

PROJECT ABSTRACT

Adolescents face a unique set of challenges during normal psychological and neurological development (Spear, 2000). Under the best circumstances, these years are tumultuous for youth, and further magnified for those with criminal involvement. Delinquent youth need positive role models, pro-social activity engagement, and exposure to vocational opportunities.

The Vocational Mentoring Program for Youth (VMPY) will embed mentoring and vocational programming into an existing community-based program that currently offers an array of effective treatment interventions. The design includes an evaluation that will fill gaps in the research on the effectiveness of mentoring with court-involved youth. VMPY integrates key mentoring and best practice principles: (1) Targets criminogenic risk factors, (2) Mentoring occurs in conjunction with evidence-based programs, (3) Duration of mentoring is at least 1 year, (4) One-on-one mentoring is model design, and (5) Provides screening, training and support of mentors. The Judicial Branch Court Support Services Division (CSSD) will match funds to support a comprehensive vocational program. The University of Connecticut will conduct an evaluation.

VMPY will target 50 youth per year on probation and also receive services from the Youth Risk Reduction Center in New Haven, Connecticut. If funded, increases in employment and reductions in recidivism are expected outcomes.

PROGRAM NARRATIVE

A. STATEMENT OF THE PROBLEM

Adolescents face a unique set of decision-making challenges during normal psychological and neurological development (Spear, 2000). Layering traditional hurdles of adolescence with socioeconomic factors such as living in an environment of high poverty and crime, fragmented families, association with criminal peers, school disconnection and failure, and lack of employment opportunities, creates a complex set of stifling barriers. Under the best of circumstances, these years are tumultuous, for youth (16 and 17 years old¹) involved in the criminal justice system; these years can be insufferable (JUMP report to Congress, 2000). In discussions with practitioners, probation officers and youth themselves, all categorically agree that what 16 and 17 year olds need to change their lives requires more than learning skills to modify their behavior. Delinquent youth desperately need positive role models to help foster future direction, engagement in pro-social activities, and exposure to vocational options. These services are rarely, if ever, available to this target group of adolescents, yet they are the key service needs foundational to sustained behavior change.

Based on a review of the literature, it is clear that the principles of mentoring have promise for youth who are involved with the court system, since they are likely to have poor access to caring adults and few community resources to support their success (Jones-Brown & Henriques, 1997). As the field of evidence-based practices has emerged in juvenile justice, the research focus has remained on changing faulty “criminal” thinking and risk-taking behavior. The literature shows mentoring has reliably produced positive youth outcomes (such as increased bonding to school and peers) but evidence for effects on criminal behavior remains limited. Despite the success of mentoring in the youth prevention arena, very few studies of mentoring of

¹ For purposes of this application, “youth” will refer to those age 16 and 17 only.

delinquent youth exist and even less show a relationship to lasting recidivism reduction. One example is an evaluation conducted by the Washington State Institute for Public Policy (2006) of Seattle's Juvenile Rehabilitation Administration (JRA) mentoring program for youth re-integrating into the community following incarceration. The JRA evaluation indicated that the mentored group fared better; recidivating at lower rates than a comparison group at the 12-month follow-up. At the 24-month and 36-month follow-ups, however, this difference dissipated. While promising, the results underscore the need for longer-term mentoring programs, as well as the need for supplementary services such as case management. A comprehensive report on the Safe Futures initiative (Morley et al., 2000) echoes these findings.

Mentoring services in the state of Connecticut are generally reserved for at-risk children and youth in child protection with limited access for delinquent youth. The few mentoring opportunities available are reserved for juvenile delinquents, age 15 and younger. It is particularly difficult to find mentors for 16

Benefits of Mentoring

- ✱ Mentors provide the guidance and support of positive role models in the context of one-on-one relationships.
- ✱ Mentoring has been recognized as an effective way to use volunteers to address poverty issues (Freedman, 1992) and thereby increase community involvement in collaborative efforts.

Safe Futures Report 2000

and 17 year old youth arrested and convicted of a crime, despite the interest and commitment of communities to attempt to solve this problem. Connecticut's incarceration rates for Hispanic and African American boys (second- and third-highest in the nation, respectively) suggest that male youth of color are a high-priority population in terms of the need for supportive services such as mentoring (CT State Department of Education). There is also a heightened awareness regarding the lack of mentoring services for this group with the recent passage of a Public Act raising the

age of juvenile court jurisdiction and will treat 16 and 17 year olds as juveniles in January 2010 (pending legislation may delay this date).

Target Population

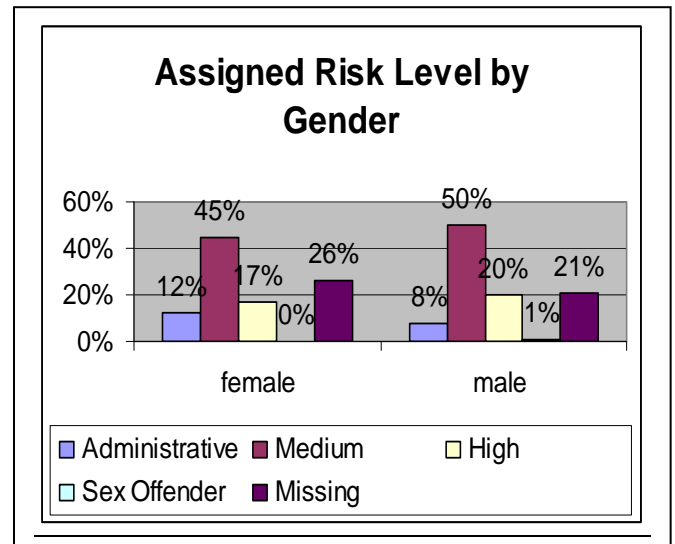
New Haven, Connecticut struggles with poverty, unemployment, low educational attainment rates and high rates of crime and delinquency. New Haven proper is the third largest municipality in Connecticut, with a core population of about 124,000 people. The 2007 census reflects that roughly 11,000 youth ages 15 to 19 are living in New Haven. Parents and guardians of court-involved youth within this city are often unemployed or underemployed. Reports from January 2009 indicate unemployment rates in New Haven were 7.8% in New Haven (CT unemployment is 6.8%), which is 2.3% higher than just a year ago (US Dept of Labor website 3/30/09). According to SMART, 28% of New Haven families and over 40.8% of single female head of households (with children under age 18) made less than \$25,000 per year. Additionally, the per capita income for the city is \$16,393. About 20.5% of families and 24.4% of the population live below the poverty line, including 32.2% of those under age 18 and 17.9% of those age 65 or over. Twenty percent of the population age 25 or over have not attained a high school diploma. In some areas of New Haven, up to 31% of children are not enrolled in school (SMART website 4/2/09).

