

# WORKSHOP RECOMMENDATIONS

## *Programs and Services Designed for Juvenile Rehabilitation Young Adults Ages 18-25 Years Old*

Presented December 12<sup>th</sup>, 2018

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### In partnership with the following workshop participant organizations:

- Aerospace Joint Apprenticeship Committee • Apprenticeship & Nontraditional Employment for Women •
- Chehalis School District • Department of Corrections • Department of Social & Health Services •
- King County Credible Messengers • Office of Superintendent of Public Instruction •
- Pacific Mountain Workforce Development Council • Progress Pushers •
- State Board for Community & Technical Colleges • United Better Thinking • Vera Institute of Justice

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## ACKNOWLEDGEMENTS

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We would like to acknowledge the following Workshop members who shared personal stories, provided their expertise (including those impacted by the system), and acknowledged those areas in the juvenile justice system that have fallen short. The ideas and recommendations in this report for supporting youth and young adults leaving Juvenile Rehabilitation to successfully return to their communities and become self-sufficient are a result of their gifts, passion, and creativity. (*\*young adult member*)

Ada Daniels	Kathleen Harvey
Andrea Ruiz	Kerstin Torrescano
Annie Sa'au*	Kristi Grassman
Brian Walsh	Lisa McAllister
Charles Sherman*	Lynn Strickland
Cheryl Fambles	Monay Hicks*
Cristi Devers	Paradise Viena*
Dell-Lon Downs*	Paris Viena*
Eddie Howard	Patricia Seibert-Love
Elsa Elvarado	Rick Mendiola*
Galen Duncan	Saleenah Viena*
Harvey Perez	Sean Murphy
Iris Igrayne K. Yalmed*	Sung-Soo Devine*
Jane Fa'Anu*	Tim Touhey
Jason Clark	Tyon Nunnelly*
John Campbell	Willard Jimerson
Jon Kerr	Yolanda Lee

***“Every person has a gift – if we put these gifts together we can make a difference”.***  
Paradise Viena (young adult member)



*Figure 1: Grounding the workshop with symbols from those impacted*

## BACKGROUND

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On October 1, 2018 Representative Noel Frame, in collaboration with Senator Patty Kuderer and Senator Jeannie Darneille, requested community partners and Juvenile Rehabilitation (JR) assess and recommend essential programs and services for young people ages 18 to 25 years old. A workshop was designed to explore effective strategies, programs, and services that currently exist that could be enhanced or modify and identify opportunities for new programs and services to support young people transitioning from adolescence to adulthood within Juvenile Rehabilitation. The goal was to bring together subject matter experts to discuss multiple pathways to independence and self-sufficiency. In an effort to promote and support successful futures, workshop members identified and focused attention on five essential topic areas. Focused areas include housing, education, employment, healthcare/treatment, and social supports.

Across the United States, young adults under the age of 25 make up approximately 10 percent of the general population however, 21 percent are reflected in the prison system. In addition, we find there are significant disparities for young men of color—young men ages 18 to 24 are 7 to 9 times more likely to be incarcerated compared to their white peers. This age group also experiences incredibly high re-incarceration rates and poor educational and employment outcomes (RDA, 2012).

Together, these outcomes combined with the alarming numbers of young people of this age group demonstrate the urgency for justice reform targeted specifically for young adults ages 18 to 25 years old. Considerations should be given for assessing each program and service offered to ensure it is gender-responsive and culturally relevant for sub-population.

## WORKSHOP APPROACH

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This 2-day workshop was comprised of agency partners, community-based programs, current and former JR young adults, individuals with lived experience and family members.

The participants were asked to share their experience, expertise and insight regarding meaningful and effective programs and services to address known challenges of returning home while preparing a young person for a life of independence and self-sufficiency.

The following goals were set at the beginning of the workshop:

- Programs and services targeted and ideal or young adults ages 18-25
- Provide multiple pathways and solutions for young adults
- Look at both short and long-term options
- Increase the toolbox to build independence and self-sufficiency
- Ensure access and opportunity for all

## YOUNG ADULT VOICES

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*How long does this mistake need to follow somebody?*

Several themes emerged throughout the two days from the young adults in the room. The recommendations that follow in this report build upon these themes. This report validates and rallies around the requests of the young adults to:

- be educated, employed, have support with housing and learn meaningful life skills so they can stay off the streets
- be surrounded by adults that care about their futures and offer hope and constructive ways for them to be successful.
- have an opportunity to step down (transition) to a Community Facility (CF) closer to home in their community before releasing from JR or make a fresh start away from the home or community from whence they came.
- Include and heal the whole family. This includes those who are young parents who need additional family support.
- have reasonable pathways to relieve the burden of restitution and continuing legal financial obligations.

## GUIDING PRINCIPLES

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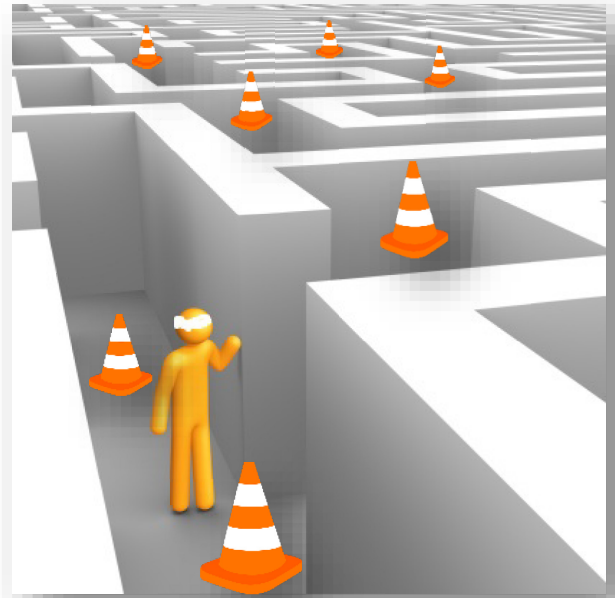
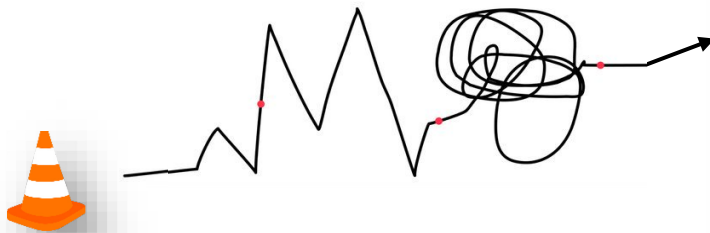
Workshop participants discussed the following guiding principles and agreed these should be used when evaluating all programs under consideration for the young adults. Does the action:

- **Reestablish human dignity**
- **Instill hope**
- **Help young people discover their talents and gifts**
- **Ensure youth and young adults are at the table and provide feedback on the recommendations**
- **Create maximal opportunities to participate**
- **Offer on-going and meaningful support for students and families throughout the whole process**
- **Provide equity in access, education, training**
- **Intentionally and constructively use the young adult's time – both programmed and free time**
- **Use work-based learning to make the connection of real-world jobs**
- **Trust young people to explore and work with mentors**
- **Use of strength-based language**
- **Use research principles and evidence-based programs**
- **Plan for continued sustainability**

