



**Youth Centers of America**  
Family Resource & Wellness Education Center  
580 Tulare Street \* Parlier \* CA \* 93648 \*  
559-646-3837 \* Fax: 559-646-9627

March 24, 2015

Time in Destiny Christian Center  
1324 Academy Avenue  
Sanger, CA 93657

**Re: Measure S**

Dear Pastor Paul Zavala:

As per your request, Youth Centers of America and Pastor George Kayajanian are withdrawing our participation from the Measure S proposal, as originally submitted March 1, 2015.

Please find attached the revised proposal reflecting these changes. As the project now stands, Time in Destiny is the sole applicant and training entity in the project submitted to the City of Sanger.

We look forward to our continued collaboration with Time in Destiny with the Neighborhood College program. We appreciate the services your agency provides to support our work.

Sincerely,

A handwritten signature in blue ink, appearing to read "Edgar Pelayo".

Edgar Pelayo  
Executive Director

Cc: Jenny Fenn, Board Chair  
Dale Takeuchi, Project Director Neighborhood College  
Pastor George Kayajanian, First Church of Promise



## **A. Organizational Capacity**

### **1. Description/profile of TID**

Time in Destiny and its community partners engaged in reducing gang involvement and substance abuse prevention work are extremely well prepared to execute the Measure S initiative of the City of Sanger. Time in Destiny (TID) is a community-based organization with over 8 years' experience working on prevention programs. As a grassroots nonprofit, TID's mission is to provide a forum to empower families in the development and coordination of youth and adult community based programming in rural communities. Through prevention, education, technology and alternative programs, TID makes all necessary efforts to utilize and bring together available resources in the community and surrounding areas to efficiently address the problems facing our youth and adults.

Time in Destiny has undertaken prevention efforts through our existing work in Neighborhood College to address the unique issues that accompany being in the criminal justice system, in rural communities. One key partner in implementing Neighborhood College has been Time in Destiny Christian Center in Sanger. Pastor Paul Zavala has embraced the program objectives and made his extensive community connections available to our work. Through his efforts and those of Probation Officer Villa, TID has been able to successfully impact the lives of nearly 50 local youth. Time in Destiny continues to build upon existing community collaborative partnership within the neighborhood college program. The aim of this project is to recruit and retain adjudicated youth through a set of structured services, culminating in employment. We are asking for the support of Measure S to provide services to those youth who are not eligible for Neighborhood College, yet we would like to be able to offer services to divert these at risk youth from involvement with the juvenile justice system.

TID and its collaborative partners have implemented gang prevention and violence prevention programming in Rural Fresno County Communities.

Time in Destiny has the following systems which are in place and ready to support recidivism reduction services in our rural communities:

- Two year program of Neighborhood College, to reduce recidivism in adjudicated youth; In this program, we have enrolled 46 participants, secured employment for many, provided work experience training to 25, with a recidivism rate of 8.6%.
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## **2. Program summary:**

Overview of program, goals and objectives, time lines, who intended to reach, how program addresses the grant program purpose, goals and objectives, and how you plan to recruit participants

TID will convene an Ad Hoc Committee comprised of local civic and elected officials who will provide referrals of participants into this program. Currently, the referral system into the TID mainstream program of Neighborhood College are made to the program from: Officer Villa, the SUSD on campus probation officer, Sanger Unified Security officers, Sanger Police Department – and for this project we anticipate referrals to be made by city officials as well as the current referral process. A small stipend has been allocated in the budget to defray the travel and time costs of this committee's after hours work to collectively refer, train and track the progress of the participants through the life of the program. An additional member of this committee is the Project Counselor, who will provide the committee with the current status and disposition of each participant. We anticipate that, collectively, we will be able to address issues before they become problems or success obstacles.

We understand that the more contacts we have with each participants, the more likely we can ensure that gang involvement and drug use is reduced among those we're serving.

