

PERSPECTIVES

the journal of the American Probation and Parole Association

Volume 33

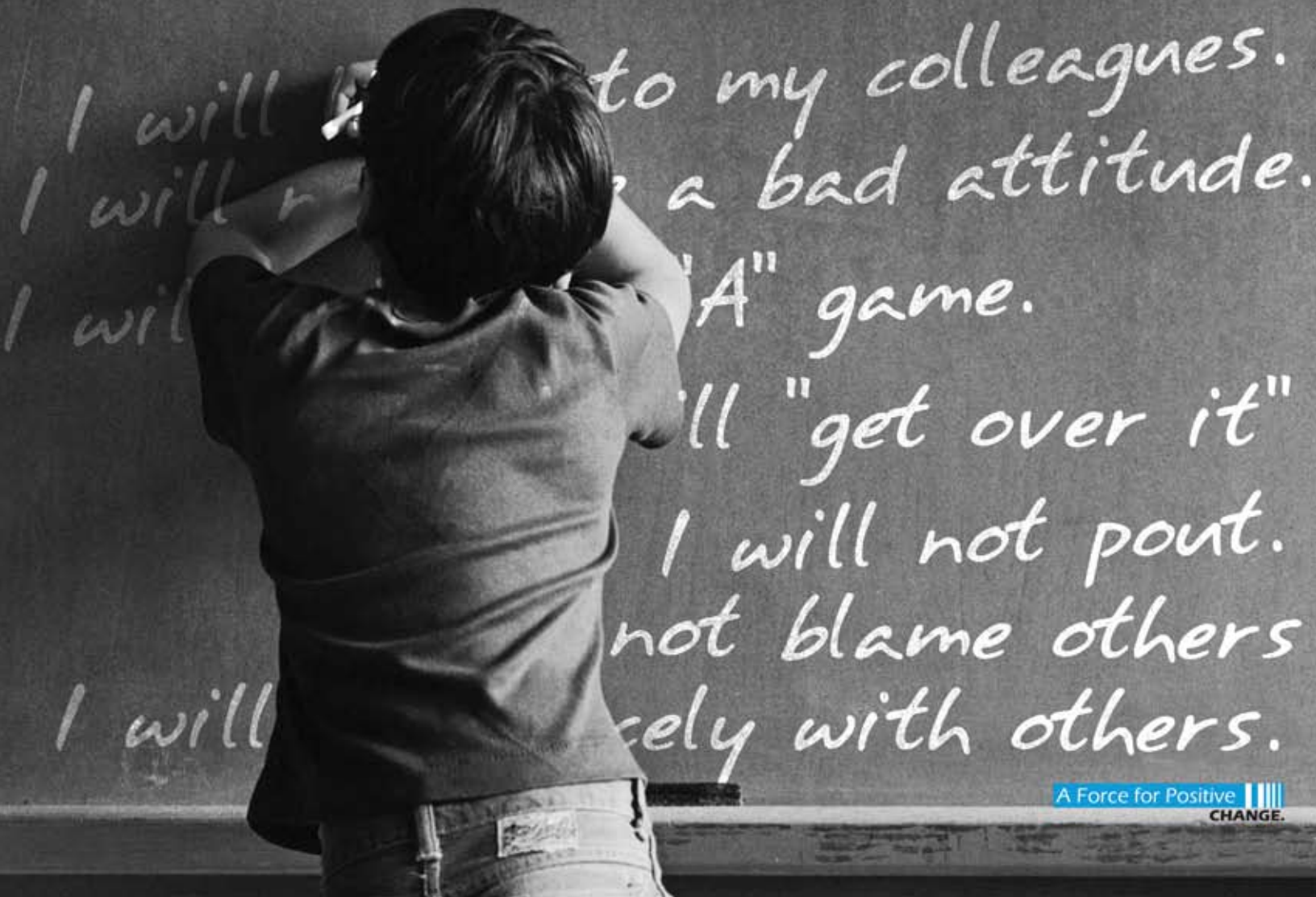
Number 1

Winter 2009



LESSONS LEARNED

Evidence-Based Practices in the Real World



A Force for Positive CHANGE.

President's Message

Gary Hinzman

With the 33rd Annual Training Institute for Las Vegas in our rearview mirror it is good to reflect on this successful Institute. Once again the quality of the programs at our Institutes continues to identify APPA as a one of the nation's premier professional organizations, and this Institute has continued the tradition. The Executive Board wants to thank the local host committee for their vital support that helped attendees feel welcome in Las Vegas. Additionally, a special thanks from the Executive Committee to the members of the program committee for their good work. My personal thanks to the APPA staff that I have come to respect so dearly. Preliminary results show the 33rd Annual Institute as a success in all regards.

During the 33rd Annual Institute the APPA Leadership Institute completed its eighteen month journey and the inaugural class was graduated. The class includes Tyrone Anderson, Ann Beranis, Sam Black, John Bruner, Susan Burke, Dana Cormany, Cynthia Dennis, David W. Dawkins, Jason Dudish- Poulsen, Jim Duque, Christine Eacho, Greg Fitzpatrick, Rita F. Garcia, Bridget Guzman, Jeff Hanson, Tim Kramer, Andrea Martin, Alan M. Palomino, Erika L. Preuitt, Rhonda Rhoades, Sarah Schmoll, Saul Schoon and Bruce Vander Sanden. It is important to thank the agencies/departments that sponsored the members of this class. The departments have made a small investment in developing some dynamic leaders for the future of the profession and their own department. I can vouch that on a personal note I was pleased to sponsor four members from my own department. I am looking forward to the graduates to become involved in the work of APPA by serving on committees and serving when they can.

More specifically I want to thank the planners, the instructors, the mentors, and the staff of APPA for their tireless work and the tremendous amount of energy and expertise they brought to the table. This concentrated effort to develop future leaders for the field was initiated by APPA, NAPE and the Correctional Management Institute of Texas with funding and support from the National Institute of Corrections. What remarkable talent APPA has to draw upon! Thank you and I am proud of the work you have done in this effort.

Prior to leaving Las Vegas, the Leadership Development Institute Steering Committee met with the APPA Executive Committee to review the efforts put forth for this inaugural class and to make recommendations for future Leadership Development Institutes. The overwhelming consensus was to continue with this effort and to establish the Leadership Institute as an operational part of APPA. Subsequently the APPA Executive Committee has established a budget to continue this very worthwhile program. A meeting will be held in Myrtle Beach to meet with department leaders to explain the Leadership Institute and ask for nominations to fill the 25 slots for the second Leadership Institute. The cost of tuition will remain the same.

The International Committee invited probation officials from the West Indies Island Nation of Anguilla to be our guests in Las Vegas. Mrs. Jocelyn Johnson-Carty led this delegation. It is a goal of the International Committee to establish greater contacts with our Caribbean neighbors. My thanks go to Sherla Hendricks of Jackson, Tennessee for her tireless efforts to make this possible. Sherla is from the Caribbean and a member of the International Committee. It is a goal of the International Committee to establish a protocol for delivering technical assistance in the Caribbean.

During October three members from Poland spent 10 days in Cedar Rapids, Iowa visiting probation offices and touring a prison hospital and a female prison in Mitchellville. These exchanges will continue into the future. Those participating in the exchange were Probation Officers Dorota Wróblewska and Marta Kopeć-Folwarska from Poznan, and Dr. Agnieszka Barczkowska an instructor at the University at Poznan.

During the October Executive Committee Meeting in Minneapolis, Donald Stolworthy from the United States State Department met and further discussed the potential of the International Development Program whereby the State Department would work through APPA to identify and train community corrections professionals to work



in nations that were attempting to establish prison reform, sentencing options, and community programs. Many nations in various parts of the world have asked for support from the State Department. Mr. Stolworthy will be present at the APPA Institute in Myrtle Beach to provide an overview of the program and how individuals and departments can become involved.

Before the end of the year, APPA will be converting their various databases to a new, 21st century association software application that will allow for a single database of members, institute and training attendees and all others that have conducted business with the association. This new application will allow for more efficient and accurate information to be maintained. It provides for accounting, inventory, event and committee management, self-management of personal profiles, on-line registration and many more functions that will make our ability to meet the needs of our membership and constituents far superior than in the past. All registrations for the Winter Training Institute in Myrtle Beach will be handled in this new application.

Nearly at the same time as the full conversion to the new database, APPA will be going live with a redesigned and more effective web site. There were a number of members who have had input into the look and functionality of the new site. Both Darlene Webb and Kevin Sweeney, APPA staff deserve credit for their efforts in leading these efforts to bring APPA into the forefront of modern technology.

I have been enjoying working together with or for all of you, being together with you, at least in spirit, as we trek along this great professional journey, and representing APPA across the country and abroad. Thank you once again for allowing me to serve as your association's president. 🍷🍷

Best regards to the field,

Gay Hinman

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Welcome to the Winter 2009 edition of *Perspectives*. It seems hard to believe that we will soon see another year pass. The pace of life and change seems to be accelerating. The events of the past several months have demonstrated how quickly and fundamentally our world is changing. Writing less than a week after the momentous Presidential election, I can only wonder what the next months and years will bring us. One thing is certain, we will be challenged as never before in our personal and professional lives.

Reflecting back over the past eight years in community corrections, we have seen many changes, but none so profound as the emergence of evidence-based practices (EBP). Providing a catalog of effective strategies and practices, EBP holds significant potential for improving the effectiveness of community corrections. At the same time, EBP poses tremendous implementation challenges.

In this issue, we continue to feature articles that address various components of the EBP challenge. Our lead article is by Neal Goodloe, a recently retired chief probation officer from Virginia. He has written a highly personal account of his experiences implementing EBP. This is more than a collection of war stories. Goodloe provides a wealth of sound advice gleaned from his implementation trials and tribulations. He emphasizes planning, communication, teamwork, candor and careful listening. "There will never be a 'good time' to begin your evidence-based implementation," he notes. Addressing the long term aspect of EBP implementation, Goodloe states "The truth is that you're never finished." We highly recommend this article to those who are implementing EBP or considering it.

In their article on gender specific programming, Carver and Rinehart explore another challenging aspect of EBP. There is not anywhere near the volume of solid research of effective programs and strategies for female offenders. What does one do in the absence of such information? We could assume that what works for men offenders works for women offenders, but that is dangerous and runs contrary to the principles of EBP. Researchers and practitioners need to work to address this gap in the research. In the meantime, Carver and Rinehart describe a gender-specific curriculum being implemented in Iowa. The importance of gender and cultural issues with correctional programs will be one of the critical issues we must face in the near future.

While anticipating these new challenges, we are pleased to present an article on another evaluation of EBP in community corrections, this one from Connecticut. Like so many states, Connecticut found its prison population swelling. Two pilot programs were developed to decrease probation violations and subsequent incarceration by 20 percent. The Probation Transition Program addressed inmates being released from incarceration to probation supervision on a split sentence. The Technical Violation Unit focused on probationers who were facing violation and revocation for deliberate and repeated violations of the conditions of supervision. Both programs were evaluated by independent evaluators and showed significant reductions in violation and re-incarceration rates.

A major and growing problem for probation and parole across the country is gangs. This is a challenge for which we have little evidence to offer. The traditional responses of the criminal justice system are generally ineffective with gang involved offenders. The violence that pervades gangs adds the risk of staff injury to the high risk of recidivism when



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dealing with gangs. In his article about an innovative approach among 13 California cities, Jack Calhoun clearly demonstrates that probation has a central role to play in collaboration with a variety of other partners at the city and county level. While we may not have evidence-based intervention strategies that work with individual gang involved offenders, we know that any strategy must involve all of the interested parties in a broad-based partnership. At the heart of that partnership is probation.

In the Research Update, David Karp introduces us to research that addresses another challenge. Restorative practices are very popular, particularly with juvenile offenders. The evidence-oriented practitioners ask the question, “Do they reduce recidivism?” This study comes at the question through a different approach, that of procedural justice. Does the restorative justice approach lead to greater offender respect for the law and greater insight into the impact of their offense, thus reducing the likelihood of their reoffending.

In his President’s Message, Gary Hinzman salutes the graduates and faculty of APPA first Leadership Institute. This is

a significant accomplishment for our association and its future. It is heartening to learn that the association’s leadership has decided to make this a continuing component of APPA. These graduates will form the core of leadership for their agencies, and we hope also for the future of this association. In that spirit, we call your attention to the Call for Nominations for our upcoming elections. This is a membership association and it is powered and guided by its members. Please give your thoughtful attention to the election information and consider running yourself or nominating a colleague to one of the positions.

As always, we hope you enjoy this issue, and encourage you to let us know what you think of *Perspectives*, your professional journal. 📖🔥

Bill Durrell

Probation, Parole and Community Corrections...

A Force for Positive CHANGE.

The American Probation and Parole Association (APPA) is proud to support a new identity program that we believe will set the stage for greater awareness of the role of probation, parole and community corrections in community safety. The program is a new national initiative — being rolled out in states, cities and towns across the country — aimed at better communicating the important work probation and parole and supporting professionals play in keeping our communities safe.

To assist you in implementing this brand identity in your agency and community, APPA has worked with marketing firm, Fleishman-Hillard International Communications, to produce a kit of materials and ideas. The kit contains sample news releases, tips to engage staff, sound bites for interviews, points to consider when dealing with the media and statistics that you can customize to your own needs to emphasize the importance of your community corrections agency and system. The kit can be downloaded on the APPA website at http://www.appa-net.org/a_docs/PPCC_Branding_082108.pdf.

This project also introduces a logo and tag line that we are asking you to use in a number of ways. “A Force for Positive Change” contains connotations to the importance of keeping those under supervision accountable as well as many of the skills used by today’s probation and parole officer such as motivational interviewing and cognitive behavioral change. The tagline typography shows forward motion, but also some of the stops and starts experienced by many individuals under supervision.

Today’s probation, parole and community corrections system has an exciting story to tell and one that we hope you will consider now as this campaign is launched. As officers, supervisors, administrators and staff working to supervise and intervene with offenders in our communities, you are indeed, A Force for Positive Change.

For more information about this campaign, please contact Diane Kincaid, Information Specialist for APPA at (859) 244-8196 or dkincaid@csg.org.



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Instructions to Authors

PERSPECTIVES disseminates information to the American Probation and Parole Association's members on relevant policy and program issues and provides updates on activities of the Association. The membership represents adult and juvenile probation, parole and community corrections agencies throughout the United States and Canada. Articles submitted for publication are screened by an editorial committee and, on occasion, selected reviewers, to determine acceptability based on relevance to the field of criminal justice, clarity of presentation or research methodology. *PERSPECTIVES* does not reflect unsupported personal opinions. Submissions are encouraged following these procedures:

Articles should be submitted in MS Word format on an IBM-compatible computer disk, along with a hard copy, to Production Coordinator, *PERSPECTIVES* Magazine, P.O. Box 11910, Lexington, KY, 40578-1910, or can be emailed to kmucci@csg.org in accordance with the following deadlines:

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Unless previously discussed with the editors, submissions should not exceed 10 typed pages, numbered consecutively and double-spaced. All charts, graphs, tables and photographs must be of reproduction quality. Optional titles may be submitted and selected after review with the editors.

All submissions must be in English. Notes should be used only for clarification or substantive comments, and should appear at the end of the text. References to source documents should appear in the body of the text with the author's surname and the year of publication in parentheses, e.g., (Jackson, 1985: 162-165). Alphabetize each reference at the end of the text using the following format:

Anderson, Paul J. "Salary Survey of Juvenile Probation Officers." Criminal Justice Center, University of Michigan (1982).

Jackson, D.J. "Electronic Monitoring Devices." *Probation Quarterly* (Spring, 1985): 86-101.

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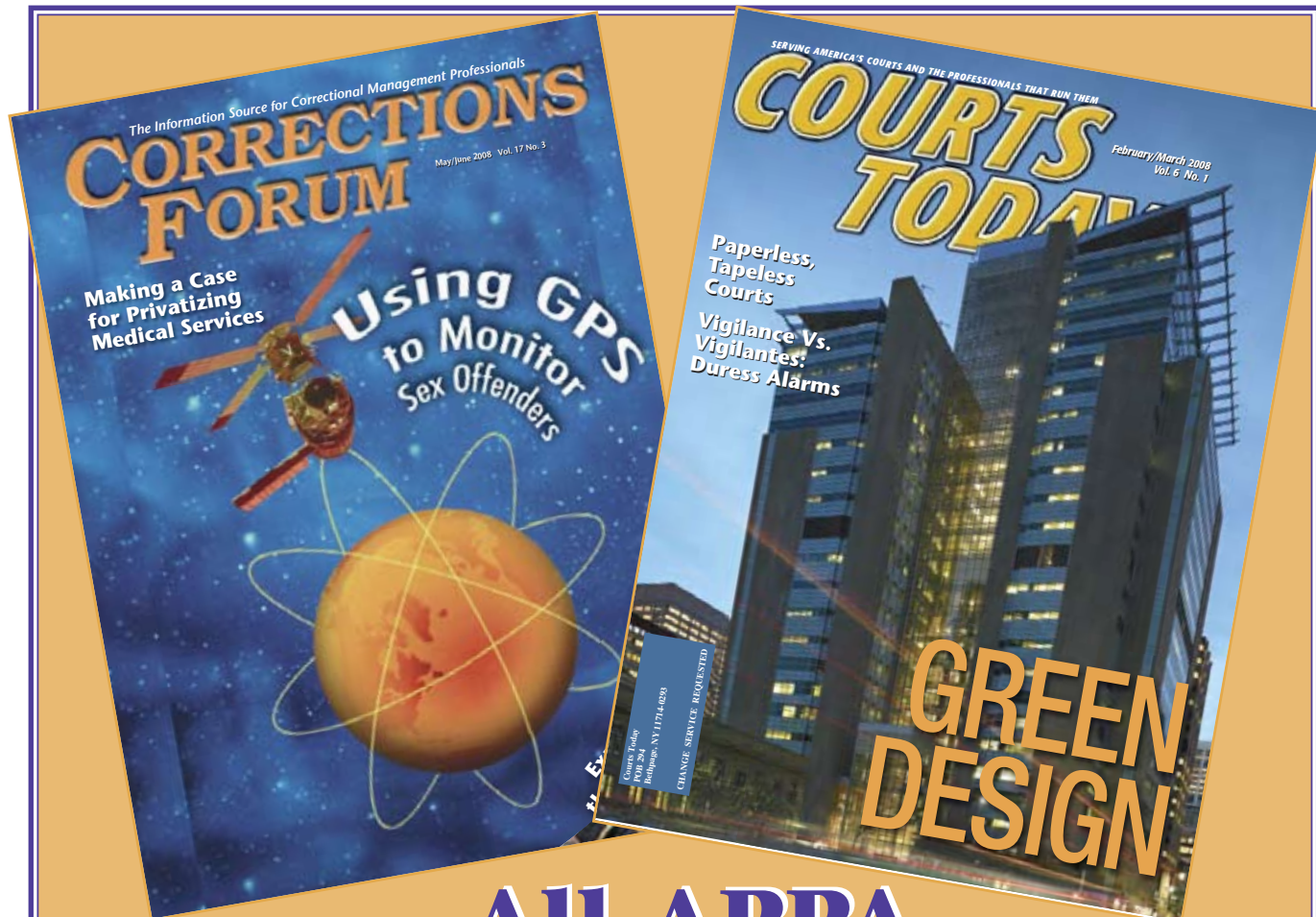
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Ranking Force Option Risks: A Canadian Study

Results of a study on the risks of injury from five major force options was recently released by Sgt. Chris Butler of the Calgary, Alberta Police Service and Dr. Christie Hall of the Canadian Police Research Center and reported in a release from Force Science News. The study ranked the relative risk of injury for police officers and suspects from the use of:

- Empty-hand control tactics
- Baton
- OC Spray
- Conducted energy weapons (Tasers)
- Lateral vascular neck restraint (application of pressure to the neck's carotid arteries resulting in temporary unconsciousness)

OC was found to be the "safest" and the baton was found to be the "most injurious" to both officers and offenders.

