



# Welcome to the Webinar

Port Gamble S’Klallam Tribe’s Re-Entry Program –  
*From incarceration to hope*

Live Session: September 30, 2014



This webinar is being presented today with funds from the Bureau of Justice Assistance.



**BJA**

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U.S. Department of Justice**

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If you have a question, you can submit that via the chat feature.

Simply type in your question here



The screenshot shows a webinar control panel with the following sections:

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- Questions**:
  - Show Answered Questions
  - Table with columns: X, Question, Asker
  - Buttons: Send Privately, Send to All
- Chat**:
  - Message: Welcome to the Web Discussion on Correctional Options/Alternatives to Incarceration. We will begin shortly.
  - Input: [Type message here]
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  - Button: Send

**Web Discussion: Information & Overview of Correctional Options/Alternatives to Incarceration**  
Webinar ID: 450-270-338



# Today's Presenters

- Cheryl Miller, *Community Services Division Director*
- Janel McFeat, *Re-Entry Program Manager*
- Regina Avery, *Re-Entry Case Manager*
- Valarie Jones, *Re-Entry Participant*
- Judy Hessler, *Re-Entry Mental Health Counselor*
- Mary Jones, *Cultural Coach*
- Naomi Austin, *Education Instructor*



*PORT GAMBLE  
S'KLALLAM TRIBE  
RE-ENTRY PROGRAM*

***2013 - Public Law 102-477 AOTR Award  
for  
Innovative Model Serving Offenders Program***



# *Purpose*

*We want to provide services that will help clients overcome their criminal background and enable them to sustain gainful employment.*

*We can't minimize their history, but we can work with them to overcome this barrier, benefitting the Tribal Member and Tribal Community.*

*We use a traditional holistic approach to healing, that is appropriate for our Native American culture.*

# *Mission*

The PGST Re-Entry Program Mission reflects the Port Gamble S'Klallam Tribes Fundamental Philosophy of Employment.

“The Tribe recognizes and affirms the policy of assistance to Tribal Members to obtain meaningful employment and to ensure continual opportunities in their pursuit of fulfilling careers.”

The PGST Re-Entry Program is dedicated to providing hope for Tribal Members and Community Members with barriers to employment due to a criminal past.

Our program will focus on providing job training skills, life skills, and employment.



# *Objective*

The objective for the Re-Entry Program is to advance the client professionally, educationally, personally and culturally by using a strength based model of social work.

This approach deals with self-determination, goal setting and detailed case plans.

# Goals

~A Second Chance  
in Life~



*Clients will have a tailored Case Plan to meet their goals for job & life skills. All clients are required to check in 2 times a week with case manager.*



### Case Management Action Plan

Client Name: \_\_\_\_\_

Issues and Goals	Plan/Strategy	Responsible Person	Target Date

We agree to carry out the responsibilities outlined in this Action Plan to the best of our ability.

Client: \_\_\_\_\_ Date: \_\_\_\_\_ Case Manager: \_\_\_\_\_ Date: \_\_\_\_\_

## Re-Entry Weekly Check - In

**Client Name:** \_\_\_\_\_ **Phone #** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Street Address** \_\_\_\_\_ **City,** \_\_\_\_\_ **State** \_\_\_\_\_ **Zip Code** \_\_\_\_\_

### Weekly Work Schedule

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

<b>Work Search</b>		<b>Comments:</b>

<b>TX/Appointments/Courses</b>		<b>Comments:</b>

<b>Client Request</b>	<b>Accept</b>	<b>Deny</b>	<b>Comments:</b>

**Agenda:**


**UA's:** \_\_\_\_\_

**Questions and Comments:**


**Client Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Case Manager's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

# Program Criteria

**Computer Training**

Microsoft

Excel

**Career**

Career Counseling

Career aptitude test/  
job searching

**Job Skills**

Complete resume workshop

Interview workshop

**Money Management**

Meet with financial advisor to create household budget

Including plan to pay off past debt, license fines and child support

**Cultural Awareness**

Cultural Coaching

Cultural Classes:  
drum making,  
carving, beading,  
harvesting cedar.

