

University of Washington Tacoma

UW Tacoma Digital Commons

MSW Capstones

Social Work & Criminal Justice

Spring 3-13-2022

Garage - A Youth & Young Adult Program

Dana Marklund
jagochmusik@gmail.com

Hillary Mower
Mowerhe@uw.edu

Follow this and additional works at: https://digitalcommons.tacoma.uw.edu/msw_capstones



Part of the [Counseling Commons](#), [Health and Physical Education Commons](#), [Social Justice Commons](#), and the [Social Work Commons](#)

Recommended Citation

Marklund, Dana and Mower, Hillary, "Garage - A Youth & Young Adult Program" (2022). *MSW Capstones*. 38.
https://digitalcommons.tacoma.uw.edu/msw_capstones/38

This Masters Capstone Project is brought to you for free and open access by the Social Work & Criminal Justice at UW Tacoma Digital Commons. It has been accepted for inclusion in MSW Capstones by an authorized administrator of UW Tacoma Digital Commons. For more information, please contact taclibdc@uw.edu.

The Garage

Dana Marklund & Hillary Mower

University Of Washington, Tacoma

TSOCW 533 A - Advanced Integrative Practice II

Professor JaeRan Kim, PHD, LICSW

March 13, 2022



Photo Credit: Getty Images

Table of contents

Acknowledgments.....	3
Mission Statement.....	4
Abstract.....	5
Project Proposal	6-12
About The Garage	13-15
Garage Schedule	16
Organization	17-19
1) <i>Organizational chart</i>	2) <i>Positions - Roles & Responsibilities</i>
Activities.....	20-21
Case Management.....	22
Community Partner Programs.....	23-24
a. <i>Safe Harbor Recovery Center – Beacon of Hope (SUD TX)</i>	
b. <i>Discovery Behavioral Healthcare (SUD & MH counseling)</i>	
c. <i>Believe In Recovery (SUD, TX)</i>	
d. <i>Recovery Café (Peer based program of sobriety ages 18+)</i>	
e. <i>Empowered Teens Coalition (Prevention)</i>	
f. <i>New Port Academy (SUD, MH impatient)</i>	
g. <i>Café Oasis (Youth SUD, Casework, shelter for homeless youth)</i>	
h. <i>Jefferson Health Care (insurance & medical services)</i>	
Planning (Phase I)	25-26
References.....	26-28
Appendices	
1) <i>Org. chart</i>	3) <i>Data collection</i>
2) <i>Budget</i>	4) <i>Logic Model</i>
	5) <i>Survey (Part I & II)</i>
	6) <i>Incident policy</i>

Acknowledgements

The Garage would like to acknowledge that the land we live upon in Jefferson County belongs to the S'Klallam Tribes. The land that The Garage is hoping to acquire, in Chimacum, is on the traditional lands of the S'Klallam Tribes. The Garage would like to acknowledge the history of genocide, dispossession and forced removal of indigenous people. This statement, and acknowledging this, is tiny part of taking responsibility, therefore The Garage would like to ask of you to join us in our commitment to actively support and working toward justice for indigenous people.

Before officially starting this program, The Garage will contact the local tribes to ask for permission to open this place of healing on their land. If we get a yes, we will inquire if The Tribe would bless it.

As a graduate student in the MSW program at University of Washington Tacoma, nearing completion I would first like to express enormous gratitude to my husband Eric and daughter Jenny for being so incredibly patient and understanding during this time in graduate school. Secondly, I would like to acknowledge my fantastic cohort, the amazing local stakeholders Betsy Hart, Tami Robocker, Shu DeLapp, Annie Lovato, and my mentor Terri Roper, for guiding the creation of this program. Thank you very much, without you, I would not have been able to realize the extent and detailed needs of our local youth. It is my hope that The Garage will be able to support, heighten youth resilience, and increase their passion about the future without substance, use because they feel good about themselves and feel supported by their community. Lastly, thank you to my friends & family who have stuck with me even when I have been so unavailable for so long.

~ Dana Marklund

I would like to acknowledge my stakeholders, Marie Preftes-Arenz, Robert, Sullivan, and Charlene McPherson for assisting in providing information that has helped to guide the development of this program; your knowledge helped to provide insights into our community that were beneficial in creating a program that can meet the needs of our society's youth. I am hopeful that this program can provide an important resource that helps to address the needs of the youth in our communities.

Further, I would like to thank my peers in this program for their support and their individual knowledge throughout this program, you all helped make a program spontaneously transitioned into a remote format nobody was prepared for manageable.

~ Hillary Mower

The Garage Mission

Mission Statement:

Our mission is to empower youth engaging in substance use and prevent youth from the use of substances, by providing them a safe and supportive environment that will aid them in obtaining knowledge around substance use and community resources to reduce the likelihood that they will start or continue to use substances in the future.

Abstract

Substance use continues to be on the rise in our communities. To reduce substance use in our communities, “The Garage” would be a beneficial agency to implement. The Garage is a youth program that will provide youth with a variety of resources to support them and to meet their needs. The primary goal of The Garage will be to provide support to youth affected by substance use by engaging with youth both struggling with their own use and youth struggling with family or a friend’s substance use. All youth, at the Garage, will be provided support, case management, and referrals to community resources and services as needed. To further support the achievement of The Garage’s goals, The Garage will be open seven days a week to promote accessibility for our local youth. To further promote accessibility to youth, and to help promote a supportive and comforting environment, The Garage will provide fresh food daily, snacks, showers, and internet to all attending youth. The Garage hopes to provide a safe and supportive environment where youth feel both empowered and comfortable to ask staff for help. In addition, The Garage will provide support groups, one-on-one support, educational classes, and vocational opportunities.

Project proposal

Description of project

Needs Statement:

Youth struggling with their own substance use or others substance use, need knowledge surrounding community resources and substance use to decrease the likelihood to start or continue to engage in substance use.

Population served:

The Garage will be serving the 12–20-year-old population residing in Jefferson County in Chimacum, Washington. The Garage intends to promote inclusion and welcomes individuals of all cultures, sexes, and beliefs to engage in activities and services provided by the Garage. The Garage will promote inclusivity and will make efforts to ensure all individuals of various cultures, backgrounds, and sexual orientation feel welcome and feel supported and thrive.

Theoretical orientation:

Research theories have been utilized to develop The Garage. One of the theories The Garage relies on is the Ecological Theory which describes how a person's development is impacted by their environment. Another theory utilized by The Garage is self-determination theory that explains how people are motivated to grow and change when their needs for autonomy, competence, and relatedness are fulfilled.

When working with youth, efforts need to be made to understand the impact youth's environments can have on them. The Garage will take the youth's environment into account to determine how staff can most successfully interact and support youth in their decision and ability to refrain from substance use. This information will also be utilized to assess how youth approach their problems and interact with their peers.

Presently, it is acknowledged that substance use amongst teenagers is impacted by peer and family influence (Duff et al., 2011).

