

Halcyon Adolescent Treatment Center Group

Dave Eisner
Cara Hopkins
Carol Kanda
Gaffney Peglar

Fall 1997-Spring 1998

Advisor:

Mission: "We are committed to establishing relationship throughout the semester with the youth at the Halcyon (Adolescent Day Treatment Center) Residence home. During the semester, we will co-design and implement projects to empower the youth and help them to express themselves in a positive manner. We recognize that further empowerment can be achieved through positive associations with the public. Therefore, we are committed to bridging the gap between the youth and the greater community. "

Goal statement

We are committed to establishing relationships throughout the semester with the youth at the Halycon (Adolescent Day Treatment Center) Residence Home. During the semester, we will co-design and implement projects to empower the youth and help them to express themselves in a positive manner. We recognize that further empowerment can be achieved through positive associations with the public. Therefore, we are committed to bridging the gap between the youth and the greater community.

Purpose of Evaluation

We wanted to identify what we accomplished in regard to our initial goals by examining the expected as well as the unexpected results of the project. This evaluation gives insight for future projects of similar nature and relates our experience of working with the Halcyon Youth to living our daily lives.

Design of Evaluation

We examined the process and the outcome of our work with the Halcyon Youth by several means:

- interviewing staff, kids, each other.

- Observation of general interactions between staff, kids, ourselves.

- Journal entries.

The design of the evaluation is intended to be useful for ourselves, Halcyon Staff, and future groups working on similar projects.

SOL PROJECT GROUP: Incarceration (<math>\leq j: ti \sim (h

Members: /Dad: 111/1 *
Camanda
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Mission :

We recognize that by being products of the system, inevitably we perpetuate and are limited by its oppressive nature.

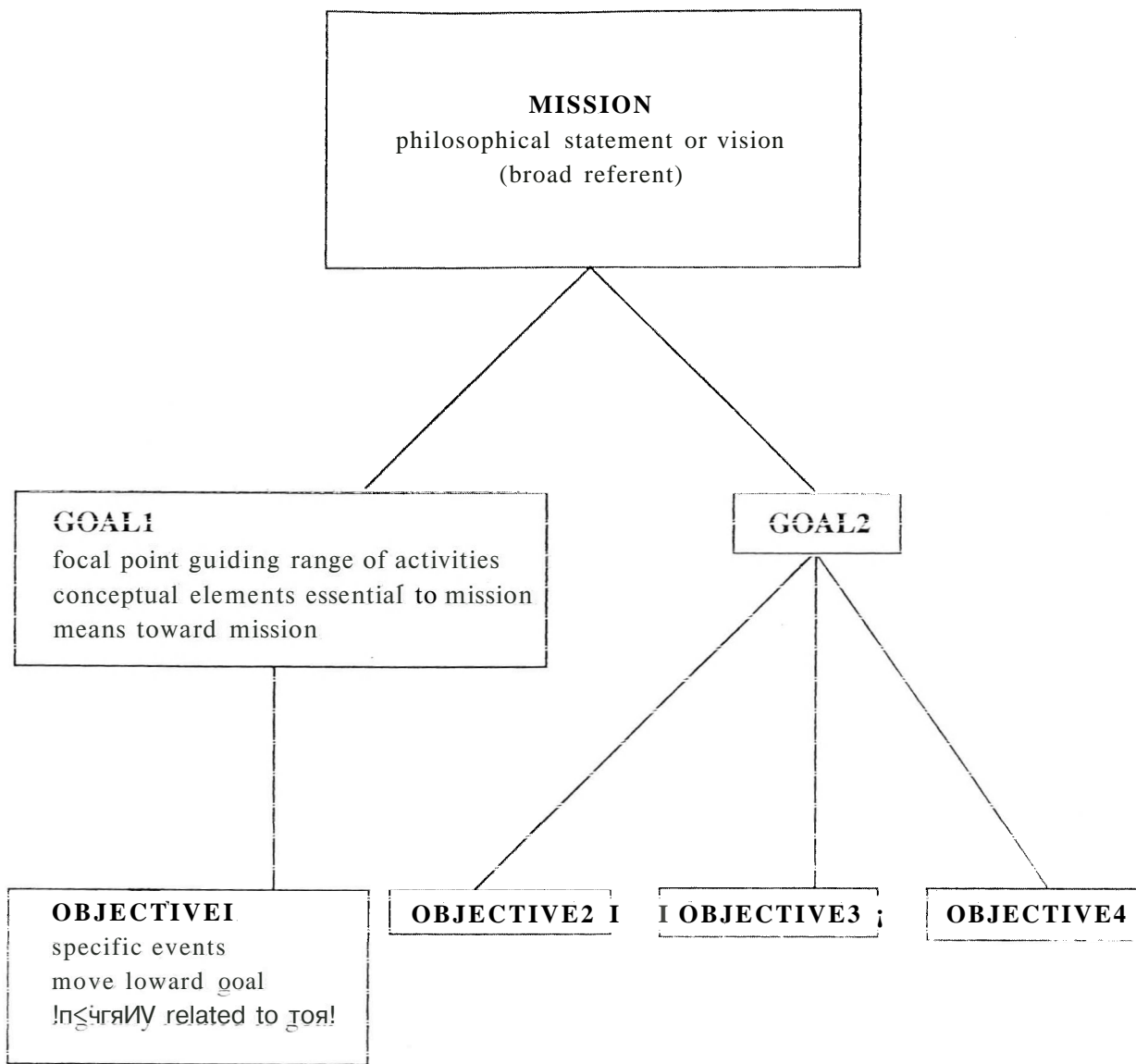
Therefore, we are committed to confronting forces of injustice and taking an active role in shaping a world of injustice and taking an active role in shaping a world of respect, knowing that nothing is free until all things are free.

