

National Association of Probation Executives EXECUTIVE EXCHANGE

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PRESIDENT'S MESSAGE

Over the last several months, there have been news reports in two areas that require our attention. The first is ethics; the second is whether what we do produces outcomes valued by the public.

Like many of my colleagues I have been concerned about the reports of the ethical missteps by executives within the business community. But, I am even more concerned with reports of executives in probation and parole doing things that cause us to ask, "What were they thinking?" The answer is that they were not thinking about their actions, their values, their profession and what it stands for, and/or the consequences.

Ayn Rand wrote that "Ethics is a code of values which guide our choices and actions and determine the purpose and course of our lives." I worry that we are approaching ethics in the same way today that we might approach lifestyle or dress; namely casually. Just as we've made our professional dress codes more casual, people are approaching ethics more casually. What will it hurt to engage in a small indiscretion? Who will it hurt if no one knows about it? The answer in both cases is that everyone is hurt by these actions. The public loses even more confidence in us when they hear about a probation officer who is depositing probation fees paid by offenders into their personal bank account. A probation or parole executive who is found to have engaged in sexual harassment or arrested for DUI reflects on all of us.

None of us is perfect. We don't always engage in behavior that is consistent with the values we espouse. When we hear of others who have behaved in ways that are inconsistent with how we viewed them, we are disappointed and empathize with them. We all have to continually strive to do better and

to act in accordance with a code of conduct that is expected of probation executives. And, we have to impart to our employees that ethics do matter at every level of our organizations. It does not matter so much what other people do, it matters what we do.

In recent months several jurisdictions have faced both new funding opportunities while others have faced significant reductions in funding. The headline in Texas was "Lawmakers turn to community programs to reduce prison population." In Minnesota, the headline was "Probation officers feel the pinch of reduced state aid." In both cases, we have to ask what outcomes will we produce? We need to insure that any growths in community corrections as well as any reductions in community corrections improve the bottom line, which is public safety. We need to be able to measure the impact on public safety of any public policy decision, including increases and decreases in funding. We must find out what price the public is willing to pay for the outcomes they expect. And, we have to be identifying what we do that produces those outcomes.

In Maricopa County the management and budgeting process follows a model of measuring for results. The budget process itself is called budgeting for results. During the budget process this year I heard elected officials make nearly all of the budget decisions based on the outcomes they were "buying." It is even more difficult to do this during a fiscal crisis. If a jurisdiction cannot even fund mandated services, it seems unlikely that they would question outcomes. But, shouldn't the mandated services be the ones that produce the outcomes demanded by the public? If they are not, shouldn't we as leaders work to change the mandated services? It seems *continued p. 2*



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GUEST EDITOR'S MESSAGE

I am very pleased to be your guest editor for this spring issue of *Executive Exchange*. Through my long membership in the National Association of Probation Executives, I have experienced support for my work and career, and deeply appreciated the information and research generated by members of the organization.

Recently, members of NAPE were asked to participate in a survey regarding our experiences with *Reinventing Probation — Five Years Later*. I have chosen, therefore, to highlight some functioning examples of community partnerships which are responsive to the issues of "place safety" and other elements of the "Broken Windows" Model. These examples come from the Northeast, but I'm sure there are other notable instances of practical models existing today throughout the United States.

Victoria Roberts is the Community Protection Administrator for the Washington State Department of Corrections. Her office was developed in response to community victim concerns and includes a wide array of partnerships with victim councils, prosecutors, landlords, and other stakeholders in preventing and responding to victimization. In her article, you will hear about one of the special processes in our own state, called "Victim Wrap Around."

Nancy Jahns, Community Corrections Officer with the Washington Department of Corrections in Spokane, initiated a partnership called Spokane Youth for Responsibility which includes schools, the Department of Corrections, local law enforcement officers, tribal councils, and others. The partnership resulted in the team receiving an honorable mention award at the Innovations in Government Conference in Anchorage, Alaska. An example of the research produced by other partnerships among schools and the private sector in Wyoming and Arizona is provided by Dr. Lane Lasater of Character Development Systems. The information included here is a result of the collaboration of the following individuals:

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Following in the footsteps of the law enforcement agencies as they instituted Community Oriented Policing, the Northeast Region of the Washington DOC has been involved with a decade-long experiment called "Neighborhood-Based Supervision," where correctional officers as well as volunteers spend their days in neighborhood offices, and work together with local law enforcement to help create "place safety." This cooperative partnership is one of the longest and most successful instances of true collaboration from many agencies and volunteers, and began at the grass-roots level with the hard work of two local Community Corrections staff — Jack Brucick and Jack Kopp.

In 2000, the State of Washington passed a sweeping law concerning the sentencing, supervision and sanctioning of offenders. Kathryn Bail, the creator of a hearing process within the Department of Corrections, writes about our experience with this hearing process.

Such thriving local and statewide innovative examples provide the proof of the concept of some of those ideas featured in the "Broken Windows" and reinventing probation and parole literature.

S. Kaye Adkins
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PRESIDENT'S MESSAGE *cont'd*

that whether we are in fiscal crisis or opportunity we should be budgeting for outcomes and using evidence-based practices to produce them.

We will be examining performance-based (outcome) initiatives as one of the seven key strategies that were identified for a rational probation system next month. Several members of NAPE will be participating in the "Reinventing Probation — Five Years Later Summit." We hope to identify successes as well as challenges that have been faced by our profession. We hope to add value to our profession with the results of

the summit and offer insight and tools that will help us all produce better outcomes.

In the meantime, we all need to follow a fourth grader's description of a leader: "A leader is someone who goes out and changes things to make things better" (David Osborne and Peter Hutchinson, *The Price of Government*, 2004, p. 307).

Cheryln K. Townsend
President

WASHINGTON STATE'S VICTIM SERVICES PROGRAM

by

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In 1998 a sex offender, soon to be released from the Twin Rivers Corrections Center in Washington State, disclosed to his therapist his most prevailing fantasy. The fantasy involved his 14-year-old victim and her mother. The offender's disclosure included graphic descriptions of mutilation and murder of both of them. The offender's disclosure was so detailed, the therapist was alarmed by the danger and fearing that this offender might well act out his fantasies, contacted the Department's Community Protection Unit and the case was referred to the Victim Witness Program.

The First Victim Wrap Around

Once the potential danger was revealed and it was recognized that something had to be done to try to protect the victim and her mother, the Department started to mobilize a team of resources to assist in safety planning for the victim. The mother of the victim was contacted with information of the potential danger. The local Sexual Assault Program in the county where the victim resided was contacted to provide a community resource for safety planning. The victim and her mother met the local advocate, who provided ongoing support and counseling which was sustained throughout the offender's release process.

Local law enforcement agencies in the counties of the offender's release, as well as where the victim resided, were contacted with the information of the offender's release and concerns for the victim's safety. From those separate meetings, a joint meeting with law enforcement and Department of Corrections staff occurred to map out a community response plan around the safety of the victims, and although the victims and their support were not present during this meeting, they were informed of the plan and all other information pertaining to the offender's release and supervision.

Subsequent to the offender's release after completing his court imposed sentence, he was not able to secure appropriate living arrangements, leaving him homeless in the area where the victim resided. Due to the risk he presented and working in collaboration with local law enforcement, the Department of Corrections arrested this offender for the violation of not having an appropriate release address and placed him in the county jail. The offender's re-incarceration gave the intended victims an opportunity to relocate, thus permanently escaping the potential danger of the offender when he returned to the community.

The success of the Department's first Victim Wrap Around, as piecemeal as it was, moved the Department to establish a new program to protect past and potential victims of possible harm from re-entering offenders. Since its inception, the Victim Wrap Around has become an integral part of the Department's risk management process for high-risk offenders re-entering society following confinement.

How Does It Work?

The Department of Corrections completes a risk based classification process for all offenders under its jurisdiction, based not only on the crime of conviction but the behavior of the offender in the community and during confinement. When the offender is near release, the classification of that offender is reviewed by institution staff. If the offender has made a current threat, has demonstrated fixated behavior toward past or potential victims, or intends to pursue a relationship with a victim of past violence — with or without the consent of the victim — as in domestic violence or sexual assault cases, the case is referred to the End of Sentence Review Committee. This interagency committee focuses on information regarding the offender's potential harm to the community and the victim. The Level of Service Inventory-Revised (LSI-R) assessment tool along with other risk instruments are used as a measurement of potential risk.

The Department of Corrections developed three criteria to determine if an offender will pose an imminent threat to the victim. The basis for the need of a Victim Wrap Around is determined by the following criteria:

1. Is the offender making a current threat, verbally or in writing to either past or potential victims (repeated violations of a No Contact Order may fall into these criteria)?
2. Is the offender demonstrating fixated behavior toward the victim?
3. Is the offender pursuing a relationship with the victim of past violence *without* the consent of the victim?

These criteria support the establishment of the offender's classification of "imminent threat" which is one of the highest classifications established by the Department. If one or more of these criteria are met, the case is referred to the Victim Service Program Manager who then assigns the case to a Community Victim Liaison.

After the case is assigned, the Community Victim Liaison contacts the victim to offer the Victim Wrap Around service. Once it is determined that the victim wants the service, a Victim Wrap Around team is established. Members of the team include the offender's Community Corrections Officer, a Risk Management Specialist, and the offender's Classification Counselor who has managed the offender in the correctional facility, the victim and any support they wish such as family members or friends, law enforcement personnel, and local community victim advocates

Community Victim Liaisons
Develop relationships with the criminal justice victim advocacy agencies and community agencies within specific geographical areas.

from the community where the victim resides. Other team members, depending on the circumstances of the case may include representatives from the mental health or chemical dependency field, domestic violence treatment providers, child or adult protective services staff, and prosecutor based legal advocates.

The assembled team brings expertise, knowledge, and support around the primary objective of developing intensive safety planning and protection for the victim. The comprehensive safety plan developed around the needs of the victim becomes part of the offender's accountability plan (supervision plan). The victim's safety plan varies widely based on the individual circumstances of the victim, the offender's place safety issues, and the degree of potential harm. Victims have direct input into conditions of release and learn the degree to which the Department of Corrections will be supervising and monitoring the offender (this may vary based upon the offender's legal status at release). Prior to the release of the offender, the victim is connected with a network of community and justice system resources which assists the victim in accessing resources such as No Contact Orders, cell phones, and support services, should the need arise. As one victim very simply summed up her experience with the Victim Wrap Around process, "I thought I had to plan for the release of the offender myself, but I now realize I don't have to because the system has come together for my safety." A fragmented system becomes seamless for the victim as a result of the Victim Wrap Around process. This is very confronting and relieves a lot of anxiety pertaining to the offender's release.

