

Listen to the Experts Transcript

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00:00:09.150 --> 00:00:20.300

Ransom Washington: Good afternoon, everyone. I want to thank you for attending this afternoon's Webinar setting young people up for a successful reentry. We're gonna get started about a minute after one

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00:00:20.570 --> 00:00:21.490

Ransom Washington: after 3.

3

00:01:13.610 --> 00:01:25.350

Ransom Washington: Good afternoon again in the interest of time, and so we can have a lot of information that's going to be shared. I wanted to begin the Webinar setting young people up for successful re-entry.

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00:01:26.190 --> 00:01:27.850

Ransom Washington: This

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00:01:27.870 --> 00:01:43.770

Ransom Washington: recording will this webinar excuse me will be recorded, and just to also let you know that the chat will be disabled, and if you have any questions, request or need any technical assistance, please, into that information in the Q. A.

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00:01:48.110 --> 00:02:00.830

Ransom Washington: Good afternoon again. My name is Ransom Washington, Junior, and I'm. A program manager in the Youth, Justice and System Innovations Division with the office of juvenile justice and delinquency. Prevention, also known as OJJDP.

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00:02:01.410 --> 00:02:20.780

Ransom Washington: OJJDP's Guiding philosophy is to enhance the welfare of America's youth and brought in their opportunities for a better future to bring these goals to fruition. OJJDP is leading efforts to transform the juvenile justice system into one that will treat children as children serve chosen at home with their families in their communities.

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00:02:20.780 --> 00:02:23.660

Ransom Washington: and open up opportunities for system involve you.

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00:02:24.020 --> 00:02:37.360

Ransom Washington: Next, I'm Pleased to introduce OJJDP's administrator, Liz Ryan. This became administrator of OJJDP on May the sixteenth, 2022, following her appointment by President Joseph R Biden.

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00:02:37.740 --> 00:02:49.610

Ransom Washington: prior to leading OJJDP, Liz Ryan served as president, and CEO of the youth verse initiative, a national campaign focused on ending the incarceration of youth by investing in community-based alternatives.

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Ransom Washington: Liz Ryan founded the youth first initiative in 2014, under her leadership that achieved the closure of the youth. Prisons in 6 States and redirected more than 50 million to community-based alternatives to incarceration.

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00:03:01.660 --> 00:03:11.840

Ransom Washington: This has an extensive resume advocating on behalf of you families and communities. This is reached for youth as far, and why an OJJDP. Is inspired by her leadership.

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00:03:11.930 --> 00:03:13.670

Ransom Washington: Welcome, Administrator Ryan!

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00:03:15.490 --> 00:03:34.990

Liz Ryan: Thank you. Ransom, and welcome everyone to Today's second chance. Webinar I'm List Ryan, Administrator for the office of Juvenile Justice and delinquency prevention better known as OJJDP. Let me start first by saying that second chances are one of go to OJJDP's first priorities.

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Liz Ryan: We're the only Federal agency focus solely on young people who are involved in, or who are at risk of involvement in the juvenile justice system. We recognize that young people need and deserve a second chance. Today we're proud to showcase community based re-entry providers.

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Liz Ryan: managers and directors from successful youth re-entry programs are joining us to share evidence-based practices and how they apply them. Our presenters will also touch on the vital importance of the high fidelity, wraparound process. This simple

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00:04:11.540 --> 00:04:31.330

Liz Ryan: yet powerful approach outlines how service providers can work with young people and their families to meet their stated needs. It requires focusing on improving self efficiency, enhancing natural support and ensuring that all child serving systems work in one streamlined plan.

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00:04:31.330 --> 00:04:37.800

Liz Ryan: Finally, since everything starts with engagement, will touch on strategies to connect young people.

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00:04:37.920 --> 00:04:53.080

Liz Ryan: their families and community members. Most importantly, this is an opportunity for you all to connect with and learn from your peers. Please stay until the end to ask questions and contribute comments. We want to hear from you. Thank you so much.

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00:04:55.550 --> 00:05:00.930

Kim Godfrey Lovett: Great thanks, Louise. Thanks, Ransom. and thanks everybody behind the scenes.

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Kim Godfrey Lovett: My name is Kim Godfrey Lovett. I'm. The executive director of the PbS Learning Institute I'm here with an amazing panel of leaders. As Liz said, we're really going to talk about how agencies can help set young people who become entangled in the system. Up for success when they leave.

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00:05:15.420 --> 00:05:26.970

Kim Godfrey Lovett: We have a lot of information to fit in the next 55 min or so, so we don't get to everything. We'll get the slides. We'll get a recording. Put your questions in the box. We'll try to answer them, or we'll follow up after the Webinar

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00:05:27.590 --> 00:05:47.210

Kim Godfrey Lovett: couple of quick takeaways for you. As Larry Steinberg so eloquently describes. Adolescence is the age of opportunity from ages 10 to 25. Their brains are right for learning, based on his extensive research. It's like when they're just born to 3, it's a time when their experiences make lasting differences in their brains and their futures

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Kim Godfrey Lovett: two the good news is that we know the kinds of opportunities and experiences that will benefit them. They're the same as what we want for our own children.

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Kim Godfrey Lovett: So the challenge is what we'll be talking about today

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Kim Godfrey Lovett: how to create for young people who've usually already missed a lot of developmental opportunities, and it have instead experienced trauma violence, discrimination, poverty, homelessness on the list goes on. So here's what we're going to do.

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Kim Godfrey Lovett: we we will quickly tell you what we've learned in our re-entry programs, and then we're going to hear from our experts. Really about how do you put it into practice? They'll share their strategies and tools they use to provide those opportunities, and how they hold themselves accountable and continually improve the young people's outcomes using data

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00:06:32.440 --> 00:06:43.040

Kim Godfrey Lovett: so quick. How we got here. Pbs performance-based standards. We've been around since 1995. With this simple approach. get the research into the hands of the people, doing the work

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Kim Godfrey Lovett: we do, that through national standards set at aspirational levels and engage with agencies to collect and analyze data, to measure and continually improve how well they meet the standards.

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Kim Godfrey Lovett: Pbs. Was started by OJJdp. Because in 1994 conditions of confinement study found. Not only were our

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Kim Godfrey Lovett: facilities across the country, they were the conditions, dis dismal at best, and dangerous at worse, but also that the pass fail. One time accreditation checklist didn't make the difference. Thus they launched Pbs to be performance based. Get data that changes over time indicates the extent which something is happening.

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00:07:20.140 --> 00:07:25.670

Kim Godfrey Lovett: practices or implementer, and always looking to do things better and to get better outcomes.

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Kim Godfrey Lovett: We've participants across the country. I have a map of the next one. We put it all together into blueprint, and you can see it's it's organized by domains, and all the domains have standards and data that will support them.

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Kim Godfrey Lovett: It's data that's administrative sort of your demographic data Internet reports. You have records as well as survey data that allows agencies to hear directly from the young people, from the staff and the families about the impact of the practices and services.

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Kim Godfrey Lovett: And thank you to our community.

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Kim Godfrey Lovett: including the 3 volunteers who are on the call today. So i'm going to turn it to them now and get them to introduce themselves, and starting with Megan, who gets they? Congratulations from recently being promoted up to be deprived Secretary in the great State of Kansas. Thanks, Megan.

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00:08:16.960 --> 00:08:24.370

Megan Milner: Hi, everyone. I'm Megan Milner, I'm currently with the Kansas juvenile correctional complex we're located in Topeka kansas

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00:08:24.420 --> 00:08:32.070

Megan Milner: we are the states only juvenile correctional facility for males and females we work with

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use ages 10, to 22 and a half.

