

# Building a Regional System to Reconnect Opportunity Youth

## ACTION PLAN

Every year, over 2,000 young people in our region leave high school without a diploma. Many of those who do finish high school do not successfully transition into postsecondary education or living-wage work. We estimate that as many as 20,000 16-24 year olds in the Road Map Region – South Seattle and South King County – are currently disconnected from school and work.<sup>i</sup> We refer to this group as “opportunity youth” given their positive aspirations and the lost potential they represent should we fail to act.

Failing to invest in opportunity youth is exponentially more costly than providing services to meet their needs.<sup>ii</sup> Our region is fast growing, a major job producer and among the best educated in the nation. Yet three out of four degree holders are imported from out of state, and many youth who grow up right here lack a decent shot at participating in our robust economy. And the stakes are getting higher: by 2018, an estimated 63% of jobs will require postsecondary education.<sup>iii</sup> As demand for educational attainment increases, need is growing steadily. In 2012, 58% of students in the Road Map Region qualified for free or reduced lunch, and mobility rates are high, especially among the poor. Unacceptable opportunity gaps must be addressed.

Dropout prevention and intervention are critical, and important work in both areas is underway across districts, schools and community organizations in our region. We have good reason to believe that these and other efforts underway across the cradle-to-career continuum will help *prevent* young people from experiencing disconnection in the first place, which is of course a priority. Our focus here is on *re-engagement*. If the Road Map Project is to meet its bold 2020 goals – doubling the number of young people in the region who are on track for a college or career credential and closing opportunity gaps for low income students and students of color, we must ask ourselves: For those youth who fall through the cracks, what must we do to ensure they get back on track?

## What do we know about our region’s Opportunity Youth?

*Scale of the challenge.* Of the nearly 100,000 young people ages 16-24 living in our region, it is likely that 20 percent, or *one in five*, are currently disconnected from school and living-wage work. This includes an estimated 15,000 who left the K-12 system without graduating, but also thousands of young adults who completed high school but have yet to connect to postsecondary education or living-wage employment.

*“We are young,  
misunderstood  
and judged by our  
appearances.  
We are resilient,  
overcoming  
adversity, and want  
to succeed.”*

*– King County Youth  
Advisory Council*

*Disproportionality.* Most students in the Road Map Region are children of color, and most are poor. Because closing the opportunity gap is a primary goal of the Road Map Project, it is important to underscore that some youth are much more likely to leave high school without graduating than others. For example Native Hawaiian or other Pacific Island students, Hispanic/Latino, and American Indian or Alaskan Native students have dropout rates around twice those of Asian and White students. English Language Learners (ELL) and students qualifying for free/reduced lunch leave school at nearly twice the rates of non-ELL and non-FRPL students, respectively. Homeless students leave school at more than twice the rate of their non-homeless peers. Special education students and males also leave at higher rates.<sup>iv</sup> Other sub-groups such as foster youth, court-involved and undocumented youth are also over-represented in the opportunity youth population and therefore warrant deeper attention and/or specialized re-engagement pathways. Information about these groups can be difficult to access and is tracked by different systems using different methodologies.

*Barriers.* Opportunity youth face a complex range of assets and challenges. Many have urgent needs related to basic stabilization, physical and mental health and other challenging life circumstances. Many are involved with the juvenile justice or foster care systems. Many need specialized academic and social support. In youth-led focus groups conducted in 2012, local youth emphasized a range of barriers including: lack of awareness of programs, lack of access (safety, transportation, cost, legal status, child care, language and scheduling), lack of support at school, lack of trust, competing priorities and negative labels.<sup>v</sup> Addressing these barriers and understanding young people's interests and strengths is essential to effective re-engagement.

## **What do we know about the current re-engagement landscape?**

The Road Map Region is home to a patchwork of alternative schools, re-engagement programs, community college offerings and employment training programs. Both the K-12 and community college systems offer "second-chance" options for opportunity youth. *District-operated alternative schools* or programs for students who are credit deficient or otherwise off-track exist in all seven Road Map districts, but they vary significantly in terms of eligibility, capacity and offerings. *Avenues for high school completion at community and technical colleges* also exist around the region but these too vary widely in terms of eligibility, capacity and offerings. Some but not all include wrap-around supports like case management, tutoring and work readiness training; without these many opportunity youth are unlikely to be successful.

*Community-based re-engagement options* also exist and are currently expanding, thanks to Washington State's Open Doors<sup>vi</sup> policy. In conducting a scan of these programs, we found more of the variation and fragmentation mentioned above. Specifically, we found that:

- **Demand outpaces supply.** A point-in-time estimate suggests there are roughly 1,900 re-engagement seats across our region for opportunity youth who did not finish high school. Programs included in this count (see appendix 1) offer one or more high school completion options, case management and some attempt to intentionally bridge students to postsecondary or career pathways. While 1,900 seats is significant, most programs average 18 months to two years for completion and on average, over 2,200 youth 16 and older leave school every year without graduating.