**PORT GAMBLE S'KLALLAM TRIBAL  
RE-ENTRY PROGRAM ~ CRITERIA CHECK-LIST ~**

~ Client Course & Training Responsibilities ~

**Client Name:** \_\_\_\_\_

- |  |   |
|--|---|
| <input type="checkbox"/> <b>Complete Resume</b><br><i>Case Mgr. Initials</i> _____ <i>Date Completed:</i> ____/____/____               | <input type="checkbox"/> <b>Complete Resume / Interview Workshop</b><br><i>Case Mgr. Initials</i> _____ <i>Date Completed:</i> ____/____/____ |
| <input type="checkbox"/> <b>Complete Career Aptitude Test</b><br><i>Case Mgr. Initials</i> _____ <i>Date Completed:</i> ____/____/____ | <input type="checkbox"/> <b>Case Management Plan/Goal Setting</b><br><i>Case Mgr. Initials</i> _____ <i>Date Completed:</i> ____/____/____    |
| <input type="checkbox"/> <b>Excel</b><br><i>Date Completed:</i> ____/____/____   | <input type="checkbox"/> <b>Word</b><br><i>Date Completed:</i> ____/____/____   |
| <input type="checkbox"/> <b>Family/Household Budget Training</b><br><i>Date Completed:</i> ____/____/____                              |   |

~ Client Binder Responsibilities ~

- |  |  |
|--|--|
| <input type="checkbox"/> <b>Re-Entry Project Guidelines</b>  | <input type="checkbox"/> <b>Weekly Client Check-In Form</b>  |
| <input type="checkbox"/> <b>Child Support Match</b> (Record on Child Support Match Sheets)   | <input type="checkbox"/> <b>Housing Concerns:</b> <input type="radio"/> Yes <input type="radio"/> No |
| <input type="checkbox"/> <b>Attend Weekly and Monthly Meetings with Case Manager</b> (Record on Weekly Sign-In)  |  |
| <input type="checkbox"/> <b>Highest Education Received</b> (Record on GED/Associate's Form)  | <input type="radio"/> Working towards G.E.D.   |
| <input type="radio"/> Diploma/G.E.D. <input type="radio"/> Associates Degree <input type="radio"/> Bachelor's Degree <input type="radio"/> Master's Degree |  |
| <input type="checkbox"/> <b>Job Training Agreement</b> (Signed)<br><i>Case Mgr. Initials</i> _____ <i>Date Completed:</i> ____/____/____                   | <input type="checkbox"/> <b>Monthly Trainee Status Report by Supervisor</b>                          |
| <input type="checkbox"/> <b>Complete (1) Job Application Each Week</b> (Record on blue Work Search Log)  |  |

~ Confidential File Documentation ~

- |  |  |
|--|--|
| <input type="checkbox"/> <b>Client Intake</b>  | <input type="checkbox"/> <b>Re-Entry Program Confidentiality Policy &amp; Confidential Agreement</b> |
| <input type="checkbox"/> <b>Authorization to Release Records</b>   | <input type="checkbox"/> <b>Provide Random U.A.'s / Drug testing</b> (Complete U.A. Form)            |
| <input type="checkbox"/> <b>Release of Confidential, Tribal Court Records &amp; Or Criminal/Civil History Form</b>   |  |
| <input type="checkbox"/> <b>If Applicable, Remain in Compliance With:</b>  |  |
| <input type="radio"/> MRT <input type="radio"/> Mental Health <input type="radio"/> Chemical Dependency <input type="radio"/> Support Groups (Provide Proof of Compliance from Provider) |  |
| <input type="radio"/> Probation <input type="radio"/> Cultural Assessment/Activities <input type="radio"/> Violation Status Form (in File)   |  |
| <input type="checkbox"/> <b>Complete Barrier Stipend Agreement</b> (New Vendor Request)  | <input type="checkbox"/> <b>New Vendor Set Up Request</b> (orange form)                              |
| <i>Case Mgr. Initials</i> _____ <i>Date Completed:</i> ____/____/____ <span style="float: right;"><i>Case Mgr. Initials</i> _____ <i>Date Completed:</i> ____/____/____</span>           |  |
| <input type="checkbox"/> <b>Photo/Video/Digital Material Production Release Form</b>   |  |
| <input type="checkbox"/> <b>Re-Entry Completion/Successful Discharge Form</b> <i>Case Mgr. Initials</i> _____ <i>Date Completed:</i> ____/____/____                                      |  |
| <input type="checkbox"/> <b>6mo. Follow Up Agreement</b> <i>Case Mgr. Initials</i> _____ <i>Date Completed:</i> ____/____/____   |  |

**Program Manager Signature** \_\_\_\_\_ **Date Completed:** \_\_\_\_/\_\_\_\_/\_\_\_\_

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REVISED BY R. AVERY & J. McFEAT 6/30/14

# *Program Compliance*



PGST Re-Entry Program  
**VIOLATION STATUS SHEET**  
 (Juvenile Cases may vary from the adult violation status sheet upon a case managers discretion)