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Megan Milner: and that's a little misleading with that age range but about 80 of Our residents are 16, and over, with about 50 of our residents being 18 and over. So we are working with the young adult population, probably like a lot of what you're seeing in your jurisdictions and your states as well.

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Megan Milner: One of the things I'll just point out real quickly about our system here in Kansas. So our juvenile justice system is trifurcated. So we kind of have different layers within our system. My organization currently falls within the Kansas department of corrections.

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Megan Milner: and all of our after-care services for our residents are provided by local community corrections, agencies that actually report to their Board of County Commissioners. So the Department of Corrections provides funding and oversight for them.

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Megan Milner: But those services, once residents, leave our juvenile correctional facility. Those are provided by local community corrections agencies, so i'm very excited to be here, and I will pass it on over to Shannon.

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Shannon Weston: Okay, thanks, Megan. I'm. Shannon Weston. I'm. The Executive assistant to the director. I also serve as the Director of Quality assurance and the Public Information officer

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Shannon Weston: a little bit about our agency. We are, we call ourselves the Alabama Department of Use Services. We are the State Juvenile justice agency.

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Shannon Weston: We are independent from the adult correction system here. Our central office is based in Montgomery, Alabama.

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Shannon Weston: and currently we oversee 3 facilities. We have our Mac Mount Megs facility in Montgomery, which serves older male population between 16 and 21.

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Shannon Weston: We have our back at campus in Birmingham, Alabama, which serves younger males between 13 and 15,

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Shannon Weston: and then we also have our target campus close to Montgomery, about 45 min away, which is a short term

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Shannon Weston: facility typically 4 to 6 weeks. We also have contracts with 9 private providers throughout the State. which provide community residential services.

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Shannon Weston: Out of those 9 providers we serve, both male and female. We have 3 female contract residential, so providers, and then we have 6 male.

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00:10:57.480 --> 00:11:01.880

Shannon Weston: We also licensed 12 juvenile detention centers.

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Shannon Weston: and we provide Grant funding for 66 diversion programs throughout the State.

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Shannon Weston: We also are similar in like, similar to Kansas. We have local juvenile courts that manage it oversee our juvenile probation officers. So we do have to work hand in hand with our local communities to make sure we have seamless service and re-entry.

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Shannon Weston: And lastly, I just wanted to say right now we have about 273 youth in our custody, which would the majority are male about 230 males and 43 females.

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Shannon Weston: So what that said is, you know, if you view of Alabama and I'll pass it on to a room.

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00:11:41.510 --> 00:11:48.450

Larome Myrick: Hello, everyone! My name is Lyrome Myrick. I serve as a director of juvenile justice for a road out in the department of shooting you. The family

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00:11:48.800 --> 00:11:57.500

Larome Myrick: now, unlike the rest of those 2 places we're the only state we're. One of the on handful of states to juvenile just is is under a child welfare agency.

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00:11:57.580 --> 00:12:05.830

Larome Myrick: So again, we're in the department to the the family, and we're one of the 5 operational divisions. and when I oversee that that State was a juvenile justice division

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Larome Myrick: which consist of training, road, item training school, which is the States only post adjudication and the tension facility. The houses, both young men and women. and we don't have a minimum age, but we go up to age 18, I said, 18, to 364. So before your 19 birthday you're released.

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00:12:24.380 --> 00:12:26.140

Larome Myrick: We also oversee it.

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Larome Myrick: We have about 50 kids in our facility with the majority being boys. Usually we have between one and 3 girls in there at any time.

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Larome Myrick: so very small amount of girls. And compared to boys again, I stay wide. I detained and adjudicated.

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Larome Myrick: We also

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Larome Myrick: oversee our Juvenile and probation department as Well, we have roughly about 220 is in there.

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Larome Myrick: We also have pre-adjudicated cases as well. So that's something unique and just one unique thing about us, too, is

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Larome Myrick: I. I know that we're the first site to do. Pbs community serve community supervision so excited about that.

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Kim Godfrey Lovett: Thanks, Lyrome. Thanks, everybody so quick. You saw this cycle. You saw the model that's been around

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Kim Godfrey Lovett: for years. It was starting first in the facility base, and and what we were asked to do in 2,015, was to take that model and really start looking at the re-entry research and create that kind of model of aspirational standards and indicators that agencies could use to to tell how well they were implementing the research.

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Kim Godfrey Lovett: So this is what we came up with.

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Kim Godfrey Lovett: We call it the swoosh for lack of anything else. But it's basically graphics showing how our reentry system in a in a state or jurisdiction, if they ground themselves in the guiding principles.

They implement these practices that that the research said are most likely to leave to the the positive youth outcomes.

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00:13:49.600 --> 00:14:00.320

Kim Godfrey Lovett: and then you measure positive outcomes. Not wait till they failed, and it's recidivism, but measure positive outcomes that will lead to those long term system outcomes that we all want

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00:14:00.480 --> 00:14:05.780

Kim Godfrey Lovett: about safety. So what we're going to do is we're going to go through

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Kim Godfrey Lovett: as many of these different domains as we can today. Please Again, use a. Q. A. And we're going to start with accountability and fairness. So.

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Kim Godfrey Lovett: and you'll get all these slides on it just quick on the left box to see some of the researched basis. On the right you'll see the standards all have data. You can get. The full set on. Our website is Pbstandards.org slash reentry, and if I could do the chat and questions, I might do it. But I can't do, anyway.

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Kim Godfrey Lovett: What do? What do we know about fairness? Well, it's essential. But the system is inherently unfair, especially to young people of color that we need to know. The fairness is both procedural, and what a young person perceives their perceptions.

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Kim Godfrey Lovett: and that this idea that accountability needs to shift away from punishing mistakes to promoting positive changes.

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Kim Godfrey Lovett: So, as Lyrome, said, he was the first agency who really took on and pilot tested us for this working just in the Community Supervision Office and largely helping us get the re-entry survey out there.

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Kim Godfrey Lovett: So he, like the other panels, have agreed to share it some of their data. And this is his

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Larome Myrick: a re-entry, data, and it looks pretty good lyrome. Not one young person is disagreeing with anything. What! What's your secret? Oh, my God! What they all get to If if they disagree with anything. They have a grievance process where they get to talk to me, and they prefer not to. No, i'm really joking.

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00:15:32.110 --> 00:15:46.170

Larome Myrick: But actually it's just the fact that we honestly have. Like everybody, other agencies we have. We have dynamic staff who actually takes it personal with the kids do. For instance, the kids, when our facility. Every day they eat breakfast, lunch, and dinner with the superintendent

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Larome Myrick: and our kids in the community the same way they don't they dinner directly with the superintendent, but they meet their probation staff frequently, the case manager staff. So every day kids in our facilities actually see the

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Larome Myrick: see a member of your treatment team so it could be a social worker.

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Larome Myrick: It could be a unit manager, superintendent, and a probation officer. So that's something that we focus on. You know our visits, our our time spending with our youth is about quality. You know it's not punitive. It's not compliance monitoring, and we don't warehouse kids. We actually there, and we get invested with the kids. So I I was. I was pleased to see that that was something that happened.

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Larome Myrick: In our results

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Kim Godfrey Lovett: And do you want to say a little bit about any of these strategies, or anything more, or Shannon or Megan want to weigh in on any of that

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Larome Myrick: I do one of the things that we I'll pass it to Shannon Megan as well. But on one of the things that we did we we we we we use Covid as a time, you know, when Covid happened to change the entire world. You never could have told me 5 years ago or 3 years ago, the day before Covid, that I would give a kid at iphone and say, facetime your family.

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00:16:52.280 --> 00:16:55.690

Larome Myrick: But when Covid happened they couldn't get visit. That's what we did.