The self-determination theory supports The Garage's utilization of motivational interviewing. Motivational interviewing will promote youth to find their own motivation to make positive behavior changes by utilizing adequate listening skills to express empathy and support self-efficacy (Ivey et al., 2016). The Garage emphasizes the importance of this practice and believes it will be beneficial in ensuring youth feel supported as they navigate away from substance use.

Initial introduction of proposed intervention:

The Garage is a program dedicated to empowering youth, especially youth that have chosen to utilize substances. By empowering all youth, The Garage hopes that youth feel supported while learning healthy coping mechanisms and substance use prevention tools. The Garage will help youth by providing a safe, supportive environment that will aid them in obtaining knowledge around substance use and community resources to help support them. In addition to providing youth a safe and supportive environment, The Garage will provide youth food, activities, classes, and case management. Efforts will be made to help youth build healthy relationships within their community by providing staff & peer support and pro-social activities.

Values and ethical considerations:

The Garage demonstrates social work ethics and values according to the NASW Code of Ethics. The Garage attempts to help address the social problem of substance use, by making efforts to help youth engaging in substance use learning new coping tools. The Garage will make efforts to demonstrate inclusivity by attempting to ensure everyone feels welcome.

The Garage will further demonstrate NASW Code of Ethics by ensuring that the inherent dignity and worth of youth participating in the program is respected. Employees at The Garage will promote self-determination when working with clients while assisting them with identifying individual goals. Employees will also demonstrate cultural humility when working with clients.

Background of topic

Substance use has been a prevalent issue in our society that has resulted in debilitating and life-threatening consequences for centuries. The misuse of drugs is associated with health and social problems including victimization, transmission of HIV, homelessness, mental distress, and incarceration (Buttram & Kurtz, 2016; Daley, 2013; Mowbray & Scott, 2015; Wilson & Dorn, 2016; A social work perspective on drug policy reform, n.d.). Poor health, increased suicide attempts, deficits in psychosocial functioning, and a low quality of life are also associated with substance abuse (Mowbray & Scott, 2015; Bahorik et al., 2015). Substance use can also have a negative impact on a person's family system by individuals enduring an emotional burden, economic burden, relationship distress, family instability, and negative effects on developing fetus and children (Daley, 2013). A large group of individuals within society struggle with substance use.

Cognitive-behavioral therapy is a method of treatment that has shown to be effective in addressing substance use (Windsor et al., 2015). This form of treatment helps teach individuals effective coping strategies while aiding them in identifying situations that may trigger substance use (Windsor et al., 2015). Cognitive-behavioral therapy also helps individuals alter their assumptions, beliefs, and thoughts that may be correlated to their substance use (Windsor et al., 2015).

Peer support is another method of treatment for those struggling with substance use (Scannell, 2021). Peer supports provide psychosocial supports and life skills, coaching, mentoring, advocacy, assistance with community reintegration, and encouragement (Scannell, 2021). Overall, this method of treatment has been empirically shown to produce positive outcomes for individuals struggling with substance use including

reduced substance use, fewer admissions to hospitals, increased connectedness to community resources, and increased participation in services (Scannell, 2021). Individuals that utilize peer support have also reported increased hope, increased coping skills, increased self-esteem, and an increased ability to navigate recovery (Scannell, 2021).

Employment in child welfare allows individuals to observe how substance use impacts our population. Substance use doesn't only impact adults in our society, it also impacts youth. A variety of programs have been developed to provide case management for parenting women struggling with substance use; services for adults struggling with substance use to meet with peers and be provided support; and treatment for all ages struggling with substance use. Despite a variety of programs available, it is apparent the lack of programs available to provide youth engaging in substance use with support and case management; efforts should be made to make substance use services more youth friendly with welcoming service providers that exhibit appropriate counseling and communication skills and utilize innovative and individualized approaches (Hawke et al., 2019). Due to the lack of resources present in our community, a resource like The Garage would greatly benefit the youth in our society.

The Garage benefits from utilizing research regarding youth involved in substance use being to inform practice and procedure. Research has indicated that youth, especially youth of color, avoid seeking help due to stigma around youth mental health (Thompson et al., 2020). To help support the engagement of youth in treatment, a social media campaign utilizing movie theaters, web advertising, media, and events was developed to combat mental health stigma (Thompson et al., 2020). Overall, the social media campaign utilized resulted in improvements amongst youth's engagement in treatment (Thompson et al., 2020). The social media campaign also demonstrated the importance of advertisements attending to the cultural characteristics of youth (Thompson et al., 2020).

Advertising/Marketing plan

The Garage will utilize social media to help promote The Garage. Social media will help to bring The Garage to the attention of youth while promoting youth's desire to visit and engage in services at The Garage. Social media will also help portray The Garage in a positive light providing education to the community about the services The Garage provides.

The Garage will utilize social media sites that are regularly frequented including Facebook, Twitter, Instagram, and TikTok. The Garage will target youth with their social media posts by following appropriate and positive trends and developing videos surrounding these; the videos will promote outreach and will increase youth interest and awareness of the program. Amongst videos following social media trends, The Garage will also provide videos of youth and program employees, and parents talking about their experiences at The Garage; all individuals participating in these videos will be encouraged to discuss their life stories and how The Garage has impacted them. The Garage will also utilize Facebook and Twitter to provide educational resources to the community along with information to answer communal questions about The Garage's mission and services.

Evaluation plan

The Garage will primarily utilize mainly use surveys to collect data and analyze if The Garage is meeting their goals. Outcomes The Garage is hoping to achieve include improved resilience/emotional well-being, if they are depressed, and improved knowledge of treatment of substance use. Indicators used to demonstrate improved emotional well-being and resilience will include youth consistently following their case plan instead and youth feeling supported by others. Indicators used to demonstrate improved knowledge of treatment of substance use will include you knowing what to do for prevention and youth understanding treatment of their condition. Positive change in survey items correlated to these indicators will help to demonstrate that outcomes are being achieved. The same survey will be utilized and provided for youth to complete the first day they are at The Garage, three months after youth have been present at The

Garage, six months after youth have been present at The Garage, and if youth choose to stop attending The Garage. The survey will be provided to youth by staff who will observe the youth taking the survey on a program computer. The survey will help to demonstrate how youth engaging in services through The Garage change over time and whether youth are benefiting from the services provided; the survey will also help The Garage grow and make changes to help ensure their client's needs are being met. The survey utilized will demonstrate both validity and reliability. To demonstrate content validity, the survey's questions will be representative of the items they are designed to measure. To demonstrate reliability, the same survey, consisting of questions related to youth's emotional well-being, feelings of support, improved knowledge around substance use, and prevention of substance use will be utilized throughout youth's engagement in the program. Reliability will also be inherent due to an employee monitoring the youth taking the survey in a private setting.

Risk/opportunities

The Garage will provide youth with a supportive, comforting environment where they can engage with peers and other individuals to build relationships, receive education around substance use, and obtain resources regarding substance use etc. Youth utilizing The Garage will benefit from having a safe environment that will promote youth engaging in healthy relationships with sober peers and staff members that will help empower them to make positive decisions. Pro-social activities and educational presentations will further help support youth and additional support will be provided through one-on-one engagement with staff. Staff will also support youth with case planning and help them navigate services and resources within the community. Further, The Garage will also provide youth with the benefit of hot meals, snacks, internet connection, a place to study, personal hygiene products and much more.

