IMPACT/JUSTICE
Research & Action Center

Education, Vocational Training, & Reentry Workgroup Summary

Subcommittee members:

Monica Vaughan (Lead) - ACOE

Caryn Quezada (Co-lead) - District 1 Representative

Kelly Thompson - District 5 Representative

Davida Scott - District 2 Representative

Hayden Renato - Free Our Kids Coalition

Vamsey Palagummi - Juvenile Justice Delinquency Prevention Commission

Sasch Atkins-Loria - Public Defender's Office of Representative

Subject Matter Experts:

Chuck Pattillo - Probation Project Coordinator, ACPD

Dr. Sean Moffatt - Director II, Principal, ACOE

Alicia Mitchell, Division Director, Juvenile Field Services, ACPD

Katie Bliss, California Higher Education Coordinator, YLC

The education, vocational training, and reentry workgroup meets regularly on Thursdays and is beginning to craft language for the plan. From the beginning of the workgroup, one of its stated goals was to create an inclusive process for all workgroup members to contribute equally and effectively to the plan. We have accomplished this in several ways, including creating a shared Google Doc, which has allowed all workgroup members to incorporate their ideas and suggestions onto the outline. Most importantly, we've created an atmosphere at our meetings that give space for the voices of all workgroup members. To date, the workgroup has made excellent headway in the scope of the mission, addressing the educational, vocational, and reentry needs of youth who will fall under SB 823 classification.

On education, the workgroup has focused on some of the following areas:

- MDT Planning & Goal Setting
    - Composition
    - Consistency of members
    - Individualized Learning and Transition Plan (ILTP)
- Enrollment in high school for students without a diploma
    - Integration of SB 823 youth with non-SB 823 youth in JJC classrooms

- ○ creation of a cohort of older students with separate classes
- Community College enrollment for high school graduates
  - ○ It is our recommendation that post-high school education be formally managed by an educational third party
  - ○ Online and in-person courses
- Exploring partnerships that can bring in supports to the facility
  - ○ A third-party contract that is managed by probation and ACOE
- Developing partnerships with community colleges for:
  - ○ transition support
  - ○ enrollment services
  - ○ Counseling

On vocational training, the workgroup has focused on some of the following areas:

- Options for dual enrollment in community college and vocational training
  - ○ Career/skill assessment for a career that interests them & they can do with their records, etc.
- Expanding the use of the MC3 program for SB 823
  - ○ Ensuring a direct connection between training & actual jobs
  - ○ Paying union dues paid and the first set of tools
- Union Partnership/Apprenticeship
  - ○ SEIU 1021, Plumbers, Pipefitters, AC, North American Builder's Trade Union
  - ○ Creating industry partners for career paths
  - ○ Raising Leader-Workshops & Internships

On reentry services, the group has focused on some of the following areas:

- Ensuring reentry planning and coordination begin on day one
  - ○ Incorporating a reentry perspective in all aspects of facility programming and operations
    - ■ Link reentry and core programming
    - ■ Age and developmentally appropriate programming for TAY
  - ○ Extra attention paid to the transitional phase of reentry
  - ○ Hiring a Probation Reentry Services Coordinator
  - ○ Expanding on the work that is being done at the Transition Center

- ○ Contracting with a third party non-profit who will provide a reentry case manager, who will be primarily responsible for coordinating the reentry plan for the youth
- Partnerships with programs the which can help youth matriculate into college
  - ○ Project Rebound
  - ○ Underground Scholars
  - ○ ROC
- Step-Down Process/Facility
  - ○ Flexible contract model that allows for individualized reentry planning
  - ○ individualized and involve several options that are geographically varied

These bullet points are meant to give subcommittee members a high-level overview of workgroup discussion. The workgroup has provided Impact Justice with enough input to begin drafting language.