The researchers analyzed 562 use-of-force events that occurred during a two year period as officers effected the arrest of resistant subjects in Calgary, a city of more than one million. The threatened or actual use of firearms was omitted from the review, as were handcuffing, low-level pain compliance techniques such as joint locks and pressure points, K-9s and higher-level tactical responses such as less-lethal projectiles.

Results showed that OC, used in roughly five percent of force-involved arrests, produced the lowest rate of injury.

More than 80 percent of sprayed subjects sustained no injury whatever, with approximately 15 percent having only minor injuries ("visible injuries of a trifling nature which did not require medical treatment") and four percent had what the researchers termed "minor outpatient" injuries (some medical treatment required but not hospitalization). No cases resulted in hospitalization.

Police officers suffered minor injuries in only 11 percent of the cases.

Batons, deployed in five and a half percent of force-involved arrests, caused the greatest rate of high-level injury. Fewer than 39 percent of subjects receiving baton contact remained uninjured. More than three percent were hospitalized and nearly 26 percent required outpatient treatment, combining to be the "most injurious," according to the researchers. About 32 percent of batoned subjects sustained minor injuries requiring no treatment.

Of officers involved in baton incidents, nearly 13 percent required outpatient treatment. Additionally, 16 percent sustained minor injury and the rest were uninjured.

Empty-hand controls, applied in 38.5 percent of the force events, also ranked high for more serious injuries. For purposes of the study, physical controls included "Nerve motor point striking and stunning techniques, grounding techniques such as arm-bar takedowns and other balance displacement methods." Nearly 14 percent of the subjects required outpatient medical treatment and about four percent had to be hospitalized. Almost 50 percent had minor injuries and approximately 33 percent remained uninjured. However, it is important to remember that low level

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pain compliance techniques were omitted from the review.

Among the police officers, one percent required hospitalization and four and a half percent needed outpatient aid. The vast majority, 77.8 percent, were uninjured and nearly 17 percent had minor injuries requiring no medical aid.

The second safest force mode for suspects proved to be the lateral vascular neck restraint (LVNR). Used in three percent of force-related arrests, the LVNR left 52.9 percent of offenders uninjured. About 41 percent sustained minor injuries and less than six percent required minor outpatient treatment. There

were no hospitalizations and no fatalities.

Officers applying a LVNR remained uninjured more than 76 percent of the time and those who were hurt suffered only minor injuries.

In the United States, I'm unaware of any parole, probation or community corrections agency that teaches, or authorizes, the use of the LVNR and many police agencies also restrict its use by their officers. Use of the LVNR has been alleged to have resulted in some deaths when applied during arrests or in-custody situations. Many physical force instructors believe that when

applied appropriately, the technique is very effective and poses little danger to the recipient. The Calgary study would lend credence to that position.

Conducted energy weapons (CEW) also scored high in safety for both suspects and officers. The Taser X26, the CEW issued to Calgary officers, was the most frequently deployed of the 5 force options studied, being used against nearly half (48.2 percent) of resistant arrestees. About one percent of the suspects were hospitalized, about 12 percent needed minor outpatient treatment and more than 42 percent had only minor injuries. Nearly 45 percent sustained no injuries and there were no fatalities.

Of officers using Tasers, about 83 percent were uninjured and approximately 13 percent sustained minor injuries. Only about two percent required outpatient medical attention with one percent requiring hospitalization.

As stated by the authors, "No use of force technique available to police officers can be considered 'safe' in the dictionary sense that it is free from harm or secure from threat of danger. Every use of force encounter between the police and a citizen carries with it the possibility for injury for one or all of the participants, however unexpected that injury might be."

As part of their study, Hall and Butler compiled statistics on the broad overview of force encounters among



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Calgary officers, which closely mirror findings regarding U.S. law enforcement.

- Out of more than 827,000 police-public interactions, the 562 instances which resulted in use of force represented less than one percent of the total. Other studies in the U.S. had found corresponding ratios of one and a half percent to two percent.
- 98.5 percent of the time the arrests were finessed without force.
- Roughly 88 percent of all suspects requiring force were under the influence of drugs and/or alcohol or “some degree of emotional illness.” Almost 94 percent of resistant offenders requiring force were male.
- The researchers found “a notable pattern of relationship between the number of officers present and the frequency and nature of injuries sustained by both citizens and officer, namely, more injuries occurred in circumstances where only one officer was present.

Such research helps to provide factual information about force encounters and helps trainers and administrators understand the dynamics of confrontations and develop sound policies and practices. While this study involved police officers, not community corrections, we can learn from these statistics, especially as they relate to the profile of resistive offenders and the offender conditions at time of arrest.

As discussed in previous *Spotlight on Safety* articles, research on the killers of probation and parole officers has found that the majority of those individuals likewise had a history of mental health issues and/or a history of drug/alcohol abuse. Also, probation/parole officers killed were usually alone, as were their assailants.

We must continue to examine such research to assure that our training and policies are based on factual information, not merely our personal perceptions and

beliefs. We must understand that while violent encounters do not occur frequently, when they do, they carry significant ramifications for the officers, the offenders and the agency. Thus, we must continue to train for those things that we hope will never happen. 🙏🏠

References

Butler, C., Hall, C., (2008) “Public-Police Interaction and Its Relation to Arrest and Use of Force by Police and Resulting Injuries to Subjects and Officers: A Description of Risk in One Major Canadian Urban City.”

Force Science Research Center (2008). Force Science News 9/2008. Minnesota State University, Mankato.

Robert L. Thornton is the Director of the Community Corrections Institute in Springdale, WA and the chair of the APPA Health and Safety Committee.



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Free Tool to Scan Mac Computers in the Field

The National Law Enforcement and Corrections Technology Center, a program of the National Institute of Justice has recently released FS-Mac, a version of the popular Field Search software designed specifically for use with Macintosh® computers. FS-Mac is now part of the Field Search suite of products which already includes FS-Win which is used to scan Windows® based systems. The Field Search suite provides non-technical community corrections officers with the ability to quickly and efficiently

conduct a field search of an offender's computer and create a detailed report of their findings. Originally designed for sex offender management, the Field Search suite is equally effective in examinations for evidence of other activity such as hate crimes, financial crimes or gang activity.

FS-Mac Functionality **Browser History Search**

FS-Mac quickly and automatically retrieves URL and Cookie histories from Safari and 3 other browsers.

Image & Multi-Media File Search

FS-Mac quickly finds all logical images (pictures which still exist as files on the computer). FS-Mac can also detect many of the today's standard audio/video files types and can quickly locate, play and capture screens from video files.

Text Search

Field Search allows officers to search for text in ANSI and Unicode in any logical file.

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www.corrections.eku.edu/appa




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Reports

FS-Mac has a built in report function which immediately produces an exportable report which contains all evidence tagged for inclusion in the report (with associated path and CAM dates). FS-Mac allows for a forensic copy of seized evidence onto removable media. FSMac runs on Mac OS X® platforms.

The Field Search Suite is available to criminal justice professionals at no charge. To learn more about the software and to request a copy, please visit www.justnet.org/Pages/fieldsearch.aspx

For further information on the APPA Technology Committee or the Field Search software please feel free to contact Joe Russo at 800-416-8086 or jrusso@du.edu. 

Joe Russo is Assistant Director for the National Law Enforcement and Corrections Technology Center in Denver, Colorado and is chair of the APPA Technology Committee.



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Recent Research on Restorative Justice

“Reintegrative Shaming, Procedural Justice, and Recidivism: The Engagement of Offenders’ Psychological Mechanisms in the Canberra RISE Drinking-and-Driving Experiment.”

Tom R. Tyler, Lawrence Sherman, Heather Strang, Geoffrey C. Barnes, and Daniel Woods. *Law & Society Review* 2007. 41:553-585.

With the rapid rise of restorative justice programs worldwide, empirical studies have largely concentrated on documenting the variety of program models and their impact on offenders, victims and communities. A new generation of studies is now exploring more nuanced questions. When does restorative justice work best? For what kinds of offenders? And, most importantly, why does it work? This study examines the latter question, testing two hypotheses about why restorative justice works.

Restorative justice (RJ) refers to a variety of programs that bring offenders and victims together in dialogue to discuss the impact of the offense on the victim and the community, how the harm can be repaired and what the offender can do to regain community trust. Restorative conferences typically include victims, offenders and support persons for each. They are conducted by trained facilitators who undertake significant pre-conference planning and preparation. Restorative dialogues may result in signed agreements that, in effect, become the formal sanction in the criminal case. Restorative practices are now found in a variety of institutional settings, from K-12 schools, college disciplinary systems, juvenile and family courts, criminal courts, court diversions, probation and parole and in jails and prisons. A recent book by Marian Liebman, *Restorative*

Justice: How it Works, provides an excellent overview of this growing field.

Many studies have now established the effectiveness of restorative justice. In a recent review by Lawrence Sherman and Heather Strang called “Restorative justice: The evidence” (available online at the Smith Institute: www.smith-institute.org.uk), the authors argued that “there is far more evidence on RJ, with more positive results, than there has been for most innovations in criminal justice” (p.8). The most consistent evidence is that face-to-face conferences between victims and offenders provides positive benefits for victims, especially in reducing post-traumatic stress symptoms. Studies have also found benefits for offenders in reduced offending. While studies are less consistent finding recidivism reduction in cases of property crimes, the benefit is much stronger in cases with personal victims. The most plausible explanation for this is that personal crimes generate direct and obvious harms—victims may have been hurt emotionally and physically, as well as suffering property losses. Because restorative justice focuses on the impact of the crime and the harm is most apparent in personal crimes, the effectiveness of restorative practices is most consistently identified in those kinds of cases.

This Research Update reviews an intriguing study by Tom Tyler and his colleagues. Tyler, a psychologist well known for his book, *Why People Obey the Law*, has long observed that people who believe in the legitimacy of the law are more likely to obey it and that procedural justice—all of the procedures that increase its fairness—enhances its legitimacy. Does restorative justice, this study asks, increase offenders’ support for the law? And does this support, then, lead them to obey it?

Alternatively, the researchers ask if there is another force at work. Because RJ

conferences are so personal, compared to the court, does the conference cause offenders to focus on their personal ties to their supporters helping them to see the benefits of their friendship and familial relationships and the costs of losing them through their irresponsibility? Do they obey the law because they do not want to cause further damage to their relationships?

The researchers examined data from the Australian Reintegrative Shaming Experiment (RISE) study. Although the RISE study looked at a variety of crimes, this follow-up analysis looked only at adult drunk drivers. They compared the outcomes of drunk drivers who went through criminal court and were sanctioned with a common deterrence model to outcomes of drunk drivers who were diverted to an RJ conference. Several features highlight the contrast between approaches. In the court, offenders typically received a fine, publication of their name in the local newspaper and license suspension. All of these may be seen as relatively painful deterrent strategies calibrated to inflict a cost on the offender to deter recidivism. Those who participated in the RJ conference were required to bring five support persons with them in order to emphasize the relational dimension of their offending. Supporters are family and friends. They did not receive a criminal record, did not have their names made public and were able to keep their licenses. Instead, conference agreements typically included community service and/or donations designed to repair the harm of putting the community at risk. Because the drunk drivers were most often apprehended at roadside check points, the conferences substituted direct victims with community representatives.

This study tests the impact of two processes in restorative justice. The first

hypothesis is based on the procedural justice idea. RJ reduces recidivism because offenders believe their case was handled fairly. The second hypothesis is based on the reintegrative shaming idea. RJ reduces recidivism because the conferences strengthen offenders' relationships with their supporters, which they do not want to jeopardize by continued offending.

The results of the analysis do not lead to a straightforward conclusion, unfortunately. The researchers did not find that the RJ conferences reduced recidivism more than the court procedure. Is this because restorative justice is no more or less effective than court procedures and sanctions? Or is it because RJ was badly implemented in this case? Tyler and his colleagues conclude that RJ was misapplied in this case because the conferences did not include direct victims and that it is best applied when such victims are available. They also argued that many of the RJ facilitators, who were police officers, were not well-qualified or knowledgeable enough to be effective leaders of a conference. But, they argue, these issues are not central to their main interest because the

study is not really a test comparing RJ conferencing and court-based deterrence. Instead, the study compares the influence of RJ and the court on offenders' attitudes about the law and about their personal relationships.

The study found that conferences differed significantly from the courts regarding the two psychological processes. The first is that offenders rated conferences as fairer than court procedures. Interview items that supported this included such questions as "You feel you were treated with respect" and "All sides got a fair chance to bring out the facts." The second is that offenders found conferences to elicit more reintegrative shaming than courts. Among the many items measuring this were questions such as "Did you learn from the conference/court that there are people who care about you?" "During the conference/court case, were you treated as though you were a bad person?" and "During the conference/court case, I felt ashamed of what I did."

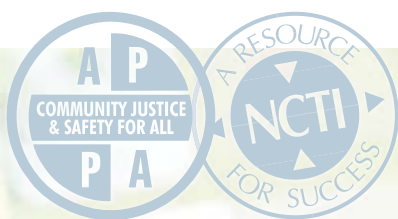
Although there are limitations in this study because of the selection of victimless drunk driving cases, the study still found

that RJ conferences increase offenders' belief in procedural fairness and reintegrative shaming. In addition, when these psychological forces are activated, even two years later offenders "were more supportive of the law and less likely to reoffend, relative to those offenders sent to court."

In many ways, restorative justice is a paradigm shift from court-based criminal justice. Instead of treating offenders as untrustworthy, lesser individuals that must be deterred from crime through punitive measures, restorative justice creates an environment of trust, welcomes offenders' active participation in the decision-making process and seeks to avoid condemnation of their character. In so doing, RJ tries to elicit offenders' commitment to the law through moral legitimacy and social support rather than through fear of punishment. In the long run, this may prove to be the more powerful deterrent than traditional punishments. 📌▲

David R. Karp is Associate Professor of Sociology and Interim Associate Dean of Student Affairs at Skidmore College in Saratoga Springs, New York.

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Stay current and connected with the following resources available to APPA members:

- **Perspectives** – APPA's quarterly journal filled with timely articles, upcoming events and training, job opportunities and current news.
- **APPA Training Institutes** – participate in a variety of workshops, special sessions, resource exposition and networking opportunities with your peers. Members receive substantial registration discounts.
- **Professional Development Training** – save staff time and money when you select training suited to your agency's needs and delivered directly to you.
- **Information Clearinghouse** – free access for members to find answers to "who, why and where" in community corrections.
- **CC Headlines & More** – receive a free semi-monthly electronic newsletter containing the latest news, training events, job postings and more.

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APPA members most often refer to the intangible benefits they receive from their membership when asked what they value most about being a member. Personal and professional relationships are built through connections made with your colleagues as you gain access to your peers on a national level. APPA staff and leadership diligently serve on numerous policy committees and advisory groups that advocate or influence community corrections on a local, state and national level. Members stay connected on the issues facing the community corrections profession and gain increased credibility among peers and the public.

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APPA Elections: Call for Nominations

Nomination for executive officer positions:

Recent changes to the APPA constitution have altered the nomination procedure for executive officer positions. In accordance with the APPA constitution, article V, section 13:

- Candidates for an executive office shall be nominated by members of the Board of Directors.
- The Board of Directors shall select at the regularly scheduled Board of Directors meeting prior to the Annual Training Institute two candidates for each executive officer position to run for each designated office.
- The slate of candidates selected by the Board of Directors will then be presented to the full membership for selection during a regularly scheduled election.

Nominations for the following executive officer positions will be accepted at the Board of Directors meeting on February 8, 2009 in Myrtle Beach, South Carolina:

- President-elect
- Vice President
- Secretary
- Treasurer

Candidates for president-elect are required to be a member of the APPA Board of Directors for a minimum of two years prior to election. Candidates accepting a nomination for executive officer must provide a black and white photograph and formal statement of approximately 500 words outlining their interest in becoming an officer, accomplishments to be performed during their term and their future directions for the organization for insertion on the ballot.