## CURRENT STATE

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*Young adults are on an uncertain path that is not always clear or straightforward. There are often many barriers to overcome. Sometimes the plan changes or even backfires, especially once they begin the transition back home. Finding their way can feel like wandering through a maze blindfolded unsure of next steps.*



## IDEAL FUTURE STATE

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*Barriers are removed or at least manageable and every young adult has the necessary assistance navigating the maze of life with essential tools for self-sufficiency and independence.*



## RECOMMENDATION SUMMARY

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### Priority Areas

As discussions began, and throughout the two days, two key areas: **Juvenile Records and Restitution**, and **Meaningful Navigation** emerged. It became quite obvious that action in these areas were paramount to future success and if not addressed, could impact all programs and services offered and accessed. Young adults are severely limited when carrying a criminal record long after they serve their time and made strides in their rehabilitation. The debt from restitution and legal financial obligations can be debilitating and the lack of knowledge in understanding how to successfully access all Juvenile Rehabilitation and community resources, compounds their challenges, hinders their hope, and limits their success when they return to the community.

Failure to address these two priority areas decreases the probability of future success and can contribute to an increased rate of recidivism for these young adults. We strongly believe they are foundational to the success of any of the other areas.



#### JUVENILE RECORDS & RESTITUTION

pg. 6

- Review number and percent of current young adults who successfully sealed their records under the current law (RCW 13.50.260)
- Provide alternative options that satisfy restitution or legal financial obligations (ex. community service, forgiveness, waivers, behavioral incentives)
- Review national best practices and recommendations for sealing juvenile records



#### MEANINGFUL NAVIGATION

pg. 7

- Provide support to help navigate complex systems, and identify programs and services
- Connect young adults to a peer support system
- Connect young adults to their community supports

*States must do more to protect juvenile records in a manner that does not negatively affect a young person's future. (Juvenile Law Center, 2014)*





## Programs and Services

Workshop participants joined in a series of exercises to identify programs and services designed to support young adults (ages 18-25) in the following five areas: housing, education, employment, healthcare and treatment, and social connections.



### HOUSING

pg. 8

- Ensuring housing programs are following RCW 35.82.340 to allow access for justice involved young adults including when family may already reside in government-subsidized housing
- Increase the number of young adults going to group homes (community facilities)
- Create a dedicated Housing unit to ensure safe and stable housing



### EDUCATION

pg. 11

- Fully fund basic education\*
- Develop three (3) Guided Pathways connecting young adults to:
  - Further education in the community
  - High-wage, high-demand careers including apprenticeship
  - A choice of careers
- Implement a Social Support Network to provide:
  - College and career navigators
  - Peer mentoring program
  - Student Voice Councils
- Ensure high-quality educational programs by:
  - Developing secure internet access
  - Investing in technology like secure laptops
  - Connecting to existing high-wage workforce pathways



### EMPLOYMENT PATHWAYS

pg. 14

- Provide career exploration and job skills preparation
- Understand and master the world of work
- Provide financial compensation or education credit for work performed
- Provide access to technology



### HEALTHCARE & TREATMENT

pg. 16

- Hire skilled and culturally responsive community partners that can connect to young adults
- Provide community-based learning (skill groups and classes)
- Provide community-based drug and alcohol based programs and mental health resources
- Family counseling in the families' communities
- Provide trauma-informed care and PTSD workshops



### SOCIAL CONNECTIONS

pg. 17

- Develop Transformational Mentoring framework and training using community leaders
- Resource the implementation of a Peer to Peer Support program statewide
- Explore and develop aftercare support for all JR young adults ages 18-25

\* Note: Omitted in error on December 12, 2018 report presentation



## JUVENILE RECORDS & RESTITUTION



Throughout the 2-day workshop, many people in the room – but especially the young people, spoke of the financial burden of restitution and other legal financial obligations, and the barriers that exist for young adults with a record. Records, restitution, and the inability to address them can leave one to either stumble or excel given the challenges or supports they receive once they leave the JR.

It is well known that a criminal record is a major barrier when applying for and obtain employment and housing. One of the requirements for sealing a young adult’s juvenile record includes paying their restitution in full. This can often be seen as an almost insurmountable task as they attempt to establish their identity and independence in the community.

*“I just accept that I will never pay it off and I will die first.”*  
- Youth discussing restitution and their legal financial obligations.

### RECOMMENDATION

*“Juvenile records follow youth well into adulthood and create barriers to employment and education. Protecting records is at the heart of the juvenile justice system’s aim to rehabilitate youth and yet, when unprotected, records punish youth indefinitely.” – Juvenile Law Center*

**I. Review the number and percent of current young adults who successfully sealed their records under the current law (RCW 13.50.260)**

Although new laws were passed in 2015 to assist in sealing records, it appears as if this is still a significant barrier to most young adults. Researching the actual success rates may provide a more accurate picture of the effectiveness of the current laws and policies.

**II. Provide alternative options to satisfy restitution or legal financial obligations through:**

- Community service (credited at minimum wage rates)
- Forgiveness or Waivers through legal advocacy supports
- Behavioral incentives

**III. Review national best practices and recommendations for sealing juvenile records**

The Juvenile Law Center in Philadelphia, PA has published several reports including:

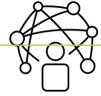
- *“Juvenile Records – A National Review of State Laws on Confidentiality, Sealing and Expungement”* which provides core principles to keep in mind and policy recommendations (see page 46 of the report) for states to consider.
- *“Failed Policies, Forfeited Futures. A Nationwide Scorecard on Juvenile Records”* which provides a state by state comparison of policies impacting young adults.
- Consider reducing timeframes, requirements for sealing, or auto sealing

#### **Key elements**

The current laws for sealing a juvenile’s records create significant hurdles. The law currently requires young adults to wait 2-5 years before you can seal records, and there are very stringent rules:

- They are not auto sealed – the young adult must request it
- All restitution must be ***paid in full***
- Young adult must go back to the court where sentenced (and pay court fees or file waivers)

## MEANINGFUL NAVIGATION



A second theme that surfaced during the workshop was how complicated, and sometimes disconnected the juvenile justice system and networks can be for a young person. Having meaningful supports throughout all touchpoints is critical – both from JR staff, community partners who can connect and guide a young adult, and especially peer-to-peer supports who often have a natural connection and speak from a personal perspective. Some young adults are able to figure out how to navigate, and those who do are much more likely to be successful.

*“We need to grow resources like mentors so that everyone can have a mentor.” Youth Member*

The other aspect addressed was the need to provide connections to the community where the young adults will release to. This ensures a soft handoff so young people have community connections and resources to reach out to once they leave.

## RECOMMENDATION

- I. Provide support to help navigate complex systems and identify programs and services**

There are many options, programs, and services young adults are not always aware of. Provide each young adult a designated person to assist them while in JR to:

  - Explore what they would like to do as a career
  - Connect their educational and career path
  - Align and match to the best fit for their abilities and skillsets
- II. Connect young adults to a peer support system**

Increase connections with peers who are positive, relatable, and can empower and support each other, share their expertise, and learn from each other (also providing a pathway for potential leadership development).
- III. Connect young adults to their community supports**

Young adults need connections to their family and the community they are releasing to. Once they are no longer under JR care and custody, connecting to a network of people who can help them in their community is essential.

