Project Lift A Re-Entry Program for Young Adult Ex-Offenders

1. Need

Washtenaw County, Michigan, features a range of communities, some of whom are among the most affluent in the state, and some of whom are among the most disadvantaged. Home to some of the most prestigious institutions of higher learning in the world, it is also the home of three high schools that have been labeled in the bottom 5% in the state, with graduation rates that dip below 50%. Ann Arbor, Michigan, home to a vibrant private sector, has among the lowest unemployment rates in the state, while the nearby city of Ypsilanti has several census tracts that suffer from high levels of long-term structural unemployment, with rates above 11 percent, well above the county average.

For youth in the this county, the possibility of getting a good high school education, and graduating from high school to seek higher education or employment is not a sure thing. The school systems have struggled to graduate a majority of their students, but have served some populations, such as African-American males, particularly poorly. Graduation rates for African-American males lag across the county, particularly in less-resourced districts, where the graduation rates for this group dip to 60% of students, with a drop-out rate of 18 percent. In close proximity to large populations of transient college students, access to drugs, alcohol, and other hazards remains high for youth. So while the county has the best employment rates compared to its neighbors, it also has the highest rate of criminal recidivism in the state, with 80% of released prisoners being re-imprisoned 2-3 years later.
In addition many at-risk youth reside in communities that serve as a revolving door for offenders returning to society from our jails and prisons. With community-based reintegration in Washtenaw County still in its infancy, there is a need to engage youth before they are introduced to the criminal justice system as adults, within their own communities, that will deter them from criminal behavior. According to data released by Washtenaw County in 2010, Washtenaw has the highest recidivism rate of adult offenders in the state due in great part to the county’s historical barriers to housing and employment. (AnnArbor. Com April 2010)

Youth dropping out of school help to fuel the problems of crime and violence in the community. As one County Commissioner noted during a planning meeting this spring, “Students may drop out of school, but they are dropping into the community, and they are on the streets all day long.” In 2010, 710 cases were filed in Washtenaw County’s Juvenile Court. As the Washtenaw Trial Court’s 2008 Report Card on Juvenile Probation states, “Lack of school engagement is strongly related to risk for substance abuse, teen pregnancy and delinquent behavior.”

**Extent of Youth Gangs:** The Washtenaw County Sheriff’s Community Action Team office estimates that there are 12-13 gangs active in Washtenaw County, with 9-10 active in one neighborhood alone. The largest gang is estimated to have 25 members.

**Resources Currently Available:** There are no current programs for returning juveniles except for probation and intensive probation.

**Current Gaps in Services:** Outside of probation, there are currently no systematic interventions for juveniles returning to the community.
The total number of youth in the community between 15 and 19 is 30,492 according to 2010 census data. The number of eligible participants, according to the Washtenaw County Trial Court analysis is 900 young people aged 18-21 who have been convicted in juvenile court, but have never been convicted of an adult offence. The proposed program will serve 100 participants during the 26-month project period, therefore requiring only an 11% enrollment rate to reach project goals.

<table>
<thead>
<tr>
<th>Number of Youth Age 18-21 in community</th>
<th>Number of youth 18-21 with juvenile record</th>
<th>Number of proposed program participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>24,393 (2010 Census)</td>
<td>900 (Washtenaw Juvenile Court)</td>
<td>100</td>
</tr>
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2. Project design:

_Service learning_: Project Lift will run between six and eight months for participants.

Participants will be screened by the Washtenaw County Sheriff’s office caseworkers, as well as Eastern Michigan University M.S.W. fellows. Educational testing, including the Compass exam, will be conducted to best understand the educational needs of each participant. Each participant will develop a personalized Education Plan that will focus on that individual’s next steps towards a high-value credential (high school diploma, GED, Industry-Recognized certificate, Associate’s or Bachelor’s Degree program). Participants in need of extensive health, mental health, substance abuse, or other issue limiting his or her ability to participate in the program will be referred to partner agencies for treatment and follow up. The program caseworkers will continue to stay in contact with those individuals for inclusion in future cohorts.

Service-learning activities will follow the academic service-learning model. Robert
Bringle and Julie Hatcher defines meaningful service-learning experiences as those that equally meet community need and situate learning for participants in a course and/or discipline. The service-learning experiences provided participants will be predominantly intertwined with programming offered in Project Lift, so that participants experience a seamless curriculum of job skills or academic instruction with connected service activities.