Nomination for regional director positions:

All active individual, affiliate or agency members are encouraged to nominate individuals to serve as regional directors from the following regions for a period of three years.

Region	States represented in Region	Present Incumbent
Region 1	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont	Jack McGrimley
Region 2	New York	George Alexander
Region 3	Delaware, New Jersey, Pennsylvania	Conway Bushey
Region 5	Ohio	Juli Tice
Region 6	Georgia, North Carolina, South Carolina	Linda Layton
Region 7	Alabama, Florida, Louisiana, Mississippi, Puerto Rico, Tennessee	Robert Anderson
Region 8	Indiana, Kentucky, Michigan	Ralph Watson
Region 11	Arkansas, Kansas, Missouri, Oklahoma	Justin Jones
Region 12	Texas	Jim Stott
Region 13	Colorado, Nebraska, North Dakota, South Dakota, Wyoming	Timothy Hand
Region 14	Arizona, Nevada, New Mexico, Utah	Cris Spiegel
Region 16	American Samoa, California, Guam, Hawaii, Mariana Islands, Palau, Philippines	Ursula Lifoifoi-Aldan
Region 17	Canada	Gerry Minard, Robyn Robertson

According to the APPA Constitution, Article V, Section 9: To qualify for elected office in this association, the candidates must be:

- (a) an active member in good standing, willing and able to fulfill the duties of the office for which nominated, and be willing and able to serve in the office for the length of time necessary to fulfill the duties of the office.

Nominations must be received in writing by **April 27, 2009**. Members are encouraged to nominate themselves for regional director positions. This position offers members an opportunity to present and discuss issues germane to the field and set the course for future initiatives for your association. Candidates accepting a nomination for regional director must provide a biography or statement of fewer than 150 words, which will be included on the ballot.

The schedule below will be followed for the 2009 election:

December, January, February, March	Call for nominations for regional director positions.
February 8	The Board of Directors selects two candidates for each executive officer position.
April 27	Cut off date for nominations for regional director positions.
April 29	Nominations committee selects two candidates for each regional director position from those nominated and prepares ballot.
June 16	Election ballot, containing candidates for executive officers positions and regional director's positions, is mailed first class to each current member.
July 17	Last day for ballot postmark.
July 23	Ballots counted.
July 24	All candidates notified of election results.
August 26	Nominations Committee reports results at membership meeting

All nominations should be sent by **April 27, 2009** to:

Gini Highfield, Chief Probation Officer, 2nd District Juvenile Court, P.O. Box 325, Farmington, UT 84025,
Phone: (801) 447-3973, ext. 1 Fax: (801) 447-3976, Email: ginih@email.utcourts.gov



2009 Winter Training Institute

ACTIVITIES AT A GLANCE

Saturday, February 7

12:00 p.m. - 5:00 p.m. Institute Registration

Sunday, February 8

8:00 a.m. - 8:00 p.m. Institute Registration
1:00 p.m. - 5:00 p.m. APPA Board of Directors Meeting
4:00 p.m. - 6:00 p.m. Resource Expo Viewing
6:00 p.m. - 7:30 p.m. Opening Session
7:30 p.m. - 9:00 p.m. Opening Reception in the Resource Expo

Monday, February 9

7:30 a.m. - 5:00 p.m. Institute Registration
8:30 a.m. - 10:00 a.m. Plenary Session
10:00 a.m. - 11:00 a.m. Resource Expo Viewing
11:00 a.m. - 12:30 p.m. Workshops
12:30 p.m. - 1:45 p.m. Lunch in the Resource Expo
1:45 p.m. - 3:15 p.m. Workshops
3:30 p.m. - 5:00 p.m. Workshops
4:00 p.m. - 6:00 p.m. Resource Expo Viewing
5:00 p.m. - 6:00 p.m. Reception in Resource Expo

Tuesday, February 10

8:00 a.m. - 5:00 p.m. Institute Registration
8:30 a.m. - 10:00 a.m. Workshops
9:00 a.m. - 11:00 a.m. Resource Expo Viewing
11:00 a.m. - 12:30 p.m. Workshops
1:45 p.m. - 3:15 p.m. Workshops
3:30 p.m. - 5:00 p.m. Workshops

Wednesday, February 11

8:30 a.m. - 9:30 a.m. APPA Membership Meeting
9:45 a.m. - 11:15 a.m. Closing Session

Agenda is subject to change.

Where It All Happens

All APPA workshops, intensive sessions, resource expo and receptions will take place at the Embassy Suites located on the Kingston Plantation, 9800 Queensway Blvd., Myrtle Beach, South Carolina, 29572. The general sessions will take place in the Brighton Tower located on the Kingston property.

How You Will Benefit!

- Learn fresh, new ideas from well-known, national experts.
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- Enhance your current abilities and qualifications.
- Discover "what works" from professionals in the field.
- Network with your peers and learn from their diverse experience.
- View and compare the newest correctional products, technologies and services.
- Increase your current program's effectiveness.
- Take part in exciting and fun social events.

Who Should Attend?

This Institute is not to be missed if you are a corrections professional involved in:

- probation
- parole
- juvenile justice
- treatment
- social work
- education or training
- victim services
- residential programs
- judicial system
- pre- and post-release centers
- restitution
- law enforcement
- public policy development



APPA Leadership Institute Class Of 2010

Monday, February 9, 2009, 1:00 p.m. - 2:30 p.m.

The APPA Leadership Institute is preparing to accept applicants for the class of 2010. If you are interested in participating in the Leadership Institute or in nominating an employee for acceptance into the Leadership Institute, please join us for an informational meeting.

The APPA Leadership Institute is a partnership created to foster the professional development and affiliation of future community corrections professionals. APPA's partners for presenting the Leadership Institute include the National Institute of Corrections (NIC), National Association of Probation Executives (NAPE) and the Correctional Management Institute at Sam Houston State University (CMIT).

APPA – At Your Service!

Discover what APPA can do for you. APPA staff and board members will be onsite to answer your questions and help you get the most out of your membership and Institute participation. Visit the APPA booth in the Resource Expo to get immediate assistance **APPA members save \$60 in registration fees!** It is not too late to take advantage of the savings. You can become a member of APPA when you register for the Institute. Just complete the membership section on the registration form, and your savings will start immediately!

APPA Committee Meetings

Did you know that APPA has over 20 committees seeking your participation? Most committees will meet on Saturday, February 7 or Sunday, February 8 and are open to all members. Plan to arrive early to get involved in your association. Visit the APPA website at www.appa-net.org for committee dates and times.

APPA Accredited Training Contact Hours

All APPA Institute workshops have been approved by the APPA Training Accreditation Committee for 1.5 contact hours. Workshops have also been accredited by the National Association of Alcohol and Drug Addiction Counselors.

If you need verification of your attendance at Institute workshops, check the Contact Hour section on the Institute Registration Form on page 31. You will receive an attendance verification form and specific instructions at registration.

Please note: only paid Institute registrants are eligible to receive the Certificate of Verification. A \$10 processing fee will apply.

Why are contact hours valuable?

- Ensures workshop training/learning objectives
- Provides official verification of attendance at Institute workshops
- Meets professional licensing requirements

APPA Membership Meeting

Wednesday, February 11; 8:30 a.m. - 9:30 a.m.

Become more involved in your association. Vote on proposed position statements, learn about committee opportunities and more! All Institute attendees are encouraged to attend this meeting.



About APPA

THE AMERICAN PROBATION AND PAROLE ASSOCIATION is an international non-profit organization committed to innovative and effective probation, parole and community-based correctional programming. Membership is comprised of probation and parole line staff, supervisors, administrators, educators, volunteers and supportive friends from throughout the United States and worldwide. For further information about APPA, call Susan at (859) 244-8207 or visit our website at www.appa-net.org.



Institute Orientation

Sunday, February 8; 11:00 a.m. - 12:00 p.m.

First time attendees, our friends who travel from outside the United States and all new members or others just interested in learning more about APPA and the Institute are invited to attend an Institute Orientation where you will:

Learn about the Institute's

- Educational workshops and sessions
- Logistics
- Networking and social activities
- Resource exhibit area

Meet

- APPA President and Executive Committee members
- APPA staff
- Other VIP's and have an opportunity to network

Discover

- Things to do
- Places to visit

Student Registration

Attend a full day of workshops, view the latest criminal justice products and services and network with the experts for just **\$49**. This special student rate allows a full day of admission to the American Probation and Parole Association Winter Training Institute on Tuesday, February 10, 2009. Don't miss it!

- Meet and learn from experienced professionals active in community corrections, probation, parole, juvenile justice and law enforcement.
- Bridge the link between theoretical discussions and practical applications when you discover "what works" from professionals in the field.
- Increase your exposure to issues and trends in criminal and juvenile justice.
- Gain information about future career opportunities.

A must for the new professional entering the criminal justice field! Experience the possibilities for your future. **Register by January 9, 2009.**

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RESOURCE EXPO



APPA's Resource Expo is the only exposition dedicated solely to the needs of community corrections. At the Resource Expo, you will discover the latest products, innovative services and state of the art technologies to meet the challenges of keeping our communities safe. You can see, test and compare products and services while discussing your agency's specific needs with experts in areas such as correction software applications, drug testing technologies, offender monitoring systems, training and curriculum development, substance abuse and behavioral health programs and many more valuable products and services. Nothing rivals this resource of product and service information!

Plan Ahead

Preview the expo floor and exhibitor websites by visiting APPA's website at www.appa-net.org to check-out the virtual resource expo.



Receptions in the Resource Expo

Sunday, February 8 – 7:30 p.m. – 9:00 p.m.

Monday, February 9 – 5:00 p.m. – 6:00 p.m.

Relax after your workshop-filled day at these casual receptions. Visit with friends and meet other participants as you explore the many exhibits in the Resource Expo.

Working Lunch

Monday, February 9 – 12:30 p.m. - 1:45 p.m.

Join us for lunch! Take a break to enjoy an informal working lunch with the exhibitors. Savor a light luncheon while you experience each product hands on.



EXHIBIT HOURS

Sunday, February 8

9:00 a.m. - 3:00 p.m.

Exhibit Installation

4:00 p.m. - 6:00 p.m.

Expo Viewing

7:30 p.m. - 9:00 p.m.

Opening Reception in the Expo

Monday, February 9

10:00 a.m. - 11:00 a.m.

Expo Viewing

12:30 p.m. - 1:45 p.m.

Lunch in the Expo

4:00 p.m. - 6:00 p.m.

Expo Viewing

5:00 p.m. - 6:00 p.m.

Reception in the Expo

Tuesday, February 10

9:00 a.m. - 11:00 a.m.

Expo Viewing

11:00 a.m. - 2:00 p.m.

Exhibit Dismantling

Interested in Exhibiting?

If you are interested in exhibiting at the Resource Expo, please contact Karen Mucci, Expo Coordinator, at (859) 244-8205 or e-mail at kmucci@csg.org.

Workshops

AT A GLANCE

Monday, February 9, 2009

11:00 a.m. – 12:30 p.m.

Data Sharing in Community Corrections: How Partnering with N-DEx Can Increase Public Safety and Provide Improved Information

Public Safety 360

Fighting to Your Feet: A Practical Approach to Ground Defense

This is Your Offender on Meth: Effective Approaches to Community Supervision of Offenders in Recovery from Methamphetamine Abuse

Daily Drudgery or the Opportunity of a Lifetime? Tapping into Your Greatest Professional Potential Through the Power of Will!

Keeping Youth Out of the System: Effective Interventions to Assist Youth and Families

Making the Business Case for Diversity – Does it Really Work?

Monday, February 9, 2009

1:45 p.m. – 3:15 p.m.

Transition from Prison & Jail to the Community: NIC's Models, Experience and Assistance

Probation as a Public Safety Service: Perspectives from Outside North America

Beyond Detention: How JDAI Stimulates and Supports Broad System Reforms

NIEM: Enabling Nationwide Information Interoperability and Sharing

I Don't Like It . . . But I Have to Work with You

Domestic Violence in Diverse Communities: Incorporating Cultural Competency in the Supervision of Intimate Partner Abusers

How to Avoid an Explosion in the Paint Locker, Geographic Case Assignment

Monday, February 9, 2009

3:30 p.m. – 5:00 p.m.

Help! Managing the Generations at Work

Educational Advocacy for Youth: Revamping Probation Practices to Promote Success in Schools

Moving Offenders into the Workforce and Keeping Them Employed: 7 Habits of Highly Effective Parole and Probation Officers

Managing South Carolina Sex Offenders – What a Difference a Year Makes

Evidenced-Based Practices for Clients with Mental Health Issues in Community Corrections

Working with You is Killing Me

Tuesday, February 10, 2009

8:30 a.m. – 10:00 a.m.

X Box, Hip Hop, and Dreadlocks

Legal Issues Surrounding Domestic Violence

Bureau of Justice Statistics Research on Community Corrections

Jail Diversion on a Shoestring Budget: The Cook County, IL Approach

Multi-Generational Workforce: Cross Generational Conflicts and Resolutions

What I Should Have Said . . . Risk and Reward in Your Dialogue with Victims of Crime

Tuesday, February 10, 2009

11:00 a.m. – 12:30 p.m.

Enforcing Underage Drinking Laws: A Focus on Probation Outreach Strategies

Impact of Crime on Victims Curriculum: Online Training

What a Good Community Transition Program for Juveniles and Families Looks Like

Cultural Competency for Leaders

The Promise of DWI Courts, or, They're in a DWI Court – Now What?

Developing Mental Health and Co-Occurring Programming within Community Corrections

How to Lead a Horse to Water So He Wants to Drink – Motivational Interviewing

Tuesday, February 10, 2009

1:45 p.m. to 3:15 p.m.

Gangs and Guns: Involving Probation and Parole in Firearm Interdiction

Men Are From Earth. Women Are From Earth. Deal With It.

Girls Self-Efficacy Training – A Gender Responsive, Cognitive Behavioral Intervention

Automating the Interstate Transfer: A New Way of Doing Business

Veteran Offender Re-entry Success Strategies

Juvenile Probation and Mental Health: Creating Better Linkages for Youth

Reflections of a Pro-Social Culture: Unlocking the Potential of Alameda County Probation Department

Tuesday, February 10, 2009

3:30 p.m. to 5:00 p.m.

"In Search of the Perfect Caseload": An Update and Lessons Learned From the NIJ-Sponsored Evaluation of Caseload Size and Evidence-Based Practices Implementation

Family Ties and Intervening in the Cycle of Intergenerational Crimes

Gender Specific Issues in Caseload Management

Victims First – The Canadian Perspective

Pay Now or Pay Later: Why Focus on Crime Prevention?

Combining Officer Supervision Skills

The Long and Winding Road: Cognitive Restructuring Group Reporting with DUI/DWI Offenders



REGISTRATION

INFORMATION

Student Registration – \$49 Attend Tuesday, February 10

Student registration includes all workshops and exhibit hall entrance for Tuesday, February 10. Student registration is available to full-time students not employed in the corrections field. Copy of student ID required with registration form. **Student registration ends January 9.**

Family Institute Registration

A special low registration fee is available to immediate family members of Institute registrants. Only immediate family members **not employed** in the corrections field qualify for this special rate. The fee is only \$75 and allows the family member to attend workshops and the resource expo.

Institute Dress

All activities of the Institute are casual dress. A sweater or light jacket is recommended for the meeting rooms that tend to vary in temperature.

Agency Members – How to Register for Your Membership Discount

If your agency is a current APPA agency member, you can attend the Institute at the member rate. **Your agency's membership must be valid through February 2009.** Registration forms must be completed for each individual, mailed to APPA as a group with your agency's name clearly marked on the registration forms. Agency memberships will be verified. You are required to pay the regular registration fee if your agency is not a current APPA agency member.

Registration Procedures

By Mail – Registration for the APPA Institute can easily be done by mail. Just send your check, government purchase order or credit card information with your completed APPA registration form to the address shown on the form. **All registrations postmarked by January 9, 2009 will receive written confirmation.**

By Fax – For your convenience, when payment is by credit card, you may fill out the APPA registration form and fax it to (859) 244-8001, Attention — APPA Institute. All registrations faxed by **January 9, 2009** will be confirmed by mail.

Internet – Register for the APPA Institute on-line at www.appa-net.org.

Payment

Payment in full for all Institute activities must accompany your registration form. Check, money order, VISA, Master Card or American Express are accepted as payment for the Institute's registration fees. Checks must be made out to the American Probation and Parole Association and payable in U.S. dollars. Payments received in Canadian dollars will be invoiced for the conversion difference plus a \$10 service fee. Registrations postmarked on **January 9, 2009** or later are not eligible for the early registration fee and must include the regular registration fee. Agencies required to use a purchase order should submit the registration form with the purchase order in lieu of a check. Invoicing will be processed immediately upon receipt of the purchase order and, in all cases, payment will be due immediately.

Cancellation/Refund Policy

A full refund, less a \$50 processing fee, is available until January 9, 2009. **No refunds are available after January 9, 2009.** In order to receive a refund, written requests must be sent the APPA Institute, c/o The Council of State Governments, P.O. Box 11910, Lexington, KY 40578-1910 or faxed to (859) 244-8001. All requests for refunds must be postmarked or faxed by **January 9, 2009.** Registrations are not transferable.

APPA Accredited Training Contact Hours

All APPA Institute workshops have been approved by the APPA Training Accreditation Committee for 1.5 contact hours.

If you need verification of your attendance at Institute workshops, check the Contact Hour section on the Institute Registration Form. You will receive an attendance verification form and specific instructions at registration. Please note only paid Institute registrants are eligible to receive the Certificate of Verification. A \$10 processing fee will apply.

Why are contact hours valuable?

- Ensures workshop training/learning objectives
- Provides official verification of attendance at Institute workshops
- Meets professional licensing requirements

Important Dates to Remember

January 5	Deadline for lodging reservation at the Kingston Plantation.
January 9	Last day to take advantage of early registration rates.
January 9	Deadline for early registration refund.
February 8	Institute activities begin.

