



REGULAR MEETING

This public meeting is being held consistent with the Oklahoma Open Meeting Act, 25 O.S. §§ 301-314.

OKLAHOMA COMMISSION ON CHILDREN AND YOUTH
CAMERON BUILDING
2915 N. CLASSEN SUITE 300
OKLAHOMA CITY, OK 73106

Friday, January 13, 2023
9:00 a.m.

Zoom Meeting Link: <https://zoom.us/j/93013903146?pwd=bEw2aWxOK2ZKdS9ibldpbmFOTlpnUT09>

Meeting ID: 930 1390 3146

Dial in by phone: 346-248-7799 Passcode: 737654

The following Commissioners will be attending via the Zoom virtual platform:

Brenda Myers
Comanche County Courthouse
315 SW 5th Street, Room 200
Lawton, OK 73501
(580) 581-4565

Judge Mike Warren
Harmon County Courthouse
114 W. Hollis St.
Hollis, OK 73550
(580) 688-3617

Brad Wilson
Mordy, Mordy, Pfrehm & Wilson, P.C.
110 West Main
P.O. Box 457
Ardmore, OK 73402
(580) 223-4384

Jonathan Hall
Warburton Capital Management
15 East Fifth Street, Suite 3675
Tulsa, OK 74103
(918) 794-3000

Public Comment: Please sign up to speak by contacting Kathy Arrieta, OCCY Executive Assistant, ***no later than 8:00 p.m. on Thursday, January 12th at (405) 606-4913 or Kathleen.Arrieta@occy.ok.gov*** if you plan to speak virtually. Those who are speaking in person at the meeting ***must sign up on the public comment sheet prior to the initiation of the meeting.*** Please provide your name (and spelling of your name if attending virtually by telephone call), the organization you represent (if applicable), and the subject matter of your remarks. Public comments will be limited to *three* minutes per person. Should you wish to provide documents to the Commissioners, please send them to their individual emails listed on the OCCY website.

Meeting Etiquette: To provide the best connectivity for all virtual attendees, we ask that only the Commissioners use the video option when attending the meeting. The only exception will be when a presenter or guest attendee is speaking. All others should join the meeting by audio connection only. Thank you for your cooperation.

AGENDA

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|-------|---|---|
| I. | Welcome, Introductions, and Determination of Quorum <ul style="list-style-type: none"> • <i>Introduction of Commissioners</i> • <i>Introduction of Assistant Attorney General</i> • <i>Determination of Quorum</i> | <i>Chairperson John Schneider</i> |
| II. | Public Comment | |
| III. | Review of the Amended Minutes from the September 26, 2022 Regular Commission Meeting
<i>Discussion and possible vote to modify and/or approve the minutes.</i> | <i>Chairperson John Schneider</i> |
| IV. | Review of the Minutes from the December 1, 2022 Special Commission Meeting
<i>Discussion and possible vote to modify and/or approve the minutes.</i> | <i>Chairperson John Schneider</i> |
| V. | Presentation and Approval of the Finance Report
<i>Discussion and possible vote to approve the finance report.</i> | <i>Megan Patton,
OMES Financial Manager</i> |
| VI. | HB 1028 Prohibiting the Use of Corporal Punishment on Students with Disabilities (Rep. John Talley)
<i>Discussion and possible vote to add to OCCY's Legislative Agenda.</i> | <i>Sherry Fair, Executive Director
Parent Promise</i> |
| VII. | Proposed Bill to Financially Support Foster Youth Who Are Aging Out
<i>Discussion and possible vote to add to the OCCY's Legislative Agenda.</i> | <i>Gabrielle Jacobi, Child Well-Being
Policy Analyst / KIDS COUNT
Data Coordinator, Oklahoma
Policy Institute and
Emma Morris, Health Care and
Revenue Policy Analyst,
Oklahoma Policy Institute</i> |
| VIII. | Presentation: Juvenile Competency Restoration Outpatient Program
<i>Discussion and possible vote.</i> | <i>Kathy LaFortune,
Attorney and Psychologist</i> |
| IX. | Presentation: OCCY Children of Incarcerated Parents (CIP) 2022 Annual Report & Partnership Evaluation
<i>Discussion</i> | <i>David A. McLeod, PhD, MSW
Chair, OCCY Children of
Incarcerated Parents Advisory
Committee, OU Associate Director
& Associate Professor / Anne
Zarrow School of Social Work
and
Lisa White
Senior Research Associate,
University of Oklahoma E-Team</i> |

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| X. | Presentation: Maternal, Infant, and Early Childhood
Home Visiting Grant and Home Visiting Programs
<i>Discussion</i> | <i>Lorri J. Essary, Director
Family Support & Prevention
Services</i> |
| XI. | Director's Report
<i>Discussion</i> | <i>Annette Wisk Jacobi,
OCCY Executive Director</i> |
| XII. | Announcements
<i>Reports only; no discussion</i> | <i>Commissioners</i> |
| XIII. | Chairperson Comments | <i>Chairperson John Schneider</i> |
| XIV. | Adjournment | <i>Chairperson John Schneider</i> |

Note: The Board may vote to table an agenda item or change the sequence of the agenda.

Next Meeting: Friday, April 14th at 9:00 a.m.

COMMISSION MEETING MINUTES

**Special Meeting
September 26, 2022
10:00 a.m.**

AMENDED

Commissioners present in person: Rachel Holt, Kalie Kerth, Carrie Slatton-Hodges, Ginarie Harrington, Joy Hofmeister, Jonathan Hall, Jason Hicks, Kevin Corbett, and John Schneider

Commissioners present virtually: Mike Warren attended virtually without video after the audio/visual equipment malfunctioned. He could not appear via video, and therefore did not vote.

Guests present: Sandra Balzer, Lana Turner-Addison, Terry Smith, Sid Brown, Brandy Bahm, Betty Hawkins-Emery, Constanzia Nizza, Joe Dorman, Pat Damron, and Michael McNutt

Staff present: Annette Wisk Jacobi, Mark James, Cherra Taylor, Rob Agnew, Lisa Rhoades, Makala Pittman, Nicole George, Marcia Johnson, Keith Pirtle, Isabel Rodriguez, Elizabeth Kaup, Joseph McGrath, Danielle Dill, and Harold Jergenson

Welcome, Introductions, and Determination of Quorum

– *Chairperson John Schneider*

Chairperson Schneider called the meeting to order at 10:02 a.m.

Commissioner Harrington arrived to the meeting at 10:15 a.m.

Presentation and Approval of the State Fiscal Year 2024 OCCY Budget Request

– *Mark James, Assistant Director*

Assistant Director James presented the State Fiscal Year (SFY) 2024 Budget Proposal to the commissioners for approval. Some of the information provided included:

- OCCY will request a flat budget for SFY 2024.
- Ninety percent of the SFY 2023 appropriations were spent on personnel costs.
- In addition to appropriations, OCCY received funding from contracts with the Oklahoma State Department of Health, the Oklahoma Partnership for School Readiness, the Oklahoma Department of Human Services as well as federal Title IV-E and Community Justice Act Grant funds.
- Projected carryover from SFY 2022 and SFT 2023 is \$550,000.
- Phase 1 of the new OCCY database was not completed as expected during SFY 2022, leaving \$200,000 carryover. Phase 1 is expected to be completed by December 2022.
- Of the \$550,000 in carryover, \$60,000 has yet to be designated for programs and/or services.

A handout was provided.

Superintendent Hofmeister moved to approve OCCY's budget proposal for State Fiscal Year 2024. Commissioner Kerth seconded the motion. All of members present voted in the affirmative.

Presentation on the Freestanding Multidisciplinary Teams: Annual Review and Proposed Determination of Functioning Status

– Pat Damron

Pat Damron, OCCY's contracted Freestanding Multidisciplinary Teams (FSMDT) manager, presented on the history of the FSMDTs and the annual survey results. She then presented the list of FSMDTs that were deemed "functioning" after their annual reviews and recommended to receive funds for Calendar Year 2023. Some of the information provided include:

- Multidisciplinary teams were created to reduce trauma for victims and minimize gaps in the investigations.
- The five required members for the teams consist of the district attorney, child welfare specialist, mental health professional, law enforcement official, and a medical professional.
- The State of Oklahoma has 37 FSMDTs and 20 Child Advocacy Centers (CACs).
- Survey data included: 50% of alleged victims reported to the teams were between the ages of 0 – 6 years; 57% of the alleged victims were white; 43% of the cases reported alleged sexual abuse; 61% of alleged perpetrators were parents or stepparents; and 48% of the cases involved drugs and alcohol.
- Some of the barriers many teams faced include poor communication, staff turnover, and changes in the court system due to the McGirt Ruling.

Ms. Damron reported that 37 FSMDTs met the standards of a functioning team and requested Commissioners' approval for funding the teams for CY 2023. The teams are as follows:

- | | | |
|-------------------------|--|---|
| • Adair | • Haskell | • Murray |
| • Atoka | • Jackson (Greer, Harmon, Kiowa, Tilliman) | • Noble |
| • Beckham (Roger Mills) | • Johnston | • Nowata |
| • Blaine | • Kingfisher | • Okfuskee |
| • Cherokee | • Latimer | • Oklahoma |
| • Choctaw | • Lincoln | • Okmulgee |
| • Coal | • Logan | • Pushmataha |
| • Comanche | • Love | • Seminole |
| • Craig | • Marshall | • Stephens (Jefferson) |
| • Creek | • Mayes | • Texas (Beaver, Cimarron, Harper) |
| • Custer/Washita | • McClain | • Wagoner |
| • Garvin | • McIntosh | • Woodward (Alfalfa, Dewey, Major, Woods) |
| • Grady | | |

A handout was provided.

Commissioner Hall moved to approve funding for the thirty-seven Freestanding Multidisciplinary Teams for CY 2023. District Attorney Hicks seconded the motion. All members present voted in the affirmative.

Superintendent Hofmeister left the meeting at 10:36 a.m.

Review of the Minutes from the March 25, 2022, Special Commission Meeting

– Chairperson John Schneider

Director Holt requested that the part, “after vote was counted” be removed as commissioners didn’t vote during executive session. No other requests or comments were given.

A handout was provided.

Director Holt moved to approve the minutes with the requested changes. Commissioner Kerth seconded the motion. All members present voted in the affirmative.

Review of the Minutes from the June 17, 2022, Regular Commission Meeting

– Chairperson John Schneider

A handout was provided.

Commissioner Hall moved to approve the minutes as written. Secretary Corbett seconded the motion. All members present voted in the affirmative.

Presentation and Approval of the Finance Report

– Brandy Bahm

Ms. Bahm provided an overview of the financial report through August 31, 2022.

A handout was provided.

Commissioner Slatton-Hodges moved to approve the Finance Report. Commissioner Kerth seconded the motion. All members present voted in the affirmative.

Public Comments

Public comments were given by:

- Betty Hawkins-Emery, Parent Partnership Board member and the Co-Chair of the Alliance National Parent Partnership Council, thanked the Commissioners for giving parents a voice. She also shared that Parent Partnership Board member Dr. Lana Turner-Addison has been advocating for childcare services and that grants are available for start up day cares.
 - Sid Brown, former OCCY Commissioner, thanked Terry Smith for his role in writing the book, “Throwaway Kids” and gave his account on what had occurred prior and during the class action lawsuit.
-

Presentation of “Throw Away Kids: Reforming Oklahoma’s Juvenile Justice System” - Book

– Terry Smith

Terry Smith co-authored the book “Throwaway Kids” with Bob Burke. Mr. Burke is a noted attorney and historian who has written over 150 books about Oklahoma historical figures and events.

The book begins with the history of children's legal issues during the seventeenth and eighteenth centuries. It then covers the beginnings of Oklahoma's care for children. Kate Barnard advocated for children's issues as early as 1906 and was the first woman to be elected as a state official in Oklahoma. She served Oklahoma's first Commissioner of Charities and Corrections.

The book moves onto the days when Lloyd E. Rader was the Director of the Oklahoma Department of Human Services. In the late 1970s, attorney Steven Novick brought the class action lawsuit against the Department of Human Services. The complaints in the lawsuit included extreme restraint practices, excessive isolation, sexual abuse, and forced prostitution.

Many reforms in the child serving system resulted from the lawsuit including the creation of OCCY and the Oklahoma Institute for Child Advocacy in 1982. In addition, the Office of Juvenile Affairs was spun off from the Oklahoma Department of Human Services in 1995.

The books are sold through the Oklahoma Hall of Fame Museum.

Books were provided.

Report from the OCCY Parent Partnership Board (PPB)

– Dr. Lana Turner-Addison

Dr. Turner, PPB member, provided an update of the activities for which PPB has participated from June 2022 to September 2022. Some of the activities include:

- A Memorandum of Understanding between OCCY, the Children's Trust Fund Alliance, and Oklahoma Partnership for School Readiness was established.
 - PPB members served in an advisory capacity to the OCCY Homeless Children and Youth Steering Committee as well as the Strengthening Youth Custody and Transition Services Advisory Committee.
 - Dr. Turner organized "The Back-to-School Parent and Community Enrichment Extravaganza" in North Tulsa.
 - La'Chanda Stephens-Totimeh, PPB member served on the planning committee for the 2022 Oklahoma Fatherhood Summit scheduled for October 14, 2022.
 - Four PPB members will be attending the 2022 Children's Trust Fund Alliance/Prevent Child Abuse America Annual Meeting in November 2022.
-

Legislative Report

– Marcia Johnson

Marcia Johnson, OCCY's Legislative Liaison, provided an update on the legislative bills pertaining to children. The legislative updates Ms. Johnson highlighted were:

- The second special legislative session will begin on September 28, 2022.
- Twenty-five American Rescue Plan Act funding bills were passed and sent to the Governor.
- An interim study on homeless students will be heard on September 27, 2022.
- An interim study on extending earned income tax credit to former foster youth who aged out of the child welfare system will be heard on October 13, 2022.

Ms. Johnson announced that that the swearing-in ceremony will take place on November 16, 2022.

Director's Report

– *Annette Jacobi, Executive Director*

Director Jacobi reported that Jimmy Widdifield, FSMDT Program Manager, and Amanda Jett, Executive Assistant resigned their positions with OCCY for other opportunities. Director Jacobi stated that the process to hire new staff is underway. She requested assistance from the commissioners in hiring a business manager. She also thanked the commissioners for all the work they do in serving the children of Oklahoma.

Announcements

– *Commissioners*

No announcements were given.

Chairperson Comments

– *Chairperson John Schneider*

Chairperson Schneider thanked Terry Smith for his presentation.

Adjournment

– *Chairperson John Schneider*

Director Holt moved to adjourn the Commission meeting. Commissioner Slatton-Hodges seconded the motion. The Commission meeting adjourned at 11:36 a.m.

Future Meeting Dates

December 1, 2022 Special Meeting



COMMISSION MEETING MINUTES

**Special Meeting
December 1, 2022
9:00 a.m.**

Commissioners present in person: Jackie Aaron, Melinda Fruendt, Samantha Galloway, Jonathan Hall, Ginarie Harrington, Jason Hicks, Rachel Holt, Kalie Kerth, and Lindsay Laird.

Commissioners present virtually: Brenda Myers, Mike Warren, and Brad Wilson.

Guests present: Michael D. Aleman, Susan Agel, Brandy Bahm, Sandra Balzer, Erica Beauford, Joe Dorman, Randy Dowell, Adrienne Elder, Rory Grimes, Betty Hawkins-Emery, Constanzia Nizza, Lynda Steel, John Talley, Wanda Felty, Tamara Bryan, John Reisenberg, and La'Chanda Stephens-Totimeh.

Staff present: Annette Wisk Jacobi, Mark James, Robert Agnew, Kathleen Arrieta, Danielle Dill, Nicole George, Elizabeth Kaup, Harold Jergenson, Marcia Johnson, Ellen Lohrenz, Joseph McGrath, Keith Pirtle, Lisa Rhoades, Isabel Rodriguez, and Cherra Taylor.

Welcome, Introductions, and Determination of Quorum

– *Vice Chairperson Kalie Kerth*

Vice Chairperson Kerth called the meeting to order at 9:07 a.m.

Public Comments

Public comments were given by:

- Joe Dorman, Oklahoma Institute for Child Advocacy (OICA): OICA had a successful Fall Forum and is submitting OICA's Legislative Agenda to lawmakers on December 1, 2022. He asked the OCCY Commission to consider including OICA's Legislative Agenda as part of their own agenda.
 - Betty Hawkins-Emery, Parent Partnership Board (PPB) member and the Co-Chair of the Alliance National Parent Partnership Council: Ms. Hawkins-Emery and others from the PPB attended the Children's Trust Fund Alliance and Conference in Denver. She thanked OCCY and Oklahoma Partnership for School Readiness for sending them to the conference, from which they received vital information about Parent Partnership Boards across the country which they will use for their own advocacy.
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Review of the Minutes from the September 26, 2022 Regular Commission Meeting

– Vice Chairperson Kalie Kerth

A handout was provided.

Commissioner Holt moved to approve the minutes as written. Commissioner Harington seconded the motion. The majority of members present voted in the affirmative. Director Fruendt, Interim Director Galloway, and Commissioner Laird abstained from the vote. The motion passed.

Presentation and Approval of the Proposed OCCY Commission Meeting dates for Calendar Year 2023.

– Vice Chairperson Kalie Kerth

The 2023 meeting dates are January 13, April 14, June 23, August 18, September 15, and November 3.

A handout was provided.

Commissioner Laird moved to approve the dates as submitted. Commissioner Aaron seconded the motion. All members present voted in the affirmative. The motion passed.

Presentation and Approval of the Finance Report

– Brandy Bahm

Ms. Bahm provided an overview of the financial report through October 31, 2022. To date, OCCY has a budget of \$4,475,769 and as of October 31st, the agency has spent \$1,689,094 for a total variance of \$2,786,674.

Commissioner Laird requested that a guide of funding codes be listed so that the financials are more easily understood.

A handout was provided.

Commissioner Laird moved to approve the Finance Report. Commissioner Hall seconded the motion. All members present voted in the affirmative.

Report from the Parent Partnership Board (PPB)

Isabel Rodriguez, OCCY Community Planner

Ms. Rodriguez thanked the Commission, OCCY Staff and OPSR for the support and the opportunity given to four of the PPB members to attend the 2022 Children Trust Fund Alliance Annual Meeting in Denver. This meeting provided them with the opportunity to connect with other parents and professionals from different states and national organizations, build their leadership skills, and increase their knowledge of important issues impacting children and families. She invited the Commissioners to attend the Parent

Partnership Board meetings and thanked Commissioner Schneider for attending the Annual Meeting as well as connecting with the parents. Ms. Rodriguez noted that Annette Wisk Jacobi was honored at the Conference for her years of service as treasurer for the Alliance.

Legislative Report – Agency Request Bills

– Marcia Johnson

- **Identifying Students Experiencing Homelessness (Rep. John Talley)** – The Homeless Children and Youth Steering Committee expressed concerns that schools are underreporting homelessness among students to the State Department of Education (SDE). This bill will direct the SDE to work with the OCCY's Homeless Children and Youth Steering Committee to design and adopt a standard form that will be completed by the parent or guardian of every student annually at enrollment. Another provision of the bill will require the SDE to report the number of students experiencing homelessness by district to the Commission, Speaker Pro Tempore of the Senate, Chair of the Senate Education Committee, Speaker of the House, Chair of the House Education Committee, and the Governor. Representative Talley stated that a form with new language was needed to determine the extent of the issue of homeless youth in Oklahoma.

Interim Director Galloway moved to support the Identifying Students Experiencing Homelessness Bill. Commissioner Harrington seconded the motion. All members present voted in the affirmative.

- **Supporting Youth Formerly in Foster Care to Transition to Independence (Rep. Mark Lawson).** This bill will provide an annual stipend or another type of financial support that does not involve direct payment—to youth, ages 18-25, who are verified to have been in the state's foster care system on their 16th birthday and later aged out.

Concerns arose regarding about direct payments to a young adult, who may not be able to manage their finances. Discussions continue to determine the final outcome.

The Commissioners were requested to vote to support the continued work on the formation of the bill.

The Commissioners expressed concern that not enough information is available to move forward with support. Interim Director Galloway stated that the workgroup is leaning towards a monthly stipend and that DHS will provide administrative support, but at this time there is not enough information for a vote.

This discussion was tabled until more information could be presented to the Commission.

- **OCCY Administration Bill – no author as of yet.** This bill will modify language to make operations more efficient and will also delete outdated language.
 - Deleting certain defined terms not used in the sections of Title 10 governing OCCY;
 - Modifying composition of the Commission by deleting a representative of a community partnership board;
 - Deleting all other references to community partnership boards, which are no longer functioning;

- Clarifying the term limitation of a person appointed to fill the remainder of a vacant term on the Commission;
- Requiring the director of OCCY to prepare an annual report summarizing the activities of the agency;
- Requiring the assistance of the Parent Partnership Board in preparing the State Plan for Services to Children and Youth;
- Requiring the State Plan for Services to Children and Youth to be updated every 3 years instead of annually and providing that copies of the plan be sent to the President Pro Tempore of the Senate, Speaker of the House and the Governor;
- Clarifying the responsibilities of the Parent Partnership Board;
- Modifying the yearly RFP requirement for the Mentoring Children of Incarcerated Parents program to every 5 years;
- Exempting local Post Adjudication Review Boards (PARB) from the requirements of the Oklahoma Open Meeting Act and; and
- Extending the terms of local PARB members from three to five years.

Director Holt moved to support the OCCY Administration Bill. Commissioner Aaron seconded the motion. All members present voted in the affirmative.

- **Support for High Quality Legal Representation.** This bill will establish a system of high-quality legal representation for children and parents involved in the child welfare system. It was asked what “high-quality legal representation” means. Director Jacobi answered that it means, in part, having contracted attorneys who have lower caseloads, have been provided specific trainings, and have a multi-disciplinary team that can support them and their clients.

A handout was provided.

Commissioner Laird moved to support the High Quality Legal Representation Bill. Interim Director Galloway seconded the motion. All members present voted in the affirmative.

- **Support for Seatbelt for Children aged 8-17 Years Old (no author yet).** This bill will restore the requirement that children between the ages of 8-17 wear a seatbelt when riding in the backseat of a vehicle.

A handout was provided.

District Attorney Hicks moved to support the Seatbelt for Children aged 8-17 Year-Old Bill. Commissioner Hall seconded the motion. All members present voted in the affirmative.

- **Handle with Care OK Legislation** – Adrienne Elder presented along with Master Sergeant Michael Aleman. This legislation is designed to advance partnerships between law enforcement and schools to help provide a safe and supportive academic environment for children recently exposed to traumatic events known as “adverse childhood experiences” (ACEs).

Ms. Elder has been working with multiple leaders within agencies to do this work, so the costs of implementation are going to be low. There are monthly planning calls to continue to work together better. The first version of this legislation will be submitted on January 18th for the February 2023 Legislative Session. Ms. Elder asked OCCY to add this to our legislative agenda and asked each Commissioner to designate staff to attend HWC Planning meetings.

Master Sergeant Aleman spoke about this legislation from the law enforcement perspective. The HWC police unit, comprised of officers, responds to HWC reports, and coordinates with local non-profits to help get the child or family services immediately. He stated that it is vitally important that we grow this program statewide.

A handout was provided.

Director Holt moved to support the Handle with Care OK Initiative. Interim Director Galloway seconded the motion. All members present voted in the affirmative.

Interim Director Galloway left the meeting at 10:30 a.m.

- **Proposed OCCY Administrative Rules**

There are two chapters in OCCY's administrative rules that need to be modified. The changes are in response to statutory changes that were made several years ago. Director Holt asked that the office address also be stricken from the administrative rules.

A handout was provided.

Director Holt moved to adopt all as proposed with an amendment to strike 135:1-1-1.2. completely. Director Fruendt seconded the motion. All members present voted in the affirmative.

State Auditor and Inspector's OCCY Operational Audit Report

Erica Beauford, Auditor, State Auditor & Inspector's Office

Ms. Beauford gave an overview of the OCCY performance audit for the period of January 1, 2018 – June 30, 2022. There was one finding related to inventory control, which OCCY has already addressed. She thanked Annette Wisk Jacobi, Mark James and the OCCY staff for their cooperation and complimented them on the audit results.

Presentation: Oklahoma Respiratory Season Update

Jolie Stone, State Epidemiologist, Oklahoma State Department of Health

Ms. Stone gave an overview of Respiratory Syncytial Virus (RSV) and the health implications for children. In Oklahoma and nationwide, the RSV positivity rate has been higher than usual for the 2022-2023 respiratory season, due partially to COVID-19 mitigation measures such as masks and isolation, causing immunity to RSV to wane. There may be another RSV spike in early spring 2023.

Seasonal influenza is elevated across the county, with Oklahoma State at a high level. Nationwide, hospitalization rates for influenzas have not been this high since 2010. Influenza positivity began climbing

at the end of October, earlier than the usual rise in December. Oklahoma is on track to have the highest levels of influenza positivity since the 2017-2018 Influenza season.

This respiratory season may be worse because of several factors, such as a possible winter spike in COVID, the changing epidemiology of RSV and Influenza, and a lower influenza vaccination rate compared to previous years.

Presentation: Oklahoma Children's Hospital Behavioral Health Center

Randy Dowell, CEO, University Hospitals Authority and Trust

Oklahoma Children's Hospital is building a Behavioral Health Center on their campus. This center will specialize in children who are difficult to place in out of home care because of concurrent health disorders or a dual diagnosis.

Suicidal ideation has grown exponentially. One in five Oklahoma children/youth suffer from depression, anxiety, mood disorders, post-traumatic stress and/or other serious ailments. Suicide is the second leading cause of death among children/youth ages 10-24 in Oklahoma, and the state ranks 33rd in the nation for access to mental health services and support.

The new facility will be the third largest juvenile mental health facility in the United States. It will serve as a premier training facility for a variety of healthcare providers in the state and the nation.

Presentation: Helping Every Life and Parent (H.E.L.P.)

Juli Merciez, Chair, H.E.L.P. Task Force

The H.E.L.P. Task Force was created to examine ways to support life, mothers, parents and the public in the State of Oklahoma. The Task Force recommendations include:

- create a website that compiles resources, initiatives, programs, and educational information for pregnant women and parents;
- create a statewide network and process to make Abortion Pill Reversal available;
- expand funding for pregnancy centers through the Choosing Childbirth Act;
- amend the Oklahoma Adoption Code (10O.S. § 7505-3.2(C)) to increase the initial amount authorized to be expended on birth mother living and transportation expenses from \$1,000 to \$3,500 without first obtaining court approval;
- expand health services to women in all areas of the state and address the social determinants of health including improved access to care and reliable transportation for women;
- seek support for the new Pregnancy Resource Navigator (PRN) program administered by the Oklahoma State Department of Health;
- expand home visiting and case management services; and
- raise the federal poverty level (FPL) for SoonerCare income eligibility for pregnancy and postpartum coverage from 138% to 205% FPL and to extend postpartum coverage from 60 days to 12 months continuous coverage.

Director's Report

– *Annette Wisk Jacobi, Executive Director*

In the interest of time, Ms. Jacobi asked that Commissioners contact her after the meeting with any questions or concerns regarding her written report.

Announcements

– *Commissioners*

Commissioner Laird noted that the Parent Partnership Board is looking for nominations and encouraged the Commissions to refer parents to apply.

Chairperson Comments

– *Vice Chairperson Kalie Kerth*

No comments were given

Adjournment

– *Vice Chairperson Kalie Kerth*

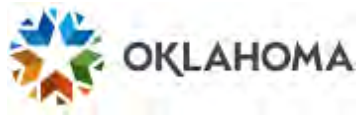
District Attorney Hicks moved to adjourn the Commission meeting. The Commission meeting adjourned at 11:50 a.m.

NEXT MEETING: JANUARY 13, 2023 AT 9:00 a.m.