While service-learning has been effective in working with many populations, it is particularly critical for youth who have had involvement with the criminal or juvenile justice system. Studies by Charles Degelman, Peter Greenwood, Roberta Cronin, and Suzanne Weiss have all demonstrated that service-learning is a key to rebuilding relationships of youth offenders to the community, and to foster caring relationships that break the cycle of offense and punishment.

This service-learning is not an add on, but integral to Project Lift. It will begin with common service done by the entire cohort during the first month of the program, and this service will stretch throughout the next 6 months of the program.

The service-learning will begin with a community mapping project, in which participants conduct a needs assessment for the community around key issues. The service-learning will be structured around the results of this needs assessment, and the group service project will be implemented over the entire project period – 6 months. This will allow participants to work on a long-term project, and to see real, measurable results due to their efforts.

In addition, throughout the program, more than 25% of participants’ time will be spent in service-learning/leadership-development activities connected to participants’ Education Learning plans. In the first month of the program, when all participants will receive job training, soft-skills, and business-basics training, service-learning activities will focus on helping local
non-profit agencies serve community needs the results of a mapping project and community assessment performed by Project Lift participants and in consultation with Michigan Works!

_Timeline for Project Lift:_

<table>
<thead>
<tr>
<th>Phase</th>
<th>Activities</th>
<th>Personnel</th>
<th>Duration</th>
<th>Service-learning</th>
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<tbody>
<tr>
<td>Intake:</td>
<td>Educational and career evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Month one:</td>
<td>Career training, community mapping, and community service</td>
<td></td>
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<tr>
<td>Months 2-6,</td>
<td>Career training by track, education by individual plan, common service project</td>
<td></td>
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<td></td>
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<tr>
<td>Months 7-10:</td>
<td>Follow up, career and education placement, service reunions</td>
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</tbody>
</table>
| Intake – pre-program | Each potential participant evaluated for 1. Education level.  
2. Education and career plan.  
3. Possible referral needs. | Caseworkers, Testing center (Washtenaw Community College) | Pre-program | None |
| Community mapping | Participants create a needs assessment of their community. | Caseworkers, leadership/service coordinators | First week of program | Learning about community needs, formulating project ideas |
| Soft-skills and leadership training | Participants receive career training applicable to all fields. 
Participants receive character/leadership training applicable to all fields. 
Participants receive entrepreneurship education | Work skills trainer 
Service coordinators | Weeks 2-4 of program | Each week, participants work one day/week on community project developed in community mapping phase. |
<p>| Educational program | Participants are split into one of four tracks – Basic Adult Literacy, GED, High School Completion, or Community College/Career Certificate. Educational programming will be two days/week. | Educational staff and partner institutions. All participants receive, based on their plan and assessments, education towards a high-value credential. | Months 2-6 of program. | Each week, participants work one day/week on community project developed in community mapping phase. |</p>
<table>
<thead>
<tr>
<th>Higher education awareness/readiness</th>
<th>Participants will visit multiple campuses and training/education programs to learn about opportunities. Participants will receive one on one help for applications, FAFSA and enrollment issues for future educational programming.</th>
<th>Service coordinator</th>
<th>Program duration</th>
<th>One visit or activity for each week of program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job training</td>
<td>Participants are split into three tracks, based on career plans – healthcare/administration, agriculture/food, and information technology. This training will take place two days/week.</td>
<td>All participants receive two days per week of job-skills training, as well as track-connected service projects.</td>
<td>Months 2-6 of program</td>
<td>Each week, participants work one day/week on service project developed in community mapping phase, as well as work on service-learning in the tracks.</td>
</tr>
<tr>
<td>Follow up</td>
<td>Caseworkers will track and follow up with students to help them maintain enrollment in education, job training, or apprenticeship programs.</td>
<td>Caseworkers</td>
<td>Months 6-10.</td>
<td>Alumni will be invited to service-learning opportunities through the United Way’s Day of Caring Events.</td>
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After the first month, participants will be split into tracks by career area, tentatively Information Technology, Agriculture/Food, and Healthcare/Community Outreach. These tracks provide participants with effective interventions, and are aligned with Michigan’s Workforce Development and the Talent Network’s five state emerging industries. These participants will all continue to engage in service-learning activities, but these activities for the next five months will vary by and be directly connected to the track that they are in.