Directory

Institute Registration	(859) 244-8204
Resource Expo	(859) 244-8205
Kingston Plantation	(800) 876-0010 www.kingstonplantation.com
Sightseeing Information	www.myrtlebeach.com
APPA Website	www.appa-net.org
Anchor Taxi	(843) 444-0101 www.anchor taxi.com
U Save Car Rental	(800) 441-3741 www.usavemyrtlebeach.com



Registration Form

APPA 2009 Winter Training Institute • February 8-11, 2009 • Myrtle Beach, SC

Please use a photocopy of this form for each registrant. Please print clearly.

First Name: _____ Last Name: _____

Title: _____ Email: _____

Address: _____

City: _____ (location where confirmation should be sent) State: _____ Zip: _____

Phone: _____ Fax: _____

Agency/Organization: _____

☐ Check if same address as above

Agency/Organization Address: _____

Agency/Organization City: _____ State: _____ Zip: _____

Agency/Organization Phone: _____ Fax: _____

Agency/Organization Email: _____

Registration Fees

<i>Includes general sessions, exhibit receptions and workshops. (All fees are per person.)</i>	Early Rate Before January 9	On or After January 9	Amount
APPA Membership One year of individual membership.	\$50 <input type="checkbox"/> New Member	\$50 <input type="checkbox"/> Renewal	\$ _____ <small>61-16-00-1000-4020</small>
Member of APPA To qualify for this rate you must be a member of one of the following (please mark those that you hold current membership in) <input type="checkbox"/> APPA Member - Please indicate your membership category and your membership number. <input type="checkbox"/> Individual member <input type="checkbox"/> Agency member Membership # _____ Expiration Date _____	\$325	\$375	\$ _____
Non-member If you are not a member of APPA, you are required to pay the regular registration fee. Memberships will be verified.	\$385	\$435	\$ _____
New! Student Registration – Attend 2/10 Student registration includes all workshops and exhibit hall entrance for Tuesday, February 10. Student registration is available to full-time students not employed in the corrections field. Copy of student ID required with registration form. Student registration ends January 9.	\$49	N/A	\$ _____
APPA Accredited Contact Hours	\$10	\$10	\$ _____
Family Registration This rate is available to immediate family members not employed in the corrections field. Allows entry into general sessions, exhibit receptions and workshops. Specify Family member's name _____	\$75	\$75	\$ _____
Special Training Seminar <input type="checkbox"/> Improving Restitution Management in Community Corrections: Sunday, February 8, 8:30 a.m.- 4:30 p.m. <i>NOTE: You must be a paid registrant to attend the special training seminar.</i>			
Focus Group <input type="checkbox"/> Supervising Intimate Partner Abusers on Probation and Parole: Sunday, February 8, 8:30 a.m. - 10:30 a.m. <i>NOTE: You must be a paid registrant to attend the focus group.</i>			
Grand Total Enclosed			\$ _____ <small>61-16-00-2075-4401</small>

Payment

☐ Check Enclosed ☐ Government Purchase Order Enclosed; PO # _____

Charge to: ☐ VISA ☐ MasterCard ☐ American Express

Card Number: _____

V code: _____ Expiration Date: _____

(Visa or Mastercard: 3 digit code located in the signature line on the back of the card immediately following credit card number. American Express: 4 digit code located on front of card.)

Signature: _____ Date: _____

Special Assistance

☐ Please list any special needs that you might require under the American Disabilities Act. Attach a written description of needs.

Confirmation/Refund Policy

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Mail this form to:

APPA Institute
c/o The Council of State Governments
P.O. Box 11910, Lexington, KY 40578

or Fax to:
(859) 244-8001

or register online at www.appa-net.org

To better plan Institute workshops and activities, please supply us with the following information.

Length of Experience in Corrections

- | | |
|--|---|
| <input type="checkbox"/> Less than 2 years | <input type="checkbox"/> 16-20 years |
| <input type="checkbox"/> 2-5 years | <input type="checkbox"/> 21-25 years |
| <input type="checkbox"/> 6-10 years | <input type="checkbox"/> More than 26 years |
| <input type="checkbox"/> 11-15 years | |

Gender

- ☐ Male ☐ Female

Race/Ethnicity

- | | |
|---|--|
| <input type="checkbox"/> African American | <input type="checkbox"/> Native American |
| <input type="checkbox"/> Caucasian | <input type="checkbox"/> Asian |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Other |

Highest Level of Education

- ☐ Graduate Equivalency Diploma(GED)
☐ High School Diploma
☐ Associate's Degree
☐ Bachelor's Degree
☐ Master's Degree
☐ Doctorate

Geographical Area

- ☐ Urban (pop. over 50,000)
☐ Rural (pop. under 50,000)

Job Jurisdiction

- ☐ Federal
☐ State
☐ County
☐ City
☐ Private firm/business
☐ Academic Institution
☐ Province
☐ Nonprofit organization
☐ Other _____

Primary Work Area

- ☐ Juvenile Probation & Parole
☐ Adult Probation & Parole
☐ Adult Probation
☐ Adult Parole
☐ Juvenile Probation
☐ Juvenile Parole/Aftercare
☐ Residential
☐ Non - Residential
☐ Treatment Provider
☐ Academia
☐ Other _____

Professional Category

- | | |
|--|---|
| <input type="checkbox"/> Line Personnel | <input type="checkbox"/> Attorney |
| <input type="checkbox"/> Commissioner/
Director/Chief | <input type="checkbox"/> Educator/
Researcher |
| <input type="checkbox"/> Administrator | <input type="checkbox"/> Private Sector/
Corporate |
| <input type="checkbox"/> Consultant | <input type="checkbox"/> Retired |
| <input type="checkbox"/> Trainer | <input type="checkbox"/> Student |
| <input type="checkbox"/> Parole Board
Member | <input type="checkbox"/> Other |
| <input type="checkbox"/> Judge | |

APPA Federal ID # 56-1150454

Interstate Commission For Adult Offender Supervision Holds Annual Business Meeting

A hot topic for criminal justice agencies is the soon to be implemented Interstate Compact Offender Tracking System (ICOTS). It was the central focus for the Commission's Annual Business Meeting held in early September in Palm Springs, California. With more than 140 present, attendees range from designated Commissioners who are appointed to represent their state or territory, Deputy Compact Administrators (DCAs) responsible for the day-to-day functioning of State Compact Office and Ex-Officios with interest in Compact issues. The ICAOS staff also attends to facilitate the meeting in addition to managing projects and information.

As the subject of much conversation in committee meetings and other casual venues, implementation and state readiness seemed to be the central concerns regarding the ICOTS project. Four of the five pilot states reported success and readiness to move forward. System developers from Appriss Inc. were on hand and spoke confidently about the system's rollout on October 6, 2008. While acknowledging the necessary fixes to the software, Appriss assured the Commission that none of those fixes were "show stoppers". Those concerned about the roll out date expressed their wish to have a longer pilot period and possibly expand the number of test sites. As a result, the Commission voted to implement on October 6.

With one full morning of the meeting devoted to in-service training, participants heard valuable discussion on ICOTS' functionality and implementation, State Council issues and support, operational "Best Practices"

for Compact offices and the benefits of conducting self-assessments. The documents related to these training areas are very useful and can be found on the ICAOS website www.interstatecompact.org. The four regions also met to share information about local initiatives and issues as well as national concerns.

Much of the Commission's work is done within a committee structure whose members include both Commissioners and DCAs. During the general session, committees report on their activities. There are six committees for the Commission that include Rules, Training, Compliance, Information and Technology, DCA liaison and Finance. In past annual meetings, rule changes were part of the agenda, this year, no rule changes were considered.

The election of officers and the awards given at this event reflect the expertise of the Commission members and their commitment to this important work. They include:

Officers

Chairman

Ken Merz, MN

Vice Chairman

Milt Gilliam, OK

Treasurer

Kevin Kempf, ID

Award Winners

Chairman Award

William Rankin, WI

Executive Director Award

Anne Precythe, NC

Peyton Tuthill

Dan Levey, AZ

It is clear this "quiet" governmental agency is doing extremely critical public safety work in a most efficient manner. The automation project clearly requires considerable staff investment nonetheless other initiatives have gone on successfully. For example, website users are offered a topnotch site that is hub to most of the Commission activities. The Commission and its staff should be complemented for their attention to state and victim concerns as well as the ongoing progress of the Interstate Compact. 📌👍

Tom Roy is the Director of Arrowhead Regional Corrections in Duluth, Minnesota and is on the APPA Executive Committee serving as the Regional At Large Member.

**It's what you need.
It's what we do.**

8 Guiding Principles of Evidence-Based Practice

Assess Actuarial Risk/Needs

Enhance Intrinsic Motivation

Target Interventions

Skill Training with Directed Practice

Increase Positive Reinforcement

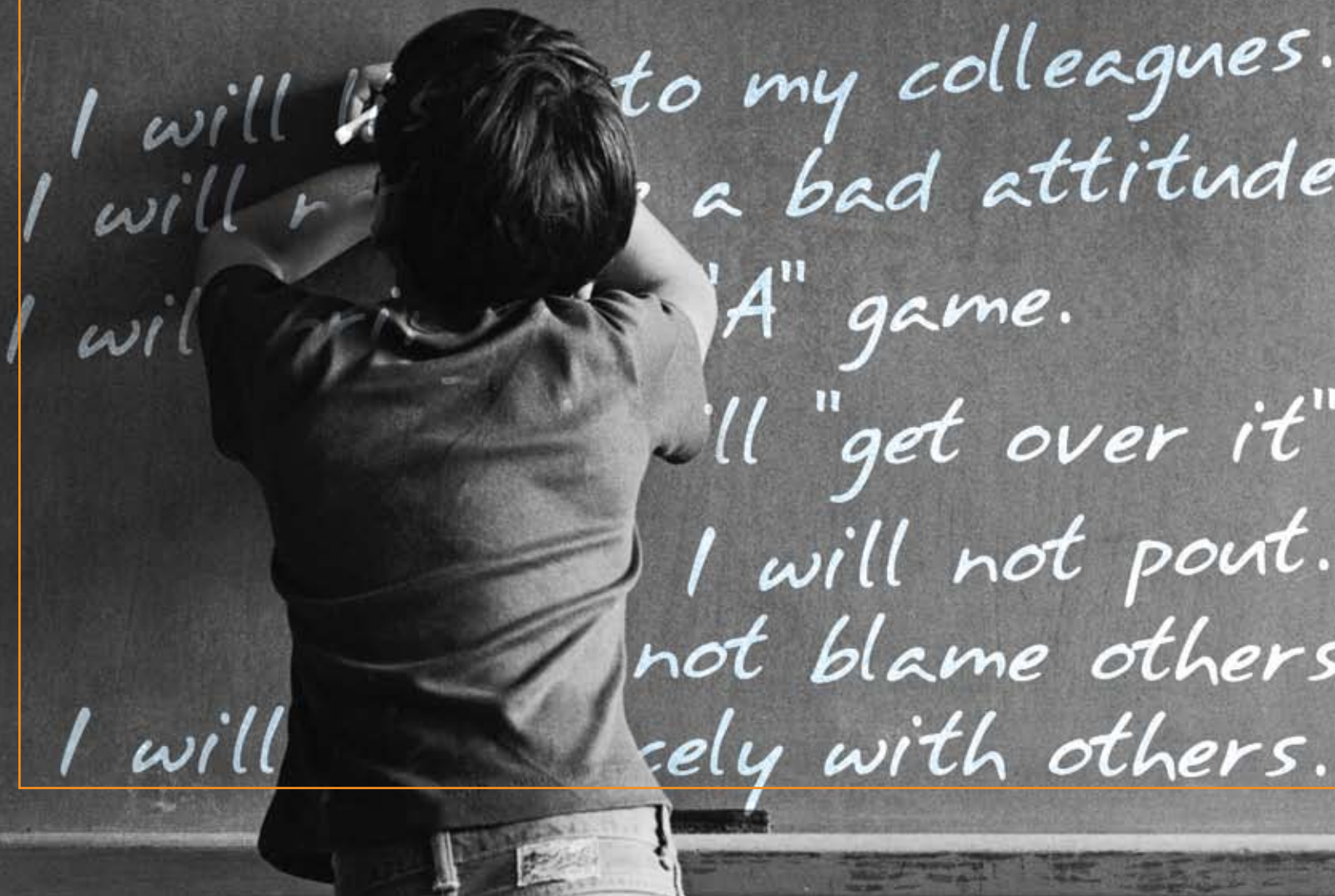
Engage On-Going Support in
Local Communities

Measure Relevant Processes
and Practices

Provide Measurement
Feedback

LESSONS LEARNED

Evidence-Based Practices in the Real World



Modern correctional practice is changing. It must. Faced with skyrocketing offender populations during the past two decades (BJS, 2006), much of it due to recidivism (Langan and Levin, 2002), and with correctional expenditures rising as well (BJS, 2005), leaders of correctional agencies are looking for better ways to address a growing array of complex challenges. In the process, they have been asking themselves some difficult questions:

- What can be done to stem the tide of offenders recycling through our correctional systems?
- How can the effectiveness of correctional interventions be enhanced, while addressing the systemic stress created by a rising correctional population?
- How can better levels of public safety be achieved, given the above-noted challenges?

These are questions I began asking myself about five years ago, as I was promoted into the chief's job in a medium-sized probation and parole office in Virginia, one where I had spent nearly my entire professional career. Shortly after stepping into my new role, I began harboring serious doubts as to the long-term efficacy of the correctional model under which we operated. Something was missing. There was no doubt that my officers worked hard, with a strong commitment to their chosen profession, but whatever we did or how hard we worked, it seemed that problems grew faster than our solutions. Overwhelming workloads left my staff drained, exhausted and frustrated. It felt like we were beating our heads against a wall.

It was disheartening to see so many of the felons we supervised recycle through the correctional system time and time again, often the result of predictable and well-documented patterns of behavior. Why did people keep coming back into the system? What was lacking in our approach? Why weren't the offenders "getting it"? Wouldn't we all be safer in the long run if we could figure out how to reduce their chances of returning to the correctional system?

In our quest to find answers, my colleagues and I discovered that there are many things we can do to help offenders "get it", to take charge of and responsibility for building a better future for themselves and their families. Two decades of correctional research has coalesced around a set of principles and practices that, if implemented with skill, commitment, energy and fidelity, can reduce recidivism (Bogue, et al, 2004). These so-called evidence-based practices, emerging from the "What Works" correctional literature, suggest that a specific set of risk reduction strategies can improve long-term correctional efficacy (Taxman, et al., 2004).

In my probation district, we had become accustomed over the years to a risk control emphasis. We employed a contact-driven supervision strategy, one that provided increasingly severe, often punitive, sanctions to address noncompliance. These external controls were moderately effective in the short term. However, they overlooked a simple truth identified in the research: Lasting change in human behavior

for my mistakes

by Neal Goodloe

is an internal, cognitive process, driven not so much by threat of punishment as by the level of intrinsic motivation one generates to change for the better (Miller and Rollnick, 2002). That certainly would explain why we kept seeing the same offenders time and time again. We just weren't very successful in changing them from the outside in and they were unable to generate sufficient motivation to make the internal changes necessary for their own long-term success. Prisons and jails were filling up with examples of this simple truth.

As we learned more, the challenge of leading my office and to a certain extent the larger criminal justice system, toward this new intrinsic change model became increasingly apparent. Much of the shift had to be attitudinal. I had come up through the ranks believing that if I told offenders what to do, how to do it, when to do it and what would happen to them if they didn't, that should serve as sufficient motivation for them to toe the line and change. It rarely happened, and if it did, it was not for long. It occurred to me that our correctional role might be too narrowly defined.

Instead, what if we considered ourselves as both authority figures and interventionists, as change agents, trained and skilled in helping offenders find and maintain the insight and motivation necessary to improve their lives in real, measurable, lasting ways? What if we did a better job of assessing their crime-producing issues and accurately interpreting their unique pathways to crime? What if we became more adept at collaborating with others in the community to implement a coordinated intervention plan, one that actually had a positive impact on thinking and behavior? What if we carefully measured what our officers did and how it worked, got rid of the stuff that had little value and beefed up those practices and programs that showed positive results? Over time, would these changes improve our correctional outcomes? The research suggested that it would, but it wouldn't be quick or easy.

Once we understood what the research was telling us, "business as usual" was no longer an option. Yet, we had no idea what we were doing, or even where to start. No practical, step-by-step road map for an evidence-based implementation process existed. There were a handful of implementation efforts already underway from which lessons could be learned, but how broadly could those lessons be generalized? We had no clue. So, with our community partners, we jumped headfirst into murky evidence-based waters, along with several other jurisdictions in Virginia as pilot sites in the implementation of an Evidence-Based Practices (EBP) model. Needless to say, we made quite a few mistakes along the way. We learned from them, as well as

our successes. The following are some of those lessons learned.

First, a caveat: This is not intended as a scholarly work. It is an experiential piece. What worked in my office might not work in yours and vice versa. Every work setting will have its own starting point and its own existing set of strengths and challenges from the outset. Start where you are, not where you think you should be, or where you would like to be. There is never a good time to start a change process of this magnitude, especially in turbulent, resource-scarce times. Start anyway. Go as fast or as slowly as your situation dictates. Understand that, once you start, nothing will ever be the same.

PLANNING, ORGANIZATIONAL READINESS AND STRATEGIC ALIGNMENT

Start with a detailed implementation plan, developed up front, with as many key collaborators at the table as possible. This will avert a lot of headaches down the road. The help of a skilled consultant from outside of the organization may be needed here to facilitate the initial discussion, one with no vested interest in the inevitable internal politics simmering just under the surface. We received technical assistance under a grant from the National Institute of Corrections that allowed us to bring in a number of consultants to help us get started.

