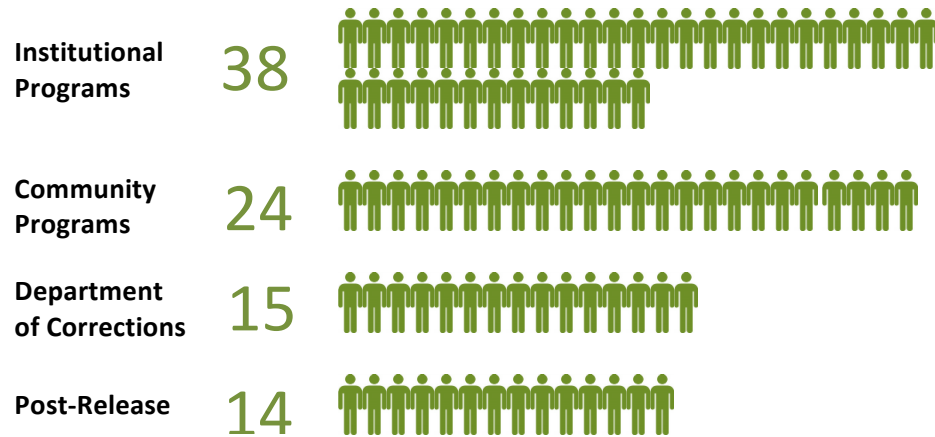




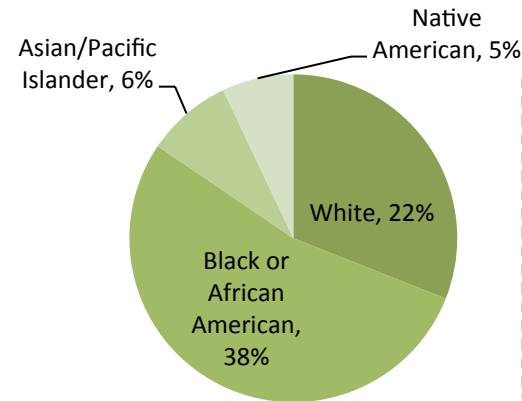
## GATEWAYS FOR INCARCERATED YOUTH PARTNERSHIP IMPACTS: 2014-2015

**91** Youth engaged: July 1, 2014 – April 1, 2015

**We increased efforts to engage youth as they step down, and step out, of the juvenile and adult systems.**



**We continue to focus on Disproportionate Minority Confinement. Intentional engagement with youth of color is one strategy.**



**35% of Gateways participants are Hispanic or Latino**

*Percentages of participants' race do not 100% due to self-identification of more than one*

### GREEN HILL CORRECTIONAL FACILITY SPECIFIC

*Multicultural Studies and Social Justice have been our core program components since we first partnered with the Maple Lane School in 1996.*



Books and other educational resources shared with incarcerated youth this year.

**480** College and College Readiness Service Hours\*

**340** Academic Mentoring and Coaching Service Hours\*

*Includes annual planning and travel time estimates.*

# A PARTNERSHIP THAT FOSTERS EDUCATIONAL READINESS AND IMPROVES EDUCATIONAL SUCCESS

## THE GATEWAYS MODEL: FIVE FOCI OF LEARNING

### The Gateways Strategy Model

**STRATEGY 1:** Direct access to post-secondary education specifically tailored to incarcerated youth.

**STRATEGY 2:** Academic mentoring and coaching.

**STRATEGY 3:** Community education and service learning.

*Strategies help us  
achieve . . .*

### Short-Term Goals (Over 10-Week Cycles)

- ✓ Collaborate with peers, teachers, and staff.
- ✓ Communicate effectively (writing, arts, and/or music)
- ✓ Think critically and independently.
- ✓ Apply learning to other educational and employment programs.
- ✓ Set and reach self-identified learning goals.

## SHORT-TERM OUTCOME EXAMPLES



**100%** collaborated with peers during workshop planning and facilitation sessions.



**70%** demonstrated critical and independent thinking skills.\*



**70%** participated actively in large group seminars.

**90%** participated actively in small group seminars.



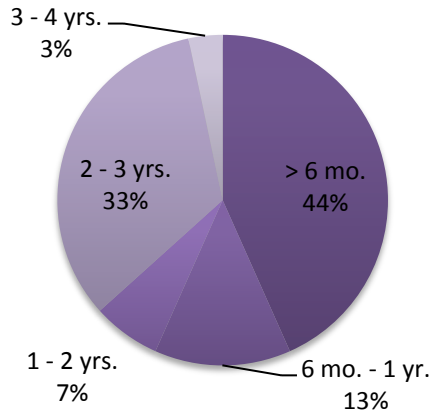
**65%** strongly agree that they see themselves going to college someday.\*\*

\* Evergreen faculty observational assessment.

\*\* Student self-report via pre and post program surveys

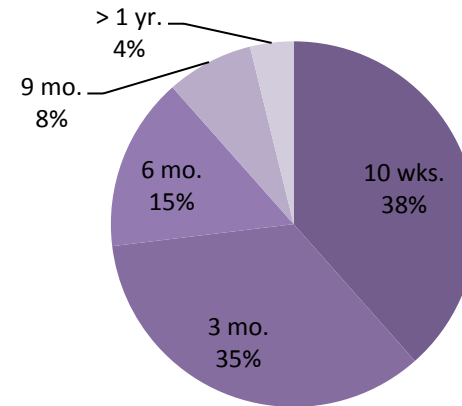
**GATEWAYS INCREASES PROSOCIAL BEHAVIOR AND PREPARING YOUTH FOR PRODUCTIVE LIVES AND A SUCCESSFUL FUTURE**

**How Long Do Youth Participate?**



**Nearly Half are Involved in Gateways for Over 12 Months.** Youth can participate for as long as they choose; an important resource for youth with extended sentences.

**What Commitment Do Mentors Make?**



**60% of Mentors and Coaches Continue** to work with their mentees beyond our initial 10-week commitment. Many first generation college students themselves.

Part of the service continuum . . .

**10**

Gateways celebrated ten High School Graduations with the Green Hill School Community over the past 12 months.



As a result . . . The Evergreen State College has provided over \$65,000 in tuition subsidies to system involved youth.

**150**

Incarcerated Youth earned college credits through Gateways over the past 7 years.

Part of the community . . .

**GATEWAYS IS STRATEGIES TO REDUCE RECIDIVISM AND HELP YOUTH FEEL CONNECTED, SUPPORTED, AND INCLUDED IN COMMUNITY**



**15** enrolled in college or vocational program

**2** completed college or vocational program both within 2 to 3 years post-release



**Formerly Incarcerated Youth Returned to Green Hill School as Gateways Peer Mentors in our pilot project.**

*Gateways on the Outs is a pilot project through Evergreen's Robert Wood Johnson Foundation Forward Promise grant to improve college and career readiness opportunities for young men of color.*

**GATEWAYS ON THE OUTS\*  
LONG-TERM OUTCOMES WITH YOUTH**



**85%**

*Youth involved in Gateways programming did not re-enter the system after 2 years.  
(sample size 22 youth)*

*"Gateways keeps my eyes on the prize. It keeps me motivated and working on my diploma and my dreams. That includes never going back inside."*

**New Investments Will Support . . .**

- 1) Further development of innovative evidence-based strategies that maximize student engagement.
- 2) Participatory action research projects to deepen our collective knowledge about improving educational outcomes with youth of color.
- 3) Stronger core educational and mentoring/coaching programs that build the confidence and competence of each youth