- **Geographic gaps exist.** As is the case in many other human services sectors, there are more re-engagement programs in Seattle than in South King County, and transportation is a significant barrier for many youth. Some high schools where significant numbers of youth drop out have no re-engagement programs in close proximity (see appendix 2).
- **Few programs target the “hardest to serve” youth.** Current programs fill to capacity with relatively limited recruitment, and outreach to the most disconnected youth is rare. Furthermore, after screening for motivation, most programs enroll a subset of youth who initially express interest. Though understandable, many youth remain left out and will likely require more intentional outreach efforts or on-ramps to successfully be re-engaged.
- **There is potential for specialization.** Few programs offer tailored approaches or supports for youth with specific interests or needs. Research suggests that when programs try to serve any/all opportunity youth, they tend to do well with those facing the fewest barriers, but not necessarily other sub-groups. A regional approach that capitalizes on the unique expertise of different local partners could result in a diverse set of pathways that reflects the needs, interests and life circumstances of opportunity youth in our region.
- **Few pathways integrate education with employment.** In focus groups youth consistently underscore the need for education pathways that are connected to jobs and careers. Given that financial needs sometimes must take priority over academic goals, it is important to ensure flexibility and integrated options to “earn and learn” are available across the re-engagement system. Though some re-engagement pathways offer both education and employment supports, more intentionally linked pathways and increased access to paid work experiences are needed.
- **Coordination is lacking.** Assessing the programmatic landscape is challenging given there is no coordinating entity, system, web site or directory (something youth, parents and service providers consistently say is a need). While many program staff are aware of other programs, there is no network of re-engagement providers. This makes it difficult for youth and families to learn about and connect with options and means that individual programs may provide services that if pursued collaboratively, might be more effective and could lead to regional economies of scale.
- **Evidence of effectiveness is limited and inconsistent.** Programs measure persistence differently, target different outcomes and define success differently. Success can mean a young person passed the GED; earned a high school diploma; applied for, enrolled in or persisted in postsecondary education; earned a postsecondary credential or gained employment. This lack of consensus about outcomes hinders our ability to uniformly understand program outcomes and assess effectiveness. Though some programs track similar data, few have had the resources to pursue rigorous evaluation.
- **Connections to postsecondary education are inconsistent.** As mentioned above, different programs focus on different outcomes. Many offer some type of support or referrals related to postsecondary awareness or access. However as postsecondary education becomes increasingly important to participation in the labor market, all re-engagement pathways should include intentional connections to college or career credentials.
- **Few programs target opportunity youth with a high school credential.** For students who complete K-12 but do not enroll directly in postsecondary education, few supports or programs exist to help connect them with college or career pathways. And if they do find their way into a postsecondary program, their chances of completing a credential without intentional support are limited.

## What do we know about effective practice?

*“The most important thing is working with staff we trust, who care and understand where we’re coming from, who encourage us and remind us we can do it and respect us for our life circumstances.”*

*– King County Youth Advisory Council member*

Though rigorous research about programming for opportunity youth remains limited, promising practices based on research, practitioner expertise, youth expertise and other communities working on re-engagement can inform our work at both the program and system levels. The following features are important to effectively reconnect opportunity youth to college or career pathways<sup>vii</sup>:

Program-level features	System-level features
<ul style="list-style-type: none"> <li>• Positive relationships with caring adults</li> <li>• Strengths-based, youth-centered intake, assessment and planning</li> <li>• Accessibility and flexibility</li> <li>• Commitment to equity &amp; cultural competence</li> <li>• High expectations and clear structure</li> <li>• Relevant, career-oriented curriculum</li> <li>• Employment opportunities</li> <li>• Wrap-around support services</li> <li>• Postsecondary navigation support</li> </ul>	<ul style="list-style-type: none"> <li>• A consistent focus on equity and opportunity gap closure</li> <li>• Networked portfolio of learning options</li> <li>• Shared, actionable data that can drive program improvement and policy change</li> <li>• Advocacy and sustainable financing</li> <li>• Lead entity or partnership charged with driving agenda and coordinating resources</li> <li>• System-wide commitment to quality and outcomes</li> </ul>

## Developing a regional action plan

A broad work group (see appendix 3) came together between December 2013 and August 2014 to learn about the scale of this problem, discuss the needs of our communities and develop an action plan. The group came to several key conclusions: programs exist but they are fragmented, hard for youth to find, capacity and evidence of effectiveness are limited and uneven across the region, and connections to postsecondary pathways are not as strong as they could be. The group concluded that the Road Map Region needs ***a robust, coordinated, diverse system of re-engagement pathways designed to help youth and young adults reconnect to education and progress toward a college or career credential and living wage work.***

Building a re-engagement system will require collaborative work toward four goals: improving supply, coordination, quality and access. For each goal area, the work group identified a limited number of *high-leverage strategies* we feel are necessary to make progress.<sup>viii</sup> Each strategy is broken down into specific activities, and for each strategy initial stakeholders has been identified. Work is still underway to fine-tune outcomes and indicators within the logic model (see page 8) and to establish baselines and targets for all four areas of the plan.