“Delinquency results when connections to society are so weak that the individual weighs the personal benefits and costs of delinquent acts without consideration for the impact on others.” (Handbook of Youth Mentoring 2005)

Of the approximately ten-thousand (10,000) youth from the 169 towns in Connecticut arrested in calendar year 2008, 1800 (or 18%) were referred to the New Haven Superior Court. Most youth arrested reside in the City of New Haven. Sixty-six percent (66%) were age 17 and

thirty-four (34%) were age 16. Girls represent nineteen percent (19%), boys eighty-one percent (81%). Clients in this age group were primarily White (41%), Black (33%) and Hispanic (22%).

Youth probationers are assessed utilizing reliable and validated assessments that support decision making to appropriate services². This includes assessment of recidivism risk and primary risk/need areas. In 2008, 78% of youth on probation were assessed for risk, supervision level and service need. Even accounting for gender, youth in this age group are primarily assessed as Medium risk. (CSSD CRPAQI, 2009)



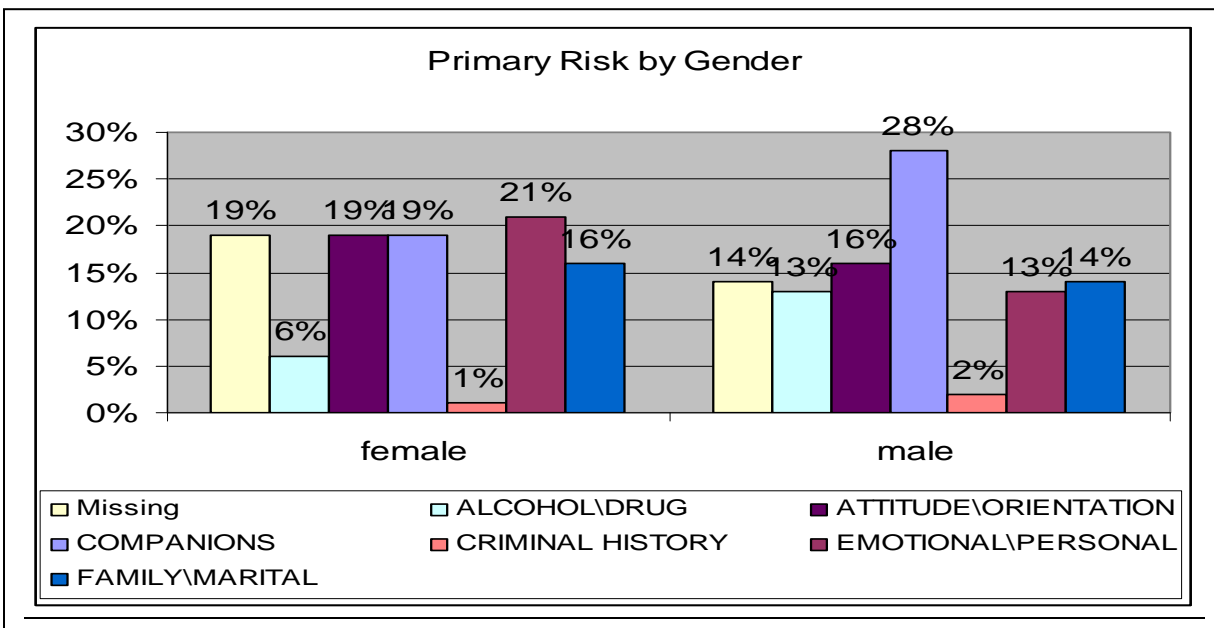
Subtle gender differences emerge in assessment of substance use risk and needs by gender:

	Males	Females
<u>No substance abuse services needed</u>	10%	13%
<u>Monitor substance use</u>	33%	26%
<u>Refer of outpatient treatment</u>	30%	31%
<u>Refer for intensive outpatient or residential treatment</u>	1%	1%

Demonstrative of the Judicial Branch, Court Support Services Division (CSSD) understanding and commitment to gender specific programming, the value of analyzing data by gender is recognized, and the differences that emerge, no matter how slight, are considered critical in program decision-making. For example boys' primary risk factor is Companions (28%), followed by Attitude (16%) and then Family/ Marital (14%). Yet girls primary risk factor is Emotional/ Personal (21%) followed by Attitude and Companions; each at 19%. This indicates

² Adult probation officers assess clients using the LSI-R (Level of Service Inventory- Revised) and the ASUS- R (Adult Substance Use Survey Revised).

that programs for boys must be designed to mitigate extrinsic/external risk factors; specifically the risk values of delinquent peers and include opportunities for skill building around interpersonal development. Girls programs will also incorporate issues of delinquent companions, but must first address intrinsic/internal issues girls face around emotional and personal difficulties.



CSSD Youth Probation Officers³ (YPO) describe their clients as “incredible youth with potential” but readily discuss their challenges. The YPO’s estimate that 85% struggle with school, that 95% have been suspended, and although less than 20% are labeled as a Special Education Student, all have learning and/or behavioral challenges that have gone unaddressed for years. Few have even one positive adult role model and mentors for this group of youth are scarce. At least one of the youth’s parents is (or was) incarcerated. Many are responsible for

³Because of the specialized needs of 16 and 17 year old clients, in 2006 CSSD prepared selected Youth Probation Officers to work specifically with this age group so that appropriate approaches and interventions could be applied. Caseloads were reduced to 35 clients, officers were provided training in adolescent development, and services previously open only to juveniles under age 16 were opened up to accept 16 & 17 year old youth.

younger siblings due to parents' overall lack of parental availability and substance abuse habits. (New Haven Youth Probation Officers, Personal Communication, 3/31/09).

Understanding the specific risks, needs and strengths of youth on Probation also resulted in new resources to test out models of behavior change. In 2007, the Youth Risk Reduction Center (YRRC) was developed and implemented for this target group in New Haven by CSSD. The YRRC integrates evidence-based and research-based group curricula with assessment and case management services in an effort to support lasting behavior change in our youth clients⁴. Clients assessed as medium risk are identified by probation and referred to YRRC for specific services to match the primary need areas identified through assessment.

In calendar year 2008, YRRC served 50 clients on any given day, completed intakes on 95 youth and discharged a total of 130 youth that year. Of those 130 discharged, 76 or 58% completed a full dose of treatment services.

YRRC Client Profile

- * 80% male; 20% female
- * 89% 16-17; 9% 18 – 21; 1% 14 – 15
- * 72% Black; 14% White; 11% Hispanic; 3% unknown
- * 93% on Adult Probation, 4% have a Family Criminal case; 3% have a Bail Case

Despite the recognized needs of the youth in the New Haven community and corresponding support for mentoring and job readiness/ placement programs, youth on probation continue to go without needed mentoring and vocational programming. If this initiative is funded, increases in employment and reductions in recidivism are expected for this targeted group of youth on probation.

⁴ More information about the YRRC on page 16 and on page 28.

B. GOALS, OBJECTIVES AND PERFORMANCE MEASURES

The goal of the Vocational Mentoring Program for Youth is to increase public safety and reduce youth recidivism through the development, implementation and evaluation of a vocational mentoring model for 16 & 17 year old youth.

