Work Experience Program with One Stop. This program provides students with the opportunity to gain new skills and work experience through jobs in community and public agencies. To support student employment, One Stop has the Career Closet that provides students with appropriate clothing for interviews, bus tickets are also offered for the first two weeks of new employment, and they will provide a student with a new professional uniform if it is needed. Job retention is an integral part of self-sufficiency, so even if a student is terminated from the program, they are invited to visit the center to get help with any issues in acquiring employment.

6. WIOA Youth Program Element Chart (H)

Partners	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Fund Source
Passaic County Community College					x		x					X		x	Finan. Aid
Math Boot Camps (One Stop/ Job Center)	x							x							No Charge
Writing Center (PCCC)	x														No Charge
Center for Student Success (PCCC)						x	x			x					No Charge
Passaic County One Stop			x	x			x	x	x				x		No Charge
Boys and Girls Club of Paterson & Passaic						x					x				No Charge
Montclair University- Project Cope										x					No Charge
AAA Driving Safety										x				x	No Charge
SNAP / Nutrition Workshop										x					No Charge
HESSA - Financial Aid Workshops / FAFSA											x			x	No Charge
Lighthouse Pregnancy Resource Center Healthy Relationships										x				x	No Charge
Rutgers Cooperative Extension of Passaic County - Family & Community Health Sciences Educator										x				x	No Charge

7. Entry Criteria

Testing and Grade Levels	CASAS: Entry Levels: 5.0 Reading, Math and Language
Physical Abilities and Requirements	No restrictions
Training Prerequisites	Required CASAS scores
Language Requirements	English
Aptitudes and Abilities	Interested in obtaining high school diploma or increasing scores for further training
Other (describe)	Interested in employment opportunities

8. Exit Criteria

Testing and Grade Levels	Exit Grade Levels: Increase of one grade level on the for every 6 months of participation Literacy/Numeracy Goals
Credentials/ Certifications (as applicable)	Passing the HISET to obtain High School Diploma
Job Placement Goals/ Job Titles	Employment in a student's area of interest.

Other (describe)	Increase academic levels for additional training
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9 Statement of Work (F.)

Goals	Objectives	Outcomes	Timeframe
Service Components	Knowledge/Skill Attainment	Minimum Required Performance (including testing and evaluation tools)	Instructional Hours
Orientation	Students will participate in orientation, which includes policies and procedure information as well as overview of the program.	Student will complete paperwork: intake form, student contract, release of information, agreement to hold harmless	4 hours
Onboarding	Introduce students to the software utilized in the program. Set up login and start baseline assessment for all subjects.	Students' strengths and weakness are established for educational planning.	4 hours
The High School Equivalency Program is designed to develop skills of students to successfully pass the HISET exam as well as upgrading their academic levels in reading math and language	By successfully completing this program students should be able to: Upgrade levels in reading, math and language. HISET practice tests	Passing Score on all skill tests Score prepared or well-prepared on all HISET practice tests	Since assessment is based on individual student's deficiency, hours cannot be determined.
Depends on student ability paced math pre and posttests in the areas of basic math, algebra, geometry, probability and basic statistics Practice HISET tests	To acquire math skills sufficient for further testing and evaluation	Passing Score on all skills tests Upgrade at least one level on the TABE as well as passing the math section of the HISET	4-16 hours depends on the student
Depends on student ability paced Language Arts/Reading to determine areas of deficiencies	To acquire sufficient reading skills to increase reading level on the TABE and/or the HISET exam	Passing Score on all skills test Well prepared on HISET practice tests	180 - 220 hours
Depends on student ability Language Arts/Writing	To acquire sufficient writing skills to increase language level on the TABE and/or the HISET exam	Passing Score on all skills test Well prepared on HISET practice test as well as 2 on the essay	180 - 220 hours
Depends on student ability Social Studies and Science	To acquire skills required to pass these sections on the HISET exam	Passing Score on all chapter tests Well prepared on HISET practice tests	180 - 220 hours

Essential education and teacher guided practice HISET exam Ultimate goal in all areas	To permit students to evaluate those areas they are proficient in and those areas they may still need to prepare	Prepared or well prepared in all math areas on the practice test Achieving a high school diploma or upgrading math level.	180 - 220 hours
Enhance employment marketability	Cover letters and resumes Interviewing techniques Job fairs Internet job search Workshops at the One Stop Personal assessment Planning your career Digital Literacy	Marketable resume and cover letter Classroom performance Instructor observation and review	180 - 220 hours
Job Retention	Provide mentoring for students upon and during employment	Follow up on a monthly basis	On-going
Reporting/Record Keeping	Timesheets Student folders Status Forms Weekly Report	All reports will be completed within the established period. Folders will be maintained with required information. Timesheets and status form will be sent in a timely manner	On-going

2019-2020 Accomplishments & Success Stories:

Gianluca Buzio Success story

Gianluca is a Passaic County resident who dropped out of high school because he did not like it, he stated that there were too many students and he did not like having to get up so early.

When Gianluca was asked what happened in high school, he talked about not having the opportunity to develop his own reputation. Gianluca provided the back-story to his high school experience. He had a family member who had a troubled past and he was judged by his family members transgressions. This judgement thrust him into an environment that lacked support and guidance.

Gianluca had a difficult time finding a group of friends. He stated, "I wasn't focused!" He was not going to school. His family and the school required that he attend. Being forced to go to school made it hard to focus and connect with the people whom he needed the educational support.

Gianluca's mother found the Youth Rise program. Together they decided Gianluca needed to get his high school equivalency diploma in order to achieve his future goals. When asked about his approach to success once he enrolled into the Youth Rise program: Gianluca stated, "I decided for myself and I like not being forced to go to school. I enjoy the Youth Rise program and I get the help I need to stay focused."

Gianluca, what did you appreciate the most about the Youth Rise program. He stated, "The program schedule facilitated my ability to stay focused because I did not become bored from working on one subject for long periods of time. The small class size allowed me to get support and the instruction was customized to my educational level so I learned what I needed to for my success."

Gianluca passed all parts of the High School Equivalency Exam on March 5, 2020 after enrolling in the Youth Rise Program in January 6, 2020. He is only 16 years old and finds it difficult to stay focused most days.

What is next for you Gianluca? "I am going to go to college to become an Agricultural Engineer; I am preparing for the Accuplacer."

Congratulations Gianluca!

Erika Mani Success story

Erika was an 18-year-old who dropped out of high school. Erika withdrew from Passaic High School in 2018 due to personal reasons, and her biggest focus when she started in Youth Rise was to earn her diploma. She started in the program on August 12, 2019. Erika's goals were to earn her High School Diploma and then enroll at Passaic County Community College.

She is undecided on a career field at this time she states, "I like cosmetology so I think I may want to go to vocational or trade school. Then I also think I may be interested in Human Services/ Social Work and it would be good to go to college."

Her mantra during her time at Youth Rise was, "I am better than this!" With this focus, she can accomplish any goal, which is what she did! Erika passed her High School Equivalency exam on December 19, 2019 and has gained employment. She earned her diploma in 5 months.

When Erika was asked what is next for you she said, "I have a job right now and I am taking a moment to decide if I want to go to vocational school or college."

Congratulations Erika!

Danny Ramos Success story

Danny is a Passaic County resident who dropped out of high school because he failed his all of his senior year courses.

When asked what happened in high school he described being distracted by love. Danny provided the back-story to his high school experience. He was a student that was placed in advanced courses throughout all of his years but in high school, he became unengaged and disinterested because he was not being academically challenged.

At a point in his junior year, he met a girl and they became so distracted with each other that he isolated himself from his social group. During his senior year in high school, he became depressed once the relationship ended. Danny had to find a new group of friends the friends he found were not a positive influence. He began to use marijuana recreationally and stopped going to school. He stated, "I wasn't focused, I was skipping school, using marijuana, feeling depressed and I had failed all of my classes. I did not want to retake the classes because I felt as though I knew all of the information, so I decided that it was a waste of time and dropped out of school."

Danny decided he needed to get his high school equivalency diploma in order to achieve his future goals. Danny said he was willing to pay for his GED and found a program that cost over \$600. He then found out from a friend there was a program that paid the students for attending. Danny stated, "If there is a program that will pay me to get my GED, then why would I pay them?" He found out that Youth Rise provided a stipend that was higher than the other program. Danny said, "I am going to the program that will provide the higher amount." When asked about his approach to success once he enrolled into the Youth Rise program Danny stated, "I set goals for myself and I am motivated to move forward in my life. I have to take advantage of the opportunities that the program offers which will provide me with the tools to become successful!"

Danny was asked what he appreciated the most about the Youth Rise program; he stated, "The life skills, the workshops, job fairs and career readiness!" He elaborated stating, "The program exposes the students to outside resources by bringing in people to prepare the students for real life by helping with finances and health information." "The program schedule facilitated my ability to stay focused because I did not become bored from working on one subject for long periods of time. The small class size allowed me to get support and the instruction was customized to my educational level so I learned what I needed to for my success."

Danny passed all parts of the High School Equivalency Exam on February 7, 2020 after enrolling in the Youth Rise Program in December 17, 2019. He came into the program focused on his goals to gain his diploma and is continuing forward into the next phase of his life.

What is next for you Danny? “I am going into trade school to become an Electrician; I am also preparing for the Accuplacer. Danny says, “There are a lot of opportunities for me as an Electrician. I am also interested in real estate; I plan to save my money to buy houses, fix them up, and resell them. I plan to move out of my parent’s house by the time that I am 21 years of age!

Congratulations Danny!

Edwin Xiocotencatl Success story

Edwin is a Passaic County resident who was kicked out of school because of his age. When asked what happened in high school he described being a distracted student who did not take advantage of his opportunity to get his high school credits to graduate. He stated, “I wasn’t focused, I was skipping school and not doing what I needed to in class.

Edwin decided he needed to get his high school equivalency diploma in order to achieve his future goals. When asked what his approach to success was once he enrolled into the Youth Rise program; Edwin stated, “If this program was offering me a second chance to do well and get my education, I could not waste that!” The question was posed to Edwin as to what he appreciated the most about the program; he stated, “Getting to meet new people and the program’s environment.” He elaborated stating, “The environment was comfortable with a team that provided support to the students.” The one-on one conversations and small group setting provided him with the opportunity to get more help and prepare for the HiSET.

Edwin passed all parts of High School Equivalency Exam on January 24, 2020 after enrolling in the Youth Rise Program in October 2019. He came into the program focused on his goals to gain his diploma and is continuing forward onto the next phase of his life.

What is next for you Edwin? “I am going into trade school to study Automotive Diesel Mechanic; I am planning to visit three schools. I am in the process of scheduling the visits. Once I identify the best school for me, I will enroll and hope to be able to benefit from the scholarship that One Stop Career Center Vocational Program offers. In the next two years I will graduate and work as an Automotive Diesel Mechanic.” Edwin is excited about his future and the team at Youth Rise is proud and excited for Edwin!

Congratulations Edwin!

Success Stories for students that passed the HSE PY 2020-2021:

Ignacio Aguliera Success story

Ignacio is a Passaic County resident who started the program in February 2020. He is currently working part time at Home Depot.

When asked what happened in high school, Ignacio stated that he was all over the place. He did not take school seriously because he felt like he did not have a reason to be there. He did not see the value of education and did not think it would be important for him to have in the real world. He ended up missing too many classes, which affected his ability to graduate and get his diploma.

After hearing about the Youth Rise program from his guidance counselor, Ignacio was immediately interested in enrolling. He saw the program as an opportunity for him to get back on track and finally achieve something. He felt like trying to stay in traditional school for another few years would have been a waste of time so he loved the idea of being able to get his diploma in a shorter amount of time.

Once Ignacio enrolled into Youth Rise, he decided to take it seriously. He pushed himself to be consistent, to work hard in order to achieve his goal of getting his GED. His hard work paid off and in a span of only 4 months, Ignacio met his goal!

He attributes his success to the support from Youth Rise team and the overall program set up. He was able to learn at his own pace, receive individualized instruction and additional resources that helped him stay on track and even find

employment. He also appreciated the small classroom size because he felt like he could catch up on the subjects he struggled with in traditional school.

What is next for Ignacio? Ignacio will be starting college at Passaic County Community College this fall and he is expecting his first child in July. While he is still undecided about what he would like to study, he is considering a career in Finance or Law. Ignacio is grateful for the program and staff for continuing to support him and help him prepare for the next phase of his life.

Donte Allen Success story

Donte is a Passaic County resident who entered the program in October 2020.

When asked what happened in High School, Donte stated, "I was very popular in school but I wasn't focused. I was skipping school, I wasn't listening, and I did whatever I wanted to do." Donte explained that he was able to do what he wanted without any punishment and while it was fun in the short term, it ended up affecting his ability to graduate. Donte ended up moving down south during his sophomore year but came back to New Jersey due to family issues. After returning to New Jersey, he was still undisciplined and ran into the same issues at school. "I just felt like school was not for me" remarked Donte.

Donte explained that there were several aspects of the traditional learning setting that made it difficult for him to accomplish his goals. He found it difficult to focus at Passaic High school because of the large class sizes, he also felt like the instructors were not able to provide enough individual instruction. After learning about the Youth Rise program from his school guidance counselor, Donte thought the program would allow him to learn in a shorter amount of time, have a personalized lesson plan and are paid to learn. He was all in.

After starting the program, Donte left his job at UPS to focus on school. He acknowledged that he was more patient and persistent with his process in the program and despite having doubts about what he was capable of – he was able to push through them because of the supportive environment offered by the Youth Rise team.

When asked about what Donte appreciated most about the program, he stated that the continuous phone calls and the one on one sessions with Ms. Tanya were all integral to his success. Donte admitted, "The Youth Rise team didn't give up on me and were determined to make sure that I succeeded even when I felt like doing nothing or found it hard to wake up on time."

Donte suggested that one way the Youth Rise program can improve their services is by allowing students to take their HiSET exam early on in their enrollment so the student knows what to expect before they reach their 6 months. Moving forward, Donte's plans to attend the Hohokus School of Trade and Technical Sciences. His goal is to become an HVAC technician to follow example of his older brother.

Donte's advice for incoming students is that "getting your GED is possible with focus and hard work. Life is going to be infinitely harder if you do not get your diploma because it is needed for so many things. If I could do it, anyone can!"

Alvin Bello Success story

Alvin Bello was a 19-year-old who dropped out high school, who came to Youth Rise in Passaic, NJ to earn his High School Diploma. He started in the program on April 3, 2020. Alvin withdrew from Passaic High School in 2018 due to a lack of motivation, and his focus when he started at Youth Rise was to earn his diploma. Alvin goals were to earn his High School Diploma and then go on to be a business owner.

He is undecided on a career field at this time, he states, and "I would like to go to vocational or trade school. However, right now I just want to work.

Alvin passed his High School Equivalency exam on June 22, 2021 and is employed. He earned his diploma after a little more than a year of follow up and support services from the program.

When Alvin was asked what is next for you he said, "I have a job right now and I am taking a moment to decide if I want to go to vocational school or college.

Congratulations Alvin, you did it!

Cristian Brazoban Success story

Christian joined Youth Rise because he felt overwhelmed in his senior year of high school.

Christian admits that he felt some depression during his junior year. He said that one of his teachers told him that he self-sabotages and after they explained what that meant, he agrees. After a turbulent junior year, he switched schools for his senior year. The new school required that he not only re-take classes but they also had extra classes as a requirement that he did not feel prepared to take. He felt as if he was starting over again became frustrated.

Having family members that graduated college, he knew that he needed to complete his high school diploma to enter college. He noticed all of his friends were now in college and they were growing while he felt he was just at home doing nothing. He entered the program with determination. Christian goal was just to complete the program. He said he "tried to try" with this program because of the chance it was giving him.

Christian raves about the Youth Rise team because they were always nice to him. He said there were times he would oversleep and miss class and they would call him and still be nice while reminding him to complete his work. He feels like staff in other programs are not as nice as the Youth Rise team. That motivated him to continue.

When asked if he felt that there was something else that the team could have done to make his experience better, Christian said, that everything that they do is great. He felt the program was very accommodating to him and he loved the small classes. He loved how the teachers would notice if he had a hard time with something and they would work with him until he understood. He said the teachers would give him "little gems" that helped him with his studies. He was having a tough time with factoring but the way that they taught it helped him fully understand. They gave him a great review of all the work that he did in high school and reminded him of how much he knew already.

Christian knows for sure that he wants to go to college and wants to focus on getting high scores on the Accuplacer. He is also interested in going into real estate like his cousin to buy and rent out the property. He is preparing by working on his credit score and looking into taking real estate classes.

Emily Davies Success story

Emily is a Passaic County resident who emigrated from Bolivia. She moved around from state to state and eventually resided with family members in New Jersey.

When asked what happened in high school, she stated that she was not given much direction or choices for future goals in Bolivia. The expectation was to go to the university or get a job, but discussion on what she would like to pursue was not part of her experience. Because of her constant moving around, she did not focus on achieving high marks in school.

She moved back, for a short period, to Bolivia. She always hoped to return to the US and get her high school diploma, but due to her age, she felt that opportunity was lost. A family friend told her that there are GED programs that she may benefit from. She decided that if given the chance to return, she would pursue that type of program.

When she returned to the US, she went to the Passaic Community College campus to inquire about GED programs. By chance, she came across a Youth rise flyer and reached out about the program. She stated, 'I saw that my age wasn't a hindrance to joining the program and more importantly, it was a free program.' Enrolling in the program became her number one priority.

Emily was asked about her experience in the program. She said that material that was used for instruction was helpful in learning the content. Because the class size was smaller than in a traditional high school, the teachers were able to give more one on one attention and support. According to Emily, the teacher team always motivated her

to do her best in her studies and helped guide her to pursuing educational goals beyond getting her GED. The staff was very instrumental in helping her get into a 2-year college program.

What is next for Emily? Currently, she is studying Fashion Design at Bergen Community College and working at a local grocery store. Her next step is to enroll into a 4-year college program. She hopes that Youth Rise can help her get financial assistance for tuition and living expenses. Emily is very grateful for the program and staff for helping guide and support her dreams.

Jessica Gomez Success story

Jessica never felt like she got the support she needed in high school. She felt like there was no connection to the teachers or staff and struggled to finish. She decided to leave school early and was happy that a program like Youth rise existed.

When she joined Youth rise, she noticed the difference almost immediately. She loved how the teachers allowed all the students to advance at their own pace. They encouraged her on the subjects she knew but provided the extra help she needed on subjects that required more help.

She credits her siblings for being a constant motivation in her life. She moved out of her parent's house, moved in with a sibling, and knows they will always be there for her. She also credits the staff at Youth rise for constantly pushing her even when she wanted to give up.

She recalled one incident when she was not going to return. She said she lost motivation because her cousin had died and she felt an overwhelming feeling of sadness. The staff would constantly call to check on her and encourage her to return. She knew if it was not for those calls she would not have finished. She appreciated how they allowed her the time she needed to grieve but also kept pushing her to be great.

She does not want the staff to change anything that they are doing. She does not feel like there is anything they can do to make the program better. She said the thing that went wrong for the program was COVID, but she loved the way the staff was able to adjust and still be there for students like her.

Jessica has made lifelong friends in the program and knows that these are the people that will keep her motivated to continue her education. She has dreams of one day being a Detective and plans on starting her degree in Criminal Justice in the fall.

She is proud that she completed her diploma before all of her friends and that was possible because of Youth rise. She appreciates that even though she has completed she is still in contact with her Youth rise family, they are helping her complete her financial aid application for college.

Erik Martinez Success story

Erik is a Passaic County resident who has lived in Passaic for all of his life. He is currently working full time for an Insurance Agency.

When asked what happened in high school, he stated that he did not like the environment. He felt limited by the classes that were offered as well as the large class sizes. He also mentioned that the variety of classes were not helpful for the real world.

Erik explained that he struggled with paying attention during classes or even being motivated enough to go to school. He ended up missing too many school days, which affected his ability to graduate. After hearing about the Youth Rise program from his guidance counselor, Erik saw the program as an opportunity for him to get back on track with getting his diploma in a shorter amount of time.

Once Erik enrolled into Youth Rise, his attitude towards school completely changed. He felt like he could actually focus because of the small classroom sizes and was excited to have the Career and Life Skills component of the program because they provided information he could use in the real world. Erik began to care more about school and finally felt motivated to meet his goal of graduating from high school.

When asked about his experience in the program, Erik expressed that he felt supported and cared for by all of the staff members. He felt comfortable talking and meeting with any of the staff to let them know what was going on with him. He believes that this support system was a huge key to his success in completing the program. Erik also noted that he appreciated the teachers because he was able to get the individual attention that he needed.

What is next for Erik? Erik is planning to start college at Passaic County Community College in the fall. While he is still undecided about what he would like to study, he is considering a career in the STEM field. He is excited to try different courses to find out what's he is truly interested in. Eventually, he would like to pursue a 4-year degree. Erik is very grateful for the program and staff for continuing to follow up with him and support him with the process of getting into college.

Eric Molchon Success story

Eric Molchon was a 16-year-old who left high school in his sophomore year. He came to Youth Rise in Passaic, NJ seeking to earn his High School Diploma.

He started in the program on January 27, 2020. Eric withdrew from Clifton High School in 2019 due to the anxiety of being around large crowds; he was not comfortable in that environment. His focus when he started in Youth Rise was to earn his diploma. Eric goals were to earn his High School Diploma and then go to college and major in Computer Science and learn about Information Technology.

Eric is very interested in learning about computers and feels like that would be the best career choice for him because he enjoys technology.

Eric successfully passed his High School Equivalency exam on December 2, 2020. With hard work and the push from the staff in Youth Rise, he proudly earned his diploma in a little under a year.

Eric is excited to start the next chapter in his life.

Congratulations Eric, you did it!

Adrian Patti Success story

Adrian Patti was a 20-year-old who dropped out of high school, who came to Youth Rise in Passaic, NJ to earn his High School Diploma. He started in the program on January 5, 2021. Adrian withdrew from Clifton High School in 2017 due to social anxiety and being shy, and his focus when he started in Youth Rise was to earn his diploma. Adrian goals was to earn his High School Diploma and then enroll at Passaic County Community College.

He is interested in becoming a software engineer states, "I like graphic design so I would like to go to college. Then I also think I may be interested in electro-engineering and it would be good to go to college."

Adrian passed his High School Equivalency exam on May 5, 2021. He earned his diploma in four months. When Adrian was asked what is next for you he said, "I want to go to college.

Congratulations Adrian!

Anthony Perez Success story

Anthony Perez was an 18-year-old who dropped out of high school. He came to Youth Rise in Passaic, NJ to earn his High School Diploma. He started the program on March 2, 2020, right before the start of the pandemic. Anthony withdrew from Passaic High School in 2019 because he did not feel he was getting the skills he needed. Because he left high school in his senior year, he felt comfortable in the subjects he was learning. He was focused when he started in Youth Rise because he could feel how close he was to earning his diploma. Anthony's goals were to earn his High School Diploma and then go to a trade school.

Although he was undecided on what he wanted to do in a future career, he knew earning his diploma would be an important step. He has many interests like manufacturing, art, marketing, and human services. He knew all of these interests required this first step.

Anthony was able to pass his High School Equivalency exam on January 27, 2021.

Anthony stayed motivated throughout the program and did his best to stay focused on the goal. He plans to enroll in a trade school next to be able to secure gainful employment.

Congratulations Eric, you did it!

Jimmy Reyes Success story

Jimmy Reyes was a 17-year-old who dropped out of high school, who came to Youth Rise in Passaic, NJ to earn his High School Diploma. He started in the program on December 16, 2019. Jimmy withdrew from Passaic High School in 2017 due to stress, and his main focus when he started in Youth Rise was to earn his diploma. Jimmy goals were to earn his High School Diploma and then go to vocational school.

He is interested in becoming a carpenter states, "I like building things so I would like to go to vocational school.

Jimmy passed his High School Equivalency exam on December 9, 2020. He was scheduled to take his test in April '2020 due to the pandemic the testing center was closed. He earned his diploma in a little under a year. When Jimmy was asked what is next for you he said, "I want to go to work.

Congratulations Jimmy, you persevered!

Joshua Serrano Success story

Joshua is a Passaic County resident who has lived in Passaic for all of his life. He is currently working part time at Aldo's in Rutherford.

When asked what happened in high school, Joshua stated that he did not feel comfortable in the traditional school environment. He felt like his high school just offered a cookie cutter approach to learning that he did not find helpful. This cookie cutter approach to education only focused on getting students prepared to pass standardized testing instead of actually learning and preparing for life after high school.

