

## FACILITATED BREAKOUT SESSION NOTES

### Topic 1: Education & Employment

This section summarizes input from the four breakout sessions for Topic 1: *Education & Employment*.

#### Overall/General

- Youth coming in will likely be academically behind their non-justice-system peers, but we should strive to achieve parity and youth should be challenged academically.
- Youth must have opportunities to make measurable progress towards high school graduation and other educational and career-based goals meaningful to the youth. Staff should reinforce youth talents and achievements in multiple domains of positive development and clearly link them to these goals.
- This may require exceptions to rules restricting HSED eligibility on the basis of age and credits.
- Facility educational staff should be versed in evidence-based practices including motivational interviewing, trauma-informed care, positive youth development, and cognitive-behavioral therapy, and should be cognizant of their role as educators in the full treatment model of the facility.

#### Assessments, Evidence, and Data

- Assessment at intake should identify any barriers to learning, including disability, illiteracy/limited English proficiency, lack of family support, lack of motivation/interest, and other factors, and should dovetail with assessments of the youth's broader treatment needs.
- Each facility should employ at least one literacy specialist to pinpoint youths' needs.
- Assessments should also identify youths' unique strengths, interests, and skills in order to individualize their education plan.
- Assessments should align with education goals and provide a baseline against which to measure progress throughout the youth's stay and at exit.
- Facilities should develop plans to measure progress toward youth goals, proficiencies, and desirable outcomes, and standardize the collection and use of data for program accountability and quality improvement. Any contractor agreements may depend on performance measured in this way.
- These measures should at a minimum include math and reading proficiency, but may also include individualized approaches such as transferable vocational skills; "soft" skills such as emotional intelligence and conflict resolution; self-sufficiency and self-care; and motivation/interest.

#### Local Service Coordination

- Facility education programming should account for credit transferability in curriculum design, and coordinate closely with school districts to ensure all earned credits will be compatible. School districts in SRCCs run by multi-county consortia should coordinate to ensure compatibility through a written plan.
- Facilities should consider how to coordinate with school districts on service delivery and shared resources to optimize efficiency and ensure comparable, consistent treatment. This is also important for continuity when the youth returns to the community education system.
- Facilities should engage with school districts to ensure local buy-in and access to local services and resources.

- Facilities should coordinate with the technical college system to broaden programming and build relationships within the educational community. See also vocational training and employment below.
- School district buy-in may depend on the impact of SRCC pupils on funding formulae, and districts should not be penalized for serving SRCC youth relative to non-system-involved youth.

### **Facilities**

- Classrooms should be as comparable as possible to those of a non-justice-system school while accommodating security concerns and special needs.
- Facilities should attend to the learning environment, whose appearance should be inviting and engaging rather than institutional. Staff may wish to involve youth in achieving these goals. They should include natural scenery and light via windows or skylights as design constraints permit, which may also improve behavioral outcomes.
- Facilities should maintain well-stocked libraries to expose youth to wide experiences and encourage exploration of personal interests.
- Facilities should include access to appropriate learning technology including computers, with design and network access subject to security considerations, whether in classrooms, labs, or libraries. Technological and STEM literacy matter to employers, and youth should not need to leave the facility to access necessary technology and improve these skills.
- Facilities should ensure access to teleconferencing technology for regular engagement with family and community.
- Facilities should strive to include access to vocational skills equipment, such as for carpentry, welding, foundry, machining, etc.

### **General Instruction**

- Facilities must abide by a prescribed number of instructional hours administered to youth in accordance with district and DPI requirements.
- Facilities must maintain staff-to-student ratios consistent with best practices in community schools.

In addition to providing comparable educational services/resources in standard curricular topics such as reading and math, consider:

- Youth should be exposed to new subject matter such as the visual and performing arts, and have access to appropriate equipment, including musical instruments, and instruction by qualified staff. These subjects may link to therapeutic value.
- Youth should receive cognitive-behavioral training in conflict resolution, decision-making skills, impulse control, and other social-emotional skills.
- Youth should receive training in financial literacy, self-care and self-presentation, nutrition, sexual risk avoidance, and other aspects of independent living.
- Youth should have the opportunity to train for a driver's license, which will equip them for employment and independent living, offer them a possible mentor, and integrate into positive incentive systems.

**Vocational Training and Employment**

- Facility education staff should consult with local employers, who already engage in predictive analytics, to design curricula that equip youth to meet local labor market demand.
- Youth should receive career counseling and exposure to a broad spectrum of academic and career opportunities that may translate to employment opportunities upon release.
- Work release programs and apprenticeships should be available and may be integrated into positive incentive structures for youth.
- In addition to vocational and career services, youth should receive training in entrepreneurship, both to expand opportunities and to buffer economic stability against any adverse local economic conditions on return to their community.