Mentoring young offenders is noted in the literature as promising, despite the challenges it poses. The National Youth Employment Coalition reports that there is a growing consensus among development experts that youth who come under court supervision have multiple

“The task of reshaping the lives of older youth who have been adjudicated delinquent presents a special challenge. However, that does not mean the effort is not worthwhile”

(Jones-Brown et al 1997)

issues that must be addressed in comprehensive and coordinated ways, if they are to attain employment at wages that will sustain a constructive life path.

The objectives required by OJJDP, in the Recovery Act (Job Creation and preservation and economic recovery) and for the Local Youth Mentoring Program (establish/improve mentoring programs, enhance/improve the organizational capacity and system efficiency and cost effectiveness, and improve outcomes for at-risk youth in mentoring programs) will be achieved and demonstrated through required quarterly reporting. These measures will include (1) indicators of number of jobs saved, (2) number of jobs created (anticipated 3FTE's and up to 80 part-time positions throughout the grant period), (3) essential services provided, (4) new services funded, (5) partnerships established as a result of the grant award that will create a new essential service, and (6) demonstrated evidence-based practices implemented. Additional objectives of the Vocational Mentoring Program for Youth are:

1. Increase personal and social competencies through the integration of mentoring with vocational and risk-reduction programs, bonding with mentors, engaging in pro-social activities and exposure to activities and events that foster future thinking.
2. Increase employability skills by establishing a developmentally appropriate vocational skill building program in conjunction with mentoring.
3. Sustain/ increase educational involvement to ensure best possible outcomes and support post-secondary education for youth whose goals include college or technical college.

It is anticipated that these objectives will support short and long term employment opportunities, increased victim safety and recidivism reduction. If selected, OJJDP will invest in both an innovative vocational model of mentoring and an evaluation of what works for this population. The proposed study will yield valuable information about mentoring high risk adolescents; information that can be shared with the field and possibly influence future funding decisions. It is expected that the following performance measures will be met:

1. Screened, trained, professional mentors for 50 youth per year.
2. 50 youth per year will receive vocational programming.
3. 100 youth per year will be assessed for risks and needs.
4. 100 youth per year will receive research and/or evidence based programming that targets recidivism reduction.
5. 100 youth per year will be assigned a case manager.

Outcome measures

In addition to assessments that will be facilitated with participating youth, there are several standardized measures that are proposed. Our rationale for selecting these measures was that each (a) directly addressed the program goals and objectives (b) was standardized, with

adequate reliability and validity, (c) was appropriate for our target sample (across sex, ethnicity, and risk level, as applicable); and (d) was easy to administer, so that the measures could be used by program personnel--rather than a trained researcher/clinician. These instruments include:

Ansell-Casey Life Skills Assessment (ACLSA): Several state agencies have experience using the ACLSA with a variety of youth. Preston Britner, Ph.D, the proposed evaluator for this initiative, has studied the ACLSA extensively and was one of the national experts consulted by Casey Family Services on the development of the ACLSA modules. The ACLSA is a free, web-based, research-grounded curriculum and assessment package that offers a wealth of possibilities for effective life skills teaching and short-term and long-term evaluation at the program level. The ACLSA was designed to be as free as possible from gender, ethnic, and cultural biases. It is appropriate for all youths regardless of living circumstances. English and Spanish versions are available at www.caseylifeskills.org as well as all resources, research summaries, and psychometrics (e.g., coefficient alpha; test-retest reliability; content validity).

Assessments of developmentally-appropriate life skill domains (career planning; communication; daily living; home life; housing and money management; self care; social relationships; work life; and, work and study skills) across age ranges (appropriate for those 8-25+ years) will allow for longitudinal study of life skills. Youth report on perceived mastery of life skill domains and complete performance items; caseworkers, partners, or family members may also report on the youth's mastery of life skill domains. Youth and caseworker (or partner or family member) data entered within 42 days are linked which allows for comparison of youth vs. caseworker perceptions of the youths' skills. This can be very helpful for case management as youth can complete the ACLSA at regular intervals (e.g., every 6 months). Performance questions are varied; items/content also changes by developmental stage. Thus, repeated

measurements may be used to track change over time (e.g., pre- and post- comparisons; event history analysis).

ACLSA data aggregation options are functional which means that the project evaluator may access the ACLSA files by IDs, download the data, and run appropriate analyses at the individual, condition, and site levels. The option of adding up to 20 additional items will allow for individualizing of assessment to meet program needs, but still take advantage of on-line assessment, scoring, and aggregation. This will support the evaluation component.

Youth Experiences Survey (Hansen, Larson, & Dworkin, 2003): This 70-item questionnaire asks respondents to rate their experiences within a youth development program. Questions address various domains that have been viewed, such as leadership experiences, quality of interactions with adults, and opportunities for building skills. In a recent evaluation study with an at-risk, urban Connecticut late adolescence sample, Britner et al. (2009) report strong internal consistency and validity.

Community Connectedness Scale (Dornbush et al., 2001): This 8-item scale measures participants' feelings of attachment to their program. Sample items include: "You feel close to people at [program]." Reliability and validity data are presented by Dornbush et al. (2001). The measure has been used in a recent evaluation of an employment training program for at-risk youth (Matsuba et al., 2008) and in a similar evaluation project in Connecticut (Britner et al., 2009).

Combining the above instruments with risk and need assessments for use pre and post involvement, as well as process assessments of the mentoring and vocational training, will allow the evaluator to determine model effectiveness as well as effectiveness for youth with specific characteristics. We will collect baseline data during the first year to determine appropriate

benchmarks for subsequent years. For domains 1, 2 and 3 listed below, we propose that 65% of youth would show improvements from baseline to Year One (i.e. pre- post- comparisons); for domain 4, we propose that 50% of participants will have lower recidivism rates than is typical for New Haven youth recidivism rates (those youth with similar profiles, but are not among the 50 getting services). Proposed benchmarks include:

1. Increases in personal and social competencies, demonstrated by:
 - a. Increases in community connectedness
 - b. Increases in life skills domains
2. Increases in educational involvement/attainment (or sustaining involvement or attainment), demonstrated by:
 - a. Increased school connectedness
 - b. Increased educational achievement
 - c. Reduced truancy, suspensions, and/or detentions
3. Increased employability skills, demonstrated by:
 - a. Completion of vocational skills programming
 - b. Gaining part-time employment
4. Reduced recidivism, demonstrated by:
 - a. Reductions in re-arrests
 - b. Reductions in convictions
 - c. Reductions in incarceration rates

Standardized assessments of the mentoring and vocational training processes will be used in moderation analyses (e.g., in multiple regression and logistic regression models) to study which

aspects of the program (processes) are most predictive of successful outcomes, for youth presenting with different risk levels at entry.

