The Washington Youth ChalleNGe Academy, in accordance with Title VI, the Civil Rights Act, Washington State law, and WA MIL Department does not discriminate based on age, sex, sexual orientation, gender, expression or gender identity, marital status, race, creed, color, national origin or disability.
Module 1
ChalleNGe History, Mission, and Overview

Course Objectives

- Inform you about the National Guard Youth ChalleNGe Program.
- Educate you about the importance of Mentoring.
- Advise of our expectations and standards for Mentors.
- Provide you with resources and tools to be the best Mentor.
- Prepare you to use the online resources for reporting and Mentoring.
- Highlight issues of youth and the process of forming bonds.

Our Mission Statement

“The mission of the Washington Youth ChalleNGe Academy is to provide a highly disciplined, safe, and professional learning environment that empowers at-risk youth to improve their educational levels and employment potential and become productive citizens of the State of Washington.”
History of the National Guard Youth ChalleNGe Programs

- In the early 1990's, Congress recognized the inherent community strengths of the Guard as well as its ability to train, lead, and mentor young people in a caring yet disciplined environment.

- The original agreements allowed ten selected states to identify a targeted number of diverse at-risk youth and to conduct a 17 ½ month ChalleNGe Program.

- By 1995, fifteen states were participating in the Youth ChalleNGe Program with another twenty-three states on a waiting list for a program.

- Currently there are 40 ChalleNGe programs and 6 Job Challenge Programs in 31 states and territories.

What is the National Youth ChalleNGe Program?

The Youth ChalleNGe Program is a multi-phased intervention program for at-risk youth run by the National Guard of the United States, which consists of Youth ChalleNGe Academies (known as YCA's) in each participating state. The stated mission of the Youth ChalleNGe Program is "to intervene in and reclaim the lives of at-risk youth to produce program graduates with the values, skills, education and self-discipline necessary to succeed as adults."
National ChalleNGe Results

The average per day program cost for ChalleNGe is about $156 per youth, compared to $407 for incarcerated youth.

Our Objective: Intervention & Prevention
Changing the trajectory of their life.

Local Scope

Established in 2009

- Collaboration between National Guard and WA state
- Funded through federal and state dollars
- Tuition Free to youth in the State of Washington

Staffing:

- Civilian state employees of the WA Military Department
- Academic staff – one principal and six certified teachers through Bremerton School District
How does the program operate?

Quasi-military format emphasizing:
- Self-discipline
- Personal Responsibility
- Positive Motivation

Cadets must meet military grooming standards, wear military style uniforms and observe standard military customs and courtesies.

**WYCA is NOT** – military academy, boot camp, juvenile detention center, drug or alcohol treatment center, professional childcare service, hospital, medical or dental clinic.

**WYA ChalleNGe Results**

- 2019 – Almost 2 grade level increase in Reading & Math.
- 2019 - Communities received 16,862 hours of volunteer service, an estimate value of $534,863!
- Almost all receive their HSD, GED, or have become productive members of the workforce within 12 months of completing the program.
ChalleNGe Youth – Criteria for Cadets

- Volunteer for the program.
- 16-18 years old – 15.5 with Director approval.
- High school dropout or at risk of dropping out due to credit deficiency.
- A resident of Washington State and U.S. citizen or lawful permanent resident.
- Unemployed or underemployed.
- Free of felony charges and no pending court proceedings.
- Willing to be free from use of illegal drugs or substances while enrolled in the program.
- Physically and mentally capable to participate in the program with reasonable accommodation for physical and other disabilities.

The Academy Experience

Three Phases

- Acclimation
- Residential
- Post-Residential

17 ½ Month Commitment for Mentor and Cadet
Acclimation Phase

Week 1 & Week 2

- 4:45 a.m. – 8:45 p.m.
- Daily Physical Training
- Team Building Exercises
- Learn Drill and Ceremonies
- Mentally and Physically Challenging

The 22-week Residential Phase is a highly structured quasi-military format emphasizing self-discipline, personal responsibility and positive motivation. Youth, who are referred to as cadets while at the Academy, must meet military grooming standards, wear military type uniforms and observe standard military customs and courtesies. After commencing from the program, cadets move into the 52-week post-residential phase back at home. Cadets will follow their post-residential plan, attending school/work or volunteering full-time, meeting with their WYA case manager and mentor.

The 22-week Residential Phase of the program begins with a two-week Acclimation Phase, where the goal is to identify those Candidates that have the desire and discipline to complete the program. Cadets who successfully complete the Acclimation Phase enter the 20-week Challenge Phase where the emphasis is on the “Eight Core Component” curriculum.

Academic Excellence  
Leadership and Followership  
Life Coping Skills  
Job Skills  

Service to the Community  
Responsible Citizenship  
Health and Hygiene  
Physical Fitness
The platoon bay is their home where 55 people of the same gender, live together for 22-weeks.