The community will derive a number of tangible benefits from the service learning. The Information Technology track will involve installing and training residents on computer technology in partnership with Digital Inclusion, a project in partnership with Michigan Works! and the EMU Office of Academic Service-Learning. These activities will focus on the poorest neighborhoods in our community, including subsidized and public housing projects. These participants will also serve as computer tech-support and trainers to local residents in libraries and community centers.

The Agriculture/Food track will focus activities on developing, maintaining, and expanding community gardens, in partnership with local non-profit Growing Hope. Participants will be visible in community gardens across the county, working alongside residents to grow food that will be donated to area food banks. Participants will also serve at local food banks, and farmers’ markets to better understand the linkages between the agricultural and food-supply systems for the county.
The Healthcare track will allow participants to serve in outreach and educational capacities at local health-care providers including Corner Health Center and Washtenaw County Coalition for Infant Mortality Reduction. These will include outreach around issues of pre-natal care, outreach to young people to help them receive better access to health care, and outreach to help address health disparities in the community.

Participants will be involved in service-learning/leadership development for more than 25% of their time in the program. One day per week will be built into all participants’ schedules for team service-learning, and all tracks of Project Lift will include service-learning as part of the curriculum. It is estimated that between 30% and 40% of total participant time will be spent in community settings.

Participants will be working on service in teams. In the first month of the program, this will be the entire cohort as a team; in the next five months, this will be in smaller groups by track (8-10 students per group).

Leadership and soft-skills will be built into the program from the first day, and will be integral to the service-learning program. Soft-skills will be addressed for all participants throughout the first month. Leadership-skills topics include: self-esteem, peer-mentoring skills, and racial identity, Working with participant as mentors, gender roles, community issues and service-learning. Conflict-resolution skills and peer mediation will be addressed, to help participants work better together on projects and in the workplace.

Negative peer pressure will be addressed through connecting participation to community needs. Building on the Academic Serving-Learning Model, participants will define community needs, then help choose and organize service-learning experiences to address these needs. As
particpants will have helped choose issues of importance to them and their community, positive peer pressure will be built to successfully implement programs that will clearly and visibly positively affect the community.

**Educational interventions**

This program will use a multiple track approach to educational interventions. All participants will be assessed by a caseworker for academic level and readiness, as well as work experience, career goals and job skills. This will include Compass-placement testing in math and reading for all participants. Michigan Works! will also offer its testing resources in writing and math if needed. Based on this, as well as educational information provided by the participants, one of the following mechanisms will be utilized:

For participants without high school diplomas, one option will be the Widening Alternatives for Youth (WAY) program, in which students earn academic credit through blended-learning classes. This program, administered by the Washtenaw Intermediate School District, is a means of traditional high school completion, the optimal outcome for students lacking a diploma at times of enrollment. Program caseworkers will track student progress in WAY, which meets two days per week. Participants will spend the other two days working in their track and one day per week on service projects.

For participants whose educational background is too basic to benefit from WAY, participants will be enrolled in Adult Basic Education or literacy classes through Washtenaw Literacy or Washtenaw Community College. These programs will help students prepare for the GED exam to earn a high school-equivalency credential. Completion of this credential will allow for future enrollment in job training or community college coursework.
For participants who already possess a high school diploma or GED, placement testing and an interest inventory will help determine educational plans. This could include enrollment in Washtenaw Community College or another Institution of Higher Education. Options for students will include credit programs in high-needs fields, for- or non-certificate programs, or apprenticeship programs offered through the Community College.

All participants will receive information, training and visits to educational sites throughout the county, including information on programs available, admissions, financial aid and enrollment processes. This will include multiple visits to Washtenaw Community College to learn about high quality certificate and apprenticeship opportunities. Program staff will be trained in College Positive Volunteer methodology to offer a consistent message about the importance of higher education.

All participants will complete an educational plan with a caseworker, and progress towards this plan will be a criterion for stipend payment. Every effort will be made to move participants to the “next level” of their educational plan, including higher education, high quality certificate programs and apprenticeship opportunities.

Community awareness

Each track will have a key non-profit partner, who will be deeply involved in all project planning and service project implementation. At this juncture our community partners are: Growing Hope, Michigan Works!, Corner Health Center, and Washtenaw County Public Health. EMU’s Office of Academic Service-Learning houses a community-based program entitled Digital Inclusion in partnership with Michigan Works!, which seeks to bridge the digital divide.
through training local participant in computer refurbishment and literacy and reselling the computers to individuals and organizations in need.

