

## **1. Statement of the Problem**

One of the most profound challenges facing American society today is the reintegration of more juveniles who leave correctional facilities and return home each year. These youth leave with little preparation for life on the outside, limited assistance with reintegration, and a high likelihood of return to prison for new crimes or parole violations. Of particular concern is the impact of this damaging cycle of removal and return of large numbers of juveniles. At the time of their arrest and incarceration, youth typically are undergoing rapid physical, mental, and emotional changes. The reality of reentry creates specific challenges for these young people, their families, and the community at large.

“California is ranked in the top ten states for the most youth incarcerated. In San Diego, 688 teens are in custody at the county's five juvenile facilities, compared to 3,600 who are out in the community on probation (KPPS 2013).” Approximately 20 percent of the youth who end up in the county's juvenile justice system are put behind bars. It is this 20 percent - the high risk youth - that need the additional attention in the facilities, with substance abuse programs, drug rehab, trauma-driven treatment, education, and training in occupational fields leading to a job.

Transition from confinement to living in the community can be challenging. While incarcerated, youth may not have opportunities to learn and practice skills that will help them develop positive relationships, finish school, hold a job, and live independently. Often, they return to disadvantaged communities with high rates of poverty, unemployment, drug use, or crime, and they may not have the decision-making and problem-solving skills they need to successfully navigate these challenges. With no escape from their past and little preparation for the present, youth are plagued by a lack of structure and connection, a lack of positive

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 San Diego County Office of Education Juvenile Court and Community Schools  
 “Technology Career Training Apprenticeship Project”

relationships, and the same destructive influences that they faced before. Additionally, they face transportation barriers, lack of employment or education opportunities, and a shortage in support services to succeed in the community. Resources currently available to transitioning youth offenders 17-19 years old are limited. The training of technology career-based occupations in the facilities is minimal. Our request is to expand technology courses currently offered, add additional new courses, thereby increasing the technology learning process (TLP) levels of all youth. These efforts will help to meet the demands of our local economy and to address the needs of high risk offenders in the Camp Barrett, Kearny Mesa and East Mesa facilities. Educational/training courses should be offline or the San Diego County Office of Education (SDCOE) Juvenile Court and Community Schools (JCCS) will ensure that adequate filters are in place to prevent youth from accessing other websites or otherwise inappropriate content.\*

The San Diego Risk Resiliency Checkup\* is an evidence-based assessment tool used to determine a youth’s “risk to recidivate” level (high, medium, or low) and to determine a youth’s resiliency (strengths and weaknesses). Probation provides more intensive supervision on youth with higher risk levels and progressively steps down for medium and low risk youth, according to evidence-based practices. Officers utilize the resiliency information to determine what resources, treatment and rehabilitative services youth need. See below “Table 8 Ward 2011 Recidivism by Risk Level”, from the San Diego County Annual Statistical Report 2012.

Risk Level	#Who Left Probation	# Recidivated	% Recidivated
High	1420	556*	39%
Medium	570	68*	12%
Low	227	12	5%
No Score	1	0	0%
Total	2218	636	29%

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San Diego County Office of Education Juvenile Court and Community Schools  
“Technology Career Training Apprenticeship Project”

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The San Diego County Probation Department (SDCPD) and the SDCOE JCCS work collaboratively in operating the County’s juvenile facilities and in the transitioning of youth back into the community. Therefore, it is essential that youth receive technological training that will lead to employment and self sufficiency to reduce recidivism and address the needs of San Diego businesses that are experiencing a shortage of qualified, skilled workers in technology careers. Bob Slapin, the executive director of the San Diego Software Industries Council indicated, “We’ve been dealing with the lack of workers over years, but not like this. “We currently have more than 5,000 openings, tech job openings in San Diego that we can’t fill. There is a severe shortage.”