C. PROGRAM DESIGN

The Judicial Youth Vocational Mentoring Program (VMPY) embeds vocational mentoring in an existing, high functioning community-based program that offers an array of evidence-based programming for 16 and 17 year old youth on probation. The design includes a comprehensive research and evaluation component that will help fill gaps in the mentoring research regarding effectiveness with court-involved youth. A well-defined collaboration between two state agencies, a statewide prevention partnership, and community-based service providers offer the basis for this substantive, promising model.

Within a system-involved population, mentoring can prevent further incidence of antisocial behavior and can shorten the period of time spent engaged in this behavior throughout the life span (Jones-Brown & Henriques, 1997), yet available research on mentoring delinquent youth is sparse and often conflicting. Despite studies that indicate disappointing results when comparing effectiveness of mentoring to other interventions (Lipsey 1992, Blechman et al., 2000, and Dembo & Schmeidler, 2002), research also supports developing approaches to mentoring for juvenile offenders but with specific guidelines.

For example, in the Journal of Community Psychology, November 2006, the article on Mentoring Special Youth Populations synthesizes several theoretical frameworks that can be applied to the specialization of mentoring special populations (at-risk, juvenile offenders, pregnant youth, etc). The paper points to research that leads to a differential framework for mentoring such young people. Specifically, youth with vast and varying needs could benefit greatly from mentoring but it must not be provided as the sole intervention. Mentoring at-risk

and court-involved youth must occur in conjunction with other programs or services so that the multitude of needs can be comprehensively addressed. Service teams that include mentoring as a component are recommended for juvenile offenders (Britner et al 2006).

*“Shifting the focus of Juvenile Justice from social control to social support can result in significant gains in the areas of delinquency prevention or reduction
(but) there is no one scientific formula”*

Jones-Brown; Social Justice 1997.

Big Brothers/Big Sisters represents one of the few models identified through rigorous research as effective in reducing youth risk for involvement in the juvenile justice system (Grossman & Garry, 1997). Similarly, the Amachi model (Goode & Smith, 2005) has demonstrated effectiveness in connecting with faith communities to recruit mentors for children of incarcerated parents. Findings from these programs indicate that well-prepared mentors are key to working with system-involved youth, because these young people may pose unique challenges.

Challenges identified by U.S. Department of Education include: (a) More than a year is typically required to establish a trusting relationship, (b) Matches in which mentor/mentee share gender and race/ethnicity may be particularly beneficial, as system-involved youth may have a heightened need to feel that mentees “know where they’re coming from”, (c) System-involved youth are more likely to have learning disabilities, mental health problems, poor communication skills, anger issues and low self-esteem, which hinder relationship formation. Mentors should understand the obstacles faced by system-involved youth, and they should have the skills to negotiate challenging interactions, (d) Due to a history of abuse/neglect or the presence of negative role models, mentees may need to adopt healthy beliefs and appropriate standards for behavior. Mentors should be comfortable taking a directive role with mentees in this regard.

Because the positive effects of mentoring are strongly associated with program quality (Lerner, Brittan & Fay, 2007), close attention will be paid to design, implementation and ongoing support. Program elements such as initial and ongoing mentor training, supervision and monitoring are critical for ensuring that youth outcomes (increased school success, prevention of violence and delinquency) are met.

There are four factors researchers cite as most influential on adolescent's values and subsequent decision making; (1) susceptibility to peer influence, (2) attitudes toward and perceptions of risk, (3) lack of future orientation, and (4) the capacity for self-management (Steinberg, 2003). OJJDP's National Center on Mentoring identifies essential mentor training elements that reflect this understanding. Recommended training programs for mentors of court-involved youth include: (a) Characteristics of system-involved youth, (b) principles of positive youth development, (c) limit-setting and goal-setting skills, (c) confidence-building for mentors, (d) crisis management skills, including appropriate boundaries and knowing when situations need to be referred to professionals, (e) understanding the state's juvenile justice system, and (f) establishing a relationship between the mentor and juvenile justice system. Other identified best practices (U.S. Department of Education) include cultural competence training, setting up mutual accountability through coordinated goal-setting between mentee and mentor, providing intensive initial training plus ongoing monthly training, close supervision, and the opportunity to connect with other mentors serving a system-involved youth population.

VMPY was designed subsequent to a comprehensive review of mentoring literature, research studies and lessons learned from local mentoring organizations. The following description breaks the model down into 5 main areas that emphasize key components and reflect the recommendations listed above. The areas are (1) Target risk factors, (2) Occurs in conjunction

with research and evidence-based programs and services, (3) Duration of mentoring is at least 1 year, (4) One-on-one mentoring is the service model, (5) Screening, training and ongoing support of mentors are built into the model. This description offers the specific detail regarding integration of aforementioned best practices with overall model design.

1. **Target risk factors.** While remaining sensitive to the gender specific needs of the mentees⁵, the VMPY program will specifically target three primary risk areas:

- a) Low bonding to family, school and community; through traditional mentoring activities that encourage relationship building and bonding.
- b) Association with delinquent peers; through introduction and engagement in pro-social activities, events and social environments.
- c) Lack of future orientation/direction; through exploration, discussions, structured activities and skill development opportunities in vocational tracks.

2. **Occurs in conjunction with research and evidence-based programs and services.**

Research suggests that mentoring special populations, particularly delinquents, requires an array of services to meet the needs of a mentee. Mentoring should not be considered an intervention, rather a component part of a complement of services. In the VMPY, Youth Risk Reduction Center (YRRC) services will help ensure that mentees are supported by effective models of behavior change to mitigate risk of repeated delinquency, while engaging in mentoring activities that can foster hope for the future and enhancements in overall youth development. Mentees will be assessed for risk, need, trauma, mental health, educational attainment and career interest and provided case management.

⁵ CSSD provides female responsive practices and programs for juvenile offenders across the service continuum. This commitment to gender specific programming will be integrated into the VYM program as staff will ensure that the specific risks, needs, and strengths of girls are incorporated into mentor training and components of the vocational skills training component.

CSSD will build a vocational program at YRRC that includes occupational awareness and skills development that will exist interdependently with mentoring. The vocational program will support skill attainment necessary to address specific workforce challenges of youth offenders and prepare them for jobs. The components of the vocational program include: (1) Youth development specialists assigned to assess status and needs (using the O-Net Interest Inventory and/or the CASAS academic assessment⁶), and work with youth to set goals for long-term educational and/or employment outcomes, (2) Workshops and learning seminars designed for youth that include choosing a career, job searching methods, applying for a job, interviewing skills, good work habits, getting along and ahead while at work, workplace ethics, and money management techniques, (3) Work-Based Learning activities to include employer tours and presentations, updates on occupational outlooks from experts in focus industries, paid employment, paid or unpaid internships, job shadowing opportunities, job fairs with employer participation, and professional mentors, and (4) Youth leadership opportunities will be encouraged and may include, supporting workshop facilitators as a teacher's aide, becoming an academic peer tutor, or becoming an editor role for newsletter.

