



JR EDUCATION DIVISION REPORT



Washington State Department of
CHILDREN, YOUTH & FAMILIES

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Background and Introduction

Funding was secured to establish the Department of Children, Youth, and Families (DCYF) Juvenile Rehabilitation (JR) Statewide Education Team in 2022 because of legislation. Hiring for this team started in November 2023. This team is focused on creating the structure necessary to support young people by strengthening educational access and outcomes.

This report highlights our progress in addressing gaps, building relationships, and making education a core part of JR. This report included the education team's work over the past year, including successes, challenges, and future opportunities.

Our mission is to ensure that every young person in JR has access to high-quality education and enrichment opportunities that empower them to succeed within and beyond our facilities.

Centering Education

The Statewide Education Team continues to collaborate with OSPI in bi-monthly meetings to discuss progress. This collaboration has supported the data monitoring and collection at secure and community facilities. This collaboration has also increased engagement with external organizations. The Education Team continues to identify barriers in the access and delivery to education for our students and how to remove those barriers to support the needs of our students.

Projects that are implemented:

Listen and Learn Focus Group and Report: The Department of Children, Youth, and Families Juvenile Rehabilitation conducted the first Listen & Learn evaluation with the goal of gathering the viewpoints and experiences of young people that participate in educational programming. The recommendations from the report will be transformed into an action plan. The Listen and Learn Action Plan will guide how the findings of the report will turn into action that reflects a commitment to equity, collaboration, and youth-centered innovation by prioritizing the following:

- Centering youth voices to guide the education and programming.
- Expanding access to culturally responsive and trauma-informed learning opportunities.
- Strengthening partnerships with local school districts, community-based organizations, and post-secondary institutions to provide diverse educational pathways.
- Creating a structured, inclusive, and responsive learning environment for all young people.
- Monthly Attendance Tracking of Secure Facility Moves: Collection of data on student school attendance.
- Community Facility Education Metrics: Metrics are collected from a form for community facilities to submit data. This data is used to create quarterly reports to reflect the outcomes in community facilities.
- Youth Transition Document: In collaboration with OSPI, DCYF is documenting the process from intake to exit. This process will detail how education needs are assessed and supported.

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Green Hill School (GHS) Education and Career Specialists

2024-2025 School Year Highlights

- Green Hill School and Chehalis School District Partnership.
 - Weekly Principal and Associate Director of Education meetings.
 - Refining school schedules for living units.
 - Education Team sharing teacher positive notes in ACT under 'Youth Contact'.
 - Strong partnership with school staff and alignment to support youth in class and living units.
- Peace on the Hill 2.0 and Tolkien Economy: Attendance and Anti-Violence Campaign.
- MTSS in Cypress Living Unit .
 - Classroom designed to promote social, emotional, behavioral (SEB) and academic growth.
 - Developed and taught predictable classroom routines and academic skill growth.
 - Created an way to access training, coaching, wellness, and feedback for living unit staff.

Programs & Partnerships

- Financial Literacy with Your Money Matters Mentoring.
- Book Club for high school students.
- ESD 112 with MyJOB program expansion campuswide with cohorts for each of the seven living units.
- Gateways pre-college program with Evergreen State College.
- Education Work Group Introduction with Sean Goode, Finding Goode LLC.
- League of Women Voters for Civic Education Books, sponsored by a grant from Community Foundation of South Puget Sound.

Echo Glen Children's Center (EGCC) Education and Career Specialists

2024-2025 School Year Highlights

- Collaboration and relationship building with our School District Partners.
 - Biweekly/weekly meetings.
 - Attendance data/tracking – Making data informed decisions to increase attendance.
- Echo Glen School/Issaquah School District to continue funding the Bridge Music Project.

Community Partnerships

- [FareStart Job Training](#).
- [Pongo Poetry](#) (partner with Youth Engagement Specialist (YES) to support programming).
- [SHARE Screen Writing](#) and Film Making- (partner with YES).
- My JOBS (Pre-Employment Transition Services).