The San Diego Workforce Partnership (SDWP) is another collaborative partner that provides labor market information for San Diego County, including the local demand for employees.\* As a partner, they will specifically target technology fields for our proposal, in the geographic areas where the program participants are likely to return, improving the likelihood of post-release employment. Youth will be placed in direct employment positions and apprenticeships in the following technical occupations: graphic design, green construction, auto technologies, ship building technologies, fire science technologies, and computers Microsoft (MS) Office, with entrepreneurship opportunities in all occupation categories. Apprenticeships developed for this project will be supported by businesses and other Workforce Investment Act (WIA) service providers, California Department of Rehabilitation and California Department of Education’s WorkAbility 1 programs. Youth will also be directly employed by participating businesses.

SDCOE JCCS will offer six certified Career Technical Education (CTE) courses in the three facilities and will expand the occupational fields in the facilities for MS Office, Auto

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 San Diego County Office of Education Juvenile Court and Community Schools  
 “Technology Career Training Apprenticeship Project”

Technologies, ship building technologies and UCSD Extended Technology Courses “THOUGHTSTEM”. This will require additional contracts and part-time instructors are hired to support the expansion. Currently SDCOE JCCS contracts with the San Diego City College for a Youth Auto Tech program in collaboration with Mitchell International, and will additionally contract for an expansion in the facility for Auto Technologies and Ship Building Technologies with Occupational Safety and Health Administration certification.

SDCOE JCCS and partners have operated WIA programs for the San Diego Workforce Partnership for seven years and various occupational programs over the past twenty years serving youth offenders. Our last year’s outcomes for SDWP Recovery and Reengagement for Offender Youth were: see detail sheet on outcomes in an attached file.

71 Offender Youth Enrolled	66 included in the measure at exit	26 youth were employed	12 youth enrolled in post secondary	4 youth Reoffended	42 youth attained a H.S Diploma or GED or occupational certificate.
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As our society becomes more technologically-based, SDCOE JCCS recognizes the importance of encouraging all young people (especially formerly incarcerated youth) to become interested in information technology (IT). Investment in IT is viewed as a strategic means for youth change, as IT accounts for five of the 20 fastest growing occupations in the U.S. SDCOE JCCS through its Technical Career Apprenticeship Training Project (TCATP) offers substantive alternatives to futures of poverty, crime, and homelessness for highly at-risk (incarcerated) youth by providing jobs, job training and supportive services.

**2. Program Design and Implementation**

The goal of TCTAP is to employ youth and to reduce recidivism. However, SDCOE JCCS employing wisdom acquired through experience, knows that training in interpersonal awareness, self-confidence, and self-discipline; as well as interpersonal empathy, optimism and social

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San Diego County Office of Education Juvenile Court and Community Schools  
“Technology Career Training Apprenticeship Project”

---

responsibility – emotional intelligence (EI) figures substantially in not only technology learning process levels (TLP), but also in accomplishing these goals.

SDCOE JCCS has a proven track-record of moving youth from poverty to self-sufficiency. Our employment-based model offers real jobs, job training and critical supportive services to San Diego's most vulnerable youth so they can gain the skills and confidence to transition into adulthood. By integrating the practical benefits of our job and job-readiness components with the highly customized programming that includes mentoring; tutoring and academic support; career planning seminars; recreational programming; trauma focused cognitive behavioral treatment; leadership and life skills training; and case management services, we are able to address our clients short-term needs so they can focus on building a bright future. Long-term youth mentoring will be provided by the Jessie Program. Youth from three facilities will be recruited to join the program by choice, and the enrollment process (and relationship building process) will start in the facilities. Probation will arrange potential candidates, based on their release date, risk assessment, and the program requirements. Eligible youth will need to be in the facility for at least six months to one year and have a risk factor of high to moderate. 75 youth will be enrolled and each youth will have a program file and a “Transition Plan” that will be maintained from in-take through reentry and reviewed on an on-going basis to ensure that each youth is directed to the services required or needed within 72 hours of their release per the release referral. The “Transition Plan” will be formulated by the youth and their “Transition Team,” consisting of a case manager and a probation officer. SDCOE JCCS Case Managers will work closely in the facilities and out of the facilities with youth, families, and the Transitioning Probation Officer assigned to each youth.