Safety Plan Strategies

The safety plan that is developed is tailored to the circumstances and uniqueness of the victim. The Department of Corrections uses an array of approaches to keep the victim safe. As conditions of release, the Department may prohibit the offender from returning to the area where the crime was committed. Geographic restrictions may be placed on the offender in a way that does not disclose where the victim is residing. Electronic monitoring may be used during the initial phase of the offender's release as a way of monitoring the offender's whereabouts and curfew requirements. Some Victim Wrap Around team members may conduct a safety "walk through" in the victim's home identifying security issues such as overgrown bushes and inadequate lighting. Victims are provided a current photo of the offender, which they use in block watch meetings or by letting others know of the personal risk associated with the release of the offender.

The safety plan addresses the need for the victim, with the assistance of the local advocate on the

Risk Management Transition:

This program provides management, implementation, and oversight in the identification and transition of high-risk offenders into the community. The program is responsible for developing and collaborating with community partners to resolve the issues surrounding the release of high-risk offenders. This includes policy development, developing protocols, auditing, and performing training within the department and the community. We maintain a highly trained group of risk management specialists (RMS) throughout the state.

team, to obtain independent orders for protection separate from the sentencing order. The safety plan often covers where the victim resides, works, and socializes. If there are children involved, the safety plan extends to the schools or day care centers where the children attend.

Community Victim Liaison

In order to meet the expanding need to be more responsive to victims, the Washington Department of Corrections has created a new classification of employees called Community Victim Liaisons. Under the management of the Community Protection Unit's Victim Services Program, they are stationed in the field offices throughout the state. One Liaison is assigned to each of the five regions to:

1. Serve as a bridge between the Department of Corrections, crime victims, and victim advocates.
2. Increase understanding of victim needs and concerns within the Department.
3. Build working partnerships between the Department and victim advocates to increase victim safety, community safety, and offender accountability.

One of the core functions of the Community Victim Liaison is to develop working relationships with the criminal justice victim advocacy agencies and community agencies within each of their regions to facilitate the Victim Wrap Around process and respond to questions, needs, and/or concerns that arise during the "corrections" phase of the criminal justice process.

A COMMUNITY'S RESPONSE TO A WASHINGTON STATE CORRECTIONS INITIATIVE

by

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In Corrections we have all experienced firsthand the effects of our system failures who commit crimes — a lifetime of hopelessness, damages and costs to society, particularly to victims and families. In an attempt to curtail the damages these high risk offenders are capable of incurring, our nation has invested extensively in "offender focused" programs and built increasingly high-tech institutions. The resulting cost of corrections increased 400% between 1982 and 1999 from \$9 to \$49 billion (Kennedy, 2004).

Yet, despite our efforts, our criminal justice system remains overwhelmed with high recidivism. We show little documented progress, according to Supreme Court Justice Anthony Kennedy (2004), from our "American experiment in mass incarceration" other than the distinction of being the world's leader in imprisonment. Side effects to this dilemma are the millions of children impacted by their parents' criminal justice system involvement, furthering the family cycle of crime we seek to reduce.

This is not to say that "what works" in corrections doesn't work. Many in corrections have recognized that cognitive behavioral programming has shown strong results when compared to other interventions, and can be easily and cost-effectively delivered and replicated across systems. But progress in applying correctional programs is impeded by overcrowded prison populations, with many inmates having serious untreated disorders and behavioral issues and interventions at a late stage.

To reverse this reactive trend, it made sense that cognitive behavioral programs might have a significant impact if delivered to at-risk populations as an earlier intervention in a more conducive learning environment.

Truancy is widely recognized as a "gateway" to the criminal justice system. Over 90% of youth in detention for delinquent acts are shown to have a history of truancy (Colorado Association for Children and Families, 2002). Moreover, 82% of prison inmates are high school dropouts (Correctional Education Connections, 2001).

According to Tom Vander Ark (2003), Education Executive Director of the Bill and Melinda Gates Foundation, "today, dropping out is a million dollar mistake." These system failures are estimated to cost 1.3 to 1.6 million dollars per youth over the course of a lifetime for treatment, welfare programs, incarceration, etc. (Cohen, 1998). Meanwhile school programs are being cut, and detention and suspension remain primary disciplinary protocols.

In 2002, 13,630 youth truancy petitions were filed in Washington State Truancy Courts. Accordingly, in 2002 there were almost 4,000 admissions of juveniles to detention facilities in the state for violations of a court order/proceeding related to status offense — 96% were related to truancy or at risk youth orders (Washington State Governor's Juvenile Justice Advisory Committee Annual Report, 2003).

The District Attorney's Office in Mobile, Alabama, collected preliminary data in 2002 for 905 youth with excessive trancies and serious school discipline violations in that area. An examination of court records revealed that 81% of their parents had been "court involved," (60% were criminally involved) indicative that many of these educational failures originate from offender family populations. According to Jayne Carson with the Mobile, Alabama, District Attorney's Office Helping Families Initiative, these figures are holding true in assessments in subsequent years (Simmons, et al., 2004). We miss a crucial opportunity to provide targeted programming to address the pressing issues these high risk youth present when we "suspend" them from school at the first signs of trouble. Labeling and isolating the individual and removing him/her from school responsibilities fuels the generational cycle, and the result is that we are inadvertently delivering at-risk youth to the criminal justice system.

With *No Child Left Behind* mandates, many educators and community professionals are more willing than ever to address the pressing issues of these higher-risk populations, but desperately need intervention tools and curricula that work. Our vision was to use refined versions of proven corrections-based cognitive behavioral programming in school classrooms to reach at-risk youth before they reach the criminal justice system.

If truancy is the gateway to the criminal justice system, and our system is bursting at the seams . . . why not take corrections programming to the schools? As in using aspirin to prevent heart disease, the issues and needs of at-risk youth can be addressed before these lead to costly crime and incarceration.

SYSR — Teaching Our Youth To Cope

To implement this strategy, the Washington State Department of Corrections designed and launched the Spokane Youth for Social Responsibility (SYSR) project in 2001 in partnership with Spokane Sheriff's Community Oriented Policing Effort (SCOPE), Spokane Schools, and the Edgecliff Community of Spokane, as part of a winning Department of Justice Weed and Seed strategy. SYSR is an integrated approach to intervention designed to address pressing issues in the school environment when they first arise including truancy, drugs, and violence, by introducing curricula used successfully in corrections and treatment programs for many years into school classrooms.

This groundbreaking, multi-system character education community partnership, utilizes corrections staff to assist educators and community agencies in facilitating cognitive behavioral life skills classes for at-risk youth, reaching them before they reach the criminal justice system. The approach is to provide a cost-effective prevention in the classroom, and the main expense after teacher training, is the student workbooks. The class works to

SYSR Objectives

uth for Social Responsibility multi-system re-
in its delivery by:

rections based cognitive behavioral strategy
e classroom, with correctional staff offering sup-
ultation to the educators in their new roles;
a multi-system approach involving schools, ju-
community agencies and corrections to provide
rrricula across systems using the same language,
ols for at risk youth and their parents;
lasses to Spokane Juvenile Truancy Court as a
ative to detention for truants, helping these high
re-establish ties to school;
h need offender families, otherwise not detected,
agencies and schools to provide the curricula to
ents and youth in a mainstream setting; and
onal institutions into the parenting component to
p-around offender family transitioning service.

f 2005, nearly 200 facilitators and administrators
d with over 25 schools and agencies in 5 school
o correctional institutions participating in the
h Title VII Indian Education, Juvenile Justice, the
Department and Community Health Association,
Substance Abuse Council Prevention Center, and
merica Crosswalk Teen Homeless Shelter.

750 youth in Spokane will be served during the
l year. Pilot classes are being initiated through-
area at this writing including truancy alterna-
entary and middle school interventions, parent
detention pilots. The project has won state and
recognition. Corrections Learning Network in
d a grant from the U.S. Department of Educa-
video series for national airing in the spring of
de satellite sites for the project entitled, "Social
r Youth: A Community Response."

of partnerships such as SYSR indicate that cor-
a supportive role in future community efforts to
e programs. Our vision is to share research based
oral and life skills programming with community
de at-risk youth and offender families with tools
s to reduce risk factors and succeed before they
al justice system. This project can be replicated
a Correctional Learning Network productions.

dren and families. At the same time, through community part-
nerships, we hope to share programming that can empower
youth and families and help them develop skills to manage their
own lives. In doing so, we will build better communities through
families, not prisons.

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INFORMATION ABOUT EXECUTIVE EXCHANGE

Executive Exchange, the quarterly journal of the National Association of Probation Executives (NAPE), publishes articles, reports, book reviews, commentaries, and news items of interest to community corrections administrators. The contents of articles or other materials contained in *Executive Exchange* do not reflect the endorsements, official attitudes, or positions of

scripts exceeding one page in length should be submitted on a computer diskette, with the software used indicated.

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Specific questions concerning *Executive Exchange* should

SOCIAL RESPONSIBILITY TRAINING (SRT®)

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Many researchers over the past 30 years have identified the characteristics of youth at risk of behavior problems, truancy, dropping out, and substance abuse that may lead to crime. Effective youth programs can unite the energies of schools, youth, parents, community leaders, human service agencies, law enforcement, corrections, and the judiciary to implement cost effective and research-based solutions. Objectives of multi-system interventions are to support youth character and life skill development, reduce system failures, enhance school performance, involve parents, decrease criminal behavior, increase community safety, and prepare young people to be contributing members of society. A unique collaborative intervention, utilizing refined corrections based curricula in the schools, is showing promising results by intervening with the at risk youth before they reach the criminal justice system.

The curricula — Social Responsibility Training (SRT®) — is a standardized cognitive behavioral school prevention and intervention curricula developed since 2001 in response to needs identified by Montana educators for programming to prevent high-risk youth dropping out of school. SRT has now been used in school districts in 30 communities in seven states. SRT was modeled on Moral Reconciliation Therapy (MRT®), a well researched correctional program for reducing recidivism, used with over 400,000 criminal offenders in 43 states since 1987. SRT addresses social/emotional skill development, decision-making and moral reasoning. This paper describes SRT, which is showing promising preliminary results in reducing school dropouts and enhancing school performance from applications in school districts in Montana, Colorado, Washington, Georgia, Arizona, and Michigan, and provides insight for future applications utilizing corrections support and consultation in community development and multi-systemic collaborations.

Development of SRT® Curricula for At Risk Youth

The SRT® project was initiated by educators at Billings Senior High School (BSHS) in Montana who sought a practical solution to school behavior and environment challenges. Principal Carol Wicker and Associate Principal Tom Willis sought a curriculum

to use with students facing long-term suspension and requested a refined version of the criminal justice Moral Reconciliation Therapy (MRT®) curricula. Accordingly, Lasater and Robinson (2001) began development of SRT® curricula (Lasater and Robinson 2001, 2002a, 2002b, 2003), and BSHS began piloting SRT® during fall semester of 2001.