**Client Name:** \_\_\_\_\_

**Violation Details:**

<b>Verbal Warning</b>	<b>Date:</b>	
<b>Reason for warning:</b>		
<i>I understand and agree with the reason for this verbal warning, as stated above.</i>		
<i>Client Signature:</i>		
<b>1st Violation - Assignment/ Homework (at case workers discretion) Date:</b>		
<b>Reason for violation:</b>		
<i>I understand and agree with the reason for this violation, as stated above.</i>		
<i>Client Signature:</i>		
<b>2nd Violation - 4 Hours Road Crew</b>		<b>Date:</b>
<b>Reason for violation:</b>		
<i>I understand and agree with the reason for this violation, as stated above.</i>		
<i>Client Signature:</i>		
<b>3rd Violation - Job Training Suspension</b>		<b>Date:</b>
<b>Reason for violation:</b>		
<i>I understand and agree with the reason for this violation, as stated above.</i>		
<i>Client Signature:</i>		
<b>4th Violation - Termination</b>		<b>Date:</b>
<b>Reason for termination:</b>		
<i>I understand and agree with the reason for my termination, as stated above.</i>		
<i>Client Signature:</i>		

I, \_\_\_\_\_ understand that I have received all four ( 4 ) violations which result in my termination from the P.G.S.T. Re-Entry Program.

*Client Signature:* \_\_\_\_\_ *Date:* \_\_\_\_\_

*Case Manager Signature:* \_\_\_\_\_ *Date:* \_\_\_\_\_



# *Vocational Training Placement*

## **Interview**

Client will complete an application and then will conduct a mock interview with the partnering agency for job training purposes.

## **Job Training**

There will be an agreement with the partnering agencies, client, and case manager to sign before they start work. We place clients in positions that works best with their criminal background.

## **Progress Reports**

Monthly status reports are written by supervisor that will track performance.

## **Tracking Form & Work-Barrier Stipend**

\* Each client is provided with a tracking form and verified by supervisor in order to receive the bi-weekly stipend off \$400.  
\* Client also receives money towards a barrier to employment. For example license, insurance, fines or child support.

**“Job income was associated with a lower likelihood of re-arrest, such that with \$100 increase in weekly salary (up to \$500) was associated with a 24% reduction in the likelihood of re-arrest.”**

*~ Human Resources and Re-Entry working together ~*

In recognition of the stringent requirements of the Tribe's Re-Entry Program, candidates for employment who are participants in good standing with the Re-Entry program will be considered for eligibility restoration following one-half of the period specified by the then-current JFEG or the successful completion of their Re-Entry program, whichever is later.



# What is Fidelity Bonding?

Insurance that protects employers against employee dishonesty.

# How do Bonds work?

- ▣ Bonds can be issued as soon as the employee has a hire date
- ▣ The coverage for the bond is for a period of 6 months
- ▣ Bonds are self terminating after 6 months
- ▣ There is no deductible and the employer gets 100% insurance coverage
- ▣ The bond is at no cost to the employer or employee
- ▣ No papers need to be signed by the employer or applicant
- ▣ After the bond expires continued coverage can be purchased by the employer contacting the Washington State Bonding Coordinator

# Who is eligible for Bonding?

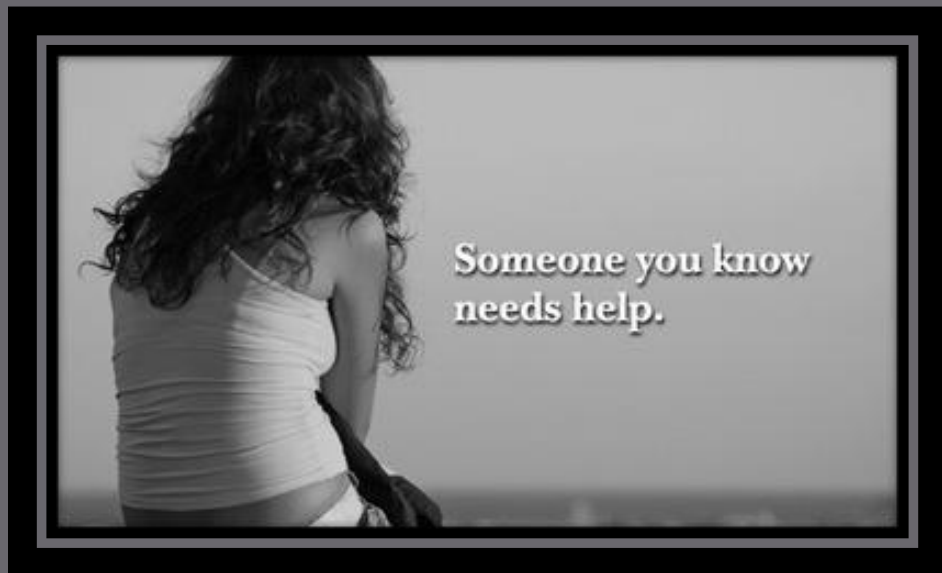
Any at-risk job applicant including:

- ▣ Ex-Offenders
- ▣ Recovering substance abusers (alcohol & drugs)
- ▣ Welfare recipients
- ▣ Individuals with poor credit history
- ▣ Dishonorably discharged veterans
- ▣ [www.bonds4jobs.com](http://www.bonds4jobs.com)

# *Retribution*

**“By Supporting these employment training programs, we are fulfilling a core promise to our justice system: those who do wrong and serve their time deserve a second chance to make a positive contribution to their families and communities.”**

**-Secretary of Labor, Hilda L. Solis**





# *Tools For Change*



*PGST Re-Entry Program,  
CAIS & MRT Working Together*

*CAIS*  
Correctional Assessment  
and  
Intervention System

## ***Assessment***

- Produces a customized and comprehensive report with recommendations for case planning.

## ***Case management plan and goals***

- Identifies general supervision strategies to be used.
- Addresses' offender risk level and specific needs.

# ***CAIS***

***Assists case managers with adult offenders by offering***

- Effective and efficient supervision while on probation
- Aid with offender adjustments while in these settings to reduce recidivism
- Offers suggestions for more productive living alternatives
- Provides case managers with effective strategies to help reform client
- Helps to set goals for a tailored case management plan

## STRATEGY GROUPS OVERVIEW

Strategy Group	General Characteristics	Why Offenders Get in Trouble	Intervention Goals
Selective Intervention (SI-S)	<ul style="list-style-type: none"> <li>• Pro-social values</li> <li>• Positive adjustment</li> <li>• Positive achievements</li> <li>• Good social skills</li> </ul>	<ul style="list-style-type: none"> <li>• External stressors</li> </ul>	<ul style="list-style-type: none"> <li>• Resolve external stressor</li> <li>• Return to school or work as applicable</li> <li>• Return to appropriate peers and activities</li> </ul>
Selective Intervention (SI-T)	<ul style="list-style-type: none"> <li>• Pro-social values</li> <li>• Positive adjustment</li> <li>• Positive achievements</li> <li>• Good social skills</li> </ul>	<ul style="list-style-type: none"> <li>• External stressors</li> <li>• Internal, neurotic need</li> </ul>	<ul style="list-style-type: none"> <li>• Resolve external stressor</li> <li>• Resolve internal problems</li> <li>• Return to school or work as applicable</li> <li>• Return to appropriate peers and activities</li> </ul>
Casework/Control (CC)	<ul style="list-style-type: none"> <li>• Broad range instability</li> <li>• Chaotic lifestyle</li> <li>• Emotional instability</li> <li>• Multi-drug abuse/addiction</li> <li>• Negative attitudes towards authority</li> </ul>	<ul style="list-style-type: none"> <li>• Positive effort blocked by:                             <ul style="list-style-type: none"> <li>» Chaotic lifestyle</li> <li>» Drug/alcohol use</li> <li>» Emotional instability</li> </ul> </li> <li>• Unable to commit to long-term change</li> </ul>	<ul style="list-style-type: none"> <li>• Increase stability</li> <li>• Control drug/alcohol abuse</li> <li>• Overcome attitude problems</li> <li>• Foster ability to recognize and correct self-defeating behavior</li> </ul>
Environmental Structure (ES)	<ul style="list-style-type: none"> <li>• Lack of social and survival skills</li> <li>• Poor impulse control</li> <li>• Gullible</li> <li>• Naive</li> <li>• Poor judgment</li> </ul>	<ul style="list-style-type: none"> <li>• Used by more sophisticated criminals</li> <li>• Difficult generalizing from past experience</li> </ul>	<ul style="list-style-type: none"> <li>• Improve social and survival skills</li> <li>• Increase impulse control</li> <li>• Develop realistic education program</li> <li>• Limit contact with negative peers</li> </ul>
Limit Setting (LS)	<ul style="list-style-type: none"> <li>• Antisocial values</li> <li>• Prefers to succeed outside the rules/law</li> <li>• Role models operate outside the rules/law</li> <li>• Manipulative, exploitive</li> </ul>	<ul style="list-style-type: none"> <li>• Motivated by power, excitement</li> <li>• Straight life is dull</li> </ul>	<ul style="list-style-type: none"> <li>• Substitute pro-social means to achieve power, money, excitement</li> <li>• Change attitudes and values</li> <li>• Use skills in pro-social ways</li> <li>• Protect the community, especially school environments</li> </ul>

