

Juvenile Justice Task Force

November 18, 2010 9am-Noon
710 Kipling, 3rd Floor Conference Room

ATTENDEES:

CHAIR

Regina Huerter, Denver Crime Prev. & Control Comm.
Ken Plotz, Task Force consultant

TASK FORCE MEMBERS

Beth McCann, Representative
Don Quick, District Att. 17th Judicial District
Susan Colling, State Court Administrators Office
John Gomez, Director of DYC
Meg Williams, Division of Criminal Justice
Don Moseley, Ralston House
Bill Kilpatrick, Golden Police Chief
Inta Morris, Department of Higher Education
Jan Dempsey Simkins, Juvenile Parole Board
Stan T. Paprocki, Division of Behavioral Health
Regis Groff, Retired State Senator
Karen Beye, Department of Human Services
Karen Ashby, Juvenile Court Presiding Judge
Norene Simpson, Defense Attorney
Jeff McDonald, Jeffco Juvenile Assessment Center

STAFF

Kim English, Division of Criminal Justice
Germaine Miera, Division of Criminal Justice
Paul Herman, Consultant
Peg Flick, Division of Criminal Justice

ADDITIONAL ATTENDEES

Hailey Wilmer for Steve Siegel
Jennifer Bacon, Padres y Jóvenes Unidos
Evie Hudak, Senator
Vonnie Salsman (sp?)
Lynn Stewart Connor (sp?)

ABSENT:

Linda Newell, Senator
Joe Higgins, Mesa County Partners
Kirk Henwood, Montrose County School District
Debbie Zwirn, Logan County Commissioner

<p>Issue/Topic:</p> <p>Welcome and Introductions</p>	<p>Discussion:</p> <p>Regina Huerter welcomes the group and proposes that for this meeting we may want to take a step back to discuss the group’s overall approach and make sure that everyone is anchored in a common vision. This discussion will be led by Paul Herman and Ken Plotz and it should take up the first half of the morning. During the second half of the meeting the group will continue its work regarding an education update with John Gomez focusing on Institutional Education in Youth Facilities. After that there will be a presentation from members of CCJJ’s Sex Offender working group regarding proposed Sex offender legislative changes that touch on juvenile issues.</p>
--	--

<p>Issue/Topic:</p> <p>5 Emerging Themes</p> <p>Action:</p>	<p>Discussion:</p> <p>Ken Plotz is in the process of interviewing all members of the task force to get their individual views of the juvenile justice system and the upcoming proposed work for the task force. <i>See attached PowerPoint.</i></p> <p>Ken reports to the group on the five emerging themes below</p> <p><u>Five Emerging Themes</u></p> <ol style="list-style-type: none"> 1. Prevention/Intervention – Keeping kids from getting in the system. Which kids should be in and which kids shouldn’t. Set boundaries. 2. Define what the juvenile system IS – where does it work, where does it fail 3. Cooperation and Collaboration – How do we get the justice and the education and other systems to collaborate and work together and possibly hopefully streamline services 4. Consistency among juvenile justice systems – For example, it would be good to have an organization like the JAC in each jurisdiction 5. Minority Over-Representation
--	--

<p>Issue/Topic:</p> <p>Approach, Collaboration, and Vision/Mission</p> <p>Action:</p>	<p>Discussion:</p> <p>Paul addresses the task force members and reminds the group that while this is one of many Commission task forces, the Juvenile group has a much wider scope of work than the others. Other task forces have a more direct and pinpointed focus while the Juvenile Justice Task Force is tackling a much broader scope of work. <i>See attached PowerPoint.</i></p> <p>The 5 emerging themes (above) that Ken has discovered in his conversations with members of the group coincide with the 9 themes that the Juvenile mini-group came up with over the summer (that were subsequently approved by the Commission). Along with that work, we need to add the work around the children’s code.</p> <p><u>Discussion points</u></p> <ul style="list-style-type: none"> • We really need to nail down what the overall system should look like and what the goals are before we propose pinpointed legislation and individual recommendations • We need to both be doing process work and outcome work as we tackle this large project
--	--

APPROACH

- The Vision For Colorado – what should this look like if we had our preferred system in place?
- Mission – How will this group approach this vision, how do we structure the work?
- Goals – you need to know where we are today to figure out where we want to BE. You have to know what you've got and what the gaps are. Goals are problem identification and problem solving.
- Outcomes – If we don't know the impact we're looking for we can't figure out whether we did it
- Objectives
- Tasks
- Recommendations

Discussion points

- There's a sense that children's issues are less important than adult issues – we need to look at this more and get this on people's radar screen.
- Could we approach law schools in the state and see if there could be some curriculum regarding juvenile justice? Yes, CU has a clinic where people can 'do' juvenile practicum. DU also has a group that is juvenile family law so there is more, but not to the level we would like to see.
- Is there a way before someone chooses a field of study regarding law or even social services to let students know about juvenile issues? Also, regarding prevention intervention is for educators.

COLLABORATION

- There are a LOT of actors out there and we don't want to duplicate efforts.
- This group, behavioral health and others really have a need for collaboration.
- Members of groups often think they're working together but they're not. It's not just *cooperation* by group members but it's really about *investment* as well.
- Collaboration in a venue like this is "*working with other people to achieve something you could not achieve on your own*". That puts it in a very different framework. The whole is greater than its parts.
- In collaboration it's important to get group member's individual issues out on the table even if there's conflict. We agree to disagree, we need to know what we want to achieve as a group, getting there.

VISION

- If the Vision isn't clear then you're going in circles
- Oftentimes we create a vision and we're glad we're done – we don't actually tie what we're doing to the vision. The work doesn't always time back to the vision. Always use the vision, tie back to the vision and keep it in the forefront.
- Vision statement – must include a clear and elevated goal.

MISSION

- Mission sometimes get confused with Vision.
- You don't have to solve all the problems, but you want to put a system in

place (a mission) to ADDRESS the problems.

- Can we find common stepping stones to measure our progress? Where are the common checkpoints or benchmarks along the way to measure what we're doing? And can we get data along the way too?

GOALS

- You have to know your issues (i.e., what do those 9 really mean?).
- Clarity of definition is critical.
- Goals are problems turned around, goals are easy. The hard part is truly defining the issues.

OUTCOMES

- We need benchmarks. If we wait for final outcomes we may be waiting a long time. We need both macro and micro outcomes.

