

# Reflecting on Probation Practices

## Diversion

John/Regina

### Breakout part 1

1. Introductions and selection of reporter
2. Brainstorm ideas about equity and inclusion and add to google doc

### Breakout part 2

3. Revisit [survey data results](#) and finish documenting key takeaways, practices to stop/start/refine, and next steps for each (if needed)
4. Bold 1-2 highest priorities in each table
5. **Document ways that this work will improve equity and inclusion for vulnerable populations**
6. Identify key takeaways to share out

## Equity and Inclusion Brainstorm

Brainstorm ideas about how to meet the needs of vulnerable populations. Start with brainstorming ideas about Youth of Color. Then choose ONE other vulnerable population.

Vulnerable population	What should we be paying attention to in order to meet the needs of this vulnerable population?
<b>Youth of Color</b>	Self identification, culture, family dynamic, accessibility, ask what the barriers are - lived experience, Ask if the basic needs are being met, inclusion (sense of belonging, cultural specific programming), mental health, available MH programs and services, meet them where they are at, how do they define success, checking to make sure they understand (be mindful of the power dynamic)
Girls	
LGBTQ Youth	
Youth from low socio-economic backgrounds	Grandparents are guardians, realistic expectations hierarchy of needs, access i.e transportation, internet access, mental health available MH programs and services, meet them where they are at, how do they define success - pay attention to how you talk to the youth and families, checking to make sure they understand (be mindful of the power dynamic)

Youth with mental health needs	
Youth with disabilities	
Other-	
Other-	

### Key Takeaways

- **Are high needs kids being placed on probation because the court can mandate services and so they get in sooner?**
- **Probation officer role is a lot like case managers and getting kids hooked up to services that they need, and can use the court to get access to services. Way to access services in the community now is through court.**
- **Diversion programs struggle to pay whereas JJS services can help.**
- **Diversion can only refer. Parents sometimes want kids ordered to do something because the child is reluctant to do something. Probation is easier to do that.**

## STOP

<b>Practices</b> (What practices should STOP?)	<b>Next steps</b> (What needs to be done before we can make this happen? Who should be involved?)	<b>How will this work improve equity and inclusion for vulnerable populations?</b>
<ul style="list-style-type: none"><li>• <b>Judges not involved in decision making - change that everything should not go to court or JJS first</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Leave decision to law enforcement and/or diversion (assessment process should help with this)</b></li></ul>	
<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>	
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## START

<b>Practices</b> (What practices should START or increase?)	<b>Next steps</b> (What needs to be done before we can make this happen?)	<b>How will this work improve equity and inclusion for vulnerable populations?</b>
<ul style="list-style-type: none"> <li>Offering integrated continuum of services</li> </ul>	<ul style="list-style-type: none"> <li>Have collaboration between diversion and JJS</li> </ul>	
<ul style="list-style-type: none"> <li>Consistent diversion practices across the state</li> </ul>	<ul style="list-style-type: none"> <li>Consistent referrals and ability to access services.</li> <li>How do we get past the staffing and funding issues to provide equitable diversion services?</li> <li>Develop statewide standards for diversion</li> </ul>	<ul style="list-style-type: none"> <li>Standards can promote access and equitable services for all kids including vulnerable populations.</li> </ul>
<ul style="list-style-type: none"> <li>Start having law enforcement and prosecutors diverting kids out of the system with assessment instead of going to court or JJS for those decisions</li> </ul>	<ul style="list-style-type: none"> <li>Assessment/CANS</li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	

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**REFINE**

<p style="text-align: center;"><b>Practices</b> (What practices should be REFINED?)</p>	<p style="text-align: center;"><b>Next steps</b> (What needs to be done before we can make this happen?)</p>	<p style="text-align: center;"><b>How will this work improve equity and inclusion for vulnerable populations?</b></p>
<ul style="list-style-type: none"> <li>• Parent accountability</li> </ul>	<ul style="list-style-type: none"> <li>• Mandate services for parents Find out how we can engage parents in this process? Are we meeting the needs of families and kids at the diversion intercept? Do parents have any input to the service being offered?</li> </ul>	<ul style="list-style-type: none"> <li>• meet them where they are at (Are services being offered with accessibility in mind?)</li> <li>• Kids and families previously not served by a program, could be.</li> </ul>
<ul style="list-style-type: none"> <li>• Equity in terms of access</li> </ul>	<ul style="list-style-type: none"> <li>• Expand services. Provide financial help for families that could otherwise not be able to access.</li> </ul>	

<ul style="list-style-type: none"><li>• Child accountability</li></ul>	<ul style="list-style-type: none"><li>• If noncompliant, they need to go back to court.</li></ul>	
<ul style="list-style-type: none"><li>• Ensure thorough intake for the child</li></ul>	<ul style="list-style-type: none"><li>• Child not taken into the program until fully understand the nature of the program and accountability.</li></ul>	
<ul style="list-style-type: none"><li>• Access to diversion programs and services</li></ul>	<ul style="list-style-type: none"><li>• Ensure the 19 accredited programs are being utilized across the state. Continue to build out services and access with things like transp.</li></ul>	

- Identify 3 takeaways from combined group discussion to share out with large group

§ One urgent priority - **Consistency – streamlining processes for all kids, how referrals are made and where they come from. Once Go to diversion, successful, good. If not, what happens? Consistency about accountability. Does diversion have the ability to access JJS and vice versa. Can they float back and forth in the lanes as long as stay within bounds. Consistent access to resources. Come up with some sort of metric to ensure programs are meeting those metrics.**

**Q: Should every program have the same number of people, same kind of contracting options, aware of statute**

**2 things: One is consistency in process and another is consistency in meeting standards**

**How can we get funding to be geared to volume of cases and work we can do in our geographic area?**

**No funding in SB 94 for diversion programs**

§ One question or wondering – **What does consistency mean and look like?**

- One thing that needs more discussion – **metrics. Need to have a discussion about level of communication and what this .looks like across the state**

Group agreed that they want to continue these discussions and would be willing to be part of group to look at consistency further.