SRT consists of standardized, cognitive behavioral exercises designed to teach participants thinking, judgment, and life skills through daily classes. These systematic, step-by-step curricula are designed to alter how participants think, how they make judgments and decisions about right and wrong, and promote actions and behaviors focused on changing negative relationships. SRT® focuses systematically on six life issues:

- Confrontation and assessment of self: Participants assess beliefs, attitudes, behaviors, and defense mechanisms;
- Assessment of relationships: Includes planning to heal relationships that have been harmed;
- Reinforcement of positive behavior and habits: Helping others raise awareness of moral responsibility;
- Positive identity formation: Exploration of Real Self and positive goal setting;
- Enhancement of self-worth: Actions that enhance self-respect and development of pro-social habits change how participants see themselves; and
- Decreasing hedonism: Participants learn to delay gratification and control of pleasure-seeking behavior.

Program Results

Billings, Montana, SRT Results: Between January of 2000 and June of 2003, 49 regular education students and 37 special education students at BSHS who would otherwise have been suspended entered the program. Mean risk level rating of students participating was high to extremely high risk, as rated by administrators.

Fifty-nine of 86 students referred to the BSHS Behavior Management Program during a 3.5 year period either graduated successfully or were still attending. Significantly, 14 high-risk

students referred to SRT® had left BSHS, but were still positively engaged in the system through transfer to an alternative school, completing a GED, entering Job Corps, or entering substance abuse or mental health treatment. Only 13 of these high risk youth who entered SRT® had dropped out or been expelled during the study period. During the 3.5 year period since the initiation of the Behavior Management Program, the drop out rate steadily decreased from the annual rate of 7.5% (148 students) to 5.3% (101 students).

In Montana, schools receive \$ 2,200 per semester based upon student headcount. The Behavior Management Program at BSHS has been a success in budgetary terms as shown in cost-benefit analysis comparing program costs and school revenue retained for each student. The school district realized a net revenue retained of \$244,550 based on a total program cost of \$15,050 serving 86 students and a \$2,200 state reimbursement rate per student. Revenue retention figures encompass only the 57 students who remained in attendance at BSHS.

Durango, Colorado, SRT® Results: After reviewing BSHS research findings and program curricula, Durango, Colorado School District Director of Special Programs Sandra Francik implemented SRT® for truant and high risk students in the Durango Alternative School Program and Durango High School (DHS) during January of 2002. Diane Cohen Bruck, a family counselor in the community, in collaboration with the school, probation, juvenile court, and parents, provided year-round community support services to students at risk and their parents. Of 85 students identified as high risk for dropout or expulsion served through June of 2003, 70 (82.4%) remained in school.

Spokane, Washington, SRT® Results: The Spokane project arose from a collaboration of the Washington Department of Corrections, the Spokane schools, law enforcement, parents, and community leaders in the Edgecliff Community of Spokane. Following the initiative of Nancy Jahns, a community corrections officer in the Washington Department of Corrections, this consortium of stakeholders applied for and won "Weed and Seed" funding from the U.S. Department of Justice during 2002. During September 2003, fourteen SRT® classes were offered to 165 at risk students in pilots at two high schools. Department of Corrections volunteers trained in MRT® assisted school facilitators.

Ferris High School (FHS), a mainstream school in Spokane with a student population of 1,800, adopted the curriculum as a behavioral intervention program. Carole Meyer, Assistant Principal, invited 65 high-risk sophomores to attend SRT. In first quarter results, FHS reported a reduction in short term suspensions by one third and the lowest student net loss in the District, with the second highest student count. Second quarter results showed significant additional retention success, with a net gain of three students for the quarter, compared to net losses of between 9-30 students in other district high schools.

Spokane Valley High School (SVHS), an alternative school, provided SRT® to all 80 students attending full-time as a social-emotional skill development program. SVHS incoming Principal Larry Bush indicated the school was well known in prior years for violence, law enforcement contacts, and unruly student behavior with two or three fights reported weekly on campus during school year 2002-2003, and student arrests were commonplace, with only five students reaching full credit status. After integrating daily SRT® classes into the school, the principal reported that the

school had no reported fights on campus, the school's student retention increased, and 59 students reached full credit status (an 1180% increase from the previous year) during the 2003-2004 school year. He noted an increased willingness in students to support and protect one another, transforming a previously "hostile environment," and supporting school achievement. Bush stated that SRT® classes had the highest attendance rate among classes offered.

Georgia Alternative Program SRT® Results: The CrossRoads Alternative Program in Eastanolee, Georgia serves at-risk middle and high school students from Franklin, Stephens and Banks Counties in Northeastern Georgia. Multi-disciplinary staff served 69 students referred to the program for behavioral and attendance problems.

CrossRoads Director Joyce Beckett rated each student on five dynamic risk variables below, pre and post SRT, all showing reductions in risk:

- Student's attitude toward school authorities: -1.00
- Degree to which student takes responsibility for self: -.046
- The degree to which the student is manipulative: -0.20
- Student's level of academic effort: -0.83
- Student's depth of truancy problems: -0.14

These findings suggest CrossRoads is having a positive impact in reducing school risk variables through the combination of school philosophy, committed staff, and utilizing the SRT® curriculum with all students every day. The greatest impacts suggested here are in improved attitudes toward school authorities, level of academic effort, and taking increased responsibility for self.

Michigan SRT Results With At Risk Youth: Because of her positive experience utilizing MRT® in her work with at risk youth in schools and community, youth advocate Karla Rae Duffey and her staff conducted a pilot project utilizing SRT® with 18 at risk youth at Ackerson Lake Optional High School in Napoleon, Michigan, and with ten at risk youth at Western Optional Junior High School (WOJHS) in Jackson, Michigan, during school year 2003-2004. The projects were funded by *LifeWays*, the Jackson and Hillsdale Counties Mental Health Managed Care Organization.

Ackerson Lake Optional High had 18 students referred to SRT® who had been permanently expelled from regular high schools for verbal or physical aggression, disrespect to teachers and administrators, theft, truancy and drug use. Duffey reported that students attending the class were extremely negative and resistant at the outset. Gradually, students became engaged. Duffey reported the following results at Ackerson Lake:

- 61% of referred students improved in at least two of the three areas tracked for improvement: grade point averages, unexcused absences, and suspensions;
- 12/18 (67%) of referred students decreased or maintained their prior level of suspensions;
- Of the 12 students who decreased or maintained previous numbers of suspensions, there was a 96% decrease in suspensions from the second to the third trimester;
- There was an 88% increase in students' self-reported wish to change how their lives were going;
- Teachers' ratings of these students' desire to change during the year increased 129%; and

- Teachers' ratings of these students' life satisfaction increased 78% during the year.

WOJHS serves youth after being suspended from junior high school. Reasons for suspension included fighting, yelling at teachers, theft, truancy, smoking, and drug use. Duffey reported the following results at WOJHS:

- GPA's for SRT® participants increased from 1.93 to 2.32 during the third trimester (a 20% increase);
- Hourly suspensions decreased 50% from first to third trimester;
- Students' pre-post self-reports of wish to change how their lives were going increased 39%;
- Despite significant emotional, behavioral and family challenges, SRT® participants reported a pre-post 31% increase in well being; and
- Teacher pre-post ratings of SRT® students' wish to change increased 119% during the year.

Prescott, Arizona, SRT® Results: During Spring, 2004, Diane Cohen Bruck provided SRT® to 14 at risk ninth graders from the Prescott Unified School District three days per week. During Summer, 2004, Bruck provided SRT® to 22 sixth, seventh and eighth graders from the school district. Additionally, during Summer of 2004, Bruck provided the SRT® parent support curriculum to 24 parents of the Junior High School students. Bruck reported the following youth and family impacts pre and post SRT® intervention for students and parents based upon youth and facilitator ratings: a) student communication skills increased; b) quality of parent communication with youth improved; c) open family communication increased; d) family problem solving increased; and e) student individual problem solving increased.

SRT® Issues for Future Research

This review of preliminary results using SRT® with at risk students in differing program configurations in six school districts suggest these curricula may have utility in reducing school dropouts and potentially enhancing in-school behavior and academic performance. Through extensive field testing and preliminary research evaluations on outcomes using SRT®, program objectives have been supported. Positive engagement for students with a caring adult, and structured cognitive behavioral curricula delivered during the school day appear to be a promising preventive intervention to interrupt school dropouts and decrease school failures. Formal research evaluation utilizing experimental or quasi-experimental design is needed in order to address a number of SRT® research and implementation issues.

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PUBLIC SAFETY IS NO LONGER A SPECTATOR SPORT: COPS SHOPS, POLICE, CORRECTIONS, AND COMMUNITY PARTNERSHIPS

by

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For over a decade, the Department of Corrections Field Services in Spokane, Washington, has provided services through a model called "Neighborhood Based Supervision," which provides Community Corrections Officers the opportunity to move from bureaucratic settings and work directly within the community. The Neighborhood Based Supervision (NBS) is part of a community effort run by a volunteer Community Oriented Policing Board in the city and the Sheriff's Department in Spokane County.

Community Corrections Officers (CCOs) responsible for offender supervision share office space with local police officers and other stakeholders, along with neighborhood volunteers who staff the Community Oriented Policing Substations (COPS). Location in the neighborhood's COPS enables the CCOs to work cooperatively with police officers and community members while supervising neighborhood offenders on their caseloads.

From a small beginning in a donated space called COPS West, the NBS was established in 1993. Today, a minimum of two officers are placed at each of eight different COPS in the area. In the county, there are two offices called SCOPE (Sheriff's Community Oriented Policing Effort); one of which is in a predominantly rural area. There are 24 officers who perform their everyday job in the middle of neighborhoods in many locations. Amidst this diversity, a constant is the linkage, through technology to the department's database and other information. The other constant is the continuing dialog with community members. Through this effort, officers have learned that trust and respect are not given because of position, but because of what they have learned and what they can offer.

The NBS program is committed to work in partnership with the community, law enforcement, and other stakeholders to help promote safety, and improve the community's overall quality of life. Community safety is not a spectator sport, "it takes all of us!"

The program is built upon the following principles:

- Every citizen has a fundamental right to safety and well being. Community members can work together to solve problems and make positive changes.
- The NBS Community Corrections Officer, as a member of the community, has a responsibility to help address community problems.
- The NBS Community Corrections Officers should be located within the community, empowered to participate in collaborative decision making.
- NBS Community Corrections Officers must balance the needs of the offenders and their families with those of the community at large.
- Every community's needs are different; problems need to be defined and solved at the local level through tailored interventions.

The NBS program provides a new method for accomplishing the duties assigned to CCOs. While they continue to be responsible for supervising offenders, the definition of client broadens to include offenders, their families, and the neighborhood. Offenders are more visible under the NBS program and CCOs are familiar with their immediate environment. More direct contact between CCOs and offenders occurs, and CCOs feel they are able to respond more quickly and proactively with their offenders. This aspect of community involvement has led to the CCOs truly becoming members of the community they serve. CCOs have expressed a greater deal of job satisfaction, with the knowledge that their efforts are having a positive effect on community safety.