Joshua struggled with fitting into this mold and found himself unmotivated to continue attending and participating in school. It was also difficult for him to focus because he did not receive any individualized instruction or attention. After dropping out of school, Joshua was informed about the Youth Rise program from his guidance counselor. He approached this opportunity with newfound optimism because it gave him a chance to go outside of the traditional school setting.

Joshua attributes his success in the Youth Rise program to the consistency and care of the Youth Rise team. He also appreciated the smaller class sizes because he was able to learn at a slower pace and receive the one on one assistance that he needed. He stated that the instructors and staff saw him as an individual and gave him the attention and support that he needed to stay on track.

What is next for Joshua? He is planning to start college at Passaic County Community College in the fall to study Psychology. Once completing his Associates Degree, he plans to move on to a University so he can complete his Bachelors and eventually become a Therapist.

Briana Ward Success story

Briana Ward was a 17-year-old who dropped out of high school, who came to Youth Rise in Passaic, NJ to earn her High School Diploma. She started in the program on March 2, 2020. Briana withdrew from Passaic High School in 2020 due to being distracted and lacking motivation, and her focus when she started in Youth Rise was to earn her diploma. Briana's goals were to earn her High School Diploma and then go to vocational school.

She is interested in becoming a cosmetologist states, "I would like to be a successful business owner."

Briana passed her High School Equivalency exam on March 24, 2021. She earned her diploma a year after entering the program with the follow up and support of the program.

When Briana was asked what is next for you she said, "I want to go to cosmetology school.

Congratulations Briana, you persevered!

Success Stories for students that passed the HSE PY 2021-2022 Quarter 1-3:

Angel Carreon Success Story

Angel is a Passaic County resident who started the program in December 2021 and passed his HiSET exam to receive High School Diploma in March 2022.

When asked what happened in high school, Angel stated that he wasn't interested in the subjects and didn't go to class because he was bored. He says coming to the Youth rise program was different for him when inquiring why he wasn't bored of our program. He says he was more motivated and he could focus based on the way the teachers worked with him.

Angel greatest challenge when attending Passaic High School was the desire to hang out with his friends and being distracted in class. Once Angel enrolled into the program, he knew that it was time for him to focus and set a goal for himself to complete the program. His self-motivation and hard work has paid off and Angel met his goal in 3 months!

Angel attributes his success to the support and patience of the Youth Rise team. He expressed that that staff was always willing to help with any questions he had regarding academics and personal issues.

Angel says he wouldn't change anything about the program. The workshops focused on career, life skills and college preparation are fun according to Angel. The opportunity to gain knowledge useful for my future is great!

What is next for Angel? Angel is currently looking to go to college and explore the engineering program specifically Aerospace Engineering.

Isaac Alcantar Success Story

Isaac is a Passaic County resident who started the program in January 2022 and passed his HiSET exam to receive High School Diploma in March 2022.

When asked what happened in high school, Isaac stated he was doing well in school prior to the COVID pandemic. COVID caused him to be distracted because of the remote learning approach. He did summer school, which he still struggled to focus, and he was working. He says coming to the Youth rise program was different for him when inquiring why he wasn't bored of our program. He says he was more motivated and he could focus based on the way the teachers worked with him as well as being in person. Once Isaac enrolled into the program, he knew that it was time for him to focus and set a goal for himself to complete the program. His self-motivation and hard work has paid off and Isaac met his goal in less than 3 months!

Isaac attributes his success to the support and patience of the Youth Rise team. He expressed that that staff was always willing to help with any questions he had regarding academics and personal issues.

Isaac says he wouldn't change anything about the program. The workshops focused on career, life skills and college preparation are fun. The opportunity to gain knowledge useful for my future is great!

What is next for Isaac? Isaac is currently looking to go to college and explore Accounting. But is not sure if he would like to go to Vocational school.

Evelyn Chocolati Success Story

Evelyn is a Passaic County resident who started the program in November 2021 and achieved her GED in February 2022.

When asked what happened in high school, Evelyn stated that while she enjoyed school, she always felt like she was struggling in certain subjects. She attended PCTI and explained that the classroom sizes were large which made it difficult for her to focus and receive the help that she needed. Her persistent academic challenges led to her not having enough credits to graduate.

After hearing about the Youth Rise program from her guidance counselor, Evelyn thought it would be the perfect opportunity for her to complete her education.

Evelyn admitted that she was fearful about taking the CASAS test to get into Youth Rise, but her commitment to herself allowed her to push through. She put in the extra effort to study and prepare for the CASAS test. Once Evelyn enrolled into the program, she knew that it was time for her to focus and set a goal for herself to complete the program. Her self-motivation and hard work has paid off and Evelyn met her goal in 4 months!

Evelyn attributes her success to the support and care of the Youth Rise team. She expressed that that staff was always willing to help with any questions she had regarding academics and personal issues. She emphasized the importance of the weekly check-ins because they helped keep her on her toes and made it easy for her to stay focused on completing the program.

If Evelyn could change anything about the program, she said it would be to increase the interactions between students. While she was able to break away from her shyness, she felt like many of her classmates had a difficult time connecting with one another. She suggested doing more icebreakers or activities that encourage students to talk and work together.

What is next for Evelyn? Evelyn is currently looking to pursue a career as a Bilingual Practical Nurse. She is scouting programs in the area to find one that best fits her schedule. Her others goals include creating a better life for her and her family. She is grateful to the Youth Rise program for what she's been able to accomplish and looks forward to starting her career in the near future.

Ernesto Ramirez-Carmona Success Story

Ernesto is a Passaic County resident who dropped out of high school because he had a family emergency that prevented him from completing all of his credits needed to graduate.

When asked what happened in high school he explained that after dealing with a family emergency he was completely unmotivated to continue with school which led to him missing credits. He explained that while the traditional high school environment was okay, he felt like he couldn't get the help that he needed due to the large class sizes and frequent distractions from other classmates.

After hearing about the Youth Rise program from his guidance counselor, Ernesto saw the program as an opportunity for him to get back on track and finish school in a shorter amount of time. Knowing that the program was only 6 months motivated him to stay focused once he started the program. After the first week of enrollment, Ernesto felt at ease in the environment because the class sizes were smaller, the teachers were more personable and he felt like he could engage much more than he had in traditional high school. His focus and openness to learn paid off and Ernesto was able to complete the program in less than 2 months!

When asked about what the youth rise team did that was most helpful to him, Ernesto stated that the program staff were all so welcoming and he could tell that they all genuinely cared about his education and success. He explained that the support from the staff made his journey easy and he is thankful to have participated in the program. He stated that he would recommend the Youth Rise program to everyone he knows and any student who feels stuck in high school.

The question was posed to Ernesto as to what he appreciated the most about the Youth Rise program; he stated, "The whole experience. The teachers taught us everything we needed to know for the HiSet test. They cared about us, our progress and our goals for after the program. They got rid of students who were not serious or committed to completing the program. It was truly a great opportunity to take advantage of." When asked how Youth Rise can improve their services, Ernesto suggested maybe adding extracurricular classes such as culinary or finance classes or even JROTC.

What is next for you Ernesto? "My plan is to go on to college to study Accounting. I'm currently looking at different Accounting programs but I want to start my journey at Passaic County Community College and then transfer to a 4-year university."

Congratulations Ernesto! We are so proud of you!

Xitlali Tehuitzil Success Story

Xitlali is a Passaic County resident who started the program in October 2021 and achieved her GED in April 2022.

When asked what happened in high school, Xitlali stated that she didn't enjoy the experience. She struggled with keeping up in the traditional high school setting because of the class sizes and fast pace of the teachers. She also wrestled with anxiety which led to her missing school days and eventually missing too many credits to graduate.

After hearing about the Youth Rise program from her guidance counselor, Xitlali thought it would be the perfect opportunity for her to complete her education and get back on track with her goals. Once Xitlali enrolled into the program, she found a new motivation to focus and commit to her studies. Even with her new focus, Xitlali experienced some bumps along the road. She didn't pass her Math HiSet the first time around, but after working with the teachers to improve her pacing, she was able to pass her Math HiSet in April 2022.

Xitlali attributes her success to the support of the Youth Rise team and the small class sizes that allowed her to receive the individual help and attention that she needed. She expressed that the staff always made sure she was okay and continuously encouraged her to push through her challenges. They were also willing to help with any questions she had regarding academics and personal issues. She emphasized how much she appreciated the weekly check-ins because they helped her stay motivated and made her feel like she was cared for.

What is next for Xitlali? Xitlali is looking to pursue a career as an actress and eventually become a TV producer. She is currently scouting programs in the area to find one that best fits her schedule and will allow her to learn the fundamentals of acting. She is grateful to the Youth Rise program for what she's been able to accomplish and looks forward to starting her career in the near future.

Marcio Tisza Success Story

Marcio is a Passaic County resident who started the program in October 2021 and achieved his GED in April 2022.

When asked what happened in high school, Marcio stated that traditional high school was challenging due to his personal life. He explained that he lost his uncle in a tragic accident during his sophomore year and this impacted his ability to focus on school. It was difficult for him to process what happened and this led to Marcio feeling lost in life and eventually dropping out of school because he was so behind.

After hearing about the Youth Rise program from his guidance counselor, Marcio saw the program as an opportunity for him to get back on track and achieve his high school diploma. He knew that without his GED, it would be difficult for him to move forward with his life.

Once Marcio enrolled into Youth Rise, he tried to make the best out of the opportunity but struggled along the way. There were times where he wanted to give up but the Youth Rise teachers continued to give him the push that he needed. Eventually their hard work paid off and Marcio met his goal!

He attributes his success to the support from the Youth Rise team, especially the teachers. They held him accountable for his efforts and progress and helped reinforce the academic topics that Marcio previously struggled with in traditional high school. Marcio noted that he wouldn't change anything about the program, he appreciated all of it. Marcio also learned a lot from the Financial Literacy workshops offered by the Boys & Girls club.

What is next for Marcio? Marcio is currently working part time at the American Dream Mall in Rutherford and plans to attend college in the fall to study Accounting. His long term goal is to earn a Masters degree in Accounting and eventually start his own business. Marcio is grateful to the Youth Rise program for what he's been able to accomplish.

Raphael Agostini Success Story

Raphael is a Passaic County resident who started the program in June 2021 and achieved his GED in March 2022.

When asked what happened in high school, Raphael stated that his experience was not great. He struggled with social interactions and found it difficult to focus due to the large class sizes. Raphael also admitted that there were certain subjects that he continuously struggled with but did not feel comfortable asking for additional help from his teachers. This led to him signing out of traditional high school.

After hearing about the Youth Rise program from his guidance counselor, Raphael thought it would be a good opportunity to finish his education in a more intimate environment.

Once Raphael enrolled into Youth Rise, he knew he had to do things differently. He pushed himself to work hard, ask questions and spend more time studying than he had in traditional high school.

Raphael's road to success was not easy. Once he started his HiSet testing, he quickly realized that there were still some learning gaps that he needed to overcome. With the support of his family and the Youth Rise team, Raphael was able to continue to work on his academic weaknesses. The extra push has paid off and Raphael has finally completed his HiSet testing!

He attributes his success to the support from the Youth Rise team and their concern for each of the students. He was able to ask questions about learning material and receive the individual attention and assistance that he needed.

What is next for Raphael? Raphael is interested in pursuing a career in Computer Programming. He is currently researching different certification programs that will give him a head start in the IT field. Raphael is grateful to the Youth Rise program for what he's been able to accomplish and looks forward to being able to start his career.

Nehemiah Barbosa Success Story

Nehemiah was a 17-year-old who dropped out high school, who came to Youth Rise in Passaic, NJ to earn his High School Diploma. He started in the program on September 8, 2021. Nehemiah withdrew from Clifton High School due to a lack of motivation, and his focus when he started at Youth Rise was to earn his diploma. Nehemiah goals were to earn his High School Diploma and then go on to college.

He is undecided on a career field at this time, he states, and "I would like to go to college to do music or finance.

Nehemiah passed his High School Equivalency exam on November 19, 2021. He earned his diploma after a couple of months in the program.

When Nehemiah was asked what is next for you he said, "I want to go to college.

Congratulations Nehemiah, you did it!

Hector Ortigoza Success Story

Hector is a Passaic County resident who started the program in October 2021 and achieved his GED in February 2022.

When asked what happened in high school, Hector stated that he liked school but he eventually stopped showing up because he thought that it was a waste of time and lost the motivation to keep going. He found it more important to work and earn money so he shifted his focus to working two part time jobs. But Hector soon realized that without his high school diploma he was limited in what careers he could pursue.

After hearing about the Youth Rise program from his guidance counselor, Hector thought it would be the perfect opportunity to finish his education and begin to work towards his dreams of becoming a firefighter.

Once Hector enrolled into Youth Rise, he knew that he had to do things differently. He decided to make his education a priority and dedicate himself to completing his GED. His hard work has paid off and Hector met his goal in 5 months!

He attributes his success to the support from the Youth Rise teachers and staff and the comfortable learning environment that they created. He stated that the Youth Rise staff were all easy to talk to and really cared about each student. He was able to ask questions and receive help with material in which he previously struggled. Hector mentioned that he also learned a lot from the Career and Life Skills workshops and the additional resources offered.

Hector's advice to students coming into the program is to not focus on the stipend. "You shouldn't come to the program for the stipend; you should do it for yourself." Hector believes that the program being completely free is more than enough to motivate students to complete the program.

What is next for Hector? Hector has started volunteering at the Fire Department in Wallington, NJ. He is planning to get his CPR certification and then start a career as an EMT or Police Officer while he waits for the opportunity to join the Fire Fighter Academy.

Jorge Garcia Success Story

Jorge is a Passaic County resident who started the program in October 2021 and achieved his GED in February 2022.

When asked what happened in high school, Jorge stated that he struggled with focusing in the traditional high school setting due to the large class sizes and short class times. He explained that they were only given 30 minutes per subject and because there were 20-30 students in each class, there were always distractions and interruptions that made it hard for him to learn and retain information.

After hearing about the Youth Rise program from his guidance counselor, Jorge thought it would be the perfect opportunity to finish his education in a smaller environment. He saw the program as an opportunity for him to get back on track with his goals.

Once Jorge enrolled into Youth Rise, he wanted to do things differently and take advantage of the opportunity. He put in more effort and spent more time studying than he had in traditional high school. His hard work has paid off and Jorge met his goal in only 4 months!

He attributes his success to the support from the Youth Rise team and their willingness to help him both inside and outside of the classroom. He felt like the Youth Rise staff really cared about each student and their individual progress. He was able to ask questions about learning material and receive individual attention and assistance. Jorge also noted that he learned a lot from the Career and Life Skills workshops and the speakers that came to the program to offer the students advice about various topics.

What is next for Jorge? Jorge is currently looking for part time employment and plans to start college at Passaic County Community College in the Fall. He is interested in pursuing a career in Computer Hardware Engineering. Jorge is grateful to the Youth Rise program for what he's been able to accomplish and looks forward to being able to start a career in Computer Science.

Bruno Recoba Success Story

Bruno is a Passaic County resident who started the program in December 2021 and achieved his GED in February 2022.

When asked what happened in high school, Bruno stated that traditional high school was challenging due to a chaotic learning environment and dealing with high expectations from his parents. He ended up not doing well academically, which led to him missing credits and not being able to graduate on time.

After hearing about the Youth Rise program from his guidance counselor, Bruno saw the program as an opportunity for him to get back on track with his goals in a shorter amount of time. He knew that without his GED, it would be difficult for him to find a job or start a career.

Once Bruno enrolled into Youth Rise, he made the best out of the opportunity. He felt like he could meet the expectations of both the program and his parents and felt motivated to put in the work. His hard work paid off and Bruno met his goal in only 3 months!

He attributes his success to the support from the Youth Rise team and the fact that they would always help with whatever he needed whether it was about learning material or career and life skills. Bruno noted that he would recommend the program to his peers because the programs teaching methods are useful and effective. Bruno also voiced that he learned a lot from the Career and Life Skills workshops and the guest speakers because they taught about how to prepare for real life situations outside of the classroom.

What is next for Bruno? Bruno is currently looking for part time employment and plans to attend a vocational school to study Welding. His long-term goal is to have a career as a Real Estate Agent and Broker after he has done welding for a few years. Bruno is grateful to the Youth Rise program for what he has been able to accomplish and looks forward to starting trade school in the next few months.

Yeiry Mercado Success Story

Yeiry Mercado successfully completed the Youth Rise program in five months. She is interested in becoming a dental hygienist. Yeiry said that she enjoyed her freshman and sophomore years in high school and had many good friends. "I was in the Marching Band and that kept me motivated." Things became stressful in junior and senior year and she quit attending school. "I was stressed and fell behind in work and I knew I wouldn't have been able to complete credits to graduate."

In this program, Yeiry was able to stay on top of her work. Knowing that she was not successful in high school encouraged her to be focused. At the Youth Rise Program, she felt that the teachers helped her more. She felt in high school, the counselor helped the successful students. However, once she got here, the teachers and staff helped by asking questions. Communication with adults was better at this program.

The staff guided me, asked me questions, pulled me aside to ask how things were going. That made me feel that I could finish and get my HiSET. "I feel that everything at Youth Rise was good. I got the help I needed. The teachers explained the work and activities very well."

During the beginning of the program it was hard not connecting with the students. The students did not talk to each other during Zoom and but once the students came back into the building, Yeiry was happy to talk with and make friends with the other students.

In the next six months, Yeiry hopes to be in a better job and begin her course in dental hygiene.

Michell Hernandez Success Story

Michell Hernandez was a 19-year-old who dropped out of school in senior year. By the time, she was going to graduate, however, things turned out upside down for her. She was absent too many times which caused her to be behind and teachers could not help her. She was stressed out and could not keep her goal of graduating high school.

When Michell heard about the Youth Rise program, she did not think twice and joined in June. She said that the Youth Rise program helped her in so many ways. She remembered her teachers doing activities in groups which helped Michell to socialize with others by working as a team, and helped her to refresh her mind about all the subjects that she missed out in High School.

According to her the teachers had the patience to teach the students the subjects and they would always repeat the assignments until they would understand it. "The thing that I loved about this program were the teachers, they would not give up on me until I understood the subject". She also added that she felt it was a way to show their students that they care about them and they care about their futures. Michell loved every workshop they did, she learned how to manage herself financially and plan her short and long terms.

When we asked to Michell what would be the next plan after this program, she answered that she would love to open a business with her family. And, study business in a vocational school.

Congratulations Michell!

Yahir Violante Success Story

Yahir Violante was a Passaic High School student who dropped out at senior year. Yahir withdrew due to the lack of motivation and struggling in class. He joined the Youth Rise program on June 7, 2021 to earn his diploma. According to Yahir, when he came to the program, his teachers advised him and gave him motivation to complete his goals and taught him how to focus in classes, "Before join the program, I would describe myself as lazy, and impatient, but my teachers helped me to change that and today, I'm really thankful with them".

When asked what Youth Rise should do to improve the services that it provides to the students, Yahir answered that he would not change anything to the program, he loved the way it is and the teachers were helpful and lovely.

Yahir learned how to focus on his short and long-term goals, he knows how to manage his finances and develop his computer skills. What is next for Yahir Violante? He would like to go into the medical field.

Congratulations Yahir, you persevered!

Antonio Munoz Success Story

Antonio is a Passaic County Resident who entered the program in November 2019.

During the experience of being a Passaic High School student, Antonio felt that he had no support from his teachers, counselors and family. He says that whenever he was behind on his assignments, the teachers would not help him at all. He also confessed that he was homeless and had no other option than to drop out of school in 11th grade. It was difficult to look for a job because he was too young and had no experience, "I went through a lot before I joined this program".

When he joined the Youth Rise, he felt that this would be the solution to his problems. He felt comfortable with his classmates and teachers. "It was perfect timing, and the director supported me in many ways". He also talked about the support he received from his teachers, "They were on top of me, there was never a day that they wouldn't call me and ask me how I was and how am I doing with my classes". The Youth Rise was a great opportunity for him to approach and achieve his goal.

There was a time where he felt stressed and left the program because of personal problems. Nevertheless, the program never gave up on him. Ms. Hunter called him to meet with him and gave him motivation to go back and finish what he left behind. According to Munoz, he said "Ms. Hunter never gave up on me, she always supported me and her students, she was a blessing for youngsters who desired to achieve their goals". After coming back to the program, he improved himself by organizing his time, doing all his assignments and workshops to improve his grades, and his self-esteem by participating in classes.

When asked about what Munoz appreciated most about the Youth Rise, he stated that talking continuously with his counselors, director and teachers and doing workshops. He explained that the connection with them made him feel motivated to continue with this program.

William Flores Success story

William is a Passaic County resident who dropped out of high school because he was constantly getting suspended which led to him missing many of the credits he needed to graduate.

When asked what happened in high school he explained that he was deeply affected by peer pressure. He was hanging out with the wrong crowd and began getting into trouble, which led to him cutting class or being suspended. In addition to that, he also he struggled inside of the classroom. There were certain subjects like science and language arts that William had always struggled with and did not receive adequate help in school due to the large class sizes and frequent distractions from other classmates.

After hearing about the Youth Rise program from his guidance counselor, William saw the program as an opportunity for him to get his high school diploma and enter a new environment where he would not be around people who were a bad influence. He was also motivated by the fact that the program was much shorter than traditional high school. The first few weeks of the program were difficult for William to adjust to but he eventually

realized that the Youth Rise program was the right fit for him. The class size was smaller so he could get the help he needed, the teachers were more personable and took the time to break down the material and he was able to learn at his own pace.

When asked about what the youth rise team did that was most helpful to him, William stated that being given the opportunity to get back on track was the most helpful thing. He mentioned that throughout his time in the program he always felt that the Youth Rise team supported him and cared about his success. He also noted that even after struggling to pass his Math and Social Studies HiSet exams, he was given extra time to work on those subjects so that he could improve and retake the tests.

We also asked what he appreciated the most about the Youth Rise program; he stated, "The teachers always made sure everyone was involved. They encouraged everyone to speak and participate so we were always engaged with what we were learning." When asked how Youth Rise can improve their services, William had no suggestions stating that he liked the program as it is.

What is next for you William? "My plan is to go on to college to study Accounting and eventually go into Real Estate."

Congratulation William! We are so proud of you!

Brandon Washington Success Story

Brandon was a 19-year-old who dropped out high school, who came to Youth Rise in Passaic, NJ to earn his High School Diploma. He started in the program on June 7, 2021. Brandon withdrew from Passaic High School due to a lack of motivation, and his focus when he started at Youth Rise was to earn his diploma. Nehemiah goals were to earn his High School Diploma and then go on to college.

He is undecided on a career field at this time, he states, and "I would like to go to college to do music or finance.

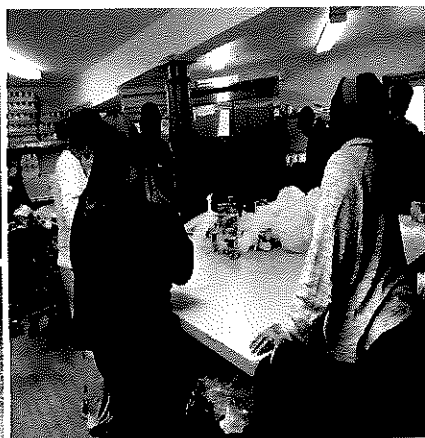
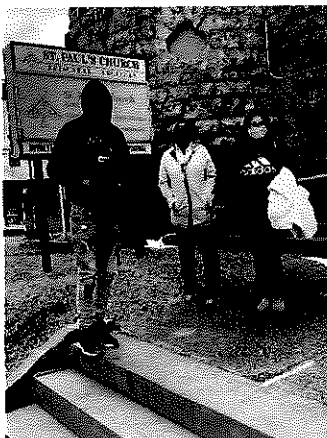
Brandon passed his High School Equivalency exam on October 28, 2021. He earned his diploma after a few months in the program.