The Garage will face potential barriers that could arise and negatively impact successful implementation. The initial barrier The Garage could face occurs in implementation as the community may not be receptive to this program due to stigma surrounding substance use. The Garage also may struggle

with being a successful program if youth using substances utilize The Garage to connect to other youth using substances and, as a result, an increase in substance use amongst the population utilizing services. The Garage may additionally struggle with youth attendance due to lack of transportation, or parents not being in support of their youth attending. Negative attention by community individuals, both youth and adult, may further pose as a barrier to The Garage's ability to be successful.

The Garage could face liabilities as a substance use program designed for youth. One of the liabilities that is inherent with this program is the possibility of youth being under the influence. Preventing entry to youth that are high or intoxicated could be problematic, due to substance use health risks, yet there will be rules of being sober. Another liability that The Garage could face relates to the possibility of youth giving other youth substances at The Garage.

The Garage will need to interact with the community to be successful in delivering services to youth. The Garage will need to promote itself in a positive light, clearly demonstrating the mission to reduce substance use amongst youth within the community. Without positive promotion, the public may demonstrate negative reactions to The Garage inheriting a perception that The Garage is promoting substance use amongst youth. Interacting with the community and addressing communal concerns can help promote positive relations and perceptions amongst the community. The Garage will also need to promote collaborative relationships with the present resources currently available in the community/area.

About The Garage

Program Description

The Garage - A Youth program of support, prevention & intervention

The Garage is an inclusive non-profit program offering a safe place for youth between ages 12 – 20 before, after school and on weekends. At The Garage, youth can get support around substance use, whether they themselves, their family member, or their friend is using substances. Referrals and services will be provided to these youth and will include case management and group sessions in a sober environment. Youth will also be able to receive help with homework; job searching and job applications; and connections to other community programs and general support.

The Garage is a drop-in center where a youth can become a member. Every time a youth enters The Garage they will be asked to sign in, for tracking purposes. Initially, youth will meet with a counseling ally or case manager who will provide support as requested by the youth. When joining The Garage, youth will be asked to fill out a confidential survey. Youth will later be asked to complete this same survey every three months and when they exit the program. Surveys will be utilized to help The Garage determine if they are adequately meeting the needs of the youth engaged in their program and achieving their desired goals.

The Garage will be located at a location that is lacking safe places for youth to spend their free time. The Garage hopes to be a place where some basic needs can be met when or if they are not met elsewhere; one basic need The Garage hopes to meet daily includes food insecurity. The Garage staff takes pride in advocacy, being inclusive, striving for justice, and welcoming all youth.

The Garage Guidelines

The Garage will have guidelines that youth will be requested to follow. Guidelines include:

Be sober, be kind, show respect, support others, listen, because everyone deserves to be heard, cared for, and respected. Being sober for 24-hours is a hard rule and boundary. These guidelines are to be updated with youth as The Garage gets going. *See appendix 5 for detailed rules.*

The overall goal of the Garage is to create a community program where youth feel safe, a place where youth can build trust, learn coping tools that can prevent substance use, support youth in finding vocational passions via our educational classes, pro-social activities, groups, case management and thrive towards a bright future.

Existing youth programs of inspiration

Café Oasis

Since 1997 Café Oasis has maintained a youth program that offers a safe place for youth and young adults to learn and grow. Café Oasis offers fun activities and classes at their drop-in center for youth 13-25 that need someone to listen to them or if they are experiencing a crisis. Café Oasis has a 24/7 text service for youth to learn about activities and classes; this text service also supports youth when they are experiencing a crisis. For sustainability, Café Oasis sells coffee, and all their proceeds goes to the youth programs.

The Recovery Café

The Recovery Café describes itself as “a recovery community program based on the belief that everyone deserves love and belonging and where we foster a beautiful, safe, warm, drug-and-alcohol-free space for everyone” (Jefferson County Recovery Café, 2021)

The Recovery Café is for adults ages 18+. The Recovery Café believes that everyone is in recovery from something. At The Recovery Café, people can receive a meal twice a week; they can also engage in recovery circles. When someone becomes a member to The Recovery Café, they commit to signing up and attending recovery circles consistently for a year. The Recovery Café utilizes volunteers that help connect

members to someone who will listen to them; services; meals; and recovery circles. The Recovery Café also has café-companions who are available during meal or coffee times to connect and listen to attendees. The Recovery Café also collaborates with the YMCA who offers free showers to everyone on the days of meals. The Recovery café is a side project from the Dove House, a domestic violence shelter and service center.

Garage Youth Program

The Garage Youth Program is for students to have an opportunity to get support from both peers and staff with homework. The staff helps youth with homework and provides youth other activities to engage in the teach them vocational skills, engage them in socialization with peers, and provide recreation.

The Garage Youth Program's staff is passionate about youth, education, justice, equality, and grace with a goal to walk alongside youth, and to "love them fiercely regardless of their circumstances" (Garage Youth Center, 2022)

Garage Schedule

OPEN HOURS

Showers – Hygiene items – Food to go – Laundry – WIFI is available when open!

The garage will be open 7 days a week

Weekdays, Monday to Friday, from 7AM to 7PM

Weekends, Saturday and Sunday, from 11AM – 7PM

Youth are welcome to The Garage before and after school; The Garage will indicate preference for youth enrolled in school to not attend during school hours while supporting youth not enrolled in school with education and employment; ongoing efforts, including referrals to educational advocacy programs, will be made to encourage youth to return to school as appropriate.

7AM – there will be breakfast snacks available & hot tea, chocolate & coffee

2:45 PM/AFTER SCHOOL – Snacks & Soup + drinks will be offered until 7PM

Monday – Friday 3:30PM – 4:30PM homework only

Group/Educational/Vocational classes

5PM - Monday - Wednesday – Friday

Mondays:

Substance use education

Wednesdays:

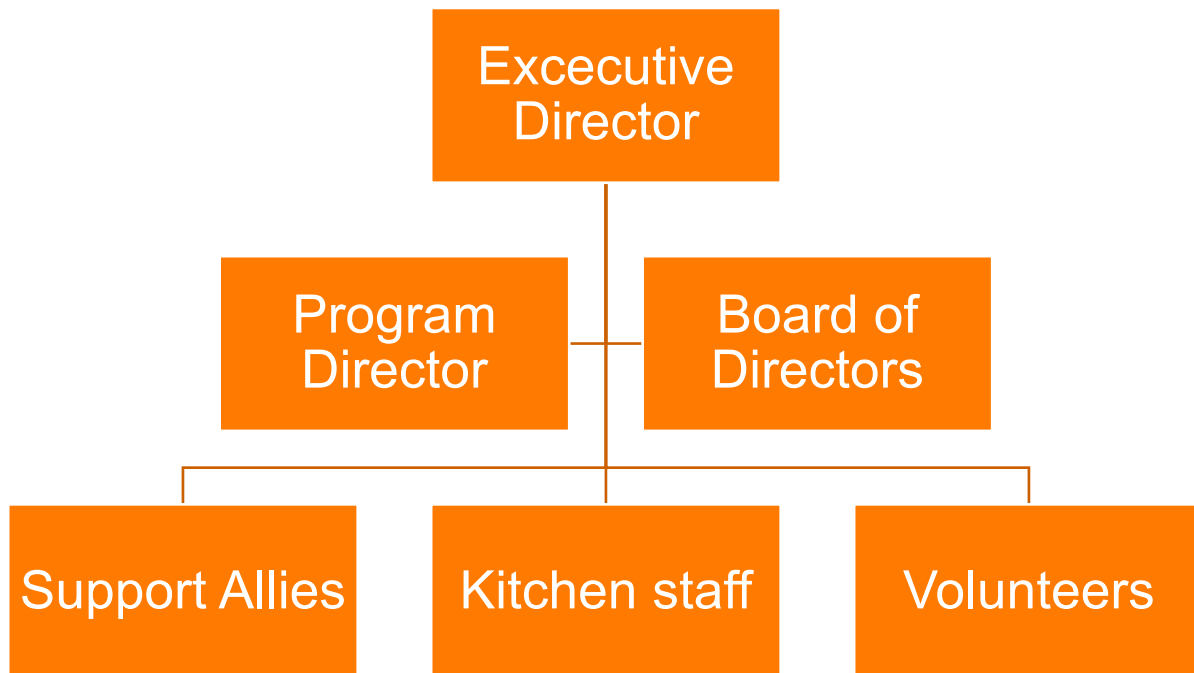
Vocational training/community business connections

Fridays

Health – youth or staff decides

Organization

Organizational chart



Why the above organization?

Based on the stakeholders feedback The Garage is organizing The Garage program's board to include as many community organizations & schools as possible with opportunities to connect during board meetings to best make sure there is communications in-between professionals and organizations and schools to best make informed decisions regarding how best support our local youth and make them thrive and live to their full potential.

Positions & Roles

Employees will include the CEO/Executive director, Program director, and support allies in addition to a volunteer board of directors and youth/peer volunteers. All staff are or will have been trained in trauma and LGBTQ+ informed care, CBT, Motivational Interviewing, multicultural competencies following the RESPECTFUL model, positive psychology (encouraging optimism & resilience), strength-based approach, case management, and planning, suicide prevention and crisis intervention.

Roles and Responsibilities

The Executive Director & CEO - of the agency will work part-time and responsibilities are:

- Daily operations – overseeing all aspects of The Garage
- Legal, and fiscal compliance
- Develop policy and procedures
- Supervise the Program director
- Fundraising and a minimal part of community networking
- Create training manuals for staff
- Continue to design new developments of the Garage
- Directly strategize the direction of enhancement of the program to best support local youth.

The Program Director - will work full-time with The Garage with these responsibilities:

- Program implementation
- Program analysis, and evaluation
- Coordination of program services, classes and activities relating to youth's needs and social problems while protecting youth welfare.
- Finding professionals in the community to do educational presentations
- Staff supervision including volunteers
- Writing reports
- Community networking
- Ensuring that the program is running according to policy and procedures
- Support all staff and youth

The Support Ally's/Counselors – responsibilities are:

- Working directly with the youth providing counseling
- Case management
- Support youth
- Connect youth with appropriate services
- Assist youth with finding ways to get their basic needs met
- Work closely together with the program director
- Plan and carry out prosocial activities
- Conduct educational and vocational and groups
- Coordinate volunteers

Kitchen Staff – responsibilities are:

- Cooking meals (soup) daily
- Make sure there are snacks available for youth
- Interact with youth
- Support, teach, show youth how to be passionate about food and nutrition
- Order food
- Stock food & snacks
- Prepare food
- Be current on food workers permit

*For phase II – The Garage hopes to have nutrition and cooking classes for youth. The Garage hopes to obtain approval for a drive-up window for sale with soup and coffee. Youth will be encouraged to volunteer for working the drive-up window to obtain job experience. This drive-up window will additionally support the sustainability of The Garage.

Volunteers – responsibilities are:

- Support youth helping and support them with homework and other tasks
- Work closely with program director and assist program director when instructed
- Demonstrate active listening and problem-solving skills
- Complete all duties as assigned
- Act as role models & take pride in your work
- Encourage youth participation in program groups, and services
- Observe The Garage rules and safety regulations
- Contact the Program director if there are any issues of medical, behavioral, or emotional nature
- Support Counselors and kitchen staff when needed

Board of directors – an executive committee that is made up of community stakeholders and community members that is willing to put local youth first. Responsibilities are:

- Naming future executives for the program
- Supervising the garage activities
- Monitoring the success of the program
- Approving major purchases
- Working closely with both the Executive and Program director to protect the quality of the program.

ALL STAFF - Always making sure the garage is a safe, sober, and supportive space where youth can build trust and thrive.

Activities

ONE-ON-ONE ACTIVITIES

Peer/mentor-youth matching activities – for building healthy relationships

Case Management – for individual support

School/Volunteer Tutors/homework support – for success with school

GROUP ACTIVITIES & EDUCATIONAL GROUPS

Below are activities and educational groups that relate to community partnerships & local business collaborations – different types of vocational trainings

PREVENTION/RECOVERY GROUP – The Garage will provide support and educational substance use based groups weekly for youth intended to provide support and guidance around their own or other's substance use.

ART – The Garage will provide opportunities for youth to do art, as a group and individually. The Garage will invite local youth to help with a mural on the building with the help of a local artist. The Garage will contact the local art school to request the assistance of their teachers to donate their time doing classes once a month. Art will assist youth in identifying a healthy way of expressing themselves, provide youth a sense of belonging, and be provided as a potential coping skill.

CULTURE – The Garage will ask if the S'Klallam Tribe would be willing to come and do a class on their history and work with youth to create an art piece. The Garage intends to request permission from the S'Klallam Tribe to be permitted to have a story totem pole to honor their land. There will be additional cultural opportunities like learning about different cultures around the world in the educational class where youth will participate in the planning, teaching, and learning from other cultures for the benefit of knowledge, growth, and understanding.

LOCAL RESOURCES – The Garage will utilize community resources available for youth. Youth will be provided brochures regarding local resources and staff will assist youth with utilizing these resources. The Garage will host groups with invited community partners to provide youth with information about what resources they have available to support them.

GARDENING – The Garage is hoping to acquire a garage that is next door to a farm. The Garage hopes to collaborate with a farm to provide youth with potential employment opportunities, vocational skills, and coping skills. Youth will be able to learn about gardening, self-sustainability, survival, and collaboration.

VOCATIONAL SKILLS – JOB HUNTING – The Garage will provide youth with both groups and individual aid to assist with resume building, job search etiquette, and mock interviews. The Garage will invite different local employers to visit and provide classes with the goal of youth learning skills and gaining experience with different careers to aid in their discovery of preferred jobs.