During the planning phase, the organization should:

- Take a hard look at what the system does as a matter of routine. Identify those things that are absolutely mission-critical and those that are meaningless and wasteful. Gather consensus around those things that truly matter.
- Engage in an analysis of strengths, weaknesses, opportunities and threats (SWOT) to determine the organization's operational position, culture and readiness to absorb change.
- Identify resources that will be needed. Where will they come from?
- Identify and recruit individuals at all levels of the system who can serve as catalysts for change, helping to generate and sustain energy and commitment for an implementation process.
- Carefully assess the prevailing attitudes, values and beliefs of all major stakeholders and how they might be expected to either support or inhibit an evidence-based change process. Anticipate and plan for the impact of those who will drag their feet or create resistance to change.
- Gather your mentors around you. They can help keep you motivated and committed to the task at hand. They can also cheer you up when things inevitably don't go exactly as planned.

How will I play nicely with others.
blame others for my mistakes

It is particularly important to take a careful inventory of tasks and duties performed by staff every day, determine which are in alignment with an outcome-focused orientation, and which are process-driven busy work, representing little or no long-term value. We found that often an officer's time was consumed by activities designed more for the sake of short-term efficiency than long-term effectiveness. In effect, the paperwork was getting in the way of the people work.

In an evidence-based environment, there are no sacred cows. Everything is subject to scrutiny and question. Determine which low-value tasks can be streamlined or eliminated completely. Identify those tasks that have more outcome-related value and accentuate them. Then look at what mission-critical capacity may be completely lacking in your system and prepare to build it from scratch, along with your community partners.

The dirty little secret of an evidence-based implementation is that it is initially harder than "business as usual". Whatever you might hope for in terms of additional resources, you may be lucky to get half. Things will gradually improve once everyone has mastered new skills, but the going early on may be tough. Your staff needs to hear this from you up front. Finding efficiencies in your operation will allow staff to grow into their new roles incrementally, so that the learning curve doesn't kill them. Unfortunately, I speak from experience. I often had my foot mashed down on the gas pedal, resulting at one point in something approaching staff mutiny, once my staff figured out how hard it was to fit the implementation pieces into their busy workday. I failed to fully enunciate how the "frontloading" of the supervision effort would save officers time in the long run, as communication with offenders improved and the authoritative "shoving match" we had engaged in was replaced by a correctional partnership based on "win-win" strategies. Once this happened, violations would decrease, outcomes would improve and their work life would become a more positive experience.

In the Virginia pilots, the participating chiefs were given the autonomy to rewrite our contact requirements to better reflect the tenets of an evidence-based approach. We largely discarded our traditional contact-driven standards that tended to produce a "cookie cutter" supervision style, replacing them with an emphasis on the *quality* of the contacts required to support better offender outcomes. This was a huge shift in mindset, from "counting contacts" to "making contacts count". In the process, we minimized low-quality contacts in lower-risk cases that simply wasted time better spent at the opposite end of the risk spectrum.

Be prepared to build in room for contingencies that are

beyond your control. Economic downturns, resource shortfalls, job market fluctuations and staff turnover can all wreak havoc on the execution of an EBP implementation plan. Remain flexible when it looks like you will not meet implementation deadlines. Life will go on. Keep your eye on the prize. Your situation is unique and whatever goals you have set for your organization must be tempered by the understanding that there will be unexpected bumps in the road that will slow you down from time to time.

CULTURAL CHANGE MANAGEMENT AND VISION

An evidence-based approach works best when developed from the ground up, at the field level. Find bright and energetic people in your organization to serve as ambassadors, mavens and coaches. Ultimately, your implementation will succeed or fail based on the work and commitment of key staff. Find fertile ground, plant seeds and tend what you have planted. Some in your organization will be on board from the very beginning and eager to assume leadership roles. Once a change movement has taken hold, some who were initially resistant will want to jump in as well. Be prepared to roll with the resistance that accompanies a change process and keep in mind that there will always be those, both inside and outside of the organization, that want to see you fail. You will never be able to convince everyone to come along for the ride. Accept that fact early on and you might not need medication later (my favorites, the two T's, Tylenol and Tums).

Your vision for the organization should be communicated clearly and often to everyone around you, so that there is absolutely no mistaking where you are leading them. Give staff time to adapt to new concepts, to gain and master new skills and to demonstrate that mastery. Set high standards, but be patient. If you are lucky, you will have only a handful that stubbornly resist coming over to your side. Dealing with the most resistant will require you to set specific performance goals and expectations, and to provide regular, consistent affirmations when you catch them doing something right. Whatever they choose to do, uncommitted staff cannot be given an opportunity to pollute the culture. Some will choose to leave, while others may eventually come on board and can become key players in the implementation. While you're at it, make sure to regularly thank those in your corner for their trust in your leadership. It will make them want to work that much harder for change.

In particular, try to get your management team and seasoned veterans to embrace your vision early on. They may be

the hardest to sway. Most will have been doing things the same way for a number of years and will resent any insinuation that they have been doing it “wrong”. Change is hard for everyone, but particularly hard for those with high levels of proficiency in, and respect for, the established ways of doing “business as usual”. They may be intimidated at the prospect of learning new skills at the same time as those they supervise. Training them first makes good sense.

Try not to spring new things on staff without first discussing it with your management team. Managers do not like surprises and they thrive on the opportunity to have input. We started having weekly management meetings to nip small problems in the bud and to take the office “temperature” every Monday morning. These meetings helped us become a more cohesive group, enhanced mutual trust and let us air our dirty laundry behind closed doors, not in front of line staff where it could do a lot of damage.

Often, those staff members most enthusiastic about a change process are those who are younger and less experienced. They haven’t established much of a frame of reference as to how the work should be done. Some will have recently been through a college curriculum in which evidence-based correctional principles and practices were taught. They are often more open to new ideas and the acquisition of new skills. Herein lay the

potential makings of an organizational generation gap, a turf war that will require considerable skill to navigate if infighting among seasoned and newer staff is to be avoided.

There will be some who give lip service to culture change, while secretly undermining your plans. Do not allow them to go underground. If your rapport with other staff is healthy, you will soon know who the malcontents are. Those who are off the bus should be given an avenue for voicing their concerns and their resistance. Their thinking and attitudes will need to be heard, explored and challenged, patiently and with the best active listening skills you can muster.

I found that staff could be motivated by the suggestion that they were making history, that they had arrived at a place where the old walls were coming down, with unlimited opportunity to reengineer their profession for the better. It’s an exciting time to be in the work and that excitement can be infectious if presented in just the right way. Of course, sugar-coating the challenge is not recommended. Staff should know exactly what you are getting them into.

Foster the development of a “learning organization” (Senge, 1990), where it’s OK to make mistakes and to have your skills honestly assessed by others. Keep the mood light, encourage staff to laugh and enjoy their day, model that fun and balance in your own work life and set about creating a culture of hope and optimism. In so doing, you will maintain an atmosphere that keeps everyone relaxed and interested in learning more and

getting better. Coming to work should be as enjoyable and rewarding as you can possibly make it. I found that allowing staff to flex their work schedules was a big incentive, particularly among those with families. Just a kind word or a post-it note of encouragement left on a desk can have a significant positive impact on the mood around the office. Helping staff find that elusive balance between their work and personal life, and modeling it in your own, helps keep morale high, despite the stress of mastering new skills amid ongoing workload pressures.

"Try not to spring new things on staff without first discussing it with your management team. Managers do not like surprises and they thrive on the opportunity to have input."

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Little things can make a big difference. We instituted “casual Thursday,” the first Thursday of each month, on which staff could wear anything they wanted to work and the management team would see any probationers who came in. We also created a procedure to triage “walk-ins” at the front desk and determine their level of need. This protected officers’ schedules and helped them manage their time better. We held picnics and other staff development activities designed to take the edge off a little and encourage open communication. We had “open agenda” staff meetings designed simply to get some honest discussion going among staff about what was happening and how everyone felt about it.

Healthy cultures, those with the capacity to embrace new concepts such as EBP, are based largely on trust. It is absolutely essential to be real, to mean what you say, to communicate well and to model at all times what it is you expect from others. If staff sense any inconsistencies between what you preach and what you practice, trust will go right out the window and along with it, any chance you had of getting your implementation pieces in place. Likewise, it is important to have those above you in your system that trust you and support what you are trying to accomplish. Most of the resources and operational flexibility you will need must come from those higher in the chain of command. They will need to be kept well-apprised of what you are doing, why it’s important, and what you need to accomplish it. Some “managing up” might be needed.

SKILL ACQUISITION

First, start with your own skills. Read as much of the “What Works” literature you can get your hands on, so that you will be up to speed on the latest research and how you can best operationalize it. The National Institute of Corrections website (www.nicic.org) is an excellent place to start.

Take a real, honest inventory of your own strengths and weaknesses, so that you can move forward in your professional development. Try taking a “360 degree” personal assessment that can help you better understand your management style. I did one of these assessments and found it very helpful. You may find, as I did, that your view of your strengths and weaknesses differs considerably from how others see you.

You should be willing to learn and master the same evidence-based skills, tools and techniques you are requiring of your staff. Your credibility is at stake. You need to be able to model what good skills look like, and be able to honestly and accurately critique the performance of others. You can’t do this without mastering the skills yourself. Your presence in the training setting

signifies that you place significant value in learning. It shows that you are willing to put in the effort required to master the skills being taught and that you will know what mastery looks like when observed in others. Staff will respect you for that.

Learning entails more than just sitting through a class. If you and your staff hope to achieve proficiency at more than a mechanical level, practice is essential for everyone. Just as one learns to play the piano, skills are acquired over an extended period of time with directed practice and regular coaching. Once attained, skills must be periodically refreshed to maintain and enhance proficiency. Unfortunately, it’s not like riding a bike. You can “unlearn” skills if they’re allowed to lie dormant.

Some staff will need remedial training and coaching. Do not view this as a sign that they don’t care or that they are uncommitted to what you are trying to achieve. They may just need additional support, practice and modeling. Don’t give up on them. Often when they are struggling, staff respond better to a peer as their skills coach, rather than a supervisor. Train exceptional staff to serve as coaches. They can spread the enthusiasm and expertise necessary to support a learning environment. Just make sure you take some existing tasks away from your coaches, so that you don’t burn them out.

Recognize and reward mastery of the skills at which you want staff to excel. Offer formal recognition at staff meetings, with a certificate of appreciation and a nominal cash award or movie tickets. This sets the tone for what you are after. Staff are probably better than you at assessing the performance level of their peers, so they should have a voice in who is recognized. On a more informal basis, sit in on staff interactions with offenders and provide feedback at the conclusion. After a while staff will get used to being observed and might even welcome it as an opportunity to receive honest feedback and improve upon their skills.

When in doubt, slow down. Skill acquisition is hard work, it takes a long time and it is easier for some than others. Everyday work life will conspire to get in the way of a learning organization. Still, learning must remain a high priority. Otherwise, staff will find ways to weasel out, claiming that their overwhelming workload leaves no time for training and practice. They may have a point. If so, find something else to take away or streamline a low-priority duty to give staff the time to concentrate on learning and practice. It’s that important.

TOOLS, INFRASTRUCTURE & RESOURCES

There will never be a “good” time to begin your evidence-based implementation. Resources or lack thereof will always be

an issue, no matter how well you time the roll-out. Knowing that, start small and take incremental steps that build upon your initial successes. Your implementation will take longer if you go slowly, but by taking your time you can use what limited resources you have to their greatest advantage.

Having said that, you will need some tools to help you get started. The most important of these is a validated, fourth-generation assessment instrument, one that measures various risk factors and the criminogenic (crime-producing) needs that fuel them. The assessment instrument should include an integrated case planning module to help translate data into action and the capacity to track program and offender outcomes. Administration of this instrument should be brief enough --less than 45 minutes to be an efficient data collection method, yet comprehensive enough to cover all of the major criminogenic factors identified in the "what works" research, including the generally-accepted criminological theories that explain causation. Along with an actuarial risk tool, your staff should receive training in how to accurately interpret the assessment data so that key issues can be identified and a strong intervention plan enacted. Needless to say, this plan will go nowhere without the engagement and buy-in of the offender and the coordination of effective community resources.

In a new case, staff should initially concentrate their efforts on getting to know the offender, developing a level of comfort in the relationship and starting to ask open-ended questions that get at the heart of the criminal thinking that underlies bad behavior, just as you would peel an onion. This discussion should lead the offender to a deeper understanding of who they are and how they got that way. Engaging the offender in the process and achieving "buy-in" should lead to an agreement on what needs to change and a strategy and timeline for making that change. There should also be an understanding as to how success or lack thereof will be measured, the incentives to be employed for successful completion of plan items and the sanctions to be imposed for falling short. Creating an effective supervision plan, one that is a living, breathing document that changes and grows as the supervision does, is where the time invested in assessment and deportment starts to pay off. The plan is not intended to be shoved in the file and forgotten. It should be the focal point of supervision and intervention and should help drive the change process.

Staff may initially balk at the time commitment required to get a case up and running this way. They will need reassurance that the extra work put in up front will pay dividends as the supervision unfolds, leading to better cooperation, a deeper

understanding of the needs of the case and a reduction in violations, revocations and new crime.

Staff will also need to reach an understanding that they cannot give "Cadillac" level services to everyone. The bulk of their resources, time and energy must be applied in those cases representing the highest risk of recidivism. Those at lower risk require little supervision from a public safety standpoint, although they still may need a treatment referral to address their needs. There is a tendency to over-supervise low risk clients, but it is a waste of precious resources and waters down your overall effort. Incidentally, the research shows that overdosing low-risk offenders with supervision can actually *increase* their risk of recidivism (Lowenkamp & Latessa, 2001). We employed a telephone supervision system for the lowest third of our risk spectrum, largely removing them from active supervision.

Dealing with noncompliant behavior during the supervision process requires the careful selection of appropriate sanctions, designed to teach better choices. We turned to "thinking reports" when employing sanctions. Thinking reports get at the underlying cognitive and emotional features of decision-making, so that the offender can better process their misbehavior and understand its sources. Then alternative ways of thinking and behaving can be considered, practiced and reinforced. Thinking reports can be used in tandem with other sanctions to help offenders learn from their mistakes and make better judgments in the future.

The physical setting in which the supervision takes place might also need some work. How does your lobby look? Is it dirty, poorly lit, with distressed/broken furniture and overflowing trash cans? That's the first thing a new probationer sees when they walk into the building. First impressions are important. At my office, we shut down for an afternoon one day to beautify the lobby with a fresh coat of paint. We also ordered some new furniture and hung some framed pictures and inspirational quotes on the walls. For months afterward, I heard comments from probationers about how great the office looked, and how it made coming in more pleasant. In fact, the lobby stayed cleaner once we freshened it up. In short, try to create a physical environment that is welcoming and supportive of the work you are doing.

The most important resource you have, of course, is your staff. Treat them that way. Find ways to relieve the pressure, take their minds off of their inbox and encourage informal interaction. Manage by walking around. Make yourself available and listen more than you talk. Take maximum advantage of your management team. They are your eyes and ears, being closer to

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the work than you can afford to be most of the time. Give them an opportunity to lead and make sure that you fully value their contribution.

Be willing to swallow your pride and ask for help when you get stuck. There are now a number of practitioners that have been where you are or hope to be. The National Institute of Corrections can put you in touch with others who are or have been in a similar situation. There may be others in your state who can offer some guidance. Keep in mind, however, that every implementation process is unique and what worked for someone else might not work for you. Likewise, don't hesitate to try something that didn't work for others, as long as it is supported by research. You might have better results.

Finally, learn how to be a "squeaky wheel." Always be on the lookout for opportunities to get your hands on additional resources, be it grants or other sources of funding. Most budget folks are concerned foremost with how to balance this year's budget and may not fully appreciate the value of lowering recidivism rates five to ten years from now. Decision-makers at the top of the organization will need to support a long-term resource allocation strategy, if resources are to be properly invested in producing better outcomes.

PERSONNEL AND OPERATIONAL CAPACITY

Hiring and promotional decisions are the most important ones a leader will make. They can have lasting ramifications for the agency. So, hire the best you can find, understanding the set of skills and attitudes you are looking for. Those with the fire in the belly to become a change agent are pretty easy to spot if you ask the right questions in the interview setting. I asked a lot of attitudinal questions during interviews, such as "What can you tell me about your correctional philosophy?" and "What do you think works best with this population and why?" I could tell right away if an applicant had ever considered these questions. Hire for capacity. You can always teach the skills. Expect to make a bad hire occasionally and try not to beat yourself up about it. It happens.

Increased turnover during the implementation process is to be expected. It happens when you can least afford it and yet turnover is a natural byproduct of any major organizational shift. Some staff will hear what you're up to, sense that the culture is changing, question whether that's the job they signed up for and resign or transfer to another office. Some of them might be your most experienced people. You certainly do not want to lose talented staff, in whom much has been invested and on whom

you have depended for years. Try your best to help them get on board or help them make a graceful exit. Just do not let them hang around and pollute the environment.

After several years of feeling sorry for myself, I came to view every vacancy as an *opportunity*, a chance to hire someone with the right stuff for an evidence-based mission. I also learned that it's OK to be picky, even if it means that no applicant in the pool measures up and the position has to be re-advertised. Better to have the chair stay empty for a few more months than to be filled by an ill-suited candidate.

While examining your organization's capacity for change, don't overlook your support staff. Secretaries and administrative staff have good ideas and see the work from a different point of view. Their contribution should be valued. Incidentally, many of the personnel issues I faced involved friction between officers and secretaries, for a variety of reasons (different roles, different educational levels, different expectations, etc.). Look for opportunities to bring line and support staff together to talk it out.

In general, personnel issues are more challenging than the technical aspects of an EBP implementation process. These are emotional events, requiring considerable time, skill and sensitivity to solve. They can fester if not addressed quickly and deftly. I botched more than my fair share.