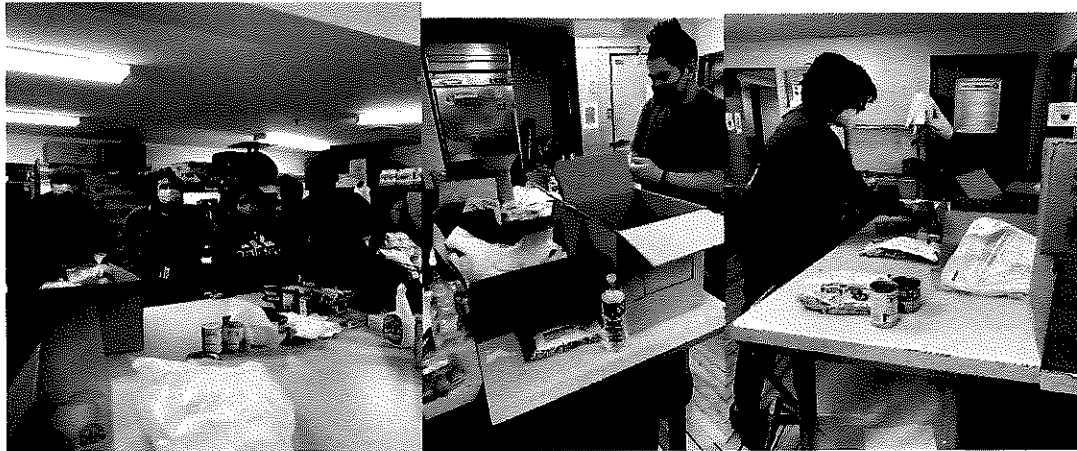
When Brandon was asked what is next for you he said, "I want to join the military.

Congratulations Nehemiah, you did it!

Work Experience/ Community Service:

During the 3rd Quarter of the grant, the program coordinator worked with the students on planning a community service project to help a St. Paul's Community Development Corporation in to help in the pantry on February 25th and March 4th. During the community service event, the teachers and students help to prepare boxes and packages for needy families and distribute the packages.







PASSAIC COUNTY COMMUNITY COLLEGE
POSITION DESCRIPTION

TITLE: Assistant Director, WIOA Out-of-School Youth Program, City of Passaic (full-time, grant funded)

GENERAL DESCRIPTION:

The Assistant Director is responsible for program development and oversight, proposal writing, budget development and management, evaluation, and reporting to meet the educational and career development needs of WIOA Out-of-School Youth Program, City of Passaic

SPECIFIC FUNCTIONS:

1. Develop and manage curricula and programs to meet customers' educational and career development needs as well as grant goals
2. Establish a system of effective program performance planning and reporting
3. Write and submit grant applications, including program budgets
4. Supervise all budgetary aspects of grant programs including management of expense, actual, and projected budgets
5. Develop and carry out a plan to secure additional funding opportunities; leverage braided funding to maximize program outcomes
6. Serve as liaison to the Board of Social Services, the American Job Center Network, other vendors, the community, and employers
7. Identify and recommend the appointment of qualified instructors for courses and workshops; evaluate and observe classroom instruction
8. Supervise the recruitment of customers for and the marketing of the programs
9. Create student retention initiatives to bolster completion rates
10. Develop and oversee the work-based learning and job readiness components to foster successful employment placements
11. Collaborate with community-based organizations that serve the grant population
12. Communicate the project goals to diverse constituent groups, including employers, industry associations, workforce systems, and community-based constituents
13. Share and disseminate best practices for both internal and external audiences
14. Prepare required funder reports as well as internal reports
15. Manage program records and enrollment reports; evaluate program/course effectiveness
16. Supervise staff
17. Perform other related duties, as assigned

REQUIRED SKILLS, EXPERIENCE, AND BACKGROUND:

1. Bachelor's degree required; Master's degree preferred
2. Valid teacher certification preferred
3. At least two years of successful program management experience; grant-funded program experience preferred
4. Proven knowledge of alternative funding streams and ability to secure program funding
5. Experience with effective performance planning
6. Strong administrative and supervisory skills required
7. Excellent written and verbal communication skills required

8. Excellent computer and database management skills required
9. Prior experience working effectively with diverse, low-income youth/adult student populations
10. Knowledge of community-based organizations that serve the grant population
11. Ability to work some evening and weekend hours is required

PASSAIC COUNTY COMMUNITY COLLEGE

POSITION DESCRIPTION

TITLE: Lead Instructor, WIOA Out-of-School Youth Program (full-time, grant funded)

GENERAL DESCRIPTION: The Lead Instructor provides developmental instruction in reading, writing, and math as well as in the content areas of Language Arts, Science, and Social Studies. The instructor also develops individualized educational modules customized to individual participant needs and interests. All instruction includes life skills, job readiness, and career development activities to prepare participants for further education and/or employment on a career pathway.

SPECIFIC FUNCTIONS:

1. Develop, in collaboration with program staff, a comprehensive, structured academic curriculum with measurable outcomes for basic skills deficient youth leading to academic increases sufficient for enrollment in further academic, vocational or technical training and/or employment
2. Provide daily instruction using a curriculum aligned with the College and Career Readiness (CCR) State Standards applied to the High School Equivalency certification
3. Prepare participants without a High School Diploma to attain a high school diploma or equivalent
4. Develop individualized educational modules customized to individual participant's academic needs and career interests
5. Incorporate life skills, job readiness, and career development activities into the curriculum to prepare participants for employment
6. Integrate Career Pathways into the curriculum and program components
7. Work with program staff and participants on the Individual Service Strategy (ISS) consistent with defined goals and objectives
8. Provide instruction in a workplace-related technology component that includes, at a minimum, on-line job applications, professional E-mail address setup, and professional social media profile
9. Work with participants to develop a career portfolio to include a competitive resume; cover letter; thank you letters; O* Net career profile
10. Work with program staff to provide a life skills component, financial literacy instruction, job readiness preparation, resume writing and interviewing skills development
11. Enforce program policies and procedures
12. Maintain effective classroom management
13. Collaborate with other program staff to address participant issues
14. Prepare and deliver quizzes, exams, and other evaluation tools; track participant performance
15. Maintain attendance, progress, participant checklists, and other records
16. Complete weekly lesson plans to be reviewed and approved by program supervisor
17. Participate in regular program and departmental meetings
18. Assist in the preparation of required reports for the program funder
19. Participate in all aspects of course and program evaluation
20. Perform other related duties, as assigned

REQUIRED SKILLS, EXPERIENCE, AND BACKGROUND:

1. Bachelor's degree required
2. New Jersey State Teacher's Certification required
3. Minimum one year of teaching experience
4. Experience working with diverse populations a plus

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Acting Exec. Director of Continuing Ed & Workforce Development

5/31/19
Date

[Handwritten signature]

College President

5/31/19
Date

PASSAIC COUNTY COMMUNITY COLLEGE
POSITION DESCRIPTION

TITLE: Program & Career Coordinator of WIOA Out-of-School Youth Program, (Full-time, grant funded)

GENERAL DESCRIPTION: The Program & Career Coordinator will work closely with program participants to ensure their success in WIOA Out-of-School Youth Program, and will coordinate outreach, activities and services with employers, program staff, instructors, and students. Also, will be responsible for developing and coordinating a wide array of career development programs to set students on a successful career pathway.

SPECIFIC FUNCTIONS:

1. Coordinate program outreach, activities and services with employers, program staff, instructors, and students
2. Enter student data and maintain student database; maintain student files
3. Assist in marketing the program and recruiting eligible program participants
4. Conduct intake and orientation to enroll students into appropriate programs or refer to other programs or services
5. Provide personal, academic, and career counseling to program participants; coordinate supplementary support services for program participants, and refer students for academic and support services, as needed
6. Build strong relationships with other agencies and organizations for referral purposes
7. Develop, provide, and facilitate workshops geared toward student and career success
8. Monitor participant attendance and progress throughout their time in the program and address problems as they arise
9. Review, sign, and submit student timesheets for government benefit programs
10. Assist with the coordination of Community Work Experience Program component of the program; provide regular follow up and support to participants
11. Provide job search support and guidance activities, including resume review and development, interview coaching, and job counseling and other activities that will lead to successful job placements and career development, and assist students with job placement or further studies
12. Participate in all aspects of program evaluation
13. Other duties as assigned

REQUIRED SKILLS, EXPERIENCE, AND BACKGROUND:

1. Bachelor's degree in Education, Counseling, Psychology, Student Personnel Services, or related field required
2. Prior experience in student counseling, student services, and/or academic advisement required
3. Prior experience working effectively with diverse, low-income youth/adult student populations
4. Outstanding interpersonal and communication skills, both written and verbal, required
5. Excellent computer and database management skills required
6. Previous experience working on a grant-funded project a plus
7. The ability to work some evening and weekend

President

Date

Dean, CE&WD

Date

PASSAIC COUNTY COMMUNITY COLLEGE
POSITION DESCRIPTION

TITLE: Classroom Instructor; WIOA Out-of-School Youth Program, City of Passaic (part-time, grant funded)

General: PT Classroom Instructor assists Lead Instructor in providing remedial-level instruction in reading, writing, and math skills, including instruction in the subjects needed for passing HSE exams: Language Arts, Mathematics, Science, and Social Studies.

Essential Job Functions:

- Teach to skill deficits as outlined by TABE and Practice Test;
- Provide effective classroom management;
- Provide differentiated instruction using grouping strategies;
- Prepare lesson plans which incorporate critical-thinking, problem-solving, and test-taking skills;
- Integrate Workplace Readiness Skills and Digital Literacy instruction in all classes;
- Complete Goal Setting, Mid-Term Reviews, Exit Surveys, and Career Pathways activities
- Maintain student records and complete student data collection as required by the Out-of-School Youth Program
- Submit attendance and lesson plans as outlined on the staff calendar;
- Attend staff meetings or professional development sessions provided
- Maintain a working email and check messages on a regular basis;
- Maintain an inventory of instructional aids, equipment, books, or other items loaned to the teacher
- Perform other related duties as required.

Qualifications:

Demonstrates ability to teach at the pace of students and be able to work with students one-on-one or in large or small groups. Ability to communicate effectively with students from different cultures, socioeconomic and educational backgrounds. Must be proficient in Microsoft Word and Excel or the Google equivalents for completing lesson plan and attendance forms.

Requirements:

- Must hold a bachelor's degree from a regionally accredited college or university.
- NJ teaching license preferred.
- Considerable instructional experience, preferably in a young adult environment.
- Instructors are expected to develop skills through professional development provided

Tammy Hunter

Contact

917.822.5211



tthhunter@yahoo.com



[https://www.linkedin.com/in/tammy-](https://www.linkedin.com/in/tammy-hunter-mba-a8896076/)

[hunter-mba-a8896076/](https://www.linkedin.com/in/tammy-hunter-mba-a8896076/)



Professional Profile

A high-energy self-motivated, self-starter with the ability to develop and establish an efficient highly productive workforce. Results-focused management professional offering over 15 years of progressive leadership experience. Successful in building and motivating dynamic teams that are critical to financial and operational success. Strong strategic-planning, data analysis and people management skills.

Education

Master's in Business
Administration Business Finance
Post University, Waterbury, CT
2014

Bachelors of Social Work
Florida Agricultural
& Mechanical University
Tallahassee, FL

Key Skills

Cross Functional Team
Management

Policy/Program Development

Supervision and Training

Training and Development

Community Outreach

Customer Relations

Technical Proficiency

Microsoft Office Systems 365

MS Excel

Power Point

Work Experience

Assistant Director | Youth Rise/WIOA Academic Readiness and Career Pathways Program Grant

Passaic County Community College | September 2019 - Currently Employed
Responsible for the program development and oversight, proposal writing, budget development and management, evaluation and reporting to ensure the educational and career development needs of the out of school youth are accomplished. Supervise all aspects of an annual budget of \$360K, including management of expenses, actual and projected budget. Outcomes: 70% rate of success since starting in 2019

- Supervises a team and managing a professional staff.
- Identifies, interviews, and recommends qualified program staff for hire.
- Directs the recruitment of participants and development of marketing content such as brochures, flyers, and other publications.
- Develops, implements and participates in open house and information sessions for the recruitment of potential participants.
- Establishes meaningful opportunities for out of school youth to participate in social justice projects, internships, and summer initiatives.
- Establishes a record of promoting high standards and evidence of successful project management in academic affairs, which includes academic policy, data-informed planning and effective assessment for career development needs as well as the deliverables for the grant.
- Creates and develops monthly, quarterly, and annual reports through the accurate management of records and program data.

Program Manager | Workforce Development Grants

National Urban League | March 2017 - September 2019
Monitored the outcomes of the Urban League affiliates to facilitate grant compliance; through regular site visits, provided support through training and technical assistance with a specific emphasis on standardization of reporting and data tracking. Managed and processed invoice payments for 12 affiliates with budgets ranging from \$45K-\$250K.

- Provided oversight to state affiliates to ensure the programs organizational structures are in alignment with the program objects to ensure that the program meet Private funder required deliverables.
- Monitored affiliate scope of service; file review and audits.
- Worked closely with affiliate directors and frontline staff to develop strong education and workforce program model.
- Facilitated the development and coordination of best practice and assessment tools, workforce curriculum, career coaching, and financial literacy curriculum.
- Provided support on all conferences and external meetings presentations including keeping track of the managing session proposals, deadlines and acceptances related workflow.

Project Management Coordinator | TAACCCT IV Grant

Tammy Hunter

Executive Director

Access	Hudson Community College November 2015 - March 2017
Salesforce Data System	<i>Directed all aspects of TAACCCT program. Manage annual budget and lead senior team of 5 to exceed organizational goals. Accountable for strategic planning, program & finance management and management leadership. Served as public spokesperson for the organization; delivered presentations to various groups and managed media relations.</i>
Colleague Ellucian	<ul style="list-style-type: none">• Managed program budget of \$100K+ and tracked all program budget expenditures.
Blackboard	<ul style="list-style-type: none">• Increased student enrollment from 5% to 90% by recognizing staff to increase teamwork with students.
SPARQ Data System	<ul style="list-style-type: none">• Designed and created all branding and marketing materials, and develop marketing campaigns to educate and inform the community about TAACCCT programs.
Basecamp	<ul style="list-style-type: none">• Facilitated strategic plans to expand the non-credit health care programming.
NUL proprietary Data Management System	Site Coordinator HPOG - Health Profession Opportunity Grant Hudson Community College May 2014 - November 2015 <i>Responsible for providing leadership and oversight of HPOG grant. Program leadership included managing staff and the development of community relations.</i> <ul style="list-style-type: none">• Developed connections with partners to recruit students into the Allied Health and Community Education programs.• Marketed healthcare training activities to potential students.• Oversaw grants administration required by contracts including evaluation, grant reporting, budgets and Human Resources documentation.• Improved programs marketability by 70% with new enrollments.
	Director of Programs Team Walker October 2012 - August 2013 <i>Directed day-to-day operations of the program and ensured compliance with established standards and applicable policies and procedures.</i> <ul style="list-style-type: none">• Reviewed program operations and policies and made revisions as needed.• Maximized the program grant funding and strategic plan by developing community partnerships to reduce costs and utilizing effective marketing to double program enrollment by 80%.• Implemented effective change management to enhance program effectiveness.• Fulfilled all other duties deemed vital to the function of the organization by the CEO.
	Case Manager HELP USA Department of Homeless Services Tier II Family Shelter July 2005 - August 2007 <i>Conducted comprehensive intake admissions for new referrals through interview, assessment, collection of previous service records, and collaboration with other service providers.</i> <ul style="list-style-type: none">• Developed, implemented, and monitored the Independent Living Plan (ILP) for up to 40 consumers in order to meet their community integration and service coordination goals.• Assisted families in accessing benefits and services by providing information and education about community resources.• Provided crisis intervention, guidance, and supportive counseling.• Advocated for and promote full inclusion of individuals with disabilities in all opportunities in the community.

Tammy Hunter

Executive Director

Civic Engagement

Workforce Development
Board Committee

Faith Based Committee

Work History

Youth Supervisor | Part-time Seasonal Position

Daughters of Jacob Nursing Home, SEIU 1199 Youth Services | July 2005 - August 2007

Oversaw a staff of 20 individuals and third party contractors over 6 program areas.

- Created and implemented several special events and programs for adolescents.
- Integrated students into the work community by establishing additional opportunities within their communities.
- Oversaw all aspects of content, design, and distribution of quarterly program guides to all community.
- Conducted program specific trainings for staff.

Teacher

New York City Department of Education | September 1999 - June 2005

Designed and delivered rigorous lessons and units aligned to NYC learning standards.

- Implemented differentiated ELA centers along with Guided Reading, resulting in 87% of Biology students met or exceeded regent's exam.
- Engaged students in Hands-on Learning through real world Math applications and Science labs.
- Administered testing, progress monitored, and analyzed class performance.
- Used behavior modification techniques as a motivator for improving conduct and encouraging participation.

SHONA WRIGHT

23 Liberty Street Fords, NJ 08863 | 908-251-1206

Shonawright314@gmail.com

A detail-oriented multi-tasker, proficient in the use of Microsoft Office. Fast, capable learner. Effective as an independent worker and collaborative team member.

EXPERIENCE

Plainfield Public Library

Adult Digital Literacy Instructor (part time)

Sept. 2021 - present

- Instructs adults in digital literacy skills in preparation for Internet and Computing Core Certification (IC3)

Passaic County Community College, Passaic, NJ

Lead Instructor, Youth Rise Program

Nov. 2019 – present

- Created a successful classroom environment that resulted in 30 out-of-school students passing the High School Equivalency Test and earning their diploma.
- Maintained student records and student data collections as required by grant providers.
- Integrated career readiness skills, digital, and financial literacy skills in program

Student Success Coach

June – Nov. 2019

- Provides support, resources, and advice to students about all areas of the college experience from enrollment to graduation.
- Utilizes the student planning software to register and track students' progress.

Rutgers University, New Brunswick, NJ

Education Support Specialist (part time)

Apr. – Nov. 2019

- Provides peer support and resources to education professionals at the call center.
- Inputs information on Salesforce database management system.

Teaching Portfolio Coach (seasonal)

Jan. - Apr. 2019

- Advises, supports, and guides new teachers in the preparation of professional portfolios for state evaluations.

School Readiness Consulting, Inc.

Data Collector (seasonal)

Feb. - May 2019

- Observed, recorded and evaluated teacher performances in K-3 classrooms in Elizabeth, NJ using organization's research tool
- Prepared and submitted written reports in a timely manner

North Plainfield Middle School, North Plainfield, NJ

2004 - 2018

Literacy Educator

- Collaborated with other teachers and administration in the development, evaluation, and revision of student achievement programs; mentor to new teachers.
- Prepared and implemented objectives and courses of study that followed curriculum guidelines and requirements of the state.
- Diagnosed, instructed, and assessed students' learning. Provided regular feedback to students to generate academic improvement.
- Functioned as team leader, workshop facilitator, and building union representative, communicating ideas and strategies that produced the desired results.
- Chosen as Teacher of the Year, 2014

SHONA WRIGHT

23 Liberty Street Fords, NJ 08863 | 908-251-1206

Shonawright314@gmail.com

Penguin Putnam Publishing Company

2000 - 2002

Production Assistant Production Editor & Publicity Assistant

- Executed the daily administrative responsibilities of the production process. Copyedited and proofread cover copies for accuracy, quality, and consistency. Reported on the status of covers and manuscripts. Managed communications between editing and art departments, freelance editors and staff.
- Maintained database of reprint corrections for text and cover. Monitored editorial costs to maintain budgets.
- Assisted publicity director in scheduling and organizing authors' book tours. Maintained communication with various parties to effectively coordinate publicity in advance of publication and sales.

New York City Public & Catholic Schools, Brooklyn, NY

Elementary School Educator

1994 - 2000

- Collaborated in designing interdisciplinary thematic units that connected all subject areas using a literary text.
- Organized and maintained budgets of trips, events, and programs.
- Maintained a database of students' academic and socio-emotional progress.
- Designed, organized, and managed the activities and academic instruction of students.

United States Army Reserves

Military Police Sergeant & Judge Advocate General Law Clerk

1997 - 2004

- Managed a squad of soldiers securing a military site, prepared and filed daily reports of squad activities.
- Evaluated soldiers' performances, maintained military order by instructing and counseling soldiers on military procedures and regulations.
- Aided in military courtroom proceedings by managing evidentiary exhibits and drafting trial briefs and other legal documents.
- Filed documents and entered data into military computer systems.

EDUCATION

Master of Arts Degree, Brooklyn College, Brooklyn, NY

Literacy Instruction

Bachelor of Arts Degree, Binghamton University, Binghamton, NY

Math

CERTIFICATION

Teacher of Reading (K-12), New Jersey & New York

ADDITIONAL EXPERIENCE / VOLUNTEER

- Catholic Charities DOM Clerk - screened clients to determine eligibility for assistance from the homeless prevention program
- Linden Fund USA Board Secretary - organized meetings, prepared minutes, maintained membership database, designed publications, and communicated with membership.

WARNING: THIS DOCUMENT CONTAINS MULTIPLE SECURITY FEATURES INCLUDING A CHAIN LINK WATERMARK.

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The State of New Jersey

Department of Education
State Board of Examiners
Standard Certificate

Issued Expires
10/05

This is to certify that
EHCNA Y. KRIGT MOGH

County District
39 0900

Has met all of the requirements established by the State Board of Education and is authorized to serve in the public schools of New Jersey as indicated below:

Teacher of Reading


Commissioner of Education


State Board of Examiners

Shari Piontkowskie
North Bergen,NJ•
201.273-2439
shari.piontkowskie@gmail
.com

Education

New Jersey City University – Jersey City, New Jersey
Bachelor of Arts in Philosophy, Minor in Mathematics

2015

Experience

Passaic County Community College – Passaic, NJ
Youth Rise Program Coordinator

2020 – PRESENT

- Assist in marketing the program and events to attend
- Build strong relationships with other agencies and org. for referral purposes
- Enter participant data and maintain participant database; maintain participant files
- Coordinate program outreach, activities, services with employers, program staff, & students
- Provide personal, academic and career counseling to participants ages 16 - 24
- Monitor attendance and progress throughout the program and address problems as they occur
- Follow-up and track participants after program completion
- Assist with life skills component, financial literacy instruction, job readiness preparation, resume writing and interview skills workshops
- Develop, provide and facilitate workshops geared toward participant and career success
- Coordinate supplementary support services for program participants.
- Refer Students to various academic and support services to facilitate their needs

Kumon North America – New York, New York
Assistant Instructor

2015 – 2019

- Manage and supervise part time staff and their responsibilities during center operation hours
- Phone screening and interviews for new hires and assist with the on boarding process
- Organize staff schedules, meetings, create meeting agendas and assist in staff evaluations
- Handle administrative duties such as ordering supplies, checking phone messages and returning calls, scheduling appointments, organizing class schedules, manage parent inquiries
- Continuously track and assess student progress in accordance to the Kumon program and communicate with parents
- Provide math and reading assistance/guidance to students, as needed, adhering to Kumon Method standards
- Handle tuition collection, tuition system (Paya) and financial adjustments for all students
- Facilitate parent orientations, assist with conflict resolution between parents and students

New Jersey City University – Jersey City, New Jersey
Center for Student Success: Mathematics Tutor

2012 – 2015

- Provide One-on-One tutoring 9 – 12 students per semester, in Basic Math, Algebra and Pre-Calculus
- Track student progress throughout the semester and provided remedial assistance as needed
- Motivate students to persevere through academic and personal challenges
- Schedule appointments for prospective students
- Develop and present workshops on tips for becoming better math students
- Evaluate students learning style and provide appropriate techniques for understanding

1999-2005 Title I Math Teacher/Math Coach, Public School 46
Provided instruction and intervention services for grades 5 and 6 in the area of mathematics. The instruction was given using a push-in classroom model and push-out small group instruction. Instructed personnel in teaching strategies in mathematics. Provided on-going development in the Comprehensive Approach to Mathematics, model lessons and curriculum planning using the Everyday Math and Impact Math programs. Established a study group with grade 6 teachers on classroom discussion development in mathematics.

1986-1999 Elementary Classroom Teacher, PS 46
Provided instruction in all subject areas in grades 4 through 6. Coordinated curriculum programs and established effective classroom management techniques.

AFFILIATION

2000-2018 Member of National Council for Teachers of Mathematics

The City School District of New York

This is to Certify that

SOC. SEC. NO. 096-62-0448 Date 09/04/90

TANYA E WOOD
110 MORNINGSIDE DRIVE APT 14
NEW YORK NY 10027

FILE NO. 535404
(SEE BELOW)

having passed the required tests of character, scholarship, and general fitness, is hereby Licensed to
serve as COMMON BRANCHES DES

In the DAY ELEMENTARY Schools

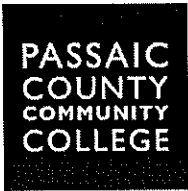
of The City of New York, subject to the By-Laws of the Board of Education and subject to the conditions, if any, under which the issuance of this license was recommended and authorized. This license may be used for service as a substitute until such time as teacher receives a regular appointment or the eligible list under which this license is issued expires.