# Fetal Alcohol Spectrum Disorder



**CAIS™** | Correctional Assessment  
and Intervention System™*Assessment...Strategies...Success*

**Client/Case ID:** DVD Tom  
**Offender:** Test, Tom  
**Assessment Date:** 09/14/2011

**Completed By:** Ore, Winnie  
**Last Update:** 10/13/2011 by Rockland, Amy

## **I. Primary Case-planning Approach**

### **A. Classification**

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#### **Scores**

Selective Intervention	81
Casework Control	37
Environmental Structure	42
Limit Setting	39

**Scored Category: SI-S**

### **B. General Issues Facing These Offenders**

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#### **Pro-social Values**

Offenders in this group generally have the most pro-social value systems. If the current offense is not the first, the offense history will be minimal (DO NOT confuse this offender with the successful, professional criminal who has committed many crimes and has simply not been caught). They tend to be in pursuit of the same goals as the non-criminal population: career, family, and community ties. They generally seek out non-criminal associates.

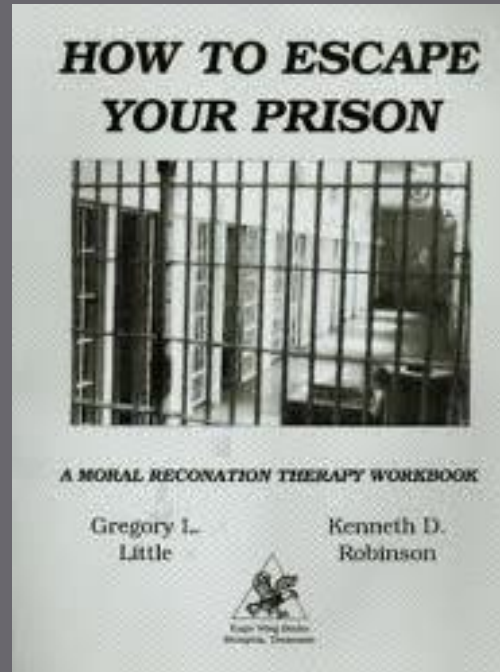
#### **Stable Lifestyles**

These offenders will be the most likely to work over 90% of the time, to stay with jobs, to have a stable residence, and to support themselves and their dependents. Their family backgrounds tend to be less chaotic than most offenders'. They are usually fairly stable emotionally and are usually free of chemical addictions.

#### **Capable**

As one would expect, these offenders will be the most likely to have academic and vocational skills. They also have better problem-solving and social skills than most offenders.

# Moral Reconciliation Therapy





***Systematic Treatment Strategy***

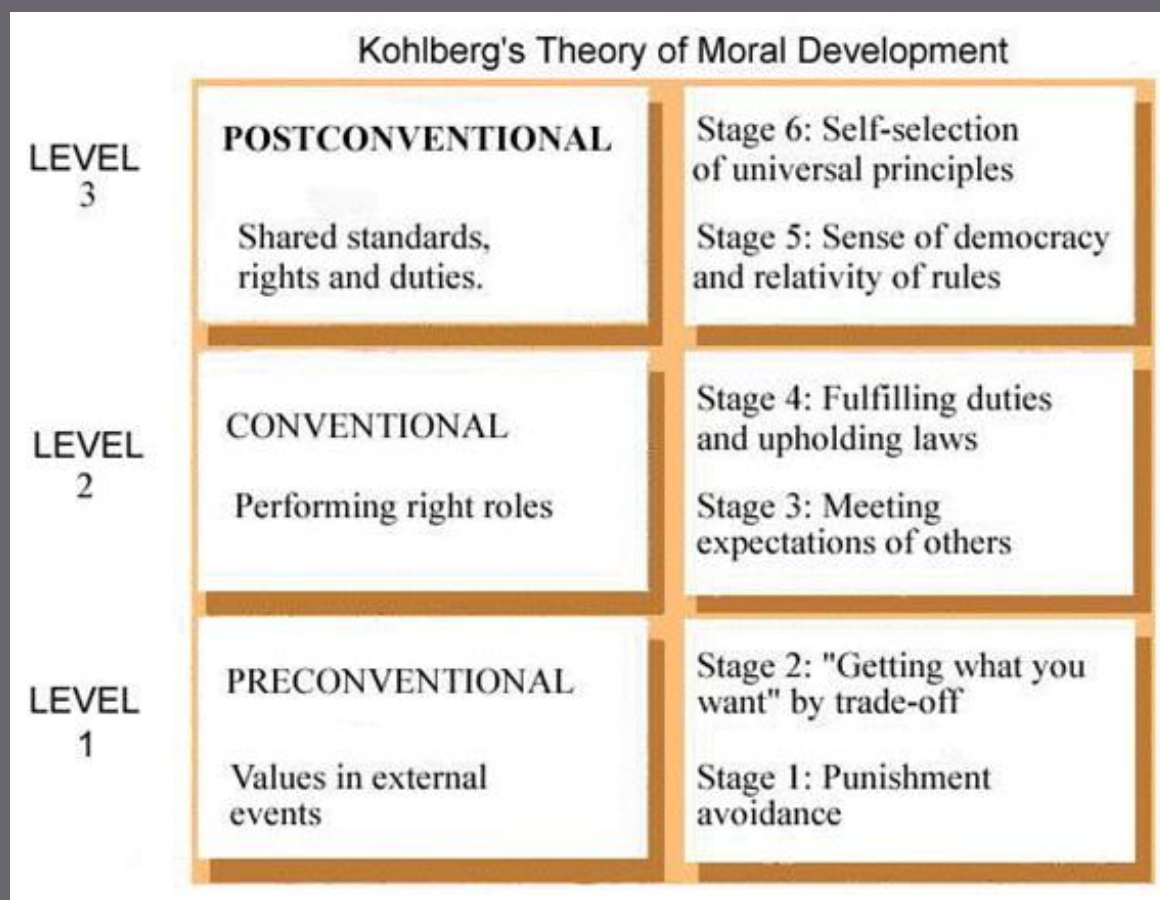
- Decreases recidivism among criminal offenders

