

CITY COUNCIL
CITY OF NEW YORK

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TRANSCRIPT OF THE MINUTES

Of the

COMMITTEE ON JUVENILE JUSTICE

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October 26, 2017
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HELD AT: 250 Broadway - Committee Rm.
16th Fl

B E F O R E: FERNANDO CABRERA
Chairperson

COUNCIL MEMBERS: Inez D. Barron
Rory I. Lancman
Barry S. Grodenchik
Bill Perkins

A P P E A R A N C E S (CONTINUED)

Felipe Franco, Deputy Commissioner
Division of Youth and Family Justice
Administration for Children's Services

John Dixon, Associate Commissioner
Close to Home Initiative
Administration for Children's Services

Nick Marinacci Senior Executive Director
NYC Department of Education, District 79

Wendy Calderon-Payne, Executive Director
Bronx Connect

Tina Schliker, MST Fit Expert
Children's Village

Kato Gray, Manager of Youth Services
Center for Employment Opportunities, CEO

Rebecca Kinsella, Youth Social Worker
Brooklyn Defender Services

Christine Bella, Attorney
Juvenile Rights Practice, Legal Aid Society

Kevin Cumos, Graduate Student

2 [sound check, pause] [gavel]

3 CHAIR FERNANDO CABRERA: Good morning
4 everyone. I am Council Member Fernando Cabrera, and
5 I'm Chair of the Juvenile Justice Committee to—during
6 today's oversight hearing, we will be examining the
7 city's reenter programs for formerly incarcerated
8 youth. I want to thank you all who are here today to
9 discuss this important area of our city's Juvenile
10 Justice System. One of our primary issues that our
11 Juvenile Justice System must confront is how best to
12 prevent the occurrence of anti-social and unlawful
13 behavior of our juveniles released from detention,
14 back into society—into society. Because juveniles
15 are by nature particularly vulnerable to stress and
16 peer pressure, unless they're equipped with adequate
17 support networks, it is relatively easy for them to
18 lapse back into their old habits that resulted in the
19 original arrest. Lack of proper follow-up care—
20 follow-up care, support and planning during their re-
21 integration process greatly increases the likelihood
22 of youth elapsing into illegal anti-social and
23 addictive behaviors. Thus, it makes sense for both
24 the juvenile and for society to put time, resources,
25 and commitment into the rehabilitation process.

2 Recognizing the comprehensive—comprehensive aftercare
3 model is essential to the commitment of juvenile
4 rehabilitation, aftercare programs and strategy have
5 been developed and implemented across the nation, and
6 today are considered an essential component to
7 Juvenile Justice systems' efforts to reduce
8 recidivism, and maintain rehabilitative progress
9 after release from juvenile detention. A
10 comprehensive aftercare program really begins during
11 incarceration and includes providing an evaluation,
12 counseling, education, therapy and services to
13 prepare or detain or place juveniles for successful
14 reintegration into his or her community. It is
15 critical to long lasting success that juveniles are
16 then linked to organizations within their own
17 communities for their continuing intervention and
18 supervision lasting well after release from
19 detention. Today, we look forward to learning in
20 greater detail about the reentry planning and the
21 continuum of aftercare programs that DYFJ is
22 providing to young people detained and placed in its
23 custody as well as how the Close to Home Initiative
24 has brought about a more seamless reentry process,
25 and better aftercare services for youth following

2 detention and placement. With that said, I want to
3 thank my staff for helping putting this hearing, and
4 thank you to all the council members in attendance
5 here including Barry Grodenchik has joined us. We
6 look forward to hearing testimony from
7 representative—representatives at DYFJ as well as the
8 advocates and non-profits that have signed up to
9 testify. We'll now currently ask for the
10 representatives of the administration to please state
11 their names for the record so that they committee can
12 so—can administer the oath.

13 LEGAL COUNSEL: Do you affirm—do you
14 affirm to tell the truth, the whole truth, and
15 nothing but the truth in your testimony before this
16 committee and respond honestly to Council Member
17 questions?

18 DEPUTY COMMISSIONER FRANCO: I do.

19 JOHN DIXON: I do.

20 DEPUTY COMMISSIONER FRANCO: Good
21 morning. Good morning Chair Cabrera and members of
22 the Committee on Juvenile Justice. I'm Felipe
23 Franco, Deputy Commissioner for the Division of Youth
24 and Family Justice within the Administration for
25 Children's Services. With me today is John Dixon,

2 Associate Commissioner for the ACS Close to Home
3 Initiative, and Senior Executive Director Marinacci
4 from the New York City Department of Education,
5 District 79. Thank you for the opportunity to
6 testify this morning. We look forward to discussing
7 with the services and supports the Division of Youth
8 and Family Justice provides for youth as they
9 transition back to their communities for Juvenile
10 Justice placement. As you know, the Division of
11 Youth and Family Justice oversees services and
12 programs for youth at every stage of the Juvenile
13 Justice process. Our continuum includes community
14 based preventative and active (sic) services for
15 youth who are at risk of delinquency and their
16 families, and we provide detention services for youth
17 who are arrested and waiting code resolution. Since
18 2012, we have been providing residential services for
19 New York City youth placed with ACS as adjudicated
20 juvenile delinquents by the family court. These
21 placements includes oversight of youth reentry and
22 aftercare services, as well as supervision upon
23 return to their community. Typically, youth first
24 encounter the Juvenile Justice System a result of an
25 arrest or due to a warrant. Currently, a young

2 person between the ages of 7 and 15 who commits a
3 crime is considered a juvenile delinquent, and he
4 and he and his or her case is heard in the family
5 court. Depending on the time of the day that the
6 arrest occurs, the youth will immediately be taken to
7 court or to a secure detention facility when the
8 court is in session. In court, the judge assesses
9 the allegations, the likelihood—the likelihood the
10 youth will commit another offense, and the likelihood
11 that the youth will return to court on the next
12 scheduled adjourned date, and based on the assessment
13 determines whether they'll release—to release the
14 young person or remand the youth to detention. When
15 a young person is remanded to detention, the judge
16 reassesses the need for detention each time the youth
17 appears in court. Because of this and the faster
18 pace of Family Court proceedings, detention length—
19 length of stays for juvenile delinquents is
20 relatively short around 33 days, with most youth
21 leaving detention within 10 days. Dispositions on
22 Family Court delinquency cases may include treatment,
23 probation, restitution, conditional dismiss or
24 placement. The Family Court judge may order a youth
25 to be placed in a residential placement program if

2 the judge finds that the youth committed an offense
3 and is in need of rehabilitation services. The
4 Family Court generally places youth in Close to Home
5 for 12 or 18-month periods. Youth are initially
6 placed in a small group home setting type residents
7 usually around 6 to 18 beds at sites throughout the
8 city with that run by seven not-for-profit provider
9 agencies. They are—they are—they receive
10 approximately 6 to 9 months of intensive therapeutic
11 programming based on their length of placement as
12 ordered by the family court and their individualized
13 needs before returning to the community on aftercare.
14 Youth behavior, level of participation and personal
15 growth while in placement are key factors in
16 determining a date for the release to aftercare. In
17 addition, youth participate in community passes and
18 home visits while in residential placement, allowing
19 the Division of Youth and Family Justice and provider
20 staff to observe and assess the youth and t heir
21 family readiness for reunification. Planning for
22 reentry begins on the very first day of a young
23 person's placement in Close to Home, and continues
24 for the entire duration of the youth residential
25 placement as—and as they transition to aftercare in

2 the community. Once the Family Court laces a young
3 person on Close to Home, the Division of Youth and
4 Family Justice Placement and Permanency Specialist, a
5 PPS, is immediately assigned to the youth and
6 continues to work with their youth and their family
7 throughout their time in Close to Home. The PPS
8 ensures that the youth's needs are being addressed
9 throughout the proper services and maintains regular
10 contact with the youth while they are in residential
11 placement. Subsequent aftercare supervision by the
12 PPS allows the worker to help and encourage young
13 people to participate (coughing) and enhance the
14 skills they learned while in placement so that the
15 youth may successful remain home while in the-with-
16 with their families. Close to Home uses the ACS
17 plaque as a family think (sic) conferencing. As a
18 means to effectively plan for youth and to ensure
19 that the ACS and contractor providers respond
20 appropriately to youth behavior and circumstances.
21 Conference Facilitation Specialists, CFS, convene
22 planning and support meetings at six critical
23 transition points for the youth and ensures that the
24 youth, their family and all of relevant stakeholders
25 are present. CFS also convenes family team

2 conferences when the youth are not complying with
3 expectations, and ensures that all the necessary
4 partners are involved to determine appropriate next
5 steps. After residential placement, most youth,
6 young people return to their home communities on
7 aftercare where youth and their families continue to
8 receive intensive support from the assigned PPS as
9 well as individually determine aftercare resources
10 for the remainder of the placement period. The goal
11 of Close to Home Aftercare is to build on the skills
12 youth require while in placement, and help develop a
13 network of support that will allow them to succeed in
14 the community. All of our young people and their
15 families are considered for evidence base in-home
16 services such as Coaching and Family Functional
17 Therapy, FFT and Multi-Systemic Therapy, MSD. These
18 services begin when the youth is still in
19 receivership placement and, and are designed to
20 support the family during the youth transition home.
21 Clinical staff work with the families and youth to
22 facilitate joint understanding of issues, and work to
23 ensure the positive ongoing patterns of communication
24 are established and maintained at the home. In
25 addition, youth participate in employment programs in

