

Serving Young Adults on Probation/Parole: The Role of Juvenile Justice Probation/Parole in Reentry Transcript

Simon Gonsoulin:

This webinar will be placed on the National Reentry Resource Center website about mid-May. You can look for it in mid-May, if you wanted to send it to another person, if you wanted to reference a slide, or that sort of thing that you recall, you want to go back to it, you're more than welcome to do that. That should be sometime in mid-May. The next slide tells you a little bit about the American Institutes for Research, which is the organization that is hosting today's webinar. We are nonpartisan, not for profit organization. We conduct behavioral and social science research, and we deliver technical assistance through a relation based, technical assistance method and partnering with peer organizations in order to strengthen our approach. Our partner today, Council of Juvenile Justice Administrators is providing content and leading this webinar today. We are thrilled to have CJJA as one of our partners.

Simon Gonsoulin:

The next slide tells you a little bit about the Bureau of Justice Assistance and OJJDP, talks to you a little bit about what their main mission is, and the Second Chance Month to really help individuals, communities, and agencies across the country become more familiar and understand the importance of reentry and really building those second chances for individuals who are returning to the community. The next slide gives you a little information about the National Reentry Resource Center. As I mentioned a little earlier, this webinar along with, gosh, I think we have 30 webinars that are going to be held during the month of April, Second Chance Act month, that will be housed on the National Reentry Resource Center. You can certainly follow along and track updates on the social media outlets through the National Reentry Resource Center.

Simon Gonsoulin:

If you haven't visited that website, we strongly suggest that you do, the final slide of this presentation will have the link to the National Reentry Resource Center website. It's the largest collection of reentry related resources funded by the Department of Justice. If you are looking for something pertaining to reentry, more than likely to you're going to find it there. The next slide, it gives me, great pleasure to introduce our presenters. I'll turn things over to Kevin Shepherd in just a few minutes, he's the program manager of the Council of Juvenile Justice Administrators. Joining Kevin is Felice Upton, who's the Juvenile Rehabilitation Assistant Secretary there in Washington state's Department of Children, Youth and Families. Lisa McAllister is the Office Chief with Reentry and Transition, so she focuses mainly on the reentry and transition efforts there with Washington state Department of Children, Youth and Families. Brian Lovins, who's the Principal there with the Justice Systems Partnership. Without any further delay, I'm going to turn this over to Kevin.

Kevin Shepherd:

Greetings everyone and thank you for joining us today and thank you, Simon, for that introduction. As mentioned, my name is Kevin Shepherd, and I'm a Program Manager for the Council of Juvenile Justice Administrators. I've been in this role now for pushing two years, which is incredible to me. Prior to that, I served more than 30 years in the juvenile justice arena in the state of Ohio, 11 of those years was as a parole officer out on the street and in the community and moved up through various supervisor roles and finished in parole as the Chief of Parole in Ohio for more than a half a dozen year. I would like to think I have a pretty good understanding and an appreciation of serving youth in the community, and serving youth on parole, and knowing what best practices are and what are the best things to be able to fill those needs.

Kevin Shepherd:

I also have to understand that things continue to change, and they are changing every day. Even for someone who's been out of the arena now, for probably four or five years, things are drastically different. We're going to start with a poll question for you today, and I'm going to talk a little bit while you take a look at this. You can select more than one option and I'll give you the background of this. In January CJJA had our winter business meeting in Phoenix, and we had a couple of think tank groups, and one of them was to discuss exactly how to serve youth, and particularly older youth, on parole and probation in the communities. We had a several dozen directors from states across the country, administrators from large jurisdictions, and this is actually some of what came out of our conversation, what programming needs are most needed for your particular jurisdiction.

Kevin Shepherd:

If we can, maybe wait another 5 or 10 seconds and let's take a look at the results and we'll see how you compare to what we did in Phoenix. Whenever you're ready Dierdra, we're at 50%, okay, we'll give it another 10 seconds or so. Again, I want to emphasize that we had high level directors from across the country, and we had this conversation around the needs that they saw in their communities, and it was interesting, we saw some of the conversation revolved around the

particular ages as we're now seeing, kind of a raise the age effort across the country. We did see even differences inside those conversations where some states are now moving from, 16 or 17 to, up to 18 and 19, and that actually presents particular challenges for those states. There are also states that are moving up to age 23, 24 and 25.

Kevin Shepherd:

Felicia's going to be able to talk a little bit about that when we get to her and she can probably mention some of the legal challenges that came her way as those laws actually changed and what that meant for her, because obviously from state to state, it's going to be a little bit different. You think about, if you're going to begin serving youth who are now 18, you talk about selective service issues, you talk about IDs. When you're talking about 24, 25-year-olds, you might be more focused on post-secondary education, on making sure youth are able to enroll in and complete classes both while they're incarcerated and while they're in the community. A lot of variability in the conversations, and that's a lot of what we're going to touch on here today, as we get into our presenters.

Kevin Shepherd:

Looks like voting has stopped, let's see the results if we can. Okay. Number one, thank you all for participating. Let's maybe pick a couple of these out, transition planning and reentry services, again, I think is something that Felice will definitely take a stab at and talk a little bit about. 61% of you selected that particular issue, and we always talk about reentry starts at day one and we all believe that, but the challenges that are coming as youth stay longer and enter the system at later dates in their lives, are also particular challenges that need to be addressed. I also see that housing, supportive housing, independent living, obviously a big-ticket item at 58%. Again, Felice will be able to address some of those things.

Kevin Shepherd:

I think as we move forward talking about older youth, that we have to be willing to maybe think about the way we're doing things and consider what are the best placements for youth when they're returning to their community. Certainly, as youth get older, it might not be the family anymore. We need to broaden our definition of what family is, we need to be willing to talk about spouses, we need to be willing to talk about partners, and we need to be able to essentially meet youth where they are in the community, meet them where they live, and provide services that are in need for them, at their individual level.

Kevin Shepherd:

At 47%, I see educational and vocational services. Lisa is going to take a really deep dive into what is going on out in the state of Washington. I think you'll find a lot of great information from what she has to say, and she is going to address a couple of those things that I previously mentioned with a little bit of detail and talk about how they're providing vocational services in a facility, what that looks like, the technology required to do those kind of things.

Kevin Shepherd:

Then finally, let's see, 49% mentorship/life coaching, Brian Lovins, being with us today, we're fortunate to have him, and he's going to do a really good job of wrapping up on that topic, and some other topics. If you all have not been able to hear from Brian recently, I really think you'll enjoy what he has to say. He's going to talk about, not only what we're doing, but put a new slant on it as far as, how we're doing it, and why we're doing it, and the best way to interact with these youth. I think that you will find this all very informative and hopefully rewarding. If you would, Dierdra, you can take that down. There's going to be a lot of information, I'm going to stop talking now and pass it onto Felice because we got a lot of ground to cover. If you would, if you have questions, go ahead and put them in the chat, we have some time set aside at the end and we will address as many questions as you can. Thank you.