PHYSICAL ACTIVITIES/EDUCATION & GAMES - The Garage will offer a variety of physical activities to encourage youth to develop alternative positive coping skills and discover new activities they enjoy. Physical activities will further help youth in developing a sense of comradery while learning how to be a positive member of a team. Some of the physical activities The Garage will offer includes dodgeball, pound classes: movement with drumsticks, and other sports. The Garage will request athletes and gym owners to speak with youth about easy ways to participate in physical activity.

MUSIC – The Garage will invite local studies and musicians to present groups discussing their jobs and musical opportunities for youth. The Garage will provide instruments for youth to use, with the intent that music can be used as a positive coping skill. The Garage will also request local musicians provide classes to teach youth how to play an instrument or how to sing. The Garage will collaborate with local musicians to help support youth with developing their own music. From these musical classes, The Garage hopes youth will learn an additional skill that allows them to express themselves in a positive way.

THEATER – The Garage will invite local actors to meet with youth to discuss their careers and provide groups that will engage youth in various drama related activities. This will provide youth an additional positive way to express themselves.

PLAY – SOBER FUN! The Garage will provide board games, karaoke, and dodgeball to promote positive social interaction and activities that youth can enjoy while avoiding using substances.

YOGA/MEDITATION - The Garage believes that relaxing music and yoga could be a tool for relaxation and combat stress for youth. The Garage will collaborate with local yoga teachers that will provide yoga to the youth at the Garage that will promote self-care, and potentially benefit youth with “depression, anxiety, trauma” (Lee, et al, 2018)

Case Management

Our support allies will use a youth friendly approach when working with the youth

Counseling

- Initial assessment – listen and learn from youth, what youth are initially expressing their needs are.
- Create referrals – Youth will be referred to community service providers dependent on youth needs to include, but not limited to, substance use treatment, mental health treatment, and domestic violence victim support services.
- The youth is the expert on their own life – counselors will utilize motivational interviewing to learn what support youth need.
- Collaborate with youth and make a strength-based case plan – long term and short term.
- Provide support services like guidance, counseling, and problem resolution.
- Prevention - educate youth on coping mechanisms and alternative positive activities to replace the utilization of substances to cope with pain.
- Invite youth to support, educational, or vocational groups provided by The Garage as needed.
- Create a safety plan when needed – communicate this with the local police department as needed.
- Call 911 if there is an emergency.
- Mandatory Reports to DCYF and any other required agencies regarding any concerns of abuse or neglect of youth or if others are in danger.
- Contact Program Director with any concerns or questions at any time.
- Support youth living their best life.

Documentation

- Track case management appointment attendance.
- Fill out a referral for every referral done locally or out of town.
- Document making or updating the case plan every session or mark “no change”.
- Note if there is a safety plan in place and report it to the program director.
- Note if you had to call 911 and report it to the program director.
- Note if you contacted DCYF to report abuse or neglect.

Surveys

- Administer survey for youth before the first session on one of The Garage’s laptops.
-The survey has two parts – Part I is the evidence-based PQH9 depression scale and Part II – is a newly created survey specifically for this program to help us measure outcomes.

See Appendix 5

Community Partner Programs

a. Safe Harbor Recovery Center – Beacon of Hope (SUD TX)

- SUBSTANCE MISUSE OUTPATIENT PROGRAM
- OPIATE ADDICTION TREATMENT
- IOP – INTENSIVE OUTPATIENT CARE
- AFTER CARE SUPPORT
- 12-STEP FACILITATION
- INDIVIDUAL THERAPY
- GROUP COUNSELING

b. Discovery Behavioral Healthcare (SUD & MH counseling)

- CRISIS & EMERGENCY SERVICE (WALK-IN Mon-Fri & 24/7 Crisis line)
- PSYCHIATRIC SERVICES, CHILD/YOUTH/FAMILY SERVICES (Wrap-around care)
- ADULT OUTPATIENT TX, HARBOUR HOUSE/RE-OCCURRING PSYCHOTHERAPY GROUP
- WISE (Intensive wrap around services). S
- MAT (Medically assisted treatment for SUD SERVICES (In collaboration with JEFFERSON HEALTHCARE our local hospital).
- EMPLOYMENT TRAINING.

c. Believe In Recovery(SUD,TX)

- FAMILY PROGRAMS, GROUP, AND INDIVIDUAL THERAPY
- OUTPATIENT PROGRAMS, IOP/INATENSIVE OUTPATIENT PROGRAMS, DUI ASSESSMENTS
- ADIS (THE ALCOHOL DRUG INFO SCHOOL COURSE) COMMONLY ASKED BY THE COURTS TO FULFILL DEPENDING ON THE OFFENCE, AND DEFERRED PROSECUTION EVALS
- FINANCIAL ASSISTANCE – SLIDING SCALE FOR PERSONS PAYING OUT OF POCKET, AND BILLS PRIVATE INSURANCE & COORDINATED HEALTH
-

d. Recovery Café (Peer based program of sobriety ages 18+)

- RECOVERY CIRCLES
- RECOVERY COACHING
- HOT MEALS
- COFFEE
- CONNECTION TO SERVICES
- EDUCATIONAL CLASSES
- COMMUNITY INTERACTION

CONT. Community Partner Programs

e. Empowered Teens Coalition – funded by the healthcare authority (Prevention)

- A community volunteer advocacy organization with the goal to prevent youth substance use
- A connector of schools, parents, agencies, community groups together on youth substance use prevention

f. New Port Academy (SUD, MH inpatient)

- Services: Individual therapy, family therapy, a recovery lifestyle, Nutrition, yoga, EAT (Equine-assisted Therapy), Music Therapy, Adventure therapy, horticulture, martial arts group, meditation, device management and individual instruction.
- They offer transportation and living arrangements for 30-45 days.
- Treatment: Teen depression and anxiety, mental health, trauma, SUD, eating disorders and suicidal ideation.

g. Café Oasis – faith-based services for youth 13-25

- Youth substance use Counseling
- Youth substance Groups
- Hope home – emergency shelter/supportive housing
- Crisis service 24/7 Crisis text line
- Youth engagement – outreach and drop-in centers Youth development – case management/mentorship/job training
- The Café Oasis' hope is to restore communities through compassionate youth programs and coffee businesses.

h. Jefferson Health Care (insurance & medical services)

- Medical Services
- Insurance help for Medicaid (Contact: Julie Iszey)

phase I

Next steps for implementation

To support implementation of The Garage, a grant application will be submitted to the federal government and contact will be made with potential investors. After submission and acceptance, efforts will be made to finalize a building contract to ensure space is available for The Garage's program to be active. Ongoing efforts will be made to ensure sustainability. As The Garage develops, "Phase II" can be implemented to include a drive-through coffee and soup business for sustainability and additional vocational training opportunities for youth.