Programming

- Studio Beats (Music Studio).
- Guitar Club.
- First Aid Classes – Implementation in February.

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- Campus Jobs – collaboration with YES and Facilities Teams.

Future Programs

- Explore a 21st Century Grant/Puget Sound Educational Service District partnership.
- Collaborate with Post-Secondary Program Administrator in support of a vocational partnership contract for spring and summer program offerings.
- Create a Restorative Justice Room.
- Aligning education planning with JR's Future Plan and Re-entry team.
- Expand GED pathways.
- Expand and Elevate the MyJOB program.
- Develop an educational case management framework.
- Expand FareStart .
- Offer Digital Literacy.
- Expand and lift youth voice.
- Expand mentorship/peer mentorship.
- Explore offering Personal Training Certification.
- Expand the Edible Garden program.
- Expand culinary Career and Technical Education opportunities.

Strategic Goals and Progress Updates

1. **Recruitment and Onboarding of a Full Education and Career Specialist Team:** Recruiting to fill two vacant Education and Career Specialist positions. Additionally, we have redefined team roles to focus on K-12 education, vocational programming, engagement opportunities, and post-secondary pathways.
2. **Relationship Building and Strategic Partnerships:** The team is building relationships with school partners, contractors, and colleagues across campus.
3. **Ensuring Equitable Access to Education and Programming:** The primary focus continues to be on improving school attendance. From September to December 2024, Echo Glen's average daily attendance stands at 79%.

"Currently, we are reading Romeo and Juliet aloud in class. I have been delighted to see students' enthusiasm for wearing costumes, utilizing props, and engaging with Elizabethan language in front of their peers. Students are eager to play roles, and I am deeply impressed with their ability to tackle and engage with challenging, grade-level material."

— Cathryn Hawken, Educator, Echo Glen School, Issaquah School District

4. **Youth Voice Initiative:** The Education and Career Specialist team will collaborate with the Youth Engagement team to formalize the sharing of knowledge with Associate Leadership on campus. This initiative will help drive positive campus-wide changes and expand access to programming.

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5. **FareStart Culinary and Barista Program Partnership:** The FareStart successfully completed its first pilot year of programming in December 2024. Over the course of four 10-week sessions, 67 youth participated, with 25 completing the 10-week course and earning FareStart Certificates of Completion. These graduates are now eligible to work at Café Success, which launched in October 2024. A noteworthy 91% of participants expressed high value for the program.

Strategic Initiatives and Future Priorities

1. **Increasing Vocational Opportunities:** Vocational programming on campus included the Café Success and other job-related programs. By forming partnerships with organizations such as My Jobs and FareStart, JR can provide expanded career exploration and vocational education options for students. In addition, JR wants to increase participation and completion rates for FareStart certificates in the second year of the program.
2. **Developing GED Pathways:** The education team is creating alternative pathways for students to earn their GED outside of the Open Doors program, ensuring access to diverse educational opportunities. This project is in collaboration with Open Doors, Renton Technical College, Issaquah School District, and Education Advocates on campus.
3. **Enrichment and Engagement Programming:** The team is dedicated to developing and expanding culturally relevant programs that match with the interests and needs of students.
4. **Restorative Justice Model:** The team is creating a room for students facing challenges in the classroom in partnership with security, the Issaquah School District (ISD), and the YES team.
5. **Collaboration and Alignment with MTSS Framework:** The team is reviewing the Multi-Tiered Systems of Support (MTSS) framework across the facilities. This is to support effective implementation, understanding, and accountability to support the needs of our students.
6. **Employment and Career Spotlights:** In partnership with FareStart, the team is planning campus-wide events to connect students with employers from across the state.
7. **Enhancing Educational Supports Across Campus:** The team will continue to build and strengthen the role of Education and Career Specialist liaisons between the school and cottages.
8. **Ongoing Staff Development:** Ongoing professional development opportunities for staff, with a focus on equity, trauma-informed practices, and dismantling systemic barriers are available.