Felice Upton:

Great. I get just long enough to make a west coast joke, which is a good morning, it's morning for us for the next 14 minutes. I'm just really pleased to be able to be here and talk about what Washington Juvenile Rehabilitation is doing and how we are providing service. That we are able to serve young people in some innovative ways, our age now has been pushed to 25, and our concentration of young people that we're serving is about 17/18, which is pretty different than what we had about five years ago. I wanted to start, this morning, talking about what our vision is for young people and really grounding us in that because we like to talk about a life well lived. How do we launch young people into a life well lived and not just a life where we're talking of not being incarcerated?

Felice Upton:

That's a great first step, and we want to make sure that we provide low barrier access to the services that young people need in order to launch their lives, to be whatever they want it to be, and for the right person, to be in the right program, at the right time and be really responsive to their needs. Now that's a work in progress, we're not doing it perfectly, we continue to try to innovate in this space. Human dignity, always at the center of this, the understanding that people have the capacity, including we, to grow and change, acknowledging the intrinsic worth of each individual, acknowledging

how difficult some personal relationships are and not making assumptions in that space.

Felice Upton:

Then really centering racial equity and justice. You'll see some of our statistics about over representation of people of color in our system in Washington, we've got a lot of work to do. We kind of have the areas that we believe that everybody needs a piece of in order to be successful, because nobody works 24 hours a day. We can talk about job and housing, which isn't enough to make sure that somebody launches well. Some of our community providers are doing things like whitewater rafting with kids that we serve so that they can try out new hobbies, new sense of who they are, so that they can identify as more than formally incarcerated. They are women, they are men, they are whoever they are, and that they were leaning into having warm handoffs between providers.

Felice Upton:

We talk about reentry from the day somebody gets to us and that can mean lots of different things. As we lean into an older population, that could also mean that they're going up to the department of corrections. Sometimes this is reentry planning for doing time in a way that is going to get you maximum access to opportunity once you transition into the world. We would start that through assessments, and again, we look really deeply at our assessments to make sure that they aren't predicted. We are working on taking bias out of assessment, which is its own problem and obstacle, and we are leaning deeply into that work because there's a lot of work to do there. We often try to correct something and it over corrects and actually harms a different population. That is not work that's done, but it's work that we have eyes on.

Felice Upton:

Within our residential settings, which right now make up about 75% of our total population, and we're moving that, that's coming back and forth, and I struggle when we represent young people with data sets, because we do individualized care. We don't know what that's going to look like, but what we know is we want more opportunities for young people to try out their skills in safe environments where they can be successful as they transition. Within our secure, confinement settings, we're offering opportunities for great treatment, education, career building, and one of the examples of that we're opening a beauty school and we're really thinking about, if you get a certain number of hours while you're at that facility, in your barbering, beauty experience, can you complete once in the community? We're looking for partners that will do that with us so that wherever you enter our system, you have continuity of care.

Felice Upton:

Same with our substance use and behavioral health providers. We are looking at diversifying our portfolio to ensure that we have more opportunities at the least restrictive level. Again, sometimes that means putting more supports around people at that level and really looking at, we're working with a population that is developmentally different than the population that we served about five years ago. There's been a lot of growth there and I think most systems are encountering that where, we were really good at running middle schools and high schools, maybe. Now, really leaning into the continuing ed world and looking at, if we have a young person whose first-generation low income can they have all of the services that they would have if they were at a public high school. Going home, making sure that we're involving the family, and making sure that we involve everybody that that young person considers their support system, which often, for our older population, is different than for the younger kids. Then making sure that we are centering the person that we serve in what they believe their needs are in that reentry process.

Felice Upton:

I'm trying to forward the slide, we'll see.

Felice Upton:

Too good a job, and it went too ahead. I'm really good at talking too long on each slide, so if I move too quickly, I'm glad to revisit things later.

Felice Upton:

We talked about legislative changes in investments over the last couple of years, you can see JR to 25, which came from a Senate bill in 2018 and a house bill in 2019, moved young people up to JR and expanded to age 25. Actually, right about that time, I moved to Juvenile Rehabilitation from the Department of Corrections with the personal mission of ensuring that we disrupt that pathway to eventual adult incarceration, as often as we can. In 2021, we had a pretty major investment in less restrictive care, through a house bill called 1186.

Felice Upton:

We have been working with a group of community stakeholders for the last seven months to look at how are we building community around each young person as they transition to communities? Where are their service deserts? A lot of times I think we say, they need mental health or substance use disorder treatment, and the county to which they're releasing, doesn't actually have those services. So really leaning in with people to say, these are identified as areas where people are going to have a really hard time accessing the services that we think are best, in order for them to be

successful and launch into adulthood.

Felice Upton:

Through institutional education, which was a house bill in 2020. We're talking about warm handoffs, both to high school, so knowing the principal, knowing a human being who actually works in the building, as somebody releases, and for our older young people, making sure that we have vocational programs or other programs, where young people, if they are first generation college students, we assist them on how do they fill out the applications or FAFSA applications? How do we lower barriers to that success and that access. Then solitary confinement investments. Within our current residential population, which is indicative of our population across the continuum, 9 of 10 are male. I come from the adult system, women's prison. Women are consistently underrepresented in statistics, which often means that unless we deliberately add them to policy, they will be forgotten. We do have young women in our system, and if you look at them as data points, they will become insignificant and they are human beings with a whole community around them. We have about 40 young women that we are serving right now.

Felice Upton:

Youth of color make up the majority of JR youth, at about 70%. Because this is a national presentation, I made sure that I went to our office of financial management for Washington state, to find the non-white population in Washington, in 2019 was 21.3%. That tells you how disproportionate that number is. Then 72% of JR youth are 18 or older, 61% being 18 to 21.

Felice Upton:

As we all know, the young people that we serve and young adults that we serve, are experiencing a lot of complex barriers, many of them are child welfare involved. For Washington, DCYF, also has child welfare under our umbrella. Working closely with them to get them the services that they are owed and should be able to easily access, which often we know are not easy to access. I liked that, within the poll, there was a call out about permanent supportive housing, acknowledging that not everybody is going to live independently always, not everybody has the same path forward. Housing can mean a lot of things. What's important to us is that, that 36% of young people that we have historically released or are in unstable housing, receive stable housing, and that the 60% unemployed, have access to a trade or a job that they will feel supported and successful in, and that can change. We've all made career changes in our lives. So, it's not one and done, we are there to continue to work with them to achieve their goals.

Felice Upton:

Our dropout rate, obviously is pretty high, working on fidelity of education and alternative education, within our facilities, to make sure that education is innovative and engaging. As you saw in the last slide, we have house bill 1295. We're really working on what are some pathways, if we know that the young people that we serve have complex trauma and have experienced lots of things in their lives, maybe the pathways to education should be different, and maybe the adults who provide that education should view it differently. Really expanding the portfolio.

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Felice Upton:

portfolio of what's available. And that really sits with the 504 or special education needs, of which we also are seeing our population become more acutely mentally ill. One of our facilities has about 20% young people who are struggling with autism right now. So, lots of changes in who we serve, and most of the young people that we serve, and actually this percentage may be a little low. We're in the midst of finalizing an opiate use disorder study in Washington State, that our predictions of substance use disorder were quite low. But as of today, we're saying 85% either have co-occurring mental health or substance use disorder needs.