A unique element of this program is the increased involvement and coordination taking place at the local COPS. Volunteers and local residents exchange offender-related information with the CCOs and assist the officers in holding the offenders accountable for their behavior. As a result, quick intervention on the part of police and corrections has led to minimizing or eliminating potential tragic situations. Residents and businesses feel empowered as they experience more control within their neighborhoods.

Evidence of enhanced safety and security includes a 35% reduction in burglaries in the West Central neighborhood since the beginning of COPS West and the NBS Program. For example, residents of one area developed a community-monitoring plan for a local child sex offender who had been unable to live in two prior Spokane neighborhoods. With the assistance of the NBS CCOs, COPS volunteers have developed a better understanding of Department of Corrections' function and governing laws. CCOs are now able to enhance supervision efforts by tailoring conditions of supervision to specific offender's needs. Under NBS, volunteers are developing a more positive attitude about offender rehabilitation. At the end of 2003, the annual report shows that there were 47,177 hours donated by volunteers as they answered phones, marked bicycles, engaged in volunteer training, took neighborhood crime reports and celebrated with parades and other events.

The CCOs routinely participate in COPS functions and have become members of their governing boards. The non-profit organization, "Spokane COPS" oversees substations in the Spokane area. In December 2004, the DOC supervisor for the NBS Unit was elected to a third term as chair of Spokane COPS. Officers feel an emotional investment and a sense of ownership in the communities they serve. They are enthusiastic about their roles within the substations and derive a substantial job satisfaction from their positions. For their part, COPS volunteers feel increased safety as a result of CCOs presence. Volunteers no longer see corrections employees as outsiders. They are accepted as valued members of the community.

Regarding the Spokane Police Department coordination, NBS Community Corrections Officers meet as often as daily with Neighborhood Resource Officers (NRO) assigned to the COPS. Coordination with NROs range from the exchange of information regarding offenders to joint participation in arrest/search and seizure activities along with community mobilization efforts. These officers routinely coordinate with the Spokane Police Officers in their neighborhood areas. A tremendous amount of intelligence information is shared among the Spokane Police Department and local COPS CCOs. Through this coordination of information, crimes are solved and dangerous offenders are taken off the streets.

Working Together for Safe Communities has been the mission statement of the Washington State Department of Corrections for

a number of years. Neighborhood Based Supervision makes this a reality. In each COPS, the CCOs refine the program as the community changes. Community members drive the agendas of their neighborhoods. They are empowered and encouraged to engage the community in addressing its own particular issues.

This model emphasizes community strength, direction, successful re-entry and place safety above all other elements of offender supervision. It relies upon volunteers to help control supervision of offenders who return to their neighborhoods. Therefore, the concept of "place safety" is actualized through not only police and correctional supervision, but by true "community supervision" where everyone is involved in maintaining a secure and safe environment.

MANAGING SANCTIONS UNDER WASHINGTON'S OFFENDER ACCOUNTABILITY ACT

by

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The passage of Washington's Offender Accountability Act in 1999 provided a real world opportunity to explore the premise that it is not the severity of a sanction that is important, but the swiftness of the sanctioning response that produces behavior change (Sherman, et al., 1997; www.preventingcrime.org).

Under Washington State's Sentencing Reform Act, most offenders under supervision returned to the superior court for the administration of sanctions resulting from supervision violations. By statute, those sanctions were capped at 60 days per violation. Frequently, neither supervising officers, nor prosecutors believed that capping violation sanctions at 60 days provided enough incentive for compliance. They claim that offenders repeatedly told them that they could "do 60 days standing on my head." As a result, often prosecutors would refuse to use precious and expensive courtroom time to process violations. Or, if they did take violators to court, by the time they did so, frequently the only viable sanction remaining to the Judge was credit for time already served.

The operational impact of all this was that violation behavior either did not get addressed, or did not get addressed in a timely enough manner to encourage offender compliance. In addition, supervising officers often stated that they felt they had insufficient support from the courts and the sentencing law, because they felt there was little consequence for offenders who violated their supervision conditions.

Washington's Offender Accountability Act (OAA) addressed this by taking the bold step of transferring jurisdiction to a newly developed Hearings Unit *within* the Department of Corrections itself. This proposal was met with great skepticism by the defense bar. In an effort to overcome that skepticism, during the legislative process, the Department agreed to have this Unit operate independently and separately from the chain of command from supervising Community Corrections Officers.

Almost simultaneous to the passage of the OAA, Washington's Supreme Court issued a ruling, in reference to a pre-OAA case, where the offender was on "community custody" release and had an administrative hearing that returned him to prison for noncompliance (Kelling and Coles, 1995; Bratton, 1997).

In this case, the Court said that if an offender had been released from incarceration, and was in jeopardy of return for noncompliance, any hearing held had to contain almost the full compliment of Morrissey V. Brewer due process rights. Essentially, the court said that "if it walks like a duck and talks like a duck, it is a duck." And as a result, hearings conducted by the Department's Hearing Unit had to look almost exactly like a Parole Revocation Hearing. The one exception the court allowed was to determine that these were not adversarial hearings and therefore, the right to counsel did not pertain.

Under the Offender Accountability Act, violation hearings are done by the Department's Hearings Unit, and the hearings are conducted much more swiftly than when they were under the jurisdiction of the court. The average length of time from arrest for a violation to the court hearing was 50 days. Under the OAA hearings process, the average length of time from arrest to a hearing is 15 days.

The question then becomes: Are swifter hearings any more effective in discouraging violation behavior?

Under the OAA, sanctions are still capped at 60 days per violation for offenders released from jail. And by policy, the Department has adopted a sanction grid that caps sanctions at 60 days per violation for all offenders under supervision, unless there is a compelling reason to impose an exceptional sanction.

Another element of the Offender Accountability Act that is important in the context of this discussion is that the OAA focuses the Department of Corrections' resources on those who pose the greatest risk to do harm; and because the Department's resources cannot support supervision to all offenders, it directly supervises only high risk offenders. Therefore, it is only high risk offenders who are seen for violation hearings by the Department's Hearings Unit.

The real world results to date? There is no evidence that swifter hearings have reduced the frequency of violation behavior. Hearings do occur more swiftly and, therefore, more frequently, with violating offenders. It is important to note, however, that close to 90% of these violation hearings address *technical* noncompliance.

What appears to be occurring is that supervising officers address violation behavior quickly, hearings are held swiftly and although offenders continue to commit technical violations, there is a significant decrease in hearings for violations that could be described as felony level behavior. Supervising officers are intervening sooner and more frequently with these high risk offenders, and although this has not reduced the number of technical violations, it does seem to have reduced the number of serious, non-technical violations (Forst, 1995).

Sanctions for violations are still capped at 60 days per violation, and since the violation grid is one of graduated sanctions, many sanctions do not reach 60 days, unless the offender violates repeatedly, which many do. As a result of the frequency of violation behavior there is a constant pressure to increase the sanctioning range. To date, Washington's Department of Corrections has withstood that pressure, partly because of the scarcity of confinement beds for violators, and partly because, although we have not found that the swiftness of sanctioning decreases violation behavior, there is also no evidence that increasing the length or severity of a sanction, reduces violation behavior; and confinement beds are costly and scarce.

When the authority to approve sanctions above the 60 day cap for exceptional circumstances was extended to more approvers, the number of exceptional sanctions increased. However, here again there is no evidence that more severe sanctions are cost effective or change violation behavior.

So, in summary, Washington's experience under the Offender Accountability Act to date seems to point to some interesting, but very preliminary conclusions. Violation hearings conducted by an independent Unit within the Department occur much more swiftly than when conducted by the court. They also occur with more frequency. But the most interesting finding seems to be that although the swiftness of the sanctioning response does not seem to reduce the number of violations, it does seem to reduce the severity of the violation behavior itself.

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Guilty Violations	Hearing Date												
DESCRIPTION	April 04	May 04	June 04	July 04	Aug 04	Sept 04	Oct 04	Nov 04	Dec 04	Jan 05	Feb 05	Grand Total	
Abide by DOC imposed sanctions	5	7	5	15	7	5	2	6	6	1	3	62	
Abide by UA/BA monitoring	47	172	230	194	198	198	202	209	210	222	97	1979	
Abscond		1		1								2	
Breaking curfew	1	13	23	14	16	15	12	18	20	22	5	159	
Consuming alcohol	11	67	79	82	77	72	95	79	92	88	45	787	
Contact class of individual	3	38	28	28	41	56	54	57	54	73	31	463	
Contact with crime victim	8	12	34	24	24	15	13	20	12	12	3	177	
Court ordered impositions	9	14	24	38	25	1						111	
Escape	5	43	61	45	40	43	37	37	33	35	27	406	
Failing to complete original jail time				1								1	
Failing to report	131	885	1040	933	1021	1019	925	950	998	976	457	9335	
Failing to show for hearing		2	1				2					5	
Failing to work	4	16	27	21	14	17	25	29	28	34	6	221	
Failure to abide by DOC imposed conditions	3	25	34	29	25	39	32	29	44	32	28	320	
Failure to complete community service hours	11	57	72	53	61	52	48	29	41	41	20	485	
Failure to do DOSA2 program		10	6	10	8	6	4	9	4	6	2	65	
Failure to pay LFOs	79	432	477	453	475	470	425	406	400	435	210	4262	
Failure to register (sex offender)	6	35	22	25	20	24	17	26	23	17	13	228	
Leaving Washington state	3	48	48	39	49	46	42	47	47	39	19	427	
Non participation in treatment/counseling	91	410	489	393	456	447	438	413	454	458	201	4250	
Non payment of CP fees	1	6	5	6	6	9	10	5	10	9	3	70	
Non-compliance with crime related prohibitions		7	12	7	11	16	12	6	4	6	1	82	
Non-participation in mental health treatment		27	26	28	32	11	13	13	19	18	9	196	
Outside geographic boundary	6	43	70	41	58	47	47	43	58	64	38	515	
Possessed controlled substance	8	57	67	42	51	46	60	65	68	54	32	550	
Possessing Alcohol		4	10	8	11	15	16	13	6	13	1	97	
Possession of firearm		5	3	3	6	12	12	10	11	9	11	82	
Search refusal		1										1	
Treatment violation	7	105	88	96	103	110	82	113	143	122	68	1037	
Unapproved employment/residence change	58	369	406	350	407	428	356	369	411	384	177	3715	
Unapproved residence (sex offender)		2	2	1		3		4		1		13	
Unapproved travel	1	15	7	12	16	1						52	
Using controlled substance	50	350	395	339	387	400	411	418	392	425	167	3734	
Violation of ACR Requirement	16	189	216	201	207	251	242	250	250	234	128	2184	
Violation of NARC order		8	16	10	7	3	8	8	9	11	3	83	
Violation of previous sanction	6	127	125	129	194	200	166	154	141	181	82	1505	
Willful cause placement failure					1							1	
Grand Total	570	3602	4148	3671	4054	4077	3808	3835	3988	4022	1887	37662	

13,460 field hearings that included at least one guilty violation.