Post-Secondary Education

Post-Secondary Education

Post-secondary education is any form of education or training beyond high school such as community colleges, universities, vocational programs and/or trade schools. Students have opportunities to get knowledge and skills that can lead to personal growth, career development, and economic stability. These different pathways give students a path to build the personal and professional skills to enter back into society. This will help them positively contribute to their families, employers, and surrounding communities.

Post-Secondary Highlights and Achievements

Green Hill School (GHS)

- Centralia College

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During the 2024 Fall Quarter 43 students were enrolled.

- The Evergreen State College/Gateways for Incarcerated Youth
 - Gateways has been providing college classes where Evergreen students have the opportunity to learn together with Green Hill residents for 29 years.
- ANEW/TEPA
 - Four Green Hill School students recently graduated from the ANEW TEPA (Trades Exploration Pre-Apprenticeship) program. TEPA is a 10-week Introduction to the Construction Trades. Throughout the cohort the students earned their Forklift, OSHA 10, and Flaggers certifications, sat through professional development classes, and learned soft skills required to advance their future careers in the building trades.
- Delivered Fitness
 - Delivered Fitness students are engaged physically and mentally as they go through personal fitness training, nutrition, and corrective exercise coursework. Many of them are experiencing personal transformation and sharing their knowledge and practices with their peers. As students earn fitness certifications, they will have the opportunity to start careers as personal fitness trainers.
- Evergreen Beauty College
 - Six students continue to make progress in the barbering program located in the vocational building. Students have been cutting, braiding, shaving and styling hair to prepare for entry level positions as barbers. The barbershop has been open for others to receive haircuts, giving current students the opportunity to practice and hone their skills.

Echo Glen Children's Center (EGCC)

- One student will be awarded an associate degree while maintaining an internship at Highline College. Another student is currently attending Wenatchee Valley College and has been making excellent progress in their classes.

Community Facilities

Students continue to explore degree pathways, including business, HVAC, welding, and communications to gain practical skills and expertise in their chosen fields. Students are also pursuing driver's education programs.

- Oakridge Community Facility
 - On Dec. 5, 2024, four Oakridge Community Facility students celebrated their graduation from Bates Technical College's Fall 2024 Manufacturing Academy Program.
 - In January 2025, five students will participate in Palmer Pathways, an apprenticeship preparation program located at Clover Park Technical College. This program focuses on hands-on construction competencies and skills development, allowing students to receive up to eight industries recognized certifications.
- Canyon View Community Facility

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- On Dec. 3, 2024, Life Skills Reimagined was launched at Canyon View Community Facility. Life Skills Reimagined is an innovative and online curriculum designed to equip young adults with essential skills to be self-sustainable.
- Touchstone Community Facility
 - May 2024, one student completed their Commercial Driver's License training. Another student is upon completion of their HVAC certificate from Charter College.
- Woodinville Community Facility
 - One student at Woodinville Community Facility has been diligently pursuing their degree at Cascadia Community College. It is with great pleasure to announce they have been accepted to the University of Washington.

Data

For the 2024-25 school year the JR education team has implemented a new process for community facilities to track student data. This tracking system includes metrics that focus on key metrics such as the education, post-secondary, and vocational statuses of residents. By 2025 we will have all the Community Facility report data monthly to analyze and share report with stakeholders.