U.S. Department of Justice, Office of Justice Programs, Bureau of Justice  
San Diego County Office of Education Juvenile Court and Community Schools  
“Technology Career Training Apprenticeship Project”

---

SDCOE JCCS education and training services will be delivered at four community sites and three juvenile facilities located throughout San Diego County; at Able-Disabled Advocacy’s (A-DA) Career Technical Education Centers in Metro San Diego and City Heights, which are both located in high poverty/low income areas; at SDCOE JCCS’ Youth One-Stop Career Center in Metro and South Metro American Job Center, and at the East County Youth One Stop Career Center.

The SDCOE JCCS Project Coordinator will coordinate program activities within the facilities and in the community. SDCOE JCCS is established throughout the County with four regional administrative locations, 57 community schools and seven Juvenile Facilities (providing education and program services) and operates 15 Regional Occupational Program classes in facilities and in the community. There will be strategic Youth One Stop Career Centers and occupational training programs in all regions of San Diego County that youth offenders will be referred to for immediate services.

Our collaboration will help numerous youth achieve their goals by making a smooth transition from the facilities into the community for education and employment. Continued support services for each youth will be provided by referral to professional assistance for resolving legal issues, crisis intervention, anger management, mental health, substance abuse, parenting, HIV treatment, domestic violence, medical treatment and more.

One of SDCOE JCCS key service delivery partners for vocational training is A-DA’s stand-alone Career Technical Education Center (CTEC), where San Diego Unified School District’s (SDUSD) Transition Resource for Adult Community Education Program (TRACE) is also co-located there. Collectively, these organizations provide services in education, occupational

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San Diego County Office of Education Juvenile Court and Community Schools  
“Technology Career Training Apprenticeship Project”

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training, employment, and support services to youth. These organizations also work closely with probation officers. The TRACE Program will offer mental health services to program youth including counseling provided by two TRACE school psychologists. Their School-to-Career Coordinator and Rehabilitation Counselors will provide services in the facilities and in the community.

“Next Step” currently operates 12 transitional living facilities, many of which house youthful offenders that are under the supervision of Probation or Parole, and they along with Second Chance housing will play a key role in providing housing to homeless offenders post-release.

Comprehensive guidance counseling will be offered in personal counseling, referral and holistic support related to overcoming criminogenic barriers to educational achievement, career development and employment. Our program partner ConTribute will provide “Circles for Change” (C4C) curriculum to all participants, and transition staff. It is important that the youth and all in his/her corner think the same concepts and speak the same language. This evidence-based programming seamlessly combines trauma-informed care, cognitive behavioral treatment and restorative practices to facilitate individual empowerment and relationship building through life skills training. The value of this complementary training cannot be overstated.

Approximately 70% of the youth that we have enrolled in our programs have displayed substance abuse issues. To address this issue, McAlister Institute has five outpatient programs for teens throughout San Diego County, and will assist in providing substance abuse treatment and recovery services. Over the past decade of operation, approximately 30% of youth that we have served and placed have had emotional and/or mental health issues. Through cross-referral

U.S. Department of Justice, Office of Justice Programs, Bureau of Justice  
San Diego County Office of Education Juvenile Court and Community Schools  
“Technology Career Training Apprenticeship Project”

---

to the Department of Rehabilitation and A-DA, youth will have access to a broad array of free medical and mental health services. Sharp Hospital’s Mental Health Services’ satellite facility is located adjacent to A-DA’s main office; and Mental Health Systems, a non-profit organization specializing in housing and mental health treatment, is also located there.

