Collaborative's Term	Collaborative's Definition	OPP	EWDD	SLATE
Recruitment, Intake & Assessment				
System referrals	Participant is recommended to the program by: a) school district b/c student is dropping out due to incarceration; b) from incarceration (youth/adult facility); c) judge, sheriff's office, or probation/parole; or d) district/circuit attorney as part of diversion	**Referral:** referrals from court system, for at-risk kids and incarcerated youth	pre-release outreach and enrollment; seems to be more difficult to recruit and serve upon release. If you can develop a relationship pre-release you have a higher success rate.	Referral: come from the courts, judges, parole and word of mouth. The judge will make one of SLATE's programs a condition of parole
Pre-release recruitment (per kick-off mtg)	Tool for recruitment and light level of screening. At this time participants cannot go through orientation, be enrolled, or access services while incarcerated.			
Recruitment (per kick-off meeting)	A person is "recruited" when subgrantee has the individuals name and contact information and *thinks* the individual meets eligiblity requirements			
Active recruitment	Recruitment of eligible participants in public spaces (e.g. bus stops, street corners, clubs); and through referrals by current and former participants		Try to get to youth before they are released from prison	the team has a lot of street credibility, they go to night clubs to reach youth
Intake	Process by which eligible participant learns about expectations of the program and expresses interest to move forward; once interest is established next steps, including assessments, paperwork, and orientation commences	Consists of 1:1 conversation about expectations, program and tour of facility, followed by second appt. on second appt begin assessment	Noted that they have a higher success rate when recruiting before participants are released from prison. They have a partnership with LAUSD who helps them legally when released.	try to get to youth before they are released from prison, will talk to them there. Seems like most youth know the program and don't need to be briefed in detail because of the program's street credibility
Assessment	Assessment of academic skills (typically CASSIS), career interest, and, when appropriate, psychologic-social needs	CASSIS and KUDER (career interest inventory); if interested develop Individual Success Plan	Intersite - a tool they use ($200) that has about 100 questions to guide them towards what career path the participant wants	BSDT test given at intake (more in Prison to Prosperity). Workforce Assessment test and ACT are given before graduating from the 24 Hour High School
Orientation (updated per kick-off mtg)	Organized by cohorts, orientation serves as a sample of the program, sets the tone and expectations, includes skills/work readiness component, and begins the process. Orientation may include literacy and numeracy assessments, as well as a personal assessment (youth voice) to inform the ISP. By the end of orientation each participant will have a full hard file with eligiblity/enrollment documents, including assessments and an ISP. This file should be ready to enter into the system. Extended introduction (1 day to 2 weeks) to program clearly defining expectations, roles, responsibilities, and benefits of participation, and beginning activities related to youth development and behavior modification	2 week orientation that includes youth development activities, leadership, etc. Participants are enrolled after one week.		2 hours before the program to make sure the participants know their rights and more about the program. "Triple loop line theory"
Enrollment (per kick-off mtg)	A participant is enrolled in the program when s/he has completed orientation and his/her full file has been entered into the system.			

Drop out **(per kick-off mtg)**	Participant ops out of the program or does not respond to continuous outreach for six months.			
Individual Success Plan **(updated per kick-off mtg)**	Initial plan is completed during orientation, however this living document guides case management services. Compliments case management file that tracks participant academic, work skills & development, and other pro-social behavior progress. Each subgrantee will design its own ISP, however all will have common elements that address personal, education and workforce/training goals.	Individual Success Plan: Individual Success Plan (goals, needs assessment to identify barriers, and what external needs might be necessary) ensure everyone has access to healthcare and, if needed, food stamps. One school has SNAP approved training Students might get things like work boots; books; uniforms.	Development Services Plan	Individual Service Strategy