**Family**

- Facility education staff should actively and persistently seek involvement from parents, guardians, and other family in making decisions about the youth's education and supporting their progress and motivation.
- Staff should be readily available to family to ensure transparency and points of contact for continuity post-release.
- Facilities should have written plans to reduce barriers to access by family. This may include the use of drivers to offer transport, financial support such as gas cards, and use of teleconferencing technology.

**Re-Entry**

- Instruction should be culturally relevant, and enable youth to learn in a welcoming environment and remain connected to their family, heritage, and community for smooth reintegration into society upon release.
- Educators may seek to include in programming mentors and volunteers drawn from the local community, who can provide continuity and support upon release.
- Facilities may wish to consider developing partnerships with agencies operating transitional programs, and coordinate to ensure smooth integration with their educational services.
- Facilities should leverage connections to the community to ensure youth are offered a welcome, supportive environment to grow and develop.

## **Topic 2: Rehabilitative and Treatment Services**

This section summarizes input from the four breakout sessions for Topic 2: *Rehabilitative and Treatment Services*.

### **Overall/General**

- There needs to be an overall – overarching treatment based approach. Many of the things outlined in the presentations from the beginning of the meeting. This will help so that a facility is not so dependent on who is hired as security, clinician, etc. and operates under a coherent philosophy of treatment.
- The philosophy and methods need to be something that can be manual-ized, is evidenced based and is rooted in cognitive behavioral therapy techniques and practices.
- The rules the committee sets are going to have to be very flexible. The rules have to set out minimal standards for a continuum of care that a multidisciplinary team implements.
- Look at how facilities will deal with disabilities, physical disabilities as well as cognitive/learning disabilities. Overriding approach that deals effectively with ACE's and is Trauma Informed.
- Goal is for the youth to experience behavior modification – everything we do should be focused on that.
- Mental health, substance abuse, etc. all of these are factors that contribute to the ultimate goal of behavioral modification.
- Trauma-informed services.
- Dealing with learning disabilities and substance abuse. Gender responsiveness will continue to have added significance into the future.
- Trauma Informed CBT. Facilities should have a structured schedule that incorporates services into educational and recreational opportunities. Life literacy and basic life skills need to be fostered. Simulation trainings. Figure out how we integrate MH services, substance abuse services and education throughout the structured day.
- Goal for youth who go through the Youth Justice system comes down to more positive outcomes resulting from the decisions that youth learn to make.
- An expansive approach to addressing ACE's – expanding the ACE assessment and definition.
- Multi Culturally sensitive framework that all of these services should be provided under.

### **Evidence-Based/Promising Practices/Data Informed**

- Evidence-based (multiple mentions as part of other comments)
- Promising practices – justifiable in the sense that there has been a strategic implementation plan by a facility – not necessarily prescribed in the rules.
- Having the programs and services be accessible, evidence based and data driven. Outcome measurement will be important to know if something really works.
- Requirement that is not overly prescriptive but does make evidence based treatment models necessary.
- Evidence-based programming combined with an openness to promising practices so that innovation is possible and encouraged.

- Being data-informed instead of data-driven. Constant assessment and reassessment of programs and services so that we don't go too long using something that isn't actually working. Have to know when to make an adjustment.
- Look at outcomes that are "impact-based"

### **Assessment**

- Individuals have to be assessed by a professional – mental health and education. Psychologically, we have to have kids are assessed.
- The first 30 days is when it's a really drastic change of pace for a youth – this is a critical period where developing a trust and relationship with the youth is so important to foster change. What type of orientation do youth go through – building relationships with youth is the most important piece to getting a youth to behave during the first 30 days of incarceration.
- We are looking to develop a healthy whole person. That begins with a good assessment tool so that we start from a baseline that is reliable.
- Delivering the treatment and services needed by each youth based on the results of a quality assessment – the assessment should include the role the family played in the youth's path to the Youth Justice system.
- We need to define and identify where the kids are at when they come into the system. Accurately assessing their Emotional Quotient should be a piece of the assessment.
- Understanding the whole back story to a youth with substance abuse issues to include a broader view of the assessment process.