# Opportunity Youth Action Plan

*The focus of the Opportunity Youth Action Plan is building a robust, coordinated, diverse system of re-engagement pathways that helps youth and young adults reconnect to education and progress towards college/career credentials and living wage work. More detailed implementation plans for each of the strategies below are being developed.*

## Goal 1: Improve the SUPPLY of re-engagement pathways in the Road Map Region

Strategies	Support the development and expansion of pathways	Address systemic and regulatory barriers to re-engagement
<b>Collective Activities</b>	<ul style="list-style-type: none"> <li>Assess regional re-engagement “system” for balance (e.g., geography, credential options, sub-group needs) and identify gaps and targets</li> <li>Address gaps in supply by working with district, college and community-based organization (CBO) leads to support pathway start-up and expansion, including on-ramps to existing pathways</li> </ul>	<ul style="list-style-type: none"> <li>Advocate for improvements to Open Doors law</li> <li>Advocate for policies that enable blended funding</li> <li>Address transportation barriers</li> <li>Align and improve district credit retrieval practices &amp; policies and share effective practices</li> </ul>
<b>Backbone Activities</b>	<ul style="list-style-type: none"> <li>Compile information to inform system-building, including promising practices, cost models and labor market trends.</li> </ul>	<ul style="list-style-type: none"> <li>Identify/establish re-engagement point person in each district</li> <li>Identify companion funding for Open Doors</li> <li>Targeted convenings to address specific regulatory barriers</li> </ul>
<b>Primary Stakeholders</b>	K-12, Office of the Superintendent of Public Instruction (OSPI), CBOs, Youth, CTCs, Workforce system, King County, Philanthropy	K-12 Districts, PSESD, foster youth-serving organizations

## Goal 2: Increase COORDINATION of re-engagement pathways in the Road Map Region

Strategies	Establish a shared vision for re-engagement in our region	Identify and develop shared structures that link pathways into a system
<b>Collective Activities</b>	<ul style="list-style-type: none"> <li>Develop a shared framework that includes the range of desired pathways and features of effective pathways (see appendix 4)</li> <li>Ensure all pathways offer or link to key features (e.g., peer advocacy, wrap-around services, employment support, postsecondary pathways)</li> </ul>	<ul style="list-style-type: none"> <li>Identify areas where shared structures or joint functions might help (e.g., intake, outreach, data, enrollment, transportation)</li> <li>Pilot shared structures and review results</li> <li>Encourage adoption of shared practices and necessary organizational changes</li> </ul>
<b>Backbone Activities</b>	<ul style="list-style-type: none"> <li>Conduct inventory to assess what features are available at existing pathways and identify key gaps</li> <li>Coordinate framework development and communications</li> <li>Develop buy-in to shared framework across providers</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate and staff community of practice for re-engagement providers</li> <li>Coordinate and communicate as necessary</li> <li>Update and engage the Puget Sound Coalition (K-12 &amp; CTC leaders)</li> </ul>
<b>Primary Stakeholders</b>	Re-engagement providers (K-12, CBOs, Colleges, Youth, Workforce system, King County)	Re-engagement provider leads (e.g., CBOs, K-12, Colleges, King County) and potential partners e.g., OSPI, PSESD; Philanthropy

### Goal 3: Improve the QUALITY of re-engagement pathways in the Road Map Region

Strategies	Develop shared continuous quality improvement tools & processes	Monitor system reach and outcomes
<b>Collective Activities</b>	<ul style="list-style-type: none"> <li>Develop shared tools and processes for collecting and using data for quality improvement</li> <li>Secure professional development on quality practice for re-engagement staff</li> <li>Ensure all pathways offer or link to work training, internship, and /or employment experiences</li> </ul>	<ul style="list-style-type: none"> <li>Identify key system outcomes and targets</li> <li>Identify data needed to monitor outcomes</li> <li>Review data on participation, quality and outcomes to inform system design and performance</li> <li>Review disaggregated data whenever possible to keep a focus on disproportionality and the progress of different sub-groups</li> </ul>
<b>Backbone Activities</b>	<ul style="list-style-type: none"> <li>Facilitate and staff a community of practice for providers</li> <li>Work in partnership with programs to develop tools and processes</li> </ul>	<ul style="list-style-type: none"> <li>Monitor Road Map indicators to see if youth needs are changing</li> <li>Facilitate access to data for advisory group to monitor</li> </ul>
<b>Primary Stakeholders</b>	K-12, PSESD, CBOs, Colleges, OSPI, Youth, Research Partners	K-12, OSPI, CBOs, Colleges, Research Partners

### Goal 4: Increase AWARENESS of and ACCESS to re-engagement pathways and system

Strategies	Develop mechanism(s) to reach out to students quickly when they leave school or college without finishing	Implement regional youth-led outreach strategies
<b>Collective Activities</b>	<ul style="list-style-type: none"> <li>Identify/establish re-engagement point person at each district</li> <li>Document current district and college practices for reaching out to students who have left without finishing</li> <li>Identify and share promising practices</li> <li>Involve and support CBOs as partners, including grassroots organizations with strong ties to specific ethnic communities</li> <li>Explore regionalizing the outreach function, including cost and where it might be housed</li> </ul>	<ul style="list-style-type: none"> <li>Develop a directory of re-engagement pathways that is accessible and updated regularly</li> <li>Design compelling communications and community and family engagement activities that raise awareness and build urgency</li> <li>Implement youth-led peer outreach to raise awareness and connect youth to pathways</li> </ul>
<b>Backbone Activities</b>	<ul style="list-style-type: none"> <li>Coordinate with Early Warning Action Team, regional data portal project and other relevant groups</li> </ul>	<ul style="list-style-type: none"> <li>Coordinate and communicate as necessary</li> </ul>
<b>Primary Stakeholders</b>	K-12 Districts, Colleges, potential partner organizations	Youth, K-12, OSPI, CBOs, Colleges, SOAR, 211, other community partners

## Emerging opportunities & priorities for 2014-15

As we transition from planning to implementation, specific timelines and ad-hoc work teams are forming to advance different strategies in the plan. While we believe all of the strategies are important, we know we cannot tackle everything at once and that the stakeholders involved are juggling many important priorities.