FROM THE INSIDE OUT: AN INTERNATIONAL HALFWAY HOUSE COLLOQUIUM

by

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The challenge of meeting the safety needs of the community and the reintegrative needs of the offender being released from prison is a concern for community corrections in most jurisdictions. In fact, residential programs for offenders returning to society play a crucial role in reintegration in England and Wales, Canada, and the United States. Community-base organizations have created programs and services to assist offenders during their transition from institution to community. However, while these programs have been widely accepted and appreciated, there has been little or no research to validate the claims made for these efforts. There has been even less opportunity for the exchange of best practices in the management of residential services.

In an effort to rectify this situation of the lack of research and exchange of best practices, the National Probation Directorate of England and Wales and the St. Leonard's Society of Canada organized a colloquium that would 1) share best practice internationally in working with offenders in a residential setting and 2) build a network of learning that will share exemplary practice and the results of research findings.

The plan of the colloquium organizers was to create an international action learning event that would explore the effectiveness of residential program for offenders returning to the community. The general plan of this event meant that participants would take part in structured discussion sessions focussing on four key areas: 1) community reintegration; 2) public protection issues; 3) women offender services; and 4) staff skills and knowledge requirements. The idea was that the participants would build an eighteen month follow up program which would involve continued dialogue among participants and eventually publication of their findings and work achieved in the various sessions. The participants were invited based on their interest in and knowledge of community residential programs. The event was held in Toronto, Canada, on February 28 to March 1, 2005, and included participants from the United Kingdom, Canada, and the United States. The colloquium was divided into plenary sessions and four working groups.

In the first plenary session Len Cheston from the National Probation Directorate for England and Wales discussed the results from the "approved premises pathfinder" study. The study was an examination and evaluation of efforts in England and Wales to provide accommodation and effective residential programs for offenders released from either the prison (parole) or the courts (bail). Also driving this study was the change in residential populations (increase in high risk offenders) and the need for improved community residential resources. Cheston noted that among the findings were the following:

- Residents are sent to the hostels as opposed to it being a voluntary choice;
- Generally, the offender's stay in the residence was not well planned;

- There were a number of identified gaps in service;
- Hostel residents were needier than comparative probation caseloads;
- More staff was required if the operators of the residences were to individualize interventions;
- Two strengths of the program were identified as pro-social modelling and the use of performance standards; and
- Residential services were a "surround service," not really a program but a support system.

Cheston closed his presentation by noting that it is important that we examine closely the relationship between prison programs and community follow up at the institution nexus and the relationship between the probation officer and hostel staff in the community setting.

The second plenary session involved presentations from Amy Bell and Larry Motiuk with the Correctional Services of Canada and Elizabeth White of St. Leonard's Society of Canada. These presentations look at the effort in Canada to evaluate the effectiveness of halfway houses. Bell discussed the preliminary results from a survey of halfway house operators in Canada. She also discussed a profile of the halfway house population and it was noted that a trend is developing towards a different offender population than had previously been the case. Motiuk's presentation picked up on some of the themes in Bell's talk and looked to future directions for residential programming in Canada. White discussed the projected effectiveness study that St. Leonard's Society of Canada with the Correctional Services of Canada intends to collaborate on. It is her hope that this study will be underway in fiscal year 2005-6.

Efforts in the United States were covered in the third plenary session and included a presentation by Alicia Handwerk, Assistant Bureau Chief of Community Sanctions with the Ohio Department of Rehabilitation and Correction, who reported on the results of the University of Cincinnati Halfway House Study and the subsequent change efforts that have evolved from the findings. The other presentation in this session was on the recently released Re-entry Policy Council Report in which Diane Williams with the Safer Foundation in Chicago, Illinois, and a member of the Council guided the participants through the report.

Handwerk provided an overview of the Ohio research, one of the largest studies on community corrections programs both in terms of programs and offenders to be conducted. Two major findings emerged from this study:

- There was considerable heterogeneity in program effectiveness. The study found that some programs were very effective but others were ineffective.
- Overall patterns in effectiveness were found, thus indicating programs had greater impacts for higher risk offenders.

In discussing the conclusions of the study Handwerk noted that:

- Offenders should be assessed with a validated risk assessment instrument prior to placement.
- Placements in programs should be based on the offender's level of risk. Higher risk offenders should be targeted for program admission and lower risk offenders, in general, should be excluded from programs. If, for one reason or another, lower risk offenders are in a program, the program should be modified for those offenders.

She concluded her presentation with a discussion of the program and staff characteristics that enhance effectiveness. The study revealed 19 elements of effectiveness:

- Program Manger or Clinical Director has relevant qualifications.
- Program Manger involved in training staff in program delivery.
- Program reported being valued by criminal justice community.
- Program reported being valued by the community in general.
- Program reported receiving appropriate clients.
- Need factors assessed.
- Level of need assessed.
- Responsivity considerations defined.
- Effective treatment type identified.
- Location of programming separate from general population if in a facility with more than one program.
- Involved 40-70% of the time in treatment programming.
- Intensity and duration of program vary by risk level.
- Match staff to programming delivered.
- 75% or more of staff has a degree in a helping profession.
- Staff have the ability to modify program.
- Internal quality assurance methods are in place.
- External quality assurance methods are in place.
- Program conducts follow-up on recidivism data.
- Ethical guidelines are in place.

In listening to Handwerk and Cheston's presentation, it was obvious that despite the studies were from two different countries there was a degree of congruence in the findings they were reporting on. Throughout the two days of dialogue and conversation many of the participants found that there were more areas of agreement than disagreement in their work with offenders in the community.

Diane Williams addressed the participants on the recently released report of the Re-Entry Policy Council. She highlighted the scale of the problem, who is re-entering and the public safety implications of re-entry. Williams explained the background to the report and who the members of the council were and how they were appointed. She went on to note what the report recommends in terms of policies and programs. Williams highlighted the following guidelines:

- Make smart release and community supervision decisions.
- Ensure support for victims.
- Offer safe places to live.
- Break the bonds of addiction.
- Treat physical and mental illness.

- Foster meaningful relationships.
- Provide training, education and jobs.

Williams then elaborated on the last point and discussed more fully the implications of workforce development and employment opportunities for released offenders. She noted, in terms of public safety, that offenders who are unemployed are at greater risk to re-offend than employed offenders.

Again the congruence between the work of the Re-Entry Policy Council and results coming from England and Wales was evident. As a result the discussions in the various working groups were both animated and informative. The four working groups had facilitators who using a structured question routine led the participants in looking at the specific areas under discussion. The plan was for each group to do two main activities, one to prepare a report back to the total group at the end of the colloquium and secondly, to be prepared to write, for publication a further elaboration of the issues, resolutions or programs that were discussed in the groups. The plan of the colloquium was that it be an action learning event that would have follow up work done by the participants and that we would reconvene in 18 months to further the discussion on residential programming in the jurisdictions represented.

In order to give a sense of what went on in the groups the following break-down of the groups and some sample questions are noted:

- Community Reintegration Issues. This group explored how best to deliver key community reintegration activities, for example transitional housing, education, training and employment opportunities for offenders. Sample questions: How can the halfway house best play a part in the local community? What is the key diversity issue faced in community reintegration work?
- Public Protection Issues. In this group the questions asked were: What is the international evidence for effective interventions both in terms of containment and rehabilitation of the offenders living in residential settings and posing a high risk for harm? What are the best practices on managing the community context of this work? How do diversity issues impact this work?
- Women Offenders. It was generally accepted that women have a different risk and need profile therefore the following questions were addressed: What would be an effective service system for women? What evidence is available to support a differentiated approach? How does work with women encompass the skill/knowledge of staff, community reintegration and public protection issues? What are the diversity issues for women's services?
- Staff Skills and Knowledge. This group looked at the following: What skills and knowledge does staff need to manage an effective system? What needs to support this, in terms of quality assurance and performance standards? What are the key diversity issues in working with staff?

Each of these groups began with brief presentations in which a participant from each country described how their jurisdiction worked and gave an example of a residential program. This approach provided participants with a further chance to exchange views on best practices and effective methods of program delivery.

This was a very successful colloquium and the international involvement made it all the richer in terms of insights and perspectives that help all of the participants view their work in the community more objectively. For successful re-entry of offenders it is clear, in all the jurisdictions represented, that the required social services are nearly non-existent in most communities. The importance of working with other social service agencies became apparent if the work of re-entry was to be realized. The value of partnerships in the provision of services was once again concretely emphasized. The need to engage the community, educate the public, and find ways to make employment and housing available to re-entering offenders are crucial to the success of community corrections and were recurring themes in the discussions.

It is hoped that when this group reconvenes they are able to demonstrate some development in this field of endeavour and that practitioners in residential programming have begun to publish their work. I look forward to seeing publications come from this event.

It is also my hope that the leadership of NAPE might take a look at this model and see whether there is something we could do to bring a select group of probation leaders together for a colloquium on the issues facing probation in England and Wales, Canada, and the United States.

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FROM THE BOOKSHELF

Smart Leaders Learn from Mistakes

A review of *Why Smart Executives Fail and What You Can Learn from Their Mistakes*, by Sydney Finkelstein. New York: Penguin Group, 2004, pp. 310, \$15.00 (paperback).

In the leadership literature there has been a paucity of studies that deal with executive failure. In recent years, with the increase in major corporations encountering serious business failures, there has been an interest created in what went wrong and could these failures have been prevented. Also, the close connection between executive leadership and a corporation's performance has been the subject of a number of leadership books promoting the successful leader but again not much guidance about why things go wrong. Sydney Finkelstein and his associates crafted an interesting research project aimed at discovering why executives fail and subsequently why their corporations experienced a business failure. Finkelstein is the Steven Roth Professor of Management at Dartmouth's Tuck School of Business. He undertook this study because he believed there was a failure to understand failure on the part of today's executives and he hoped that he could remedy this by developing a comprehensive research project that would isolate major business failures and examine them in depth. Carefully selecting his sample of businesses to study and developing a process for interviewing the business executives he set about his task. Two aspects of the study were clear, namely that failure had as much to do with management inaction as it did with any actions the executives undertook, and that in the end his book is about people.

Finkelstein's findings as recorded in this book are divided into three main sections: great corporate mistakes, causes of failure, and learning from mistakes. The author makes it clear in his preface that "we live in a world of organizations, run by people who will sometimes make mistakes. Intuitively we know

that we learn from our mistakes — it is part of the vernacular of everyday conversation — yet the evidence suggests that many people are not very good learners. What is needed is a much more systematic look at corporate mistakes, with an eye toward identifying the early warning signs of failure as well as how to remedy the mistakes once they happen." His research and this book is an effort to rectify this gap in our knowledge.