Department: 0100002 Administration

Account		Annual Budget	YTD Budget	Expenses	Encumbrance	Pre- Encumbrance	Total Exp, Enc,Pre-Enc	Annual Variance	YTD Variance	Annual %	YTD %
511	Salary Expense	494,552	247,276	212,991.68	0.00	0.00	212,991.68	281,560.32	34,284.28	43.07	86.14
512	Insur.Prem-Hlth-Life,etc	109,128	54,564	39,998.86	1,979.66	0.00	41,978.52	67,149.48	12,585.48	38.47	76.93
513	FICA-Retirement Contributi	121,969	60,984	50,484.08	0.00	0.00	50,484.08	71,484.92	10,500.34	41.39	82.78
515	Professional Services	112,960	56,480	31,089.16	62,377.32	14,000.00	107,466.48	5,493.52	-50,986.80	95.14	190.27
519	Inter/Intra Agy Pmt-Pers S	3,600	1,800	270.58	3,329.42	0.00	3,600.00	0.00	-1,800.00	100.00	200.00
521	Travel - Reimbursements	9,950	4,975	2,030.45	0.00	0.00	2,030.45	7,919.55	2,944.33	20.41	40.81
522	Travel - Agency Direct Pmt	20,250	10,125	9,344.04	9,496.60	0.00	18,840.64	1,409.36	-8,715.76	93.04	186.08
531	Misc. Administrative Expen	13,325	6,662	1,086.21	12,212.50	0.00	13,298.71	26.29	-6,636.31	99.80	199.61
532	Rent Expense	92,880	46,440	41,613.10	49,158.50	0.00	90,771.60	2,108.40	-44,331.66	97.73	195.46
533	Maintenance & Repair Expen	0	0	2.50	0.00	0.00	2.50	-2.50	-2.50	~	~
534	Specialized Sup & Mat.Expe	2,250	1,125	183.11	359.94	0.00	543.05	1,706.95	581.83	24.14	48.28
536	General Operating Expenses	17,000	8,500	1,488.73	5,688.58	0.00	7,177.31	9,822.69	1,322.59	42.22	84.44
537	Shop Expense	50	25	0.00	0.00	0.00	0.00	50.00	24.96	0.00	0.00
541	Office Furniture & Equipme	2,500	1,250	0.00	0.00	0.00	0.00	2,500.00	1,249.98	0.00	0.00
542	Library Equipment-Resource	2,500	1,250	1,472.01	0.00	0.00	1,472.01	1,027.99	-222.03	58.88	117.76
552	Scholar.,Tuition,Incentive	50	25	0.00	0.00	0.00	0.00	50.00	24.96	0.00	0.00
601	AFP Encumbrances	0	0	0.00	7,163.78	0.00	7,163.78	-7,163.78	-7,163.78	~	~
Totals		1,002,964	501,481	392,054.51	151,766.30	14,000.00	557,820.81	445,143.19	-56,340.09	55.62	111.23

Class Funding		Annual Budget	YTD Budget	Expenses	Encumbrance	Pre- Encumbrance	Total Exp, Enc,Pre-Enc	Annual Variance	YTD Variance	Annual %	YTD %
19211	FY12 Carryover	15,500	7,750	0.00	0.00	0.00	0.00	15,500.00	7,749.90	0.00	0.00
19301	GRF	892,425	446,212	371,663.55	106,434.58	14,000.00	492,098.13	400,326.87	-45,886.17	55.14	110.28
20000	Okla. Comm On Children & Y	95,039	47,519	20,390.96	45,331.72	0.00	65,722.68	29,316.32	-18,203.82	69.15	138.31
Totals		1,002,964	501,481	392,054.51	151,766.30	14,000.00	557,820.81	445,143.19	-56,340.09	55.62	111.23

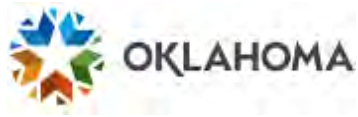


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Business

<u>Unit</u>	<u>Class</u>	<u>Dept</u>	<u>Bud Ref</u>	<u>Allocations</u>	<u>Pre Encumbered</u>	<u>Encumbered</u>	<u>Current Yr Exp</u>	<u>Prior Yr Exp</u>	<u>Allotment Budget</u>	<u>Available Cash</u>
12700										
	191	General Revnue Fund FY 21								0.00
	19101	01	21	1,491,710.74	.00	.00	.00	1,491,710.74	.00	
	19101	88	21	69,885.28	.00	.00	.00	69,885.28	.00	
	19111	01	22	200,000.00	.00	.00	.00	200,000.00	.00	
	19111	88	22	333,817.98	.00	.00	35,610.35	298,207.63	.00	
	19121	88	23	200,000.00	.00	.00	200,000.00	.00	.00	
				2,295,414.00			235,610.35	2,059,803.65		
	192	General Revnue Fund FY 22								415,545.20
	19201	01	22	2,072,630.24	.00	48,565.41	37,596.50	1,986,468.33	.00	
	19201	88	22	85,583.80	.00	15,779.83	4,609.84	65,194.13	.00	
	19211	01	23	251,199.96	.00	.00	.00	.00	251,199.96	
	19211	88	23	100,000.00	.00	.00	.00	.00	100,000.00	
				2,509,414.00		64,345.24	42,206.34	2,051,662.46	351,199.96	
	193	General Renvenue Fund FY 23								129,076.49
	19301	01	23	2,436,643.00	14,000.00	106,434.58	1,105,505.95	.00	1,210,702.47	
	19301	88	23	72,771.00	.00	39,245.25	20,125.56	.00	13,400.19	
				2,509,414.00	14,000.00	145,679.83	1,125,631.51		1,224,102.66	
	200	Revolving Fund								359,648.13
	20000	01	21	1,019,357.00	.00	360.00	.00	30,693.85	988,303.15	
	20000	01	22	1,061,451.00	.00	102,214.88	112,369.26	413,511.48	433,355.38	
	20000	01	23	901,510.00	.00	341,620.26	232,298.23	.00	327,591.51	
	20000	88	21	235,000.00	.00	.00	.00	10,726.10	224,273.90	
	20000	88	22	61,500.00	.00	.00	19,694.58	27,997.37	13,808.05	



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<u>Business Unit</u>	<u>Class</u>	<u>Dept</u>	<u>Bud Ref</u>	<u>Allocations</u>	<u>Pre Encumbered</u>	<u>Encumbered</u>	<u>Current Yr Exp</u>	<u>Prior Yr Exp</u>	<u>Allotment Budget</u>	<u>Available Cash</u>
12700										
	200	Revolving Fund con't								359,648.13
	20000	88	23	84,845.00	.00	6,824.35	11,882.63	.00	66,138.02	
				3,363,663.00		451,019.49	376,244.70	482,928.80	2,053,470.01	
	210	CAMTA Revolving Fund								756,368.62
	21000	01	21	935,310.00	.00	.00	.00	830,467.20	104,842.80	
	21000	01	22	994,971.44	.00	.00	.00	994,970.98	.46	
	21000	01	23	780,000.00	.00	735,926.04	.00	.00	44,073.96	
	21000	88	21	4,000.00	.00	.00	.00	3,634.12	365.88	
				2,714,281.44		735,926.04		1,829,072.30	149,283.10	
	994	Payroll Withholding								(97.80)
Business Unit Totals				13,392,186.44	14,000.00	1,396,970.60	1,779,692.90	6,423,467.21	3,778,055.73	1,660,540.64



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<u>Business</u>	<u>Unit</u>	<u>Class</u>	<u>Dept</u>	<u>Bud Ref</u>	<u>Allocations</u>	<u>Pre Encumbered</u>	<u>Encumbered</u>	<u>Current Yr Exp</u>	<u>Prior Yr Exp</u>	<u>Allotment Budget</u>	<u>Available Cash</u>
Grand Totals					13,392,186.44	14,000.00	1,396,970.60	1,779,692.90	6,423,467.21	3,778,055.73	1,660,540.64



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BUSINESS UNIT 12700

CLASS 191 General Revenue Fund FY21

Acctg Period	Revenue (Credit) Debit 4xxxxx	Expenditures (Credit) Debit 5xxxxx	Change in Liabilities (Incr) Decr 2xxxxx	Change in Receivables Incr (Decr) 1xxxxx	Net Payroll Withholdings (Credit) Debit 633xxx	Transfers In (Credit) 631100 and 631150	Transfers Out Debit 621000,621150, 631200, and 499600	Balance Or Changes In Investment (Credit) Debit 632100	Ending Cash Balance
0-Beg			0.00	0.00				0.00	235,610.35
1-Jul	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	235,610.35
2-Aug	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	235,610.35
3-Sep	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	235,610.35
4-Oct	0.00	2,277.00	0.00	0.00	0.00	0.00	0.00	0.00	233,333.35
5-Nov	0.00	233,333.35	0.00	0.00	0.00	0.00	0.00	0.00	(0.00)
6-Dec	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(0.00)
7-Jan	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(0.00)
8-Feb	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(0.00)
9-Mar	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(0.00)
10-Apr	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(0.00)
11-May	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(0.00)
12-Jun	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(0.00)
Column Totals:	0.00	235,610.35	0.00	0.00	0.00	0.00	0.00		
Current Ledger Balance:			0.00	0.00					
Class/Fund Balances:								0.00	(0.00)
								Current Ledger Balance-Liabilities:	0.00
								*Budgeted Cash Balance:	(0.00)

*Should agree with Cash Balance from Allotment Budget and Cash Balance (ABC) report.



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BUSINESS UNIT 12700

CLASS 200 OCCY Revolving Fund

Acctg Period	Revenue (Credit) Debit 4xxxxx	Expenditures (Credit) Debit 5xxxxx	Change in Liabilities (Incr) Decr 2xxxxx	Change in Receivables Incr (Decr) 1xxxxx	Net Payroll Withholdings (Credit) Debit 633xxx	Transfers In (Credit) 631100 and 631150	Transfers Out Debit 621000,621150, 631200, and 499600	Balance Or Changes In Investment (Credit) Debit 632100	Ending Cash Balance
0-Beg			0.00	0.00				0.00	567,880.01
1-Jul	(14,023.35)	45,114.99	(4,222.92)	0.00	0.00	0.00	0.00	0.00	541,011.29
2-Aug	(9,206.69)	103,922.63	2,947.32	0.00	0.00	0.00	0.00	0.00	443,348.03
3-Sep	(11,588.63)	40,894.11	1,275.60	0.00	0.00	0.00	0.00	0.00	412,766.95
4-Oct	(689.44)	50,020.51	(2,621.25)	0.00	0.00	0.00	0.00	0.00	366,057.13
5-Nov	(12,424.33)	102,353.45	2,410.00	0.00	0.00	0.00	0.00	0.00	273,718.01
6-Dec	(121,045.38)	34,904.01	(1,038.75)	0.00	0.00	0.00	0.00	0.00	360,898.13
Column Totals:	(168,977.82)	377,209.70	(1,250.00)	0.00	0.00	0.00	0.00		
Current Ledger Balance:			(1,250.00)	0.00					

Class/Fund Balances:

	0.00	360,898.13
Current Ledger Balance-Liabilities:		(1,250.00)
*Budgeted Cash Balance:		359,648.13

*Should agree with Cash Balance from Allotment Budget and Cash Balance (ABC) report.



State of Oklahoma
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BUSINESS UNIT 12700

CLASS 210 CAMTA Revolving Fund

Acctg Period	Revenue (Credit) Debit 4xxxxx	Expenditures (Credit) Debit 5xxxxx	Change in Liabilities (Incr) Decr 2xxxxx	Change in Receivables Incr (Decr) 1xxxxx	Net Payroll Withholdings (Credit) Debit 633xxx	Transfers In (Credit) 631100 and 631150	Transfers Out Debit 621000,621150, 631200, and 499600	Balance Or Changes In Investment (Credit) Debit 632100	Ending Cash Balance
0-Beg			0.00	0.00				0.00	0.14
1-Jul	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.14
2-Aug	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.14
3-Sep	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.14
4-Oct	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.14
5-Nov	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.14
6-Dec	(756,368.48)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	756,368.62
Column Totals:	(756,368.48)	0.00	0.00	0.00	0.00	0.00	0.00		
Current Ledger Balance:			0.00	0.00					

Class/Fund Balances:

0.00	756,368.62
Current Ledger Balance-Liabilities:	0.00

***Budgeted Cash Balance: 756,368.62**

*Should agree with Cash Balance from Allotment Budget and Cash Balance (ABC) report.



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BUSINESS UNIT 12700
CLASS 79901

Acctg Period	Revenue (Credit) Debit 4xxxxx	Expenditures (Credit) Debit 5xxxxx	Change in Liabilities (Incr) Decr 2xxxxx	Change in Receivables Incr (Decr) 1xxxxx	Net Payroll Withholdings (Credit) Debit 633xxx	Transfers In (Credit) 631100 and 631150	Transfers Out Debit 621000,621150, 631200, and 499600	Balance Or Changes In Investment (Credit) Debit 632100	Ending Cash Balance
0-Beg			0.00	0.00				0.00	14,023.35
1-Jul	4,816.66	0.00	0.00	0.00	0.00	0.00	0.00	0.00	9,206.69
2-Aug	(2,381.94)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	11,588.63
3-Sep	10,899.19	0.00	0.00	0.00	0.00	0.00	0.00	0.00	689.44
4-Oct	(11,734.89)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	12,424.33
5-Nov	(68,812.18)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	81,236.51
6-Dec	47,728.74	0.00	0.00	0.00	0.00	0.00	0.00	0.00	33,507.77
7-Jan	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	33,507.77
8-Feb	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	33,507.77
9-Mar	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	33,507.77
10-Apr	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	33,507.77
11-May	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	33,507.77
12-Jun	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	33,507.77
Column Totals:	(19,484.42)	0.00	0.00	0.00	0.00	0.00	0.00		
Current Ledger Balance:			0.00	0.00					
Class/Fund Balances:								0.00	33,507.77

Current Ledger Balance-Liabilities: 0.00

***Budgeted Cash Balance: 33,507.77**

*Should agree with Cash Balance from Allotment Budget and Cash Balance (ABC) report.



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BUSINESS UNIT 12700

CLASS

Acctg Period	Revenue (Credit) Debit 4xxxxx	Expenditures (Credit) Debit 5xxxxx	Change in Liabilities (Incr) Decr 2xxxxx	Change in Receivables Incr (Decr) 1xxxxx	Net Payroll Withholdings (Credit) Debit 633xxx	Transfers In (Credit) 631100 and 631150	Transfers Out Debit 621000,621150, 631200, and 499600	Balance Or Changes In Investment (Credit) Debit 632100	Ending Cash Balance
Column Totals:	(944,830.72)	1,785,896.61	(1,944.91)	0.00	97.80	(1,254,708.00)	0.00		
Prior Year AP BU Balance:			0.00	0.00					
Current AP Business Unit Balance:			(1,944.91)	0.00					
Business Unit Balances:								0.00	1,695,993.32

Oklahoma Outpatient Juvenile Competency Remediation Program-Tulsa County and Oklahoma County Pilot Programming

What is Juvenile Competency Remediation?

Within the last 30 years, the need for juvenile competency remediation services has increased rapidly. Due Process protections for juveniles beginning in the 1960s (*In re Gault* and *Kent*) and in the 1980s with more serious consequences for juvenile delinquency. Thus, juvenile competency remediation is a relatively new field of practice. Oklahoma was one of the last states to recognize in case law or statute the right of a juvenile to be competent in delinquency court. Research is ongoing to determine techniques, methods and settings in which to effectively relay information and reasoning/decision making skills to juveniles deemed not competent though likely to become so with remediation. A program such as this should fashion the juvenile competency remediation program to the needs of each juvenile referred for services. This flexibility optimizes the likelihood that sessions will be engaging and effective.

Oklahoma has recognized in its statutory provisions in 10A O.S. that grounds for a finding of incompetence can include developmental disability, mental illness, and developmental immaturity. When included in statute, developmental immaturity may be addressed because it further impedes how juveniles think and act. Some juveniles because of their age alone can lack functional abilities for competency.

Adult models of competency restoration are often too narrow to be completely useful with delinquent youth so specialized programming must be developed. Furthermore, most juveniles present with milder symptoms of mental illness and do not need to be hospitalized. Beds in Oklahoma are scarce as well, so the least restrictive alternative for many juveniles would mean outpatient restoration and should be the norm.

There can be many challenges, however, including inadequate parental supervision of the juvenile, parental health and substance abuse problems, and homelessness.

Importantly, at the present time, there are no consensus on best practices, but the following areas are considered viable for meeting such a standard.

Providers should have adequate experience and training. Remediation providers should have experience educating youth of different ages, cultural backgrounds, and with different clinical and developmental challenges.

Providers must understand key elements of the legal construct of competency, their role, and familiarity in using training materials.

Juveniles should receive individualized instruction by identifying specific skills deficits.

Clinical services should be individualized for any mental health issues affecting the juvenile's competency related abilities.

Case management services should be available to address the needs of the juvenile in the community while participating in the restoration program.

General Topics to be Addressed in the Restoration Process include:

Issues frequently addressed in juvenile remediation sessions include:

- factual and rational understanding of the allegations
- roles of court principals (e.g., judge, district attorney, defense attorney)
- plea options and potential consequences of them
- problem-solving skills
- the delinquency process
- skills for aiding in one's defense (testify relevantly if necessary)
- sentencing options (i.e., penalties)

Strategies:

Strategies that may be used to facilitate competency remediation include:

- Role playing
- Video/Audio
- Educational games
- Didactic training
- Stress management
- Continued communication with the juvenile's community support network (e.g. social worker, case manager, medical provider)

Referral Process

If the Court orders a juvenile to obtain competency remediation services, the program administrator should be contacted directly. At the time of the referral, documentation needed includes: the delinquency petition(s), recent competency evaluation(s), pertinent mental health, medical, educational or other records, the appropriate court order, and contact information for the parents or guardians.

There are several remediation programs that are available online that could be tailored for use in Oklahoma. One mentioned in the article by Gowensmith is the Attainment Curriculum for Trial Competence (ACTC), initially developed at Utah State University. The ACTC consists of 10 modules addressing courtroom procedure, participant, decision making and reasoning skills to improve the juvenile's ability to assist one's attorney. These modules are delivered over the course of weeks for weekly, biweekly or triweekly sessions (one-hour each session). The ACTC training addresses the need to evaluate the juvenile's health needs, level of adaptive functioning and learning style. The funding for the Utah program was provided by the state's Department of Human Services, mandating in the juvenile competency law the use of state funding to provide the court ordered Juvenile Competence Restoration Services (JCERS).

Typical time spent with each juvenile in this program is about 35 hours total over the course of 6 months. The average cost per hour for all employees was \$58 in 2012 for a total of about \$2031 per youth on average for the period of restoration. Remediation was less likely when an intellectual disability or related condition was primary.

Remediation services can be delivered by social workers, counselors, and intellectual disability specialists. Remediation providers will also connect the juvenile to psychotherapy or psychiatric/psychopharmacological services so that the likelihood of the juvenile remaining in the community is heightened and the client can receive the maximum benefit from the JCRS.

In Utah, after the program was established a Remediation Program Administrator was also hired. The Remediation Program Administrator receives the referral and the remediation providers are statutorily required to submit a remediation plan to the court within 30 days of the court's remediation order, as well as a remediation progress report every 90 days. This program in Utah also developed a remediation provider training program, and a system of coaching remediation providers on individualizing the ACTC.

Remediation services are conducted in the least restrictive setting/environment which may include several appropriate settings such as a public library, counseling center, school, or other public space. Occasionally, the services are offered in the client's home, but some programs discourage this because of distractions in the home. Therefore, there is no need for a large office space since there are few employees and sometimes the services may be conducted remotely.

Importantly, the outcome data showed that the use of the ACT restoration program decreased the number of days needed for restoration and increased the percentage of juveniles restored from 56 to 95%. The improved outcomes are believed to be the result of appropriate training and supervision by the Administrator.

There are other models such as the Arizona program in Maricopa County. Initially, the program was funded through the county budget and contracted through the State's AOC. This was determined to be expensive and ineffective. The Juvenile Court there then hired directly remediation providers and a program supervisor into the JCRS, with great savings to the system. Then the remediation positions were subsequently incorporated into the Court Administration to improve accountability, oversight and fiscal responsibility. Remediation providers in that jurisdiction were hired with education, experience, and training in education and teaching, juvenile justice, and case work experience. Utah emphasizes connecting youth to appropriate community based programming.

Proposal for Outpatient JCRS in Oklahoma and Tulsa Counties:

Hired a part time administrator in each pilot program to arrange the training for the providers and case managers.

Hire retired public school special education teachers to provide the restoration services on a part time basis at a cost of \$50/hour. In the past, a special education teacher was hired on a voluntary basis but this is not appropriate for establishing someone in this position to do

these services on a regular basis. This teacher had recommended several years ago that an hourly fee of \$35/hour would be appropriate. Considering the current climate, the increased hourly rate is reasonable for this service.

Hire a case manager to assist providing referrals for resources in the community (counseling, etc.) at a cost of \$50/hour.

Contract with a psychiatrist to provide medication services on a part time basis.

Perhaps the administrator could office in a work space such as The Root in Tulsa for a reasonable cost to organize the hub of the program here. There may be a similar work space in Oklahoma County to accomplish this for that jurisdiction.

Legal Terms

Adjudication: Giving or pronouncing a judgment or decree, or the rendering of a decision on a matter before a court.

Arraignment: The first hearing after a petition has been filed. The juvenile will be asked whether the charges brought against him or her are true or false and to enter a plea accordingly.

Arraignment Waiver: A form which will allow the juvenile to bypass the arraignment and proceed to the pre-trial.

Citation: An abbreviated referral, issued by law enforcement, requiring the juvenile to appear on a particular day to answer to a specific charge.

Contempt of Court: Any act involving disrespect to the court or failure to obey its rules or orders. Contempt of court carries a maximum of 30 days in jail or detention.

Delinquency: The commission of an illegal act by a juvenile.

Dispositional Report: A written report relating to the child's mental, physical, and social history, submitted by the juvenile probation department or other designated agency, to assist the judge in determining a proper disposition.

Expungement: A court order allowing the destruction or sealing of records after the passage of a specified period of time or when the person reaches a specified age and has not committed another offense.

Felony: A felony is a major crime for which the maximum imprisonment is more than one year in a state correctional institution. The court may also impose a fine. Felonies are classified into four categories: capital, 1st degree, 2nd degree, and 3rd degree.

Guardian Ad Litem: A lawyer appointed by a court to represent the "best interests of the child" or incompetent person during court proceedings.

Hearing: A formal proceeding with definite issues of law or of fact to be heard.

Intake Officer: A probation officer employed by the court. The officer will evaluate whether a child should appear before a juvenile judge or be sentenced non-judicially.

Misdemeanor: A minor offense, lower than a felony, which is punishable by a county jail term of up to one year and/or a fine, but not prison. Misdemeanors are classified into three categories: Class A, B, and C.

Non-Judicial Agreement: A written agreement between the child, the child's parent, and the intake officer. It will stipulate that no petition be filed with the court if your child admits to the charges and complies with the terms of the agreement.

Order to Show Cause: Court order requiring a party to appear and show cause why the court should not take a particular course of action. If a party fails to obey a court order (like going to counseling or submitting to a UA (urinalysis)). The court may ask the party to explain why the court order was not obeyed, and to impose punishment. If the party fails to appear or to give sufficient reasons why the court should take no action, the court will take the action.

Petition: A civil pleading filed to initiate a matter in Juvenile Court, setting forth the alleged grounds for the court to take jurisdiction of the case and asking the court to do so and intervene.

Plea: The defendant's formal response to a criminal charge.

Plea in Abeyance: If you plead in abeyance, your admission is put on hold while you complete the requirements ordered by the Judge. Upon completion of these terms, the guilty plea is withdrawn and the charges are dismissed.

Plea Bargain: A situation whereby the prosecutor and defense attorney negotiate a mutually satisfactory disposition of the case. The court and the defendant must approve of any settlements. For example, a guilty plea may be exchanged for a lesser charge or a sentencing recommendation.

Preliminary Inquiry: An investigation and study conducted by the probation department upon receiving a referral to determine whether further action should be taken.

Probation: A sentence releasing a juvenile into the community or a treatment facility under the supervision of a probation officer, requiring compliance with certain conditions.

Referral: A written report submitted by a law enforcement officer or other person who has reason to believe a juvenile has committed a crime that would place the child within the jurisdiction of the Juvenile Court.

Restitution: Court-ordered payment to restore goods or money to the victim of a crime by the offender.

Status Offense: Misbehavior which would not be criminal if committed by an adult (e.g., truancy, runaway, etc.), but is defined as an offense when committed by a minor because of the minor's status.

<https://www.utcourts.gov/courts/juv/intro/glossary.htm>

<http://www.justice.gov/usao/eousa/kidspage/glossary.html>

How Did I Get Here?



Instructor: To begin, ensure that your client understands the term ‘competency’ since they will be hearing this word throughout their court procedures. Discuss with your client that competency is a skill or ability in a specific subject that can be done well. Ask your client what they are experts in and list those strengths and abilities. Discuss the differences between your client’s interest and your own.

CLIENT’S STRENGTHS & ABILITIES

TRAINER’S STRENGTHS & ABILITIES



What Different People Do!



Accountant - a person that works with the money and accounts of a company.



Bricklayer - a person that helps to build houses using bricks.



Chef/Cook - a person that prepares food for others, often in a restaurant or café.



Doctor - a person you go to see when you are ill or have some type of health problem.



Electrician - a person who installs, maintains, operates, or repairs electrical equipment.



Firefighter - a person that puts out fires.



Gardener - a person that keeps gardens clean and tidy. They take care of the plants in the garden.



Hairdresser – a person that cuts your hair or gives it a new style.



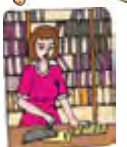
IT Tech - a person who specializes in information technology.



Judge - a qualified person that decides cases in a law court.



Karate Instructor - a person who teaches Karate.



Librarian - a person that works in a library.



Mechanic - a person that repairs machines, especially car motors.



Narrator - a person who gives an account or tells the story of events, experiences, etc.



Optician - a person that checks your eyes and tries to correct any problems with your sight.



Pilot - a person who flies a plane.



Quality Inspector – a person who checks the quality of a product or work.



Receptionist - a person that is at the reception (entrance) of a company.



Scientist - a person that works in the science industry. They do many experiments.



Teacher - a person that passes knowledge to students, usually at school.



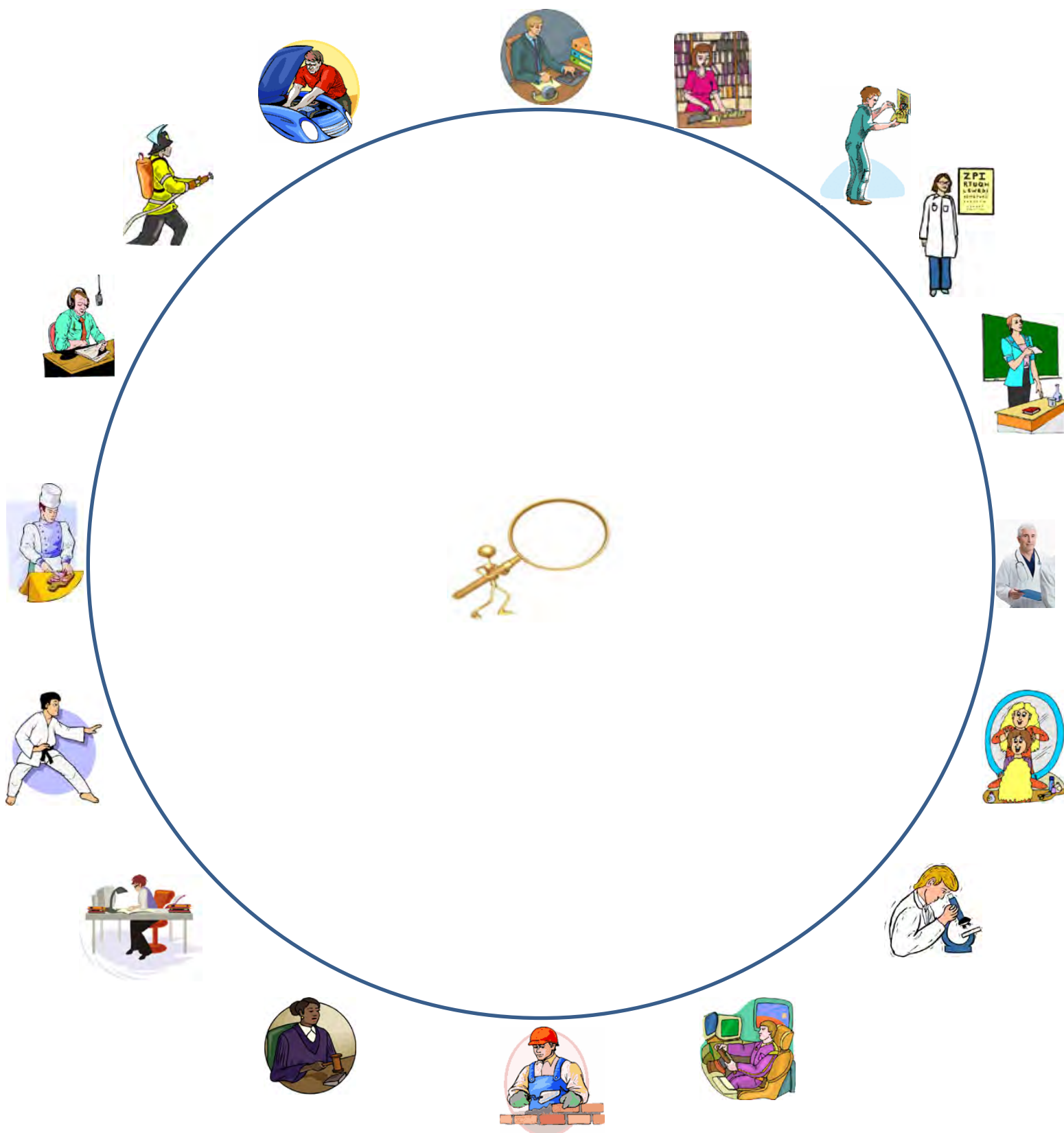
Usher - a person who works in a theatre, cinema, sports stadium, etc. and is in charge of guiding the spectators to their assigned seats.



Veterinarian - a person trained and authorized to practice medicine and surgery for animals.

What Different People Do!

Draw a line from yourself in the middle to the job that you are interested in.



What's Important and What's Not?

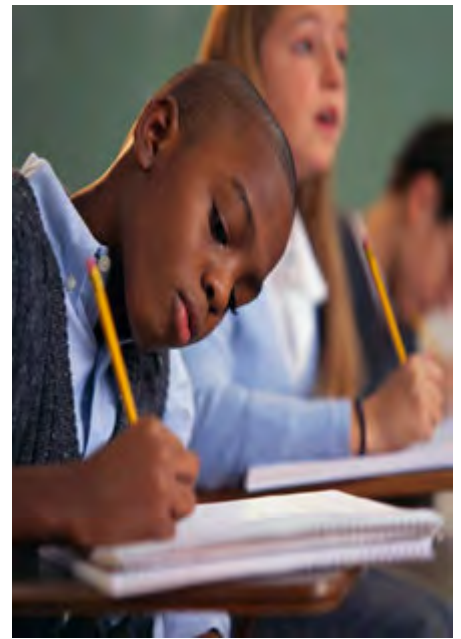
MOST IMPORTANT

IMPORTANT

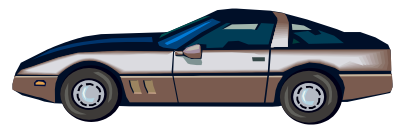
SOMETIMES IMPORTANT

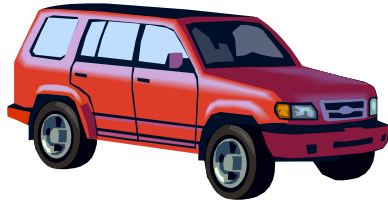
NOT IMPORTANT











Learning Contract Worksheet

Keeping Track of My training Schedule

Name: _____

Remember to call _____ If you cannot attend the training.

Trainer's Name**Trainer's Phone Number**

Module # _____ Title: _____

[illegible]

What's Your Learning Style?

How do you learn best?

Circle the way you like to learn:



Module 1 PRE-ASSESSMENT

1. This program will help me get a driver's license. True or False?
2. ACTC stands for Utah Attainment Curriculum for "what" type of Competence?
3. Name two skills that you will learn from the ACTC training that will help you better defend yourself in court.
 - 1.
 - 2.
4. Give an example of a skill or talent that you believe you are competent in.
5. The judge decided that this training will help me. True or False?
6. I have to complete this program because I am in trouble. True or False?
7. Name one reason why this should be a high priority in your life.
8. This training is for people over the age of 21. True or False?
9. I have to be careful about what I say since my trainer can tell my parent(s) or guardian what I said. True or False?
10. My trainer will not be able to answer any of my questions. True or False?
11. Name three reasons why this information is important to learn.
 - 1.
 - 2.
 - 3.