Prioritization in the near term is being driven by 1) sequencing – some activities facilitate the later implementation of others, and 2) momentum – we aim to build on systemic initiatives and activities where there is excitement, movement, resources and an opportunity to add value.

Priorities for 2014-2015 include the following:

- The *supply* of pathways is currently expanding. Therefore supporting the development of *quality* pathways – particularly large-scale efforts like the United Way’s Reconnecting Youth Initiative sites and iGrad – and addressing regulatory barriers and other challenges to effective re-engagement are a priority during the coming months.
- Establishing a basic *coordination* function is critical to the implementation of many strategies in the plan, therefore a network of providers was launched in September 2014. As individual programs work through challenges and develop and test out quality practices, the network provides a context in which such lessons can be shared and potentially scaled.
- Programs consistently identify data collection and use as a priority, both in terms of program development and regional collaboration. Within the *quality* area, a near-term priority is to develop shared tools and processes for collecting and using data for quality improvement.
- Significant work is underway to develop and report on meaningful and measurable opportunity youth indicators and to set specific targets – at the regional, system and program levels – that will help us track progress.
- While some specific activities related to *access and awareness* are already underway, such as the development of a program directory, large-scale youth-led outreach strategies should take place once the system is robust enough to respond to increased demand.

System-building is complicated work, and we fully expect the specifics in this plan to evolve and change over time as things evolve and new opportunities and challenges arise. We hope this plan can guide work over the coming 2-3 years, but we see it as a living document and expect it will need to be refreshed and revised at least annually.

## Opportunity Youth Action Plan Logic Model

Goals & Strategies	Short-Term Outcomes	Short-Term Indicators	Long-Term Outcomes	Long-Term Indicators
<b>Improve the SUPPLY of Re-engagement Pathways</b> <ul style="list-style-type: none"> <li>Support the development and expansion of pathways</li> <li>Address systemic and regulatory barriers to re-engagement</li> </ul>	<ul style="list-style-type: none"> <li>Gap between supply and demand is reduced</li> <li>Geographic gaps are reduced</li> <li>Overall system/menu includes more specialization</li> <li>Open Doors law rule changes</li> <li>All districts establish re-engagement point person</li> <li>More students who attempt credit retrieval are successful</li> </ul>	<ul style="list-style-type: none"> <li>Increase in annual re-engagement slots</li> <li>Increased slots in S. King County</li> <li>Increase in pathways targeting youth with HS credential</li> <li>Increase in pathways targeting higher need youth</li> <li>Increase in pathways integrating education and employment</li> <li>% of students who succeed in retrieving credits</li> </ul>	<p>Increased re-enrollment in education</p> <p>Increase in HS completion/ equivalency</p>	<p>% of youth who did not graduate from HS on time who re-enroll in high school or college</p> <p>% of youth who did not graduate on time who earn a HS credential</p>
<b>Increase COORDINATION of Re-engagement Pathways</b> <ul style="list-style-type: none"> <li>Establish a shared, regional vision for re-engagement</li> <li>Identify and develop shared structures that link pathways into a system</li> </ul>	<ul style="list-style-type: none"> <li>Active network of re-engagement providers</li> <li>Provider activities change to better align with network goals</li> </ul>	<ul style="list-style-type: none"> <li># and type of members in provider network</li> <li># of providers that agree to refer youth to other pathways</li> <li># of providers collaborating on outreach</li> </ul>	<p>Increase in postsecondary enrollment</p>	<p>% of youth who did not graduate from HS on time who enroll in postsecondary</p>
<b>Improve the QUALITY of Re-engagement Pathways</b> <ul style="list-style-type: none"> <li>Develop shared continuous quality improvement tools &amp; processes</li> <li>Monitor system reach, quality and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Providers participate in quality assessment and improvement</li> <li>Pathways include key components (e.g., peer advocacy, work experience)</li> </ul>	<ul style="list-style-type: none"> <li># of pathways that include key components</li> <li># of providers regularly assessing and reviewing quality data</li> <li># of providers that adopt and use common definitions and tools to track quality and outcomes</li> </ul>	<p>Increase in postsecondary progress</p> <p>Increased postsecondary completion rates</p>	<p>% of youth who did not graduate from HS on time who continue past the first year of postsecondary</p> <p>% of youth who did not complete HS on time who complete a postsecondary credential</p>
<b>Increase AWARENESS of and ACCESS to Re-engagement Pathways</b> <ul style="list-style-type: none"> <li>Develop mechanisms to reach out to students quickly when they leave school or college without finishing</li> <li>Develop regional youth-led outreach strategies</li> </ul>	<ul style="list-style-type: none"> <li>Students who leave HS without finishing are proactively offered options and support to re-engage</li> <li>Students who leave college without a credential are proactively offered options and support to return</li> <li>Increased re-enrollment rates</li> </ul>	<ul style="list-style-type: none"> <li># of students re-engaged within six months of leaving</li> <li>% of community college students who return after leaving</li> <li># of youth re-enrolling</li> </ul>		

ROAD MAP 2020 GOAL

*NOTE: This is a draft logic model. Work is ongoing to develop baselines, refine outcomes and indicators, and create targets.*

