



# Program Guidelines

## Introduction:

This program's purpose is to better prepare young people, in Department of Children, Youth, and Families' (DCYF) juvenile institutions and community facilities, for a pathway to employment through Juvenile Rehabilitation (JR), which is a Division under the DCYF. This program provides Pre-employment Transition services, called My Journey Out Beyond (MyJOB) in the categories of job exploration counseling, counseling opportunities for enrollment in comprehensive transition or post-secondary programs, self-advocacy, workplace readiness training, and work-based learning experiences and in alignment with the Education and Employment Training (EET) Program.

The JR My JOB program is designed to better prepare JR youth, for a pathway to employment in JR juvenile institutions and community facilities. This program offers a workforce development framework that integrates various K-14 educational services and vocational rehabilitation strategies with current and emerging practices in juvenile justice treatment and rehabilitation. It recognizes the importance of a continuum of care for successful reentry into productive society. This program is divided into two phases with Phase 1 in JR facilities and Phase 2 in the community (including community facilities).

## Program Goals:

- (1) Interlock agency systems to create, implement, and maintain an unprecedented continuum of care for the student participant inside and outside the JR facilities.
- (2) Prioritize and develop career plans, pathways, employment placement, and appropriate connections to the labor market.
- (3) Provide work-based learning opportunities, on and off-site.
- (4) Introduce small business and entrepreneurship as a viable employment opportunity.
- (5) Maximize resources, leverage current vocational programming, and onsite activities.
- (6) Coordinate follow-up via established systems such as Worksource WA.

## MyJOB Program Goals:

- (1) All students attend Job Exploration, Work Readiness Training, Self-Advocacy Training, and Work Based Learning Experiences while participating in the MyJOB program;
- (2) All students who complete work readiness training are equipped with a portfolio that includes all earned certificates, resumes, cover letters, and sample applications;
- (3) Students will be linked to education or employment through connections with JR Employment Coordinators (ECs), who link to employers, WIOA, Education Advocates, and DVR upon reentry to the community.
- (4) Student employment data will be measured and reported annually by DCYF Office of Innovation, Accountability, and Alignment (OIAA) using Employment Security Department (ESD) data.

### **Objective and Scope:**

Subcontractors will provide direct delivery of the following Pre-Employment Transition Services in JR community facilities through delivery of JR's program My Journey Out Beyond (MyJOB):

#### **I. Job Exploration Counseling – informed decision-making regarding career options;**

(1) Conducting vocational assessments, discussion of results of interest inventory, discussing labor market information, in-demand industries, and occupations, identifying career pathways of interest to the students and begin career portfolio.

(2) For students 14-25.

- Each Student shall receive a *minimum* of **twenty (20) hours** of Job Exploration Counseling within a twelve (12) month period not to exceed 120 hours starting with the date a Student begins their initial training (including services provided by other contractors). This shall be tracked within the participation spreadsheet.
  - The subcontractor shall collect a sign-in sheet with Student names attending each counseling session and maintain a log of each Student's training hours to ensure that the maximum of one hundred twenty (120) hours per Student is not exceeded.
- The subcontractor shall submit a Student Roster sign-in sheet of Student names to the JR designees as soon as possible prior to commencement of each Job Exploration Counseling.
- At the conclusion of the Job Exploration Counseling each student completing shall receive:
  - Job Exploration Completion Form, which clearly identifies student skill completion/acquisition. This document shall be prepared by the subcontractor. A copy will be presented to the Student, and copy will be included in the monthly billing report.
  - A certificate of completion for the Student Portfolio.
  - An opportunity to complete an evaluation of the Job Exploration Counseling that includes a section for self-reflection.

#### **II. Counseling Opportunities for Enrollment in Comprehensive Transition or Post-secondary Educational Programs;**

(1) Investigating, exploring, and comparing post-secondary options.

(2) Assisting with college application, admission processes, and filling out FAFSA and WAFSA

(3) Counseling about how to advocate for needs in a post-secondary setting.

(4) Promote participation in post-secondary preparation classes and admissions testing.

(5) Assist students in transitioning to post-secondary opportunities in the community.

(6) For students 16-25.