In the first month of the project, participants will complete a “community-mapping” project to uncover important unmet community needs. This project will involve extensive on-site interviews with local residents about the needs of the community that, right now, are unmet by local governments or service organizations. This participant-created map will drive program development for service-learning projects.

All program activities will include T-shirts identifying the program, Project Lift “If You want to lift yourself up, lift up someone else,” for participants to help show community residents the impact of service on the community. The project will use blogs and other social media such as electablog.com to inform the community about the service being done by program participants.

Electronic communications will be utilized to publicize the program, including an email newsletter, blogs, social media, and other forms of publicity designed to reach the community. Participants, as part of their leadership training, will learn communication and presentation skills, and will utilize these to present at community and local government meetings including the WDA (Workforce Development Association) and county and local government meetings.

Through leadership-development activities, participants will be encouraged to speak about their experiences, and to present what they have learned. They will also be utilized, as appropriate, as speakers for youth programs for younger students. This street-outreach experience will give participants a stronger sense of connection to their community and its future.
The program will sponsor service days through the Washtenaw United Way that will allow participants to work on larger projects with wider community impact. Alumni of the program will be invited to this program each year to share their experiences and to renew their commitment to the community. Project Lift participants will participate and join with Washtenaw County’s United Way’s Days of Caring as part of their leadership and mapping training as well as throughout the course of their program.

Signs will be developed to let the community know, as appropriate to the site, the program and individuals responsible for community work done at the site.

**Staff to Participant Ratio:**

There will be two professional caseworkers that will serve the 25-student cohort. In the first month, an instructional team of four teachers will work with each cohort on soft-skills and job-training skills. In the track programs, the ratio will be three instructors in each track serving between 8 and 10 participants.

**Partnerships**

Partnerships with local employers, the AAY Chamber of Commerce, WISD, the Michigan Works! Harriet Street Center programs including JET, and Washtenaw Community College will allow the program a wide range of options for participant educational/employment experience.

**Career Development**

Career development will be accomplished through the B.Side basics class, an entrepreneurship program housed at Eastern Michigan University in partnership with Michigan
Works and several local entities. B.Side Basics is a youth centered entrepreneurship curriculum overseen by EMU’s Office of Academic Service-Learning, and will be provided to all participants in the first month of the program, in addition to leadership development portion of the program. Each track will be tightly integrated with the skills needed for success in that specific field as shown below:

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<thead>
<tr>
<th>I.</th>
<th>Technology: Computer Refurbishment, Computer Literacy –Career Cluster</th>
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<tbody>
<tr>
<td>Primary track activities: hardware and software installation, data cleaning, safety &amp; security, inventory, sales, community networking and customer service.</td>
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**Community Partner: Eastern Michigan University’s Digital Inclusion Program**

**Website:** direcyle.com

**Through this track, participants will be exposed (practice?) the following competencies (source: [http://careeronestop.org/competencymodel/pyramid.aspx?IT=Y](http://careeronestop.org/competencymodel/pyramid.aspx?IT=Y))**

**Soft Skills/Personal Effectiveness Competencies:** Interpersonal skills, initiative, professionalism, adaptability, life long learning

**Academic competencies:** reading, math, basic computer skills, critical and analytical thinking

**Workplace competency:** collaboration, problem solving and decision-making working with tools and technology and business fundamentals.

**Industry Wide Technical Competency:** Security & Data Integrity.

**Post-secondary applications, opportunities and certifications.**

- 12 credit hour certification in
- 22 credit hour certification in Web Technology –WCC
- A+ Certification
- 4 year degree- Information Assurance

Programs of study as outlined in *the National Career Cluster Framework* will be used to guide participants to further study.
II. Agriculture/Food – Career Cluster

Primary activities & focus: creating, enhancing and maintaining community gardens in county housing projects, schools and low-income neighborhoods, assist in daily operations of County farmer’s markets.

Community Partner: Growing Hope

Website: growinghope.net

Through this track participants will following competencies aligned with the bioscience competency model (source: http://careeronestop.org/competencymodel/pyramid.aspx?BIOSCI=Y

Soft Skills/Personal Effectiveness Competencies: dependability, reliability, initiative, interpersonal activities

Academic Competencies: science, critical and analytic thinking, and communication: listening & speaking

Workplace Competencies: teamwork, innovative thinking, planning & organizing, working with tools, business fundamentals and decision-making.