The YRRC will offer this program to ensure each youth has the opportunity to engage in a unique mix of programming based on their strengths, needs and goals. All participants will have access to educational, training/employment, and support services and mentors will be encouraged to attend activities and support their mentees. CSSD will provide sustained funding for the vocational programming component.

3. **Mentoring will last at least 1 year.** A minimum commitment of 18 months will be required from mentors to ensure appropriate engagement. Research suggests that youth may need

⁶ O-Net (<http://online.onetcenter.org/>) is an assessment of interests and skills that can support occupational direction. CASAS (<https://www.casas.org/home/index.cfm>) assesses basic reading, math, listening, writing, and speaking skills within a functional context.

additional time to overcome trust issues and establish relationships. All mentors recruited will be informed of the commitment required and presented with information about the potential harm done to mentees who have broken mentoring relationships. Engagement strategies for mentees will be taught and reinforced throughout the program by supportive meetings, access to mentor coaches, and a VMPY call-line to ensure access to support when needed. In addition, incentives to maintain mentors will be substantial.

4. **One-on-one mentoring for each youth.** Each youth will get his/her own mentor, as opposed to group mentoring, which may not be intensive enough for this population. Greater-than-typical intensity of face-to-face contact is supported by research and likely critical to the success of this program. Six (6) hours a month per match is the requirement with most of the hours spent in structured activities. In consideration of effective mentoring practices, combined with an understanding of vocational mentoring, we propose a “Staged Mentoring” approach whereby:
 - ✧ Stage 1: Engagement and Bonding. Activities will be focused on recreation and pro-social engagement activities; this stage will last between 1 – 4 months, depending on the readiness of the mentee. The majority of this stage will be spent supporting the youth in structured bonding-type activities (e.g., sports/hobbies, movies, dining out, personal growth activities).
 - ✧ Stage 2: Thinking about the Future. Activities will be focused on structured goal-setting and career exploration. Collaboration with the YRRC vocational case manager is paramount during this time. This stage will last between 2 and 5 months depending on the readiness of the mentee (to be determined by the mentee, mentor and YRRC case manager).
 - ✧ Stage 3: Engaging in My Future. Active engagement in activities that will build skills to support a better future should be the focus of this stage as it is the fundamental purpose of the

program. Activities will begin after stage 2 and continue over time. Time spent during stage 3 will be spent in the structured vocational activities, attending workshops together, and seeking out ways for the mentee to experience the world of work. At this stage, professional clothing for mentees will be made available in preparation for job interviews.

5. **Screening, training and ongoing support of mentors is built into the model.** A diverse, yet highly structured recruitment and screening process will be supported by specific skill development training courses and ongoing support meetings, events and reliable connections with other mentors. Recruitment of mentors who have a special commitment to this youth population will be directed toward those from social service fields, local grass-roots organizations, the local Professional Men's Fraternity and Professional Female Sororities, who have enough internal resources to support the mentee in vocational or educational goal setting and attainment. Significant incentives are planned for mentors, including:

- ✧ Mileage reimbursement for mentors (and bus tokens for mentees);
- ✧ Stipends provided for training time;
- ✧ Activity fees paid for/ tickets provided to events;
- ✧ Small gifts and/or gift cards for mentors and mentees will be provided at initial matching, and offered every three months thereafter for sustained matches through the first year of mentoring (both mentor and mentee); and,
- ✧ Yearly award recognition for mentors and mentees,

Because some youth in this target group will be extremely difficult to engage, some mentors will be specially recruited and trained to target this group. It is estimated that up to 50% of the youth served will have significant challenges to bonding and thus, remain resistant to mentoring. In these instances, mentors will be provided more training so that additional engagement

strategies can be attempted, including visiting the youth's school or activity to try to demonstrate support, frequent calls and visits to the youth's home, and increased contact with the youth's parent or guardian. This will be determined by risk assessment indicators, in combination with a psycho-social interview, during which the youth's permission to participate in mentoring will be sought. Additional monthly hours spent to engage and relate with youth will be paid.

Screening: All mentors will be thoroughly screened with a FBI national criminal background check and fingerprinting, Department of Children and Families check for abuse and neglect history, sex offender registry check, and a Department of Motor Vehicles check. Defined matching criteria will include gender, race/ethnicity, personality and interests.

Training topics will incorporate best practices recommended by OJJDP and the US Department of Education as listed above and will be offered in a pre-service and in-service capacity by qualified training staff⁷. Training will be intensive; a minimum 6 hours pre-match, 2 hours 3 times per year post-match is required. Three times per year, training will include time for mentors to receive coaching from all project partners and to offer mutual support.

Support of mentors will include twice monthly contact with both mentor and mentee by the YRRC mentor coordinator who will be hired as part of this initiative. S/he will also conduct monthly check-ins with the other YRRC service providers for the mentor to ensure communication and encourage cohesiveness, quarterly meetings for mentors for coaching and support, and a Mentor Call Line (MCL) available for mentors struggling with specific issues and needing immediate support or guidance. The mentoring program coordinator will have intensive contact with project stakeholders. A local Project Advisory Team will be convened by the YRRC which will include the partners and other local organizations to help support the initiative.

⁷ The GPP will function as the expert training arm of this initiative and will provide training whenever possible. In instances where GPP can not provide the training, training facilitators and training content will be approved by GPP.

D. ORGANIZATIONAL CAPABILITY

The CSSD will be responsible for managing all activities outlined in this grant application and will coordinate application of key project components. State and local partners will facilitate project activities. The Governor's Prevention Partnership will provide expert training and technical assistance to support all mentoring-related activities. Preston Britner, Ph.D, at the University of Connecticut will finalize the model design, facilitate outcome measure development, and lead the research evaluation, Forensic Health Services will identify the clients for vocational mentoring, coordinate and manage daily mentoring activities, and operate the vocational program. New Haven Workforce Alliance will provide age-appropriate vocational workshops and direct access to resource, Area Cooperative Educational Services (ACES) will provide consulting, tutoring, youth job fairs, workshops and work-based learning opportunities.

The State of Connecticut Judicial Branch, Court Support Services Division (CSSD) is the agency responsible for providing intake, assessment, supervision and contracted services for Juvenile, Family and Criminal Superior Courts in Connecticut. The vision of CSSD is to work in collaboration with other agencies and community stakeholders to support the Judicial Branch in providing a high quality of justice, enhancing public safety and assisting individuals and families through effective and evidence-based interventions. CSSD remains committed, as demonstrated in the agency strategic plan and funding decisions, to investing in the most effective and appropriate services for clients⁸.

⁸ Goal 1 in the CSSD Strategic Plan: CSSD will continue to develop and utilize evidence-based practices and policies that promote restorative justice, positive behavior change and recidivism reduction for juveniles, adults and families in crisis.

