

## Brandon

*19 yrs old, Black/African American*

### **GOALS**

Finish high school, go to college or trade school. Start a business someday. For now, get out of jail and go home to see daughter.

### **PRIORITIES**

Family and providing for two-year-old daughter. Safety for self and family.

### **STRENGTHS & SKILLS**

Connecting with others. Resourceful, ambitious, charismatic, and resilient.

### **EDUCATION & CAREER**

Completed 10th grade; working on a high school diploma.

### **FAMILY**

Raised by grandparents. Father was killed. Mother struggles with drug addiction.

### **LIVING SITUATION**

Incarcerated at DC jail (pre-trial).

## LOOKING CLOSER

**Being a father:** "Having a kid when you're still a kid makes you think you're grown all of a sudden when you actually haven't had a chance to grow up yet?"

**Family experience growing up:** "A lot of us come from broken homes and no male role models. There is so much trauma. It makes you think the abnormal is normal?"

## Facilitation Questions:

1. Brandon seeks to finish high school. What options can be made available to him and others like him to access accelerated degree completion and postsecondary education and training during incarceration?
2. How might education, training, and social service programming in the DC jail and other secure facilities connect to further programming and services upon return to the community to better ensure continued progression, opportunities, and support?
3. How might resources and opportunities for Brandon and others like him take into consideration parenting responsibilities and the needs of young children as well?

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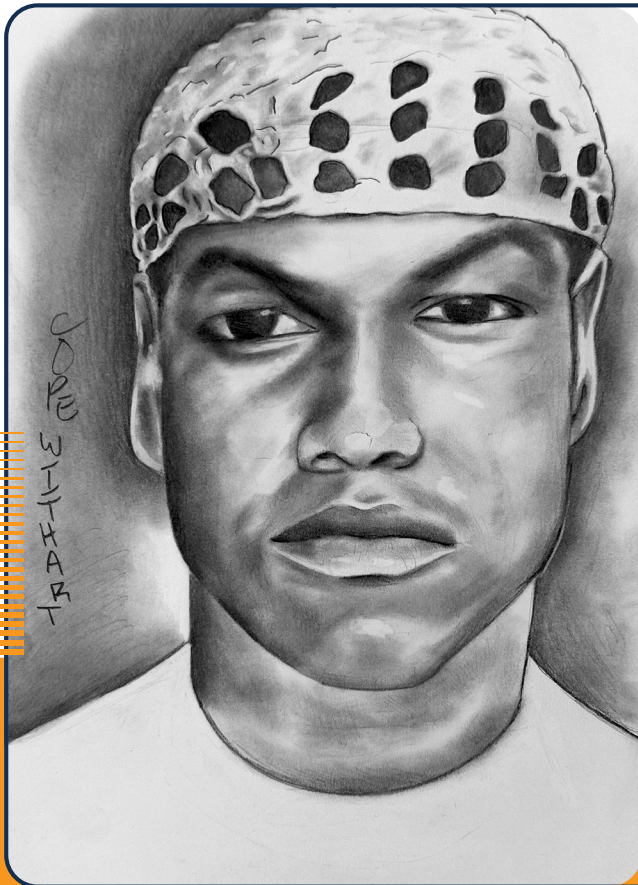
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## Donté Benjamin

*19 yrs old, Black/African American*

### **GOALS**

Complete high school. Get a commercial drivers license.  
Get a good, stable job. Survive.

### **PRIORITIES**

Be a good dad, provide for family. Be respected. Practice Islamic faith.

### **STRENGTHS & SKILLS**

Intuitive, resilient, funny, loyal, kind to family. Good with numbers, money, words, and poetry. Outgoing, likable.

### **EDUCATION & CAREER**

Special education student. Summer Youth Employment.

### **FAMILY**

Raised by grandmother and young father, who is now incarcerated.  
Mother has an addiction.

### **LIVING SITUATION**

Sometimes stays with child's mother.

### **IDENTITY & EXPERIENCES**

Shot at age 15. Friends killed. Pending adult case.

## LOOKING CLOSER

**Special education label:** "It may just be a learning disability or not being able to sit still. How can you assess someone as special needs when you don't know what they've gone through?"

**Friends being shot:** "When we experience friends being shot, it pushes us further into the street. It's hard at a young age to know how to overcome that."

## Facilitation Questions:

1. Donté wants to be a good dad. What kinds of support and mentorship might help him and others like him in becoming the type of father that he and others seek to be?
2. Donté and others like him have experienced trauma that has gone untreated. How can space be created for Donté and others like him to address and work through such trauma?
3. In the event that Donté gets transferred from the DC jail to the Federal Bureau of Prisons (BOP), what services can be prioritized at the DC jail to better position him for employment, stability, and community contribution upon release? How might ongoing mentorship during a potential stay at the BOP provide continued support?