### **Cognitive**

- The philosophy and methods needs to be something that can be manualized, is evidenced based and is rooted in cognitive behavioral therapy techniques and practices.
- Development of thinking strategies that present alternatives to violence.
- Everybody who comes into the institution feels that they need a weapon – change the thinking that youth are using to cope. Youth who come from particularly unstable environments don't know that "their normal is not normal". When these youth are committing particular crimes, their actions typically made sense to them at the time of the crime committed.

### **Mental Health**

- Mental health treatment programs.
- Rules should set forth the minimal level any treatment program needs to meet. Don't believe it can be effective to mandate a particular level of MH staffing for example. However the facilities responsibility to the needs presented by each individual youth has to be adequate and access to MH services is paramount.
- There must be access to Mental Health Services – it's going to be difficult to prescribe in a rule a particular level of service, but obviously MH services adequate to address the needs displayed by a youth is critical.
- Ensure consistent access to MH and other needed services.
- Readily available psychiatric services plus the ability to stabilize a youth over a short period so that it becomes possible to identify and treat underlying issues

- Medications – reviewing the prescriptions that a youth is taking when transitioning back to the community. Often youth are on a complicated medications mix that requires assistance to manage.
- Access to psychology services as well as medical/physical health services.
- Robust & individualized therapy services. Somebody who the youth views as a confidante – not necessarily a therapist; we need the facilities staff to have many opportunities for training and cultural awareness.

### **Substance Abuse**

- Addiction related treatment programs.
- Substance abuse is a huge driver of recidivism and we don't always address that with the youth population we see, especially once they are returned to the community.
- Access to medically-assisted substance use treatments.
- Substance abuse treatment.

### **Family**

- Family is a key criminogenic indicator and should be a factor considered heavily by any assessment.
- Requiring some avenue or mechanism for involving the family in treatment. Families engage at different levels but those who are engaged the facilities need to encourage and accommodate this.
- Some sort of mechanism that bolsters family engagement.
- Responsivity to mental health issues that exist in their family/home life.

### **Re-Entry**

- Transitional period comes with many challenges – most importantly continuity of care and medication management.
- A robust aftercare component that helps youth transition from a facility back into their community. Comprehensive wrap-around treatment services that are adequately funded would go a long way.
- Additionally there should be a fluidity between the facility and the community so that services youth can access in the facility don't dissipate upon release.
- Transition out of custody - need planning for continuity of care and medication management.
- Outreach to communities, schools, families so that we aren't getting a youth into custody, investing a ton of resources and then returning them to the same environment that produced the undesirable outcomes in the first place. How do we re-frame the discussion so that we are looking at the cost of not investing on the front end in these children and communities.
- Comprehensive approach that involves and fully funds the type of wraparound services that are required to reduce recidivism and re-incarceration.

### **Other Related Comments/Recommendations**

- Milwaukee integrated treatment model based around DBT and a horizontal treatment approach. Skill development, emotional regulation, and pro-social attitudes are key elements.
- Youth have to have the opportunity to fail, and the positive skills are reinforced throughout the day. Treatment doesn't occur for an hour.

- We are talking about approximately 90 youth coming from Milwaukee, and we should consider how many of these youth really need to be in highly secure settings.
- Multi-systemic therapy. One of the most consistently validated programs, it assists with family engagement by training parents in the skills that their youth are learning while they are in custody.
- Have different levels of security within each facility so that youth can graduate to lower levels of security. They can go back and forth based on risk to themselves and/or to staff or other youth in the facility.
- There has to be an effective means of communicating the importance of the development of a therapeutic relationship and where a youth has made or needs to continue to make progress. Need outcome measures related to Positive Youth Development so that we know when something works.
- Recreational programming pairs with rehabilitative treatment services and is vital.
- Consistent staff re-education and re-training. Foster an environment and hire staff who view their jobs as a combination of Social Worker, Mentor and Correctional Officer. Require cross training among disciplines.
- Getting non-profits and faith-based organizations bought in and re-engaged with the Youth Justice system. Communities take ownership of the problem – who wants to own it versus a not in my back yard mentality.
- Get nonprofits and faith-based organizations bought in and re-engaged with the Youth Justice system, so that communities take ownership of the problem – versus a not in my back yard mentality.
- Treatment space should not be an afterthought and should be properly funded and trauma informed.
- Address crossover issues from the Child Welfare system.
- Positive reinforcement that rewards good behavior. Incentive structure. Giving youth something tangible that they can succeed at. Real life opportunities to excel.
- Address a gap that exists concerning hope. Providing a sense of hope to youth for their future, so that they feel like their goals matter, is crucial to their success.
- Funding structure that is consistent across counties so that we don't force counties to choose how and what to fund which would be very likely to create inconsistencies in terms of the programs and services provided as well as outcomes achieved. Also becomes difficult to assess what is really working if counties are forced to make decisions that are heavily influenced by funding capabilities.
- Continuity of treatment across various levels of the Youth Justice system – communication, information and data sharing between entities and between Child Welfare and Youth Justice systems.
- Strong ratio of providers to youth – good training systems across all disciplines within a facility. Worry from a county perspective, depending on how prescriptive this committee will be – may actually constitute disincentives for counties considering an SRCCY.