After securing a building, furnishings, and necessary electronics, The Garage's founder will begin the hiring process to include an executive director, program director, support allies, and chefs. The executive director of the agency will work part-time and be responsible for the program director, a minimal part of community networking, overall operational, legal, and fiscal compliance. The program director will work full-time on The Garage Program with responsibilities including program implementation, and evaluation, follow the budget, finding professionals in the community to conduct educational presentations, supervision of staff and volunteers, writing reports, and ensuring that the program is running according to policy and procedures. The support allies will be working with the youth, providing case management, assisting with pro-social activities, referring youth to community resources, and conducting groups. The chefs will ensure there is food available, including both soup and snacks.

After ensuring adequate staffing, The Garage will begin advertising to prompt youth engagement in the program. The Garage will actively promote inclusivity; however, admittance will be refused to youth that appear high or intoxicated. Youth that are high will meet with staff and will be met where they are at and receive resources for detoxification, outpatient treatment, bus passes for transportation, and or referrals for

medical assistance if needed. Youth will also be notified that they are welcome to return to The Garage when they are sober (minimally 24-hours). Upon becoming members, youth will be provided The Garage's rules and boundaries to promote the understanding of a safe sober place. The Garage acknowledges that, despite wanting to help all individuals struggling with substance use, individuals that are visibly high or intoxicated could reduce the safety and security of youth already in recovery, and therefore The Garage believes in strong boundaries about abstinence of substance use. All youth that arrive to The Garage will be met where they are at and will be shown respect.

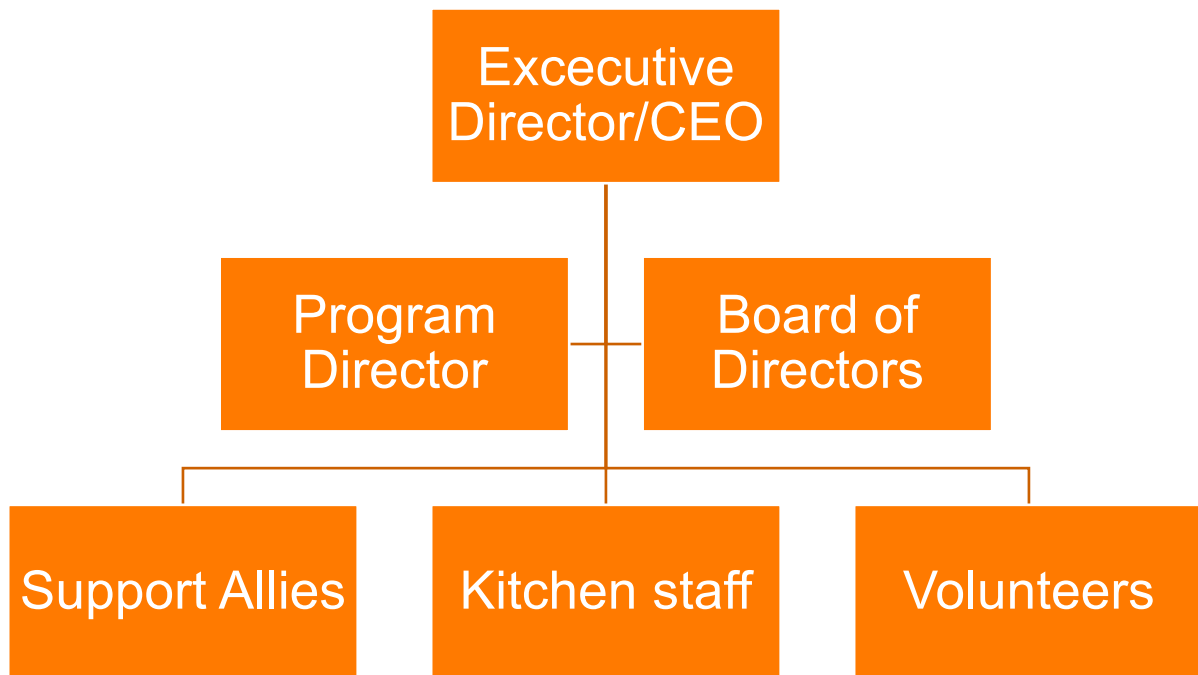
References

- Archive. Evidence-Based Mental Health.* (n.d.). Retrieved March 13, 2022, from <https://ebmh.bmj.com/content>
- A social work perspective on drug policy reform. (n.d.). *Social Justice Brief.* Retrieved from <https://www.socialworkers.org/LinkClick.aspx?fileticket=j1V29ptPQxM=&portalid=0>
- Bahorik, A. L., Queen, C. C., Chen, S., Foster, L. J. J., Bangs, R. L. (2015). Racial disparities in community outcomes among individuals with schizophrenia and cooccurring substance use disorders. *Journal of Social Work Practice in the Addictions*, 15(2), 165-184
- Believe in recovery - drug & alcohol treatment - yakima & port townsend.* Believe In Recovery LLC. (n.d.). Retrieved March 13, 2022, from <https://believeinrecoveryllc.com/>
- Buttram, M. E., & Kurtz, S. P. (2016). Alternate routes of administration among prescription opioid misusers and associations with sexual HIV transmission risk behaviors. *Journal of Psychoactive Drugs*, 48(3), 187–194. doi: 10.1080/02791072.2016.1187319
- Community behavioral health treatment.* Discovery Behavioral Healthcare. (n.d.). Retrieved March 13, 2022, from <https://www.discoverybh.org/>
- Daley, D. C., (2013). Family and social aspects of substance use disorders and treatment. *Journal of Food & Drug Analysis*, 21, 7-3-76. <https://doi.org/10.1016/j.jfda.2013.09.038>
- Duff, C., Puri, A., & Chow, C. (2011). Ethno-cultural differences in the use of alcohol and other drugs: Evidence from the Vancouver youth drug reporting system. *Journal of Ethnicity in Substance Abuse*, 10(1), 2-23. <https://doi.org/10.1080/15332640.2011.547791>
- Empowered teens coalition : Jefferson County, WA.* Empowered Teens Coalition | Jefferson County, WA. (n.d.). Retrieved March 13, 2022, from <https://jeffersoncountypublichealth.org/530/Empowered-Teens-Coalition>
- Hawke, L. D., Mehra, K., Settapani, C., Relihan, J., Darnay, K., Chaim, G., & Henderson, J. (2019). What makes mental health and substance use services youth friendly? A scoping review of literature. *BMC Health Services Research*, 19(1). <https://doi.org/10.1186/s12913-019-4066-5>
- Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2016). *Essentials of intentional interviewing: Counseling in a Multicultural World.* Cengage Learning
- Lee, M. Y. (2018). *Integrative body-mind-spirit social work: An empirically based approach to assessment and treatment.* Oxford University Press.