2 partnership with the New York City Department of
3 Youth and Community Development, DYCD, as well as
4 targeted gun pro-gun prevention services through the
5 Cure Violence Initiative made possible through the
6 funding from the New York City Council. The Cure
7 Violence adaptation for Close to Home currently
8 consists of only one provider per dollar. (sic) Cure
9 Violence providers connect with youth where they
10 have-will have a history of gun possession or gun-or
11 gun participation. They engage youth in residential
12 placement throughout workshops and individual
13 meetings, and support youth as they reenter their
14 community. Cure Violence staff challenge youth
15 thinking and service positive credible role models
16 providing youth with an alternative to violence and
17 gun involved life. In the five years since Close to
18 Home began, we have seen that the success of a young
19 person's reintegration into the community rests
20 largely on the strength of the support they receive
21 while in aftercare. With this in mind, we are
22 focusing on a number of enhancements of our Aftercare
23 Program to improve outcomes for justice involved
24 youth and bolster public safety. These enhancements
25 focus on improving youth monitoring and

2 accountability, enhancing oversight of staff, and
3 providers and increasing interagency partnerships.
4 Close to Home recently implemented a new Graduated
5 Response Protocol for youth in aftercare, which was
6 developed in partnership with the Center for Children
7 Law and Policy. These protocols uses a series of
8 accountability based incentives, and sanctions to
9 encourage better decision making and compliance with
10 aftercare requirements and to promote continuity of
11 care, create a tighter network of supervision and
12 ensure that youth are held accountable for their
13 actions. Close to Home NSP providers will then open
14 a greater established positive relationship with
15 youth, and retain responsibility for youth as they
16 transition from placement to aftercare, an effective
17 practice already in lace for youth in Close to Home
18 LSP. Based on Juvenile Justice best practices, Close
19 to Home is implementing a Risk, Need and
20 Responsibility framework. With support from two
21 recognized experts in the field, to there being a
22 reason and to better consult. As part of this
23 implementation, Close to Home is partnering with the
24 New York City Department of Probation using their
25 assessment tools, the wireless, to align case

2 practice for jointly serve youth and families. The
3 Risk, Need and Responsibility youths are evaluated
4 risk and need assessment to drive case planning and
5 ensure that services are based on the youth
6 assessments. The result of this effort will be that
7 youth will receive individually designed service
8 plans with target behaviors that are likely to result
9 in subsequent criminal activity. For example, youth
10 who are, who—youth with negative fear relationships
11 or who struggle with to properly secure their
12 leisure, to structure their leisure time, will be
13 connected to community based organizations such as
14 the YMCA and Boys and Girls Clubs where they can
15 participate in constructive youth development in this
16 with positive peers. Similarly, youth with family
17 relationships or partnering needs—parenting needs
18 will be connected to organized based services. As I
19 mentioned before, like MSD or FFP, and youth with
20 relocation or vocational needs who will receive
21 services specifically tailored to support their
22 success in school and work. The Division of Youth
23 and Family Justice recognizes the importance of
24 collaboration—collaborating with families and that is
25 why Close to Home is expanding Family Think

2 Conferencing to ensure collaborative planning is in
3 place for all youth and families at all critical
4 program-program transitions, and when youth are not
5 following the standard's expectations. New York City
6 Juvenile Justice System encompasses multiple city
7 agencies including the Department of Probation, the
8 DYCD and the New York City Police Department and the
9 Law Department and the Department of Education.
10 Improving communication and consistency of practice
11 across these many agencies is critical to create
12 citywide Juvenile Justice continuum for court
13 involved youth. We're actively working with our
14 sister agencies to enhance information sharing,
15 family engagement and strengthen case planning and
16 management and create new training opportunities to
17 elevate the competences, skills and knowledge among
18 the staff, bolster education and support for youth as
19 they return to the community. In closing, thanks for
20 the opportunity to discuss the Division of Youth and
21 Family Justice aftercare services as well as the
22 supports that we, our provider partners and our
23 sister agencies provide for youth and their families
24 in the community. We constantly strive to improve
25 outcomes for justice involved youth, and we are

2 confident that the enhancements that we have set in
3 motion for our after-for our Aftercare Program will
4 give positive results as the city enters a new phase
5 of Juvenile Justice with implementation of Raise the
6 Age. As always, we're happy to work with the
7 committee in our continued efforts to improve the
8 system and services for the city Juvenile Justice
9 involved youth, and their families. We're happy to
10 take your questions.

11 CHAIR FERNANDO CABRERA: Thank you,
12 Commissioner. I want to thank you as always for your
13 openness, and willingness to work with Council and
14 also with advocates, and be able to implement very
15 innovative ideas. We just recently met for more
16 innovative ideas to be implemented. So, I'm really,
17 really, really pleased. I have a few questions
18 before I turn it over to my colleague, which I'm sure
19 he has questions. I wanted—I wanted to know more
20 about your placement in Permanency Specialist.
21 What's the ratio of the Specialists to youth?

22 DEPUTY COMMISSIONER FRANCO: Yeah, let
23 me—let me ask Associate Commissioner John Dixon to
24 answer that.

2 ASSOCIATE COMMISSIONER DIXON: Thank you.
3 Currently, our ratio is 1 to 15. So, that's 1 staff
4 to 15 youth.

5 CHAIR FERNANDO CABRERA: Is that a good
6 ratio? I-I-I wouldn't know. I'm sure the advocates
7 and the non-profits will have their opinion, but I'm
8 just curious from your perspective.

9 ASSOCIATE COMMISSIONER DIXON: From our
10 perspective it's-it's pretty close. Yeah, we believe
11 the ideal ratio would be 1 to 12 given the scope of
12 work that we're asking them to do, and it's hard.
13 This is a hard thing to compare to other
14 jurisdictions because the work differs, but for our
15 workers given the fact that they support kids while
16 in placement and then while they transition to
17 aftercare. They're responsible for making the
18 contacts while in aftercare. They go to court
19 hearings with kids. They plan with-with the partner
20 agencies. We think 1 to 12 would be the ideal ratio.

21 CHAIR FERNANDO CABRERA: So, they're
22 working with them while they're in the detention
23 center from day one, or at what point do they take
24 over?

2 ASSOCIATE COMMISSIONER DIXON: They—they
3 begin working with the youth once the Family Court
4 has decided to place the child in Close to Home. So,
5 it's not right when they get into the detention.
6 It's at that point in time when the child is placed
7 to Close to Home. We have 14 days at that point to
8 move that child from detention into one of our
9 residences, and the PPS begins working with that
10 child and their family during that timeframe.

11 CHAIR FERNANDO CABRERA: At what point do
12 they—are no longer responsible for the youth
13 aftercare? So, let's say that they now for three
14 months, six months, a year.

15 ASSOCIATE COMMISSIONER DIXON: So, when
16 kids are placed in Close to Home, they're placed for
17 a determinant period of time. Generally speaking,
18 it's 12 months, but we do receive 18-months lengths
19 of placement. In some cases it's shortened because
20 of time served while kids are in detention. So,
21 sometimes we get youth as short as 4 to 6 six months.
22 So, what we try to do is tailor for those sort of
23 unusual cases, we try to tailor our approach with
24 them, but generally speaking the—the PPS with that
25 child from the beginning right to—right to

2 expiration. Though the work doesn't always end there
3 because the relationship has formed and sometimes
4 kids after they're done with Close to Home and
5 they're done with Close to Home aftercare, reach back
6 out to the PPS for additional support, or to help
7 them navigate some sort of system that they're
8 involved with.

9 CHAIR FERNANDO CABRERA: I'm sorry. I-I
10 thought—I was under the impression that they—after
11 they leave and they go back to their families they
12 still follow with them.

13 ASSOCIATE COMMISSIONER DIXON: Oh, yeah.

14 CHAIR FERNANDO CABRERA: Okay, and how
15 long is—is that for?

16 ASSOCIATE COMMISSIONER DIXON: Well, so
17 again, so, kids are in placement roughly for about
18 half of their time in Close to Home. So, the PPS
19 then stays with them for the remainder of their time.
20 So, that generally speaking is a period of five or
21 six months for a 12-month commitment, but it might be
22 as long as 9 or 10 months for an 18-month commitment.

23 CHAIR FERNANDO CABRERA: And how often do
24 they meet with the—with the youth? Do they meet with
25 most of the week or--?

2 ASSOCIATE COMMISSIONER DIXON: Initially,
3 that varies upon the needs of the kid. Initially,
4 kids are met with once—once a week for the first six
5 weeks while they're assigned, and then that can vary
6 based upon other services and supports. We don't
7 want to overwhelm the child or families with
8 supports. So, if they receive services from an in-
9 home evidence-based program like MSD or FFT, they're
10 getting pretty intensive contacts and services up to
11 may be maybe two to three per week. So, at that
12 point the PPS may back off, but approximately 45 days
13 after release to placement, we have a planning and
14 support meeting, which Deputy Commission Franco
15 referenced as a Family Team Conference, and at that
16 point after the child has been aftercare for a period
17 of roughly six weeks, then we re-evaluate, and then
18 that supervision could be stepped up, or it could be
19 stepped down depending on how well that child is
20 doing.

21 CHAIR FERNANDO CABRERA: Alright, is
22 there any data gathered by the specialists at all?

23 ASSOCIATE COMMISSIONER DIXON: Um—

24 DEPUTY COMMISSIONER FRANCO: Yeah, the
25 PP—the—I mean I think it's important what one does.

2 You know, Assistant Commissioner Dixon is trying to
3 represent our PPS, our Placement Permanency
4 Specialist have the overarching role of managing the
5 case. Those are actually part of the team. So, that
6 team could be composed within the therapies. It
7 could be composed of an interrupted from Cure
8 Violence. All of them are trying to work within
9 there. That's why the administration has really
10 invested in the use of Family Team Conferencing as a
11 way of creating share accountability among—among the
12 multiple stakeholders. In central data I mean we—we
13 look at school attendance. We look at, you know, are
14 they complying with treatment? Is the family engaged
15 in the support that they're getting at the home, and
16 I think all of that helps to paint the picture is the
17 youth and the family progressing, or do we need to
18 step up the correction?