There are elements of this recommendation provided and described in further detail throughout the report.

### ***Is there existing leverage funding***

OSPI Education Advocates, State Board of Community and Technical Colleges Navigators, JR Employment Specialists and Homeless Prevention Navigators

## HOUSING



In Washington State, approximately 13,000 young people are without a safe and stable place to live. The circumstances, while they differ for many, can be attributed to family dysfunction, violence, substance abuse, mental health, gender identity or sexual orientation, or poverty. For young adults in the juvenile justice system, the risk factors do not disappear; they are deferred until they return to their community. Upon release from confinement, there is often an added obstacle of limited housing resources. In addition, the inability to pass a background check because of their court adjudication, legal financial obligations, lack of income due to little or no employment, as well as denied housing applications because of a lack of credit history complicate the issue.

*“Many of us who are homeless are on the streets because we have been forced by circumstances of our past we cannot change. We can, though, hope to change our future.”*  
Youth Member

One in four JR young adults release to homelessness, this number is anticipated to be greater with a population of young adults up to age 25. In addition to barriers identified above, lack of support from families or others to secure housing has a large impact to the 18-25 population. Homelessness has been found to correlate with higher rates of recidivism, greater risk of mental illness, and increases in substance use (Office of Homeless Youth, 2016 Annual Report).

The workgroup recommendation below intends to build upon efforts currently in place through proviso funding and SSB6560 to improve the pathways to sustainable housing for young adults exiting the juvenile justice system. SSB6560 requires agencies to develop a plan to ensure that no young adult is discharged from a publicly funded system of care into homelessness. JR received proviso funds to implement a process to provide young people with assistance to secure safe and stable housing upon release to the community. However, what JR and other agencies have learned is that the housing issue is far more complex and that young people age 18-25 need additional supports upon release.

Some examples include the need for independent living/life skills to prepare for living on their own, case management or a mentor who can provide support, step down transitional housing to be able to help them as they re-enter the community after a period of incarceration.

## RECOMMENDATION

### I. Ensure housing programs are following RCW 35.82.340 to allow access for justice involved young adults including when family may already reside in government-subsidized housing.

- Incentivize housing contracts for agencies who serve justice involved young people to increase priority access for young adults leaving the juvenile justice system.

*“Home is not stable for me – it is hard to focus on my education and employment plans that I had set while I was in.”*  
Youth Member

### II. Create a dedicated Housing Unit to ensure safe and stable housing.

- Establish dedicated resource to create a housing unit within JR that would provide transitional assistance to young adults releasing from incarceration to secure, safe, permanent, and stable housing
- Provide sustainable funding to allow for the ability to support young adults with six months of housing (currently funding covers about 30 days)
- Explore DOC program/model where offenders contribute money towards rent to get used to budgeting and responsibility. Share housing contracts/blended funding between DOC, Commerce and JR.
- Develop and implement a step-down housing program to assist and support recently released young adults to help:
  - Secure employment (seek, apply, interview, etc.)
  - Seek and obtain stable housing (not just avoiding homelessness upon release)
  - Provide skills so young adults can sustain independent living (financial literacy & budgeting, life skills, etc.)
- Connect to existing local housing initiatives, programs, and resources
- Contract with community housing resources for beds
- Serve current young adults already released from JR
- Find resources specific to 18-25 sub-populations (examples: females, LGBTQIA+, etc.)

### III. Increase the number of young adults going to group homes (community facilities)

- Long-term housing stability is improved when JR young adults have the opportunity to step down in a supported environment and transition to the community.
- Community facilities allow young adults who are still serving their sentence to reside in a minimum-security facility in the community while they work, go to school, practice life skills in a real life environment.
- Look to site community facilities in geographic locations that match the places where young adults come from so they can connect to community resources upon release. Explore options to have a community facility in places such as Vancouver, Everett, Spokane, etc.)
- Transitional housing such as a community facility helps connect young adults to social supports and provides real world training.
- Provide extra staff in Community Facilities to allow time for staff to take young adults into the community to increase the social supports.
- Explore partnerships with contracts and community resources/programs.

### Key elements

- JR families fear losing their subsidized housing and sometimes will not allow their young adult child to return to their home.
- JR intends to collaborate on local community initiatives to ensure the best outcomes for young adults.
- In 2018, JR received limited dedicated resource to implement a process to provide clients with housing assistance. This includes collaboration with Office of Youth Homelessness, agency partners and community resources. More resources are needed.
- JR community facility beds are limited and their geographic locations are not always close to young adult home community.
- Citing a new community facility is challenging.

*“Group homes (community facilities) are one of the most positive things for us when we are in JR.”*

*Youth Member*

### Is there existing leverage funding

Explore blended funding options in partnership with local initiatives (for the housing unit).

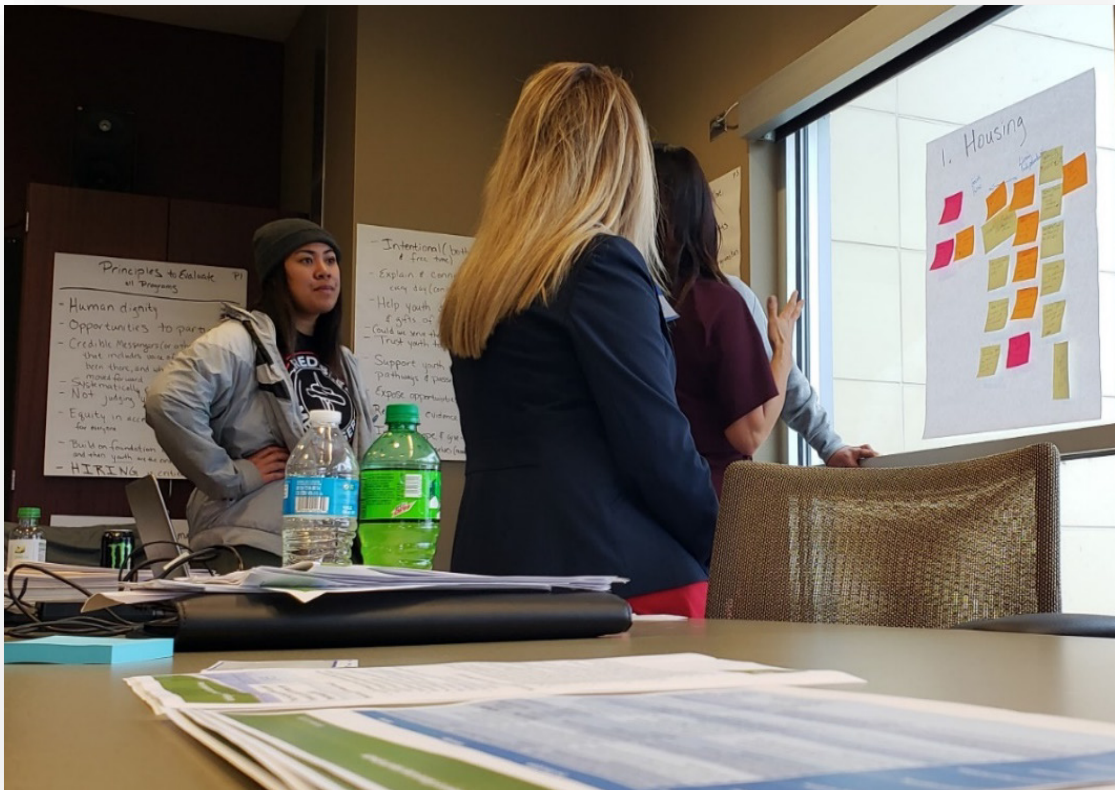


Figure 2: Evaluating what needs to change for housing

## EDUCATION



We must seek to transform the education of youth and young adults, and place human dignity as the founding principle. The following underlying principles incorporate how we currently try to approach the work and can guide future programming decisions:

### **Guiding Principle #1: Respect the intrinsic worth of each young adult**

Young adults need to be given the opportunity to be able to care for themselves upon release from custody. This means that education programs must go beyond the secondary level and prepare young adults for high-wage, high-demand careers.

*"We need to know you  
care before we care  
what you know."  
Youth Member*

### **Guiding Principle #2: Elevate and support personal relationships for young adults**

Young adults benefit from having pro-social mentoring relationships that help to guide them in their development. By intentionally building mentoring services and leadership opportunities into educational programs, JRA will help support personal pro-social relationships for young adults.

### **Guiding Principle #3: Respect a young adult's capacity to grow and change**

A young adult's education while incarcerated must support their ability to make choices, to make mistakes and learn from them and to help them grow and change. Young adults, like adults, benefit from having a defined menu of clearly identified supported pathways that they can choose to follow.

The current education system has three systemic problems to be addressed given the impact of SB 6160:

1. The system is focused on high school completion and has limited opportunities for young adults at the post-secondary level.
2. The system disincentives school districts from completing students and moving them into post-secondary education.
3. The system is not directly connected to reentry, higher education and the workforce.

## RECOMMENDATION

- I. **Develop three (3) post-secondary Guided Pathways connected to further education in the community, or high-wage, high-demand careers (Guiding Principle #1) and give young adults a choice of careers (Guiding Principle #3)**
  - Further education in the community
  - High-wage, high-demand careers including apprenticeship
  - Innovative programs like I-BEST and High School 21+
  - Competency and project-based learning
  - Federal financial aid including Pell grants
- II. **Implement a Social Support Network that includes college and career navigators, a peer mentoring program, and student voice councils at institutional and community facilities (Guiding Principle #2)**
  - College and career navigators
  - Peer mentoring program
  - Student Voice Councils



### III. Ensure high-quality educational programs by:

- Developing secure internet access
- Investing in technology like secure laptops
- Connecting to existing high-wage workforce pathways

#### *Key elements*

##### **Strategy One: Guided Pathways**

JRA proposes three guided pathways. Guided pathways are shown to be very successful in helping youth and adults navigate and complete postsecondary education. A guided pathway is a defined sequence of services supported by trained staff and provides a menu of choices for participants. It is important to note that a student needs to finish high school (or get a GED) to enter those pathways (or they need to complete that as part of the chosen pathway). Many of the older JR students in our system currently do not have a diploma.

##### **Pathway 1: Registered Apprenticeship**

Registered Apprenticeship is often by design a guided pathway. Young adults under JR custody need support to enter apprenticeship because they often lack the social network and skills to place high on the apprenticeship list. To address this:

1. Implement pre-apprenticeship training at Green Hill School and Echo Glen recognized by apprenticeships and supported by community organizations like ANEW and AJAC.
2. Create a defined pathway for young adults at community facilities to enter apprenticeship in conjunction with services from organizations like ANEW and AJAC. Leverage existing pre-apprenticeship programs in the community to avoid duplication of services and focus on resourcing navigators to support young adults in pursuing this pathway.

##### **Pathway 2: Career and Technical Education (CTE)**

Using the well-recognized I-BEST delivery model, JR proposes to partner with community and technical colleges (CTCs) to offer a series of CTE Workforce training programs directly connected to the workforce. Because young adults often struggle to identify first careers, CTCs will offer career exploration courses and college preparation courses to students while they are still completing high school.

Within institutions, ensure the right menu of CTE programs is provided to students. Examples of possible CTE programs include computer coding, advanced manufacturing, welding, automotive, business and entrepreneurship.

The greatest challenge is that class sizes at institutions are often much smaller than in the community. Given the desire to offer several choices to young adults, small class sizes may be even more prevalent. While both federal and state financial aid is available to young adults, gap funding from the legislature may be necessary.

Students at community facilities will be able to attend courses on college main campuses. Leverage the existing network of college reentry navigators funded by SBCTC.

##### **Pathway 3: Academic**

By respecting the intrinsic worth of each young adult and their capacity to grow, we propose an academic pathway connected to higher education in the community. Under the new law, young adults in JR have an opportunity to



Figure 3: Evaluating education barriers

be



consider an academic pathway that could lead to a bachelor's degree. If JR can leverage financial aid to cover the cost of tuition, young adults are eligible to use Federal Pell Grants and Washington State Need Grants (if they qualify).

We propose creating an academic pathway that includes bridge courses from the secondary, pre-college level through the first two years of college. Face to face instruction will be prioritized for pre-college and the first two years of college. Given the diversity of majors that students can pursue, additional years of college can be provided via secure internet access. The academic pathway will include project-based learning and competency-based instruction in order to accommodate the movement of young adults through the system.

***Additional Considerations:***

To ensure all students are given the best opportunity to succeed, the legislature should consider improving the delivery of technology within JR facilities. Currently, JR partner school districts provide internet access within their classrooms at the institutions. Because each school district is responsible for ensuring the security of the internet, there is a risk that internet access is not as secure as it could be. Access is currently limited to those young adults who are still in secondary school, and is limited to education services only.

The legislature may want to consider the following:

1. Resourcing the development of secure internet access that meets state IT standards that can be used by young adults in both secondary and post-secondary programs. Secure internet access can assist with education as well as job search, housing, and resource referrals.
2. Provide the development of laptop and tablet resources that can be used in living units within institutions so that young adults can complete homework outside of the classroom and participate in online learning. In addition, laptops could have access to secure and monitored email to support healthy young adult relationships with teachers and mentors.

Both of these recommendations support the notion that youth and young adults deserve the opportunity to grow and develop skills while they are in custody.

***Is there existing leverage funding***

**Pathway 1:**

- Limited funding through WIOA and the workforce system currently exists. Recommend funding to support navigation services for apprenticeship and offer pre-apprenticeship training at institutions.

**Pathway 2:**

- Most JR young adults (unlike incarcerated adults) will be eligible for Federal financial aid including Pell grants and Washington State Need grants. The majority of costs (i.e. tuition) can be covered through existing funds. Since JR young adults do not currently use Federal Pell funds, this will represent an increase in funding for education.
- The legislature may need to allocate additional funding to backfill small class sizes in individual career pathways. Additional funding should also be allocated for college and career counselors to support students in choosing a program, applying for financial aid, and addressing challenges.