Chancellor

THE FILE NUMBER LISTED ABOVE IS YOUR PERMANENT NUMBER FOR PAYROLL PURPOSES UNDER ALL ASSIGNMENTS AND APPOINTMENTS. IT IS TO BE GIVEN TO THE SCHOOL SECRETARY IN THE SCHOOL TO WHICH YOU HAVE BEEN ASSIGNED.

(REGULATIONS ON REVERSE SIDE)



Memorandum of Understanding (MOU)

between

YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE

and

AAA Northeast

This Memorandum of Understanding (MOU) (this "Agreement") is between the YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE and for workshops and *AAA Northeast*

support services covering the period from July 1, 2022 through June 30, 2025 (the "Program Term").

I. Purpose & Scope

The purpose of this Agreement is to provide information on YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE program efforts and identify the services offered by YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE and *AAA Northeast*. The foregoing shall be deemed to be the "Program".

II. AAA Northeast Responsibilities Under This Agreement Site(s): AAA Northeast

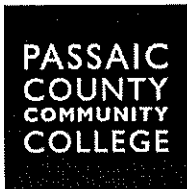
will provide the following site(s) for the YOUTH RISE Program at 2 Paulison Avenue, Passaic, NJ, 07055 (collectively, the "Site"). The Site will include all utilities necessary for the Site and the Program. YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE will be responsible for security with respect to the Site.

III. AAA Northeast Responsibilities

- **Communication:** Provide a minimum of one (1) qualified staff person to act as the primary point of contact with YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE. This staff person will ensure notice of class cancellations and/or delays within 24 hours of any scheduled meeting/engagement.
- **Supervision:** Provide a minimum of one (1) qualified staff person/teacher to be responsible for the supervision of the participants. This includes addressing or reporting any negative behavior that may arise during the class/activity. (Please select services below that relate to your organization and that will be provided)

_____ Tutoring, study skills training, instruction and evidence-based instruction and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential;

_____ Alternative secondary school services, or dropout recovery services, as appropriate;



Paid or unpaid work experience that have as a component academic or occupational education, which may include summer employment opportunities and other employment opportunities available through the school year; pre-apprenticeship programs; internships and job shadowing; and on-the-job training opportunities

Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved;

Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

Leadership development opportunities, which may include community service and peer centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;

Supportive services;

Adult mentoring for a period of participation and a subsequent period, for a total of not less than 12 months;

Follow-up services for not less than 12 months after the completion of participation;

Comprehensive guidance and counseling, which may include drug, alcohol abuse counseling and referral, as appropriate;

Financial literacy education;

Entrepreneurial skills training;

Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling and career exploration services;

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

- Workshop Instruction: *AAA Northeast* will implement workshops. *AAA Northeast* will provide participants will all *AAA Northeast* lesson materials.
- Workshop Clean-up: *AAA Northeast* Educators will clean-up any workshop materials remaining after the workshop.



- Documentation: If needed, *AAA Northeast* will provide all necessary paperwork for completion, including pre- and/or post-surveys participants for related workshop series.

IV. YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE Responsibilities:

- YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE: Promote and recruit all participants for workshops to ensure that at least five (5) individuals are in attendance for the duration of the workshop series. Provide regular reminders to class participants to promote attendance at program session within the 24-hour period before each class. The goal is to engage the same individuals each week throughout the duration of the workshop series.
- YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE will provide space, tables and chairs for the following:
 - comfortably accommodate up to thirty (30) people in space that is conducive for class learning;
 - Safe parking near entrance of the facility;

V. Miscellaneous:


Termination. Notwithstanding any provision of this Agreement to the contrary, YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE obligation to provide the Program is subject to available funding, and YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE may cancel the Program and terminate this Agreement upon reasonable notice to *AAA Northeast* if sufficient funding for the Program is no longer available to YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE , and (b) YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE shall have the right to cancel the Program and terminate this Agreement at any time upon no less than ninety (90) days' prior notice to YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE .

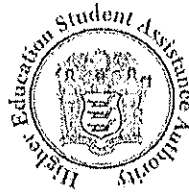
- Independent Contractor. This Agreement is not intended, and shall not be construed, to create an employment relationship, partnership or other such association as between the parties hereto. YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE is an independent contractor of *AAA Northeast* is an independent contractor of YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE.
- Entire Agreement. This Agreement constitutes the entire between among the parties concerning the subject matter hereof and supersedes all prior agreements, understandings, memoranda or other such communications, whether written or oral, concerning such subject matter.
- Assignment. No party may assign this Agreement or otherwise delegate its obligations hereunder without the prior approval of the other party.



- Amendments. This Agreement shall not be modified, except by a writing signed by the parties hereto.
- Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of New Jersey without giving effect to conflict of law rules.
- Use of PCCC Name and YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE is prohibited from using AAA Northeast name, logo, mark or any other identifying symbol as a business reference, in advertising or sales promotion, or in any publicity matter without YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE prior written consent.

VI. It Is Mutually Understood and Agreed by and Between the Parties that:

The Point of Contact:	YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE Point of Contact
NAME:	Roz Thompson
TITLE:	Senior Public Affairs Specialist
PHONE:	973.703.0193
EMAIL:	rthompson@aaanortheast.com
SIGNATURE:	Roz Thompson 
DATE:	May 26, 2022



PHILIP D. MURPHY
Governor

SHEILA Y. OLIVER
Lt. Governor

State of New Jersey
HIGHER EDUCATION STUDENT ASSISTANCE AUTHORITY
4 QUAKERBRIDGE PLAZA
PO BOX 071
TRENTON, NJ 08625-0071
1-800-792-8670
www.hesaa.org

DAVID J. SOCOLOW
Executive Director

June 1, 2022

Shari Piontkowskie
Program Coordinator, Youth Rise Passaic
Passaic County Community College
2 Paulison Ave
Passaic, NJ 07055

Dear Ms. Piontkowskie:

The New Jersey Higher Education Student Assistance Authority (NJHESAA) conducts financial literacy and financial aid presentations at Passaic County Community College. Additionally, HESAA provides FREE in person and virtual presentations at this time to all high schools and colleges in New Jersey.

HESAA will continue to provide these programs to Passaic County Community College for as long as PCCC utilizes these services.

Thank you for continuing to work with us.

Sincerely,

A handwritten signature in black ink, appearing to read "Samantha Benson", is written over the printed name.

Samantha Benson

Memorandum of Understanding (MOU)

between

YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE

and

Lighthouse Pregnancy Resource Center

This Memorandum of Understanding (MOU) (this "Agreement") is between YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE and *Lighthouse PRC* for workshops and support services covering the period from July 1, 2022 through June 30, 2025 (the "Program Term").

I. Purpose & Scope

The purpose of this Agreement is to provide information on YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE program efforts and identify the services offered by YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE and *Lighthouse PRC*. The foregoing shall be deemed to be the "Program".

II. *Lighthouse PRC* Responsibilities Under This Agreement

Site(s): *Lighthouse PRC* will provide the following site(s) for the YOUTH RISE Program at 2 Paulison Avenue, Passaic, NJ, 07055 (collectively, the "Site"). The Site will include all utilities necessary for the Site and the Program. YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE will be responsible for security with respect to the Site.

III. *Lighthouse PRC* Responsibilities

- Communication: Provide a minimum of one (1) qualified staff person to act as the primary point of contact with YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE. This staff person will ensure notice of cancellations and/or delays within 24 hours of any scheduled workshops or events hosted by *Lighthouse PRC*.
- Supervision: Provide a minimum of one (1) qualified staff person/teacher to be responsible for the supervision of the participants. This includes addressing any negative behavior that may arise during the class/activity. (Please select all services below that relate to your organization and that will be provided)

_____ Tutoring, study skills training, instruction and evidence-based instruction and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential;

_____ Alternative secondary school services, or dropout recovery services, as appropriate;

_____ Paid or unpaid work experience that have as a component academic or occupational education, which may include summer employment opportunities and other employment opportunities available through the school year; pre-apprenticeship programs; internships and job shadowing; and on-the-job training opportunities

_____ Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved;

_____ Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

_____ Leadership development opportunities, which may include community service and peer centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;

_____ Supportive services;

_____ Adult mentoring for a period of participation and a subsequent period, for a total of not less than 12 months;

_____ Follow-up services for not less than 12 months after the completion of participation;

_____ Comprehensive guidance and counseling, which may include drug, alcohol abuse counseling and referral, as appropriate;

_____ Financial literacy education;

_____ Entrepreneurial skills training;

_____ Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling and career exploration services;

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

- Workshop Instruction: *Lighthouse PRC* will implement workshops. *Lighthouse PRC* will provide participants with all *Lighthouse PRC* lesson materials.
- Workshop Clean-up: *Lighthouse PRC* Educators will clean-up any workshop materials remaining after the workshop.

- Documentation: If needed, *Lighthouse PRC* will provide all participants with necessary paperwork for completion, including pre- and/or post-surveys for related workshop series.

IV. YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE Responsibilities:

- YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE: Promote and recruit all participants for workshops to ensure that individuals are in attendance for the duration of the workshop series. Provide regular reminders to class participants to promote attendance within the 24-hour period before each class. The goal is to engage the same individuals each week throughout the duration of the workshop series. YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE reserves the right to cancel any workshop series under the following circumstances: if two or more classes are cancelled within 24 hours, if there is no agenda provided by *Lighthouse PRC*, if the workshops provided by the *Lighthouse PRC* have no clear topic or curriculum, if the connection between understanding and practical application of content provided by *Lighthouse PRC* is not evident for participants
- YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE will provide space, tables and chairs for any in person workshops and Zoom links for any virtual workshops.
- YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE will provide a space to comfortably accommodate up to thirty (30) people that is conducive for class learning;
- YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE will provide safe parking near entrance of the facility;

V. Miscellaneous:

- Termination. Notwithstanding any provision of this Agreement to the contrary, YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE obligation to provide the Program is subject to available funding, and YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE may cancel the Program and terminate this Agreement upon reasonable notice to *Lighthouse PRC* if sufficient funding for the Program is no longer available to YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE, and (b) YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE shall have the right to cancel the Program and terminate this Agreement at any time upon no less than ninety (90) days' prior notice to *Lighthouse PRC*
- Independent Contractor. This Agreement is not intended, and shall not be construed, to create an employment relationship, partnership or other such association as between the parties hereto. YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE is an independent contractor of *Lighthouse PRC*, and *Lighthouse PRC* is an independent contractor of YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE
- Entire Agreement. This Agreement constitutes the entire between among the parties concerning the subject matter hereof and supersedes all prior agreements, understandings,

memoranda or other such communications, whether written or oral, concerning such subject matter.

- Assignment. No party may assign this Agreement or otherwise delegate its obligations hereunder without the prior approval of the other party.
- Amendments. This Agreement shall not be modified, except by a writing signed by the parties hereto.
- Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of New Jersey without giving effect to conflict of law rules.
- *Lighthouse PRC* is prohibited from using the YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE name, logo, mark or any other identifying symbol as a business reference, in advertising or sales promotion, or in any publicity matter without YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE prior written consent.

VI. It Is Mutually Understood and Agreed by and Between the Parties that:

The Point of Contact:	YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE Point of Contact:
NAME:	Lauren Caron
TITLE:	Student Director
PHONE:	862-343-5217
EMAIL:	laurenk@lighthouseprc.org
SIGNATURE:	<div style="border: 1px solid black; padding: 2px; display: inline-block;">L. Caron</div>
DATE;	5/26/22



Memorandum of Understanding (MOU)

between

YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE

and

Montclair State University, Project Cope.

This Memorandum of Understanding (MOU) (this "Agreement") is between the YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE and for workshops and Montclair State University, Project Cope support services covering the period from July 1, 2022 through June 30, 2025 (the "Program Term").

I. Purpose & Scope

The purpose of this Agreement is to provide information on YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE program efforts and identify the services offered by YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE and *Montclair State University, Project Cope*. The foregoing shall be deemed to be the "Program".

II. *Montclair State University, Project Cope* Responsibilities Under This Agreement

Site(s): *Montclair State University, Project Cope* will provide the following site(s) for the YOUTH RISE Program at 2 Paulison Avenue, Passaic, NJ, 07055

(collectively, the "Site"). The Site will include all utilities necessary for the Site and the Program. YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE will be responsible for security with respect to the Site.

III. *Montclair State University, Project Cope* Responsibilities

- Communication: Provide a minimum of one (1) qualified staff person to act as the primary point of contact with YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE. This staff person will ensure notice of class cancellations and/or delays within 24 hours of any scheduled meeting/engagement.
- Supervision: Provide a minimum of one (1) qualified staff person/teacher to be responsible for the supervision of the participants. This includes addressing or reporting any negative behavior that may arise during the class/activity. (Please select services below that relate to your organization and that will be provided)

_____ Tutoring, study skills training, instruction and evidence-based instruction and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential;

Alternative secondary school services, or dropout recovery services, as appropriate;



_____ Paid or unpaid work experience that have as a component academic or occupational education, which may include summer employment opportunities and other employment opportunities available through the school year; pre-apprenticeship programs; Internships and job shadowing; and on-the-job training opportunities

Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved;

_____ Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

_____ Leadership development opportunities, which may include community service and peer centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;

Supportive services;

_____ Adult mentoring for a period of participation and a subsequent period, for a total of not less than 12 months;

_____ Follow-up services for not less than 12 months after the completion of participation;

_____ Comprehensive guidance and counseling, which may include drug, alcohol abuse counseling and referral, as appropriate;

_____ Financial literacy education;

_____ Entrepreneurial skills training;

_____ Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling and career exploration services;

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

- Workshop Instruction: *Montclair State University, Project Cope* will implement workshops. *Montclair State University, Project Cope* will provide participants will all *Montclair State University, Project Cope* lesson materials.
- Workshop Clean-up: *Montclair State University, Project Cope* Educators will clean-up any workshop materials remaining after the workshop.



- Documentation: If needed, *Montclair State University, Project Cope* will provide all necessary paperwork for completion, including pre- and/or post-surveys participants for related workshop series.

IV. YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE Responsibilities:

- YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE: Promote and recruit all participants for workshops to ensure that at least five (5) individuals are in attendance for the duration of the workshop series. Provide regular reminders to class participants to promote attendance at program session within the 24-hour period before each class. The goal is to engage the same individuals each week throughout the duration of the workshop series.
- YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE will provide space, tables and chairs for the following:
 - comfortably accommodate up to thirty (30) people in space that is conducive for class learning;
 - Safe parking near entrance of the facility;

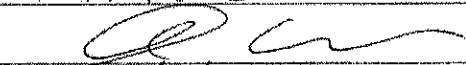
V. Miscellaneous:

- Termination. Notwithstanding any provision of this Agreement to the contrary, YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE obligation to provide the Program is subject to available funding, and YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE may cancel the Program and terminate this Agreement upon reasonable notice to *Montclair State University, Project Cope* if sufficient funding for the Program is no longer available to YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE, and (b) YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE shall have the right to cancel the Program and terminate this Agreement at any time upon no less than ninety (90) days' prior notice to YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE.
- Independent Contractor. This Agreement is not intended, and shall not be construed, to create an employment relationship, partnership or other such association as between the parties hereto. YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE is an Independent contractor of *Montclair State University, Project Cope*, and *Montclair State University, Project Cope* is an independent contractor of YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE.
- Entire Agreement. This Agreement constitutes the entire between among the parties concerning the subject matter hereof and supersedes all prior agreements, understandings, memoranda or other such communications, whether written or oral, concerning such subject matter.
- Assignment. No party may assign this Agreement or otherwise delegate its obligations hereunder without the prior approval of the other party.



- Amendments. This Agreement shall not be modified, except by a writing signed by the parties hereto.
- Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of New Jersey without giving effect to conflict of law rules.
- Use of PCCC Name and YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE is prohibited from using *Montclair State University*, *Project Cope* name, logo, mark or any other identifying symbol as a business reference, in advertising or sales promotion, or in any publicity matter without YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE prior written consent.

VI. It Is Mutually Understood and Agreed by and Between the Parties that:

The Point of Contact:	YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE Point of Contact:
NAME:	Andriana Herrera
TITLE:	Program Coordinator
PHONE:	973-655-6785
EMAIL:	Herreraa@montclair.edu
SIGNATURE:	
DATE:	6/6/22



Program Agreement
between
Community FoodBank of New Jersey, Inc.
and
Youth Rise Program

This Program Agreement (this "Agreement"), dated as of June 6, 2022 (the "Effective Date") is between the Community FoodBank of New Jersey, Inc. (CFBNJ) and Youth Rise Program for NJ SNAP-Ed nutrition and fitness education programming.

Unless earlier terminated as provided herein, the Initial term of this agreement shall be for a period of one (1) year as the Effective Date. Thereafter, unless earlier terminated as provided herein, the term of this agreement shall automatically renew for successive one (1) year terms, unless a party provides notice to the other party at least ninety (90) days in advance of the end of the then in effect term that it does not wish to renew the terms of this agreement. The term, as described in this paragraph, shall be deemed to be the "Program Term".

I. Purpose & Scope

The purpose of this Agreement is to provide information on NJ SNAP-Ed program efforts and identify the rights and obligations of Youth Rise Program and CFBNJ. The foregoing shall be deemed to be the "Program".

II. Youth Rise Program Responsibilities Under This Agreement

Youth Rise Program agrees to the following for the duration of the Program Term:

- Site(s): Youth Rise Program will provide the following site(s) for the Program: 2 Paullson Avenue Passaic, NJ 07055 (collectively, the "Site"). The Site will include all utilities necessary for the Site and the Program. Youth Rise Program will be responsible for security with respect to the Site. Youth Rise Program represents that the Site meets SNAP-Ed eligibility criteria, serving a low-income population in which at least 50% of clients are SNAP-eligible or is a school/after-school program with at least 50% of the student body participating in the free/reduce school lunch program. CFBNJ will have access to all common areas to carry out the Program if classes are conducted in person.
Communication: Provide a minimum of one (1) qualified staff person to act as the primary point of contact with CFBNJ. This staff person will ensure notice of class/meeting cancellations and/or delays at least twenty-four (24) hours before any scheduled NJ SNAP-Ed workshop/event/meeting.



- Supervision: Provide a minimum of one (1) qualified staff person/teacher to be responsible for the supervision of the participants. This includes addressing any negative behavior that may arise during the class/activity.
- Participation: Commit to implementing Direct Education classes and Policy, Systems, Environmental (PSE) change strategies which will be achieved through monthly technical assistance meetings, the creation and implementation of an action plan and completion of associated assessment tool(s).
- Promotion and Recruitment: Promote and recruit all participants for workshops to ensure that at least six to twenty (6-20) attendees for adult classes and at least eight to twenty (8-20) attendees for children/teens classes are in attendance during the workshop series. Provide regular reminders to class participants to promote attendance at NJ SNAP-Ed classes at least 2 weeks in advance and within 48 hours (about 2 days) in advance of each class. The goal is to engage the same attendees each week throughout the duration of the workshop series. Due to the demand for NJ SNAP-Ed programming, CFBNJ reserves the right to cancel a workshop series at a Site if two or more classes are cancelled on less than 24 hours' notice or if a workshop has 6 or fewer participants.
- Facility: For in person classes, provide space, tables, and chairs for the following:
 - Comfortably and safely accommodate up to twenty-five (25) people in space that is conducive for class learning;
 - Provide access to a sink suitable for washing produce, pots, and handling utensils;
 - Access to electric outlets equipped to handle the voltage from countertop cooking equipment such as a blender or hot plate;
 - Safe parking near entrance of the facility;
 - Ensure kitchen and class areas are clean and empty of other groups 45 minutes prior to class start time and until 30 minutes after class end time.
- Documentation: Provide signed Agreement prior to the start of NJ SNAP-Ed workshop series, and any required program documentation specified by CFBNJ and as dictated by NJ SNAP-Ed (such as attendance sheets, permission slips, online registration list, etc.).
- Allergen Notice: For education workshops or any other workshops where food and/or drink will be ingested, it is Youth Rise Pr's responsibility to ensure that any allergens and/or food items that violate a participant's or attendee's dietary restrictions are not to be consumed by such participant or attendee and that there is no cross contamination during the Program. Youth Rise Pr must determine if any program participants or attendees have allergies or dietary restrictions which would prohibit them from being exposed to and/or from participating in the associated CFBNJ/NJ SNAP-Ed workshop. If such instances, Youth Rise Progr must



FOOD • HELP • HOPE

(a) immediately inform CFBNJ in writing, (b) identify and separate the applicable food/drink items so that the applicable participants or attendees will not be affected, or do not order such food/drink items at all, and (c) if requested by CFBNJ after receipt of the written notice as contemplated by (a), restrict attendance by such participants and attendees. If a recipe cannot be completed without a potential allergen, Youth Rise Progr€ must notify CFBNJ in writing and at least 48 hours in advance of a scheduled workshop to request an alternative ingredient. If no alternative ingredient is available, CFBNJ may cancel the workshop. Youth Rise Progr€ will be solely responsible for having each participant and attendee sign a waiver and release as a condition to such participant's or attendee's participation in any CFBNJ/NJ SNAP-Ed program or workshop (including any such forms provided by CFBNJ), but in no event shall the signing of such waiver and release (or lack thereof) affect or mitigate the Site's responsibilities under this Agreement, including under this Section.

III. CFBNJ Responsibilities

CFBNJ will provide the following to Youth Rise Program during the Program Term:

- Communication: Provide regular communication via phone and email by a CFBNJ Staff Member regarding the Program. This will include details related to Program duration, target age group/grade level, staff arrival/departure times, room needs (including space to prepare foods or conduct physical activity, if necessary), and a complete listing of any foods that will be prepared.
- Preparation: Provide and prepare all class/event related materials including educational materials and food for cooking demonstrations and taste-testing. CFBNJ Staff and trained staff, Nutrition Educators, will arrive to set up at least 15 minutes prior to the scheduled start time. CFBNJ will provide Youth Rise Program with notice of class cancellations or delays.
- Workshop Instruction: Nutrition Educators will implement workshops. CFBNJ will provide participants with all NJ SNAP-Ed lesson materials. Cooking supplies and equipment will be provided by NJ SNAP-Ed for all in-person workshops. Registration links and virtual class links will be provided by NJ SNAP-Ed unless otherwise agreed upon.
- Workshop Clean-up: Nutrition Educators will clean-up any workshop materials remaining after the workshop.
- Documentation: If needed, CFBNJ will provide all necessary paperwork for completion, including pre- and/or post-surveys participants for related workshop series.



IV. Miscellaneous:

- **Limitation of Liability:** As a material inducement to CFBNJ agreeing to conduct the Program, Youth Rise Program hereby agrees that CFBNJ shall not be liable (whether based on contract, indemnification, warranty, tort, strict liability or otherwise) to the Site or any third party or other party for any damages whatsoever, including without limitation, special, indirect, incidental, consequential, punitive, exemplary or direct damages resulting from any act or omission in any way associated with this Agreement, except to the extent that CFBNJ is found liable for gross negligence or intentional misconduct, in which case CFBNJ shall not be liable for any special, indirect, incidental, consequential, punitive, or exemplary damages.
- **Termination.** Notwithstanding any provision of this Agreement to the contrary, (a) CFBNJ's obligation to provide the Program is subject to available funding, and CFBNJ may cancel the Program and terminate this Agreement upon no less than 15 days' prior notice to Youth Rise Program if sufficient funding for the Program is no longer available to CFBNJ, and (b) without limiting the foregoing, CFBNJ shall have the right to cancel the Program and terminate this Agreement at any time upon no less than 45 days' prior notice to Youth Rise Program.
- **Independent Contractor.** This Agreement is not intended, and shall not be construed, to create an employment relationship, partnership, or other such association as between the parties hereto. CFBNJ is an independent contractor of Youth Rise Program, and Youth Rise Program is an independent contractor of CFBNJ.
- **Hold Harmless:** Youth Rise Program shall indemnify, defend and hold harmless CFBNJ, its officers, directors, trustees, employees, representatives, and affiliates from and against all claims, damages, losses, and expense for injuries to or loss of life to or loss of use of property, including but not limited to reasonable attorney's fees, arising out of or resulting from the performance of Youth Rise Program's obligations under this Agreement, provided that Youth Rise Program shall not have any responsibility under this clause if such claim, damage, loss or expense is caused by the gross negligence or intentional misconduct of CFBNJ.
- **Entire Agreement:** This Agreement constitutes the entire between among the parties concerning the subject matter hereof and supersedes all prior agreements, understandings, memoranda, or other such communications, whether written or oral, concerning such subject matter.
- **Assignment:** No party may assign this Agreement or otherwise delegate its obligations hereunder without the prior approval of the other party.
- **Amendments:** This Agreement shall not be modified, except by a writing signed by the parties hereto.