- Each Student shall receive a *minimum* of **twenty (20) hours** of Counseling Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Education Programs within a twelve (12) month period not to exceed 120 hours starting with the date a Student begins their initial training (including services provided by other contractors). This shall be tracked by the subcontractor.
  - The subcontractor shall collect a sign-in sheet with Student names attending each counseling session and maintain a log of each Student's training hours to ensure that the maximum of one hundred twenty (120) hours per Student is not exceeded.

- The subcontractor shall submit a Student Roster sign-in sheet of Student names to the JR designee as soon as possible prior to commencement of each Counseling Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Education Programs; this will enable us to prevent duplication of services.
- At the conclusion of the Counseling Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Education Programs each student completing shall receive:
  - Counseling Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Education Form, which clearly identifies student skill completion/acquisition. This document shall be prepared by the contractor. A copy will be presented to the Student, and copy will be included in the monthly billing report.
  - A certificate of completion for the Student Portfolio.
  - An opportunity to complete an evaluation of the Counseling Opportunities for Enrollment in Comprehensive

III. **Self-Advocacy – learning rights, responsibilities and how to request services and supports during the transition from high school to post-secondary education and employment:**

- (1) Instruction regarding decision making, setting goals, developing intrinsic motivation, instruction on self-awareness, and leadership training.
- (2) Self-advocacy training experiences shall be coordinated and collaborated with JR to align with education and employment goals.
- (3) For students 14-25

- Each Student shall receive a *minimum* of **twenty (20) hours** of Self-Advocacy Training within a twelve (12) month period not to exceed 120 hours starting with the date a Student begins their initial training (including services provided by other Pre-ETS contractors). This shall be tracked by the subcontractor.
  - The subcontractor shall collect a sign-in sheet with Student names attending each training session and maintain a log of each Student's training hours to ensure that the maximum of 120 hours per Student is not exceeded.
- The subcontractor shall submit a Student Roster sign-in sheet to the JR designee as soon as possible prior to commencement of each Self-Advocacy Training; this will enable JR and prevent duplication of services.
- The subcontractor has the option to use the evidence-based curricula posted on DVR's internet page, located at: Self-Advocacy Training, as content for the delivery of Self-Advocacy Training, or the subcontractor may use other training curricula, but it must be reviewed and approved in advance by the JR Business Relations Administrator.
- At the conclusion of the Self-Advocacy Training each student completing the training shall receive:
  - Self-Advocacy Service Outcome Report that clearly identifies student Skill completion/ acquisition. This document shall be prepared by the subcontractor. A copy will be presented to the Student, and copy will be included in the monthly billing report.
  - A certificate for the Student Portfolio.
  - An opportunity to complete an evaluation of the Self-Advocacy Training that includes a section for self-reflection.

IV. **Workplace Readiness Training;**

- (1) Training to acquire or enhance commonly expected skills that employers seek from most employees. Workplace readiness skills are a set of skills and behaviors that are necessary for any job, sometimes called soft skills, employability skills, or job readiness skills.

- (2) Training on punctuality, time management, and financial literacy.
- (3) Includes practice to include: mock interviews, resume building, completion of sample applications, cover letters and thank you notes.
- (4) For students 14-25.

- Each Student shall receive a *minimum* of **twenty (20) hours** of Workplace Readiness Training within a twelve (12) month period not to exceed 120 hours starting with the date a Student begins their initial training (including services provided by other contractors). This shall be tracked by the subcontractor.
  - The subcontractor shall collect a sign-in sheet with Student names attending each training session and maintain a log of each Student's training hours to ensure that the maximum of 120 hours per Student is not exceeded.
- The subcontractor shall submit a Student Roster sign-in sheet of Student names to the JR designees as soon as possible prior to commencement of each Workplace Readiness Training.
- The subcontractor has the option to use the evidence-based curricula posted on JR's internet page, as content for the delivery of Workplace Readiness Training, or the Contractor may use other training curricula, but it must be reviewed and approved in advance by the JR Business Relations Administrator.
- At the conclusion of the Workplace Readiness Training each student completing the training shall receive:
  - Job Readiness Competency Completion Form, which clearly identifies student skill completion/acquisition. This document shall be prepared by the subcontractor. A copy will be presented to the Student, and copy will be included in the monthly billing report.
  - A certificate of completion for the Student Portfolio.
  - An opportunity to complete an evaluation