**Education Services:** The SDCOE JCCS will deliver educational services that consist of classroom activities leading to a high school diploma. Our teachers are credentialed through the State of California and have the necessary experience in working with offender youth in the facilities and in the community. Services at SDCOE JCCS are tailored to meet individual need. Instruction is also offered in an alternative school setting or Independent Studies Program. Unlike traditional schools, academic coursework is delivered in a variety of methods that includes ongoing pre/post testing to measure progress. Classes are conducted year-round on an open entry/exit basis until the student passes the California High School Exit Exam (CAHSEE) and obtains a diploma or GED. Since academic success is critical to occupational transition, tutors will be available to all participants. They will focus on academic achievement through one-on-one and group instruction; monitor academic progress; reinforce working to achieve academic goals such as passing classes, improving grades and attendance and completing high school requirements. Classroom training is also supported by distance learning in supervised labs through Rosetta Stone for ESL, SkillsTutor and Skillsoft that focuses on basic skills and occupational learning for career advancement. The Work Readiness Program taught in the facilities also prepares youth for the future; by helping them learn new skills, identify and explore career pathways and supporting them as they pursue their career goals.



U.S. Department of Justice, Office of Justice Programs, Bureau of Justice  
San Diego County Office of Education Juvenile Court and Community Schools  
“Technology Career Training Apprenticeship Project”

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The SDUSD TRACE is a transition program for students with disabilities who have exited high school without a diploma, many of whom are basic skills and vocational skills deficient. TRACE will serve 10 incarcerated youth that have an Individualized Education Program (IEP) and are 17 years old at the time of enrollment in TCTAP. TRACE staff will provide pre-release services for youth at Camp Barrett, East Mesa and Kearny Mesa Juvenile Detention Facilities, including work readiness training, along with career and transition planning. TRACE staff will also provide post-release services for program youth including case management, career counseling, career assessment and education services including a high school diploma program, GED preparation, basic skills training, and academic tutoring through their Adult Learning Center.

**Introduction to Post-Secondary Education:** TCTAP youth will be linked to colleges and trade schools in a variety of ways. Staff will: (1) invite local colleges to “Career Resource Fairs” to discuss educational and soft-skill requirements for a variety of occupations; (2) assist youth with applications and financial aid for education and career advancement; and (3) conduct campus and trade organization site tours.

Education will be supported through occupational training in the following ways: (1) SDCOE JCCS ROP will provide career technical education courses that has an advisory council for each course to review current industry trends, curriculum, and equipment provided, and local job market to ensure that ROP courses are current within industry standards. Our CTE/ROP curriculum is certified by the State of California and recognized by industry leaders.

A-DA’s curricula elements, not found in traditional schools, include proficiency measured Technology-Based Learning (TBL), which will be delivered by A-DA’s vocational instructors at

U.S. Department of Justice, Office of Justice Programs, Bureau of Justice  
San Diego County Office of Education Juvenile Court and Community Schools  
“Technology Career Training Apprenticeship Project”

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JCCS sites. Weekly schedules and “industry-specific lesson plans” will be developed with each site during the three month start-up period. TBL will run concurrently with regular secondary school schedules and will occur: (1) in the classroom; (2) in supervised learning labs; (3) in “hands-on” labs; (4) at employer worksites; and (5) at home. A-DA will donate computers to youth who do not have a computer at home to expedite course completion. Internet Computer Training will consist of the Internet and Computing Core Curriculum (IC<sup>3</sup>), Microsoft Office Specialist (MOS), Microsoft Technology Associate (MTA), CompTIA A+ and Net+, which will result in college credits, credentials needed for entry-level occupations, and will as serve as pre-requisite courses for postsecondary and advanced ICT training options. Training will be conducted by A-DA in partnership with the Association for Rehabilitation Programs in Computer Technology (ARPCT), a program of Western Michigan University. Through membership in their national association, A-DA has free access to over 100 Skillsoft IT courses. In collaboration with global employers, Skillsoft developed their ICT and IT courses to specifically prepare individuals to achieve certifications that will lead to employment. This global company offers training and professional certifications recognized by industry leaders; and their courses are routinely used by many “Fortune 500” companies to upgrade the skill sets of their incumbent workers. Educational tools to be utilized will include: Tutorials; On-line forums; 24/7 User Support; Teleconferences; Message Boards; Chat Rooms; and “Test Preparation” courses, which will review content and simulate the test questions to prepare students for exams. Youth will be able to take their exams expeditiously at A-DA, which is an approved Certiport Testing Center. This ensures timely certification following training. Based on