## APPENDIX 1: Re-Engagement Programs Focused Primarily on Education

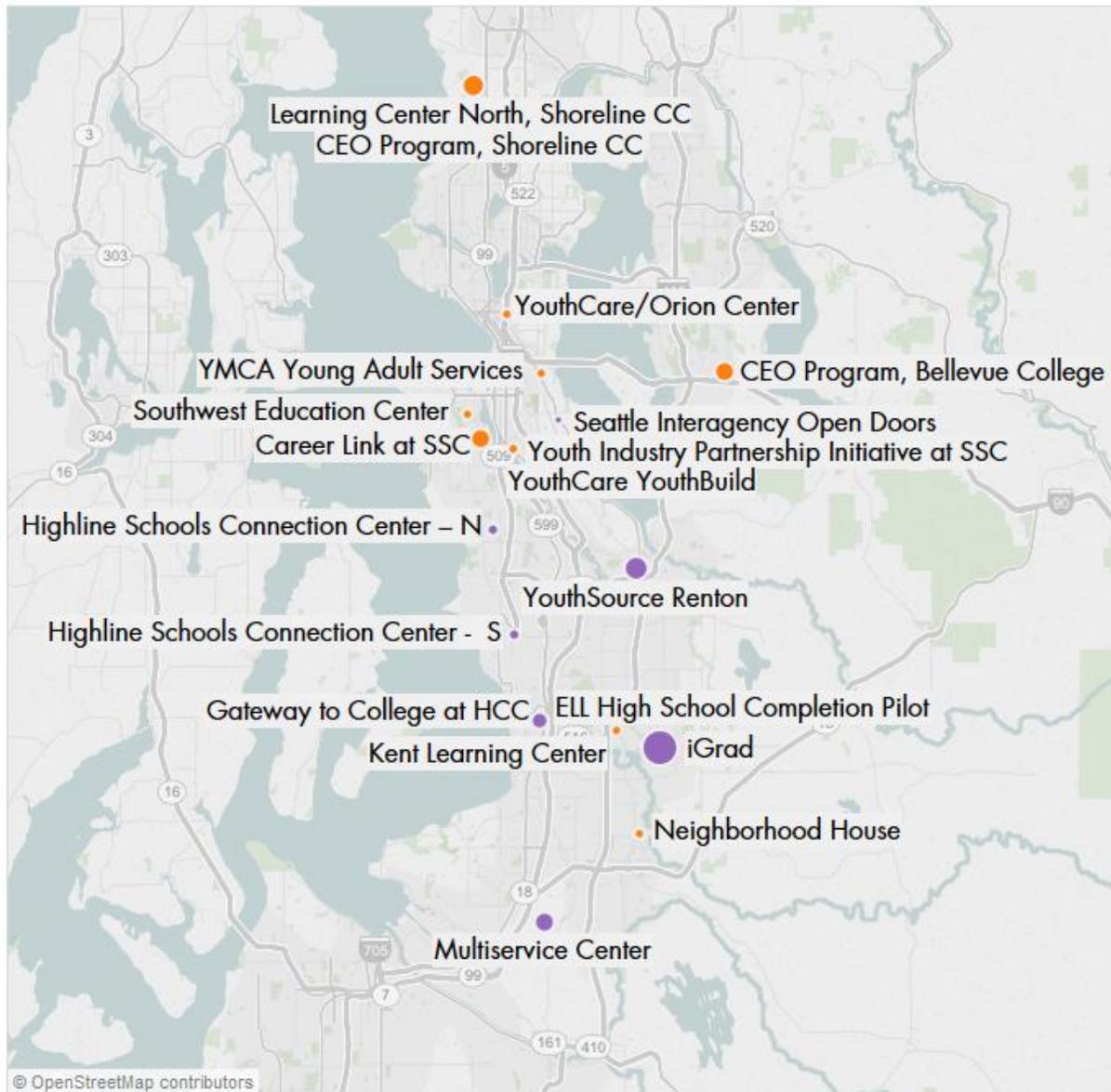
Program Name & Location	Contact Information	Population Served	Primary Offerings					General Time Commitment
			HS Diploma	GED	College/ Career Bridge	Job Training	Case Management	
<b>CEO Program, Shoreline CC</b> 16101 Greenwood Ave. N Shoreline, WA 98133	(206) 546-7844 <a href="http://www.shoreline.edu/ceo/">www.shoreline.edu/ceo/</a>	Ages 16-20; not currently enrolled in high school	X	X	X	X	X	Daily, half-day, on-site
<b>CEO Program, Bellevue College</b> 3000 Landerholm Circle SE Bellevue, WA 98007	(425) 564-4034 <a href="http://www.bellevuecollege.edu/ceo/">www.bellevuecollege.edu/ceo/</a>	Ages 16-20; not currently enrolled in high school	X	X	X		X	Daily, half-day, on-site
<b>Career Link, South Seattle College</b> 6000 16th Ave SW Seattle, WA 98106	(206) 934-7946 <a href="http://www.southseattle.edu/programs/career-link/">www.southseattle.edu/programs/career-link/</a>	Ages 16-21	X		X			Full-time, on-site
<b>ELL High School Completion Prog</b> Highline Community College Des Moines, WA 98198	(206) 592-3483 <a href="http://hs.highline.edu/">http://hs.highline.edu/</a>	Ages 16-21; ELL levels 1-4; dropped out or low credits	X		X		X	Full-time, on-site
<b>Gateway to College at Highline CC</b> 2400 S. 240th St Des Moines, WA 98198	(206) 592-3503 <a href="https://gtc.highline.edu/contact.php">https://gtc.highline.edu/contact.php</a>	Ages 16-21	X		X		X	Full-time, on-site
<b>iGrad</b> 25668 104th Ave SE Kent, WA 98030	(253) 373-4723 <a href="http://www.kent.k12.wa.us/IG">www.kent.k12.wa.us/IG</a>	Ages 16-21	X	X	X		X	Minimum 3 hours on site/week plus 12 hours online; open year-round
<b>Seattle Education Access</b> 1406 NE 50th St # 202 Seattle, WA 98105	(206) 523-6200 <a href="http://www.seattleeducationaccess.org">www.seattleeducationaccess.org</a>	Ages 16-29		X	X		X	On-site navigation support (embedded across county at CBOs and colleges)
<b>Seattle Interagency – Open Doors</b> 3528 S. Ferdinand St. Seattle, WA 98118	(206) 743-3930 <a href="http://interagency.seattleschools.org/">http://interagency.seattleschools.org/</a>	Ages 16-21	X	X	X		X	Daily, mornings on-site
<b>Southwest Youth &amp; Family Services</b> 4555 Delridge Way SW; Seattle, WA 98106	(206) 937-7680 <a href="http://www.swyfs.org/programs/education/">www.swyfs.org/programs/education/</a>	Ages 16-23, including teen parents or expecting	X	X			X	Full-time, on-site
<b>YouthCare/Orion Center</b> 1828 Yale Ave Seattle, WA 98101	(206) 622-5555 <a href="http://www.youthcare.org/our-programs/">www.youthcare.org/our-programs/</a>	Ages 17-24; primarily youth	X	X	X		X	Part-time, on-site