This track parallel’s the National Career Cluster Framework. Subjects to be studied and applied include (source: http://www.careertech.org/career-clusters/clusters-occupations.html)

- Food Products and Processing Systems
- Plant Systems
- Natural Resources Systems
- Environmental Service Systems
- Agribusiness Systems

Programs of Study:

- Organic Gardner Certificate -Washtenaw Community College
- Michigan Registered Apprenticeship Pilot in collaboration with the workforce investment act (WIA)

Programs of study as outlined in the National Career Cluster Framework will be used to guide participants to further study.
III. Health Care /Community Outreach Career Cluster

Primary Activities: providing peer education on pressing health and social issues, developing and disseminating marketing related to infant mortality, health disparities, and local health access and resources for young people ages 18-21

Community partner(s): Corner Health Center – cornerhealth.org

Washtenaw County Public Health’s 3x Times More Likely project

Through this track participants with the following competencies aligned with the Allied Health Competency framework (source: http://careeronestop.org/competencymodel/pyramid.aspx?AH=Y)

Soft skills/Personal Effectiveness Competencies: dependability, reliability, initiative, interpersonal skills, adaptability, and professionalism.

Academic Competencies: communication listening and speaking, writing, information literacy and critical and analytic thinking

Workplace Competencies: teamwork, customer focus, planning & organizing and problem solving and decision-making.

Industry Wide technical Competency: Health Information.

This track parallel’s the National Career Cluster Framework. Subjects to be studied and applied include (source: http://www.careertech.org/career-clusters/clusters-occupations.html)

Programs of Study:

a. Associate Degree- Occupational Studies Washtenaw Community College
b. Certification in Health Care Foundation , Washtenaw Community College
c. Bachelors –Community Health Education – EMU

Programs of study as outlined in the National Career Cluster Framework will be used to guide participants to further study.
Each service-learning project will be directly connected to the goals of the soft-skills curriculum, the B. Side (Business Side of Youth) Basics, or the track that the students are in. Work with partner non-profit agencies will allow us to develop programs that develop the skills that participants will need to successfully apply for entry-level jobs at these agencies.

*Post-Program Support and Follow-Up*

Caseworkers will provide follow up to make sure that program graduates are continuing to improve their educational and career prospects.

Annual day of service reunions will bring participants back to the program to celebrate their accomplishments and address continuing community needs.

Partner agencies are committed to the long-term success of participants, and through caseworkers and advisors, will monitor their progress towards their educational and career goals.

3. Partnership with Juvenile Justice System

The Washtenaw County Trial County has pledged (see letter in appendices) to aid Project Lift in referral, identification and documentation of program participants. A number of other entry points will be utilized for the program as well, such as Washtenaw Community College, the WAY program, and other agencies that have extensive contact with youth who have had prior juvenile justice involvement.

In addition to referring formerly delinquent youth who have been on juvenile probation or residential placement, a second source of referrals for this grant are youth aging out of the foster care system. A review of all youth aging out of foster care (leaving foster care without a
permanent home or family) in 2010 found that 50% of these youth has already broken the law and had been charged as juvenile delinquents. These young adults are at great risk of homelessness, incarceration, and perpetuating the cycle of abuse and neglect. The potential for Project LIFT to help and guide them onto a productive supported path is immense.

Washtenaw County possesses a well-developed infrastructure of social service agencies already working on ex-offender issues. These include members of the Washtenaw Prisoner Re-entry Steering Committee, who will be utilized as a network to provide referrals for youth in need of services prior to or during Project Lift participation. Agencies of this steering committee include: Catholic Social Services, Michigan Rehabilitation Services (MRS), the Michigan Department of Human Services (DHS), the Washtenaw County Public Defender’s Office, SafeHouse Center, Washtenaw Housing Alliance (WHA), SOS Community Services, Washtenaw Community College (WCC), and the Washtenaw Community Health Organization (WHCO)

4. Organizational Capacity to involve in youth in service-learning projects.

Eastern Michigan University’s Office of Academic Service-Learning is an equal partner in Project Lift and has over a 16-year history of initiating service-learning programs with a particular emphasis in area youth, ages 13 and up.

In 2005, the Office of AS-L launched YYEA-Ypsilanti Youth Empowered to Act, this grant funded initiative provide leadership training for dozens of area youth who were then tasked to launch a funding initiative to support youth needs and programs in the community.