Program Participation

Support services	All services and activities that promote pro-social behavior and self-sufficiency. These services may be provided by case manager, job developer, other staff at subgrantee, or through a partner. While these are often integrated into case management, activities may be stand-alone sessions and/or activities. Examples of services include: behavioral health services, health services, SNAP, housing, transportation, financial literacy, mentoring, and **peer mentoring, youth development** and leadership activities, mentoring and peer mentoring, service-learning.	through **youth development specialist**; building relationships; **Youth Development:**continues through—advocacy or support; continues. Youth Development Specialist offers life skills support – learning to take the bus to your job;	They continue to help with transportation, buying books for school, finding services that they need, etc. supportive serivces like child/dependent care; transportaiton assistance; medical; tools/clothing; housing assistance; utilities; needs-related payments; linkages to community services youth development activities include: financial literacy education; objective assessment.	through substance abuse counseling, mental health counseling (more on this in their Prison to Prosperity proposal); **youth development:** Participants learn how to both be mentored and be a mentor, activities to help the participants feel connected to their community (eg going to sand bag a overflowing river) and to feel more connected to their herritage (watching The 13th). SLATE does a lot of behavior modification through disguised learning (Alice will send us research on this)
Mentor/ mentored **(updated per kick-off mtg)**	A service which participants have access and availablity to throughout the length of the program. Volunteer or staff (not case manager) who provides 1:1 or small group support to program participants. The individual has credibility within the community and may have been through a previous subgrantee program. Mentors go through a training and have contact with participant at least twice a month, at least once in person.			someone who has been through the program successful; know where they have been, rooting for them. Mentor with street credibility. Formalized training for peer mentors and clear expectations—meet with the person at least twice a month; face to face at least once a month
Legal services	Services, typically provided through a community partner, that assists participants with legal barriers that may prevent their program success. Examples of support includes: support with minor infractions (e.g. parking tickets); child support payments; warrants; family reunification; debt collectors.			see collaborative's definition
Educational services	Educational services such as in-high school/ career academy services, tutoring, or community college participation intended to a) achieve a high school diploma, b) increase literacy and numeracy; and/or c) increase attainment of a post-secondary degree or certificate. Can be provided directly through subgrantee or through a community partner.	HS diploma; Pen Foster; Opportunity Academy	Boyle Heights Tech Academy just opened in November(?) of 2016 and is only for ex-offenders. Students released from camps will go to take an assessment, go through a screening process then be enrolled in the school	24 Hour Highschool - will involve that in this program. Helps the participants to continue their education no matter where they are (work, home, jail, etc.)
Work Readiness & Development	Consists of all activities that directly contribute to a participant's ability to gain employment. This includes a) **career skills development**; b) job shadowing, c) occupational training, and d) internships and apprenticeships. Other activities that may support increase placement in a job and retention in a job may be classified as support services.			

Career Skills Development (updated per kick-off mtg; re: orientation and program measure)	Services and other supports that prepare participants to be prepared to gain and keep a job. This may include training in career competencies and career preparation including resume & portfolio development, interview practice, interview clothing. Career skills development may be offered in existing activities with case managers and job developers or through group activities. Basic work/skills readiness begins in orientation and is a program measure.	8 competencies (referred to in some of grant materials) set foundation for transition to work Portfolio; resume, letters of rec, job application Dress for success/ career closet	Youth Employment Training (YET) - a program where they teach the participants how to format a resume, how to interview for a job, etc.	The Career Coaches mostly take care of this - they work a lot with the participants one on one to make sure that they are ready to go to work/are productive in their jobs
Job Shadow	Short term experience (1 day to 2 weeks) to help a participant learn about the demands, expectations, and opportunities within a job and sector. Typically lasts one day to one week; often takes place before occupational skills training.	one day experience to get exposure; talk to various folks; after career assessment a participant might have a job shadow to inform training. some participants may do more than one job shadow.		one to two weeks where the participant shadows jobs in different professions
Occupational Training	Job or occupation specific training that may result in a certificate or specific skills development. (e.g. OSHA 10, First Aid/CPR; coding course, etc.)		yout participant attended training designed to proivde the technical skills necessary to perform a specific job or group of jobs. The training provider was on the Statewide Youth Provider list	
Internship	Extended work-based learning opportunity after a participant has received occupational training. Focused on the particular needs of the employer, the experience typically lasts several weeks (typically 4-6 weeks and at least 120 hours). In many cases the employer has open positions and is "testing" the participant as a potential candidate for the position.	Usually a 120 hour experience. 4 hours per day/ 6 weeks; schedule contingent on employer and young person. Available in most industries; paid minimum wage- OPP is employer of record. Work-site agreement with employer. OPP covers insurance. internships is "try before you buy" approach. Employer gets	**Flash Job shadows:** learn and earn model. 120 hours and getting paid for job shadowing. Limited spots available. They said that they are willing to replicate the day long job shadow of the other programs	varies for every profession in length, time, paid or unpaid, etc. They want to give the participant a full view of what a career in that profession would look like (e.g if they want to go into construction, they may need to be there by 6:00 AM)
Apprenticeship	Combination of on-the-job training and related instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Apprenticeship programs can be sponsored by individual employers, joint employer and labor groups, and/or employer associations.	n/a	n/a	They are federally recognized. Broad variety – cybersecurity, coding IT, advanced manufacturing and healthcare. If the participant isn't hired by the company that they were with then they go somewhere else in the field.
Education and Employment Placement	Process by which participants are placed in continuing post-secondary education, training & certificate program or employment per WIOA guidance. Many employment placements are the results of successful internship or apprenticeship matches			