Felice Upton:

So, you can see the trajectory that a young person would take through our system, starting with our secure care into community facilities, of which we have eight across the state of Washington. One is for young women. And there, they can go to work. They can be in the community. They can try some of the skills in a safer place to try out those skills, institution obviously being the safest place to try out new skills, work with staff closely, have great care. And then, we are developing a new pathway where somebody would serve a portion of their sentence in their community and are really excited about providing that service.

Felice Upton:

So, our case management, obviously we do reentry planning from the very beginning, and that is paired with our primary treatment as well as risk, needs, responsiveness. We sit in that space where we're talking about, "How are we responsive to the needs that you identify," and moving further and further daily away from static risk into dynamic risk factors and taking that into account. And then, because we are... So, we're really committed to doing the right thing. In a way, that's true. And often, that means that we have to acknowledge our mistakes. We are daily doing better at reentry

planning meetings, and we're calling it transition because we really don't view ourselves as a [inaudible 00:25:50] system.

Felice Upton:

We are more parallel to behavioral health at this point, but that we make sure that we are making these meetings available to families. And that doesn't always mean that it's Tuesday at 9:00 AM and you have to pick that time, or you don't care about your kid. But we're really leaning into, what is the best possible outcome for the family, and how do we involve all of the people that love that person? And so, for some of our older kids, and Kevin kind of alluded to it earlier, we're currently going through the process of reviewing marriage for several of the older young people that we serve.

Felice Upton:

We're kind of entering a new world where many of the young people that we serve or young adults that we serve have their own children who might be child welfare dependent. So learning as we go as this population has aged really quickly, working on family engagement, making sure that we have in-reach from community, making sure that in areas where the people that work in facilities don't look like the people that we serve, that we are, one, doing recruiting in that space, but then two, ensuring that we have community members who are coming in to do some of that care as well.

Felice Upton:

And then these are kind of our buckets. I won't go too deep into that, but as you can see, all of our care, what we understand, and this is through some of the community transition work that we've done with the communities in which we serve, without a rounded life, you cannot have a life well lived. It is easy to say, "Yeah, with a job and housing, this person is going to be successful." And we all know that's not true. Everybody needs mentorship.

Felice Upton:

Everybody needs relationships outside the 9:00 to 5:00 job or 9:00 to 10:00, whoever you are, but that we are making it... We're working with Medicare, or Medicaid to make sure that young people can actually use their benefit, that they're actually able to access the services for which we sign them up, as well as really understanding sexual health, physical activity, how all of these components come together to make sure that you can be successful. And for each person, they get to determine what that is. It's not up to me to decide what makes a person successful. That's up to them. But making sure that we have access to whatever services the young person would like.

Felice Upton:

So, our reentry team meetings, you can see the topics of focus, health and safety, family and living arrangements. We acknowledge partners and family. This does not have to be your family of birth. And especially with this older population, it isn't the same arrangement as the legal complexity that exists with a 15-year-old that doesn't necessarily want to go with parents, or the parents don't necessarily want to have the young person back in their home. They can make those choices, and hopefully we can help them make those choices in a way that's really healthy for them.

Felice Upton:

And then you can see our Medicaid coverage and behavioral health. Again, we think the statistic might be a little bit low based on the opiate use disorder study that we just completed. But the engagement, what we're seeing on the services side of this slide is that many of the young people that we serve lose engagement with those services after about three months. And so, we're doing some follow up to see why that's occurring. Is it providers being prohibitive to that care? And how do we fix that? How do we keep people engaged with the service? With that, I will pass it to my colleague, Lisa.

Lisa McAllister:

Thank you, Felice. I'm going to request remote control. Hello, everyone. Good afternoon now. My name is Lisa McAllister. I'm the office chief for reentry and transition here in Juvenile Rehabilitation in Washington State. I started my career in the great state of Utah and have worked in juvenile justice in both the private and public sector here in Washington State for over 25 years. I worked in parole for 10 of those years as a parole counselor and moved into various leadership roles in the community before working in headquarters. I'm going to share the educational, vocational, and reentry programs and services we've been working on here in Washington State's Juvenile Rehabilitation.

Lisa McAllister:

We are building a comprehensive framework that serves a young adult population ages 18 to 25. A lot of what I'm going to share with you today is the result of a cross-representational work group that was created in the fall of 2018. It was called by key legislators who tasked agency and community partners with the development of a report for recommendations to serve an older population. And included in the work group were young people and siblings who were involved in the juvenile justice and/or child welfare system, individuals with lived experience, community

members, school, Washington Workforce, and other agency partners. This group was tasked with making initial recommendations in the areas of housing, education, employment, healthcare and treatment, and social connections. And that JR to 25 report is what we often refer to and is available if you're interested in more information.

Lisa McAllister:

I also wanted to share with you what a young person that I will refer to as Tay recently said to me that helps to guide this work. He is a JR to 25 youth, and he said if he could go back and give advice to his 15-year-old self, he would say, "Believe in your potential. If you believe in what you can do and if you have the ability to access the knowledge and skills, then there should be no reason not to do it." And we are working with young people who come to us in adolescence and leave as young adults. For example, Tay was incarcerated at the age of 15, when typical adolescent developmental milestones include things like showing independence from your parents, spending more time with friends, experimenting with substances, and making their own choices, just as we experience with our own children.

Lisa McAllister:

And with those in the justice setting, after a period of incarceration, they are leaving us as young adults, many between 21 and 25, where the developmental milestones are different. They include establishing romantic relationships like Felice referred to, depending less on family support, developing their own identity, and planning for their education and career goals. So, in order for individuals in our system to reach those critical developmental milestones, we must intentionally create space for them to experience opportunities that allow them to discover their interests and talents. When they experience inspiration and hope, it allows them to imagine the possibilities, believe in themselves, and create different pathways for their future.

Lisa McAllister:

We are just two years into the work of serving an older population, and we are still developing our menu of programs and services, so this is a work in progress. Let me see if I can advance this slide. It's a little delayed. Okay. So, this slide is busy, and I'm just going to call out a few elements on here. Executive Order 16-05 is an important foundational element for successful reentry planning in Washington State. In 2016, Governor Inslee outlined the following expectations you see detailed on this screen. Juvenile Rehabilitation and the Department of Corrections contributed to the development of this executive order to ensure alignment with the reentry process that was already underway in both agencies.

Lisa McAllister:

In 2010, Juvenile Rehabilitation was awarded the Second Chance Act Juvenile Offender Reentry Planning grant from the Office of Juvenile Justice and Delinquency Prevention. And that was to develop and plan for a youth-driven reentry system designed to address youth and young adult needs as they transition to their respective communities. That framework that was funded back in 2010 is what we are using now. And as you will see outlined in the order, the governor stated, "In order to build safe and strong communities, the Juvenile Rehabilitation and Department of Corrections are required to provide a reentry-focused orientation.