19 CHAIR FERNANDO CABRERA: So, is the
20 Specialist—is the Specialist in contact with the
21 schools?

22 ASSOCIATE COMMISSIONER DIXON: Yes.

23 CHAIR FERNANDO CABRERA: Yeah, okay. So,
24 that was going to be my next question: Who—who—who

2 welcomes the child into the school? Is the school
3 counselor responsible, social worker?

4 NICK MARINACCI: Yes. So, every student
5 in whether it's detention or placement is assigned a
6 DOE Transition Specialist. This is a new initiative
7 that started two years ago in September. These are
8 school—they are titles in the schools, or guidance
9 counselors and social workers, and their job is to
10 work on educational transition planning for the time
11 the youth is in detention or placement, and then
12 follow up for six months after they leave. So, their
13 role--

14 CHAIR FERNANDO CABRERA: I'm sorry. Is
15 this from the school or—or is this just a board of
16 that person that oversees the whole operation?

17 NICK MARINACCI: So, while the kids are
18 in detention and placement, the school they attend is
19 an education program called Passages Academy. So,
20 the Educational Transition Specialists all work for
21 Passages Academy. Those Transition Specialist will
22 connect with counselors or other individuals in the
23 schools that children are returning to.

24 CHAIR FERNANDO CABRERA: Do they get
25 counseling in school at all or--

2 NICK MARINACCI: [interposing] Yes.

3 CHAIR FERNANDO CABRERA: --by who? The
4 social worker or the--

5 NICK MARINACCI: [interposing] By the
6 social worker and the guidance counselor. At
7 Passages, we actually split the counseling roles.
8 Some of our social workers and counselors work at
9 transition specialists. So, their main job is they
10 spend about--they spend some time in school planning
11 with kids' transition, and then they go out in the
12 community for the kids who have been released and
13 they meet with them, and their families at schools,
14 if they need a new school, check up on their
15 attendance, and then we also have in Passages what we
16 call school based counselors. Those are people who
17 are always in the school programs and detention and
18 placement, and they provide a range of services from
19 the mandated counseling that kids might need for
20 special education services to just generalized
21 counseling, you know, if the kid is having an issue
22 in class or something.

23 CHAIR FERNANDO CABRERA: That's why I
24 guess I used to be a school counselor--

25 NICK MARINACCI: Right.

2 CHAIR FERNANDO CABRERA: --and I know how
3 many students I had to take care for--

4 NICK MARINACCI: Yes.

5 CHAIR FERNANDO CABRERA: --and it's very,
6 very difficult to meet with them on a weekly basis.
7 So, I'm—I'm just curious as to the school counselors
8 what their caseloads look like, and if it's the
9 regular school counselor, the in-house one. I'm just
10 wondering if it's realistic to expect from them that
11 they're able to handle, you know, these. I'm
12 assuming one per week meetings.

13 NICK MARINACCI: Yes. So, we actually
14 have a much higher number of counselors than a
15 typical school does. Passages Academy is 25
16 counselors for an active register of about 200
17 students, which I'm sure a lot different than when
18 you were a counselor.

19 CHAIR FERNANDO CABRERA: A lot different
20 then.

21 NICK MARINACCI: And they—and--

22 CHAIR FERNANDO CABRERA: I—I sort of
23 worked back then.

24 NICK MARINACCI: That's right.

25 CHAIR FERNANDO CABRERA: Yes.

2 NICK MARINACCI: That's right, but
3 currently the Transition Specialist's caseload if you
4 break it down by numbers is about 1 to 50, but that's
5 combination of kids who are currently in detention or
6 placement plus kids who are on the outside, the
7 caseload is always shifting because cases close. So,
8 it's about 1 to 50, but active at any one time it's
9 really a little bit lower than that. I wanted to ask
10 you on page 3 you mentioned three-six transitional
11 points. Can you mention what those are?

12 DEPUTY COMMISSIONER FRANCO: Sure. I
13 think that these. Yeah, I think you're referring to
14 those moments where we actually bring everyone
15 together.

16 CHAIR FERNANDO CABRERA: Sure.

17 ASSOCIATE COMMISSIONER DIXON: So-so-so
18 that we've identified those critical junctures where
19 we need to pull everybody together so we can plan
20 roughly. The first one is at the transition from
21 detention to placement, and again so these—all these
22 the goal is to have the ACS Placement and Permanency
23 Specialist, the ACS Conference Facilitation
24 Specialist, the residential provider, the Education
25 Transition Specialist when they're available, the

2 family or whoever the discharge or intended discharge
3 support is for that child and the child as well as
4 part of these conferences. So, the first one happens
5 at the transition to—from detention to placement.
6 The second one, if you want me to just go through
7 those when they occur.

8 CHAIR FERNANDO CABRERA: Yes, please.

9 ASSOCIATE COMMISSIONER DIXON: Sure, the
10 second happens roughly 90 days into placement. We
11 call that the Comprehensive Planning and Support
12 meeting. That's where we are beginning to really
13 think about what are the discharge resources needed?
14 Where is this child going to be released from
15 placement? The next one is 30 days prior to the
16 release to aftercare. So, that we can make sure all
17 the services are in place, and if we need to correct
18 anything or re-evaluate that discharge plan, we can
19 do that right then and there. The next one occurs 30
20 days or 45 days—30 to 45 days after placement to
21 evaluate how that initial transition has gone. The
22 last one happens about 60 days prior to release so
23 that we can determine whether or not that child
24 should be extended or if other services are needed
25 for that child to be successful, and I think I missed

2 one along the way. Well, there's a 30-day one after
3 the child has been placed in the residence after they
4 have left detention to make sure that the kids are
5 settling in well enough. If there's any issues that
6 need to be identified, that we'll reconcile them
7 there.

8 CHAIR FERNANDO CABRERA: Very good. I
9 wanted to ask you about the Cure Violence. You
10 mentioned-

11 DEPUTY COMMISSIONER FRANCO: Uh-hm.

12 CHAIR FERNANDO CABRERA: -- that there's
13 one per borough.

14 DEPUTY COMMISSIONER FRANCO: Uh-hm.

15 CHAIR FERNANDO CABRERA: So, explain-
16 explain to us what that means because there is more
17 one Cure Violence program overall.

18 DEPUTY COMMISSIONER FRANCO: Yeah, I mean
19 thanks to the City Council we actually were able to
20 put together this pilot adaptation of Cure Violence,
21 and as you know better than anyone, Cure Violence has
22 been extremely effective in New York City to reduce
23 the likelihood of violence particularly gun violence
24 in many, many, many neighborhoods. What we did with
25 support from the City Council is build on this

2 credible messengers that actually are embedded in
3 some neighborhoods, and actually got them to go
4 through training around positive youth development,
5 and the Juvenile Justice system, and then build the
6 capacity of some of these credible messengers
7 interrupters to be able to connect to young people,
8 which is something that was not originally the intent
9 of Cure Violence. So, again being a pilot we began
10 with only five of them, one per borough. We have
11 actually had a significance of those for the last two
12 years of getting these interrupters to understand
13 they're in development of young people, understand
14 how to talk to young people, and they have been very
15 effective connected to young people in the residences
16 when they were offered six to eight months. And then
17 we have a level in some communities, and as you know,
18 they are actually targeting certain neighborhoods to
19 make sure those young people are not going back to
20 their old negative peer networks. I think it's a
21 matter of actually, but again a pilot. You want to
22 begin small. I think, you know, to answer your
23 question I think we're at that moment where we should
24 be looking at another way in this adaptation and
25 figure out how to expand it.

2 CHAIR FERNANDO CABRERA: Now,
3 Commissioner, yesterday, I was at a Criminal Justice
4 hearing, and I asked the new Commissioner, and she
5 mentioned that this—and I'm wondering if it's the
6 same pilot program to Cure Violence, but then it was
7 only for two months, and that there was no more
8 funding. This is not the situation?

9 DEPUTY COMMISSIONER FRANCO: No, no, we—
10 we still—we still have the interest and support from—
11 from the City Council. We actually have another year
12 of funding and beautiful, and to your question, I
13 think this a moment to start looking at evaluating
14 this adaptation.

15 CHAIR FERNANDO CABRERA: That's great.

16 ASSOCIATE COMMISSIONER DIXON: And we're
17 hoping that relationships that are formed well
18 they're working with the kid while they're in Close
19 to Home. Both placement and aftercare continue after
20 that as well because we see that, you know, that's
21 part of the value of the program is that kids are in
22 those neighborhoods. They're connected to those
23 positive adults, and we want them to sustain that
24 relationship long after they're done with us.

2 DEPUTY COMMISSIONER FRANCO: Yes, it has—
3 it has been—it has actually gone beyond all of our
4 expectations as you know. I mean we had a recent
5 meeting with what Queens provide their Life Camp, and
6 one of the credible messengers, which I got to meet
7 very well is the moral of a child who actually died
8 because of—of—of gun violence in—in Jamaica, Queens,
9 and—and she had become particularly useful as
10 credible messenger. Not just to talk to the young
11 people, but actually to talk to the parents of our
12 young people to really get them motivated to get them
13 away from the life of crime.

14 CHAIR FERNANDO CABRERA: Well, I'll tell
15 you when myself and Council Member Jumaane Williams
16 and some of the experts that are here today that are
17 running the programs as well, when we started, it's
18 gone beyond our expectations. I believe it's the
19 best gun Cure Violence type of program in the United
20 States, and we see numbers that are amazing. So, I
21 commend all of the programs that are doing a
22 fabulous, fabulous job. Even in my district we've
23 seen a significant change in the numbers. We've seen
24 a 66% drop on murders in my district, and a lot of
25 the credit belongs to those programs. I want to

2 take-pass it onto my good friend Council Member Barry
3 Grodenchik.

4 COUNCIL MEMBER GRODENCHIK: Thank you
5 very much, Mr. Chair. Well, good morning everybody.

6 DEPUTY COMMISSIONER FRANCO: Good
7 morning.

8 COUNCIL MEMBER GRODENCHIK: Just a couple
9 of questions. The chair often asks the questions
10 well all want to ask. I'm not a chair so I have to
11 wait my turn. How many people do we currently-how
12 many young people currently at our Close to Home
13 facilities across the city? Can you tell us?