They will have their own bunk, wall locker, and footlocker.

There is a large bathroom with stalls and individual showers.

They will do their homework, letter writing, platoon discussions, their own laundry, iron uniforms, polish boots, and complete daily activities with their platoon.
What do the Cadets do everyday.

Uninterrupted Sleep 8:45 pm – 4:45 am

The Cadets will learn how to meet deadlines, work quickly, be responsible and become a valued member of the team.
Case Manager Role

SUPPORT
GUIDE
TEACH
ADVOCATE
ADVISE

Cadet
Mentor
CMs
Who Do I Contact??

Please check the document: **Case Management Contact List** for the most updated list of contact information.

This document is found on the WYCA Mentor Training Website.
Module 2

The Importance of Mentoring

Mentoring anyone, especially a teenager, an incredibly important, tough job.

This module will ask you to examine your “why,” as well as the benefits that can come from making this commitment.
Consider the following:

- Where do WCYA cadets come from?
  - Geographically
  - Culturally
  - Educationally
  - Emotionally

- What will it take to motivate your ChalleNGe Cadet?
  - Interests
  - Values
  - Curiosities

- What will it take for Cadets to succeed in the mentoring piece of the program?
Influences:

What may have impacted your cadet? 
What may have impacted you?

- Violence exposure
- Messages at home
- Peer influence
- Unmet needs
- Destructive relationships
- Negative expectations from others
- Witnessing crime
- Substance use/abuse
- Internet/Social Media

The WYCA uses a trauma informed lens which helps us remember that our past experiences impact our present reality.

It’s important to remember that two people can experience the same event and be impacted differently. Trauma is a subjective experience.

Early experiences can impact our brain development and can result in an increased likelihood of impulse control, behavioral/emotional health, and physical health issues.
According to ChalleNGe...

The mentoring relationship is a supportive and encouraging relationship between a mentor and cadet based on trust, communication, and commitment.

Studies show that positive influences – including a caring mentor – can help reverse the impact of negative influences.
Mentoring is Critical...

Studies show:

- Without structure and support, youth return to old patterns of behavior.
- **Active** mentorship helps to provide that vital support

Neither the WYCA, nor mentorship “fixes” cadets.

They aren’t broken!

Your consistent support, however, gives them the scaffolding they need to capture (or recover!) their momentum and continue to make positive changes.

Your “sticktoitiveness” matters!!
None of us do life alone.

Who have you looked up to over the years?

What qualities did you appreciate?

Take a moment to make some notes on the specific things people have done that mattered to you. These can serve as ideas with your cadet.

| Who have I looked up to in life? | What actions/behaviors mattered to me? |
Why Be a Mentor?

There are as many reasons to be a mentor as there are people stepping into the role.

Take a moment to answer the following questions:

<table>
<thead>
<tr>
<th>Why do I want to be a mentor?</th>
<th>What strengths do I bring?</th>
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<table>
<thead>
<tr>
<th>What are my areas of challenge?</th>
<th>What qualities would I like to pass on?</th>
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</table>
Where do you fit in?

COMMITMENT
SUPPORT
CONSISTENCY
LEADING BY EXAMPLE
COMPASSION

Please Remember:

The cornerstone to this relationship’s foundation is compassion.

And compassion without understanding is just a bunch of letters.
WYCA Cadets are still teenagers!

Teens are not known for consistency or gratitude.

They need support, even when they are unpleasant... maybe especially then!

We are planting seeds, which may take years to show growth.

Whether you see that growth or not,

YOU ARE MAKING A DIFFERENCE.
Characteristics of a Positive Relationship

- Committed
- Trustworthy
- Supportive
- Patient
- Positive
- Respectful
- Honest

<table>
<thead>
<tr>
<th>What traits are important for a mentor to have?</th>
<th>What traits are important for a cadet to have?</th>
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Module 3
Mentor Requirements

Where do YOU fit in?

RESIDENTIAL EXPECTATIONS
POST RESIDENTIAL EXPECTATIONS
CONTACT REQUIREMENTS
REPORTING EXPECTATIONS
Residential Expectations

01
Write at least ONE LETTER A WEEK to your cadet.
• Email
• Post Office

02
Maintain active communication with cadet.
• Keep cadet connected to the outside world:
  • Sports, Career, World Issues, etc.

03
Review their goals and provide feedback.
• Short Term Goal
• Post Res Goal
• Long Term Goal

Cadets already feel as though they are missing out on so much while they are at the academy. They are away from loved ones. They have limited contact with technology. We ask for mentors to please write their cadet at least ONCE a week.

Cadets are required to write to you once a week, and it makes it easier for them to have something to respond to.

Cadets complete a set of goals while at the academy. Ask them about their goals. Help your cadet by providing feedback and encouragement.