Lisa McAllister:

And we refer to that as the reentry team meeting, you'll recall that Felice just referred to. At that meeting, youth are directly engaged in the planning process, and they have a voice in their planning. At the release reentry team meeting, we provide young people with co-created reentry plans, as well as a packet of essential documents. Those essential documents include things like information about voting rights, options for legal supports, access to crisis services, and other relevant documents like state ID, any certifications that they may have earned. The agencies listed here represent the governor's cabinet, and the requirements for state agencies are all done in collaboration.

Lisa McAllister:

I'm going to highlight just a couple from this list. The first bullet you see that we are working together with Department of Licensing to address state IDs. We have a strong relationship with our Department of Licensing partners, and our goal is to ensure that each young person leaves with a Washington State ID, which is a core essential document. Also, the State Board of Community and Technical Colleges is leading an apprenticeship work group in collaboration with the Department of Corrections, Juvenile Rehabilitation, colleges, and employers, and the employers are actually employers from the trades. And what we're doing is working to establish and support pre-apprenticeship pathways that connect not only to apprenticeships in the community, but also other jobs in the community as well.

Lisa McAllister:

So, through this work group, we've established a labor and industries recognized pre-apprenticeship in construction. And the work group is currently focusing on how to better connect individuals to employment in construction post-release and overcoming barriers like driver's license or travel between counties and different elements like that. As a best practice benchmark, The Manufacturing Academy, which I'll talk about in a future slide, contributed to a pre-

apprenticeship framework for implementation of pre-apprenticeships in the justice setting in Washington State, in the juvenile justice system specifically.

Lisa McAllister:

And you will see the last bullet here, and Felice referenced this too in her last slide before we transitioned, where we're working with Health Care Authority, and they prioritized Juvenile Rehabilitation individuals in their system development for inclusion in their process that allows for Medicaid benefits to suspend and reactivate rather than terminate when individuals are incarcerated. And this really helps ensure seamless delivery and access to treatment services and medications access upon release. Let me see. I'm going to go to the next slide here.

Lisa McAllister:

Okay. So, this shows us our guided pathways, our education pathways. And as Felice mentioned, in 2018 and '19, legislation was passed extending the age in JR to 25. Our agency has been working in preparation for this new population, and we have not done it alone. We have received support from other states, and I want to extend a thank you specifically to our partners at Oregon Youth Authority. We truly appreciate the partnership in this work. They have offered tours, visits, phone calls, consultation, documents, all sorts of support to us throughout the years, and it's really helped.

Lisa McAllister:

. this slide shows us the guided pathways framework we're implementing here in Washington State. The guided pathways framework that we have Washington State is provided to us from Vera Institute of Justice, who provides technical assistance and training. And they provided us with this framework that we call the guided pathways, and it includes pre-apprenticeships, career and technical training, academic instruction, and a pathway for post-release education.

Lisa McAllister:

What you see here on the screen is the educational employment opportunities for youth who are in our system. So based on that framework, we offer education, vocational certifications, and employment opportunities. And I'll describe those more in an upcoming slide. To develop this framework, we also engaged with our partners at Pacific Mountain Workforce Development Council, who helped us identify high demand jobs where JR youth could actually get hired. And we also surveyed our young people to find out what they're interested in. Kevin:

Lisa McAllister:

Our K-12 education system that Felice mentioned serves young people ages 12 to 21. So, we're serving both middle school and high school students through partnerships with the local school districts and the Office of Superintendent of Public Instruction. As Felice mentioned, 1295 will assist in correcting some deficits in Washington State's current institution framework. I want to emphasize the importance of education advocates to assist with students' transition upon reentry and into parole or aftercare.

Lisa McAllister:

We are reaching out to education advocates, although limited in our state, to work with our staff and students and attend reentry team meetings to assist with transition to their home communities. Education advocates are absolutely essential to student success. And as I mentioned in the previous slide, our college education program, that area in the middle we're looking at, was developed in partnership with Vera. We have developed the guided pathways or a roadmap for students to choose based on their interests and career goals. This roadmap of programs is currently being built in phases, one program at a time, to allow for staffing support and sustainability.

Lisa McAllister:

Our agency has not leveraged state or Pell funding yet for the youth in secure confinement. I know some states are looking into that and have started that. But we do have young people apply through FAFSA to find out what they're eligible for while they're residing in partial confinement. And we'll talk in a little more detail about that. We are building a post-secondary framework for secure confinement and a slightly different framework for partial confinement. In our secure confinement facilities, the youth stay at the facility, and they attend college remotely, or the professor comes to the campus and delivers the lessons. In partial confinement, or others may know it as least restrictive alternative, young people can practice their skills in a community-based therapeutic setting.

Lisa McAllister:

And for 16 hours, up to 16 hours, they can participate in a program like worker school so they can attend online classes, or they can attend college classes in the community. In secure confinement, we establish interlocal or intergovernmental agreements with the colleges we are working with where possible. One thing we've learned in seeking college partnerships is that there are certain factors that need to be considered for a sustainable partnership for working with students who are in secure facilities. So, we have to consider elements like working with an incarcerated population for

internet access, college course access, classroom size. And we also have to consider the logistics for necessary supports like academic advising, placement tests, and accessing library and research resources.

Lisa McAllister:

In partial confinement, we do not need those same interlocal or intergovernmental agreements, and youth attend the college in the community where they are residing. We did have one youth last year who attended college online, out of state, working on his criminal justice degree because there's no in-state online courses being offered. So, the great state of Colorado has an online course that was popular for this young person. We're currently creating policy and procedure that outlines this work, and I will talk more in a future slide about the Securebooks and the online learning, this last bullet here.

Lisa McAllister:

On the right, the vocational programs you see listed are available in secure confinement, as well as a few of them are available in partial confinement. We seek to contract with vocational partners who promote equity, diversity, and inclusion, and who have a passion to work with a justice involved population, because it does take a special set of skills and a special passion for working with young people.

Lisa McAllister:

What we have done in order to decide which classes we want to bring on next is we've outlined a set of guiding principles that allow us to prioritize which program that we want to bring on next. So, our guiding principles include asking questions like, does it align with young adult career interests? What is the program duration? How much does it cost? What are the space and equipment need? Are there any eligibility requirements such as minimum age requirements? Does it result in an industry-recognized certificate?

PART 2 OF 4 ENDS [00:46:04]

Lisa McAllister:

Can they get high school or college credit? Does it meet labor market demand? And does it lead to a living wage job? We have those priorities outlined in a grid that help us make those decisions, and bring those to leadership, for them to make decisions. We value the partnerships with community agencies who are experts in the work we want to provide access for training for our young people. And as mentioned earlier, I wanted to highlight the manufacturing academy, which is bulleted here on the right. This is a pre-apprenticeship that's done in partnership with the Aerospace Joint Apprenticeship Committee, or AJAC. And it is a six-month program. So, students reside in partial confinement and attend college in the community. They earn up to seven certifications and 32 college credits, or three high school credits. And then they can participate in a work-based learning experience in the community, where they work at a designated manufacturing site.