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Larome Myrick: and we learned something like, Wow! This really works. And we saw that the kids want to have access to their families and their friends and their loved one behavior changed so the kids were happier. They were getting all visits and everything like that. And guess what that cost is

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00:17:09.369 --> 00:17:10.180

Larome Myrick: nothing.

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00:17:10.450 --> 00:17:21.859

Larome Myrick: You know some of the things that we do, some of the strategies and it and we can see that it's they. They're using dividends by by the Pbs data so, but i'll turn it to someone else. Okay, they want to add a little additional.

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00:17:25.270 --> 00:17:28.960

Shannon Weston: I'll agree with that, Lyrome. We did the same thing

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Shannon Weston: with Covid we had to be creative, and how we engaged families with youth and vice versa. So we also create created face time which has been phenomenal, and we've continued that, and we've added more opportunities throughout the week for them to do facetime as well as traditional phone calls.

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00:17:46.880 --> 00:18:01.050

Shannon Weston: Of course we're back to visitation. So that's always great. But we're also expanding opportunities for visitation, providing incentives for families helping them get here get to the different places, because that can be a challenge sometimes.

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00:18:01.400 --> 00:18:06.980

Shannon Weston: and and trying to look at other ways of engaging families throughout the process.

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Shannon Weston: getting contacts with case managers, more often having them aware of what's going on in their treatment, planning.

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Shannon Weston: because that is key and essential for families to be engaged, and the data shows that when families are engaged like you mentioned in the room. That kids do a lot better. So

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Shannon Weston: it's been wonderful.

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Kim Godfrey Lovett: You guys jumped way ahead already. That's okay. We we we, we, we, we, we we it not, too. We practiced so much that you knew where we were going, which is awesome.

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00:18:37.210 --> 00:19:00.740

Kim Godfrey Lovett: So you've got you guys who haven't been on the practice, and are seeing this for the first time. We do know that it that it's all about families, and it's sort of shift in thinking that it is

more engagement. The families are very clear. They want to be valued, and all all senses of the word, so you can take a look. Look at the the standards, and I think the other grounding guiding principle. Isn't really really very exciting. But

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00:19:00.740 --> 00:19:15.440

Kim Godfrey Lovett: you all know, to put together a a complete reentry system that you need. Partners. Do you know justice? Agencies can't do it all but Megan share it. Some data from Kansas about their family, and was going to talk a little bit about some of their initiatives there.

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Megan Milner: Yeah. So there's a couple of different graphs that you see on your screen

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Megan Milner: The one on the left is actually from a survey that we use through Pbs. It's called our Youth Climate Survey. And so this is the survey is administered to our residents every 6 months, so it gives us a really great temperature

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00:19:37.730 --> 00:19:52.450

Megan Milner: of of where things are at in the facility. So this one. Of course you You can see that that the majority of our residents are reporting that they have at least one person at at home that they can talk to if they need help.

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00:19:52.450 --> 00:20:09.160

Megan Milner: That kind of information is incredibly important for us, as we're talking about engaging families in that change process, because that's an indication that hey, there's a there's a support network there, and we can. We can engage that support network and the change process.

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Megan Milner: One of the things I would point out is

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Megan Milner: you'll see like a field average there, and that field average really is. It's helpful. So I can see where i'm at. Maybe compared to Shannon's facilities, and how we compare to each other.

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00:20:26.330 --> 00:20:37.330

Megan Milner: But really the whole goal of this work is the continuous improvement. So we're constantly looking at just where we at and are we always getting better?

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Megan Milner: That graph on the right is from our reentry survey that is, administer also through Pbs administered to the residents when they exit from the facility.

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and even though it's completed when they're leaving, it gives us really good data points. So we know where to focus on to improve connections for our youth. So

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Megan Milner: what you can see here is that most of our residents are reporting that. Yes, I would call my family if I need someone to talk to. So that gave us some indication that how can we engage families better and earlier in the change process? Parents and families. They're the experts on their own children, right from their own loved ones.

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00:21:20.480 --> 00:21:34.830

Megan Milner: and really are often more or can be more influential as change agents than we are as corrections, professionals, and so the ability for us to engage families earlier. And I think there's some strategies on the next page that we

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Megan Milner: for the next slide that we talked about.

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Megan Milner: So we we started doing some things like a new family orientation, where family members, parents, guardians, had an opportunity to sit down with leadership, to ask questions, to maybe get clarification on some of our processes.

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Megan Milner: and gave them a chance to really see the face of who's working with their children. We also increased free video video visits, phone calls, and then also really worked on bridging the gap between our facility and the community. So, partnering with

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Megan Milner: the Department of Commerce or Kansas kids gear up jobs for America's graduates that helped us bridge the gap between what was happening in our facility, and what was going to happen with those residents when they leave the community. And I know Shannon has some other.

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00:22:32.390 --> 00:22:36.950

Megan Milner: some other efforts on this page that she was going to talk about.

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00:22:38.030 --> 00:22:39.850

Shannon Weston: Okay, thanks, Megan.

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Shannon Weston: Yes, we have several examples. I won't. Go through, probably every one, but i'll mention a few. We've Recently

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Shannon Weston: we've been working more and more as we've gone along with more community partners, because that's been key for us. And so these partnerships have allowed us to increase programming both in our facilities and in our community.

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Shannon Weston: and we have some recent examples where we've done more outreach to bring these community partners to us, and for unto us to them and one of them i'll mention of the Alabama network of family resource centers. It's a nonprofit. It's a organization of a variety of nonprofit agencies that provide services to protect children, support families.

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Shannon Weston: and what they do is help link with other nonprofits that provide specific services that we've been looking for to bring additional programming into our facilities. So that's been wonderful, like for an example trying to bring? A Why try programming or a specific evidence-based practice program where we don't have the staffing capacity right now. And I think we all know about staffing issues. So it's been a wonderful thing to reach out and to find these

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Shannon Weston: these networks and partnerships that are available. I mentioned briefly.

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Shannon Weston: We have a mentoring program also at our campus in Birmingham, where it, you know, it started out in the local community, but we partner with them and bring that program in

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Shannon Weston: also. I wanted to briefly mention. Lastly, but I think most importantly, it's the newest one we're excited to learn more about it started in March of this year.

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Shannon Weston: and it's called, restore it's project, restore it's a juvenile reentry program.

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Shannon Weston: and it is a partnership with the city of Birmingham, which is our largest city and family core family resource Center Detention center in this in our in the Jefferson County.

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00:24:32.170 --> 00:24:47.950

Shannon Weston: and it's a local program, and it's exciting because it's going to serve youth in the juvenile justice system between 16 and 19. It will provide comprehensive intake assessment for the family benefits, assessment, increased strength based case management

129

00:24:48.150 --> 00:24:53.050

Shannon Weston: is going to provide an educational career planning for the youth

130

00:24:53.180 --> 00:24:55.770

Shannon Weston: work, work, and training equipment.

131

00:24:55.890 --> 00:25:14.140

Shannon Weston: working with families to ensure safe housing stability. So it's. It's a lot of a wrap around comprehensive approach for families and youth that are, and hopefully to keep them out of the juvenile justice system and get them with the right support. So this is exciting. I think this is the newest one, and we look forward to seeing how

132

00:25:14.140 --> 00:25:20.480

Shannon Weston: how it pans out, and i'm sure i'm sure it's going to do great. So I just wanted to definitely touch on project. Restore.