- **Governing Law:** This Agreement shall be governed by and construed in accordance with the laws of the State of New Jersey without giving effect to conflict of law rules.
- Use of CFBNJ's Name and NJ SNAP-Ed: Youth Rise Program _____ is prohibited from using CFBNJ's or NJ SNAP-Ed's name, logo, mark, or any other identifying symbol as a business reference, in advertising or sales promotion, or in any publicity matter without CFBNJ's prior written consent.

It is Mutually Understood and Agreed by and Between the Parties that:

	Youth Rise Program Point of Contact:	CFBNJ Point of Contact:
Name:	Tammy Hunter	Thomas Venezia
Title:	Assistant Director	SNAP-Ed Community Education Program Manager
Phone:	973-684-5526	908-355-3663 ext.528
Email:	thunter@pccc.edu	tvenezia@cfbnj.org
Signature:	<i>Tammy Hunter</i>	
Date:	6/6/22	

Please list at least one:

	Alternate Point of Contact (1):	Alternate Point of Contact (2):
Name:	Shari Piontkowski	
Title:	Program Coordinator	
Phone:	973-341-1634	
Email:	spiontkowski@pccc.edu	

"This institution is an equal opportunity provider. This material was funded by USDA's Supplemental Nutrition Assistance Program - SNAP in cooperation with New Jersey Department of Health and New Jersey Department of Human Services. The Community FoodBank of New Jersey will not discriminate against any person because of race, age, sex, color, sexual orientation, physical or mental disability, religion, ancestry or national origin, marital status, genetic information, political affiliation, and gender identity or expression."



Memorandum of Understanding (MOU)

between

YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE

and

Boys & Girls Club of Paterson & Passaic County

This Memorandum of Understanding (MOU) (this "Agreement") is between the YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE and for workshops and *Boys & Girls Club of Paterson & Passaic County* support services covering the period from July 1, 2022 through June 30, 2025 (the "Program Term").

I. Purpose & Scope

The purpose of this Agreement is to provide information on YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE program efforts and identify the services offered by YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE and *Boys & Girls Club of Paterson & Passaic County*. The foregoing shall be deemed to be the "Program".

II. *Boys & Girls Club of Paterson & Passaic County* Responsibilities

Under This Agreement

Site(s): *Boys & Girls Club of Paterson & Passaic County* will provide the following site(s) for the YOUTH RISE Program at 2 Paulison Avenue, Passaic, NJ, 07055 (collectively, the "Site"). The Site will include all utilities necessary for the Site and the Program. YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE will be responsible for security with respect to the Site.

III. *Boys & Girls Club of Paterson & Passaic County*

Responsibilities

- **Communication:** Provide a minimum of one (1) qualified staff person to act as the primary point of contact with YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE. This staff person will ensure notice of class cancellations and/or delays within 24 hours of any scheduled meeting/engagement.
- **Supervision:** Provide a minimum of one (1) qualified staff person/teacher to be responsible for the supervision of the participants. This includes addressing or reporting any negative behavior that may arise during the class/activity. (Please select services below that relate to your organization and that will be provided)

_____ Tutoring, study skills training, instruction and evidence-based instruction and recovery strategies that lead to completion of the requirements for a secondary school diploma or its



recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential;

_____ Alternative secondary school services, or dropout recovery services, as appropriate;

_____ Paid or unpaid work experience that have as a component academic or occupational education, which may include summer employment opportunities and other employment opportunities available through the school year; pre-apprenticeship programs; internships and job shadowing; and on-the-job training opportunities

_____ Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved;

_____ Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

_____ Leadership development opportunities, which may include community service and peer centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;

_____ Supportive services;

_____ Adult mentoring for a period of participation and a subsequent period, for a total of not less than 12 months;

_____ Follow-up services for not less than 12 months after the completion of participation;

_____ Comprehensive guidance and counseling, which may include drug, alcohol abuse counseling and referral, as appropriate;

_____ Financial literacy education;

_____ Entrepreneurial skills training;

_____ Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling and career exploration services;

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

- Workshop Instruction: *Boys & Girls Club of Paterson & Passaic County* will implement workshops. *Boys & Girls Club of Paterson & Passaic County* will provide participants will all *Boys & Girls Club of Paterson & Passaic County* lesson materials.

- Workshop Clean-up: *Boys & Girls Club of Paterson & Passaic County* Educators will clean-up any workshop materials remaining after the workshop.
- Documentation: If needed, *Boys & Girls Club of Paterson & Passaic County* will provide all necessary paperwork for completion, including pre- and/or post-surveys participants for related workshop series.

IV. YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE Responsibilities:

- YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE: Promote and recruit all participants for workshops to ensure that at least five (5) individuals are in attendance for the duration of the workshop series. Provide regular reminders to class participants to promote attendance at program session within the 24-hour period before each class. The goal is to engage the same individuals each week throughout the duration of the workshop series.
- YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE will provide space, tables and chairs for the following:
 - comfortably accommodate up to thirty (30) people in space that is conducive for class learning;
 - Safe parking near entrance of the facility;

V. Miscellaneous:

- Termination. Notwithstanding any provision of this Agreement to the contrary, YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE obligation to provide the Program is subject to available funding, and YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE may cancel the Program and terminate this Agreement upon reasonable notice to *Boys & Girls Club of Paterson & Passaic County* if sufficient funding for the Program is no longer available to YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE, and (b) YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE shall have the right to cancel the Program and terminate this Agreement at any time upon no less than ninety (90) days' prior notice to YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE.
- Independent Contractor. This Agreement is not intended, and shall not be construed, to create an employment relationship, partnership or other such association as between the parties hereto. YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE is an independent contractor of *Boys & Girls Club of Paterson & Passaic County*, and *Boys & Girls Club of Paterson & Passaic County* is an independent contractor of YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE.
- Entire Agreement. This Agreement constitutes the entire between among the parties concerning the subject matter hereof and supersedes all prior agreements, understandings, memoranda or other such communications, whether written or oral, concerning such subject matter.



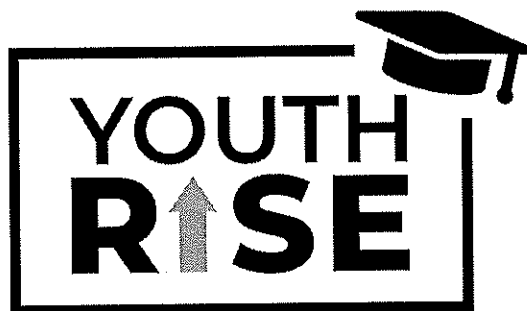
- Assignment. No party may assign this Agreement or otherwise delegate its obligations hereunder without the prior approval of the other party.
- Amendments. This Agreement shall not be modified, except by a writing signed by the parties hereto.
- Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of New Jersey without giving effect to conflict of law rules.
- Use of PCCC Name and YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE is prohibited from using *Boys & Girls Club of Paterson & Passaic County* name, logo, mark or any other identifying symbol as a business reference, in advertising or sales promotion, or in any publicity matter without YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE prior written consent.

VI. It Is Mutually Understood and Agreed by and Between the Parties that:

The Point of Contact:	YOUTH RISE AT PASSAIC COUNTY COMMUNITY COLLEGE Point of Contact:
NAME:	Michelle Dennis
TITLE:	Director of Teen Programs
PHONE:	917 929 2271
EMAIL:	mdennis@bgcppnj.org
SIGNATURE:	Michelle Dennis
DATE:	6/7/22

DEPARTMENT OF CONTINUE EDUCATION & WORKFORCE DEVELOPMENT

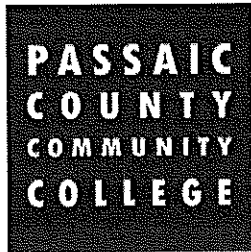
Youth Rise Student Orientation Manual



Passaic County Community College
Passaic Campus
2 Paulison Ave
Passaic, NJ 07055
Phone: (973) 341-1634

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Vision Statement

Passaic County Community College (PCCC) aspires to be a premier community college that leads, inspires, and supports individuals in reaching their educational and career goals in a timely manner.

Mission Statement

PCCC offers high-quality, flexible, educational and cultural programs that meet the needs of Passaic County residents. The College provides its students with a strong general education foundation for further study and opportunities for career preparation and lifelong learning. Impassioned by our commitment to student progress and program completion, the College strives to address a wide variety of student learning needs through excellence in teaching, innovative and effective use of technology, multiple instructional methods and developmental and ESL programs that provide access to college-level programs. The College's supportive learning environment fosters student success and faculty excellence. Through a culture of evidence and inquiry, the College is an effective steward of its physical, financial, and intellectual resources.

Youth Rise

The Youth Rise Program is made possible by the Passaic County Board of Chosen Freeholders, the Passaic County Workforce Development Board and a grant from the NJ Department of Labor. The grant was awarded to the Passaic County Community College's Center for Continuing Education and Workforce Development and we collaborate with the Passaic County One Stop Career Center.

PCCC Academic Calendar 2021

Friday, January 1, 2021

New Year's Day

Monday, January 18, 2021

Martin Luther King Day

Monday, May 31, 2021

Memorial Day

Monday, September 6, 2021

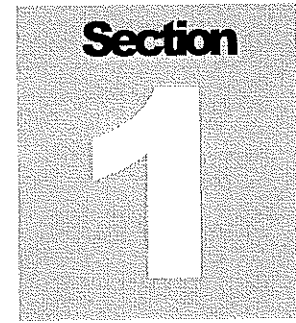
Labor Day

Thursday, November 25, 2021

Thanksgiving

Friday, November 26, 2021

Day After Thanksgiving



Program Components

Youth Rise provides Passaic County youth ages 16-24 an opportunity to work towards obtaining a High School Diploma and increase the basic skills needed to gain employment or meet their post-graduation goals. The program consists of four main components:

- HiSET® Exam Preparation
- Career Readiness
- College Readiness
- Life Skills
- Community Service Project

HiSET

The HiSET® exam is a high school equivalency (HSE) testing program that will help you take the next step toward a college degree or a rewarding career. The exam is available in **English or Spanish** and is available in a paper-based and computer-based format.

Requirements

- **Age:** You must be 18 years old to take the test.
 - If you are 16–17 years old, the "Consent to Participate" form on the link below must be completed and signed by your parent or legal guardian stating that they give permission for you to take the test. Your parent or legal guardian must accompany you when you bring this form to the test center, or, if they cannot attend, it must be notarized by a New Jersey notary. This form must be completed and submitted to the test center prior to scheduling any subtest.
- **Residency:** You must be a New Jersey resident to take the test at a test center in New Jersey.
- **Identification:** Acceptable forms of identification include:
 - driver's license or permit
 - passport
 - voter registration

- school/college ID
 - employee ID
 - other photo identification, valid or expired, that has been issued by a public or private third party
- **And one or more of any of the following:**
 - property tax bills; deeds; contracts of sale; leases; mortgages; signed letters from landlords; and other evidence of property ownership, tenancy or residency
 - financial account information, utility bills, delivery receipts and other evidence of personal attachment to a particular location
 - court orders, state agency agreements, and other evidence of court or agency placements or directives
 - receipts, bills, cancelled checks, insurance claims or payments, and other evidence of expenditures demonstrating personal attachment to a particular location or to support the test taker
 - medical reports, counselor or social worker assessments, employment documents, unemployment claims, benefit statements, and other evidence of circumstances demonstrating family or economic hardship, or temporary residency
 - affidavits, certifications, and sworn attestations pertaining to statutory criteria from the parent, guardian, person keeping an "affidavit student," adult student, person(s) with whom a family is living, or others, as appropriate
 - documents pertaining to military status and assignment
 - any other business record or document issued by a governmental entity

Exam

The HiSET® exam consists of five subtests that measure your knowledge in five core areas:

- **Language Arts–Reading:** contains 50 multiple-choice questions and measures your ability to understand, comprehend, interpret, and analyze a variety of reading material.
- **Language Arts–Writing:** contains 60 multiple-choice and one essay question, and measures your ability to edit and revise written text, and to generate and organize ideas in writing.
- **Mathematics:** contains 55 multiple-choice questions and assesses your ability to solve quantitative problems using fundamental concepts and reasoning skills.
- **Science:** contains 60 multiple-choice questions and measures your ability to use science content knowledge, apply principles of scientific inquiry, and interpret and evaluate scientific information.
- **Social Studies:** contains 60 multiple-choice questions and measures your ability to analyze and evaluate various kinds of social studies information.

Cost

The Youth Rise Program will cover the cost of the Hi-SET for students who meet the attendance criteria. The cost of the exam is as follows:

- Computer-delivered test: \$20.75 per subtest (\$103.75 for all subtest)
- Paper-delivered test: \$25 per subtest (\$125 for all subtest)
- You can take two retest per subtest

Career Readiness

Students will participate in various job readiness classes and workshops to help gain the skills needed to go on to college or find a career. Training topics include:

- Job interviewing techniques
- Resume writing
- How to dress for an interview
- Navigating job search engines
- Identifying a career interest
- Navigating career paths
- Preparing for higher education
- Active employment searches
- Entrepreneurial skills

College Readiness

The college readiness portion of the program helps to prepare students to transition into the credit courses college. The course topics include:

- Language Arts–Reading
- Language Arts–Writing
- Mathematics
- Science
- Social Studies

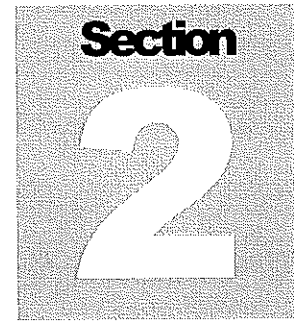
Life Skills

In addition to preparing you for your future career, students will also have the opportunity to learn important life skills such as: Budgeting, managing credit, decision making, problem solving, communication skills, etc.

Service Component

Students will work together to plan and execute a community service project on campus that will help develop their leadership and team building skills. Examples of service projects

include: voter registration drive, clothing or food drive, litter campaign, awareness about a topic (domestic violence), etc.

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Program Expectations

To participate in the Program all Youth Rise participants must agree to comply with the following program requirement and guidelines.

Requirements

- **Daily Attendance:** The program is designed to run for 25 weeks (approximately 6 months). Students are required to attend the program daily Monday – Friday from 9 a.m. to 3 p.m., unless otherwise discussed upon enrollment.
- **One Month Probationary Period:** Students enrolled in the program will be on probation for the first month. The purpose of this period is to ensure that students are committed to the program. Students with excessive absences and missed assignments may be terminated from the program.
- **Signing In & Out:** Students are required to sign the Attendance Book each day that they attend class.
- **Attendance Record:** Students must complete an Attendance Record and Progress Report accurately and honestly. All documentation must be completed by Friday of each week and it should align with the Attendance Book. Failing to complete the Attendance record may delay the process of student stipends.

Guidelines

Student Role

It is your responsibility to come to every class on time, prepared with your notebooks, writing utensils and any homework that was assigned in the previous class. Prior to each class it is imperative that you do all readings and homework assigned. You should come to each class prepared to ask questions and contribute to the class discussions. If you are unclear about a topic, immediately ask your instructor to explain further to clear up any misunderstandings. Please remember there aren't any silly questions. The worst thing you can do to yourself is leave the classroom setting confused about the material presented. Organizing small study groups is a great way to review course material with classmates.

There might be some things that you do not understand about a topic presented that another classmate can explain better and vice versa.

Communicating with Instructors and Staff Members

Please be respectful to your instructors and staff members. Treat others the way you would like to be treated. When communicating with others, pay close attention to your body language and your tone. If an issue arises with your instructor in class, wait to address the subject during a break. The same applies if you are having an issue with other staff members. Be respectful and approach the situation with proper professionalism.

Communicating with Classmates

Be respectful of your classmates. Treat them as you would like to be treated. Respect their opinions and refrain from being disrespectful. When someone is speaking in class, give that person your full attention. If an issue arises with a classmate, please approach the individual calmly when the class is not in session and talk about the situation. Communicate with the individual as you would if a conflict developed in the work setting between you and a fellow worker.

Cell Phones and Other Electronic Devices

Cellphones and other electronic devices (such as music players) should not be used in class. Cell phones should be placed on vibrate, or preferably silent, and music players should be turned off before class begins. If there is an emergency situation and you require the use of your phone, you must step outside the classroom to use your phone.

Emergency Information

There are several systems you can check regarding emergency and weather-related delays or closings of the College:

- Check the College's website at www.pccc.edu
- Call the College's main campus number: 973-684-6800
- Listen for announcements on cable TV's News 12 NJ
- Listen for announcements on the radio at WCBS 880 AM
- PCCC students who are registered for credit courses and are signed up with Panther Alert will be notified through this system.

Program Follow up

This program is funded in part by a grant, so program staff will be contacting you and following up with you about employment obtained as a result of your participation in the program. This is a requirement of the grant funding. You will also be asked to complete surveys and/or participate in interviews, about the program and your experiences in it in order to help improve the program.

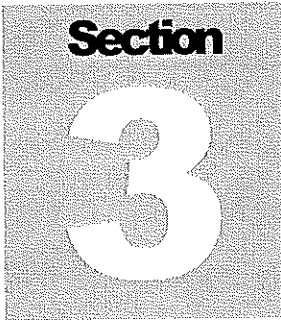
Student Code of Conduct

Please see the Forms Section for the PCCC Student Code of Conduct.

Food

No food is allowed in the classroom or computer lab. Beverages are permitted in the classroom (not computer lab) but must have a secured lid/top to avoid spillage.

Attire: Please dress appropriately for a classroom setting. Jeans are not appropriate for job fair, interviews, etc. If you do not have the proper attire, resources are available. Please speak to your instructor regarding your personal situation, and the necessary arrangement will be made on an individualized basis.

A graphic with a grey background and a white border. At the top, the word "Section" is written in a bold, black, sans-serif font. Below it, the number "3" is written in a large, white, sans-serif font.

Attendance Policy

It is imperative to have consistently good attendance while enrolled in the program. It is mandatory that students attend all classes unless you have an unexpected emergency situation (ex. personal illness, death in the family, etc.) or an excusable situation (ex. job interview, WIC appointment, etc.).

Attendance and punctuality are also essential for you to receive bi-weekly stipends. The day is designed to give students breaks throughout the day and a 30 minute lunch break will be provided.

Youth Rise's attendance policy is as follows:

- The Program Coordinator will monitor attendance and lateness on a weekly basis.
- Students are allowed a total of **twelve (12)** absences and **three (3)** lateness while participating in the program.
 - No more than **two (2)** absences are allowed during your first month of enrollment. Lateness will be examined on a case-by-case basis.
 - Once a student has **six (6)** absences and/or **two (2)** lateness, the program coordinator will schedule a meeting with the student and the student will be given a warning.
 - Students who continue to have excessive absences and/or lateness after the warning, will be placed on an improvement plan.
- If you know that you will be absent or late, it is your responsibility to notify the program coordinator.
- Once you have returned to the program, it is your responsibility to:
 - Find out from your instructor or a classmate what you missed. You are responsible to make up all work missed due to an absence.
 - Provide documentation, within two (2) business days (ex. A doctor's note) to support why you were absent.
 - If absent on a Friday, submission of documents must be submitted to the program coordinator upon arrival. Failure to do so may result in a disruption of stipend.

Please note, it is the prerogative of the assistant director to excuse absences for valid reasons provided the students are able to fulfill all course requirements and submits proof of absence.

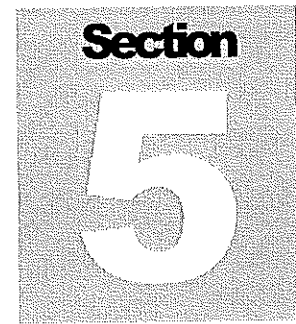
It should be noted that by law, the College is required to make attendance reports to various agencies for students who are funded by the Veterans' Administration, the Social Security Administration, and various other federal, state, or private scholarship programs.

Stipend Policy

The **Youth Rise** program funded under the **Workforce Innovation and Opportunity Act (WIOA)** through the Passaic County One Stop Career Center provides an attendance-based stipend of ten dollars (\$10.00) per day as an incentive and to help students pay for some expenses that may present barriers to successful completion of the program and attainment of their goals.

Guidelines

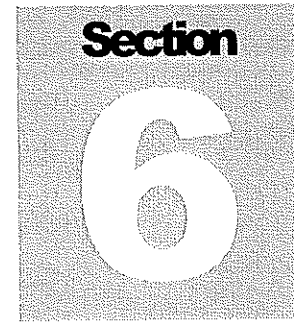
- Students are eligible to receive a stipend once they have successfully completed their 30 day probation period. The probation period is 30 days after the scheduled start date.
- Stipends will only be made available to current students in good standing.
- The stipend will be ten dollars (\$10.00) for each complete day of attendance.
- Students will not be eligible for the stipend on the days they arrive late or leave early.
- The **Training Attendance Record** that students are required to complete will serve as documentation for the stipends.
- Stipends will be paid bi-monthly in the form of a check.
- Students will pick up their stipend check in person.
- Students will sign for receipt of their checks.
- Checks that are not cashed or deposited within six months become non-redeemable.
- Stipends are subject to grant funding and can be modified and/or revoked at any time.
- Students will sign a policy agreement statement during orientation. Staff will review with students and also sign.



Badge Policy

Please be advised of the following Youth Rise PCCC ID Badge Policy:

- All new Youth Rise students will be given a PCCC ID Badge after orientation.
- Youth Rise students are responsible for their PCCC ID Badges and badges should not be utilized by anyone else.
- Badges are to be worn at all times while on PCCC Campuses or attending related events on or off campus.
- In the event that the PCCC ID Badge is lost, the student must report this to program staff immediately. Students are responsible for purchasing a replacement PCCC ID Badge for \$15.00.
- Please note that if you are terminated from the Youth Rise PCCC program for any reason, it is your responsibility to return your PCCC ID Badge to Youth Rise staff.
- If you return to our program at a later date without your PCCC ID Badge, you will be responsible for purchasing a replacement PCCC ID Badge for \$15.00.
- Exceptions will only be for those who have a Police Report stating a stolen PCCC ID Badge.



Student Grievance Policy

At the Youth Thrive Program of Passaic County Community College, we understand that conflicts or situations may happen that may require a neutral party to try to resolve the issue. This can be done through a grievance process. For this process to work well, an effort must be made to resolve the issue or conflict fairly and in a timely manner. If you believe you have been involved in a situation that requires intervention, please follow the steps below:

Procedure

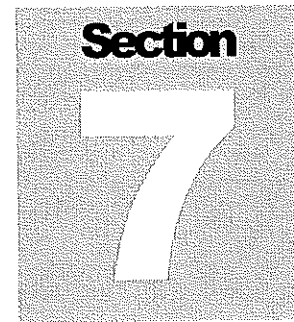
Informal Process

- Step 1:** The informal process must be completed before a Formal Grievance can be filed. The student is advised to discuss the grievance informally with the person who is the source of the grievance.
- Step 2:** An administrator may choose to convene the parties involved in an effort to resolve the grievance during the informal process.
- Step 3:** If the grievance is not resolved at this level the student may initiate the formal grievance procedure (see steps 4 and 5).

Formal Grievance Procedure

Step 4: Complete the Student Grievance Form and meet with:
Sherry Clark
Assistant Director, Youth Education Programs
973-684-5525
sclark2@pccc.edu

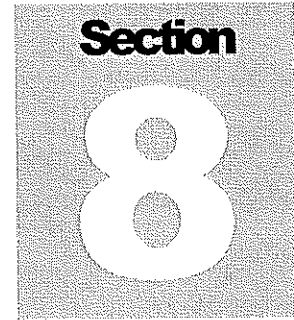
Step 5: Students may appeal any decisions to:
Robert Salvato
Director, Adult Education and Career Pathways
973-684-3872
rsalvato@pccc.edu



Guidelines for Computer Usage

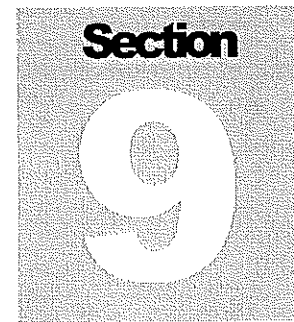
The computer have been included as an essential part of all the Continuing Education programs. They are to be utilized for the benefit of each student. Abuse of the privilege provided within the guidelines of this program will lead to possible dismissal from assigned program.

