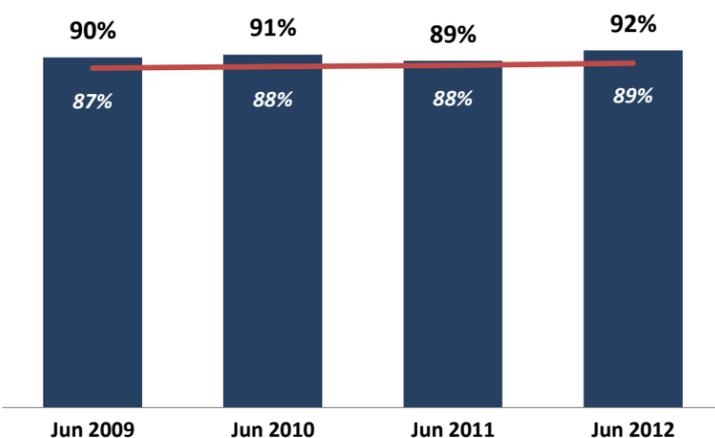


Clarify the Problem

JJ&RA/Juvenile Rehabilitation has a Results WA measure and Strategic plan objective to decrease the percentage of youth who return to JR in 12 months. Successful youth reentry is based on a strong continuum of care, effective treatment services, efficient case management practices, comprehensive education, vocation and employment programs, active involvement by family and natural supports, community-based connections and a strong youth voice. We know that engaging youth in prosocial and meaningful activities that impact their long-range success is crucial for them to remain crime-free. We know that 14% of youth leaving JR graduate from high school and 9.6% of youth 18 and older with JR history are employed. Addressing these areas are key to improving how we prepare youth for a crime-free future.

Breakdown the Problem

10-year rolling average
(Red line)



The problem is best defined as the 8% of youth who are recommitted to JR in the 12 months after release.

Target Setting

JJRA is committed to reducing the percentage of youth who are released from juvenile rehabilitation who do not return in 12 months from 92% to 95% by 2015. Currently, the data is favorable with this measure at 92% of youth who are released from juvenile rehabilitation not returning in 12 months. Ideally, the target is to reach 100% of youth who do not return. However, what JJRA has capacity to achieve (given multiple factors) may not be equal to ideal. A realistic target is to increase the number of youth who do not return to 93% in 2014 and to continue to increase this by 1-2% every year seeking 100%.

Identify Root Cause

Main Root Cause: Difficulties with youth transitioning from JJRA institutions into public schools.

This root cause was selected based on high causal relationship identified in the root cause analysis and the ability to create a actionable steps within JJRA span of influence. It was selected from over 30 different factors were identified as a possible root cause, based on the strength of the relationships to other causes. Lack of guidance, mentor/role model, family support and supervision (12), No parole (10), Lack of resources (social services) (15), Unemployment (10), Poverty (20), and Open juvenile records (15) were in the top tier. Drug use, (14) negative living situations (10), and mental and developmental disabilities ranked high too.

Identify Countermeasures

Root Cause	Proposed Countermeasure	Feasibility	Cost	Risk	Impact
Challenges with transition to school	Review JR school notification process, form, and staff involvement level	<90 days	Low	Low	High
Challenges with transition to school	Assist with the timely transfer of school records and transcripts from institution schools to community schools	<90 days	Low	Low	High
Challenges with transition to school	Work with youth to specifically strengthen youth values about education, school engagement, and independent living skills while in the institution	<90 days	Low	Low	High
Challenges with transition to school	Increase parole staff involvement in school transition process, support family involvement with schools	<90 days	Low	Low	High

Action Plan

ID#	Problem to be solved	Action Item	Lead - suggested	Team	Due Date	Status
1	Review JR school Transition process and partnerships	Develop process for documenting services provided and youth accomplishments in residential programs and schools to share with community school	Amy Turi Compton Pierre			
		Develop and require standard process for effective communication between JR staff and schools during 45 day – 3 months before release	David Griffith, Sergio Castaneda			
		Involve JR staff and family in developing school transition plan, utilize technology to facilitate connections between residential and community schools	Dan Schaub Jennifer Redman	MDT Group		
		Identify school contact names and numbers across the state for notification and coordination	Kathleen Sande, Mary Templeton			
		Identify contacts and efficiencies between parole counselors and educational advocates for transition support to schools	David Charles, Kathleen Sande			
		Review educational advocate position for consistent statewide role in expanded process	Victoria West			
2	Review and Revise School notification form	Hold workgroup to change current form and emphasize the positive, remove biased language, review WAC/RCW	Jennifer Zipoy			
		Create/automate efficiencies in ACT for school notification	Erik Lindeblom			
		Educate JR staff about services available through DVR and make appropriate referrals	Kathleen Harvey	DVR/JR workgroup		

Note: A-3 Stakeholder meeting held on 1.15.14 with educational system partners and other interested stakeholders