In the opening chapter the author sets up the format of the book and briefly explains the research method employed and organizes the findings that are later elaborated in the book. In part one the author describes through case histories and stories what he calls great corporate mistakes. He uses the cases and stories to illustrate the failures and to provide a vehicle for learning. This documentation of what could go wrong during critical business challenges provides a way into why executives may be vulnerable. His analysis identifies four critical stages or transitions where failure is a likely outcome. The transitions are:

- Creation of new ventures;
- Dealing with innovation and change;
- Managing mergers; and
- Addressing new competitive pressures.

Working from this premise, that failure is a possibility during any of the above noted transitions in business, the author then moves to part two of the study and provides the reader with an exploration of the common patterns of behavior those executives in failing companies exhibit. He identifies what he calls four destructive syndromes and notes that the causes of failure are not related to the lack of intelligence of executives or due to unforeseeable events. The failure is also not the result of the executive's motivation, leadership ability, honesty, ability to execute or resources. The story is far more complex. The four distinct patterns of behavior examined are:

- Executive mind-sets that distort a company's perception of reality;
- Delusional attitudes that keep the inaccurate reality in place;
- Breakdowns in communications systems that were developed to handle potentially urgent information; and
- Leadership qualities that keep a company's executives from correcting their course of action.

The last item above is elaborated upon in a fascinating chapter entitled "seven habits of spectacularly unsuccessful people." Four of the habits are extremely relevant in the context of government or non-government sector agencies: leaders who think they have all the answers, eliminating anyone who is not 100 percent behind them, underestimating major obstacles, and stubbornly rely on what worked for them in the past.

The final section of the book deals with learning from mistakes. This is the forward looking part of the research and analysis and sets the stage for finding ways to use the findings as a means of developing an early warning system. The author also makes suggestions on how executives can create organizations that can benefit from and avoid mistakes. Finkelstein divides this section into two chapters, one predicting the future or developing an early warning system and the other on how smart executives learn or as he puts living and surviving in a world of mistakes. He develops seven early warning signs that can be used by an executive to check her or his actions. The signs identified are:

- Unnecessary complexity. He is concerned about organizations that have too many complicated: structures and processes, solutions for simple problems, accounting systems and terminology.
- Speeding out of control. This is akin to the notion that "speed kills." He is concerned about leaders and organizations that run before they can walk, fail to notice "broken windows" that is not taking care of little mistakes that foreshadow bigger ones, not heeding warnings and the problem of success followed by more success that makes the leader complacent.
- Executive departures. A revolving door of exits by senior managers can be a sign that the company is in danger of failing.
- Distracted CEO. Organizations take their lead from the top, and distraction or misdirection at the CEO level can have serious consequences notes the author.
- Excessive Hype. Finkelstein warns about over hyping products before they exist, mergers and acquisitions and the company itself. For the author the end of hype comes when company's miss important milestones.
- A Question of Character. The study makes it clear that there is no substitute for ethical behavior.
- Failure to act on evidence. The study suggests that the reader keep in mind that "predicting is one thing, doing something about is quite another."

The final chapter of the book deals with how smart executives learn and includes a discussion on what we know about mistakes, and how mistakes evolve. Smart executives don't try to do it all themselves, they define the field of play but do not attempt to play all the positions! Teamwork is essential. They encourage their organizations to step up to learning and open-mindedness in an effort to learn from mistakes and avoid future ones. Smart

executives also know the importance of learning from their people. The author notes the following important actions needed to facilitate learning from others in the organization:

- It is essential to get to worst practices not just best practices. The learning achieved by a careful study of poor practices can be of critical value to the organization.
- Find ways to share information throughout the organization and manage the information more effectively.
- Work on changing the organization's mindset so that it accurately reflects reality.
- The leader needs to change unsuccessful leadership habits.

This is a worthwhile book for the leader's bookshelf and although it is centered on the private sector there are enough gems that are applicable to probation administrators and leaders to make the read profitable. In the end, the author answers the question: Why do smart executives fail? He does this by sharing the results of his research and analysis and noting that they fail "because they create and live in organizations where mistaken pictures of reality take hold, delusional policies and attitudes protect that skewed reality from careful scrutiny, organizational procedures designed to manage information, risk, and people break down, and leaders who adopt spectacularly unsuccessful habits magnify all of these problems."

If you engage in a change effort, new venture, or amalgamation of organizational entities, then I suggest securing this book, reading and reflecting on its lessons in light of your own needs and practices.

Donald G. Evans

Leadership with Integrity

A review of *Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value*, by Bill George. San Francisco: Jossey-Bass, 2003, pp. 218, \$27.95 (cloth).

A valuable contribution to leadership literature is a relatively modest volume entitled *Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value*, by Bill George, former Chairman (1996-2002) and Chief Executive Officer (1991-2001) of Medtronic, Inc., one of the world's leading medical technology companies. At present George, who earned a BSIE from Georgia Tech and a MBA from Harvard University, is professor of leadership and governance at IMD in Lausanne, Switzerland, and Executive-in-Residence at Yale University School of Management. In addition, he serves on the boards of directors of Goldman Sachs, Novartis, and Target Corporation. He is also a board member of the American Red Cross, Carnegie Endowment for International Peace, Harvard Business School, and Minneapolis Institute of Arts.

This is a very refreshing book, written by an executive who stresses ethical leadership at a time when the country is dealing with a series of corporate scandals. Unfortunately, the probation profession is not immune to its share of scandals. One need only to "Google" the word "probation" to be exposed to a number of media reports in which probation officers are accused of engaging in sexual misconduct with offenders and coworkers, taking bribes, general and specific malfeasance, conducting personal business while "on the clock," tampering with urine specimens,

and being involved in serious criminal acts. As a result, this book, much of which is autobiographical, is as relevant to probation professionals as it is to corporate executives.

According to George, authentic leaders "are those who are committed to a purpose or a mission; people who live by their values everyday and who know the true north of their moral compass. They lead with their hearts, not just their heads, and have compassion for the people they serve. They do so with the discipline and commitment to get great results, not just for their shareholders but for all their stakeholders, their customers, their employees, and the communities they serve."

The author believes that authentic leaders "genuinely desire to serve others through their leadership. They are more interested in empowering the people they lead to make a difference than they are in power, money, or prestige for themselves. They are guided by qualities of the heart, by passion and compassion, as they are by qualities of the mind."

Drawing on his experiences in corporate America, George has identified five essential dimensions or qualities all authentic leaders possess, which are as follows:

- Understanding their purpose;
- Practicing solid values;
- Leading with heart;
- Establishing connected relationships; and
- Demonstrating self-discipline.

Much of the book is devoted to themes associated with values — values that influence every facet of a person's life.

Perhaps one of the more interesting sections of the book is chapter 9, where George identifies and discusses the "seven deadly sins" or "pitfalls" to managing a company. While related to the corporate world, and particularly growth companies, most of these "pitfalls" may be applied to government service as well. They are as follows:

- Working without a clear mission;
- Underestimating the core business;

- Depending on a single product line;
- Failing to spot technology and market changes;
- Changing strategy without changing culture;
- Going outside core competencies; and
- Counting on acquisitions for growth.

The book's epilogue is powerful in that it identifies many of society's challenges and leaves the reader with a series of thought-provoking questions that may stimulate a new or renewed course of action. Some of the more important questions are:

- What is your unique calling?
- Can you find your passion and couple it with your ability to make a difference in the world: such as reducing poverty, eliminating abuse, stopping discrimination, helping other heal, restoring our environment, building organizations dedicated to service, feeling safe and secure, helping people develop themselves, improving quality of life for others, or bringing joy to the world?
- What will be your legacy?

These are questions we should all ask ourselves periodically.

Bill George has made a significant contribution to society, not only through his ethical stewardship in corporate governance, but also by writing a book that provides guidance on how one might become a true leader. *Authentic Leadership* is an interesting book that is easy to read; in addition, it is inspirational. It is a book that probation executives and managers should read and subsequently model.

On a personal note, after reading *Authentic Leadership* I ordered 100 copies of the book for the purpose of distributing them to participants in management and leadership programs offered by the Correctional Management Institute of Texas at Sam Houston State University. That is how much I value this book.

For additional information about Bill George, readers are encouraged to visit his website: www.authenticleaders.org.

Dan Richard Beto

NEWS FROM THE FIELD

INTERNATIONAL COMMITTEE CONSULTS WITH GEORGIAN JUSTICE OFFICIALS

On February 7-9, 2005, at the request of the National Institute of Corrections (NIC) and the U.S. Department of Justice Office of Overseas Prosecutorial Development, Assistance, and Training (OPDAT), members of the NAPE International Committee — **Dan Richard Beto**, **Donald G. Evans**, and **Ron R. Goethals** — met with a delegation of justice officials from the Republic of Georgia charged with the responsibility of developing a probation system.

Other participants in the meeting, which took place at the NIC headquarters in Washington, D.C., included: **George M. Keiser**, Chief of the NIC Community Corrections and Prisons Division; **Dot Faust**, NIC Correctional Programs Specialist; **Thomas H. Williams**, Associate Director of the Court Services and Offender Supervision Agency for the District of Columbia; and **Catherine Newcombe** with OPDAT.



Pictured, from left to right: Abashidze, Goethals, Beto, Arakishvili, Evans, Theshelashvili, and Lejava.

The Georgian delegation was comprised of: **Paata Lejava**, Member of Parliament; **Eka Theshelashvili**, Deputy Minister of Justice; **Alexander Arakishvili**, Chairman of the Probation Department; and **Zurab Abashidze**, Head of General Inspection for the Ministry of Justice.

Georgia, an independent republic following the collapse of the Soviet Union in 1991, is engaged in reform efforts of its entire criminal justice system. It is experiencing many of the challenges faced in the United States, such as prison overcrowding and insufficient funding for community corrections.

During the three days of meetings a wide range of subjects were discussed, including organizational structure issues, training needs, developing allies in the criminal justice system, and establishing priorities.

With the approval of **Cherlyn K. Townsend**, President of the National Association of Probation Executives, the four Georgians were made honorary members of the Association.

BINGHAM ASSUMES ADDITIONAL RESPONSIBILITIES

As a result of an Executive Order issued by the Marion Superior Court Executive Committee, **Robert L. Bingham** has been designated as Chief Probation Officer responsible for consolidating and managing adult and juvenile probation operations for the Marion Superior Court in Indianapolis, Indiana. This consolidation took effect in February 2005.

Bingham, a past President of the National Association of Probation Executives, is a 1970 graduate of Wake Forest University and earned a master's degree in clinical social work from Bryn Mawr College in 1976. He has been a probation director since 1979, and for the past five years he has served as the Chief Adult Probation Officer for the Marion Superior Court.

COMMUNITY PROBATION EFFORT

On April 7, 2005, residents of north Minneapolis, Minnesota, gathered to welcome some new neighbors. An ordinary looking house has been converted into a probation office, now known as the Jordan Probation House.

City Councilman **Don Samuels** was one of many civic leaders on hand to celebrate the opening of the house. "I am convinced that goodwill and collaboration are the stem cells for the revitalization of our community," said Samuels.