133

00:25:20.940 --> 00:25:30.460

Kim Godfrey Lovett: That sounds awesome, You You have an advantage in lyrome, that I know from being a resident there that families don't have to travel very far

134

00:25:30.490 --> 00:25:37.100

Larome Myrick: to get anywhere. But do you have a couple of things that about how you work with the families. I do believe it or not, in a

135

00:25:39.110 --> 00:25:53.600

Larome Myrick: town as small as as as Rhode Island. If you gotta go over past 5 min, people don't want to go so. But one of the things that we do we'll get. We talked about the a virtual visit, so we we we have done that. We also partner with our community agencies, such as

136

00:25:53.630 --> 00:26:05.640

Larome Myrick: ties, family services, not not trying to get a shot of what if I did, I would shout them out to family service, they would actually go to the community and bring the key as it, or bring a family there. We've also increased. We had a community path

137

00:26:05.640 --> 00:26:15.610

Larome Myrick: our community patch program that we created. But we actually physically allow the kids to go into the community. It may start to go to Mcdonald's with mom for 2 h.

138

00:26:15.700 --> 00:26:25.170

Larome Myrick: and and then it can morph into you. Go home for Christmas vacation. What if you do that long enough? Then you don't need to be in our facility, anyway. So that was the win win for the communities, for the families

139

00:26:25.420 --> 00:26:29.450

Larome Myrick: and for the facility because we got we got a Kid actually rehabilitated

140

00:26:29.820 --> 00:26:42.240

Larome Myrick: back, engaged with his, with his family on our dying in our time. And so and i'll go with to keep the kids keep the kids at home doing so. So we've been. We've been in luck with that. We've also partner with

141

00:26:42.440 --> 00:26:55.770

Larome Myrick: soon it's other folk we've parted with the community. Our biggest thing. We open up our facility to the community because 100% of the kids in Rhode Island facilities are leaving a road. Either facility and our goal is to get them not into any type of system that they don't need to be into.

142

00:26:55.770 --> 00:27:03.530

Larome Myrick: And so we wanted to. We wanted to had this artificial environment where kids behaved well as our facilities, but they got to taste it

143

00:27:03.560 --> 00:27:08.380

Larome Myrick: real reality. So we brought to community as they. They work with the kids, and they stay with the kids.

144

00:27:08.510 --> 00:27:10.220

Larome Myrick: and we've been in luck like that.

145

00:27:11.490 --> 00:27:12.670

Kim Godfrey Lovett: That's great.

146

00:27:13.050 --> 00:27:23.310

Kim Godfrey Lovett: all right. So if anyone has questions in the chat that we've gone over a fairness, accountability, family, and collaboration. We're going to move to some of the practice domains.

147

00:27:23.820 --> 00:27:26.720

Kim Godfrey Lovett: and what i'm gonna do is to share the the the

148

00:27:26.780 --> 00:27:45.440

Kim Godfrey Lovett: research and the standards, first on assessment and reentry planning, then get our panelists to talk about all of them. So recess assessment, you know we need the R and R framework. And and really we just really need to know who these young young people are

149

00:27:45.710 --> 00:27:59.360

Kim Godfrey Lovett: that will lead, of course, right into their re-entry planning, or the exit planning. and, as I think, one of the panelists, that is, it's got to begin at day one. It was what Rome said. All young people, all are going to be leaving.

150

00:27:59.370 --> 00:28:09.900

Kim Godfrey Lovett: so the job is really to make sure they're prepared. Give them everything we can in terms of knowledge and experiences and ready, make sure that they feel confident, hopeful all the things they need.

151

00:28:10.850 --> 00:28:15.510

Kim Godfrey Lovett: So i'm going to now to share some data from Alabama.

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00:28:15.700 --> 00:28:22.560

Kim Godfrey Lovett: It just shows this is what young people are telling Shannon and her team about about their experiences.

153

00:28:24.230 --> 00:28:43.770

Shannon Weston: Jen: okay, thanks, Kim: yeah. That this data is from our re-entry data, and what this shows is just a few examples from a lot of different outcomes that we look at, which has been

phenomenal for Pbs. For us to have this. It's been invaluable to know how are you feel and what they think.

154

00:28:43.770 --> 00:28:58.500

Shannon Weston: and whether they receive the support they need while they're with us, and whether they feel that they have the support they need when they go home. So these 3 graphs just kind of or just represent a few of the questions that are asked for you.

155

00:28:58.500 --> 00:29:10.940

Shannon Weston: and you know it's important for us to know what they think, how they feel about themselves as they transition back to their home and to the community. and we want them to have the confidence and supports they need to succeed.

156

00:29:11.450 --> 00:29:17.510

Shannon Weston: And then I think it's important for us also to evaluate how we engage with the youth while they're here.

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00:29:17.520 --> 00:29:36.550

Shannon Weston: In order to ensure that our interactions, our programming or educational programming or vocational programming is meeting in their needs, and that we're doing the best we can to maximize their success. So with all of that being said, these 3, your graphs are just some examples of feedback we've received.

158

00:29:36.550 --> 00:29:50.920

Shannon Weston: Young people have meaningful goals, so that is our goal to make sure that they have a set of goals that they've developed. They know what they want to do. It's this specific, and they have the resources and connections established.

159

00:29:50.960 --> 00:29:57.590

Shannon Weston: and this is a strongly agree that they I know my life has a purpose I'm. Meaningful goals I want to accomplish.

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00:29:57.650 --> 00:30:09.760

Shannon Weston: So we work hard to make sure that they feel that they have the resources, and they have a vision, for where they're going to go when they leave. Young people have confidence, so i'm a confident I will achieve my reentry. Goals

161

00:30:10.130 --> 00:30:15.240

Shannon Weston: majority strongly agree or agree. None disagree or strongly disagree, which is great.

162

00:30:15.260 --> 00:30:22.010

Shannon Weston: It means that they, everyone leaving has felt very confident with themselves and with their goals.

163

00:30:22.150 --> 00:30:28.520

Shannon Weston: and also young people, have supports. I have the support I need for successful re-entry.

164

00:30:28.860 --> 00:30:46.320

Shannon Weston: and that's key they have to have the supports, whether it be with family members, it will community at large with other supports that they can identify, that we can help identify for them and with them that's important. And so again, this slide shows that

165

00:30:46.320 --> 00:31:06.480

Shannon Weston: the majority strongly agree and agree that they do have the support they need for a successful re-entry. And so we don't even like to see any say disagree. So we wanna we want to go by, say, oh, no, but you know, so that is our goal to constantly improve and make sure we're doing the best job and make sure we reach every youth.

166

00:31:06.510 --> 00:31:09.590

Shannon Weston: and that they feel that they are getting what they need so.

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00:31:10.710 --> 00:31:14.300

Kim Godfrey Lovett: And also you do a good job of making sure they feel heard

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00:31:14.350 --> 00:31:23.910

Kim Godfrey Lovett: right. Ask them for their perceptions and what they're feeling and thinking that it goes back to them. And in Kansas she said some of the data, too.

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00:31:23.920 --> 00:31:25.060

Kim Godfrey Lovett: Thanks, Megan.

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00:31:26.230 --> 00:31:35.190

Megan Milner: Yeah, I get. I get asked a lot. What is it that we do here at the facility and my response typically to people is

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00:31:35.190 --> 00:31:55.120

Well, I I explain what we do in terms of what we want for our residents when they leave us. And so, you know, if we want X, Y. And Z. So we want, we want them to finish their education. We want them to get a job and pay their taxes and support their children or their partners.

172

00:31:55.320 --> 00:32:25.320

Megan Milner: Then really everything that we do here with our youth should be getting them closer to those things right? So all of these, all of the programs and the services those should help those or those should be creating those opportunities for the residents to be able to achieve those goals goals. So, for instance, I've I've mentioned that about 50 between 50 and 60 of our population

173

00:32:25.320 --> 00:32:37.660

over 18 years old. and that has changed a little bit and shifted over the last few years. And I think that's a national trend. That's what people and programs are seeing everywhere.

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00:32:37.660 --> 00:32:51.150

Megan Milner: But the importance of that information is that as an administrator especially, I paid attention to that, because then I need to make sure that the programs and services that we're offering here reflect the needs of that population.