14 ASSOCIATE COMMISSIONER DIXON: Yes, we
15 have a total currently of 242 youth in Close to Home.
16 181 of those are in residential placement, and 61 one
17 of those are on aftercare.

18 COUNCIL MEMBER GRODENCHIK: And the
19 Passages Academies that are spread around the city,
20 how does those young people get to those? Are they
21 driven? Because they're not obviously-maybe some of
22 them are in close proximity, but they just--?

23 NICK MARINACCI: So Passages Academy
24 operates in both detention and placement. So, it's

2 in detention and Close to Home. So, we're in the
3 Secure Detention Centers of Horizon and Crossroads.

4 COUNCIL MEMBER GRODENCHIK: Okay.

5 ASSOCIATE COMMISSIONER DIXON: We have a
6 school. We call it Belmont in Brooklyn where various
7 providers bring kids from both Close to Home and Non-
8 Secure Detention, and we have a similar facility in
9 the Bronx called Bronx Hope. Kids come from their
10 group homes in vans everyday, and they're brought to
11 those regular—their regular DOE buildings.

12 COUNCIL MEMBER GRODENCHIK: Okay, and the
13 school day is just as it would be for any other
14 child?

15 ASSOCIATE COMMISSIONER DIXON: All, the
16 kids whether it's in detention or in any of the Close
17 to Home facilities or a full school day.

18 COUNCIL MEMBER GRODENCHIK: Okay. I
19 wanted to ask a question about the PPS people. Do
20 they operate, you know, because you're across the
21 city and we know that travel time, right, Mr.
22 Chairman, can take us longer than we anticipate. So,
23 I'm wondering are—if I were a PPS would I be located
24 in Queens or the Bronx because to cut down on the
25 amount of travel time or are they located all—maybe

2 they have all their clients in one facility. How
3 does that work?

4 ASSOCIATE COMMISSIONER DIXON: That has
5 changed since Close to Home opened. It used to be
6 that we just sort of randomly assigned in terms of
7 where the kids were from, but now we've created five
8 teams, and those teams are based on where children
9 are returning back to. So, that we have a team in
10 the Bronx. We have a team that serves kids in
11 Queens. We have a team that serves kids in Brooklyn.
12 We have a team that serves Brooklyn and Queens, so we
13 need—we really need three teams for those two
14 boroughs because of the number of kids coming from
15 those boroughs. And then we have one team that fills
16 in for help—assists with the Bronx and then covers
17 Manhattan and Staten Island as well. One of our
18 teams has currently been embedded in the borough, in
19 the Bronx. We're looking to add borough based space
20 for the other teams.

21 COUNCIL MEMBER GRODENCHIK: And my last
22 question: How would you say you're doing. I'll let
23 you rate yourself right now.

24 DEPUTY COMMISSIONER FRANCO: I mean—

2 COUNCIL MEMBER GRODENCHIK: Because we
3 had some issues, as you know, with--

4 DEPUTY COMMISSIONER FRANCO: [interposing]
5 Yes, yes, I mean it's--

6 COUNCIL MEMBER GRODENCHIK: --Close to
7 Home in Brooklyn I guess. It's the one I remember,
8 and obviously that could happen anywhere but--

9 DEPUTY COMMISSIONER FRANCO: Yeah. I
10 mean we--if--if you think about the--to--to that argument
11 I mean in terms of low level of youth crime in New
12 York City I mean which is historically low, that's
13 something that I believe the--the way that Close to
14 Home and many of our partner agencies had at raising
15 in Juvenile Justice is in the right trajectory. And
16 then the fact that actually if you think nationally
17 any other youth in the Juvenile Justice system would
18 be far away from home in a school room by a Juvenile
19 Justice system of that state, really no ways (sic)
20 like New York State some years ago, far away from
21 their family. We have the ability of being able to
22 make connections with credible messengers or to the
23 faith based community, or to a clinic in that
24 community. The fact that actually we can do that, I
25 mean, the fact that we actually are accountable to

2 make sure that those transitions are intentional that
3 young people are not just dumped back into the
4 community, which is what used to happen. It happens
5 most places across the nation. I mean as—as John
6 well described before no youth goes home. They're
7 actually earning that right to go home because he has
8 shown that he has learned some new skills, and
9 actually he doesn't go home until we feel that the
10 family has the supports and the need to do well. I—I
11 think that's the—the—the biggest—the biggest
12 testament to our success. I mean if you look at
13 numbers, which I think Nick could actually provide in
14 terms of credits, a transition to schools, timeliness
15 of the transitions, we are better than we have ever
16 been in the last 15 years.

17 COUNCIL MEMBER GRODENCHIK: And the age
18 range for kids in Close to Home?

19 DEPUTY COMMISSIONER FRANCO: So, you
20 know, I think the average age of kids in Close to
21 Home at this time is around 16. So, I mean even
22 though our system is, you know, cut off Juvenile
23 Justice at the age 15, most of the kids actually when
24 they get to Close to Home they're 16 and we have a
25 significant number of 16 and some 18-year-olds.

2 ASSOCIATE COMMISSIONER DIXON: The—the
3 largest age group is 16-year-olds followed by 15,
4 followed by 17, followed by 14 and then 13 and 18
5 there is just a few.

6 COUNCIL MEMBER GRODENCHIK: Alright,
7 thank you very much. Thank you, Mr. Chair. Thank
8 you, gentlemen.

9 CHAIR FERNANDO CABRERA: Thank you. Just
10 two more questions. Do you have data to show how
11 effective the function of family therapy and the
12 multi-systemic therapy have been?

13 DEPUTY COMMISSIONER FRANCO: Yeah, I mean
14 both programs are actually—have been very, very well
15 recommended nationally, and in terms show their
16 effectiveness of changing the trajectory of young
17 people in the Juvenile Justice System. I mean they
18 are either used as a preventive tool, which actually
19 we do in New York City and others are used as in
20 Africa to which we are doing for Close to Home. If
21 you were -if you were to look at any national cost
22 benefit analysis of what works in Juvenile Justice, I
23 believe both of those are at the top. Our experience
24 are the following, and I think this is what John
25 alluded to. We know that they work. We also are

2 clearly understand now that some young people need
3 more than just family therapy. So, I think our most
4 recent investments that I alluded to they lean on
5 continuity of care by the providers focusing more on
6 neighborhood support relationships as the Boys and
7 Girls Club, YMCA, Cornerstone programs are meant to
8 address what we have identified as one of the things
9 we're going to do the more of. Families need
10 support, young people need to associate with peers,
11 they need mentors. That's what we invested in doing
12 more of.

13 CHAIR FERNANDO CABRERA: That brings me
14 to my last question. What's the next step? What do
15 you see in the future? Any future plans.

16 DEPUTY COMMISSIONER FRANCO: Yeah, you
17 know, I think we want to be in on the the-on our
18 knowledge at ACS on the-on the value of-of Family
19 Think Conferencing. I mean it's-it's a family
20 grounded intervention that has made a significant
21 impact in child safety at ACS, and it's beginning to
22 make a significant impact in outcomes for young
23 people in Close to Home, and John can talk about
24 that. We are also planning to release an RFP to look

2 at the format of these memberships before doing
3 another year.

4 ASSOCIATE COMMISSIONER DIXON: And just
5 to add to that, as we get better at utilizing that
6 tool that Probation uses to assess the needs of kids,
7 that will—that will change how we service plan kids.
8 It will change how we think about connecting kids to
9 services when they return to the community. So, I
10 think that that is the bedrock, the foundation of a
11 successful Juvenile Justice system, and we're just
12 now catching up with it. So, we're hoping to be
13 fully on board and moving with that come March of
14 next year.

15 CHAIR FERNANDO CABRERA: Fantastic, and
16 Commissioner, thank you all for hearing my calls.
17 You know, since we first met, my first call was for a
18 mentorship, and thank you for taking a step. Now,
19 it's going to be very tangible, visual—

20 DEPUTY COMMISSIONER FRANCO: Yes.

21 CHAIR FERNANDO CABRERA: --visual program
22 that we're going to be able to have and help add the
23 young people. I believe it's going to be very, very
24 effective. Thank you so much for. Continue the
25 great work that you're doing.

2 DEPUTY COMMISSIONER FRANCO: Thank you,
3 yes.

4 CHAIR FERNANDO CABRERA: And with that,
5 I'm going to have Reverend Wendy Calderon from Bronx
6 Connect; Fernando Martinez, Osborne Association; Kato
7 A. Gray, the Center for Employment Opportunities; and
8 Tina Schliker from Children's Village. [pause] You
9 could come up. No fear. Three out of four, and
10 we're—and we're missing somebody. Who are we
11 missing? [background comment, pause] Reverend Wendy
12 Calderon, Fernando Martinez, Kato A. Gray, and Tina
13 Schliker? Okay, there we go. No, that was not it.
14 Okay, you may begin. Please identify yourself.
15 [pause]