GROUP PROCESS

- There is some pretty good research about successful groups.
- One of the most successful groups was NASA and their clear mission of putting a man on the moon. Every worker at NASA including the maintenance staff was clear that their mission was to put a man on the moon.
- Competent team members – means having people at the table who are experts. Not only specific knowledge and skills but can they go back to their group and get buy in from their group.
- There are two kinds of competencies, there are technical competencies and personal competencies (which is.. “Can I take this message, translate it, and demonstrate to people in my organization that it’s a good idea”).
- Our perception of what is expected of us is often different from other’s perception.
- Another critical component is expert support

Discussion points

- A lot of the work around change is not “hard or soft on crime” but “smart on kids”.
- We need to address Education, The Juvenile Justice World, Public Safety, Public Health and Human Services. What do we want for our community as a whole?
- Also, what do we know really know about juveniles in this day and age? What do we know about them rather than just seeing them from our perspective and how we were raised? We need to know their culture and their reality. You have to understand the client you’re working for before deciding what’s best for them.
- Many kids who end up in the system have experienced major trauma so Public Health is an important view.
- Community is also important as we must understand the child within their context family and community.

SPHERE OF INFLUENCE

- What do we as a group have control over, impact over and influence over. There are things we’ll accomplish along the way, but we also need to set up a structure to move things forward after we wrap up.
- Again, Honesty (no hidden agendas) and Trust (If I can’t trust this group

to put my thoughts on the table, then there's a problem) are critical to the group process. We must trust task force members to deliver the message to their colleagues. You can lose trust in a minute.

Discussion points

- We need to balance out the work of the task force, balance both process and action. Our work and meetings need to include certain components (like the components present in this meeting, e.g.)-

Balance process and action –

1. Feedback from the group (Ken)
 2. Process (Paul)
 3. Education (about process and actual education)
 4. Action (look at recommendations from the sex offender task force)
- The combo of these four kinds of activities is necessary to balance out the work of this group.
 - It is critical to approach this process and the public in a positive way. For example 'we want to make sure you have a happy, healthy, productive child' – 'NOT we want to keep your kid out of the system'.
 - Let's have some education around the public health model of change that public health uses – present on this in January, the conceptual model

Let's have some education around the public health model of change that public health uses – present on this in January, the conceptual model

Issue/Topic:	Discussion:
<p>Education: Institutional Education in Youth Facilities</p> <p>Action:</p>	<p>John Gomez takes the group through a PowerPoint presentation about education and educational issues in youth facilities (DYC in particular). <i>See attached PowerPoint.</i></p> <p><u>Presentation Discussion Points</u></p> <ul style="list-style-type: none"> • <i>Working with Colorado Communities to achieve justice</i> – This is DYC's vision statement. DYC wanted their statement to reflect the value of working with local communities • Mission – Overarching we are a public safety entity, plus rehabilitation of youth and the third is one of restorative justice. We want kids and staff to understand that there are more issues and not just the offender. • Philosophical Framework – Five Key strategies <ol style="list-style-type: none"> 1. We will provide right services at the right time 2. Quality of staff 3. Proven practices 4. Safe environments 5. Restorative community justice principles • 2 major continuums – Detention and Commitment • DYC is a statewide entity – 14 facilities throughout the state, 3 that are detention only facilities, 5 commitment only facilities, the other facilities are multi-purpose • Detention Services – Physical Custody and Appropriate Use • The main purpose of detention is to ensure kids get to court. About 1500 kids per day are on 'detention status' out in the community. If a youth does not need to be in a secure detention facility and can be managed in the community we will always go that way • Funnel to detention (please see numbers in attached PowerPoint) regarding

total population, juvenile arrests, detention screens and detention admissions. Youth are screened with the exact same screening instrument throughout the state.

- Detention population (also, please see numbers in attached slides)
- Detention education – on the detention side, education is provided by the school district in which the facility is located. Surrounding school districts are billed proportionately
- Districts must provide similar education in detention as they provide to district students
- Summer school – only provided if local district offers summer school

Some of the Detention Education Issues-

- Inconsistencies Between Districts
- DYC has little control over local districts
- Transition is often difficult

Commitment Services

- Transfer of Legal Custody to CDHS
- Range of Commitment Services
- Parole Supervision

Commitment Population FY 2009-10 – see attached PowerPoint for funnel #'s

Education Funding:

- Different from commitment side to detention side
- Must serve a wide variety of educational needs as the youth are often all over the board as far as where they are and what they need (regarding their skills, interests, etc.)
- More consistency in Commitment education than Detention education
- Year round educational programs
- Class sizes 1-12 due to such a full range of learning styles in any given classroom

Discussion Points

- Jan Dempsey Simkins of the Juvenile Parole Board reports that kids say they would've never received education had they not been locked up. Kids also say the vocational piece has been incredible, EMT, Cooking, etc. that they wouldn't have had without being locked up. Kids often make phenomenal advancements in one year at DYC. One advantage DYC has is 100% attendance.
- The task force should also look at the benefits of uniformity of education at DYS and the commitment to vocational piece.
- Another thing to look at is the idea of a 12 month school year. If we want to do right by kids we should look at a 12 month school year.
- SB94 monies are distributed by judicial district, not county. 13 million dollars goes to the 22 districts. Local districts can then leverage that money with community resources (grant money, plus local money, braided-blended formula). Because of the 22 jurisdictions the central region has most of the population (75%) so they can share resources with each other.
- Screening process - Colo. Juvenile Risk Assessment instrument helps inform JD's about whether to hold a child or not.
- DYC provide fully recognized accredited certificates.