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00:32:51.150 --> 00:33:06.430

Megan Milner: And Kim was talking earlier, just about the importance of assessments. And you know, if you're familiar with core correctional practices, you know that assessments are really the cornerstone of the work that we do in the justice system.

176

00:33:06.430 --> 00:33:19.880

Megan Milner: and without those assessments, and being able to really not just know the needs of your population. But I know, as a as a facility administrator, to look at that information and say, okay.

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00:33:19.880 --> 00:33:31.270

Megan Milner: The majority of my residents are going to be leaving and entering the workforce. So what am I doing here to help prepare them. And so this type of data that you see here.

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00:33:31.530 --> 00:33:35.430

Megan Milner: I think we had a little over 80% of

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00:33:35.430 --> 00:33:56.320

Megan Milner: our residents were saying that yeah, the program I'm: I'm receiving is gonna help me succeed when I leave. But probably some of the most important data are those no answers? Right? So Where did? Where did we miss? Maybe the the programming for those particular residents?

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00:33:57.890 --> 00:34:17.110

Megan Milner: And then, of course, having those supports. When you leave our facility and return to the community. My experience with this particular data set or or data that's similar to this is that a lot of our residents would say, yeah, I have this support that I need when I leave.

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00:34:17.320 --> 00:34:33.880

Megan Milner: But our our job is then to dig a little bit deeper and find out who those individuals are, so that we can engage and help strengthen those connections for our residents when they're preparing to leave, because when they've left that's too late.

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00:34:33.880 --> 00:34:53.010

Megan Milner: Right? The the time to start engaging those connections is very early on in our work with them. And so, really, this is a this is sort of a jumping off point for us, because then we can start once.

You're asking those questions, and you're doing these assessments and finding out who are those?
Support people in your life.

183

00:34:53.010 --> 00:35:08.360

Megan Milner: and then you start engaging them in the programs and services. And those includes include things not just institutional, like here at our facility, but those also include connections to programs and services that are in that local community

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00:35:08.360 --> 00:35:13.250

for for those residents, and where they're going to be returning.

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00:35:15.090 --> 00:35:25.850

Kim Godfrey Lovett: Well, you guys went all ready to the next one, too. We want to spend a but chunk of time talking about relationships and relationships is being key, and my favorite

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00:35:26.410 --> 00:35:42.550

Kim Godfrey Lovett: way of describing relationships from the Search Institute about their developmental relationships. That relationships are like the fluoride and toothpaste. They're the key ingredient that makes everything else work. I know I just I just I just love that. I I think it just says it all.

187

00:35:42.550 --> 00:35:54.640

Kim Godfrey Lovett: So we're gonna get all 3 of the panelists to time, and we'll. We'll share some data, I think, first starting with Rhode Island. But at this point we just want.

188

00:35:54.810 --> 00:36:05.340

Kim Godfrey Lovett: We just want to hear you all here. You all talk about relationships and what you can do, and what the strategies and and opportunities there are. and anybody who chimes in a question will try to answer them as well.

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00:36:05.620 --> 00:36:13.430

Kim Godfrey Lovett: So tell us Lyrome, a little bit about how you create the relationships with the case, managers or po's and the and the people.

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00:36:13.640 --> 00:36:24.830

Larome Myrick: Well, fortunately we're we're. We're a small state, as many know you can get from and and within 45 min. and unfortunately, or fortunately, however, you want to call it. Our kids come from a concentrated area

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00:36:24.890 --> 00:36:25.800

Larome Myrick: so

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00:36:26.040 --> 00:36:31.450

Larome Myrick: well, not everyone knows everybody, and everybody knows everything. So it's not uncommon to

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00:36:31.670 --> 00:36:36.820

Larome Myrick: for people to live in a community that they serve in, so that that's actually added benefit from us.

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00:36:37.080 --> 00:36:43.860

Larome Myrick: and what we do. So a. And also when we oversee probation as one of our facilities detained and adjudicated.

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00:36:43.900 --> 00:36:57.900

Larome Myrick: It's all under one it Everything is pretty much under one roof, so everyone has that access almost immediately. There's no 3, 4 hour drive to go meet with your kid rather than the kids in the facility or in the community. You can drive anywhere within

196

00:36:58.050 --> 00:37:02.070

15 min. Really, Usually they live within 15 min of one another.

197

00:37:02.100 --> 00:37:18.040

Larome Myrick: and our case loads are are smaller than some of the bigger States. They probably use some of those on on this call. So we focus on a lot less on. I mean a lot more. And we're very intentional about the quality visit that each one has with the kids. These are the the probation officer, the staff.

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00:37:18.040 --> 00:37:22.660

Inside of our facilities. We have a treatment team which consist of clinic, clinical staff.

199

00:37:22.770 --> 00:37:27.610

Larome Myrick: custody, staff, educational staff and probation staff.

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00:37:27.710 --> 00:37:37.610

Larome Myrick: So we we. We already have that mix going on so pretty much. Everybody's in everybody's mix, which is a good thing, and we all speak the same language earlier. This slide it was on its deck

201

00:37:37.630 --> 00:37:43.880

Larome Myrick: that we thought we use. We teach out of our staff motivational interviewing. So we all speak the same language.

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00:37:43.890 --> 00:37:51.440

Larome Myrick: So we we're talking about a we're talking about one concept here. Everybody speak the same language, and everybody understand it.

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00:37:51.500 --> 00:37:58.830

Larome Myrick: But the benefit of that to everybody speaks a little bit differently to everybody. Put their spin on what it is, without what i'll move from the fidelity of the model that we use.

204

00:37:59.900 --> 00:38:08.370

Kim Godfrey Lovett: Are there any other trainings anybody else would, would would add to this conversation just around helping Staff and the relationship with young people

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00:38:09.650 --> 00:38:19.670

Larome Myrick: one Another one that we did on is also we also focus on on adolescent Development. Because again, when you

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00:38:20.120 --> 00:38:25.500

Larome Myrick: some of us come from the adult. We're all dealing with the youth world, and so I know I know I they would initially when I came to the

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00:38:25.580 --> 00:38:32.400

Larome Myrick: when I left it adult. To the youth system. I told you you did everything you get in the adult system, you system. Well.

208

00:38:33.590 --> 00:38:46.390

Larome Myrick: I learned quickly. That was you. You can't do that for a lot of different reasons if they got you. Don't do that. So one of the biggest things that we learned with adolescent that they that change my reception. How I deal with this work with adolescent development, learn about why kids are kids.

209

00:38:46.390 --> 00:39:04.710

Larome Myrick: and it's appropriate to be Kids like stuff. They do. It's appropriate. So I make sure my staff understand it, even though I have a conversation with my staff. We're talking about it. You don't understand? Everything is happening, and they and I most have been in a role for 20, 30 years, and even a new people. We all understand it as well in the last pieces. We hired a lot of younger folks now, too.

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00:39:05.000 --> 00:39:11.340

Larome Myrick: that's really helping us, because you know that we get the 22 year old is coming in 25 year olds who are

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00:39:11.350 --> 00:39:17.650

Larome Myrick: we're not too far removed from the generation thats there. So it it's a lot of this that's really benefiting us.

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00:39:20.260 --> 00:39:34.890

Megan Milner: Yeah, I would. I would also add, just like what Laura was talking about with adolescent development, like a training like that may not necessarily focus just on building relationships or the quality of her relationships between staff and youth.