16 WENDY CALDERON-PAYNE: My name is Wendy
17 Calderon-Payne. I'm the Executive Director over
18 Bronx Connect.

19 CHAIR FERNANDO CABRERA: Sorry, let me
20 just remind everybody we have a three-minute time
21 clock.

22 WENDY CALDERON-PAYNE: Everyday.

23 CHAIR FERNANDO CABRERA: Alrighty.

24 WENDY CALDERON-PAYNE: [pause] Okay, so
25 I have a—a paper that I was going to read you whole

2 bunch of statistics on how terrible we're doing in
3 the Bronx, and in Manhattan, and I think you guys
4 know that right? Actually you're the city—you're the
5 Juvenile Justice Committee. So, I'm not going to
6 read that any more because I've only got three
7 minutes. I'm going to say this that Bronx Connect
8 began in 199 really as a challenge to the South Bronx
9 church community. Could the community, which had
10 always dealt exceptionally well with young people who
11 wanted to come to church also deal exceptionally well
12 with high-risk youth who had absolutely no desire to
13 go to church. Could we take the social capital of
14 all of our young men and women who had actually gone
15 through hell in the South Bronx, but had been able to
16 change their lives and were leading productive lives.
17 So, we took up the challenge to see if we could deal
18 with really high risk youth, and we did, and so I'm
19 going to remind people that when we began this,
20 right, when we began Bronx Connect in 1999, we had I
21 think 22,000 people in Rikers on any given day.
22 There was—we—we created the credible messenger. We
23 just didn't call them credible messengers. We call
24 them us, right? The first mentor I ever interviewed
25 I asked him if he had ever been incarcerated for a

2 crime. I don't know, I think I--and he said well, you
3 know, they got me for running a crack den, but they
4 have to throw out the case because of some
5 technicality. So, he was an elder at a local church
6 for over five years and his crack days were 20 years
7 behind, but he was to me the perfect mentor because
8 he was a black man who was not afraid of our young
9 people. Internally, he used to be that young person,
10 and if anything, he was willing to do anything, walk
11 into any projects, any dangerous place, and back
12 then, I mean the Bronx--New York City is
13 significantly less dangerous than when we started,
14 but he was the best. So, I'm very excited about the
15 kind of reentry work we're discussing. I feel like
16 we're part of it, but I'm going to remind the--I'm
17 going to remind the City Council that we need to
18 really work to make sure that reentry dollars go to
19 community-based agencies. And I always say this to
20 City Council members: Every time you enforce an RFP
21 that favors a community based agency, you actually
22 employ the very people you're trying to set as an
23 example, and I've said this to my staff: Every Black
24 and Hispanic man we employ tells our young people
25 that gainful employment is worth it. Yes, they see a

2 lot of Black and Hispanic women in our office, but we
3 actively go after those who represent our young
4 people. So, we are excited. We are doing reentry
5 work with Friends of Violence, and we had our first
6 kid come back, get his \$100 gift card [bell] and he's
7 apply for an OSHA job. So, this is our success.
8 That is my three-minute testimony.

9 TINA SCHLIKER: Good morning. My name is
10 Tina Schliker. I'm the MST Fit Expert that works with
11 the Children's Village. I have worked in evidenced
12 based training and serving youth that have been
13 incarcerated for more than 17 years. Most of the
14 time I've works with families that have had their
15 children moved for a number of reasons, and have
16 often been plagued with delinquency issues. Our
17 Family Integrated Transition Program is designed to
18 work for the youth that are leaving residential
19 settings and returning back to their homes and
20 natural ecology. Young people placed in facility are
21 38% more likely to have an adult record. So,
22 preventing further recidivism is--in offsetting this
23 path is essential for children and families to
24 thrive. The MST Fit model address those core needs
25 related to the family, the immediate ecology, and the

2 individual to more sufficiently impact the factors
3 that are leading to recidivism. And without changing
4 these factors, we know that the impact of the skills
5 that are often gained will just deteriorate when
6 they're faced back with the same elements that
7 contributed to some of their behavior prior to
8 placement. So, we're focusing on the engagement of
9 multiple systems around the youth to support
10 successful transition, and we determine these needs
11 and make them uniquely designed to each of the
12 individual that we're working with. And so, our
13 focus is really on getting the strengths of the
14 families, setting goals that are designed by the
15 family, and using discharge planning that's going to
16 support their ever-changing circumstances. In 2016,
17 we had 34 youth that had completed MST Fit and the
18 Closer to Home Initiative, and 71% of those youth who
19 were living at home, and had no new charges during
20 their entire course of aftercare. So, with this
21 information, I just want to conclude with some
22 recommendations that we gained from our frontline
23 experience. First, successful reentry requires that
24 we begin work while the youth is incarcerated. This
25 means that it's critical to that we actively engage

2 family right from the very beginning, and we define
3 family broadly enough that we're including extended
4 family, and any adults that are willing to
5 participate who have concern for this child's future.

6 We also want to make sure these engagement efforts
7 are starting at the earliest opportunity, (coughing)
8 and that all efforts are persisting throughout the
9 entire life of their involvement in services.

10 Second, every young person needs an opportunity to
11 experience growth in their natural ecology, and while
12 it's really difficult to pinpoint exact family
13 readiness, the reality is that skills must be used in
14 practice where they are needed for both the families
15 and young people to adopt to real world challenges,
16 and only then will they experience the success and
17 the competence-competencies that are needed.

18 Families will often doubt themselves, and the longer
19 that a youth is incarcerated, the easier it is for
20 those bonds to fray. When individual and community
21 safety can be assured, reentry plans should have
22 every reasonable option to have a youth home through
23 visitation, as well as really timely reunification
24 planning. In our experience this type of planning
25 for the youth and the family and pre-release

2 visitation is both possible and successful. Third
3 and finally, we have families that are—we need to
4 have our families involved in decision making. We
5 have a responsibility to protect the integrity [bell]
6 of the family's decisions, and they must be empowered
7 to support their goals, values and beliefs that are
8 essential to their child. And again, if we can find,
9 you know, follow this fundamental principle
10 collaboration with families, I believe it will
11 increase our success. So, thank you for this
12 opportunity.

13 KATO GRAY: Good morning, Chairperson
14 Cabrera, and members of the Committee. My name is
15 Kato Gray, I'm the Manager of Youth Services for the
16 Center for Employment Opportunities or CEO. CEO is
17 an non-profit organization that helps formerly
18 incarcerated men and women develop the skills and
19 confidence they need to succeed in the workforce and
20 lead fulfilling lives. Since its inception, CEO has
21 served nearly 16,000 people in New York City, 26
22 years old and younger. Today, almost 50% of the men
23 an women we server are young adults. I could tell
24 share countless stories of these men and women, but I
25 want to share Darren's story with you today. Darren

2 came to CEO earlier this year when he was 25 years
3 old. His probation officer referred him because his
4 job prospects were bleak. When he arrive at our
5 office, he lacked a high school diploma, work
6 experience and confidence. Today, he has a full-time
7 job with Rice Media Corporation. Darren had learned
8 about the new apprentice program we were developing
9 with Rice Media while working on a CEO transitional
10 work crew. He was interested, but hesitated to apply
11 because he worried he would not qualify. He
12 surprised himself, and with the help of CEO-CEO staff
13 and his own determination, he became one of five
14 finalists. Darren worked at Rice for six months, and
15 impressed the staff so much that he was hired full-
16 time by Rice along with two other senior apprentices.
17 He is now enrolled in an HSE program at La Guardia
18 Community College, and plans to pursue his college
19 career, his college-college degree. Unfortunately,
20 many young men and women don't end up-end up as well
21 as Darren. Statistics show that young men of color
22 16 to 25 years old represent 91% of all admissions to
23 New York City correctional facilities. A Bureau of
24 Justice statistics found that approximately 76% of
25 people who were under the age of 25 when released

1 from prison, were re-arrested within three years, and
2 84% were re-arrested within five years. These young
3 men have become disconnected from their community as
4 they struggle with access to education, employment,
5 safe housing, healthy living a sense of belonging.

6 CEO is investing more resources to combat these
7 trends. We're tailor—we're tailoring our program to
8 meet the unique needs of these young men and women
9 with innovations such as the addition of—or adding
10 the addition of credible mentors for the young adults
11 in our program. These mentors engage participants
12 outside of business hours to ensure that they attend
13 appointments and avoid situations that might lead to
14 further justice system involvement. Also, being off—
15 also being offered—also by—by offering peer groups
16 and other youth development activities designed for
17 young adults, CEO's Youth Service staff, which is my
18 staff, we aim to deepen young—young adults
19 immediately to CEO's program and to their personal
20 goals. We look forward to continuing to work with
21 New York City with the New York City Council to
22 support the young men and women who are the future of
23 our great city. Thank you.

2 CHAIR FERNANDO CABRERA: Thank you so
3 much. I just want to share that earlier we were
4 joined by Council Member Lancman and now, we're
5 joined with Council Member Perkins. I have a couple
6 of questions. Can you share with me why the MST
7 approach is effective?

8 TINA SCHLIKER: Alright. Well, it's
9 effective for a number of reasons because everything
10 that we are doing in MST has been highly researched.
11 So, we're really narrowing our range of interventions
12 to the things that actually support an increased
13 chance likelihood of being successful. In addition
14 to just working with the family as our primary
15 source, we work throughout the entire ecology. So if
16 that entity touches a child's life or can have an
17 influence on them, then they become part of our
18 treatment package. So, it's not just the youth or
19 the family, we are working with the schools. We're
20 working with our faith based organizations. We're
21 working with the Friends. We're working with the
22 neighbors. So, I mean that kind of approach really
23 is kind of holistic. So, when you have a young
24 person who is rather stuck, you know, we can kind of
25 create a world an environment around them, teaching

2 and training them, reinforcing the kind of decision
3 making ability that we want them to have. And so,
4 it's kind of like we don't necessarily need their
5 immediate buy-in. You know, we can work with a buy-
6 in of anybody who can touch this child's life. So, I
7 think just having that vast exposure. The other
8 thing we're doing is we're making sure that what's
9 lost, you know, what happens in residential isn't
10 lost. You know, so what will happen is they'll learn
11 these types of skills, these DBT skills, and we teach
12 and train the family. We start two months before the
13 youth ever comes home, and so parents have no idea
14 what DBT is. They don't often know or understand the
15 skills that the kid is learning. If they don't know
16 it, they can't reinforce it, or hold them accountable
17 to doing it.