Issue/Topic:	Discussion:
<p data-bbox="126 174 505 233">CCJJ Sex Offender/Offenses Task Force Update</p> <p data-bbox="269 457 358 485">Action:</p>	<p data-bbox="561 174 1487 275">Maureen Cain and Kevin Ford present the recommendations that the CCJJ Sex Offender Task Force will be presenting to the Commission in December for voting.</p> <p data-bbox="561 317 1179 344"><u>Registration Working Group – Recommendation #1</u></p> <ol data-bbox="610 352 1450 415" style="list-style-type: none"> 1. Change the process for de-registration for those juvenile offenders currently eligible for de-registration. <p data-bbox="561 457 764 485"><i><u>Discussion points</u></i></p> <ul data-bbox="610 493 1520 1713" style="list-style-type: none"> • This addresses the issue of the simultaneous de-registration from registry as an offender gets off probation. • Juvenile sex offenders would be allowed to deregister at the same time their supervision is terminated. JV's often think "I'm done" and they don't go through the independent process of applying to get off the registry. They fail to register because they never official got off the registry and then are subsequently charged as an adult offender for not registering. • Do we have the right people on the registry? Also, do we need to put as many offenders on the registry as we currently do (except for violent or more serious offenses). • The process of letting them off the registry is one of our non-compliant factors with Adam Walsh. • Adam Walsh is a funding stream, if we (Colorado) doesn't comply then 10% of our JAG grant funds are reduced. Colorado could lose about \$400,000 dollars if we fail to comply. Some states opt out. California for example takes the hit on money because it would cost the state more to implement the program than the federal money they will receive. • Let's examine whether Adam Walsh is even GOOD for our kids and our state. Regardless of whether we get the money or not. • It would be good to have data on juveniles and the registry (e.g. data by offense). There are some misconceptions about what really is on the registry and how severe it is. • Sometimes when kids get off the registry they're somehow not allowed to have their record be expunged. Kids even off the registry are still tagged with collateral consequences as sealing is then affected. • Kids also don't understand that just because they're off the registry they still have a criminal record. • We put juvenile registered sex offenders on the internet but Adam Walsh does not require that. • Registration was originally developed as a law enforcement tool and subsequently the law changed to allow it to inform the community. • The common view is that a lot of registration laws were confusing, we are not yet determined to be in compliance with Adam Walsh.

Registration Working Group – Recommendation #2

2. Expand 16-22-103(5)(a) – allowing some judicial discretion for registration for certain age offenders and certain types of offenses.

Discussion points

- This provision is out of compliance with Adam Walsh. We're examining if this is too limited and discuss this regarding other age groups as well. Again, would love to see data and numbers around this issue.

Refinement Working Group – Recommendation #1 (This group was led by Ted Tow)

1. Lower the availability of the "mistake of age" defense from 15 years to 14 years (This is a potential recommendation).

Discussion points

- Specifically, the current law is 15 and this would drop it to 14. This is just for the availability of mistake of age defense. To clarify, this would be younger than 14.
- What would be the impact on the justice system with this change?
- There may not be any impact in making it 14 rather than 15. Again, this is just something that can be used as a defense. This does not change age of consent.

Refinement Working Group – Recommendation #2

2. Add a requirement of a 4-year age difference to the crime of Sexual Assault on a Child by One in a Position of Trust, where the victim is 15, 16, or 17.

Discussion points

- Sex assault on a child has a four year age difference provision; this would provide that same provision to a person of trust.
- This is specifically where there is an age difference of 4 years and one encounter.
- This would apply in about 12 cases a year where you see that age difference and again is intended just to bring some consistency from sex assault on a child to position of trust.
- Advocacy centers in the state would be opposed to this. Coaches who are 20 at high school who are coaching 16 year olds. This would affect that position of trust to violate kids.
- There would be push back from child advocacy centers across the state.
- Karen Beye reports there would also be push back from her agency as far as position of trust.
- Beth McCann says she would see push back as well.
- Maureen says this recommendation would address current problems in cases where there are two teens working at a fast food restaurant (for example) and one of them is a 'shift supervisor', which is considered a position of trust. A Position of Trust sentence is a lifetime sentence if there is a conviction. For example a 17 year old having sex with a 15 year old consensual are we giving lifetime to the right people?
- Feedback to Maureen is that the Sex Offender Refinement group needs to work on the *definition* of position of trust rather than ages.

- The task force says they would like to see data regarding all the recommendations.

<p style="text-align: center;">Issue/Topic:</p> <p style="text-align: center;">Plan December meeting</p> <p style="text-align: center;">Action</p> <p style="text-align: center;">-</p>	<p style="text-align: center;">Discussion:</p> <p>Proposals for next month's meeting topics-</p> <ul style="list-style-type: none"> • Vision/Mission Tasks • Ground rules and bylaws <p>Regi, Ken, Paul and Germaine will meet to set the agenda.</p>
---	--

--	--

Future Meeting Dates:

Date	Location	Time
December 16, 2010	Location – Jefferson County JAC	9AM-12PM

"The Juvenile Task Force is to conduct a comprehensive and thorough analysis and assessment of the juvenile justice system in Colorado. **This will begin by establishing the mission and vision of the group and the group should come to an agreement on the strategic alignment of the system.**"

Prevention/Intervention

Keeping kids from getting in the system

Define what the Juvenile System is

Where does it work, where does it fail?
What do we want kids in the system for?
What does the system look like? Do we all agree?

Cooperation and collaboration

What is working here and what isn't?
How do we get the justice system and the education system to talk to one another?

Keeping the mechanisms of the Juvenile System more consistent throughout the state

Should we have juvenile assessment centers in every jurisdiction?
Almost everyone had an issue about uniformity in one form or another.

Minority Overrepresentation



A Collectively Developed Vision

One of the key ingredients for any successful collaborative effort is for the members of the group to develop and share a common vision about the purpose and direction of their team's work.

3

The Importance of Values and Vision

2

Values

- In helping the team to develop its vision, individual members need to reflect on some of the things that they believe to be generally true.
 - Beliefs that will probably affect their actions and their decisions as members of the group.
- Our personal perspective is affected by our personal values. Values are deeply held beliefs, ideals, and principles.

4

We Utilize our “Values” in Making Decisions

- Values come from our personal “bedrock,” or foundation.
- Values are the underpinnings of people’s choices – we call upon them when we make decisions.
- Values may be hard to articulate, or for others to “see,” but they have an influence on the behavior of the team and its members.

5

Statements Reflecting Values

- *“The right to be let alone is that most valued by civilized man.”*
Louis D. Brandeis, 1928
- *“With public sentiment, nothing can fail; without it, nothing can succeed.”*
Abraham Lincoln, August 21, 1858
- *“A page of history is worth a volume of logic.”*
Oliver Wendell Holmes, Jr., 1921

7

Statements Reflecting Values

- *“Far and away the best prize that life offers is the chance to work hard at work worth doing.”*
Theodore Roosevelt, September 7, 1903
- *“There is as much dignity in tilling a field as in writing a poem.”*
Booker T. Washington, 1901
- *“Well done is better than well said.”*
Benjamin Franklin, 1737

6

Vision

A vision is a statement of a preferred future.

8

Vision

- Teams need to understand the desired result – the preferred future – that they are working towards. This statement should provide direction and purpose for the collaborative effort.
- A vision statement tells us where we could go. It does not tell us how to get there.

9

Statements Reflecting a Vision

“Down the long lane of history yet to be written America knows that this world of ours, ever growing smaller, must avoid becoming a community of dreadful fear and hate, and be, instead, a proud confederation of mutual trust and respect.”