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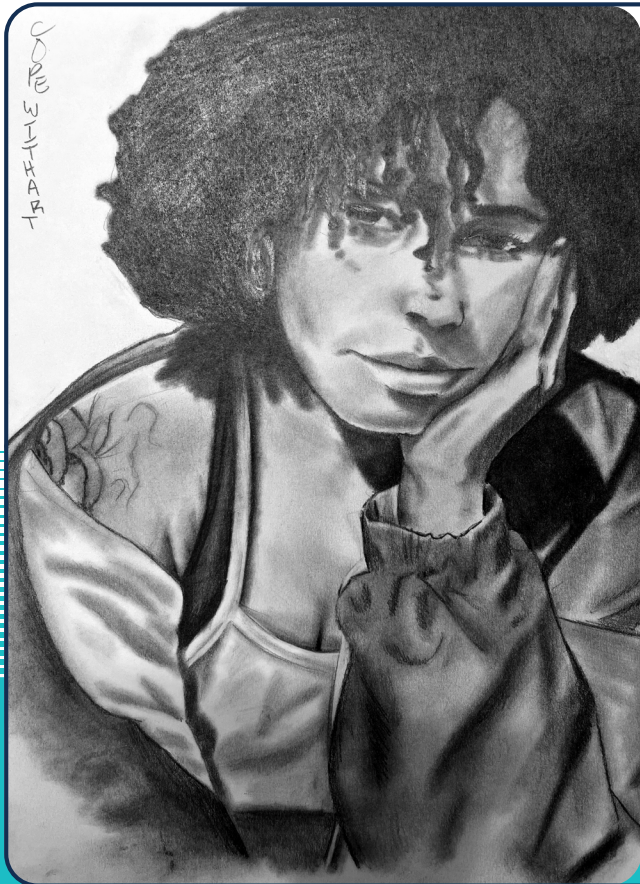
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## Hope

*20 yrs old, Afro Latina*

### GOALS

Have a permanent job with benefits. Buy a house in a better neighborhood. Give child access to a better school. Own a business.

### PRIORITIES

Time with family and community. Safety, stability. Future opportunities for child.

### STRENGTHS & SKILLS

Great mother and sister. Excellent worker, self-starter, strong financial literacy and budgeting skills. Natural leader and creative.

### EDUCATION & CAREER

Graduated high school, has worked in a daycare for two years.

### FAMILY

Has a child and a 12-year-old brother.

### LIVING SITUATION

Apartment in Shaw (where partner grew up).

### IDENTITY & EXPERIENCES

Struggles to find and pay for aftercare for child while working full-time. Arrested and diverted two years ago.

## LOOKING CLOSER

**Being a young mom:** "Mothers want to give their kids the life they didn't have. They want kids to have stability."

**Not having parents of her own:** "Without having parents, how do we as young parents know how to conduct ourselves?"

## Facilitation Questions:

1. Hope feels that she is surviving, not thriving. How can Hope and others like her better connect to available resources to achieve a greater sense of stability and support?
2. Hope has marketable skills and aspirations to be more. How might Hope and others like her build on existing skills, strengths, and achievements to achieve career goals?
3. How might resources, such as mentorship, career and education pathways, childcare, and support from a peer network, enable Hope and others like her to go from surviving to thriving? Are there other resources that can better enable Hope to achieve her dreams?

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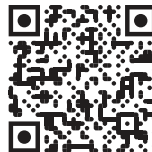
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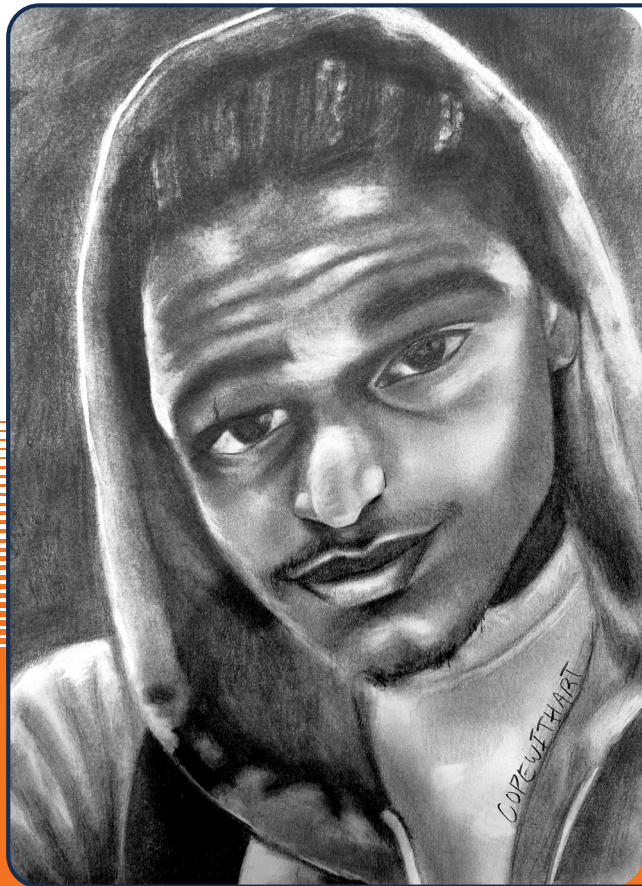
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## Calvin

*20 yrs old, Black/African American*

### **GOALS**

Become a first generation college student at an HBCU. Stay alive.