### **Topic 3: Developmental/Recreational Programming**

This section summarizes input from the four breakout sessions for Topic 3: *Developmental & Recreational Programming*.

#### **Goals**

- Continuity of support and services for youth and families
- Development of Emotional IQ (self-responsibility, reflection, resiliency)
- Continued parental involvement in treatment/family engagement
- Foster protective skills (in regards to human trafficking and domestic violence)
- Development of appropriate pro-social relationships

#### **Services/Programs Needed**

- Programs focused on Positive Youth Development
- Recreational programs, including:
  - Outdoor programs/enrichment opportunities, including opportunities for recreation outside of the facility and having a variety of options: swimming, boating, kayaking, fishing, camping, gardening, forestry, nature hikes
  - Future-focused programs, such as running and hiking; and
  - Intramural sports
- Programs include wellness programming/activities, such as: mindfulness, yoga; wellness ‘check-ins’ by professionals; and nutrition, strength training
  - Include programming in the Creative Arts, such as musical instruments, poetry, spoken word, theatre; and crafting/handicraft opportunities such as knitting and woodworking
  - Mentorship programming, such as a partnership with local athletic teams
- Provide access to pets/animals
- Provide spiritual opportunities
- Provide cultural opportunities, including involvement by WI tribes
- Provide self-sustainability/entrepreneurship opportunities (culinary, agriculture, IT)
- Provide free time/leisure time
- Provide access to pro-social activities outside of the facility, especially for youth preparing to transition back to the community

#### **Supports Needed for Programs/Services to be implemented and effective**

- Adequate/specialized staff that are adequately trained and available 24/7
  - Adequate space provided for intended functions, including indoor and year-round outdoor recreation; visitation (both contact and tele-visiting, including space for normalized family activities, such as meal sharing); computer lab; gardening; and ‘Alone time’ space for youth (ask youth what it should look like)
- Facility environment should look like a school

- Facility should have a home-like environment
- Public and private partnerships with community groups/institutions (UW system)
- Relaxing rules for activities that can be done inside the facility
- Support/create a 'fraternization' policy that reflects youth definition of family
- Adequate coordination by system stakeholders:
  - Re-entry planning including family, education, medical/insurance
  - Allow youth to keep their Badgercare

### **Topic Area 4: Family and Community Engagement**

This section summarizes input from the four breakout sessions for Topic 4: *Family and Community Engagement*.

#### **Goals**

- Families to come out stronger- better able to support their youth
- Ensure access to resources in the facility and home community in order to strengthen the family unit
- Prevention of future poor behavior and choices
- Encouraging families to engage in the process
- Prevention of re-entry to an existing “broken family unit”
- Increased connection for youth with family and community
- Attachment and connection issues are to be addressed
- Youth don’t feel like they are in mini adult prisons- not isolated
- Holistic engagement with the entire family that includes siblings and father.
- Tribal communities need to feel welcome to encourage participation

#### **Address Location**

- We need to close the gap of the 4 hour drive to a facility- distance is an issue
- Tribal communities are distance challenged
- Location, location, location
- Need close proximity models – small therapeutic facilities close to youths’ communities

#### **Plan for Re-Entry**

- Identify when the youth come in – where they will go when they are released
- Make sure there is someone to go home to – vet the re-entry process
- Address furlough allowances – part of the re-entry, allow attendance at events
- Mental health assessments – similar to chapter 51 re-entry where the assessment of family and community is reviewed
- Programming that allows the youth to be out in the community as they progress/transition
- Structured transition and after-care programming – planning for after-care should start on day one
- Staff need to be trained by doing a simulated re-entry just as the kids experience

#### **Define Family Broadly**

- Broaden the definition of “family & community” engagement for the youth to include finding who influences the child.