Goals:

- What will it take for the mission to be true in this community?
- What do we want to have occurred out of our efforts? (bring together individual bottom lines)
- What will we be able to demonstrate as results from our work?

Objectives:

- What will it take to accomplish our goals?
- What specific actions! events! tactics will move us toward our goals?!



A-

The Issues Pertaining to incarcerated Youth

Felicia Tomasko
Stephanie Mohr
Gig Guillaume

Since one of the most important lessons we have learned in INVST is not to reinvent the wheel, we looked for many of our answers in the previous paper on identifying the community of incarcerated youth. In many ways the following paper is an analysis and discussion of what we learned about the community through the previous paper. We have been able to identify several issues that pertain to the problem of an increased rate of incarcerated youth in the Boulder area. The following is a report on our contacts, the methods we used to identify the issues and the issues we have identified.

Contacts

We got our contacts from the previous paper and from Carol Kanda. They pertain to groups here in Boulder that address the incarcerated youth problem, and the people that have been already contacted in those groups.

Juvenile Detention Center
Barb Hable 441-3978

Halycon Adolescent Day Treatment Center/School
Shawn Smith 499-1121

Boulder Enhanced Supervision Team
Jenny Scanlon 441-4890

Boulder Preparatory School

Since we were provided with key information about each group, we never felt it necessary to actually contact these people. It should be noted that the previous group that worked on incarcerated youth went far beyond their assignment, and actually provided us with several issues pointed out by the contacts that we have named here.

Methods

Very simply we read the report from the last group, and we discussed the information given in descriptions of different groups or programs, and the interviews of people in those groups or programs. We did not feel it necessary to interview people as they had already been interviewed and had revealed information about the issues surrounding their programs.

issues

In identifying the issues we found that first one must be able to identify a problem. The problem that we came up with was quite general, but leaving us with many open doors to find some specific issues. Clearly the problem is an increasing rate of incarcerated youth in Boulder. After reading an article given to the class by Beth about issues, we found that issues relating to this problem should be solution oriented. For example one of the issues was providing the youth with a greater sense of being part of the Boulder community. This may sound like a solution or tactic, but in fact it is an issue that must be addressed. After much discussion we felt that if the youth were given a positive outlook about the community of Boulder, they would respond better. Along the same lines we felt that perhaps the youth are in need of role models. Whether these role models were in the form of artists, college students, others that had made it through being incarcerated youth, or all three together depends on the individual youth and their values. We simply believe that the community, not just "special" programs need to reach out to these kids. Another issue would be to address the need for more positive activities outside of school. One of the main contributors leading to incarceration may be simple boredom. Kids have a lot of energy and no matter what they will find a way to use it. Although clearly there are other circumstances that contribute to this issue, positive activities outside of the classroom can't hurt. We also noticed that there was an increase in girls being incarcerated, and we felt that the issue here (among many others) was that

programs need to be open to the many different needs that kids have. Perhaps the system has been limited by the fact that there are more incarcerated boys than girls. Of course this is something that requires more research. Unfortunately we did not have much access to demographics and realized that perhaps if we had had more time, we could have come up with different or more specific issues. Over all these were just some of the issues that are out there. Hopefully these can lead to deeper or more detailed issues and then tactics.