- Monroe, J. (2022, February 23). *A healing center for teens and families*. Newport Academy. Retrieved March 13, 2022, from https://www.newportacademy.com/?utm_source=google&utm_medium=organic&utm_campaign=port_townsend&utm_content=gmb
- Mowbray, O., Scott, J. A. (2015). The effect of drug use disorder onset, remission or persistence on an individual's personal social network. *American Journal on Addictions*, 24(5), 427-434
- Rogers, A. (2013). *Human behavior in the social environment*. Routledge
- Recovery Cafe Jefferson County. (n.d.). Retrieved March 13, 2022, from <https://www.recoverycafejc.org/>
- Restoring community since 1997*. The Coffee Oasis. (2021, November 30). Retrieved March 13, 2022, from <https://thecoffeeoasis.com/>
- Safe Harbor Recovery Center Inc*. Safe Harbor Recovery Center Inc Reviews, Ratings, Cost & Price - Port Townsend, Washington. (n.d.). Retrieved March 13, 2022, from <https://recovery.org/providers/safe-harbor-recovery-center-inc-368364053>
- Scannell, C. (2021). Voices of hope: Substance use peer support in a system of care. *Substance Abuse: Research & Treatment*, 15, 1-7. <https://doi.org/10.1177/11782218211050360>
- The Garage Community & Youth Center*. The Garage Youth Center. (n.d.). Retrieved March 13, 2022, from <https://www.garageyouthcenter.org/>
- Thompson, A., Hollis, S., Herman, K. C., Reinke, W. M., Hawley, K., & Magee, S. (2021). Evaluation of a social media campaign on Youth Mental Health Stigma and help-seeking. *School Psychology Review*, 50(1), 36–41. <https://doi.org/10.1080/2372966x.2020.1838873>
- Welcome to Jefferson Healthcare: Port Townsend, Washington*. Jefferson Healthcare. (2022, February 22). Retrieved March 13, 2022, from <https://jeffersonhealthcare.org/>
- Wilson, M. H., & Dorn, C. (2016). Opiates in our backyard: Implications for drug policy. *Social Justice Brief*. Retrieved from <http://www.socialworkblog.org/wp-content/uploads/Opiates-in-Our-Backyard-Implications-for-Drug-Policy.pdf>
- Windsor, L. C., Jemal, A., & Alessi, E. J. (2015). Cognitive behavioral therapy: A meta-analysis of race and substance use outcomes. *Cultural Diversity and Ethnic Minority Psychology*, 21(2), 300-313. <https://doi.org/10.1037/a0037929>

Appendix I

Organizational chart



Appendix 2

		The Garage Program		
		Budget Request Jan, 1, 2023 - Dec 31, 2023		
Operation /Personnel	FTE	Initial Investment	Monthly	Yearly
		TBD		
Executive Dir (36/hr)	0.1		600	7,500
Program Dir (33/hr)	1		5,300	68,700
Youth Support Ally 1 (18/hr)	0.8		2,300	30,000
Youth Support Ally 2 (18/hr)	0.8		2,300	30,000
Youth Support Ally 3 (18/hr)	0.8		2,300	30,000
Soup Chef's x5 (16/hr)	0.25		3,200	41,000
Subtotal Personnel			16,000	178,000
Staff Trainings/Education			500	6,000
Background check/Fingerp			33.33	400
Benefits (20%)			430	35,600
Total Personnel			17,000	220,000
Communications			500	6,000
Initial Marketing/ <i>In-kind</i> Marketing - collaboration w/ OC & PC		5,000		
Rent-to-own (downpaym. 20,000) /Electricity/internet/rent		20,000	300/2,000	27,600
Office Supplies			200	2,400
Program Material (Education/Activities)		3,000	50	1,200
Furniture & games		11,000		
Food/Snacks		1,000	1,000	10,200
Office Equipment		5,000	100	1,200
Program Liability Insurance			110	1,300
Initial Investments total		45,000		
Subtotal Operating Budget			21,000	270,000
Indirect @15.0% Total Budget				40,500
*Initial investment				45,000
Grand Total Budget (direct & indirect costs)				355,500
<i>In-kind Donations (Community donations)</i>				5,500
*Grant I - 300,000 - Grant II - 50,000 - In-kind Donations 5,500				

Appendix 3: Logic Model

Needs Statement: Youth struggling with their own substance use or others substance use, need knowledge surrounding community resources and substance use to decrease the likelihood to start or continue to engage in substance use.

Mission Statement: Our mission is to empower youth engaging in substance use and prevent youth from using of substances, by providing them a safe and supportive environment that will aid them in obtaining knowledge around substance use and community resources to reduce the likelihood that they will start or continue to use substances in the future.

Theory & Key Assumptions	Resources	Activities (Process objectives)	Outputs * (Outcome/ Summative Objectives)	Outcomes (Short Term Goals)	Outcome Indicators* (Outcome/Su mmative Objectives)	Long Term Goal
Ecological Theory – Discusses a person’s (youth) development in their environment and explaining the form/s of interaction between such individual and their environment.	Staff Building/Space Kitchen/food /appliances Tables chairs Supply’s art/school/ food Computers Money for media campaign Community Partnerships Community mentors/peer mentors	*Mentor-youth matching activities – building healthy relationships *Advertising of activities/distributing pamphlets about the classes and the program *Community partnerships School/homework support *Recovery groups *Local resources class *Art - Music – Play ex. karaoke (to express feeling & sober fun!)	*70 meals served weekly *30 youth reporting feeling safe/support ed per month *14 hours of Substance use education & prevention provided weekly * 105 hours weekly building trust with program participants/ staff mentor - pairing youth & mentors	Outcome 1: Improved emotional well-being Outcome 2: Knowledge of treatment of substance use	Empower youth by offering support, services, and resources with goals to decrease substance use and that youth know how to utilize other tools to manage feelings of pain and/or trauma.	Empower youth by offering support, services, and resources with goals to decrease substance use and that youth know how to utilize other tools to manage feelings of pain and/or trauma.

Appendix 4: Data Sheet

Outcomes & Criteria	Tools	Data Collection Process	Data Collection Method	Reliability
<p>Outcome 1: Improved resilience/emotional well-being</p> <p>Indicator A: Consistently follows treatment plan Criteria to achieve indicator A: Positive change in the survey items correlated to indicator</p> <p>Indicator B: Feels supported by others Criteria to achieve indicator B: Positive change in the survey items correlated to indicator</p> <p>Outcome 2: Knowledge of treatment of substance use</p> <p>Indicator A: Knowledge of prevention tools Criteria to achieve indicator A: Positive change in the survey items correlated to indicator</p> <p>Indicator B: Understands treatment of condition Criteria to achieve indicator B: Positive change in the survey items correlated to indicator</p>	<p>Discuss only the tools used to measure the outcomes and indicators listed on the left</p> <p>Outcome 1: We are choosing to use a survey tool to learn about client's resilience/emotional wellbeing. The survey will be provided to clients at intake, after three and six months of clients engaging with the program, and when they choose to exit the program</p> <p>Outcome 2: We are choosing to use a survey tool to learn about client's resilience/emotional wellbeing. The survey will be provided to clients at intake, after three and six months of clients engaging with the program, and when they choose to exit the program.</p>	<p>Process used to collect data</p> <p>Who collects the Data? Staff will collect data by observing a client taking the survey on one of the program computers.</p> <p>When – At what points in time is the data collected?</p> <p>Data will be collected at intake, after three months, six months of clients engaging with the program, and when clients choose to exit the program.</p>	<p>Do you gather data on ALL Clients? YES</p> <p>What is your RATIONALE for using the identified strategy?</p> <p>Our strategy is to collect data from all youth attending. Surveys will allow us to assess how our program impacts each individual client that engages throughout their time at The Garage. Allowing the program to continue to grow and adjust as client characteristics change.</p>	<p>The most important Steps: Same survey questions will be taken each time to increase reliability Questions about the state of youth's resilience/emotional wellbeing, feelings of support, and substance use have been shown to accurately represent a youth's resiliency, emotional wellbeing, feelings of support, and substance use</p> <p>Validity</p> <p>Steps: Collection of the same data, with established instruments, we believe will make for reliable outcomes. Many of the questions in the survey have been previously validated and approved by experts, in addition to being pilot tested. We are awaiting feedback from professionals in the field regarding 1/3 of the survey that has been created for this program specifically.</p>