## Re-Engagement Programs Focused on Education & Employment

Program Name & Location	Contact Information	Population Served	Primary Offerings					General Time Commitment
			HS Diploma	GED	College/ Career Bridge	Job Training	Case Management	
<b>Kent Learning Center, Renton Tech</b> 515 W. Harrison Kent, WA 98032	(253) 373-7542	Ages 16-21; minimum 7 <sup>th</sup> grade reading and math level		X	X	X	X	Part-time, on-site
<b>Learning Center North, Shoreline CC</b> 16101 Greenwood Ave. N Shoreline, WA 98133	(206) 533 – 6733 <a href="http://www.shoreline.edu/LCN/">www.shoreline.edu/LCN/</a>	Ages 16-21		X	X	X	X	Full-time, on-site
<b>Multiservice Center</b> 1200 S. 336 <sup>th</sup> St. Federal Way, WA 98003	(253) 838-6810 <a href="http://www.mschelps.org">www.mschelps.org</a>	Ages 16-24; minimum 5 <sup>th</sup> grade reading level		X	X	X	X	Part-time, on-site
<b>Neighborhood House</b> 1044 18th St NE Auburn, WA 98002	(253) 736-0010 <a href="http://www.nhwa.org/contactus/index.php">www.nhwa.org/contactus/index.php</a>	Ages 16-24; minimum 5 <sup>th</sup> grade reading level		X	X	X	X	Part-time, on-site
<b>SJI Career Pathways Program</b> 830 4th Ave S #206 Seattle, WA 98134	(206) 628-6975 <a href="http://www.seattlejobsinitiative.com/">www.seattlejobsinitiative.com/</a>	Ages 18+; at or below 200% poverty level		X	X	X	X	Full-time, on-site
<b>Year Up</b> 2607 2nd Ave; Seattle, WA 98121	(206) 441-4465 <a href="http://www.yearup.org/about-us/our-locations/puget-sound/">www.yearup.org/about-us/our-locations/puget-sound/</a>	Ages 18-24; must have GED or HS diploma; legal right to work in the US			X	X	X	Full-time, on-site
<b>Youth Industry Partnership Initiative</b> South Seattle College, Georgetown Seattle, WA 98108	(206) 934-5350	Ages 18-24, low-income			X	X	X	Full-time, on-site
<b>YMCA Young Adult Services</b> 2100 24th Ave S # 250 Seattle, WA 98144	(206) 749-7540 <a href="http://www.ymcayas.org/">www.ymcayas.org/</a>	Ages 16-24; minimum 5 <sup>th</sup> grade reading level		X	X	X	X	Full-time, on-site
<b>YouthCare/FareStart Barista Training</b> Orion Center; 1828 Yale Ave Seattle, WA 98101	(206) 622-5555 <a href="http://www.youthcare.org/our-programs/">www.youthcare.org/our-programs/</a>	Ages 16-24; primarily homeless youth		X	X	X	X	Mix of full-time and part-time, on-site
<b>YouthCare YouthBuild</b> *See above	(206) 622-5555 *See above	Ages 18-24; low-income; homeless/court-involved; must pass drug test	X	X	X	X	X	Full-time, on-site
<b>YouthSource Renton</b> 500 SW 7th St #200 Renton, WA 98057	(206) 477-7010	Ages 16-21; minimum 5 <sup>th</sup> grade reading level		X	X	X	X	Full-time, on-site

## APPENDIX 2:

### Road Map Region Opportunity Youth Re-engagement System



#### New or Expanded Capacity for 2014-15

- Existing Re-engagement Capacity
- New or Expanded Capacity

#### Size

- 20
- 200
- 400
- 600
- 750

Note: Seattle Interagency Academy is a network of small, alternative high schools across Seattle serving about 500 students who were not successful in regular schools.