U.S. Department of Justice, Office of Justice Programs, Bureau of Justice  
 San Diego County Office of Education Juvenile Court and Community Schools  
 “Technology Career Training Apprenticeship Project”

ADA’s past experience in operating IT programs that result in credentials, along with their expertise in successfully placing graduates into employment, with certifications on this chart are eligible for entry level jobs in technical career occupations:

Credentials for Entry Level Jobs for Computer Support, Customer Services Reps. & Office Support		TRAINING HRS
Microsoft Office Specialist in Word	Microsoft Office Specialist	50
Microsoft Office Specialist in Excel	Microsoft Office Specialist	50-80
Microsoft Office Specialist in PowerPoint	Microsoft Office Specialist	40-60
Internet and Computing Core Curriculum (IC <sup>3</sup> )	Certiport IC <sup>3</sup>	80-120
CompTIA A+	CompTIA # 220-801 and #220-802	60-80
Network+ 2012	CompTIA N10-005	80-100
Microsoft Technology Associate Windows Operating Systems Fundamentals	Microsoft MTA 349	30-50
Microsoft Technology Associate Network Fundamentals	Microsoft MTA 366	30-50
Microsoft Technology Associate Database Fundamentals	Microsoft MTA 364	30-50

In developing work-based learning opportunities, staff will work directly with employers to develop training plans that will incorporate elements of each youth’s classroom learning, combined with the skills to be learned and evaluated at the worksite. In the past, many of our employers have hired youth at the conclusion of their internships.

Our collaborative objective is to provide pre-release services and additional technology related occupational training courses within the facilities. Additionally, the same staff will work with the youth in the facility and also in the community so youth can finish vocational training courses started at a facility in the community, with the same instructors. Knowing the occupational instructors, youth feel more comfortable with continuing their training. Additionally, our case managers, counselors, occupational mentors and Transitioning Probation Officers will provide youth services in and out of the facility.

Microsoft Office is currently taught to eight female Juveniles in the Kearny Mesa facility, however, through TCTAP, MS Office will be provided to more females and into the male facilities at East Mesa and Camp Barrett. This entry level MS Office training will lead to certification with our outside training provider Able Disabled Inc. (ADA) if not completed

U.S. Department of Justice, Office of Justice Programs, Bureau of Justice  
 San Diego County Office of Education Juvenile Court and Community Schools  
 “Technology Career Training Apprenticeship Project”

within the facility. Please see ADA support letter and businesses that will hire youth participants.\*

Graphic Design and Green Construction are two technology training programs that JCCS is currently operating at Camp Barrett Juvenile Facility. For TCTAP, we will expand the training time provided to youth participants to acquire certifications for each occupational course.

Our mission for the proposed Technical Career Training Apprenticeship Project is “to *build a comprehensive and cohesive network of providers that will work together with each youth to develop and deliver education, career exploration and job placement activities that are customized to each youth’s particular skills and needs thus enabling transitioning youth to achieve the personal, occupational and financial success necessary to overcome adversity and reduce gang affiliation, criminal activity and recidivism.*” The chart below provides our goals, objectives and performance measures.