When writing to your cadet, your letters can help the cadet feel connected to the outside world. You can talk to them about sports, world issues, video games, family and friends, careers, education, etc.

Please! NO BAD NEWS IN LETTERS – contact Case Manager or other WCYA staff if you need to share bad news so we can help support the cadet.
Mentor Mail

IMPORTANT!!!
Write this down!

Mail letters, cards, postcards to:

Cadet Last Name, First Name, PLT#
Washington Youth Academy
1207 Carver Street
Bremerton, WA 98312

Send emails to:
Mentor.MailMil-WYA@mil.wa.gov
Subject Line:

Cadet Last Name, First Name, PLT #

It is important to continue active communication with cadet. Please keep us informed if your contact information changes.

JUL/2021

It is great to hear from you. I’m glad you are doing well and getting settled. I’m sure it was a huge adjustment at first but now it is becoming more familiar and the norm. I still remember getting off the bus at MCRD San Diego and expecting to be the center of attention. After being here for three days and going non-stop I questioned my decision. Basic training is a unique experience that can be summed up into organized chaos. Looking back on it now, it was one of the best times of my life and I made lifelong bonds with several people.

The majority of the time I was in basic I was a squad leader. I can sympathize and empathize with you on the experiences you are having where you are being held accountable for someone else’s actions. Although it can be very frustrating at times it can also be very rewarding. It allows you the opportunity to be exposed to a lot of different situations and experiences, which can be useful throughout life and with other relationships. It also gives you the opportunity to help guide and mentor other people. You will be exposed to this for the rest of your life.

THS makes for a sort of different personal and professional readiness, wants, perspectives, goals, desires, and personalities. An effective leader finds a way to connect with each person and influence them in a positive way.

Just like you said in your letter, I am not perfect, but we don’t give up. We learn from our experiences and grow so we can better ourselves and serve others. Growth and development take time. It’s not an overnight thing.

You asked me for tips for anger management or maintaining composure. Something you don’t know about me is when I was a teenager, I had a huge anger management issue. In my school days I used to feel like I had inside-outward and towards others that didn’t always deserve my anger. What I’m trying to say here is where does your anger come from? Do you know or have you thought about it? And I don’t mean superficially, have you truly looked inside to see where it’s coming from? For me, I learned to do is what’s called the angry brain. How to pause and not respond immediately and emotionally. During the pause I called myself, who does this make me mad and then truly answer the question for myself. Once I know why it’s making me angry, I can proceed forward with addressing the issue internally and with the other person. It just requires patience and emotionally it doesn’t help with the matter at hand. My experience it adds to the problem.

As I am sure you’ve been exposed to a lot of different things, some good and some bad. It’s hard for me to answer the question of what is the greatest, funniest, or most memorable experiences I have had in my career. I can say that I’m not surprised by much anymore but every now and then something happens that I couldn’t have in my wildest imagination happen.

I would like you to keep going with some of the questions you have asked but also want you to get you this letter so I will wrap up for now, but it is not the end.

I do want to say I know and fully understand, I will not judge and accepting of you as you are, that does mean I will not bring things to your attention to help you grow and develop. I will give you open and honest communication with constructive criticism.

This is what a good letter looks like.

The effort you put into your letters will affect the quality of what you get back.
Active communication between you and your cadet is very important, especially throughout the post residential phase.

Cadets sometimes have a hard time transitioning back into their environments after being away for over 20 weeks. They will face struggles and need that extra support.

We will continue to be support for them as well, but you become the front line when your cadet is back home.

Monthly reports are required to be submitted for 12 months. You will receive a reminder email from your cadet’s case manager.

The Magic Number is 4!!

Post Res Contact

- 4 contacts (conversations)
- 4 hours face-to-face
- Any combination of the above

Contacts may include video chat, face to face, letters, email, phone calls, texting, Facebook Messenger, etc.

Consistent communication is the most important factor in a positive mentoring relationship.

How you talk and what you talk about are less important. People aren’t comfortable having the big conversations unless they have had small conversations first.
Mentors are required to submit a report once a month, for the next 12 months after cadets graduate from the residential phase.

Mentor reports give the case manager another perspective on cadet progress and help support the cadet.

Submit mentor reports online at: https://mil.wa.gov/mentor-resources
Welcome Mentors!

This page is dedicated to Washington Youth Academy Mentors, current and past. You’re selfless contribution in serving as a role model and advocate makes our Academy distinctive and successful. Thank you for all you do and we look forward to hearing from you about your cadet and their successes!

Monthly Mentor Reports

Need to file your Mentor Report? Use this form.
Responsibilities of a Mentor

Maintain regular contact
Serve as a positive role model

Maintain confidentiality
Communicate with program & cadet

Show respect, active listening, & commitment
What else can you add? …

Thank you for taking the time to become a formal WYCA mentor. Your willingness to support a cadet on their journey is a valuable gift.