Our experience is borne out by a body of research which indicates that gainful employment makes a significant impact upon recidivism. Consequently, we are investing our program design in work experience training and employment, with regular monitoring of the participants to track their progress and 'stick to it iveness' for the job we place them on.

The short term goal is to recruit the bulk of the participants for employment training in the first quarter of the project program, offer the open entry/open exit classroom/laboratory phase in the initial stages of the project. The intermediate goal is to place the Phase 1 completers onto a work crew in a job shadowing situation; the long term goal is to secure employment on an independent installation crew, where they earn market level wages for their pre apprenticeship work. The ultimate long term benefits of the lifestyle change we are aiming to achieve is employment which pays a 'living' wage, enabling youth to more easily leave gang life behind.

Long term goals would be to place each trainee in employment by the end of the first quarter, then provide follow up / tracking through the remaining 3 quarters of the program.

While detailed below, the training consists of 3 phases – classroom, job shadowing and placement. The classroom is 36 hours of commitment (including hands on laboratory work), job shadowing of an experienced installation crew (which could be 8-40 hours depending upon the individual) and then placement

with a fully functioning, independently operated installation crew. Once a participant is placed in employment, the expectation is that s/he will work a 32-40 hour week, depending upon the number of installations scheduled. Presently there is a waiting list of companies which have requested this installation service; TID is actively training candidates for crews to complete these requests.

The training program is detailed in the following sections:

**Phase 1:** participants are provided classroom training in which they learn the basics of the construction industry, on site safety procedures and equipment and handling the tools to complete an electrical installation. Apart from the technical learning, safety instruction and electrical devices, this phase encompasses other employability skills – timeliness, appropriate dress and comportment, understanding work flow and what one should be doing on a job site, basic communication skills and interpreting the expectations of employers or site supervisors.

**Phase 2:** participants are placed on a crew to job shadow the work. Participants may be in a 'shadowing' context for 1 to 5 days, depending upon how quickly they absorb the tasks and understand the workflow on an actual job site. Participants with the ability to rapidly process tasks will be assigned to crews as full time paid employees; participants who are more deliberate in their approach may be in a shadowing context from up to one work week. At the end of that shadowing process, participants enter Phase 3.

**Phase 3:** full employment. Participants are placed work crews. Each Participant is assigned Project Counselor (PC) who will monitor the progress of the participant through the life of the program. PC maintains an ongoing dialogue serving as the liaison between TID, employer and the participant. It is understood that TID reserves the right to conduct intervention or additional training if the PC observes that the participant is having difficulty. If necessary, TID will work to assign the participant to another crew or with a different employer to ensure that they are able to sustain their employment and reduce gang involvement. The ultimate goal is to place the participant in an environment where they will succeed by eliminating barriers to employment.

Participants will be given an employment aptitude assessment, a math assessment as well as complete an intake into the program. The primary determinant of the participant's inclusion in the program will be his/her demonstrated interest in the construction trades.

3. Program Details:
  - a. Provide details on specific activities/curriculum that will be utilized in providing services, supplies, materials, and other items needed to operate.

**The material covered in this training is a construction industry, union approved, pre apprenticeship instructional program.**

**Electrical Installation - Curriculum Breakdown TOTAL CLASSROOM TIME 36 HOURS**

***Chapter 1: Organization Of The Industry***

- Glossary Of Terms
  - Unskilled or Semiskilled Labor
  - Skilled Trades
  - Technicians
  - Design and Management
- Overall View Of Design and Construction
- Forms of Ownership
- Building Codes
- Unions and Contractors' Associations
  - Review and Test

***Chapter 2 Working In The Industry***

- Glossary of Terms
- Working On A Team
  - Speaking/Listening
  - Writing/Reading
  - Body Language
- Customer Service
  - Review and Test

***Chapter 3 Jobsite Safety***

- Glossary of Terms
- Accidents
  - Work Practices / Working Conditions
- OSHA
  - Employees' Responsibilities
  - Employers' Responsibilities
  - OSHA Standards
- Personal Protective Equipment
- Hazard Communication/Fire Safety
- Trench Safety
- Material Handling
- Electricity/ Electrical Fundamentals
- Electrical Safety/Ground Fault Circuit Interrupters
- Avoiding Electric Shock
  - Review and Test