COLLABORATION

It is important to get key stakeholders around the table from the very beginning, even those who are resistant and stonewalling. Ideally, the list should include judges, prosecutors, police, jail staff, treatment providers, criminal justice planners, community/neighborhood leaders, state-level leaders, consultants and others in the criminal justice system. Having a carefully selected ex-offender on board (as a former consumer of correctional services) might also be helpful. Everyone who has an interest in the outcome should have a voice. Review the science together. After a while, some semblance of a consensus will start to form around the goals, direction and role of each member of the team.

Meet regularly. Make it the same day of the week or month, at the same time, in the same place. Lunch meetings work well. People need to eat anyway. The chair of the meetings should rotate among the major players.

Maintain enthusiasm for what you are trying to achieve together. Develop a shared vision for what that future looks like. Consider the benefits to your community if you are successful and the implications if you fail. A sense of controlled urgency should prevail. Those who voice the most resistance must be

given time to reconsider their position with help from the group. You will need just about everyone mentioned above to achieve full integration of an evidence-based approach into your criminal justice system, realizing that it may take many years, and of course not everyone will be gung-ho.

Don't forget to include those closest to the offender in your collaborative efforts. Look for ways to incorporate any positive role models in the family, neighborhood, church and place of employment to help create and sustain the conditions necessary for positive change. Much of the success or failure in a case depends on the support an offender has in his or her "natural community". Home and employment visits should be made with this in mind.

If there are others in your state or community on the same path as you, try to meet with them at least quarterly. Pick their brains. Be open to learning from them. They may have figured out solutions to challenges you have in common. There is safety in numbers and strength in a common agenda. Alone, you run the risk of being marginalized. With other like-minded practitioners supporting your efforts, you are less vulnerable and more credible. Ultimately, what you are after is a tipping point where evidence-based concepts replace "business as usual" in your broader correctional culture. All movements have to start somewhere.

Appreciate the fact that implementation is not a competition or a race to the finish. Other sites might get ahead of you. Each implementation starts where it is, and must play the hand it was dealt. Collaboration is all about putting egos away and finding those points of common ground upon which alliances can be built, even among those you may not personally care for.

QUALITY ASSURANCE AND EVALUATION

It has become clear that good evidence-based program models are not enough. They must also be well implemented. Good implementation requires a high degree of fidelity to the program design. Strive to maintain fidelity to evidence-based principles and program components in measuring your performance. Ensuring fidelity requires on-going collection and analysis of data. An implementation strategy should be built that way from the ground up. Early on, important questions need to be asked:

- What is it we are after?
- How do we define success? What does it look like?
- How do we capture the essence of that success in numbers?
- How can we build our data sets so that we are measuring and understanding those things that matter most?

- What kinds of data can help us figure out what's working, what isn't, and what to do about it?
- How can we efficiently gather, store and crunch that data to produce insights that tell us what we need to know to get better?
- Where can we find someone with no vested interest in the outcome to help us design and implement a data management and evaluation system that works best for us?
- Who will be held accountable for the results we get?

Here is another place where a consultant can help. Complex correctional systems are inherently difficult to measure. Data management is not for the amateur. The power of computers can certainly be harnessed to gather and interpret valuable data, but designing something that works for you is best left to the professionals, once you know what it is that you want to get out of the process.

Day-to-day quality assurance is more a matter of just wandering around. Eavesdropping outside an office door, as an interview with an offender takes place, is a great way to learn quite a bit in just a few minutes:

- Is the interaction respectful?
- Is there appropriate modeling taking place?
- Is the officer using their emerging communication skills to address behavior, without being judgmental or condescending?
- Is the supervision plan the major focus for discussion? Does the officer take the time to regularly update the plan with a new list of tasks and activities supportive of the overall case goals? Is the offender engaged in this planning process?
- Is the officer doing more listening than talking, using open-ended, probing questions to get the offender's thinking and values out in the open?
- Are there abundant affirmations given when offenders do well?
- Is there evidence of a mutually-beneficial relationship, or does the officer rely primarily on their authority to ensure "compliance"?

These are the kinds of things you can learn over time just by listening in, things that you won't learn by reviewing case files.

More formally, job descriptions and work profiles should be adjusted to emphasize the new skills that staff are learning. Performance evaluations should assess the extent to which these new skills are being mastered. This is one area where staff might become particularly uneasy. They are accustomed to

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having their performance measured by contact-driven standards (simply counting the type and number of contacts made), and the idea that their work will be assessed qualitatively rather than quantitatively may be a real adjustment. Ease into it over several performance cycles, gradually adding the expectations that new skills be learned and mastered, one by one. If you are part of a larger organization, you will need the help and cooperation of your human resources department to help set meaningful performance measures, an effective package of employee incentives and compensation that rewards the acquisition of enhanced skills.

Assuming that you achieve your initial EBP implementation goals, you will still face the challenge of sustaining them. This has always been one of my biggest concerns. There is a fine line between expecting everyone's best effort on most days and burning them out in your zeal to get to the "finish line". The fact is that you are never finished. Implementation and refinement are part of an ongoing process. You experiment, you learn, you tinker with things, you go back to the drawing board and you never stop improving. All of this sounds exhausting, but if you are doing it right, it can be one of the most rewarding things you will ever do professionally.

LEADERSHIP AND BEHAVIOR MODELING

Here are a few things I learned, some the hard way, about leading an EBP implementation. I saved this for last, because this piece is the most exhausting of all and the most crucial. Here's why.

Once you get started on this path, everyone will be looking at you, all of the time. You are in a fish bowl. Folks will either draw strength from your vision and your resolve or they will find flaws in your strategy or your commitment and attempt to exploit them. How you carry yourself, both inside and outside of the office, will serve as a model for others. Here are some hard questions you must find answers to:

- What kind of model do you want others to emulate? What is most important to emphasize in your modeling? In what areas do you need to improve, personally and professionally, to convincingly project to others those values you are trying to instill?
- How do you display, every day, the communication skills you are trying to get your staff to use with each other and their clientele?
- Are you willing to learn new things along everyone else, to coach them and honestly assess how well they are doing?
- Do you have enough social capital to lead, to motivate oth-

ers to work harder than they ever have and to abandon the comfort of what they have known and are used to?

Here's a good place to start. Hold a staff meeting. Have a frank discussion about where the agency is now, and what can be done to reduce the future threat your offender population poses. Share your vision for a future that enhances the risk reduction aspects of the job. Offer up the science as justification. Express your belief that, in a position of leadership, you have an obligation to provide taxpayers with the biggest "bang" possible for the correctional "buck" they are investing. Thank everyone for their hard work so far, but make it clear that "business as usual" just isn't working very well in any long-term sense. Emphasize that there is no turning back.

Then go for it. There will be moans of protest, whispering behind your back, possibly some passive-aggressive behavior, maybe even some open hostility. Let it wash over you like an ocean wave. Most of the resistance will pass, once everyone realizes that you are not kidding, you are not backing down and you are not giving in to their whining. Be patient, but steadfast. People will get the message: "This is the way it's going to be and I can either get on board or find somewhere else to work". Make it clear to the nay-sayers that you will not allow them to become a cancer. They have to choose.

You will find that some are refreshingly enthusiastic toward this stated change in direction. They too may have harbored doubts about the merits of "business as usual". Feed off of their energy, use their emerging skills as a model for others, challenge them to gain mastery and then to teach others. They are your future leaders. Reward them in every way you can think of and do whatever you can to hang onto them.

As a leader, the biggest thing I had to work on was my listening skills. They were, by any measure, lacking. My staff and my Motivational Interviewing coach helped me learn the value of active listening. Other people are great sources of ideas. Try to create an atmosphere of trust, where it's OK for staff to question your plans, your motives, your tactics, or your pace and *listen to what they are telling you*. Chances are they are right on the money.

Above all else, take care of yourself. An evidence-based implementation effort can take a huge emotional and physical toll on its leader. Try to maintain a healthy balance, take time off for vacations and "mental health" days and celebrate the many little successes that will come your way. Things will rarely be going as badly or as slowly as you think they are. You can, however, count on there being some dark days. Close your door,

take a walk, leave work early. Do whatever you have to do to keep from modeling defeatist attitudes to your staff. They need to be able to count on you to stay positive when the heat is on.

CONCLUSIONS

Hopefully, you have not run for the hills by now. What you are preparing to do represents nothing less than a total reengineering of your profession. This is exciting. Not many leaders get a chance to do it. But along with that opportunity, you've got a tiger by the tail. Hang on tight.

It's too early to see how these changes in the way my office does business will impact recidivism. We have attempted to be true to the science, but will have to wait probably another three years for recidivism data that tells us much. Early indicators are promising. In our first three years of EBP implementation, we raised our successful case closing rates from 61 percent to 71 percent. This alone tells us nothing. Case closing rates can rise due to factors having nothing to do with more effective intervention. Yet, it does give us hope that we are on to something.

I have found that the trickiest part of implementing an evidence-based model is in trying to weave all of the components mentioned in this paper together into some unifying whole. Staff will have a tendency to see separate elements as stand-alone pieces, when in fact they are all complementary and interdependent. At its best, this set of practices is a well-orchestrated dance, a blend of art and science, a synergy of human judgment and powerful predictive tools.

My goal here has simply been to raise some awareness, plant a few seeds, tell a few war stories and get you thinking about how your implementation might play out. If you have the guts, vision, skill, patience and energy, this can be a very rewarding journey, one that will benefit your community, the offender population, your staff and you personally. There are pitfalls hidden along the way. I hope that now you have a little better idea of where they might be hiding. Some will get you anyway. Shake it off, keep moving forward and good luck. 🍀

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Perhaps no single advance in the field of juvenile delinquency has had as profound effect upon practitioners, program developers and policy makers as has the evidence-based practice movement. Building on a wealth of information on “what works” to reduce recidivism, we now have mounting evidence that certain well-designed programs save communities hundreds of thousands of dollars in crime costs (Aoes et al., 2006). Within the confines of this newly formed evidence-based landscape, juvenile justice practitioners are increasingly finding themselves under pressure from policy makers to implement proven models that reduce delinquency and save money (Tennessee Code, Title 37, 2007).

However, amidst all the evidence-based practice fervor there has been a small but persistent call from gender specific advocates to “wait a minute!” They continue to ask the question, “What about girls?” (Snyder, 1997.) Pointing to a dearth in randomized clinical trials on delinquent females alone and citing reference to the distinct experience of troubled girls in the US, these fiery activists have sparked a debate that leaves practitioners wondering what should be done when implementing girls’ delinquency programs (Bloom, 2000; Chesney-Lind, 1997). Should qualitatively different programming and services based on the unique needs of girls be discarded in the quest to reach the evidence-based practice summit? Or should juvenile justice practitioners serving girls simply ignore the mountain of research on how to effectively reduce recidivism and subsequent contact with the judicial system by engaging in practices that have little or no empirical backing? These two seemingly opposing arguments leave frontline staff in a quandary about what is to be done.

Taking time to re-focus our attention to a more practical question about girls involved with the juvenile court may lead to greater clarity as to the fundamental task at hand; which services will best meet the needs of girls who persistently engage in delinquent acts and reduce crime in the communities in which these girls live? We propose that by bringing both sides of the gender-specific programming debate together in a blend of structural sensitivity and research-based strategy will provide the best answer to that question. Clinically effective common ground can



Gender-Specific Programming vs. the “What Works” Research

CAN THERE BE A HAPPY UNION?

by Darin Carver and Lori Rinehart

be established by incorporating empirically-based strategies, adapted to meet girls' unique response to the risk factors for criminality and then delivering these tailored interventions within the thoughtfully established culture of gender specific programming principles.

We will first briefly review relevant gender specific programming principles and then the rationale for utilizing research-based interventions with female offenders. A newly developed model program designed for girls in the juvenile justice system will then be presented along with a discussion of its place within a long-standing gender-focused agency.

WHAT ARE THE PRINCIPLES OF GENDER SPECIFIC PROGRAMMING?

The principles of gender responsive programming start with the belief that young women and young men are different and that the needs of young women should be central to the principles for developing programs to serve them. These principles also assert that it is most important to identify strengths that can be used to empower young women to be able to cope with the sexist society in which they live. It has been asserted that the best approach for girls is a strengths-based approach that is designed to empower females and help them gain control over their lives (Covington, 2002; McClellan, Farabee, & Crouch, 1997; Wald, Harvey, & Hibbard, 1995).

Studies of adjudicated delinquents have revealed that young women are more likely than young men to have a history of physical and sexual abuse and thus more likely to experience mental health problems (Finkelhor & Dziuba-Leatherman, 1994). Therefore, gender-responsive theories support therapeutic approaches that are trauma informed and based on a relational model. These are most helpful in supporting young women to make changes in their lives. They accommodate young women's needs for establishing connections with others.

Gender-responsive principles suggest that more important than the therapeutic approach chosen is the manner in which the program is delivered. It has been said that if young women trust you – you can teach them anything! The relational model is based on the recognition that young women's healthy development is dependent on affiliation with others through positive interpersonal relationships (Gilligan, 1982; Miller, 1986). According to Covington (2000), many of the problems girls experience can "be traced to disconnections or violations within relationships" (p. 197), and thus, positive change for girls is dependent on developing mutually trusting and empathetic relationships that prevent them from undergoing the same experiences again.

APPLICABILITY OF EVIDENCED-BASED PRACTICES FOR GIRLS

There is strong, unequivocal evidence as to the superiority of treatment services in reducing recidivism when compared to punishment or other forms of deterrent (Lipsey & Cullen, 2007). Few gender-specific advocates argue over that evidence. However, when it comes to the applicability of that same research to girls there is considerable discussion. Sample sizes for girls in many program evaluations are often small, if girls were included at all. Fortunately, meta-analysis has provided a window in which to view the effects of treatment services across a wide variety of program types and offender populations. These larger studies of studies reveal that "...programs for serious and violent juvenile offenders appear to be as effective with girls as they are with boys" (Lipsey & Wilson, 1998).

When examining the characteristics of programs that produce large recidivism reduction effects, the type of service or the treatment modality utilized accounts for a large portion of the effect size (Center for Evaluation Research and Methodology, 2002). It is therefore equally important to use primary services for girls that have a proven track record of reducing crime. Cognitive-behavior therapy (CBT) is an example of a primary service type that has consistently shown positive effects. A meta-analysis of CBT services showed that on average CBT programs reduce recidivism by 25 percent, with well designed programs implemented with a high degree of quality providing reductions "...nearly twice as large...more than a 50 percent decrease from... the average control group" (Landenberger & Lipsey, 2005; pg. 12).

With such positive results the application of these CBT strategies is central to the "what works" advocates approach to programming. The question remains does this type of treatment modality work with girls? The short answer is yes, CBT programs reduce recidivism among female offenders. The reason being that CBT models are "...based on the research suggesting that cognitive distortions and processing deficits contribute to a range of maladaptive behaviors among girls" (Hubbard & Mathews, 2008). Further, CBT models have proven successful in reducing various mental health problems among girls including depression and eating disorders (Wood et. al., 1996). One example of an effective CBT program used in delinquency settings is the model found in the text, "Aggression Replacement Training: A Comprehensive Intervention for Youth" (Goldstein, Glick, & Gibbs, 1998). This model seems particularly suited to delinquent boys, but has also been found to reduce antisocial behavior among girls (Nugent, Bruley, & Allen, 1999).

Having established the premise that CBT models can reduce recidivism with girls, there is no reason that this treatment type can not be better adapted to meet the unique female response

to risk factors for delinquent behavior. Refining evidence-based models to better match specific offender populations, including delinquent girls, has been done in the past with encouraging success (Chamberlain, Leve, & DeGarmo, 2007). However, the attempts to blend the research on girls' treatment needs with research on recidivism reduction are far and few between. A newly developed CBT model is attempting to accomplish that task. Girls Self-Efficacy Training (GST) is a cognitive-behavioral model that has been constructed to match the treatment needs of girl offenders. Those treatment needs include poor impulse control, poor relational decision-making skills, emotion management difficulties, low tolerance for frustration and distorted thinking (Rubin, 2000).

While targeting the delinquency risk factors common to both genders, GST seeks to match the unique juvenile female response to those same set of risk factors. For example, delinquent boys might be taught how to use the skill of avoiding trouble with others, typically other boys. Delinquent girls also share the risk factor of antisocial peers but tend to engage in illegal behavior with delinquent boyfriends. Thus the skill is modified to match and becomes avoiding trouble with significant others. This is ultimately a more complex task, but a necessary one.

True to underlying CBT principles, the model targets these needs and risk factors by employing techniques of modeling, behavioral rehearsal, performance feedback and strategies to improve generalization. It should also be noted that GST uses proven interventions to enhance consequential thinking skills. The end goal is to provide an intervention that will best meet the needs of girls who persistently engage in delinquent acts and serve the communities they live in.

IMPLEMENTING A "WHAT WORKS" DESIGNED MODEL WITHIN THE STRUCTURE OF GENDER SPECIFIC PROGRAMMING

At times the chasm between the "what works" and gender-specific advocates has been so vast that few thought it could be bridged; neither seemed to have much use for the other. It is now clear that the gender-specific structure outlined here provides fertile soil for implanting responsively designed evidence-based models. What follows is a brief description of how the two-sides are working together in one US city to bring needed reformation to this specialty area of juvenile justice.

GEEZ Louise is a small non-profit in Des Moines, Iowa, intentionally programming for the needs of young women. GEEZ Louise's programming has a strong feminist foundation based on female responsive programming, female development, youth development and youth/adult partnerships. GEEZ Louise has developed services and programming with the primary goal of helping young women develop their own voices. By doing so, the opportunities meet them where they are and services

are attuned to each young woman. The program is holistic and multi-faceted. The use of volunteers, staff and women involved in the programs at GEEZ Louise not only help build a strong support network, it also provides examples of healthy, strong relationships.