Our experience shows that meeting the requirements listed in this module offers the cadet the needed support as they seek to change their life.
Module 4
Building and Strengthening Relationships

Developing a good relationship will involve:

- Maintaining regular contact
- Serving as a positive role model
- Maintaining their confidentiality
- Communicating effectively with program and cadet
- Showing respect, active listening, and being committed to them.
All healthy relationships are based on 5 basic characteristics:

1. Communication
2. Mutual Respect
3. Trust
4. Honesty
5. Balance

This is true for all relationships, from co-workers, to family, to romantic relationships, and everything in between.

As a mentor, your relationship with your cadet will be tested. Keeping these 5 characteristics in mind will help you navigate the rewarding, but sometimes choppy journey that is mentorship.
Communication

Can you talk to each other and share feelings that are important to you?

Don’t keep feelings bottled up because you’re afraid it’s not what the other person wants to hear.

If you need some time to think something through before you’re ready to talk about it, a person who respects you will give you that space.

Mutual Respect

Do they understand how great you are and why?

Make sure the people in your life are into you for who you are. Do they listen when you say you can’t do something and then back off right away?

Respecting a relationship means each person values the other person and understands them – they don’t challenge the other person's boundaries.
Trust comes in many forms. Do they “walk the talk” and keep their promises? Do you?

Can your cadet trust that they can confide in you, without you telling other family members what you discuss?

Honesty

This one goes hand-in-hand with trust.

Being able to be honest with each other leads to healthy convos.

Honesty also includes telling your cadet something they might not want to hear.
HEALTHY RELATIONSHIPS HAVE A GIVE-AND-TAKE.

WORKING WITH A TEENAGER MAY BE CHALLENGING AND YOU MIGHT FEEL LIKE YOU ARE DOING ALL THE WORK. HOWEVER, FINDING BALANCE WITH THEM IS KEY.

DISCUSS YOUR EXPECTATIONS WITH EACH OTHER OPEN AND HONESTLY. THIS WILL ENSURE BOTH OF YOU ARE PUTTING IN THE WORK FOR YOUR RELATIONSHIP.
# Relationship Spectrum

All relationships exist on a spectrum

## Healthy

- **Communicating:** You talk openly about problems, listen to each other, and respect each other’s opinions.
- **Respectful:** You value each other as you are. You respect each other’s emotional, digital, and sexual boundaries.
- **Trusting:** You believe what the person has to say. You do not feel the need to prove each other’s trustworthiness.
- **Honest:** You are honest with each other but can keep some things private.
- **Balanced:** You make decisions together and hold each other to the same standards.
- **Enjoying Personal Time:** You both enjoy spending time apart, alone, or with others. You respect each other’s need for time apart.

## Unhealthy

You may be in an unhealthy relationship if one or both people are:

- **Not Communicating:** When problems arise, you fight or don’t discuss them at all.
- **Disrespectful:** One or both people are not considerate of the other’s feelings and/or personal boundaries.
- **Not Trusting:** One person doesn’t believe what the other says or feels entitled to invade their privacy.
- **Dishonest:** One or both people lie.
- **Trying to Take Control:** One person feels their desires and choices are more important.
- **Only Spending Time with The Other Individual:** The other person’s community is the only one you socialize in.

## Abusive

Abuse is occurring in a relationship when one or both people:

- **Communicates** in a way that is hurtful, threatening, insulting, or demeaning.
- **Disrespects** the feelings, thoughts, decisions, opinions, or physical safety of the other.
- **Physically hurts or injures** the other person by hitting, slapping, choking, pushing, or shoving.
- **Blames the other person** for their harmful actions, makes excuses for abusive actions, and/or minimizes the abusive behavior.
- **Controls and isolates** the other person by telling them what to wear, who they can hang out with, where they can go, and/or what they can do.
- **Pressures or forces** the other person to do things they don’t want to do; threatens, hurts, or blackmails the other person if they resist or say no.

Relationships are dynamic and can move along the spectrum. Healthy relationships can slide down and become toxic if we don’t practice our 5 characteristics. Communication, mutual, respect, trust, honesty, and balance are key!

Unhealthy and even abusive relationships can become healthy if both people are committed to making changes.
A relationship is unhealthy when it involves mean, disrespectful, controlling, or abusive behavior. Some people live in homes with people who fight a lot or abuse each other - emotionally, verbally, or physically.

For people who have grown up around this kind of behavior it can almost seem normal or okay.

This behavior is **NOT** okay!
Strengthening Relationships

Invest Time

- QUALITY not quantity
- Reach out – be consistent
- Take turns with activities

You don’t need to have a long contact. Text them a meme. It takes less time than brushing your teeth. Consistent contact is the most valuable tool you have.