What's in a Name

Names of People

Simon Cowell

Nicki Minaj

Tom Cruise

Steve Jobs

Alicia Keys

Defense Attorney's name

Barack Obama

Lebron James

Jim Carrey

Oprah Winfrey

Who is my defense attorney?

Fold on Dotted line

Simon Cowell

Fold on Dotted line

Nicki Minaj

Fold on Dotted line

Tom Cruise

Fold on Dotted line

Steve Jobs

Fold on Dotted line

Alicia Keys

Fold on Dotted line

Defense Attorney

Fold on Dotted line

Barack Obama

Fold on Dotted line

Lebron James

Fold on Dotted line

Jim Carrey

Fold on Dotted line

Oprah Winfrey

My Defense Attorney: Who, What, When, and Where

Name: _____

Assistant's name: _____

Address: _____

Office phone: _____ Other phone: _____

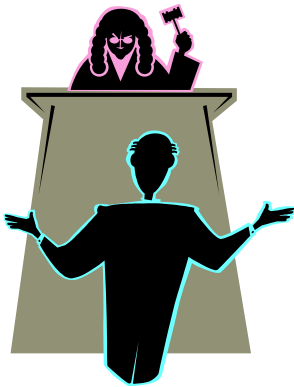
Email: _____

Hours and days of the week available: _____

Tasks my attorney can help me with:

The Matching Game: What is a Defense Attorney?

Draw a line from the picture of your attorney to the things that he/she does for you:



Takes you shopping

Gives you his/her contact information (phone, etc.)

Defends you against the charges

Evaluates the charges

Gives you a birthday gift

Plays sports with you

Prepares a defense

Listens to what you have to say

Advises you what to say

Advocate who speaks for you

Stays involved

Investigates and assesses

Explains to you about court

Is educated and informed

Reviews the evidence with you

Appears in court for all hearings

Assists you in getting housing

The Courtroom Game



In the courtroom, there are two sides and both are trying to win.

Both sides have tools and resources.



Each side tries to be smart and effective in order to win the game just the way a coach gives advice to a team.



You are the Captain of your team!

Look Who's Talking?

Make a list of things you did yesterday:

[illegible]

Look Who's Talking?

From the list of the things you did yesterday, put them in one of the boxes below according to time frame you did them.

Morning	Afternoon	Evening
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

“My Attorney is My Friend”

Make a list of your friends at:

Church	School
Family	Neighborhood

How are your friends helpful to you?

List the ways your friends help you be healthy and happy.

My Attorney is My Friend!



Your attorney is like a friend because:

Your defense attorney, _____, is part of your life just like your friends. In what way is your attorney like your friends?

Think of them as a friend helping you through the court process. What ways do they help?

Your attorney can help you through confusing situations. What is one way your attorney helps clear up confusing situations?

He/she has your best interests at heart.

You can always turn to your attorney for help.

Note from an Attorney

"Your Attorney is your best friend in the courtroom and your relationship with your attorney is different than it is with anybody else. But for your attorney to really help you, he or she needs to know what is going on. Be truthful with him or her. Everything that you tell your attorney is private information and your attorney cannot tell that information to anyone else. Your attorney will do the very best they can to help you."

Points to remember:

Your relationship with your attorney is different than anyone else.

You can tell your attorney everything.

Be truthful.

Everything you talk about will be private and no one else will be able to know your conversation.



Your attorney will do their best to help you.

“Special Rule”

“Special rules” are created to keep people safe, or to help things work smoothly.

List some special rules that you can think of, for example:

You need to be 16 years old to drive.

You must be a certain height to ride a rollercoaster.

Confidential Information

“Your attorney is your best friend in the courtroom and your relationship with your attorney is different than it is anybody else. But for your attorney to really help you he/she needs to know what is going on. Be truthful with him/her. Everything you tell your attorney is private he/she can’t tell that information to anyone else. Your attorney will do the very best they can to help you.”

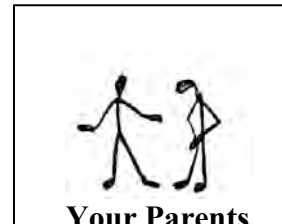
Attorney-client privilege is another “special rule” that is designed to help protect you in the court process. This means when you tell your attorney something he/she cannot tell anyone else.

When you tell something to someone else such as your teachers, probation officer, friends or even parents they can tell someone else what you told them.

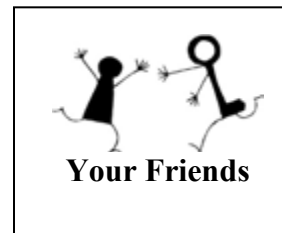
Draw a line from **your attorney** below to who he/she can discuss the information you have shared.



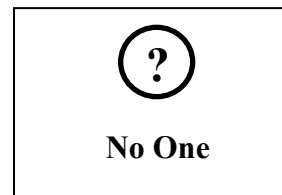
Your Attorney



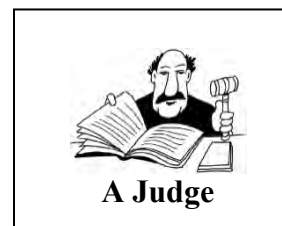
Your Parents



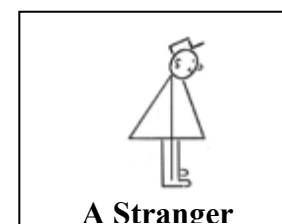
Your Friends



No One



A Judge



A Stranger

Job of The Attainment Trainer



ATTAINMENT TRAINER'S JOB

My name:

My qualifications:

Supervisor who I report to:

How I know if I am doing a good job or not:

What I like about my job:

My job is different from your attorney:

VERY IMPORTANT! Do not tell me things I do not need to know!

That SPECIAL RULE (attorney-client privilege) does not apply to me.



The Matching Game: What is a Prosecutor?



The prosecutor represents the government's interest and the law.



The prosecutor provides copies of legal statements/ confessions to the court.



The prosecutor shows evidence or proof of the crime to the court.

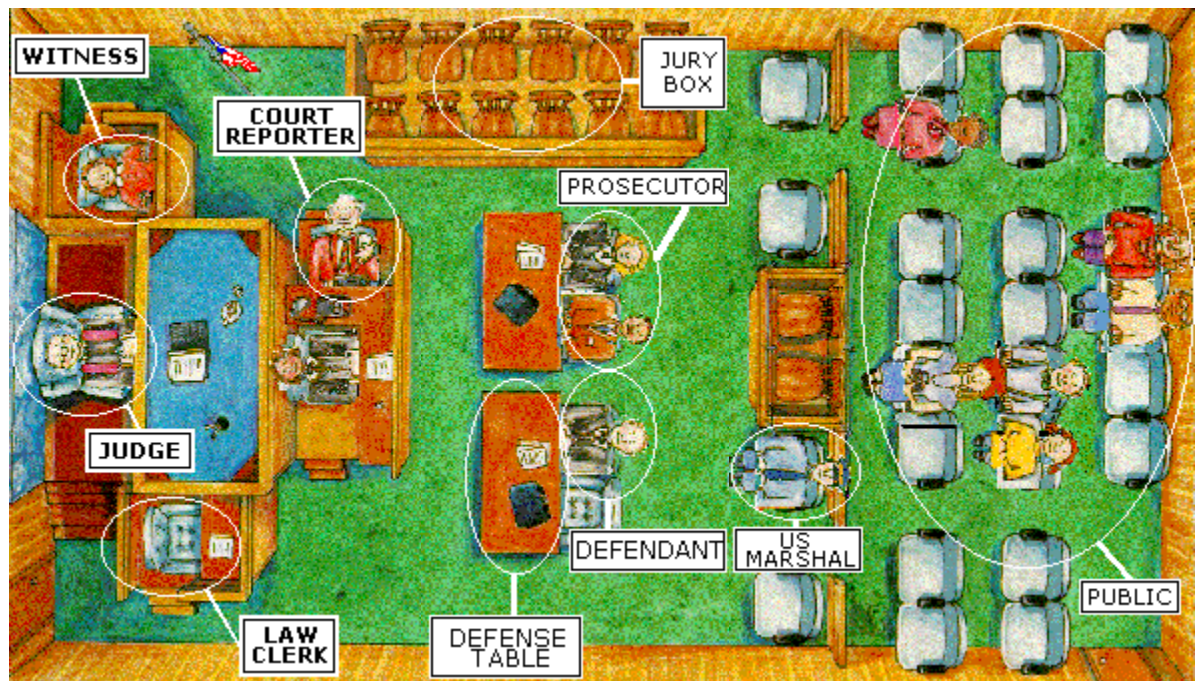


The prosecutor describes the offense to the judge, jury, and/or court.

Module 2 Pre-Assessment

1. What is your defense attorney's name?
2. What is another word for "attorney"?
3. What is another word for "lawyer"?
4. What is your defense attorney's job?
5. What does your defense attorney do for you?
6. Why do you have a defense attorney?
7. What kinds of things should you tell your defense attorney?
8. If you talk to people other than your defense attorney about your story and charges (like a teacher or probation officer), are those people required by law to keep that information private and confidential?
9. How often can you talk with your defense attorney?
10. Who should you talk to if you want to see your defense attorney?
11. If you tell your defense attorney about what happened, can they tell anyone else?
12. What is attorney-client privilege?
13. What is the job of a prosecutor?
14. What are two other names for a prosecutor?
15. How is the job of a prosecutor different from the job of your defense attorney?
16. Is the job of the prosecutor to help you win your case?
17. Who helps defend you and protect you in court, the defense attorney or the prosecutor?

Courtroom Staff



Have you ever wondered what is inside of a courtroom?

United States courtrooms may vary the seating locations of where the jury box is located; where the law clerks and court reporters sit; and even where the public seating area (called the "gallery") is placed; but the basic layout of a courtroom always contains the same elements. ***[Note to trainer: a juvenile court may not contain all of these elements such as a jury box. Focus on the areas that are similar.]***

A courtroom contains specific seating areas where the following participate in a trial:

- [the Judge](#)
- [the Witness\(es\)](#)
- [the Law Clerk\(s\)](#)
- [the Court Reporter\(s\)](#)
- [the Defendant](#)
- [the Defense Table](#) (where the defense lawyer sits with the defendant)
- [the Bailiff](#) and
- the seating area for the public.

Courtesy of U.S. Dept. of Justice::http://www.justice.gov/usao/eousa/kidspage/courtroom_personnel.html

Who Does What?

The Bailiff

The government official with authority to decide lawsuits brought before the courts.

The Defendant

Enforces the rules of behavior in courtrooms.

Represents the defendant and acts as an advocate for that person.

The Defense Attorney

The Judge

The person complained against; in a criminal case, the person accused of the crime.

The Witness

Makes a record of court proceedings and prepares the transcript, and also publishes the court's opinions or decisions.

The Court Reporter

A person called upon, by either side, to give testimony before the court or jury.

Know Your Rights Word Hunt

Learn the vocabulary of the courtroom

V	E	R	G	L	W	W	J	Y	A	P	T
E	S	E	W	N	U	V	D	T	R	M	E
R	N	Y	F	N	O	P	T	O	E	O	S
D	E	W	P	L	M	A	S	J	X	O	T
I	F	A	L	B	I	E	Y	U	W	R	I
C	E	L	Q	N	C	J	E	D	I	T	M
T	D	Z	M	U	E	U	N	G	T	R	O
K	D	E	T	A	O	D	R	M	N	U	N
W	N	O	H	G	X	G	O	E	E	O	Y
T	R	Y	R	U	J	E	T	N	S	C	Y
T	W	L	S	V	X	R	T	T	S	Z	E
L	J	G	T	V	H	N	A	V	E	U	O

ATTAINMENT

ATTORNEY

COURTROOM

DEFENSE

JUDGE

JUDGMENT

JURY

LAWYER

PROSECUTOR

TESTIMONY

VERDICT

WITNESS

Solution

V	E	R	+	+	+	+	+	+	A	P	T
E	S	E	+	+	+	+	+	T	R	M	E
R	N	Y	+	+	+	+	T	O	+	O	S
D	E	W	+	+	+	A	S	J	+	O	T
I	F	A	+	+	I	E	Y	U	W	R	I
C	E	L	+	N	C	J	E	D	I	T	M
T	D	+	M	U	+	U	N	G	T	R	O
+	+	E	T	+	+	D	R	M	N	U	N
+	N	O	+	+	+	G	O	E	E	O	Y
T	R	Y	R	U	J	E	T	N	S	C	+
+	+	+	+	+	+	+	T	T	S	+	+
+	+	+	+	+	+	+	A	+	+	+	+

(Over,Down,Direction)

ATTAINMENT(10,1,SW)

ATTORNEY(8,12,N)

COURTROOM(11,10,N)

DEFENSE(2,7,N)

JUDGE(7,6,S)

JUDGMENT(9,4,S)

JURY(6,10,W)

LAWYER(3,6,N)

PROSECUTOR(11,1,SW)

TESTIMONY(12,1,S)

VERDICT(1,1,S)

WITNESS(10,5,S)

Word Definitions for Word Hunt

Judge: a public officer authorized to hear and decide cases in a court of law; a magistrate charged with the administration of justice.

Attorney: a lawyer who represents a person in court.

Prosecutor: the public officer in a court in charged with carrying on the prosecution in criminal proceedings.

Jury: a group of persons sworn to render a verdict or true Answer on a question officially submitted to them.

Courtroom: The official room where the judge and all participants meet for the trial.

Defense: a person, who a claim or charge is brought against in court.

Witness: an individual who, was a spectator, or eyewitness, to an event and who gives testimony, in a court of law.

Lawyer: A person whose profession is to represent clients in a court of law or to advice or act for clients in other legal matters.

Verdict: the finding or answer of a jury given to the court concerning a matter submitted to their judgment.

Testimony: A truthful telling of the story of the events.

Judgment: a judicial decision given by a judge or court .

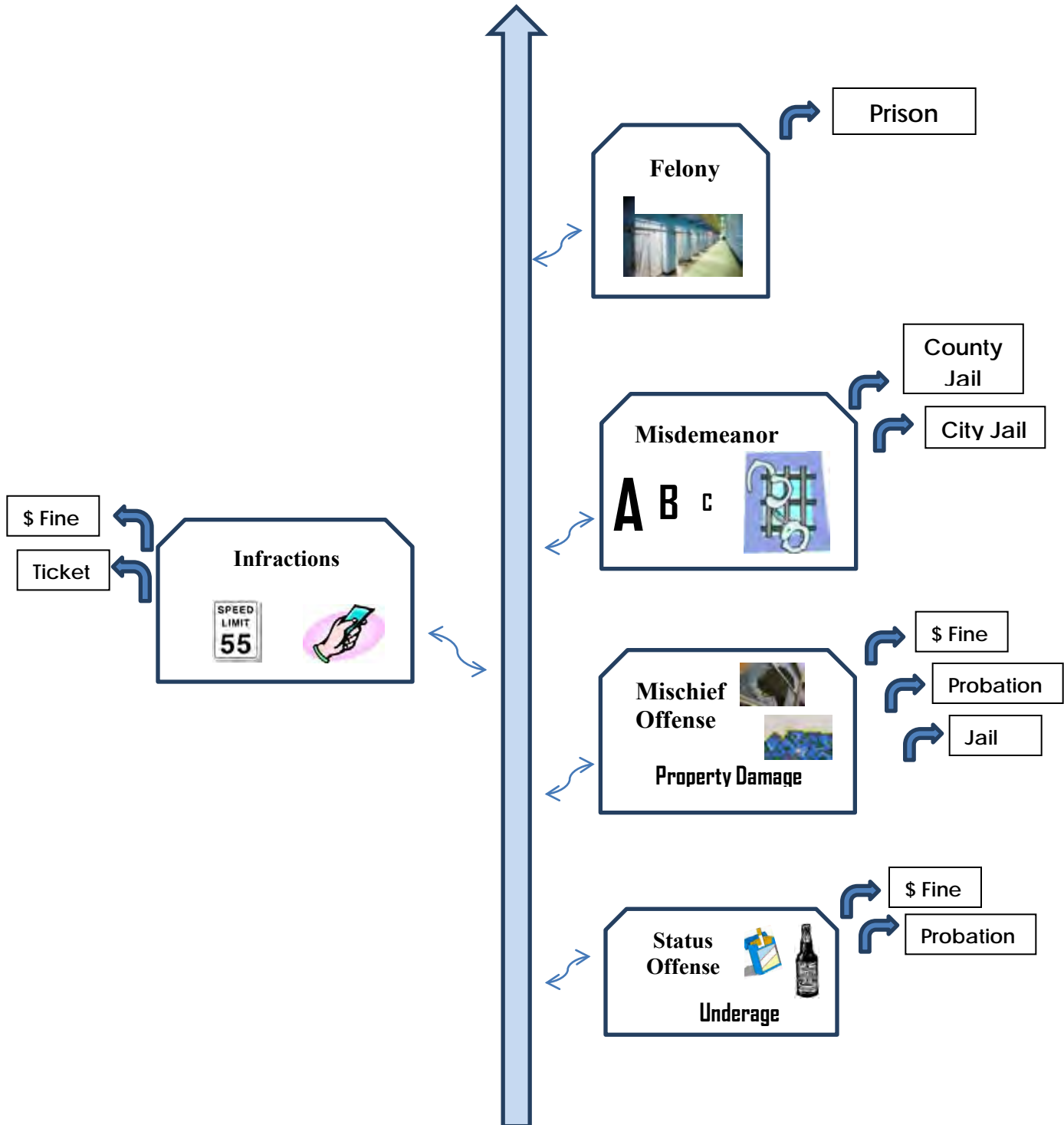
Attainment: a legal determination that a person understands the charges against them and is able to help with their defense.

Module 3 Pre-Assessment

1. What does it mean that the court uses a two-sided process?
2. Whose job is it to help you tell your story in the courtroom?
3. Who decides which side of a story is true in the courtroom?
4. Who is considered the accused in a court case?
5. Who is considered the victim in a court case?
6. Which attorney represents the victim in a court case?
7. What does the probation officer do?
8. What is decided during the arraignment or pre-trial?
9. What happens during a trial?
10. If the charges against you are proven to be “not true”, what will happen?
11. If the charges against you are proven to be “true”, what happens next?
12. During the disposition hearing, who decides what will happen to you?

Charges and Penalties

Note: Review the different types of crimes and possible penalties.



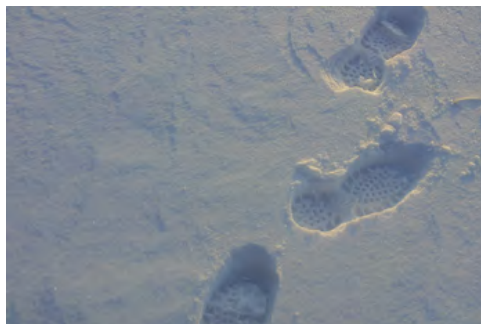
Understanding Eyewitnesses

Note: Emphasize that someone else's story is not always the same as the client's story. What someone may have thought was happening was misunderstood. Material evidence is proof of something found that can be used in court.

Eyewitnesses



Material Evidence



Judges Make Choices

Note: There is a wide range of choices that a judge has in making decisions.



No Laughing Matter

Note: These are 2 pictures: one is funny and one is serious. Emphasize that the client's charges are serious, and being silly or laughing about their charges is never appropriate.



Funny



Serious

Weights and Measures



This is a joint exercise for the trainer and the client.

Note: Discuss with the client that some things weigh more or measure larger than others. Some charges are more serious than others. Discuss the charges with the client.



Keep Pouring



This is a joint exercise for the trainer and the client.

Materials Needed: 1 large bottle of water, 1 small bottle of water, and a towel.

Instructions: Start by using 2 bottles of water. Explain to the client that the large bottle represents the criminal offense and the smaller bottle represents the seriousness of the consequences. The trainer will start with a simple example and ask the client to start pouring the water from the larger bottle into the smaller one. If you stole a car, how heavy is the weight of the smaller bottle? Keep pouring...If you stole a car and hit an animal (dog/cat), now how heavy is the consequence? Keep pouring...If you stole a car and caused an accident, how heavy is it now? Keep pouring...If you stole a car and injured or killed another person, is this the heaviest of consequences? Discuss with the client that stealing a car has one consequence, but the punishment also will be determined by what happened after he/she stole the car. This experiment can be used for a variety of different offenses.

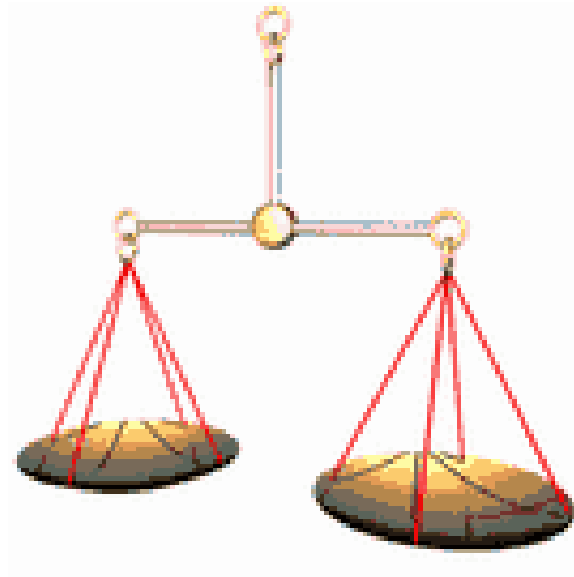


Module 4 Pre-Assessment

1. What are you charged with?
2. What is the legal name of your charges (for example, infraction versus felony)?
3. Is being charged with something the same as having done what you have been charged with? Why or why not?
4. Name the three main classifications of charges?
5. What is the difference between a misdemeanor and a felony?
6. What is the difference between a charge and an allegation?
7. If someone says you did something wrong, can your charges still be found “not true”?
8. If someone witnessed the alleged crime, are they a character witness or an eyewitness?
9. What does the word *evidence* mean?
10. Who collects evidence?
11. How does a prosecutor prove that you committed a crime?
12. Which is more severe, a felony or a misdemeanor?
13. Which misdemeanor is more severe, Class A or Class C?
14. If you were an adult, could you go to prison for a misdemeanor?

Weights and Measures

Instructions: Obtain a weight and balance to perform concrete weighing activity.



Dime

Can of soda

Feather

Beads

Brick

Pencil



Discuss different penalties on the balance with the seriousness of the crime matching the penalties. The more the balance tips, the greater the effect on the client's life.

(You could match the original objects weight with progressively more serious crimes to emphasize the effect on the client's life.)



You be the Judge



Describe several court cases and decide what judgment you would make.

Sample: Two boys travelling by bus got off at the wrong stop. They were lost and not sure which way to go when a group of boys angrily approached them and told them to get out of their neighborhood. The gang of boys left, but soon returned with baseball bats. They beat the two lost boys on their heads and backs before eventually leaving them. Help arrived for the lost boys and medical care was provided. Later the boys who did the beating were arrested and tried for assault and bullying.



Module 5
Content Area C

Penalties – Could this Happen to Me?

Circle each possible penalty for your current situation.



Jail time



Loss of bus pass



Banishment



Community service



Fines



Placement in secure facility

Module 5 Pre-Assessment

1. What does it mean to be sentenced?
2. How are penalties (punishments) determined?
3. What does it mean to be placed in a secure facility?
4. What does it mean to be on probation?
5. Whomakesrestitutiontothe victim?
6. How is the amount of a fine determined?
7. Where can you complete community service?
8. What does *mitigating circumstances* mean?
9. What types of things qualify as mitigating circumstances?
10. How do mitigating circumstances affect sentencing?
11. What does *aggravating factors* mean?
12. Which types of things countas aggravating factors?
13. What impact does aggravating factors have on sentencing?
14. How would different penalties affect my life?

Fact or Fiction?

Circle the correct answer below:

In Utah it snows during the winter.	Fact/True	Fiction/False
Pigs can fly.	Fact/True	Fiction/False
When you grow old, your hair turns purple.	Fact/True	Fiction/False
The earth is round.	Fact/True	Fiction/False
Fire engines are black.	Fact/True	Fiction/False
The judge decides my punishment.	Fact/True	Fiction/False
My attorney is on my side.	Fact/True	Fiction/False

The Way the Story Goes

Story:

Joe got up early, dressed, and had orange juice for breakfast. During lunch, he decided to have a big glass of milk. When he was ready for bed, he drank two small glasses of water.

Using the story above, answer these questions:

What is the beginning of the story? _____

Where does the story start? _____

What does Joe do in the middle of the story? _____


What does Joe drink at the end of the story? _____


The Other Parts of a Story: Timeframe, Location, Characters, Actions

Read the story below and then answer the questions:

Sara and Sage have been best friends since high school. They were so excited when both of them started working at the same mall. Every Friday night after work they would meet in the food court to walk home together. One night, as they were leaving the mall, they noticed that lights were still on in their favorite clothing store. Sara wanted to show Sage this awesome sweatshirt, so they decided to go into the store. Once in the store, they noticed that no one was there. After looking at the sweatshirt, Sara thought that she would “borrow” the shirt for the evening and go back the next day to pay. As they were leaving the store, a security guard approached them and asked what they were doing. She asked to see a receipt for the sweatshirt. Both Sara and Sage were taken to the security office and the police were called.

Answer the following questions:

Timeframe  When did it take place? _____

Location  Where did it take place? _____

Characters  Who were the people involved? _____

Action(s)  What happened? _____

 Why did it happen? _____

The World of Stories



This is a joint exercise for the trainer and the client.

Instructions: Using the story below, or one that may be more interesting for the client, review story concepts like beginning, middle, end, timeframe, location, characters, and action. Work with the client to take the story and identify each of these parts of the whole. Review with the client that some stories are “true” (based on fact) and some are “not true” (fiction), and that the client’s story related to the crime needs to be the “true” story.

Short story by Mike Krath:

<http://www.eastoftheweb.com/short-stories/UBooks/HighLift.shtml>

High and Lifted Up

It was a windy day.

The mailman barely made it to the front door. When the door opened, Mrs. Pennington said, "Hello", but before she had a real chance to say "Thank you", the mail blew out of the mailman's hands, into the house, and the front door slammed in his face. Mrs. Pennington ran to pick up the mail.

"Oh my," she said.

Tommy was watching the shutters open and then shut, open and then shut.

"Mom," he said, "may I go outside?"

"Be careful," she said. "it's so windy today."

Tommy crawled down from the window-seat and ran to the door. He opened it with a bang. The wind blew fiercely and snatched the newly recovered mail from Mrs. Pennington's hands and blew it even further into the house.

"Oh my," she said again. Tommy ran outside and the door slammed shut.

Outside, yellow, gold, and red leaves were leaping from swaying trees, landing on the roof, jumping off the roof, and then chasing one another down the street in tiny whirlwinds of merriment.

Tommy watched in fascination.

"If I was a leaf, I would fly clear across the world," Tommy thought and then ran out into the yard among the swirl of colors.

Mrs. Pennington came to the front porch.

"Tommy, I have your jacket. Please put it on."

However, there was no Tommy in the front yard.

"Tommy?"

Tommy was a leaf. He was blowing down the street with the rest of his playmates.

A maple leaf came close-by, touched him, and moved ahead. Tommy met him shortly, brushed against him, and moved further ahead. They swirled around and around, hit cars and poles, flew up into the air and then down again.

"This is fun," Tommy thought.

The maple leaf blew in front of him. It was bright red with well-defined veins. The sunlight shone through it giving it a brilliance never before seen by a little boy's eyes.

"Where do you think we are going?" Tommy asked the leaf.

"Does it matter?" the leaf replied. "Have fun. Life is short."

"I beg to differ" an older leaf said suddenly coming beside them. "The journey may be short, but the end is the beginning."

Tommy pondered this the best a leaf could ponder.

"Where do we end up?"

"If the wind blows you in that direction," the old leaf said, "you will end up in the city dump."

"I don't want that," Tommy said.

"If you are blown in that direction, you will fly high into the air and see things that no leaf has seen before."

"Follow me to the city dump," the maple leaf said. "Most of my friends are there."

The wind blew Tommy and the maple leaf along. Tommy thought of his choices. He wanted to continue to play.

"Okay," Tommy said, "I will go with you to the dump."

The winds shifted and Tommy and the leaf were blown in the direction of the city dump.

The old leaf didn't follow. He was blown further down the block and suddenly lifted up high into the air.

"Hey," he called out, "the sights up here, they are spectacular. Come and see."

Tommy and the maple leaf ignored him.

"I see something. I see the dump." The old leaf cried out. "I see smoke. Come up here. I see fire."

"I see nothing," the maple leaf said.

Tommy saw the fence that surrounded the city dump. He was happy to be with his friend. They would have fun in the dump.

Suddenly, a car pulled up. It was Tommy's mom. Mrs. Pennington wasn't about to let her little boy run into the city dump.

"Not so fast," she said getting out of the car. "You are not allowed to play in there. Don't you see the smoke?"

Tommy watched the maple leaf blow against the wall and struggle to get over. He ran over to get it but was unable to reach it.

Mrs. Pennington walked over and took the leaf. She put it in her pocket.

"There," she said, "it will be safe until we get home."

Tommy smiled, ran to the car, and got in. He rolled down the back window and looked up into the sky. He wondered where the old leaf had gone. Perhaps one day he would see what the old leaf had seen - perhaps.

Timelines



This is a joint exercise for the trainer and the client.