As previously mentioned, GST is a cognitive-behavioral intervention that has been formulated to provide a more gender-sensitive match to the risk factors for delinquency. GST is delivered three times per week, for twelve weeks, to groups of six to eight girls. It is comprised of three separate modalities; Emotional Self-Efficacy Training, Skill Sets for Success, and Thinking for Yourself. Each of these three different classes is taught during the week at GEEZ Louise, resulting in a total of 36 treatment contacts over the course of the twelve week intervention for participating girls.

The Emotional Self-Efficacy Training module seeks to help girls respond responsibly to situations that provoke negative emotion. These negative emotions, often closely associated with past abuse and neglect, fuel impulsivity. Behavioral strategies are employed to teach the girls how to better reduce and tolerate negative emotional states through the use of appropriate self-soothing strategies, better known as relaxation training. As girls become proficient in this area they are then taught how to respond prosocially to the negative events that may trigger such emotion.

Skill Sets for Success provides necessary social skills to navigate the difficult decisions and relationships that are frequently part of a delinquent girls' life. This module employs a well-researched behavioral strategy called Skillstreaming (Goldstein & McGinnis, 1997). Behavioral procedures such as modeling, behavioral rehearsal, performance feedback and generalization are used to teach various skill sets. The skills and modeling displays were developed to match female offender needs.

The last module, Thinking for Yourself, attempts to alter the cognitive distortions that keep girls stuck in self-defeating behaviors. Female specific moral dilemmas provide a rich opportunity for girls to identify their own reasons for making responsible choices. This module capitalizes on girls' moral reasoning strengths and their desire to share their thoughts and feelings in relation to challenging situations.

Under the leadership and guidance of Marilyn Lantz, Chief Juvenile Court Officer for Iowa's 5th Judicial District, the two sides of the gender programming debate met to discuss how to move GST into a gender specific site. A collaborative effort was then established between Judy Seals, Executive Director of SequelCare, and the Director of GEEZ Louise, Lori Rinehart, to have several therapists trained to facilitate GST groups at the GEEZ Louise site. While the program is just getting underway, the staff response and the very preliminary response

from the girls have been encouraging. GEEZ Louise provides a safe, nurturing environment for GST to be delivered by the competent and well-trained staff of SequelCare. It is hoped that by bringing together these two previously sparing advocate groups, measurable progress can be made for girls in the juvenile justice system and the communities they live in.

FUTURE DIRECTIONS

With efforts underway to implement GST in two other states it is hoped that an evaluation can be conducted shortly to determine if GST is actually reducing recidivism and simultaneously meeting girls' treatment needs. Additional research is also needed to determine if gender-specific principles are in fact facilitating any positive outcomes with delinquent girls and establish if they aid in the effectiveness of evidence-based models.

There is an obvious need for the two sides of the gender specific programming debate to collaboratively assimilate the best elements of each side's agenda. Blanket statements made by either side with the intent to inflame or exaggerate the differences of the other will ultimately only fail the girls they seek to serve. The future must bring greater efforts to reconcile "what works" to reduce recidivism and principles of effective gender-specific programming. 🌈

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The Essential Role Played by Probation in California's 13-City Gang Prevention Network

This initiative has been fantastic. If I've got an idea or a problem, I know I can call or visit a colleague in a Network city, a colleague who is doing what I'm thinking about doing.

--Paul Vinetz, LA County Probation

With gangs playing a disproportionate role in violent crime in many communities, probation officials in California have joined mayors, police chiefs and citizen groups in a vibrant state-wide, 13-city anti-gang network. The California Cities Gang Prevention Network helps these officials identify and share gang prevention strategies and solutions and suggest requisite policy and administrative changes on the state and federal levels that could enhance local collaboration and effectiveness. The thirteen participating cities include Fresno, Los Angeles (San Fernando Valley), Oakland, Oxnard, Richmond, Sacramento, Salinas, San Bernardino, San Francisco, San Diego, San Jose, Santa Rosa and Stockton.

Each city has formed a five-to-eight member team with at least one representative from the mayor's office, the chief of police, and the community as well as other municipal and county leaders such as probation officials, school administrators and faith-based and nonprofit stakeholders. With a shared belief that nothing will change unless everyone takes responsibility—and with full cooperation from the California Governor's and Attorney General's offices—the network is gaining steam as the 13 cities help each other develop and refine coordinated approaches that blend prevention, intervention and enforcement.

by John A. Calhoun

Kent Paxton, Violence Prevention Coordinator for the City of San Bernardino, confirms that probation has been an “essential partner” on all three fronts—prevention, intervention and enforcement. “They have facilitated our school-based intervention efforts, and collaborated with other CBOs to identify and work with our high-risk youth. They have also played a key role in our suppression efforts.” To assist with San Bernardino’s policy efforts, “probation has devoted a full time position on the countywide task force for the gang coordination work”

Probation has played an essential role in assisting with city-wide—and in some instances, county-wide—planning and service delivery. Probation’s participation in most of the Network cities has proved essential in at least five ways:

- Probation’s central role intervening to remove teens and young adults from gang influence
- The capacity probation often brings in the areas of planning and coordination
- Its readiness to bridge the sometimes large divide between county and city government
- Probation’s exciting new areas of involvement such as school-based prevention and co-location with community and faith-based organizations; and
- Its ability to help identify the prevention and intervention needs of at risk youth.

THE NETWORK’S GOALS

We as the probation service are ideally suited to be in the middle of this effort. We are cradle to grave—from informal probation to community sanctions, mentoring, service brokering, to presence in schools. We enforce and we provide services, trying to keep kids out of the system or keeping them from getting deeper into it.

--Kim Epps, Supervising Probation Officer, and Coordinator San Bernardino Countywide Gangs and Drugs Task Force

Designed in 2006 and launched early in 2007 by the National League of Cities’ Institute for Youth, Education and Families (YEF) in partnership with the Oakland-based National Council on Crime and Delinquency, the Network is based on the idea that gang violence will not be reduced and prevented unless participating cities produced detailed citywide strategies involving specific commitments made by key stakeholders.

Grants from the California Wellness Foundation, the California Endowment, The East Bay Community Foundation, the Richmond Children’s Fund and the Evelyn and Walter Haas, Jr. Fund, support Network efforts.

The Network’s core belief holds that nothing will change unless everyone takes responsibility—from parents and probation to schools, businesses and the faith community. The Network has six goals:

- Get in front of the gang issue before policies based on fear alone divert funds from essential infrastructures
- Reduce and help prevent gang-related violence and victimization
- Create citywide strategies that blend enforcement, prevention and intervention
- Identify and document city responses to key program and policy

questions (e.g. who should be involved, how, what doesn’t work)

- Forge a vibrant peer-learning network among the 13 participating cities
- Identify state policy and practice that would support effective community practice.

Each city has forged its overall gang strategy through different vehicles such as the mayors’ gang prevention task forces in San Jose and Santa Rosa, the San Fernando Valley Coalition on Gangs in Los Angeles, The Commission on Gang Prevention and Intervention in San Diego and countywide task forces in other cities and through smaller offices such as the Office of Neighborhood Safety in Richmond and the Office of Youth Development in Sacramento.

Whatever the planning entity, the central task for each is the same: to craft a comprehensive plan that includes prevention, intervention and enforcement, and, to the degree possible, the “moral voice” of the community. The plans vary in scope and quality: some tilt more toward enforcement, some more toward prevention, some have exalted goals without much in the way of detailed implementation steps, but all attempt to blend prevention, intervention and enforcement and all attempt the harness the energies of the widest array of actors.

THE POTENCY OF WORKING TOGETHER

It’s pretty amazing, really. Members on the Mayor’s Gang Prevention Task Force Policy Team sat down together to recommend which groups should be awarded contracts this year based on the Task Force’s new plan. We also looked and agreed to blend County and City resources to serve our clients.

--Sheila Mitchell, Chief Probation Officer, Santa Clara County

In San Jose, the nation’s 10th largest city, Sheila sits on the policy committee of the San Jose’s Mayor’s Gang Prevention Task Force. Her deputies and managers sit on the Task Force’s various “Technical Committee” sub-committees. “Not only is it a wonderful working relationship, it’s pragmatic too because 70 percent of our kids come from San Jose. I’ve got to know what’s going on and what the city is trying to do so we can make the best use of limited resources.” Based on the gang issue and the city’s council-approved plan, she has redeployed her probation resources in different ways and has launched some new, joint ventures such as an agreement with the city (via an Memorandum of Understanding) to “have some of our Juvenile Hall kids clean off graffiti on Saturday and Sunday.”

While Sheila has changed “what we do,” such as mentoring and graffiti clean ups, she still holds to probation’s core values. “We do what’s in the best interest in community safety, and what’s in the best interest of the child,” she says.

Paul Vinetz’s reflections from his seat as a Los Angeles County probation officer are similar: “The key is our network of cooperation. We’re in schools, in parks, housing...you name it, we’re there. Our service configuration might change, but our core beliefs stay—that we must protect the public and that each gang member is a human being and is redeemable.”

San Bernardino’s Kim Epps asserts that because probation must be “where the kids are” working relationships must be established

with the widest and sometimes surprising array of entities. “We’re in the schools making sure the kids stay in school and we try to keep out those who don’t belong. We have been working closely with the local Boys and Girls Club helping them recruit kids from the schools and in some cases paying for their registration fees. We work closely with community based and faith-based organizations.” Kim has involved McDonald’s (food donations) Costco (food and water), the Red Cross (baby sitting training/certification), MADD, the county museum and banks (financial planning).

Manuel Real, Monterey’s Chief Probation officer and Chair of the Countywide Children’s Council, says “We’ve got our mandates such as juvenile intake and supervision of wards, but we’re also there wherever we’re needed—for instance we’ve even assigned an officer to Rancho Cielo, a ‘youth campus,’ (alternative education, day reporting center for Juvenile County wards, a city corps job program, as well as a community resource for all youth) in addition to a presence in schools and work with families.” The Children’s Council has created a Violence Prevention sub-committee, which is now working closely with the City of Salinas on the development of its city-wide gang prevention strategy.

At root, it is not probation and the community, but “...the fact that we’re part of the community,” says Kim. “We want to be seen not just as supervising officers, but members of the community who know the kids. Yes, we may have to supervise and even arrest, but the important thing is the relationship. Then you know who’s hungry, who’s being abused, who’s being bullied and who’s bringing weapons into school. So it’s a relationship with the kids and with the agencies that work with them.”

Steve Streeter, retired Assistant Division Chief for Sacramento County Probation and currently Youth Gang and Violence Prevention Resource Coordinator for the City of Sacramento believes that probation plays an essential role in helping to determine what services are needed for at risk kids. “Probation is a critical partner,” Steve asserts.

“The irony is that the only place poor kids can get services is in Juvenile Hall. Go to jail to get your teeth fixed. Mental health services? Physical health services? Jail will provide them. Probation case loads are huge. The officers can hardly keep up with their supervisory responsibilities,” Steve maintains. Having to concentrate on those most at risk and the high numbers of those released from custody, means a depletion of resources and little time to focus on prevention. But Probation really knows kids. “What Probation can and does tell us is what’s going on, what community or school-based prevention interventions might be needed to keep these kids from getting deeper into the system,” Steve says. “And they are really committed: Sacramento County Probation Division Chief John Green serves as a valued member of the City of Sacramento Strategic Planning Committee.”

Probation’s involvement can influence program as well as policy decisions. Barbara Marquez O’Neil, Consultant for the Oxnard County Collaborative, believes that probation’s involvement in Oxnard’s gang violence prevention planning from the very beginning led them to reconsider whether allow ex-offenders from the Oxnard Clergy Council Peacemakers (street workers) to work with probation

youth in the juvenile facility. “The issue of liability is one of the major reasons probation denied them access at first,” she says. “Because of the positive working relationship developed with probation, steps are now being taken to reexamine its policy on this. The technical assistance provided to us through the Network regarding the 10-year success of ex-offenders from Barrios Unidos working with Santa Cruz County Probation Department in its juvenile hall was critical to opening up the conversation with our probation department here in Ventura County.”

Another positive outcome of the relationship with probation is Barbara’s access to youth committed to the juvenile facility. “The ability to talk with youth and ask them first hand what might have prevented them from getting into trouble in the first place is invaluable,” she says. “Probation, as a trusted partner, worked with me to make this happen. This will help us shape our prevention efforts here in Oxnard.”

Sheralynn Freitas, Probation’s Deputy Chief of Field Services in Sonoma County serves on Santa Rosa’s Mayor’s Gang Prevention Task Force. Probation is involved at many levels of operation, and has helped to shape policy: she refers with pride to the fact that “roughly 80 percent of Tax Measure O money is being spent on prevention services for younger youth, thus putting balance in the system.”

Probation staff are involved at many levels, including those who helped steer programming focus via the RFP process, those working to coordinate services with CBOs and those working on the marketing plan for the Mayor’s Task Force. Interestingly, changes “on the line” seem to excite her most. “The Task Force brought us to the table and it’s changed how we do business on the street. There is a new level of cooperation with my officers sharing information with CBOs and other treatment providers. You can hear them say at meetings, ‘I’m trying this with Johnny and it doesn’t seem to work, what have you tried?’” In spite of high case loads, potential cutbacks and a weak State economy, Sheralynn, citing unprecedented levels of cooperation and “ferment in how we all do work,” says “It’s a great time to be in the field.”

IT DOESN’T ALWAYS WORK

The converse also makes the point. The picture can sometimes be less rosy. In one, the city and county aren’t really talking—the county forging its plan, the city its. The mayor, getting constituent pressure to “do something about the gang issue,” in turn puts heat on city employees to come up with a plan. Similarly, the county supervisors lean on county personnel to come up with a gang prevention/enforcement strategy. Some of the difficulty has to do with ego, some with husbanding resources (“You’re not going to tell me how to spend my money”) and some because of the simple fact that cooperative planning takes time and is messy. Admittedly, planning is not efficient, thus making extended joint planning all the more politically difficult in the face of a fearful public clamoring for a quick solution to the problem of gang violence. It is not that plans don’t exist, and that some progress is not being made; rather, it is the lack of a coordinated city/county plan that makes the strategy less than optimal.

CROSS FERTILIZATION

All seem to have benefited from the work of colleagues in

sister cities. For example, Manuel Real asserts that the Network has “invigorated us,” and has “validated some of our ideas and the directions we’ve taken.” He has picked up additional policy and program ideas: “Oxnard’s Youth Corps inspired us to start one here. San Jose’s [officials] came down to us, presenting how they did things. Our major take away was accountability—keep the programs that work and don’t stay with those that aren’t, putting everything in the context of a larger plan.”

Oxnard has visited Salinas, as it considers starting a program similar to Salinas’ Rancho Cielo. Mack Jenkins, San Diego’s Chief Probation Officer suggests that the Network has “validated” his belief in collaborative work and is helping San Diego’s Commission follow the lead of those cities that “have written comprehensive plans.” Many cities are adopting (and adapting) Fresno’s public service advertising campaign.

Every city has paid at least one visit to sister city to examine the policy process or promising programs. Others report being pushed by the Network, to rethink current efforts, and “...not to be happy with the current status.” 📍📍

SIGNS OF THE NETWORK’S SUCCESS

Although, too early to claim definitively that Network activity has reduced gang violence, early signs of success are apparent:

- Each city has formed or enhanced a central planning entity
- New offices or positions created such as the Office of Neighborhood Safety in Richmond, the Office of Community Safety in Salinas, A Gang and Youth Prevention Specialist in Los Angeles, A Youth Development Coordinator in Sacramento, A Violence Prevention Coordinator in San Francisco
- Local officials have changed the way they talk and think about gang prevention, weaving prevention, intervention and enforcement themes naturally into their city’s plan
- Potentially fear-based strategies put into larger civic health context, e.g. Salinas Mayor Donahue’s “City at Peace” speech
- Many disparate, unconnected programs now connected to a larger, citywide effort
- Tax levies for prevention and enforcement enacted in Santa Rosa, Oakland and San Bernardino and proposed in Los Angeles and Oxnard
- The Governor’s Office, the California Assembly and leading Congressional figures have shown keen interest and learned about the network at subsequent briefings
- Desire from other cities in California and across the U.S. to join the network
- Invitations to speak about the 13-city effort at state and national conferences
- Hand-in-glove work with California’s Gang and Youth Policy Office (CalGRIP) which is examining state policy and practice in order to better support local comprehensive gang prevention efforts.

10 PRINCIPLES OF SUCCESS

- The mayor and chief of police must be together, leading. This leadership combines the moral (“This will not be tolerated...”), the conceptual (a plan), and the bureaucratic (city business will be done in a different way)

- Because major services are provided by the county—probation, mental health, child welfare to mention only a few—key county leaders must be an integral part of the planning process
- Law enforcement and social services must not be seen as antithetical concepts. They are wedded. As parents, we set limits and we nurture. Probation enforces and provides services. To reduce gang violence, certainty of consequences as well as certainty of help must be communicated and provided
- A comprehensive, citywide strategy that involves the county must be developed. Many believe that a program here and there will save a city. It won’t. Each civic entity must play a role: schools, businesses, the faith community, social services. Developing such a strategy is difficult conceptually (it is not always easy to know what to do), and politically (power, authority and sometimes resources must be shared)
- An entity that will track the work (e.g. commission, gang task force), review the plan, hold partners accountable must be created
- A broad, embracing vision with a bold goal or goals must be crafted. Santa Rosa’s “Reclaim Our Youth for Their Families, Schools, Communities and Future” with a goal of “cutting gang violence in half in five years,” serves as a good example
- Keeping the moral passion front and center: a 12-year-old boy who refuses to go to school for fear of being killed; adults who won’t shop at night because of gang violence
- Sustaining the work requires driving it into governmental and civic realities through tax laws, ordinances, administrative changes, public meetings and the like
- Realizing that the comprehensive plan is a living, organic document that must be periodically reviewed against ever-changing demographic and economic factors
- Trusted and caring adults must establish relationships with young people in the community, even with the most unsavory. Gang members are lured into gangs by other people, people who engage in their lives and who seem to care about them (“I’ve got your back.”).