Dwight D. Eisenhower, January 17, 1961

11

Statements Reflecting a Vision

“I have a dream that one day this nation will rise up and live out the true meaning of its creed: We hold these truths to be self-evident that all men are created equal.”

Martin Luther King, Jr., August 28, 1963

10

Qualities of a Vision Statement

1. A vision statement identifies your intended destination or direction (indicating where you want to go);
2. It reflects the values, ideals and principles of the members of your team (reflecting the things that you collectively believe);
3. It is an expression of optimism (it is a positive message);

12

Qualities of a Vision Statement

4. It is lofty and compelling (it pulls us forward and energizes us);
5. It is broad and general in nature (not weighted down with specifics); and
6. It can be easily understood.

13

Identifying Problems and Developing Clear Missions

15

“What is your team’s vision of the future?”

14

Problem Identification

- A team is formed because problems are perceived to exist.
- Before a team develops a mission statement, however, it (or a higher authority) should invest some time trying to identify the problem or set of problems on which the team will work.

16

The Problem With Trying to Solve Problems

- Unfortunately, individuals and teams are often not very good at focusing on the true nature of the problems that are before them.
- Failing to properly identify the real problem or problems means that a team will not spend its time working on the right issues.

17

Example: Unclear Mission

To accelerate efforts in space exploration.

(This might be a fine vision, but it doesn't help us to understand exactly what we should try to do as a team.)

19

Developing a Mission-focus

1. Gain a clear idea about the nature of the problems that are before you.
2. Try to identify which of these problems are most critical for your team to work on.
3. Collectively determine which problems will form the focus of the team's mission.
4. Keep in mind that this mission, once accomplished, should demonstrate meaningful progress in the direction of your vision.

18

Example: Clear Mission

To land a person on the moon by the end of the decade.

20

Example: Unclear Mission

To improve mental health services for incarcerated adults and juveniles.

21

Characteristics of Successful Teams

- **A clear and elevating goal**
- **A results-driven structure**
- **Competent team members**
- **Unified commitment**
- A collaborative climate
- Standards of excellence
- External support and recognition
- Principled leadership

23

Example: Clear Mission

By December of next year, to meet or exceed all appropriate national correctional and community standards regarding the provision of mental health services for adult and juvenile offenders who are incarcerated in our state.

22

Juvenile Justice Task Force Mission

- What does this group need to do to see that the Vision is achieved in 3 year
- How will we approach the work
- How will we organize our work
- What are our roles and responsibilities as a task force to move closer to our Vision
- How will we engage others in a collaborative approach to achieve the Vision

24

Lawson and LaFasto

- Executive Management Teams, for example:
 - Baxter International
 - Dun and Bradstreet Corporation
 - Mt. Sinai Hospital
- Project Teams, for example:
 - McDonald's Chicken McNugget Team
 - IBM PC Team
 - Boeing 747 Airplane Project
- Hypothesis Testing
 - Disaster teams
 - Theatre productions
 - USS Kitty Hawk
 - Presidential Cabinets
 - GAO and Congressional investigation teams
 - U.S. Navy Strike Warfare Center

Adapted from concepts in *TeamWork: What Must Go Right/What Can Go Wrong*, by Carl E. Larson and Frank M. LaFasto. 1989 Sage Publications.

What is Collaboration?

- Collaboration reaches beyond the concepts of networking, coordinating, and cooperating.

Collaboration is working together to achieve a common goal that is impossible to reach without one another.

Collaboration Versus...

- In fact, most people do not truly collaborate, and this inhibits their ability to become a highly effective team.
- Rather, most of us are accustomed to:
 - Networking (exchanging information);
 - Coordinating (slightly altering activities); and/or
 - Cooperating (sharing resources).

Characteristics of Successful Teams

- A clear and elevating goal
- A results-driven structure
- Competent team members
- Unified commitment
- A collaborative climate
- Standards of excellence
- External support and recognition
- Principled leadership

A Clear and Elevating Goal

- High performance teams have both a clear understanding of the goal to be achieved and a belief that the goal embodies a worthwhile or important result.
 - The greater the clarity of understanding regarding the nature of the problem being addressed, the more effective people are at solving the problem.
- A clear and elevating goal is also one that is just beyond reach but nonetheless possible (mountain climbing, pioneering surgery, team-based athletic achievements).
 - The degree of challenge, the sense of urgency, the belief that the accomplishment will make a significant and measurable difference (cessation of an epidemic) makes the work compelling.

What Does the Research Say?

A results-driven structure makes the achievement of a clear, elevating goal possible.

- Clear roles and accountabilities;
- An effective communication system;
- Monitoring performance and providing feedback; and
- Fact-based judgments;

Become the framework through which the clear, elevating goal can be achieved.

What Does the Research Say?

- The most effective teams are those who are focused squarely on the result because whether or not the team succeeds clearly makes a difference.
- The greatest threat to successfully working toward a clear and elevating goal is politics and personal agenda.

Competent Team Members

- "Competent" team members are those who are best equipped to achieve the team's objectives.
- Competency is defined as the necessary skills and abilities to achieve the desired objective (technical competencies) and the personal characteristics required to achieve excellence while working well with others (personal competencies).
- Technical competencies are minimal requirements of any team. They include substantive knowledge, skills and abilities related to the specific tasks at hand.
- Personal competencies refer to the qualities, skills, and abilities necessary for the individual team members to identify, address, and resolve issues.

Three Common Features of Competent Team Members

- The essential skills and abilities to accomplish the work;
- A strong desire to contribute; and
- The capacity to collaborate effectively.

Unified Commitment

- Perhaps this is the most elusive of the eight traits. It is best characterized by:
 - Team spirit;
 - A sense of loyalty and dedication to the team;
 - An unrestrained sense of excitement and enthusiasm about the team;
 - A willingness to do anything that has to be done to help the team succeed;
 - An intense identification with the people who are the team;
 - A loss of self (There is no "I" in T-E-A-M); and
 - The unique experience of being a part of something special, something effective, something productive.

What Does the Research Say?

- When strong technical skills are combined with a desire to contribute and an ability to be collaborative, the observable outcome is an elevated sense of confidence among team members.
- This confidence translates into the ability of a team to be self-correcting in its capacity to adjust to unexpected adversity and emergent challenges.

What Does the Research Say?

- One of the most serious threats to a team is the conflict between individual and team goals.