Sara Crispell
Meghan Gill
Jen Holcomb

Tactics for Incarcerated Youth

By using the issues set forth by the previous group, we came up with several possible tactics for the SOL project. A few things came up for us while in the process of developing these tactics. First, before any tactics are implemented or decided upon, we think that it will be important to talk to the youth to find out what they think their needs are and what tactics they would implement. Also, we wonder if it might be more reasonable to work with the youth on parole rather than the youth who are detained? Or are they considered the same community? Finally, we think that tactics employed by the SOL group might be more effective and sustainable if we worked with an already existing program, rather than developing a brand-new program.

The **issues** identified previously:

1. Providing the youth with a greater sense of inclusion to the Boulder community.
2. Providing the youth with positive role models.
3. Developing positive activities outside of school for the youth.
4. Develop programs which are open to the many different needs that the youth have.

Using these issues, which we felt overlapped a great deal, we came up with the following as possible **tactics** (they are in no particular order):

1. Having the youth and community members build a playground together.
2. Somehow having the youth share their experiences with the community. Possible tactics include:

*Developing a newsletter of writings and art by incarcerated youth to distribute in the community.

*Having the youth create a community mural.

*Developing a dance troop.

3. Involving the youth in a social change issue (by using art?)
4. Set-up a mentor program with students at CU.
5. Set-up an apprentice/mentor program with older adults in the community.
6. Developing something dealing with athletics
7. Develop workshops around communication and/or conflict resolution.
8. Instruct the youth about peer mediation.
9. Implement a service learning program.
10. Create a list of programs and resources in the Boulder area to distribute to the different programs and also to distribute to volunteer programs like the volunteer clearing house.

11. Get volunteers into the juvenile centers in order to break down the barrier.
12. Think about pursuing structural change. We don't really know of a tactic to do this. It would take more research.



map it
that hold up the injustice

Again, we think that working with already existing programs would be the most

effective and sustainable.

Incarcerated Youth

Dave Eisner Gaffney Peglar
Cara Hopkins Carol Kanda

Our Goal/The Community

We recognize that the rate of incarcerated youth is rapidly increasing, especially in the city of Boulder. Our goal is to work within an already established organization, so that we are able to fulfill a realistic goal in helping this particular group of youth in the city of Boulder. Our goal is to address that these individuals are indeed important people, and to help them sustain a high level of self-confidence and self-esteem. This can be further implemented by a possible mentor program which ties this group of adolescents with CU, and even with the INVST community.

Descriptive

We have looked into various organizations within this specific area. What is encouraging is that there are many resources available.

They are:

1. Juvenile Detention Center

Provides secure lodging of up to 48 hours for youth arrested who must be detained pending a court hearing. The staff secure faculty has the capacity to lodge up to 20 youth at any given time (taken from handout).

2. Halycon Adolescent Day Treatment Center/School

A school for youth either from broken homes or who have been involved with the justice system who are in between the ages of 11-15 years. This school is part of the Boulder Valley School District and helps these youth make an easier transition back into the traditional school setting by providing both education and therapy. The school has an enrollment of twenty students with half of them living in the Halycon group home.

3. Boulder Enhanced Supervision Team (BEST)

BEST is a program that is set up where the youth involved have at one time been incarcerated and are now on probation for a determined period of time. The program requires that the youth involved must either be in school

Do you have any statistics on this?

or hold employment full-time. Various activities are planned for the youth as well.

4. *Boulder Preparatory School (Boulder Prep)*

Boulder Prep is a school for youth who have been incarcerated and are now on probation. A majority of these individuals feel uncomfortable going back to the traditional school system. Boulder Prep is located within the Justice Center and Probation Officers team teach the academic curriculum. These students earn academic credit towards graduation through Boulder Prep.