<b>Goal : To Employ 50 youth and Reduce Recidivism by 10%</b>	<b>Objective:</b> Provide pre-release services in the facility and post release services with the same staff members outside of the facility.	<b>Performance Measure:</b> Of the 75 high risk youth offenders enrolled how many were placed into employment? How many youth were not convicted of a new crime after one year of release?
<b>Our goal is to Employ Youth and reduces recidivism. Pre-Release Services 75 Youth Offenders</b>	<b>75 Incarcerated Youth</b> offenders Enrolled receive:  Comprehensive Vocational Assessment  Risk Assessment  Life Skills Assessment  Transition Service Plans developed with Probation Officers	<b>Youth Makeup-High Risk</b>  <b>23</b> youth have disabilities <b>50</b> youth have substance abuse issues <b>23</b> have anger issues <b>25</b> Criminogenic issues <b>40</b> Gang Affiliated <b>67</b> Barriers to employment
<b>Concurrent Services</b>	<b>56</b> youth referred to education services  <b>52</b> youth referred to additional occupational training services  <b>40</b> youth mentored for 12 months	<b>37 (50%)</b> youth enroll into college or advanced training <b>52 (70%)</b> youth continue occupational training <b>52 (70%)</b> youth attained a High School Diploma/GED <b>52 (70%)</b> youth attained a vocational certificate or credential

U.S. Department of Justice, Office of Justice Programs, Bureau of Justice  
 San Diego County Office of Education Juvenile Court and Community Schools  
 “Technology Career Training Apprenticeship Project”

<b>Post-Release Services</b> <b>75 Youth Transition</b>  Final Report Program Evaluation generated	<b>4</b> youth referred to housing <b>37</b> youth referred to substance abuse services <b>20</b> youth referred to mental health services <b>50</b> youth referred to mentoring services <b>62</b> require supportive services Quarterly reports submitted as defined	<b>49 (65%)</b> youth exhibit positive behavioral changes at completion <b>37 (50%)</b> youth <u>completing the program</u> are substance-free for one year <b>52 (70%)</b> youth <u>completing the program</u> are arrest-free for one year <b>37 (50%)</b> youth <u>completing the program</u> are gang-free for one year <b>52 (70%)</b> youth <b>Placed</b> in Employment, Postsecondary Education/Vocational Training, Apprenticeships <u>following completion of training</u>
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The case managers and evaluation researcher will track the 75 youth enrolled for six months to one year in the facilities and one year after release, noting the re-arrest rates for any new conviction. Youth within three juvenile facilities will be given an orientation of the TCTAP, and dorms will have program applications and submission information. Probation will collect the applications and start the referring process, assessing potential candidates based on their high risk assessment and those that show an interest in technological careers. SDCOE JCCS will then process the applicants, with a career assessment, identify and interview participants eligible for the training program provided in the facility with a commitment on the participants’ part to follow through in the community. At this point, parents and guardians will be contacted to confirm their support of the program. Youth start with their Transitioning plan and life goals as part of the TCTAP.

**3. Capabilities and Competencies**

As the fiscal agent and lead agency for TCTAP, the SDCOE JCCS will administer the financial and programmatic oversight of the project, planned services/activities and its partnerships. (b) (6) , (see resumes, grant capabilities and staff attached) the Project Coordinator will oversee the administrative responsibilities that will include the following:

U.S. Department of Justice, Office of Justice Programs, Bureau of Justice  
 San Diego County Office of Education Juvenile Court and Community Schools  
 “Technology Career Training Apprenticeship Project”

Program Start-up	Ensure collateral service delivery	Oversee staff, case managers, counselors, ROP
Negotiate and execute pay for performance contracts where needed	Ensure program and partner compliance with federal rules/regulations/policies	Monitor overall program progress and Conduct Capacity Building Activities
Oversee the youth enrollment process	Direct employment placement of participants	Program evaluation, customer satisfaction
Monitor pay for performance trainings	Provide technical assistance to contractors	Fiscal & programmatic tracking and reporting
Oversee CTE/ROP coursework	Ensure universal and bilingual accessibility	Satisfaction & continuous improvement