Regional Education Program Administrators

Strategic Goals and Updates

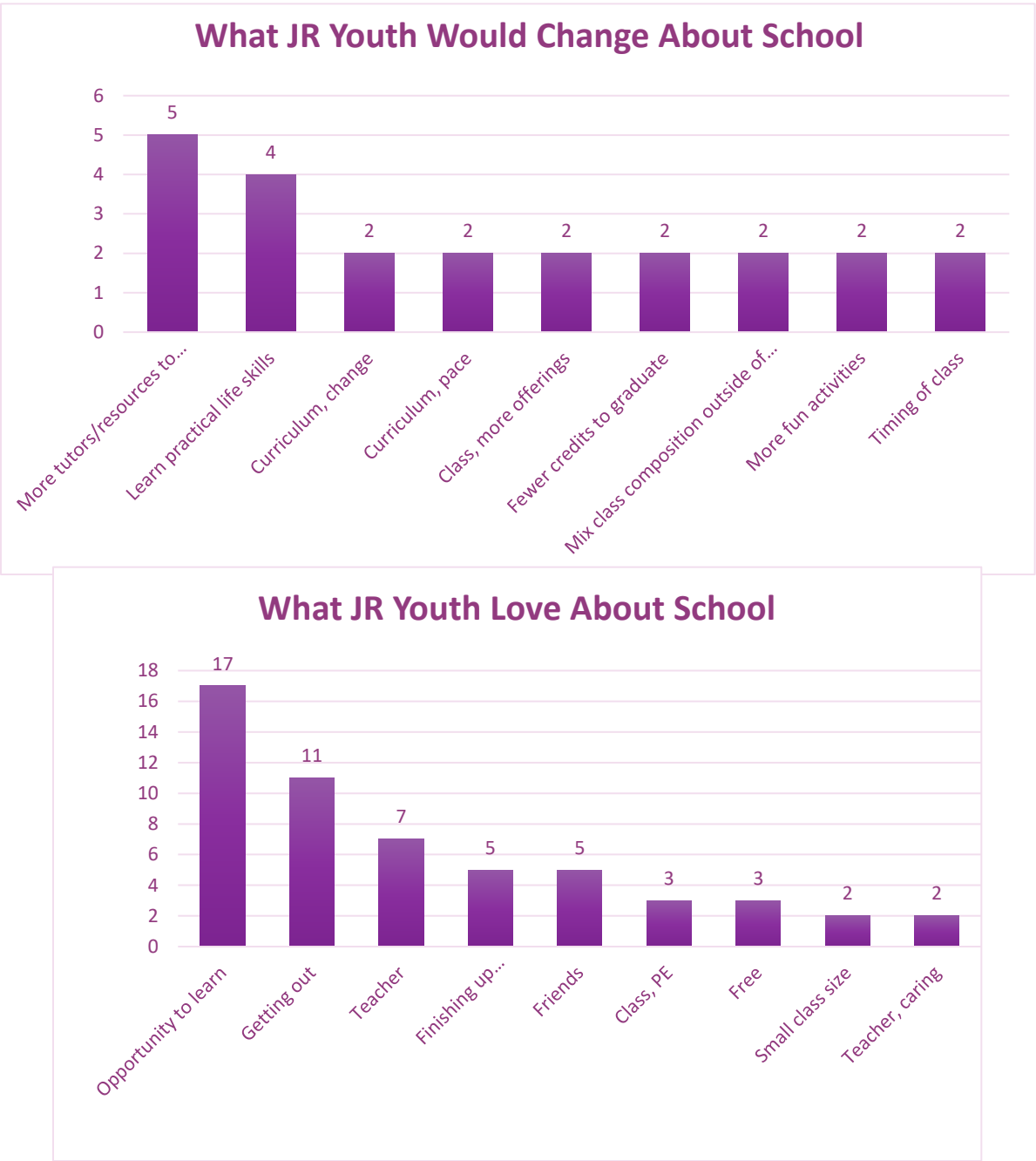
1. Education, Belonging, and Youth Voice: The Listen and Learn Campaign

- Launched in December 2023, this campaign included a survey and focus groups at all JR locations. The survey and data collection concluded in April 2024, with input and review completed.
- A report detailing findings and recommendations was shared in October 2024. A few key findings are below:

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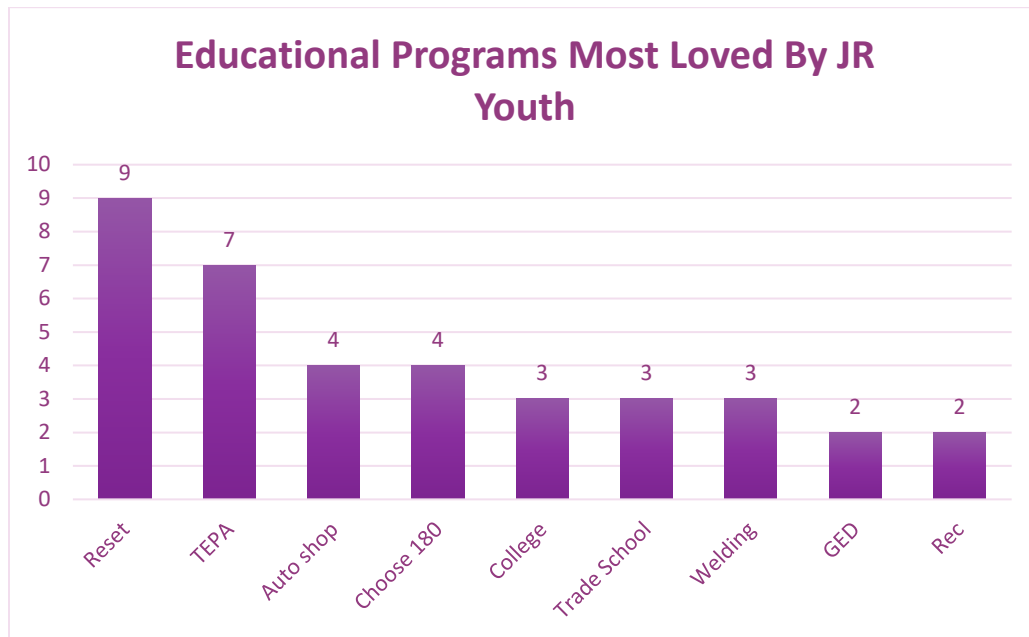
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JR young people valued the opportunity to learn more than any other factor. In general, groups of things that young people loved included teachers. Like the importance and value of physical activity as mentioned in other sections (see below), young people loved getting outside of their living unit and physical education classes.



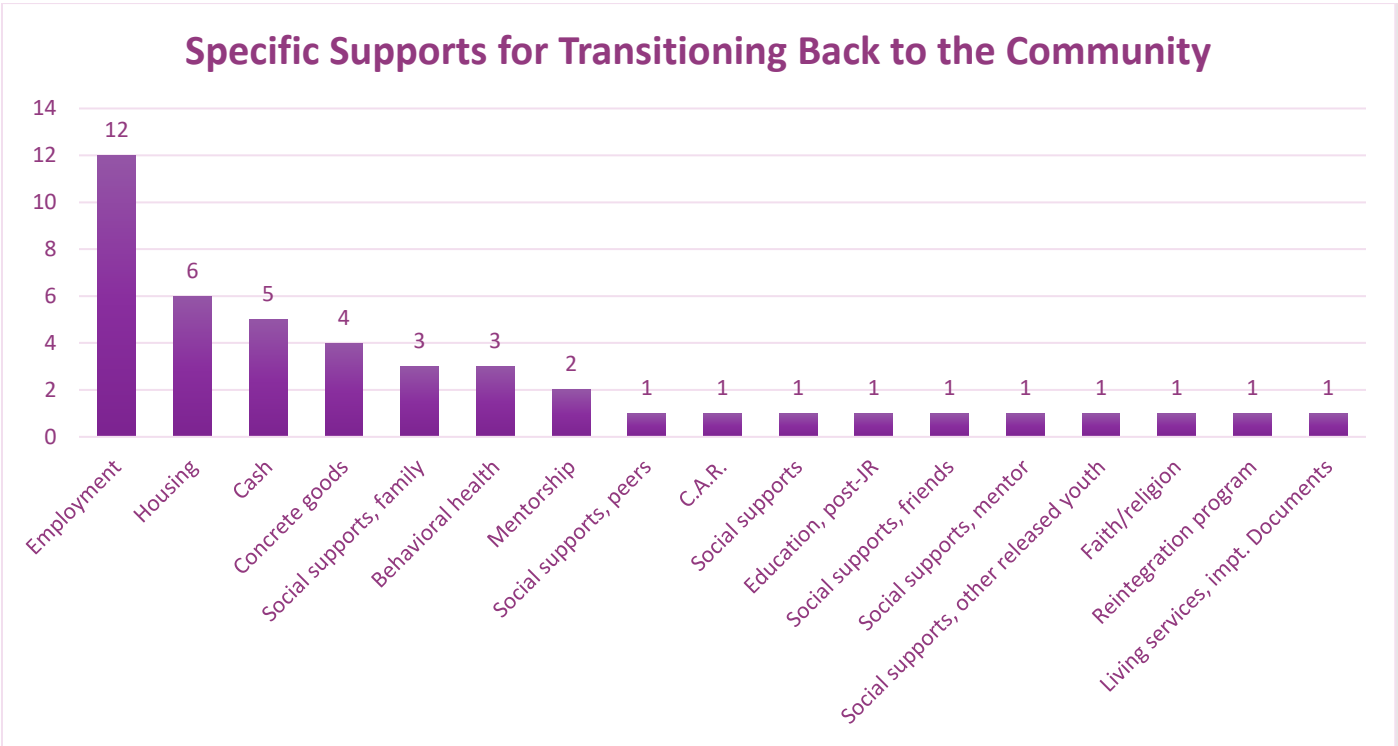
Offering more tutors or other para-educational resources to support learning was the single most mentioned thing that JR youth would change about school. The most salient group that emerged were things JR young people would change about their class offerings with requests for more art and robotics being specifically mentioned. Two youth at Green Hill highlighted the importance of mixing up their classes with those living