Methods

1. We have various written materials regarding the organizations that we have looked into.

2. We interviewed a supervisor at the Juvenile Detention Center, Barb Hable. She shared with us her views on the issues facing incarcerated youth and the types of programs available. She expressed that there is a need for programs specifically dealing with girls in the justice system due to incarcerated girls being a relatively new occurrence. Ms. Hable also stated that there is nothing for teenage kids to do when they are not in school, and that any programs that are integrated for youth, it really must carry a "cool" connotation or else it fails to be successful.

3. We toured ^Juvenile Detention Center facility and familiarized ourselves with the atmosphere as to where they stay when they are detained here in Boulder.

4. We interviewed Jenny Scanlon, who is the BEST coordinator. She expressed a need for programs in experiential education and service learning as well as education using the arts. There are some programs already established that some success. Rock climbing, snowboarding, a wilderness work camp, the Therapeutic Riding Center (horseback riding), and a "Culture Night" which focuses on the arts.

Assets Mapping

1. There are two members in our group who have associations with certain organizations that we have looked into (ie Participant Observation).

Dave has spent the past year as an intern at Halycon. He views the arts and other various options as a way to help youth express themselves in a positive manner.

Carol is working at the Juvenile Detention Center and feels that if youth have strong attachments to society and are involved within the community, then they are less likely to spend their energy participating in activities that are often times illegal.

2. Our group acknowledges that there are many local associations within our community that can help us gain more valuable information in our area of interest.

Seana Lowe - Rocky Mountain Youth Core, Youth at Risk

Beth Krensky - Project YES!

Magistrate TJ Cole - helped to establish Boulder Preparatory School and is one of the main juvenile Magistrates at the Boulder Justice Center.

Jeff - works with BEST, specifically focusing on service learning.

Roxanne Nice and Andre Adeli - Probation Officers who team-teach at Boulder Prep.

Shawn Smith - Halycon Adolescent Day Treatment Center/School

The new youth center on the Hill (Formerly *Club Mecca*)

the Bridge Attention Group Home - a group home for male adolescents who are either at-risk, come from a broken home, or have been incarcerated.

Nice - defining specific communities!
Also, by working w/ already established organizations.
you are increasing the chances for effectiveness.
I - would be helpful to get demographics
for each program/school as well as
map the assets for each program.



DEPARTMENT OF COMMUNITY SERVICES DIVISION OF COMMUNITY CORRECTIONS

JUVENILE PRETRIAL SERVICES

Juvenile Center Secure-Lodging: The Boulder County Juvenile Center provides secure lodging of up to 48 hours for youth arrested who must be detained pending a court hearing. Our staff secure facility has the capacity to lodge up to 20 youth at any given time.

Juvenile Bond Commissioner Program: Juvenile Center staff perform initial assessment of arrested youth for the purpose of setting bonds in accordance with 20th Judicial District Administrative Rules. Juveniles may be released on bond by Center staff with appropriate conditions established to ensure public safety.

Pretrial Supervision Program: This program provides supervision of selected youth released on bond. Selected youth and their families are seen by staff on a regular basis during the pretrial period. The staff establish behavioral contracts with the youth and families to ensure return to court and public safety during the pretrial period.