A Collaborative Climate

- The whole is greater than the sum of the parts.
- Working well together.
- Characterized by structural differentiation (roles, responsibilities, accountabilities), and a climate created among the leader and all team members.
- Trust is a mainstay virtue.

Standards of Excellence

- A standard is the pressure to achieve a required or expected level of performance.
- Standards define those relevant and very intricate expectations that eventually determine whether the level of performance is acceptable.

Trust is Produced in a Climate that Includes Four Elements

- **Honesty** – Integrity, truthfulness, and an absence of exaggerations;
- **Openness** – a willingness to share and be receptive to new ideas;
- **Consistency** – predictable behavior and responses; and
- **Respect** – treating others with dignity and fairness.

What Does the Research Say?

- **Three variables integral to establishing and sustaining standards of excellence**
 - The extent to which:
 - Standards are clearly and concretely articulated.
 - Team members require one another to perform according to the established standards of excellence.
 - A team exerts pressure on itself to make those changes that will improve the performance standards.
 - Successful teams do not become complacent. They actively work at finding reasons to be dissatisfied with their performance. Each performance is an opportunity to discover ways of doing it better next time.

External Support and Recognition

- The team is given the resources it needs to get the job done.
- The team is supported by those individuals and agencies outside the team who are capable of contributing to the team's success.
- The team is sufficiently recognized for its accomplishments.
- The reward and incentive structure is clear, viewed as appropriate by team members, and tied to the team's performance.

Principled Leadership

- Leadership can add tremendous value to any collaborative endeavor, even to the point of sparking the outcome with an intangible kind of magic.
- Effective leaders draw together – often in a seemingly effortless yet inspiring way – vision, a belief in the opportunity for change, and the ability to meaningfully involve others.

What Does the Research Say?

- The external support and recognition factor seems to be more an effect of team success than a cause of it.
- It is noted more for its absence in poorly functioning teams than its presence in highly effective teams.

Effective Leaders

- Establish a vision of the future;
- Enlist others to embrace the vision;
- Create change; and
- Unleash the energy and talent of contributing members.

Goals, Objectives, and Critical Work Activities

45

Objectives

Once you have identified the goals to be accomplished, you will have to decide on the precise steps to take to best achieve each goal. ***These steps are your project tasks or objectives.***

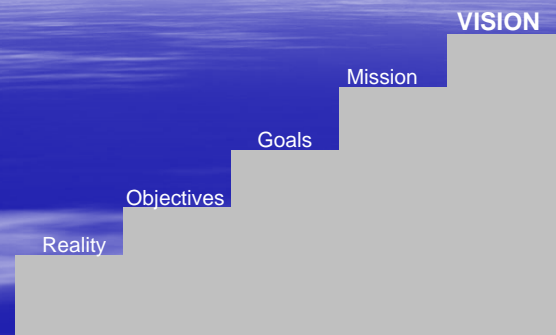
47

Goals

Once you have settled on your mission statement, you must establish a critical path to follow toward your ultimate purpose. ***The elements that must be successfully addressed along this path become specific goals for your project.***

46

The Relationship Between Objectives, Goals, and Vision



48

Process versus Task Functions

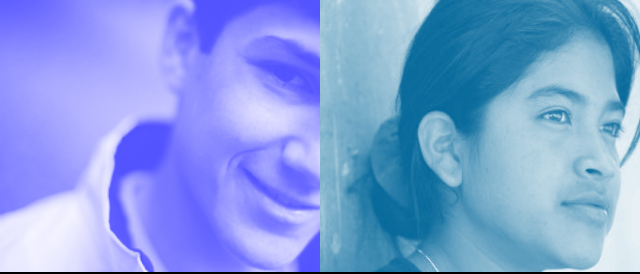
- Effective teams pay deliberate attention to group function.
- Action plans should address *both* the tasks that need to be accomplished and the process activities that will continue to build and strengthen the team.

49

The Five Dysfunctions of a Team

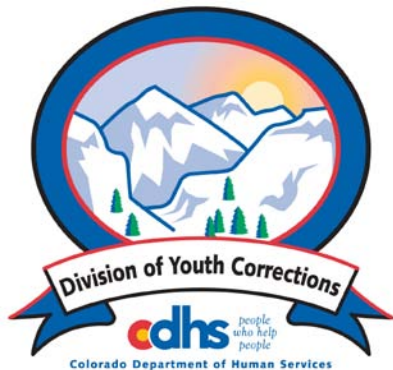


From: Lencioni, Patrick *The Five Dysfunctions of a Team*, Jossey-Bass, San Francisco, California, 2002.

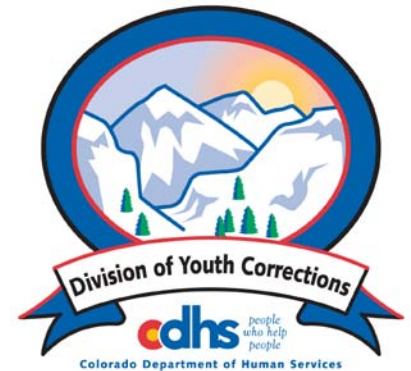


Colorado Division of Youth Corrections Overview of Education Services

Presentation to the CCJJ Juvenile Task Force
November 2010



*“Working with Colorado Communities
to Achieve Justice”*



To protect, restore, and improve public safety through a continuum of services and programs that:

- effectively supervise juvenile offenders;
- promote offender accountability to victims and communities; and,
- build skills and competencies of youth to become responsible citizens.

The Five Key Strategies

Colorado Department of Human Services Division of Youth Corrections

"Working with Colorado Communities to Achieve Justice"

The Five Key Strategies



The Mission of the Division of Youth Corrections is to protect, restore, and improve public safety through a continuum of services and programs that:
effectively supervise juvenile offenders
promote offender accountability to victims and communities, and
build skills and competencies of youth to become responsible citizens.