Executive and program management staff from each partner organization has long-standing relationships in working together to accomplish performance outcomes for various cooperative programs. The SDCOE JCCS Project Coordinator will work with each off-site manager to verify that services are being coordinated and delivered. Project stakeholders have expertise in serving special needs youth, offering vocational training programs linked to labor market demands, have strong linkages with employers, and offer extensive staff support, financial assistance and other leveraged resources to the TCTAP. The SDCOE JCCS was specifically designed to reach and engage students that are expelled, delinquent, fostered, homeless, parenting, gang affiliated, incarcerated or on probation. Our teachers receive unique training and ongoing professional development in relating to these youth, while they are in detention facilities and in the community.

PARTNER ROLES /RESPONSIBILITIES "Technical Career Trainging Apprenticeship Project"	SDCOE/ JCCS	ROP	SDUSD/TRACE	San Diego Probation	A-DA	SD Workforce Partne	UCSD-ThoughtSTEM	San Diego City College	Mitchell Industries	Marriot Corporation	Employers	Mentors
<b>Offender Youth (17-19)</b>	X	X	X	X	X	X	X	X	X	X	X	X
<b>Pre and Post Release Services</b>	X	X	X	X	X	X	X	X	X	X	X	X
• Marketing In the 3 Juvenile Facilities	X	X	X	X	X	X	X	X	X	X	X	X
• Orientation & Recruitment	X	X	X	X	X	X	X	X				X
• Eligibility Determination then Enrollment	X	X	X	X	X							
• Comprehensive Assessment	X		X	X	X							
• Life Plan	X		X	X	X							
• Career & Guidance Counseling	X		X		X							
• Pre-Release Services	X	X	X	X	X							X
• Case Management and Life Plan Development	X		X	X								X
• Data Reporting (OJJDP)	X	X	X	X	X	X						
<b>Education Services</b>	X		X		X		X	X				
<b>Work Readiness Training</b>	X	X	X		X	X	X				X	X
<b>Work Prep &amp; Work-Based Learning</b>	X	X	X				X	X	X	X	X	X
<b>Youth Development</b>	X		X		X		X					X
<b>Occupational Training Pre and Post</b>	X	X	X		X		X	X	X	X	X	
• Post Released Services	X	X	X		X	X	X	X	X	X	X	X
• Employment Placement Services	X				X	X	X					
• Support & Referral Services	X	X	X	X	X	X	X					
• Follow-up Services (12 months)	X		X	X								

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#### **4. Impact Outcomes, Evaluation and Sustainment, and Plan for Collecting Data for this Solicitation’s Performance Measures**

SDCOE JCCS has over 20 years of experience in collecting and reporting data, to the State of California, WIA, and as evidenced by the attached past grant performances and our current OJJDP Second Chance Act- Reentry Grant. All participants will be enrolled in the Juvenile Facilities; a probation staff member will work closely with TCTAP throughout the project to provide the necessary recidivism data, court and criminal involvement, risk assessments and other essential information. An electronic file and a hard copy of the file will be created for each participant and securely maintained to preserve confidentiality. The files will contain: Youth information, Transition Plan or Individual Service Strategies, assessments, education level, application, eligibility for the program and work and the required documentation needed to work, Work Readiness Training information, occupational training documentation, certifications, potential release dates, release plans, employment, and follow up activities provided. See our sample in past performance attached. Sustainability of the program will be accomplished by continuing our expanded occupational training courses through additional revenue created through average daily attendance from the State of California’s Linked Learning Program. The Linked Learning Program requires core academics and career technical education to be combined into one course with all of the subject matter taught in an overlapping method, and we will keep our occupational instructors up to date with current trends in technology for training youth for the future, which will also benefit the project. The main sustainability for this project will come from employers continuing to hire qualified youth beyond the project to keep the demand ongoing, employing youth and reducing recidivism.