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00:39:34.890 --> 00:39:46.500

Megan Milner: But I think what a training like that does is. It helps give staff context and background for the work that we're doing and understanding why youth and teenagers

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00:39:46.500 --> 00:39:58.920

Kim Godfrey Lovett: behave the way that they do. And how do you separate normal, adolescent behavior from actual, You know, criminal behavior because we get so confused about that in the juvenile justice system

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00:39:58.920 --> 00:40:22.920

Megan Milner: the the training that we have used here in Kansas is the Mental Health trading curriculum for juvenile justice. Mh. Tc. Jj. We like our our acronyms in corrections. So Mhtcj. That has been really impactful for our staff here. The other one, I would add, is epics. If anyone is familiar with the epics

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00:40:22.930 --> 00:40:40.470

Megan Milner: which teaches teaches case managers and officers skills of how to interact with the residents, and how to address sort of high risk behaviors; how to effectively use authority, how to effectively consequence, how to effectively reward.

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00:40:40.470 --> 00:40:49.350

Megan Milner: And and so it it teaches our staff how to have more of those appropriate interactions and meaningful interactions.

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00:40:52.180 --> 00:40:53.000

Kim Godfrey Lovett: Awesome?

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00:40:53.360 --> 00:41:10.380

Kim Godfrey Lovett: Yeah, a lot of what the Search Institute and the developmental relationships is also interesting because it it. It points out that it's important for staff to also be vulnerable sometimes, and it shouldn't just be the the adults and position of power, and knowing everything.

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00:41:10.660 --> 00:41:16.730

Kim Godfrey Lovett: Oh, yes, Lyrome, we also talk about.

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00:41:16.770 --> 00:41:23.430

Larome Myrick: I don't know how to get this home, my my clinical director, not listening to me because she you're yelling at me. But i'm informed here

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00:41:23.920 --> 00:41:36.860

Larome Myrick: you know everything that we do so hopefully that I go what I was saying. So that's why so, Mary, we're listening, Dr. Mary. We already everybody knows that. But from the Trauma informed care is one that we make sure that they will understand it. To each of these young people have come from.

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00:41:36.870 --> 00:41:43.730

Larome Myrick: you know, dealing with. So we we, we're, we're very intentional, we're not re-traumatizing people as well. Thank you.

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00:41:43.850 --> 00:41:59.630

Megan Milner: I just have 1 one other thing, you know we when we're working with teenagers, you know teenagers just by nature of their healthy, normal development. They question authority. They push back.

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00:41:59.930 --> 00:42:05.850

Megan Milner: a and they are. You know. We consider that non-compliant.

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00:42:07.090 --> 00:42:10.150

Megan Milner: And I think

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00:42:10.350 --> 00:42:20.940

Megan Milner: we we forget that kids are kids are not going to be compliant just because we say, hey, this is a rule, and you have to follow the rule clearly. We're working with individuals who maybe

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00:42:21.010 --> 00:42:29.790

Megan Milner: have not always followed the rules we Haven't always followed the rules, and I think the biggest hook that we have with the youth that we serve

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00:42:29.800 --> 00:42:44.940

Kim Godfrey Lovett: is going to come from the relationship that we have with them the rapport that we have with them. That's how we that's how we bring them alongside. That's how we teach them new skills. It's because of that relationship. It's not just because I said so.

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00:42:45.020 --> 00:42:53.000

Megan Milner: That doesn't work right doesn't work with my teenage children, and it certainly doesn't work with the the residents here at my facility. So

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00:42:54.150 --> 00:43:06.980

Kim Godfrey Lovett: yeah. So this is a little of Alabama date data. But the kind of this conversation is this is wonderful. So right it is all about the relationship and and making the kids young person feel heard.

232

00:43:06.980 --> 00:43:18.100

Kim Godfrey Lovett: So let's talk a little bit about this idea of shifting, and I would say the a lot of the field to this idea that it it we have to understand that they just make mistakes.

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00:43:18.310 --> 00:43:33.400

Kim Godfrey Lovett: but that doesn't mean, as one young person said in an earlier Webinar. She was so afraid to do anything because she made a mistake should be locked up again. So so talk a little bit, Shannon. These are your slides about positive reinforcement and and and the importance of the staff, really

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00:43:33.440 --> 00:43:36.720

Kim Godfrey Lovett: allowing mistakes and and being more positive than negative.

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00:43:36.890 --> 00:43:46.020

Shannon Weston: Yes, definitely. And this is something that we work on each and every day, I would say it's probably one of the most important things

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00:43:46.170 --> 00:43:48.090

Shannon Weston: that we do, and it's

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00:43:48.250 --> 00:43:51.520

Shannon Weston: integrated into just about every training we have.

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00:43:51.940 --> 00:43:59.440

Shannon Weston: and it never ends as far as progress in trying to improve upon where we are and where we've been.

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00:43:59.680 --> 00:44:14.400

Shannon Weston: And the reason is because we want to continue to strengthen positive relationships with the staff and youth. The youth can stay on task a lot easier with their goals. They earn incentives, they get rewarded for positive behavior.

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00:44:14.750 --> 00:44:37.580

Shannon Weston: and we want to continue to improve youth and staff relationships. And we want to minimize the negative interactions because we it leads to a lot less incidents. We've seen when the the youth and staff are engaged with each other. There's a mutual respect. It's clear where they go, what the goals are clear, what the rules are, and we have some incentives and positive reinforcement.

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00:44:37.790 --> 00:44:43.450

Shannon Weston: We have a lot less. We have a lot less incidents. And so the data has shown that.

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00:44:43.590 --> 00:44:55.200

Shannon Weston: and we want to be able to. With that with less incidents. We're able to focus more on programming. We're able to focus more on educational vocational opportunities while they're with us. So

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00:44:55.250 --> 00:45:00.190

Shannon Weston: in order for us to know whether we're on the right track, and what we're doing is

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00:45:00.410 --> 00:45:02.210

Shannon Weston: in the positive direction.

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00:45:02.330 --> 00:45:17.960

Shannon Weston: This data. These 2 graphs are just representative of of a few questions among many that look at positive reinforcement and our incentives and rewards and positive comments, and one of them is the incentives or awards Help keep me

246

00:45:17.960 --> 00:45:36.180

Shannon Weston: helped. Keep me working on my goals. So it was good to know that the majority strongly agree or agree that the incentives and rewards did help them keep on their goals, and we had to work hard at that. We had to work over the years to, you know. Get from where we were to, as far as

247

00:45:36.560 --> 00:45:52.070

Shannon Weston: you know, utilizing confinement or isolation for any negative behavior, and looking at ways to redirect looking at ways for you to have more incentives and earn rewards for doing well, and it

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00:45:52.070 --> 00:46:05.460

Shannon Weston: it's worked. We we've seen a lot less incidents over time. We've worked to hit staff. You know we're positive comments, and in this graph shows that that's that's working.

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00:46:05.500 --> 00:46:09.640

Shannon Weston: and we have again was always room for improvement. We have a

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00:46:09.640 --> 00:46:27.920

Shannon Weston: I always think, when nobody's ever perfect, and sometimes you can slide back and not know it, so it's good to have this data every 6 months from Pbs to know. Okay, Are we still on the right track, or we sliding back? Are we doing okay and to continue to do what we're doing. It means that we're we're doing

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00:46:27.920 --> 00:46:33.600

Shannon Weston: a good job, and we need to continue that. So it's been very helpful to have this situation. Yeah.

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00:46:33.650 --> 00:46:39.510

Kim Godfrey Lovett: this you this is more of your data, and maybe just pull out. Here is.

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00:46:39.770 --> 00:46:45.260

Kim Godfrey Lovett: this is a little bit more about the education, but the idea of helping young people

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00:46:45.350 --> 00:46:48.290

Kim Godfrey Lovett: believe in themselves, and and believe

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00:46:48.440 --> 00:46:49.770

Kim Godfrey Lovett: that they can learn.

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00:46:50.820 --> 00:46:56.400

Shannon Weston: Yes, yes, this is kind of related to long-term education and employment.