### **PRIORITIES**

Family - younger siblings, newborn baby. Friends, community, and employment.

### **STRENGTHS & SKILLS**

Good at sports, physically active. Resilient, mentally strong, hopeful, loyal, “street smart,” and good communicator.

### **EDUCATION & CAREER**

Special education student. Summer Youth Employment.

### **FAMILY**

From a single parent household.

### **LIVING SITUATION**

No stable housing; couch surfing.

### **IDENTITY & EXPERIENCES**

Victim of crime; trauma exposure.

## LOOKING CLOSER

**Goals and hopes:** “We didn’t come out of the womb wanting to be drug dealers or killers. We grew up wanting to be firefighters.”

**Friends:** “We think we need to be respected when we just need to be ourselves. We tend to get that mixed up. Also, fear of leaving our friends behind is a big factor that keeps us where we are.”

## Facilitation Questions:

1. Calvin seeks more education but doesn't know how to achieve that goal and worries about leaving his friends behind. What options can be created to provide a supported opportunity with a peer group to pursue education?
2. How can Calvin and others like him get connected to resources that will support his family and take into account his role in providing for his siblings and baby?
3. Sports play a big role in Calvin's life. How can sports serve as a launching pad to other opportunities, such as training to become a mentor and/or coach for youth in DC?
4. Calvin is frustrated that supports are only available after incarceration. How might resources be targeted towards a broader population to support those who are system-impacted and those at risk of becoming so?

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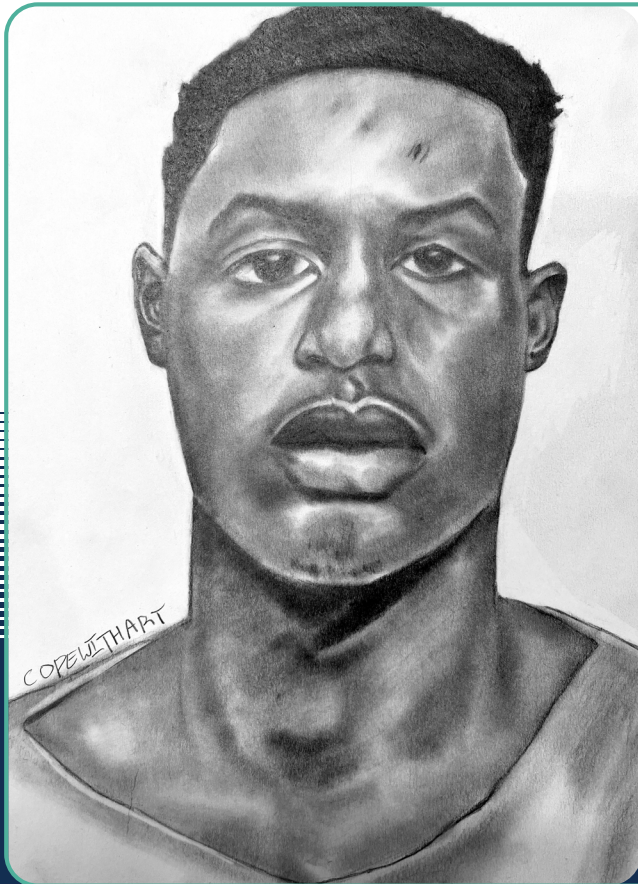
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## Delonte

*21 yrs old, Black/African American*

### GOALS

Be an entrepreneur in a delivery business and support the elderly.

### PRIORITIES

Buy a home in DC and be in a safer neighborhood.

### STRENGTHS & SKILLS

Kind, caring, empathetic. Innovative, responsible, respectful. Ambitious, academically proficient, and resourceful.

### EDUCATION & CAREER

Completed GED, Summer Youth Employment, informal community helper.

### FAMILY

Aging parents, is the 2nd oldest child.

### LIVING SITUATION

No stable housing. Goes from one friend's couch to another for a few weeks at a time.

### IDENTITY & EXPERIENCES

Recently released. Introverted but motivated.

## LOOKING CLOSER

**Strengths:** "Our strengths are good, but we may not know how to use them in a positive way."

**Identity and experience:** "It can feel like we are already locked in the system. We have the tools to destroy ourselves. All this can deter us from high school and college or being around those who are in school. It is hard to know that it is okay to be different and to be yourself rather than following someone's wrong action."

## Facilitation Questions:

1. How might Delonte and others like him learn more about and access entrepreneurship opportunities, community service, and home ownership pathways in a way that helps move him and those like him toward such goals?
2. How might a stable living environment enable Delonte to capitalize on his strengths and motivation to learn and do more? What policies can DC put in place to support Delonte and others like him?
3. How can we better understand what Delonte and others like him need to feel safe? What can be done to enable him and others like him to be safe?

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