***LAB: Hands On Electrical Fundamentals and Wiring in Shop/Lab***

***Chapter 4: Safety With Scaffolds, Ladders and Machines***

- Glossary of Terms

- Scaffolds
- Portable Ladders
- The Right Ladder for the Job / Ladder Practice in Our Shop/Lab
  - Safe Climbing Habits: “DOs” / “DON'Ts”
- Compressed Air
  - Review and Test

**Chapter 5: Construction Math Whole Numbers**

- Glossary of Terms
- Basic Principles / Combined Operations
- Addition Problems / Subtraction Problems
- Multiplication Problems / Division Problems
- Review and Test

**Chapter 6: Construction Math Decimals**

- Glossary of Terms
- Basic Principles
- Addition and Subtraction of Decimal Fractions
- Multiplication of Decimal Fractions
- Division of Decimal Fractions
- Review and Test

**Chapter 7: Construction Math Fractions**

- Glossary of Terms
- Basic Principles
- Adding Fractions / Adding Mixed Numbers
- Subtracting Fractions / Multiplying Fractions
- Dividing Fractions / Decimal and Common Fraction Equivalents
  - Review and Test.

#### **4. Program eligibility**

- a. Provide definition of who is eligible to participate in program service, indicate requirements/restrictions**

While we are not specifically seeking to exclude any person involved in gangs or at risk of involvement, in terms of the employment training and placement services we're proposing, we aim to look specifically at the age range between the ages of 18-30, with criminal histories that do not include acts of extreme violence (rape, murder, assault/battery), however, we would evaluate each candidate on a case by case history.

Since the type of employment we are aiming for is within the construction trades, health will be an issue – applicants must be able to lift equipment, manage and manipulate small tools, handle heights, and have the ability to move around a construction site. It will be vital that the applicants in this program possess those qualities. Both men and women would be eligible to participate in this training and be placed on work sites. We are working with a training entity (TID) which is actively training candidates for work as industrial lighting installers. Thus, the candidates must be able to work in teams or small work crews, take direction, and contribute to the work. The determination of a participant's suitability for installation work will be made during the classroom/lab portion of the training. A participant must demonstrate proficiency in this 36 hour phase of the program.

With the funds available, we believe we can train up to 20 participants, place at least 80% of them on work crews, ensure that they are earning market level wages, and monitor their progress through the project year.

#### **5. Program participation cost**

There is no cost assessed for participation.

#### **6. Performance Measures**

- a. Specify how you will evaluate success of the program service, what tools or reporting factors will be utilized to ensure proposed goals/objectives are met, describe methods for capturing attendance/participation statistics and any other tracking/reporting**
  - Attendance is recorded on a daily basis. That is the initial measure of success – can the applicant show up on time for class, which underscores their willingness to show up in a timely manner a work assignment.
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  - Participants are required to complete the training course, which includes assessments after each section (safety, math, electrical wiring, etc.) A key goal is the completion of the classroom phase of the program. Participants who miss a section will be required to make it up during the immediate next cycle of the class.
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- Performance review tests are given after each section of the classroom and lab process. These scores become a component of tracking participation statistics and predict the on the job performance of each participant.
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- The second objective is the completion of a job shadowing component. This is tracked through attendance logs and reports from crew supervisors. The job shadowing component ranges from 8-40 hours, depending upon the participant.
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- Once participants are placed on a job, the objective of sustaining that employment is handled through work with the Project Counselor who conducts weekly check-ins with the participant, and the crew supervisor. The Project Counselors continues to track the participants through the life of the project, generating a monthly report.
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- Pay stubs are a key performance measure.
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- Follow up notes, case notes and information generated from the interaction between the Project Counselor and each participant. The number, type and source of supportive services, if needed, are recorded, along with the disposition of each request.