Lisa McAllister:

This manufacturing academy program has evolved from a proof of concept and has actually been delivered in four variations since it was launched back in 2014. It was originally funded by an OJJDP grant, and in the original cohorts, young people were transported daily to and from our secure facilities to an education setting in the community. We learned a lot from that grant, and starting in 2018, different funding was acquired, and the manufacturing academy evolved to being delivered in partial confinement, and that is where the program continues to this date. The program teaches skills as the students are building confidence, and to see the cohort on graduation day dressed up in suits and ties, with confidence and hope for the future, is truly an amazing experience. It's been a little impacted by COVID lately, so we're looking forward to in-person graduation one of these days soon. The manufacturing academy has actually been evaluated and has been found to have a positive impact on unemployment rates and earnings for youth that have been released since 2014.

Lisa McAllister:

And there is a report that's available on the DCYF website, and we continue to work on recommendations from the report. We want to strive to improve outcomes and build programs that have long-term success. And so, you'll recall at the beginning of my presentation, I shared a quote from a young man named [Tay 00:48:33]. I'm calling him Tay. He participated in the manufacturing academy and after graduating, he obtained a job in the community while he continued to serve his sentence. And I'll share a little bit more about his transition experience in a later slide. Taking a look back at the slide here, you'll see some bulleted items around another couple of programs we recently launched. We recently launched the personal fitness training program, where students can earn an international sports sciences association, or ISSA, certification. It's the nationally recognized certification.

Lisa McAllister:

They can earn those certificates in personal fitness, nutrition, and corrective specialists. Also, as Felice mentioned, we're really excited that we're finally about to open our cosmetology program after it's been about 18 months in the planning

phase. Few delays, but we're almost there. We do have an introduction to the trades class, as well as construction pre-apprenticeship, in partnership with Centralia College. And this program is available on campus with one of our secure facilities, and youth do earn college credit. The cohorts are followed by a building project that allows young people to practice the skills they learned, and they build tiny houses and other projects around the campus.

Lisa McAllister:

One critical learning element that we did learn in that pre-apprenticeship is we need to build student confidence in math, in order to support success in the program. So, we actually added a two-week math bootcamp is what we're calling it. So, students learn construction math in advance of the class, and that has been a tremendous success, and actually lead to better outcomes. Kevin, can you advance the next slide? So, just taking a look at employment pathways. In 2016, JR entered into a partnership with Pacific Mountain Workforce Development Council and the Division of Vocational Rehabilitation to leverage pre-employment transitions funding, to provide job readiness training to young people in JR facilities. And this program has been very successful and recognized in Washington state as meeting the criteria of a research-based program called EET, the Education Employment Training Program. So, young people participate in this program to experience career exploration, job readiness, and participate in work-based learning.

Lisa McAllister:

And we are working to collaborate with Washington Workforce Professionals, to build employment connections for youth post-release. We have employment specialists who work in our community regional offices, where our parole occurs, and the intention is that they receive a warm handoff from Pacific Mountain Workforce Development Council for the job readiness training that they received. Then when the youth get out to parole in the community, they can continue resourcing and supporting that young person to get a job. And then once they get a job, to support them in mentoring while they're under employment. You'll see here a few business partnerships that have been listed here. A few years ago, we established a new position as a business relations administrator, and this role has helped us to be able to reach out to community partners, to build relationships for youth, for employment post-release. And we're going to continue to develop this list of partnerships out in the community, so that we have options for young people post-release out in the community. Kevin, would you advance next slide?

Lisa McAllister:

This next slide is a little bit technical, so I won't go into a ton of detail. This is our post-secondary education secure internet access. And we're just two years into this journey of electronic access to education and re-entry resources. And I'm really thankful to our partnership with World Possible, and specifically Jeremy Schwartz, who has been very helpful to our site and our state in implementing this. And then also, our IT recently dedicated support directly for this project for both network and desktop support, and that has really helped us move this project forward. So, we purchased about 475 secure books to allow each youth to have their own secure book. We use World Possible endless operating system. Those secure books are loaded with educational and treatment related materials, and we have customized the content for the JR population. There are inspirational messages, TED talk videos, mindfulness exercises, as well as a ton of reentry resources, independent living skills, financial literacy, driver's education, all those other items that are essential for reentry planning.

Lisa McAllister:

You'll see we have an outline of what the secure internet is. We have levels of secure internet access, and each is customized for the student needs and the safety of the facility that they're at. I can talk in more detail about that. If anybody has any questions, they can always send me an email. We do offer staff training and laptop guidance, so that staff feel aware of how to support the youth on those secure books. I call them laptops, they're secure books. And we also have user agreements that are signed by the youth. Next slide.

Lisa McAllister:

Lastly, I want to mention about a few of our JR to 25 Services that are happening now. As I mentioned earlier, our goal is, I was just reading that comment, sorry. Our goal is for all youth to exit with a state ID and a social security card, and our partnership with Department of Licensing really helps with that. We have a pretty seamless process with obtaining social security cards, but sometimes we run into obstacles, so that is an area we're going to continue to work on. We value transformational mentoring, and we are just starting to establish contracts with individuals with lived experience, to provide programs and services to young adults. We have hired a new position just in the last couple of months to lead peer-to-peer mentoring across the agency. This is very exciting for us to be able to move that work forward. We are reviewing and updating our specialized treatment to meet the needs of an older population.

Lisa McAllister:

We recently added a certificate option for our Canine Connections program, where students can earn a certificate in dog grooming. That's been a high interest area in one of our facilities. In partial confinement, where approximately 25% of

our youth release, young people can work to get their driver's license before release from those facilities. So, we do provide special approval that has to go all the way up through our Assistant Secretary, Felice, to attend driving school. And also, to use Tay an example, he took his driving test while he was in a partial confinement community facility, while he was on a pass with his mother. That's how we authorized that to occur.

Lisa McAllister:

He learned how to parallel park by watching YouTube videos, which I think I would need a little more practice than that. He studied the Washington State Drivers Guide, provided on a secure book, to prepare for the written test. And also, youth releasing from partial confinement, at about 30 to 60 days before release, they have the opportunity to set up a bank account, get an apartment, get a cell phone, and any other items that will assist with their success. That's really a critical element that we've learned from our parole staff, is if they have those items up front, then they can more quickly move into a job and employment post-release. We're still working to implement independent living skills and parenting programs. Those have been highly requested and are a top priority for us right now.

Lisa McAllister:

So, I'll just close with a couple of comments. The foundational elements of post-secondary programming and the development of employment pathways cannot be created just internally. We have to use community partnerships to have a system of support. And our system allows for young people to make mistakes and learn from those mistakes. And we want to support them as they make their own decisions. So, to bring us back to Tay, now over a year post-release, he has an apartment. He has a car. He pays for his own insurance. He's working as an electrician apprentice, and he has a fiancé. Tay, at the age of 15, was not able to conceptualize his pathway or his future. When he was developmentally ready though, we supported his engagement and his participation, and he is an exceptional success. Young people we work with have varying levels of success, and many face obstacles and challenges upon release.

Lisa McAllister:

The re-entry and transition period are the most challenging and uncertain time for young people, and they are going to make mistakes. And we're committed to continue to work with them to improve those outcomes. Building a system that supports the transition from adolescents to young adult development is a work in progress, and we still learning every day. There's not one path and there's not only one right way. We haven't fully figured this out. The best way to know if we've hit the mark though, is to hear from our young people as they're experiencing it. I'll turn it over to Brian.