In 2005, CSSD established the Center for Research, Program Assessment, and Quality Improvement to increase the agency's capacity to collect and analyze data in the ongoing pursuit of evaluating program effectiveness. This unit is placed under the same umbrella as the Center for Best Practices (CBP) and as a result works hand in hand with CBP and Operations to fulfill the vision and goals of the agency. Further enhancements in this regard resulted in contractual relationships with private and public universities to conduct longer term research to ensure that programs are effective. The CBP was established in 2001 to (1) collect and review research on effective interventions for juvenile and adult offenders, (2) design and implement programs and services that are research and/or evidence-based, and (3) ensure sustainability through quality assurance practices. Underlying this work is a framework of Risk Reduction⁹ that connects client engagement, assessment, and service planning to client outcomes in all areas of operational practice, including juvenile and adult probation, family services, and contracted juvenile and adult services. The CSSD Risk Reduction model has evolved to also include female responsive practice, which is evident throughout the agency¹⁰.

For data management, CSSD utilizes the Case Management Information System (CMIS) a secure, web-based database of information for all client information. This allows review and analysis of data at the client, office and system levels. Examples include client demographics, client assessment outcomes including risk and primary risk areas, client offense trends and recidivism, including type and number of offenses, offense history, client involvement in other systems (e.g. Dept. of Public Safety), automated Case Planning, and Case Notes.

⁹ The Risk Reduction initiative includes Motivational Interviewing, Strengths-based Practices, reliable and valid assessment, and client case planning, which is taught to adult and juvenile probation officers and contracted staff.

¹⁰ As OJJDP acknowledged the importance of recognizing and addressing girls' specific risk factors, strengths and service needs throughout the past decade, CSSD remained in the forefront of the national landscape. As a result of receiving a four-year grant in 1998 from OJJDP and Bureau of Justice Assistance, CSSD committed to gender specific principles, established new programs designed for girls and enhanced the services and treatment within existing offerings.

In 2006, CSSD developed and piloted a Contractor Data Collection System (CDCS). This web-based system is an evidence-based ongoing quality improvement tool that obtains key measures of client-level treatment data within CSSD's network of contract services. CDCS satisfies CSSD's reporting needs, is used as a management tool, and is a method to improve client services by fostering realistic and gradual improvements in the delivery of treatment services. The use of CDCS is required in most contracts and is already used by the YRRC run by Forensic Health Services (the program designated to house and operate the Vocational Mentoring Program). Data elements are customized by program type and often include: referral date, intake date, program-level assessment information, date and type of service initiation, pre and post test scores, service discharge dates and reasons, referrals to community based services, employment and program discharge dates and reasons. CSSD uses this information in key decision making and correspondingly invests in data integrity through data quality protocols and reports generated through monthly audits. The CDCS will be used to manage the data collected for analysis at all levels of the project. These platforms (CMIS and CDCS) will support CSSD's ability to update the reporting website to ensure transparency efforts are sustained through this grant program.

In addition to fiduciary responsibility of the Judicial Branch, CSSD will (1) coordinate start-up and implementation activities, (2) provide ongoing data collection support, (3) manage the process and outcome evaluation, and (4) provide overall, ongoing project support, management and supervision including the project implementation team and advisory group. Supervised by Project Manager Stephen Grant, Director of Family Services and Programs and Services for CSSD and Kimberly Sokoloff, Program Manager in the CSSD Center for Best Practices, will be responsible for day to day project activities.

The Governor's Prevention Partnership (GPP) was created in 1989 as a public-private partnership between state government and business to protect Connecticut's present and future workforce. This mission is accomplished by addressing behavioral problems that threaten youth and adults. In 1989, The GPP established the Connecticut Mentoring Partnership to increase, strengthen and support local mentoring programs, increase the number of relationships between caring adults and youth and build and sustain a strong base of leaders and stakeholders committed to mentoring. The GPP focuses on creating and managing school-business mentoring partnerships, growing the number of mentors and supporting over 100 businesses in mentoring efforts. The GPP serves as the state partner of MENTOR/ National Mentoring Partnership and recent successes include securing over \$400,000 from the Connecticut General Assembly to expand mentoring. Examples of GPP's efforts are reflected in a grant funded pilot to provide mentoring for children of incarcerated parents. GPP staff provides resources and training to schools, businesses, community and faith-based organizations statewide.

For the VMPY the GPP will: 1. Develop manuals for program staff to use in recruiting, screening, matching, supervising, supporting and retaining mentors (focusing on juvenile justice professionals, police officers, faith-based volunteers, social service professionals and members of cultural/fraternal organizations), 2. Work with the Mentor Coordinator and providers of vocational services (YRRC, WA, and ACES) to create a toolkit for mentors that includes special considerations in mentoring this youth population, how to complement wraparound services received by mentees and how to address vocational and behavior-change issues (e.g., personal goal-setting, doing online career research) during regular mentor/mentee meetings, 3. Provide initial training and periodic ongoing trainings for mentors (including media support and technical

assistance to help with recruiting), 4. Provide ongoing technical assistance to the mentoring coordinator, and, 5. Serve on the project advisory group.

Preston A. Britner, Ph.D., is an Associate Professor of Human Development & Family Studies at the University of Connecticut. He holds joint appointments in the University's Department of Educational Psychology and the Ph.D. program in Public Health. He earned his Ph.D. in Community Psychology and Developmental Psychology from the University of Virginia. Prof. Britner serves as the Editor for *The Journal of Primary Prevention* and as an Editorial Board member for *Child Abuse & Neglect: The International Journal* and the *Journal of Child and Family Studies*. He is a Fellow of the American Psychological Association.

Prof. Britner is an experienced evaluator and researcher who has published extensively in the areas of youth mentoring, child maltreatment prevention, child-parent attachment/caregiving relationships, and policy and law affecting children and families. In terms of mentoring, Prof. Britner has been part of a national network of researchers investigating mentoring processes and outcomes. He edited a special journal issue on mentoring as a prevention strategy, and he has authored multiple journal articles and several book chapters on mentoring special populations of youth. In Connecticut, he serves as Co-Chair of the state's Families With Service Needs Advisory Board and has worked extensively with state agencies (including CSSD), non-profit organizations, and the GPP's Connecticut Mentoring Partnership on mentoring studies on: children of incarcerated prisoners; youth in high-risk urban settings; school-based mentoring; an intensive summer mentoring program; and, one-on-one mentoring for youth in state care.

For the VMPY, Prof. Britner will: 1. Complete the process and outcome evaluation plan, 2. Consult on final model design decisions prior to implementation, 3. Facilitate process and

evaluation study, 4. Provide ongoing technical assistance to the CSSD, and 5. Serve on project implementation team, and on the project advisory group.