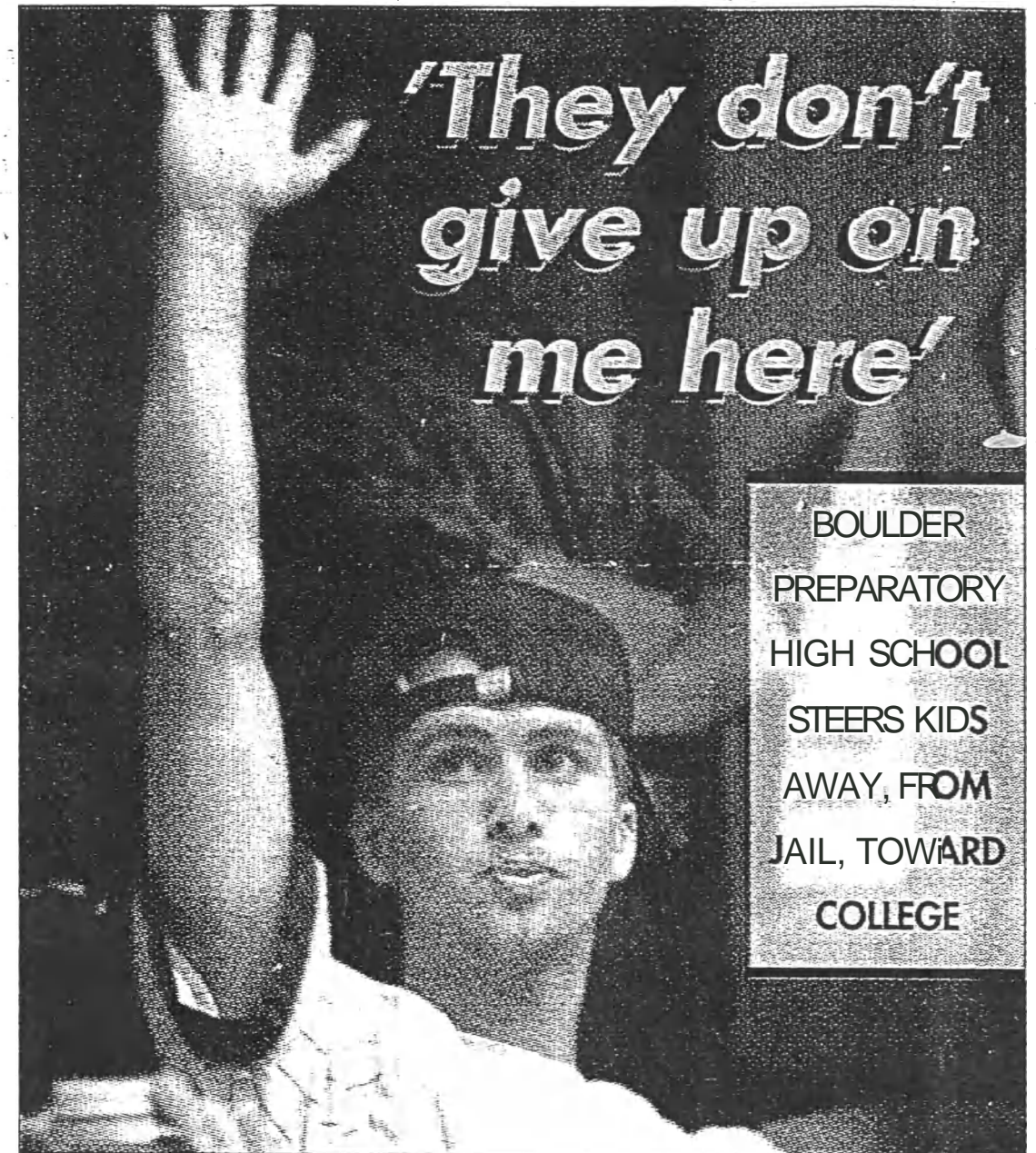
D.A. Diversion Community Service Program: This program provides youth who would normally be charged with a criminal offense to perform community service in lieu of being processed further within the justice system. Staff monitor youth doing community service and paying restitution and submit reports to the District Attorney's office.

JUVENILE SENTENCED SERVICES

Juvenile Community Service Program: This program allows youth to perform community service as a condition of their court sentence. The program brokers youth into selected tax-supported or non-profit agencies who provide supervised work environments for the youth. The youth are able to work off restitution or community service hours ordered by the court. Division staff monitor youth's progress and report to the court.

Weekend Alternative Sentencing Program: This program allows youth who would normally be sentenced to a State Division of Youth Services Regional Detention Center to be lodged in our juvenile Center for up to four consecutive weekends. This allows youth to complete short periods of close supervision without disturbing family and school ties. This program receives some funding from a contract with the State of Colorado.

School/Work Release Alternative Sentencing Program: This program allows youth who would normally be sentenced to a State Division of Youth Services Regional Detention Center to be lodged in our Juvenile Center for up to 21 days. The youth is released each day to attend school or work in accordance with a case plan jointly developed with the courts. Youth are carefully monitored during the release period and reports are forwarded to the court upon completion of the program.



Jon Hatch / Boulder Planet

Jerrod Stanley, 16, is one of 17 teen-agers enrolled at Boulder Prep. High School.

By Julie Jargon
BOULDER PLANET

At 17, Lisa Bustamante has already gotten scholarship offers from the University of Colorado, Colorado College and a college in Garden City, Kan.

But her academic success was a long time in coming.