18 CHAIR FERNANDO CABRERA: Right.

19 TINA SCHLIKER: So, we're going to go in
20 there and start teaching and training the parents on
21 exactly what is a skillful behavior how to talk about
22 it, how to do it in a real world context because
23 people don't talk. They will be talking, you know,
24 to their friends--

25 CHAIR FERNANDO CABRERA: Right.

2 TINA SCHLIKER: --or their family. So, we
3 translate this stuff into a real world language so it
4 can be reinforced and supported. We integrate that
5 into safety plans whether it's in the community or in
6 the home, and so we're really trying to build on how
7 do you not lose what you've gained, and then grow it
8 further throughout the entire style of that family.

9 CHAIR FERNANDO CABRERA: And how long is
10 usually the program.

11 TINA SCHLIKER: We're working on an
12 average for about six months. We start two months
13 pre-release and then we carry the case through after
14 the--there's an aftercare depending on their length of
15 disposition. So, we don't always have control around
16 our end date. We are thankful that depending on
17 dates of disposition we can work within about a 30-
18 day period to make sure that we are doing everything
19 we can to transition further to a decrease of
20 service.

21 CHAIR FERNANDO CABRERA: That's great and
22 this question is for everyone. What's--if you could
23 address on how we get fathers involved because I
24 think one of the biggest problems we have especially
25 with young men--

2 TINA SCHLIKER: Sure.

3 CHAIR FERNANDO CABRERA: --is the
4 absentee fathers. So, how do you engage the youth?
5 Does somebody else take that pseudo--a pseudo role?

6 TINA SCHLIKER: Well, actually we would
7 address that in multiple factors because the first
8 thing that we would want to look at is really what
9 are some of the source drivers for the disengagement.
10 We know that a lot of our parents, you know, maybe
11 the partnership has dissolved, or maybe there's other
12 relationships or other factors or things going on.
13 So, we're trying to understand, you know, how
14 exactly--what's maintaining that lack of connection
15 today. And so, we might initially be the person to
16 kind of outreach both or bring that person into an
17 awareness, try to increase their sense of urgency,
18 you know, related to the role that they could have in
19 literally changing or saving their child's life, and
20 then trying to make sure that we have other, you
21 know, folks that can be involved, other connections.
22 So, if for any reason it is not safe for let's say
23 the mother or the caregiver of the child to be in
24 close connectivity, with our ability to work
25 throughout the entire ecology and family system, we

2 find those safe brokers and do that. Right now,
3 we're also working in two households where there's
4 been issues of domestic violence to ensure that while
5 there was difficulties in that type of relationship,
6 the parent-child relationship is much different, and
7 so ensuring things like routine visitations, a safe
8 contact and go-to person using safety planning so
9 information can be exchanged in like a non-
10 threatening way where they all feel safe back and
11 forth between the parents is keeping this kid
12 involved with his father on a regular basis.

13 WENDY CALDERON-PAYNE: I also think that
14 there has to be something like of a citywide. You
15 when-when America decided that smoking was no good
16 for us, there was a national, you know, advertisement
17 smoking is no good for you. So, I'm going to say
18 this: It's recorded on Blunt. You know, in-when
19 welfare came around, there was a national
20 understanding that if Black and Hispanic women had
21 men they go less welfare. So, they had to hide their
22 men, right. So, it really cracked the family in my
23 opinion, and I think the City just like we're having
24 a great mental health kind of program where we're
25 talking about mental health, we need to talk about

2 the importance of our men in our children's lives
3 that we need our men. I actually just said this
4 somebody, you know, slavery robbed Africa of millions
5 of men. Incarceration has robbed the inner city of
6 millions of men. That's, you know, we look up and
7 our—where are our men? My friends have said, Where
8 are my husbands for my daughters? They're
9 incarcerated. So, I think the city has to value
10 fatherhood and—and I'm not sure how that goes down
11 from the laws, but—So, I do think that now in terms
12 of that, some fatherhood relationships will not be
13 rescued but also the providers, and I've heard
14 providers say this, we have to value the family.
15 Because sometimes providers talk about families like
16 they're the worst things. No, that mother and father
17 and uncle and grandfather's love might be what takes
18 that young person out of the behavior. So, I think
19 that we need to make sure that our providers are of
20 the community because we want our families back.

21 KATO GRAY: I—I also agree value—valuing
22 the family. We definitely need to do that. I also
23 feel that bridging or building—repairing partnerships
24 is also important, and having that bridge to repair.
25 I'm also a product of a broken household raised by

2 mother. My father was never around. So, this is
3 really big for me, really important for me. I feel
4 that having a bridge, a lot of father they—they—they
5 were absentee, they were out, but there—at some point
6 they're afraid to come back into the life of the
7 child, right. They're afraid to. They don't know
8 how—how to come back into the life of the child.
9 They don't know how to even approach the mother of
10 their child. So, I think, you know, organizations
11 and being able to kind of help bridge that because
12 there's a lot-- I mean especially at CEO there's a
13 lot—there's a lot of people who want that
14 relationship and don't know how, don't know how—how
15 to go about doing that. So, I think having a program
16 with people that could help bridge that initial
17 relationship and do that, you know, it would be—it
18 would be rewarding, and just to add even with my
19 father, my father came back into my life when I was
20 in my late—late 20s, early 30s. He was out—he said
21 he was afraid. He didn't know how to make that
22 approach, and how—how to come back in. So, just
23 having somebody there or to kind of help bridge that,
24 would definitely be done alright.

2 CHAIR FERNANDO CABRERA: And
3 congratulations on that reconciliation. Let me turn
4 it over to Council Member Perkins. He has a few
5 questions.

6 COUNCIL MEMBER PERKINS: [off mic] So, I
7 just-thank you. [on mic] Do-do you have sort of a
8 demographic kind of breakdown in the-the juveniles
9 that we're concerned about in terms of race, and-so-

10 WENDY CALDERON-PAYNE: So, I can just
11 read you some stats, if that's what you're asking
12 for. Give me one second. So, New York City's
13 COMPSTAT reported that in 2016, the Bronx experienced
14 20,000 violent crimes, which represented 20% of the
15 city's violent crimes. Statistics worsen among the
16 city's one million youth ages 16 to 24. One of every
17 six-170,000 are unemployed are unemployed, out of
18 school, not engaged in any program or job. These
19 disconnected youth and young adults have low level of
20 educational attainment and limited work experience,
21 are among those who have the hardest time finding
22 decent jobs. And then there's another statistic that
23 I just thought was-- A New York City Study released
24 in early 2014 found that by age 18 30% of Black men,
25 20% of Latino men, 22% of White men had been arrested

2 by the age of 23. The numbers climbed to 49% of
3 Black men, 44% of Latino men, and 38% of White men.
4 In such a context, the young—the youth recently
5 incarcerated individuals are more likely to return to
6 criminal justice system and then to pursue
7 sustainable employment. In addition, even our—our—
8 let's see. It's assumed that many of the young
9 people in Rikers will require substance abuse special
10 education services—educational services. According
11 to OCFS, 74% of incarcerated youth were identified as
12 needing treatment for substance abuse; 49% needed
13 special education; 44% were screened as needing
14 mental health services; 60% of the youth ages 16 to
15 18 in Rikers are reading at below a 5th grade level,
16 and—and I've always said this: If we're not dealing
17 with the educational system, we're feeding the
18 incarceration system.

19 COUNCIL MEMBER PERKINS: I guess (coughs)
20 this sound like some kind of holocaust to me.

21 WENDY CALDERON-PAYNE: It is.

22 COUNCIL MEMBER PERKINS: And, but it's—
23 and—and it doesn't seem as if we have like discovered
24 how to get past this holocaust because this is—these
25 statistics are not—are stubborn, and it's not

2 stubborn grown. They're not diminishing from my
3 observation. Am I correct? Do you see--are--are
4 things improving?

5 WENDY CALDERON-PAYNE: I think even
6 worse, recently under Bloomberg our--our graduation
7 went up, but that was because we had lowered what it
8 took to graduate. So, even though--

9 COUNCIL MEMBER PERKINS: [interposing] So
10 graduation if they--if they lowered it to zero, then
11 everybody would have graduated?

12 WENDY CALDERON-PAYNE: Well, so the issue
13 is even when they graduated--

14 COUNCIL MEMBER PERKINS: [interposing]
15 No, do you understand what I'm saying because if you--
16 if you lower the level of achieving it, then that
17 will make us look good, but it won't mean that we did
18 good because all you did was make, you know, easier--

19 WENDY CALDERON-PAYNE: [interposing] So,
20 with--

21 COUNCIL MEMBER PERKINS: --so that--so
22 that the statistics would look better.

23 WENDY CALDERON-PAYNE: Right. So, with
24 the graduation rate only 12.7% Black students and
25 13.3% of Hispanic students were ready for community

2 college, not John Jay, not Lehman, nor Harvard.

3 [pause]

4 COUNCIL MEMBER PERKINS: So, do we have
5 statistics that differentiate the-the situation
6 between the men and the women? You know, what is the
7 per-what are the statistics for the women versus the
8 statistics for the men? Is there a distinction, or
9 is all one?

10 WENDY CALDERON-PAYNE: Like are women
11 faring better? Is that what you're saying?

12 COUNCIL MEMBER PERKINS: More or less,
13 however you want to determine the distinction. Uh-
14 hmm.

15 WENDY CALDERON-PAYNE: I feel like over
16 90% of the-over 95% of the people we work with are
17 men. So, I don't-I don't.

18 KATO GRAY: The same thing with CEO,
19 yeah. We're 95% of men.

20 COUNCIL MEMBER PERKINS: And in terms of
21 the-the women, are they predominantly women of color?

22 WENDY CALDERON-PAYNE: Of course.

23 COUNCIL MEMBER PERKINS: Okay.

24 KATO GRAY: Yes, sir.

25

2 COUNCIL MEMBER PERKINS: And do we have
3 sort of--like where are these young people living when
4 they become a part of these statistics?