Materials needed by the trainer:

White board or chalk board

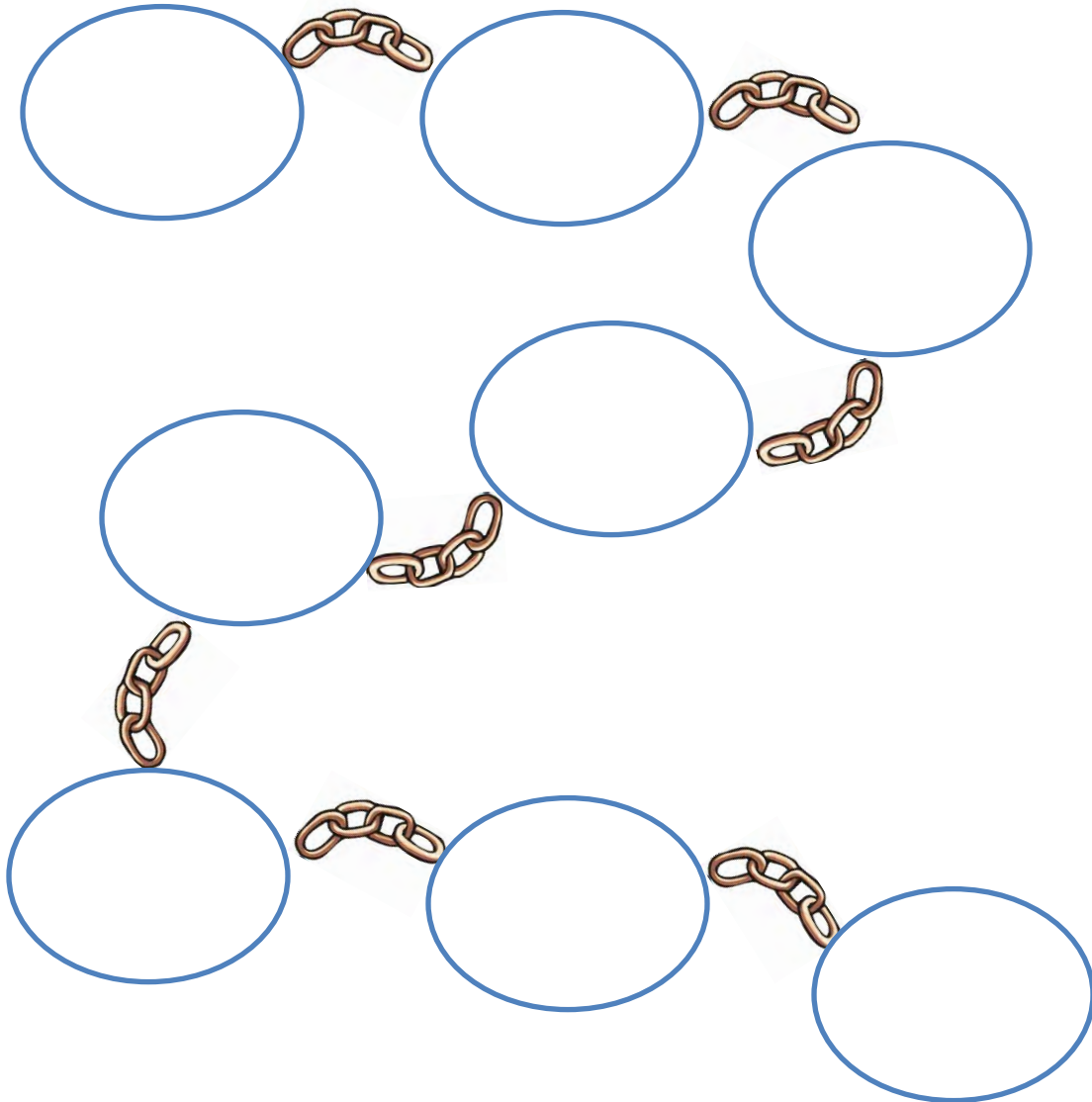
Instructions: Using a whiteboard or chalkboard, have the client create a simple timeline of events based on their favorite story or book from the exercise above. Using the timeline as a reference, ask the client questions about location, characters, actions, etc. to help them tell the story in their own words.

Thought and Feeling Chains



This is a joint exercise for the trainer and the client.

Instructions: Have the client pick a favorite movie or book that they know the story of very well. Guide the client to fill in ovals that are connected into a chain-like pattern that represent the thoughts, feelings, and interpretations of actions related to a character in their story.



Inside My Head



This is a joint exercise for the trainer and the client.

Materials needed:

Whiteboard and whiteboard markers or chalkboard and chalk and eraser.

Instructions: Make simple illustrations of the events and people that comprise the client's favorite story from a book or movie. Above the people who are illustrated, the trainer can add thought bubbles (like those that appear in graphic novels and comic strips) so the client and trainer can plug-in what the character was thinking and feeling as events unfolded.

Module 6 Pre-Assessment

1. Is a fact true or not true?
2. Name three facts: (for example, the earth is round, trains move fast, apples are red).
 - 1.
 - 2.
 - 3.
3. If something is not true, is that fact or fiction?
4. Every story has a beginning, a middle, and an ____.
5. Your story takes place at the movie theater. Would that be the location or the timeframe?
6. If you say that something happened at 10am, is that the morning, afternoon, or evening?
7. Joe and Amy go to the movies and buy some popcorn. Who are the characters in this story?
What actions did they do?
8. Describe a *feeling* that you have experienced in the last week?
9. What is something that you have *thought* about in the past week?
10. What does it mean to *interpret the meaning* of something?
11. Name an *event* that you have participated in during the past month?

Knowing How to Say No

Draw a circle around the people/person that you can tell your story to? Why?



Mom



Friends



Teacher



Coach



Family



Strangers



Attorney



Counselor



This is a joint exercise for the trainer and the client.

Instructions:

Trainer will act the part of the person trying to get information about your story. Practice these responses:

“Let me talk to my attorney first.”

“I think it’s better to keep that between me and my attorney.”

“I might be able to tell you. Let me talk with my attorney.”

“I don’t mind telling you, but I want my attorney to be there.”

“I don’t want to talk to you about this.”



Inside Voice/Outside Voice



This is a joint exercise for the trainer and client.

Instructions: If the concept of “inside and outside voice” has not been established with the client, please model both voices and then have your client point to which kind of voice he is hearing. Have the client practice both voices.



YOUR GROWN-UP VOICE



This is a joint exercise for the trainer and client.

Instructions: Some clients will revert to a babyish voice when they are anxious. The client may need to be reminded that they must speak in their “grown-up” voice when they are telling their story. Have your client practice his/her grown-up voice.



Find Your Face:



This is a joint exercise for the trainer and the client.

Instructions: Some clients, particularly those with Autism, will have great difficulty making appropriate eye contact with their listener. The attainment trainer will not have the time or expertise to necessarily change this feature in a client. They can, however, teach the client the concept of “find my face” which directs a client with eye contact issues to look in the general direction of someone’s face when speaking. Even children who struggle with eye contact tend to be able to gain this skill. The skill might never be learned independently, however, so the attorney could be made aware to remind the client of this when the client is speaking in court.



Look At My Face

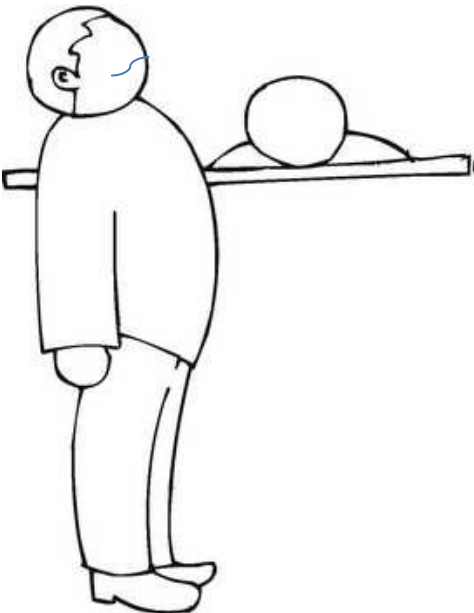


Court Communication Role Play



This a joint exercise for the trainer and the client.

Instructions: It may be helpful for the client to practice telling his/her story to the judge (you will play the role of the judge). As you proceed, you can gently make suggestions to speak slower, louder, or other suggested improvements. Switch roles so you're the client and the client is the judge. Continue this role play until the client can explain the difference between the two roles and can clearly tell you how he/she will speak in the courtroom.



Tell your story to the judge



Pretend to be the judge

Module 7 Pre-Assessment

1. Why is it important to tell your story to your defense attorney?
2. Should you talk to family, friends, or coworkers about what happened?
3. Your defense attorney knows the laws, can advise you on the best strategies on when and how to tell your story, and can answer your questions. True or False?
4. May your attorney share your story with other people?
5. What are some ways you can say no if your friends want to hear your story?
6. Should you tell your defense attorney everything that happened?
7. Should you tell your story in court as quickly as possible, in a loud voice?
8. Where is it best to look when you tell your story?
9. What other ways do we communicate besides using words?
10. What should you do if someone does not tell the truth about you or what happened?

Role Playing



This is a joint exercise for the trainer and the client.

Instructions: The trainer will pretend to be the attorney and will role play asking the client questions about a pretend case (use a fictional situation that is not the same as the charges facing the client to avoid discussing details of their ongoing case). You may want to revisit the story in Module 6 and have the client role play someone in the story as you help them practice communicating with their attorney. This exercise is all about helping the client to talk clearly with their attorney and answer questions thoroughly. The scenario you use to facilitate this teaching is up to you.

My Hopes

Draw or write a description about how you are hoping to have your case turn out.

Establishing a Client-Attorney Partnership

Instructions for the trainer: Detailed information about Arraignment & Trial can be found at <https://www.utcourts.gov/courts/juv/intro/trial.htm>.

Fill in the Blanks

A plea is an answer you give the judge when he asks you whether you committed the crime you've been charged with or not.

Guilty and not guilty are words that are used in court cases that involve grown-ups.

Below are three different kinds of pleas and the definitions:

Plea	Definition of Plea
Admit	If you did what you are charged with or if you are sure the prosecutor can prove the case against you.
Deny	If you did not do what you are charged with or you believe the prosecutor cannot prove you committed the crime you are charged with.
No Contest	This means you are not admitting that you did the crime you are being charged with but you have decided not to fight the charges.

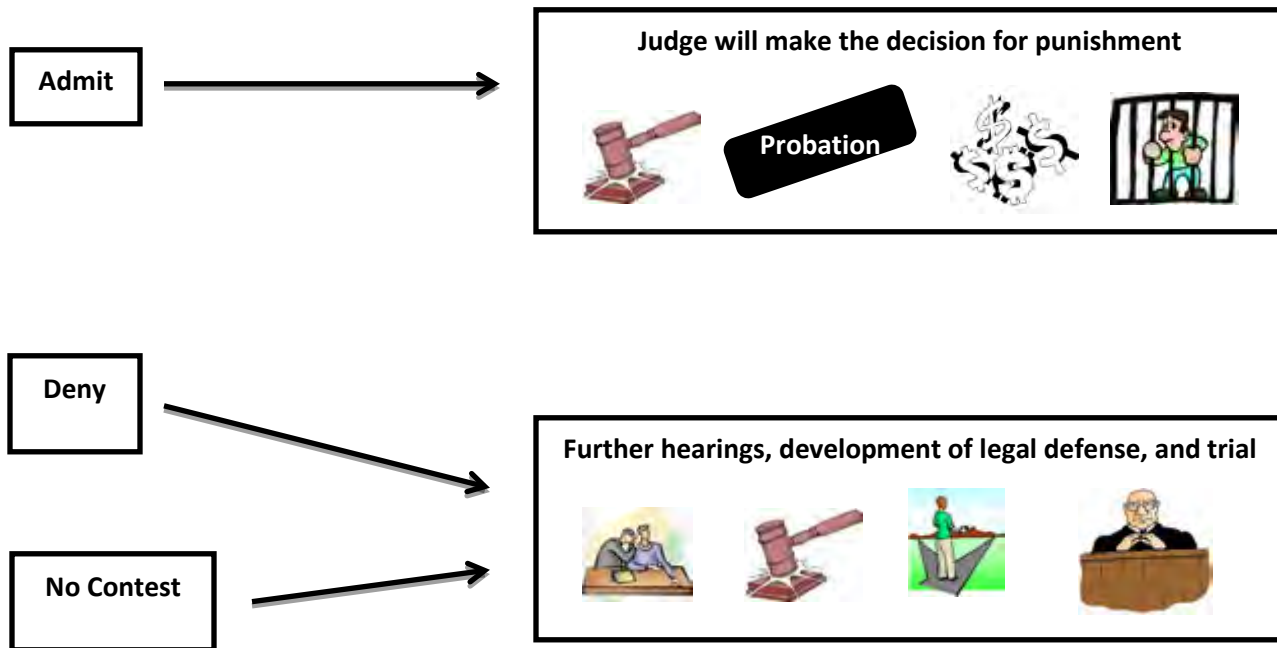
Please fill in the blanks below with the right plea from the table above:

You will plea _____ if you did not do the crime that you are being charged with.

You will plea _____ if you don't want to admit to the crime but you don't want to fight the charges.

You will plea _____ if you did the crime that you are being charged with.

Where Will This Plea Take Me?



Plea Agreements

Read through the list below of advantages and disadvantages of a plea agreement. Write an A in the blank if it is an advantage. Write a D in the blank if it is a disadvantage.

Admitting to the Charges:

- _____ You could enter a “plea agreement”.
- _____ If you admit to the charges, you might be “rewarded” with a lighter (lesser) sentence (penalty/punishment).
- _____ You are admitting you committed a crime.
- _____ You cannot explain any of the circumstances around the crime that might help other people better understand why you did what you did.
- _____ The court process will probably be really quick.

Denying the Charges:

- _____ You are saying you did not do anything wrong.
- _____ If the charges are proven, you may end up getting a heavier (harsher) sentence (penalty/punishment).
- _____ The prosecutor has the responsibility to prove the charges against you.

Pleading No Contest:

- _____ You will not have a chance to tell your side of the story and defend yourself in court.
- _____ Will avoid the delay in waiting for a trial and sentencing.
- _____ If part of a plea bargain (see next section) it may result in a reduced sentence.

Module 8 Pre-Assessment

1. Define the word partnership.
2. Give an example of a personal partnership.
3. Which is more important, telling the truth to your attorney or telling your attorney the story they want to hear?
4. Who can provide you with the best legal advice on what to plea, your attorney or the judge?
5. Name the three plea options.
6. By admitting to the alleged offense, you will receive no punishment. True or False?
7. If you deny the charges, will you be able to tell your side of the story? True or False?
8. Which plea will prevent you from participating in a trial?
9. The judge is the best person to ask about a plea agreement. True or False?
9. What is it called if you want your attorney to try and work out a deal with the prosecutor?
11. You can be forced to take a plea agreement. True or False?

The Importance of Testimony



Describe the events that led to your arrest. If you have forgotten some of the events, tell accurately about the facts that you remember.

Write a few sentences about what led to your arrest.



Instructions: Discuss the following material with your client. When a witness is on the stand and gives incorrect evidence, you should be able to calmly tell your attorney the part that is not correct.

You could do this by:



1) Writing your lawyer a note.



2) Telling your lawyer that the witness is telling something that is not true.

3) Quietly getting your lawyer's attention and writing him/her a note.

You should not yell out that the witness is lying.

You should have your lawyer speak for you.



When you testify, you should give a truthful answer to the questions that you are asked. If you forget anything, do not make things up. You may not lie when giving your testimony.



Instructions: Practice answering open-ended questions about your story with the following starters:

“Where” did the events take place?

“Who” was there?

“What” happened next?

Video of Sample Testimony

This YouTube video is informational and applicable to the grant. However, it is **NOT FOR USE** with the client or for use in this workbook.

<http://www.youtube.com/watch?v=BDZa9IHNk8w>

This YouTube video offers some suggestions for behavior, dress, eye contact, etc. The opening example of what not to do, is somewhat comical and could be skipped if you think the client will not get the humor.

<http://www.youtube.com/watch?v=UMA3dhtvEV0&list=PL99042A7FE28EC2FE&index=1>

Pros and Cons of Testifying



The client and trainer will list the perceived advantages and disadvantages of testifying under the appropriate heading. The client can keep this list and share it with their attorney to promote good decision-making about testifying.

PRO's of Testifying

CON's of Testifying

Do You Swear to Tell the Whole Truth?



The trainer will provide age appropriate movie clips and videos that will demonstrate a witness being asked to take an oath before testifying.

This can be used as reference information for the trainer. The training is directed toward “first responders”, however, the general information is relevant to the client for learning about the swearing in process.

http://www.childwelfare.gov/pubs/usermanuals/first_responders/chapter4.cfm

Testifying in court can be an intimidating experience for those who are new to it, as well as for those who have testified many times. This chapter provides an overview of the court process.

The most basic rule for testifying is to show up to court on time, well-groomed, and dressed appropriately. Prior to attending court, the client should ensure that they have reviewed their testimony with their lawyer so that their knowledge is complete and includes information on dates, times, and locations.

Chapter 4 Testifying in Court

In This Chapter

- Preparing for court
- Guidelines for testifying
- What to expect during the trial
- The juvenile court process
- The criminal court process

First responders often are required to testify in court about cases of suspected child maltreatment. This provides them with an opportunity to present the information and evidence they have collected during their response and investigation. Testifying in court can be an intimidating experience for those who are new to it, as well as for those who have testified many times. This chapter provides an overview of the court process.

Preparation for Court

The most basic rule for testifying is to show up to court on time, well-groomed, and dressed appropriately. The first responder should wear clean and professional clothing. Prior to attending court, the first responder should ensure that the case file is organized, complete, and current. This includes making certain that the evidence and interview logs are complete and include information on dates, times, and locations. The first responder should thoroughly review and be familiar with the information in the case file. Prior to the trial, the prosecutor might meet with the first responder to discuss the case and prepare the first responder for possible questions. It is helpful to prosecutors to know the first responder's answers to questions prior to asking them in court.

Guidelines for Testifying

The following are guidelines to testifying in court:

- **Be prepared.** Have a thorough knowledge of the case. This will help the first responder to be more confident and more persuasive.
- **Listen to each question and pause before answering.** The first responder should not let the attorney rush her.
- **Ask for clarification if needed.** If the first responder is asked a question she does not understand, she should have the attorney repeat, clarify, or rephrase it.
- **Answer only the question asked.** The first responder should not volunteer additional information or discuss tangential subjects.
- **Do not be afraid to respond "I don't know."** If the first responder does not know the answer to a question, she should not be afraid to say so. This may enhance the first responder's credibility.
- **Do not give an opinion unless asked to do so.** The first responder should only testify to the facts within her personal knowledge and experience. She should be specific and give exact times and dates. She should describe events step-by-step rather than narrate long stories.
- **Avoid taking sides.** The first responder's responsibility is to present the evidence truthfully and accurately.
- **Speak a little louder, slower, and more distinctly than normal.** This helps the judge, attorneys, and others to understand the responses. The answer must be spoken; the first responder should not shrug her shoulders or nod her head.
- **Make eye contact.** If a jury is present, the first responder should make eye contact with them while answering questions.
- **Use an open body posture.** The first responder should keep her hands on the witness table for the jury to view. This gives an open, truthful, and confident appearance.
- **Use appropriate language.** Never use professional jargon or slang.
- **Always tell the truth.** The first responder should not compromise her credibility.¹²⁰

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During the Trial

The prosecuting party, which might be called the prosecutor, District Attorney, Commonwealth Attorney, Corporation Counsel, or State's Attorney, may question first responders in several stages, including direct examination, cross-examination, and rebuttal examination. This questioning generally is open-ended. This allows the witness to explain the answers fully in order to present the court with evidence to support that party's position. Direct examination usually includes the following:

- The witness's name is called, and then she approaches the witness stand
- She takes an oath and swears to answer truthfully
- The attorney may ask for the following:
 - The witness's name, occupation, and place of employment

The length of time at her current job, title, and type of work
Her job qualifications
How she knows the child or family
What happened at specific times and places
Any other pertinent information.

During the direct examination, it is important that the first responder carefully listen to all questions that are asked and to request clarification if a question is not fully understood. The first responder should be polite and respectful to all court personnel. Additionally, the first responder should be aware that she is not expected to know the answers to every question. If the first responder does not know or remember the answer, she should state this. It is important to be honest. Mistakes may be made in any investigation, and the first responder should not attempt to cover up these mistakes.¹²¹

After direct examination, the first responder is subjected to cross-examination, which usually is conducted by the alleged offender's attorney. The purpose of cross-examination is to find inconsistencies or fault in the first responder's testimony and to expose any weaknesses. The attorney typically uses closed-ended questions that require a yes or no response. If the first responder tries to give a more complete, explanatory answer, it usually is not allowed. Being cross-examined can be one of the most difficult parts of testifying. Typically, the attorney tries to cast doubt on the thoroughness of the investigation and the first responder's interpretation of the facts. The attorney also may allude to the possibility that the judgment and the actions of the first responder were clouded by her opinions about the alleged offender. The first responder should not become angered by statements made by the defense team and should stay in control of her emotions at all times. She should remember not to take the cross-examination personally; the defense attorney is doing his job.

Defense attorneys use various techniques during cross-examination. If the first responder understands these techniques, it will be easier to keep her poise when answering questions. [Exhibit 4-1](#) describes common techniques used during cross-examination.

If the prosecutor believes that a rebuttal is needed after the cross-examination, he will conduct a redirect examination. The focus of the redirect examination is to address issues raised on cross-examination that need to be cleared up or answered more completely.

Exhibit 4-1

Types of Questions Used During Cross-Examination

The following are types of questions that attorneys may use strategically during cross-examination:

- **Leading Questions.** A leading question suggests by its wording that the answer should be either yes or no and has wording that attempts to guide the first responder's answer. For example, in a neglect case where one of the allegations is that a baby was left at home without adult supervision, the defense attorney might ask, "Isn't it true that the baby's 14-year-old sister was in the home whenever the mother went out?" In this case, the answer may be yes, but the first responder may want to explain that the sister is not mature enough to care for the baby. The first responder usually will be allowed to explain an answer when only a yes or a no would be misleading. If this is the case, the first responder should begin her response by saying that the question requires an explanation rather than by answering yes or no and then trying to explain. If the attorney insists on a yes or no response, the first responder should turn to the judge and ask if she may continue. If the explanation is not permitted, the prosecutor can give the first responder an opportunity to give a complete answer during redirect testimony.
- **Rapid-fire questions.** The defense attorney hopes to confuse or to upset the witness by asking a string of leading questions in rapid succession (e.g., "Isn't it true that there were other adults in the house at the time of the maltreatment? Isn't it true that they could have committed the abuse? Was it your bias toward my client that made him the primary suspect?"). Since each question requires an answer, the first responder has control over the pace of the response. The first responder should pause to think about each question before answering. The first responder should also ask for the question to be repeated or clarified if necessary.
- **Compound questions.** The first responder may be asked a question that contains multiple parts. For example, "You saw the bruises on the child and the belt in the living room and assumed that the father caused the bruises, isn't that true?" The prosecutor should object to the question. If the prosecutor does not object, the first responder should say that he does not understand the question and that it requires a two-part answer or request that the question be repeated. Witnesses do not have to answer compound questions.¹²²

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The Juvenile Court Process

Juvenile courts typically hear cases of child maltreatment, delinquency, and status offenses (i.e., cases in which an action is a crime only if the offender is a minor, such as underage drinking), as well as those involving adoptions and terminations of parental rights (TPRs). In alleged child maltreatment cases, the juvenile court determines whether there was maltreatment, orders any necessary services for children and families, and monitors the interventions. While not all first responders will be involved in all aspects of the juvenile court process, the following sections outline the key stages, which may vary across jurisdictions.

Petition for Removal

A child protection proceeding begins with the filing of a petition for removal, which contains the key facts of the child maltreatment case. In most States, only child protective services (CPS) can file the petition, but some also permit other public officials or private citizens to do so. Once the petition is filed, it must be served (presented) to the caretakers accused of maltreatment. Ideally, no child should be removed from a family until after a petition is filed and the court has conducted an initial hearing at which the parents were present and had

an opportunity to be heard. In reality, however, most removals are authorized without the parents present, and the first hearing is conducted after the removal has occurred. This may occur in emergency circumstances where the child should be immediately removed from the home for safety reasons. In this case, a petition would be filed after the removal. CPS workers and law enforcement officers should be familiar with the protocols in their jurisdiction.

Initial Hearing

The first event in court after the filing of a petition is the initial hearing. Ideally, it should occur on the first day following the filing of the petition, upon removal of the child, or as soon as possible thereafter. The main purpose of the initial hearing is to determine whether the child should be placed in substitute care or remain with or be returned to the parents pending further proceedings. The critical issue is whether services or other measures can be put in place to ensure the child's safety.

Pretrial Conferences

Some courts use pretrial conferences, also known as settlement conferences, in child maltreatment cases. These are opportunities for the parents, their attorneys, and the child's advocates to discuss a way to settle the case that would make a trial unnecessary. In courts where there are no formal pretrial conferences, these negotiations often occur among attorneys by phone or at the courtroom and as late as right before the scheduled adjudication. The judge may or may not participate, depending on the jurisdiction and the nature of the case, and some judges will initiate such negotiations themselves. It is important, however, that provable allegations of significant child maltreatment not be negotiated away.

Discovery

Discovery is a pretrial process that allows each party to obtain information about the case from the other parties. It is intended to avoid "trial by ambush," to narrow the contested issues, and to expedite settlement. Discovery in child maltreatment cases usually involves the parents' and child's attorneys asking CPS and other relevant agencies for their records. In most States, they are entitled to those records. While details of the initial and investigative reports are revealed, the name of the reporter is not.

Adjudication Hearing

If the case is not settled by agreement of the parties, it will go to adjudication, in which the court decides whether CPS can prove the maltreatment allegations in its petition. The CPS attorney will present evidence through the testimony of the first responders or other witnesses, including any experts. Documents such as medical records or photographs also may be entered into evidence. The attorneys for the parents and the child will have the right to question or cross-examine the witnesses and to present evidence. The parents may testify, as may other family members or neighbors who have knowledge of the facts alleged in the petition or of the care the parents provided their children.

Disposition Hearing

At the disposition hearing, the court decides whether the child needs help from the court—and, if so, what services will be ordered—as well as whether the child should be:

- Left with or returned to the parents, usually under CPS supervision
- Kept in an existing placement
- Moved to a new placement
- Placed in substitute care for the first time if removal was not ordered previously.

The court also may enter orders providing for visitation schedules or for controlling the conduct of the parent (e.g., having supervised visits, mandating counseling). It also can order CPS to conduct follow-up visits with the family to ensure the child's protection. As a part of the preparation process for this hearing, CPS should talk with the parents and develop with them a case plan for the family. In some States, the court must approve the case plan. In all States, the plan must be discussed and refined at the disposition hearing, and any disagreements regarding its terms must be resolved.

Review Hearing

The review hearing is an opportunity to evaluate the progress that has been made toward completing the case plan and any court orders and to revise the plan as needed. If no progress has been made, and none seems likely, it is a chance to change the goal of the plan. For example, it may not be possible to reunite the child with his family because the parents have repeatedly not complied with their drug treatment requirements, which indicates that they would not safely be able to care for the child. Therefore, alternative options must be explored. Review hearings should guide the case to permanency for the child. Unless a permanent placement is accomplished on or before the date of the permanency hearing, the court must continue to review the case periodically.

Permanency Hearing

The permanency hearing is the point at which a definitive decision is made about the child's permanent placement. In making this determination, the court must weigh which option is in the child's best interest.¹²³ In some cases, concurrent planning may be pursued. Under concurrent planning, an alternative, permanent placement is developed at the same time as family reunification is attempted. With this approach, the child can be moved quickly to a stable home if reunification with the birth family cannot take place.

Termination of Parental Rights

Because the stakes are so high, TPR hearings are the most formal, longest, and frequently appealed of all child maltreatment proceedings. Biological parents whose parental rights are terminated as a result of child maltreatment have no right to have contact with the child, knowledge of the child's whereabouts, pictures of the child, or information regarding the child. In addition to losing legal rights to the child, parents whose rights have been terminated generally have no further responsibilities to the child, except to pay child support that is past due. The grounds for TPR are specified in the statutes of each State, and CPS caseworkers are advised to familiarize themselves with these. Federal statutes also describe specific situations, such as when a parent has murdered a child's sibling, in which CPS must file a TPR petition.

Adoptions

A child is eligible to be adopted once the TPR is granted by the courts. In most States, the case remains involved with the juvenile court during and after the adoption process to ensure that CPS is complying with the requirements of the Adoption and Safe Families Act, incorporating Federal adoption legislation into practice, and accessing a variety of adoption subsidies and post-adoption services for eligible children.

Appeals

Parents and CPS have the right to appeal some decisions of the juvenile court in child abuse and neglect and TPR cases. At the very least, they have the right to appeal at the conclusion of any adjudication, disposition, or TPR trial. Some States may allow appeals from other trial court orders or decisions, but generally, only final decisions are appealed or accepted for appellate review.

The Criminal Court Process

Some cases of child abuse or neglect may be heard in criminal courts because they constitute a crime, as defined by the State. Cases typically heard in criminal courts include sex offenses or those that result in the death of, or serious injury to, a child. However, not all cases that are considered criminal are tried in the criminal courts due to a number of reasons, such as whether the criminal case would interfere with rehabilitating the family or the possibility of traumatizing the child further by having him testify. As with the juvenile court process, first responders may not be involved in all aspects of the criminal court process. Though the criminal court process may vary across jurisdictions, the following is an outline of the key stages.

Arrest, Bail, and Other Conditions of Release

Criminal prosecutions most commonly begin with an arrest. The defendant then is brought before a judicial officer (a judge, magistrate, or commissioner) who informs him of the charges against him and determines the conditions of his release pending trial.

The defendant will be notified of the conditions that must be met to be released from police custody before the trial. A defendant with a stable residence and employment history and no significant prior record often is released on his own recognizance or with a written promise to appear at subsequent court dates. For a defendant who seems less reliable, a cash bond may be required. The defendant can post the full amount of the bond in cash or property or secure a bondsman for a percentage of that amount. If the defendant flees, the bondsman is obligated to pay the full amount of the bond. The judge also has the discretion to impose other conditions of release, including the defendant having no contact with the child or other parent or not returning to the residence. In some cases, the judge may decide to hold the defendant without bail pending trial.

Preliminary Hearings

The purpose of a preliminary hearing is to determine whether there is probable cause to believe that the defendant committed the alleged offense and that he should be tried on that charge. If the judge finds no probable cause, the case will be dismissed. If the judge finds probable cause, the case will be transferred to the trial court for resolution.

Witnesses, including first responders, sometimes are called to testify and are cross-examined at preliminary hearings. In some States, evidence of criminal conduct by the defendant is presented at a preliminary hearing to a grand jury instead of a judge. The grand jury then determines whether the evidence is sufficient to constitute probable cause. If so, the grand jury will issue an indictment that puts the case before the trial court. Only the prosecutor and the State's witnesses, usually the investigating law enforcement officer, appear before the grand jury. Neither the defendant nor the defense attorney has the right to be present at that proceeding.