**Pathway 3:**

- As with CTE programs, the tuition of academic programs can be provided by Federal and State financial aid. In order to support smaller class sizes, the legislature may need to provide gap funding to colleges.
- College and career navigators for CTE programs should be leveraged for the academic pathway so it is vital that navigators are funded for at least one of these pathways.

## EMPLOYMENT PATHWAYS



*"We want you to value our labor.  
We can be good employees."  
Youth Member*

JR has a gap with on-campus employment opportunities and job preparation options for the 18-25 year old population.

Through partnerships with other community-based organizations to develop job readiness programs and career development and training, JR had made progress. However, JR still has a critical need for the systemic development of programs that provide information, access and skill building opportunities for employment/career preparation, job placement and living skills development. JR needs to partner, align, leverage, and integrate with existing community partners and resources to make this happen.

## RECOMMENDATION

### I. Provide career exploration and job skills preparation

Students want to use their time and experience in JR to prepare for and connect to the realities of the external real world.

- Implement interest inventories and employment assessments into job readiness classes that build to an employment action plan.
- Programmatic content and experiences must assure that all work is designed to teach and connect to careers and possibilities in the community.
- The elements of work opportunities need to be progressive and increasingly challenged.
- Focus on competency based learning and connect certification.
- Expansion of MyJOB services to cover areas such as financial literacy and other topics affecting career progression.
- Provide industry recognized certifications for each position valued by employers in the community.
- Pre-apprenticeship opportunities on campus and in the community.
- Establish foundational basic training certificates for CPR, safety, job readiness, and other relevant training.
- Virtual and online learning.

### II. Understand and master the world of work

Students need information about how to connect to and be successful in employment.

- Contract with workforce experts to conduct labor market analysis to outline how students can progress in their job choices and develop a commitment to life-long learning
- Have career coaches as guides (i.e. supportive employment mentors)
- Assess and translate on campus employment to real world employment. Connect that activity to competency and certificated learning.
- Create work-based learning opportunities-- job shadows, related work site visits, on-the-job training, internships, pre- apprenticeship learning.
- Outline a set of learning objectives for each on-campus work assignment, establish real world hiring and feedback processes and promotional opportunities.
- Train staff to be quality "employers" of young adults.

- Expand off campus civic activity and market to businesses to build awareness and promote the quality and capabilities of young people.
- Enhance community and employment professional in-reach programs.

### III. Provide financial compensation or education credit for work performed

Youth need incentives and inspiration to build skills and practice being good employees, just like they would when they exit JR.

- On-campus employment should be appropriately compensated with appropriate recognition of the value and contribution of the work.

### IV. Provide access to technology

Online web access and access to technology (phones, i-pads, computers) is critical to a successful re-entry and transition. In today's culture digital literacy is as essential as reading, writing and numeracy. Failure to equip these young adults with skills and ways to remain current further limits their success. Young people must have access in order to:

- Allow for online learning.
- Allow easier employer connections for young adults who are working in the community with access to online applications, applying for support services, tracking employment opportunities, and communicating with employers.

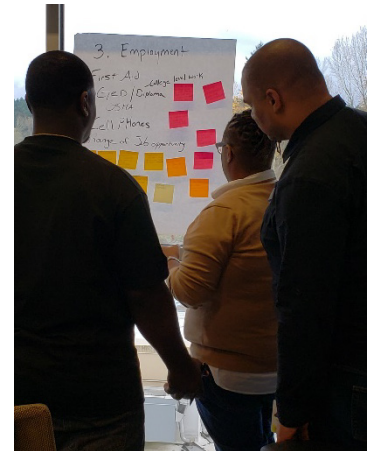


Figure 4: Exploring employment needs and barriers

Options for tablets or cell phones need further exploration. “Earned access” allows young adults to earn the privilege, practice and manage these freedoms and promote steps toward independent living. Current barriers make access to the internet an obstacle. Efforts are underway to address this with DOC and WA Tech at the table. Solutions being explored have financial impacts.

#### **Key elements**

Governor’s executive Order 16-05 – Building Safe and Strong Communities through Successful Reentry, tasked DOC and JR to work with the State Board of Community and Technical Colleges and the State Apprenticeship and Training Council to identify both apprenticeship and pre-apprenticeship training opportunities in correctional facilities. Resources and funding are needed to meet this mandate. JR has begun working with agency partners to advance vocational services including: analysis and development of vocational programming menu linked to in-demand labor market, individualized case planning, development and implementation of pathways to industry recognized pre-apprenticeship training and certificates, community-based services, and improved work based learning opportunities.

Governor Inslee identified a key goal in WA State for a Prosperous Economy as outlined in Measure 2: To Increase the number of jobs in WA State. Measure 2.1.b outlines a goal to increase the percentage of people participating in Work Source who find jobs by 4.5% (from 66% in 2015 to 69.5% in 2020). A DSHS performance report of clients served by the agency indicates that in 2012, 60% of young adults served by JR were unemployed at age 21 and a 2013 RDA report indicated that only 9.5% of working age JR youth (16 and above) maintained employment for two consecutive quarters.

#### **Is there existing leverage funding**

Yes - There are State partner agencies who have funding resources that can be leveraged, focused and prioritized. We need further exploration of this with Division of Vocational Rehabilitation, Employment Security Division, Dept. of Behavioral Health in Rehabilitation and others.

## HEALTHCARE AND TREATMENT



Healthcare and counseling services must focus on the emerging brain science that suggests that most people do not reach full maturity until the age of 25. We have learned that the immature, emotional and impulsive nature of the adolescent brain makes them more susceptible to committing crimes. Trauma, substance abuse and mental health challenges can affect young adults who are in the system.

Research indicates that juveniles who commit crimes are not necessarily destined to be criminal as adults, and they have a great potential for change and growth (Legislature, 2018). Relevant treatment services aligned with treatment assessments outlining client needs are crucial. Young adults must release with a reentry plan that outlines needed and useful skill development and connections. It is important to consider treatment, and specifically counseling interventions that have increased community involvement, include culturally responsive approaches, are comprised of motivated Community Case Managers and aligned with with other services.

*“Toxic relationships make it hard to stay on track”  
Youth Member*

### RECOMMENDATION

- I. Hire skilled and culturally responsive community partners that can connect to young adults
- II. Provide community based learning (skills groups, parenting classes, life skills, etc.)
- III. Provide community based drug and alcohol based programs and mental health resources
- IV. Community counselors provide medication management – connection to community based resources
- V. Family counseling (community based services in the families’ communities)
- VI. Provide trauma-informed care and PTSD workshops

#### Key elements

- Connecting mentors, families, and counselors from the very beginning to prioritized and be intentional
- Include young adults in selection process when hiring case managers and as part of the annual employee evaluation process.
- Focus on objectives such as: financial literacy, life skills, parenting, etc.
- Care Informed Case Management Model
- Provide more community based counselors (current wait time for young adults to see a community provider is 30 days+)
- Different environments for young adults to connect with their families
- Attend to gender differences and pathways in to the criminal justice system.
- Specifically for young women, ensure programs are grounded in gender specific principles and practices.