5 WENDY CALDERON-PAYNE: By zip codes.
6 There are five zip codes in New York City that feed
7 into the Justice System, and I have always said it if
8 we could take those five zip codes and intensively
9 address education from kindergarten on, we could
10 train. So, in ten years we don't need car-Cure
11 Violence.

12 COUNCIL MEMBER PERKINS: What are those
13 zip codes, by the way?

14 WENDY CALDERON-PAYNE: I'd have to get
15 them for you.

16 COUNCIL MEMBER PERKINS: Okay, those zip
17 codes are--I would dare say obviously--

18 WENDY CALDERON-PAYNE: Half Bronx.

19 COUNCIL MEMBER PERKINS: --the so called
20 Harlem and our barriers of the city like 10029.

21 COUNCIL MEMBER PERKINS: 104--

22 WENDY CALDERON-PAYNE: Uh-hm, okay.

23 COUNCIL MEMBER PERKINS: --55. And--and
24 so, I'm concerned about the fact that this--this is--

2 like this is a sort of a stubborn kind of statistic
3 that is it growing or it going down?

4 WENDY CALDERON-PAYNE: Well, I think
5 crime has gone down in New York City--

6 COUNCIL MEMBER PERKINS: [interposing]
7 With the--

8 WENDY CALDERON-PAYNE: --and thus the--the
9 rates of incarceration have gone down. Youths--

10 COUNCIL MEMBER PERKINS: [interposing]
11 But in terms of this population that we're talking
12 about, what is the status of it going up or down?
13 Are we--are we conquering this issue, this--this
14 challenge that these young people are suffering under
15 or are we--or is that--is that population, is that
16 statistic growing?

17 WENDY CALDERON-PAYNE: So, I'm going to
18 say this: Having done this for two decades, I--I feel
19 like we are recidivating and creating babies to
20 create a feed a justice system that's making somebody
21 rich. So, that's--that's what I feel. So, if you're--
22 so the number of people in the incarceration system
23 is less, but the fact that you're still addressing
24 the same communities going in and out of this system
25 that is feeding someone budget. So, that's--that's

2 where I don't feel that that has changed, and that's
3 what was so frustrating because when I went to high
4 school, only 25% of Hispanics graduated. So, now we
5 have a higher graduation rate, but the high school
6 diploma doesn't mean anything because you still have
7 to go to college, take remedial classes and you lose
8 your Pell Grant. [pause]

9 COUNCIL MEMBER PERKINS: So, the-the
10 population is growing you're saying?

11 WENDY CALDERON-PAYNE: Sorry, I'm sorry.

12 COUNCIL MEMBER PERKINS: This population
13 is growing?

14 WENDY CALDERON-PAYNE: No, there are less
15 people in the Justice system now than when it began
16 two-two decades ago, but it's still 90% Black and
17 Hispanic and poor, and uneducated and lack of
18 literacy and mental health needs, and drug abuse.

19 COUNCIL MEMBER PERKINS: Thank you.

20 CHAIR FERNANDO CABRERA: Thank you,
21 Council Member, just to give us that base on our
22 briefing paper, for the Fiscal Year 2017 the total of
23 admission was 2,126 with an average daily population
24 of 119. Last week when I met with the Deputy
25 Commissioner, if I recall right, there were like 30

2 something youth in the detention center. It-it
3 changes. It used to be you used to have over 2,000--

4 WENDY CALDERON-PAYNE: [interposing] Yes.

5 CHAIR FERNANDO CABRERA: --there both in
6 Horizon and Crossroads. So, we have seen a
7 significant change, but there's still much more to be
8 done, but I want to thank you for this panel, for
9 your information. We'll definitely take it into
10 consideration into our next step, and with the last
11 panel, last but not least, very important Christine
12 Bella, from the Legal Aid Society; Rebecca Kinsella
13 from Brooklyn Defender Services; and Kevin Cumos, a
14 student. [pause] You can begin as soon as you're
15 ready, and just identify yourself. Thank you.

16 REBECCA KINSELLA: Good morning. My name
17 is Rebecca Kinsella. I'm a Youth Social Worker at
18 Brooklyn Defender Services, and in this role I
19 provide ongoing support to both youth in the
20 community and incarcerated youth during the pendency
21 of their criminal cases. Youth do better when they
22 can remain close to their homes and communities where
23 they can easily access their families and their
24 existing team of advocates. When a young person is
25 in local detention, this allows us to assist youth

2 and their families in education advocacy, and
3 providing referrals to vocational services,
4 behavioral health services, and housing upon their
5 release. I want to share two stories the contrast
6 the experiences of New York City kids who remain in
7 the city versus kids who went upstate. Marcus, and
8 18-year-old client of mine who recently released from
9 Rikers Island after serving a sentence of one year.
10 While Marcus remained at Rikers Island we were able
11 to continue working with him, visiting him bi-weekly
12 and using our visits to discuss his educational
13 aspirations. Marcus a recent high school graduate
14 was invested in pursuing his college degree,
15 something he could not do while retained at Rikers
16 Island. We worked with Marcus and his family to
17 complete college applications from the inside
18 ensuring his acceptance prior to his release. As a
19 result, when he went—when he finished serving his
20 sentence, Marcus began his college career just a
21 short time later. Without our support, it's like that
22 Marcus and his family would have struggled to
23 complete this process prior to this release.
24 However, Marcus' story is unique. The more common
25 story is the case of Joaquin. Joaquin was sent

2 upstate to a juvenile detention facility where he
3 served almost two years. Joaquin's family struggled
4 to provide regular visits upstate resulting in
5 further disengagement from his community. Upon
6 release, Joaquin was put on a train with no critical
7 supports in place, and was sent to the city with
8 mother waiting on the other side. Joaquin and his
9 family struggled with reunification. Having been
10 apart for almost two years, they were forced to
11 rebuild relationships and navigate the shared trauma
12 of incarceration. This was a critical time in
13 Joaquin's life, a time that if given the right
14 supports and services, it would have been a time for
15 growth. Unfortunately, Joaquin was not connected
16 with adequate services such as mentorship or in-home
17 family therapy, in part because eligibility criteria
18 restricted him from accessing certain services as he
19 no longer had an open criminal court matter. As a
20 result, Joaquin experienced increased family tension,
21 ultimately resulting in his re-arrest and finding
22 himself back in the system today. We believe there
23 is much the city can do to improve re-entry services
24 for all youth including youth who are never sent
25 upstate. First, we'd ask that the Council increase

2 funding for social work services in public defense
3 offices. This would allow us—those of us that are
4 already doing this critical work to continue doing so
5 while expanding our reach to those clients of ours
6 that ultimately are serving sentences in upstate
7 facilities. Second, we'd ask that the city help to
8 make existing programs more accessible. For example
9 Families Rising, a program that provides intensive
10 in-home family therapy for justice involved youth.
11 [bell] It ultimately helps them learn important
12 skills and navigate their communities and families.
13 Finally, I'd like to quickly highlight the need for
14 increased funding for housing and services for
15 homeless youth. A colleague of mine recently
16 testified about this need sharing how family tensions
17 result in the arrest of young people, and subsequent
18 orders of protection render our young clients
19 homeless. We'd encourage the Council to act on these
20 bills. Thank you very much.

21 CHRISTINE BELLA: Good morning. My name
22 is e. Christine Bella and I'm an attorney with the
23 Legal Aid Society's Juvenile Rights Practice. So
24 thank you again for the opportunity to—for the Legal
25 Aid Society to provide input into this important

2 topic. So, in recent years we acknowledge that ACS
3 has dedicated significant resources to improve its
4 discharge or reentry practices, and as anticipated
5 through Close to Home, ACS has addressed some of the
6 major obstacles to successful reentry. As the
7 Council is well aware, Close to Home is fully
8 implemented now and constitutes a major and much
9 needed transformation in juvenile justice practices.
10 I just want to echo what Ms. Kinsella said. Close to
11 Home supplanted this dysfunctional state system were
12 used the Juvenile delinquency placed youth were
13 deprived of essential contact with family, denied
14 educational credits for work completed and exposed to
15 dangerous restraints as well as excessively high
16 recidivism rates. So we are encouraged by Close to
17 Home. We are encouraged by aspects of ACS' aftercare
18 services as they are consistent with best practices.
19 I want to touch on, however, a few of the areas where
20 we see a need for improvement, and those focus mainly
21 on the timeliness of aftercare services as well as
22 some of the school reentry and educational services.
23 First, we are concerned that referrals for critical
24 aftercare are not made in a timely manner. I'll give
25 you one example of a young man that he and his mother

2 were told that that they would be receiving Bridges
3 to Health, which is a critical service that's
4 provided to young people leaving care and—and one of
5 the main goals of B2h is to prevent the need for re-
6 incarceration or any institutional care. So B2h
7 unfortunately did not contact the family until at
8 least one month after the child was released, and
9 some two months later the service plan had not yet
10 been finalized or approved, and it was several months
11 before the services began. That's a critical time
12 when you go home. We believe ideally that B2h
13 applications should be submitted at least 90 days
14 prior to the release home to allow for the
15 interagency coordination and coordination with the
16 family. In practice, this rarely occurs. Relatedly
17 we see problems that arise when initial referrals are
18 not a good fit for these youth or family. So,
19 ideally we'd like to see youth attending some of the
20 outpatient or post-social activities prior to their
21 release from the program to work out any difficulties
22 or kinks there might be. This way the youth or their
23 family if they have any concern about our particular
24 service provider or program an alternative can be
25 arranged. It's not unusual for a young person to be

2 released with intake appointments that are scheduled
3 one to two to four weeks out, and that delay
4 obviously can cause problems, anxiety and obviously
5 did not provide support for the—the necessary support
6 for the family. So, the remainder of my
7 recommendations really related to educational
8 services. I was pleased to see a representative from
9 the Department of Education here. It's such an
10 important component of aftercare as we all know. So,
11 educational services have improved dramatically over
12 the last decade and I will say in part due to
13 litigation brought by the Legal Aid Society,
14 Advocates for Children and the Law Firm of Dewey
15 Ballantine. [bell] If could just touch on our
16 recommendations, they really echo the Mayor's
17 leadership team. So, our urge is set forth in our
18 written testimony, and I'm sure the Council is aware
19 of this report that was published in 2016, and it has
20 detailed extensive recommendations that address
21 important things such as credit transfer for kids
22 needing care, middle school promotion for the
23 overaged and underprivileged who often find
24 themselves disengaged in school reenrollment options
25 that are important to timely reenrollment. And

2 lastly, of course, it address important
3 recommendations for children with special education
4 needs, and how they can be successfully reintegrated
5 in the schools. Thank you again.