Discovery

Discovery refers to the process of obtaining information about the charge from the opposing party and, at times, other sources. In some States, the defendant may be entitled to access first responders' records, particularly if they contain information or evidence that may be helpful to the defense. For the most part, the reporter's identity is not released, but, in some jurisdictions, the reporter's identity can be released to certain departments or under specific circumstances (e.g., the reporter made a knowingly false report).¹²⁴

Plea Bargaining

Plea bargaining is a negotiated resolution that avoids trial and concludes the case. Without it, courts could not handle on a timely basis all the cases to be tried. Plea bargaining has the added benefit in child abuse and neglect cases of eliminating the need for the child to testify and of speeding the resolution of the case, both of which relieve the child's anxiety. Nevertheless, there also may be negative consequences to a plea bargain.

Depending on the sentence, the child victim may feel betrayed, disbelieved, or unsafe. In addition, the public may perceive that child maltreatment is not taken as seriously as other crimes.

Trial

If no plea bargain is reached, the case goes to trial. In a criminal trial, the rules of evidence are applied strictly, and the prosecutor has a greater burden of proof. In order to convict, the jurors must unanimously find "beyond a reasonable doubt" that the defendant committed the alleged offense (i.e., there is no other logical explanation). This is a much higher burden of proof than the "clear and convincing evidence" standard (i.e., it is highly probable) in termination of parental rights trials in some States. It is higher still than the "preponderance or greater weight of the evidence" standard (i.e., there is more evidence supporting one side of the case) in civil cases generally and in child abuse and neglect cases in some States.

The criminal court case may be concluded well after the disposition hearing in the child abuse and neglect case, in which the court decides if the child needs help from the court and, if so, what services will be provided. Additionally, the outcome of the criminal court case can be inconsistent with the case plan and the best resolution of the child abuse and neglect case. The opposite also can be true, and the criminal sentence can augment and enhance the case plan and the prospects for a positive outcome. In communities where the same prosecutor represents the public interest in both criminal and child abuse and neglect cases, there is greater likelihood of a coordinated approach to resolving both matters.

Role Playing the Swearing in Oath



The trainer will discuss the age appropriate procedure for the swearing in process used in court to ensure that the testimony is truthful. He/she will demonstrate how a witness is asked to take an oath before testifying and then practice with the client.



Instructions: In addition, you may set up a scenario with the client where you, as the trainer, act as the judge and the client is going to testify and answer your questions. Have the client stand as you pretend to enter the room, call them up to the witness chair, and begin to ask the client questions. Ask questions about things they likely don't have the answer to so they can practice what to do when they don't have an answer, have them practice calling you, "Your Honor", and have them stay seated until you excuse them to go back to their regular chair.

Module 9 Pre-Assessment

1. What does it mean to testify in court?
2. What is a person's testimony?
3. What does it mean to testify on your own behalf?
4. What are the advantages of testifying on your own behalf?
5. What are the disadvantages of testifying on your own behalf?
6. Are you required to testify if you don't want to?
7. Does everyone have to tell the truth in court?
8. What are some strategies to testify effectively?
9. Should you leave the stand when questioning is over?
10. How should you address the judge?

What is a Captain?



This is a joint exercise for the trainer and the client.



Instructions: Working with the client, come up with a list of as many different types of captains as possible. Next, build a list of responsibilities and/or characteristics that describe what captains do.

Captains

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Responsibilities/Characteristics

The If/Then Game



This is a joint exercise for the trainer and the client.

Materials needed:

3x5 or 5x7 cards, marker or pen

Instructions: On half the cards describe “What if” scenarios and the other half providing appropriate “Then” responses to the “What if” scenarios. For example, on a “What if” card will be a question related to something that might happen in court such as, “What if the judge asks me a question?”; “What if a witness is telling lies about me?”; “What if something is happening that I don’t understand?” The client will be holding a pack of “Then” cards with statements on the back such as “I will answer the question truthfully”; “I will send a brief, written note to my attorney”; “I will whisper to my attorney that I don’t understand what is happening”. For each “What if” card that the trainer holds up, the client must find a corresponding “Then” card. [For clients who have great difficulty reading, the “What if” cards can just be read and the client can verbalize an answer.]

When Someone is Telling a Lie or I Don't Understand Something



This is a joint exercise for the trainer and the client.

Materials needed:

Copy of the card below

Clients need to understand that sometimes they will hear things about themselves in court that they believe are lies. The client and trainer will develop a management plan for these situations. If allowed, this plan will be on a small note card the client can carry with them into court as a reminder for managing their emotions and behavior. Using a “Do” and “Don’t” strategy, the plan might look like the plan shown below. This card may be edited to suit the needs of the trainer and the client.

My Plan of Action if I Think Someone is Lying About Me in Court:

DO:

Whisper or pass a note to my attorney to let them know
Stay calm
Keep a serious or pleasant facial expression
Keep quiet

DON'T:

Don't make faces
Don't call them names
Don't jump up from my seat
Don't shout out they are lying
Don't try to stare them down

My Plan of Action if I Don't Understand What is Happening in Court:

DO:

Whisper or pass a note to my attorney to let them know
Stay calm
Keep a serious or pleasant facial expression
Keep quiet

DON'T:

Don't make faces
Don't make loud sighs or other noises showing you are frustrated
Don't get up from your seat and try to leave the room



A Bird's Eye View



This is a joint exercise for the trainer and the client.

Instructions: Review movie clips and appropriate internet links about courtroom behavior will be supplied to the trainer for viewing with the client. Together, client and trainer can identify positive and negative behaviors in the video.

Turtle Technique



Instructions: Just like a turtle has a shell into which it can retreat, the trainer will talk with the client about a pretend “shell” they can retreat into if they are feeling stressed in court. When they go into this place, they can rest and practice thinking calmly about the situation. They can also decide what the best action for them to take will be, for example, to say something to their attorney, to sit quietly, to request a break. This technique can be reinforced in therapy, in school, and at home.

Desensitization Training



Instructions: The trainer will put on some type of robe (e.g., an old graduation robe) to mimic the robe the judge wears in court. While dressed in a “judge’s robe”, they will talk with the client about the client’s case in an attempt to accustom the client to the formality of the judge’s appearance.



Field Trip

If possible, trainer and client will visit an empty juvenile courtroom together so the client has some knowledge and experience of the courtroom. If appropriate, they could visit a district court proceeding to watch attorneys and a judge in action.

Pre-Hearing Hygiene/Appearance Checklist



This is a joint exercise for the trainer and the client.



Instructions: Review the following checklist with the client, as often as needed to help them gain an understanding of these issues. Adapt the checklist to the needs of the client. If good hygiene is not an issue for the client, you can go over once and move on to the other exercises.

Hygiene Checklist: Put a check mark in the white boxes only

	Showered	Deodorant applied	Combed	Washed	Pulled Back (if long)	Clipped	Clean	Brushed	Sleep/Eat
Body									
Hair									
Fingernails									
Teeth brushed									
Enough sleep									
Eat before court									

Appearance Checklist: Put a check mark in the white boxes only

Appearance	Neat	Clean	Appropriate	Removed	Conservative	Other
Clothes						
Piercings, one or two pairs is okay						
Make-up						
Other, unique to each client						

What Were They Thinking!



This is a joint exercise for the trainer and the client.

Instructions: Trainer and client will look through various popular magazines or age-appropriate websites to analyze what youth (similar to the client's age) are wearing. They will decide together if the outfits are "court appropriate" or not and why. For example, if there is a picture of a teen girl with a very exposed neckline, the correct response would be that such a neckline is not appropriate for court because it exposes too much of a private area.



Do's and Don'ts



This is a joint exercise for the trainer and the client.

Instructions: Using a deck of flashcards that have pictures of various clothing and jewelry items on them such as baseball hats, shorts, tank tops, khaki pants, tube tops, sandals, nose piercings, miniskirts, knee length dresses, etc., talk about whether the items fit the "do wear to court" or "don't wear to court" category.

See sample deck of pictures.

Dress-Up Day

Instructions: Ask the client to come to a training session dressed in their "court clothes." The trainer will review the appropriateness of their outfit with them, including their overall hygiene. The client should be able to identify what is appropriate and inappropriate about their choices.

Inappropriate Dress for Court



Appropriate Dress for Court



Module 10 Pre-Assessment

1. Who is the person in court that is in charge of your “team”?
2. If you are not sure when to talk or what to do in the courtroom, who is the person to ask for help?
3. How should you act in the courtroom?
4. What is the best thing to call the judge?
5. What should you do if you think someone is lying about you in court?
6. Who should you talk to if you do not understand what is happening in the courtroom?
7. What does being on your best behavior mean?
8. Why is it important to be in control of your emotions and behavior in the courtroom?
9. What kind of clothes should you wear to court?
10. What does it mean to have good hygiene?
11. Why is good hygiene in the courtroom important?



OKLAHOMA
COMMISSION ON
CHILDREN AND
YOUTH

ANNUAL REPORT

Oklahoma Children of
Incarcerated Parents
Advisory Committee
2022 Partnership Highlights



BACKGROUND

In accordance with Title 10 O.S. § 601.3, the Oklahoma Commission on Children and Youth (OCCY) is authorized and directed to establish services for the children of incarcerated parents (CIP).

Duties designed to improve the lives of children of incarcerated parents include:

1. Coordinating research
2. Developing an educational toolkit describing services available to children of incarcerated parents
3. Conducting or providing continuing professional education and training for the purpose of improving services to children
4. Coordinating an Advisory Committee to work collaboratively with agencies and services providers to better meet the needs and improve the quality of life for children of incarcerated parents
5. Collecting data
6. Creating a resource clearinghouse

RESEARCH



**Ashley Harvey, PhD Student
Oklahoma State University
2022-23 OCCY CIP Fellow**

Children of Incarcerated Parents Doctoral Fellows Program

OCCY supports transformative student research and training in Oklahoma. Fellows are actively engaged in a doctoral level scholarship which holds the potential to improve the quality of life for children and families impacted by incarceration and the carceral system in Oklahoma. They are provided with an annual stipend of \$2,500 to support their research studies.

Ashley Harvey, PhD student at Oklahoma State University serves as the 2022-2023 OCCY CIP Fellow. Her dissertation topic examines the strength and interaction of multiple causal variables of maladjustment for children of incarcerated parents. Past research has examined the relationship between parental incarceration and negative child outcomes, but questions regarding how much of the impact is specific to parental incarceration and how much can be accounted for other things such as poverty, neighborhood violence, exposure to substance abuse or mental health issues, etc. Her research will examine the strength and interaction of these variables using structural equation modeling, an advanced statistical technique used to examine causal relationships, not just correlation.

EDUCATIONAL TOOLKIT

Children of Incarcerated Parents Educational Toolkit

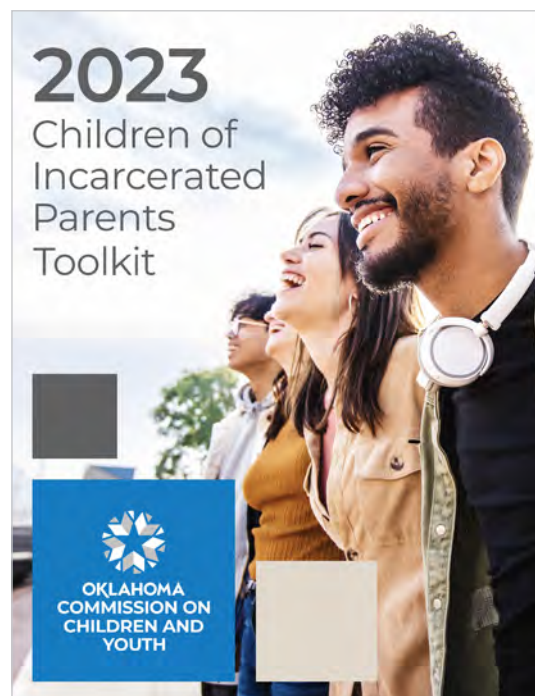
The Children of Incarcerated Parents Toolkit provides caregivers, service providers, educators and others access to information about state and local resources to support children and families. The toolkit includes information related to family support programs, tips for caregivers and educators, answers to questions a child or a student may have about their parent's arrest or incarceration, adverse childhood experiences, positive youth development and other related topics. The toolkit was written, edited, and designed by the Children of Incarcerated Parents Advisory Committee and OCCY staff, with the help of stakeholders, ranging from caregivers, parents, faith-based community members, counselors, educators, social workers, community leaders, child specialists and others.



2022 Children of Incarcerated Parents Toolkit
(oklahoma.gov/occy)



2023-CIP-Toolkit-Digital.pdf (oklahoma.gov/occy)



PROFESSIONAL EDUCATION & TRAINING

Arizona State University 4th Annual Children of Incarcerated Parents National Conference

OCCY sponsored registration for seven community partners to attend the 4th Annual CIP National Conference held virtually on March 30th, April 6th, and April 13th. The conference was hosted by the Arizona State University Center for Child Well-Being. The conference aimed to provide awareness of the impact of incarceration on children and families as well as to increase community capacity to respond in helpful and healing ways. All Oklahoma attendees “strongly agreed” or “agreed” that the conference...

1. Would enhance support and advocacy efforts of their organizations and/or communities served
2. Would be relevant to their work with children, youth, families, and organizations of which they worked
3. Would be applicable in their work with children, youth, families, and organizations



Education



Training



Community
Impact



Results



Photo: Marquess Dennis, Oklahoma Fatherhood Summit



Photo: Governor Kevin Stitt, Oklahoma Fatherhood Summit

Incarceration & Its Impact on Children and Families Continuing Education Workshop

This professional education workshop was held on June 24th at the University of Oklahoma – Tulsa campus. The event was planned and funded by Haruv USA at OU-Tulsa, OCCY, and the Oklahoma Children of Incarcerated Parents Advisory Committee. Keynote presenters included Nancy Correa, DrPH of Texas Children's Hospital and Hilary Cuthrell, PhD, researcher/author. Workshop topics included incarceration through the lens of race and ethnicity, effects of parent incarceration on children and a lived experience panel. Approximately 70 professionals/service providers from across the state were in attendance and provided an 80% excellent rating of the workshop.

2022 Oklahoma Fatherhood Summit

The Oklahoma Fatherhood Summit was held on October 14th at the Dream Center – Tulsa. The event was sponsored by Birthright Living Legacy, Girl Scouts of Eastern Oklahoma, National Center for Fathering, OCCY, Oklahoma Children of Incarcerated Parents Advisory Committee, OUHSC Center for Child Abuse and Neglect and Tulsa Dream Center. The purpose of the summit was to celebrate and honor the important role that fathers play in the lives of children. The event featured keynote presenter, Dr. Ken Canfield of with the National Center for Fathering. Workshop topics included relationship centered fathering; legal issues of custody and visitation for fathers; play therapy; parent advisory committees; and fathering daughters. The summit also featured a panel of fathers with various lived experience from incarceration, grandparents raising grandchild and blended families. Approximately 230 fathers, families, and service providers from across the state attended.

COORDINATION

OJJDP Second Chance Act: Addressing the Needs of Incarcerated Parents and their Minor Children

Oklahoma Department of Corrections (Principal Investigator) and partners Girl Scouts of Eastern Oklahoma, New Hope Oklahoma, Oklahoma Messages Project, OCCY, and the University of Oklahoma have been awarded an U.S. Department of Justice Office of Juvenile Justice and Delinquency Program Second Chance Act – Addressing the Needs of Incarcerated Parents and their Minor Children Grant. The three-year grant totals \$741,960 (FFY23-FFY25) and is focused on positive family engagement strategies such as implementation of the Nurturing Parenting Program®; reunification visits and programming; after-school and camp programming; empowering at-risk youth; connection and literacy services; and program evaluation. Programs will be implemented at one female and one male prison in the state.

DATA COLLECTION

Children of Incarcerated Parents Partnership Evaluation (Partnership Effectiveness Continuum)

In the fall of 2022, OCCY in partnership with the University of Oklahoma Evaluation Team assessed partnership effectiveness within the Children of Incarcerated Parents program. The evaluation utilized the Partnership Effectiveness Continuum, an evidence-based research tool designed to highlight specific areas where the partnership excels and areas to target for partners program improvements. Evaluation results included 78% indicator responses falling within the effective or highly effective rating, and only 2% of responses rated as ineffective. The Communication and Collaboration dimension was among the highest rated followed by Institutional Leadership and Response to Local Context.



2022-Children-of-Incarcerated-Parents-Partnership-Evaluation.pdf (oklahoma.gov)

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PARTNERS

- A Child's Worth
- Big Brothers Big Sisters of Oklahoma
- Birthright Living Legacy Inc.
- Canadian County Children's Justice Center
- City of Norman Police Department
- Criminal Justice and Mercy Ministries
- Diversion Hub
- Family and Children Services of Tulsa
- Girl Scouts of Eastern Oklahoma
- Goodwill Industries of Central Oklahoma
- Haruv USA
- Hunger Free Oklahoma
- Individuals with Lived Experience
- National Center for Fathering
- New Hope Oklahoma
- New York University
- No Judgement Inc.
- Oklahoma Bureau of Narcotics & Dangerous Drugs Control
- Oklahoma City Public Schools
- Oklahoma County Criminal Justice Advisory Council
- Oklahoma Head Start
- Oklahoma Policy Institute
- Oklahoma Department of Corrections
- Oklahoma Department of Mental Health and Substance Abuse Services
- Oklahoma Department of Transportation
- Oklahoma Health Care Authority
- Oklahoma Human Services
- Oklahoma Messages Project
- Oklahoma Office of Juvenile Affairs
- Oklahoma State Department of Education
- Oklahoma State Department of Health
- Oklahoma State University
- Okmulgee Criminal Justice Authority
- Prison Fellowship Ministries
- ProsperOK
- Pryor Public Schools
- Public Strategies
- Rep. Ajay Pittman - OK House District 99
- Restorative Justice Institute of Oklahoma
- Tulsa Dream Center
- University of Central Oklahoma
- University of Oklahoma
- United Way of Central Oklahoma
- Urban League of Greater Oklahoma City
- Work Ready Oklahoma



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2023

Children of Incarcerated Parents Toolkit



OKLAHOMA
COMMISSION ON
CHILDREN AND
YOUTH

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If you are using the digital version of the toolkit, click this icon to visit the website referenced.

** If any of the links or phone numbers in the digital version of this toolkit do not work, please let us know by contacting Danielle Dill at danielle.dill@occy.ok.gov. Thank you.*



Introduction

This toolkit is for you... IF

- You are a caregiver of a child whose parent is in jail or prison
- Law enforcement came to your home and arrested your husband, wife, boyfriend, or girlfriend in front of the children
- You are a teacher or a school counselor whose student has a parent in prison or jail
- You are a teacher, and a child is asking difficult questions related to the criminal justice system
- You are a social worker looking for resources to help a foster parent with a child whose mother or father was arrested
- You operate a childcare center, and your client had a run in with the legal system and needs some help to figure out options for their kids
- You are a caregiver, educator or service provider who has – or knows of – family members in the criminal justice system for a few days, months, a year, a decade or maybe for life
- You are incarcerated and are looking for resources for the children

How to use this toolkit

The toolkit is designed for you, the caregiver, service provider or educator, to find answers to questions that may apply to you, a child, a client, or a student. The resource list provides a wealth of free information available on the Internet.

We have divided this toolkit into various sections from family support programs to tips for caregivers and educators, to finding answers to questions a child

or a student may ask about their parent's arrest or incarceration.

This toolkit was written and edited by the Oklahoma Commission on Children and Youth (OCCY) Children of Incarcerated Parents Advisory Committee, with the help of stakeholders, ranging from caregivers, parents, faith-based community members, counselors, educators, social workers, community leaders, child specialists, etc.

Families • Caregivers • Educators • Service Providers

When a child's parent goes to prison or jail, with rare exception, the child mourns. They may miss the parent who played with them, cooked for them, or watched TV with them, and doing these things may increase their sadness. If their incarcerated parent was not available before imprisonment, the child may mourn the loss of the hope of what might have been if only Mom or Dad had not gone away.

Either way, the time when a parent is imprisoned is a time when children wait and often hope. They wait for Mom or Dad to come back to take care of them, the way they did before, or they wait for the return of a parent who has been changed and "made better" by their time in prison. They also hope that this time Mom or Dad will stay.

The caregivers of children with incarcerated parents may have many things in common. They cope with the criminal justice system, deal with the impact on the children, must find ways to make ends meet, deal with their own feelings toward the child's parents, and struggle with how to answer children's questions. Each family and each caregiving circumstance are also unique.

Caregivers could be the incarcerated parent's parent, another grandparent, an aunt, or older sibling. A caregiver might be a family friend, foster parent, or group home staff member.

Some caregivers took on the responsibility by default because there was no one else, while others were already the guardians of the children before the parent became incarcerated.

Some caregivers are unrelated to the child by blood but are the friends, girlfriends, boyfriends, or partners of one of the child's parents. Some children are in foster care with adults they did not know before their parent went to prison. In some cases, children move far away from the homes they were living in prior to their parent's arrest and incarceration and find themselves in new and unfamiliar environments.

Meanwhile, most caregivers are expected to raise the children, keep them connected in some way to their imprisoned parent, earn a living, and care for other members of the family. It may be difficult for caregivers to respond consistently to the feelings and behaviors of the children.

Other caring adults in the child's life such as teachers, health care providers, social workers, clergy, coaches, or librarians may or may not be trained to help children or their caregivers cope with this crisis. It may be helpful to share this resource with them as well if they are a trusted family support.

Influences on the caregiver's ability to cope:

- The degree of familiarity they have with the child
- The intensity of change and upheaval in the child's life
- Economic stress/instability, or the oppression of poverty
- Degree of isolation, whether in urban, suburban, or rural settings
- Caregiver's health and emotional well-being
- Quality of the child's school
- Caregiver's job satisfaction
- Community resources
- Support of family and friends
- Family spirituality and faith
- The impact of racial and ethnic prejudices
- Presence of knowledgeable professionals

What do children of incarcerated parents and their caregivers need?



Every child, family and circumstance are different. Children will need different things from caregivers depending on their age, temperament and personality, the family circumstances, the facts and details of the crime, and the availability of outside resources.¹

Some examples of circumstances faced by children of incarcerated parents are:

- Parents who were not around much before their incarceration
- Parents who were unpredictable because of mental health or substance abuse
- Parents who were actively involved before jail or prison
- Trauma from witnessing a violent arrest or a history of traumatizing experiences
- Moving to a new city or state
- Changing schools or childcare arrangements
- Difficulty staying in contact with an incarcerated parent

1. (From interviews with Caregivers - Adalist-Estrin, Family and Corrections Network-FCN).



Most caregivers need:

- Support and understanding from friends, family, clergy, and the community
- Emotional support, such as counseling or group activities
- Information about children of incarcerated parents and services in the community
- Guidance on what is generally best for children and how to answer their questions
- Rules, boundaries, and space in the home for the children, the family, and the caregiver
- Opportunities for respite care and relief from the duties of caregiving
- Help with managing the needs and services that are all too often fragmented, unavailable, or costly

Most children of incarcerated parents need:

- Consistent, caring adults who understand that, in general, children love their parents, even when they have committed a crime
- People who will not condemn the incarcerated parents as worthless
- People who will understand that children of prisoners feel angry, sad, confused, and worried
- A chance to express these feelings and learn to cope with them
- A chance to learn and practice skills and keep busy with activities
- Faith or affiliation with a community that can provide meaning for the child beyond their own crisis
- People who can help them to maintain contact with their incarcerated parent or parents or explain to them why they cannot maintain contact



Feelings and emotions:

When a family member, such as a mom or dad, goes to prison, it can be very difficult for everyone involved. For some children, the experience could be emotionally devastating or even traumatic. For others, it may be less serious, and sometimes even a relief. The overall experience and impact of the child depends on the child's age, understanding of the situation, and reactions of others – particularly their family members.

Children may experience different feelings, multiple feelings at once, or one after the other in sequence. Sometimes these are feelings of sadness, guilt, fear, disbelief, anxiety, anger and/or powerlessness. It is important to help children understand and work through their feelings.

School difficulties:

The stress of having a parent in jail or prison may affect a child's school performance. Strong emotions and the actions that go along with them can result in classroom challenges, social isolation, and other acting-out behaviors.

It is important to work closely with trusted adults at school to help the child have more success. Many times, teachers do not know about a difficult family situation.

Having information about the home life of a student can help teachers be more understanding about difficult behaviors and can help them plan for what a child needs to help them learn. It is important to be aware of risk factors and to know that these do not define the child.

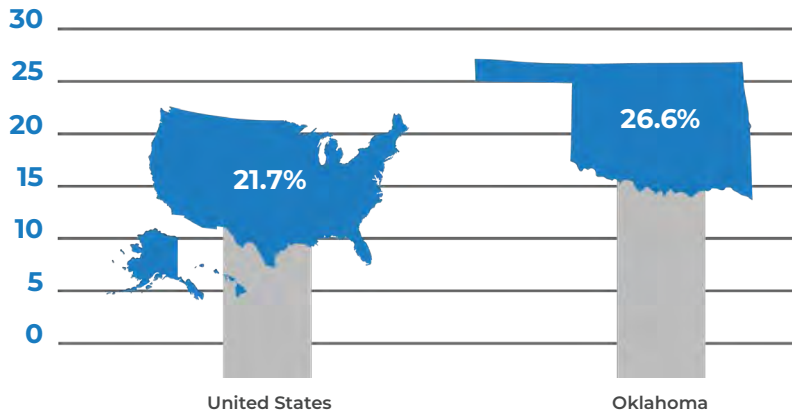


"All children benefit from strong families and safe communities where their needs are met. Surrounding families with supportive neighborhoods, communities, businesses, schools, services and systems is a critical way to support the well-being of children and families." – *Children's Trust Fund Alliance*

Learn more about the Alliance at: <https://ctfalliance.org/>

Adverse Childhood Experiences (ACEs) and Positive Youth Development (PYD): A brief overview

Prevalence of 2 or more ACEs Among Children



(Starcheski, 2015)

Adverse Childhood Experiences (ACEs) are potentially traumatic events that may have lasting negative impacts. ACEs affect people at all income and social levels, and can have serious, costly impact across the lifespan by contributing to high levels of toxic stress that derail healthy physical, social, emotional, and cognitive development. Forty-six percent of children in the United States have experienced at least one ACE (Sacks, 2014). The more ACEs a child experiences, the more likely they are to experience health problems, poor academic achievement, and substance abuse later in life. Oklahoma ranks number one in percentage of children with an ACE score of 2 or more. (Overall, 2020)

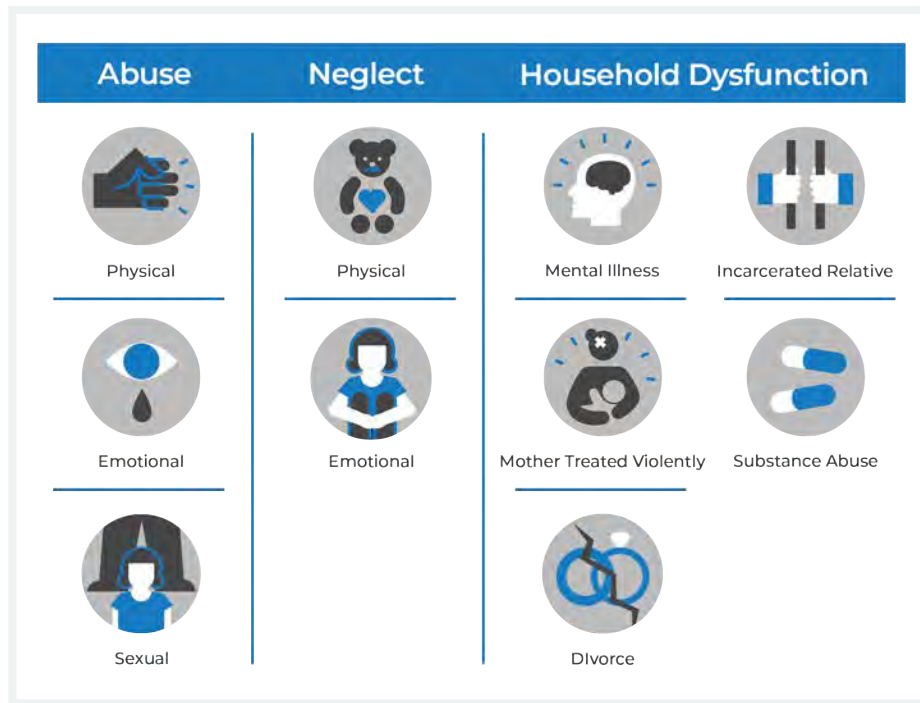
Take the ACE Test

1. Did a parent or other adult in the household often or very often: Swear at you? Insult you? Put you down or humiliate you? Act in a way that made you afraid that you might be physically hurt?
2. Did a parent or other adult in the household often or very often: push, grab, slap, or throw something at you? Ever hit you so hard that you had marks or were injured?
3. Did an adult or person at least 5 years older than you ever: Touch or fondle you? Have you touch their body in a sexual way? Attempt or actually have oral, anal, or vaginal intercourse with you?
4. Did you often or very often feel that no one in your family loved you or thought you were important or special? Did you often or very often feel that your family didn't look out for each other, feel close to each other, or support each other?
5. Did you often or very often feel that: you didn't have enough to eat? Had to wear dirty clothes?
6. Had no one to protect you? Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
7. Were your parents ever separated or divorced?
8. Was your mother or stepmother often or very often pushed, grabbed, slapped, or had something thrown at her? Sometimes, often, or very often, kicked, bitten, hit with a fist, or hit with something hard? Ever repeatedly hit over a minimum of a few minutes or threatened with a gun or knife?
9. Did you live with anyone who was a problem drinker or alcoholic, or who used street drugs?
10. Was a household member depressed or mentally ill? Did a household member attempt suicide?
11. Did a household member go to prison?

Score 1 point for each question that you answered "yes".

Total points? _____

ACEs are categorized into three groups and are further divided into subgroups as follows:



ACE's have been linked to risky health behaviors, chronic health conditions, low potential for the future, and early death (National Center for Injury Prevention and Control, Division of Violence Prevention, 2016). Below-average teacher-reported academic and literacy skills along with behavior problems in kindergarten have been found in children under five years old with ACE exposure (Jimenez, 2016).

Children ages 3 to 5 who have had two or more ACEs are over four times more likely to have trouble calming themselves down, be easily distracted, and have a hard time making and keeping friends.