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00:46:56.510 --> 00:47:04.320

Shannon Weston: And so what we've been doing is working with the you to establish goals. We kind of mentioned that in a previous slide before they go back home

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00:47:04.420 --> 00:47:18.710

Shannon Weston: and have a solid plan. But also while they're here, we needed to establish more educational vocational opportunities for them, so they can have a hands on experience. They can gain that a knowledge they can get certificates while they're here.

259

00:47:18.740 --> 00:47:26.580

Shannon Weston: They can have a variety of different vocational trades, we always working to add more to the mix for the youth.

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00:47:26.620 --> 00:47:46.160

Shannon Weston: and that with that they also have a plan. When they leave they get it. We help them re enroll in post-secondary education. Some take classes while they're here, and they can use those

credits before they leave, and also help them with getting scholarships or financial aid. That's important for for youth. If you want to do that, also help them.

261

00:47:46.160 --> 00:48:00.780

Shannon Weston: I work with them on job interview skills and connect them with employment opportunities where to look for jobs, how to how to apply for a job, just basic skills that they need before they leave. And so this graph kind of helps us

262

00:48:01.070 --> 00:48:14.920

Shannon Weston: figure out whether we're doing a good job on that into whether they feel that they're a good learner, that they're learning, and they feel confident in themselves. I believe that's this one kind of all. This graph kind of represents also confidence that they're a good learner.

263

00:48:14.920 --> 00:48:26.030

Shannon Weston: and they feel that they're a good partner, and that they feel that they're doing well and moving forward. So I think it's important for them to feel confident in that, and their ability to be successful once they leave us.

264

00:48:26.420 --> 00:48:36.240

Kim Godfrey Lovett: Yeah, it shows that the opportunities you're providing is helping build that that confidence. And it is a good way to sort of test the different kinds of opportunities.

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00:48:37.840 --> 00:48:42.550

Kim Godfrey Lovett: All right, any Lyrome or Megan Anything more on this idea of

266

00:48:42.680 --> 00:48:49.790

Kim Godfrey Lovett: how do we? What kind of opportunities give People give young people more confidence or belief in themselves.

267

00:48:50.990 --> 00:49:02.440

Larome Myrick: A lot of it starts for us. Well, in everyone. It starts with the staff, and usually is the first, the first to the custody officers, whatever you call them, in jurisdiction, because they're the one of the kids

268

00:49:02.450 --> 00:49:11.520

Larome Myrick: 24, 7, every 24, yeah, 24, 7, but also the the support staff as well. So so it is the social workers. It's the clinicians

269

00:49:11.560 --> 00:49:23.670

Larome Myrick: is the entire treatment team, unit managers is the probation officers, and then another big piece is the community coming in? We have to do. We have to open our doors up for the community. And again I I I

270

00:49:23.670 --> 00:49:38.670

Larome Myrick: I teach it about the size of Rhode Island, but fortunately it's so small that everybody knows everybody. Everybody has access to just come in, and we we open out doors. I've been in corrections 24 years more. I think it is. I know you're thinking he too young. I thought it when I was 2,

271

00:49:38.960 --> 00:49:46.520

Larome Myrick: but when I first started correct it 24 years ago we didn't want people to come in. We wanted to keep it of silo, and in the dark.

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00:49:46.520 --> 00:50:02.800

Larome Myrick: Now, folks come in, come in and come in, and I have a great team people working with me who bring more people in even than I do. So you know it's it's always coming by. I sit in my office, and, like who is that person coming in? But it does yield great benefits for the kids

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00:50:03.250 --> 00:50:04.740

Larome Myrick: and and for the staff

274

00:50:04.910 --> 00:50:12.780

Kim Godfrey Lovett: as many opportunities as you can share. And so, Megan, talk a little bit about about hope

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00:50:12.940 --> 00:50:14.540

Kim Godfrey Lovett: for young people.

276

00:50:15.960 --> 00:50:17.900

Kim Godfrey Lovett: You guys are working on that. Yeah.

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00:50:18.230 --> 00:50:27.410

Megan Milner: I think this fits so nicely with the discussion that we just had even specific to education or employment. But I think

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00:50:28.890 --> 00:50:31.090

Megan Milner: you know, in order to

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00:50:31.200 --> 00:50:52.210

Megan Milner: build hope which we can do right, we can build Hope and the people that we work with in order to do that our youth have to be able to see that one. It's possible for me to do this. It is possible for me to complete my high School diploma.

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00:50:52.240 --> 00:50:56.150

Megan Milner: and they have to be able to see

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00:50:56.580 --> 00:51:12.830

Megan Milner: a couple of paths forward to do that right, some like realistic paths forward to do that. And so then our job, as case managers or corrections professionals, is to help them identify what those paths are forward.

282

00:51:12.830 --> 00:51:31.150

Megan Milner: and as they start to identify oh, there's there are some different ways that I can accomplish this, and if route a doesn't work, then hey, I have Route B, but also now I know it's possible for me to do it, because I've seen some. I've seen myself do it.

283

00:51:31.150 --> 00:51:48.970

Megan Milner: and I think like that's how we build. Hope. But that's how we build momentum and motivation in the in the residence. And so this, you know, like just this idea right here? Do do our residents. Do they just see the possibility of being able to

284

00:51:49.310 --> 00:51:50.890

Megan Milner: to live a good life.

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00:51:50.980 --> 00:51:57.380

Megan Milner: whatever that means for them. Right? Do do I even think that's possible for me, and

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00:51:57.720 --> 00:52:18.450

Megan Milner: and I I personally think it's incredibly exciting to see that the majority of our residents are saying Yes, I think that's possible for me to do that. and I believe that I get to have a say, and whether or not that happens, which is that next question right? I get to have a say it's not just all about what happens to me. I have a say, in whether or not

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00:52:18.580 --> 00:52:19.930

Megan Milner: I have a good life

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00:52:21.550 --> 00:52:30.230

Kim Godfrey Lovett: that's awesome. I think the next slide talks about a couple of different opportunities and ways.

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00:52:30.260 --> 00:52:45.570

Kim Godfrey Lovett: You all let people like young people experience something so they can gain the confidence, the hope, the belief in their sales, or even just experience. This idea that we talk about in the community connection piece that they can make a difference.

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00:52:45.860 --> 00:52:48.680

Kim Godfrey Lovett: right? They they can get can give back

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00:52:49.920 --> 00:53:04.480

Kim Godfrey Lovett: anybody want to just weigh in a little bit on on some of these different opportunities. I think one of the most exciting is is the number of the 54% of young people who said that they had participated in formal discussions about discrimination

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00:53:04.620 --> 00:53:20.990

Kim Godfrey Lovett: that number obviously went up over the past couple of years. But it's wonderful that even things like that when we talk about how important it is to bring in the young people's voice voices. How are you? How are you all doing that? And how are you using what they say?

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00:53:21.410 --> 00:53:23.970

Kim Godfrey Lovett: Whether it's to create opportunities? Yeah, go ahead.

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00:53:24.210 --> 00:53:34.430

Larome Myrick: Yeah, Well, we do it, and one we educate the staff in advance that they're going to say stuff, and we acting for their opinion, and we have to take it. We may not like it. We may not understand it.

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00:53:34.730 --> 00:53:54.050

Larome Myrick: but we have to take it, and we have to do is not just take it, do something with it. So, fortunately we we, we do have a a cross-generation of whether by age, whether by race, whether by ethnicity, years of experience staff, so we're very diverse in the area. So we are. Allow that we offer to you to have these discussions and have them all together.

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00:53:54.170 --> 00:54:01.120

Larome Myrick: And and again, like I said earlier. This encourage the young people to continue to speak and do something with their with their words.