outside their unit. 46 out of 127 young people recorded a response of one or more things they would change about school.



*Note, the following were the most loved educational programs : Beauty from Ashes, Bridge, BSU, College Gateways, Computer, Construction Trade, Edgenuity, Financial, K9, LGBTQ+, and Upower.

Consistent with recommended educational programs (see below), trade/vocational programs and those that integrated lived experience were the most loved by young people. 35 out of 127 young people recorded a response of one or more programs they loved.



JR young people identified employment, housing, cash, and concrete goods as the most important things that they need assistance with when returning to their community. 27 out of 127 JR young people recorded a response of one or more specific supports.

Initiatives and Future Priorities

- **Programming and Engagement:** The focus is to increase access to education through the best practices. This involves creating strong relationships with community partners, strengthening collaborations with current service providers, and listening to the voices of young people and staff.
- **Regional Assessment Mapping Across Systems:** The regional assessment mapping identifies the connection between JR regions and ESD regions. This helps outline service areas and the positions that directly support young people within those counties. The goal is to promote a more integrated and holistic approach to serving young people across various systems and agencies. This work remains ongoing, with plans to incorporate additional services, such as educational advocates, CAR coordinators, parole councilors, etc. This project will create a biannual resource connection and networking meetings, making cross-system collaboration more attainable, structured, and efficient.
- **Community Facility Educational and Employment Metrics:** The Community Facility Educational and Employment Metrics initiative was launched in September 2024 using Microsoft forms as the platform to collect metrics and data. Feedback from Community Facility Administrators was gathered in October 2024 and made part of the platform and process in November. Key objectives moving forward include the consistent monthly input of data and information provided by Community Facilities (CFs). Efforts are also underway to develop a more comprehensive platform, potentially utilizing SharePoint, to centralize and streamline data. This work will be ongoing and create a baseline data by June 2025,

which will serve as the start for developing strategic goals and measuring outcomes for educational, vocational, and employment programs and opportunities within the CFs.

Conclusion

The first year of the JR Statewide Education Team has been one of growth, learning, and progress. Education is a core part within JR's continuum of care. Reflecting on our journey, we are inspired by the collaborative efforts of our team and the insights gained from the Listen and Learn Campaign, as well as the feedback and partnerships with staff, scholars, and community stakeholders across JR.

Based on what has been learned, this team will continue to update our approaches to make sure that every young person has the resources and support they need to succeed academically and in their future career pursuits.

The progress made would not have been possible without the commitment of staff, educators, and partners.

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