When you get together, do activities that you both enjoy - or take turns doing activities that interests the other person.
Strengthening Relationships

**Be Present**

- Limit distractions
- Be you

If you are face to face, put your phone away. This tells the other person they are important to you.

Be you. Have the courage to make yourself a little vulnerable; be honest about who and how you really are.

**Listen to Hear**

- Pay attention
- Don’t interrupt
- Rephrase
- Respond

As an adult and a mentor, it can be tempting to take conversational shortcuts. We have an idea where they are going and what they need, so we jump to “helping” them with our wisdom and advice.

Most of the time, we just want to be heard. We don’t need to be handed solutions; we need company on the path to finding our own solutions. If the other person is talking, instead of listening to respond, just listen to hear what they are saying.
Things to keep in mind regarding your relationship with your cadet:

- Support them
- Trust them
- Be honest with them
- Let go of judgment
- Respect their unique culture, history, & experiences
- Good communication is key!

Please Remember, A Mentor is NOT:
- Mom or Dad
- A Savior
- Mr. or Mrs. Fix-It
- Licensed Therapist
- Cool Peer
- Parole Officer
- Disciplinarian

Mentors ARE advocates, supports, guides, sounding boards, accountability buddies, cheerleaders, and company along the cadet’s path. Using the 5 characteristics of healthy relationships will help ensure the relationship endures.
Module 5
Communication, Trust, and Commitment

Keys to a Successful Relationship

- Communication
- Trust
- Commitment

Mentoring guarantees challenges.

Effective, nonjudgmental communication will be vital in overcoming these challenges.
Components of Communication

How we say it is as important as what we say.

Verbal
The words we choose

Paraverbal
How we say the words

Nonverbal
Our body language

The message we intend is not always the one that is heard.

Listening is JUST as important as talking... with teens it might even be more important!
Effective Communication

**Do’s**
- Be genuine and respectful
- Be careful about using slang
- Be comfortable with silence
- Be accepting even though you may not agree
- Be aware of your body language and facial expressions
- Be positive with your feedback

**Don’t**
- Tell them how they should feel “You need to be more grateful”
- Ignore their feelings
- Pay attention to anything things
- Interrupt
- Compare your own experiences “When I was your age”

### Building Emotional Safety

<table>
<thead>
<tr>
<th>Building Emotional Safety</th>
<th>Use “WE” language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Validate the cadet’s feelings</td>
<td>Sense of empathy</td>
</tr>
<tr>
<td>Your cadet wants to be heard, not fixed</td>
<td>Shared responsibility</td>
</tr>
<tr>
<td>Confirm your understanding</td>
<td>How can we fix this?</td>
</tr>
<tr>
<td>What can I do to better support you? (creates a bond)</td>
<td></td>
</tr>
</tbody>
</table>

People want to be heard, not fixed

Using the word “you” can create a defensive reaction. Changing the word to “we” shows empathy and creates teamwork in finding solutions.
Heard, not fixed
"It's Not About the Nail."

Please make sure you watch the short video, "It's Not About the Nail"

https://www.youtube.com/watch?v=-4EDhdAHrOg

Listening vs. Advising:
What’s the importance and difference between the two?

<table>
<thead>
<tr>
<th>Reassuring Information</th>
<th>Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Break ups can be tough. It’s natural for you to be hurt and upset.</td>
<td>I remember my first breakup, here’s what you need to do...</td>
</tr>
<tr>
<td>I’m here for you if you want to talk. There are also people who are trained to help you work through these feelings.</td>
<td>You really need to talk to a counselor about that.</td>
</tr>
<tr>
<td>You are not alone.</td>
<td>You’ll get over it. Stop worrying so much.</td>
</tr>
</tbody>
</table>

Think about this how would you respond if your cadet tells you that they do not want to complete the program. Here are a few reasons we hear:

“I’ve learned everything I need to.”

“I miss my girlfriend/boyfriend.”

“I don’t like getting yelled at.”

“My body hurts and I am hungry all the time.”

“No one is writing me.”
Keys to a Successful Relationship

- Communication
- Trust
- Commitment

Building trust is difficult and requires consistent commitment.

Your cadet may have a history of people breaking their trust. They may be slow to trust and even slower to rebuild trust once it is broken.

Trust is vital to a healthy relationship. It is worth every bit of effort it requires!

Trust is:
- Tangible
- Measurable
- Practiced
- Essential

Reasons trust may develop slowly:
- Fear
- Negative experiences
- Social influences
- Individualism
TRUST

Difficult conversations

Be consistent

Contribute to the conversation

Focus on your cadet

► Under no circumstances promise to keep secrets.

► Do assure them that if they share difficult information about things they have done, or things that have been done to them, that you will do what you can to help them.