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00:54:01.320 --> 00:54:11.120

Larome Myrick: and and through doing so, we that we've had some changes because of the young people which which excites me. Now, some of the stuff we can't change, you know. They want to eat Mcdonald's every day, and like, well, we kinda

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00:54:11.300 --> 00:54:15.470

Larome Myrick: they kind of frown on that if we were to do it. Our nutritionist but

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00:54:15.780 --> 00:54:20.350

Larome Myrick: but we do listen to the young people, and and nothing is done.

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00:54:20.390 --> 00:54:23.720

Nothing is done with them, or to them, or for them.

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00:54:26.220 --> 00:54:32.570

Kim Godfrey Lovett: Megan or Shannon, any you want to add on on bringing in their voice, and how you guys use it.

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00:54:34.440 --> 00:54:52.570

Megan Milner: One of the mechanisms we have here in Kansas is it's called the Resident Council, and in fact, I literally just came from our resident Council right before this Webinar. And so we meet with residents from all of the different areas here within our facility.

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00:54:52.570 --> 00:55:10.530

Megan Milner: and it gives them an opportunity to voice concerns about anything that's happening here in the facility, or maybe ask questions. Or you know I've I've tried to resolve this problem by going this route, and I haven't been able to. And and these are. This is a council meeting with our facility, leadership.

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00:55:10.530 --> 00:55:23.020

Megan Milner: And so they get to, you know. They sit down directly with our leadership and ask the questions and express their concerns, and then, of course, our obligation, then, is to

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00:55:23.020 --> 00:55:35.730

Megan Milner: to address those and get them those answers. But then it also gives us an opportunity to engage them in discussions about hey, this has been going on. How can we problem solve this together? What are some solutions? And

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00:55:35.800 --> 00:55:42.810

Megan Milner: and so that that's been a pretty effective tool that we've used here at Kjcc for quite a while.

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00:55:43.470 --> 00:55:59.030

Kim Godfrey Lovett: We have a question from the audience which is really good. Are any of your programs building relationships with lived young people with lived experiences who can act as supports advocates. I would add mentors. I know some are doing it

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00:56:00.260 --> 00:56:06.790

Kim Godfrey Lovett: in some agencies, but anybody doing that you can throw a quick strategy out there to answer the question.

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00:56:08.720 --> 00:56:13.510

Kim Godfrey Lovett: I know our Mentor is working in a couple of different states, but none of these 3

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00:56:13.520 --> 00:56:28.830

Larome Myrick: he on the room. Yes, well, we do. We all partner with a lot of agency. If I said their names, you wouldn't, you know, I say, in their parent support, and that we we have ties, family services. We have places like that. Why actually bring, Is it to the non-violence institute for the study of non violence.

311

00:56:28.830 --> 00:56:43.380

Larome Myrick: They come in, and a lot of their staff do that Our our have lived experience, and bring that in addition to just the old agency. Do it. Our staff do it too. We have former residents come back to, and we have people.

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00:56:43.380 --> 00:56:51.210

Larome Myrick: people who for many years come back here, and we also partner with other agency services like that. You've ever get program places like that to to to connect to our kids.

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00:56:51.730 --> 00:56:52.440

Kim Godfrey Lovett: Okay.

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00:56:53.310 --> 00:57:04.060

Kim Godfrey Lovett: all right. I'm gonna this. You guys can keep talking about it. I run through the last slide. Just so. People know what is here. The same idea, education, employment, we are able to touch on

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00:57:04.070 --> 00:57:06.470

Kim Godfrey Lovett: well-being and health.

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00:57:07.100 --> 00:57:15.650

Kim Godfrey Lovett: What? Which is just an over umbrella. That also includes trauma and making sure safe is physical, emotional, as well as psychological.

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00:57:17.460 --> 00:57:35.290

Kim Godfrey Lovett: Any connection and contribution. Really, I thought, was something that was new with most agencies. We were working with the idea that young people need to experience, that they can give back, and they can pay it for what they all really want to do. And how do you provide those opportunities?

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00:57:36.010 --> 00:57:40.640

Kim Godfrey Lovett: Just tell you some more things we do here. Sorry, thank you.

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00:57:40.790 --> 00:57:42.090

Kim Godfrey Lovett: And then I think

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00:57:43.470 --> 00:57:52.070

Kim Godfrey Lovett: i'll check quickly on the questions. But I think we're having some closing words from our OJJDP

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00:57:52.230 --> 00:57:57.600

Kim Godfrey Lovett: leaders here. But thank you. To my 3 wonderful panelists. You guys are awesome

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00:58:02.170 --> 00:58:05.140

Kim Godfrey Lovett: Ransom. Did you need to close out with anything?

323

00:58:07.430 --> 00:58:11.340

Ransom Washington: No, unless Liz has any closing remarks?

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00:58:16.490 --> 00:58:28.890

Kim Godfrey Lovett: Well, our amazing administrator, I might bet, would be if she doesn't pop on. She was on another phone call right right up to the beginning of this Webinar so graciously, probably hopping back and forth.

325

00:58:29.060 --> 00:58:32.550

Kim Godfrey Lovett: Well, good. Then we have a couple of minutes there, a couple of other questions.

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00:58:32.750 --> 00:58:40.110

Kim Godfrey Lovett: How? Well I'll just tell you somebody run? I don't have a question. But these survey results are amazing. Great presentation. I love to hear

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00:58:40.340 --> 00:58:47.870

Kim Godfrey Lovett: what are some services, programs for youth with emotional and behavioral disorders or disabilities. Anybody have a couple of

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00:58:47.980 --> 00:58:50.300

Kim Godfrey Lovett: suggestions they can share.

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00:58:56.090 --> 00:59:03.520

Megan Milner: I I would I would encourage exploration of dialectical behavioral therapy.

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00:59:03.590 --> 00:59:20.360

Megan Milner: which is a which is a fantastic tool. For this I am not a I am not a therapist or a psychologist, so i'm probably not the best person to talk about it, but I know it's a tool our behavioral health staff have used here

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00:59:20.360 --> 00:59:32.330

Megan Milner: in our facility, especially with our residents that have experienced significant trauma. And so that's a that's a pretty effective tool. I would encourage that.

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00:59:33.660 --> 00:59:36.820

Kim Godfrey Lovett: I've also heard a lot of good words about that.

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00:59:37.000 --> 00:59:52.650

Larome Myrick: A couple of more things they're coming in over the I see Richard's comment, too. I don't have a presentation, but the survey results are amazing that of our results are as amazing. Either, Richard. We just want to let you know. There, there's some.

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00:59:52.650 --> 00:59:58.510

Larome Myrick: They're like it. Lets us know we need to continue to do work as well. Which is one of the benefits

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00:59:58.540 --> 01:00:14.960

Larome Myrick: of Pbs. Because you know, I love getting results, and i'm doing great. I'm doing great, and it's hard to see that so like we could do better these areas. So that's one thing. It is not all like a perfect pie in the sky, but it is it's a challenge, and it continue us to do better because we have to do better by our young people. I just want to add that to

336

01:00:15.890 --> 01:00:18.780

Kim Godfrey Lovett: thank you. It's true. That's what you guys do.

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01:00:18.920 --> 01:00:26.190

Kim Godfrey Lovett: Our program manager used to say. Good! Better, best. Never let it rest till your good is better and your better is best. So that's that's the motto

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01:00:26.400 --> 01:00:37.870

Kim Godfrey Lovett: Thank you guys all right. I I think that's a rap, and we're right on time. Thanks. Everybody who joined us. Thanks, Ransom, Liz, Jessica behind the curtain, and everybody else. Thank you.

339

01:00:39.030 --> 01:00:39.990

Shannon Weston: Thank you.

340

01:00:41.780 --> 01:00:42.760

Larome Myrick: Thanks.