Continued support and follow up	Process by which participants that have successfully completed the program maintain self-sufficiency and allows the subgrantee to collect post-program data. Services, provided through leveraged funds, help participants successfully transition into continued education and careers. Examples of activities include job maintenance and financial literacy workshops. Subgrantees also maintain a second contact, such as a family member or friend, as well as a connection through social media to maintain the relationship.	Follow up isn't for data, but to keep participant and family engaged. Build relationship at the on-set – set the tone related to engagement at the beginning. a. positive youth development (pathway parties every quarter); b. job maintenance workshops; once placed participants can come back c. Financial literacy workshops (e.g. opening an account, savings account, etc.) d. Will pay for drivers license e. Monthly engagement with young person and employer f. Would leverage WIOA funds. May use city space g. Alternative contact – whoever is significant in that person's contact – that person attends the orientation. Want that person to be invested in the young person's training. Stay in-tune with parents – invited to quarterly parties and other activities; reach out and followed.	Constant communication - they will call, then send a letter, then do a home visit if there is no response. A lot of people come to them to check up.	Alice mainly monitors past participants through social media outlets - that way she can see when something big happens in their life and can reach out (death of a family member or friend, a move, etc). The follow-ups are very individualized - they will call them mostly, and if they can't get ahold of them they will call an alternative contact.
Misc. Program Terms				
Subgrantee	Our Piece of the Pie (Hartford); City of LA, Economic and Workforce Development Division; and SLATE (St. Louis)			
Community Partner	Any organization or entity that supports a subgrantee to achieve the outcomes of the program model. This entity may have a contract with the subgrantee or may use matching or in-kind dollars			
Business Partner (per kick-off mtg)	Any business that has a signed agreement on file in the last 12 months; agreement should state the business is willing to host internships, job shadows, and/or hire participants. This agreement is not specific to Compass Rose Collaborative, but to the subgrantee.			
Individual Success Plan	Living document that guides case management services. Compliments case management file that tracks participant academic, work skills & development, and other pro-social behavior progress.	**Individual Success Plan:** Individual Success Plan (goals, needs assessment to identify barriers, and what external needs might be necessary) ensure everyone has access to healthcare and, if needed, food stamps. One school has SNAP approved training Students might get things like work boots;	Development Services Plan	Individual Service Strategy
Enrollment policy		specific to the program: borrow from something in existence; complemented by practices; will get back to us on whether they would take violent or high-risk.	Will not accept high level crime offenders	nondiscriminatory, take a lot of referrals from judges, take a lot from Prisons to Prosperity program. Certified to use LSI but they are still workforce services.
Case Manager		Youth Development Specialist	Case manager	Case manager
Job Developer				Career Coach
Participant	An eliglble participant that enrolls in the program			

Leveraged funding/resources (per kick-off mtg)	Any private or other USG funds or resources that supplement participant activities. These may include) afunding like WIOA/summer jobs programs, b) community partner resources (e.g. Dress for Success provides clothing or in-kind like training services), and c) in-kind services such as volunteer services (e.g. mentors).			
Eligible Participant	date of enrollment: • is at least 18 years and not older than 24 years of age; is currently involved or has been involved with the juvenile or adult justice system, which includes: o previously incarcerated; o under the supervision of the justice system, either in out-of-home placements, on probation, or on parole; o under an alternative sentence by the justice system; or under a diversion program as an alternative to prosecution; and • has never been convicted of a sex crime other than prostitution.			