SUMMARY

It is a truism to state that the reduction of gang violence necessitates cooperation, or, more formally, the establishment of a coalition.

City mayors and chiefs who are close to and who daily witness the civic pain caused by gang violence have, typically, led the planning process. However, city leaders cannot succeed without the active involvement of county-led service providers such as probation.

It seems clear, even at this early stage in the Network’s life, that those cities actively involving probation in planning, service delivery and results tracking, hold the most promise for reducing gang violence and helping to build communities that do not produce kids who join gangs.

For additional information about the California Cities Gang Prevention Network, visit www.cccgpn.org or www.nlc.org/iyef or contact John Calhoun at hopenmatters@verizon.net.

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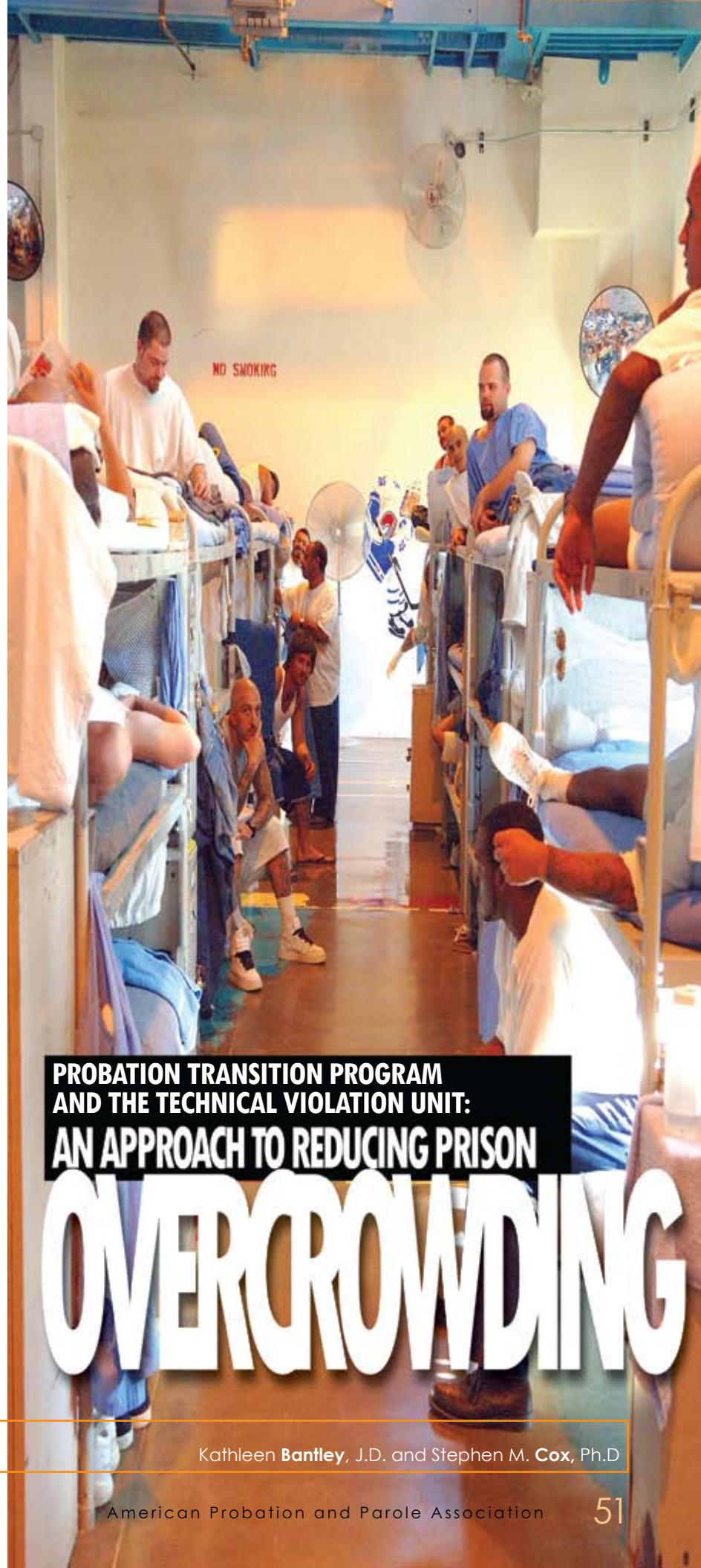
INTRODUCTION

There have been many attempts to slow down incarceration rates and prison overcrowding. In 2004, the State of Connecticut, tried to do just that by implementing two pilot programs, the Probation Transition Program and Technical Violation Unit, in an attempt to decrease the number of technical violators returning to prison by 20 percent. Within their first year, both programs met this goal. Since then, Connecticut has expanded the programs statewide.

HISTORY

The state of Connecticut has taken a new approach to address its increasing prison and jail population. Between 1992 and 2003, the prison population increased 82 percent (10,573 to 19,216) with the largest increase taking place with accused offenders awaiting trial or sentencing (145 percent during this time period) (Prison and Jail Overcrowding Commission, 2003).

In response to the overcrowding, the Connecticut Legislature passed Public Act 04-234, *An Act Concerning Prison Overcrowding*. The Court Support Services Division (CSSD) within the Judicial Branch then designed and implemented two pilot probation programs that sought to decrease probation violations and subsequent incarceration. These programs were the Probation Transition Program (PTP) and the Technical Violation Unit (TVU). The goal of these programs was to decrease the number of technical violators returning to prison by 20 percent. A total of 1,806 probationers were referred to the PTP and the TVU programs from October 1, 2004 to June 1, 2006. Of these program participants, 917 (51 percent) were in the PTP and 889 (49 percent) have been in the TVU. Each program was evaluated to determine its effectiveness.



PROBATION TRANSITION PROGRAM AND THE TECHNICAL VIOLATION UNIT: AN APPROACH TO REDUCING PRISON

OVERCROWDING

Kathleen Bantley, J.D. and Stephen M. Cox, Ph.D.

THE PROBATION TRANSITION PROGRAM

PTP targeted inmates who had terms of probation upon their discharge from the Department of Correction. This included those discharging at the end of sentence from a correctional facility, halfway house, parole, transitional supervision or a re-entry furlough. The goal was to increase the likelihood of a successful probation period for split sentence probationers by reducing the number and intensity of technical violations during the initial period of probation.

The probation officers participating in the PTP program would ideally have had a maximum caseload no higher than 25 probationers, the actual caseload size, however, varied by location.

Each probation office had its own method of operating the PTP program. For example, some locations used the same PTP officer to do both the intake in the correctional facility and the supervision of the inmate upon release. In those cases, an officer should have had a maximum of 25 probationers. Other locations divided the workload by having only one of the PTP officers do the initial screening and assessment and the other do the supervision. These officers typically had a caseload that was larger than 25 probationers.

Regardless of the method employed by any location, each officer was equipped with a car, cell phone and laptop computer. Additionally, assistance from the probation office was available to PTP probationers 24 hours a day and seven days a week through the supervising PTP officer or another probation officer at that location. The PTP supervision was designed to last 30 to 120 days. However, with approval from the PTP probation officer's supervisor, a probationer could stay in the program longer than 120 days.

SELECTION PROCESS

PTP probation officers received periodic reports identifying inmates to be released from custody within the next 90 days. PTP probation officers reviewed these reports and decided which inmates were eligible for the PTP. There were several common factors that were considered for a probationer to be eligible for the program. First and foremost, probationers that did not have housing upon release were consistently chosen for the PTP program. Another important criterion was substance abuse. Probationers with a long history of substance abuse, especially those using substances other than marijuana such as heroin, were likely candidates for the PTP. In relation to substance abuse, if a probationer reported using while incarcerated, that person would be placed under PTP supervision. In addition, probationers with both substance abuse and mental health concerns were given top priority. Another common consideration was the length of time a probationer was incarcerated. The longer a

probationer was incarcerated the more it was believed that he/she needed re-entry assistance through the PTP. Another important factor that PTP officers considered was whether the inmate had any type of support network in the community such as family or employment. If the inmate did not, he or she was a likely candidate for PTP supervision. Perhaps the single most important consideration for entry into the PTP was the client's motivation and attitude. PTP probation officers targeted probationers who were interested in the program, had a clear understanding that he/she was required to do things differently when returning to the community and realized that this probation program was designed to be supportive rather than monitoring oriented.

CORRECTIONAL INSTITUTION SCREENING

After the initial determination, probation officers met with the inmate in the correctional institution to review conditions of probation and obligation to report to the probation office on a specific date.

At the initial screening, the probation officer would conduct an in-depth assessment through an LSI interview (Level of Service Inventory). The LSI is a 54 item measurement instrument that identified risks and needs. It was composed of ten subscales that have been found to be predictive of recidivism--criminal history, education/employment, financial, family/marital, accommodation, leisure/recreation, companions, alcohol/drug problems, emotional/personal, and attitude/orientation.

At this point, the probation officer identified and arranged for service in the need areas. The more commonly identified areas of need were housing, employment, substance abuse and mental health treatment. These services were provided in a variety of ways and varied by location since available resources vary by location throughout the state.

Many officers stated that the face to face meeting within the correctional institution was vital. It was seen as the first step of building the relationship with the officers. The probationer would know someone in the community to aid him or her in transitioning back. The officers reported that some probationers were actually surprised that officers would assist them in finding housing, access to health care or rehabilitation programs and transportation.

CORRECTIONAL FACILITY RELEASE

Once released from a DOC facility, a PTP probation officer met with the probationer in the office or in the community within 72 hours. Given the extent of the pre-release planning, the PTP officers attempted to secure needed services before the probationer has left prison. In general, four face-to-face and two collateral contacts per month were made during the first four

months of supervision with additional contacts made as need arose. The goal was to stabilize the offender during this time and transfer him or her to a regular probation caseload.

THE TECHNICAL VIOLATION UNIT

TVU was designed to reduce the number of probationers sentenced to incarceration as a result of technical violations of probation. This program focused on probationers about to be violated for technical reasons, either deliberate or repeated non-compliance with court ordered conditions, reporting requirements, and/or service treatment requirements. Similar to PTP, caseloads were restricted to 25 cases per probation officer and probation officers have cars, cell phones and laptop computers. Also, services were available to the probationer 24 hours a day and seven days a week. Admission to the program was by a referral from the current probation officer through his/her Chief Probation Officer to the Chief Probation Officers for the TVU location. The program lasted up to 120 days from the date of referral to the unit.

PROGRAM OPERATION

The TVU offices operated under the philosophy that TVU was the last opportunity for an offender to get “probation right”. In other words, TVU clients had exhausted all their chances to stay out of violation status on regular probation. Instead of being violated and possibly sent to jail, the probationer was placed in TVU in order to receive more support and structure while on probation. If the person did not succeed in this unit, it was believed that the individual would not succeed on probation at all.

During the first 30 days in the unit, the probation officer reviewed the most recent LSI assessment and may have reassessed the probationer. Following this assessment, referrals for services were made to address the offender’s needs. The most common areas of need were employment, substance abuse and mental health treatment, housing and transportation. TVU officers met with clients face-to-face at least once per week and conducted more home or field contacts as needed. As with PTP, the TVU officers stated that this was essential in building relationships with the probationer.

During the second 30 days, probationers received services from one or more providers. The TVU officers were located at the Alternative Incarceration Center (AIC) where the probationers reported regularly to receive services. Face-to-face contacts continued as needed and probationers were seen at least weekly by support staff at the AIC and by treatment programs.

The last phase of the program consisted of TVU officers transferring offenders out of the unit. Face-to face and home/field contact continued as needed. A discharge summary was

prepared by the officer and a discharge meeting was held with the probationer. If the probationer had stabilized, he or she was transferred back to a regular caseload. If the probationer continued to violate the conditions of his probation and failed to make progress in the program, a warrant was prepared following a case review with the Chief Probation Officer from the TVU.

OFFENDERS CHOSEN FOR THE TVU

The main distinction for offenders in the TVU program as opposed to PTP is that these offenders are already in the community. A primary criterion for a TVU selection was whether a probationer was on the verge of a warrant based on non-compliance and was facing possible jail time if violated. Most reasons for non-compliance were based on failure to comply with treatment and absconding.

PROGRAM EVALUATIONS

The initial evaluation utilized both qualitative and quantitative analyses, with both producing consistent findings. First, both analyses found that the PTP and the TVU programs appeared to be operating according the program model in terms of selecting appropriate probationers. Both the PTP and the TVU targeted the more serious offenders who were at a high risk of reoffending, being violated and being incarcerated.

Second, several PTP and TVU probation officers reported having difficulty locating substance abuse/mental health programs, housing and employment for their clients in a timely manner. The probation officers strongly believed these delays had detrimental effects on probationer success. The findings from the quantitative analysis supported these beliefs by finding that probation violators had higher LSI risk scores for financial, leisure, companions, alcohol/drug problems and overall risk score for PTP violators along with education/employment and alcohol/drug problems for TVU violators.

Third, the PTP and TVU probation officers believed that both programs were successful in reducing probation violations for program participants. These beliefs were also substantiated by the quantitative analysis. There was a 40 percent difference in the PTP violation rates from the PTP comparison group during the first four program months.

The higher violation rate for the TVU (30 percent) was not unexpected given that these were probationers who had already demonstrated poor behavior and were on the verge of being violated when referred to the TVU. It is important to restate that the baseline violation rate for TVU was 100 percent. That is, without TVU, all of the TVU probationers would have been violated.

SUMMARY OF ONE YEAR ASSESSMENT

A one year effectiveness analysis was conducted that compared probation violation and reincarceration rates between the PTP group, PTP comparison group and the TVU group one year after clients had been enrolled in these programs. The PTP comparison group consisted of closed probation cases from the courts that operated the PTP program. Similar to the PTP probation cases, the comparison group consisted of split sentenced felony offenders who would have been eligible for the PTP if it existed at the time they were released from prison.

The study showed that PTP participants had significantly lower probation violation rates than the PTP comparison group (36 percent to 52 percent) one year after these split-sentenced probationers were released from prison. This difference was directly attributed to a lower technical violation rate (14 percent for the PTP and 26 percent for the PTP comparison group). The decrease in technical violation rates did not result in an increase in new arrests. In addition, LSI overall risk level was a significant predictor of PTP success, in that, the higher the risk level the more likely PTP clients would be violated (although the PTP violation rate was lower than the PTP comparison group at every risk level). This finding was supported by the comparison of violators to nonviolators. PTP violators had significantly higher risk scores across most of the LSI subscales.

The study also showed that there was a 59 percent violation rate for the TVU. This is encouraging because 100 percent of these probationers would have been violated without the TVU program. The analysis of TVU probation violators found that they have two common needs: employment and substance abuse treatment. Concerns over the inability to obtain timely employment and substance abuse treatment were expressed by probation officers in the initial report. The best way to decrease probation violations rate of TVU participants is to address these needs.

Lastly, the study found the reincarceration rates for both PTP (17 percent) and TVU (24 percent) were significantly lower than the PTP comparison group (41 percent). While some of these differences can be explained by the lower probation violation rates, PTP and TVU violators were reincarcerated at much lower rates than the PTP comparison group. There are two possible explanations for the differences in court actions. One, several probation officers mentioned that they had acted as advocates for their clients during their court appearances. If this did occur, it may explain why judges were more likely to not change the probation status of the PTP and TVU violators than probation violators in the PTP comparison group.

Two, the difference in court actions may simply reflect a change in the sentencing philosophy of current judges. The PTP

comparison group reflected court decisions regarding probation violators prior to the implementation of PTP and TVU. Since this time, there has been a change in judges in each of the PTP and TVU courts and there has been more statewide attention to decreasing the prison population. It is highly likely that both of these issues led to the decrease in reincarceration rates of technical violators.

CONCLUSION

With the success of the pilot programs, PTP and TVU are now in place statewide. The success of these programs, however, is not limited to the reduction of incarceration rates. It is equally important to note that these programs focus on providing offenders with much needed services and support. Not only is the state benefiting from a reduction in its incarceration rate, but, more importantly, the offender is benefiting from receiving much needed services such as housing, substance abuse treatment programs, and mental health treatment. Programs such as PTP and TVU are well worth modeling. 📌📌

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Calendar of Events

2008 - 2009

December 8-11,
2008

**Ending Sexual Assault
& Domestic Violence
Conference** Lexington, KY
For registration information,
go to www.KASAP.org or
www.KDVA.org.

February 23-25, 2009 **Child Welfare League of
America - 2009 National
Conference** Washington, DC
For more information, visit
www.cwla.org/awards.

December 12, 2008

**Behind Closed Doors:
Preventing, Responding,
Investigating, and
Prosecuting Sexual Abuse
in Juvenile**, Corpus Christi,
TX. Visit www.tjpc.state.tx.us/default.htm for more
information.

March 16-20, 2009

**Cognitive Facilitator
Certification Training**,
Harrisburg, PA. For more
information, Visit www.ncti.org.

December 16-18,
2008

PSN Anti-Gang Conference,
Lexington, KY For more
information, log on to www.psn.gov

April 20-24, 2009

**Cognitive Facilitator
Certification Training**,
Harrisburg, PA. For more
information, Visit www.ncti.org.

February 2-6, 2009

**Cognitive Facilitator
Certification**, Napa,
California. For more
information, visit www.ncti.org.

April 25-29, 2009

**American Association for
the Treatment of Opioid
Dependence, Inc. - National
Conference**, New York City,
For more information, visit
www.atod.org.

February 8-11, 2009

**APPA's Winter Training
Institute** Myrtle Beach, SC.
For more information, go to
www.appa-net.org.

August 23-26, 2009

**APPA 34th Annual Training
Institute**, Anaheim, CA, For
more information, visit www.appa-net.org.

February 11-14, 2009

**Beyond School Hours XII
Conference** Hyatt Regency
San Francisco Airport
For more information , go to
www.foundationsinc.org

August 15-18, 2010

**APPA 34th Annual Training
Institute**, Washington, D.C.
For more information, visit
www.appa-net.org.

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