## **APPENDIX 3:**

### **Opportunity Youth Work Group Members**

**Israel Mendoza** (Co-chair), ID Mendoza Consulting  
**Kelly Goodsell** (Co-chair), Puget Sound ESD  
**Alessandra Pollock** (staff), CCER  
**Amanda Santo**, Multiservice Center  
**Anica Stieve**, Center for Child and Youth Justice  
**Caroline Maillard**, The Seattle Foundation  
**Dawn Rains**, Treehouse  
**Deborah Feldman**, WA Oral Histories Project/UW Bothell  
**Doug Whalen**, United Way of King County  
**Eduardo Yanez**, King County Youth Advisory Council/SOAR  
**Freda Crichton**, King County Youth Advisory Council/SOAR  
**Holly Moore**, Georgetown/South Seattle College  
**Jay A. Leviton**, Renton School District  
**Jeff Corey**, Seattle Education Access  
**Jennie Tibbitts**, Federal Way Public Schools  
**Jennifer Hill**, King County Community Services Division  
**Jessica Norouzi**, Year Up  
**Jessica Werner**, Youth Development Executives of King County  
**Jill Patnode**, Puget Sound Educational Service District  
**Jodi Novotny**, Renton Technical College  
**Laura Rowley**, Seattle Jobs Initiative

**Laurie Bohm**, White Center Community Development Assoc.  
**Maha Jahsha**, OneAmerica  
**Marcus Stubblefield**, Office of King County Executive  
**Mary Jean Ryan**, Community Center for Education Results  
**Matt Houghton**, City of Seattle  
**Melinda Giovengo**, YouthCare  
**Melissa Ford Shah**, Dept. of Social & Health Services, RDA  
**Mick Moore**, Puget Sound ESD (retired)  
**Mike Sita**, Highline Public Schools  
**Nicole Yohalem** (staff), CCER  
**Peter Cavanaugh**, Sea/King County Workforce Dev. Council  
**Rich Brooks**, Renton Area Youth Services  
**Roslyn Kagy**, SOAR  
**Ruth Blaw**, YouthCare  
**Sara Rigel**, King County Public Health  
**Shoshana Wineburg**, United Way of King County  
**Sid Sidorowicz**, City of Seattle Office for Education  
**Sorya Svy**, Safe Futures  
**Steve Daschle**, Southwest Youth & Family Services  
**Steven Noble**, King County Superior Court  
**Susan Crane**, SkillUp Washington  
**Theresa Fujiwara**, United Way of King County