DYC Service Continuums

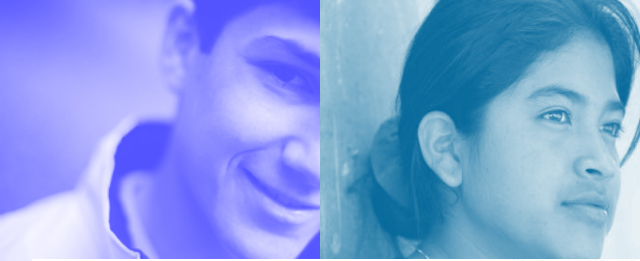


Detention Continuum

- Senate Bill 94 (Community Detention)
- Secure and Staff Secure Detention

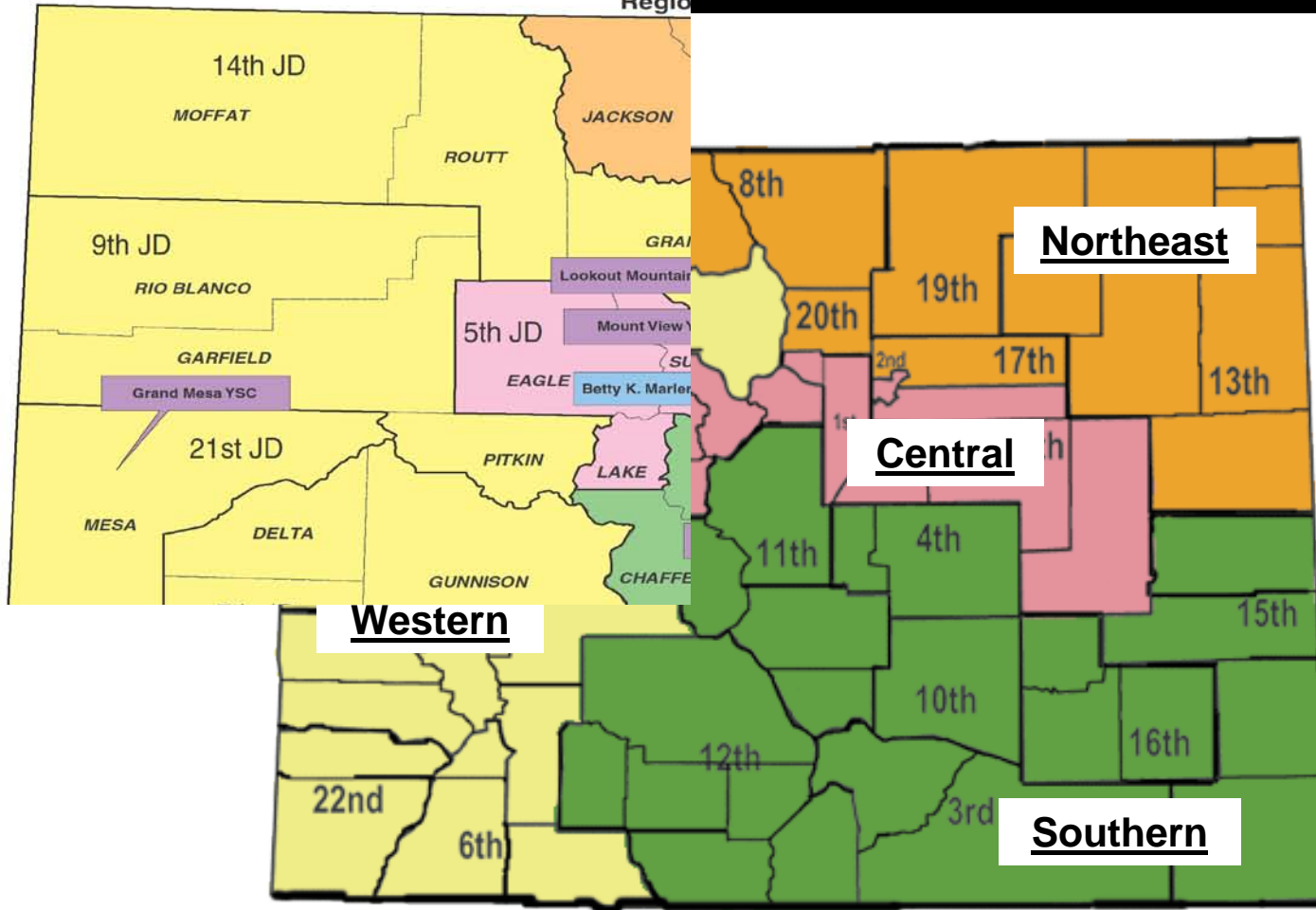
Commitment Continuum

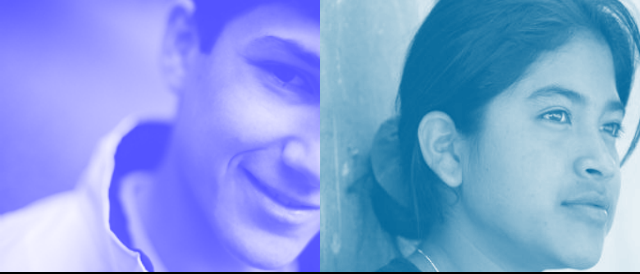
- Assessment
- Residential Treatment Services
- Parole Supervision



Division of Youth Corrections

Colorado Department of Human Services
Regional





Detention Services

Physical Custody

- Juveniles awaiting Court hearings
- Juveniles awaiting disposition
- Juveniles who receive short-term sentences
- Valid Court Orders

Appropriate Use

- For youth at high risk for criminal behavior and/or failure to appear in court
- *Not effective for reducing future delinquent behavior*



Juvenile Justice Filtering Process to Detention

FY 2009-10

Total Population (ages 10-17)
539,167

100%

Juvenile Arrests
39,876

7.4%

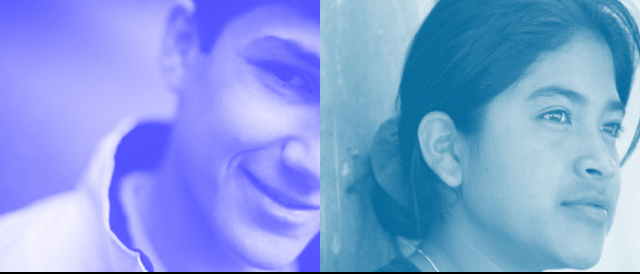
Detention Screens
9,853

1.8%

9,102

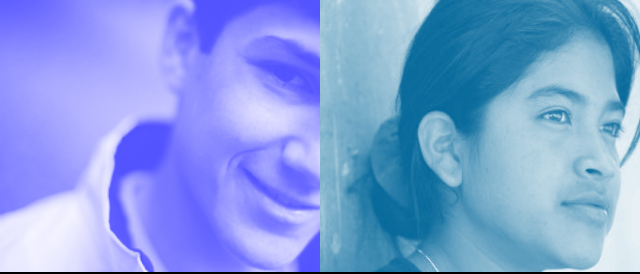
Detention Admissions

1.7%



Detention Population FY 2009-10

❑ Total New Admissions	9,102
❑ Number of Clients Served	5,765
❑ Average Daily Population	363.1
❑ Average Length of Stay	14.2 Days