V. **Work-Based Learning Experiences (WBLE) and off-campus WBLE and unsubsidized job placements.**

- (1) Individual Work-Based Learning Activities are activities that teach a student about various occupations and workplaces that are based on their vocational interests, including Job Site Tours, Job Shadow Visits, and Informational Interviews.
- (2) Paid Work-Based Learning Experiences are activities where a student is placed into a competitive, integrated, real work setting, where they get paid the Washington State or local minimum wage, whichever is higher, to perform a non-permanent job at an employer's worksite in accordance with Washington State Teen Worker Rules established by the State Department of Labor and Industries.
- (3) Unpaid Work-Based Learning Experiences are activities where a student is placed into an integrated work setting, outside of the traditional school setting and not at a Contractor site, where they perform a non-permanent job to earn practical experience in a field aligned with the students' interest. This may include volunteer and service learning opportunities.
- (4) For students aged 16-25.

- A Student is limited to **one (1)** Paid Work-Based Learning Experience and **one (1)** Unpaid Work-Based Learning Experience within a 12-month period.
  - The subcontractor shall *not* bill for a Paid Work-Based Learning Experience until completion of the experience. *No Contractor Fee* will be paid for a Student who completes fewer than 40 hours of a Paid Work-Based Learning Experience.

- Work Based Learning Experiences must be at least 40 hours, not to exceed 120 hours per 12 month period
- JR will not pay for any wages that exceed 120 hours.
- The Student shall be placed in a competitive, integrated, real workplace setting at the facility or in the community.
- Students participating in Paid Work-Based Learning Experiences shall be paid an hourly wage by the subcontractor at the rate of the prevailing Washington State or local minimum wage, whichever is greater.
- The subcontractor shall maintain accurate time sheets that document the dates and hours that a Student participates in a Paid Work-Based Learning Experience.
- The subcontractor may bill for reimbursement of student wages each month. However, the subcontractor shall not bill for a Paid Work-Based Learning Experience contractor fee until a Student has completed their Paid Work-Based Learning Experience. Contractor fee shall include the following activities:
  - Developing the worksite; observing student's work (not coaching or 1-1 training), providing student feedback on observations, as well as collecting employer feedback to share with the student
- Prior to the first day of work, the following forms must be completed so be submitted with monthly reports:
  - Work-Based Learning Agreement, DSHS 11-174 (07/2022).
- At the conclusion of the Student's Individual Work-Based Learning Activities and Paid Work-Based Learning Experience, each Student shall receive:
  - Work-based Learning Service Outcome Report, which clearly identifies student Skill completion/acquisition. This document shall be prepared by the subcontractor. A copy will be presented to the Student, and copy will be included in the monthly billing report.
  - A certificate for the Student Portfolio.
  - An opportunity to complete an evaluation of the Individual Work-Based Learning Activities and Paid Work-based Learning Experience that includes a section for self-reflection.

## Reporting:

### *Quarterly:*

- Service Summary Report provided to DCYF using a format agreed upon by the partners.
- Copies of student evaluations.

*Annually:* Annual Report of services provided to DCYF using a format agreed upon by the partners including:

- Starters
- Completers
- Dropped outs
- Those who received post-release support
- Strengths of the program
- Challenges of the program

## Monthly Billing:

Subcontractor will provide the following on the 7<sup>th</sup> of each month. If the due date lands on a weekend, the due date is shifted to the Friday before the weekend.

- PY23 DCYF MyJOB Billing Workbook with signed cash invoice
- Roster of Students enrolled in the program monthly by:
  - DCYF/JR Number, Name, Pre-ETS - Yes/No, Race/ethnicity, Gender, DOB, Start date of services provided, number of hours of services received to date (in each of the five (5) Pre-ETS categories).
- Confirmation and acknowledgment of JR Needs Assessment, JR Action Plan, and JR Competency Completion Forms submitted to the Employment Coordinator initiating MyJOB participation.
- Sign in sheets for each session. The sign in sheet must be legible and include session date, session topic and session duration. Students must provide a signature.
- Participants' enrollment packet consisting of:
  - Referral Form
  - Consent Form
  - EO Form
  - Release of Information Form
  - **DCYF Media Release &/or SCW Image Release Form**
- For all students who complete the program: Submit MyJOB Education Employment Training (EET) Job Readiness Training Competency Completion Form with required documents.