The good news is, individual, community, and familial strengths facilitate recovery and build resilience (APA, 2008). Despite their enduring influence, ACEs can be offset by the presence of PACEs, Protective and Compensatory Experiences (protective factors), which give children the opportunity to build resilience.

Existing protective factors can insulate children from traumatic experiences. Protective factors that are especially helpful in this demographic include, safety, stability, ability to regulate emotion, and a secure attachment to a caregiver (Buss, 2015). Families should know that maintaining at least one positive, healthy relationship with an encouraging adult is important for developing resilience.

By reducing families' sources of stress, providing children and adults with responsive relationships, and strengthening the core life skills we all need to adapt and thrive, we can prevent and counteract any lasting harm of adverse experiences.



(Starecheski, 2015)

Positive Youth Development:

Positive Youth Development (PYD) allows for a variety of objectives that affect risk factors, protective factors, and youth trajectory toward positive adult outcomes. PYD objectives include:

Bonding

- the emotional attachment between a child and various groups
- allows children to develop social connections

Resilience

- a person's ability to face and overcome adverse situations
- promotes flexibility in times of change and stress

Social/Emotional/Cognitive/Behavioral/Moral Competence

- promotes integration of feelings, thoughts, and actions to move toward goals
- provides skills in processing change

Self Determination

- allows children to enhance confidence in thinking on their own
- promotes advocating for oneself and living according to internal standards (Catalano, 1998)

Spirituality

- traditionally centered on moral and social behavior, now viewed more holistically
- an understanding between one's inward and outward journey (Positive Youth Development and Spirituality: From Theory to Research, 2008)

Self-Efficacy

- youth belief they can achieve goals with learned skills such as goal setting and coping
- promotes a clear and positive identity (Erik Erikson's Stages of Psychosocial Development, 2015)

Clear & Positive Identity

- may include ethnicity, gender, family, culture, and community
- fosters a positive identification with a sub-group or culture (Catalano, 1998)

Belief in the Future

- having hope in long term goals (attending college, finding employment, having choices)
- provides protective factors for youth by seeing a future

Recognition for Positive Behavior

- reacting to desired actions from youth
- rooted in reinforcement theory

Opportunities for Prosocial Involvement

- allowing children to participate in positive social interactions
- creating an environment for this behavior

Prosocial Norms

- embracing healthy beliefs and clear standards
- identifying expectations

It is never too late to build the protective habits and environments that promote resilience and recovery. To learn more about ACE's and PYD please search for the following webpages:

Centers for
Disease Control
and Prevention CDC
– Kaiser ACE Study



National Council
of Juvenile and
Family Court Judges
Finding Your ACE Score



The National
Child Traumatic Stress
Network About Child
Trauma



Youth.gov
Positive Youth
Development





Tips for caregivers:

1. Talk about feelings with children.

"You look sad. Are you missing Daddy?" Or, "When you get that angry at little things I wonder if you are also angry at your mom for going to jail?" or, "I wish your dad could have seen you play ball tonight, and I bet you do too."

2. Using age-appropriate language, be as honest with children as possible.

"Mommy won't be coming home for a very long time. It will be four more birthdays (or two more summer vacations)."

3. Remember to keep your feelings separate from each child's.

"We feel different things about this. I am angry at your dad and don't really want to see him, but I want you to go because he's your dad and you love him."

4. Set up family discussion times.

Tuesday night is the family "meeting." Or Wednesday night is "Let's wait for dad's call tonight and talk about how we are all doing with this." Or Saturday morning's breakfast, "Prison and jail talk is off limits." This can be a moment of relief to those who need a break from the subject.

5. Talk about the family's choice to tell others or keep it a secret from certain people.

Let children know why the choice is necessary. Provide plenty of opportunity to talk about it at home.

6. Encourage children to write or talk to their parents whenever possible.

7. Help children start a picture or story that their parent adds to, and then the child adds on, and so on by mailing it back and forth.

8. Read with the children. Encourage your library to include books and pamphlets about children of incarcerated parents in its collection.

9. Get support and help for the children and yourself through friends, clergy or counselors.

By Ann Adalist-Estrin, Children of Prisoners Library, Family and Connections Network. Copyright 2003.

Questions a child might ask when a family member goes to prison

There are no answers that fit all difficult questions that a child may ask. Each circumstance is unique. This toolkit is designed for you to go through the information and pick out what may apply to you.

In most cases, a prison sentence will be another immediate family crisis, the worst-case scenario. Until now, adults and children in the family could hope for a better outcome such as a suspended sentence, deferred imposition of sentence, or a prison alternative. At this point in the process, it is certain that the family member won't be coming home any time soon. On the other hand, if the family member committed crimes against the children or other adults in the family, a prison sentence guarantees a respite from the hurt, perhaps permanently, and might be a relief. Prisons and jails are similar in appearance, but they have different purposes.

Jails are temporary holding facilities operated by cities, counties, and tribal governments. Suspects go to jail after arrest and before a court hearing or trial if they are not granted bond (or bail). Offenders convicted of misdemeanors in Oklahoma may also serve their sentences in local jails, often in the community in which they committed their crimes. Offenders sometimes remain in county jails for months after sentencing.

Prisons in Oklahoma are large, secure facilities designed for felony offenders serving longer sentences. Prisons have more treatment, education, and exercise options than jails. Prisons and jails are a place where people who have been accused or convicted of crimes are confined or incarcerated. Generally, people stay in jail if they are sentenced for less than a year or if they are waiting for their trial. If they receive a sentence for more than a year, they go to prison. People who are incarcerated are often called inmates.

What are jails?

Jails are temporary holding facilities operated by cities, counties, and tribal governments.

What are prisons?

Prisons in Oklahoma are large, secure facilities designed for felony offenders serving longer sentences.

Who goes to jails and prisons?

Prisons and jails are a place where people who have been accused or convicted of crimes are confined or incarcerated.

How long will they stay?

Generally, people stay in jail if they are sentenced for less than a year or if they are waiting for their trial. If they receive a sentence for more than a year, they go to prison.

10 questions a young child might ask

1. When can I see or talk to my family member?



"I will find out what the visiting rules are and help you see him." If you have a family member held in a jail, contact the jail for more information on how to arrange contact.

Each jail has different visitation procedures. Some information can be found on each local jail's website. For prison visiting rules, visit <https://oklahoma.gov/doc.html> and click on "Facilities" at the top of the web page.

2. When is my family member coming home?

"We believe (s)he might come home after two summers," or "after three birthdays," or "when you are 12 years old." Be careful not to give a child a firm date because prison release dates can change for many reasons, including parole (early release) or new criminal charges (extended stay). If you are reasonably certain when the sentence will end, try using a reference date that is important to the child.

3. Will my family member be safe?

"People who work at the prison are called correctional officers. They are much like police officers. They work very hard to make sure that your family member and the others who are incarcerated are safe. You will be safe when you visit."

4. Where will my family member sleep?

"Your family member will sleep in a bed sort of like a camp cot in a small room with a door, called a cell. (S)he will probably share a cell with at least one other person."

5. What will (s)he wear?

"People who are incarcerated wear identical uniforms that look like doctor or nurse 'scrubs.' They also have socks and shoes, provided by the prison."

6. What will (s)he eat?

"The prison serves three meals a day on trays in a cafeteria similar to the one you have at school. Some people in prison eat meals in their cells. They can also buy snacks from a prison shop called a commissary."

7. How will my family member spend his/her time in prison?

"People read books, write letters, and go outside or to a gym for exercise. They attend classes that help them learn how to obey rules, be better parents, stop drinking alcohol or taking drugs, and be less angry. Most prisons have classes for incarcerated parents who want to earn their high school diploma, GED or study for college."

8. What will it be like to visit prison?

Every prison is different. You will be informed about the rules in advance. This is a general answer to help children envision the visit and perhaps lessen their fear: "You will be with me (or other adult caregiver) the entire time. Before we go, the prison will tell us what we can wear and what we can and cannot bring into the prison. Going into the prison will be sort of like going through airport security (if the child has been to an airport). We will be checked to be sure we don't have cell phones or other things that are not allowed in prison. We will visit in a special room with tables and chairs. Most prison visiting areas have books and toys for children to enjoy. Your family member will meet us there."

9. Will anyone hurt us?

"The people who work at the prison will keep us safe. You will not be left alone at any time in the prison. It might be scary at first to be in a prison, but no one will hurt us." Public safety is the top priority at ODOC correctional facilities. Staff will take any action necessary to protect visitors, other staff and those who are incarcerated. Visits include some risks, which staff members will explain to visitors. Young children probably do not need to be told that a prison visit involves risk. However, it might be a good idea to explain that a stranger (security staff) will be touching them during the search.

10. What if I do something wrong? Will I have to go to prison?

"If you do something wrong, you will have a consequence like 'time out' or not riding your bike for three days. You will not go to prison."

Family / Caregivers: Should I apply for this?

If you are taking care of a child whose parent is in jail or prison, you may need assistance. Getting answers to questions and finding services, programs and support can be confusing and overwhelming.

You may be eligible to receive help if you're dealing with the following situations: eviction, lack of food, homelessness, pregnancy, medical issues, utility shut-off, domestic violence, medical emergency, non-receipt of benefits, dental, mental health services, childcare needed due to work, or circumstances which present harm to the client or others.



Low Income Home Energy Assistance Program (LIHEAP)

LIHEAP provides seasonal assistance to low-income households to assist with winter heating and summer cooling costs, and to provide emergency help for some families who have received utility cut-off notices. Apply at your local Oklahoma Human Services (OKDHS) office in December and July for heating and cooling assistance. Check with your local utility company and ask if there are other assistance programs. (<https://oklahoma.gov/okdhs/services/liheap/utilityservicesliheapmain.html>)



Supplemental Nutrition Assistance Program (SNAP)

SNAP (formerly Food Stamps) enables low-income families to buy nutritious food with Electronic Benefits Transfer (EBT) cards. Children may be eligible for SNAP assistance even if their parents are not. If parents are ineligible for SNAP because they are incarcerated, their children may still be eligible for benefits. The child(ren)'s guardian(s) or caregiver(s) may apply on behalf of the child(ren) or may include them as a part of their own SNAP household if they are also participating in the program. Apply at your local OKDHS office (<https://oklahoma.gov/okdhs/services/snap.html>)

Or apply over the phone through Hunger Free Oklahoma's SNAP Hotline. Call toll-free at 1 (877) 760-0114. English and application assistance is available Monday-Friday 8 am to 8 pm and Saturday 9 am to 5 pm. Burmese and Zomi application assistance are available Wednesday-Friday 1:30 pm to 8 pm and Saturday 1 pm to 5 pm.



Summer Meals for Kids

This program offers meals and learning activities for children over the summer months when children are not in school. To find a site near you, visit <https://meals4kidsok.org>



Child Support Services

OKDHS Child Support Services helps to ensure that both parents are providing the financial support their children need. The parent who is not incarcerated may want to apply for TANF. If so, the state may proceed with a child support case when the application is reviewed. You may want to talk to the incarcerated parent about working with the child support office to request a review and adjustment that reflects actual income during the incarceration period. For more information contact your local OKDHS office or (<https://oklahoma.gov/okdhs/services/child-support-services.html>)



Temporary Assistance for Needy Families (TANF)

TANF is a federally funded program for children deprived of support because of a parent's death, incapacity, absence or unemployment. Cash assistance is available to the family on a time-limited basis through TANF. The purpose of this federal program is to provide temporary support in meeting basic needs, training leading to employment, employment services and childcare assistance for qualified families with children. (<https://oklahoma.gov/okdhs/services/tanf/tanfhome.html>)



Child Welfare Services

Child Welfare Services is required to engage parents, including absent and noncustodial parents, in case planning for their children in foster care whenever possible and appropriate even if the parents are incarcerated. For more information contact your local OKDHS office or (<https://oklahoma.gov/okdhs/services/child-welfare-services.html>)

To report child abuse or neglect, call the statewide Child Abuse Hotline at any time, at 1-800-522- 3511 or your local county OKDHS office during business hours. You will be asked to give the child's name, address and specifics about what happened – how they were harmed or neglected.



Child Care Assistance

OKDHS helps to pay for the cost of childcare for children up to age 13 while the parent(s) work or go to school. Application for the program is made through the local county OKDHS office. For information call 1-844-834-8314 or (<https://oklahoma.gov/okdhs/services/adult/ccsubsidy/child-care-subsidy.html>)



Oklahoma Health Care Authority (OHCA)

Many children remain eligible or gain eligibility for Medicaid coverage (SoonerCare) while their parents are incarcerated. The Oklahoma Health Care Authority (OHCA) is responsible for administering the Oklahoma Medicaid Program and oversight of all state purchased health care. For information call the OHCA helpline at 1-800-987-7767 or (<http://www.okhca.org/>)



Oklahoma County Health Departments

Oklahoma currently has county health departments and two independent city-county health departments serving all 77 counties. Each department offers a variety of services, such as immunizations, family planning, maternity education, well-baby clinics, adolescent health clinics, hearing and speech services, child developmental services, environmental health services, and the SoonerStart early intervention program. For information call the Oklahoma State Department of Health at 1-800-522-0203 or (<https://oklahoma.gov/health/locations/countymap.html>)



Women, Infants and Children (WIC) Program

If you are caring for a child between the ages of 0 and 5 you may qualify for the Women, Infants and Children (WIC) program. This program is provided throughout the state in county health departments, clinics, hospitals, and health centers. For more information (<https://oklahoma.gov/health/family-health/wic.html>)



Build Healthy Relationships and Enhance Child Development

The Child Guidance Program at the Oklahoma State Department of Health housed in the Family Support and Prevention Service, aims to build healthy family relationships, and enhance child development. The program provides behavioral health, child development, parent education, and speech-language services. These services are provided on a sliding fee scale based on income and size of family. No one will be turned away for inability to pay. For more information call 405-271-4477, visit your local health department, or go to the Child Guidance Program (<https://oklahoma.gov/health/services/children-family-health/child-guidance-program.html>)



Social Security

Persons convicted of crime and incarcerated for more than 30 continuous days no longer receive social security retirement or disability payments while serving their sentences. But family members eligible to receive a portion of the incarcerated person's benefits should continue receiving payments. For more information call 1-800-772-1213 or (<https://www.ssa.gov/>)



Social Security Cards

You do not have to be the child(ren)'s legal guardian to obtain Social Security cards for them. All U.S. citizens need a copy of their birth certificate or baptismal record. For more information contact the Social Security Administration at 1-800-772-1213, (<https://www.ssa.gov/ssnumber/>) or go in person to your nearest Social Security Office.



Birth Certificates

The Oklahoma State Department of Health Division of Vital Records is responsible for registering every birth. For general information call 405-426-8000 or to get a birth/death certificate go to Birth Certificates. (<https://oklahoma.gov/health/services/birth-and-death-certificates/birth-certificates.html>)

Enrolling children in school

You don't have to be the legal guardian of a child to enroll the child in public school. Children of incarcerated parents may be considered homeless if they are living with a caregiver who is not their parent or court-ordered guardian. For school, children can get assistance for education under the McKinney-Vento Homeless Education Assistance Act.



If you have questions about a child's eligibility under McKinney-Vento or need help accessing services for a student, contact the local public school. (<https://sde.ok.gov/faqs/title-x-part-c-mckinney-vento-homeless-education-frequently-asked-questions>)



If you have a child with developmental disabilities or chronic medical conditions, you or the child may have special questions and need special assistance. Schools are required to assess children with learning disabilities and provide a free and appropriate education. For more information contact the Oklahoma State Department of Education, Special Education Services at 405-521-3351 or (<https://sde.ok.gov/special-education>)



Enrolling Children in Head Start and Early Head Start

These programs provide a comprehensive program of childcare, education, health, mental health, nutrition, parent involvement and services for children with disabilities. Early Head Start is for children from birth to age 3; Head Start is for children age 3-5. Eligibility is based on family income and other criteria. For more information (<https://okacaa.org/headstart/programs/>)



Reduced-Price/Free Breakfast or Lunch

You can apply for this program at any time during the school year, but keep an eye out for the application, which may be sent home with the child during the first week of school. For more information contact your local school district or (<https://sde.ok.gov/child-nutrition-programs>)

Homelessness resources

Pivot



The Homeless Alliance



Oklahoma Department of Education: Homeless Liaison Directory



Sisu Youth Services



If using the print version of this toolkit, please search for the names of the webpages provided in each box.

Additional Oklahoma programs and agencies offering services and supports to families



Oklahoma 2-1-1 Helpline

Resources for food, clothing, shelter, and financial assistance can be found at Oklahoma 2-1-1. It is a free and confidential community helpline available 24 hours a day, seven days a week. 2-1-1 helps people access information they need to navigate the ever increasing and complex array of human services. For community, housing and financial assistance resources dial 2-1-1. (<https://csctulsa.org/211-oklahoma/>)



Birthright Living Legacy

The mission of Birthright Living Legacy is to celebrate and support fathers by equipping them with the tools and resources to lead successful families. The organization connects fathers through community events and workshops designed to improve parent-child relationships. In addition, Birthright Living Legacy provides support and counseling to fathers while working to creating a strong community of fathers dedicated to breaking negative parent cycles. (<https://brlivinglegacy.com>)



Salvation Army

The Salvation Army operates service centers in communities across Oklahoma. Services include food distribution, children's programs, disaster relief, rehabilitation centers, and more. (<https://www.salvationarmyusa.org/usn/>)



Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS)

For information about drug/alcohol dependence and prevention, call the Reach Out Hotline at 1-800-522- 9054 or (<https://oklahoma.gov/odmhsas.html>). Teens can talk to a peer who is trained to assist callers with any concerns including drugs and alcohol by contacting Teenline at 1-800-522-8336, between the hours of 3pm and midnight.



University of Oklahoma Center on Child Abuse & Neglect

The Center on Child Abuse and Neglect offers assessment and treatment for children who have been abused or neglected, adolescent sex offenders, and women and the children of women who used inappropriate substances during pregnancy. They also provide assessments for children at high-risk for abuse or neglect. For more information call 405-271-8858 or (<https://medicine.ouhsc.edu/Academic-Departments/Pediatrics/Sections/Developmental-Behavioral-Pediatrics/Patient-Care/Center-on-Child-Abuse-and-Neglect>)



Oklahoma Partnership for School Readiness (OPSR)

OPSR was created to help Oklahoma families access the early care and education, family support, and health and mental health services they need to support their children during the most critical period of development from birth to age five. OPSR facilitates collaborative planning and decision making to increase coordination between programs, to maximize the use of public and private funding, and to pursue policies that improve learning opportunities and environments for Oklahoma's children. (<https://okschoollreadiness.org>)



The Oklahoma Association of Youth Services

Oklahoma Youth Services Agency provides counseling, mentoring, first offender programs, shelters, intervention centers, and youth services. (<https://www.oays.org/>)

Oklahoma Association of Community Action Agencies



Community Action Agencies are locally governed non-profit organizations that work to improve the lives of low-income individuals by creating opportunities for increased self-sufficiency and greater participation in the community. Community Action Agencies serve all 77 counties in Oklahoma. For more information call 405-949-1495 or (<http://okacaa.org/>)



Oklahoma Commission on Children and Youth (OCCY)

The Oklahoma Commission on Children and Youth works to improve services to children through planning, coordinating, and communicating with communities and between public and private agencies; independent monitoring of the children and youth service system; and testing models and demonstration programs for effective services. For more information call 405-606-4900 or (<https://www.oklahoma.gov/occy>)



Calm Waters

Help for children and families in their grief journey caused by death, divorce or other significant loss. For more information call 405-841-4800 or (<https://www.calmwaters.org/>)



Goodwill Industries of Central Oklahoma

Goodwill Industries of Central Oklahoma helps people overcome challenges to employment through its little to no cost micro credential programs or no cost employment programs for youth, veterans and re-entry populations. After completion of Goodwill programs, clients have an opportunity to speak with employment specialists to help find a job. (<https://okgoodwill.org/reentry-preparation-program/>)



Warmline for Oklahoma Child Care Providers

The Warmline for Oklahoma Child Care Providers coordinated by the Oklahoma Department of Human Services offers free telephone consultation on numerous topics of concern from providing support, practical advice and resources about parent-child relationships and the behavior and development of children from infants to teens. Consultants answer the Warmline Monday through Friday from 8 a.m. until 5 p.m. For more information call 1-888-574-5437 or (<https://oklahoma.gov/health/services/children-family-health/child-guidance-program/child-care-warmline.html>)



Oklahoma Court Appointed Special Advocate (CASA)

The child may have a court appointed CASA volunteer. The CASA volunteer's role is to ensure that the rights of the child are represented in all proceedings. (<https://oklahomacasa.org/>)



Oklahoma Child Care Resource & Referral Association (OCCRRA)

The OCCRRA is an organization devoted to serving communities statewide in ways that enhance Oklahoma's childcare resources. Information is available on training, as well as listings of licensed childcare facilities, with links to local childcare resource and referral agencies. For more information, call 1-888-962-2772 or (<https://www.oklahomachildcare.org/>)



Oklahoma Department of Corrections (ODOC)

A quick FAQ reference for Oklahoma prisons is available by visiting (<https://oklahoma.gov/doc/offender-info/frequently-asked-questions1.html>)



Oklahoma Indian Tribe Education Guides

A comprehensive list of education guides for Oklahoma Indian Tribes is available (<https://sde.ok.gov/tribe-education-resources>)



Oklahoma Native American Resource Guide

The Oklahoma Digital Prairie provides the Native American Resource guide with a list of programs and resources by visiting (<http://www.digitalprairie.ok.gov/cdm/ref/collection/stgovpub/id/23317>)



Oklahoma Tribal Behavioral Health Resource Directory

A list of tribal behavioral health resources can be found at <https://oklahoma.gov/content/dam/ok/en/oja/documents/2018%20Tribal%20Behavioral%20Health%20Directory%202.pdf>



Hispanic Resource Center; Tulsa City-County Library

Provides the opportunity to learn about Latino history and culture. Strengthening cultural and community connections is a protective factor. (<https://www.tulsalibrary.org/locations/visit-the-hispanic-resource-center>)



Latino Community Development Agency

Resources are available to help strengthen families about protective factors and community resources. (<https://lcdaok.com>)

Mentoring, supports, and youth organizations



Big Brothers Big Sisters of Oklahoma (BBBSOK)

Big Brothers Big Sisters of Oklahoma's mentoring programs are designed to create positive, measurable outcomes for youth, including educational success, avoidance of risky behaviors, higher aspirations, greater confidence, and better relationships. BBBS match children (called Littles) with caring adult role models (called Bigs). Bigs share experiences with Littles that expand their world in new ways. BBBSOK services are available in the metro areas of Bartlesville, Norman, Oklahoma City, Shawnee, Stillwater, and Tulsa. For more information, (<https://bbbsok.org/>) or call 918-744-4400.



Girl Scouts

Girl Scouts is an organization that promotes leadership, success, and adventure in a safe, no-limits environment designed by girls for girls. Girl Scouts aims to develop a strong sense of self, positive values, learning from setbacks, healthy relationships, and problem-solving skills. Girl Scouts participation is available to youth in grades K-1 (Daisies), 2-3 (Brownies), 4-5 (Juniors), 6-8 (Cadettes), 9-10 (Seniors), and 11-12 (Ambassadors). For more information or to find a local Girls Scout program (<https://www.girlscouts.org/>)



Girl Scouts Beyond Bars of Oklahoma

Girl Scouts of Eastern Oklahoma The Girl Scouts Beyond Bars program works with girls with incarcerated mothers, providing support and transportation to visit and maintain contact. For more information call 918-749-2551 or toll-free 800-707-9914 or (<https://www.gseok.org/en/activities/girl-scouts-beyond-bars.html>)



Boys & Girls Clubs of America (BGCA)

The Boys & Girls Clubs of America provides safe places for children to grow and thrive, engaging programs focused on academics, health, and leadership, and trained staff who guide, coach, and motivate kids to be successful. Programs are available for age groups 6 to 9, 10 to 12, 13 to 15, and 16+ years. To locate your nearest Boys and Girls Club call 404-487-5700 or (<https://www.bgca.org/>)



Scouts BSA

Scouts BSA offers a variety of programs including: Cub Scouts for youth grades K-5, Scouts BSA for youth 11-17 years old, Venturing Co-ed 14-20 years old, Sea Scouting Co-ed 14-20 years old, and Exploring Co-ed 10-20 years old. (<https://www.scouting.org/>)

Being a Cub Scout means you are a member of a worldwide youth movement that stands for certain values and beliefs. Young people of different ages have different ranks in Cub Scouting from Tiger Cub (age 7) to Webelos Scout (age 10). (<https://www.scouting.org/programs/cub-%20scouts/>)



4-H Youth Development

This program is for grades 3rd-12th can participate and provides kids with community, mentors, and learning opportunities to develop skills they need to create positive change in their lives and communities. A few of their activities include gardening, science, agriculture, arts, STEM, healthy living, civic engagement and more. (<https://4-h.org/>)



Grandparents Raising Grandchildren

Several services are available to grandparents raising grandchildren (and other relatives serving as guardians). To learn about services, resources or to receive a copy of "Starting Points for Grandparents Raising Grandchildren," contact your local Area Agency on Aging 1-800-211-2116 or (<https://oklahoma.gov/okdhs/services/aging/grandfamilies.html>)



Angel Tree

Angel Tree Camping provides religious ministry and support to the children and families of the incarcerated by distributing holiday gifts to their children and providing a children's camping program. (<http://www.angeltree.org>)



New Hope Oklahoma

New Hope is a non-profit organization dedicated to providing life skills development and social and emotional support services for children of the justice-involved across Oklahoma. New Hope offers high-quality, free programming in schools, led by licensed behavioral health professionals and certified teaching staff. Programs are primarily embedded within school sites, but also can be embedded in community centers and churches during the after-school hours. In addition to after school programs, New Hope offers free residential summer campus for qualifying youth ages 9-14 years and day camps for youth ages 5-8 years during the summer months. (<https://newhopeoklahoma.org/>)



New Day Camp

New Day Camp provided through the Criminal Justice and Mercy Ministries of Oklahoma (CJAMM) is for children who have at least one incarcerated parent and are 8 to 11 and 12 to 14 years old. The camp is hosted at Lake Texoma and includes activities to address the special needs this group of young people may have. office@cjamm.org (<https://www.cjamm.org/newdaycamp/>)



Little Light Ministries Christian School

Little Light Christian School is a non-traditional elementary school serving children in grades K-6 who have a parent who has been or is now in jail or prison. (<https://littlelightschool.org/>)



Oklahoma Messages Project

The Oklahoma Messages Project films parents in prison reading books for their children to maintain and improve the parent-child relationship, boost literacy, and improve the child's social, emotional, and educational outcomes. The DVDs are mailed to the child(ren) with the book or poems on the video. (<https://okmessagesproject.org/>)



Oklahoma Family Network (OFN)

The Oklahoma Family Network is Oklahoma's parent-to-parent mentorship network for those raising children with special medical needs, developmental delays, or a disability. OFN provides support to families through parent-to-parent mentorship and educational training. Call 1-877-871-5072 or (<https://oklahomafamilynetwork.org/>)

Internet links

The Oklahoma Children of Incarcerated Parents Advisory Committee provides these Internet links as a service to caregivers. If you do not have access to the Internet, try your local library or ask a friend to print materials from a home computer.

Other Toolkits and Guides:

United States
Department of Justice
National Institute of
Corrections Children of
Incarcerated Parents



Promising Practices
Toolkit: Working with
Drug Endangered Children
and their Families



National Center for
Homeless Education



The National Resource
Center on Children
and Families of the
Incarcerated



Youth.Gov Children
of Incarcerated Parents
Tools, Guides, & Resources



Sesame Street
Resources



Faith-Based Organizations

Office of Community
and Faith Engagement
(State of Oklahoma)



Criminal Justice and
Mercy Ministries of
Oklahoma, Inc. (CJAMM)



Prison Fellowship
Ministries



If using the print version of this toolkit, please search for the names of the webpages provided in each box.

Reading lists and videos for children, caregivers and providers

The following books were written to help children understand the experience of having a mother or father in prison or jail. When a parent, counselor or caregiver reads these books to children, it can help create the opportunity to talk more about the child's feelings to help them process and cope.

Rocky's Road: A Coloring Book for Children of Incarcerated Parents

Author: Dr. Janice M. Beal (2014)

Daddy's Big House

Author: Corey Beauford and Marilyn Garin (2014)
Little Jo Joe visits his dad in his new big house.

Finding the Right Spot: When Kids Can't Live with Their Parents

Author: Janice Levy (2004)

A story of resilience and loyalty hope and disappointment, love, sadness, and anger too.

Kennedy's Big Visit

Author: Daphne Books (2015)

Little Kennedy is excited to visit her father again.

Knock Knock My Dad's Dream for Me

Author: Daniel Beaty (2013)

A father and son share a special bond and then one day dad does not come home, and no one talks about it. Later, the son receives a letter from his dad. Their special relationship continues.

Tell Me About When Mom and Dads Go to Jail

Author: Judi Goozh and Sue Jeweler (2018)

This book explains what jail is like and why some people have to go there, while reassuring children that their parent loves them, is safe, and is working hard to come home again.

The Night Dad Went to Jail: What to Expect When Someone You Love Goes to Jail

Author: Melissa Higgins (2013)

A little rabbit who loves to draw learns how to make it through the scary, sad, and mad times.

Welcome Home: Mommy Gets out Today

Author: Jamantha Williams Watson (2015)

This story aids youth who are experiencing the return of a parent who has been incarcerated.

What do I Say about That? Coping with an Incarcerated Parent

Author: Julia Cook (2015)

This book takes a unique look at the internal struggles a child faces when a parent is incarcerated. It explores and validates the roller coaster journey of emotions that children of incarcerated parents endure. It also gives insight to the process of healing and coping.

What will happen to me?

Author: Howard Zehr (2010)

This book brings together photographic portraits of 30 children whose parents are incarcerated, along with their thoughts and reflections, in their own words. It includes ten questions often asked by children with a parent in prison.

When Dad was Away

Author: Liz Weir and Karin Littlewood (2013)

This is a gentle and sensitive story showing how one family comes through a difficult time of separation.

A Terrible Thing Happened

Author: Margaret Holmes (Magination Press, 2000)

His gently told and tenderly illustrated story is for children who have witnessed any kind of violent or traumatic episode...an afterword for parents or caregivers offers extensive suggestions for helping traumatized children.