Detention Education

- Local School District in Which Facility is Located Provides Education Services
- Surrounding Districts Billed Proportionately
- Districts Must Provide Similar Education in Detention as they Provide to District Students
- Teachers are Local School District Employees
- Summer School – Only Provided if Local District Offers Summer School

❖ Inconsistencies Between Districts

- Support for curriculum, technology, resources
- Inconsistent leadership is a major issue

❖ DYC Has Little Control Over Local Districts

- Hours of instruction range from 2 hrs/day – 6 hrs/day
- Lack of summer school impacts upon facility programming
- Difficult to impact upon ineffective teachers
- Exploring MOU's with districts providing detention education

❖ Transition is Often Difficult

- Not clear how a youth's home district counts credits obtained while in a DYC placement
- ALOS 14 Days – difficult to obtain current transcripts and IEP information



Commitment Services

❖ Transfer of Legal Custody to CDHS

- Ages 10-20, for acts committed prior to a youth's 18th birthday (Section 19-2-909, C.R.S.)
- Majority of sentences are for a determinate period of up to two years

❖ Range of Commitment Services

- Comprehensive risk assessment and diagnostics
- Individualized Client Management
- Variety of residential placements and services

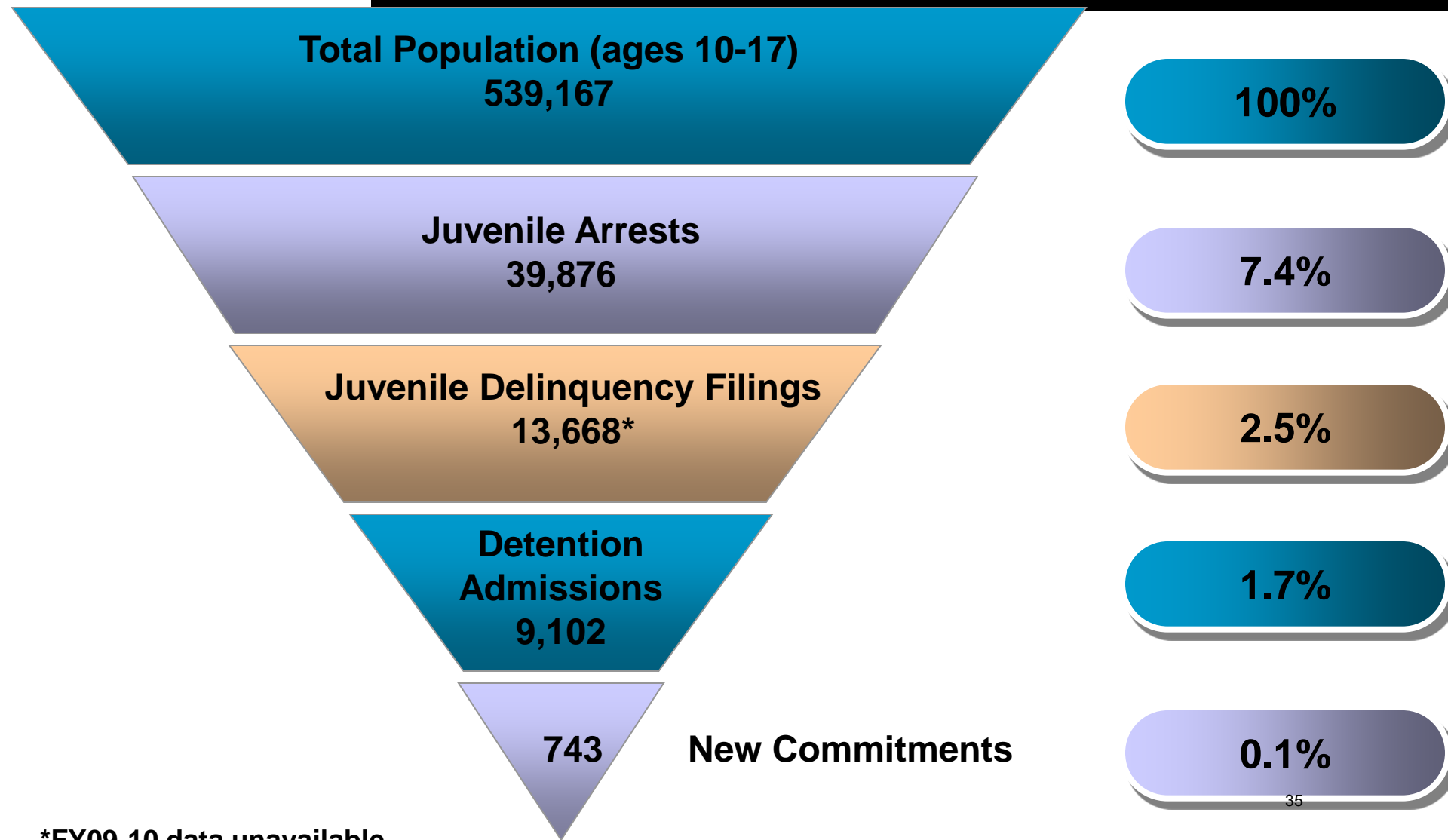
❖ Parole Supervision

- Six months mandatory parole supervision
- Variety of transition and wrap-around services
- NYC jurisdiction ends at age 21

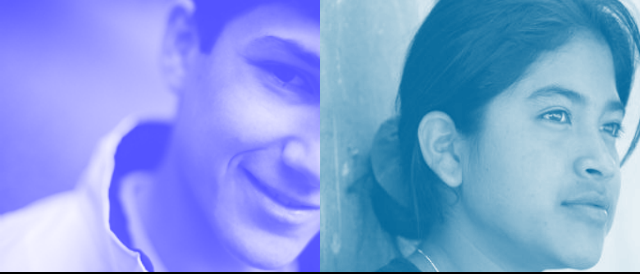


Juvenile Justice Filtering Process to Commitment

FY 2009-10



*FY09-10 data unavailable



Commitment Population FY 2009-10

□ New Commitments	743
□ Number of Clients Served	2,404
□ Average Daily Population	1,171.6
□ Average Length of Stay	18.9 Months
■ State Secure Committed ADP	502.4
■ Staff Supervised / Contract ADP	487.1
■ Community / Other Residential ADP	182.1