The new Jordan Probation House is a collaborative effort that brings probation officers into the neighborhood, a concept that has worked in south Minneapolis. Probation Officer **Angie Isaacson** said that they have found this to be a positive experiment where probationers can remain in their community to meet with probation officers.

Minneapolis Mayor **R. T. Rybak** said the house offers help to those trying to make life work; "we're saying that we'll have probation officers watching over people who are doing the wrong things but also watching out for people doing the right things. So if you're doing criminal activity, meet your new neighbor, it's a probation officer, but if you're a person who wants to do better and to have a greater life, meet your new resources here."

Two adult and juvenile probation officers will work at the refurbished house. There is also a stepped-up police presence in the neighborhood. "It's all part of an effort to help law en-

forcement better connect with residents. The hope is that with everyone working together, this will be a new beginning for this troubled neighborhood," commented **Pat Evans**, a reporter with KARE News.

EXECUTIVE DEVELOPMENT PROGRAM HELD

On February 27 to March 4, 2005, another Executive Development Program was held at the George J. Beto Criminal Justice Center at Sam Houston State University in Huntsville, Texas.

Participants in this training included: **Thomas W. Bartlett**, **Frank DiGiaino**, and **James J. Kelly** of New Jersey; **Aaron Boone** and **Grant Knight** from Virginia; **Stefan L. Cimikowski** of New Hampshire; **Debra F. DeBruhl** and **Randy J. Williams** from North Carolina; **Karen Herkelman** of Iowa; **Anthony G. Ellis** from New York; **Gregory Lewis** of Idaho; **Dan Roberts** from Arkansas; **Amy Sappington** of Texas; and **Schwann H. Scott** and **Christopher Stepp** from South Carolina.



Executive Development Program participants and faculty.

Practitioner faculty members, all members of the National Association of Probation Executives, included **Dan Richard Beto** of Texas, **Ron R. Goethals** of Texas; **Ronald T. Hajime** from Hawaii, **Martin J. Krizay** from Arizona, and **Cheryl K. Townsend**, also of Arizona. Also serving on the faculty were **Dot Faust** and **Marcus Hodges** with the National Institute of Corrections, and **David Epps** with the Criminal Justice Center.

Providing logistical support for this program was **Christie Davidson**, Assistant Director of the Correctional Management Institute of Texas. The Texas Department of Criminal Justice assisted by providing transportation for participants between the Houston airport and Huntsville.

NEW CHIEFS IN CALIFORNIA

In March 2005, **Scott DeuPree**, a longtime Santa Barbara County probation official, was promoted to Chief Probation Officer, replacing **Sue Gionfriddo**, who retired. DeuPree, who holds a bachelor's degree in police administration from California State University at Los Angeles and a master's degree in public administration from Golden Gate University, has worked in Santa Barbara County, California, for 29 years, 24 of them in management positions with the probation department. He has

been Deputy Chief for three and a half years, manager of the Santa Barbara Juvenile Hall for two years, and a supervising probation officer for 12 years.

Also in March Lassen County promoted its Juvenile Hall Superintendent, **Roy Theils**, to Chief Probation Officer. He replaces **Debbie Rives**, who resigned in December.

In April 2005, the Tehama County Board of Supervisors promoted **Daniel R. Emry**, a 14-year veteran of the Tehama County Probation Department, as Chief Probation Officer. During his tenure with the department, Emry's assignments have included all functions of probation work in the adult and juvenile divisions. He holds a bachelor's degree in political science from California State University at Chino.

Also in April the Los Angeles County Board of Supervisors appointed **Paul Higa**, an in-house 30-year veteran probation officer, to take over as head of the county's \$500-million probation department. Higa, who has served as interim chief, joined the Los Angeles County Probation Department in 1975 after graduating from UCLA with a bachelor's degree in psychology. He will oversee 5,200 employees and succeeds **Richard Shumsky**, who retired in November.

BETO RECEIVES RECOGNITION

On April 12, 2005, at its annual conference held in Austin, the Texas Probation Association presented **Dan Richard Beto**, Executive Director of the Correctional Management Institute of Texas (CMIT) at Sam Houston State University, with the prestigious **Charles W. Hawkes Lifetime Achievement Award**. In presenting the award, **Fred Rangel**, the organization's President, said the award was for Beto's "many achievements and lifetime of service to the probation profession."

Prior to being named Executive Director of the Institute in 1994, Beto had recorded more than a quarter of a century of service in the field of probation. During his career, Beto served as a juvenile probation officer, a United States Probation Officer for the Southern District of Texas, and as Director of two community supervision and corrections departments in Texas.

Beto is a past President of the Texas Probation Association and the National Association of Probation Executives. He also served on the Reinventing Probation Council of the Manhattan Institute.

As head of CMIT, Beto is responsible for the Texas Probation Training Academy, which delivers a majority of probation officer training in Texas.

The award, the association's highest honor, is named for the late **Charles W. Hawkes**, who served as Chief Probation Officer for Jefferson County for several decades and who was one of the great leaders in advancing the probation profession in Texas.

Beto has announced that he plans to retire at the end of August 2005.

POLICE-PROBATION COLLABORATION

In Massachusetts the Springfield District Court Probation Department and the Springfield Police Department's Safeguard Unit have joined forces to tackle a backlog of probation violations. In March 2005, probation officials and officers assigned to the Safeguard Unit have apprehended 60 offenders wanted for violating the terms of their probation, said Chief Probation Officer **John Morganstern**. Another 40 offenders who learned they were being sought turned themselves in. The joint effort has also identified

another 260 names of offenders arrested for violent crimes or drug distribution who will be sought for apprehension.

Manpower shortages, particularly following police layoffs two years ago, resulted in a backlog of offenders who should have been arrested for probation violations. "We're trying to target the worst of the worst; the people we target are dangerous to society," said Morganstern.

The Springfield District Court is the busiest district court in Massachusetts. Each month some 250 probation violations are issued by the court.

Probation officers used to meet monthly with police assigned to the Community Policing Program to track down offenders. Police layoffs two years ago gutted the program and limited manpower. The Safeguard Unit was formed last summer in response to several high profile violent crimes. It is intended to be a proactive approach to stopping crime, and particularly violent crime.

Safeguard Sergeant **John Delaney** said the collaborative effort with probation is producing results. He called the partnership a "tremendous asset" to promote public safety. "We knew as a unit these cases were piling up," he said. "By teaming up with probation, we have been pretty successful with taking offenders into custody."

BUSHEY RETIRES

On May 13, 2005, with almost four decades of distinguished service to the probation profession, **W. Conway Bushey**, Director of Probation Services for the Commonwealth of Pennsylvania, retired. In reflecting on his career, Bushey said "I have served in the field of probation and parole for over 38 years and have had the opportunity to achieve career goals that were only part of a dream when I started my first professional job as a county probation officer."

After serving as a county probation officer, Bushey joined the Pennsylvania Board of Probation and Parole, where for the next 32 years he would serve in a variety of administrative capacities, including Adult Probation Services Advisor, Director of Grants and Standards, Board Secretary, and finally as Director of Probation Services.

After a summer of vacation, home projects, and spending time with his grandchildren, Bushey will return to the workforce as Executive Director of the County Chief Adult Probation and Parole Officers Association of Pennsylvania.

Bushey, who for many years served as a member of the Board of Directors of the National Association of Probation Executives, pledges to remain active in NAPE. He said, "NAPE has provided an invaluable source of peer consultation and resources that I will continue to use in my new job."

NAPE President **Cheryl K. Townsend** remarked that Bushey "has been a constant source of leadership for community corrections in Pennsylvania." She added, "I am pleased that he plans to remain active in the Association; he is a wonderful resource we would not want to lose."

MOLDOVAN JUDGES DISCUSS JUSTICE ISSUES

On April 15, 2005, a delegation of prominent judges from the Republic of Moldova visited the Criminal Justice Center at Sam Houston State University to learn more about the criminal justice system. During their visit to Huntsville, the judges met with **Dan Richard Beto**, Executive Director of the Correctional Management Institute of Texas and a NAPE past President, and

Magdalena McMillan, a Project Coordinator with the Law Enforcement Management Institute of Texas, to discuss a variety of topics, including the judicial selection process, sentencing philosophy, probation and parole practices, and criminal justice training and education.

In addition, they toured the Huntsville Unit of the Texas Department of Criminal Justice, where they discussed correctional administration and policies with **Bill Lewis**, Assistant Regional Director, and **Charlie Williamson**, Assistant Warden.

Moldova, formerly part of the Soviet Union, has been an independent republic since 1991. Slightly larger than Maryland, Moldova shares borders with Romania and Ukraine and has a population of slightly less than five million people.

Members of the delegation included: **Ghenadie Eni**, President of the Trial Court of Cahul; **Constantin Gurschi**, Vice President of the Supreme Court and President of the Criminal Collegium; **Tatiana Podoprigora**, President of the Trial Court of Balti; **Gheorghe Scutelnic**, President of the Appellate Court of Balti; and **Nicolae Timofti**, Judge of the Appellate Court of Chisinau.

The judges were in the United States as part of the U.S. State Department's International Visitors Program, which brings participants to the United States from all over the world to meet and confer with their professional counterparts and to experience the United States firsthand. In addition to Texas, the judges visited Washington, D.C., Jacksonville, Florida, and Reno, Nevada.

WESTCHESTER COUNTY RECOGNIZED FOR INNOVATIVE PROBATION PROGRAM

The Westchester County Department of Probation has been recognized by the National Highway Traffic Safety Administration (NHTSA) as a "Best Practice" for Operation Night Watch Program. The federal agency commended the department for its efforts to protect the community from DWI offenders and reduce recidivism.

According to a NHTSA report, the Westchester County Department of Probation has "established a very strong surveillance and enforcement system to ensure that repeat DWI offenders comply with court-ordered restrictions on alcohol/drug consumption and driving while impaired. The department has a guiding principle that uses effective leadership in being progressive, proactive and innovative, and fully partnering with the community and all its related resources."

The Westchester Department of Probation, under the leadership of Commissioner **Rocco A. Pozzi**, supervises and provides services to approximately 1,300 offenders a year who have been placed on probation for DWI.

Components of this comprehensive program include: targeted surveillance and enforcement of court-ordered conditions of probation; unannounced field visits to residences, places of employment, and establishments where alcoholic beverages are served; tests for alcohol and drug use; seizure of contraband; and a rapid response to violations; and treatment.

The Operation Night Watch Program was singled out by NHTSA as "the centerpiece for an effective probationer management program."

GOETHALS RECEIVES SERVICE AWARD

Ron R. Goethals, past President of the National Association of Probation Executives and recently retired Director of the Dallas

County Community Supervision and Corrections Department, was one of six persons recognized by Sam Houston State University with the 2005 Service Awards. On April 18, 2005, Goethals was honored at a luncheon at the University.