Bustamante got kicked out of Boulder High School because of poor attendance — she missed class

so often that she had only seven credit hours when she left and no grade point average (GPA).

As a student at Boulder Preparatory High School, she has a 4.0 GPA, has caught up by taking extra classes and plans to attend law school.

"They don't give up on me here,"

(Please turn to page 8)

**Baobab's
future Still
uncertain**

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Teens must wait for 'at risk' school

Would-be Baobab students dispersed throughout BVSD

By Julie Jargon
BOULDER PLANET

Nearly 100 high school students who hoped to attend a charter school for "at risk" youth are still attending the district schools they had hoped to escape.

Baobab Community High School was granted charter status in March 1996 and was slated to open in August of last year. But setbacks — such as difficulty finding and getting approval for a location, enrolling enough students and balancing its budget — delayed the school's opening. Finally, the district voided Baobab's contract in May.

"The board unanimously wanted the school to succeed," said School Board Treasurer Kim Saporito. "I asked the district to please watch every kid and take care of them."

Barbara Chomko, director of secondary

education, said the district currently has a list of 39 of the students who had hoped to attend Baobab. She is waiting for the school's founder to provide her with the rest of the names so the district can account for each student.

Now, most of the students are back in their neighborhood schools. But some have moved out of the district or out of state — one moved to Louisiana; two have transferred to Denver Public Schools; one is being home-schooled; and two are participating in Job Corps, a federal government-sponsored work-opportunity program.

For Shawna Lomme, the disappointment of Baobab's failure was lessened by the existence of Boulder Preparatory High School, where she has been enrolled since April. And she would have stayed there part-time even if Baobab had opened.

"I don't feel comfortable going back to a public school," Lomme said.

Although she is only 15, Lomme plans to graduate next August by taking extra classes. She said she wants to major in criminal justice and become a probation officer. A four-year scholarship to any university from the "I Have a Dream" foundation will make that possible.

Some Baobab students attend Passages, a BVSD intervention program designed to help "at risk" youth who have had brushes with the law and difficulty in school. The program enrolls between 50 and 70 students a year. The high schoolers attend part-time for one or two semesters and receive elective course credit for their time in Passages.

Students enrolled in their neighborhood schools will receive extra help, Chomko said.

Each school has counselors to assist students — not just Baobab students, but anyone who needs it. Staff provide tutoring, help with study skills and offer advice on how to communicate with teachers.

"I was very disappointed that Baobab didn't open," said Sharon Eaton, the mother of a teen who wanted to attend the school.

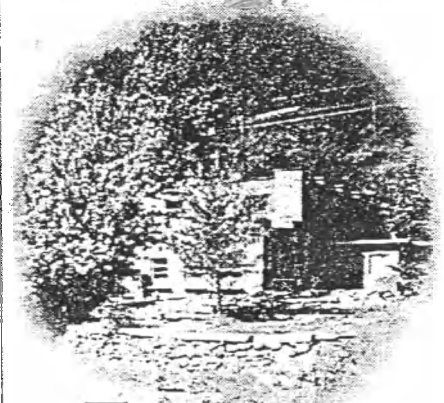
Eaton's daughter, Meta, is now attending Fairview High School in the morning and takes a cosmetology class at Front Range Community College in the afternoon. "That was the only alternative we had," Eaton said. "She's always marched to her own drummer."

Meta Eaton, 16, said she is training to be a cosmetologist so she can put herself

through college. She said she plans to go to the University of Northern Colorado, where she will study to be a special-education teacher.

"There are too many students at Fairview, and I don't feel like I fit in," Meta said. "It'll work out. I have to let it work out." •

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Definitions

• Charter schools: schools run independently of the traditional public school system but receiving public funding, run by groups such as teachers, parents or foundations. Charter schools are free of many district regulations and are often tailored to community needs.

• Alternative schools: this term broadly refers to public schools which are set up by states or school districts to serve populations of students who are not succeeding in the traditional public school environment. Alternative schools offer students who are failing academically or may have learning disabilities or behavioral problems an opportunity to achieve in a different setting.

• "At risk": describes students with socioeconomic challenges, such as poverty or teen pregnancy, which may place them at a disadvantage in achieving academic, social, or career goals. Such students are deemed "at risk" of failing, dropping out or "falling through the cracks" at school.

— Definitions courtesy
Education Week