***Cognitive - Behavioral Approach***

- Increases moral reasoning

**“Years of Research shows us that,  
if you think like a criminal,  
you will act like a criminal,  
therefore we must directly confront these  
deeply flawed thinking patterns  
if we are to stop criminal behavior.”**

*Conation* is a word that was popular in the late 1800's early 1900's but has faded out and replaced with ego....and has to do with consciousness. So RE-conation is to re-invent one's consciousness deliberately. The MRT Program is based on a progressing of steps and stages based on Kohlberg's Theory of Moral Development and Erickson Psychosocial Stages.



MRT's Theory of Personality Development is that... the real person is the ego, spirit, inner self, that has picked up thoughts, beliefs attitudes, and habits that we then Identify as US.....Personality is NOT us. It is who we think we are...and personality resist change.

# MRT Life Quotes

- ▣ “Happiness is not a destination it is a state of being”
- ▣ “Part of that is achieving goals the right way for the right reason.”
- ▣ “You are going to be unhappy as long as your Inner Self and personality are at odds.”
- ▣ “That is, as long as your personality has you believing that IT IS YOU, you are going to be unhappy.”

# MRT

Structured group exercises with individual and group counseling.

The MRT workbook is structured around 16 objectively defined steps (units) focusing on seven basic treatment issues:

Confrontation of beliefs, attitudes, and behaviors

Assessment of current relationships

Reinforcement of positive behavior and habits

Positive identity formation

Enhancement of self-concept

Development of frustration tolerance

Development of higher stages of moral reasoning

Steps 13-16—Evaluate relationship between Inner Self and personality	<p><b>GRACE</b> Few persons reach this state where a person sees others as an extension of self. Reaching grace means one must give oneself to a major cause. In this stage, a person's identity fuses with others as well as a social cause. Doing the right things, in the right ways, is a primary concern. Value is placed on human life, justice, dignity, and freedom. Gandhi, King, and Mother Theresa are a few examples.</p>
Step 12—Choosing moral goals	<p><b>NORMAL</b> People who experience this state have incorporated their identity into how they live their lives. Thus, they have their needs fulfilled without a great deal of effort. To someone in this stage, work is not work. However, their identity nearly always involves the welfare of others, whether it is the welfare of their employees or family. They often become involved in social causes and have genuine concern for others. They give great consideration to their own conduct and are not quick to judge others. They attempt to keep all their relationships on honest, trustworthy levels where they are held accountable. It is clear that people in this stage have chosen the right identity (set of goals). Moral judgments are based about half and half on societal and ethical principles.</p>
Step 11—Keeping moral commitments	<p><b>EMERGENCY</b> A sense of urgency in completing goals dominates this stage because the individual is totally committed to fulfilling their personal goals. The goals of a person in this stage are more broad and include the welfare of others rather than goals being narrow and self-serving. They feel in control of their lives, but often feel that they have over-committed and are in risk of failure if they slow down. Most of their decisions are based on what is best for society and their organization, but they show much higher, idealized ethical principles as well. In addition, they sometimes 'slip' to lower levels of reasoning and attempt to rectify this as soon as they realize it.</p>
Step 10—Maintain positive change	<p><b>DANGER</b> The major distinction between danger and non-existence is that those in danger have committed to long-term goals. They feel the risk of danger and have communicated their desires to others. They feel a definite direction in life and see relationships as necessary, important, and satisfying. They usually gain their identity from their long-term goals and recognize the requirements of situations quickly. Most of these people make their moral judgments from the societal contract level and law and order. Many of them 'slip' to lower stages of reasoning and feel a sense of personal letdown when this occurs.</p>
Step 9—Commitment to change	
Step 8—Short-term goals & consistency	<p><b>NON-EXISTENCE</b> Those in non-existence do not have a firm sense of identity and do not feel connected to the world. They often feel little purpose in their life, but do feel responsible for what happens to them. While they feel somewhat alienated, they can have satisfying relationships. Moral judgments can be made from law and order, pleasing others, reciprocity, or pleasure/pain.</p>
Step 7—Long-term goals and identity	
Step 6—Helping others	<p><b>INJURY</b> People in this stage know when they have hurt others or themselves and feel responsible for it. Low self-esteem, guilt, and feelings of inadequacy often predominate. While they seem to 'let down' others and self frequently, they recognize that they are the source of the problem. This is the first stage that positive relationships can occur. People in injury have trouble following through on their goals and commitments. Moral judgments are based on pleasing others, pleasure/pain, and reciprocity.</p>
Step 5—Healing damaged relationships	
Step 4—Raising awareness	<p><b>UNCERTAINTY</b> A person in this stage may lie, cheat, and steal, but they are uncertain if they should. They typically have no long-term goals and usually don't know if there is a direction that is right for them. They show rapidly changing beliefs and a basic uncertainty about other people. They say 'I don't know' a lot and sometimes are uncertain whether they should or can change. This stage typically doesn't last long. Their moral judgments are based on pleasing others as well as pleasure/pain and reciprocity.</p>
Step 3—Acceptance	<p><b>OPPOSITION</b> People in opposition are quite similar to those in disloyalty. However, those in opposition are somewhat more honest about it; they pretend less. Those in opposition tend to blame society, the rules, or the unfairness of others for their problems and state in life. They are in open opposition to established order. They tend to be rigid and unadaptable and are more confrontational, hostile, and openly manipulative. Constant conflict is often seen. Moral judgments come from pleasure/pain and reciprocity.</p>
Step 2—Trust	<p><b>DISLOYALTY</b> The stage of disloyalty is the lowest moral and behavioral stage in which a person can function. Lying, cheating, stealing, betraying, blaming others, victimizing, and pretense (pretending) are the behaviors characterizing it. Negative emotions including anger, jealousy, resentment, hatred and depression dominate. Relationships are exploitative. People in disloyalty view the world as a place that cannot be trusted and believe that everyone else lies, cheats, steals, and feels negative emotions. Moral judgments are made on the basis of pleasure/pain and reciprocity.</p>
Step 1—Honesty	

# RECIDIVISM

Four in 10 inmates return to prison  
within three years of release



*“He who opens a school door  
closes a prison”*

- Victor Hugo





# Education Matters

- ▣ Inmates who participate in correctional education programs have a 43 percent lower odds of recidivating than those who did not
- ▣ Lower educational attainment is directly associated with increased arrest and incarceration rates, particularly in the case of males.
  - *Harlow, Education and Correctional Populations.*
- ▣ 67% of inmates in America's state prisons, 56 % of federal inmates, and 69 % of inmates in local jails did not complete high school.
  - *U.S. Bureau of Justice Statistics*
- ▣ 16 to 24 year old high school dropouts were 63 times more likely to be institutionalized than those with a bachelor's degree or higher
  - *The Consequences of Dropping Out of High School (Boston, MA: Center for Labor Market Studies, Northeastern University, 2009)*
- ▣ High school dropouts are more than 8 times as likely to be in jail or prison
  - *J. Bridgeland, J. Dilulio, and K. Morison, The Silent Epidemic: Perspectives of High School Dropouts (Washington, DC: Civic Enterprises, 2006)*



# Financial Commitment to Prisons

States	Avg. Prison Population	Taxpayer Cost of Prisons	Avg. Annual Cost per Inmate
Arizona	40,458	\$1,003,553	\$24,805
California	167,276	\$7,932,388	\$47,421
New York	59,237	\$3,558,711	\$60,076
Washington	17,050	\$ 799,590	\$46,897

- ▣ *Source: Vera Institute of Justice, True Cost of Prisons survey. Taxpayer costs include expenses funded by state and federal revenue. State fact sheets at [www.vera.org/priceofprisons](http://www.vera.org/priceofprisons) for more details.*

# \$18.5 billion saved if the high school male graduation rate increased only 5 %

- ▣ Graduating high school improves the quality of health, reduces dependence on public health programs by **60%**, and cuts by **6x** the rate of alcohol abuse
- ▣ **\$40 billion** saved in public health costs if every high school dropout in just a single year would graduate.
- ▣ Average annual public health costs are \$2,700 per dropout, \$1,000 per high school graduate, and \$170 per college graduate
- ▣ Washington State benefit with 5% graduation increase:
  - save \$229,000,000 in crime related expenses
  - gain \$32,000,000 in additional earnings
  - totaling \$261,000,000 in annual benefit to state economy