Appendix 5 – youth survey (part I & Part II)

PATIENT HEALTH QUESTIONNAIRE (PHQ-9)

ID #: _____

DATE: _____

Over the last 2 weeks, how often have you been
bothered by any of the following problems?
(use "✓" to indicate your answer)

	Not at all	Several days	More than half the days	Nearly every day
1. Little interest or pleasure in doing things	0	1	2	3
2. Feeling down, depressed, or hopeless	0	1	2	3
3. Trouble falling or staying asleep, or sleeping too much	0	1	2	3
4. Feeling tired or having little energy	0	1	2	3
5. Poor appetite or overeating	0	1	2	3
6. Feeling bad about yourself—or that you are a failure or have let yourself or your family down	0	1	2	3
7. Trouble concentrating on things, such as reading the newspaper or watching television	0	1	2	3
8. Moving or speaking so slowly that other people could have noticed. Or the opposite — being so fidgety or restless that you have been moving around a lot more than usual	0	1	2	3
9. Thoughts that you would be better off dead, or of hurting yourself	0	1	2	3

add columns + +

(Healthcare professional: For interpretation of TOTAL, TOTAL:
please refer to accompanying scoring card).

10. If you checked off <i>any problems</i> , how <i>difficult</i> have these problems made it for you to do your work, take care of things at home, or get along with other people?	Not difficult at all	_____
	Somewhat difficult	_____
	Very difficult	_____
	Extremely difficult	_____

PHQ-9 Patient Depression Questionnaire

For initial diagnosis:

1. Patient completes PHQ-9 Quick Depression Assessment.
2. If there are at least 4 ✓s in the shaded section (including Questions #1 and #2), consider a depressive disorder. Add score to determine severity.

Consider Major Depressive Disorder

- if there are at least 5 ✓s in the shaded section (one of which corresponds to Question #1 or #2)

Consider Other Depressive Disorder

- if there are 2-4 ✓s in the shaded section (one of which corresponds to Question #1 or #2)

Note: Since the questionnaire relies on patient self-report, all responses should be verified by the clinician, and a definitive diagnosis is made on clinical grounds taking into account how well the patient understood the questionnaire, as well as other relevant information from the patient.

Diagnoses of Major Depressive Disorder or Other Depressive Disorder also require impairment of social, occupational, or other important areas of functioning (Question #10) and ruling out normal bereavement, a history of a Manic Episode (Bipolar Disorder), and a physical disorder, medication, or other drug as the biological cause of the depressive symptoms.

To monitor severity over time for newly diagnosed patients or patients in current treatment for depression:

1. Patients may complete questionnaires at baseline and at regular intervals (eg, every 2 weeks) at home and bring them in at their next appointment for scoring or they may complete the questionnaire during each scheduled appointment.
2. Add up ✓s by column. For every ✓: Several days = 1 More than half the days = 2 Nearly every day = 3
3. Add together column scores to get a TOTAL score.
4. Refer to the accompanying **PHQ-9 Scoring Box** to interpret the TOTAL score.
5. Results may be included in patient files to assist you in setting up a treatment goal, determining degree of response, as well as guiding treatment intervention.

Scoring: add up all checked boxes on PHQ-9

For every ✓ Not at all = 0; Several days = 1;
More than half the days = 2; Nearly every day = 3

Interpretation of Total Score

Total Score	Depression Severity
1-4	Minimal depression
5-9	Mild depression
10-14	Moderate depression
15-19	Moderately severe depression
20-27	Severe depression

PHQ9 Copyright © Pfizer Inc. All rights reserved. Reproduced with permission. PRIME-MD ® is a trademark of Pfizer Inc.

A2662B 10-04-2005

Questions - During this last week I....	Rarely or none of the time (less than one day)	Some or little of the time (1-2 days)	Occasionally or a moderate amount of the time (3-4 days)	Most or all of the time (5-7 days)
I attended The Garage program				
I had a meal at The Garage				
I did have transportation to attend The Garage				
I got connected with other community services @The Garage				
I thought The Garage staff were friendly				
I was supported by staff at The Garage				
I was comfortable to ask The Garage staff for help				
I received case management at The Garage				
I felt safe at The Garage				
I was happy while at The Garage				
I was feeling more empowered after attending The Garage				
I learned new coping skills at The Garage				
I used The Garage substance-use prevention tools				
I was sober for 24-hours when at The Garage				
My substance use has gone down since attending the garage				
I got connected with substance use treatment @The G				

Appendix 6

THE GARAGE - SUBSTANCE USE INCIDENT PROCEDURES

The immediate priority in any drug related incident is to ensure the safety & welfare of youth, staff, and volunteers.

Immediate action includes:

- Providing first aid or emergency care or summoning for help
- If there is not a need for emergency protocol the youth will be asked to return after 24 hours
- Establishing basic facts necessary to ensure safety & welfare of the youth.
- It may be necessary to find out from the students:
 - What type of drug was taken?
 - How much was taken
 - When and how it was taken
 - Whether more than one type of drug was taken
 - Whether anyone else was involved
- Isolating youth or confiscating any drugs
 - Confiscating drugs will be handled by staff.
 - When handling drugs **“all volunteers and staff MUST wear gloves”**
- Staff must attend to the safety and welfare needs of all youth involved, including those not directly concerned but who may have observed the incident.
- If a youth is in possession of a suspected illegal substance the police must be called
- All illegal drugs must be turned over to law enforcement immediately
- Drugs that are not illegal; however, not permitted at the Center must be flushed.
- If youth is found to be **dealing drugs, in possession of, or trading drugs** notify the supervisor. The youth involved must leave the Center and may not return until setting up a meeting with the supervisor. If this becomes a continuing problem, police will be notified.

Ensuring safety and welfare of youth, staff, and volunteers

If a youth is believed to be under the influence of a drug/s and is being disruptive the following procedures must occur to keep The Garage safe.

- Notify Supervisor/Program Director
- Supervisor will ask the youth to leave (see procedure for asking a person to leave)
- Youth may only return after scheduling a date to come in and discuss the reasons for their removal and for an apology
- If youth refuse to leave the premises after being asked to, Supervisor may call the police

**Initial form gifted from Café Oasis & updated by The Garage on March 13, 2022*