Workforce Alliance (WA) is a policy and oversight organization responsible for creating a comprehensive, community-wide response to the challenges of building a highly skilled workforce and serves residents and businesses of South Central CT. Through the coordination and administration of a variety of employment and training initiatives, WA has prepared thousands of individuals for jobs and assisted numerous employers with training and employee transition. The mission is to advance a workforce development system that addresses the evolving needs of employers and the essential skill development needs of our regional workforce. Through the CT Works One Stop Career Center, services such as computer labs, resource libraries, job fairs and a variety of workshops are offered to assist individuals with career development opportunities. These workshops include Interviewing, Job Application Basics, Resume Basics, Financial Literacy, and Computer Skills Basics. Gateway Community College in New Haven provides on-site workshops at the CT Works Center, addressing topics like: “Transitioning Skills”, “Career Information Needed to Make Decisions about Your Future”, “Navigating the College Admissions Process”, and “Solving Mysteries of Financial Aid”.

WA is a key managing partner, lead organization and fiduciary agent for the Youth@Work program, a collaborative effort established to provide at-risk youth with enriching year-round employment opportunities, innovative career development activities and essential work readiness skills. WA is responsible for the fiscal management of Connecticut Department of Labor and U.S. Department of Labor Stimulus Youth Summer Program funds allocated to the South Central Connecticut Region municipalities. The Youth Council funds qualified applicants with the capacity to provide services for youth that allows them to gain work attitudes,

behaviors, skills and experience that employers require. The Youth Council prioritizes services for youth/young adult offenders, and has specifically targeted this population through its current Workforce Investment Act (WIA) Request for Proposals for Employability Programs for Economically Disadvantaged Youth. WIA funding will be granted to vendors, through a competitive bid process, offering services that target needs of youth¹¹.

WA will contribute to the success of the VMPY in the following ways: (1) As an in-kind service, VMPY participants will receive special orientation sessions at the CTWorks Center, (2) Any workshop of special interest, such as Financial Literacy, and community college workshops, can be provided on-site at YRRC, and tailored for program participants as needed. (The costs of providing such services on site are an average of \$800.00 per community college workshop, and \$1,500.00 for each 2-session Financial Literacy workshop.), (3) WA will connect youth participating in the VMP with year round and summer employment activities, (4) Ongoing WIA Youth funding could provide relevant opportunities for VPM participants, as well as a potential sustainability option for many of the services described in this proposal, and (5) Participation of the WA staff on both the Program Implementation and Advisory Teams.

The Area Cooperative Educational Services (ACES) exists to improve public education through high quality, cost effective programs and services. ACES is the Regional Educational Service Center (RESC) for the twenty-five school districts in south central Connecticut. Over 40 states operate Educational Service Agencies because of the financial benefits that are obtained through regional collaboration. ACES is a Local Education Agency (LEA) and a regional service agency. As a LEA, they operate schools designed to meet the specific needs of the region; currently special education and Interdistrict Magnet schools. As a regional service

¹¹ These programs will represent a minimum investment of \$400,000.00 in WIA and federal Stimulus funding that specifically targets youth/young adult offenders.

Vocational Mentoring Program for Youth

Budget Detail Worksheet

Purpose: The Budget Detail Worksheet may be used as a guide to assist you in the preparation of the budget and budget narrative. You may submit the budget and budget narrative using this form or in the format of your choice (plain sheets, your own form, or a variation of this form). However, all required information (including the budget narrative) must be provided. Any category of expense not applicable to your budget may be deleted.

A. Personnel - List each position by title and name of employee, if available. Show the annual salary rate and the percentage of time to be devoted to the project. Compensation paid for employees engaged in grant activities must be consistent with that paid for similar work within the applicant organization.

Name/Position	Computation	Cost
Stephen Grant CSSD Project Manager	10% of time	17,000
Kim Sokoloff/ CSSD Program Administrator	25% of time	22,500
Brian Hill/CSSD Program Research	15% of time	15,000
(CSSD all in-kind)		
	Subtotal	54,500

B. Fringe Benefits - Fringe benefits should be based on actual known costs or an established formula. Fringe benefits are for the personnel listed in budget category (A) and only for the percentage of time devoted to the project. Fringe benefits on overtime hours are limited to FICA, Workman's Compensation, and Unemployment Compensation.

	Subtotal	0

Total Personnel & Fringe Benefits **54,500**

C. Travel - Itemize travel expenses of project personnel by purpose (e.g., staff to training, field interviews, advisory group meeting, etc.). Show the basis of computation (e.g., six people to 3-day training at \$X airfare, \$X lodging, \$X subsistence). In training projects, travel and meals for trainees should be listed separately. Show the number of trainees and the unit costs involved. Identify the location of travel, if known. Indicate source of Travel Policies applied, Applicant or Federal Travel Regulations.

Purpose of Travel	Computation	Cost
Staff to Training on Mentoring; various locations	5 staff x \$100	500
Field Interviews at New Haven, CT	3 staff x \$50	150

Local Implementation Team and Advisory Board meetings; New Haven CT	5 staff x \$20 x 16 meetings	1600
National training/ conference opportunities for mentoring	5 staff to 3-day training at \$500 airfare, \$300 meals, \$450 lodging per person	6250
Mentor/mentee transportation	100 people x \$50 x 4 years	20,000
	Subtotal	\$28,500

D. Equipment - List non-expendable items that are to be purchased. Non-expendable equipment is tangible property having a useful life of more than two years and an acquisition cost of \$5,000 or more per unit. (Note: Organization's own capitalization policy may be used for items costing less than \$5,000). Expendable items should be included either in the "supplies" category or in the "Other" category. Applicants should analyze the cost benefits of purchasing versus leasing equipment, especially high cost items and those subject to rapid technical advances. Rented or leased equipment costs should be listed in the "Contractual" category. Explain how the equipment is necessary for the success of the project. Attach a narrative describing the procurement method to be used.

Item	Computation	Cost
Office furniture for staff	3 computers, 3 printers, 3 desks, 3 chairs 1 file cabinet	2,500
	Subtotal	2,500

E. Supplies - List items by type (office supplies, postage, training materials, copying paper, and expendable equipment items costing less than \$5,000, such as books, hand held tape recorders) and show the basis for computation. (Note: Organization's own capitalization policy may be used for items costing less than \$5,000). Generally, supplies include any materials that are expendable or consumed during the course of the project.

Supply Items	Computation	Cost
Office Supplies	3 staff x \$3500	10,500
	Subtotal	10,500

F. Construction - As a rule, construction costs are not allowable. In some cases, minor repairs or renovations may be allowable. Check with the program office before budgeting funds in this category.

	Subtotal	0

G. Consultants/Contracts - Indicate whether applicant's formal, written Procurement Policy or the Federal Acquisition Regulations are followed.

Consultant Fees: For each consultant enter the name, if known, service to be provided, hourly or daily fee (8-hour day), and estimated time on the project. Consultant fees in excess of \$450 per day require additional justification and prior approval from OJP.

Governors Prevention Partnership; to provide training and technical assistance in all mentoring activities	\$100/hour x 150 hours x 4 years	60,000
University of Connecticut to provide project consultation, research and process and outcome evaluation. (CSSD in-kind 23,400)	\$100/ hour x 370 hours per year x 4 years	148,000
ACES; to develop employer linkages, develop work-based learning activities, and basic skills tutoring(CSSD in kind)	\$100/hour x 135 hours per year x 4 years	54,000
	Subtotal	262,000

Contracts: Provide a description of the product or service to be procured by contract and an estimate of the cost. Applicants are encouraged to promote free and open competition in awarding contracts. A separate justification must be provided for sole source contracts in excess of \$100,000.