6 KEVIN CUMOS: [off mic]Hello. [on mic]
7 Good morning, Mr. Chairman and members of the
8 committee. Thank you for allowing me the opportunity
9 to speak to you today. My name is Kevin Cumos
10 (coughs) excuse me. I'm graduate student finishing
11 my master's in public administration, my research of
12 field—my research field is disconnected youth. So,
13 today is my first day attending this. Thank you for
14 having me. When I was eight years old, my parents
15 were deployed back to Colombia subsequently leaving
16 me and my brothers homeless. So, I grew up homeless,
17 managed to join the United States Army at age 18, and
18 today I'm a graduate student. So, I have to give
19 back as much as I can because I'm not here a poster
20 child for any particular program as there was nothing
21 around in my day to support me and my brothers.
22 Three things that I want to highlight what I've
23 noticed today is that one thing that I want to
24 mention is long-term solutions. It was mentioned
25 that they only follow up for to six months (coughing)

2 and that's I guess like a standard and what I've been
3 researching, and I feel that that's not enough for
4 youth. There needs to be a longer-longer solution as
5 far as partnering a youth with agencies and services
6 in order to make them successful. Also, increased
7 partnerships. I noticed there's a lot of partnership
8 and collaboration with agencies and non-profits.

9 Strengthening those partnerships will be a key asset
10 to making sure (coughing) our youth are successful
11 and to reduce the recidivism rate. Also, the lack of
12 data. I-I-I noticed you, Mr. Chairman, asking if
13 there's any data if any of this is successful, and
14 the answer was no. So, I, you know, I ask the members
15 of the committee and the Chairman that-to increase
16 the data, because we need to know if these services
17 are, in fact, effective. And-and not also that but
18 also to know exactly how to pinpoint these services
19 as far as areas and even to know the number of youth
20 that are being serviced because as far as the
21 disconnected youth as a whole, there's huge gap of
22 services according to Jobs First in their report.

23 There's approximately 186,000 disconnected youth, and
24 only about 34,000 receive services annually. And
25 last but not least, I know-I believe the Executive

2 Director of Bronx Connect mentioned that there needs
3 to be some sort of awareness campaign. That's
4 something I advocate for a lot. The Mayor's Office
5 has something for domestic violence, and mental
6 health. So, I'd like to see something as far as
7 awareness for disconnected youth. A huge thing now
8 because (coughing) the year 2017 is applications.
9 So, I'd like to see like a web application where
10 youth can go on, and see what services are around
11 their communities. That way they could connect to
12 them easier. Thank you.

13 CHAIR FERNANDO CABRERA: Thank you so
14 much. I want to say Mr. Cumos. I'm impressed. You
15 didn't even get to start where some people get to
16 start in life, and what you have made out of yourself
17 and the future is smiling towards you. So, we all—we
18 all applaud you here, and not only that, you came
19 back to—to start making the difference, and that's
20 what it's all about. So, my compliments to you.
21 Since—referring to you living, I'll just ask you a
22 question, in your studies--

23 KEVIN CUMOS: [interposing] Yes.

24 CHAIR FERNANDO CABRERA: --have you found
25 any program nationwide that has gone beyond six

2 months, and if there's any data to substantiate that
3 after six months we get better results, or is this
4 something that we need to start exploring because no
5 one has done it?

6 KEVIN CUMOS: Well, in my experience and
7 research, I feel there is Opportunities for a Better
8 Tomorrow, and they have career services that follows
9 up with youth I think up--up until two year, and
10 they've seen a great success rate as far as that.
11 Youth Built, which is a federally funded program
12 provides workforce development to youth and follow-up
13 services for up to a year. So, I think the year mark
14 is a little too shy. However--I'm--I'm basing this off
15 of my personal experience and the youth that I've
16 worked with. Personally, when I went and got my high
17 school equivalency, they followed up with me for six
18 months, and at the time I was working construction,
19 and they would do--I would just get a phone call, and
20 say, are you alive? You know, and things like that.\

21 CHAIR FERNANDO CABRERA: Uh-hm.

22 KEVIN CUMOS: So, I don't think that was
23 enough or sufficient. I think we need to have a
24 system where you--you have to sit down, you come in,
25 you follow up, and also try to--they--they mentioned--

2 there was a mention of fathers, and being absent
3 (coughing) so I think a huge role to replace fathers
4 is mentors because like personally for me, I don't
5 have—my father wasn't around, but mentors have helped
6 and shaped me to the man that I am today.

7 CHAIR FERNANDO CABRERA: Well, I have to
8 tell you this is something that when I took, when I
9 began share—chair this committee, it was the first
10 and the foremost agenda that I had was mentorship
11 because mentorship is proven to work, and so we're
12 about to—the Commissioner announced it today, and
13 we're about to do some innovative work on that line,
14 and that mentorship might be the answer because it's
15 going to go beyond six months. Our mentorship will
16 continue for—for a prolonged amount of time.

17 KEVIN CUMOS: Absolutely. Personally, I
18 mentor three youth from Astoria Housing, and I've
19 been (coughing) mentoring them for five years, and
20 the mentoring program doesn't exist any more.
21 However, I still make time to see them, and we—we
22 keep in contact.

23 CHAIR FERNANDO CABRERA: That's
24 fantastic. That's awesome. Great work. I meant to
25 ask you about who is dropping the ball in terms of—

2 you mentioned two months before the referral was
3 made?

4 CHRISTINE BELLA: Well, yeah, I think and
5 what we're finding is that the--the discharge planning
6 is very coordinated. There are conferences. So, in--
7 in terms of who is dropping the ball, it's--it's sort
8 of hard to really pinpoint. With the example I gave,
9 it was a lack of a timely referral whether that was
10 from the provider or the Permanency Placement
11 Specialist or whether it was on the receiving end,
12 and it wasn't picked up. You know, it really--
13 they're--they're so individualized in terms of whose
14 dropping the ball, but I think, you know, the--the--the
15 process being highly coordinated they bring in the
16 team, you know, at regular intervals. It's very
17 important to sort of prevent the ball from being
18 dropped, but you know, 30 days is a very long time.
19 So, if you have a conference on day 30, and day 45
20 you're going to, you know--I'm sorry, on day--the day
21 of discharge and then day 45, you're going to miss a
22 lot in those first 45 days.

23 CHAIR FERNANDO CABRERA: Absolutely.
24 Thirty days isn't eternity work with the youth that
25 need --

2 CHRISTINE BELLA: That transition.

3 CHAIR FERNANDO CABRERA: That transition
4 to take place, right? Right. My jaw dropped and
5 I'm—I'm going to follow, and we were talking about
6 the specialists. Who—who's—who's not making this
7 proper referrals?

8 CHRISTINE BELLA: So, the Specialist
9 works in conjunction with the—the discharge provider,
10 the aftercare provider. So, I can't tell you exactly
11 what this example is without going back to look at
12 the paperwork, but I can get you that information.

13 CHAIR FERNANDO CABRERA: Okay, please.

14 CHRISTINE BELLA: And we can drill it
15 down.

16 CHAIR FERNANDO CABRERA: And is this—this
17 is wrong?

18 CHRISTINE BELLA: This is only on the
19 example of it.

20 CHAIR FERNANDO CABRERA: Okay, I was
21 going to ask you.

22 CHRISTINE BELLA: I was going to tell you
23 that. I have--

24 CHAIR FERNANDO CABRERA: [interposing] Is
25 this an anomaly or is this--?

2 CHRISTINE BELLA: There is another
3 example in our testimony, and I didn't really see the
4 need to sort of go on and on, you know, to
5 demonstrate the same problem, but timeliness has been
6 a problem for at least these.

7 CHAIR FERNANDO CABRERA: One is too many,
8 right for that particular child.

9 CHRISTINE BELLA: Right.

10 CHAIR FERNANDO CABRERA: And any—even if
11 it's—you know, the way I look at it, it needs to
12 happen immediately. Even a week because they begin
13 to reconnect with people from their past, their peer
14 groups the have that brought them to where they're
15 at, and so, it's very important for them to, you
16 know, connect with the services, and-and this help.
17 I will ask after we're done if you could give him
18 card, if you've got any legislative ideas. You
19 mentioned some of the ideas that you have. I would
20 love to get on and see, you know, the confidentiality
21 of—of introducing some legislation to make sure that
22 we—we could do this better. I'm always looking how
23 do we do this better, and so my critical thinking
24 says what's wrong, creativity says how do we make it
25 better. So, I'm always looking to creative people

2 and how e can make it better. Well, thank you so
3 much. I appreciate it, and with that, we conclude to
4 this hearing. Thank you every one.

5 CHRISTINE BELLA: Thank you.

6 [gavel] [background comment]

7 CHAIR FERNANDO CABRERA: I forgot to
8 mention I want to give a special thanks to Joshua
9 Kinsley, our Legislative Counsel, and William Huntech
10 (sp?), Senior Policy Analyst. Without them I
11 couldn't do this. Thank you so much. [gave]

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C E R T I F I C A T E

World Wide Dictation certifies that the foregoing transcript is a true and accurate record of the proceedings. We further certify that there is no relation to any of the parties to this action by blood or marriage, and that there is interest in the outcome of this matter.



Date November 12, 2017