Figure 5: Discussing mental health and substance abuse needs

#### Is there existing leverage funding

Yes (i.e. Dept. of Behavioral Health in Rehabilitation, Dept. of Health) (Legislature, 2018; RDA, 2012)

## SOCIAL CONNECTIONS



Social connections and support are needed to assist in removing barriers and allowing access to essential services such as employment, education, housing, mental health and substance abuse treatment.

*“It’s easier for me to connect with someone that is from a similar background and has lived like me.” Youth Member*

We know that increasing a young person’s connections and relationships with positive adults from similar backgrounds from their home communities and providing transformational mentorship programs (i.e. credible messengers) can ensure positive community connections, improved self-perception and relatability.

Young people releasing with community supports can have a direct impact on whether they reoffend, become homeless, and often creates opportunity for young people to become true agents of

change and “non-traditional” leaders within their community.

The workgroup proposes the creation of a sustainable network of supports unified to build safer streets through systems partnerships and a whole justice/whole child approach toward positive results.

Sustainable resource is needed to establish contracts with community-based organizations that offer social support partnerships.

## RECOMMENDATION

### I. Resource the development of a statewide framework on transformational mentoring using a non-traditional mentorship such as [Credible Messengers](#).

The transformational mentoring program would be delivered by community leaders. The framework would include:

- A Peer-to-Peer Mentoring model
- Direct training for young people
- Providing Leadership
- Positive Youth Development
- Addressing gaps between the community and young adults
- System in-reach
- Building up community capacity
- Trainings
- Train to a national, research-based model (i.e. credible messengers)
- Empowering community leaders throughout the state
- Employment opportunities
- Culturally specific events and activities (including budget for space and food)
- Transportation
- Quality assurance

*“We need someone to help us break the unhealthy habits in the family.” Youth Member*

### II. Phase 2 – Provide resources to implement a Peer to Peer Support Program statewide

As outlined above.



### III. Explore and develop aftercare support for all JR young adults ages 18-25

- Ensure each young adult who exits JR has the supports available to successfully return to the community from incarceration. This support must be age appropriate, proven to be effective with this population, and provide assistance through encouragement, advocacy and oversight with the young person.
- Explore options for a comprehensive post-release case management system that is trauma-informed, family-centered, and guided by national best practices and research.
- Focus on therapeutic rehabilitation, not “traditional” parole.
- Explore incentive-based options and models

#### *Key elements*

- Statewide training for culturally responsive transformational mentoring across the state
- Available across the state
- Empowers communities and families
- Transformational Mentoring, utilizing “non-traditional” mentors from communities and backgrounds of our young people.
- Broad the impact

#### *Is there existing leverage funding*

There is no existing funding for peer to peer support however, there is funding for aftercare support



Figure 6: Explaining the need for "people who have your back"

## APPENDIX

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**Homework from October 1, 2018**

**Homework in preparation for November 2018 workshop**



## APPENDIX 1 – Homework from October 1, 2018

### *Juvenile Rehabilitation: Life Skills*

Life Skills are essential to prepare youth to lead a fulfilling, productive and prosperous adult life. Youth transition to adulthood requires proper planning for future needs. By building strong Life Skills, youth are equipped with the tools and resources necessary for personal growth to reach their full potential.

Skills for managing attitudes, emotions, behaviors and relationships, along with life skills, are essential to success reentry and a healthy future. Considerations should be given to gender, age, race, ethnicity, faith, community, family and youth needs when prioritizing life skills.

**Career Planning:** Interest Inventory, Employment, Resume, Cover Letter, Job Application, Interviewing, Job Search

**Academics:** Credit Retrieval, Transcripts, Financial Aid Admissions Testing, College Placement Exams, Vocation, Trades, GED, GED-Plus, Diploma, Post-Secondary

**Daily Living:** Food & Nutrition, Cooking, Recreation, Cleanliness, Home Safety, Home Repairs, Computer & Internet Basics

**Home Life:** Housing, References, Security Deposit, Utilities, Transitional Housing, Rental Applications, Leasing, Transportation Resources, Parenting

**Money Management:** Bank Account, Checking Account, Savings, Source of Income, Monthly Budget, Cost of Living, Credit, Debit, Spending Plan

**Self Care:** Healthcare, Personal Hygiene, Health Providers, Spiritual support, Prescription Resources, Dental, Vision, Health Education

**Identity:** Birth Certificate, Criminal Record-Background Check, State Issued ID, Social Security Card, Sealing of Records, Register to vote, Citizen documentation (if applicable)

**Transportation:** Public, Private, Drivers License, Carpool, Insurance

**Work Life:** Paycheck, Benefits, Employment, Apprenticeships, Internships, Volunteering, References, Taxes

Recommending Programs Services for JR Young Adults Ages 18-25 (Implementing Senate Bill 6160)

Recommended by	Program or Service Name	Provider	Brief Description	Expected Outcomes (measure of success)	Current Program? (locations)	Effectiveness (provide data, link to research, reports)	Cost (person/group)
<b>Housing</b>							
<b>Education</b>							
SBCTC	High School 21+	Community and Technical Colleges (CTCs)	Competency-based high school completion program, open to students 18 years of age and older	Completion of WA high school diploma	Yes - Statewide	<a href="#">HS 21+ Outcomes Report</a>	\$25 per quarter per student tuition
SBCTC	Open Doors (1418)	K-12 School districts or CTCs	This is a funding mechanism to support education for severely credit deficient and disengaged youth 16 to 21.		Yes - Statewide		No cost (Basic Education Allocation)
SBCTC	I-DEA	CTCs/CBOs	The Integrated Digital English Acceleration (I-DEA) program teaches English language skills in the context of college and careers for learners who face the largest language gaps. I-DEA teaches English in tandem with college and career skills.	Skill gains in English language acquisition, problem solving in technology rich environments, college and career readiness	Yes – Statewide in CTCs and CBOs	<a href="https://www.sbctc.edu/colleges-staff/programs-services/i-dea/idea-data.aspx">https://www.sbctc.edu/colleges-staff/programs-services/i-dea/idea-data.aspx</a>	\$25/quarter
Vera	College	Evergreen or Community Colleges	Provide pre-college and college level courses leading to transfer or workforce degrees	Students transferring to college after release	Yes	RAND, etc.	Cost covered by Pell
Vera	Computer Coding	Unloop	Provide training in computer coding followed by an internship in the community	Students placed in high paying high demand tech jobs	Yes, at three DOC prisons	RAND, etc.	Free under Pell Grant (if delivered through CTCs)
PacMtn	Enhanced College Connections	2-4 year Education Institutions	Student and faculty lead seminars and offer courses at juvenile correctional facilities for credit at no cost to youth. They serve as academic mentors and coaches.	# of college earned credits			

