The American RISE Centers

TARC | Rehabilitation · Integration · Skills · Employment

Proposed Program Structure and Operations

A conceptual campus-based initiative for voluntary rehabilitation, education, practical work experience, and preparation for independent employment. This document describes a proposed model, not an existing or approved program.

1. Program Purpose and Operating Model

The American RISE Centers (TARC) would bring medical stabilization, addiction treatment, counseling, residential support, education, vocational training, and supervised production of goods and services together on large campus-style sites. The goal is to help participants develop stability, practical abilities, responsibility, and a pathway into employment and community life.

Participation is proposed as voluntary and subject to intake screening and professional assessment. The original concept anticipates an individualized program lasting approximately two to three years for many participants, with progression based on readiness and achievement rather than a uniform schedule.

2. Admission, Assessment, and Transportation

- Prospective participants voluntarily apply and undergo suitability screening, including medical assessment and proposed background checks.
- Medical and mental health professionals identify appropriate treatment, support, accommodations, and individual goals.
- Organized transportation would bring accepted participants safely to the campus, reducing barriers to admission.
- Separate or specialized services and residential arrangements would address different medical, addiction-recovery, and mental health needs.

3. Campus Location and Facility Design

RISE campuses are envisioned in remote or rural locations, away from the pressures and distractions of urban streets, while remaining accessible to staff, emergency services, supplies, and scheduled visitors. Their layout would resemble a large university, combining medical, educational, residential, recreational, agricultural, and industrial facilities. A national architectural competition is proposed to identify designs emphasizing safety, efficiency, cost, functionality, and beauty.

Proposed campus components

- Residential housing: dormitory-style accommodations, including separate housing arrangements and specialized units where appropriate.
- Medical and detoxification facilities: professionally staffed withdrawal care, medical monitoring, emergency response, and continuing treatment.
- Therapy and counseling centers: individual and group sessions, addiction support, and family counseling.
- Education and training buildings: classrooms, computer labs, workshops, and technical instruction.
- Production and agricultural facilities: manufacturing, automotive, electronics, farming, and other practical work environments.
- Administrative and mentorship spaces: offices for management, staff, and participants undertaking leadership responsibilities.
- Cafeterias and dining halls: meals for residents and staff, with appropriate visitor services.
- Athletic and recreational spaces: sports fields, gyms, walking paths, and landscaped outdoor areas.
- Reflection and worship spaces: chapel and non-denominational facilities for participants who wish to use them.
- Financial services: proposed on-campus credit union access and financial education.
- Product marketplace: a store offering suitable goods made or grown through campus activities.
- Visitor center: dedicated space for scheduled family meetings.
- Maintenance and utilities: water, energy, storage, waste management, and operational support.
- Event and graduation facilities: auditoriums and gathering rooms for ceremonies and creative programs.
- Central atrium sanctuary: a welcoming area for relaxation, reflection, and family connection.

4. Medical Stabilization and Ongoing Care

Participants begin with professional evaluation and, where needed, medically supervised withdrawal treatment. Medical and therapeutic teams would address substance-use disorders, mental health needs, and other health concerns. Ongoing counseling, monitoring, and individualized support would continue throughout the program. The proposal recognizes that participants require different levels and types of care.

5. Education and Skills Development

After stabilization, participants could choose or be guided toward training that matches their interests, existing experience, abilities, and employment goals.

- Technical and trade skills: plumbing, welding, electrical work, automotive repair, manufacturing, electronics, computer programming, IT support, and renewable energy.
- Agriculture and sustainability: farming, horticulture, animal care, hydroponics, water conservation, and environmentally responsible practices.
- Arts and creativity: music, theater, visual arts, writing, and digital media.
- Life and professional skills: leadership, supervision, public speaking, financial literacy, entrepreneurship, culinary training, and workplace readiness.
- Health and wellness: physical fitness, personal training, and peer mentoring.
- Community and service: volunteer activities, outreach, event planning, and logistics.

6. Supervised Production and Compensation

Once prepared, participants could apply their training in supervised workshops, agricultural operations, maintenance teams, and production facilities. They would help make useful goods or provide services, gaining experience in safety, teamwork, quality, scheduling, and workplace responsibility. Goods and produce might support campus needs, local communities, shelters, and nonprofit organizations, with appropriate products also offered through commercial outlets or the campus marketplace.

The original proposal calls for modest compensation when participants enter productive work, with opportunities for higher earnings as skills and responsibilities grow. Any implementation would need fair-pay policies, safe working conditions, professional supervision, and safeguards against coercive labor.

7. Participant Progression and Graduation

Stage 1 — Intake, Detoxification, and Stabilization

Assessment, medical care, withdrawal treatment where indicated, counseling, and initial residential support.

Stage 2 — Education and Skill Development

Technical, agricultural, creative, and life-skills training with measurable progress milestones.

Stage 3 — Practical Work Experience

Supervised work assignments in manufacturing, farming, maintenance, landscaping, and other campus operations.

Stage 4 — Leadership and Mentorship

For eligible participants, greater responsibility in guiding teams and mentoring newer participants.

Stage 5 — Graduation and Recognition

Ceremonies and awards marking milestones, achievement, creativity, leadership, and readiness for the next stage.

Stage 6 — Reintegration and Employment

Assistance with employment, apprenticeships, further education, and transition to independent community life.

The proposal also contemplates a limited second-chance reentry opportunity for some participants who leave or relapse. Any such policy would require individualized clinical judgment and transparent criteria.

8. Family Visits and Community Life

A dedicated RISE Visitor Center would allow scheduled family visits in a supportive environment. Recreation, sports, creative programs, community events, and quiet spaces would complement medical and vocational activities. The proposal emphasizes the importance of supportive relationships and a sense of community during recovery.

9. Campus Security and Oversight

The original operating concept proposes controlled entry, screening of people and vehicles for prohibited substances, scheduled visitation, separate overnight housing arrangements, staff supervision, and clear behavioral expectations. Professional staff would provide continuous medical, therapeutic, and operational oversight, while selected advanced participants could support mentorship and accountability.

The original proposal also suggests strict consequences for contraband and rule violations. For any real-world program, security and disciplinary measures would need to comply with applicable law, due process, informed consent, clinical best practices, and participants' rights. Voluntary participation must remain meaningful.

10. Employment Partnerships and Transition Support

RISE would seek partnerships with local, regional, and national employers to offer apprenticeships, internships, interviews, and employment opportunities. Graduates could pursue work in skilled trades, manufacturing, agriculture, technology, maintenance, and related fields. The proposal also raises the possibility of legally available record-clearing pathways for eligible graduates; such outcomes would depend on jurisdiction and individual circumstances.

Qualified graduates could return as instructors, supervisors, or mentors, connecting current participants with people who have completed the program.

11. Implementation and Long-Term Adaptability

Because campuses would require substantial investment and professional staffing, the original proposal suggests beginning with a limited number of centers, learning from their operation, and expanding only as resources and evidence justify. The buildings are envisioned for potential future conversion to colleges, vocational schools, research institutions, summer programs, or other community uses if demand for the original mission declines.

12. Proposed Outcomes and Evaluation

The intended outcomes include sustained recovery, improved life skills, training completion, employment readiness, job placement, stronger family connections, and useful production for surrounding communities. The original proposal includes illustrative workforce and attrition projections; these are hypotheses, not measured results, and are omitted from this operational overview. A pilot program would need independent evaluation of safety, retention, treatment outcomes, employment, costs, and long-term participant wellbeing.

Concept developed by David Pinter | Original proposal dated September 12, 2025