- Review existing fraternization policies – consider revising to allow a staff member to be a continual mentor following release; sometimes they become the only trusted, caring adult in the youth’s life
- Cultivate skill sets- broaden the definition of “Family” – include who has been a reliable presence in their life. Add language to include a “Caring adult”
- “Family Finding” program- to identify people who will support the youth
- Need the ability to identify someone who is not a family member when a youth does not have family

#### **Provide Meaningful Visitation at the Facility & Passes for Youth to Visit Home**

- Food based family engagement
- Learn how to grow food and make meals
- Allow space to grow food year round
- Visiting area should have space for families to hang out together as they would at home; staff can have a less intrusive presence while still ensuring safety
- Use technology to close the gap on visitation barriers - Increase the technology for ongoing communication between youth and family
- Support the need for grandparent relationships and compensate the grandparents for their travel
- Transportation is needed to facilitate programming needs and visitation
- Enough space for families to visit together
- Therapeutic and trauma informed space available
- Not to be treated like an adult jail – no charge for phone use
- Outdoor activities- space to allow for families to be together in that type of setting
- Cooking and clean-up program – family room with kitchen
- Space to allow kids and parents to “play”
- Make visitation less of a deterrent, allow some privacy and more time
- Culturally appropriate space – larger areas
- Space needs for families that does not feel “clinical”
- Calming, soft Zen like spaces within the facility
- Space to have a meal with their family
- Need transportation to bring family to youth, for nearby and distant families with no transportation
- Visitation should be soft and yet safe
- Technologies as a whole need to be in place
- Have to build time into the schedules to allow for families to engage- longer visitation
- The ability to have family recreation
- The ability to have family meals together

- Pet programs- allow for the family pet to visit
- Ensure the ability to attend events with families (e.g., funerals, family reunions, weddings – events that are significant in the family's identify and that allow the youth to belong/connect)

#### **Address Barriers to Family Involvement**

- Increased family involvement- remove obstacles that may get in the way (work, family embarrassment, fear of judgment, transportation, feeling uncomfortable in general)

#### **Assess and Serve Families**

- Full assessment of the family to determine the best course of therapy for the family unit
- A needs assessment for the youth and the family
- An understanding that every “family” is different
- The facility needs to remain “Safe” but take a look at how we can be innovative within the space
- Identify youth “triggers” within the assessment
- Family therapy to include technology
- Provide services through human services or probation offices for those families who do not have technology to participate from their home
- Family assessment- ask the family and the youth what it is that they feel they need
- Let the family learn “soft skills” together as a family – e.g., financial and life skills.
- Attachment, wrap-around programs for the whole family
- Teach families how to de-escalate conflict
- Trauma informed care- break the cycle
- Better understanding and education to the parents of the youth regarding how the system works
- Facility staff should be in a sort of co-parenting role with the parents, teaching the parents/caregivers the literacy of relationships

#### **Teach Skills**

- Teach the youth how to “work” not only at a job, but also chores
- Teach skills- cooking, cleaning, knowledge for release
- Furlough opportunities for youth – phased and graduated re-entry
- Teaching entrepreneurship and self-sustainability
- Help youth with pro-social skills and develop their sense of belonging and identity

#### **Engage Community Partners**

- Ongoing continual communication between facility and community partners
- Identify the “credible Messengers” – mentors

#### *Family & Community Engagement*

- Look at whether or not family resource centers can be strengthened to better serve as partners
- SRCC's need to be a part of the community – not isolated, the community should be able to access.
- Seek community family friendly programs
- There needs to be a plan in place with local service providers – education partners
- “Credible messengers” to deliver to programming
- Partnerships with non-profits
- Local providers should have input on what an SRCC looks like – they can think ahead to how they could best provide services in the facility
- Maintaining a list of community agency resources for where the facility is located along with where the youth will be released to
- Fluid with the community – services and programs
- Agency partnerships with schools
- Church involvement
- Need community partners to “adopt” the facility
- Use mentors from the local fraternities or sororities
- Use local businesses for mentor skills
- Need for community and volunteers to be able to come into the facility- they need to be fully screened, trained and vetted
- Use all modes available to the youth- seek out non-profit by-in.
- Arrange volunteer opportunities for youth within the community
- Rural community involvement from the schools
- Local resources should be tapped- but being mindful of being flexible and not demanding (small communities may only have one youth serving organization)

#### **Other Observations**

- Need to adequately fund the facility and the staff- you get what you pay for. This means follow through with funding that includes an adequate pay scale for staff and services.
- Co-located centers with juvenile detentions to share resources.
- Administrative rules that are flexible to the facility - make sure rules allow for counties to be able to do this – e.g., require evidence-based programming but may not want to specifically dictate a specific program
- Diverse programming opportunities are needed
- Develop “wellness check ins” into the program to allow youth to talk about how they are feeling and doing
- Ask the kids in detention what they want