1. Computers are not be turned on until the approval has been given by Program Management, Instructor(s) or other members of the Youth Rise staff. The daily class schedule has been set up to thoroughly give you ample learning opportunities for the subjects that you are planned for the class.
2. The computer are to be used for job-seeking activities, on-line soft skills assignments, employment based correspondences and any follow-up work or projects related to a class lesson. Web searches are under the discretion of Instructor. All other sites unless authorized by Youth Rise staff are prohibited.
3. A Youth Rise staff member will supply you with a new flash drive or provide a way in which to save resumes, cover letters, and any other types of work related correspondence.
4. At the completion of the computer session, each student is responsible for closing out all applications before the computer is shut down for the end of the lesson or class day
5. The computers are **only** for Youth Rise participants.



Resources

- Ten Tips to Success
- Career One Stop Flyer
- Get My Future Flyer
- Career Portfolio Article
- Work Search Websites
- Community Resources
- NJ Community College Opportunity Grant
- HiSET Test Taker Bulletin
- Directions to Campus
- 2NDFLOOR Youth Helpline
- Crisis Text Line



Forms

- Student Intake*
- Course Registration*
- Media Release*
- Release of Information*
- Student Participation Agreement*
- Sample Training Attendance Record & Progress Report
- Student Grievance
- Certificate of Consent to Participate Form (students under 18)

PASSAIC COUNTY COMMUNITY COLLEGE
(A Component Unit of Passaic County, New Jersey)
Basic Financial Statements,
Management's Discussion and Analysis and
Schedules of Expenditures of Federal Awards
and State Financial Assistance
For the Years Ended June 30, 2021 and 2020
(With Independent Auditor's Report)



DONOHUE, GIRONDA,
DORIA & TOMKINS, LLC
CERTIFIED PUBLIC ACCOUNTANTS
REGISTERED MUNICIPAL ACCOUNTANTS

PASSAIC COUNTY COMMUNITY COLLEGE
(A Component Unit of Passaic County, New Jersey)
FOR THE YEARS ENDED JUNE 30, 2021 AND 2020
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Section III - Federal and State Financial Assistance Findings and Questioned Costs.....	63
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Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 3 - 12 and required pension and post-retirement medical benefits information on pages 48 - 51 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the College's basic financial statements. The accompanying schedules of expenditures of federal awards and state financial assistance are presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*; and New Jersey Office of Management and Budget Circular 15-08, *Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid*, respectively, and are not a required part of the basic financial statements.

The schedules of expenditures of federal awards and state financial assistance are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards and state financial assistance are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated February 24, 2022, on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.



DONOHUE, GIRONDA, DORIA & TOMKINS, LLC
Certified Public Accountants

Bayonne, New Jersey
February 24, 2022

PASSAIC COUNTY COMMUNITY COLLEGE
(A Component Unit of Passaic County, New Jersey)
MANAGEMENT DISCUSSION AND ANALYSIS
FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

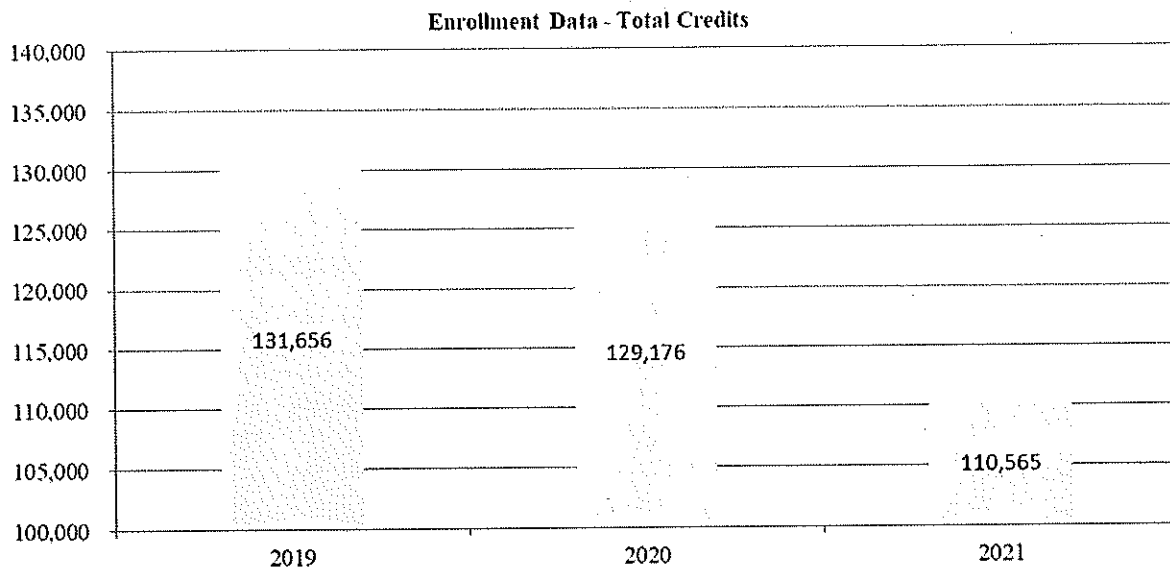
Enrollment

For the year ended June 30, 2021 as compared to 2020 and 2019, the College's credit hour enrollment decreased 14.41 percent as compared to 2020 and decreased 16.02 percent as compared to 2019.

The College's credit hour enrollment is comprised primarily of students enrolled in credit programs which generate full-time equivalent credits (FTEs). A full-time equivalent student represents a student or combination of students registered for thirty (30) credits. The decline in enrollment is a local, national and cyclical trend. Credits for enrolled students decreased by 14.41 percent or 18,611. The decline is due in part to the choice of jobs over college, and the COVID-19 pandemic. Potential and former students are forgoing education for higher paying jobs that do not require credentials such as a degree or certificate. Also, the College has a very diverse student population that includes undocumented students. Additionally, the current national discussion on immigration policy has had a negative impact on enrollment.

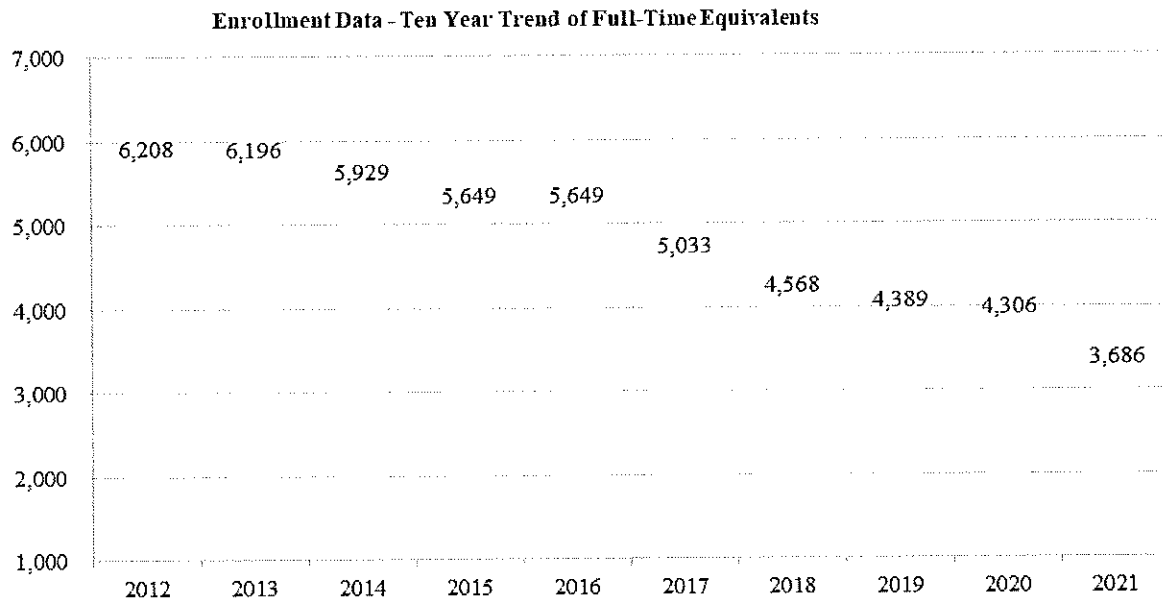
Year Ended June 30,	Total Credits			Full-Time Equivalents (FTE)		
	Total	Total	Percentage	Total	Total	Percentage
2021	110,565	-18,611	-14.41%	3,686	-620	-14.40%
2020	129,176	-2,480	-1.88%	4,306	-83	-1.89%
2019	131,656	-5,369	-3.92%	4,389	-179	-3.92%

The following chart shows the total credits for the years ended June 30, 2019, 2020 and 2021:



PASSAIC COUNTY COMMUNITY COLLEGE
(A Component Unit of Passaic County, New Jersey)
MANAGEMENT DISCUSSION AND ANALYSIS
FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

The following chart shows the full-time equivalent (FTE) students for the ten years ended June 30, 2012 through 2021:



Tuition Rates

The College's tuition rate continues as a low-cost alternative for residents of Passaic County to receive a quality education. The College charged \$177 per credit hour in the fiscal year 2021. In the previous years, the College charged \$177 per credit hour in the fiscal year 2020, \$126 per credit hour in the fiscal year 2019, \$123 per credit hour in the fiscal year 2018, and \$118.50 per credit hour in the fiscal year 2017.

Net Position and Liabilities

The following table represents the net position and liabilities of the College as of June 30, 2021, 2020, and 2019. Total assets increased from \$89.6 million to \$96.7 million, an increase of \$7.1 million or 8%. Total current assets increased significantly from \$8.6 million to \$17.7 million, an increase of \$9.1 million or 105.9%. This was due primarily to the increase in accounts receivable from the federal funds. Total liabilities decreased from \$38.2 million to \$35.3 million, a decline of \$2.8 million or 7.4%, despite implementing GASB Statement No. 68 ("GASB 68") and GASB Statement No. 71 ("GASB 71"), which required the College to present its net pension liability (see note 6) in the fiscal year 2017. The decrease in liabilities is due to the decrease in capital lease and pension liabilities. The net position serves as a valuable indicator of whether the financial position of the College is improving or deteriorating. As shown below, the College's financial position has improved significantly over the previous fiscal year. Net position increased from \$46.4 million to \$56 million, an increase of \$9.6 million or 20.7%. This improvement is due primarily to the receipt of the Higher Education Emergency Relief Fund (HEERF), Coronavirus Relief Funds CRF) and the Government's Emergency Education Relief Fund (GEERF). The exhibit below presents the assets, liabilities, and net position as of June 30, 2021, 2020, and 2019 were as follows:

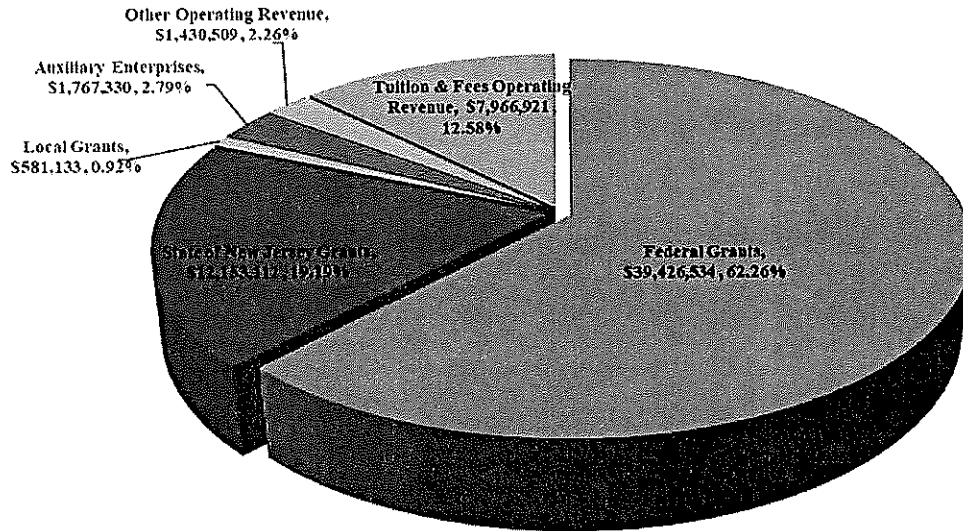
**PASSAIC COUNTY COMMUNITY COLLEGE
(A Component Unit of Passaic County, New Jersey)
MANAGEMENT DISCUSSION AND ANALYSIS
FOR THE YEARS ENDED JUNE 30, 2021 AND 2020**

Revenue

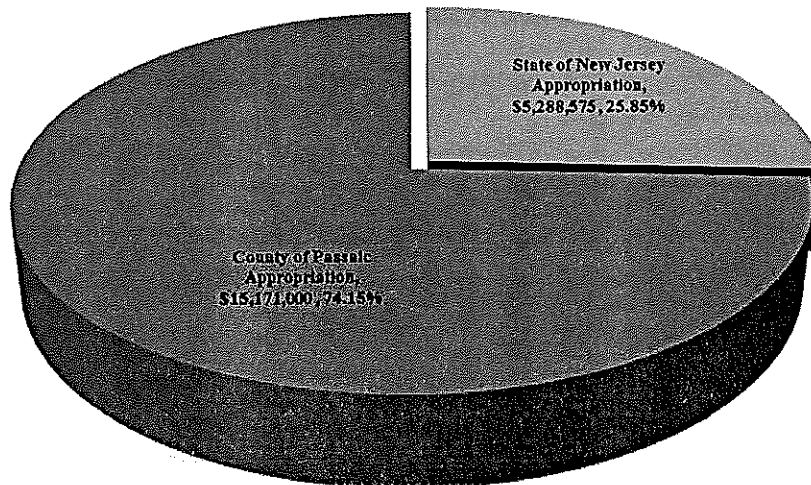
The College received revenue from the following main sources:

- Tuition and Fee Revenue;
- Federal Grants;
- State of Grants;
- Local Grants;
- Auxiliary Enterprises;
- Other Operating Revenue;
- State Appropriation; and
- County Appropriation.

Operating Revenue for the Fiscal Year Ended June 30, 2021

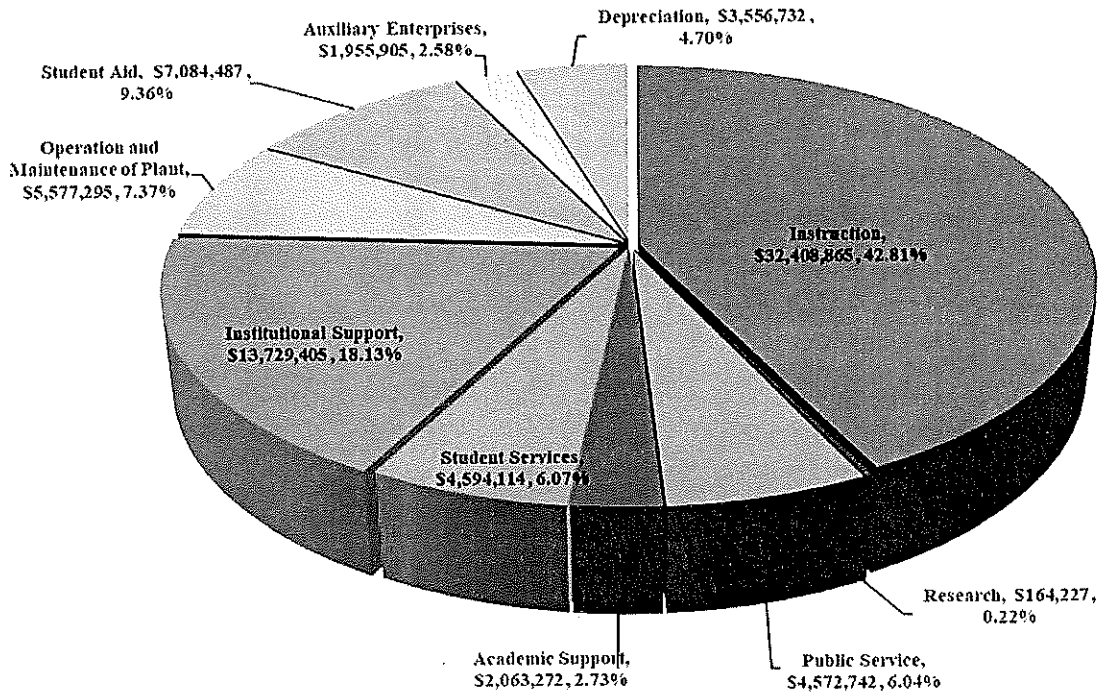


Non-operating Revenue for the Fiscal Year Ended June 30, 2021



**PASSAIC COUNTY COMMUNITY COLLEGE
(A Component Unit of Passaic County, New Jersey)
MANAGEMENT DISCUSSION AND ANALYSIS
FOR THE YEARS ENDED JUNE 30, 2021 AND 2020**

Operating Expenses for the Fiscal Year Ended June 30, 2021



- Tuition and fees experienced a decrease of \$2.2 million primarily due to an enrollment decline attributed the COVID-19 pandemic. Revenues from the State Appropriation decreased by \$241,761 and the County Appropriation increased by \$441,884.
- Federal grants increased by \$15.3 million primarily due to federal grant funding related to COVID-19 pandemic relief. The College received \$17.1 million from the COVID-19 Education Stabilization Fund comprised of \$16.8 million from the Higher Education Emergency Relief Fund (HEERF) and \$287,657 from the Government's Emergency Education Relief Fund (GEERF). In addition, the College received \$2.3 million from the Coronavirus Relief Fund (CRF).
- Student Aid expenses increased primarily due to increase in HEERF for student aid and direct loans.

**PASSAIC COUNTY COMMUNITY COLLEGE
(A Component Unit of Passaic County, New Jersey)
MANAGEMENT DISCUSSION AND ANALYSIS
FOR THE YEARS ENDED JUNE 30, 2021 AND 2020**

Financial Outlook

Community colleges continue to be at the forefront of offering affordable quality education to students. While enrollment is down, the college administration's outlook is positive the future of PCCC. While we anticipate enrollment of new students to be challenging for the next several years, the College has, and will continue to, actively manage staffing to match revenue. Improvements in student retention and success should mitigate the potentially lower new student enrollment. In addition, the administration is still very excited about our developing relationship with Ramapo College of New Jersey (Ramapo). The 3+1 agreement with Ramapo, which began in fall 2020, allows students to take three (3) years of course work at Passaic County Community College and then the fourth year taught at Ramapo. This will enable students to earn an associate's and a bachelor's degree significantly reduced cost; this initiative is anticipated to increase enrollment.

During the finalization of this report, the administration successfully came to terms with two of its three bargaining units, and an agreement with the third, the faculty union, is imminent. These settlements are for three years. This accomplishment is critical as it will create stability and sustain culture. Furthermore, the development of a revised strategic plan is underway. The timing of this critical endeavor is most appropriate as the College's financial position is suitable for leadership to aggressively address the new strategic plan.

PCCC has secured significant federal and state funding for projects related to student success from the United States Department of Education and the New Jersey Office of the Secretary of Higher Education. The latest project is titled PCCC-VOICES (Virtual Options for Institutional Change and Educational Success). The project's three concurrent strategies will connect urban high school students to postsecondary education, offer non-traditional students more flexible, hybrid options for accessing their coursework, and expand dual enrollment opportunities for students in low-income, urban school districts situated in Opportunity Zones. Through innovative technology, the Project will reduce disease transmission, implement safe and effective instructional delivery models, enable safe in-person learning, and expand remote learning opportunities. The improved instructional model will lessen the impact of COVID-19 and future challenges.

Additionally, administration and faculty will continue to use the HEERF to fund the cost of education for students in need and offer support for additional resources such as student laptops and course materials. Furthermore, some federal aid will be invested to continue updating obsolete analog audiovisual systems in classrooms to allow integration of current and future technology tools, including new maintenance-free projectors and updated control systems. The smart classrooms will provide connectivity to enhance the classroom experience for students and faculty.

Effective fiscal year 2022, the funding formula for distributing state of New Jersey funding to community colleges has been significantly changed for the first time in twenty years. These revisions correct inequities and provide an over twenty percent increase for the College. In addition, the County of Passaic continues to provide strong support for the college operations.

Despite what most see as challenging years for all of higher education, and community colleges in particular, we believe PCCC is well positioned to thrive.

Contacting the District

This financial report is designated to provide our users of financial statements with a general overview of the College's finance and to show the College's accountability for the money it receives. If you have questions about this report or need any additional financial information, contact Passaic County Community College, One College Boulevard, Paterson, NJ 07505.

PASSAIC COUNTY COMMUNITY COLLEGE
(A Component Unit of Passaic County, New Jersey)
STATEMENTS OF NET POSITION
JUNE 30, 2021 AND 2020

	2021	2020
ASSETS		
Current Assets:		
Cash	\$ 4,388,443	\$ 5,744,892
Accounts Receivable	699,118	644,792
Grants Receivable	12,110,950	1,612,928
Due from the State of New Jersey	303,502	320,267
Other Receivables	49,951	94,559
Prepaid Expenses	244,820	195,371
Total Current Assets	17,796,784	8,612,809
Capital Assets, Net	78,971,340	80,961,798
Total Assets	96,768,124	89,574,607
DEFERRED OUTFLOWS OF RESOURCES		
Deferred Pension Liabilities	1,844,446	1,290,878
LIABILITIES		
Current Liabilities:		
Accounts Payable	2,775,086	2,709,545
Accrued Salaries and Benefits	463,174	663,283
Other Accrued Expenses	80,863	94,310
Current Portion of Long-term Obligations:		
Compensated Absences	878,702	890,775
Capital Lease Payable	335,000	320,000
Unearned Revenue	1,357,021	2,525,579
Total Current Liabilities	5,889,846	7,203,492
Noncurrent Liabilities:		
Deposits Held in Custody for Others	1,353,431	861,823
Reserve for Expenses	231,600	285,100
Total Noncurrent Liabilities	1,585,031	1,146,923
Long-term Liabilities:		
Capital Lease Payable	10,820,000	11,155,000
Compensated Absences	1,410,947	1,226,867
Net Pension Liability	15,727,185	17,430,131
Total Long-Term Liabilities	27,958,132	29,811,998
Total Liabilities	35,433,009	38,162,413
DEFERRED INFLOWS OF RESOURCES		
Deferred Pension Liabilities	7,160,743	6,276,496
NET POSITION		
Net Investment in Capital Assets	67,816,340	69,486,798
Restricted	22,735	22,735
Unrestricted	(11,820,257)	(23,082,957)
Total Net Position	\$ 56,018,818	\$ 46,426,576

See Accompanying Notes to Financial Statements.

PASSAIC COUNTY COMMUNITY COLLEGE
(A Component Unit of Passaic County, New Jersey)
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

	2021	2020
CASH FLOWS FROM OPERATING ACTIVITIES		
Tuition and Fees	\$ 24,102,291	\$ 26,463,717
Government Grants	40,535,813	35,164,543
Grant Payments	(51,960,634)	(33,496,212)
Payments to Suppliers	(5,186,655)	(17,597,025)
Payments for Employee Salaries and Benefits	(30,322,820)	(31,696,172)
Auxiliary Service Receipts	1,764,827	2,039,518
Auxiliary Service Payments	(1,957,006)	(2,051,632)
Other Receipts	1,450,268	2,271,256
Net Cash Used in Operating Activities	(21,573,916)	(18,902,007)
CASH FLOWS FROM NON-CAPITAL FINANCING ACTIVITIES		
State of New Jersey Appropriations	5,288,575	5,530,336
Passaic County Appropriations	15,171,000	14,729,116
Deposits Held in Custody for Others Received	491,608	14,889
Deposits Held in Custody for Others Refunded	-	(184,753)
Reserve for Expenses Proceeds	-	53,500
Reserve for Expenses Payments	(53,500)	-
Net Cash Provided by Noncapital Financing Activities	20,897,683	20,143,088
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES		
Purchases of Capital Assets	(1,542,670)	(1,758,438)
Capital Lease Payments	(320,000)	(305,000)
Capital Appropriations	1,182,454	3,510,637
Net Cash (Used) Provided by Capital and Related Financing Activities	(680,216)	1,447,199
Net (Decrease) Increase in Cash	(1,356,449)	2,688,280
Balance, July 1	5,744,892	3,056,612
Balance, June 30	\$ 4,388,443	\$ 5,744,892

PASSAIC COUNTY COMMUNITY COLLEGE FOUNDATION, INC.
(A Component Unit of Passaic County Community College)
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2021 AND 2020

	2021	2020
ASSETS		
Current Assets:		
Cash	\$ 88,464	\$ 89,767
Cash Equivalents - Held by Passaic County		
Community College	583,263	173,196
Certificate of Deposit	135,992	134,924
Accounts Receivable	-	115,564
Contribution Receivable	-	27,500
Total Current Assets	807,719	540,951
CAPITAL ASSETS, NET	4,695,064	4,763,752
Total Assets	\$ 5,502,783	\$ 5,304,703
LIABILITIES AND NET ASSETS		
Liabilities:		
Current Liabilities:		
Accounts Payable	\$ 5,900	\$ 5,800
Mortgage Payable	276,017	261,965
Total Current Liabilities	281,917	267,765
Long-Term Liabilities:		
Long Term Mortgage Payable	1,275,693	1,552,065
Total Long-Term Liabilities	1,275,693	1,552,065
Total Liabilities	1,557,610	1,819,830
Net Assets:		
Without Donor Restrictions	3,677,420	3,262,180
With Donor Restrictions	267,753	222,693
Total Net Assets	3,945,173	3,484,873
Total Liabilities and Net Assets	\$ 5,502,783	\$ 5,304,703

See Accompanying Notes to Financial Statements.