▣ *Alliance for Excellent Education*

# Re-Entry Educational Services

## CURRENT SKILL BUILDING CLASSES

- ▣ Budget planning
- ▣ Microsoft Word
- ▣ Microsoft Excel
- ▣ Resume writing
- ▣ Interview preparation

## NEXT STEP

- ▣ College and financial aide services
- ▣ Academic and vocational programs
- ▣ Entrepreneurship Workshops
- ▣ Business Plan Assistance
- ▣ Tribal Assistance
- ▣ Grant Assistance
- ▣ Liaison with
  - Employment Security/WIA
  - Worker Training
  - DSHS

# EDUCATION AND ECONOMIC DEVELOPMENT

*SUSTAINABLE RESTORATION  
REQUIRES BOTH*



# Cultural Awareness



Cultural Coach – Mary Jones, Klee - wik

# Getting Back to Culture – Understanding Traditions

- Family Ethics
  - Respect for Elders
- Knowledge of Native traditional and spiritual ways
  - Knowing oral traditions
  - Protocols of gathering
  - Reliance on spiritual resources
  - Having a strong cultural identity
- Family Relations
  - Community and culture
  - Love and marriage
  - Inter family - foster care and extended family
  - Structured social support and networks

# Re-Education and Living Within Modern Cultural Society:



- *Loss of S'Klallam Identity:*
  - ✧ Finding ways of introducing healthy environment and activities to build self esteem.
- *Working To Encourage:*
  - ✧ Goal Setting
  - ✧ Bicultural school curriculum





# Cultural Activities



- Harvesting Cedar
- Drum Making
- Beading
- Plant and Food Gathering
- Canoe Journey



# Val's Story



## *Courage*

Courage is not having  
the strength to go on,  
its going on  
when you don't have  
the strength.

# *Vision*



We know that self-worth, being clean and sober, and building confidence all are related to being employed.

Let's come together as a community to help those who are changing their lives for the better but are stuck because of barriers from their past.



~ THE SAFER FOUNDATION ~  
FOUNDED IN 1972

<http://www.saferfoundation.org/news-views/media-detail-2>

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*&*  
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*For:*  
*Port Gamble S'Klallam Tribe*  
*Re-Entry Program*

*Presented by:*  
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*Hessler, Mary Jones, Naomi Austin,*  
*and Val Jones*

*09/23/14*

## PARNTERING AGENCIES

Coffee Oasis-Poulsbo/Bremerton

Gliding Eagle Marketplace

Heronswood

PGST Children & Family Services

PGST Elders Program

PGST Family Preservation Services

PGST Education Department

PGST Head Start

PGST Youth Services

PGST Clothing & Food Bank

CB Nuts

Borrowed Kitchen

Central Market

Sound Works Job Center

*THANK YOU*



## Now Available! Tribal Resource Repository

Download forms related to pretrial, probation, and reentry including:

- Supervision Forms
- Policies and Procedures
- Publications

The screenshot shows the homepage of the American Probation and Parole Association (APPA). The header includes the APPA logo, the text 'American Probation and Parole Association', and the slogan 'A Force for Positive CHANGE.'. Below the header is a navigation menu with the following items: ABOUT APPA, MEMBERSHIP, TRAINING, PROJECTS, and RESOURCES. A yellow arrow points to the 'RESOURCES' menu item. On the left side, there is a 'LINKS' sidebar with a list of links: Welcome, APPA's Work in Indian Country, Policies & Procedures, Supervision Forms, Publications, Training, Technical Assistance, and APPA's Tribal Issues Committee. The main content area features a section titled 'Repository for Tribal Community Corrections Personnel'. This section contains a paragraph about tribal justice systems embracing community corrections, followed by a list of links to various resources such as tribal probation policies, supervision forms, publications, and training opportunities. At the bottom of the page, there is a logo for the Bureau of Justice Assistance (BJA) and a disclaimer stating that the website is funded through a grant from the Bureau of Justice Assistance, U.S. Department of Justice, and that the U.S. Department of Justice does not endorse the website's content.

Visit [www.appa-net.org](http://www.appa-net.org)  
Click on “Resources”  
Click on “Tribal  
Resource Repository”



## Are you looking for Training or Technical Assistance?

APPA has a variety of training and technical assistance opportunities available to assist tribal communities develop or enhance their practices related to:

- Community Supervision (pretrial, probation, reentry)
- Enhanced Sentencing Authority
- Indigent Defense
- Alternatives to Incarceration
- Collaborative Supervision between tribal/non-tribal agencies



**And much more!**

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