Community Youth Mapping –this initiative launched in 2006 engaged over 75 area young people in mapping our community and county, its assets and deficits as related to youth
programs, services and opportunities. As a result of this mapping, The Business Side of Youth (B.Side) was launched in 2007. (www.bsideofyouth.com)

The B.Side has provided entrepreneurship education, microloans and support to over 600 young people in Washtenaw & Wayne County. College students and staff serve as program educators working with young people to mentor their business ideas and visions. Part of the B.Side mission is launch social enterprises guided by youth so that they can generate their own income and value within the community.

In 2009, Digital Inclusion, a B.Side Social Enterprise was launched (direcycle.com) with support from Michigan Works! and the Workforce Investment Act. This program has trained a 80 ‘at-risk’ young people in computer refurbishment, software development, data security and general computer literacy. Young people then sell these computers to individuals, organizations and housing developments bridging the ‘digital divide’. Youth in the program in conjunction with Michigan Works are provided career and post-secondary opportunities as a result of their immersion in the Digital Inclusion program. Digital Inclusion (DI) will be one of the educational and professional tracks for Project Lift participants.

The Office of AS-L supports over 60 service-learning courses by facilitating community and university collaborations and partnerships. In 2011 these courses contributed to over 1200 hours of indirect and direct service to community organizations, government entities, and schools. On average the Office of AS-L works with 20-40 youth and college students in service-learning and volunteer activities.

5. Organizational capacity to serve Youth Offenders
Since 2009, we have identified, trained, and hired former inmates, 18 years of age or older, who have reentered our neighborhoods so that they may assist in relationship building with residents, facilitate prevention programs for youth, assisting residents in the development and implementation of community revitalization strategies, and provide ongoing training for our deputies. It is not unusually for a number of our residents that have committed crimes to be viewed leaders of certain segments of the community. It is these segments that we have been able to engage and work within.

Community Policing as a philosophy focuses on non-traditional enforcement strategies, but is still focused on the community from a law-enforcement perspective. Our Community Outreach Team however, is the liaison between the streets, community residents, and law-enforcement. By engaging the community system on three fronts our goal is systemic community change to address root cause problems.

<table>
<thead>
<tr>
<th>Goals stated by grantor</th>
<th>Outcomes to date</th>
</tr>
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<tbody>
<tr>
<td>1. To preserve and create jobs and promote economic recovery</td>
<td>• Hired one (1) Outreach Coordinator at 30 hours/week</td>
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<td></td>
<td>• Hired one (1) Outreach Team Supervisor</td>
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<td></td>
<td>• Hired two (2) Peer Outreach Workers</td>
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<tr>
<td></td>
<td>• Two (2) Outreach workers have been offered employment opportunities based on relationship fostered through this experience</td>
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<td></td>
<td>• Holding information session to hire more Outreach Workers</td>
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<tr>
<td>2. JAG funded projects may address crime through the provision of services directly to</td>
<td>• Peer Outreach Workers focus on four (4) target high crime communities where the Office of the Sheriff has not always had strong positive relationships</td>
</tr>
<tr>
<td>individuals and/or communities and by improving the effectiveness and efficiency of</td>
<td>• Outreach workers are trained in dispute resolution and used by deputies as a tool to resolve conflict before a violent incident occurs and law enforcement has to take action</td>
</tr>
</tbody>
</table>
Through relationship building, outreach workers have encouraged residents to hold those accountable who commit crime in their community
- Increased participation in neighborhood watch
- Outreach workers work within our jail to connect those returning to our communities with services they need to prevent recidivism
- Through outreach events, residents and their Community Action deputies are able to engage and build relationships
- To date our Outreach Workers have not reoffended

6. Organization Capability:

Upon taking office one of our first decisions was to restructure the Sheriff’s administrative team to include a Director of Community Engagement within the command structure. Among other things, this position’s focus is to introduce the Problem Oriented Policing philosophy to the Washtenaw County Sheriff’s Office (WCSO). In doing so, we have made a significant organizational commitment to the importance of P.O.P. This commitment to building relationships & trust with our citizens, engaging them as partners, retraining and equipping our deputies with the skills required, and having the resources necessary to fully implement a community policing philosophy aimed at enhancing the quality of life for our citizens is the reason we seek funding.

Washtenaw County has worked with many federally funded grants in the past and is adept at reporting on our progress, both financially and operationally. Our Budget Analysis will create a separate business unit to show a history of grant funds received and expended. In addition, we currently have a system in place for all grants within the county that involves our
Budget Office, Finance Department, County Administration, and the county department seeking funds so that applying for, receiving, and reporting on grant funds is tracked appropriately.