PASSAIC COUNTY COMMUNITY COLLEGE
(A Component Unit of Passaic County, New Jersey)
NOTES TO FINANCIAL STATEMENTS
FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

Passaic County Community College (the "College"), a component unit of Passaic County, New Jersey was established as a unit of the New Jersey Master Plan for Higher Education and is one of nineteen New Jersey county colleges. The College offers pre-baccalaureate preparation (A.S. and A.A. degrees) as well as programs and certificates which are designed to prepare students for employment (A.A.S. degrees). The purpose of the College is to offer high quality programs and services which are affordable, accessible, and community centered. All programs and services are designed to meet the educational needs of a diverse community and to promote the economic, technological, cultural, social and civic development of Passaic County and its service areas.

Reporting Entity

These financial statements present the College, (a Component Unit of Passaic County, New Jersey), and its discretely presented component unit, Passaic County Community College Foundation, Inc.

Component Unit

The College adopted the GASB Statement, *Determining Whether Certain Organizations Are Component Unit*. The GASB Statement establishes additional guidance on the application of existing standards for the assessment of potential component units in determining the financial reporting entity.

Passaic County Community College Foundation, Inc (the "Foundation") was organized under a separate Board of Trustees from the College in 1976 for the benefit of the College, faculty and students of the College, and the community. The primary function of the Foundation is to obtain contributions and award scholarships. The Board is responsible for their own accounting and finance related activities; however, the College's governing board has fiscal responsibility over the Foundation. The financial activities of the Foundation have been discretely presented. Separate financial statement of the Foundation may be obtained through the College.

Basis of Presentation

The College's financial statements are prepared in accordance with accounting principles generally accepted in the United States of America (GAAP). The Governmental Accounting Standards Board (GASB) is responsible for establishing GAAP for state and local governments, including public colleges and universities, through its pronouncements (Statements and Interpretations). The College is also required to follow Accounting Principle Boards (APB) opinions and, Accounting Research Bulletins (ARB) of the Committee on Accounting Procedure, unless those pronouncements conflict with or contradict GASB pronouncements. The College has the option to apply FASB pronouncements and APB opinions issued after November 30, 1989 and the College has chosen to do so. The more significant accounting policies established in GAAP and used by the college is discussed on the following page.

The College prepares its financial statements in accordance with GASB Statement No. 35, *Basic Financial Statements – and Management's Discussion and Analysis for Public Colleges and Universities*.

PASSAIC COUNTY COMMUNITY COLLEGE
(A Component Unit of Passaic County, New Jersey)
NOTES TO FINANCIAL STATEMENTS
FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Compensated Absences

The College accounts for compensated absences (e.g., unused vacation, sick leave) as directed by Governmental Accounting Standards Board Statement No. 16 (GASB), "Accounting for Compensated Absences". A liability for compensated absences attributable to services already rendered and not contingent on a specific event that is outside the control of the employer and employee is accrued as employees earn the rights to the benefits.

College's employees are granted varying amounts of vacation and sick leave in accordance with the College's personnel policy. Upon termination, employees are paid for accrued vacation. The College's policy permits employees to accumulate unused sick leave and carry forward the full amount to subsequent years. Upon retirement employees shall be paid by the College for the unused sick leave in accordance with the College's agreements with the various employee unions. In the Statement of Net Position, the liabilities are reported in two components – current (amounts due within one year) and noncurrent (amounts due in more than one year.)

Compensated absences are those absences for which employees will be paid, such as vacation and sick leave. A liability for compensated absences that are attributable to services already rendered, and that are not contingent on a specific event outside the control of the College and its employees, is accrued as employees earn the rights to the benefit.

Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense of the Public Employees Retirement System (PERS) information about the fiduciary net position of the retirement systems sponsored and administered by the State of New Jersey and additions to/deductions from these retirement systems' fiduciary net position have been determined on the same basis as they are reported by PERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows and/or inflows of resources. These separate financial statement elements, deferred outflows and/or inflows of resources, represent a consumption or acquisition of net position that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) and/or inflow of resources (revenue) until then. The College has one item that qualifies for reporting in this category is the deferred amounts on net pension liability. Deferred amounts on net pension liability are reported in the statement of net position and result from: (1) differences between expected and actual experience; (2) changes in assumptions; (3) net difference between projected and actual investment earnings on pension plan investments; (4) changes in proportion and differences between employer contributions and proportionate share of contributions; and (5) contributions made subsequent to the measurement date. These amounts are deferred and amortized over future years.

Net Position

Net Position is classified as net position and displayed in three components:

Net Investment in capital assets - Consists of capital assets including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets.

Restricted net position - Consists of net position with constraints placed on the use either by (1) external group such as creditors, grantors, contributors, or laws or regulations of other governments; or (2) law through constitutional provisions or enabling legislation.

PASSAIC COUNTY COMMUNITY COLLEGE
(A Component Unit of Passaic County, New Jersey)
NOTES TO FINANCIAL STATEMENTS
FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Recently Issued Accounting Pronouncements to be implemented in future years

The Government Accounting Standards Board (GASB) has issued pronouncements prior to June 30, 2021, that have effective dates that may impact future financial presentations; however, the impact of the implementation of each of the statements below to the College's financial statements has not been assessed at this time.

- GASB Statement No. 87, *Leases*. The objective of the statement is to improve the accounting and financial reporting for leases by requiring recognition of certain lease assets and liabilities for leases that previously were classified as operating leases. Inflows of resources or outflows of resources will be recognized based on the payment provisions of the contract. The statement establishes a single model for lease accounting based on the foundational principle that leases are financing of the right to use an underlying asset.

Effective Date: The requirements of this Statement are effective date was postponed to fiscal years beginning after June 15, 2020.

- GASB Statement No. 89, *Accounting for Interest Costs Incurred Before the End of a Construction Period*. The objectives of this Statement are (1) to enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period and (2) to simplify accounting for interest cost incurred before the end of a construction period. This Statement requires that interest cost incurred before the end of a construction period be recognized as an expense in the period in which the cost is incurred for financial statements prepared using the economic resources measurement focus. As a result, interest cost incurred before the end of a construction period will not be included in the historical cost of a capital asset reported in a business-type activity or enterprise fund.

Effective Date: The requirements of this Statement are effective for reporting periods beginning after December 15, 2020. Earlier application is encouraged. The College believes this Statement may impact the reporting of certain interest payments previously recorded as capital expenditures.

- GASB Statement No. 91, *Conduit Debt Obligations*. This Statement establishes a single method of reporting conduit debt obligations by issuers to eliminate diversity in practice.

Effective Date: The requirements of this Statement are effective for periods beginning after December 15, 2021.

- GASB Statement No. 92, *Omnibus 2020*. This Statement addresses a variety of topics and includes specific provisions about the following: (1) the effective date of GASB Statement No. 87, *Leases*, and Implementation Guide 2019-3, *Leases*, reinsurance recoveries, and terminology used to refer to derivative instruments (the requirements of this topic are effective upon issuance); (2) the applicability of GASB Statement No. 73, *Accounting and Financial Reporting for Pensions and Related Assets That Are Not within the Scope of GASB Statement 68*, and *Amendments to Certain Provisions of GASB Statements 67 and 68*, as amended, and No. 74, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans*, as amended, to reporting assets accumulated for postemployment benefits; (3) the applicability of certain requirements of Statement No. 84, *Fiduciary Activities*, to postemployment benefit arrangements; (4) measurement of liabilities (and assets, if any) related to asset retirement obligations (AROs) in a government acquisition; (5) reporting by public entity risk pools for amounts that are recoverable from reinsurers or excess insurers; (6) reference to nonrecurring fair value measurements of assets or liabilities in authoritative literature; and terminology used to refer to derivative instruments.

Effective Date: The requirements related to the application of these topics are for fiscal years beginning after June 15, 2021, unless specifically noted to be effective upon issuance.

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NOTE 2. CASH AND CASH EQUIVALENTS

For purposes of the Statement of Cash Flows, the College considers cash and cash equivalents to be currency on hand, demand deposits with banks, and investment accounts and liquid investments with a maturity of three months or less when purchased.

The College has adopted a cash management plan that requires it to deposit public funds into institutions located in New Jersey by the Federal Deposit Insurance Corporation (“FDIC”) or in public depositories protected from loss under the provisions of the Governmental Unit Deposit Protection Act (“GUDPA”). GUDPA was enacted in 1970 to protect Governmental Units from loss of funds on deposit with a failed banking institution in New Jersey.

N.J.S.A. 17:9-41 et. Sec. establishes the requirements for the security of deposits of governmental units. The statute requires that no governmental unit shall deposit public funds in a public depository unless such funds are secured in accordance with the Act. Public depositories include Savings and Loan institutions, banks (both state and national banks) and savings banks the deposits of which are federally insured. All public depositories must pledge collateral, having a market value at least equal to five percent of the average daily balance of collected public funds, to secure the deposits of Governmental Units. If a public depository fails, the collateral it has pledged, plus the collateral of all other public depositories, is available to pay the full amount of their deposits to the Governmental Units.

All cash and cash equivalents on deposit are partially insured by the FDIC up to \$250,000 for each depository. Deposits in excess of FDIC limits are entirely insured or collateralized by a collateral pool maintained by public depositories as required by Governmental Unit Deposit Protection Act GUDPA.

As of June 30, 2021 and 2020, none of the College’s bank balances of \$4,975,922 and \$6,561,354 were exposed to either custodial credit risk or foreign currency risk.

At June 30, 2021 and 2020, the College’s deposits are summarized as follows:

	2021	2020
Insured - FDIC	\$ 250,000	\$ 250,000
Insured - GUDPA	4,725,922	6,311,354
	\$ 4,975,922	\$ 6,561,354

Bank deposits as of June 30, 2021 and 2020, respectively are required to be classified as to credit risk. Deposits are considered to be exposed to custodial credit risk if they are: uncollateralized, collateralized with securities held by the pledging financial institution, or collateralized with securities held by the pledging financial institution’s trust department or agent but not in the name of the College.

Custodial Credit Risk - Custodial credit risk is the risk that, in the event of a bank failure, the College will not be able to recover deposits or collateral securities that are in the possession of an outside party. The College does not have a deposit policy for custodial credit risk. Deposits are exposed to custodial credit risk if they are not covered by depository insurance and the deposits are:

- a) Uncollateralized.
- b) Collateralized with securities held by the pledging financial institution.
- c) Collateralized with securities held by the pledging financial institution’s trust department or agent but not in the College’s name.

Foreign Currency Risk - Foreign currency risk is the risk that changes in exchange rates will adversely affect deposits. None of the College’s deposits as of June 30, 2021 and 2020 are held in foreign currency.

Under GUDPA, financial institutions are not required to pledge collateral for amounts covered by FDIC insurance. Noninterest-bearing transaction accounts are insured by the Dodd-Frank Deposit Insurance Provision of the FDIC. The amount noted as “GUDPA Insured” above includes deposits covered by the Dodd-Frank Provision as well as GUDPA.

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NOTE 4. CAPITAL ASSETS (Continued)

The detail of capital asset activity for the year ended June 30, 2020, is as follows:

	<u>Balance at June 30, 2019</u>	<u>Additions</u>	<u>Balance at June 30, 2020</u>
Capital Assets:			
Non-Depreciable:			
Land	\$ 1,967,634	\$ -	\$ 1,967,634
Construction in Progress	618,331	1,132,487	1,750,818
Total Non-Depreciable Capital Assets	2,585,965	1,132,487	3,718,452
Depreciable:			
Buildings and Improvements	108,689,284	587,730	109,277,014
Machinery and Equipment	7,141,577	150,160	7,291,737
Total Depreciable Capital Assets	115,830,861	737,890	116,568,751
Less: Accumulated Depreciation:			
Buildings and Improvements	(30,675,030)	(2,640,675)	(33,315,705)
Machinery and Equipment	(4,637,720)	(1,371,980)	(6,009,700)
Total Accumulated Depreciation	(35,312,750)	(4,012,655)	(39,325,405)
Depreciable Capital Assets, Net	80,518,111	(3,274,765)	77,243,346
Capital Assets, Net	\$ 83,104,076	\$ (2,142,278)	\$ 80,961,798

Depreciation expense was \$3,556,732 and \$4,012,655 for the years ended June 30, 2021 and 2020, respectively.

NOTE 5. UNEARNED REVENUES

At June 30, 2021 and 2020, the College's unearned revenues were as follows:

	<u>2021</u>	<u>2020</u>
Unearned Revenue:		
Tuition and Fees	\$ 190,590	\$ 215,439
Grant Revenue:		
Federal Sources	810,457	1,832,537
State Sources	23,755	5,000
Local Sources	332,219	472,603
	1,166,431	2,310,140
Total Unearned Revenue	\$ 1,357,021	\$ 2,525,579

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NOTE 6. LONG-TERM LIABILITIES

Capital Leases (Continued)

When the term of this agreement has expired and the Authority has certified that all of the outstanding Bonds have been paid or provision for payment duly made, and the Trustee has certified to the Authority that all of the Outstanding Bonds, including the principal, redemption premium, if any, and interest, all swap payments.

Obligations, swap termination payments and all other obligations incurred by the Authority in connection with the project or otherwise due and owing under the indenture have been paid, or that sufficient funds for such payment in full are held in trust by the Trustee, the Authority shall transfer all its rights, title and interest in and to the building to the College by deed or deeds in form satisfactory to the Authority.

The College has also entered into subleases with the State of New Jersey and Private Industry Council of Passaic County (trading as the Workforce Development Center) to rent the entire first and second floors of the building. The term of the State and the County subleases are for ten (10) years and may be renewed at the option of the State and County for two (2) terms of ten (10) years each. The rental payments will be utilized to maintain the building and pay the basic lease payments.

NOTE 7. OPERATING LEASES

The College has entered into various lease agreements for office space, parking and teaching space. The lease commitments expire at various dates. Rent expense for the years ended June 30, 2021 and 2020 were \$1,980,818 and \$2,151,869, respectively. Indirect costs were approximately \$173,000 and \$213,000 for the years ended June 30, 2021 and 2020.

Future minimum rental commitments under these operating leases approximate the following:

<u>Year Ended</u> <u>June 30,</u>	
2022	\$ 2,045,451
2023	2,056,058
2024	1,782,583
2025	1,781,970
2026	1,778,105
2027-2031	8,802,633
2032-2035	<u>6,492,986</u>
	<u>\$ 24,739,786</u>

Rental incomes from with the State of New Jersey and Private Industry Council of Passaic County for the years ended June 30, 2021 and 2020 were \$1,232,068 and \$1,132,480, respectively. Future minimum rental income commitment for fiscal year June 30, 2022 is \$1,021,092.

NOTE 8. RETIREMENT SYSTEMS

All required employees of the College are covered by either the State of New Jersey Public Employees' Retirement System (PERS) or the Alternate Benefit Plan (ABP), which presently makes contributions to Teachers' Insurance and Annuity Association - College Retirement Equities Fund (TIAA/CREF), Hartford, MetLife, AXA Financial, ING, Prudential and VALIC. The PERS system is a cost-sharing multiple-employer defined benefit pension plan administered by the State of New Jersey, Division of Pensions and Benefits public employee retirement system. The ABP alternatives are administered by a separate Board of Trustees. Generally, all employees, except certain part-time employees, participate in one of these plans.

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NOTE 8. RETIREMENT SYSTEMS (Continued)

GASB Statement No. 68, *Accounting and Financial Reporting for Pension* and GASB Statement No. 71, *Pension Transition for Contributions Made Subsequent to Measurement Date – an amendment of GASB No. 68* require participating employers in pension plans to recognize their proportionate share of their collective net pension liability, collective deferred outflows of resources, collective deferred inflows of resources and collective pension expense excluding that attributable to employer-paid member contributions.

At June 30, 2021 and 2020, the College's net pension liability for PERS was \$15,727,185 and \$17,430,131, respectively.

The net pension liability was measured as of June 30, 2020, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The College's proportion of the net pension liability was based on a projection of the College's long-term share of contributions to the pension plan relative to the projected contributions of all participating entities, actuarially determined. At June 30, 2021, the College's proportion was 0.09600%, which was an decrease of 0.00030% from its proportion measured as of June 30, 2020. At June 30, 2020, the College's proportion was 0.09670%, which was an decrease of 0.0086% from its proportion measured as of June 30, 2019.

For the year ended June 30, 2021 and 2020, the College recognized pension expense of (\$296,138) and \$50,829, respectively. At June 30, 2021 and 2020, the College reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	2021		2020	
	Deferred Outflows of Resources	Deferred Inflows of Resources	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and accrual experience	\$ 230,748	\$ -	\$ 235,849	\$ -
Changes in assumptions	-	6,074,913	-	4,309,480
Net differences between projected and actual investment earnings on pension plan investments	537,568	-	-	275,141
Changes in proportion	-	1,085,830	-	1,691,875
District contributions subsequent to measurement date	1,076,130	-	1,055,029	-
Total	\$ 1,844,446	\$ 7,160,743	\$ 1,290,878	\$ 6,276,496

College contributions subsequent to the measurement date for fiscal years ended June 30, 2021 and 2020 in the amount of \$1,076,130 and \$1,055,029 are recognized as a reduction of the net pension liability subsequent to the corresponding fiscal year ended.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	
2022	\$ (2,361,462)
2023	(2,076,266)
2024	(1,355,934)
2025	(506,796)
2026	(91,969)
	<u>\$ (6,392,427)</u>

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NOTE 8. RETIREMENT SYSTEMS (Continued)

Best estimates of arithmetic rates of return for each major asset class included in PERS's target asset allocation as of June 30, 2021 and 2020 are summarized in the following table:

Asset Class	2021		2020	
	Target Allocation	Long-Term Expected Real Rate of Return	Target Allocation	Long-Term Expected Real Rate of Return
US Equity	27.00%	7.71%	28.00%	8.26%
Non U.S. Developed Market Equity	13.50%	8.57%	12.50%	9.00%
Emerging Market Equity	5.50%	10.23%	6.50%	11.37%
Private Equity	13.00%	11.42%	12.00%	10.85%
Real Assets	3.00%	9.73%	2.50%	9.31%
Real Estate	8.00%	9.56%	7.50%	8.33%
High Yield	2.00%	5.95%	2.00%	5.37%
Private Credit	8.00%	7.59%	6.00%	7.92%
Investment Grade Credit	8.00%	2.67%	10.00%	4.25%
Cash Equivalents	4.00%	0.50%	5.00%	2.00%
U.S. Treasuries	5.00%	1.94%	5.00%	2.68%
Risk Mitigation Strategies	3.00%	3.40%	3.00%	4.67%

Discount Rate

The discount rate used to measure the total pension liability was 7% as of June 30, 2020. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current member contribution rates and that contributions from employers and the non-employer contributing entity will be based on 78% of the actuarially determined contributions for the State employer and 100% of actuarially determined contributions for the local employers.

Sensitivity of the College's proportionate share of the net pension liability to changes in the discount rate.

The following presents the College's proportionate share of the net pension liability of the as of June 30, 2021 and 2020 (June 30, 2019 and 2018, respectively Measurement Date), calculated using the discount rate as disclosed above as well as what the collective net pension liability would be if it was calculated using a discount rate that is 1% lower or 1% higher than the current rate:

	2021		
	1% Decrease (6.00)	Current Discount Rate (7.00%)	1% Increase (8.00%)
College's proportionate share of PERS net pension liability	\$ 19,801,517	\$ 15,727,185	\$ 12,275,311
	2020		
	1% Decrease (5.28)	Current Discount Rate (6.28%)	1% Increase (7.28%)
College's proportionate share of PERS net pension liability	\$ 22,017,088	\$ 17,430,131	\$ 13,564,970

PASSAIC COUNTY COMMUNITY COLLEGE
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NOTE 9. POST-RETIREMENT MEDICAL BENEFITS (Continued)

The Local Education Retired Plan is a multiple-employer defined benefit other post-employment benefit (OPEB) plan that is administered by the State on a pay-as-you-go basis. Accordingly, no assets are accumulated in a qualifying trust that meets the criteria in paragraph 4 of GASB Statement No 75, *Accounting and Financial Reporting for the Postemployment Benefit Other Than Pensions*. The Local Education Retired Plan provides medical, prescription drug, and Medicare Part B reimbursement to retirees and the covered dependents of local education employees. The State also offers dental care to retirees, however, since dental benefits are completely paid for by the retirees, there is no OPEB liability for these benefits.

The employer contributions for the participating local education employers are legally required to be funded by the State in accordance with N.J.S.A. 52:14-17.32f. According to N.J.S.A. 52:14-17.32f, the State provides employer-paid coverage to employees who retired from a board of education or county college with 25 years or more of service credit in, or retires on a disability pension from one or more of the following plans: the Teachers' Pension and Annuity Fund (TPAF), the Public Employees' Retirement System (PERS), the Police and Firemen Retirement System (PFRS), or the Alternate Benefit Program (ABP). Pursuant to Chapter 78, P.L. 2011, future retirees eligible for postemployment medical coverage who have less than 20 years of creditable service on June 28, 2011 will be required to pay a percentage of the cost of their health care coverage in retirement provided they retire with 25 or more years of pension service credit. The percentage of the premium for which the retiree will be responsible will be determined based on the retiree's annual retirement benefit and level of coverage.

For additional information about the State Health Benefit Local Education Retired Education Plan, please refer to the Division's Comprehensive Annual Financial Report (CAFR) which can be found at <https://www.state.nj.us/treasury/pensions/gasb-notices-opeb.shtml>.

Employees Covered by Benefit Terms

The following Local Education Retired Plan employees were covered by benefit terms as of the June 30, 2021 and 2020 (measurement dates June 30, 2020 and 2019, respectively):

	2021	2020
Active Plan Members	216,804	216,892
Inactive Plan Members or Beneficiaries Currently Receiving Benefit Payments	149,304	148,051
Total	366,108	364,943

Measurement Focus and Basis of Accounting

The financial statements of the post-retirement health benefit plans are prepared in accordance with U.S. generally accepted accounting principles as applicable to governmental organizations. In doing so, the Division adheres to reporting requirements established by the Governmental Accounting Standards Board (GASB).

The accrual basis of accounting is used for measuring financial position and changes in net position of the post-employment health benefit plans. Under this method, contributions are recorded in the accounting period in which they are legally due from the employer or plan member, and deductions are recorded at the time the liabilities are due and payable in accordance with terms of each plan. The accounts of the Division are organized and operated on the basis of funds. All funds are accounted for using economic resources measurement focus.

Investment Valuation

Investments are reported at fair value. Investments that do not have an established market are reported at estimated fair value. Fair value is the amount at which a financial instrument could be exchanged in a current transaction between willing parties, other than in a forced or liquidation sale.

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NOTE 9. POST-RETIREMENT MEDICAL BENEFITS (Continued)

OPEB Liabilities, OPEB Expenses and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB (Continued)

For the fiscal years ended June 30, 2021 and 2020, the College recognized OPEB expense of \$6,797,176 and \$3,990,661, respectively. These amounts have been included as a revenue and expense in the financial statements in accordance with GASB No. 85.