► Do explain your commitment to their privacy and safety – let them know you will not be gossiping about them or sharing the information they tell you with other people unless it threatens their health and wellbeing or somebody else’s safety and wellbeing.

► Do give them details about the sort of information you are required to pass on if it comes to your attention. (We discuss this in Module 7)

► If you do have to break the young person’s confidence, make every attempt to inform them of what and who you will be telling. (We discuss this in Module 7)
Cultural Awareness

Be Respectful. Be understanding. Be open.

Know your audience

► Listen to understand, not to respond
► You can relate to your cadet, even if you lived different experiences
► Be aware of their culture
  ► Is there eye contact
  ► Are you being clear
  ► What is respectful/appropriate

It's OK to ask questions

► How would you like to proceed with this conversation?
► Do you feel comfortable talking to me about this?

It's OK to ask questions

Be Respectful. Be understanding. Be open.
Why is Commitment Important?

Committed people are more effective
Committed people don't give up
Commitment encourages cooperation
Commitment encourages resilience
Commitment grows steadily, but slowly. Be patient.

Appreciate whatever level of commitment a person can make.

Listen, listen, listen.

Challenges you might face if your commitment is not genuine:

► Lack or loss of trust
► Lack of communication
► Not fulfilling your roles
► Not fulfilling your responsibilities

Remember:

Commitment takes time.
What is the Post-Residential Phase?

- Cadet will be PLACED (education, employment, military, and/or volunteer)
- Cadet will check in with Case Manager once a month
- Cadet and mentors will actively communicate for 4-hour face-to-face or 4 contacts each month
- Mentor will submit 12 monthly reports to WYA

Goals

The National Guard and the WCYA emphasize the importance of setting goals for achievement.

Cadets will be taught the process of functional goal setting by creating a set of goals called the Cadet Achievement Plan (CAP).
Characteristics of the Cadet Achievement Plan

A set of goals, created and driven by the individual, and empowered by a plan of action for the achievement of those goals.

| Dynamic, Flexible, Ever Changing | Active for entire Post-Residential Phase (and beyond!) |

The CAP has 3 goals & must be completed before a cadet can graduate the WCYA.

- **Short Term (8 Core Components)**  
  The short-term goal is to be completed within the residence phase. Cadets select one of the 8 core components to write this goal.

- **Post-Residential (12 months after the program)**  
  The post-residential goal/action plan is a goal the cadet can achieve within the 12 months of the post-residential phase.

- **Long-Term (Career Exploration)**  
  Before a cadet writes their long-term goal, they work on career exploration. They research 3 careers that pique their interest and select one of the 3 to write the long-term goal.
The CAP Teaches Life Skills

- Self-Assessment
- Goal Setting
- Action

Adjust the plan – never quit!
Experience failure and success
Work their plan

Planning equips cadets to...

- When they work their CAP goals, cadets will hit obstacles. Mentors can help teach cadets they can overcome these obstacles by adjusting their strategies.
- Working a CAP plan all the way through, adjustments and all, helps the cadet build the commitment and resilience they will need to chase life’s dreams – both big and small.
S.M.A.R.T. Goals

**SPECIFIC**
The goal must be **specific** by clearly defining and stating exactly what will be achieved.

**MEASURABLE**
The goal must be **measurable**, with a clear objective anyone would agree on. “Six pack abs” is debatable. “80 sit ups in a minute” is concrete (and leads to those abs!).

**ATTAINABLE**
The goal must be **attainable**. It should challenge the cadet, but realistic enough that it can be achieved if effort is put to it.

**RELEVANT**
The goal must be **relevant** to the cadet. It should hold value and be important enough that it’s worthwhile to pursue.

**TIME-BOUND**
The goal must be **time-bound**. Without a deadline, it’s just a wish. Deadlines give the opportunity to check progress and reassess if needed.
Placement

The cadet’s post-residential goal MUST include PLACEMENT.

Placement is a collective of 25 hours or more a week.

School
Work
Volunteer
Military

For a cadet to be in good standing and considered placed, he/she must be doing one of these activities for a minimum of 25 hours a week.

Being in good standing allows the cadet to:

► Participate in Post Res Graduation
► Qualify for WYA Foundation Scholarships
► Return to speak to residential cadet
► Qualify for WYA staff letters of recommendation

Verification of Placement

Case Managers can verify High School Enrollment & Military Enlistment

Mentors confirm placement in Mentor Report:
Employment/Volunteer
College or Trade School
Combined Placement
Post Residential Contact Requirements

With Cadets:
- 4 contacts (conversations)
- 4 hours face-to-face
- Any combination of the above
  - Contacts may include video chat, face to face, letters, email, phone calls, texting, Facebook Messenger, etc.

With Case manager:
- Mentor Report submitted monthly

Regular contact in the Post Residential Phase greatly increases cadet outcomes.