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<b>Education</b>							
SBCTC	I-BEST (Transfer)	Community and Technical Colleges (CTCs)	Academic/Transfer I-BEST contextualizes remedial coursework to transfer coursework, savings students time and money in reaching their degree goals and moving on to a four-year university. Students also receive wraparound navigational support.	Transfer degrees; college credit; gains in literacy and mathematics; problem-solving in technology-rich environments; employability skills	Yes – Statewide in CTCs	<a href="https://www.sbctc.edu/colleges-staff/programs-services/basic-education-for-adults/beda-research.aspx">https://www.sbctc.edu/colleges-staff/programs-services/basic-education-for-adults/beda-research.aspx</a>	Standard Tuition Rates
SBCTC	I-BEST (Prof-Tech)	Community and Technical Colleges (CTCs)	Integrated Basic Education and Skills Training (I-BEST) quickly teaches students literacy, work, and college-readiness skills so they can move through school and into living wage jobs faster. Students work with two teachers in the classroom: one provides job-training in a career pathway and the other teaches basic skills in reading, math or English language. Students also receive wraparound navigational support.	Certificates and degrees connected to living wage careers; college credit; gains in literacy and mathematics; problem-solving in technology-rich environments; employability skills	Yes – Statewide in CTCs	<a href="https://www.sbctc.edu/colleges-staff/programs-services/basic-education-for-adults/beda-research.aspx">https://www.sbctc.edu/colleges-staff/programs-services/basic-education-for-adults/beda-research.aspx</a>	Standard Tuition Rates
SBCTC	Dual Credit (HS 21+/I-BEST)	CTCs/CBOs	Students co-enroll in HS 21+ and I-BEST. Competencies met in the I-BEST program count toward their completion of a high school diploma in HS 21+. Students save time and money completing their HS diploma as part of a college program instead of having to complete the diploma first. Students also receive wraparound navigational support.	High school credential; college certificates and degrees connected to living wage careers; gains in literacy and mathematics; problem-solving in technology-rich environments; employability skills	Yes – statewide in CTCs. CBOs can provide some of the initial co-enrollment in HS 21+	Please see success data for I-BEST and HS 21+.	Standard Tuition Rates
SBCTC	Ability to Benefit	Community and Technical Colleges (CTCs)	Ability to Benefit allows eligible students without a high school diploma to gain access to Federal Pell Grants and other forms of Federal Student Aid. Students can earn their high school credential as part of their college journey instead of before, saving them time and money.	College credit; certificates and degrees connected to living wage work.	Yes – Statewide in CTCs		Free under Pell Grant

Recommending Programs Services for JR Young Adults Ages 18-25 (Implementing Senate Bill 6160)

Recommended by	Program or Service Name	Provider	Brief Description	Expected Outcomes <i>(measure of success)</i>	Current Program? <i>(locations)</i>	Effectiveness <i>(provide data, link to research, reports)</i>	Cost <i>(person/group)</i>
<b>Education</b>							
AJAC	Manufacturing Academy™  *Potential to provide 2-day Advanced Manufacturing Prep (AMP)	Manufacturing Academy™ (Provided by Aerospace Joint Apprenticeship Committee (AJAC).	<p>The Manufacturing Academy™, offers a 10-week solid foundational career pathway into aerospace and advanced manufacturing apprenticeship opportunities. Students learn soft and technical skills to include but not limited to applied math, assembly, introductory machining, blueprint reading, welding, interview techniques, and industry tours with AJAC partnering companies.</p> <p>Upon completion, students will have the basic foundational skills to find gainful entry-level employment and may meet the minimum qualifications to pursue additional career pathways in advanced manufacturing through AJAC’s portfolio of apprenticeship programs. Further information can be viewed at:  <a href="https://www.ajactraining.org/apprenticeship/pre-apprenticeships">https://www.ajactraining.org/apprenticeship/pre-apprenticeships</a></p>	<p>Expected outcomes are:</p> <ul style="list-style-type: none"> <li>• Successful completion of program earning college credits</li> <li>• Credits toward high school completion</li> <li>• Score on WOWI to qualify for AJAC apprenticeship programs</li> <li>• Placement into industry (at partnering employer training agent)</li> <li>• Transition into AJAC apprenticeship programs</li> </ul> <p>Other potential outcomes could include enrollment into local community/technical college certificate and/or degree program, job placement in industry and enrollment into AJAC (or other) apprenticeship programs</p>	Currently provided in Tacoma, Kent and Seattle, with option to expand statewide	Latest Manufacturing Academy™ cohorts: <ul style="list-style-type: none"> <li>• 84% completion rate</li> <li>• 20% women</li> <li>• 53% minority</li> <li>• 9% continued to post-secondary education</li> <li>• 30% veteran</li> <li>• 80% qualified for AJAC apprenticeship programs</li> <li>• 77% job placement rate</li> <li>• 15% transition into AJAC apprenticeship programs.</li> </ul>	\$4,945 per participant (does not include tuition costs)
<b>Healthcare and Treatment</b>							

Recommending Programs Services for JR Young Adults Ages 18-25 (Implementing Senate Bill 6160)

Recommended by	Program or Service Name	Provider	Brief Description	Expected Outcomes (measure of success)	Current Program? (locations)	Effectiveness (provide data, link to research, reports)	Cost (person/group)
<b>Employment</b>							
OSPI	Work Ethic Training	JR or IE Education	Resume writing, job interviewing, job search	Gain employment upon release	No	Employment, reduce recidivism	
OSPI	Trades	JR or IE Education	Learn a trade to use when released	Gain employment upon release	No	Employment, reduce recidivism	
ANEW	Pre-Apprenticeship Training and support services	ANEW	<p>11 week-long hands-on construction readiness training, at Kent and North Seattle locations. ANEW also offers short term “boot camp” style Pre-Apprenticeship that are customizable and can be offer at various sites around the state.</p> <p>Pre-Apprenticeship training for youth can provide an effective on ramp to good jobs by offering technical training with hands-on work experience. These programs can also connect opportunity youth to apprenticeships, an entry point to highly skilled jobs that pay well and don’t typically require a college degree. Apprenticeship in the Building Trades Unions provides family wages careers that lead provide</p>	Graduates of our Pre-Apprenticeship Program are expected to attend at least 80% of the course, complete and demonstrate specific construction industry readiness standards.	Statewide		Free
PacMtn	Supportive Employment	Workforce Development Agencies	Supported employment refers to service provisions wherein people with high barriers to employment including those with disabilities, mental health and behavioral challenges, those impacted by addiction and disenfranchisement are provided intense assistance in preparing for, obtaining and maintaining employment. These are customized services that follow the needs of the individual from intake to placement and in the crucial early years of labor force attachment.	Short term - Enhanced candidate capabilities lead to increased Job Placements. Long term - decreased recidivism.	Yes, but there would need for a certain level of uniformity defined for optimizing the program	Supportive employment models have proven success within many communities, especially those managing some level of disability. The use of the model is only recently expanding to include these other high barrier populations.	Unknown

Recommending Programs Services for JR Young Adults Ages 18-25 (Implementing Senate Bill 6160)