At June 30, 2021 and 2020 the State's proportionate share of the OPEB liability attributable to the College is \$75,401,150 and \$46,267,630, respectively. The nonemployer allocation percentages are based on the ratio of the State's proportionate share of the OPEB liability attributable to the College at June 30, 2020 and 2019 to the total OPEB liability of the State Health Benefit Program Fund – Local Education Retired Employees Plan at June 30, 2020 and 2019, respectively. At June 2020, the State's share of the OPEB liability attributable to the College was 0.1112% which was an increase of 0.0003% from its proportion measured as of June 30, 2019 of 0.1109%. At June 2019, the State's share of the OPEB liability attributable to the College was 0.1109% which was an increase of 0.0185% from its proportion measured as of June 30, 2018 of 0.0924%.

Actuarial Assumptions and Other Inputs

The OPEB liability for the June 30, 2020, measurement date was determined by an actuarial valuation as of June 30, 2019, which was rolled forward to June 30, 2020. The OPEB liability for the June 30, 2019, measurement date was determined by an actuarial valuation as of June 30, 2018, which was rolled forward to June 30, 2019. The actuarial assumptions vary for each plan member depending on the pension plan the member is enrolled in. This actuarial valuation used the following actuarial assumptions, applied to all periods in the measurement.

	2021		2020	
	TPAF/ABP	PERS	TPAF/ABP	PERS
Inflation Rate:	2.50%	2.50%	2.50%	2.50%
Salary Increases:	1.55 – 4.45%	2.00 – 6.00%	1.55 – 3.05%	2.00 – 6.00%
Through 2026	based on service years	based on service years	based on service years	based on service years
Thereafter	1.55 – 4.45%	3.00 – 7.00%	1.55 – 3.05%	3.00 – 7.00%
	based on service years	based on service years	based on service years	based on service years

Preretirement mortality rates were based on the Pub-2010 Healthy “Teachers” (TPAF/ABP), “General” (PERS), and “Safety” (PFRS) classification headcount-weighted mortality table with fully generational mortality improvement projections from the central year using Scale MP-2020. Postretirement mortality rates were based on the Pub-2010 “General” classification headcount-weighted mortality table with fully generational mortality improvement projections from the central year using Scale MP-2020. Disability mortality was based on the Pub-2010 “General” classification headcount-weighted disabled mortality table with fully generational mortality improvement projections from the central year using Scale MP-2020.

The actuarial assumptions used in the June 30, 2019 valuation were based on the results of actuarial experience studies for the periods July 1, 2015 - June 30, 2018 and July 1, 2014 - June 30, 2018 for TPAF and PERS, respectively.

100% of all retirees who currently have healthcare coverage are assumed to continue with that coverage. 100% of active members are considered to participate in the Plan upon retirement, having a coverage blend of 95% and 5% in PPO and HMO, respectively.

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NOTE 9. POST-RETIREMENT MEDICAL BENEFITS (Continued)

OPEB Liabilities, OPEB Expenses and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB (Continued)

Sensitivity of OPEB Liability to Changes in the Discount Rate

The following presents the State's proportionate share of the OPEB liability attributable to the College as of June 30, 2021 and 2020, calculated using the discount rate disclosed above, as well as what the State's proportionate share of the OPEB liability attributable to the College would be if it were calculated using a discount rate that is 1% point lower or 1% point higher than the current rate:

	2021		
	At 1% Decrease (1.21%)	At Current Discount Rate (2.21%)	At 1% Increase (3.21%)
State's Proportionate Share of the OPEB Liability Attributable to the College	\$ 90,899,978	\$ 75,401,150	\$ 63,282,559
	2020		
	At 1% Decrease (2.50%)	At Current Discount Rate (3.50%)	At 1% Increase (4.50%)
State's Proportionate Share of the OPEB Liability Attributable to the College	\$ 54,660,355	\$ 46,267,630	\$ 39,600,910

Sensitivity of total OPEB liability to changes in the healthcare cost trend rates

The following presents the State's proportionate share of the OPEB liability attributable to the College as of June 30, 2021 and 2020, calculated using the healthcare trend rate as disclosed above as well as what the State's proportionate share of the OPEB liability attributable to the College would be if it was calculated using a healthcare trend rate that is 1% point lower or 1% point higher than the current rate:

	2021		
	1 % Decrease	Healthcare Cost Trend Rate	1% Increase
State's Proportionate Share of the OPEB Liability Attributable to the College	\$ 60,866,351	\$ 75,401,150	\$ 92,708,865
	2020		
	1 % Decrease	Healthcare Cost Trend Rate	1% Increase
State's Proportionate Share of the OPEB Liability Attributable to the College	\$ 38,122,465	\$ 46,267,630	\$ 57,050,156

The sensitivity analyses were based on the State's proportionate share of the OPEB liability attributable to the College at June 30, 2020 and 2019. Sensitivity analyses specific to the State's proportionate share of the OPEB liability attributable to the College at June 30, 2020 and 2019 were not provided by the pension system.

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NOTE 10. COMPONENT UNIT – PASSAIC COUNTY COMMUNITY COLLEGE FOUNDATION (Continued)

Contributions Receivable

Unconditional promises to give that are expected to be collected within one year are recorded at net realizable value. Unconditional promises to give that are expected to be collected in future years are recorded at the present value of their estimated future cash flows. The discounts on those amounts are computed using risk-adjusted interest rates applicable to the years in which the promises are received. Discount amortization is included in contribution revenue. Conditional promises to give are not included as support until the conditions are met.

The Foundation's contributions receivable consisted of unconditional promises to give, all of which are expected to be collected within one year for the years ended June 30, 2021 and 2020, respectively. Based upon historical collection experience, management has determined that no allowance for doubtful accounts is necessary.

Property and Equipment

Property and equipment are carried at cost or, if donated, at the approximate fair value at the date of donation. All acquisitions of property and equipment in excess of \$2,500 are capitalized. Depreciation is computed using the straight-line method over the estimated useful lives of the assets. Cost of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed currently. The Foundation reviews the carry values of properties for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable. When considered impaired, an impairment loss is recognized to the extent carrying value exceeds the fair value of the assets. There were no indicators of asset impairment during the years ended June 30, 2021 and 2020.

Revenue Recognition

Revenue is recognized when earned. Program service fees, grants, and contract awards from federal, state, and local government agencies are recognized as the related expenses are incurred or specified contract benchmarks are fulfilled by the Foundation. Amount received from grants which have not yet been earned under the terms of the agreement are recorded as unearned revenue in the accompany financial statements.

Contributions

Contributions received are recorded as net assets without donor restrictions or net assets with donor restrictions, depending on the existence and/or nature of any donor-imposed restrictions. Donor restricted contributions are reported as an increase in net assets with donor restrictions, depending on the nature of restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. Conditional promises to give are not recognized until the conditions on which they depend have been substantially met. The Foundation has no conditional promises to give for the years ended June 30, 2021 and 2020, respectively.

Donated Services

Donated special services are recognized as contributions since the services require specialized skills and are performed by people with those skills, and would otherwise be purchased by the Foundation. The Foundation benefited from in-kind salary donation, which were estimated to be \$65,412 and \$74,521 for the years ended June 30, 2021 and 2020, respectively. These amounts have been reported as both in-kind contribution revenue and expenses on the statement of activities.

Advertising Costs

Advertising costs are expensed as incurred. During the years ended June 30, 2021 and 2020 advertising costs totaled \$0 and \$2,000, respectively.

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NOTE 10. COMPONENT UNIT – PASSAIC COUNTY COMMUNITY COLLEGE FOUNDATION (Continued)

Liquidity and Availability of Resources

The Foundation’s financial assets available within one year of the statement of financial position date for general expenditures are as follows:

	2021	2020
Financial Assets:		
Cash and Cash Equivalents	\$ 671,727	\$ 262,963
Certificates of Deposits	135,992	134,924
Accounts Receivable	-	115,564
Contributions Receivable	-	27,500
Total Financial Assets	807,719	540,951
Less Donor-Imposed Restrictions:		
Net assets with donor restrictions	(267,753)	(222,693)
Financial Assets Available to Meet General Expenditures Within One Year	\$ 539,966	318,258

As part of the Foundation’s liquidity management, it has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligations come due. As part of its liquidity plan, excess cash is invested in short term investments, including money market accounts and certificate of deposit.

In addition to financial assets available to meet general expenditures over the next 12 months, the Foundation anticipates collecting sufficient revenue to cover general expenditures not covered by with donor restriction resources.

Fair Value Measurement

We report certain assets at fair value in the financial statements. Fair value is the price that would be received to sell the asset in an orderly transaction in the most advantageous, market at the measurement date under current market condition. The Foundation’s estimates of fair value for financial assets are based on the inputs used in the valuation, given the highest priority to quoted prices in active markets, and requires that observable inputs be used in the valuations when available. In determining the level of the hierarchy in which the estimate is disclosed, the highest priority is given to unadjusted quoted prices in active markets and the lowest priority to unobservable inputs that reflect the Foundation’s significant market assumptions.

The three levels of the hierarchy are further described as follows:

Level 1 – Quoted prices (unadjusted) in active markets for identical assets or liabilities that we can access at the measurement date.

Level 2 – Inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly. These include quoted prices for similar assets or liabilities in active markets, quoted prices for identical or similar assets or liabilities in markets that are not active, inputs other than quoted prices that are observable for the asset or liability, and market-corroborated inputs.

Level 3 – Unobservable inputs for the asset or liability. In these situations, the Foundation develops inputs using the best information available in the circumstances.

PASSAIC COUNTY COMMUNITY COLLEGE
(A Component Unit of Passaic County, New Jersey)
NOTES TO FINANCIAL STATEMENTS
FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

NOTE 10. COMPONENT UNIT – PASSAIC COUNTY COMMUNITY COLLEGE FOUNDATION (Continued)

Leases (Continued)

On February 1, 2020, the Foundation entered into an agreement with the Greater Paterson Opportunities Industrialization Center, Inc to lease 5,000 square feet property on 126 Broadway for a term of five years commencing on February 1, 2020 and ending on January 31, 2025. The base rent under the agreement is \$81,000 for the first year with 2% increase to the calculated base rent for each succeeding year.

Year Ended June 30,	Total Rental Income
2022	\$ 643,059
2023	653,629
2024	349,645
2025	314,115
2026	262,970
2027-2031	497,201
	\$ 2,720,619

Mortgage Payable

On July 1, 2008, the Foundation purchased a building located at 126 Broadway in Paterson, New Jersey. This property has a 15 year, 6% mortgage payable, and due in monthly installments of \$9,873 secured by a Deed of Trust on the land and building.

On November 28, 2011, the Foundation purchased a building located at 219-225 Market Street in Paterson, New Jersey. The property also has a 15 year, 4.9% mortgage payable, and due in monthly installments of \$13,136 secured by a Deed of Trust on the land and building.

On November 1, 2015, the Foundation purchased a building located at 113-119 Van Houten Street, in Paterson, New Jersey. The property also has a 15 year, 4.13% mortgage payable, and due in monthly installments of \$5,724 secured by a Deed of Trust on the land and building.

The future mortgage payments are as follows:

Year Ending June 30,	Principal	Interest	Total
2022	\$ 276,017	\$ 68,784	\$ 344,801
2023	300,504	54,123	354,627
2024	185,301	41,023	226,324
2025	194,210	32,114	226,324
2026	203,726	22,598	226,324
2027-2031	391,952	29,298	421,250
	\$ 1,551,710	\$ 247,940	\$ 1,799,650

PASSAIC COUNTY COMMUNITY COLLEGE
(A Component Unit of Passaic County, New Jersey)
NOTES TO FINANCIAL STATEMENTS
FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

NOTE 12. CONTINGENT LIABILITIES (Continued)

In March 2020, the World Health Organization declared the outbreak of a novel coronavirus (COVID-19) as a pandemic which continues to spread throughout the United States. Although, State of New Jersey have ease restrictions, it is possible that a resurgence in COVID-19 cases could prompt a return to tighter restriction in certain areas. Significant uncertainty remains regarding the ongoing impact of COVID-19 outbreak upon our financial condition and future results of operation; the related impact cannot be reasonably estimated at this time.

NOTE 13. RISK MANAGEMENT

The College is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; error and omissions; injuries to employees; and natural disasters. The College maintains commercial insurance coverage for the sports program, nurses for the hospital and surety bonds. The County of Passaic pays for the College's property, workers compensation, and liability and student accidents.

Reserve for Expenses

The College maintains a reserve for expenses for routine maintenance as required by the agreement for the sublease of Memorial Hall to State of New Jersey and Private Industry Council of Passaic County (trading as the Workforce Development Center).

NOTE 14. SUBSEQUENT EVENTS

Management has reviewed and evaluated all events and transactions that occurred between June 30, 2021 through February 24, 2022, the date that the financial statements were available to be issued.

Subsequent to June 30, 2021, the College was committed under capital expenditure purchase agreements for construction project totaling approximately \$3.89 million.

PASSAIC COUNTY COMMUNITY COLLEGE
(A Component Unit of the County of Passaic)
SCHEDULES OF THE COLLEGE'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
PUBLIC EMPLOYEES RETIREMENT SYSTEM (PERS)
LAST SEVEN FISCAL YEARS

	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
College's proportion of the net pension liability	0.0964421063%	0.0967347300%	0.1053043436%	0.1030214815%	0.1021398681%	0.1084947650%	0.1149972812%
College's proportionate share of the net pension liability	\$ 15,727,185	\$ 17,430,131	\$ 20,733,900	\$ 23,981,754	\$ 30,250,899	\$ 24,354,901	\$ 21,530,636
College's covered-employee payroll	\$ 6,555,427	\$ 6,848,917	\$ 6,970,215	\$ 7,148,683	\$ 7,484,819	\$ 7,298,029	\$ 7,676,757
College's proportionate share of the net pension liability as a percentage of its covered-employee payroll	229.63%	250.07%	290.04%	320.41%	414.51%	317.26%	286.07%
Plan fiduciary net position as a percentage of the total pension liability	58.32%	56.27%	53.60%	48.10%	40.14%	47.93%	52.08%

Note: The amounts presented for each fiscal year were determined as of the previous fiscal year-end.

This schedule is presented to illustrate the requirement to show information for 10 years in accordance with GASB Statement No. 68. However, until a 10-year trend is compiled, the College will only present information for those years for which information is available.

PASSAIC COUNTY COMMUNITY COLLEGE
(A Component Unit of the County of Passaic)
SCHEDULES OF CHANGES IN THE STATE'S PROPORTIONATE SHARE OF OPEB LIABILITY
ATTRIBUTABLE TO THE COLLEGE AND RELATED RATIOS
STATE HEALTH BENEFITS LOCAL EDUCATION RETIRED EMPLOYEES OPEB PLAN
LAST FOUR FISCAL YEARS

	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>	<u>June 30, 2018</u>
Balance, July 1	\$ 46,267,630	\$ 42,613,151	\$ 36,471,686	\$ 39,162,297
Changes recognized for the fiscal year:				
Service cost	2,290,622	2,021,773	1,292,863	1,542,769
Interest on the total OPEB liability	1,677,455	1,700,957	1,332,453	1,148,581
Difference between expected and actual experience	12,665,129	620,072	9,506,299	(4,568,305)
Changes in assumptions	13,773,199	689,854	(4,890,072)	-
Changes in proportion	(1,312,672)	(1,420,278)	(1,139,460)	(844,762)
Gross benefit payments	39,787	42,101	39,382	31,106
Contributions from the member	29,133,520	3,654,479	6,141,465	(2,690,611)
Net changes	<u>75,401,150</u>	<u>46,267,630</u>	<u>42,613,151</u>	<u>36,471,686</u>
Balance, June 30,	\$ 75,401,150	\$ 46,267,630	\$ 42,613,151	\$ 36,471,686
College's proportionate share of OPEB liability	-	-	-	-
State's proportionate share of OPEB liability	<u>75,401,150</u>	<u>46,267,630</u>	<u>42,613,151</u>	<u>36,471,686</u>
Total OPEB liability	<u>\$ 75,401,150</u>	<u>\$ 46,267,630</u>	<u>\$ 42,613,151</u>	<u>\$ 36,471,686</u>
College's covered employee payroll	\$ 35,541,038	\$ 36,437,578	\$ 40,323,030	\$ 40,023,076
Total OPEB Liability as a percentage of covered employee payroll	212.15%	126.98%	105.67%	91.13%

Note: The amounts presented for each fiscal year were determined as of the previous fiscal year-end.

This schedule is presented to illustrate the requirement to show information for 10 years in accordance with GASB Statement No. 68. However, until a 10-year trend is compiled, the College will only present information for those years for which information is available.

SINGLE AUDIT

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



DONOHUE, GIRONDA, DORIA & TOMKINS, LLC
Certified Public Accountants

Bayonne, New Jersey
February 24, 2022

Report on Internal Control over Compliance

Management of the College is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the College's internal control over compliance with the types of requirements that could have a direct and material effect on each major and state federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal and state program and to test and report on internal control over compliance in accordance with the Uniform Guidance and New Jersey OMB Circular 15-08, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the College's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance and New Jersey OMB Circular 15-08. Accordingly, this report is not suitable for any other purpose.

Donohue, Gironde, Doria & Tomkins LLC

DONOHUE, GIRONDA, DORIA & TOMKINS, LLC
Certified Public Accountants

Bayonne, New Jersey
February 24, 2022

PASSAIC COUNTY COMMUNITY COLLEGE
(A Component Unit of Passaic County, New Jersey)
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2021

Federal Grantor/Pass Through Grantor/Program or Cluster Title	Federal CFDA Number	FAIN Number	Expenditures	Passed through to Subrecipients
U.S. Department of Education (Continued):				
Title V - Higher Education - Institutional Aid (Pathway to Teacher Certification)	84.031S	P031S180112	425,400	-
Title V - Higher Education - Institutional Aid (Teacher Excellence Project) (P-TEC)	84.031S	P031S190260	293,397	-
Title V - Higher Education - The PCCC Prosper Project	84.031S	P031S200263	35,620	-
Higher Education - Instructional Aid (Pathway to STEM Grant)	84.031C	P031C160140	852,342	-
Total Higher Education Institutional Aid			<u>1,606,759</u>	-
COVID-19 - Higher Education Emergency Relief Fund (HEERF):				
HEERF I Student Aid	84.425E	P425E200988	1,829,579	-
HEERF II Student Aid	84.425E	P425E200988	2,900,150	-
HEERF I Institutional Aid	84.425F	P425F200453	2,460,066	-
HEERF II Institutional Aid	84.425F	P425F200453	9,333,815	-
HEERF Minority Serving Institutions (MSIs)	84.425L	P425L200260	341,846	-
			<u>16,865,456</u>	-
Passed through New Jersey the Office of Secretary of Higher Education (OSHE)				
COVID-19-Government's Emergency Education Relief Fund (GEERF)	84.425C	*	287,456	-
TRIO Cluster:				
TRIO Student Support Services	84.042A	*	271,657	-
TRIO Upward Bound	84.047A	P047A170734	261,810	-
Total TRIO Cluster			<u>533,467</u>	-
Passed through State of New Jersey:				
Department of Education:				
Vocational Education - Basic Grants to States (Perkins)	84.048A	*	554,002	-
Passed through Department of State:				
Commission on Higher Education:				
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP)	84.334S	*	151,630	-
Direct:				
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP)	84.334A	*	154,940	-
			<u>306,570</u>	-
Total U.S. Department of Education			<u>35,850,726</u>	-
U.S. Department of Health and Human Services:				
Passed through State of New Jersey				
Work First New Jersey				
Temporary Assistance to Family Needs (TANF):				
High School Equivalency	93.558	*	21,258	-
Intensive Math	93.558	*	20,790	-
Career Pathways	93.558	*	20,811	-
Computer Skills and Professional Development	93.558	*	20,790	-
Total U.S. Department of Health and Human Services			<u>83,649</u>	-
Total Federal Awards			<u>\$ 39,426,534</u>	<u>\$ -</u>

* - Information Not Available

PASSAIC COUNTY COMMUNITY COLLEGE
(A Component Unit of Passaic County, New Jersey)
NOTES TO SCHEDULES OF EXPENDITURES OF
FEDERAL AWARDS AND STATE FINANCIAL ASSISTANCE
FOR THE YEAR ENDED JUNE 30, 2021

NOTE 1. GENERAL

The accompanying schedules of expenditures of Federal Awards and State Financial Assistance include all the federal and state grant activity of Passaic County Community College (the "College"). All federal and state awards received directly from federal and state agencies, as well federal and state awards passed through other governmental agencies are included.

NOTE 2. BASIS OF ACCOUNTING

The accompanying schedules of expenditures of Federal Awards and State Financial Assistance and are presented on the accrual basis of accounting. The information in these schedules is presented in accordance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Compliance Supplement and New Jersey Office of Management and Budget Circular 15-08. Therefore, some amounts presented in these schedules may differ from amounts presented in, or used in the preparation of the basic financial statements.

NOTE 3. LOAN PROGRAMS

The College is responsible only for the performance of certain administrative duties with respect to the Federal Family Education Loan Program and the State of New Jersey Alternative Loan and New Jersey Class Loans and, accordingly, these loans are not included in the College's basic financial statements. It is not practical to determine the balance of loans outstanding to students of the College under this program as of June 30, 2021.

NOTE 4. INDIRECT COST METHOD

The College has elected not to use the 10 percent de minimus indirect cost rate as allowed under the Uniform Guidance.

NOTE 5. SUB RECIPIENTS

No State awards were provided to sub recipients.

NOTE 6. RECONCILIATION OF THE FINANCIAL STATEMENTS

The following is a reconciliation of the financial statements to the schedule of expenditures of federal awards and state financial assistance expenditures:

	<u>Federal Awards</u>	<u>State Financial Assistance</u>	<u>Local and Private</u>	<u>Total</u>
Operating Revenues:				
Federal Grant Awards	\$ 39,426,534	\$ -	\$ -	\$ 39,426,534
State Financial Assistance	-	12,153,112		12,153,112
Auxiliary Services	-	1,612,126	155,204	1,767,330
Nonoperating Revenues:				
State of New Jersey Appropriations	-	5,288,575	-	5,288,575
On-behalf not Reported:				
Alternate Benefit Program	-	1,027,837	-	1,027,837
	<u>\$ 39,426,534</u>	<u>\$ 20,081,650</u>	<u>\$ 155,204</u>	<u>\$ 59,663,388</u>

NOTE 7. ON-BEHALF PROGRAMS NOT SUBJECT TO STATE SINGLE AUDIT

The amount of reported as post-retirement medical benefits represent the OPEB expense amounts incurred by the State on behalf of the College for the year ended June 30, 2021. On-behalf expenditures for the College by the State are not subject to a State single audit and, therefore, are excluded from major program determination. The Schedule of State Financial Assistance provides a reconciliation of State financial assistance reported in the College's basic financial statements and the amount subject to the State single audit and major program determination.

PASSAIC COUNTY COMMUNITY COLLEGE
(A Component Unit of Passaic County, New Jersey)
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2021

Section I - Summary of Auditor's Results

State Financial Assistance Section

J) Dollar threshold used to determine between Type A and Type B Programs. \$750,000

K) Auditee qualified as low-risk auditee? Yes No

L) Internal Control over major programs:

1) Material weakness(es) identified? Yes No

2) Significant deficiency(ies) identified? Yes None reported

M) Type of auditor's report on compliance for major programs Unmodified

N) Any audit findings disclosed that are required to be reported in accordance with N.J. OMB Circular 15-08? Yes No

O) Identification of major programs

State Grant/Project Number(s)	Name of State Program
100-074-2405-007	Tuition Aid Grants (TAG)
	Education Opportunity Fund:
	Article III & IV - Summer Support and Undergraduate Cost
100-074-2401-001	Article IV - Winter Year Support Funds
100-074-2401-002	Article IV - Academic Year Support Funds
100-074-2401-002	Alternate Benefit Program
100-082-2155-017	Operational Costs - County Colleges
100-082-2155-015	Preschool Education Aid
495-034-5120-086	

PASSAIC COUNTY COMMUNITY COLLEGE
(A Component Unit of Passaic County, New Jersey)
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2021

Section III – Federal Awards and State Financial Assistance Findings and Questioned Costs

(This Section identified audit findings required to be reported by 2 CFR 200 Section .516 of the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and New Jersey OMB Circular Letter 15-08, as applicable.)

No matters were reported.