They are teenagers – they will push, test, frustrate and possibly disappear.

They need us to be the adults – to consistently show up, to meet them where they are, and to weather whatever they throw at us.
Mentor Reports due no later that the 15th of every month.

Report contacts – Dates, type, and length

Reports cover half of the previous month to half of the month currently in.

If you plan on being out of town, you can report early. *You may estimate contact dates if necessary.

Mentor reports take 5 minutes to submit online at: https://mil.wa.gov/mentors

Mentor Reports are a vital piece of the communication triangle between you, the cadet, and the case manager.
WYCA Mentor = WYCA Volunteer

Being a Washington Youth ChalleNGe Academy mentor is the same as being a WYCA volunteer. That means the following policies apply:

- Hands Off Leadership
- HIPAA/FERPA
- Mandatory Reporting

We will also discuss ACES & Private Logic
The hands off leadership policy states that no staff member, volunteer, or mentor may touch a cadet or use abusive language as a means of coercive leadership. We are expected to lead through positive methods that do not include the use of physical force or verbal abuse. This does not mean that we are not allowed to touch cadets. We are social beings and healthy respectful touch can be a great way to strengthen relationships. Handshakes, high fives, fist bumps, and appropriate hugs can be great - although it may be a good idea to ask permission first and allow cadets to set their own personal boundaries.
HIPAA/FERPA... What???

HIPAA and FERPA are separate but related policies that ensure cadets and their guardians have the right to control, within limits, who gets health and schooling information.

As a WYA Volunteer you are required to maintain confidentiality about their schooling and health history.

**HIPAA**
- Medical info = confidential
  - Includes:
    - Physical health
    - Mental health
    - Health history
    - Covid status
    - Medications
    - Etc.

**FERPA**
- School info = confidential

**BOTH**
- Ask your cadet or Case Manager for info directly
- We can’t share their health or school business with others

**Not sure what you can say to whom?**

**Always ask first**

What you learn, from any source, can only be shared with the cadet, guardian, and/or WYA staff. We can’t share their business. (And if we do, we risk damaging the relationship, they don’t want their business out in the open any more than we would want ours out there.)
Mandatory Reporting is a Washington State law and as a WYCA Mentor you are now a mandated reporter.

Mandatory Reporting is also something that can make people nervous because it sometimes feels like walking the line between SAFETY and TRUST. On one hand, cadets need to be safe, but at the same time, we don't want them to think we are violating their trust. That is why we can never promise to keep their secrets.

Cadets revealing reportable circumstances and events is a function of the trust they have in you and your relationship.

Cadets know about mandatory reporting, but they will forget.

When talking with others we often get a "sense" they are about to say something sensitive. If you get that feeling, this can be an excellent opportunity to pause them and remind them you are a mandated reporter. This sounds really awkward but can be as simple as “before you continue, I want to hear what you want to share with me. I value our relationship enough that I need to remind you I am a mandated reporter.” You can then invite them to continue or ask them if they remember what mandated reporting means. Either way, you are demonstrating respect by giving them choices.
What to report?

Abuse/Neglect

Mandatory Reporting covers any and all of the following:

► The cadet
► Siblings
► Friends
► Etc.

The age of consent for WA is 16. Washington does not have a close-in-age exemption (Romeo and Juliet law). There are no protections reserved for sexual relations when one participant is a 15-year-old and the second is a 16- or 17-year-old. The age of consent is raised to 18 and 21 when certain adults are involved, such as foster parents and teachers.

Emotional Abuse: A sustained, repetitive pattern of behavior that affects a child’s emotional development or sense of self-worth.
This can include:

► Constant criticism
► Threats
► Rejection
► Confinement
► Withholding love, support, or guidance

Neglect can be neglect of physical, emotional, or educational needs

A cadet’s participation in criminal activity must also be reported.
When & how to report?

When in doubt, always report!

Better to over report than risk a cadet to be in danger.

The report must be made at the first opportunity but not longer than 48 hours after you have a reasonable cause to believe that the cadet has suffered abuse or neglect.

Call 911 in an emergency

Call 1-866-ENDHARM for
24 hours, 7 days a week hotline

Questions that will be asked when you call:

► The name, address & age of the child.
► The name & address of the parent, guardian or custodian of the child.
► The nature and extent of the abuse or neglect.
► Any evidence of previous incidences.
► Any other information which may be helpful in establishing the cause of the child's abuse or neglect and the identity of the perpetrator.

You do not need to have all of the above information when you call to make a report. The more information you can provide, the better equipped the offices will be to assess the child's safety.
Abuse and neglect make people feel powerless. This feeling can be worse if your cadet didn’t mean to reveal reportable information. Suddenly they may worry that you will spill their secret. Often abuse includes threats of even worse happening if the child tells anyone. These threats can include bad things happening to other people, so children may be taught to believe keeping the secret (and being abused themselves) serves to protect someone else.