DCYF and Contractor will work together to ensure that the Pre-ETS Information and Consent form that is required by DVR will be completed for every student with a disability **before** the student receives MyJOB Services under this contract. Consent forms will be submitted to the Business Relations Administrator on an ongoing basis.

### **Definitions:**

“*Student Portfolio*” means a compilation of relevant material produced by the Student that may be presented to prospective employers to document the individual’s accomplishments while participating in Workplace Readiness Training, Work-Based Learning Activities, and Paid Work-Based Learning Experiences, including but not limited to:

- (1) Training topics and/or Work-Based Learning Experiences completed by the Student;
- (2) Skill acquisition achieved by the Student;
- (3) Sample resume, employment application, and employment-related references; and
- (4) Other items selected by a Student that showcase their accomplishments.

“*Self-advocacy*” means an individual's ability to effectively communicate, convey, negotiate or assert his/her own interests and/or desires. Self-advocacy training experiences shall be coordinated and collaborated between JR to align with employment goals. For students aged 14-21.

“*Workplace Readiness Training*” means training to acquire or enhance commonly expected skills that employers seek from most employees. Workplace readiness skills are a set of skills and behaviors that are necessary for any job, sometimes called soft skills, employability skills, or job readiness skills. Workplace readiness training experiences shall be based on the Student’s areas of vocational interests. For students aged 14-21. (PRE-ETS) 14-24 (Non-PRE-ETS).

“*Informational Interview*” means a Student meeting one-on-one with an employer this meeting could occur remotely or at the worksite in the community to ask questions and learn about an occupation based on their vocational interests. Informational Interviews shall be based on the Student’s areas of vocational interest and/or employment goals. For students aged 14-21.

“*Individual Work-Based Learning Activities*” means activities outside of the traditional school setting, and not at a Contractor site, that teach a student about various occupations and workplaces that are based on their vocational interests, including Job Site Tours, Job Shadow Visits, and Informational Interviews. For students aged 14-21. (PRE-ETS) 14-24 (Non-PRE-ETS).

“*Job Site Tour*” means visiting a worksite in the community for a minimum of one hour where an individual Student or group of Students observe a variety of different jobs being performed by employees at the same location. Job Site Tours shall be based on the Student’s areas of vocational interest, and/ or employment goals. For students aged 14-21.

“*Job Shadow Visit*” means a Student visits a worksite in the community for a minimum of one hour to observe a specific job, based on their vocational interests, being performed by an employee or employees. Job Shadow Visits shall be based on the Student’s areas of vocational interest, and/ or employment goals. For students aged 14-21.

“*Work-Based Learning*” includes Individual Work-Based Learning Activities and Paid Work-Based Learning Experiences.

*“Paid Work-Based Learning Experience”* means activities where a student is placed into a competitive, integrated, real work setting, outside of the traditional school setting and not at a Contractor site, where they get paid the Washington State or local minimum wage, whichever is higher, to perform a non-permanent job at an employer’s worksite in accordance with Washington State Teen Worker Rules established by the State Department of Labor and Industries. For students aged 16-21. (PRE-ETS) 16-24 (Non-PRE-ETS)

*“Unpaid Work-Based Learning Experiences”* means activities where a student is placed into an integrated work setting, outside of the traditional school setting and not at a Contractor site, where they perform a non-permanent job to earn practical experience in a field aligned with the students’ interests. This may include volunteer and service learning opportunities. For students aged 16-21. PRE-ETS) 16-24 (Non-PRE-ETS)



## **Contract Contacts:**

### **DCYF JR:**

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- Mitchell Dean, Employment Coordinator – CF-Canyonview  
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509-990-5408  
Based in Wenatchee, covers Chelan Douglas Grant Okanogan Adams and Colville Tribal land.
- Damon Hawes, Employment Coordinator – CF-Sunrise  
[damon.hawes@dcyf.wa.gov](mailto:damon.hawes@dcyf.wa.gov)  
509-844-3295  
Based in Spokane, covers Spokane Lincoln Whitman Garfield Asotin Ferry Stevens Pend Oreille and Spokane/Kalispel Tribal lands.