Brian:

Great, Lisa, thank you all. And thank you all for joining us, Felice and Lisa, thanks for talking about the strategies that you've used within your state system. We're going to back out a little bit for this next presentation and talk about the context in which the work gets done. And so, over the course of the last 15 years of my career, I've been working towards developing implementation strategies and thinking about the context in which we do work. And so, this conversation is going to be more about the way we deliver things, not what we deliver. So, just covered a lot of really cool ever evidence-based strategies, or best practice strategies, or those strategies that may just be informed by evidence. That's going to help young people and emerging adults really move forward in their life. One of the things that we have to think about though is how do we deliver those, and how do we deliver them in a way that's effective for young people and can help them be successful.

Brian:

So, we all know that assessments important. We all know that effective interventions are important, those that have been designed and engaged and delivered in a way that provides services. And we know that fidelity and quality of practices is important. We've changed what we do. That conversation that we just had about Washington state's services looks uniquely different than what it would've looked even five years ago. They've pushed their system forward and evolved in the way that they're thinking about delivering services with the young people. Pre-COVID, I don't know if we ever would've thought about, well, let's give people internet access, or young people internet access within criminal justice systems or correction systems. But the truth is, as we entered this COVID world, we had to transform into more accessible services. We know that we don't have enough people and enough programming within organizations, and so we've got to start to move towards a more virtual space. So, we've changed what we do. We've changed the content of what we do, but what we haven't done over the last 120 years of the juvenile justice system and the adult corrections system is

Brian:

we have not changed why and how we do the work. And so, this conversation is really going to start to think about the context in which we deliver the work. And the analogy I use often is this idea of a heart transplant. And so, I want you to think briefly about a heart transplant. And so, you need a new heart or a loved one of yours needs a new heart. They take the heart out of the person that's giving it to you and put it in your body. They take this centerpiece that centers

your body and moves forward or starts to think about pumping blood through your body. The problem is the context in which that heart lives is still the body it used to have. So, if just the body was problematic, or just the heart was problematic, then the body can survive.

Brian:

But if the body was part of the issue, the heart dies, or the patient dies. And what I would say is this, and with all due respect, I've worked in this field for 30 years. I understand the limitations. I understand where we all are. And I believe every one of us is trying to do our best. I believe that every one of us cares about young people, and families, and communities, and want to improve their lives. But what I do believe on top of that is, our system was not designed to do that. Our corrections system, even our juvenile justice system, once a system that was designed for in the best interest, over the years, has morphed into something uniquely different. We've created spaces that are more correctional looking. We've created processes that are more conveyor belt, where kids and families go through a set of processes that move them forward through the system.

Brian:

We have a set of conditions, these set of conditions around the what you must do, what you must not do. And so, we have all these rules of, you will do this, you will do that. And the problem is we are, as we all know, we are getting concentrated for good reasons, concentrated people with greater risk factors, or greater needs, if you will. We are no longer getting that low-risk youth, or that low-risk emerging adult who doesn't have a lot of barriers to success and can self-correct without us. We are getting people who need our help. We're getting people, we're getting the right people, as I would say, but we're getting people who need a different type of environment. And so, when you look at things like conditions of supervision, or parole rules, they're almost impossible

Brian:

for the young people that we work with to live by right away. So, if you look at this list, and if you can expand your screen a little bigger than mine, thank God I wore my glasses today. You will attend school daily. You won't use drugs. You won't, the use, possession, or sale of alcohol or drugs, of abuse, is strictly forbidden unless prescribed. You will not leave or remain away from your home without the permission of your parents. These are these context rules, or these conditions of supervision rules. And the problem is, the people we're working with don't have the capacity to live within these rules right away. We have to think about the organizational structure that we've developed within our system that allows for behavioral change, allows for young people to be successful over time. And that's really the conversation for the last couple minutes that we have today is this idea of, and so I have role of the probation officer here, but this is really the role of the correctional officer.

Brian:

And I use that loosely, the juvenile rehabilitation person, the person working in a facility, the person working in aftercare, reentry, front end diversion, deflection programs. But the reality is, when you boil down all of our work, when you take away the people and you look at the context of the work, the way we're organized is this idea of we're going to watch for failure, we're going to blow the whistle, and we're going to issue a punishment, or we're going to write a report. And if you start thinking about the way it's set up, think about all the corrections rules. Think about all the juvenile residential rules. Think about all the, like internet. Every 15-year-old, every 17-year-old, or not every, that's a gross overstatement. A strong majority of 17-year-olds across this country have internet.

Brian:

There's nothing criminal or delinquent about having the internet. Yet our facilities don't have the internet, because we're afraid that the young people who are engaged in the facility are going to use it for bad stuff. And so, we start to think about this context, and we think about adolescent development. And if you're not cued into virtual spaces as adolescents, you are losing a lot of development. You're losing a lot of interactions. My kids don't even talk to each other anymore in the car. They text with each other. And so, and not that that's good, but I'm saying that they're creating, we're creating a space that isn't necessarily change-oriented. And so, what we've got to think about is how do we change the environment in which we deliver this work?

Brian:

And so, what we've started to talk through, what we've started to design is a system that is more around coaches than referees. And I'm going to spend a couple minutes on each of those to give you a sense of what that is. And we'll send you to some resources that can give you more information as we move forward. But so, referees, if you think of a referee, we all have this sense of what a referee does. A referee is someone who monitors the rules, monitors the outcomes of the game, ensures that people are following the rules, they're looking for rule breaking. They're not looking for success. Referees are not looking for doing great work. They're looking for, did you break the rules, first and foremost? And so, if you start to think about a referee in a game, they're this person who stands on the edges and keeps

people compliant.

Brian:

They keep people in the middle. They keep people moving, so they don't move in and out of the system. And so, referees blow whistles. So, my guy down here on the bottom left of your screen, my guy showing the touchdown field goal person, look at his face. Look closely at his expression. Someone just scored a touchdown. Someone may have just scored the absolute best catch of the entire year. It's going to be on ESPN every day for 45 days in a row. It is a highlight real film, and this dude's not even smiling. He's stoic. He's non-engaged. He's all the words that we use in corrections. Even in juvenile corrections, you need to not be familiar. You're not, no friendliness. You can't have a relationship with young people in corrections. The problem is this dude isn't invested in someone's scoring. His job is to watch the line, and once it's crossed, raise his hands.

Brian:

And what we have done, not individual people, I believe all of you are great workers. I believe all of you have incredible passion in what you want to do, and incredible passion in helping young people get better in their lives, and their families, and communities. I think the system has created us to be referees. I think the system that we're trying to put all these change-oriented interventions into has created and shaped us to be referees. So, my background, we didn't talk much about, but I was the assistant director in Harris County, of their adult probation system, and we hired people who we would identify as coaches, PART 3 OF 4 ENDS [01:09:04]

Brian:

early on in the process, we hired people who were invested in the people in our programs. Hired in change-oriented versions or views. They actually believed that people could change. And within six months, they were shaped into referees. Because the system that we run is really referees. Think about our corrections facilities or juvenile rehabilitation facilities, the people who workday today look like referees. They act like referees. They monitor behavior, they write people up, they give them consequences, they may give a reward here or there.