We have an opportunity to return a little of that power to them by giving them choices. The report will be made, but they can exercise some power on how the report is made. Some of the options include:

► They can make the call, with you either in the room or on the call for support.
► You can make the call as they listen on speaker, so they know exactly what is said.
► They can have you make the report without their involvement, and you can “report back” or not as they choose.
► There are other options as well. The only choice that can’t be on the table is no report being made (or them reporting solo, because they won’t make it).

Allowing them to choose how the report is made has several benefits:

► It returns a degree of power and choice back to the cadet.
► Demonstrates respect for the cadet and their ability to make good decisions.
► Builds the relationship and trust between you.
► Provides an opportunity to increase communication and work through a difficult situation.
► It increases the sense of team and decreases isolation – a hallmark of abuse and neglect is isolation – having secrets is lonely. It can be a relief to learn they do not need to carry the burden alone.
What to Know About ACEs

ACEs stands for “Adverse Childhood Experiences.”

Please make sure you watch the short video, "ACES Primer"

https://youtu.be/ccKFkcfXx-c

The ACEs survey follows. Please answer the 10 yes/no questions yourself to find your ACEs score.

ACEs Questions

Before your 18th birthday, did a parent or other adult in the household often or very often...

1. Swear at you, insult you, put you down, or humiliate you? Or act in a way that made you afraid that you might be physically hurt?  
   Yes ☐  No ☐

2. Push, grab, slap, or throw something at you? Or ever hit you so hard that you had marks or were injured?  
   ☐ ☐
ACEs Questions

Before your 18th birthday...

3. Did an adult or person at least 5 years older than you ever touch or fondle you or have you touch their body in a sexual way? Or try to or actually have oral, anal, or vaginal sex with you?

4. Did you often feel that no one in your family loved you or thought you were important or special? Or your family didn’t look out for each other, feel close to each other, or support each other?

5. Did you often feel that you didn’t have enough to eat, had to wear dirty clothes, and had no one to protect you? Or your parents were too drunk or high to take care of you or take you to the doctor if you needed it?

6. Were your parents ever separated or divorced?

7. Was your mother or stepmother often pushed, grabbed, slapped, or had something thrown at her? Or sometimes or often kicked, bitten, hit with a fist, or hit with something hard? Or ever repeatedly hit over at least a few minutes or threatened with a gun or knife?

8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?
ACEs Questions

Before your 18th birthday...

9. Was a household member depressed or mentally ill or did a household member attempt suicide?  
Yes ☐ No ☐

10. Did a household member go to prison?  
☐ ☐

Every “yes” counts as an ACE

ACEs & Private Logic

- Aces are experiences
- Experiences create our private logic

Private logic
- How you view yourself, others, and the world around you.
- It’s like an invisible backpack that you carry around.

Our cadets average almost 3 ACEs, with some individuals reaching 9 and 10. Did you tally your ACEs? What was your score? How might that have impacted your private logic?
Private Logic

What goes in the backpack comes out as behavior.

ACEs (or lack of) create our Private Logic

If our cadets’ lives have been filled with fear and anger their private logic will be consistent. They will see themselves as scared and powerless, others will not be trusted, and the world to them will be a place of constant struggle.

If their lives have been filled with comfort, connection, and love our cadets’ logic will be consistent. They will see themselves as capable, valued, others will be consistent and safe, and the world will be filled with opportunities and hope.

Private logic makes unexpected behavior 100% rational to the individual in the moment.

We cannot use logic to reason with someone who is reacting emotionally. Cadets who are emotional will need help calming down before they can hear and process reason again. Even when calm, they may or may not be able to understand their private logic isn’t always aligned with a wider reality.

Our long-term goal as mentors is to help fill their backpacks with new experiences and perceptions, to help them create a new, more supportive, community-based realities.
Wrapping it Up

All WYCA Policies boil down to **Respect** and **Safety**

Mandated Reporting is nothing to be afraid of. If you aren’t sure it needs to be reported, call or text your Case Manager. If a report needs to be made, it’s an opportunity to help the cadet build resilience and take some power back. Give them the opportunity to guide how the process will happen. These conversations demonstrate to the cadet that scary and even overwhelming situations can be navigated and they are not alone.

Many of our cadets have experienced negative situations that have impacted their brain development and affected their view of the world. Understanding they are impacted, even if they haven’t shared how, can help put their behavior and choices in perspective.

Working with teenagers is both an immensely rewarding and frustrating journey. Growth can happen in fits and starts, and far too often we may wonder if it’s happening at all. Please know, even when you think nothing is happening and you are wasting your time, they are watching. What we may be doing in those “nothing’s happening” moments is we are planting seeds. Some seeds take longer to sprout than others. Be patient. Be persistent. Show them they can count on you.