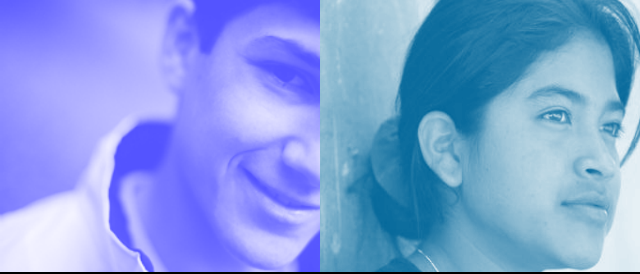
Residential Facility Types:

1) State owned and operated

2) State owned, privately operated

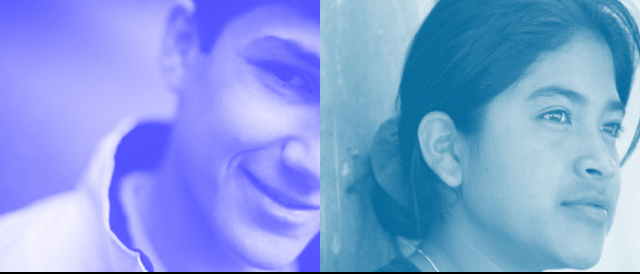
3) Privately owned and operated

- ❖ Residential Child Care Facilities (RCCF)
- ❖ Therapeutic Residential Child Care Facilities (TRCCF)
- ❖ Psychiatric Residential Treatment Facilities (PRTF)
- ❖ Child Placement Agency (CPA)



Commitment Education Funding

- Funded via direct General Fund appropriation to DYC
- Funding is not based on PPOR
- Division does not have the ability to bill for excess costs
- Small Special Ed and Voc grant funds through CDE
- Funding must cover secondary, post-secondary and vocational education services
- Division spreads funding across 12 month school year

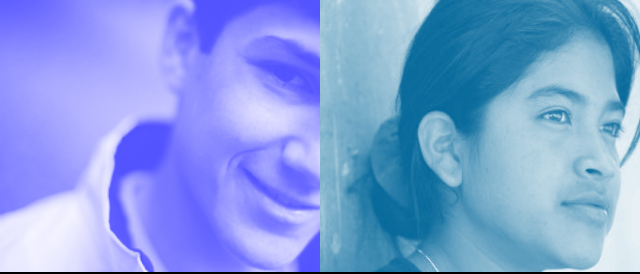


Commitment Education Structure

- ❖ **State-operated by DYC Staff** (MVYSC; ZPYSC; GMYSC; SVYSC; MFYSC)
 - State-run by State employees
 - Direct supervision and oversight of teacher performance

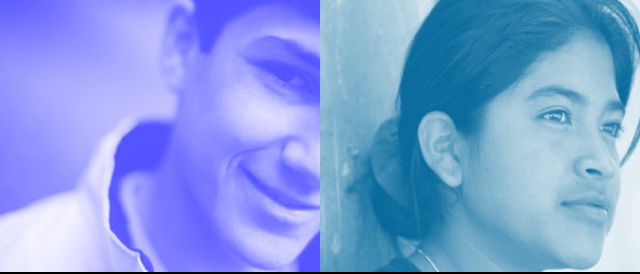
- ❖ **Contract With Local School District** (PVYSC; SCYSC)
 - In multi-purpose facilities where both detention and commitment services are provided
 - Teachers employed by local school district
 - Funded via contract between DYC and local school district

- ❖ **Contract With Private Provider** (LMYSC)
 - Funded via contract between DYC and private vendor
 - Teachers employed by private vendor



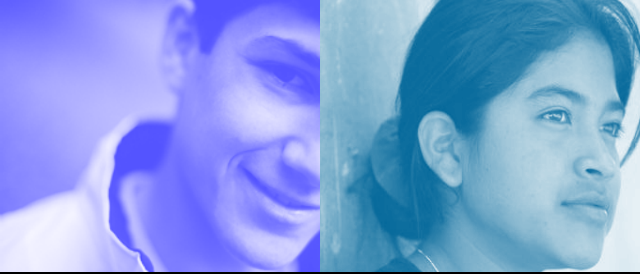
Commitment Education Services

- Youth are enrolled in year round educational programs, either on or off ground
- Educational services range from 6th grade level through post-secondary
- Curriculum that aligns with Colorado State Standards
- Differentiated instruction to meet individual student needs
- Career and Technical Education and work experience opportunities provided
- Approximately 50% of secondary population is assessed with special needs
- Approximately 25% of population is post-secondary



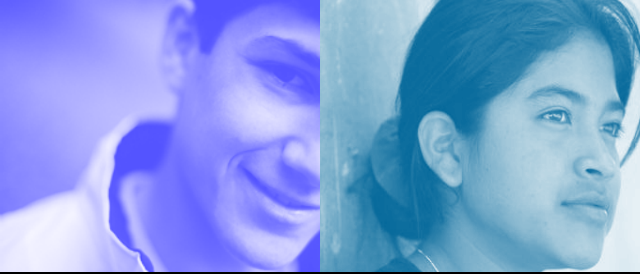
Commitment Ed Services (cont.)

- Division attempts to align credits with a youth's Local Administrative Education Unit (if transitioning back)
- Division establishes a "Graduation Plan" for every youth – follows youth to ensure continuity between placements
- DYC must adhere to all federal and state mandates:
 - Response to Intervention (RtI)
 - Individual Career and Academic Plans (ICAP)
 - Individuals with Disabilities Education Improvement Act
 - HB 08-1168 – Standards for Financial Literacy
 - New Colorado State Standards – by Fall 2011



Commitment Education Issues

- ❖ No funding for post-secondary services
- ❖ Lack of physical space and funding for vocational programs
- ❖ Inconsistencies between detention and commitment education programs – sometimes within one facility
- ❖ Retention of teachers
 - July 2008, DPA eliminated pay increases based on attainment of additional qualifications/expertise (e.g. Masters Degree)
 - This is inconsistent with local school districts
- ❖ Limited ability to provide professional development for teachers

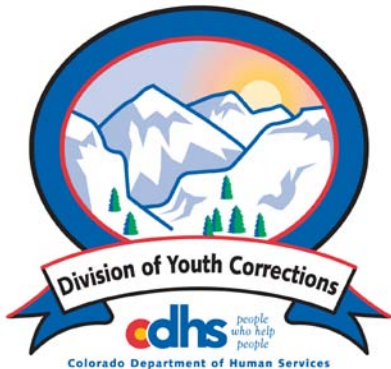


Colorado Division of Youth Corrections Overview of Education Services

For Further Information Contact:

jhn.gomez@state.co.us

(303) 866-7341



*“Working with Colorado Communities
to Achieve Justice”*