Item	Cost
NOTE: FHS is an existing vendor with Judicial Branch, CSSD. They have entered into a contract via a free and open competition to win a grant award for service provision. They are the only vendor through CSSD specified to serve only 16 & 17 year old youth on probation in CT. Funds provided through this grant initiative would be administered through a contract amendment process.	
FHS : Facilitation of Vocational Mentoring Program for Youth	50 youth per year to receive vocational programming and mentoring services at a rate of \$4000 per youth x 3 years (first year costs are 29,000, years 2 – 4 are 190,000 per year). Detail is provided in the budget narrative.
	273,900
	CSSD in-kind
	227,300
	Subtotal
	\$501,200

Total for Consultants/ Contracts \$763,200

H. Other Costs - List items (e.g., rent, reproduction, telephone, janitorial or security services, and investigative or confidential funds) by major type and the basis of the computation. For example, provide the square footage and the cost per square foot for rent, or provide a monthly rental cost and how many months to rent.

Description Computation Cost

TOTAL 0

I. Indirect Costs - Indirect costs are allowed only if the applicant has a Federally approved indirect cost rate. A copy of the rate approval, (a fully executed, negotiated agreement), must be attached. If the applicant does not have an approved rate, one can be requested by contacting the applicant's cognizant Federal agency, which will review all documentation and approve a rate for the applicant organization, or if the applicant's accounting system permits, costs may be allocated in the direct costs categories.

Description Computation Cost

TOTAL 0

Budget Summary- When you have completed the budget worksheet, transfer the totals for each category to the spaces below. Compute the total direct costs and the total project costs. Indicate the amount of Federal requested and the amount of non-Federal funds that will support the project.

Budget Category Amount

A. Personnel 54,500

B. Fringe Benefits 0

C. Travel 28,500

D. Equipment 2,500

E. Supplies 10,500

F. Construction 0

G. Consultants/Contracts 763,200

H. Other 0

Total Direct Costs

I. Indirect Costs

TOTAL PROJECT COSTS \$859,200

Federal Request 500,000

Non-Federal Amount 359,200

agency, they develop solutions to the most pressing needs of member school districts. From school-based technical assistance to programs that advance the education workforce, they work in tandem with state officials and local educators to improve the quality of teaching and learning. ACES provides educational services for juvenile justice clients; both onsite at detention and residential facilities and through traditional classroom learning at the ACES campus for non-detained but court-involved youth. For VMPY, ACES will provide (1) Technical Assistance to provide linkages to employer and develop work-based learning activities, (2) Opportunities for youth to attend career days, employer tours and job fairs, and (3) Basic skills tutoring.

Founded in 1994 Forensic Health Services (FHS) is a private behavioral health care organization offering a broad spectrum of evaluation, treatment, and consultation services both locally and nationally. FHS provides services to adults and juveniles in the areas of forensic mental health and correctional behavioral health care; developing and delivering evidence-based programming informed by diagnostic sophistication and principles of risk assessment to a range of populations in a variety of settings. FHS maintains a strong commitment to research and academic activity to improve the quality of services, appropriate use of forensic mental health services; and adding to the empirical foundation of both clinical practice and risk assessment.

CSSD contracts with private providers for services that are delivered in communities throughout Connecticut for juvenile and adult offenders. The YRRC is one such program; funded, monitored and quality assured by CSSD staff and operationally run by FHS. This innovative program targets the youth on probation and matches identified criminogenic needs with services to reduce recidivism and maintain youth in their homes. FHS staff provides group, individual and family treatment interventions on an outpatient basis in the community. Based upon referral from the YPO and using assessment tools to determine risk and needs, the YRRC

uses research validated, evidenced-based interventions to address identified criminogenic needs and promote the youth's strengths and capabilities. Youth participate in the development of an Individualized Treatment Plan which establishes their goals while in the program and determines the groups they will attend. The primary mode of intervention is group work with individual sessions to reinforce skill learned in groups, along with family services. The YRRC group curricula were selected according to the best evidence and research available. Structured, single sex groups are provided¹². Other services that will be available include support for youth offenders already employed to upgrade to higher-skills positions or to explore further education and/or enter post-secondary educational institutions. The YRRC will employ 1 Full-time Mentor Coordinator and 2 Full-time Vocational Case Managers to facilitate program activities.

The CSSD, and its partners named in this grant application, are fully prepared to implement the Vocational Mentoring Program for Youth targeting 16 and 17 year old probationers in New Haven, Connecticut.

Experience and Expertise: The CSSD has worked over the last 18 months to develop knowledge of mentoring principles and best practices. Staff enlisted the assistance of a nationally recognized and published author, Preston Britner, Ph. D. of the University of Connecticut, to solidify our understanding and provide expertise to this initiative. In addition, the Governor's Prevention Partnership, the state's leading mentoring authority, will be part of this project team. Vocational project components will be led by those most prepared - the Workforce Alliance and ACES. Services will be facilitated at the Youth Risk Reduction Center; a high-functioning contracted service provider with 10 years experience serving at-risk youth. The CSSD staff

¹² A list and description of interventions is provided in the appendix.

persons dedicated to the project team has 50 years combined experience in program development, implementation and evaluation¹³.

Commitment to Evidence-based Practices: CSSD developed the infrastructure to collect reliable data and routinely uses evaluation results in organizational decision making. Contracted providers are required to utilize evidence-based practices whenever possible, and when not used due to lack of availability (i.e., for girls) research-based practices are required. Consistent with this commitment, this proposed model will be comprehensively evaluated. Mentoring policies and practices for justice-involved and at-risk youth could be significantly influenced by the outcomes and experiences gleaned through this project.

Collaboration: The success of this initiative relies heavily upon the established collaborative relationship between the state Judicial Branch CSSD and the local partners represent diverse interest areas. Our work to define roles and responsibilities in the preparation of this application will ensure an expedited start-up phase and good working relationships for the duration of the project and beyond.

Sustainability: With a promised match of nearly \$400,000 for Vocational services, CSSD is demonstrating significant commitment to the clients we serve as well as long-range sustainability of the program model. This amount yields approximately \$150,000 per year. The CSSD will explore several routes including (1) the recalibration of existing resources; (2) legislative process related to the current public act that will move 16 and 17 year olds to the juvenile court over the next 2 to 4 years and (3) requesting a state pick up in the governor's budget.

Innovation: a clear understanding of the mentoring literature and research studies, as well as a comprehensive profile of the 16 and 17 year old clients who are served by Adult Probation, the application offers OJJDP the best elements of goals intended by the Recovery Act.

¹³ CSSD Staff resumes are attached.