### Region 2

- Marlo Moreno, Employment Coordinator – CF-Ridgeview  
[marlo.moreno@dcyf.wa.gov](mailto:marlo.moreno@dcyf.wa.gov)  
509-571-7006  
Based in Yakima, covers Yakima Kittitas Klickitat
- David Roberts, Employment Coordinator – CF-Twin Rivers  
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Based in Richland, covers Benton Franklin Walla Walla Columbia

### Region 3

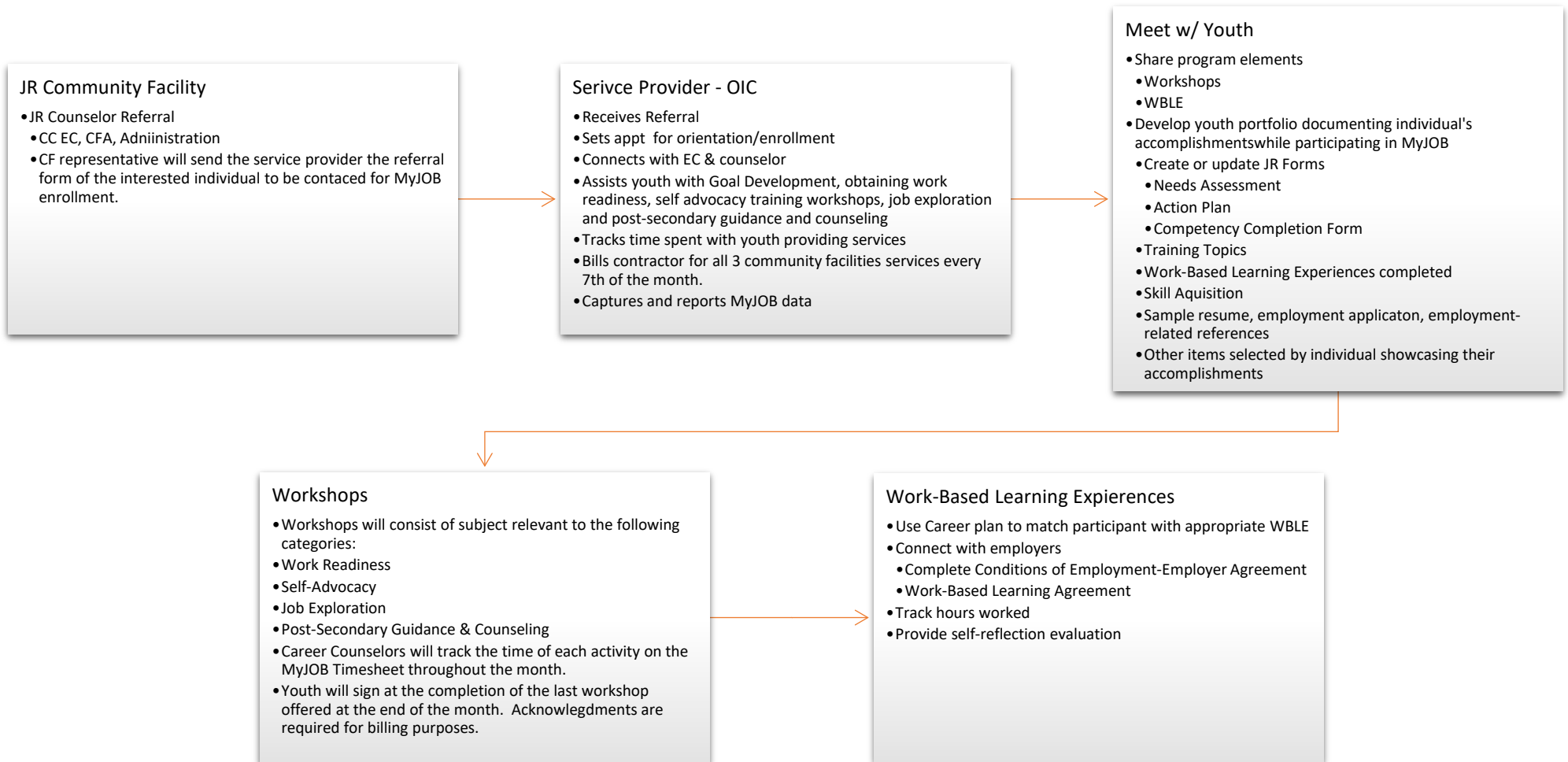
- Irene Estrada, Employment Coordinator – CF-Parke Creek  
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### **South Central Workforce:**

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## Program Flow Chart



**\*Throughout program participation career counselor is completing skill sections applicable to the participant's progress on the Competency Completion Form.**