Recommended by	Program or Service Name	Provider	Brief Description	Expected Outcomes <i>(measure of success)</i>	Current Program? <i>(locations)</i>	Effectiveness <i>(provide data, link to research, reports)</i>	Cost <i>(person/group)</i>
<b>Employment</b>							
PacMtn	Work-Based Learning - (Unpaid)	Workforce Development Agencies or Schools as they are able to connect to potential employers	<p>Work-based learning is a best practice of all workforce development programs, and an educational approach that uses workplaces to structure learning experiences that contribute to the intellectual, social, academic, and career development of students and supplements these with school activities that apply, reinforce, refine, or extend the learning that occurs at a worksite.</p> <p>Program activities include: job shadows, field trips, internships, work experience and apprenticeships that utilize collaboratively established learning objectives. Used extensively by schools and workforce development programs when those being served lack significant information and/or access to the experience and inspiration of a functional work environment.</p>	Number of students with job site familiarity and clearer/contextualized workplace expectations. Employers with screening tool for potential employees.		WBL creates context and incentive for those with little work experience in a particular area. It focuses on kinetic DOING and not just cerebral learning.	Establishing a program to train staff to do effective employer outreach, and learning objectives and to assist employers in creation of successful learning environments.
PacMtn	Work-Based Learning - (Paid or credited to Restitution)	PacMtn, JR, DVR	<p>JR young adults could be paid minimum wage for their work experience at JR facilities, or translated into community service hours credited to their restitution balances.</p> <p>Students are currently provided opportunities to work but are not paid at minimum wage and aren't put on resumes or used to build portfolios. These experiences can be used as an opportunity to pay down debts, build skills and work experience.</p>	Youth will level with lower levels of restitution and have gained resume worthy work experience.	No	Programs could be structured and costed a the elements of such are easily known.	Cost of minimum wage for all youth, paid through DVR funding for those eligible or through restituion credit.

Recommending Programs Services for JR Young Adults Ages 18-25 (Implementing Senate Bill 6160)

Recommended by	Program or Service Name	Provider	Brief Description	Expected Outcomes (measure of success)	Current Program? (locations)	Effectiveness (provide data, link to research, reports)	Cost (person/group)
<b>Employment</b>							
PacMtn	Expansion of MyJOB	PacMtn, JR, DVR	Expand services to support all youth at JR facilities, including to those up to 25. Additionally, expand programming areas of focus to cover topics such as financial literacy, parenting, etc. All topics that ultimately impact career progression.	Short term - Increased Job Placements. Long term - decreased recidivism.	Yes - At all 3 institutions	We continue to gather data on the current success of MyJOB.	
PacMtn	Create a new AmeriCorps Service Opportunity	WA Service Corps and any agency that uses AmeriCorps	Expansion of AmeriCorps and other service based opportunity slots for serving 21-25, would provide additional work-based learning post transition from facility. Youth adults would return to serve the population they understand from prior experience. Example--PacMtn hosts AmeriCorps, including two in support of MyJOB at Naselle and Echo Glen. Additionally we host AmeriCorps in support of our other programming	Short term - Increased Job Placements. Long term - decreased recidivism.		By connecting youth to opportunities to serve through MyJOB and other non justice involved sites, the youth will be given an opportunity to build experience and further themselves from prior convictions	Each program is different - City Year, AmeriCorps, etc. - Expectations is between\$6-15k per year, per youth.
PacMtn	Skills Training	PacMtn (Other WDC's), Colleges, Skill Centers, JR	Expansion of job training programs at all JR Facilities. Models could be expanded at the three state facilities, or at/in partnership with community facilities. Programs could be focused on Peer Recovery Counseling, Construction (welding), Hospitality, Manufacturing, Graphics Design, and Auto Mechanics--some of which already ahve vocational programming occurring	Increased # of high demand certificates completed prior to transition	Models are available.	Short term training models have proven successful if training is completed in high demand areas, and the programs include placement services, such as Supportive Employment.	Program Dependent



Recommending Programs Services for JR Young Adults Ages 18-25 (Implementing Senate Bill 6160)

Recommended by	Program or Service Name	Provider	Brief Description	Expected Outcomes (measure of success)	Current Program? (locations)	Effectiveness (provide data, link to research, reports)	Cost (person/group)
<b>Social Support</b>							
Credible Messengers	King County Credible Messenger Initiative	A consortium effort in partnership with King County Superior Court	The Credible Messenger movement is emerging based on a holistic, comprehensive approach to justice that transforms and improves individual lives, rearranges the relationship between communities and the justice system, and empowers systems and neighborhoods to use the resources they have within to maintain public safety. Using this people-up perspective, the Credible Messenger approach seeks to build trust and inspire change from within communities so that they can feel positive about possibilities rather than facing a future of frustration.	<ul style="list-style-type: none"> <li>- NYC: 50% decrease in felony arrests for those in the program. Successful re-entry model.</li> <li>- 33% less likely to be rearrested than counterparts in a Bronx study (John Jay College).</li> <li>- Richmond, CA: Through their Credible Messenger program they seen a 76% reduction in gun homicides.</li> </ul>	Yes - King County. Could expand Statewide.	Here is a helpful link for understanding the model.  CM Data: ARCHES AIM WAGEES SBCC Technical Report SBCC Companion Guide	Varies depending on curriculum. Estimated cost per youth is \$3,000.
OSPI	Mentoring	JR or Education	Mentor youth to assist with social emotional learning and ability to discuss reasons for incarceration	Less incarceration	No		
PacMtn	Employment Mentors	Community based Organizations	Employment Mentors are positive role models with interest and familiarity on topics of interest to those who have little or no experience in the work place. They would spend time interacting with their mentee focused on functional relationships at a job site that could include a host of topics. They offer information, experience, guidance, support and a listening ear. They would be part of a transition plan for students exiting State care	Numbers of youth with positive role models and more information about the world of work. Greater community in-reach.	Models are available.		

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Recommended by	Program or Service Name	Provider	Brief Description	Expected Outcomes (measure of success)	Current Program? (locations)	Effectiveness (provide data, link to research, reports)	Cost (person/group)
<b>Social Support</b>							
PacMtn	Peer Support Connectors	Agencies and Community based organizations	Peer Support acknowledges there is value in significant life-altering experiences and that those with that experience can be helpful to others who are in a similar "lived experience". Peer Support Connectors can identify with and empathize with their peers. in their struggles pertaining to mental health, family drama/trauma, substance use alination and disenfranchisement.	Tasks performed by Peer Support Connectors may include assisting their peers in articulating their goals, practicing new skills, helping them stay their course, modeling effective coping techniques and supporting them in properly advocating for what they need	Models are available.		
Credible Messengers	King County Credible Messenger Initiative	Community and system collaboration working with non-traditional leaders.	KCCMI works with both youth and young adults who are justice involved and/or at risk of justice involvement.	Decrease negative law enforcement contact. Connect to positive relations in their communities by providing services directly in their communities.	National model currently in Seattle and King County.	<a href="http://www.thepinkertonfoundation.org/wp-content/uploads/2017/02/Pinkerton-Papers-crediblemessengermonitoring.Pdf">http://www.thepinkertonfoundation.org/wp-content/uploads/2017/02/Pinkerton-Papers-crediblemessengermonitoring.Pdf</a>	The cost is about \$10k per group at 6 groups per location (in 7 locations).
<b>Other</b>							
PacMtn	Drivers Education	Contract Trainer	In order for many youth to entertain employment pathways, they need access to transportation. Often	Completed course.	Models are available.	Contract provider dependent	Unknown