Brian:

But predominantly, we're designed to watch, blow the whistle, and report failure. But as people, we're not that. As people, we're coaches. We look to move into this space as coaches. We looked to get this job as coaches. And here's why. Right? Look at all these different pictures. Right? All the whistle blowing and the flags and the yellow cards in the previous slide, the non-engaged, non-stoic... or the stoic people. Here, we got people engaged, invested in the person who's in our programs. Right? We've got people training and teaching. We've got the coach down on the top left side getting below that young person's eyes, creating a balance, creating a non-authoritative piece, because they're probably talking about something that might be a little uncomfortable. "Hey, I need you to do this. I need you to do that." Right? They're engaged. We've got people training. We've got people excited. We've got people teaching how to catch a ground ball. Coaches are the ones who change our lives, not referees. Right?

Brian:

Think about how many of you, unless you're an avid sports person, you don't know a name of a referee or an umpire. Right? I know a few baseball ones because I've been around the field and around sports enough and I know which ones are bad and which ones aren't too bad. But the reality is we all know a coach's name. Even if you're not a sports person, you know a coach's name. And the reason why is because they are truly invested in the players. Right?

Brian:

And so, I have a couple questions for you to think about. Right? Is that when we start to think about coaches, when we start to think about this idea of a coach and change oriented piece, what does that mean? Well, what I'd tell you is the first thing is that we have to believe that individuals can change. This is a checklist for me. This is an absolute checklist for the people that should be doing this work. If we don't believe that we can transform a young person walking into our system and transform them into a different space and a different pathway forward, they've lost the battle already. We've already lost. We have to believe that they can change. We have to believe that individuals can change within our program. We have to develop playbooks that are designed for players. Right?

Brian:

I think we have that. I think we have some of the cool skills. We just heard about some already. Right? We got to recognize that the young people in our programs are human beings with strengths, barriers, needs, culture, and systems. They are not operators of individual vacuums. They are operators that live within all of these cultures and systems and connections. And so, we got to understand that how they got into our programs are unique pathways, and how they get out have to be a unique pathway, as well. We have to invest in their understanding, their learning, and their growth.

Brian:

We got to challenge ourselves to be great and do great things. Right? I think sometimes in corrections, in juvenile, even

in the juvenile world, we're afraid. We're afraid to do great work. We're afraid to take risks. We're afraid to do anything... And so, we lay back. We're afraid of punishment. We're afraid of penalty. We're afraid of a lawsuit. And so, we sort of do the basic, we give the basis stuff. But the truth is, I'd rather work in a system that allows for great things to happen and some bad stuff happens, versus a system that caps what can happen and it's not very good or mediocre for everyone.

Brian:

And so, what does that mean as organizations? What do we need to do? We need to restructure the way we think of about our organizations, as well. We need to create spaces that support winning. Right? So, think about back to our referee and our coach person, what is a winning record for a referee? They don't have one. The refs don't have winning records. They have losing records. They could have cost the game. I do believe that the ref did cost the Bengals the Super Bowl, by the way, although that may be a little bit... just a bias because I'm a Bengals fan. But they do not have a win/loss record. Coaches have a win/loss record.

Brian:

Now here's the thing. As a coach, I've never hit a ball, I've never kicked a soccer ball, I've never tackled anyone, I've never thrown and touchdown, but I'm still responsible for the wins and losses. As a coach, we have to get players prepared and ready, but they got to do the work, they got to be the ones performing. And so, we've got to build them up so that they can be their most successful. We've got to create spaces where their next step is their best step, not their previous step. And so, we've got to create more learning environments and expect failures. We've got to think about how we create these learning environments where staff can always be curious, excited.

Brian:

Look, we've created a bunch of checklists. We've created a bunch of referees who blow the whistle and don't really think about what they're doing because we've created this process that's taken the human out of it. We got to put the human back in this. And humans are people who make mistakes. Humans are people who have errors. And so, we've got to create environments where we can learn and teach and expect failures. We got to reinforce staff for improving success. We got to trust coaches, have a clear mission, avoid risk strategies, and focus on behavioral change. Right? We're not trying to reduce young people's risk. We're trying to increase their success. Right? And so, those are things that contextually we have to think about the skills we're giving staff. We've got to think about the programs that we put in place. And we got to think about the context in which we deliver those so that we can ensure that young people are getting our best selves.

Brian:

And I'm going to leave you with a few thoughts. Right? So, if we're going to rethink the juvenile justice system... Right? We've given the line staff, the people who are approximate to the people, we've given them the least ability to make decisions. We write policies. I was an assistant director of an organization that served 36,000 people on supervision at any given time. I could not write a policy tells line staff how to act individually, but I believed in individual training or individual interventions. So, the problem is, think about all of our programs, all of our programs have contact standards. You'll see them four times, three times, two times a month, whatever that looks like. That's not individualized; that's prescribed.

Brian:

And how do we know that someone needs four versus eight versus six or two or one or 12? We don't know. I can't write a policy. If I don't know your name, I can't write a policy that applies to you. So, I've got to write policies that allow for our staff to do great work. So, my contact standard policy would look something like the person on supervision, their coach, the coach's supervisor, and the people to support the person on supervision are going to develop an individualized plan that's based off our best understanding of the use and their situation. And we're going to develop a success plan that helps them develop pathways forward. Notice the word, success. And this is my last point and then we'll open up for questions.

Brian:

Imagine just an easy transformation of case plan, supervision plan, treatment plan, to success plan. Just the words, just the words alone, change the image of what we're doing. So, we've got to start to think about how do we match coaches? How do we build more coaches than referees? How do we create learning environments? How do we tackle things like rules, conditions of supervision to help look for success? What are our policies and procedures that maintain our conditions of refereeing? How do we measure data and outcomes and success? How do we establish personnel and valuations? And how do we create environments designed for change, not environments designed for compliance? And so, with that, I know that's a quick, brief thing. I will chat some things in there that if you want more information about the coaching organization kind of stuff, happy to take calls or take emails offline. And then I'll turn it over to Kevin, and

I think we have a couple minutes for questions.

Simon Gonsoulin:

Thanks so much, Brian, and the Washington staff and Brian. Tremendous job of just presenting this information quickly, because there was a wealth of information, in such a positive way. Brian, I just want to let you know, there's been lots of positive comments in the chat about the referee versus coach comments and slides, so just want to reinforce that. We do have several questions, so we're going to jump right into them. All right? There was a question about the reactivation of Medicaid, and so this would go to Felice or to Lisa, and identified who were the logical partners you had to reach out to? Did they require certain information on the youth in order to reinstate the Medicaid eligibility? Could you talk a little bit about that?