My Daddy is in Jail

Author: Janet Bender (Youth Light Inc., 2008)

This is a long overdue resource for helping children cope with the incarceration of a loved one. It includes a read-aloud story, discussion guide and optional small group counseling activities.

What is Jail, Mommy?

Author: Jackie Stanglin (Lifevest Publishing, 2006)

"One day after visiting...a little girl blurted out to her mother in frustration, 'What is jail anyway and why can't Daddy be home with us?'"



Empowering Children of Incarcerated Parents

Author: Stacey Burgess, Tonia Caselman and Jennifer Carsey (2009) A workbook for children in grades 2-6 for counselors, social workers, psychologists, and teachers who work with children who have a parent in jail or prison. Designed to be used with students individually or in small groups.

Visiting Day

Author: Jacqueline Woodson (Scholastic Press, 2002) This book follows the experiences of a young girl and her grandmother who take the bus to visit her father in prison. This book has rich illustrations and features an African American family.

Mama Loves Me from Away

Author: Pat Brisson (Boyds Mills Press, 2004) A heartbreaking yet loving story about a mother and a child separated by a prison, and how they try to stay in touch despite the physical distance between them.



Little Children, Big Challenges: Incarceration

This Sesame Street program includes videos for the kids to watch, materials to read, and worksheets that can be printed on your home printer. There are also materials for parents and caregivers. (<https://sesamestreetincommunities.org/topics/incarceration/>)

The Prison Alphabet: An Educational Coloring Book for Children of Incarcerated Parents

Author: Dr. Bahiyyah Muhammad (2014)

This book is divided into two sections. The first section is a coloring book and uses the letters of the alphabet to explain in a child-friendly manner what life is like inside a prison using terms associated with incarceration. The second section contains a discussion guide to help caretakers and counselors explain parental incarceration to a young child.

A Sentence of Their Own

A film by Edgar Barends (2001). "Chronicles one family's annual pilgrimage to a New Hampshire state prison, revealing the damaging impact incarceration has on families."



Bill of Rights for Children of Incarcerated Parents

San Francisco Children of Incarcerated Parents Partnership. (http://sfonline.barnard.edu/children/SFCIPP_Bill_of_Rights.pdf)

Resources for policymakers



Safeguarding Children of Arrested Parents: Bureau of Justice Assistance U.S. Department of Justice: (<https://bja.ojp.gov/sites/g/files/xyckuh186/files/Publications/IACP-SafeguardingChildren.pdf>)



Child Welfare Information Gateway (<https://www.childwelfare.gov/>)



The Echoes of Incarceration Projects: Young filmmakers with incarcerated parents created a film about their experience. (<https://www.echoesofincarceration.org/>)



Caring Through Struggle: Caregivers of Children with Incarcerated Parents. (<https://www.youtube.com/watch?v=4uGikgx6QTW>)



Keeping Children Safe when their Parents are Arrested: Local Approaches that Work (<https://www.ojp.gov/ncjrs/virtual-library/abstracts/keeping-children-safe-when-their-parents-are-arrested-local>)



Children of Incarcerated Parents, National Conference of State Legislatures, Steve Christian, March 2009. (<https://www.ncsl.org/documents/cyf/childrenofincarceratedparents.pdf>)



Every Door Closed: Barriers Facing Parents with Criminal Records / Amy E. Hirsch, et al., Center for Law and Social Policy, Community Legal Services, 2002, (<https://www.clasp.org/publications/report/brief/every-door-closed-barriers-facing-parents-criminal-records>)



Children of Incarcerated Parents: An Action Plan for Federal Policymakers Justice Center, The Council of State Governments, 2009 (<https://www.ojp.gov/ncjrs/virtual-library/abstracts/children-incarcerated-parents-action-plan-federal-policymakers>)



Parents in Prison and Their Minor Children, The Bureau of Justice Statistics Report Glaze, L. and Maruschak, L., August 2008, revised March 2010, (<https://bjs.ojp.gov/content/pub/pdf/pptmc.pdf>)



Oklahoma Study of Incarcerated Mothers and Their Children – 2014 Author: Susan F. Sharp, Ph.D., David Axlyn McLeod, Ph.D, MSW, Melissa S. Jones, MA, (<https://oklahoma.gov/content/dam/ok/en/occy/office-of-planning-and-coordination/2014-Oklahoma-Study-of-Incarcerated-Mothers-and-their-Children.pdf>)



Oklahoma Children of Incarcerated Parents Advisory Committee / Oklahoma Commission on Children and Youth (<https://oklahoma.gov/occy/meetings/children-of-incarcerated-parents-meetings.html>)



The Effects of Childhood Stress on Health Across the Lifespan (US DHHS CDC, 2008) This report succinctly summarizes the short and long-term effects on children of chronic and/or severe stress, including incarceration of a family member. Data focuses on the results of the Adverse (<https://stacks.cdc.gov/view/cdc/6978>)



Oklahoma Study of Incarcerated Mothers and Their Children Phase 1, 2 and 3 Author: Susan F. Sharp, Ph.D., Study of Incarcerated Women and Their Children in Oklahoma, October 2004, 2005, (<https://www.ojp.gov/ncjrs/virtual-library/abstracts/oklahoma-study-incarcerated-mothers-and-their-children-phase-ii>)

Books for caregivers and service providers

Empowering Children of Incarcerated Parents

Author: Stacey Burgess, Tonia Caselman, Jennifer Carsey (Youth Light, 2009) This book is for counselors, social workers, psychologists, and teachers who work with children ages 7-12 who have a parent who is in jail or prison.

When a Parent Goes to Jail: A Comprehensive Guide for Counseling Children of Incarcerated Parents

Authors: Rebecca Yaffe and Lonnie Hoade (Rayve Productions Inc., 2000) "This book could be used with individuals or small groups of children in therapeutic settings, but it also has a place on the shelf of every school and public library...to help children discuss and come to terms with having a parent in jail." This is a book to read with children to help them understand their parent's situation and their feelings.

Loss, Trauma and Resilience: Therapeutic Work with Ambiguous Loss

Author: Pauline Boss (Norton, 2006) "Pauline Boss insightfully sees traumatic loss as a relational disorder and not an individual pathology. At a time when the violence and losses of war, terrorism and natural disasters [as well as the ambiguous loss of parents by children of the incarcerated] increasingly threaten to unravel the social fabric of entire communities, clinicians and humanitarian workers alike will welcome Boss's clear guidelines for strengthening connections in families to better cope with the stress of such ambiguous and difficult situations and find new sources of meaning and hope."

Children of Incarcerated Parents

Editors: Katherine Gabel and Denise Johnston (Lexington Books, 1995) "Children of criminal, jailed or imprisoned parents have long been identified as being at high risk for juvenile delinquency...this one-of-a-kind book outlines for professionals working with these children the optimum time to provide intervention following significant trauma, and shows that direct preventative and early intervention services to children of offenders can help them."

Family Arrested

Author: Ann Edenfield (Americana, 2002) This is a highly useful summary written for families by a woman who had her husband incarcerated for many years. It offers tips for families on how to survive economically and emotionally.

Mothering from the Inside: Parenting in a Woman's Prison

Author: Sandra Enos (SUNY Press, 2001) This book reveals how inmate mothers find places for their children to live, manage relationships with caregivers, demonstrate their fitness as mothers and negotiate rights to their children under challenging circumstances. It illustrates the impact of race, ethnicity, and marginality.

Prisoners Once Removed: The Impact of Incarceration and Re-entry on Children, Families and Communities

Editors: Jeremy Travis and Michelle Waul (Urban Institute Press, 2003) Addresses the difficult issues of parenting behind bars and fostering successful family relationships after release.

Loving Through Bars: Children with Parents in Prison

Author: Cynthia Martone (Santa Monica Press, 2005) Offers a searing and poignant view of some of the estimated 2.3 million children in the United States who have a parent in prison, presenting their particular plights through a series of powerful stories.

Doing Time Together: Love and Family in the Shadow of Prison

Author: Megan Comfort (University of Chicago Press, 2008) "Doing Time Together vividly details the ways that prisons shape and infiltrate the lives of women with husbands, fiancés and boyfriends behind bars. Megan Comfort spent years getting to know women visiting men at San Quentin State Prison...tangling with the prison's intrusive scrutiny and rigid rules turns these women into quasi-inmates, eroding the boundary between home and prison...yet Comfort also finds that with social welfare weakened, prisons are the most powerful public institutions available to low-income women struggling to overcome untreated social ills...."

All Alone in the World

Author: Nell Bernstein (New Press, 2005) This groundbreaking book by an author who grew up with an incarcerated father includes stories and perspectives from families and children affected by incarceration, in addition to suggestions for policymakers and social service providers.

Research and information for providers



Childhood Loss and Behavioral Problems: Loosening the Links

(Viboch, Vera, 2005) This article explains the connection between parental incarceration and child misbehavior. The effects of grief and loss, responding effectively to children's feelings of loss, helping kids understand parental incarceration, and fostering stability and security for children are presented. (<https://www.vera.org/publications/childhood-loss-and-behavioral-problems-loosening-the-links>)



Broken Bonds: Understanding and Addressing the Needs of Children with Incarcerated Parents

(Vigne, Davies, Brazzell, Urban Institute, 2008)

This report summarizes the impacts that the changes in daily life related to the incarceration of a parent brings to a family including the emotional and behavioral impacts on children and protective factors that help children build resilience. (<https://www.urban.org/sites/default/files/publication/31486/411616-Broken-Bonds-Understanding-and-Addressing-the-Needs-of-Children-with-Incarcerated-Parents.PDF>)



The Antisocial Behavior of the Adolescent Children of Incarcerated Parents: A Developmental Perspective

(Eddy and Reid, OSLC, 2002)

This study summarizes the relationship between a parent's criminality and the antisocial behaviors of adolescents with incarcerated parents, the behaviors and symptoms that children and youth display when a parent is incarcerated, the effect of education programs in prison for parents, and effective interventions that can assist adolescent children of the incarcerated. (<https://aspe.hhs.gov/reports/antisocial-behavior-adolescent-children-incarcerated-parents-developmental-perspective-0>)



Families Left Behind: The Hidden Costs of Incarceration and Reentry

(Travis, McBride, Solomon, Urban Institute, 2005)

Oriented towards social service providers, this report summarizes the effects of parental incarceration on children including how imprisonment alters family dynamics, the challenges and benefits of visitation and contact, challenges of reunification, reintegration, and the role that families have in providing support and stabilization. (<https://www.urban.org/sites/default/files/publication/50461/310882-Families-Left-Behind.PDF>)



Parents In Prison: Why Keeping Low-Level Drug Offenders in Prison Hurts Kids, and What the Justice Department is Doing to Help

Author: Child Trends, August 22, 2013, (<http://www.childtrends.org/parents-in-prison-why-keeping-low-level-drug-offenders-in-prison-hurts-kids-and-what-the-justice-department-is-doing-to-help/#sthash.0I5fPdnP.pdf>)



Mean Lives, Mean Laws: Oklahoma's Women Prisoners, Sharp, S.F. & Juanita Ortiz (Contribution by) (2014). (<https://www.degruyter.com/document/doi/10.36019/9780813562773/html>)

(<https://www.degruyter.com/document/doi/10.36019/9780813562773/html>)



Children's antisocial behavior, mental health, drug use, and educational experience after parental incarceration: A systematic review and meta- analysis. Murray, J., D.P. Farrington, & I. Sekol (2012) Psychological Bulletin 138(2): p. 175-210. (<https://pubmed.ncbi.nlm.nih.gov/22229730/>)

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(<http://www.bjs.gov/content/pub/pdf/p12ac.pdf>)



The Effects of Childhood Stress on Health across the Lifespan

This report succinctly summarizes the short and long-term effects on children of chronic and/or severe stress, including incarceration of a family member. Data focuses on the results of the Adverse Childhood Experience (ACE) Study. (<https://drum.lib.umd.edu/handle/1903/22891>)



Parental Incarceration and Child Wellbeing in Fragile Families

This paper summarizes an extensive study of urban families with an incarcerated parent, including effects on economic outcomes, family stability and child development. (<https://fragilefamilies.princeton.edu/sites/fragilefamilies/files/researchbrief42.pdf>)



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Parents in prison and their minor children, Bureau of Justice Statistics Special Report,

Glaze, L.E. & L.M. Maruschak (2008). , retrieved August 15, 2013 from (<http://www.bjs.gov/content/pub/pdf/pptmc.pdf>)

National Organizations



There are many national organizations that provide support or information.

Hope House
Resources for
Children of Prisoners



ASU Center of
Child Well-Being



Prison Talk: An Online
Community for Families of
Prison Inmates
(Facebook)



The National Institute
of Corrections' Resources
Relating to Children of
Inmates



Offender Preparation
and Education
Network Inc. (OPEN)



National Center
for Fathering



If using the print version of this toolkit, please search for the names of the webpages provided in each box.

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6. A Behavioral Health Toolkit for Providers Working with Children of the Incarcerated and their Families. (Washington State Department of Social & Health Services, 2009)
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Notes



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A digital version of this publication is available through the agency's website at www.Oklahoma.gov/occy.

Feature Parent Success Story

Parent Promise, Oklahoma County

Mr. Wayne Kairo

Julestria

Mr. Wayne was introduced to Parent Promise during a volatile and crucial time in his family. His niece, Julestria was initially referred to PAT by another Parent Promise Program called [Right Track](#). Shortly before she could be enrolled, her baby, Kairo was removed from by Child Welfare due to abuse by his father. Mr. Wayne stepped up to be the kinship foster placement in an effort to keep some normalcy in Kairo and Julestria's life.

Being a new parent and not knowing what to expect, Mr. Wayne was hesitant to enroll in Parents as Teachers. He was already overwhelmed with home visits from other social service agencies as he was now the primary caregiver for Kairo. Mr. Wayne's Parent Educator Christy recognized his stress and made sure he saw her as a source of support, so she asked Mr. Wayne if they could meet once, then go from there. Mr. Wayne confided "I don't have a clue on how to raise a newborn baby, let alone a baby with special needs." Kairo suffered a head trauma, and as a result his cognitive and physical development was delayed. Mr. Wayne decided that he wanted help and trusted Christy, and so began his journey with Parent Promise. As time went on and more visits were completed, Mr. Wayne got comfortable, and his trust grew with Christy. She provided adjusted developmental information and screenings, basic childcare needs and parent-child interaction information to help him learn how to care for his nephew. She also provided Mr. Wayne with child health education, family goal setting, home safety, and concrete supports. Christy shared "Mr. Wayne never asks for anything, but is so grateful when I bring Kairo clothes or an extra book."



"I'm so happy for Miss Christy to a part of our family!" – Mr. Wayne

Christy shared that Mr. Wayne understood the importance of Julestria in Kairo's life and invited her to participate in visits so she can experience Kairo's growth and milestones. In July 2022, Mr. Wayne officially adopted Kairo, stating "Christy helped me gain the skills I needed to be a great provider to Kairo and the confidence to proceed with adoption." He also said, "I appreciate Miss Christy for helping, encouraging, guiding, loving, supporting, patience and thoughtfulness." Christy shared "It felt like a lifetime to get this family where they are but I have worked hard to be his cheerleader, and to keep him going to do his BEST!"

"Working with families and children is a passion that I truly enjoy."

I love building strong relationships that strengthen the family's dynamic and emotional health. I feel like working with Mr. Wayne validates this and helps me know I am doing good work!"
– Christy, Parent Educator serving Oklahoma County

“

I was
equipped
with the
tools to meet
the
challenges I
face.

WAYNE

**PARENT PROMISE
CLIENT**



parent
promise



Prevent Child Abuse
Oklahoma™

**DIRECTOR'S REPORT
OCCY COMMISSION MEETING
January 13, 2023**

PERSONNEL

Business Manager: This position remains vacant and has been posted again. The posting closes in mid-January.

Community Planner: Nicole George resigned from the Office of Planning and Coordination. She will be missed. The position has been posted and will close in mid-January.

FINANCES

General Budget Monitoring: Monthly finance meetings with the OMES and OCCY staff continue, however with new staff. Megan Patton will now be serving as our OMES Finance Manager. Welcome Megan! We thank Brandy Bahm for working with us and wish her much success in her new position with the Oklahoma Indigent Defense System. ***(Please see report in Commissioner Packet.)***

OCCY PROGRAM HIGHLIGHTS

Post Adjudication Review Board - PARB (Keith Pirtle)

Plans are underway for a PARB pre-institute at the annual Oklahoma Child Abuse and Neglect Conference in April. Mr. Pirtle and the planning committee have been working to create a meaningful day for PARB members full of relevant trainings and presentations.

Oklahoma Child Death Review Board – CDRB (Lisa Rhoades)

Congratulations to the CDRB staff for making huge strides in preparing cases and assuring that cases are reviewed. Having three staff as opposed to one has made a tremendous difference – as the below chart shows. The blue line represents the number of cases prepared for review per year (staff's efforts). The orange line represents the number of cases reviewed and closed per year (board members' efforts). Note: Cases may not be closed in the same year the death occurred.



Children's Justice Act Grant: Upcoming Trainings (Brittany Gassner, Makala Pittman)

For more information about the below trainings and/or how to register, please contact Makala Pittman at (405) 606-4903 or makala.pittman@occy.ok.gov.

1. It Takes a Team to Protect a Child: child Protection Team Investigation Strategies

Presenter: Detective Michael Johnson

Date: January 12, 2023

Format/Location: In-person in Ada, Oklahoma

2. ChildFirst Oklahoma: Interviewing Children and Preparing for Court

Presenters: Maria Rosales-Lambert, Oklahoma Interviewing Services, Inc.; Vicki Boan, MHR, Oklahoma Interviewing Services; Holly Chandler, The Saville Center for Child Advocacy; Andi Hamilton, Oklahoma State Bureau of Investigations; Jaclyn Rivera and Lori McConnell, District Attorney's Office #7

Date: January 30 – February 3, 2023

Format/Location: In-person in Oklahoma City

Foster Youth Matters/Foster Parent Voices (Mark James and Tina Pendergraft)

	# of Youth Complaints		# of Foster Parents Complaints
July 2021	41		6
August 2021	42		22
September 2021	35		14
October 2021	37		9
November 2021	30		18
December 2021	24		16
January 2022	28		9
February 2022	24**		14**
March 2022	26		17
April 2022	21		16
May 2022	46		10
June 2022	12		41
July 2022	18		41
August 2022	14		29
September 2022	19		32
October 2022	14		28
November 2022	42		11
December 2022	37		13

TOTALS	# of Foster Youth Complaints		# of Foster Parent Complaints
SFY19	183*		180
SFY20	395		178
SFY21	405		182
SFY22	366		192
SFY23 YTD	144		154

*Program started in November 2018 (SFY19)

** In previous reports, the foster parent and foster youth numbers for the month of February were transposed.

Respectfully submitted,

Annette Wisk Jacobi

Annette Wisk Jacobi
OCCY Executive Director

January 13, 2023
Date



Office of Child Abuse Prevention

State Fiscal Year Annual Report

2022

www.health.ok.gov

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Overview:

Mission

The Office of Child Abuse Prevention's (OCAP) mission is to promote health and safety to children and families by reducing child abuse and neglect through the funding of direct services; the training of professionals that work in the child abuse prevention and protection arenas; and conducting activities that educate the public about child maltreatment and enhance the infrastructure that supports prevention efforts.

History

The OCAP was created in 1984 by the Oklahoma Child Abuse Prevention Act, Title 63, O.S. Section 1-227.1. The Act declared prevention of child maltreatment as a priority in Oklahoma. Recognizing child abuse and neglect as a significant public health issue, the legislature placed the OCAP at the Oklahoma State Department of Health – emphasizing the importance of prevention rather than “after-the-fact” intervention. In 1995, the OCAP in partnership with Oklahoma State University began researching home visiting as an effective prevention strategy. The Health Families America Model was implemented in Oklahoma to provide such services, and in 2016, the decision was made to transition to the Parents as Teachers (PAT) Model. The PAT Model allowed a broader enrollment criteria and universal access to all Oklahoma families.

Program Costs

The state expenditure per family for PAT during SFY 2022 was \$3,038. This amount was calculated by dividing the total contract expenditures of \$1,752,798 by the total number of unduplicated families participating in PAT. During SFY 2022, a total of 577 families received at least one home visit. Nine contracts serving 28 counties provided home visitation services to families during SFY 2022.

Parents as Teachers Eligibility Criteria

Referrals to local PAT Programs come from a variety of sources including [Women, Infants, and Children](#) (WIC) clinics, the [parentPRO](#) free telephone referral line, the [Oklahoma Department of Human Services](#) (OKDHS), and most often friends and family. Participation in PAT is voluntary and the families may remain actively engaged in services until their child completes kindergarten.

Activities of the Office:

Quality Assurance Site Visits

The Office of Child Abuse Prevention provides on-site technical assistance to assist Contractors with implementation of the PAT Evidence-Based Home Visiting Model as well as adherence to the OCAP policies and procedures and the provisions of the contract. The goal of the quality assurance site visit is to increase quality assurance in program delivery through:

- Reviewing program documentation to ensure contract compliance
- Identifying technical assistance needs
- Providing onsite consultation, technical assistance, and training to program staff
- To continue to build on the positive working relationship between staff at the Contractor Site and the OCAP.

Upon completion of the site visit, a monitoring plan is shared with the Contractor Site that addresses strengths as well as any challenges meeting the contractual and/or PAT Model requirements. If a formal recommendation is issued, Contractor Sites will develop a Success Plan and action steps to address areas of deficiencies.

Legislative Updates

In 2019, the first session of the 57th Legislature passed House Bill 1061 (HB1061) and Senate Bill 742 (SB742). These bills relate to the Child Abuse Prevention Act by providing for dissemination of new information in the 2021 Child Abuse Prevention Annual Report.

Below is information provided by Oklahoma Department of Human Services in regards to HB1061 for the number of individuals whose parental rights have ever been terminated and number of children born to an individual whose parental rights have ever been terminated.

Distinct Count of Children	Distinct Count of Parents	Total Count of Terminated Parental Rights
2,557	2,233	3,607

The Office of Child Abuse Prevention was unsuccessful in obtaining the information related to truancy in schools in regards to SB742 from the State Department of Education but will continue to work in collaboration with the State Department of Education in order to provide the data in future reports.

Continuous Quality Improvement Projects

A Continuous Quality Improvement Project (CQI) is a formal approach to the analysis of performance and systematic efforts toward improvement. These efforts can seek “incremental” improvement over time or “breakthrough” improvement all at once. The tool that is used by the OCAP for CQI is a four-step quality model, the Plan-Do-Check-Act process (PDCA):

- Plan: Identify an opportunity and plan for change
- Do: Implement the change on a small scale
- Check: Use data to analyze the results of the change and determine whether it made a difference
- Act: If the change was successful, implement it on a wider scale and continuously assess results. If the change did not work, begin the cycle again

The Contractor will complete at least one CQI project annually. The following steps will be taken by the Contractor to ensure adherence to model, and OCAP CQI guidelines:

- Complete and submit the CQI Application
- CQI project implementation
- CQI project completion
- Complete storyboards
- Present story boards at the designated meeting

NOTE: CREOKS did not complete the CQI project due to cancellation of the contract.

Parent Child Center of Tulsa did not complete the CQI Project due to significant staff turnover in leadership.

Contractor Site	Counties Served	Description of Project	Reason for Focus
Great Plains Youth & Family Services (GPYFS)	Beckham, Greer, Jackson, Kiowa, Tillman, Washita	Increase Parent Educator caseloads from 76% to 85% capacity to meet PAT requirements.	To meet the PAT Model minimum caseload requirement of 85% capacity.
Test & Check Results			
Parent Educator caseloads exceeded the goal of minimum capacity by 3%.			

Alaina, Jose and Delilah

“I worked with this young family to meet their goals of successfully entering the workforce and creating a safe environment for their daughter, Delilah. Within three months of enrollment, Alaina completed her dental hygienist certification and Jose worked in the real estate business. Alaina and Jose also wanted to make sure their home was secure. I provided them with referrals to make sure they had the appropriate number of smoke detectors and a home security system installed. Along with the accomplishments already mentioned, the family obtained safe, stable housing, and paid all their expenses without assistance. By following up with them on each visit, I helped them set plans with action steps to provide the best life for their daughter, Delilah. This family is as happy as happy gets!” Amie, Parent Educator serving Oklahoma County



Contractor Site	Counties Served	Description of Project	Reason for Focus
Northwest Family Services (NWFS)	Alfalfa, Grant, Major, Woods	Provide monthly drive-through Group Connections for families which will include activities, handouts, referrals and support for families.	Group connection participation has been low due to COVID 19 and other factors. NFS PAT will benefit from publicity and promotion of the groups connections and bring awareness and important information and resources to parents.
Test & Check Results			
Three out of the four targeted months showed an increase in Group Connection participation.			

Aaron, Katy and Asher Elliot



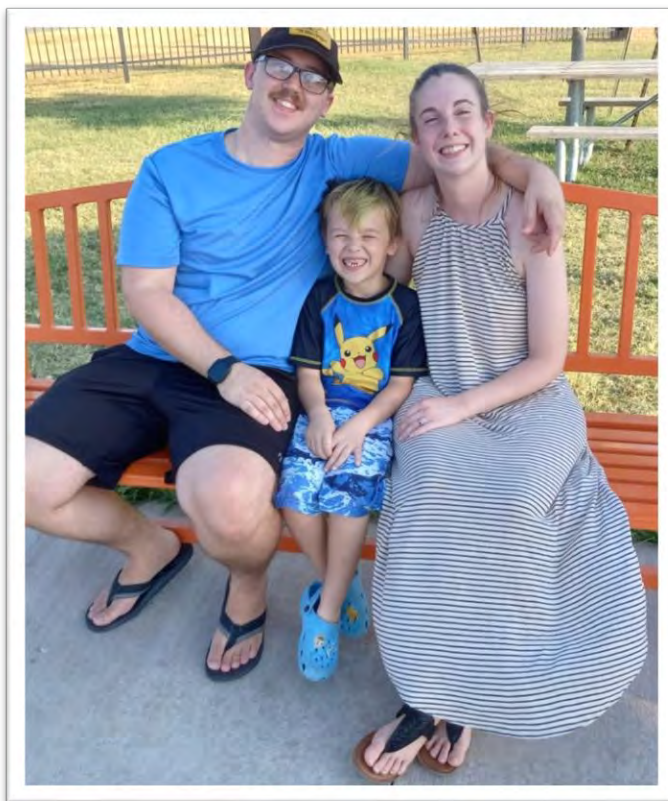
Aaron and Katy enrolled in PAT home visiting in January, 2022. Upon initiation of services, their Parent Educator, Imani administered the Ages and Stages Child Development Screening with Asher Elliot and detected motor and social-emotional delays. With the help of Imani, Aaron and Katy committed to support Asher Elliot as he navigated challenges and began to learn and grow. Imani said “Together, we have explored strategies to develop specified areas of growth and development. We have also practiced parent-child interactions that foster enhanced growth

in language, social emotional, and motor skills.” Katy shared “Since we started the program, Asher Elliot started communicating more, routines and transitions have been successful, and we have learned the value of quality time.” “The growth that this family has experienced is immeasurable,” Imani stated, “I am confident that it will be continuous!” – Imani, Parent Educator serving Tulsa County

Contractor Site	Counties Served	Description of Project	Reason for Focus
Frontline Family Solutions	Southern Cleveland, McClain, Garvin	Standardized and reliable process for developmental screening	To help change 10% of parent's attitude on developmental monitoring for the index child from negative to positive or more positive by using child development materials.
Test & Check Results			
When looking at each individual topic that parents answered, two (importance of tracking child's development and attitude on the CDC Developmental checklist) out of the three items posted the 10% prediction mark and concern on the development of the child dropped from 1.88 to 1.87.			

Brian, Victoria and Parker

“To address Parker’s picky eating issues, my Parent Educator, Sharla made a referral to the Comanche County Health Department with a Nutrition Specialist. I was able to get the information I needed to help Parker and was happy to report to Sharla he started eating a healthy variety of foods. Parker even started eating tuna fish sandwiches, he would have never done that before!” – Victoria, enrolled in Comanche County.



Whitney and Aalyiah

“Whitney enrolled in our program seeking parental supports. She was involved in child protective services and her daughter Aalyiah was removed for a domestic violence incident that occurred between Whitney and Aalyiah’s dad. Shortly after the incident, he passed away from a drug overdose. Whitney needed intense support during this tragic turn of events, and more than ever she needed to prove to DHS that she would protect her daughter at all costs. I worked tirelessly to put supports in place including parenting classes, working through her Individual Safety Plan, and home visits where I continued to provide referrals and education. Aalyiah received Play Therapy to support her through the trauma she experienced as a young child and I was able to support the family with consistent and dependable services. Whitney and Aalyiah have since been reunited and experienced tremendous growth. Whitney has made positive changes to her and Aalyiah’s life and home, building a future for success.” – Hope, Parent Educator serving Jackson County



Contractor Site	Counties Served	Description of Project	Reason for Focus
Northern Oklahoma Youth Services (NOYS)	Kay, Osage, Noble & Pawnee	Offer incentives to families that complete visits to track long-term engagement.	To meet/exceed the number of completed visits per the PAT Essential Requirement #11.
Test & Check Results			
80% of the families successfully completed visits and reengaged in the program.			

Contractor Site	Counties Served	Description of Project	Reason for Focus
Youth & Family Services for Hughes & Seminole Counties	Hughes, Seminole	Fill vacant Parent Educator positions and increase caseloads to 20 families each.	The PAT minimum caseload expectation is 20 families for first year Parent Educators. This will bring the Contractor into model compliance.
Test & Check Results			
Due to staff turnover during the CQI Project, the CQI Goals were not able to be met. Despite the staff turnover, a slight increase in enrollment was demonstrated.			

Contractor Site	Counties Served	Description of Project	Reason for Focus
Latino Community Development Agency (LCDA)	Oklahoma	All families enrolled in PAT will demonstrate a increase in their positive parenting behavior by downloading the CDC Milestone Tracker App .	By encouraging parents to download the CDC Milestone Tracker App to monitor their children's milestones, they will engage more in age appropriate activities promoting healthy development in their children.
Test & Check Results			
Of the 79 families who downloaded the app, half used it at least once a week. Eleven of those families used it on a regular basis. Two families showed the app to their PCP provider during the well child check-up.			