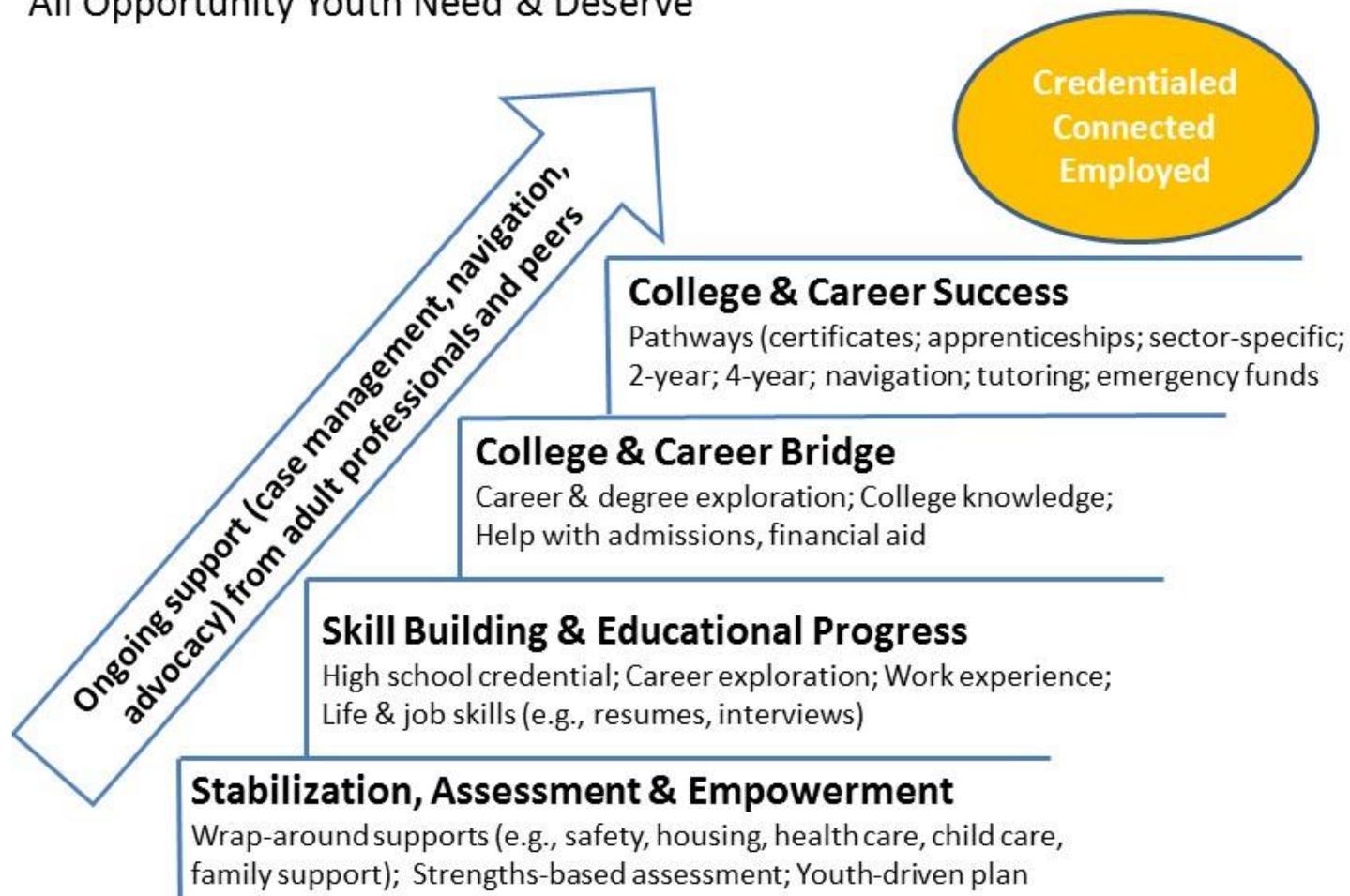
### **Additional Input**

**Thanks to many other organizations, groups and individuals for providing input during our planning process.** These include: Re-engagement providers across the region, the King County Youth Development Network, South King District Truancy Representatives, Puget Sound Coalition for College and Career Readiness, Reclaiming Futures Fellows, Road Map Project Coordination Group, WAPI, Somali Youth & Family Club, South King Human Services Planners group, Uniting for Youth, PathNet, the Suburban King County Coordinating Council on Gangs, Seattle Indian Health Board, Got Green, Vietnamese Friendship Association, Asian Counseling and Referral Service, King County Housing Authority, King County Library System, the Community Network Steering Committee, and more!

## APPENDIX 4:

# Shared Framework for Effective Pathways

All Opportunity Youth Need & Deserve



**Shared Values:** (1) Everyone deserves a good education. (2) Positive relationships and keeping youth connected are fundamental. (3) Pathways need to be individualized, youth-driven and accessible.

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<sup>i</sup> CCER (2014). *Opportunity Youth Prevalence in the Road Map Region*. Retrieved from: [www.roadmapproject.org/wp-content/uploads/2013/09/Opportunity-Youth-Prevalence.pdf](http://www.roadmapproject.org/wp-content/uploads/2013/09/Opportunity-Youth-Prevalence.pdf)

<sup>ii</sup> Hamilton, K., Sullivan, N., Bundy, A., & Fersh, L. (2006). *Too big to be seen: The invisible dropout crisis in Boston and America*. Boston Youth Transitions Task Force. Retrieved from: [http://www.bostonpic.org/sites/default/files/resources/too big to be seen.pdf](http://www.bostonpic.org/sites/default/files/resources/too_big_to_be_seen.pdf)

<sup>iii</sup> Carnevale, P. A., Smith, N., & Strohl, J. (2010). *Help Wanted: Projections of Jobs and Education Requirements through 2018*. Georgetown University Center on Education and the Workforce. Retrieved from <https://georgetown.app.box.com/s/ursjbxaym2np1v8mgrv7>

<sup>iv</sup> CCER (2014). *Opportunity Youth: Prevalence and Descriptions*. Retrieved from: [www.roadmapproject.org/wp-content/uploads/2013/09/Opportunity-Youth-Demographics.pdf](http://www.roadmapproject.org/wp-content/uploads/2013/09/Opportunity-Youth-Demographics.pdf)

<sup>v</sup> SOAR (2014). *Opportunity Youth Focus Group Key Findings*. Retrieved from: [www.roadmapproject.org/wp-content/uploads/2014/04/04-17-14-OY-Meeting-Focus-Group-Findings.pdf](http://www.roadmapproject.org/wp-content/uploads/2014/04/04-17-14-OY-Meeting-Focus-Group-Findings.pdf)

<sup>vi</sup> <https://www.k12.wa.us/GATE/SupportingStudents/StudentRetrieval.aspx>

<sup>vii</sup> Bloom, D., Thompson, S., & Ivry, R. (2010). *Building a Learning Agenda around Disconnected Youth*. MDRC. Retrieved from:

[www.mdrc.org/sites/default/files/building\\_learning\\_agenda\\_around\\_disconnected\\_fr.pdf](http://www.mdrc.org/sites/default/files/building_learning_agenda_around_disconnected_fr.pdf). Martin, N., & Halperin, S. (2006). *Whatever It Takes: How Twelve Communities are Reconnecting Out-of-School Youth*. American Youth Policy Forum. Retrieved from: [www.aypf.org/publications/WhateverItTakes/WITfull.pdf](http://www.aypf.org/publications/WhateverItTakes/WITfull.pdf).

Reconnecting Youth through Dropout Reengagement Centers. (2013). National League of Cities. Retrieved from:

[www.nlc.org/Documents/Find%20City%20Solutions/IYEF/Education/Final\\_YEF\\_DropoutReengagementMAG2013.pdf](http://www.nlc.org/Documents/Find%20City%20Solutions/IYEF/Education/Final_YEF_DropoutReengagementMAG2013.pdf).

<sup>viii</sup> Strategy selection criteria included: Will the strategy serve as a starting point for systems-level change? Can the strategy benefit from collaboration – geographic or across the continuum? Does the strategy have the potential to move one or more indicators at scale? Is there research supporting its potential impact? Does it have the potential to make progress quickly and build on existing momentum? Is there a potential lead organization or individual with the commitment and capacity to implement? Is there potential to make progress quickly?