Felice Upton:

Yeah. I mean, in Washington... And every state does this differently, right? But our Medicaid is administered through Managed Care, and so it's been just being close partners with Managed Care organizations to make sure that they are not cutting off the Medicaid benefit. And I can certainly send more information about that, but some states have a centralized single payer method, and some have more fractured... I don't think that's the right word. More decentralized Medicaid systems like we have with managed care organizations leading away. So, we meet with them frequently and ask for what we need and work closely on outcomes with them.

Simon Gonsoulin:

Okay. Super. Thanks so much, Felice. Second question. Does Washington DCYF have a list of reentry transition programs or resources maybe on your website. Is there a page on your website pertaining to reentry?

Lisa McAllister:

Yeah. And I did send that link in the chat.

Simon Gonsoulin:

Okay. Super. All right. So, if you go back to the chat, could you possibly reenter it, Lisa, right here? Because it could have gotten lost in the long list of chats, if you don't mind? Thank you so much. Next question. How does Washington state address academic needs of youth in their system? Reading, math, writing? Typically, our custody population comes into us significantly behind in our academics. So, Felice or Lisa, if you want to give that one a try.

Felice Upton:

I mean, I think the best way to get grounded in this is to look up House Bill 1295, which is for high school level education in Washington state, and there's a current work group working on this which Simon is in or running. But we are trying to raise the bar on individualized education planning, making sure that we do a little barrier education and catch kids up. If they're coming to us below grade level, we would do individualized plans for them so that they can get as much credit retrieval in an honest way during their state with us, so we are looking to be innovative in that space. It hasn't always been that way. I think we've come pretty far pretty fast. But if you want to get a comprehensive report would be Washington State House Bill 1295.

Simon Gonsoulin:

Yeah. Pretty soon, probably within the next, say, six to nine months, there'll be a strategic plan that's developed through this advisory group that Felice is talking about that'll have more detailed information about how Washington state is going to go about implementing 1295. Okay. One more question. Is there anything at DCYF's... on their website or any link you could place in the chat on the Canine Connections program?

Felice Upton:

Yes. We'll put it in the chat.

Simon Gonsoulin:

Okay. Super.

Lisa McAllister:

I put the one in there, but it's the Friends of Echo Glen, Felice. So, I don't know if you have an additional one, but I did put that in. I can reenter it. It's a little bit up in the chat.

Felice Upton:

No, that's their best link, is the one that you put there. And you can read a little bit about the program. There is a contact there that you... if you want to know more about what they're up to, we can share more about the canine program. But we've done both during the pandemic, we allowed employees to bring their dogs to work with them. That was a benefit that we had at our disposal. So, I was the superintendent there at the time and said, "Bring your dogs. They can be with you at work," which worked beautifully. Although, an incarcerated young woman there now believes my dog is her dog and that he loves her more, so I bring him for visitation often. I think right now they're training dogs for disabled veterans as therapy dogs. So, they change their mission and what they're working on depending on the population. And

we are heading into another secure facility within the year at Green Hill, or as they're calling themselves today, White Hill because they have snow.

Simon Gonsoulin:

So, Felice, let me ask you with that particular program, is there somebody from the community that comes in and works with the youth and the dogs as far as the training is concerned? Is this a contract that you might have, or is this a full-time employee?

Felice Upton:

We have two full-time employees running the program. I've seen it done a couple of different ways. I came from the adult system. In the adult system, we did pay a nonprofit to run the canine program. There are pros and cons to both. But the therapeutic value, as well as actually the woman in my current community who grooms my dog is a woman who graduated from when I was at the women's prison, the canine grooming program there, who now has a full-time job in my community grooming dogs, and apparently it pays pretty well. So, it can have multiple benefits, but it certainly brings down tension and anxiety and an environment where we're seeing higher levels of acute mental health.

Simon Gonsoulin:

Okay. Thanks so much, Felice. One more question. I think we have one more to squeeze in here. When do the placements into the community settings or independence assess the readiness of the community for their return? So, is there any work done with the community... I think this is what the person's asking. Any work done with the community to assess their willingness and ability to be able to work with the youth that return back to the community?

Felice Upton:

Yeah. We're trying to get better at that. Often, communities tell us we're not ready, we don't have the skills. Sometimes that's the family. And so, we are doing those interdisciplinary meetings earlier on in the stay for the young person and then helping them access skills. The more community providers that we bring in, the better that continuity of service. So, we have community providers who are coming in to do things like Edible Schoolyard where they're growing vegetables, and they also exist in the community so then you have a natural mentor. You also have a trajectory that you can follow where you have a hobby, and you don't have to identify necessarily as formerly incarcerated. You're a gardener or a vegetable grower. I'm always super impressed that kids in custody with us do eat vegetables because mine don't. So, we're growing stuff, we're looking at bringing more people into our environments which, to Brian's point, if we're looking for coaches, there's a level of proactive accountability in a really positive way when a little bit of that secrecy that exists in traditional corrections environments is broken. So, it's a lovely level of accountability with great partners.

Simon Gonsoulin:

All Right. Kevin Shepherd:

Simon, can I ask one more quick question that came into me?

Simon Gonsoulin:

Yeah. Yeah.

Kevin Shepherd:

And this is for Brian. I had a question come in Are you aware that any of the jurisdictions you're working with, has anyone really taken a foothold into the coaches versus referees' thing? And if so, where would that be, maybe to use as a reference point or a resource?

Brian:

Yeah. No, that's a great question, Kevin. So, we currently have a three site NIC project to provide assessment and technical assistance for folks who came in, developed a tool called the Organizational Coaching Assessment. We've assessed their organizations and then help them create strategic plans and tactical plans to rethink their systems. Those are Kansas parole, Michigan probation parole, and ultimately, we'll move into their corrections system or their prison system in Brazier County, Texas. So, all three of those are sort of more on the adult side so they would target some emerging youth or emerging adults. Virginia Department of Juvenile Justice, we've been working with them over the last six months to redesign one of their community supervision units on how they organize and structure supervision, and so we are in the middle of that and are working on the development of what that youth coach organization relationship looks like and how it's built.

Brian:

So, those are the four primary, although there have been lots of places that have had that conversation, they've picked and found some resources around that. But definitely, if you're interested, if you send me an email or chat or whatever, I'm happy to connect you with some of those places to get some more information, as well.

Simon Gonsoulin:

So, I want to thank-

Simon Gonsoulin:

... all the participants. Kevin, thank you so much for a wonderful job leading this webinar. Y'all are a tremendous partner on CCETAC. Felice and Lisa from Washington state, we appreciate all the insight into your tremendous program. And Brian, your enthusiasm and passion around moving from that referee over to the coaching approach is one that I think excited a lot of participants. So, I want to thank all of our participants. We had over 250 people on, which is pretty exciting. And don't forget, this will be placed on the website with the National Reentry Resource Center in mid-May. This PowerPoint will be placed there as well as a recording of the webinar itself, and a transcript also will be provided. Don't forget to fill out the feedback form. We'd like to hear from you. Let us know how we might have improved it, what you liked about the presentation, so that we can improve our work. Because Second Chance month is right around the corner next year in April. Take care, everybody.

Speaker 3:

Bye, everyone. Thank you.

PART 4 OF 4 ENDS [01:29:48]

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