Contractor Site	Counties Served	Description of Project	Reason for Focus
Parent Promise	Oklahoma	To increase family involvement in child development utilizing Positive Parenting Practices (PPP).	To increase the amount of times per week PPP is utilized with families by 15%.
Test & Check Results			
Although the Contractor was unable to meet the 15% increase, the project consistently averaged 4 days of PPP per week.			



Eugene, Titan and DeJuan

When Eugene enrolled, he had many life challenges including a history of substance-use, criminal charges, incarceration and separation from the mother of his boys. Eugene shared “I have made mistakes, but with the help of my Parent Educator, Jeremy, I am moving forward.” I got to work with Eugene providing him with resources and referrals to support him in changing his life path and deepening his connection with his boys, Titan and DeJuan. Eugene stated “The information Jeremy provided helped me understand what is happening in Titan and DeJuan’s development at their age.” Since Eugene has been in the PAT Program, his Child Welfare case has closed, he has obtained transportation, employment and has moved into stable housing. Eugene confided “I want a home with a yard where the boys can play and look for ladybugs and grasshoppers.” – Jeremy, Parent Educator serving Kay County

Peyton, Jacob and Kye

“When I first found out I was pregnant I was scared to be a parent especially



because I am a teen mom. It was very hard and I felt that Jacob and I have been judged by everyone. When I told the doctor I wanted to breastfeed, he said, ‘Well okay but here is some formula.’ I think being able to talk with my Parent Educator, Kylie, read the handouts and complete the activities has built my and Jacob’s confidence. We realize we are not alone and Kylie will support us by providing information and resources and never judges us. Jacob and I know Kylie is

in our corner, and that has helped us to be successful in everything we have done becoming parents and all.” – Payton, enrolled in Major County

***Note:** Payton and Kye were successful at breastfeeding and he is at a healthy weight and developmentally on target.*

Laura, Dale and George

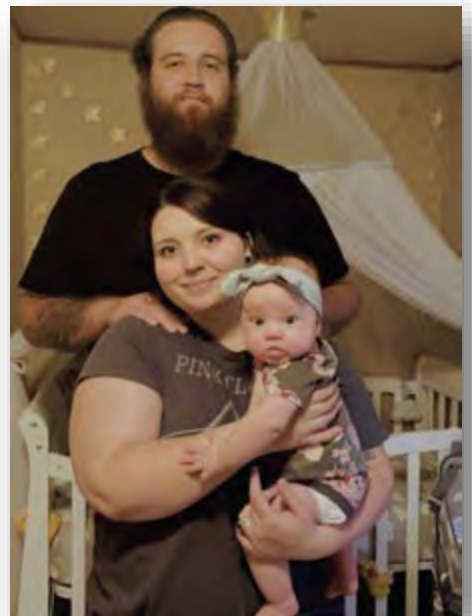
“I really like the support of this program because I feel like I have a lot to learn about being a father”- Dale



Laura and Dale will be the first to tell you the birth story of their son, George. Laura and Dale lived a married, child-free life until Laura started feeling a strange pain. Strange pains were common to her as she had experienced multiple health issues throughout her life. However, it was severe enough that she went to the emergency room. When there, she found out that she was pregnant and due to deliver any moment. Laura and Dale had 6 hours to mentally prepare themselves to be parents, but that hasn't stopped them from creating a beautiful family and life together. – Rachael Hoover, Parent Educator serving Oklahoma County

“This family has taught me that circumstance does not always indicate continuity; it is possible for our parents who are created in the emerging years to heal from the generational trauma we may have collected from those around us. Charlie, Lilith and Colton embody a blooming example of that ability.”
– Morgan Burchett, Parent Educator serving Wagoner County

Charlie, Lilith and Colton



Oklahoma Family Support Network

The Oklahoma Family Support Network (OFSN) was formed in 2018. During 2022, the OFSN was in the development and operational phases of the [National Family Support and Strengthening Network](#) Development Continuum. During the phases, network meetings convened, a network vision, mission, and goals were developed and operating guidelines were put in place. In addition, the OFSN maintained regular offerings of the Standards of Quality for Family Strengthening and Support Virtual Certification Training, the review and refinement of network processes and systems, and continued advancement of network goals. This also included funding a full-time position to coordinate OFSN development. The OFSN coordinator continues to grow and maintain partnerships at state and local levels, and coordinates the Oklahoma Standards of Quality training team with the goal of statewide implementation.

In 2022, three Oklahoma Family Resource Centers (OFRC) were awarded funding to develop, implement, and sustain OFRCs in each Tulsa, Oklahoma and Cleveland Counties. The OFRC Contractors have conducted community assessments and implemented services and resources within each of the OFRCs that met the needs of families in their community. These OFRCs are the inaugural members of the OFSN and will help guide future goals. The OFSN coordinator worked with the OFRCs to provide technical assistance including implementation of the Quality Standards, developed Parent Advisory Committees, maintained fidelity to the frameworks utilized, and developed a sustainability plan to be implemented beyond available funding.

Since inception, the OFSN has conducted a total of nine Standards trainings and certified 183 Family Support and Strengthening professionals, advocates, and funders across the state. The Oklahoma Standards Training Team has maintained three trainers and one technical support assistant. The NFSN provided a revised version of the Standards of Quality in January 2021 and a newly piloted virtual Standards of Quality training was launched in Oklahoma in August 2021.

The OFSN continued their partnership with the Oklahoma Department of Human Services (OKDHS) designing and implementing two pilot Family Resource Centers (FRCs) in Oklahoma. They were the first of their kind in Oklahoma to combine the Science of Hope and the Quality Standards utilizing the [Strengthening Families Protective Factors Framework](#) from the Center for the Study of Social Policy and the Principals of Family Support Practice, along with Dr. Chan Hellman's study of [Hope Science](#). In addition, the OFSN embarked on a new partnership with Potts Family Foundation and the Oklahoma State Department of Health's Allied Health programming for infant and early childhood mental health to develop FRCs in even more communities. These FRCs will have an infant mental health focus and will include innovative service designs to meet the needs of families.

Another notable partnership that has continued to thrive is with the Oklahoma Commission on Children and Youth (OCCY). The partnership combines the work of OCCY's Parent Partnership Board with the OFSN's community level Parent Advisory Committees. Through this combined effort, more Family Strengthening and Support professionals and Parent Professionals have been certified in the NFSN's Sustaining Effective Parent Advisory Committees certification training and is also trained in [Circle of Parents](#), offered by OSDH. The OCCY and OFSN launched the initial Oklahoma Parent Advisory Committee Community of Practice for providers and professionals who are implementing parent advisory committees. This is the first official OFSN group to convene, is regularly scheduled for professional development, networking, and peer support opportunities. The first cohort was identified and met in 2022; additional cohorts will be added on a regular basis.

Child Abuse Prevention Month

Each year in April, the OSDH, Family Support and Prevention Service (FSPS) observes National Child Abuse Prevention Month (NCAPM) with events and activities included in an elaborate and strategic statewide plan. This is made possible with the expertise, dedication, and involvement of countless prevention partners who meet throughout the year as part of the Child Abuse Prevention (CAP) Action Committee. Energy ran high in 2022 with a renewed sense of purpose and a strong desire to meet in person for events after reeling from COVID-19 over the last few years. There was record attendance at the Outstanding Child Abuse Prevention Awards Ceremony which returned to the Oklahoma State Capitol in 2022 with exceptional individuals and programs being honored for their work. Many states issue proclamations and media releases to raise awareness on the importance of child abuse prevention while also shining a light on the many ways we can all play a role in preventing children from being harmed. According to The White House briefing (03/31/2022), National Child Abuse Prevention Month is a time to join together to promote safety and well-being of all children and families and to recognize the child welfare workforce and allies who work tirelessly to protect our children.¹

During SFY 2022, the CAP Action Committee led NCAPM planning meetings from 01/14/22 through 05/13/22 (which is an abbreviated schedule compared to past years due to continued impact of COVID-19). New partners continued to join the group and the Oklahoma Child Abuse Prevention Facebook Page continued to grow in followers and likes. Graphic designs were provided by various CAP Action committee members as well as the OSDH Office of Communications (OOC).

2022 Child Abuse Prevention Month Campaigns, Events and Activities:

- Creation of social media campaign materials for all activities and events (Designed by the CAP Action Committee members and the OSDH/OOC)
- Social media promotion leading up to April via the Oklahoma Child Abuse Prevention Facebook page (with over 1,395 likes and over 1,658 followers)
- Promotion of 2022 April NCAPM Campaigns on OSDH website
- 2022 CAP Month Newsletter
- Happy Day Coloring Challenge
- The Super CAP Month Challenge
- Pinwheel Gardens – Led by Parent Promise/PCA-OK
- Dissemination of Children’s Bureau National CAPM Resource Guides
- Media Event: Governor Kevin Stitt and First Lady Sarah Stitt Discuss Child Abuse Prevention Month, highlighting the Oklahoma Child Advocacy Centers
- [CAP Social Media Challenge](#) – Community partners were challenged to use social media to spread awareness about child abuse prevention using Facebook, TikTok, Instagram, or Twitter.
- Annual Build a Blue Ribbon Tree for Kids Campaign
 - ⇒ [2022 Blue Ribbon Tree Slideshow](#)
 - ⇒ [2022 Blue Ribbon Tree Flyer](#)
 - ⇒ [2022 Blue Ribbon Tree Yard Sign](#)

¹The United States Government. (2022, March 31). *A proclamation on National Child Abuse Prevention Month, 2022*. The White House. Retrieved November 11, 2022, from <https://www.whitehouse.gov/briefing-room/presidential-actions/2022/03/31/a-proclamation-on-national-child-abuse-prevention-month-2022/>

Notable Dates:

- **October 14, 2021 and April 1, 2022:** Biannual Collaborative Convening Partnering with OKDHS
- **April 1, 2022:** [Annual Wear Blue Day](#)
- **April 11th, 2022:** Sky Dance Bridge Lighting goes blue for NCAPM
- **April 13-15, 2022:** FSPS Co-hosting 28th Annual Child Abuse and Neglect Conference
- **April 18-22, 2022:** State Capitol Lit up in Blue & YMCA's 5 Days of Action
- **April 21, 2022:** Annual Outstanding Child Abuse Prevention Awards Ceremony at the Oklahoma State Capitol including First Lady Sarah Stitt



Commissioner Reed and Children First Nurses decorate the OSDH Blue Ribbon Tree at the Oklahoma Commons Building.



Community partners wear blue on April 1st to kick-off Child Abuse Prevention Month.



The Sky-Dance Bridge in Oklahoma City lights up blue for National Child Abuse Prevention Month.



Annual Outstanding Child Abuse Prevention Awards Ceremony held at the Oklahoma State Capitol.

Professional Education and Training Provided

Orientation

Supervisors and Parent Educators receive orientation training (separate from intensive role specific training) prior to direct work with families to familiarize them with the functions of the site.	
Orientation	Boundaries
	Community Resources
	Confidentiality
	Provisional Child Abuse and Neglect Indicators
	Provisional Child Screenings: Hearing & Vision
	Provisional Efforts to Outcomes (ETO) Database Training
	Provisional HIPAA and Cyber Security
	Provisional Life Skills Progression (LSP)
	Provisional Onboarding
	Provisional Personal Visit Observation
	Provisional Policies and Procedures
	Provisional S.O.A.P. Notes
	Provisional Staff Safety
	Site and Role Specific Orientation

Parents as Teachers (PAT) Model Training

Parent Educators and Supervisors are required to complete all PAT trainings.	PAT Foundational I
	PAT Foundational II
	PAT Model Implementation

Annual Training

Complete within 30 days of employment and every year thereafter.	Caregiver Health and Wellness
	Child Abuse and Neglect Indicators Training
	Diversity Awareness - <i>Based on their current service population</i>
	Intimate Partner Violence Training
	Policy and Procedure Review
	Substance Use

Required Training

Completed Within the first year of employment	Attachment
	ASQ 3, ASQ:SE 2
	Child Maltreatment and Mandatory Reporting in Oklahoma
	Developmental Milestones
	Family/Domestic Violence
	Home Visitors Safety Training
	Maternal Depression/Reproductive Health

	Mental Health Issues
	PICCOLO
	Reflective Supervision for Parent Educators
	Reflective Supervision for Supervisors
	Safe Sleep
	S.O.A.P. Notes Documentation Training
	Special Needs
	Strengthening Families: Protective Factors
	Tobacco Cessation/Substance Use
Complete Within Second Year of Employment	Adoption
	Autism
	Breastfeeding
	Child Passenger Safety
	Circle of Parents
	Motivational Interviewing
	Newborn Screening/Grief
	Period of Purple Crying
	Standards of Quality for Family Strengthening and Support

Professional Development

Parent Educators and Supervisors obtain competency-based professional development and renew certification with the national office annually.	
First year of certification and beyond	20 clock hours
Core Competencies	Annual

Family Characteristics

Age of Client

Age of Client	Percent
Under 16 years	1%
16–19 years	3%
20-24 years	11%
25-29 years	23%
30-39 years	52%
40 years & Older	10%
Total	100%

Marital Status of Client

Marital Status of Client	Percent
Divorced	5%
Married	39%
Not married but living with partner	20%
Single, Never Married	31%
Separated	4%
Widowed	1%
Total	100%

Age of Children Living in Household

Age of Children	Number
Under 1 year	45
1-2 years	279
3-4 years	145
5-9 years	71
10-14 years	35
15-18 years	19
Total	594

Household Composition of Families Served

Household	Percent
Father of the Child	43%
Others	33%
Grandparent of the child	9%
Aunt of the client	6%
Uncle of the client	9%
Total	100%

Number of Families Accepted to Program & Average Length of Enrollment

Site	Number of New Families	Number of Total Families	Average Time Enrolled (Months)
Great Plains	29	59	19
CREOKS	33	60	15
Latino Community Development Agency	11	46	27.6
Frontline Family Solutions	12	29	15
Northwest Family Services	29	47	13
Northern OK Youth Services	44	67	8.5
Parent Child Center of Tulsa	46	73	9.2
Parent Promise	62	117	15.3
Tahlequah	35	35	5.4
Youth & Family Services for Hughes & Seminole Counties	22	44	10.7
Total	323	577	13.9

Number of Families Not Accepted to Program & Reason

Potential Enrollee	Number
Unable to locate	43%
Refused services/not interested	16%
Returned to Work	6%
Other	35%
Total	94%

Program Activities and Recommendations for SFY 2023:

Virtual Service Delivery

The COVID-19 Health Crisis has served as a catalyst for Parents as Teachers to release guidance and materials supporting virtual home visiting, making valuable resources and support available to professionals serving families during this unprecedented time. PAT is a leading partner in the Rapid Response collaborative, along with the Institute for the Advancement of Family Support Professionals, and the National Alliance of Home Visiting Models. Virtual service delivery refers to services both through interactive video conferencing technology and phone calls. Virtual visits through an interactive video conferencing platform allow there to be two-way, real-time, audio-visual communication between the home visitor and parent(s), guardians, or primary caregivers and their child(ren). These visits are delivered using a device, preferably a tablet or computer (laptop) and a secure video conferencing platform. Virtual visits through telecommunication are visits completed via audio phone calls.² Virtual services will remain an option for families, not just in times of health crisis, severe weather or other environmental situations, but based on family choice as well. Having a range of options for service delivery supports the Essential Requirements for model fidelity.

Virtual Training Plan

Due to the COVID-19 Public Health Crisis, Parents as Teachers suspended all on-ground training and transitioned Model Implementation, Foundational and Foundational 2 Core trainings to a virtual platform. Following suit, the OCAP has provided the Contractors with virtual training and webinars covering topics that are required in the Training Plan and relevant to home visiting. As the number of COVID-19 cases decreased and the vaccinated persons increased, the OCAP has resumed several in-person trainings, following all recommended COVID-19 Safety Guidelines.³

Supervisor Activities

Monthly

The OCAP schedules supervisor calls on the last Friday of each month. The OCAP has made it a standard to meet using video capabilities and incorporating communication during months that meetings were not held by sending out updates in presentation format. This allowed the OCAP to provide consistent communication using PowerPoint, video and Webinar platforms enhancing engagement with the Contractors. Additionally, trainers were scheduled that provided information and current practices as requested by the Contractors. The OCAP partnered with a the Warm Line and OSU Infant Mental Health ECHO to continue supporting contractors in staying up to date on evidence-based practices in Infant Mental Health as well as the ability to have real-time clinical review of cases and programming questions. Some of the technical assistance provided in monthly supervisor's calls included policy and PAT model updates, resources, database information, and training. Based upon a Satisfaction Survey of the OCAP the monthly supervisors call had a 62% satisfaction rate by the contractors in FY 22. The OCAP has implemented regular satisfaction and review surveys to identify adjustments that can be made to increase over-all satisfaction. The OCAP requests monthly staffing and capacity reports on the 5th of each month. In SFY 2023 the OCAP will continue to keep up to date with this information to provide technical assistance and support relevant to the individual Contractor.

² *Virtual service delivery*. Parents as Teachers. (2022). Retrieved November 10, 2022, from <https://parentsasteachers.org/virtual-service-delivery>

³ Centers for Disease Control and Prevention. (2022, October 19). *How to protect yourself and others*. Centers for Disease Control and Prevention. Retrieved November 11, 2022, from <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>

Bi-Annual

During SFY 2022, bi-annual meetings were scheduled virtually due to the continued need for social distancing and accessibility to Contractors who were not able to travel. The meetings occurred in March and September. The objectives were to create a platform to dive deeper into topics that were discussed during the monthly supervisor's call. Some of the most noted topics included in the bi-annual meeting were presentations from several community agencies such as Developing Caring Communities Committed to Action (DCCCA, Inc.), Oklahoma Commission on Children and Youth (OCCY), and Oklahoma ABLE Tech. The Contractors were also provided valuable information regarding safe disposal and storage of medicine, and administering Naloxone. The focus also included guidance, problem solving, and strategic planning for establishing a hybrid of virtual and in-person home visits. The Contractors and the OCAP worked on planning for barriers and stressors families and home visitors experienced during the pandemic.

Blue Ribbons Sites

The PAT Essential Requirements and Quality Standards form the basis for the Quality Endorsement and Improvement Process (QEIP), which is the process that Contractors go through to demonstrate their commitment to high quality services and work to earn the Blue Ribbon designation.⁴ Currently, Oklahoma has five Contractors that serve Oklahoma and Tulsa Counties that have achieved Blue Ribbon status.

Quality Endorsement and Improvement Process

Contractors are invited to participate in the QEIP process for the first time in their fourth year of implementation. QEIP helps ensure that Contractors are delivering high quality home visiting services while implementing the PAT model to fidelity. The QEIP process ensures that essential requirements and quality standards set by Parents as Teachers National Center are fulfilled. This indicates the highest quality of services are being provided to children and families. During SFY 2022, Contractors serving Beckham, Washita, Greer, Kiowa, Jackson Tillman, McClain, Garvin, Comanche, Oklahoma, Hughes and Seminole counties have been designated to begin the QEIP process and ultimately achieve Blue Ribbon Status.

⁴ *Blue Ribbon affiliates*. Parents as Teachers. (2021, October). Retrieved November 11, 2022, from <https://parentsasteachers.org/blue-ribbon-affiliates-1>

Target Fidelity Project

This initiative created by Parents as Teachers National center was designed to increase support to Contractors who missed at least one Essential Requirement. Through this project, the OCAP provides intensive Technical Assistance to Contractors to review and execute a Success Plan utilizing the parallel process of reflection and support. The goal is to improve processes throughout the fiscal year to meet the Essential Requirements that were missed. The structure includes monthly calls to review progress and change. In SFY 2021 six of the twelve sites participated in the Target Fidelity Project (TFP). In SFY 2022 100% of the Contractors participated in TFP. After receiving positive feedback from the Contractors, we will have 100% participation again in SFY 2023.

What our Supervisors are saying:



Budget and Program Needs:

Over the course of the last 10 years, the child abuse prevention fund has steadily decreased and the number of substantiated cases of child abuse has increased. (See tables below). While a direct causal association has not been determined between the reductions in prevention funding and increases in substantiated child abuse cases, there does appear to be some correlation. In 2018, the contracts were cancelled and reinstated in 2019. Since then, the Child Abuse Prevention Fund has held steady, with no increase.

Below is a snapshot of a 10 year budget history for PAT. In 2018, state funded PAT Programs were cut, and reinstated in 2019 at the current funding of \$2,014,668. The table below represents the decline of services from 2011 to 2021 due to budget cuts and no increases.

State Fiscal Year	Total Expenditures	Number of Families Served	Average Cost per Family	Number of Contractors	Number of Counties Served
2011	\$2,964,476	1,085	\$2,732	21	39
2012	\$2,790,426	1,068	\$2,613	19	37
2013	\$2,711,578	786	\$3,450	14	30
2014	\$2,788,042	774	\$3,602	14	30
2015	\$2,613,823	738	\$3,542	13	28
2016	\$2,440,713	672	\$3,632	13	28
2017	\$2,246,365	608	\$3,695	11	26
Contracts Cancelled					
2018	\$906,145	321	\$2,823	9	23
Contracts Reinstated					
2019	\$2,014,668	386	\$5,479	9	28
2020	\$2,014,668	648	\$2,890	9	28

The table below represents the confirmed child abuse and neglect cases in the counties PAT serves.

Confirmed Child Abuse and Neglect Cases 2019 Kids Count Data					
Rural Counties Served - 26					
1.	Adair	184	14.	Major	26
2.	Alfalfa	2	15.	McClain	88
3.	Beckham	94	16.	Noble	61
4.	Cherokee	152	17.	Okfuskee	60
5.	Cleveland (<i>Rural & Suburban</i>)	751	18.	Okmulgee	295
6.	Creek	235	19.	Osage	201
7.	Garvin	86	20.	Pawnee	66
8.	Grant	9	21.	Seminole	175
9.	Greer	41	22.	Sequoyah	234
10.	Hughes	33	23.	Tillman	48
11.	Jackson	112	24.	Wagoner	235
12.	Kay	410	25.	Washita	41
13.	Kiowa	66	26.	Woods	27
Metropolitan Counties Served - 2			Rural Counties Total Cases		3,732
27.	Oklahoma	2,802			
28.	Tulsa	3,074			
Metropolitan Counties Total Cases		5,876			

“Research has proven evidence-based models of home-based family support services lead to fewer instances of child abuse and neglect, improved child health, and improved child development that results in less need for expensive remedial education.”⁵ Enhancing and expanding our services has the potential to positively impact more families. Children and parents engaged in the PAT program are less likely to go to the emergency room for injury and have a 50% reduction in cases of abuse/neglect.⁶ Families engaged in PAT are more likely to attend well child visits and eat more fruits and vegetables.⁷ PAT children were rated significantly higher than non-PAT children on multiple, developmental indicators of school readiness (emotional well-being, fine motor, expressive language, receptive language and social competence).⁸ PAT Families were found to be more responsive and stimulating for children while feeling more support from their communities.⁹ PAT not only reduced the likelihood of abuse/maltreatment but also improved outcomes within education and physical health. PAT increased access to health care and social support networks.

To build infrastructure and fill gaps in services the OCAP has the following needs:

- Increase state funding to expand home visitation services across the state. Continue identifying gaps in the continuum of home visiting services between PAT and Children First (Oklahoma’s Nurse Family Partnership) by identifying underserved populations.
- Increase the state’s investment dollars in child abuse prevention services such as PAT Home Visitation Services, Children First and SafeCare.
- Identify partners through other state agencies, private non-partners and local communities to achieve a more cohesive robust home visiting footprint.
- Research other states with statewide home visitation models to work toward a long-term goal of providing services to all 77 Oklahoma counties.
- Play an active role in the Thriving Families Safer Children Initiative¹⁰ led by the Children’s Bureau at HHS’ Administration for Children and Families, Casey Family Programs, the Annie E. Casey Foundation and Prevent Child Abuse America. This partnership is a nationwide initiative to prove it is possible to fundamentally rethink how child welfare systems function to prioritize strengthening families and building resiliency, rather than separating families.

⁵ *Annual outcomes report - OK school readiness*. (2020). Retrieved November 11, 2022, from https://okschoollreadiness.org/uploads/documents/Home%20Visiting%20Report_2020.pdf

⁶ Wagner, M., Iida, E., & Spiker, D. (2001). *The multisite evaluation of the Parents as Teachers home visiting program: Three-year findings from Winston-Salem, NC*. Menlo Park, CA: SRI International.

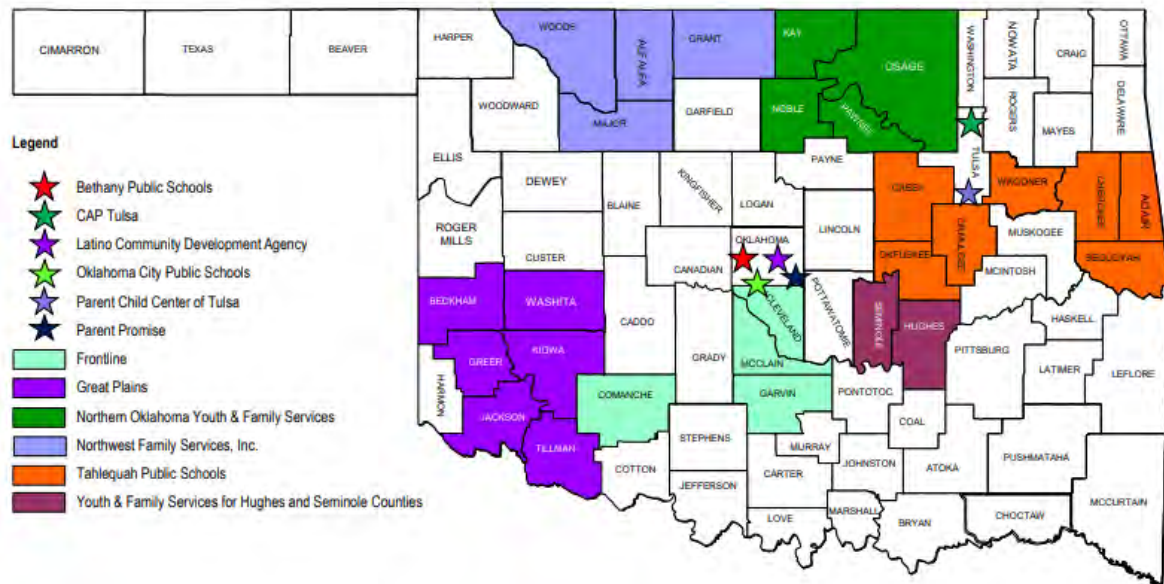
⁷ Haire-Joshu, D., Schwarz, C., Steger-May, K., Lapka, C., Schechtman, K., Brownson, R., & Tabak, R. (2018). A randomized trial of weight change in a national home visiting program. *American Journal of Preventative Medicine*, 54(3), 341–351.amepre.2017.12.012

⁸ O’Brien, T., Garnett, D.M., & Proctor, K. (2002). Impact of the Parents as Teachers program. Cañon City, CO (Fremont County) School Year 1999-2000. Center for Human Investment Policy, Graduate School of Public Affairs, University of Colorado at Denver.

⁹ Owen, M.T. & Mulvihill, B.A. (1994). Benefits of a parent education and support program in the first three years. *Family Relations*, 43, 206-212. <https://doi.org/10.2307/585324>

¹⁰ The Annie E. Casey Foundation. (2021, April 22). *National Partnership to Reinvent Child Welfare Expands*. The Annie E. Casey Foundation. Retrieved November 10, 2022, from <https://www.aecf.org/blog/national-partnership-to-reinvent-child-welfare-expands>

Parents as Teachers 2022



Data Source: Parents as Teachers,
Family Support and Prevention Services,
Oklahoma State Department of Health

Created: 04.26.2022



Disclaimer: This map is a representation of current information and is not intended to be used for legal purposes. The map is not intended to be used for legal purposes. The map is not intended to be used for legal purposes. The map is not intended to be used for legal purposes.



The Contractors that received federal funds only are Bethany Public Schools, CAP Tulsa, and Oklahoma City Public Schools

Featured Parent Success Story

Parent Promise, Oklahoma County

Mr. Wayne

Kairo

Julestria

Mr. Wayne was introduced to Parent Promise during a volatile and crucial time in his family. His niece, Julestria was initially referred to PAT by another Parent Promise Program called [Right Track](#). Shortly before she could be enrolled, her baby, Kairo was removed from by Child Welfare due to abuse by his father. Mr. Wayne stepped up to be the kinship foster placement in an effort to keep some normalcy in Kairo and Julestria's life.

Being a new parent and not knowing what to expect, Mr. Wayne was hesitant to enroll in Parents as Teachers. He was already overwhelmed with home visits from other social service agencies as he was now the primary caregiver for Kairo. Mr. Wayne's Parent Educator Christy recognized his stress and made sure he saw her as a source of support, so she asked Mr. Wayne if they could meet once, then go from there. Mr. Wayne confided "I don't have a clue on how to raise a newborn baby, let alone a baby with special needs." Kairo suffered a head trauma, and as a result his cognitive and physical development was delayed. Mr. Wayne decided that he wanted help and trusted Christy, and so began his journey with Parent Promise. As time went on and more visits were completed, Mr. Wayne got comfortable, and his trust grew with Christy. She provided adjusted developmental information and screenings, basic childcare needs and parent-child interaction information to help him learn how to care for his nephew. She also provided Mr. Wayne with child health education, family goal setting, home safety, and concrete supports. Christy shared "Mr. Wayne never asks for anything, but is so grateful when I bring Kairo clothes or an extra book."



"I'm so happy for Miss Christy to a part of our family!" – Mr. Wayne

Christy shared that Mr. Wayne understood the importance of Julestria in Kairo's life and invited her to participate in visits so she can experience Kairo's growth and milestones. In July 2022, Mr. Wayne officially adopted Kairo, stating "Christy helped me gain the skills I needed to be a great provider to Kairo and the confidence to proceed with adoption." He also said, "I appreciate Miss Christy for helping, encouraging, guiding, loving, supporting, patience and thoughtfulness." Christy shared "It felt like a lifetime to get this family where they are but I have worked hard to be his cheerleader, and to keep him going to do his BEST!"

"Working with families and children is a passion that I truly enjoy. I love building strong relationships that strengthen the family's dynamic and emotional health. I feel like working with Mr. Wayne validates this and helps me know I am doing good work!"

– Christy, Parent Educator serving Oklahoma County

“

I was
equipped
with the
tools to meet
the
challenges I
face.

WAYNE

PARENT PROMISE
CLIENT



parent
promise

Prevent Child Abuse
Oklahoma™

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