A 1977 graduate with a Master of Arts degree in criminology, Goethals worked as a public servant in the criminal justice field for more than three decades. He received his bachelor's degree from the University of Texas in 1970 and a MBA degree from the University of North Texas in 1983.

He began working in the criminal justice field as a deputy sheriff for detention at the Dallas County Sheriff's Department. After two years, Goethals moved on to the Dallas County Community Supervision and Corrections Department, where he served in many capacities for the remainder of his career, including 15 years as director.

"During his tenure, Ron embraced innovations in the delivery of probation services; he positioned his resources where they could do the most good; he championed the introduction of evidenced-based principles to community corrections; he sought out relevant training to enhance staff expertise; he encouraged his staff to assume leadership roles in state and national correctional organizations; and he has demonstrated his leadership by resisting undocumented correctional fads," said **Dan Richard Beto**, Executive Director of the Correctional Management Institute of Texas.

"Throughout his career, Ron has served as a role model, mentor, and teacher to many in the probation profession. Ron, who is highly respected by his peers, has continued to reflect favorably on Sam Houston State University," according to **Christie Davidson**, Assistant Director of the Correctional Management Institute of Texas.

"He has been a strong and consistent supporter of the College of Criminal Justice," said **Richard H. Ward**, Dean of the College of Criminal Justice. "He has hired our graduates, supported research initiatives, provided students with internship opportunities, been a guest lecturer, and served on the Advisory Board of the Texas Probation Training Academy, one of the programs of the Correctional Management Institute of Texas. He is very deserving of this recognition."

OPERATION CLEAN SWEEP

On May 13, 2005, Operation Clean Sweep in Suffolk, Virginia, went into action. The focus of this multi-agency initiative, comprised of teams of police officers, probation and parole officers, and sheriff's deputies, was to find and arrest Suffolk's 25 most wanted probation violators.

Suffolk conducted a similar event last year, arresting more than half of the 20 most wanted.

By the end of the day Friday, the second edition of Operation Clean Sweep provide equally fruitful, police said. Not only were they able to arrest more than half of the violators from the list, but they were also able to develop leads on most others.

One team of officers found a man hiding inside a closet in a house in the city's downtown. He had been on the wanted list since the beginning of March on charges of rape, abduction, and use of firearm in the commission of a felony.

"It was worth the whole day just to get that guy," said **John Morse**, a probation and parole officer who supervised offenders in Suffolk, Smithfield, and Isle of Wight. "Anytime we take someone that's a threat, it's a benefit to public safety."

POLISH JUSTICE DELEGATION HOSTED IN TEXAS

A delegation of Polish judges and probation officers visited Texas during the first ten days of May 2005 and were hosted by the Correctional Management Institute of Texas at Sam Houston State University, the secretariat of the National Association of Probation Executives.

Members of the delegation included: **Urszula Wieczorek**, a Judge with the Ministry of Justice who oversees probation in Poland; **Magdalena Niewiadomska**, Inspector of Probation Officers; Chief Judge **Michal Laskowski**; and probation officers **Renata Mejrii**, **Irena Szostak**, and **Piotr Burczyk**. Burczyk is also President of the Probation Officers Association of Poland.

During their stay in Texas, they attended a two and a half day seminar conducted by the National Resource Center for Police-Corrections Partnerships in Arlington, and visited the Tarrant County Community Supervision and Corrections Department in Fort Worth for a two day briefing. While there, they met with a number of judges and officers, visited the courts and the department's satellite offices, and observed some of the technology used to supervise offenders and manage data demands.

In addition, the delegation's members met with a number of NAPE leaders, including past Presidents **Ronald P. Corbett, Jr.**, **Dan Richard Beto**, and **Robert L. Bingham**, Vice President **Gerald R. Hinzman**, Treasurer **Joanne Fuller**, and **Tom Plumlee**, the Director of the Tarrant County Community Supervision and Corrections Department and the Chairman of the Probation Advisory Committee to the Texas Department of Criminal Justice.

The delegation also visited two institutions of the Texas Department of Criminal Justice.



Pictured, from left to right: Webb, McMillan, Burczyk, Laskowski, Szostak, Niewiadomska, Wieczorek, Mejrii, Kowalski, and Beto.

Prior to returning to Poland, they were made honorary members of the National Association of Probation Executives.

In addition to Beto, persons serving as hosts to the delegation included: **Chris Kowalski**, Project Coordinator with the Correctional Management Institute of Texas; **Magdalena McMillan**, Project Coordinator with the Law Enforcement Management Institute of Texas; and **David Webb**, Assistant Director of the Law Enforcement Management Institute of Texas.

SHOEMAKER RETIRES

After 17 years in probation, **Cliff Shoemaker** retired as Chief Probation Officer for Woodford County in Eureka, Illinois, on May 13, 2005.

Shoemaker, age 65, had planned to retire before learning he was suffering with a bone-marrow and blood disorder — myelofibrosis — that would test his ability to remain on the job. He said the July 2004 diagnosis, which included a realization that fatigue would become a problem, helped him announce a decision he had already made.

He acknowledged to having mixed emotions about retirement. "Mixed emotions are appropriate," he said, "because probation officers usually deal with opposite emotions: compassion and suspicion."

"One of the biggest problems is trying to fight cynicism and keep a positive approach," said Shoemaker. "We walk a fine line between being a law enforcement officer and a social worker."

While Shoemaker has witnessed a lot of repeat offenders during his career, he has also seen a number of success stories, and it is these successes that "keep probation officers going."

"I've been around long enough that I have seen a lot of guys I dealt with in the early years now are working and raising families," said Shoemaker. "I'm not sure that their successes can be attributed to us. I think a lot of times a light just goes on in their head and they want to go on with their lives."

Probation officer **Matt Noar** assumed Shoemaker's duties while the county searches for a replacement.

CONSTABLE CREATES ZEBRA SQUAD

On May 4, 2005, Harris County Constable **Victor Trevino** announced the rebirth of his Zebra Squad to track down the most dangerous probation and parole violations across Houston, Texas. The squad, named after the striped jumpsuits worn by some prisoners, was active in the early 1990s by arresting more than 2,000 wanted probation and parole violators. In recent years the squad, due to organizational issues, was not particularly active.

Trevino decided to relaunch the squad over what he referred to as a lack of consistency in tracking down violators due to the limited resources of law enforcement agencies. "I think we lost a sense of really understanding the scope of the problem," said Trevino, who was flanked by local probation and parole officials. "If you keep this as a priority, I guarantee you the crime rate is going to go down."

The Zebra Squad plans to target offenders with criminal records who have convictions for murder or attempted murder, sexual assault, aggravated robbery and robbery. The squad, comprised of 14 reserve officers, will place priority on probation and parole violators inside Precinct 6, but will also pursue others across Harris County.

Probation and parole officials applauded this initiative, noting they are dependent on the good will of law enforcement since their own officers do not have arrest powers.

MILLER RECOGNIZED IN INDIANA

Suzanne Miller, Chief Juvenile Probation Officer for Johnson County, Indiana, was recently presented the Order of the Augustus Award by the Indiana Judicial Center.

Miller, who has served as a juvenile probation officer in Johnson County since 1977 — the last ten of which as the chief — was

recognized for her exemplary service and for emulating the work of John Augustus "through dedication and commitment."

After 28 years, Miller said she is ready for more of the job she loves, especially after receiving the award, which she said "rejuvenated" her.

NEW MEMBERS

Since the winter issue of *Executive Exchange* was published, 22 new members have joined the National Association of Probation Executives. The new individual members are as follows:

William T. Ashe, Branch Chief, Court Services and Offender Supervision Agency, Washington, D.C.

Thomas W. Bartlett, Chief, Probation Collections and Comprehensive Enforcement Program, Trenton, New Jersey.

Aaron Boone, Chief, Probation and Parole Office District 42, Virginia Department of Corrections, Franklin, Virginia.

Stefan L. Cimikowski, Chief, Probation and Parole Office, New Hampshire Department of Corrections, Berlin, New Hampshire.

Debra F. DeBruhl, District Manager, Division of Community Corrections, North Carolina Department of Corrections, Murphy, North Carolina.

Frank DiGiamo, Chief Probation Officer, Mercer Vicinage Superior Court, Trenton, New Jersey.

Anthony G. Ellis, Executive Director, New York State Division of Parole, Albany, New York.

Ronald Hajime, Administrator, Adult Client Services Branch, 1st Judicial Circuit, Honolulu, Hawaii.

Rhonda A. Hampton, Assistant Director, Osceola County Probation Department, Kissimmee, Florida.

Marcus M. Hodges, Corrections Program Specialist, National Institute of Corrections, Fredericksburg, Virginia.

Allison Juliot, Chief Probation Officer, Clark Superior II Probation Department, Jefferson, Indiana.

James J. Kelly, Chief Probation Officer, Ocean Vicinage Superior Court, Toms River, New Jersey.

Grant Knight, Chief Probation and Parole Officer, Virginia Department of Corrections, Suffolk, Virginia.

Gregory Lewis, District Manager, Idaho Department of Corrections, Boise, Idaho.

Veronica M. Perry, Chief Probation Officer, Medina County Adult Probation Department, Medina, Ohio.

Cindy Rains, Chief Juvenile Probation Officer, Calhoun County Juvenile Probation Department, Port Lavaca, Texas.

Dan Roberts, Deputy Director, Arkansas Department of Community Corrections, Little Rock, Arkansas.

Amy Sappington, Director, Cooke County Community Supervision and Corrections Department, Gainesville, Texas.

Schwann H. Scott, Regional Director, South Carolina Department of Probation, Parole, and Pardon Services, Columbia, South Carolina.

Christopher Stepp, Regional Director, South Carolina Department of Probation, Parole, and Pardon Services, Columbia, South Carolina.

Javed Syed, Director, Nueces County Community Supervision and Corrections Department, Corpus Christi, Texas.

Randy J. Williams, District Manager, 22nd Judicial District, North Carolina Division of Community Corrections, Lexington, North Carolina.

In addition to the individual members, one new organizational member has joined; it is as follows:

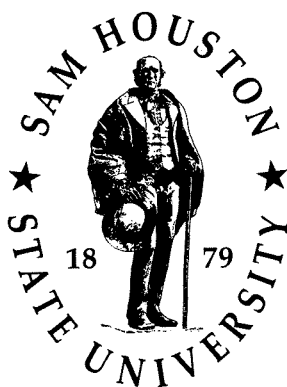
Taylor County Community Supervision and Corrections Department (Michael D. Wolfe, Director), Abilene, Texas.

NEWS ITEMS SOLICITED

NAPE members are encouraged to send in news items about promotions, recognitions, special events, retirements, and new initiatives to *Executive Exchange* for publication. News items may be sent via email to drbeto@shsu.edu, by facsimile to (936) 294-1671, or by convention mail to:

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Executive Exchange is always interested in publishing the "good news" about its members and their organizations.



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